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EXECUTION OF THE PROGRAMME ADOPTED BY THE GENERAL CONFERENCE

PART I (A)

PROGRAMME IMPLEMENTATION REPORT (PIR)

(1 JANUARY 2014-31 DECEMBER 2015)

SUMMARY

The Programme Implementation Report (PIR) is prepared in accordance with 38 C/Resolution 99. It is intended to inform the Members of the Executive Board of progress in the execution of the programme adopted by the General Conference during the first 24 months of the 2014-2017 quadrennium.

This report provides an analytical assessment of programme implementation and progress in the delivery of outputs by the five Major Programmes, the UIS and the two Global Priorities, Africa and Gender Equality, covering the period January 2014 to December 2015. Progress is assessed by Expected Result against related performance indicators and targets, in the context of the \$507M Expenditure Plan.

The report is complemented by information available online through [SISTER](#) 37 C/5 which presents an account of progress towards the attainment of the targets related to the performance indicators for each 37 C/5 Expected Result.

Action expected of the Executive Board: Proposed decision in paragraph 152.



TABLE OF CONTENTS

	Page
EXECUTIVE SUMMARY	1
MAJOR PROGRAMME I: EDUCATION.....	5
MAJOR PROGRAMME II: NATURAL SCIENCES	32
MAJOR PROGRAMME III: SOCIAL AND HUMAN SCIENCES	60
MAJOR PROGRAMME IV: CULTURE.....	76
MAJOR PROGRAMME V: COMMUNICATION AND INFORMATION.....	98
UNESCO Institute for Statistics (UIS).....	116
Global Priority Africa	118
Global Priority Gender Equality.....	124
Proposed decision	126

EXECUTIVE SUMMARY

1. Pursuant to 38 C/Resolution 99, the Director-General presents herein the Programme Implementation Report (PIR) which summarizes the status of programme implementation for the first twenty-four months of the 2014-2017 quadrennium.
2. The present report provides an analytical assessment of programme performance in terms of progress towards the delivery of activities and outputs for the five Major Programmes, the UIS and the two Global Priorities, Africa and Gender Equality, including information on the volume of extrabudgetary resources mobilized figures for each of the 37 C/5 expected results. Progress is assessed against related performance indicators and targets as revised in light of the \$507M Expenditure Plan.
3. The report is complemented by more detailed information available online directly through [SISTER](#) (37 C/5), which presents an account of progress towards the attainment of the targets defined for the performance indicators for each 37 C/5 expected result.

Overview of major achievements

4. Overall, programme implementation is on track with a high likelihood of achievement of the expected results, set under the \$507 Expenditure Plan, by the end of 2017.
5. With regard to **Major Programme I**, UNESCO has been at the forefront of global consultations on the future education agenda over the past three years which culminated in the World Education Forum (Incheon, May 2015). With the Incheon Declaration adopted at the Forum, the international community committed to a single education agenda, which subsequently led to the adoption of the Sustainable Development Goal 4 (SDG 4) on education and its related targets. UNESCO has been entrusted UNESCO to continue its mandated role to lead and coordinate Education 2030.
6. During 2014-2015, significant resources were invested in supporting countries most at risk of not achieving the EFA goals by 2015, with particular attention given to Africa. The promotion of gender equality and girls' and women's education remained high on the Education Sector's agenda, with emphasis on four priority thematic areas. UNESCO's support provided under the umbrella of the Global Partnership for Girls' and Women's Education 'Better Life, Better Future' has contributed to gender mainstreaming, with particular attention to the promotion of literacy and empowerment through access to sexual and reproductive health information, and skills for employment.
7. UNESCO's Education Sector has continued to fulfil its function of setting norms and standards and monitoring their implementation. UNESCO's actions contributed to the adoption of the Revised Convention on the Recognition of Studies, Certificates, Diplomas, Degrees and Other Academic Qualifications in Higher Education in African States (December 2014), and the adoption of the revised Recommendation on Adult Education and Learning (2015) and revised Recommendation on Technical and Vocational Education and Training (2015).
8. Under **Major Programme II** (MP II), UNESCO intensified its work in all thematic areas with reduced regular programme resources, which were mitigated, to a certain extent, by extrabudgetary funding. Key achievements include: support for science, technology and innovation (STI) policy formulation and implementation at national and sub-regional levels, including through the Global Observatory of STI Policy Instruments (GO-SPIN); most successful implementation of the International Year of Crystallography (IYCr) 2014 and of the International Year of Light and Light-based Technologies (IYL) 2015; publication of two World Water Assessment Reports and of the *UNESCO Science Report: Towards 2030*; the adoption of the MAB Strategy 2015-2025; the ratification of the new International Geoscience and Geoparks Programme and the label "UNESCO Global Geopark"; contributions to the 2030 Agenda, particularly the adopted SDGs on water,

oceans, biodiversity and the cross-cutting nature of science, technology and innovation (STI); and events leading up to, and at the UNFCCC COP 21, and the inclusion of references related to the oceans, water, gender equality, indigenous peoples and other topics in the resulting Paris Agreement on Climate Change. The meetings of the United Nations Secretary-General's Scientific Advisory Board were particularly useful to support the 2030 Agenda and COP 21. The Organization demonstrated its ability to deliver at scale in certain areas, by, for example, strengthening capacities of more than 7,800 professionals in water related areas during the biennium.

9. The **Intergovernmental Oceanographic Commission (IOC)** continued its work programme pertaining to health of the ocean, safety of people in the ocean at its coast, and societal capacity to face the consequences of climate change and variability. By working with its United Nations partners and in co-leadership with FAO and UNEP, the IOC has been at the forefront of the development of the new stand-alone sustainable development goal (SDG 14) related to the ocean. In accordance with its mandate, IOC now leads the development of science-based indicators for the Goal's targets.

10. The IOC-led global assessment of the status and changing condition of transboundary coastal water systems will allow the Global Environmental Facility (GEF), policy-makers and international organizations to set science-based priorities for financial resource allocation. More than 40 countries around the world are now using the newly published IOC *Guidelines for Marine Spatial Planning* (MSP) as a tool to plan sustainable economic development and ecosystem resilience in their national waters. The *Coastal Blue Carbon Manual* and the UN *World Ocean Assessment* were published with IOC extensive contribution. In 2015, the three “youngest” IOC regional tsunami warning systems in Caribbean, Indian Ocean and the North-East Atlantic, Mediterranean and connected seas celebrated their 10-year anniversary, and the Pacific Tsunami Warning System celebrated its 50-year anniversary. All these systems are now operational.

11. The 2014-2015 biennium was a period of transition and consolidation on three levels for **Major Programme III** (MP III). Globally, the 2030 Agenda for Sustainable Development has enshrined sustainability in a set of ambitious and transformative goals anchored in human rights, targeting universality of application and committing to “leaving no one behind”, all of which are the values upheld and objectives pursued by MP III. Institutionally, UNESCO continued its internal realignment and restructuring in the context of the new financial reality, articulating a sharper focus and redoubling prioritization efforts with Member States. The Social and Human Sciences Sector undertook a reassessment of its core programmes, in response to the twin guiding references of: (i) the social dimensions of the 2030 Agenda, notably the targets on social inclusion, eradication of extreme poverty, reduction of inequalities and the consolidation of peaceful and resilient societies; and (ii) Strategic Objective 6 of the Medium-Term Strategy “Supporting inclusive social development, fostering intercultural dialogue for the rapprochement of cultures and promoting ethical principles”.

12. Key achievements of Major Programme III include: advancement of the research-policy nexus in social policies at regional level, in particular in Latin America and East Africa, as well as at national level; wide mobilization of stakeholders in support of the International Decade for the Rapprochement of Cultures; successful organization of the 9th UNESCO Youth Forum; provision of policy advice for social inclusion and fight against poverty and discrimination at national and sub-regional levels, in Africa, Asia and Latin America; policy advice, capacity-building and institutional development in the area of bioethics, as well as for the development and review of transversal and inclusive public policies in many countries around the globe, including with regard to youth. The fifth session of the Conference of Parties to the International Convention against Doping in Sport endorsed practical measures for improved monitoring of the obligations of States Parties, and for the assessment of national anti-doping frameworks.

13. As regards **Major Programme IV**, culture was included in nine SDGs of the 2030 Agenda, thus firmly recognizing the role of cultural heritage, cultural industries and creativity as enablers of sustainable development. Action to support the implementation of the Agenda has been taken, for

instance through the holding of the International Conference on Culture for Sustainable Cities in Hangzhou, China, in December 2015, which adopted the Hangzhou Outcomes intended to advance the strategic role of culture for sustainable urban development in view of the “New Urban Agenda” to be adopted at the Habitat-III Conference in October 2016. The implementation of the culture conventions continued to be the central priority of the Culture Sector, with a focus on capacity-building and policy support. The normative framework was further reinforced by the adoption at the 38th session of the General Conference of the new UNESCO Recommendation on Museums and Collections.

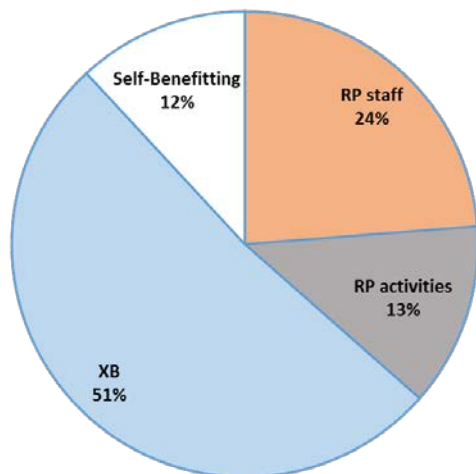
14. Systematic attacks against cultural heritage in conflict situations continued to pose significant challenges to the Culture Sector and its capacity to respond. At its recent 38th session, the General Conference adopted the strategy that aims at strengthening the ability of UNESCO to assist Member States in preventing and responding to the loss of cultural heritage during conflicts, and in facilitating the integration of culture into humanitarian, security and peace-building processes. In parallel, policy advice and technical assistance were provided to help Member States implement the United Nations Security Council of Resolutions 2199 and 2253 on the fight against illicit trafficking of cultural objects. Technical support was also extended in crisis-affected countries, e.g. Syria, Iraq, Libya, Mali and Yemen through UNESCO field offices, and substantial efforts were invested to forge new partnerships and identify sources for additional financial support.

15. Within **Major Programme V**, the Communication and Information Sector (CI) continued to make positive inroads to promoting freedom of expression and media development, and the building of knowledge societies through universal access to and preservation of information and communication technologies (ICTs) globally. The International Programme for the Development of Communication (IPDC), the Information for All Programme (IFAP) and the Memory of the World (MoW) Programme continue to be key drivers of this process. The role of ICTs in promoting development and the UNGA consensus on the WSIS+10 Review Outcomes reflected UNESCO’s important contribution including to shaping the Sustainable Development Goals agenda and the pathway to achieving the 2030 agenda.

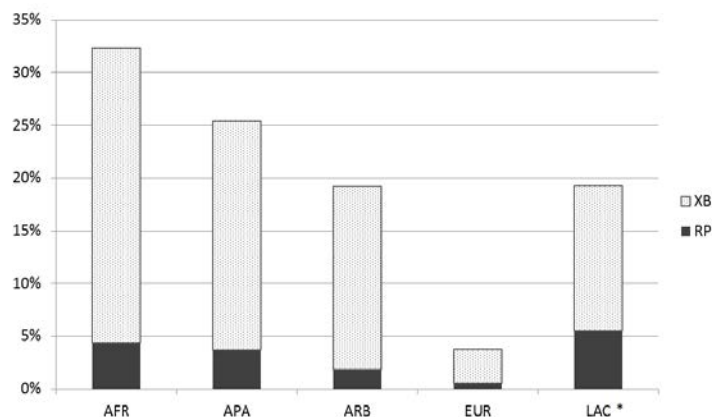
16. The Sector reaped benefits from an accelerated drive to raise extrabudgetary funds and from efforts to strengthen partnerships with United Nations agencies, NGOs, category 2 institutes and centres and UNESCO Chairs and was able to achieve the reduced performance indicators and benchmarks within its expected results. Nevertheless, CI continues to meet constraints in managing an increasing workload. To support the existing staff complement, the Sector has relied on the use of secondments and “loans” of scholars. Additional resources for direct programme delivery would have permitted the Sector to have a greater impact, particularly at the field level, and to provide technical knowhow in multiple languages.

**Total Expenditure 2014-2015 for the five major programmes
(Regular programme and extrabudgetary resources)**

By source of funding



By region



* Excluding Brasilia Office self-benefiting projects

Challenges and remedial actions

17. Internally, the gap between the financial and human resources available and the increasing number of requests from Member States for UNESCO’s support continues to pose significant problems for full and high quality programme delivery in certain programme areas. In addition, the lack of specialists, in particular in field offices, has limited or delayed the provision of support in some areas. External factors such as deterioration of security, fluctuating political contexts and/or emergency health situations in some countries and regions hampered programme implementation.

18. Remedial actions taken by the Secretariat include: further focus and concentration on priority areas, and countries most in need; creating programmatic synergies, including with UNESCO category 1 institutes; streamlining processes and adjusting the Secretariat structures; enhancing the efforts for extrabudgetary resource mobilization, including through improved communication and information; strengthening collaboration and cooperation with external partners; mobilizing Member States to provide professional secondments; and increasing involvement in programme delivery of category 2 centres.

MAJOR PROGRAMME I: EDUCATION

I. Overall strategic assessment

Key achievements

UNESCO's leadership and coordination role in setting the global education agenda

19. UNESCO has been at the forefront of global consultations on the future education agenda over the past three years, starting from the global thematic Consultation on Education in the post-2015 development agenda (Dakar, March 2013), the Global Education Meeting (Muscat, May 2014) and to five regional conferences, which culminated in the World Education Forum (WEF) held in May 2015. The WEF hosted by the Republic of Korea and organized by UNESCO together with the co-convening agencies, brought together some 1,600 participants including 120 ministers of education from 160 countries, United Nations agencies, international donor agencies, and more than 130 non-governmental organizations. With the Incheon Declaration adopted at the Forum, the international community committed to a single education agenda, which subsequently led to the adoption of the Sustainable Development Goal 4 (SDG 4) on education and its related targets. The Declaration entrusts UNESCO to continue its mandated role to lead and coordinate Education 2030.

20. In alignment with the targets of SDG 4, UNESCO has been leading the development of the Education 2030 Framework for Action which provides guidance for implementing Education 2030. The Framework that has been developed through a highly consultative process throughout the biennium was adopted at a high-level meeting held in the margins of the 38th session of the General Conference of UNESCO. The Framework was adopted by 184 Member States by acclamation and with standing ovations. The implementation of Education 2030 will be monitored by UNESCO's *Global Education Monitoring Report*, which has a new mandate to monitor SDG 4 and its related targets. The report has accordingly changed its title and logo after publishing the last of the EFA *Global Monitoring Report* series in 2015.

21. UNESCO has been actively involved in international fora in order to generate sustained political commitment, financing and partnerships in support of Education 2030. On the occasion of the Third International Conference on Financing for Development (Addis Ababa, 13-16 July 2015), UNESCO actively advocated for increasing investments in education through the high-level event: "Making the Investment Case for Education". In addition, the Director-General of UNESCO is one of the co-conveners of the high-level Commission on the Financing of Global Education Opportunity that was launched by the Norwegian Prime Minister and the United Nations Secretary-General at the Education for Development Summit (Oslo, 6-7 July 2015), which aims at strengthening the case for investment in education.

Promoting gender equality in education and girls' and women's education

22. Throughout the biennium, UNESCO has maintained and increased its efforts to keep the promotion of gender equality and girls' and women's education high on its agenda, with emphasis on four priority thematic areas and with particular attention to priority Africa. Under the umbrella of the Global Partnership for Girls' and Women's Education "Better Life, Better Future", gender mainstreaming with particular attention to the promotion of literacy and empowerment through access to sexual and reproductive health information has been made possible with UNESCO's technical assistance at policy and programme levels in Ethiopia, Nigeria, Senegal and United Republic of Tanzania.

23. UNESCO and the Government of Pakistan launched the Girls' Right to Education programme, under the Malala Funds-in-Trust agreement. With UNESCO's support, the programme aims at getting 50,000 more girls in the hardest-to-reach areas of Pakistan enrolled in primary schools, increase their retention and improve learning outcomes. During this period, UNESCO also

sealed a partnership with UNFPA and UN Women with the signing of a joint programme agreement to empower adolescent girls and young women through education. This joint initiative aims to reach out to the most disadvantaged girls and young women in Mali, Nepal, Niger, Pakistan, South Sudan and United Republic of Tanzania and to create enabling environments, including through the use of information, communication and technologies (ICTs).

24. Efforts to mainstream gender equality in TVET have been intensified over the past two years, particularly within the framework of the Better Education for Africa's Rise (BEAR) project and CapEFA. UNESCO has undertaken policy reviews and capacity-building activities addressing gender inequality issues in relation to access to skills development and employment opportunities in 22 countries, half of which are in Africa. In terms of ensuring gender mainstreaming in teacher training, UNESCO published a Guide for gender equality in the policy and practice of teacher education that has been translated into Arabic and Spanish and is currently being adapted in the Asia and the Pacific region, in the Arab States and in Latin America and the Caribbean. Female teacher training and gender mainstreaming in the teaching profession is also the focus of the UNESCO Hainan Funds-in-Trust programme operating in Africa and the Asia and the Pacific region, launched in September 2015. UNESCO will further increase the visibility of the importance of girls' and women's education through the newly established "UNESCO Prize for girls' and women's education", approved by the Executive Board at its 197th session.

Global Citizenship Education (GCED) and Preventing Violent Extremism

25. Over the past two years, UNESCO has been able to demonstrate its leadership in GCED. UNESCO has been working with international key stakeholders to define core key learning outcomes of GCED, which can serve as priorities for measurement, as well as indicators for measuring GCED learning outcomes in the context of Education 2030. UNESCO has developed a resource that provides pedagogical guidance on GCED for educators, curriculum developers, trainers, policy makers and education stakeholders and has conducted subregional orientation workshops to help countries develop capacities and identify strategic entry points for the effective integration of GCED.

26. The recent increase of recruitment and radicalization of youth on social media, in communities and in schools has renewed and strengthened UNESCO's engagement in promoting education as an essential tool to help prevent violent extremism. In that connection, UNESCO is in the process of developing a practical guide for teachers and educators of upper primary and lower/upper secondary students on countering violent extremism and radicalization. In addition, UNESCO and the Permanent Mission of the United States, with the support of Australia, Austria, Bulgaria, Canada, France, Kenya, Saudi Arabia, Turkey and the United Arab Emirates organized a high-level event on preventing violent extremism through education during the 38th General Conference. The event brought together around 200 participants, including 30 ministers of education, who firmly stressed UNESCO's relevance in the current global context.

Education for Sustainable Development (ESD)

27. UNESCO organized the World Conference on Education for Sustainable Development (WCESD) to mark the end of the United Nations Decade of ESD (2005-2014), of which UNESCO was the global lead agency. As a follow-up to the Decade, the Global Action Programme (GAP) on ESD was developed. Since early 2015, UNESCO coordinates the GAP and supports Member States to implement activities within GAP's five Priority Action Areas.

28. At the United Nations Climate Change Conference COP 21 (Paris, 30 November-12 December 2015), UNESCO promoted the importance of education, in particular regarding ESD and TVET. On the occasion of the Thematic Day on Education at COP 21 a series of events were hosted by UNESCO which debated climate changes and the implications of education policies in these two areas. UNESCO also held a two-day seminar to mobilize schools for climate change actions, together with 55 UNESCO's Associated Schools Project Network (ASPnet).

29. UNESCO and UNESCO-UNEVOC also mobilized the Inter-Agency Working Group on Greening TVET and Skills (IAWG) for three events organized during the COP 21 Thematic Day on Education. The IAWG agreed to jointly develop common projects that will promote promising practices in mobilizing local communities to accelerate transition to green economy and tapping indigenous knowledge.

Norms and Standards

30. UNESCO has continued to fulfill its function of setting norms and standards and monitoring their implementation over the past two years. One of the most notable achievements is the adoption of the Revised Convention on the Recognition of Studies, Certificates, Diplomas, Degrees and Other Academic Qualifications in Higher Education in African States, at the International Conference of States in Addis Ababa, Ethiopia, in December 2014. UNESCO is also working to develop a global convention on the recognition of higher education qualifications. At the 38th session of the General Conference, two revised normative instruments were adopted, namely the Recommendation on Adult Learning and Education and the Recommendation on Technical and Vocational Education and Training. In addition, UNESCO held the twelfth session of the Joint UNESCO-ILO Committee of Experts on the Application of the Recommendations concerning Teaching Personnel (CEART) that focused on the monitoring and promotion of the Recommendation concerning the Status of Teachers (1966) and the Recommendation concerning the Status of Higher Education Teaching Personnel (1997).

Funds mobilized and partnerships established

31. New partnerships in 2014-2015 reinforced the Sector's four thematic priority areas. Sweden provided a contribution of \$33 million to education for large-scale country interventions, namely through the CapEFA programme, a three times increase from the previous contribution received. CapEFA received an increase of 29% in its contributions in 2014-2015 compared to 2013-2014 (from \$12 million to \$15.6 million), demonstrating the confidence of the partners in the work of UNESCO.

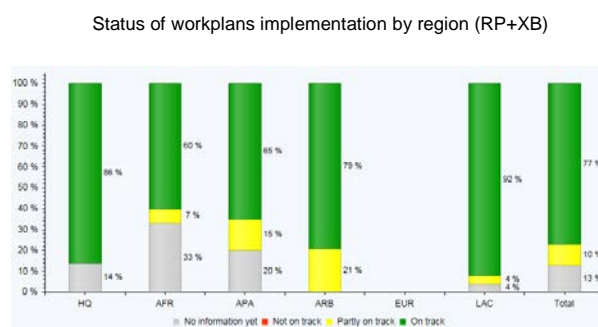
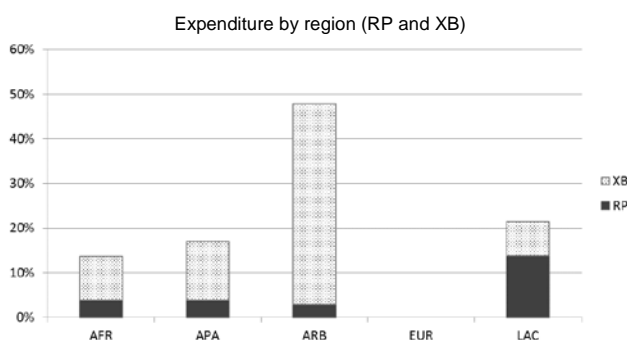
32. UNESCO has established new partnerships in support of UNESCO's Global Priorities, Africa and Gender Equality. An agreement was signed with the OPEC Fund for International Development (\$1 million) to enhance teacher education in Madagascar, Rwanda, Somalia and Uganda. Furthermore, the second phase of the Chinese funds-in-trust projects promoting the use of ICTs in teacher training in five African countries has started (\$4.3 million); and Shenzhen municipal government (China) is providing support to higher education in Africa and Asia (\$2 million). Through a partnership with Ericsson, UNESCO will promote education of women and girls through mobile learning in Myanmar (\$1.4 million). A new agreement was signed with the Republic of Korea, for a total amount US \$6 million, to support a three-year project aiming at fostering human and social development of Member States in Africa through the use of ICT-based innovative approaches, including mobile learning.

33. The Education Sector, together with field offices, mobilized resources for programmes in post-conflict post-disaster countries. The Government of Kuwait allocated \$5.5 million and the Saudi Fund for Development signed a funding agreement of \$4 million in support of enhancing access to and the quality of education for youth affected by the Syrian crisis in Jordan, Iraq, Lebanon and Syria. Other contributions include €12.3 million from the European Union and \$2 million from Finland for reforming TVET in Iraq; additional funding of \$4 million through an agreement with the "Education Above All Foundation to support the education system in Iraq; and \$9.3 million from Sweden for the ongoing programme on enhancement of literacy in Afghanistan. An agreement of \$1 million was signed with Food and Agricultural Organization (FAO) to address education needs of pastoralist communities in South Sudan.

II. Assessment by Expected Result

ER 1: National capacities strengthened to develop and implement policies and plans within a lifelong learning framework

Regular Programme and Extrabudgetary resources in 2014-2015 (in thousands USD)						
Regular budget (staff and activities)			Extrabudgetary resources			Assessment of implementation of workplans
Allocation (incl. donations)	Expenditure	Exp. Rate %	Expenditure	Funds mobilized	37 C/5 funding targets	
12,798	12,708	99%	22,181	40,404	25,000	●



Implementation is "On track" for 77% of workplans

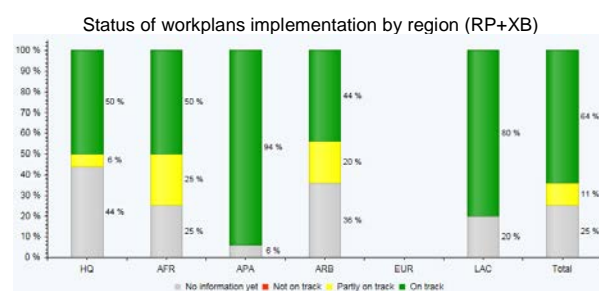
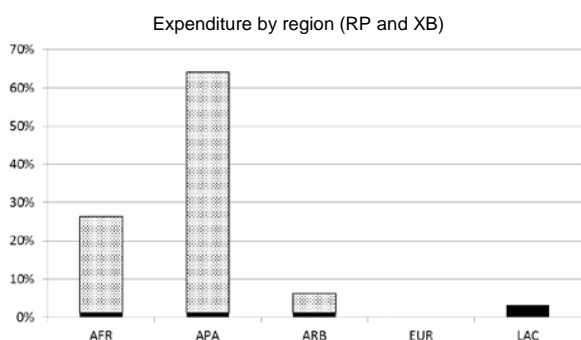
\$507M Expenditure Plan Performance Indicators (PI) and Targets (T)	Assessment of progress as at 31/12/2015	Likelihood that target will be attained
<p>PI: Number of countries supported by UNESCO where education policies have been reviewed to integrate a lifelong learning perspective.</p> <p>T 2014-2015: 20</p>	<p>Technical assistance to MS focused mainly on two broad areas: a) the national assessments of EFA; and b) contributions to the drafting of sector analysis, some of them in the wider context of the preparation of GPE proposals. Technical assistance in this domain was provided to a total of 62 countries, of which 18 in LAC, 20 in AFR, 4 in ARB, and 20 in APA.</p>	High
<p>PI: Number of countries supported by UNESCO where national education blueprints, sector-wide strategies and plans have been revised.</p> <p>T 2014-2015: 8</p>	<p>10 major education policy reviews were completed during the biennium: 2 in APA (Bhutan and Thailand), 3 in LAC (Guatemala, Perú, and St. Kitts and Nevis), 1 in EUR (Albania), and 4 in AFR (Burkina Faso, Mali, Senegal, and Zambia).</p>	High
<p>PI: Number of crisis-affected countries benefiting from emergency or reconstruction support.</p> <p>T 2014-2015: 20</p>	<p>The Education Sector has provided emergency or reconstruction support to 10 Member States. Although this number is far below the target of 20 this is an area of work that depends on the emergence of crisis and thus the targets are based on past trends. It is worth mentioning, however, that UNESCO has played a major role in the Syria crisis, with activities also in Lebanon, Jordan and Iraq.</p>	High

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 the 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 the 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 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 PCPD Desk.</p>	<p>Two major courses of action have been identified to address the internal challenges. First, the growing mobilization of in-house expertise whereby staff members from across the Sector and work in more collaborative manner on policy reviews has increased coherence and effectiveness of UNESCO's interventions. Second, efforts were made to enhance cross-fertilization across regions, which Headquarters will continue to encourage through the development of global activities with the involvement of the regions (e.g. Country case studies were conducted by the respective regional offices with the methodological guidance provided by Headquarters).</p>

ER 2: National capacities strengthened to scale up inclusive and gender-responsive quality literacy programmes

Regular Programme and Extrabudgetary resources in 2014-2015 (in thousands USD)						
Regular budget (staff and activities)			Extrabudgetary resources			Assessment of implementation of workplans
Allocation (incl. donations)	Expenditure	Exp. Rate %	Expenditure	Funds mobilized	37 C/5 funding targets	
9,602	9,515	99%	25,769	19,484	4,000	●



Implementation is "On track" for 64% of workplans

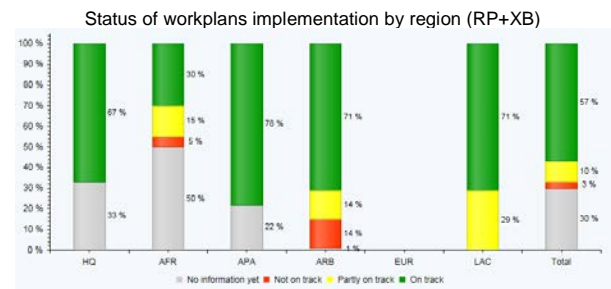
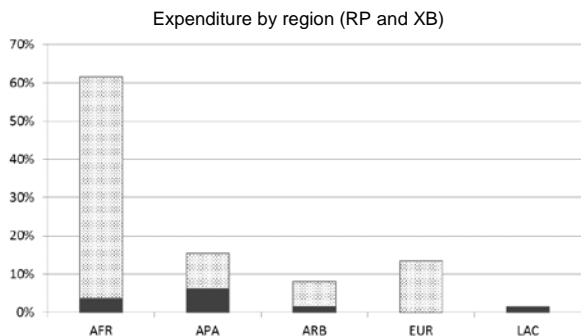
\$507M Expenditure Plan Performance Indicators (PI) and Targets (T)	Assessment of progress as at 31/12/2015	Likelihood that target will be attained
<p>PI: Number of countries supported by UNESCO in the implementation and scaling-up of gender-responsive literacy programmes.</p> <p>T 2014-2015: 15 countries.</p>	15 additional countries supported to reinforce their national policies and plans for literacy, many of which address the gender concern.	High
<p>PI: Number of countries supported by UNESCO which have developed quality literacy programmes for out-of-school children.</p> <p>T 2014-2015: 6 countries.</p>	18 countries were supported to focus on out-of-school children and youth through building capacity of national education systems and developing relevant policies, including equivalency programmes, as well as providing flexible learning opportunities.	High

Challenges and risks in implementation and remedial actions

Key challenges	Remedial actions
<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, intersectoral 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>

ER 3: Capacities of Member States strengthened to design and implement policies aiming at transforming TVET

Regular Programme and Extrabudgetary resources in 2014-2015 (in thousands USD)						
Regular budget (staff and activities)			Extrabudgetary resources			Assessment of implementation of workplans
Allocation (incl. donations)	Expenditure	Exp. Rate %	Expenditure	Funds mobilized	37 C/5 funding targets	
7,932	7,862	99%	12,690	28,040	20,000	●



Implementation is "On track" for 57% of workplans

\$507M Expenditure Plan Performance Indicators (PI) and Targets (T)	Assessment of progress as at 31/12/2015	Likelihood that target will be attained
<p>PI: Number of countries whose systems have transformed towards supporting youth transitions and building skills for work and life.</p> <p>T 2014-2015: 10 countries including 5 policy reviews having used UNESCO's policy reviews, advice and capacity development to initiate the development of policy transformed towards supporting youth transitions and based on the principles of inclusion, gender equality and sustainability.</p>	<p>14 countries used TVET policy reviews, advice and capacity development to support youth transitions. Liberia, Madagascar and Mali adopted new policies. SIDS benefitted from regional dialogue. 8 countries used UNESCO support to forecast skills supply and demand: Algeria, Dominican Republic, Israel, Jordan, Lebanon, Morocco, Palestine and Tunisia.</p>	High
<p>PI: Number of instruments and guidelines prepared by UNESCO to advance and monitor global TVET developments</p> <p>T 2014-2015:</p> <ul style="list-style-type: none"> – A final proposal of the Revised Recommendation is submitted to the 38th session of the General Conference. – A proposal of a specific set of indicators on TVET prepared and disseminated. – Draft World Reference Levels (WRL) of learning outcomes developed. 	<ul style="list-style-type: none"> – The Recommendation concerning TVET was adopted by the 38th General Conference. – The work of the Interagency Working Group on TVET indicators helped to inform Education 2030 indicators on the TVET related targets. – A comparative analysis of the use of level descriptors has been published. – Future work on WRL will involve in-depth stakeholder consultations and a participatory approach. 	High
<p>PI: Number of UNEVOC Centres participating in programmes and contributing to the production of knowledge products.</p> <p>T 2014-2015:</p>	<p>28 UNEVOC Centres have produced knowledge products including promising practices, case studies and validated reports for the World TVET Database. The UNEVOC Manual of Operating Procedures provides for period review and should ensure active</p>	High

25 UNEVOC Centres engaged in producing knowledge products on youth skills development and greening TVET.	engagement in knowledge production including in the priority areas of youth skills and greening TVET.	
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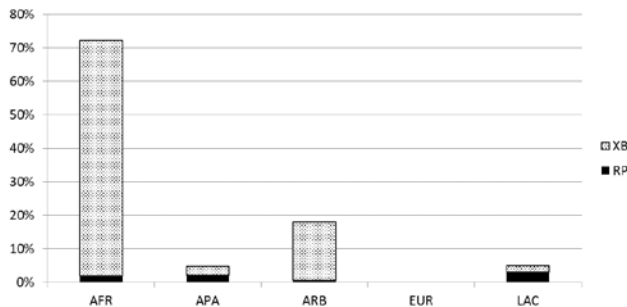
Challenges and risks in implementation and remedial actions

Key challenges	Remedial actions
Two important challenges that constrain timely and full implementation of the work on the conceptual clarification of TVET and the monitoring of skills development: (i) the complexity of the TVET field itself, and (ii) coordinating the various initiatives run under different agendas (UNESCO work on indicators, post-2015 agenda, etc.).	Sustained conceptual work on TVET through networks and partnerships and for the monitoring of skills development is ongoing. Ensuring that TVET is conceptualized in coherent manner across UNESCO's activities will reinforce our intellectual leadership and standard setting roles in this thematic area.

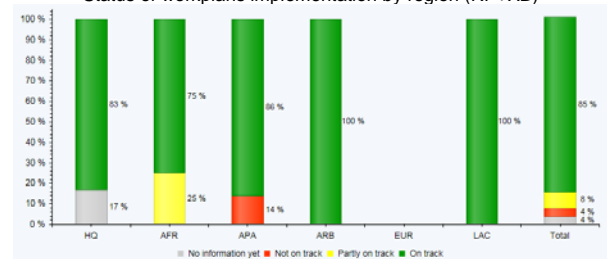
ER 4: National capacities strengthened to develop evidence-based higher education policies to address the challenges of equity, quality, inclusion, expansion and mobility and accountability

Regular Programme and Extrabudgetary resources in 2014-2015 (in thousands USD)						
Regular budget (staff and activities)			Extrabudgetary resources			Assessment of implementation of workplans
Allocation (incl. donations)	Expenditure	Exp. Rate %	Expenditure	Funds mobilized	37 C/5 funding targets	
6,175	6,138	99%	11,073	1,837	2,000	

Expenditure by region (RP and XB)



Status of workplans implementation by region (RP+XB)



Implementation is "On track" for 85% of workplans

\$507M Expenditure Plan Performance Indicators (PI) and Targets (T)	Assessment of progress as at 31/12/2015	Likelihood that target will be attained
<p>PI: Number of countries adhering to UNESCO's normative higher education instruments and supported in the implementation of these instruments.</p> <p>T 2014-2015:</p> <ul style="list-style-type: none"> 7 countries adhere to the revised Arusha Convention. 1 International Conference of States (ICS). 1 report on the global convention presented to 38th session of the General Conference. 	<ul style="list-style-type: none"> An International Conference of States (ICS) was convened in 2014 to adopt the revised Arusha (now Addis) Africa region Recognition Convention. To date 17 countries have signed the new Convention with a number well advanced towards ratification. Three countries have ratified the revised Asia-Pacific "Tokyo" Convention A report on the Global Recognition Convention was presented to the 38th session of the General Conference. The GC approved for the Secretariat to elaborate the Convention. Preparation for the revision of the LAC Convention began with a high-level meeting in the region. 	High
<p>PI: International and regional conferences organized with UNESCO's support on key policy issues in higher education, including on technology-driven teaching and learning models.</p> <p>T 2014-2015: 1 international conference/meeting.</p>	<ul style="list-style-type: none"> 2 regional conferences were held in Africa on developments in African higher education and on developing a culture of quality assurance in HE. A regional conference in the Arab States focused on Quality Assurance from the perspective of Governance and Management of HEIs A regional conference on Entrepreneurial Education was held in the Asia and the Pacific region as well as the 13th Regional Convention Committee meeting and Workshop. A high-level policy forum was held on Online, 	High

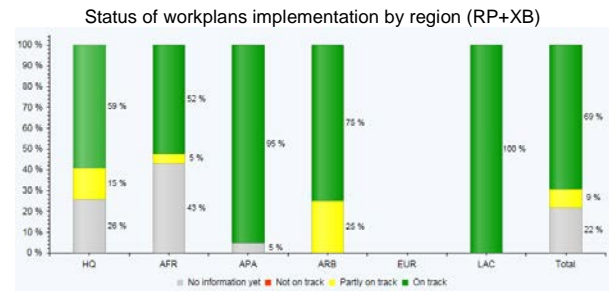
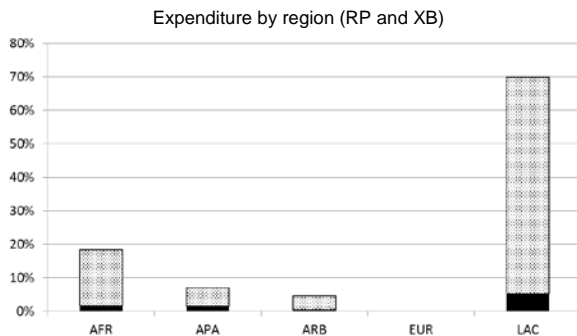
	Open and Flexible Higher Education and a Global e-forum on quality assurance and best practices in higher education quality assurance.	
<p>PI: Number of countries to which UNESCO provided policy advice and which have engaged in the improvement of their higher education systems.</p> <p>T 2014-2015: 8 countries supported.</p>	<p>Policy advice and capacity-building in quality assurance practices in higher education was provided to 10 countries in Central Africa and 8 UEMOA countries involving 120 specialists from the regions.</p> <p>Capacity-building workshops for the Asia and the Pacific region also benefitted 25 countries in the region.</p>	High

Challenges and risks in implementation and remedial actions

Key challenges	Remedial actions
<p>Key challenges for the revised normative instruments are (1) increasing the number of State Parties to the Conventions to ensure that they enter into force, (2) ensuring that signatories to the respective Conventions put in place the necessary national mechanisms and structures to facilitate the fair recognition of qualifications (3) raising awareness and profile of the Conventions with key stakeholders such as higher education institutions. More technical assistance is required on the ground to support the implementation of the Conventions' provisions both pre- and post-ratification.</p> <p>The sharing of good practices and experiences (in areas such as quality enhancement processes, the effective use of ICTs for widening access and improving teaching and learning) is often hampered by financial constraints.</p> <p>The lack of HED specialists in some regional offices limits or delays provision of assistance to Member States.</p>	<p>Concerted efforts are needed at regional and subregional levels to advocate the importance of the normative instruments as an essential element in the reform and quality assurance agenda of higher education systems.</p> <p>Greater use of e-sharing and e-fora to be used to share experiences and practices in the above.</p>

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

Regular Programme and Extrabudgetary resources in 2014-2015 (in thousands USD)						
Regular budget (staff and activities)			Extrabudgetary resources			Assessment of implementation of workplans
Allocation (incl. donations)	Expenditure	Exp. Rate %	Expenditure	Funds mobilized	37 C/5 funding targets	
10,971	10,882	99%	32,730	47,120	5,000	●




Implementation is "On track" for 69% of workplans

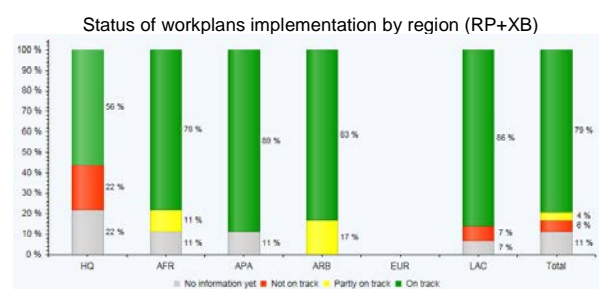
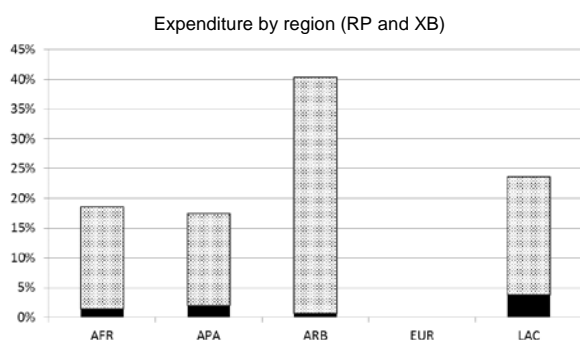
\$507M Expenditure Plan Performance Indicators (PI) and Targets (T)	Assessment of progress as at 31/12/2015	Likelihood that target will be attained
<p>PI: Number of countries which, based on UNESCO's support, have developed and/or reviewed teacher policies, paying strong attention to equity and gender issues.</p> <p>T 2014-2015: Major technical support provided to at least 10 Member States.</p>	<p>Total of 52 countries engaged and benefitted from UNESCO's high-level technical assistance; 13 African countries; 26 Asia-Pacific, 5 Arab States, 8 Latin American countries. In ECOWAS countries, a common regional qualification framework and references for Basic Education Teachers was validated.</p>	High
<p>PI: Number of countries which, based on UNESCO's support, have developed and/or reviewed teacher training and continuous professional development.</p> <p>T 2014-2015: Major technical support provided to at least 10 Member States.</p>	<p>22 African countries and 6 LAC countries benefitted the post-graduate diploma-level capacity-building training course. 3 countries in Arab region benefitted from teacher training and continuous professional development in the context of heightened emergencies and crisis situations. In Peru, more than 17,000 teachers trained through a virtual training programme.</p>	High
<p>PI: Number of teacher training institutions (TTI) in sub-Saharan Africa which have been reinforced and are fully operational.</p> <p>T 2014-2015: 15 sub-Saharan African Member States.</p>	<p>13 Africa countries have benefitted from technical assistance for institutional capacity development and have piloted the "Guide for gender equality in the policy and practice of teacher Education" in teacher training institutes (TTIs), and TTIs have been engaged in the development of the "Teacher Education for Sustainability: Effective Teaching and Learning Guide".</p>	High

Challenges and risks in implementation and remedial actions

Key challenges	Remedial actions
<p>The limited number of staff was the major challenge in implementing activities in the most efficient manner. Region-specific challenges reported include, political instability in the Arab and Asia and the Pacific; outbreak of Ebola in Africa; and ensuring that the new agenda is aligned to regional/national priorities.</p>	<p>Important extrabudgetary funds and strengthened collaboration between Headquarters and the Institutes in partnership with the EFA Teacher Task Force ensured better synergies between UNESCO's programme and the main action areas of the TTF and broader country coverage.</p>

ER 6: Capacities of Member States strengthened to promote, monitor and assess the processes and outcomes of competency-based learning

Regular Programme and Extrabudgetary resources in 2014-2015 (in thousands USD)						
Regular budget (staff and activities)			Extrabudgetary resources			Assessment of implementation of workplans
Allocation (incl. donations)	Expenditure	Exp. Rate %	Expenditure	Funds mobilized	37 C/5 funding targets	
3,578	3,555	99%	6,011	3,110	1,500	



Implementation is "On track" for 79% of workplans

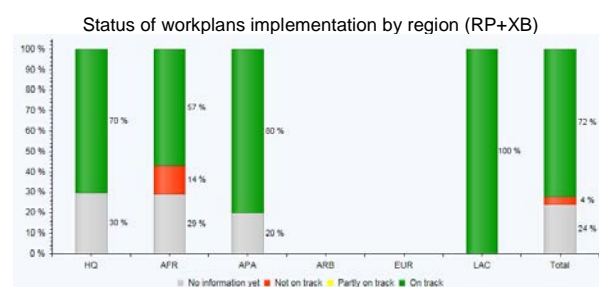
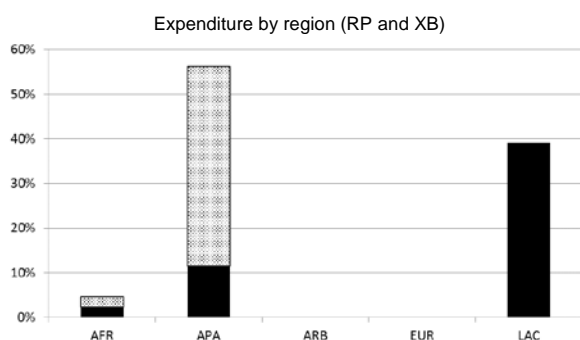
\$507M Expenditure Plan Performance Indicators (PI) and Targets (T)	Assessment of progress as at 31/12/2015	Likelihood that target will be attained
<p>PI: Number of countries engaged and/or benefitted from building and sharing of knowledge around quality of learning.</p> <p>T 2014-2015: 4 Member States.</p>	<p>Through the elaboration of case studies on inclusive learning, 11 Member States (4 in Africa: Chad, Côte d'Ivoire, United Republic of Tanzania and Zambia; 6 in Asia: (Bangladesh, India, Nepal, the Philippines, Thailand and Viet Nam; and 1 in LAC (Haiti) were engaged in addressing quality inclusive learning.</p>	High
<p>PI: Number of countries supported where a comprehensive and inclusive curriculum to support competency-based learning was developed.</p> <p>T 2014-2015: 6 Member States.</p>	<p>39 countries were involved in the post-graduate diploma in curriculum design and development.</p>	High
<p>PI: Number of countries which developed and/or strengthened national assessment tools for measuring learning outcomes in light of the global framework and national benchmarks for competence-based learning.</p> <p>T 2014-2015: 12 Member States.</p>	<p>15 LAC countries participated in the Third Regional Comparative and Explanatory Study (TERCE) 9 Asian countries (Afghanistan, Bhutan, India, Lao PDR, Malaysia, Nepal, Pakistan, Sri-Lanka and Viet Nam) benefited from UNESCO's support in strengthening their student learning assessment systems.</p>	Medium

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.</p> <p>The limited amount of regular programme funds underscores the importance of leveraging resources through careful selection of projects; building strategic partnerships; and raising extrabudgetary 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.</p> <p>The breadth and depth of ER 6 demonstrate that a strategic choice on how and where to invest time and staff resources is essential for this quadrennial. UNESCO activities in this area could potentially be more useful to MS 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 extrabudgetary projects relevant to improving assessment systems (amounting to some \$1.1 million – e.g. Asia-Pacific raised \$944,061 from Global Partnership for Education Global and Regional Activities Programme (GPE-GRA Programme), \$220,000 from Malaysian Funds-in-Trust, \$10,000 from Korea Institute for Curriculum and Evaluation).</p> <p>Programme specialists at Headquarters, regional offices and the institutes have been most extensively called upon to support and provide technical support to countries in various fields.</p> <p>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>

ER 7: National capacities strengthened to develop and implement technology policies in education, particularly in teacher training and professional development

Regular Programme and Extrabudgetary resources in 2014-2015 (in thousands USD)						
Regular budget (staff and activities)			Extrabudgetary resources			Assessment of implementation of workplans
Allocation (incl. donations)	Expenditure	Exp. Rate %	Expenditure	Funds mobilized	37 C/5 funding targets	
3,440	3,406	99%	1,944	9,618	2,500	●



Implementation is "On track" for 72% of workplans

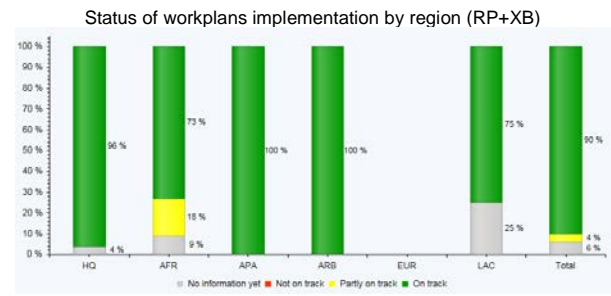
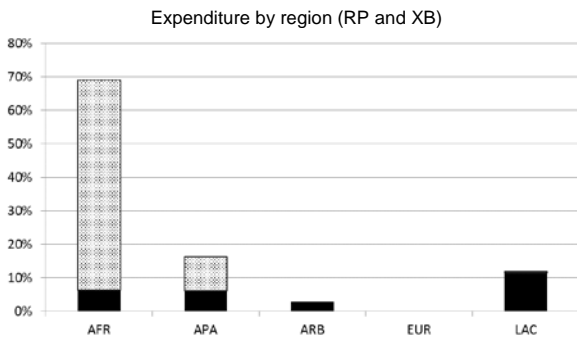
\$507M Expenditure Plan Performance Indicators (PI) and Targets (T)	Assessment of progress as at 31/12/2015	Likelihood that target will be attained
<p>PI: Number of MS supported in developing or updating ICT in education policies to leverage ICTs to accelerate the achievement of EFA goals and to shape the post-2015 education agenda.</p> <p>T 2014-2015:</p> <ul style="list-style-type: none"> – 8 States supported by UNESCO, where ICT in education policies have been newly developed or reviewed and updated. – 3 regional ministerial forums. 	<p>Supported 11 States to complete the development ICT in education policies, 11 states to develop strategies on teacher training in ICT. UNESCO mobilized funds and launched mobile learning programmes in Gabon, Myanmar, Thailand. UNESCO convened the International Conference and released the Qingdao Declaration on leveraging ICT. 2 global Mobile Learning Weeks and 2 regional forums were organized</p>	High
<p>PI: Number of MS that are supported by UNESCO in developing and implementing ICT programmes in teacher training and professional development</p> <p>T 2014-2015: 5 States.</p>	<p>UNESCO provided training and technical assistance to Bahrain, Indonesia, Kenya, Oman, Philippines, Qatar, and to develop national policy for open educational resources, of which 4 were completed.</p>	High

Challenges and risks in implementation and remedial actions

Key challenges	Remedial actions
<p>The Education Sector has limited capacities in responding to the increasing requests from Member States to support the development of ICT in education policies and strategies. The challenge remains in improving the cooperation and division of labour with the CI sector.</p>	<ul style="list-style-type: none"> <li data-bbox="786 327 1473 387">– Development of reliable partnership with national commissions and other local implementing agencies. <li data-bbox="786 387 1473 488">– Proactive strategies and action to raise extrabudgetary funds and resources, and increased coordination between regular and extrabudgetary project activities. <li data-bbox="786 488 1473 589">– Development of ED's Strategy for ICT in Education to coordinate programme across offices and increased communication.

ER 8: Member States integrate peace and human rights education components in education policies and practices

Regular Programme and Extrabudgetary resources in 2014-2015 (in thousands USD)						
Regular budget (staff and activities)			Extrabudgetary resources			Assessment of implementation of workplans
Allocation (incl. donations)	Expenditure	Exp. Rate %	Expenditure	Funds mobilized	37 C/5 funding targets	
4,344	4,314	99%	2,917	1,657	500	●



Implementation is "On track" for 90% of workplans

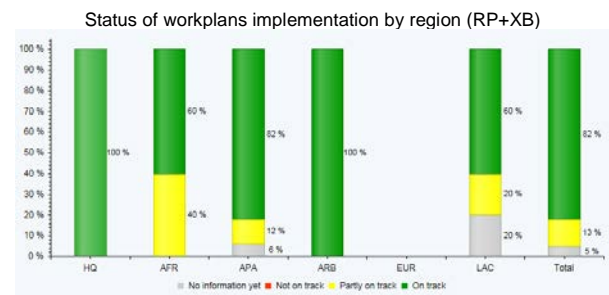
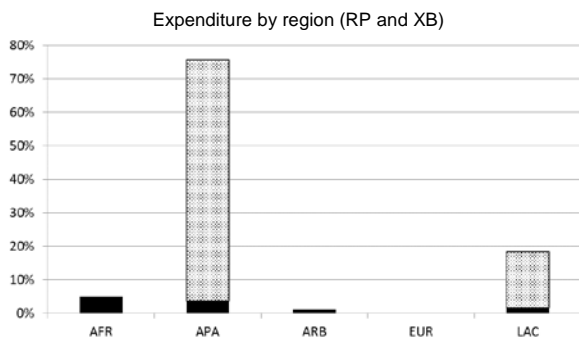
\$507M Expenditure Plan Performance Indicators (PI) and Targets (T)	Assessment of progress as at 31/12/2015	Likelihood that target will be attained
<p>PI: Number of countries supported which have integrated education for peace and human rights (global citizenship) in their education policy and programmes.</p> <p>T 2014-2015: At least 10 new countries include education for peace, human rights and global citizenship in ED policies and programmes.</p>	<p>6 countries piloted Teaching Respect for All; Capacities of curriculum developers in peace education strengthened (8 AFR countries); countries used guidelines to reform peace education (2 in LAC, 2 in APA, 2 in ARB); 7 African countries' capacity developed on holocaust and genocide education. Awareness raised on preventing violent extremism through education through advocacy and policy dialogue.</p>	Medium
<p>PI: Qualitative assessment of learning outcomes in education for global citizenship documented.</p> <p>T 2014-2015: Creation of the assessment tool and use by 5 countries.</p>	<p>Draft indicators identified decision by Independent Expert Advisory Group 2016.</p>	High
<p>PI: Number of ASPnet members supported which have delivered quality programmes and projects on peace, human rights and other UNESCO and United Nations priorities.</p> <p>T 2014-2015: 10% of ASPnet members.</p>	<p>46% ASPnet members took part in first ASPnet in Action online collaborative platform.</p>	High

Challenges and risks in implementation and remedial actions

Key challenges	Remedial actions
<p>Manifestations of violent extremism, such as terrorist attacks engaging young people, have increased demand for UNESCO's response through GCED.</p>	<p>To respond to these demands in most appropriate and efficient way UNESCO is making efforts to mobilize extrabudgetary resources and seeks to expand partnerships with stakeholders to increase cover and scope of its work; Close cooperation with FOs is key to effectively implement global guidelines and tools while this requires additional resources. Much to learn from local and national experiences to inform global understandings of PHRE; Requests from ASPnet National Coordinators to support projects and activities at the national or regional level have continued to grow.</p>

ER 9: Capacities of Member States strengthened to integrate ESD into education and learning, and ESD strengthened in the international policy agenda

Regular Programme and Extrabudgetary resources in 2014-2015 (in thousands USD)						
Regular budget (staff and activities)			Extrabudgetary resources			Assessment of implementation of workplans
Allocation (incl. donations)	Expenditure	Exp. Rate %	Expenditure	Funds mobilized	37 C/5 funding targets	
4,443	4,415	99%	10,468	7,640	4,000	●



Implementation is "On track" for 82% of workplans

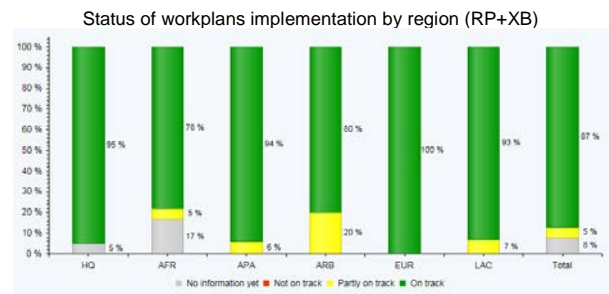
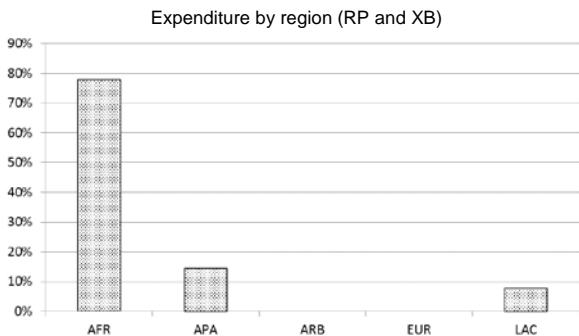
\$507M Expenditure Plan Performance Indicators (PI) and Targets (T)	Assessment of progress as at 31/12/2015	Likelihood that target will be attained
<p>PI: Launch of a post-DESD programme framework.</p> <p>T 2014-2015: 1 programme framework.</p>	<p>Global Action Programme (GAP) on ESD launched at 2014 World ESD Conference with more than 360 commitments from stakeholders from 80 countries. At the end of 2015, a total of some 490 commitments received.</p>	High
<p>PI: Number of references to ESD in policy documents at the international level.</p> <p>T 2014-2015: 2.</p>	<p>11 references – Aichi-Nagoya Declaration on ESD; UNGA Resolutions A/RES/69/211 and A/RES/70/209; SDG Target 4.7; Incheon Declaration; Education 2030 Framework for Action; 2015-2025 MAB Strategy; SAMOA Pathway; Biodiversity Communication, Education and Public Awareness COP 12 Decision XII/2; COP20 Lima Ministerial Declaration on Education and Awareness-raising of Climate; COP 21 Paris Agreement</p>	High
<p>PI: Number of countries supported to integrate a holistic approach of ESD into the curriculum with a focus on climate change, disaster risk reduction and biodiversity.</p> <p>T 2014-2015: 15.</p>	<p>56 countries including Bangladesh, Brazil, Cambodia, Chile, Costa Rica, Cuba, DR Congo, Ecuador, Egypt, Ethiopia, Fiji, India, Indonesia, Jordan, Kuwait, Lebanon, Mexico, Mongolia, Oman, Pakistan, Namibia, Nepal, Peru, Philippines, South Africa, United Republic of Tanzania, Thailand, Tonga, Viet Nam received technical support in policy, planning, curriculum, teacher training and learning materials development.</p>	High

Challenges and risks in implementation and remedial actions

Key challenges	Remedial actions
<p>Challenges in realizing the full potential of ESD include: the need for further alignment of education and sustainable development sectors; the need for more work towards institutionalizing ESD to ensure strong political support for implementing 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. Securing political commitment for the Global Action Programme is a lengthy process, requiring on-going communication with relevant Key Partners, actors and stakeholders. However, efforts are necessary to sustain, further strengthen and scale up commitments among the different Partner Networks and other major ESD stakeholders.</p>	<p>While there are challenges ahead, the solid foundation developed during the Decade support a wide range of global to local responses – to help sustain momentum on ESD into the future. The World Conference preparations and the launch of the GAP were fully utilized to mobilize partners from education and sustainable development sectors. GAP implementation focuses on scaling up ESD actions. Country-level interventions provide an important means to strengthen political commitment and capacities to systematically use education to address global challenges. A GAP ESD Clearinghouse was launched to enhance the availability of good practice examples. A GAP monitoring scheme will be put in place and relevant research will be encouraged. All activities are implemented in a cost-effective manner, aligning regular programme and extrabudgetary projects to complement each other. Through the GAP, UNESCO will remain at the forefront of building on the Decade and leading ESD into the future.</p>

ER 10: Member States deliver good quality health education, HIV and comprehensive sexuality education that contribute to healthy lifestyles and gender equality

Regular Programme and Extrabudgetary resources in 2014-2015 (in thousands USD)						
Regular budget (staff and activities)			Extrabudgetary resources			Assessment of implementation of workplans
Allocation (incl. donations)	Expenditure	Exp. Rate %	Expenditure	Funds mobilized	37 C/5 funding targets	
730	723	99%	36,413	20,837	2,000	●



Implementation is "On track" for 87% of workplans

\$507M Expenditure Plan Performance Indicators (PI) and Targets (T)	Assessment of progress as at 31/12/2015	Likelihood that target will be attained
<p>PI: Number of countries with a multisectoral strategy that addresses HIV in the school setting (<i>Source: GARPR #7.1/NCPI a.i.1.3</i>).</p> <p>T 2014-2015: 91% (168/182) of countries include the education sector in their multisectoral strategy.</p>	<p>On the basis 2012 National Composite Policy Index (NCPI) reporting, over 140 countries had strategies that address HIV in the school setting. Results of 2014 NCPI reporting still under analysis. In the 2014-2015 biennium, 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).</p>	High
<p>PI: Number of countries where at least 50% of schools provided life skills-based HIV and sexuality education within the previous academic year.</p> <p>T 2014-2015: At least 64% of UNAIDS high-impact countries in Africa (16 out of 25).</p>	<p>The indicator has recently been integrated in national EMIS systems and data is pending analysis. However, on the basis of the recent report on the global status of school-based CSE, almost 80% of the 48 countries assessed have policies or strategies which support CSE, and 21 Eastern and Southern African countries either provide or are in the process of integrating CSE in curricula.</p>	High

<p>PI: Number of countries with education sector rules and guidelines for staff and students related to physical safety, stigma and discrimination and sexual harassment and abuse that have been communicated to relevant stakeholders in educational institutions.</p> <p>T 2014-2015: At least 48% of UNAIDS high-impact countries in Africa (12 out of 25)</p>	<p>This indicator has recently been integrated in national EMIS systems and data is pending analysis. However, support provided to over 66 countries on CSE encompasses work to address violence, stigma and discrimination and a road map and global guidance document on school-related gender-based violence has been produced and will be rolled-out at country level in 2016.</p>	<p>High</p>
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Challenges and risks in implementation and remedial actions

Key challenges	Remedial actions
<p>While interest and support for CSE and SRH services has been increasing, recent progress against HIV and AIDS has meant this area is decreasing in priority. This has led to a decline in funding for UNAIDS. For UNESCO – whose work is positioned more broadly on issues relating to health education, CSE, SRH and the right to education for all – this decreased prioritization does not pose a risk to the overall relevance of the programme.</p> <p>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. Nonetheless, there is a growing push by bilateral donors and other development partners to intensify efforts to bring the education and health sectors more closely together, working in partnership to address key development challenges and towards the achievement of the 2030 SDG agenda.</p>	<p>A reduction in UNAIDS funding to all 11 cosponsors was announced in November 2015. UNESCO responded promptly to redesign its global programme to be fit-for-purpose in light of the reduced funding reality. This has resulted in reduced staffing and activity funding for the 2016-2017 biennium, but nonetheless leaves UNESCO well-positioned to continue delivering towards the C/5 and other extrabudgetary commitments, and the realization of ER10.</p>

ER 11: Future education agenda and global education policies shaped, drawing on relevant research and foresight studies conducted by UNESCO's and other institutions

Regular Programme and Extrabudgetary resources in 2014-2015 (in thousands USD)						
Regular budget (staff and activities)			Extrabudgetary resources			Assessment of implementation of workplans
Allocation (incl. donations)	Expenditure	Exp. Rate %	Expenditure	Funds mobilized	37 C/5 funding targets	
569	565	99%	265	2,641	200	●



Implementation is "On track" for 100% of workplans

\$507M Expenditure Plan Performance Indicators (PI) and Targets (T)	Assessment of progress as at 31/12/2015	Likelihood that target will be attained
<p>PI: Number of comparative analyses and case studies on emerging challenges for education and learning conducted at national and regional levels, published and disseminated.</p> <p>T 2014-2015:</p> <ul style="list-style-type: none"> – 5 foresight studies (including those planned by Institutes). – 3 global reports/studies on trends. – 1 regional research project. 	<p>2 new volumes published as part of the "Education on the Move" series: Unleashing the Potential: Transforming TVET, and Charting the Course of HIV and Education. 7 issues of "Prospects Quarterly Review of Comparative Education" (IBE) and 7 issues of International Review of Education Journal of Lifelong Learning (UIL). Research conducted by Headquarters, seven category 1 institutes and the Bangkok office.</p>	High
<p>PI: Number of proceedings of international/ regional research colloquia organized jointly by UNESCO and research partners.</p> <p>T 2014-2015: 4 global conferences or policy forums.</p>	<p>"Rethinking Education: Towards a global common good?" was prepared in particular for the post-2015 agenda. It provided a powerful momentum to explore issues related to the purpose of education and the organization of learning in the 21st century. IIEP organizes yearly a Policy Forum – "Academic and Research Integrity" (2014) and "Planning Higher Education Integrity" (2015).</p>	Medium

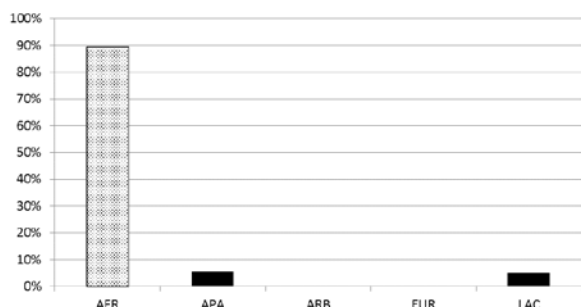
Challenges and risks in implementation and remedial actions

Key challenges	Remedial actions
<p>The main challenge in implementing this expected result is to ensure overall coherence and synergy among the UNESCO institutes, regional bureaus and sections that have a research mandate in education policies, in the face of different reporting lines and the diversity of institutional settings.</p>	<p>Efforts aiming at information sharing and collaborative research have been made by the Education Research and Foresight team to promote greater synergy and coherence in research work across the sector</p>

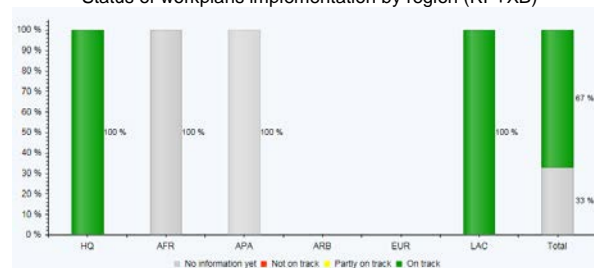
ER 12: Implementation of the right to education and progress towards international education goals promoted and monitored, and policy dialogue informed by the evidence generated

Regular Programme and Extrabudgetary resources in 2014-2015 (in thousands USD)						
Regular budget (staff and activities)			Extrabudgetary resources			Assessment of implementation of workplans
Allocation (incl. donations)	Expenditure	Exp. Rate %	Expenditure	Funds mobilized	37 C/5 funding targets	
397	389	98%	9,411	10,048	-	●

Expenditure by region (RP and XB)



Status of workplans implementation by region (RP+XB)



Implementation is "On track" for 67% of workplans

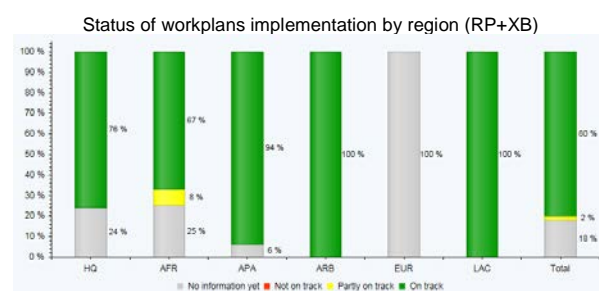
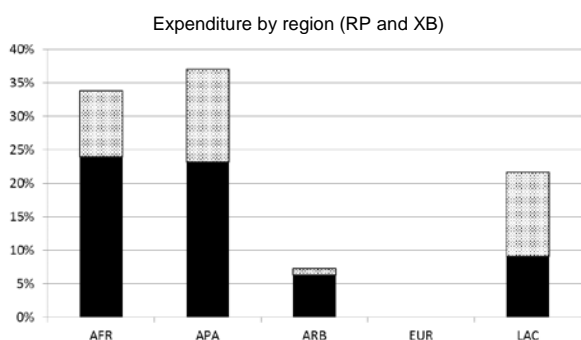
\$507M Expenditure Plan Performance Indicators (PI) and Targets (T)	Assessment of progress as at 31/12/2015	Likelihood that target will be attained
<p>PI: Number of countries reporting on their compliance with the normative instruments on the right to education.</p> <p>T 2014-2015:</p> <ul style="list-style-type: none"> Existing database. Training manual doesn't exist as of yet. Regular reports on implementation. 	<p>The biennium has been marked by two important milestones: the launching of the Database on the right to education, and the development of the strategy on standard-setting instruments to enhance visibility, cooperation, monitoring and implementation of ED normative instrument. The database currently includes information of 195 Member States.</p>	High
<p>PI: Number of countries piloting UNESCO's analytical framework to review their national education laws.</p> <p>T 2014-2015: Guidelines for Law review completed and pilot-tested in at least 2 MS.</p>	<p>The Guidelines for reviewing national legislation and policies in the field of RTE have been published and made available online. 2 countries (Nepal and Haiti) have completed the piloting with excellent results.</p>	High
<p>PI: Number of GMR launch events and media articles related to the Report, together with examples of policy influence.</p> <p>T 2014-2015: 70 launch events.</p>	<p>During this period, both the 2013/14 and 2015 Reports were launched. The global launch of the 2015 GMR was organized across three continents on 9 April 2015, attended by many high-level experts, personalities and Ministers. Some 71 launches were held in 2015. The media coverage of the 2015 GMR reached 101 countries. The GMR recorded numerous examples of global and national policy impact.</p>	High

Challenges and risks in implementation and remedial actions

Key challenges	Remedial actions
<p>Challenges relate to the importance of further collaborating with ROs and FOs and the need for an even more strengthened interaction with various actors. 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 and the related statutory work. Some activities were delayed notably due to additional major unscheduled activities. Similarly, the launching of the 9th consultation was also delayed due to a decision taken by the board to consult again the Members of the Executive Board. The work on the online platform hosting the guidelines for the 9th consultation was also delayed due to this decision. The publication of the compendium was delayed due to financial constraints; the Guidelines on the review of legislation and policies in the field of right to education were implemented only in two countries because of costs. Regarding the Database, its maintenance requires important resources and constitutes a challenge. An action plan is being prepared in order to cope with the situation. All the activities carried out so far are cost-effective and cost-efficient; the work has been carried out with minimum funds and very short staffing.</p>	<p>Two main remedial actions have been taken:</p> <ul style="list-style-type: none"> – the development of a comprehensive strategy; and – a fundraising campaign among Member States.
<p>While the GMR continues to grow in scope and outreach, its role in the post-2015 framework has required special attention in order to establish its future mandate.</p>	<p>The GMR Team has been reaching out to work in cooperation with different actors both within UNESCO and in the United Nations system at large to solidify its future mandate.</p>

ER 13: Political commitment for education reinforced in the global, regional and national development agendas, and cooperation modalities promoted

Regular Programme and Extrabudgetary resources in 2014-2015 (in thousands USD)						
Regular budget (staff and activities)			Extrabudgetary resources			Assessment of implementation of workplans
Allocation (incl. donations)	Expenditure	Exp. Rate %	Expenditure	Funds mobilized	37 C/5 funding targets	
10,922	10,850	99%	17,204	6,898	4,000	●



Implementation is "On track" for 80% of workplans

\$507M Expenditure Plan Performance Indicators (PI) and Targets (T)	Assessment of progress as at 31/12/2015	Likelihood that target will be attained
<p>PI: Increased support to EFA from education stakeholders, notably governments, international and regional organizations, civil society and private sector.</p> <p>T 2014-2015: All EFA partners – Member States, United Nations agencies, civil society, private sector – participate in 2014 GEM and in preparations for 2015.</p>	<p>GEM meeting (May 2014, Oman) brought together some 300 participants, representing MS, EFA convening agencies, Global Partnership for Education, bilateral and multilateral agencies and other partners. Education 2030 Framework for Action was adopted by 184 MS at the high-level meeting held in the margins of the 38th General Conference (2015).</p>	High
<p>PI: World Education Forum 2015 effectively organized in the Republic of Korea.</p> <p>T 2014-2015:</p> <ul style="list-style-type: none"> World Education Forum 2015 successfully organized with participation of at least 5 heads of agencies, 5 Heads-of-State and 100 ministers of education. Post-2015 education agenda agreed and Framework for Action adopted. 	<p>WEF hosted by Korea, co-convened by 6 United Nations agencies and organized by UNESCO brought together some 1600 participants including 120 Ministers of Education from 160 countries, United Nations agencies, international donors, and about 130 NGOs. With Incheon Declaration adopted at WEF, the international community committed to single education agenda, subsequently leading to SDG 4 on education and its related targets.</p>	High
<p>PI: Education issues prominently included in international, regional and national political agendas (such as G8, G20, UNGA, African Union, ALECSO, ASEAN, EU, ISESCO, OEI).</p> <p>T 2014-2015: 5 high-level meetings will address education issues.</p>	<p>At the 3rd International Conference on Financing for Development UNESCO advocated for increasing investments in education. The Director-General is one of co-conveners of the Commission on Financing of Global Education Opportunity, launched by Norwegian Prime Minister and United Nations SG at Education Development Summit in Oslo (July 2015).</p>	High

Challenges and risks in implementation and remedial actions

Key challenges	Remedial actions
<p>The key challenge has been to mobilize the wide-ranging partners and stakeholders to collectively agree on a set of goals, while ensuring that the process is participatory and inclusive.</p>	<p>UNESCO capitalized on its convening power to bring together all the partners and stakeholders. UNESCO's technical expertise in the various fields of education allowed the Organization to propose technically sound directions for the future goals and targets. The engagement of a number of Member States (i.e. Oman and Republic of Korea) to champion the agenda by hosting international meetings further facilitated the participatory and inclusive consultations.</p>

MAJOR PROGRAMME II: NATURAL SCIENCES

I. Overall strategic assessment

Key achievements

34. Despite the difficult resource situation, Major Programme II (MP II) achieved important milestones. The International Year of Crystallography (IYCr) was successfully co-led by UNESCO in 2014, which also celebrated the International Year of Small Island Developing States (SIDS) and the Third International Conference on SIDS held in Apia, Samoa. MP II coordinated UNESCO's contributions and subsequent to the UNGA adoption of "The Samoa Pathway", began developing the UNESCO SIDS Action Plan. 2015 saw the success of the International Year of Light and Light-based Technologies (IYL), co-led by UNESCO, as well as the adoption of the 2030 Agenda and its SDGs, and the adoption of the Paris Agreement on Climate Change at COP 21, with full participation of UNESCO.

35. The Ministerial Roundtable Breakfast on Sciences for Sustainable Development, organized by UNESCO for the High-Level Segment of ECOSOC and the High-Level Political Forum in July 2015 in New York, were instrumental in ensuring the recognition of the role of science in the 2030 Agenda, as were high-level events with members of the United Nations Secretary-General's Scientific Advisory Board (SAB) during the United Nations General Assembly, and around COP 21. Throughout the biennium MPII contributed to various ongoing processes that led to the 2030 Agenda. The SAB was fully supported in its meetings by the Sector.

36. A strengthened science-policy interface was supported through the full operationalization of the Intergovernmental science-policy Platform on Biodiversity and Ecosystem Services (IPBES), including through UNESCO serving as the Technical Support Unit for the IPBES Task Force (TF) on Indigenous and Local Knowledge (ILK). The Organization hosted expert meetings and prepared the document on ILK for the third and fourth plenaries of IPBES. UNESCO's work on both ILK and for SIDS has been widely recognized and demand for it exceeds current delivery capacity.

37. The *UNESCO Science Report Towards 2030* was launched on World Science Day 2015 at UNESCO Headquarters. Support to effective STI policy and governance was provided through the Global Observatory of STI Policy Instruments (GO-SPIN) to eight Member States: (Israel, Malawi, Rwanda, Zimbabwe, Equatorial Guinea, Mozambique, Niger, Senegal); support to other 18 countries was provided for STI policy implementation and science popularization. Partnerships in science for development were forged around the World Science Forum, World Science Day, the UNESCO-L'Oréal For Women in Science partnership, and the design and operationalization of the Future Earth initiative on integrated global change research. The SAGA (STEM and Gender Advancement) project developed a list of STI gender objectives and a first draft toolkit on STEM indicators and policies, to focus future work on increasing the participation of women in science.

38. UNESCO continued to support capacity-building, and the exchange of scientific knowledge and best practices in the field of renewable energy. A fellowship programme was set up with the support of the International Sustainable Energy Development Centre in Moscow. In the framework of the IYCr, the International Basic Sciences Programme (IBSP) contributed to the implementation of Open Laboratories in Crystallography in more than 25 countries. The IYL, for which the Abdus Salam International Centre for Theoretical Physics (ICTP) served as the global secretariat, has been an immense success with several major activities, from STEM education to basic sciences research, via science communication and awareness programmes. The PhosAgro-UNESCO-IUPAC research grants scheme "Green Chemistry for Life" awarded its first two rounds of grants. IBSP is coordinating together with the World Academy of Sciences (TWAS) a major project proposal of a complete set of doctoral training programmes in Angola, which is expected to be launched in 2016.

39. Capacity-building continued through TWAS, ICTP and the field offices. ICTP's fiftieth anniversary in October 2014 saw the launch of the ICTP Strategy Plan 2014-19. A particular focus was the importance of SESAME (the Synchrotron-Light for Experimental Science and Applications in the Middle East) supported jointly by IBSP and ICTP, to the development of science in the Middle East.

40. UNESCO contributed to the first two Africa Engineering Weeks in 2014 and 2015. During Mobile Learning Week in February 2015, Intel and UNESCO launched the Young Women in Engineering in Africa Acceleration Programme. Engineering education has been strengthened by familiarizing Member States to incorporate problem-based learning for engineering into their curricula with the category 2 centre in Denmark. The International Knowledge Centre for Engineering Sciences and Technology in Beijing was launched.

41. Over the last quarter of 2015, the Intergovernmental Oceanographic Commission (IOC) placed much programmatic and outreach focus around climate change and COP 21. Beyond its normal programmatic activities around climate change (systematic observations, ocean acidification, coastal blue carbon, building developing countries' adaptive capacities through integrated coastal area management, etc.), IOC engaged in considerable mobilization of scientific and civil society institutions around ocean and climate science and awareness-building. This effort built on the work done in the celebrations of the World Ocean Day (8 June 2015) and the conference "Our Common Future Under Climate Change" (July 2015) both held at UNESCO. The World Ocean Day had attendance from Heads of State and over 1,200 policy makers, civil society, and youth representatives. IOC promoted the key messages issued at these events throughout its COP 21 participation. This included: eight official UNFCCC side events targeted at negotiators and policy-makers; three flagship events hosted in the civil society zone of the Bourget to mobilize and build ocean and climate awareness among the general public (near 1,000 attendees, 80,000 twitter visualizations); two exhibits at the Bourget featuring scientific and policy-oriented publications; and high-level participation of IOC's Executive Secretary to highlight IOC's contributions in ocean observation to the UNFCCC's Subsidiary Body for Scientific and Technological Advice (SBSTA).

42. Ocean science is becoming a key development factor for humankind. There are many challenges in managing the Ocean in a sustainable manner. IOC is up to facing these challenges through refocusing and reinvigorating its programmes with the aim of increasing awareness and mobilizing the scientific capacities of its Member States to address the challenges defined by the SDGs, the Samoa Pathway, the Sendai Framework and the Paris Agreement on Climate. The scientific conference 'Our Common Future under Climate Change' in Barcelona in November 2014 summarized the ocean science needed. Through the Intergovernmental Panel on Harmful Algae Blooms (HAB) and the GlobalHABinitiative, the IOC offers direct assistance and a decadal research agenda for Member States to protect public health and ecosystems services.

43. IOC lead and coordinate the Global Ocean Observing System (GOOS). GOOS embraces not only ocean physics, but also biology and ecosystems, and the new GOOS panel on these topics will help to directly support ocean health and sustainability. Ocean data exchange is the backbone of any observing systems. The IOC International Oceanographic Data and Information Exchange (IODE) Program celebrated the tenth anniversary of its office in Ostend, Belgium. With extrabudgetary support from Member States, and in particular the Government of Flanders (Kingdom of Belgium), the IODE programme started the development of a global network of Regional Training Centres in North America & Caribbean, Europe, Africa, Indian Ocean and Western Pacific region. The IOC-IODE Ocean Biogeographic Information System is a database of global marine animal and plant distributions. It currently holds 45 million observations of over 100,000 marine species. It is a key source of information for IPBES and for the emerging work of United Nations system on protection of ocean life beyond national jurisdiction. The operationability of the regional tsunami warning systems can be demonstrated by the most recent example: on 16 September 2015, after a magnitude-8.3 earthquake, a tsunami advisory was generated by the USA Pacific Tsunami Warning Center in Honolulu. It was ably turned into a local warning by the

Chilean Navy with more than a million people evacuated from the coastal area of risk around the Chilean city of Coquimbo and massive loss of life averted. Thanks to excellent support of India and Australia, and strong cooperation with IOC partners, such as the ICSU Scientific Committee on Oceanic Research, IOC launched on 4 December 2015, in Goa, India, the Second International Indian Ocean Expedition. This is almost a historic reincarnation of the first Expedition of 1960s, which was one of the motivations for the very establishment of IOC.

44. In June 2015 the IOC Assembly adopted the new IOC Capacity Development Strategy. Building on its recognition by UNCLOS, Rio+20 and SDG 14 as the competent body in marine scientific research and transfer of marine technology, the Strategy highlights the need for cooperation and coordination between regional and global programmes.

45. The General Conference, at its 38th session, ratified the creation of the International Geoscience and Geoparks Programme and the label “UNESCO Global Geopark”. This is the first new designation since the 1970s. The African Network of Earth Sciences Institutions has begun providing mobility grants to postdocs and awarding postdoc grants for outstanding women scientists in Africa.

46. UNESCO was highly visible at the third World Conference on Disaster Risk Reduction (DRR) held in Sendai, Japan in March 2015, exhibiting its intersectoral delivery modality. UNESCO trained more than 500 experts and awareness was raised for approximately 1,500 people on DRR. Two technical documents to support policy-making were developed and eleven tools for science-based decision-making were developed. The newly established International Platform for Earthquake Early Warning Systems, the first of its kind under the United Nations, shall link with the tsunami and landslide work of the Organization.

47. Following an extensive, transparent process the MAB Strategy 2015-2015 was adopted by the 27th MAB Council and then approved by the General Conference at its 38th session. Thirty-three new biosphere reserves (BR), including three transboundary ones, were adopted by the 26th and 27th MAB Council, while three BR voluntarily withdrew, demonstrating that the Periodic Review process with its exit strategy is successful in maintaining the high quality of BR. The World Network of Biosphere Reserves now includes 651 sites covering over 10.2 million square kilometres of terrestrial, coastal and marine areas that are home to 172 million people.

48. All activities of the International Hydrological Programme (IHP) aimed to enhance Member States’ water security and reinforce their ability to implement SDG 6. This included: strengthened drought and flood forecasting, especially in Africa; advancing the science-policy interface of the impacts of climate change on different natural resources through the joint meeting of the IPCC and IHP during COP 21; managing water resources in arid and semi-arid regions; establishing a network of 113 experts (47% women) from 41 countries to study pathogens affecting water and sanitation services for people in rural and urban areas; and defining guidelines on ecohydrology demonstration sites.

49. The IHP was strengthened through new initiatives including a task force on urban water issues, the formally-approved “UNESCO water family” concept and joining the international initiative #WaterisClimate. UNESCO holds the vice-chairpersonship of UN-WATER and reinforced active involvement and leadership in United Nations initiatives, including its role in the successful adoption of SDG 6 on water. The results of the International Year of Water Cooperation, coordinated by IHP, were presented to the United Nations General Assembly. IHP and the UNESCO water family were active at COP 21 on Water and Climate Day, with eight events, in addition to the international conference “Water, Megacities and Global Change”. Over 7,800 professionals, of whom over 41% were women, were trained through the UNESCO water family, including UNESCO-IHE. The 2014 and 2015 World Water Development Reports were launched by the World Water Assessment Programme (WWAP), which also produced a series of tools on sex-disaggregated indicators for water assessment, monitoring and reporting. UNESCO was a partner in the “Gender Dimensions of Weather and Climate Services” conference held in Geneva in 2014,

which led to recommendations on gender equality for the Global Framework for Climate Services and collaboration with France and other partners to highlight gender equality and women's empowerment at COP 21.

50. The 2030 Agenda presents a strong opportunity to MP II to showcase the relevance of its programmes, with special recognition of IHP for SDG 6; IBSP, science policy and capacity-building for SDG 9; IOC, IHP and MAB for SDG 13; IOC for SDG 14; and IOC and MAB for SDG 15. The Paris Agreement on Climate Change also provides opportunities for the natural sciences programmes to demonstrate their high value to Member States for climate adaptation and mitigation, particularly as it for the first time recognizes the role and impact of the ocean, freshwater, gender equality and indigenous peoples in these processes.

Funds mobilized and partnerships established

51. MP II mobilized approximately \$85 million over the biennium. Excluding the target for UNESCO-IHE which cannot be measured by UNESCO's financial system, MP II's target was exceeded, with 111% success. Significant new funding was provided by Sweden's Sida, to four research projects in the area of science-policy interface, two in the earth sciences in Africa and two in the water sciences. Other major donors now include the African Development Bank, Australia, China, Flanders, Japan, Malaysia, Norway, Republic of Korea and the OPEC Fund for International Development. The IOC and IHP initiated discussions on a modality to implement GEF-funded projects on behalf of UNEP and UNDP. The Global Geoparks Network is on track to donate \$1,000 per Geopark per year to a UNESCO special account.

52. IOC has strived to maintain the global tsunami system, through meetings for governance and technical working groups, as well as training courses on tsunami preparedness and awareness, improving standard operating procedures and hazard assessments. Tsunami wave exercises are commonly held in all ocean basins. A solution for the continuation of the work of the Caribbean Tsunami Information System was recently found with the help of the Government of Barbados. Tsunami warning systems require adequate national investments. For example, the cost of setting up the Indian Ocean Tsunami Warning System over the past 10 years has been of the order of \$450 million with most of the funds provided by Australia, India and Indonesia. Annual maintenance amounts to \$50-\$100 million. In early 2015 the Sultanate of Oman began operating its National Multi Hazard Early Warning System. It was developed with the technical support of IOC under an Oman-UNESCO Funds-in-Trust agreement signed in 2009.

53. Building on its first successful experiences with the sailing race community (e.g. Barcelona World Race 2014), the IOC further reinforced its links to the civil society, which has begun to see IOC as a key partner due to its high-level scientific networks and its capacity to have access to the best international experts to ensure the high quality of scientific information. In 2014 IOC launched with NGOs and partner research institutes a platform called the "Ocean and Climate Platform" (<http://www.ocean-climate.org>) that contributed considerably the visibility of the Ocean in the COP 21 negotiations.

Impact of the financial situation on programme delivery

54. All programme areas were negatively impacted by the funding shortfall and consequent post reductions, which required additional workload by staff throughout 2015, given the key events during the year. The reduction in fixed posts particularly affected work in engineering, which no longer has a senior programme specialist position. To cut costs IBSP, IGCP, IHP, IOC and MAB held shorter and fewer meetings, and printed fewer documents in fewer languages for their meetings.

55. The financial situation negatively impacted the number of beneficiary Member States that could be supported in areas such as STI policy support, science education, DRR, development of new MAB research and capacity-building projects, as well in the provision of MAB technical training and outreach communication. IHP is understaffed, as reported by the IHP Finance

Committee, the audit of the Division and in the external evaluation of IHP-VII. However, the number of members of the UNESCO water network, notably category 2 centres and UNESCO Chairs, has almost doubled over five years. The Division was reorganized to improve coordination of the water network, while the implementation of IHP-VIII objectives had to be prioritized by a high-level dedicated panel set by the IHP Council. Some goals were postponed, limits set to the geographical coverage of activities, and the thematic scope and number of beneficiaries reduced. While the mobilization of extrabudgetary funds is on target, the current staffing situation has also limited the mobilization of additional funds and the capacity to implement funds already mobilized.

56. IOC was particularly affected by the financial situation with a reduction in its regular budget affecting its leadership in key global programmes. IOC has given priority to programme implementation and programmatic staffing and where possible reduced its coordination and administration functions. Programme activities were cut across the board as defined by the IOC Governing Bodies. The operational activity budget cuts have put the IOC's core mission in jeopardy as regards its critical role in long-term sustained systems that provide monitoring and observations of the ocean, and in the management, transformation and dissemination of data and information to help Member States mitigate ocean-related risks. Some mitigation has been possible following the approval by the 196th session of the UNESCO Executive Board of the IOC budget reinforcement with \$1.1 million through the reprogramming exercise. These funds were provided in the last quarter of the biennium. While IOC continues to explore new funding opportunities, sufficient core regular funding remains essential to ensure that IOC can function effectively.

Overall challenges encountered in implementation and remedial actions

57. Some activities were discontinued or postponed due to lack of sufficient human and financial resources. For example in DRR, the trend of building partnerships that have multiple benefits for our programming and reach continued. Partnering with local universities promotes sustainability and often results in the delivery of better results than the expected ones due to the involvement of students, and working with NGOs allows for wider reach at the community level.

58. Remedial measures in all areas included greater efforts at extrabudgetary resource mobilization; strengthening partnership development including benefiting from ODAs; and mobilizing Member States to provide professional secondment and JPO positions to Headquarters and field offices. Non-optimal remedial actions included higher reliance on interns, short-term junior consultants, and volunteers; higher prioritization of tasks; and stronger collaboration and cooperation with external partners. A secondment was obtained from the government of Switzerland to work on science diplomacy. The greater involvement of category 1 and 2 centres has increased significantly to compensate for the shortage of human and financial resources, which has resulted in a significant increase in the work for coordination done by the Secretariat.

59. Finally, the security or health situation in some regions precluded activity work as planned. This was partly addressed by supporting local scientists to travel abroad to receive the planned training, as was the case for some long-standing Libyan projects, and for newer projects in Nigeria and Chad. The Ebola breakout led to postponement of planned training.

60. While the high relevance of IOC is demonstrated by its success stories, the increasing number of Member States and expanding responsibilities and tasks, requires it to continue to rise to the ever increasing challenges and prove its value. Limited resources call for sharper prioritization, while maintaining the participation of leading scientists and attracting the young, coming ones, as well as science managers. The change in the Commission's membership from the initial 40 Member States with reasonably developed capacity to do ocean research to 147 Member States (with a considerable number of SIDS), most of them requiring increase in human and infrastructure capacity, constitute both a challenge and a great opportunity. This requires a renewal or broadening of national focal points as well as a more robust communication strategy to ensure effective and efficient governing process at regional and global levels, increased awareness of the societal benefits and risks from the ocean, including the cost-benefit analysis to demonstrate the

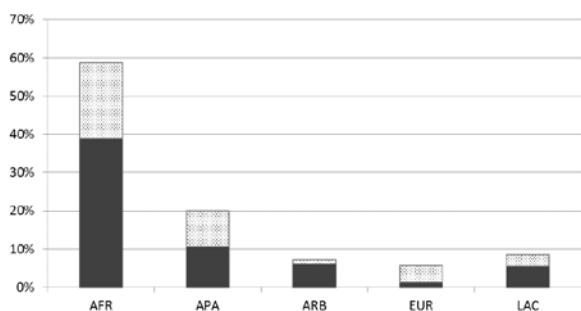
returns on governments' investments in the development of ocean science and sustained ocean observations and services. This work is under way and the new team of Officers of the Commission (elected in June 2015) and the Secretariat will be presenting concrete proposals to the IOC Member States at the June 2016 session of the Executive Council.

II. Assessment by Expected Result

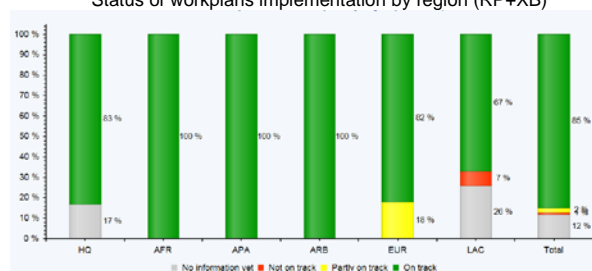
ER 1: Strengthening STI policies, the science-policy interface, and engagement with society, including vulnerable groups such as SIDS and indigenous peoples

Regular Programme and Extrabudgetary resources in 2014-2015 (in thousands USD)						
Regular budget (staff and activities)			Extrabudgetary resources			Assessment of implementation of workplans
Allocation (incl. donations)	Expenditure	Exp. Rate %	Expenditure	Funds mobilized	37 C/5 funding targets	
10,899	11,248	103%	9,165	7,705	8,700	●

Expenditure by region (RP and XB)



Status of workplans implementation by region (RP+XB)



Implementation is "On track" for 85% of workplans

\$507M Expenditure Plan Performance indicators (PI) and Targets (T)	Assessment of progress as at 31/12/2015	Likelihood that target will be attained
<p>PI: Number of assisted Member States which have adopted STI policies, policy instruments and governance tools for the development of their STI systems.</p> <p>T 2014–2015: At least 8.</p>	<p>Provision of direct assistance: 10 countries.</p> <p>Provision of assistance through training: 8 countries.</p> <p>Science popularization activities implemented in 3 countries.</p> <p>Innovation related assistance pursued in 8 countries.</p>	High
<p>PI: Number of concrete approaches in action among the ones recognized and commonly pursued in the United Nations 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>T 2014-2015:</p> <ul style="list-style-type: none"> – 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 (FE) governing board, science committee and engagement committee fully in place and its science agenda developed and agreed; – At least two meetings of the STI Alliance for Global Sustainability co-organized and co- 	<p>4 work streams of the SAB designated and fully implemented with 2 meetings of the SAB successfully held on the basis of raised extrabudgetary resources.</p> <p>4 high-level events with participation of SAB members successfully held at the United Nations in NY, in the context of ECOSOC and the United Nations Commission on Science and Technology for Development, and during COP21.</p> <p>3 expert meetings of IPBES successfully organized and held with extrabudgetary resources.</p> <p>The FE Governing Council, Science Committee and Engagement Committee fully in place, the governance architecture of FE adopted and the FE science agenda developed and endorsed.</p> <p>2 meetings of the FE Science and Engagement Committees and of the Alliance/Governing Council of FE successfully held.</p> <p>2 peer-reviewed articles on sustainability</p>	High

<p>hosted by UNESCO;</p> <ul style="list-style-type: none"> – One scientific paper illustrating UNESCO's contribution to sustainability science published; – A report compiling relevant case studies relying on UNESCO's ISPs and networks of sites developed, published and disseminated online; – At least two global events on the contribution of STI to sustainable development organized in the context of relevant high-level meetings such as ECOSOC and the United Nations Commission on Science and Technology for Development. 	<p>science and UNESCO's role therein published, and extrabudgetary project with SHS initiated.</p> <p>Information on UNESCO-designated sites reported within the sub-global assessment of biodiversity and ecosystem services to which UNESCO is a key partner.</p>	
<p>PI 3: Number of actions at multiple levels promoting sustainable development in SIDS; and mobilizing local and indigenous knowledge systems (LINKS) in environmental assessments</p> <p>T 2014-2015:</p> <ul style="list-style-type: none"> – 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; – 3 global processes supported to recognize and promote synergies between LINKS and science in environmental assessments; – 2 demonstration projects for LINKS transmission reinforced. 	<p>SIDS Action Plan elaborated based on Samoa Pathway outcome.</p> <p>Indigenous and local knowledge (ILK) was anchored in (i) IPBES assessments on pollination, Africa and Europe, (ii) IPCC's 5th Assessment Report and (iii) UNFCCC COP 21 through a pre-COP Conference on Indigenous Peoples and Climate Change.</p> <p>Mayangna knowledge transmission reinforced with school tools and teacher training in Nicaragua.</p>	High
<p>PI 4: Number of supported Member States which have improved the use of renewable energy for energy access and/or national development plans.</p> <p>T 2014-2015: At least 3 Member States.</p>	<p>Expert workshops organized in 2 Member States and benefiting 10 additional countries.</p> <p>A project was implemented benefiting 5 sub-Saharan countries.</p>	High
<p>PI 5: 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.</p> <p>T 2014-2015: At least 3 global meetings; the World Science Report (2015); at least 2 regional meetings.</p>	<p>The World Science Day 2015 successfully held.</p> <p>The World Science Forum 2015 successfully held.</p> <p>The World Science Report 2015 published.</p>	High

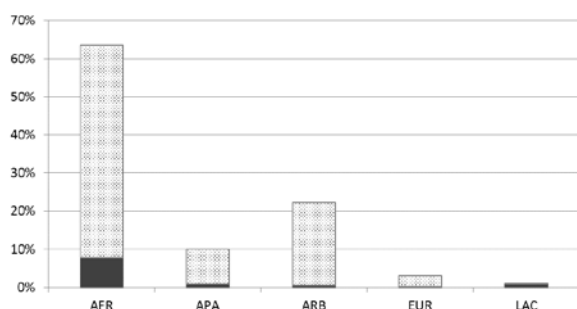
Challenges and risks in implementation and remedial actions

Key challenges	Remedial actions
The UNESCO-L'Oréal For Women in Science partnership has shifted the balance of cooperation between the partners.	Talks are under way to ensure that the Prize ceremony will return to UNESCO. Moreover, an ambitious proposal for activities mobilizing UNESCO-L'Oréal Laureates, Fellows and Young Talents between two consecutive sessions of the Prize ceremony is being developed jointly and will be submitted to the Board of the L'Oréal Foundation in March 2016. UNESCO-DPI and the L'Oréal Foundation have agreed on a joint communication plan to promote the current and planned joint activities.
Allocation of adequate expert human resources to expand the GO-SPIN initiative.	An ambitious proposal for extrabudgetary funding has been developed to address this challenge and is being discussed with interested Member States.

ER 2: Capacity-building in research and education in the natural sciences enhanced, including through the use of ICTs

Regular Programme and Extrabudgetary resources in 2014-2015 (in thousands USD)						
Regular budget (staff and activities)			Extrabudgetary resources			Assessment of implementation of workplans
Allocation (incl. donations)	Expenditure	Exp. Rate %	Expenditure	Funds mobilized	37 C/5 funding targets	
2,357	2,410	102%	25,108	33,099	13,000	●

Expenditure by region (RP and XB)



Status of workplans implementation by region (RP+XB)



Implementation is "On track" for 82% of workplans

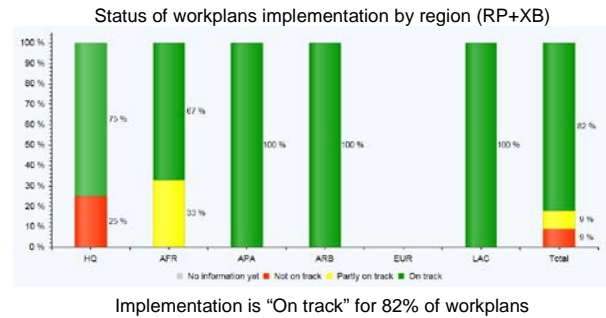
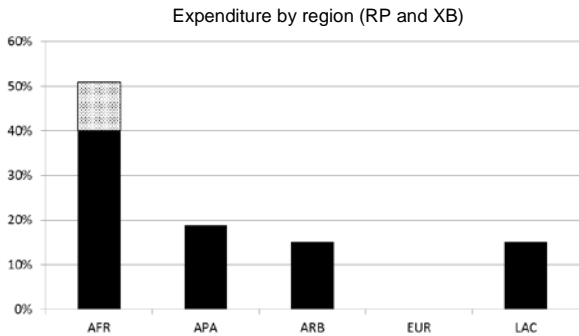
\$507M Expenditure Plan Performance Indicators (PI) and targets (T)	Assessment of progress as at 31/12/2015	Likelihood that target will be attained
<p>PI: Number of beneficiary Member States having contributed to and/or promoted the sustainable use of renewable energy sources, including in the context of the 2014-2024 United Nations Decade of "Sustainable Energy for All".</p> <p>Target 2014-2015: At least 15.</p>	24 beneficiary countries from 4 regions (Africa, Asia, Eastern Europe and LAC).	High
<p>PI: Interdisciplinary science education initiatives, including innovative methods of teaching at all levels introduced in a number of Member States.</p> <p>Target 2014-2015: 9.</p>	Interdisciplinary science education initiatives were introduced in 16 countries in Africa, and 12 interdisciplinary initiatives implemented. In 2015, TWAS trained 460 Ph.D. fellowships with 13 partners in 8 countries, and over 150 postdoctoral fellowships with 16 partners in 9 countries. Joint education activities between ICTP and IBSP, such as the ALOP training programme, have been implemented in 8 African countries.	High
<p>PI: Number of Countries especially in Africa having strengthened capacity to deliver science through collaborative action and networking.</p> <p>Target 2014-2015: 6.</p>	22 countries have been strengthened in science communication and delivery through the IYCr and the IYL, among them 8 African countries. ICTP and IBSP helped to create one C2C in Rwanda. ICTP trained 28 students in Ph.D. programmes, 75 students passed their diploma and 51 active STEP fellows, among them 28% were Africans which contribute to strengthen their capacity to deliver science.	High

Challenges and risks in implementation and remedial actions

Key challenges	Remedial actions
Increasing use of renewable energy requires expanded capacity-building as well as regional and international partnerships and cooperation.	Further resource mobilization needs to be undertaken to extend the scope of activities particularly in developing countries.
Significant lack of human and financial resources to smoothly implement the huge basic sciences programmes (mathematics, physics, chemistry, life science, science education, biotechnologies) that nurture field offices in terms of programmes and fine-tuned activities.	<ul style="list-style-type: none"> – Increased mobilization of extrabudgetary and Additional Appropriation resources to run the programme in a decent manner. – Increased collaborative work and action, and mobilization of new partnership, such as the IYL consortium, the AIMS network, APSA, the Daniel lagolnitzer Foundation etc.
The Ebola breakout in west Africa and the security issue in Nigeria near the Chadian border prevented a smooth delivery of activities in the region (2 ALOP cancelled in Chad and Nigeria)	Postponement of the teacher training workshops or new locations have been found.
Governmental instability in Libya hindered the implementation of several long-standing Libyan programmes.	The strategy for the biotechnology programme was to set up the important meeting and training sessions outside Libya or through video-conference. The delivery of equipment is still pending the improvement of the local situation.

ER 3: Interdisciplinary engineering research and education for sustainable development advanced and applied

Regular Programme and Extrabudgetary resources in 2014-2015 (in thousands USD)						
Regular budget (staff and activities)			Extrabudgetary resources			Assessment of implementation of workplans
Allocation (incl. donations)	Expenditure	Exp. Rate %	Expenditure	Funds mobilized	37 C/5 funding targets	
1,112	1,156	104%	28	198	2,000	●



\$507M Expenditure Plan Performance Indicators (PI) and targets (T)	Assessment of progress as at 31/12/2015	Likelihood that target will be attained
<p>PI: Number of universities in Member States which increased their awareness-raising and capacity-building of engineering.</p> <p>Target 2014-2015: At least 1 university in each of the regions: Arab States, Africa, Europe and North America, Latin America and the Caribbean, Asia and the Pacific.</p>	<p>Awareness-raising activities took place in universities in South Africa, Pakistan, Egypt, Argentina, Malaysia, Zimbabwe, Kenya, Denmark, Brazil, Nigeria, Congo, Mozambique and Angola. Engineering Week activities were held in 15 countries in Africa. Activities took place also in Cairo, Argentina and the USA.</p>	High
<p>PI: Number of Member States actively involved in gathering engineering data increased.</p> <p>Target 2014-2015: At least 2 countries in each of the regions: Arab States, Africa, Europe and North America, Latin America and the Caribbean, Asia and the Pacific.</p>	<p>Awareness to collect and thus engage in engineering data collection has been shown in Nigeria, Zimbabwe and Kenya in Africa; Argentina and Brazil in LAC; Kuwait, and Egypt for Arab States; Denmark, UK and USA for Europe and North America, and Australia, China, Japan, Malaysia and Pakistan in Asia.</p>	High

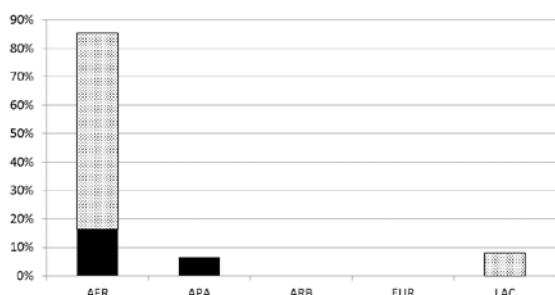
Challenges and risks in implementation and remedial actions

Key challenges	Remedial actions
Lack of human and financial resources for engineering programme led to reduced activity size and expectations.	Use of networks and experts (category 2 centres and UNESCO Chairs) to form working groups to address key issues. Financially, partners funded projects through in-kind contributions and by funding events. Governments were also very generous in their support and funding for the UNESCO African Engineering Weeks.
Lack of institutional engineering organizations and boards in many developing countries which hinders data collection.	A 4-year strategy paper was prepared on institutional capacity-building to be started in Ethiopia and thereafter in other African countries.

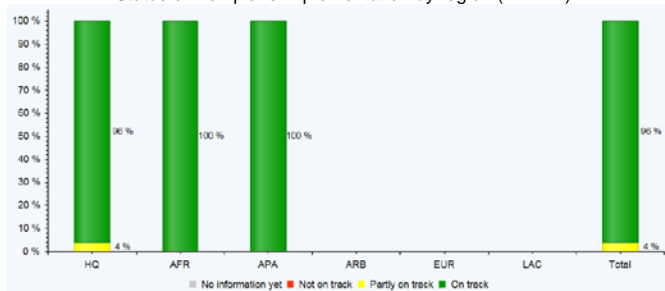
ER 4: Scientific understanding of ocean and coastal processes bolstered and used by Member States to improve the management of the human relationship with the ocean

Regular Programme and Extrabudgetary resources in 2014-2015 (in thousands USD)						
Regular budget (staff and activities)			Extrabudgetary resources			Assessment of implementation of workplans
Allocation (incl. donations)	Expenditure	Exp. Rate %	Expenditure	Funds mobilized	37 C/5 funding targets	
2,999	3,096	103%	1,715	4,805	5,880	●

Expenditure by region (RP and XB)



Status of workplans implementation by region (RP+XB)



Implementation is "On track" for 96% of workplans

\$507M Expenditure Plan Performance Indicators (PI) and Targets (T)	Assessment of progress as at 31/12/2015	Likelihood that target will be attained
<p>PI:</p> <ul style="list-style-type: none"> (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>T 2014-2015:</p> <ul style="list-style-type: none"> (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. 	<ul style="list-style-type: none"> (i) Blue Carbon Manual used in +10 countries. (ii) 3rd issue of Surface Ocean CO2 Atlas: 14.5 mill surface water fCO2 values + 4.4 mill additional fCO2 values (+30%) <p>The Global Ocean Acidification Observing Network (GOA-ON) is fully established and operative. Website http://goa-on.org.</p> <p>Time series community of practice established and first global report in draft to be printed early 2016.</p>	High
<p>PI:</p> <p>Continued and diversified Member State investment, sustaining implementation levels for in situ and space observations of the ocean for climate and weather.</p> <p>T 2014-2015:</p> <p>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>MS investment in global observing networks sustained at about 65% of climate targets. Projects (some independent and some funded through IOC CAP) are starting to determine more efficient and integrated ways of delivering required observations. JCOMMOPS budget increase of 10% due to new contributions.</p>	High

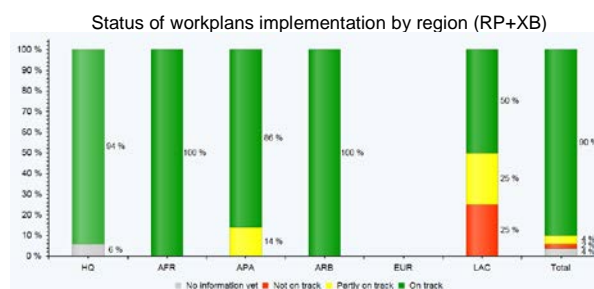
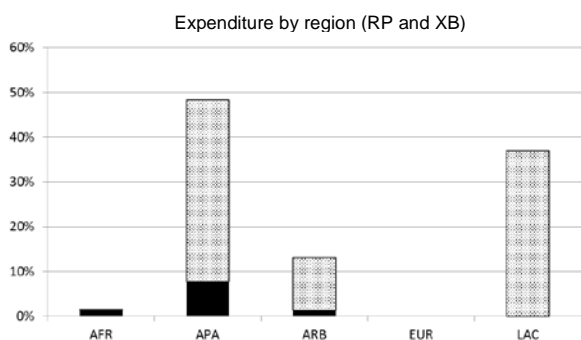
<p>PI:</p> <p>(i) Number of institutions sharing data and information through the IODE network of data centres and marine libraries,</p> <p>(ii) number of data records available through OBIS and ODP portals, e-repository OceanDocs, and</p> <p>(iii) number of publications mentioning OBIS.</p> <p>T 2014-2015:</p> <p>(i) 90 institutions participating in the IODE network and related portals;</p> <p>(ii) records in the OBIS database increased to 38.5M; number of datasets in the OceanDataPortal increased to 200;</p> <p>(iii) number of bibliographic records in the OceanDocs e-repository increased to 6000, 200 citations by the end of 2015.</p>	<p>(i) 105 institutions participating in the IODE network and related portals.</p> <p>(ii) records in the OBIS database increased to 45 M; number of datasets in the OceanDataPortal increased to 183; number of bibliographic records in the OceanDocs e-repository increased to 6625</p> <p>(iii) 200 citations by the end of 2015.</p>	<p>High</p>
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Challenges and risks in implementation and remedial actions

Key Challenges	Remedial actions
<p>Challenges are that we have to rely on the collaboration from and between member states. Changing economic situations and government funding can cause, and have caused disruptions in programme implementation. A major challenge was staffing the work program of GOOS in a time of thematic expansion.</p>	<p>The recruitment of the OBIS project manager and the success in mobilizing additional financial resources have enabled the further growth of the IOC project office for IODE which will further enhance our capacity to deliver results to Member States. There is some concern regarding the IODE Ocean Data Portal due to a resource issue at the Partnership Centre for the ODP in Obninsk. This will need to be addressed in 2016. The GOOS workplan was achieved through large in kind contributions from some key Member States.</p>

ER 5: Risks and impacts of tsunamis and other ocean-related hazards reduced, climate change adaptation and mitigation measures taken, and policies for healthy ocean ecosystems developed and implemented by Member States

Regular Programme and Extrabudgetary resources in 2014-2015 (in thousands USD)						
Regular budget (staff and activities)			Extrabudgetary resources			Assessment of implementation of workplans
Allocation (incl. donations)	Expenditure	Exp. Rate %	Expenditure	Funds mobilized	37 C/5 funding targets	
2,803	2,898	103%	5,523	4,531	14,050	●



Implementation is "On track" for 90% of workplans

\$507M Expenditure Plan Performance Indicators (PI) and Targets (T)	Assessment of progress as at 31/12/2015	Likelihood that target will be attained
<p>PI:</p> <ul style="list-style-type: none"> (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>T 2014-2015:</p> <ul style="list-style-type: none"> (i) Sea level and seismic detection components harmonized 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>Intergovernmental coordination of Global Tsunami Warning System sustained.</p> <p>4 regional warning systems and 10 warning centres in process of harmonizing operations.</p> <p>2 regional sea level and seismic inventories established.</p> <p>3 workshops on coastal hazard assessment implemented.</p> <p>1 tsunami wave exercise for NEAM region achieved.</p>	High
<p>PI:</p> <p>Improved monitoring and management of harmful algal bloom events and their impacts.</p> <p>T 2014-2015:</p> <p>At least 6 capacity-enhancing activities implemented, at least 35 national research institutions participating in the implementation of activities and at least 4 science workshops advancing international research.</p>	<p>11 capacity developing events +35 inst. participating</p> <p>6 scientific workshops</p> <p>CAP:</p> <p>A Global HAB Status Report in prep.</p>	High
<p>PI:</p> <ul style="list-style-type: none"> (i) First report of the World Ocean Assessment (WOA) delivered with IOC's technical and scientific support (ii) Number of WOA Regional workshops and training courses organized with the assistance of IOC 	<p>WOA report completed and endorsed by United Nations General Assembly. 2 regional WOA training workshops organized with IOC participation</p> <p>66 regional coastal baseline assessments completed via IOC ExB TWAP project.</p> <p>No resources were obtained to develop a</p>	Medium

<p>(iii) Number of regional marine ecosystem assessments conducted, and contributing to the WOA.</p> <p>T 2014-2015: 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.</p>	<p>specific training module for WOA. Further discussions are needed to take place in order to agree on the training methodology (with UNEP).</p>	
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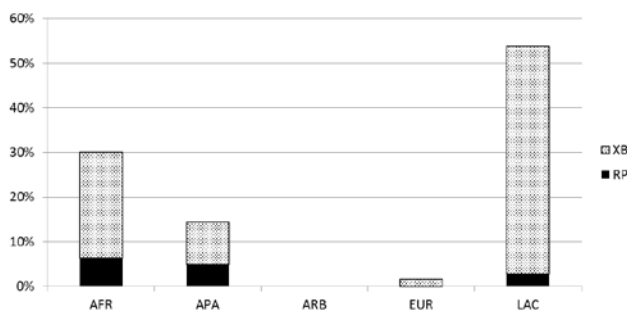
Challenges and risks in implementation and remedial actions

Key Challenges	Remedial actions
<p>The main risks affecting coordination of the four tsunami warning systems are limited resources. Diminishing engagement of some Member States in the systems is a result of reduced national funding availability and a sense of complacency that has developed since the Tsunami Service providers in the Indian Ocean and Mediterranean became operational. This reduces and slows coordination, interoperability and system harmonization efforts, in particular in the Caribbean and NEAMS regions.</p> <p>Continued provision of capacity enhancement opportunities for HAB management requires resources; regular update and publication of a Global HAB Status Report requires renewed sponsorship by Member States.</p>	<p>Additional extrabudgetary resources are being sought. Opportunistic funding and partnerships with other organizations are pursued.</p> <p>IOC raises and maintains awareness of the tsunami hazard through national tsunami contacts. Further enhancement of the regional tsunami warning system websites will also make information more accessible. The regional tsunami information centres which focuses on tsunami education and information can also help with awareness-raising.</p>

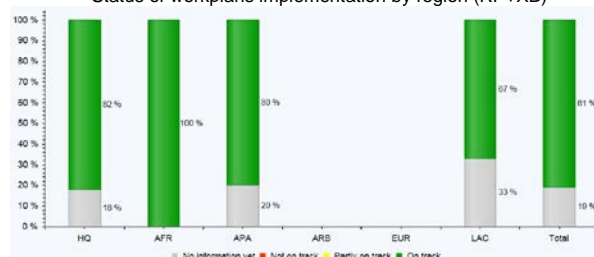
ER 6: Member States’ institutional capacities reinforced to protect and sustainably manage ocean and coastal resources

Regular Programme and Extrabudgetary resources in 2014-2015 (in thousands USD)						
Regular budget (staff and activities)			Extrabudgetary resources			Assessment of implementation of workplans
Allocation (incl. donations)	Expenditure	Exp. Rate %	Expenditure	Funds mobilized	37 C/5 funding targets	
3,493	3,577	102%	4,256	9,176	7,300	●

Expenditure by region (RP and XB)



Status of workplans implementation by region (RP+XB)



Implementation is "On track" for 81% of workplans

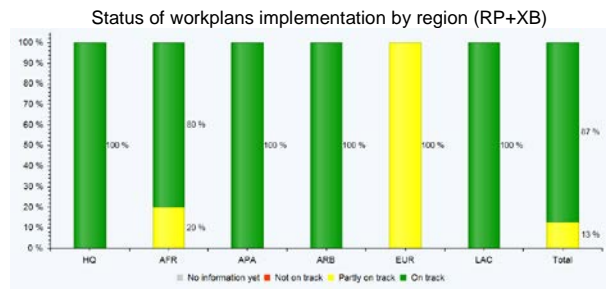
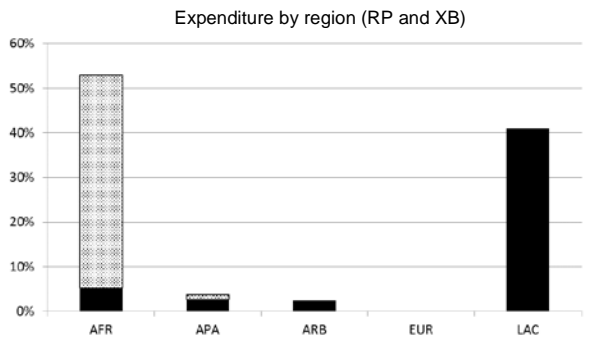
\$507M Expenditure Plan Performance Indicators (PI) and Targets (T)	Assessment of progress as at 31/12/2015	Likelihood that target will be attained
<p>PI: Number of Member States that implement work plans (priorities set based on needs and available resources) of governing and subsidiary bodies.</p> <p>T 2014-2015: 50% of IOC Member States.</p>	<p>Targets attained. 30 MS and 16 Territories for IOCARIBE.</p> <p>26 MS for IOCAFRICA.</p> <p>24 MS for WESTPAC, 94 MS attending IOC Assembly. 23 MS/organizations contributing financial resources to collaborative science frameworks under IOC.</p>	High
<p>PI: Number of countries using IOC’s ecosystem based management guidelines and coastal hazards/climate change adaptation tools in the development, management and evaluation of their national programmes.</p> <p>T 2014-2015: At least 20 MS reported to implement IOC guidelines and 12 MS involved in regional projects.</p>	<p>At least 30 countries reported to use the IOC Marine Spatial Planning Guidelines (Step by Step approach).</p> <p>3 training courses organized in MSP (Africa, Caribbean, South America) with over 50 MSP practitioners from 23 countries.</p>	High
<p>PI: Number of trained scientists using their skills to support national authorities.</p> <p>T 2014-2015: At least 200 (measured through online IOC alumni system).</p>	<p>The number of students trained has already exceeded the targets: 224 in 2014; 459 in 2015.</p>	High
<p>PI: Number of MS participating and contributing information to the Global Ocean Science Report (GOSR).</p> <p>T 2014-2015: At least 30 MS responding to the IOC survey on national ocean science capacity.</p>	<p>29 (4 more expected).</p> <p>Global Ocean Science Report Survey data compiled, stored and analysed.</p>	High

Challenges and risks in implementation and remedial actions

Key Challenges	Remedial actions
<p>The IOC MS endorsed a new capacity development at the 28th session of the IOC assembly that calls for investing in scientific institutional and human resources, enhancing access to scientific tools, reinforcing IOC's capabilities to provide services to MS, enhancing the communication between scientific and policy-makers communities, and expanding ocean literacy in civil society. The strategy needs to be transformed into an operational plan that effectively delivers support on the ground, and elevate IOC's impact to the scale required. New global frameworks under Agenda 2030, SIDS SAMOA or UNFCCC also call for capacity development in marine scientific research and transfer of marine technology, and IOC will be challenged to respond to these new demands given its current operational capacity. The complexity of the GOSR survey has limited the number of MS responses</p>	<p>IOC Regional Subsidiary bodies need to champion the IOC CD strategy and develop consistent programmatic and regionally relevant CD workplans. These should be based on the needs assessments, conducted in a consistent manner, and should build on ongoing activities and making use of existing training and education facilities. More intense coordination and communication is required between global programme managers and regional sub-commission secretariats to ensure that global programmes take into account the needs of the regional sub-commissions while the regions must become more actively involved in global programmes to address global issues (such as climate change).</p> <p>It will be important to measure the effectiveness and impact of the new strategy on a regular basis in order to identify and address any weaknesses, and to further fine-tune the strategy. GOSR will provide useful information for reporting on status of capacities in regions and at MS level. It may be necessary to simplify the GOSR survey to motivate a wider range of MS to respond, or to provide assistance to MS in collating the necessary information</p>

ER 7: Global cooperation in the ecological and geological sciences expanded

Regular Programme and Extrabudgetary resources in 2014-2015 (in thousands USD)						
Regular budget (staff and activities)			Extrabudgetary resources			Assessment of implementation of workplans
Allocation (incl. donations)	Expenditure	Exp. Rate %	Expenditure	Funds mobilized	37 C/5 funding targets	
2,055	2,122	103%	449	1,406	1,600	●



Implementation is "On track" for 87% of workplans

\$507M Expenditure Plan Performance Indicators (PI) and targets (T)	Assessment of progress as at 31/12/2015	Likelihood that target will be attained
<p>PI: Percentage of developing Member States who have scientists actively engaged in N-S and S-S cooperation through IGCP projects focused on key thematic areas of geohazards, use of mineral resources and climate change.</p> <p>Target 2014-2015: 40% of Member States that have participating scientists in IGCP project are developing countries.</p>	Currently exceeding 50% of Member States with scientists in IGCP projects from developing countries.	High
<p>PI: The number of Member States that have institutes contributing to the Earth Science Initiative in Africa developed through the Africa Network of Earth Science Institutes (ANESI).</p> <p>Target 2014-2015: At least 10 additional Member States.</p>	Currently 12 African countries benefiting from ANESI.	High
<p>PI: Number of Member States which have integrated Earth Science in school curricula.</p> <p>Target 2014-2015: Zero for this biennium.</p>	Work on this is progressing.	High
<p>PI: The number of Member States with Global Geoparks.</p> <p>Target 2014-2015: At least 10 Member States with new Global Geoparks created with targeted development of new Global Geoparks in regions of the world currently under-represented.</p>	14 Member States have 20 new Global Geoparks (France, Japan (2), China (4), Austria, Denmark, Portugal, Canada, Spain (3), Morocco, Cyprus, Greece, Iceland, Indonesia, Italy).	High

<p>PI: 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>Target 2014-2015: At least 2 developing countries.</p>	2 Member States: Cambodia, Sri Lanka.	High
<p>PI: Advancement of international cooperation in biodiversity sciences to address biodiversity loss and to bridge the gap between science and policy in Member States (MS) through international mechanisms, including the establishment of category 2 centres and the contribution of UNESCO programmes involving biodiversity and ecosystem services (BES).</p> <p>Target 2014-2015: Consideration by MS of a comprehensive analysis of knowledge and data gaps in relation to BES.</p> <p>Consideration by MS of the UNESCO-IPBES procedure to recognize relevant indigenous and local knowledge (ILK) on BES.</p> <p>At least 2 new sub-global assessments on BES in MS.</p> <p>At least 2 category 2 centres on BES established in MS.</p> <p>At least 10 MS refer to UNESCO's technical contribution in relation to areas of the CBD Programme of Work.</p>	This area was moved to ER 1, PI 2 during the biennium. Please see reporting there.	Medium

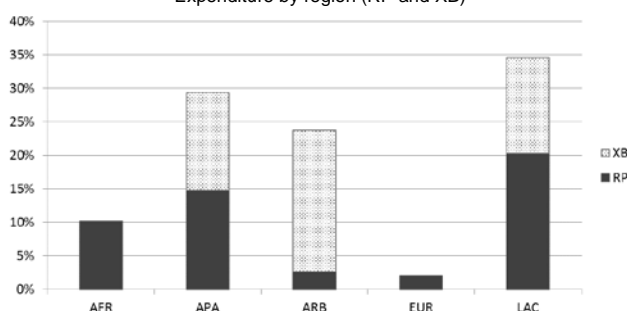
Challenges and risks in implementation and remedial actions

Key challenges	Remedial actions
Challenges during the past year for IGCP have largely been related to the relatively small amount of funding available from regular programme funds for IGCP projects.	IUGS agreed to keep their contribution constant and this, plus additional contributions from China, have helped offset the decrease in UNESCO funds
For Global Geoparks the main challenges have largely been related to the funding of the meetings of the Working Group on Geoparks.	The small amount of regular programme funds used for this purpose was supplemented by Additional Appropriations funds
One of the major challenges for the Earth Science Education Initiative in Africa was the funding	Funding received from the Swedish International Development Cooperation Agency (Sida) to support the Earth Science Education Initiative in Africa has been an important development in its progress.

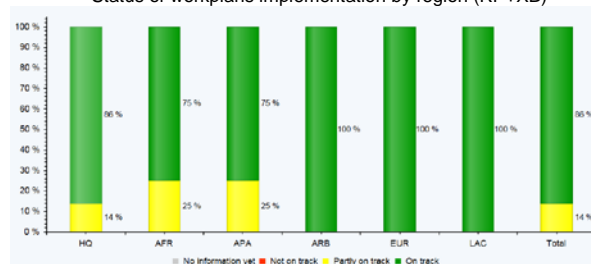
ER 8: Risk reduction improved, early warning of natural hazards strengthened and disaster preparedness and resilience enhanced

Regular Programme and Extrabudgetary resources in 2014-2015 (in thousands USD)						
Regular budget (staff and activities)			Extrabudgetary resources			Assessment of implementation of workplans
Allocation (incl. donations)	Expenditure	Exp. Rate %	Expenditure	Funds mobilized	37 C/5 funding targets	
2,562	2,654	104%	951	1,557	2,000	●

Expenditure by region (RP and XB)



Status of workplans implementation by region (RP+XB)



Implementation is "On track" for 86% of workplans

\$507M Expenditure Plan Performance Indicators (PI) and Targets (T)	Assessment of progress as at 31/12/2015	Likelihood that target will be attained
<p>PI: Number of new partnerships established by supported Member States to advocate the importance of DRR.</p> <p>T 2014-2015: At least 2 new partnerships established at global and regional levels.</p>	4 new partnerships established (3 at international and 1 at regional levels).	High
<p>PI: Number of supported Members States which have enhanced resilience and increased capacity in DRR.</p> <p>T 2014-2015: At least 20 countries, out of which at least 4 in Africa.</p>	More than 70 countries supported out of which more than 7 in Africa.	High

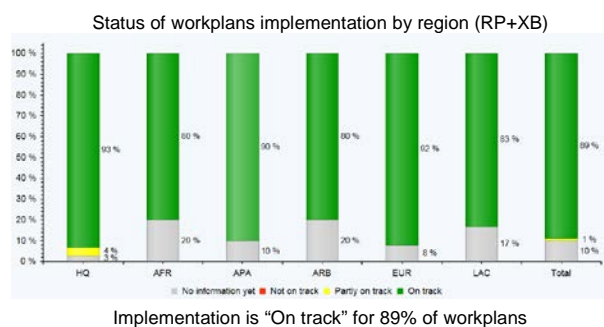
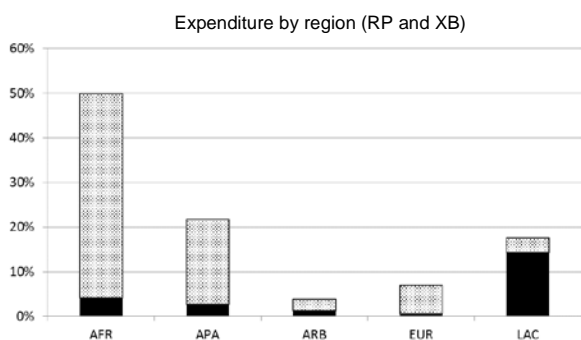
Challenges and risks in implementation and remedial actions

Key challenges	Remedial actions
Key challenges identified are quite often specific to the local context, sometimes being of cultural nature, other times concerning cooperation with other agencies within the UNDAF framework.	Colleagues have shown cultural sensitivity and adaptability. In general it is beneficial to have more time for project planning in order to fully understand of issues including partnerships and how this relates to the budget structure.
Poor performance by the hired consultant.	Monitoring of project activities and tight management of the programme minimized this risk
Limited finances.	Combining regular programme funds and working intersectorally helps; as does raising extrabudgetary funds by approaching other partners and donors, using the One UN/UNDAF mechanisms.

<p>Abolishment of 2 SC posts within the restructuring and redeployment exercise limited implementation capacity.</p>	<p>Colleagues have been resilient in dealing with limited personnel, using volunteers, secondments and interns to provide necessary support.</p>
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ER 9: Use of biosphere reserves as learning places for equitable and sustainable development and for climate change mitigation and adaptation strengthened

Regular Programme and Extrabudgetary resources in 2014-2015 (in thousands USD)						
Regular budget (staff and activities)			Extrabudgetary resources			Assessment of implementation of workplans
Allocation (incl. donations)	Expenditure	Exp. Rate %	Expenditure	Funds mobilized	37 C/5 funding targets	
6,166	6,385	104%	6,461	4,748	4,500	●



\$507M Expenditure Plan Performance Indicators (PI) and targets (T)	Assessment of progress as at 31/12/2015	Likelihood that target will be attained
<p>PI: Number of new biosphere reserves (BR) joining the UNESCO World Network of BR (WNBR), a network of sustainable development learning sites.</p> <p>T 2014-2015: At least 25 new BR created, 3 of them transboundary, particularly in developing countries or LDCs.</p>	<p>30 new BRs, including 3 transboundary sites, have been approved by the 26th and 27th session of the MAB Council. 3 countries joined the WNBR: Albania, the Former Yugoslav Republic of Macedonia and Myanmar. 2 BR were withdrawn.</p>	High
<p>PI: Percentage of supported BR that have implemented the recommendations of the Madrid Action Plan (MAP) and function according to Seville strategy principles and statutory framework criteria.</p> <p>T 2014-2015: At least 40% of all pre-Seville BR transformed and remaining sites supported by UNESCO projects in order to achieve this goal.</p>	<p>MAB Council examined 129 periodic reviews and 71 follow-up, including 20 sites which had never submitted periodic review reports.</p> <p>43% of sites of the WNBR are meeting criteria.</p>	High
<p>PI: Percentage of supported Member States which have developed and implemented an action plan in support of the MAB strategy (2014-2021).</p> <p>T 2014-2015: N/A.</p>	<p>N/A in 2014; the MAB strategy has been approved by 27th session of MAB-ICC and adopted by General Conference at its 38th session.</p>	High

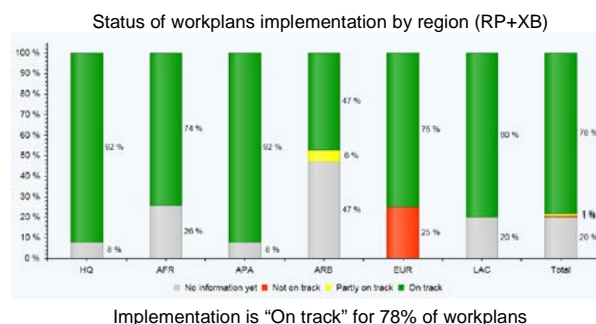
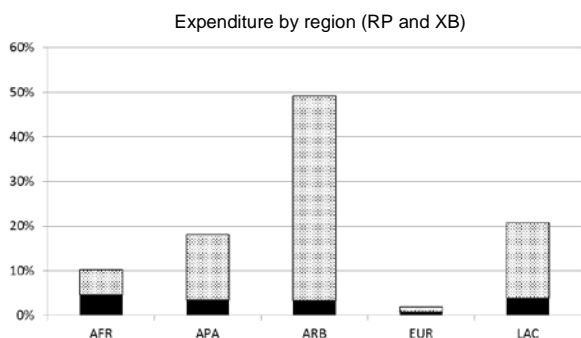
<p>PI: Number of research programmes/projects conducted in BR promoting sustainability science and sustainable development.</p> <p>T 2014-2015: At least one research programme/project by region or thematic network.</p>	<p>A number of research projects are implemented in Europe, ASPAC, Africa and LAC. These projects are addressing sustainable management and use (green economy activities) of biodiversity in socio-ecosystems including forests, savannahs and coastal and marine areas. Several research programmes are carried out by ERAIFT students in Central Africa BRs (Yangambi, Luki).</p>	<p>High</p>
<p>PI: 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>T 2014-2015: Approval of draft strategy document by the MAB ICC at its 27th session (2015).</p>	<p>MAB strategy 2015-2025 has been approved by the 26th session of the MAB Council and adopted by the General Conference at its 38th session.</p>	<p>High</p>

Challenges in implementation and remedial actions

Key challenges	Remedial actions
<p>The decrease of financial resources under RP and the lack of human resources is still a challenge and impacts the overall delivery of the programme.</p>	<p>Cooperation with other UNESCO programmes and with affiliated institutions (category 2 centres), has helped reach scale advantages by pooling of resources.</p>
<p>Collaboration mechanisms with government agencies, lack of capacity of counterparts, new legislative measures have caused delays in delivery of projects.</p>	<p>In order to mitigate this delay, the project team worked to anticipate all possible work, prior to the contract establishment and invited third parties to carry out the field implementation of activities.</p>
<p>Successful regional networking requires sustained commitment and engagement at the local, national and regional levels, and stable financing.</p>	<p>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.</p>
<p>The implementation of the MAB strategy will require strong partnerships with a large range of stakeholders including the UNESCO/MAB Secretariat, Member States and local governments, MAB national committees, the scientific community, local communities, NGOs, private companies and donors.</p>	<p>The Fourth World Congress of Biosphere Reserves (Lima, Peru, 14-18 March 2016) will be an opportunity for the MAB community to renew its commitments, strengthen partnerships and showcase MAB to potential donors.</p>

ER 10: Responses to local, regional and global water security challenges strengthened

Regular Programme and Extrabudgetary resources in 2014-2015 (in thousands USD)						
Regular budget (staff and activities)			Extrabudgetary resources			Assessment of implementation of workplans
Allocation (incl. donations)	Expenditure	Exp. Rate %	Expenditure	Funds mobilized	37 C/5 funding targets	
9,817	10,105	103%	12,872	11,255	9,000	●



\$507M Expenditure Plan Performance indicators (PI) and Targets (T)	Assessment of progress as at 31/12/2015	Likelihood that the target will be attained
<p>PI: Number of supported institutions which have developed research and training programmes on floods and drought risk management related to climatic extremes.</p> <p>T 2014-2015: At least 14 institutions in 2 regions.</p>	<p>The International Drought Initiative organized training courses in Africa, Asia and the Pacific and LAC involving more than 15 institutions; research activities on floods and droughts were organized in Arab States and Japan. Training courses with different partners were organized in Thailand, Iran, Chile and Serbia. And IPCC joint meeting was held at UNESCO Headquarters.</p>	High
<p>PI: Member States have improved groundwater governance at local, national and transboundary levels.</p> <p>T 2014-2015:</p> <ul style="list-style-type: none"> 5 Member States participating in the groundwater monitoring network. 15 Member States applied the methodology for the transboundary aquifers assessment. 	<ul style="list-style-type: none"> 25 Member States participating in the Global Groundwater Monitoring Network (GGMN). 15 Member States applied the methodology prepared by IHP to assess transboundary water. 	High
<p>PI: Number of Member States benefiting from innovative tools and approaches which have addressed water scarcity and quality.</p> <p>T 2014-2015: At least 30 Member States in all regions.</p>	33 Member States from all regions, benefited from innovative tools and approaches to address water quality and scarcity.	High
<p>PI: Number of supported urban areas which have developed innovative and integrated approaches to water management.</p> <p>T 2014-2015: At least 20 urban areas.</p>	32 urban areas in 30 Member States.	High

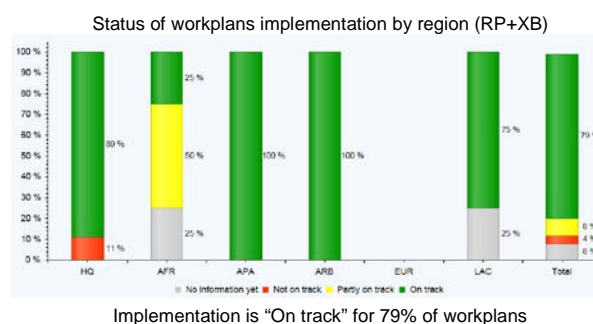
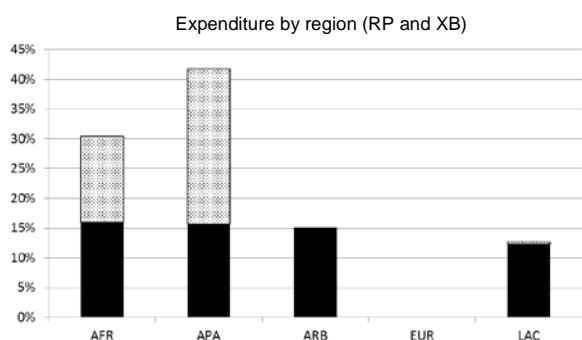
<p>PI: Number of supported Member States which have applied guidelines of and contributed to the Integrated Water and Ecosystems Resource Management.</p> <p>T 2014-2015: At least 2 Member States.</p>	<p>15 Member States have applied guidelines and are contributing to Integrated Water and Ecosystems Resources Management.</p>	<p>High</p>
<p>PI: Number of supported Member States which have strengthened water education approaches at all levels for water security.</p> <p>T 2014-2015:</p> <ul style="list-style-type: none"> – At least 10 Member States, particularly in Africa ; – 0 networks. 	<p>At least 35 with a number of special events organized for Africa.</p>	<p>High</p>

Challenges and risks in implementation and remedial actions

Key challenges	Remedial actions
<p>The decrease of financial and human resources is still a challenge and impacts the overall delivery of the programme, while heavy administrative procedures impact on the ability to increase the extrabudgetary portfolio.</p>	<p>Efforts to expand the current portfolio of extrabudgetary projects to reinforce delivery of results to Member States have resulted in the establishment of a programmatic cooperation mechanism with GEF and UNDP that resulted in a number of new extrabudgetary projects that could be enhanced in the coming years, particularly by increasing the IHP themes that can be supported by these funds.</p>
<p>Raising the visibility inside UNESCO is as important as doing it outside UNESCO.</p>	<p>Information meetings with Member States and coordination meetings with UNESCO colleagues will be organized.</p>

ER 11: Knowledge, innovation, policies and human and institutional capacities for water security strengthened through improved international cooperation

Regular Programme and Extrabudgetary resources in 2014-2015 (in thousands USD)						
Regular budget (staff and activities)			Extrabudgetary resources			Assessment of implementation of workplans
Allocation (incl. donations)	Expenditure	Exp. Rate %	Expenditure	Funds mobilized	37 C/5 funding targets	
3,267	3,350	103%	4,329	5,564	11,000	●



\$507M Expenditure Plan Performance indicators (PI) and Targets (T)	Assessment of progress as at 31/12/2015	Likelihood that the target will be attained
<p>PI: Number of resolutions aimed at supporting Member States to enhance water governance through cooperation mechanisms at the national, regional and international levels.</p> <p>T 2014-2015: At least 5 Intergovernmental resolutions issued by the IHP Council.</p>	8 resolutions were issued by the Council, 5 have been implemented, 2 are on progress and 1 has been put on hold due to a Member State's situation.	High
<p>PI: Number of students graduated or professionals trained through the UNESCO water family at the primary, secondary bachelor, master and Ph.D. levels or postgraduate or non-formal courses with skills to address water security challenges and number of technicians trained to assist in water services and infrastructure.</p> <p>T 2014-2015: At least 750 notably from developing countries, at least 20% of them being women.</p>	More than 7,886 persons trained with around 41% of women participation.	High
<p>PI: Number of water-related global assessments with data relevant for policy-makers.</p> <p>T 2014-2015: At least 2 World Water Development Reports and associated case studies delivered by the UNESCO-led WWAP on water security themes.</p>	2 WWDR (2014 and 2015) each with a volume containing case studies on themes related to water security.	High
<p>PI: Number of UNESCO water family institutions actively engaged in a comprehensive global framework to reinforce synergies among them on water science, education and innovation.</p>	Not applicable.	High

<p>T 2014-2015: (not applicable; this activity is scheduled to start in 2016-2017).</p>		
<p>PI: Number of experts contributing to improve the analysing and synthesizing of scientific and technological information to support decisions by policy-makers and the curricular content.</p> <p>T 2014-2015: (not applicable; this activity is scheduled to start in 2016-2017).</p>	Not applicable.	High

Challenges and risks in implementation and remedial actions

Key challenges	Remedial actions
<p>The reduced format of the IHP Council (3 days) and of the Bureau (2 days) is no longer sustainable due to the increase in their cost rather than further cost saving, the inability to discuss the programme, and for Member States to interact.</p>	<p>The duration of the IHP governing bodies will be extended as requested by Member States.</p>
<p>Lack of and movement of staff caused delays in implementing the draft Communication and Outreach Strategy and establishing a regular informative e-mail circular to IHP Council members.</p>	<p>Close collaboration with the Sector communications team helped establish solutions and substantial enhancements. Regular meetings enhanced the internal communication of IHP, further increasing the programme's visibility.</p>
<p>The major challenge is the production of annual WWDR, which requires handling two reports and communication campaigns simultaneously while starting the third report.</p>	<p>The new WWAP manager is designing a strategy to address this.</p>

MAJOR PROGRAMME III: SOCIAL AND HUMAN SCIENCES

I. Overall strategic assessment

Key achievements

61. The key achievements highlighted below were attained while paving the way for a revitalization of approaches, partnerships and outcomes in the biennia ahead. The diversity of activities is drawn together by a common thread: mobilizing knowledge and values in dialogue with our stakeholders to equip societies to better understand the challenges they face and transform themselves in response.

Laboratory of ideas and generating innovative proposals and policy advice

62. In pursuit of the research-policy nexus in social policies, the 10th Forum of Ministers of Social Development for Latin America (3-4 October 2014) was held in Ecuador and adopted the Quito Declaration and the 1st Forum of Ministers of Social Development for East Africa (Nairobi, 24-26 February 2015) concluded with the “Nairobi Declaration on Social Justice”. Five MOST schools were organized during the reporting period (Guatemala, Morocco, Tunisia, Mongolia, and Russian Federation).

63. The ninth edition of the UNESCO Youth Forum (26-28 October 2015) succeeded in involving around 500 young women and men from 159 Member States and, for the first time, the innovative foresight approach was used by means of “Future Knowledge Labs”. The conclusions of the Forum were presented in Plenary on 3 November 2015, as well as during each Programme Commission of the General Conference, at the Commonwealth Youth Forum and in COP 21 and the associated Youth Forum (COY 11).

64. Efforts were pursued to mobilize different stakeholders and partners to support the objectives of the International Decade for the Rapprochement of Cultures during the Third World Forum on Intercultural Dialogue (Baku, Azerbaijan, 18-19 May 2015). The Academic Forum of UNESCO Chairs on Intercultural and Interreligious Dialogue, organized on that occasion, brought together, for the first time, over 35 UNESCO Chairs to engage in state-of-the-art exchanges on trends in current research in intercultural and interreligious dialogue. The publication “Agree to Differ” was launched at the Third Baku Forum and provides a range of perspectives on the “rapprochement of cultures”. As a follow-up to the Forum, the Executive Committee of the UNITWIN Chairs on Interreligious Dialogue for Intercultural Understanding met at Headquarters in December 2015. SHS also participated in the fifth Congress of Leaders of World and Traditional Religions on “Dialogue of Religious Leaders and Politicians for Peace and Development” (Astana, Republic of Kazakhstan, 10-11 June 2015). The Congress brought together about 600 participants to discuss the responsibility to humanity of religious and political leaders, new trends and the prospects of interaction between religion and politics, and the influence of religion on young people.

65. UNESCO contributed to the development and diffusion of global foresight theory and practice. “Futures Literacy Knowledge Laboratories”, sponsored by Norway, hosting countries and the Rockefeller Foundation, were held in Sierra Leone, South Africa, Myanmar, the Philippines, Belgium, Canada, France and Germany. In cooperation with ALECSO, a conference was organized on “Thinking about the Future in the Arab World: Current Realities and Future Prospects”, in September 2015, in Tunis. SHS also delivered a revised proposal to the African Development Bank regarding a project for developing innovative, real-time indicators of resilience through a set of experimental pilot Futures Literacy Knowledge Laboratories in the Sahel.

Policy advice for policy development and developing institutional and human capacities

66. In line with the UNESCO Operational Strategy on Youth (2014-2021), MP III expanded its outreach in providing upstream policy advice for the development and review of transversal and inclusive public policies on youth. Thirteen countries (Mongolia, Timor-Leste, Kenya, Niger, Congo, Guinea Bissau, South Sudan, Israel, Jordan, Lebanon, Morocco, Palestine, Tunisia) benefited from policy advice and technical support, engaging young women and men at different stages of the policy process. Policy-makers and youth organizations were supported with some knowledge and tools for the development, implementation, monitoring and evaluation of public policies in ten countries in Africa (Botswana, Kenya, Rwanda, Seychelles, Somalia, South Africa, South Sudan, Uganda, United Republic of Tanzania and Zambia) and six countries within NET-MED Youth Project (Israel, Jordan, Lebanon, Morocco, Palestine and Tunisia).

67. Initiatives to promote social inclusion and the fight against poverty and discrimination of the most disadvantaged groups were undertaken in Burkina Faso, Mali and Senegal. In Namibia, South Africa, Lesotho and Swaziland, UNESCO provided policy advice to local authorities through the development of a subregional poverty reduction strategy to complement national policy efforts in favour of socially-excluded and vulnerable groups. Initiatives on the social inclusiveness of policies addressing people with disabilities were undertaken in Lebanon, Palestine, Morocco and Guatemala. In Indonesia, UNESCO collaborated with Trinity College Dublin and the University of Melbourne to organize a workshop on “support to policy-making for social inclusion of disadvantaged groups in South-East Asia”.

68. UNESCO focused on the revitalization for the International Coalition of Cities against Racism (ICCAR), which provides a platform for mobilizing and empowering local governments for effective policy responses to the challenges of discrimination and exclusion in cities, along with key city stakeholders. This led to the establishment of an interregional agreement for collaboration between the European Coalition and the Latin American-Caribbean Coalition, the adoption of regional declarations renewing cities’ commitments to the struggle against racism and discrimination (such as the European Coalition Declaration on “Welcoming Cities” focusing on refugees and the Asia-Pacific Coalition Declaration on social inclusion focusing on persons with disabilities), as well as the production of guidance tools such as the toolkit for equality published by the European Coalition and the special edition of the Journal “Diversity” dedicated to the Canadian Coalition.

69. In bioethics, UNESCO maintained its efforts to build capacities at country level: ten Assisting Bioethics Committees (ABC) training courses were delivered in eight countries (Chad, Comoros, Ecuador, El Salvador, Gabon, Guinea, Malaysia, Togo) involving 185 people from National Bioethics Committees (NBCs); technical assistance was provided in eight countries (Argentina, Botswana, Colombia, Ecuador, El Salvador, Kazakhstan, Kuwait, and Peru); and a subregional workshop was held in Kuwait to promote the establishment of NBCs with the participation of Lebanon, Jordan and Tunisia. The Omani NBC organized its 1st International Conference in Bioethics, in collaboration with UNESCO. Ethics teacher training courses (ETTCs) were held in Argentina, Bangladesh, China, Croatia, India, Jordan, Kazakhstan, Kenya, Lebanon, Oman, South Africa and Tunisia, with 304 participants from 38 countries. To enhance impact, an online network of ETTC alumni was launched; 20 experts from across the globe were trained and added to the roster of ETTC trainers, and a general revision of the methodology was launched. Fifteen universities in nine countries introduced the Bioethics Core Curriculum. A training course on bioethics for journalists, including an online bioethics handbook, was launched in Latin America. Two online distance learning courses on ethics by UNESCO Redbioética were completed, involving 360 students from 23 countries in the Latin America and the Caribbean region.

Normative action

70. The International Convention against Doping in Sport celebrated its tenth anniversary on a high note, having attained almost universal membership (183 States Parties) within its first decade

– the fastest drafted and fastest ratified Convention within UNESCO. The fifth Conference of Parties brought together more than 350 participants from over 115 countries. The Conference endorsed practical measures for improved monitoring obligations of States Parties, increased visibility and setting standards for the assessment of national anti-doping public policy. It also welcomed an update on the Fund for the Elimination of Doping in Sport. The Fund was able to support 59 projects submitted by 49 countries during the last biennium, bringing to a total of 100 States Parties benefitting from 179 small grants since 2008. An updated MoU was signed with the World Anti-Doping Agency (WADA) with the potential of enhanced joint deliverables.¹

71. The General Conference, at its 38th session, adopted the revised International Charter of Physical Education, Physical Activity and Sport and supported the development of a common framework for the follow-up of the Declaration and the Charter. The General Conference also invited the Director-General to start preparing, in consultation with Member States, a preliminary text of a non-binding declaration on ethical principles in relation to climate change, taking into consideration the outcome of the twenty-first and twenty-second sessions of the Conference of Parties to the United Nations Framework Convention on Climate Change (UNFCCC).

72. The International Bioethics Committee (IBC) issued its reports on the principle of benefit-sharing, and on updating its reflection on the human genome and human rights and recommended updating UNESCO declarations related to the human genome in light of recent technological advancements in the field.

Funds mobilized and partnerships established

73. In the 2014-2015 biennium, the Sector enhanced its efforts to mobilize extrabudgetary resources for the delivery of the programme, securing financial and in-kind contributions from a number of partners and Member States. The Sector benefitted from a strengthened partnership with the EU in the field of youth (Youth Net-Med project) and in ethics (SATORI project). Continued support in the area of culture of peace and intercultural dialogue was received from Saudi Arabia, Azerbaijan and Kazakhstan. A partnership agreement was signed with the Al Hilal Saudi Football Club. A framework agreement was signed with Perfect World (China) and the MiSK Foundation (Saudi Arabia) in support of UNESCO Youth Forums. Other countries and partners provided invaluable in-kind contributions such as hosting important programme meetings. Furthermore, the Sector implemented self-benefiting projects amounting to \$30.5 million through the Brasilia Office.

Impact of the financial situation on programme delivery

74. The financial situation imposed an overall 28% decrease in the budget for SHS which translated into significant reductions in human resources and programme activities. This resulted in diminished expertise across all programme areas. SHS could not ensure its presence in all the multisectoral regional offices under the Africa field reform. This had serious repercussions on the implementation of Global Priority Africa. Some key field offices were similarly affected in other regions (e.g. Kingston and Apia Offices). To redress the situation in the 38 C/5 Expenditure Plan of \$518 million, SHS created new staff positions to fill the gaps in Africa (Abuja, Harare and Yaoundé) as well as in Kingston and Apia.

75. The 37 C/5 expected results performance indicators and targets were downscaled, impacting priority programmes. Country-level activities were significantly affected because the decentralized operational budget was reduced by 50%, even though the Sector tried to increase the decentralization rates per region. MP III's contribution to Priority Africa flagships was compromised by these budget reductions. Although there were good intentions in document 37 C/5 to enhance the gender equality dimension of MP III, the level of available resources did not allow for any upscaling of activities. Furthermore, the implementation of the UNESCO Operational Strategy on Youth (2014-2021) is proceeding at a slower pace than planned due to lack of resources.

Overall challenges encountered in implementation and remedial actions

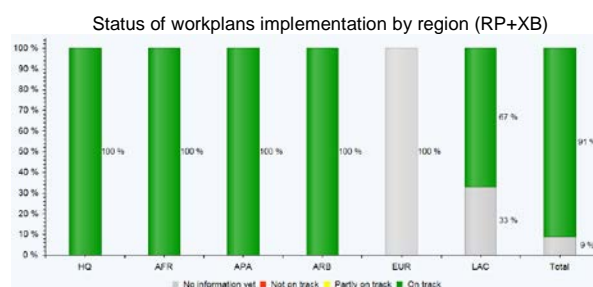
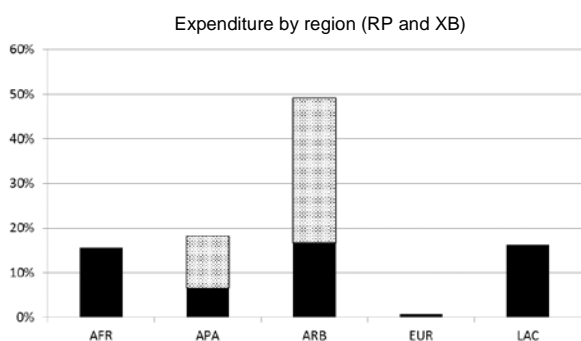
76. Documents 37 C/4 and 37 C/5 brought about a new vision for Major Programme III, integrating social transformations and intercultural dialogue, with a foresight dimension. This provided the basis for greater relevance and outreach of the social and human sciences in addressing the needs of Member States. Unfortunately, the first biennium of documents 37 C/4 and 37 C/5 coincided with significant reductions in financial and human resources, thus impeding the full-scale implementation of the programme. However, the SHS Sector seized the opportunity to consolidate further its programme by integrating, in the 38 C/5, the History and Memory for Dialogue Section (previously in CLT) to maximize synergies with intercultural dialogue, which is now led by a full-fledged section in SHS. A new strategy for the MOST Programme is being finalized which will embrace a fresh perspective 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.

77. Traditionally it has proven difficult to mobilize large-scale extrabudgetary projects for MP III, but the Sector will further explore the feasibility of launching multisectoral project proposals in order to attract extrabudgetary resources and partnerships, including strengthened collaboration with the United Nations system. SHS will also prioritize the strengthening of its capacities in communications and outreach during the 2016-2017 biennium.

II. Assessment by Expected Result

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

Regular Programme and Extrabudgetary resources in 2014-2015 (in thousands USD)						
Regular budget (staff and activities)			Extrabudgetary resources			Assessment of implementation of workplans
Allocation (incl. donations)	Expenditure	Exp. Rate %	Expenditure	Funds mobilized	37 C/5 funding targets	
4,000	3,969	99%	775	1,652	2,500	●



Implementation is "On track" for 91% of workplans

\$507M Expenditure Plan Performance indicators (PI) and Targets (T)	Assessment of progress as at 31/12/2015	Likelihood that the target will be attained
<p>PI: Improved interdisciplinary social science and humanities cooperation through a strengthened MOST programme.</p> <p>T 2014–2015: Established MOST Liaison Committees to cover at least 25 countries</p>	<p>The target originally set in the 37 C/5 workplans has been reviewed and essentially abandoned as irrelevant. It has not been taken over into the 38 C/5 workplans. Implementation has focused on working bilaterally with selected Member States to encourage the consolidation of existing national committees and the creation of new ones, on the basis of guidelines adopted by the MOST governing bodies.</p>	Low
<p>PI: Innovative interdisciplinary research programming at national level in areas related to social transformations, social inclusion and intercultural dialogue</p> <p>T 2014-2015: Established partnership with at least one national network through the MOST Liaison committees in each region to foster engagement of national research communities in an integrated and anticipatory manner, aiming to involve at least 4 international research networks under the aegis of MOST with funding from national and international research programmes</p>	<p>Objective significantly reshaped due to SHS/TSD restructuring, with activities specifically related to intercultural dialogue located in the 38 C/5 workplans under ERs 2 and 3. Nonetheless, significant progress has been made in achieving other aspects of the objective through partnership with ISSC, CLACSO and CODESRIA</p>	Medium
<p>PI: Inclusive international dialogue around alternative futures promoted through mobilization of foresight techniques, critical philosophical</p>	<p>World Philosophy Day was held twice during the biennium, in November 2014 and November 2015. Substantial progress has also been made towards planning for the 2017</p>	High

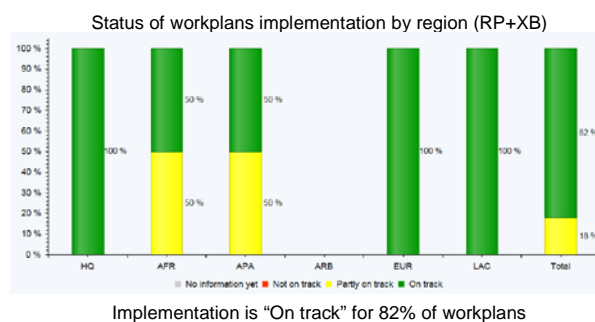
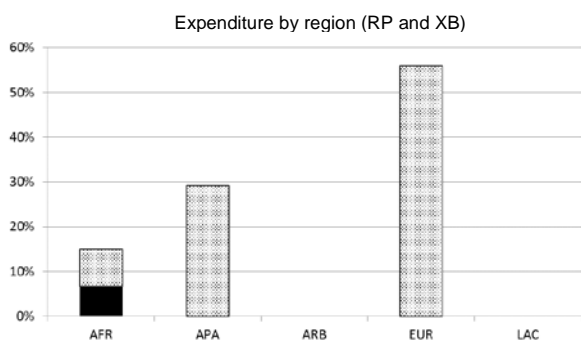
thinking and social innovation T 2014–2015: At least two initiatives including the celebration of World Philosophy Day	World Humanities Conference (6-12 August 2017). The planning group has met twice (in June and November 2015), a specific website is up and running and preliminary communication is ongoing.	
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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.
Progress in ensuring the visibility of philosophy in public debate remains limited	With effect from the 38 C/5 workplans, philosophy and humanities are explicitly included in the MOST programme, particularly with respect to planning for the 2017 World Humanities Conference.

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

Regular Programme and Extrabudgetary resources in 2014-2015 (in thousands USD)						
Regular budget (staff and activities)			Extrabudgetary resources			Assessment of implementation of workplans
Allocation (incl. donations)	Expenditure	Exp. Rate %	Expenditure	Funds mobilized	37 C/5 funding targets	
2,116	2,095	99%	1,092	1,109	2,000	●



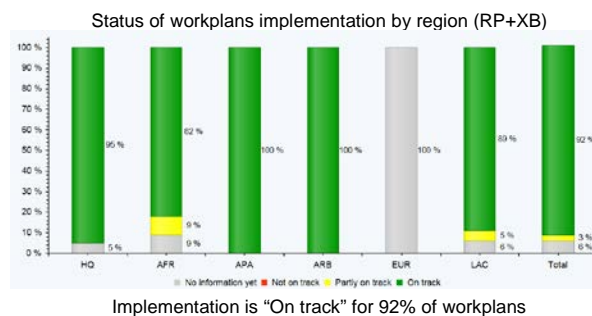
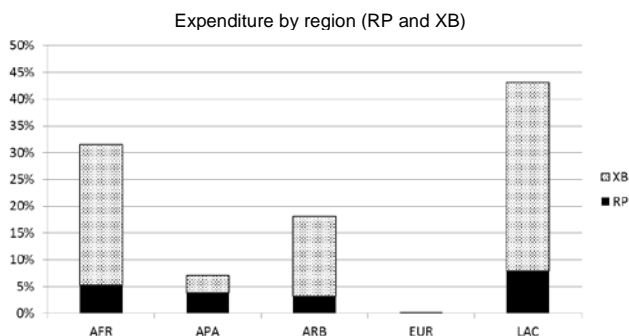
\$507M Expenditure Plan Performance indicators (PI) and Targets (T)	Assessment of progress as at 31/12/2015	Likelihood that the target will be attained
<p>PI: Number of initiatives undertaken, preferably addressing the challenges regarding the post-2015 agenda</p> <p>Target 2014-2015: 3 initiatives in coordination with other Major Programmes</p>	<p>3 initiatives launched:</p> <ul style="list-style-type: none"> – on intercultural dialogue in the context of the United Nations Decade for Rapprochement of Cultures – on inequalities and social justice, through the 2015 World Social Science Forum and 2016 World Social Science Report – on policy inclusiveness through the development of the Inclusive Policy Lab 	High
<p>PI: Human rights-mainstreamed across UNESCO programmes with priority given to programming in UNDAF rollout and PCPD countries</p> <p>Target 2014-2015:</p> <ul style="list-style-type: none"> – 2 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>UCPD documents of Cuba and India mainstreamed human rights throughout all sectors.</p> <p>HRBA training provided to Brasilia Office staff and HRBA counselling to NET-MED Youth national focal points.</p> <p>A tool "From Words to Action" on human rights induced approaches to intercultural dialogue was produced and widely disseminated</p>	High
<p>PI: Coordination within UNESCO of contributions to the United Nations Development Group Human Rights mainstreaming mechanisms enhanced</p> <p>Target 2014-2015: 30 UPR analytical submissions to the High Commissioner of Human Rights</p>	<p>84 UPR submissions to the High Commissioner of Human Rights</p> <p>UNESCO input provided to the UNDG guidance note on Human Rights for Resident Coordinators</p>	High

Challenges and risks in implementation and remedial actions

Key challenges	Remedial actions
<p>Ability to deliver with respect to objectives relating to global dialogue requires positioning MOST as a recognized platform within the United Nations system, in a crowded institutional field and starting from a low base of recognition.</p> <p>Reinforce coordination of UNESCO's work on human rights and consequent input to inter-agency processes and outputs.</p>	<p>Close cooperation is under way, in particular with UNDESA and UNRISD, to clarify the role of MOST with respect to the 2030 Agenda, building also on the positive decisions of the Executive Board and General Conference in this regard and on the explicit reference to SDG 16 as a MOST focus in the comprehensive strategy for MOST adopted in January 2016 by the IGC Bureau.</p> <p>It would be crucial to invest in 2016-2017 in elaborating a new Organization-wide strategic framework for action aligned to current priorities and challenges. Such a framework would become the cornerstone for transforming the conceptual interconnections across programmes into operational synergies. A good example of such collaboration is the work on the Universal Periodic Review (UPR) where there is room for improvement in terms of informing strategic documents, including the UCPDs.</p>

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

Regular Programme and Extrabudgetary resources in 2014-2015 (in thousands USD)						
Regular budget (staff and activities)			Extrabudgetary resources			Assessment of implementation of workplans
Allocation (incl. donations)	Expenditure	Exp. Rate %	Expenditure	Funds mobilized	37 C/5 funding targets	
5,017	4,980	99%	14,482	14,266	24,194	●



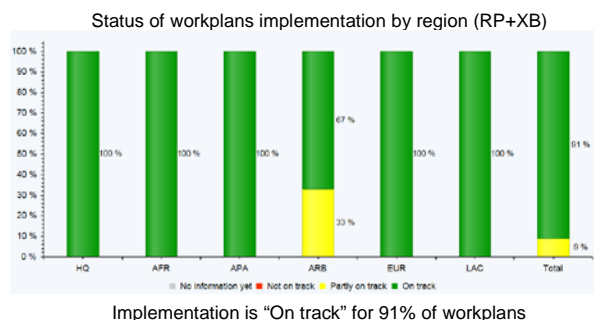
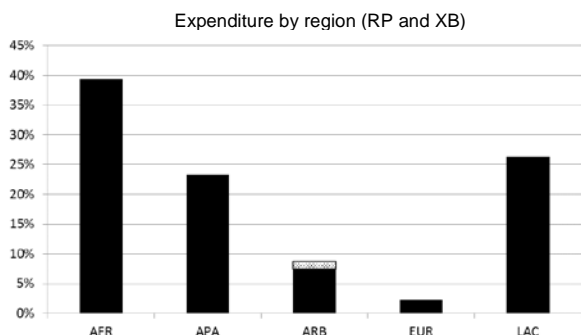
\$507M Expenditure Plan Performance indicators (PI) and Targets (T)	Assessment of progress as at 31/12/2015	Likelihood that the target will be attained
<p>PI: Methodological instruments relying on available tools and good practices identified to assess levels of inclusiveness and social sustainability of public policy and regulatory frameworks drawing upon recommendations of human rights monitoring mechanisms, including the Universal Periodic Review, in UNESCO's areas of competence</p> <p>Target 2014-2015: 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 benefiting from in-kind contribution</p>	<p>State of the art developed and translated to be widely diffused in 2016.</p>	<p>High</p>
<p>PI: National and/or municipal policy assessments having integrated a gender equality dimension and putting forward social inclusiveness policy recommendations conducted in a coordinated and participatory manner, and roadmaps for policy formulation or reform endorsed by the authorities</p> <p>Target 2014-2015: Social policies assessment and review carried out, applying foresight, in at least 10 countries at national or municipal level, including support to UNDAF and UNESCO Country Programming Documents (UCPD) outcomes on social inclusion to ensure their inclusiveness, operating preferably with MOST Liaison Committees and UNESCO Chairs</p>	<p>Reviews undertaken and recommendations developed in more than 20 countries in ASPAC, AFR, LAC and Arab region following several regional Policy dialogue workshops.</p>	<p>High</p>

Challenges and risks in implementation and remedial actions

Key challenges	Remedial actions
The major challenge remains the shortage of reliable data that can hamper good policy-making, as well as the lack of civic and political participation of the most disadvantaged groups.	Regular contact will be reinforced with United Nations agencies, line ministries, parliamentary committees, NGOs, research centres and media.
Another challenge is the lack of resources, both financial and human	Efforts will be made to seek extrabudgetary resources and develop partnerships.

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

Regular Programme and Extrabudgetary resources in 2014-2015 (in thousands USD)						
Regular budget (staff and activities)			Extrabudgetary resources			Assessment of implementation of workplans
Allocation (incl. donations)	Expenditure	Exp. Rate %	Expenditure	Funds mobilized	37 C/5 funding targets	
4,955	4,919	99%	269	718	2,000	●



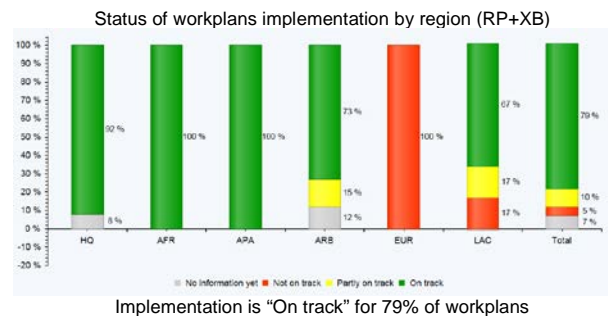
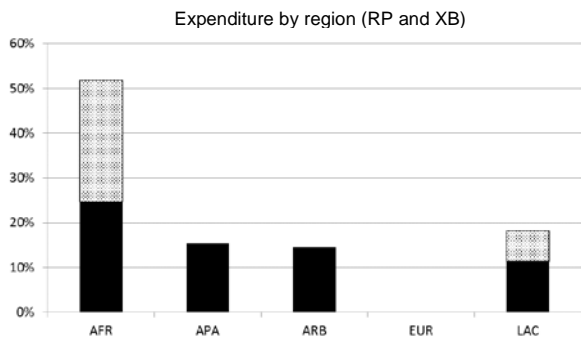
\$507M Expenditure Plan Performance indicators (PI) and Targets (T)	Assessment of progress as at 31/12/2015	Likelihood that the target will be attained
<p>PI: Number of supported countries which have established and/or reinforced their bioethics capacities</p> <p>Target 2014-2015:</p> <ul style="list-style-type: none"> – 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). 	<ul style="list-style-type: none"> – 8+ countries; – 10 Ethics Teacher Training Courses reaching 220+ beneficiaries from 30 countries; 7 Universities signed MoU; – 1 new National Bioethics Committee; – 10 ABC trainings were held benefitting 8 countries and 185 persons; – 4 countries were assisted with their action plans; technical advice was offered to 11; – a subregional workshop in Kuwait and a 1st International Conference in Bioethics in Oman organized. 	High
<p>PI: Number of reports with specific policy guidance produced as a result of global reflections on the ethical, legal and social implications of science and technology, with particular emphasis on bioethics.</p> <p>Target 2014-2015: 2 Reports, each taking into account Human Rights and Gender Equality perspectives</p> <p>IBC: 1 COMEST: 1</p>	4 reports containing specific policy guidance (two each by IBC and COMEST) were finalized by experts bodies, through a process engaging all members.	High

Challenges and risks in implementation and remedial actions

Key challenges	Remedial actions
To increase the number of experts on the roster for capacity-building interventions, given the increasing demand from Member States. The experts on the roster volunteer their time, which is an in-kind contribution to the programme.	A recruitment effort/training was organized in February 2015, and 10 new trainers were added to the roster for capacity-building.

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

Regular Programme and Extrabudgetary resources in 2014-2015 (in thousands USD)						
Regular budget (staff and activities)			Extrabudgetary resources			Assessment of implementation of workplans
Allocation (incl. donations)	Expenditure	Exp. Rate %	Expenditure	Funds mobilized	37 C/5 funding targets	
6,881	6,827	99%	15,434	25,626	20,000	●



Implementation is "On track" for 79% of workplans


\$507M Expenditure Plan Performance indicators (PI) and Targets (T)	Assessment of progress as at 31/12/2015	Likelihood that the target will be attained
<p>PI: Number of supported Member States that initiate a multi-stakeholder 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>T 2014-2015: At least 7 countries (at least 3 in Africa and 1 per other region) initiate a multi-stakeholder and inclusive process of formulation and/or evidence-based review of their public policies on youth.</p> <ul style="list-style-type: none"> 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>13 countries (Mongolia, Timor-Leste, Kenya, Niger, Congo, Guinea Bissau, South Sudan, as well as, within the NET-MED Youth Project, Israel, Jordan, Lebanon, Morocco, Palestine, Tunisia) benefited from policy advice and technical support for the elaboration, implementation or review of national youth policies engaging young women and men at different stages of the policy process</p>	<p>High</p>
<p>PI: Number of youth-led projects supporting national development and community building and enabling youth civic engagement.</p> <p>T 2014-2015:</p> <ul style="list-style-type: none"> 15 youth-led social innovative or entrepreneurial projects (of which 3 in Africa), in follow-up to the UNESCO Youth Forum across UNESCO's areas of competence 15 community-building projects (of which 6 in Africa) led by vulnerable youth including youth affected by violence across UNESCO's areas of competence 	<p>11 youth-led social innovative or entrepreneurial projects (of which 3 in Africa), in follow-up to the 8th UNESCO Youth Forum across UNESCO's areas of competence.</p> <p>It was hard to monitor other follow-up action besides the action projects, in terms of community-building projects. This should be easier once the monitoring and reporting mechanism on the Operational Strategy on Youth is in place</p>	<p>Medium</p>

<p>PI: Improved participation of youth, in particular young women, from countries in transition in democratic processes.</p> <p>T 2014-2015:</p> <ul style="list-style-type: none"> – 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>Level of participation increased in 1 country: Tunisia, where more than 50% of the participants were young women.</p> <p>Preparatory work has been carried out in 3 countries in transition: in Morocco Mauritania (manual launched) and in Egypt. Civic engagement of youth increased in Mongolia.</p>	High
<p>PI: Coordination within UNESCO and contribution to the United Nations collaborative work on youth, in particular through the Interagency Network on Youth Development, enhanced</p> <p>T 2014-2015:</p> <ul style="list-style-type: none"> – UNESCO-wide implementation plan for the UNESCO Youth Programme, presenting activities, timelines and resources, developed, updated, monitored and evaluated; – At least 10 United Nations collaborative activities, projects and initiatives where UNESCO's contribution has been reflected and integrated including in UNDAFs and UCPDs. 	<p>While the matrix for the implementation plan was developed, based on IOS and BSP consultations, a results-based monitoring framework for the Strategy implementation, judged more pertinent and efficient, will be finalized by March 2016.</p> <p>Since the previous reporting UNESCO's input and contribution have been integrated in 1 additional global UN collaborative initiative on youth</p>	High

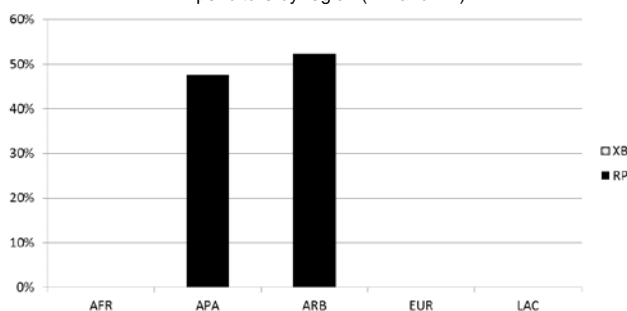
Challenges and risks in implementation and remedial actions

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 extrabudgetary resources and partnerships, as well as pooling of resources with Programme Sectors in UNESCO and with sister United Nations agencies within the United Nations system.

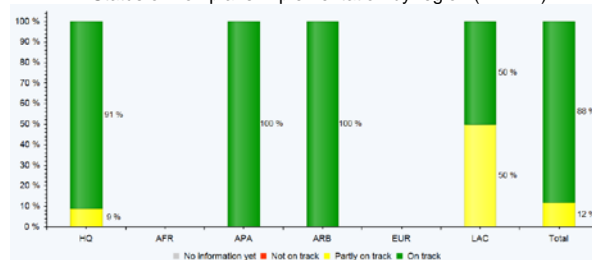
ER 6: Multi-stakeholder and inclusive public policies designed and implemented by Member States in the field of physical education, sports and anti-doping

Regular Programme and Extrabudgetary resources in 2014-2015 (in thousands USD)						
Regular budget (staff and activities)			Extrabudgetary resources			Assessment of implementation of workplans
Allocation (incl. donations)	Expenditure	Exp. Rate %	Expenditure	Funds mobilized	37 C/5 funding targets	
1,230	1,221	99%	2,871	7,035	2,500	

Expenditure by region (RP and XB)



Status of workplans implementation by region (RP+XB)



Implementation is "On track" for 88% of workplans

\$507M Expenditure Plan Performance indicators (PI) and Targets (T)	Assessment of progress as at 31/12/2015	Likelihood that the target will be attained
<p>PI: Guidelines for establishing national policy frameworks that guarantee access to sport for all, gender equality and improve the situation of physical education at school introduced in Member States.</p> <p>T 2014-2015: 6 countries have held national stakeholder meetings 6 regional or subregional follow-up meetings analyse MINEPS V implementation</p>	<p>3 regional and subregional meetings were held.</p> <p>No specific national stakeholder meetings can be reported.</p> <p>A common framework for assessing national sport policies can be designed following the adoption of the new Charter on Physical Education, Physical Activity and Sport</p>	Medium
<p>PI: International platform for sharing information between sport bodies, governments and other relevant stakeholders to address corruption in sport and the manipulation of sport competitions operational and training tools put at disposal of authorities</p> <p>T 2014-2015: One platform or information-sharing mechanism operational</p>	<p>A platform for sport organizations, run by the IOC is operational.</p>	Medium
<p>PI: National anti-doping policies enacted in accordance with the 2005 International Convention against Doping in Sport</p> <p>T 2014-2015: 180 States Parties to the Convention – 70% of States Parties have achieved the compliance level – 45 projects approved under the Fund</p>	<p>183 States Parties 70% have achieved compliance level 54 Projects under the Fund</p>	High

Challenges in implementation and remedial actions

Key challenges	Remedial actions
<p>The key challenge is UNESCO's capacity to keep up to the expectations raised among Member States for the forthcoming biennium which will see an enhanced monitoring of the Anti-Doping Convention and the holding of MINEPS VI Conference. These activities rely on extrabudgetary and in-kind contributions</p>	<p>Fundraising and negotiation of in-kind contributions, including reinforced human resources</p>

MAJOR PROGRAMME IV: CULTURE

I. Overall strategic assessment

Key achievements

78. The biennium was marked by two principal challenges: the need to consolidate the place of culture in the draft 2030 Agenda for Sustainable Development during the final stages of negotiations and to prepare for its implementation through the culture conventions, and the multiplication of deliberate attacks against cultural heritage in conflicts. Despite this fast-changing international environment which has challenged the response capacity of the Secretariat, UNESCO managed to strategically position culture in the current international debates on sustainable development, security and human rights, thereby helping to reaffirm its leadership in these two priority matters.

2030 Agenda for Sustainable Development

79. Culture is included in nine SDGs and associated targets of the adopted 2030 Agenda, reflecting the role of cultural heritage, cultural industries and creativity in the three pillars of sustainable development. One target is explicitly dedicated to cultural and natural heritage in SDG 11 on sustainable cities, a domain of strategic importance for UNESCO. It is also worth noting that one target under SDG 16 addresses the recovery and return of stolen assets, thereby providing an important entry point for UNESCO's work in the prevention of illicit trafficking of cultural property, of particular relevance owing to the enhanced role that the Organization is called to play in response to conflicts. In its subsequent Resolution A/C.2/70/L.59 adopted in December 2015, the United Nations General Assembly decided that consideration will be given to the contribution of culture to sustainable development in the follow-up and review framework of the 2030 Agenda.

80. The inclusion of culture in the 2030 Agenda represents an important breakthrough, made possible thanks to intense advocacy efforts, wide consultation including at the country level and normative and operational leadership exercised through the conventions. UNESCO Culture Sector is fully engaged in supporting the implementation of the 2030 Agenda, in particular through the Initiative on Culture and Sustainable Urban Development. In this regard, an International Conference on Culture for Sustainable Cities in Hangzhou, China, in December 2015, discussed the draft *UNESCO Global Report on Culture and Sustainable Urban Development* and adopted the *Hangzhou Outcomes* intended to advance the strategic role of culture for sustainable urban development through cultural heritage and the cultural and creative industries. The results of the Conference will shape UNESCO's contribution, through the implementation of the culture conventions, to the "New Urban Agenda" to be adopted at the Habitat-III Conference in October 2016.

Normative action

81. Encouraging results emerged from the implementation of the conventions. Capacity-building programmes reached out to all the regions, targeting Africa as a priority. At the policy level, many States Parties reported having included key provisions of the conventions in their policy and legislative frameworks addressing not only conventions' sectoral priorities but also cross-cutting domains, such as employment, tourism, education, cultural rights, gender equality, youth and environmental protection. This demonstrates the far-ranging relevance of the conventions and their centrality in contributing to the achievement of the SDGs. The General Assembly of the 1972 Convention adopted a Policy for the Integration of a Sustainable Development Perspective into the World Heritage Processes. The Committee of the 2003 Convention examined draft amendments to the Operational Directives on sustainable development and adopted 12 ethical principles for safeguarding intangible cultural heritage, placing the role of communities and the need to respect their consent at the core of the Convention. The first *Global Monitoring Report* of the 2005

Convention was published in December 2015, thereby representing an important step in benchmarking policy impact, ten years after the adoption of this instrument. The 1970 Convention is now supported by a fully operational governance system completed with the adoption of the Operational Guidelines and of a Fund. The normative framework was further reinforced by the adoption at the 38th session of the General Conference of the new UNESCO Recommendation on Museums and Collections.

Protecting culture in conflicts

82. In response to the acceleration of intentional destructions of cultural heritage and the increase of illicit trafficking of cultural property, the Secretariat elaborated a strategy pursuing two intertwined objectives: to strengthen the ability of UNESCO to assist Member States in preventing and responding to the loss of cultural heritage during conflicts, and in facilitating the integration of culture into humanitarian, security and peace-building processes. This strategy, adopted by the General Conference at its 38th session, is based on broad consultations with Member States, other key partners and institutions. A multi-donor special account was also established to support action. Discussions were initiated with existing and potential partners under the Global Coalition “Unite for Heritage”, including with concerned United Nations entities, with a view to operationalize the strategy, notably through the establishment of a Rapid Response Mechanism and the review of options to integrate cultural property protection into security and peace-building frameworks. The Secretariat has also provided policy advice and technical assistance to Member States for the effective implementation of United Nations Security Council Resolution 2199 adopted in March 2015. Technical support was also extended in relation to Syria, Iraq, Libya, Mali and Yemen through field offices, focusing on activities identified in the respective Emergency Response Action Plans. Sustained fundraising efforts will be required to continue such assistance.

Funds mobilized and partnerships established in 2015

83. Since the 196 EX/4 Programme Implementation Report examined in spring 2015, several partnerships were concluded to reinforce the conventions, heritage and conflicts activities and the 2030 Agenda. In the area of conflicts, an agreement was signed with the Qatar Development Fund for \$2 million to the Heritage Emergency Fund as part of an overall pledge of \$10 million. A \$2.5 million partnership was concluded with the Yong Xin Hua Yun Cultural Industry Group for the development of cultural and creative industries, the Creative Cities Network and the safeguarding of intangible cultural heritage. The Zhi Zheng Art Museum in Shenzhen signed a \$1 million agreement for the creation of a high-level forum on museums; the implementation of the new UNESCO Recommendation on Museums and Collections; and reinforcing the role of museums in the implementation of the 1970 Convention. The European Union funded a €1.5 million programme on Heritage Routes for Sustainable Tourism Development, as well as the second phase of the Central African World Heritage Forests Initiative, to the value of €5 million. The city of Hangzhou provided \$500,000 for projects under the Initiative on Culture and Sustainable Urban Development, including the elaboration of the draft *UNESCO Global Report on Culture and Sustainable Urban Development*, reinforced by a grant from Spain to support UNESCO’s contribution to the Habitat-III Conference, including the publication of the report for €450,000. Other smaller-scale financial or in-kind partnerships were concluded, and several existing agreements extended.

Impact of the financial situation on programme delivery

84. In response to the persisting budgetary constraints, the Culture Sector’s programme delivery focused on the implementation of the cultural conventions. The regular budget allocated to programme activities at Headquarters was exclusively used to finance the statutory meetings. The high fixed costs of these meetings had an adverse effect on the amounts available for capacity-building and activities in the field with only \$2.4 million available for the biennium. While supplementary resources in the form of additional appropriations (\$4.9 million) or funds from the reprogramming exercises have allowed the Sector to invest some resources in addressing emergencies, the Secretariat, and in particular field offices, remained heavily dependent on the

extrabudgetary funding, including to implement urgent activities addressing emergency needs. This impacted negatively on the Sector's reactivity. It is hoped that the recently established Heritage Emergency Fund will be endowed with sufficient resources, as predictable and stable funding prospects are essential to retain leadership in this domain. The Culture Sector continues to explore alternative funding sources, including from the private sector, with a view to compensate for the current trend of diminishing extrabudgetary support from traditional governmental donors.

Overall challenges encountered in implementation and remedial actions

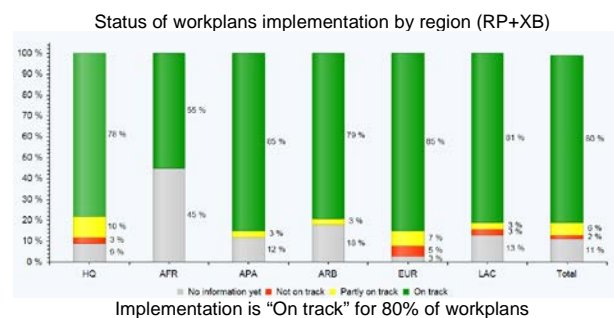
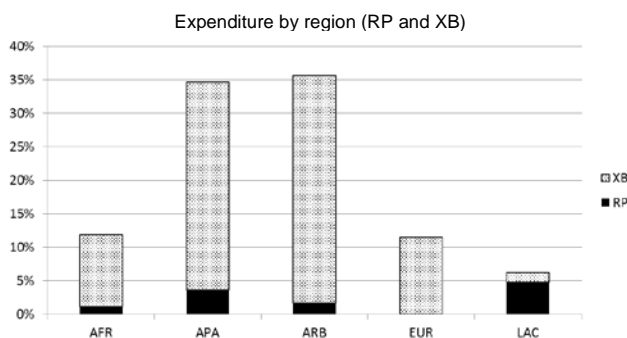
85. The challenges faced during the biennium were of a financial and structural nature. The budgetary constraints combined with a widening gap between the resources available and the additional requests emanating from the conventions' governing bodies have created an unstable and unsustainable environment, as documented in the IOS audit and evaluation reports. The Secretariat has taken remedial action to pool resources, streamline processes and reduce costs, but this situation is no longer sustainable. With the cost of the statutory duties of the conventions at around \$6 million of the Regular Programme each biennium – excluding the staff costs –, the Sector has very little margin of manoeuvre within the budget envelope to fund operational activities at country level, thereby considerably reducing UNESCO's action, visibility and impact at country level.

86. The Culture Sector has also experienced challenges in providing timely emergency response to conflict situations due to the unpredictable nature and level of extrabudgetary resources as indicated above. An Emergency and Preparedness Response Unit was created to help address these issues by bridging the gap between the need to ensure mobilization and policy coherence across the Secretariat and the lack of adequate structural and financial mechanisms to do so. Governing bodies of the conventions also need to reflect on ways to develop a more integrated implementation and what mechanisms to prioritize in response to conflicts. In that respect, the holding of joint meetings of cultural conventions' bodies – Chairpersons of the six Intergovernmental Committees in the margin of the World Heritage Committee meeting in Bonn, in July 2015, and bureaux of the 1954 and 1970 Committees in December 2015 – is a positive step forward.

II. Assessment by Expected Result

ER 1: Tangible heritage identified, protected, monitored and sustainably managed by Member States, in particular through the effective implementation of the 1972 Convention

Regular Programme and Extrabudgetary resources in 2014-2015 (in thousands USD)						
Regular budget (staff and activities)			Extrabudgetary resources			Assessment of implementation of workplans
Allocation (incl. donations)	Expenditure	Exp. Rate %	Expenditure	Funds mobilized	37 C/5 funding targets	
17,664	18,217	103%	42,770	63,759	26,000	●



\$507M Expenditure Plan Performance Indicators (PI) and Targets (T)	Assessment of progress: 01/01/2014 to 31/12/2015	Likelihood that target will be attained
<p>PI: Governing bodies of the 1972 Convention supported through the effective organization of statutory meetings.</p> <p>T 2014-2015: 2 ordinary sessions of the Intergovernmental Committee and one session of the General Assembly organized.</p>	<p>2 ordinary sessions of the Committee held (38th session, Doha, June 2014 and 39th session, Bonn, July 2015) for which host countries absorbed supplementary costs. 1 extraordinary session of the Committee held (11th session, November 2015). The Committee addressed the recommendations of the Audit of the working methods of the conventions, which seek to streamline and rationalize various statutory processes and achieve cost efficiency.</p> <p>1 extraordinary session of the General Assembly held (November 2014). It adopted a new model for the conduct of the election of the members of the Committee, which was applied for the first time during the ordinary session of the General Assembly organized in November 2015.</p>	High
<p>PI: Number of World Heritage properties where capacity of staff/stakeholders is enhanced, including in collaboration with category 2 institutes and centres.</p> <p>T 2014-2015: At least 120 sites.</p>	<p>119 World Heritage properties benefited from capacity-building activities at the national or regional level, often in collaboration with the World Heritage-related category 2 centres in heritage conservation and sustainable management with the participation of local communities.</p>	High
<p>PI: Number of States Parties which develop new or revised Tentative Lists and percentage of nomination dossiers conforming to prescribed</p>	<p>(T 1): 47 States Parties revised their Tentative Lists and another 3 are submitted their first Tentative List, with advice from the Secretariat</p>	High

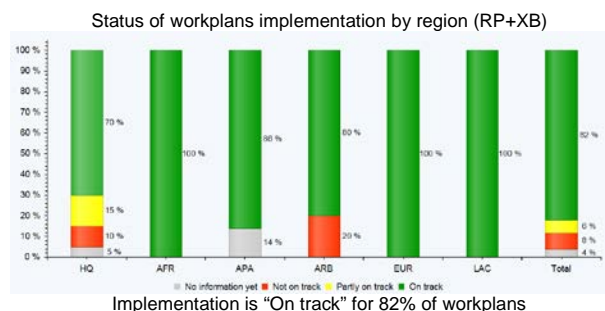
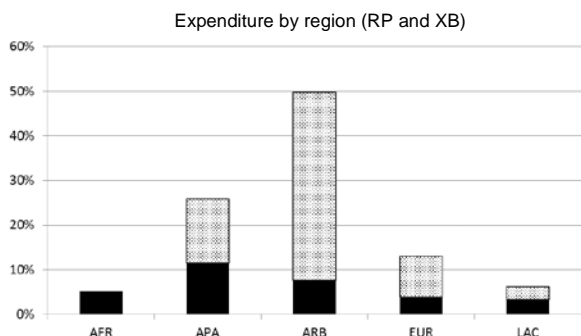
\$507M Expenditure Plan Performance Indicators (PI) and Targets (T)	Assessment of progress: 01/01/2014 to 31/12/2015	Likelihood that target will be attained
<p>requirements.</p> <p>T 2014-2015: (T 1): 40 States Parties develop new or revised Tentative Lists.</p> <p>(T 2): 70% of nomination dossiers conforming to prescribed requirements.</p> <p>(T 3): 15% of dossiers conforming to prescribed requirements coming from underrepresented or non-represented States Parties.</p>	<p>and the Advisory Bodies.</p> <p>(T 2): On average, 83% of the nomination dossiers received by 1 February were considered complete and in conformity with the provisions of the Operational Guidelines.</p> <p>(T 3): On average, 19% of dossiers conforming to prescribed requirements came from underrepresented or non-represented States Parties.</p>	
<p>PI: Number of World Heritage properties which contribute to sustainable development.</p> <p>T 2014-2015: (T 1): At least 6 case studies in each region demonstrating how management of World Heritage properties contributes to sustainable development.</p> <p>(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.</p>	<p>(T 1): At least 2 projects by region demonstrate how management of World Heritage properties contributes to sustainable development (16 in Africa, 4 in Arab States, 12 in Asia-Pacific, 2 in Europe, 3 in Latin America and the Caribbean).</p> <p>(T 2): Projects concerning 43 World Heritage sites in priority regions or countries and linked to sites on the Danger List, conflicts, natural disasters, tourism management, urbanization and climate change demonstrate the relevance of the work of the 1972 Convention in addressing those challenges.</p>	High
<p>PI: Number of stakeholders contributing to conservation, thematic priorities and awareness-raising.</p> <p>T 2014-2015: (T 1): 6 partnerships (new or renewed) for conservation involving youth education, sites in danger, Africa or communities.</p> <p>(T 2): 700 participants in Heritage Volunteers campaigns.</p>	<p>(T 1): 6 partnerships concluded or renewed relate to danger sites (1), communities (1) or youth education (4).</p> <p>(T 2): Through the 2014-2015 Heritage Volunteers campaigns, around 1,480 young people were engaged at 61 World Heritage sites where they participated in hands-on preventive conservation activities and information sessions on issues related to world heritage, together with local communities.</p>	High
<p>PI: Number of World Heritage properties where the balanced contribution of women and men to conservation is demonstrated.</p> <p>T 2014-2015: At least 6 sites.</p>	<p>13 World Heritage sites feature a balanced contribution of women and men to conservation.</p>	High

Challenges and risks in implementation and remedial actions

Key challenges	Remedial actions
<p>The main challenge remains the growing number of sites on the World Heritage List (the symbolic threshold of 1,000 sites was attained in June 2014) as well as the increasing threats on inscribed sites. This translates into increased workload and expectations in a context of diminishing predictable and reliable resources (Regular Programme and World Heritage Fund).</p>	<p>The General Assembly of States Parties (November 2013) approved the creation of sub-accounts within the World Heritage Fund, but the voluntary contributions of \$53,321 received during the biennium fall far short of the target of at least \$1 million per year. Consultations between the Secretariat and States Parties started mid-2014 about cost saving measures and resource mobilization that could contribute to the sustainability of the Fund.</p>
<p>The increase in workload and expectations from States Parties is not sustained by adequate staffing, especially in the field of natural heritage.</p>	<p>States Parties were mobilized to address staffing shortfalls: 3 secondments were provided to the World Heritage Centre in 2014-2015, namely 2 from Turkey and 1 from Singapore, and negotiations are ongoing to obtain Junior Programme Officers or secondments. But further support is required on a lasting basis, especially in the field of natural heritage.</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

Regular Programme and Extrabudgetary resources in 2014-2015 (in thousands USD)						
Regular budget (staff and activities)			Extrabudgetary resources			Assessment of implementation of workplans
Allocation (incl. donations)	Expenditure	Exp. Rate %	Expenditure	Funds mobilized	37 C/5 funding targets	
5,201	5,367	103%	2,396	2,041	5,000	●



\$507M Expenditure Plan Performance Indicators (PI) and Targets (T)	Assessment of progress: 01/01/2014 to 31/12/2015	Likelihood that target will be attained
<p>PI: Governing bodies supported through the effective organization of statutory meetings.</p> <p>T 2014-2015: 4 statutory meetings.</p>	<p>2nd and 3rd sessions of the Subsidiary Committee of the 1970 Convention and 19th session of the "Return and Restitution Committee" held successfully. The 3rd Meeting of States Parties adopted the Operational Guidelines of the Convention and approved the creation of a Fund.</p>	High
<p>PI: Number of successful cases of return and restitution of cultural property considered.</p> <p>T 2014-2015: At least 2 new cases for return or restitution submitted to the ICPRCP or resolved by the Secretariat.</p>	<p>Advised on and facilitated the return of six statues to Cambodia. The Secretariat provided advice on restitution cases to be submitted to the "Return and Restitution Committee" and information on alternative means of dispute resolutions (notably Turkey, Libya, Israel and Zambia).</p>	High
<p>PI: Number of new States Parties to the 1970 Conventions.</p> <p>T 2014-2015: 6 new ratifications.</p>	<p>5 Member States (Bahrain, Chile Luxembourg, Austria and Lao PDR) ratified the 1970 Convention.</p>	High
<p>PI: Number of different stakeholders contributing to protection, thematic priorities and awareness-raising.</p> <p>T 2014-2015: – Substantive involvement of both State and non-State stakeholders in at least 2 major events.</p>	<p>24 capacity-building workshops targeting 91 countries in all regions were organized, with over 900 participants trained with the involvement of State and non-State stakeholders. The Secretariat organized 2 major international symposiums in Bangkok and Port-Vila on illicit trafficking in South-East Asia and the Pacific, and participated in 15 training activities organized by partners. It</p>	High

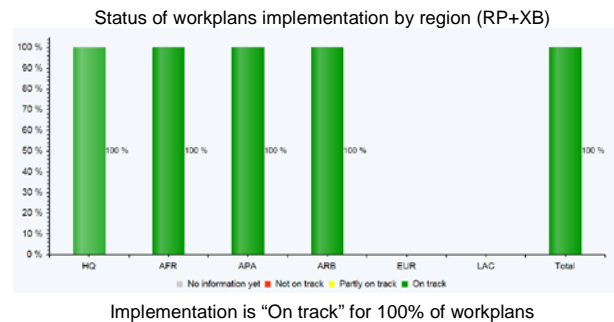
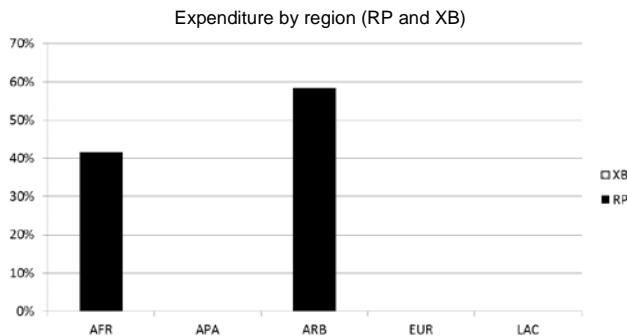
\$507M Expenditure Plan Performance Indicators (PI) and Targets (T)	Assessment of progress: 01/01/2014 to 31/12/2015	Likelihood that target will be attained
<ul style="list-style-type: none"> – 20 capacity-building workshops. 	<p>developed 5 outreach partnerships, produced and disseminated 6 awareness-raising videos and 3 publications, conducted 3 outreach campaigns in Latin America, Maghreb, Iraq and Syria and 1 social media campaign on Iraq and Syria.</p>	
<p>PI: 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>T 2014-2015: 20% increase in the participation of women.</p>	<p>The participation of women in the 1970 Convention training workshops increased by 20% in comparison to the baseline, representing 38%. As regards museums, out of 26 capacity-building workshops conducted, an estimated 54% of participants were women.</p>	High
<p>PI: Number of reports on the implementation of the 1970 Convention at the national level provided by Parties analysed and monitored.</p> <p>T 2014-2015: At least 30 national reports.</p>	<p>56 were reports received and analysed by the Secretariat.</p>	High
<p>PI: Social, economic and educational roles of museums as vectors for sustainable development and intercultural dialogue promoted and capacities of museum professionals developed.</p> <p>T 2014-2015:</p> <ul style="list-style-type: none"> – 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, 1 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>A partnership agreement was signed in December 2015 to establish the High-Level Forum on Museums. An intergovernmental meeting of experts for the elaboration of the new UNESCO Recommendation on the Protection and Promotion of Museums and Collections was held in May 2015 and the new instrument was adopted during the 38th session of the General Conference (financed under extrabudgetary funding). All above activities were financed through extrabudgetary funding.</p> <p>34 capacity-building workshops for museums and professionals funded under extrabudgetary resources were organized (15 in Asia-Pacific, 8 in Arab States, 10 in Europe). 3 customized training activities were carried out with emphasis on Africa and LDCs. 3 inventories were improved (two in Arab States and 1 in Europe). Existing publications on museums were produced in 6 additional languages and 3 new publications were elaborated. 7 exhibitions and 30 related educational activities were undertaken in Asia.</p>	High

Challenges and risks in implementation and remedial actions

Key challenges	Remedial actions
<p>Progress towards the expected results for the biennium and the quadrennium remained on track despite the scarce human and financial resources at the disposal of the 1970 Convention Secretariat. The Regular Programme budget was used to ensure minimum service related to the organization of statutory meetings. All capacity-building and awareness-raising activities were implemented thanks to funds raised by the Secretariat.</p>	<p>The Secretariat has continued to mobilize support (both financial and in-kind) from Member States, the non-profit and private sectors to implement operational activities and to compensate staffing shortfalls. A Fund was created under the 1970 Convention with a view to encourage and manage extrabudgetary resources. 3 posts are under recruitment (one P-1/2 post, one Young Professional and one P-5 Chief of the new Moveable Heritage and Museum Section).</p>
<p>Although the funds necessary to meet the 2014-2015 targets were successfully raised, the Secretariat's activities in this field remain exclusively dependant on mobilizing further significant resources.</p>	<p>It is hoped that the establishment of the High-level panel and its role to operationalise the new Recommendation will generate interest and help identify new partnership opportunities for this area of work, on which the Secretariat continues to be solicited.</p>

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

Regular Programme and Extrabudgetary resources in 2014-2015 (in thousands USD)						
Regular budget (staff and activities)			Extrabudgetary resources			Assessment of implementation of workplans
Allocation (incl. donations)	Expenditure	Exp. Rate %	Expenditure	Funds mobilized	37 C/5 funding targets	
2,397	2,492	104%	230	389	500	●



\$507M Expenditure Plan Performance Indicators (PI) and Targets (T)	Assessment of progress: 01/01/2014 to 31/12/2015	Likelihood that target will be attained
<p>PI: Number of statutory meetings organized.</p> <p>T 2014-2015: 4 statutory meetings.</p>	<p>4 meetings held (9th and 10th Meeting of the Committee; 11th Meeting of the High Contracting Parties; 6th Meeting of the Parties) which took decisions on the creation of a new distinctive emblem for cultural property under enhanced protection; the creation of a Special Account to enhance human resources; the elaboration by the International Committee of the Blue Shield of a report on situations where cultural property is at risk in the context of an armed conflict.</p>	High
<p>PI: Number of international or other assistance under the Second Protocol provided.</p> <p>T 2014-2015: 2 grants.</p>	<p>No request for assistance from the Fund was received in 2014. In 2015, Libya submitted an informal request for \$50,000 for advice. The Committee encouraged Parties to submit requests at its meetings.</p>	Medium
<p>PI: Number of new cultural properties entered on the List of Cultural Property under Enhanced Protection and number of tentative lists submitted.</p> <p>T 2014-2015:</p> <ul style="list-style-type: none"> – 3 cultural properties entered on the List. – 5 tentative lists submitted. 	<p>In 2014, no new property was inscribed on the Enhanced Protection List, and no tentative list was received. In 2015, 4 requests for Enhanced Protection were submitted from Egypt, Mali and Bosnia and Herzegovina (2 requests). Mali submitted its tentative list of 3 properties for which it intends to request Enhanced Protection.</p>	Medium
<p>PI: Number of national capacities reinforced through technical advice.</p> <p>T 2014-2015: 30 pieces of advice provided with regard to national implementation measures (peacetime</p>	<p>Technical advice was provided to Member States on more than 30 occasions. In particular, the Secretariat provided the Czech, Egyptian, Mexican and Nigerian authorities with advice with regard to Enhanced Protection.</p>	High

\$507M Expenditure Plan Performance Indicators (PI) and Targets (T)	Assessment of progress: 01/01/2014 to 31/12/2015	Likelihood that target will be attained
preparatory measures, training of specialized personnel, submission of requests for the granting of enhanced protection and international or other assistance, etc.).		
<p>PI: Number of awareness-raising activities and trainings.</p> <p>T 2014-2015:</p> <ul style="list-style-type: none"> – 2 best practices promoted through information sharing (website, etc.). – 2 awareness-raising and training activities organized/tools made available (protection measures, training of the military, etc.). – Partnership with the International Committee of the Red Cross (ICRC) reinforced. 	<p>Several best practices on national implementation of the Hague Convention and its Protocols were published on the website.</p> <p>2 awareness-raising activities were organized in Liberia and Togo in 2015 by the UNESCO Office in Abuja. The UNESCO Office in Beirut organized training on the protection of cultural heritage for UNIFIL military officers in Lebanon. Several other projects were initiated in 2015: the development of training materials on the protection of cultural heritage in the event of armed conflict for the military with the UNESCO Chair at the University of Newcastle (UK), and the drafting of a military manual on the protection of cultural heritage in the event of armed conflict in collaboration with the San Remo International Institute of Humanitarian Law.</p> <p>UNESCO, ICRC and the Blue Shield met to establish a discussion platform on all matters related to the protection of cultural property in the event of armed conflict, including communication in case of emergency.</p>	High
<p>PI: Nomination of properties for inscription on the World Heritage List which include optional elements related to the granting of enhanced protection under the 1999 Second Protocol to the 1954 Hague Convention.</p> <p>T 2014-2015: 3 properties nominated.</p>	No such property has been nominated. The inclusion of optional elements into the relevant nomination forms is still in progress.	Medium
<p>PI: Number of new States Parties to the 1954 (and its 2 Protocols) Convention.</p> <p>T 2014-2015:</p> <ul style="list-style-type: none"> – 5 new ratifications of the Convention and both Protocols (at least four each in Africa). – 1 consultation organized and materials made available for the promotion of the 1954 Hague Convention and its 2 Protocols. 	Since 1 January 2014, New Zealand, Morocco and South Africa have become party to the Second Protocol (1999). Ethiopia became party to the 1954 Hague Convention and its First Protocol. The Secretariat has continued to actively encourage States to become party to the 1954 Convention and its two Protocols.	Medium
<p>PI: Number of various stakeholders contributing to protection, thematic priorities and awareness-raising.</p> <p>T 2014-2015: Substantive involvement of both State and non-State stakeholders in at least 2 major international events.</p>	In 2015, the Secretariat organized an experts meeting with non-State stakeholders on the application of the Responsibility to Protect to the protection of cultural heritage. The meeting resulted in the adoption of recommendations on “safe havens” and “protected cultural zones”.	High

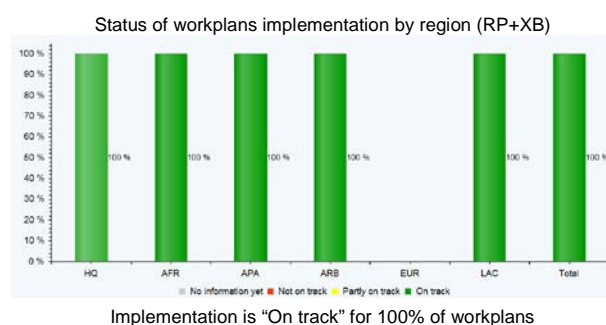
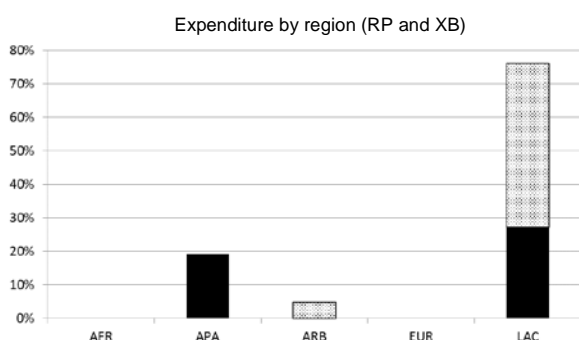
\$507M Expenditure Plan Performance Indicators (PI) and Targets (T)	Assessment of progress: 01/01/2014 to 31/12/2015	Likelihood that target will be attained
PI: Number of reports on the national implementation of the Hague Convention and its 2 Protocols. T 2014-2015: 0.	The next reports are due in 2016. An electronic form for reporting by the High Contracting Parties was endorsed at the 10th Meeting of the Committee.	High

Challenges and risks in implementation and remedial actions

Key challenges	Remedial actions
As for other conventions, the regular budget is used primarily for the statutory meetings. Capacity-building and awareness-raising activities are currently possible when extrabudgetary funding is made available. The absence of such activities is impacting negatively on UNESCO's ability to assist national authorities in developing strategies to protect cultural properties within their territories in the event of armed conflict.	The 6th Meeting of the Parties created a Special Account for human resources of the Secretariat of the 1954 Hague Convention and its two Protocols. The Secretariat regularly encourages potential donors to make financial contributions and/or make human resources available on a lasting basis. Azerbaijan provided an Associate expert in June 2014 for two years, and Cyprus seconded a professional for a period of one year, beginning in September 2015.

ER 4: Global strategic and forward looking directions developed and applied through the effective implementation of the 2001 Convention and multiplier effect achieved

Regular Programme and Extrabudgetary resources in 2014-2015 (in thousands USD)						
Regular budget (staff and activities)			Extrabudgetary resources			Assessment of implementation of workplans
Allocation (incl. donations)	Expenditure	Exp. Rate %	Expenditure	Funds mobilized	37 C/5 funding targets	
1,700	1,764	104%	356	200	6,000	●



\$507M Expenditure Plan Performance Indicators (PI) and Targets (T)	Assessment of progress: 01/01/2014 to 31/12/2015	Likelihood that target will be attained
<p>PI: Governing bodies of the 2001 Convention supported through the effective organization of statutory meetings.</p> <p>T 2014-2015: Meeting of States Parties [1], and Scientific and Technical Advisory Body [2] meetings organized.</p>	<p>5th Meeting of States Parties (preceded by an Exchange Day), 5th and 6th meetings of the Scientific and Technical Advisory Body (STAB) held. The STAB responded to requests for technical assistance by sending missions to Haiti (September 2015), Madagascar (June 2015) and Panama (October 2015).</p>	High
<p>PI: Number of States Parties to the 2001 Convention increased.</p> <p>T 2014-2015: 5 new ratifications.</p>	<p>Since January 2014, 8 States have ratified the Convention (Algeria, Bahrain, Guatemala, Guyana, Hungary, Madagascar, Saudi Arabia, South Africa). To encourage ratification, regional and national meetings were organized in 2014 in the Bahamas, in Uruguay and in Samoa and in 2015 in Kenya and Madagascar. The visibility of the Convention was raised through events at the UN in New York, at the Samoa United Nations meeting on SIDS in 2014 and at the COP21 in 2015.</p>	High
<p>PI: Access to underwater cultural heritage increased, number of stakeholders aware and contributing to protection high, youth educated and involved.</p> <p>T 2014-2015: Involvement of State and non-State stakeholders increased, capacity enhanced.</p>	<p>2 scientific conferences (in Hawaii/USA and in Bruges/Belgium) were held in June 2014, and a third UNITWIN Universities meeting on underwater heritage was organized in May 2015. Several awareness-raising tools were elaborated (education kit on "Heritage and Reconciliation" on the occasion of the commemoration of the First World War; iPad application for children; a card series on underwater heritage).</p>	High
<p>PI: Effective implementation of the Convention by its</p>	<p>A second Foundation Training Course was organized with the Netherlands authorities in 2014 in St Eustatius. In 2015, the Secretariat</p>	Medium

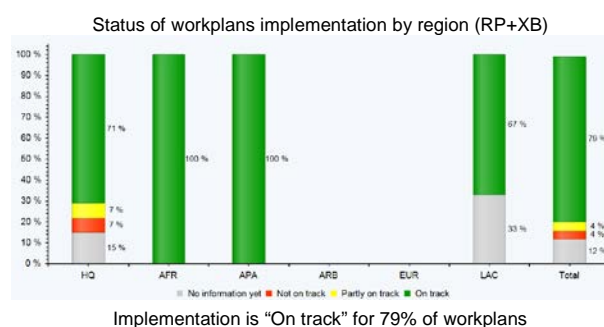
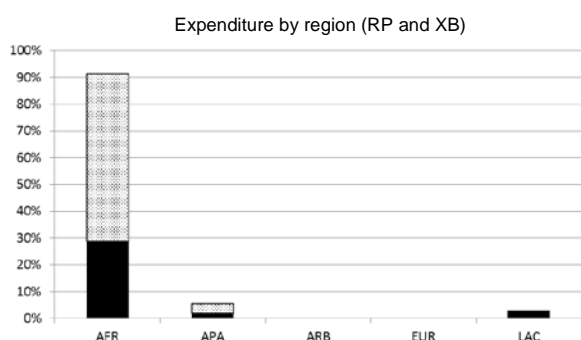
\$507M Expenditure Plan Performance Indicators (PI) and Targets (T)	Assessment of progress: 01/01/2014 to 31/12/2015	Likelihood that target will be attained
<p>States Parties, full harmonization of national laws.</p> <p>T 2014-2015: Awareness of the implementation obligations increased.</p>	<p>organized a two-week regional training for GRULAC in Colombia in November 2015, a Second Workshop on Underwater Archaeology for the African Countries in Kemer, Turkey in May 2015 and a Third Training Workshop on Underwater Archaeology for African Countries in Mombasa, Kenya in December 2015.</p>	

Challenges and risks in implementation and remedial actions

Key challenges	Remedial actions
<p>Progress towards the targets and benchmarks for the quadrennium were broadly on track in 2014 and 2015 for fixed statutory meetings; efforts have been made to increase ratifications of the instrument through awareness-raising, regional meetings and scientific conferences within the available resources. Challenges persist in terms of staff and financial resources to service the Convention, including for capacity-building and other activities.</p>	<p>The Secretariat pursues its efforts to mobilize both financial and in-kind support from Member States and the private sector to implement the statutory and the operational programme activities and to compensate for staffing shortfalls. A significant part of staff time is therefore invested in fundraising and the identification of new partnerships. A recruitment of one P-1/2 Professional is foreseen in 2016.</p>

ER 5: Access to knowledge enhanced through the promotion of shared history and memory for reconciliation and dialogue

Regular Programme and Extrabudgetary resources in 2014-2015 (in thousands USD)						
Regular budget (staff and activities)			Extrabudgetary resources			Assessment of implementation of workplans
Allocation (incl. donations)	Expenditure	Exp. Rate %	Expenditure	Funds mobilized	37 C/5 funding targets	
1,755	1,817	104%	1,762	3,142	-	●



\$507M Expenditure Plan Performance Indicators (PI) and Targets (T)	Assessment of progress: 01/01/2014 to 31/12/2015	Likelihood that target will be attained
<p>PI: 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>T 2014-2015: At least 10 institutions, 2 research studies, 2 networks developed and 10 events organized.</p>	<p>An international network of managers of sites of memory was put in place, bringing together 15 institutions promoting itineraries of memory. A methodological guide to reinforce the capacities of managers of sites of memory was finalized. An Internet platform was created to facilitate exchange of information and experiences among professionals in this field. More than 50 other events were organized in different regions by UNESCO partners to celebrate the twentieth anniversary of the Slave Route project. A 10 Year Agenda was published to mark the International Decade for People of African descent (2015-2024).</p>	High
<p>PI: Number of pedagogic materials based on the <i>General History of Africa</i> developed and used in African schools.</p> <p>T 2014-2015: 3 curriculum outlines, 3 teachers' guides and 3 textbooks for primary and secondary schools developed and used in African countries.</p>	<p>3 types of pedagogic contents (curriculum outlines, teachers' guide and textbooks) were elaborated for each of the 3 age groups (10-12; 13-16; 17-19) for primary and secondary levels and were finalised, peer-reviewed and validated by the International Scientific Committee of the project.</p>	Medium
<p>PI: Number of chapters of the Volumes IX drafted and validated by the Scientific Committee.</p> <p>T 2014-2015: At least 100 chapters written.</p>	<p>The structure of Volume IX of the <i>General History of Africa</i> consisting of three books was defined; the editorial teams and authors were designated by the International Scientific Committee. Conceptual and practical guidelines were developed to help the editors and authors elaborate the volume. Around 210 authors were contacted for the drafting of the chapters. 217 chapters are being written and 27 chapters are already finalized.</p>	Medium

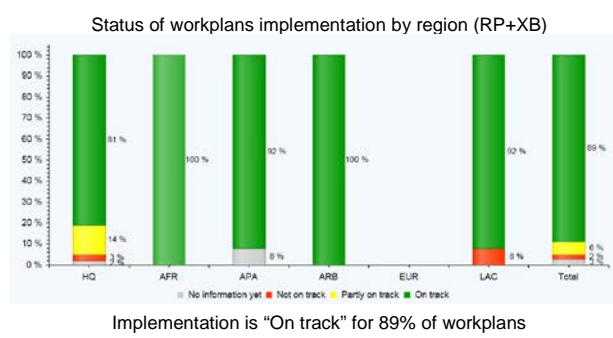
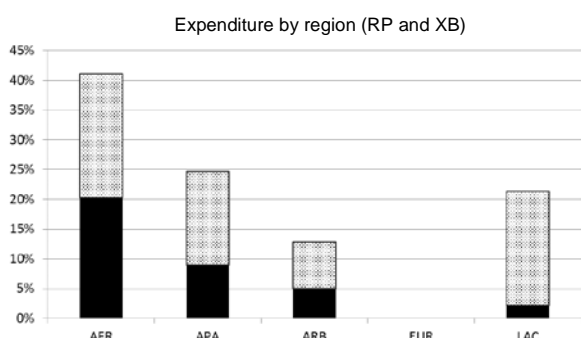
\$507M Expenditure Plan Performance Indicators (PI) and Targets (T)	Assessment of progress: 01/01/2014 to 31/12/2015	Likelihood that target will be attained
<p>PI: Number of partners who promote the contribution of Arab and Islamic world to the general progress of humanity.</p> <p>T 2014-2015: At least 40 partners.</p>	<p>Volumes I and VI on the <i>Different Aspects of Islamic Culture</i> were elaborated with more than 100 partner contributors. Manuscripts were finalized, revised and are ready for publication. A promotional event was organized in June 2014 at Headquarter to launch Volume I and brought around 30 partners (eminent scholars and personalities from different parts of the world) to discuss the role that this volume could play in disseminating better knowledge of Islam.</p>	High
<p>PI: Number of partners who join the Network of Silk Roads Online Platform and promote knowledge on the Silk Roads.</p> <p>T 2014-2015: At least 20 partners join the Network.</p>	<p>22 Member States designated focal points to be part of the international network for the Silk Roads Online Platform and to provide content and participate in activities promoting Silk Roads. They met in Xi'an, China in May 2015 to define the modalities of functioning of the Network and an Action Plan for the coming 3 years.</p>	High
<p>PI: Number of partners involved in the cross reading of the General and Regional Histories for the purpose of intercultural dialogue and education.</p> <p>T 2014-2015: 20.</p>	<p>15 experts including contributors to the Histories collection were identified to participate in an international conference on the Cross-reading of History to be organized in 2016. Orientations for developing innovative educational materials on the shared histories of South-East Asia were defined in an experts meeting held in Bangkok in September 2014.</p>	Medium

Challenges and risks in implementation and remedial actions

Key challenges	Remedial actions
<p>Significant extrabudgetary funding continues to be needed to ensure the continuity of these projects.</p>	<p>A fundraising strategy was elaborated to mobilize resources from different donors (governments, private sectors, foundations, etc.). Missions to key Member States were undertaken and meetings held with authorities to mobilize further support. Contacts are maintained with other potential donors such as the African Development Bank and the private sector.</p>
<p>The Success of the <i>General History of Africa</i> ultimately depends on the political will of African governments to integrate the contents into national curricula.</p>	<p>An awareness-raising campaign is being prepared to be implemented in African States with the assistance of the African Union. A Coalition of Artists for the <i>General History of Africa</i> was put in place to promote the project in particular among youth. A guide for the integration of the contents into national curricula will be elaborated to assist Members States in this endeavour.</p>

ER 6: National capacities strengthened and utilized to safeguard the intangible cultural heritage, including indigenous and endangered languages, through the effective implementation of the 2003 Convention

Regular Programme and Extrabudgetary resources in 2014-2015 (in thousands USD)						
Regular budget (staff and activities)			Extrabudgetary resources			Assessment of implementation of workplans
Allocation (incl. donations)	Expenditure	Exp. Rate %	Expenditure	Funds mobilized	37 C/5 funding targets	
10,180	10,568	104%	7,964	15,658	10,000	●



\$507M Expenditure Plan Performance Indicators (PI) and Targets (T)	Assessment of Progress: 01/01/2014 to 31/12/2015	Likelihood that target will be attained
<p>PI: Governing bodies of the 2003 Convention exercise sound governance thanks to effective organization of their statutory meetings.</p> <p>T 2014-2015: General Assembly [1], Committee [2] and Advisory Bodies [5] meetings organized.</p>	<p>General Assembly [1], Committee [2] and Advisory Bodies [6] meetings held. Important revisions were adopted or proposed for the Operational Directives, notably the creation of a new "Evaluation Body" (six experts representing States Parties to the Convention non-members of the Committee and an accredited NGO) and a new chapter on the safeguarding of intangible cultural heritage and sustainable development at the national level.</p>	High
<p>PI: Number of supported Member States utilizing strengthened human and institutional resources for intangible cultural heritage and integrating ICH into national policies.</p> <p>T 2014-2015: Policies developed or revised in 24 States and human and institutional resources strengthened in 43 States.</p>	<p>Policies developed or revised in 15 out of 39 countries that benefitted from policy support and support ongoing in 24 of them.</p> <p>Human and institutional resources strengthened in 55 countries through the implementation of the global capacity-building strategy (of which 18 in Africa) and capacity-building activities ongoing in 27 countries (of which 10 in Africa). New projects were initiated in 3 countries (of which 2 in Africa). Important achievements are the development of a policy guidance note for advising experts, dedicated training materials on policy development, safeguarding, gender and sustainable development as well as the introduction of in depth needs assessments in the project elaboration phase.</p>	Medium

\$507M Expenditure Plan Performance Indicators (PI) and Targets (T)	Assessment of Progress: 01/01/2014 to 31/12/2015	Likelihood that target will be attained
<p>PI: Percentage of UNESCO-trained female cultural professionals who then contribute to national-level decision-making processes in the field of culture.</p> <p>T 2014-2015: 10% of UNESCO-trained female cultural professionals then contribute to national-level decision-making processes in the field of culture.</p>	<p>Data-gathering mechanism under development. A follow-up and evaluation mechanism is being finalized to allow UNESCO to track effects of capacity-building activities, including data on whether female cultural professionals who participate in training (42% of total trainees) later contribute their newly gained knowledge to national decision-making processes.</p>	<p>Low</p>
<p>PI: Number of safeguarding plans for intangible cultural heritage, including indigenous languages and endangered languages, developed and/or implemented by Member States.</p> <p>T 2014-2015: 100 plans developed and/or implemented.</p>	<p>140 safeguarding plans incorporated in submitted nominations and requests for international assistance. To strengthen the quality of the safeguarding plans included in international assistance requests, the Secretariat prepared aide-mémoires and provided individualized feedback to States as well as technical assistance through the provision of experts.</p>	<p>High</p>
<p>PI: Number of international assistance requests submitted and effectively implemented by Member States, nominations submitted by Member States and best practices submitted by Member States and disseminated by them and other stakeholders.</p> <p>T 2014-2015:</p> <ul style="list-style-type: none"> – 30 international assistance requests processed and 10 projects implemented. – 65 nominations processed and 1 best practice promoted. 	<p>42 international assistance requests processed and 4 International Assistance implemented; 103 nominations processed and one best safeguarding practice promoted. The Secretariat streamlined procedures for treating nominations, requests and proposals and is now focusing its attention on assessing technical completeness of files. This has permitted steady progress in reducing the backlog of unprocessed files (particularly international assistance requests) and in reducing persistent delays in treatment.</p>	<p>Medium</p>
<p>PI: Number of periodic reports on the implementation of the Convention at the national levels submitted by States Parties and examined by Committee, and number addressing gender issues and describing policies promoting equal access to and participation in cultural life.</p> <p>T 2014-2015: 75 reports, of which 30 address gender issues and describe policies promoting equal access to and participation in cultural life.</p>	<p>52 periodic reports on implementation at the national level and eleven on Urgent Safeguarding List inscribed elements examined by the Committee; 27 of them address gender issues. The low submission rate is a recurring problem. For the first time, the Committee made an explicit encouragement to States Parties to fulfil their reporting requirements before submitting new nominations. The Secretariat systematically encourages States to address gender issues and to give special attention to describing policy impacts, particularly those that concern equal access to and participation in cultural life.</p>	<p>Medium</p>

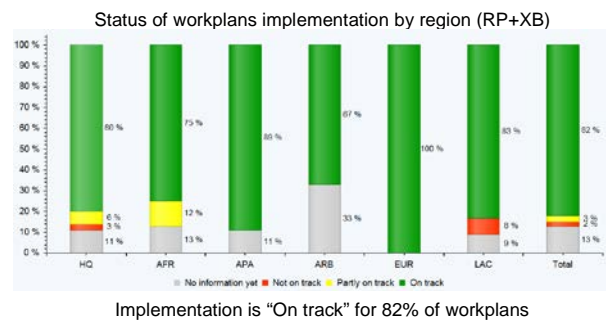
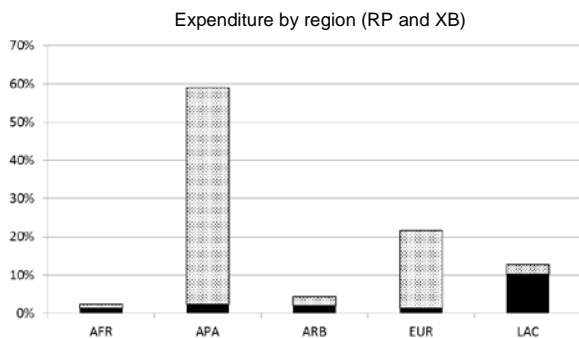
\$507M Expenditure Plan Performance Indicators (PI) and Targets (T)	Assessment of Progress: 01/01/2014 to 31/12/2015	Likelihood that target will be attained
<p>PI: Number of States Parties to the Convention increased.</p> <p>T 2014-2015: 10 new ratifications; of which 2 from Africa.</p>	<p>5 new ratifications (Bahamas, Bahrain, Kuwait, Marshall Islands and Myanmar), none from Africa. With 163 States Parties at present, the pace of new ratifications is slowing. The Secretariat provides technical assistance to States to encourage ratification.</p>	<p>Medium</p>
<p>PI: Number of organizations within and outside the United Nations system, civil society, and the private sector contributing to programme delivery.</p> <p>T 2014-2015:</p> <ul style="list-style-type: none"> – 22 NGOs accredited; 40 renewed. – 3 category 2 centres fully contributing to supporting UNESCO's programme for effective implementation of the 2003 Convention. 	<p>22 NGOs accredited, and renewal recommended for 59; no category 2 centres yet contributing fully to programme objectives. The Secretariat provides substantial support to civil society and State institutions such as category 2 centres to facilitate their contributions to implementing the Convention.</p>	<p>Medium</p>
<p>PI: Number of stakeholders involved in the implementation of the Convention contributing information to the knowledge-management system.</p> <p>T 2014-2015:</p> <ul style="list-style-type: none"> – At least 400 stakeholders contributing. – 150 new pages dedicated to capacity-building and policy benchmarking. 	<p>265 stakeholders contributing information to the system; 121 new pages related to capacity-building and benchmarking. The knowledge-management system provides support to all aspects of the Convention's implementation. A fully renovated website was launched with the objective to improve browsing experience and provide more user-friendly interfaces. However, the primary contributors remain UNESCO staff and the number of external stakeholders contributing is less than hoped.</p>	<p>Medium</p>

Challenges and risks in implementation and remedial actions

Key challenges	Remedial actions
<p>Progress towards the expected results for the quadrennium remained on pace in the first two years, although this was achieved through frontloading the use of resources to ensure minimum service during the biennium. The planned outputs for the quadrennium cannot, however, be guaranteed for 2016-2017 unless additional resources (human and financial) become available. The greatest challenge remains 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.</p>	<p>Although extrabudgetary support is experiencing a clear decline, in particular in terms of earmarked contributions for the capacity-building programme and contributions to the sub-fund for enhancing human resources of the Secretariat, the Secretariat continues to implement and further develop the capacity-building programme and to compensate in part for staffing shortfalls. Currently relying on a number of staff under various temporary assignments (40% of the staff when excluding service contracts), the Section does not have at its disposal, as for other conventions, a sustainable workforce adapted to the statutory functions that it must perform.</p>

ER 7: National capacities strengthened and utilized for the development of policies and measures to promote the diversity of cultural expressions, in particular through the effective implementation of the 2005 Convention

Regular Programme and Extrabudgetary resources in 2014-2015 (in thousands USD)						
Regular budget (staff and activities)			Extrabudgetary resources			Assessment of implementation of workplans
Allocation (incl. donations)	Expenditure	Exp. Rate %	Expenditure	Funds mobilized	37 C/5 funding targets	
7,645	7,931	104%	8,716	11,167	4,500	●



\$507M Expenditure Plan Performance Indicators (PI) and Targets (T)	Assessment of Progress: 01/01/2014 to 31/12/2015	Likelihood that target will be attained
<p>PI: Governing bodies of the 2005 Convention exercise sound governance through the effective organization of statutory meetings.</p> <p>T 2014-2015: Conference of Parties [1] and Intergovernmental Committee [2] organized.</p>	<p>The 8th and 9th sessions of the Committee and 5th Conference of Parties were successfully organized within a significantly reduced timeframe (2.5-3 days each). Revisions to the Operational Guidelines on periodic reporting were approved, 13 new projects received financing under the IFCD and new activities were defined including training modules for trade negotiators and preferential treatment. In-depth debate was held on the impact of new technologies and a decision was taken to draft Operational Guidelines on digital issues. Decisions were taken to involve civil society organisations more closely in the work of the governing bodies. The Secretariat organized 2 exchange sessions prior to the Conference of Parties on digital issues and impact of Articles 16 and 21. 3 Satisfaction Surveys were issued.</p>	High
<p>PI: National policies and measures introduced and human and institutional resources strengthened to promote the diversity of cultural expressions, including cultural goods, services and activities.</p> <p>T 2014-2015: Policies and measures developed or revised and human and institutional resources strengthened in 10 States.</p>	<p>Activities implemented were financed through extrabudgetary resources from the EU. This included in-country technical assistance to four countries and remote assistance to nine countries. Among the outputs are: the introduction of new policies and action plans and the creation of new agencies and governance models that involve new partnerships between the State and civil society stakeholders.</p>	High
<p>PI: International assistance requests submitted, processed and projects effectively implemented and monitored (IFCD).</p>	<p>291 funding requests were processed, 78 projects were implemented and monitored. 13 new projects were approved for financing until 2017.</p>	High

\$507M Expenditure Plan Performance Indicators (PI) and Targets (T)	Assessment of Progress: 01/01/2014 to 31/12/2015	Likelihood that target will be attained
<p>T 2014-2015: 200 international assistance requests processed and 50 projects implemented and monitored.</p>		
<p>PI: Number of quadrennial periodic reports on the implementation of the Convention at the country level submitted, processed and analysed by the Secretariat and examined by the governing bodies. Number of reports addressing gender issues.</p> <p>T 2014-2015:</p> <ul style="list-style-type: none"> – 50 reports processed and analysed. – 25 best practices collected and disseminated, including 10 addressing women's participation in the creation, production and dissemination of cultural goods and services. 	<p>12 periodic reports received, 13 best practices collected and disseminated (of which none address women). The challenges reported include the lack of data required for evidence-based policy-making; limited capacity to assess and monitor the impact of policies and measures for the diversity of cultural expressions. A three-year project on the implementation of the 2005 Convention was approved for funding by Sweden (Sida) and aims to raise the level and quality of knowledge available, and bridge capacity gaps.</p>	<p>Medium</p>
<p>PI: Number of Parties to the Convention increased.</p> <p>T 2014-2015: 7 new Parties.</p>	<p>7 new Parties to the Convention.</p>	<p>High</p>
<p>PI: Number of stakeholders involved in the implementation of the Convention contributing to information to the knowledge-management system.</p> <p>T 2014-2015:</p> <ul style="list-style-type: none"> – 40 stakeholders contributing. – 50 pages dedicated to provide knowledge to support capacity-building activities including policy-making actions, tools and methodologies. 	<p>The framework for the Knowledge Management System was launched at the end of 2014. 50 new pages dedicated to capacity-building were developed. 34 stakeholders contributing to knowledge management through the preparation of new methodological guides, training modules for use in capacity development activities informed by the results of technical assistance missions.</p>	<p>High</p>
<p>PI: Number of organizations within and outside the United Nations system, civil society, and the private sector contributing to programme delivery.</p> <p>T 2014-2015: 2 formal partnerships established or renewed; 10 civil society organizations participate in the governance mechanisms of the Convention.</p>	<p>2 new partnerships negotiated with the Hertie School of Governance to work on developing an indicator framework to monitor the state of implementation of the Convention (data collection, analysis and presentation) under funding from Sweden and with the University of Laval to undertake research on the impact of Articles 16 and 21. 10 civil society organizations participated in the 8th Committee session that adopted a decision to have civil society as a main item on the agenda of the 9th session. This number increased to 31 NGOs participating in the 9th session of the Committee.</p>	<p>High</p>
<p>PI: Cities in industrialized and developing countries collaborate to enhance creativity and creative economies.</p> <p>T 2014-2015:</p> <ul style="list-style-type: none"> – 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 	<p>75 new Creative Cities designated, including 39 cities from 32 countries not previously represented. 2 Annual meetings of the UNESCO Creative Cities Network were organized.</p> <p>1 International Conference on Digital Books and Future Technologies (Shenzhen, China) was held in November 2014.</p>	<p>High</p>

\$507M Expenditure Plan Performance Indicators (PI) and Targets (T)	Assessment of Progress: 01/01/2014 to 31/12/2015	Likelihood that target will be attained
<p>strengthen the role of cities in economic, social and cultural development (extrabudgetary).</p> <ul style="list-style-type: none"> – 2 joint events organized by World Book Capitals on books (extrabudgetary). 		
<p>PI: Creativity, arts and design used as tool for sustainable development, especially in developing countries.</p> <p>T 2014-2015:</p> <ul style="list-style-type: none"> – 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>18 IFPC projects were successfully implemented, of which 56% were from developing countries.</p> <p>The Aschberg Bursaries and partnership agreements were suspended in 2014. The programme was redesigned to implement activities on preferential treatment for and mobility of artists, key priorities under the 2005 Convention.</p>	High
<p>PI: Young people's capacities for cultural expression and creativity, dialogue and social cohesion strengthened through the arts.</p> <p>T 2014-2015: Preparations for the third World Conference on Arts Education achieved with extrabudgetary funds.</p>	No extrabudgetary funds raised for this activity.	Low

Challenges and risks in implementation and remedial actions

Key challenges	Remedial actions
<p>The main challenge is to secure extrabudgetary 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 work-plan for the quadrennium through decisions of the governing bodies, 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.</p>	<p>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 quadrennial that was supported by the European Union and was finalized in June 2015.</p>
<p>Additional challenges to address are the stagnating voluntary contributions to the IFCD and the rate of Parties with overdue periodic reports.</p>	<p>In order to address the challenges to the IFCD, a new mechanism for soliciting voluntary contributions from Member States was designed and launched at the end of 2015. Sida funding for 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.</p>

MAJOR PROGRAMME V: COMMUNICATION AND INFORMATION

I. Overall strategic assessment

Key achievements

87. To evaluate and celebrate press freedom globally, an average of 80 events were held in 2014 and 2015 to commemorate World Press Freedom Day. UNESCO has a leadership role regarding the United Nations Plan of Action on the Safety of Journalists, and the International Day to End Impunity for Crimes Against Journalists. Activities to enhance the safety of journalists were complemented by the annual International Day to End Impunity for Crimes against Journalists (IDEI), which was commemorated in more than 20 countries. The event also served as an excellent occasion to launch the UNESCO report, “World Trends in Freedom of Expression and Media Development – Special Digital Focus 2015”. International instruments and standards on safety of journalists have been strengthened, including through the UNESCO Executive Board Decision on Safety of Journalists and the Issue of Impunity (196 EX/Dec.31). The *Connecting-the-Dots* Outcome Document, containing 38 options for UNESCO’s future action and jointly agreed on by the multi-stakeholder community in March 2015, was endorsed by UNESCO’s 38th General Conference (38C/Res.56) as a comprehensive agenda for UNESCO’s approach to Internet issues.

88. In 2015, UNESCO named renowned journalist and CNN Chief International Correspondent Christiane Amanpour as its Goodwill Ambassador for Freedom of Expression and Journalist Safety. As a board member of the Committee to Protect Journalists, the Centre for Public Integrity and the International Women’s Media Foundation, she has used her profile to raise awareness of key global issues.

89. The fifty-eighth and fifty-ninth IPDC Bureau Meetings approved 151 new media development projects for a total amount of \$2,523,393. UNESCO continued to implement several extrabudgetary projects to create an enabling environment for freedom of expression in the Arab States region. Good community media practices and policies were fostered through an international seminar entitled “Community media sustainability: Strengthening policies and funding” held at UNESCO Headquarters in 2015. 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: 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. World Radio Day (WRD) 2015 saw unprecedented visibility. In 2015 alone, a total of 329 events were registered across 83 different countries and UNESCO delivered record-breaking 132 media interviews for the occasion. UNESCO continued to promote uptake of the Gender-Sensitive Indicators for Media (GSIM) leading many actions to promote gender equality in and through media. An entry level Massively Open Online Course on Media and Information Literacy (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 this MOOC.

90. The UNESCO Programme for Open Educational Resources (OER) contributed to the development of national-level OER policies in Bahrain, Oman, and Kenya and conducted multiple national and regional awareness seminars with decision- and policy-makers. Significant OER projects in Nigeria and Indonesia achieved milestones with the launch of enabling institutional policies, portals, well-documented automated processes, staff capacity-building, and the promotion of results and research papers at key regional and global events. The UNESCO OER publications were re-released with the UNESCO Creative Commons Attribution (BY) ShareAlike (SA) open license and now available in seven languages. Two new OER Research Chairs were appointed in Slovenia and Mexico. UNESCO was recognized with an Award for Organizational Excellence at the 2015 Annual Conference of the Open Education Consortium. Furthermore, the ICT

Competency Framework for Teachers (ICT CFT) Harnessing Initiative has allowed for the development and use of OER materials to support the contextualization of the ICT CFT at the institutional and/or governmental level through national consultations in seven countries in three continents, with a focus on Africa.

91. The General Conference at its 38th session declared 28 September as the International Access to Information Day. While the promotion of information and transparency is clearly an ongoing activity throughout the year, a day marked by collaboration is important for advocacy, thus giving a consolidated message on the need for greater access to information so as to raise public awareness.

92. The YouthMobile initiative has successfully been rolled out in 15 countries worldwide and has partnered with relevant private sector initiatives for a global outreach, such as Technovation Challenge, Telefonica's Mobile4change and the World Summit Youth Awards. More than 600 direct beneficiaries were trained to intermediate-level skills in open source mobile apps development, including in South Sudan, Kenya, Rwanda, Afghanistan, Cambodia and Lebanon. Open Source tools were deployed for university libraries and school safety assessment. UNESCO has succeeded in supporting a number of countries to establish their OA policies and initiatives.

93. In 2014 and 2015, within the framework of its Open Access (OA) to Scientific Research Programme, UNESCO organized 6 major events involving 96 countries, and published 11 volumes of capacity-building manuals and themed publications on OA. UNESCO also developed three Self-Directed Learning tools and 2 other publications on Open Access and supported 18 countries in Africa and Asia to celebrate Open Access Week. Furthermore, 62 national level institutes have developed mandates and policies on OA with UNESCO's support. In order to enhance usage of ICTs for science UNESCO has developed practical solutions by integrating sensor generated data, modelled data and crowd-sourced information to support cities in better coping with climate-linked disasters.

94. In 2014, UNESCO organized the international conference "From Exclusion to Empowerment: Role of ICTs for Persons with Disabilities" in New Delhi, which brought together 700 participants from 80 countries to discuss knowledge and solution sharing and the establishment of new partnerships. The outcome document, the New Delhi Declaration, was subsequently endorsed by General Conference in 2015 (38C/Res.59). The regional conference for Central America "Multilingualism in Cyberspace: Indigenous Languages for Empowerment" brought together regional partners to discuss the next steps towards establishment of UNESCO World Atlas of Languages. UNESCO initiated a regional project to pilot Media and Information Literacy Assessment Framework in seven Latin American and the Caribbean countries. The General Conference approved an establishment of the Global Centre for Excellence for the Empowerment of Persons with Disabilities through Information and Communication Technologies (ICTs) in Kuwait City, Kuwait, as a category 2 centre under the auspices of UNESCO (38C/Res.58).

95. The Guidelines on the Inclusion of Learners with Disabilities in Open and Distance Learning (ODL) were finalized in November. They will be launched in early 2016 in English, French and Arabic versions. They aim to promote the systematic inclusion and use of accessibility aspects via open solutions (Open Educational Resources – OER, Free and Open Source Software - FOSS and Open Access to Scientific Information – OA) in Open and Distance Learning (ODL). They also highlight the key roles and obligations of educational stakeholders – Governments, Institutions as well as Quality Assurance and Recognition bodies in making accessibility a reality for learners with disabilities.

96. For the period 2013-2015, the Memory of the World (MOW) Programme, supported six capacity-building activities, which are crucial for increasing awareness of documentary heritage preservation, as well as increasing the number of successful nominations. More particularly, there were two regional training workshops for the Arab States region, organized jointly with the National Commission for UNESCO of Oman and Lebanon, three workshops for the Asia Pacific region, in

Cambodia, Kyrgyz Republic, and Timor-Leste. UNESCO, in collaboration with the Trinidad and Tobago National Commission for UNESCO, organized a Pan-Caribbean Consultative Workshop on (MOW) with participants from 10 Caribbean countries. Member States 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 out of which 47 nominations were approved for inscription on the MOW international register in the 2013-2015 nomination cycle. An intergovernmental Special Committee meeting of experts (category II) was convened at UNESCO Headquarters, in Paris (1-2 July 2015) with the participation of 115 experts from 46 Member States, in order to discuss and finalize the draft text of a UNESCO Recommendation concerning the Preservation of, and Access to Documentary Heritage, including in Digital Form. The [Recommendation](#), was submitted for adoption by the General Conference at its 38th session (38 C/Res.55), and thus become the first UNESCO normative document documentary heritage preservation to guide public policies in this domain for the decades to come.

97. Concerning the comprehensive Internet Study on Internet-related Issues, over 200 contributions were received from all regions. During the United Nations General Assembly High-Level Forum on a Culture of Peace, held in New York, on 9 September, 2015, United Nations Secretary-General Ban Ki-Moon drew the attention of global leaders to the Conference “Youth and the Internet: Fighting Radicalization and Extremism”, initiated by IFAP. During this conference, held at UNESCO Headquarters on 16-17 June, 2015, the UNESCO Director-General launched UNESCO's new integrated Framework of Action – Empowering Youth to Build Peace. This conference also brought together a wide cross section of stakeholders to share experiences on policy interventions, projects and processes for supporting the use of the Internet as a tool to fight violent extremism and youth radicalism.

98. The eleventh meeting of the Broadband Commission for Digital Development took place in Paris on 26 and 27 February 2015 and allowed the Commissioners to have the opportunity to share the objectives and work of the Commission while at the same time learn of concerns of the Member States, information gaps, and the evolving needs of educators in a fast-changing digital environment. The Broadband Commission when they met in New York on September 2015 made significant progress to include ICT related issues into the newly formulated sustainable development goals (SDGs). While the Millennium Development Goals (MDGs) included very little reference to technology, broadband or ICT, the approved SDGs are considerably more detailed, and cover 17 goals with more than 150 targets.

99. The 2015 WSIS Forum took place from 25 to 29 May 2015 in Geneva (Switzerland) under the theme “Innovating Together: Enabling ICTs for Sustainable Development”. It was organized by the ITU, UNESCO, UNDP and UNCTAD. As 2015 was a turning point when Member States adopted the sustainable development agenda, all the sessions of the Forum contributed to establishing a link between ICT and SDGs.

Funds mobilized and partnerships established

100. As a whole, the Sector was impacted by the need to keep within the reduced budget. It has to be noted that through a dynamic partnership with United Nations agencies, NGOs, and the use of secondments, the implementation of Major Programme V was successful. Partnerships with other donors/agencies allowed for cost-sharing. Finally, extrabudgetary activities have attracted other donors and had a snowball effect in fundraising. Strategic partnerships with the private sector and alliances with centres of excellence, including our category 2 institutes, were leveraged.

101. Partnerships with the European Union and the Hewlett Foundation were mobilized for extrabudgetary funding to support the ICT Competency Framework (ICT CFT) Harnessing OER project. This funding also supported general advocacy and capacity-building in the area of OER, as a follow-up to the World OER Congress organized by UNESCO in 2012. Partnerships and collaboration established with ICT world-class initiatives youth oriented, have effectively

contributed to complement regular programme funds for UNESCO initiatives such as the YouthMobile: Netexplo Forum, Telefonica Educacion Digital, ITU, AfDB and the Rwanda Development Board. Private sector partnerships included: Tencent (China), Zain (South Sudan), Samsung (Nigeria).

102. Following a successful fundraising strategy, an example of one large funded project with partners involved was the EU-Funded “Networks of Mediterranean Youth project (NET-MED Youth)”, which is being implemented with other Programme Sectors of UNESCO. The project was launched in early 2014 with the aim of developing knowledge, skills and tools to empower young women and men in the Western and Eastern Basins of the Mediterranean. The media component of this intersectoral project built analytical capacities and facilitated youth-led research to monitor youth’s representation in media, and generated knowledge about young people’s media consumption habits and their perceptions about diverse media platforms.

103. Based on successful work by UNESCO in 2014-2015, the European Union also renewed its partnership with UNESCO in December 2015 to strengthen freedom of expression, access to information and free, independent and pluralistic media by contributing for 36 months with €1,500,000 to a new project “Building trust in South East Europe and Turkey”. This project is a direct follow-up to the project “Media Accountability in South East Europe”.

104. There was also success during the biennium with the Sweden-funded projects “Promoting an Enabling Environment for Freedom of Expression: Global Action with Special Focus on the Arab Region” and “Promoting Democracy and Freedom of Expression”, and the Finnish-funded “Promoting Freedom of Expression in Egypt, Libya, Morocco, Syria, Tunisia and Yemen. This project with a global focus, also promoted synergies with other ongoing projects in the 18 target countries across four regions – Latin America, Asia, Africa and the Arab States. Funds were also received to scale up the successful radio project implemented in 2012-2013 “Empowering Local Radios with ICTs”, with an additional contribution in by Sweden of \$4.5 million to expand the project in Democratic Republic of the Congo, Kenya, Lesotho, Namibia, South Africa, United Republic of Tanzania and Zambia.

Impact of the financial situation on programme delivery

105. Limited financial resources constrained the ability of staff to adequately implement the programme. Staff continue to multi-task and carry an increasing work load. Additional resources for direct programme delivery would also have permitted the Sector to have a greater impact, particularly at the field level, and to provide services such as publications in additional United Nations languages.

Overall challenges encountered in implementation and remedial actions

106. The biggest challenges of 2014 and 2015 were the lack of resources, both financial and human. Efforts were deployed for fundraising, special grants, “loans” of scholars, use of interns, co-publishing, etc. However, it takes time to secure, manage and do special reporting on these funds and build relationships. Implementation of activities at the country level continues to be challenging due to various factors including lack of awareness, functioning of the media landscape, and deterioration of the security and political situation in some cases. However, regional activities were undertaken in neighbouring countries to gather participants from countries severely affected by conflict.

107. Concerning the Internet, there is a challenge raised by the expanded normative, legal and regulatory landscape. Limited resources and expertise were constraints here also. Funds were raised for external experts.

108. The focus of many activities is directly or indirectly relevant to Global Priority Africa. Specific contributions have been through the Global Initiative on Excellence of Journalism, and through

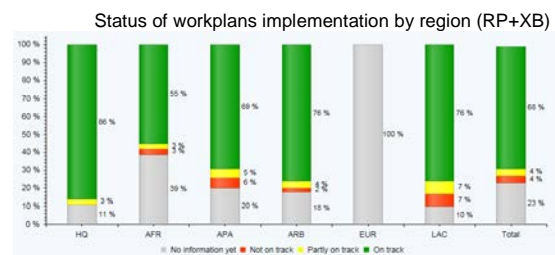
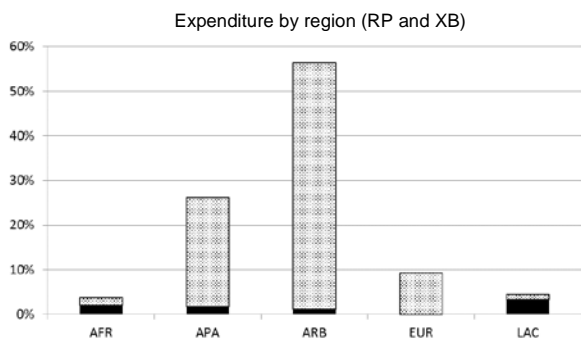
work with African media on coverage of climate change. Shortage of funds has been partly ameliorated by forging of partnerships. IPDC also allocated a special amount for media-ebola projects.

109. The achievement of results can be ascribed to the numerous and successful partnerships that have been built up, highlighting the lesson is that UNESCO can successfully catalyse energies in a concerted way. Extrabudgetary funding has been equally critical (and often interdependent with partnerships). This needs maintaining, notwithstanding the added complexities, responsibilities and workload.

II. Assessment by Expected Result

ER1: The environment for freedom of expression, press freedom, journalistic safety and self-regulation strengthened, for both online and offline, especially in PCPD countries and countries in transition, through favourable policies, practices and support to national media institutions including through IPDC

Regular Programme and Extrabudgetary resources in 2014-2015 (in thousands USD)						
Regular budget (staff and activities)			Extrabudgetary resources			Assessment of implementation of workplans
Allocation (incl. donations)	Expenditure	Exp. Rate %	Expenditure	Funds mobilized	37 C/5 funding targets	
6,972	7,129	102%	9,394	15,344	3,000	●



Implementation is "On track" for 68% of workplans

Performance Indicators (PI) and Targets (T)	Assessment of Progress as at 31/12/2015	Likelihood that target will be attained
<p>PI: Press freedom, including on the Internet, promoted by Member States. International campaign of sensitization of freedom of expression by professional organizations working in the field of press freedom</p> <p>T 2014-2015:</p> <ol style="list-style-type: none"> One major event organized as well as local activities. 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>CAP Target 2014-2015: 60%</p>	<ol style="list-style-type: none"> Local activities on the issue of press Freedom of Expression took place in over 100 countries. With WPF, a major event was successfully organized in Riga; Meetings were held at over 20 major events, promoting Freedom of Expression in traditional media, as well as online; Attended events include WSIS, The Internet Governance Forum, Netmundial and many more. Over 200 local initiatives were organized in conjunction with the WPF in Riga. This effort was strongly supported by the Secretariat. Furthermore, WPF received substantial media coverage in many regions and countries. UNESCO received reasonable credit for this United Nations Day, and the Director-General's and Secretary-General's messages were quoted by the press. WPF generated more than 7 million tweets and retweets and more than 2,000 articles; A vigorous and successful effort was made to engage our program partners and the global public, through the influential accounts of personalities and organizations, UNESCO Goodwill Ambassador Christiane Amanpour, and other press freedom figures. Adoption of the ROAM concept: rights-based, openness, access, and multi- 	High

Performance Indicators (PI) and Targets (T)	Assessment of Progress as at 31/12/2015	Likelihood that target will be attained
	stakeholders; The 38th General Conference endorsed the concept of Internet universality. Furthermore, in 2015 the Secretariat organized the global multi-stakeholder conference CONNECTing the Dots: Options for Future action, at UNESCO Headquarters to discuss crucial issues including freedom of expression and privacy online.	
<p>PI: Policies and norms conducive to freedom of expression, freedom of information, press freedom and media independence strengthened</p> <p>T 2014-2015:</p> <p>(1) (These dimensions strengthened in 25 countries, including support for media during elections in at least 5 countries;</p> <p>(2) Media independence supported through media legislation and editorial independence facilitated in at least 10 countries, especially in Africa</p> <p>CAP Target 2014-2015: 40%</p>	<p>(1) Training of media professionals were organized in 15 countries on reporting accurately, professionally and independently on elections as per international best-practices, including specialized sessions on investigative reporting, gender-sensitive reporting during elections including conflict-sensitive reporting; Additionally, UNESCO provided in-house (ownership and expertise) support to pilot media entities to improve the quality of the election reporting.</p> <p>(2) The reinforcement of media independence was supported through capacity-building of regulation mechanisms in 20 countries, particularly through extrabudgetary projects in north Africa. UNESCO organized a series of seminars, regionals workshops, trainings and conferences press to sensitize journalists to issues of press freedom and freedom of expression (FOE) in Egypt, Morocco, Tunisia and Libya.</p>	Medium
<p>PI: Self-regulation based media accountability systems supported in collaboration with media associations and journalists' capacity strengthened</p> <p>T 2014-2015:</p> <p>(1) Professional and ethical standards reinforced in at least 15 countries in collaboration with media associations, including at least 6 countries in transition;</p> <p>(2) Investigative journalism capacity is strengthened in at least 5 countries</p> <p>CAP Target 2014-2015: 25%</p>	<p>(1) Media accountability as well ethical guidelines (on hate speech) were reinforced in 15 countries; In South East Europe, regional trainings on self-regulation, access to information and hate speech were held and representatives from the five media councils discussed initial findings of a needs-assessment of the current state of the press councils and self-regulation in the region. UNESCO cooperated with and facilitated resource mobilization from various donors including the European Union, which resulted in two policy-guideline documents and a new project "Building Trust in Media in South East Europe", which was signed in December 2015.</p> <p>(2) Investigative journalism trainings were held in 15 countries. Furthermore, UNESCO attended the global conference on investigative journalism. Efforts were made to collaborate with field offices in Abuja, Accra and Beijing to facilitate the continuing use of the UNESCO Model Curricula for Journalism Education as well as its successor – the Compendium of New Syllabi.</p>	High

Performance Indicators (PI) and Targets (T)	Assessment of Progress as at 31/12/2015	Likelihood that target will be attained
<p>PI: 7 first phase countries implementing the United Nations Plan of Action on the Safety of Journalists and the Issue of Impunity. Contribution to the Universal Periodic Review (UPR), via submission of relevant information</p> <p>T 2014-2015: (1) The Plan should be implemented in at least 7 countries and reinforcement of the coordination mechanism done at the international level; (2) the Action Plan and gender dimensions promoted in at least 15 additional countries, at least 6 of which are in Africa; (3) Contribution to the UPR process of the UN Human Rights Council via submission of relevant information about at least 45 countries</p> <p>CAP Target 2014-2015: 40%</p>	<p>(1) Regional coordination mechanisms to tackle the issues of the Safety of Journalists and the continued impunity of crimes against journalists were supported in Latin America and in more than 10 countries throughout Africa and Asia.</p> <p>(2) The United Nations Plan of Action on the Safety of Journalists and the Issue of Impunity is in the process of being implemented in more than 15 countries. During this process special attention was paid to implement measures to prevent violence against female journalists in 15 countries, 6 of which are located in Africa (South Sudan, Kenya, Somalia, Rwanda, Senegal, Mali); International standards on safety of journalists have been greatly strengthened through the UNESCO Executive Board decision on Safety of Journalists and the Issue of Impunity at its 196th session and the adoption of a new United Nations Security Council Resolution 2222 (2015) on protection of journalists.</p> <p>(3) Concerning the Universal Periodic Review Process (UPR), UNESCO submitted information related to freedom of expression to OHCHR of 14 countries.</p>	High
<p>PI: Support for IPDC projects and strengthening knowledge-driven media development</p> <p>T 2014-2015: At least 100 media development projects supported by IPDC in at least 80 developing countries across all regions</p> <p>CAP Target 2014-2015: 95%</p>	<p>During the time period relevant to this report 151 media development projects were supported by IPDC. Projects were implemented in more than 80 countries developing countries across all regions.</p>	High
<p>PI: 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>T 2014-2015: In at least 7 countries</p> <p>CAP Target 2014-2015: 10%</p>	<p>4 Media Development Indicators were completed and launched. In 7 more countries the implementation of Media Development Indicators is still ongoing. Three Journalism Safety indicators were finalized.</p>	High
<p>PI: Adoption by journalism institutions of new syllabi which is based on the UNESCO model curricula, on journalism and science, development and democratic governance, and/or new reporting techniques</p>	<p>6 new syllabi and one specific training during the COP 21 on media and climate change</p>	Medium

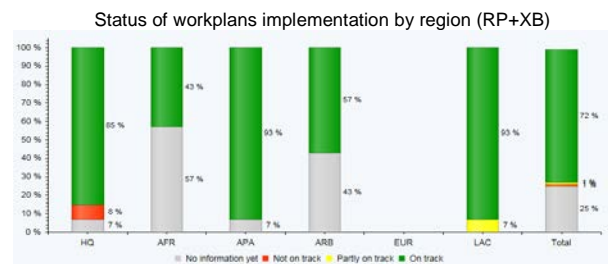
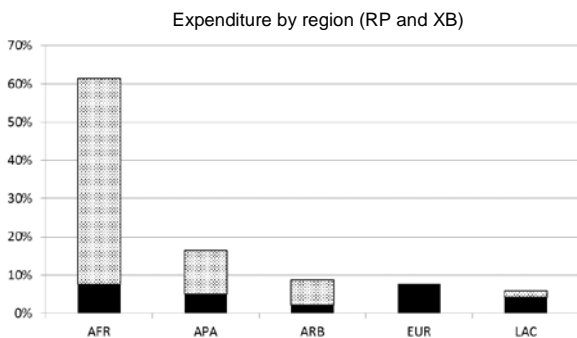
Performance Indicators (PI) and Targets (T)	Assessment of Progress as at 31/12/2015	Likelihood that target will be attained
<p>T 2014-2015: At least 6 new syllabi addressing issues of democratic governance, sustainable development and peace are produced by journalism institutions and promoted as supplements to the model curricula, particularly in African countries</p> <p>CAP Target 2014-2015: 10%</p>		

Challenges and risks in implementation and remedial actions

Key challenges	Remedial actions
<p>The biggest challenges of 2014 and 2015 were the lack of resources, both financial and human. Efforts were deployed for fundraising, special grants, “loans” of scholars, co-publishing, etc. However, it takes time to secure, manage and do special reporting on these funds and build relationships.</p>	<p>The Division kept within budget by downgrading some vacant posts. It has to be noted that through a dynamic partnership with United Nations agencies, NGOs, and use of secondees or “loans”, the implementation of programme was possible. Partnerships with other donors/agencies allowed for cost-sharing. Finally, extrabudgetary activities attracted other donors and had a snowball effect in fundraising.</p>
<p>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.</p>	<p>The achievement of results can be ascribed to the numerous and successful partnerships that have been built up. It is clear that without these partnerships, the results would have been fewer and far less impactful.</p> <p>Furthermore, some activities were re-planned according to the security conditions in some countries.</p>
<p>Concerning Internet, the challenge is posed by the expanded normative, legal and regulatory landscape posed by Internet and ICTs.</p>	<p>UNESCO has engaged in a series of publications to understand the complexity of Internet environment: the study “Keystones to Foster Inclusive Knowledge Society” and Internet Universality Framework have been presented at a number of international and regional events including WSIS and IGF meetings, and have informed a number of global and regional processes. Two other important studies “Countering Online Hate Speech” and “Principles for Governing the Internet” were published in 2015 as the new editions of the UNESCO publication series on Internet Freedom. Three new titles “Protecting Journalism Sources in the Digital Age”, “Online Licensing and Free Expression”, and “Balancing privacy and transparency” are currently under way.</p>

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

Regular Programme and Extrabudgetary resources in 2014-2015 (in thousands USD)						
Regular budget (staff and activities)			Extrabudgetary resources			Assessment of implementation of workplans
Allocation (incl. donations)	Expenditure	Exp. Rate %	Expenditure	Funds mobilized	37 C/5 funding targets	
5,516	5,581	101%	7,183	12,919	15,000	●



Implementation is "On track" for 72% of workplans

Performance Indicators (PI) and Targets (T)	Assessment of Progress as at 31/12/2015	Likelihood that target will be attained
<p>PI: Number of community radio stations that adapted programming guidelines to strengthen women and young people's representation</p> <p>T 2014-2015: At least 10 community radio stations, mostly in AFR</p> <p>CAP Target 2014-2015: 25%</p>	<p>20 community radio stations applied the guidelines for inclusion of youth in programming. The guidelines to strengthen women's participation were elaborated.</p>	High
<p>PI: Number of regulatory bodies that introduce/strengthen community media sustainability policies</p> <p>T 2014-2015: At least 2 regulatory bodies</p> <p>CAP Target 2014-2015: 25%</p>	<p>Community media sustainable policies were advocated for by the Ethiopian Broadcasting Authority together with UNESCO. A diverse group of regulators formulated a comprehensive set of recommendations at UNESCO's international seminar. This group included regulators from Benin, Ghana, Tunisia, Morocco, Argentina, Costa Rica and France.</p>	High
<p>PI: Number of countries piloting community media funding models</p> <p>T 2014-2015: 1 country</p> <p>CAP Target 2014-2015: 40%</p>	<p>Community media sustainable policies were advocated for by the Ethiopian Broadcasting Authority together with UNESCO.</p>	Medium

<p>PI: Number of countries celebrating World Radio Day (WRD) on 13 February each year</p> <p>T 2014-2015: At least 40 countries</p> <p>CAP Target 2014-2015: 10%</p>	<p>World Radio Day was observed in 155 locations in 2014 and 83 countries in 2015. World Radio Day (WRD) is a top performer celebration led by UNESCO. Whether the number of interviews given by UNESCO staff for WRD, the website statistics, the social media statistics or the number of partnerships built, UNESCO broke records in its history of international days' observance with both WRD 2014 and 2015.</p>	<p>High</p>
<p>PI: Number of international/regional associations of media organizations promoting UNESCO's Gender Sensitive Media Indicators</p> <p>T 2014-2015: At least 3 international/regional associations promote the GSIM</p> <p>CAP Target 2014-2015: 10%</p>	<p>3 international associations promoted GSIM: the Caribbean Broadcasting Union (CBU), the Southern African Broadcasting Association (SABA) and the Eurovision News Exchange Network for South East Europe (ERNO).</p>	<p>High</p>
<p>PI: Number of media institutions and journalism schools applying GSIM</p> <p>T 2014-2015: At least 2 media institutions and 5 journalism schools, particularly in Africa</p> <p>CAP Target 2014-2015: 10%</p>	<p>4 media institutions and 5 journalism schools are applying 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, and the University of China (UNESCO Chair)</p>	<p>High</p>
<p>PI: Number of media partners contributing to the action "Women Make the News"</p> <p>T 2014-2015: At least 10 media partners</p> <p>CAP Target 2014-2015: 10%</p>	<p>13 media organizations contributed to WMN in 2014 and 32 in 2015. Further to the 2014 WMN celebration, 10 media organizations appointed focal points for WMN and GAMAG. During the 2015 WMN initiative, 9 media partners pledged to commit to achieve that 30% of all sources interviewed to be women and to work towards 50%.</p>	<p>High</p>
<p>PI: A global mechanism for partnership on gender and media strengthened</p> <p>T 2014-2015: Action plan by the Global Alliance on Gender and Media executed by relevant partners</p> <p>CAP Target 2014-2015: 10%</p>	<p>The Action plan is being executed. The Steering Committee of GAMAG was established with 20 members from key stakeholder sectors such as media professionals, their unions, media organizations, civil society organizations, youth representatives, etc. Regional chapters were launched in APA, LAC and Europe and North America regions. Partnership was established with IAMCR for a research agenda at academic level.</p>	<p>High</p>
<p>PI: Number of teacher training curricula integrating Media and Information Literacy (MIL)</p> <p>T 2014-2015: At least 1 teacher training curricula integrating MIL, especially in AFR, and one youth association</p> <p>CAP Target 2014-2015: 10%</p>	<p>The Sidi Mohamed Ben Abdallah University in Morocco has taken steps to integrate MIL in the language and linguistic programme in the university. Also India, Kazakhstan, Slovakia and Turkey have been piloting the MIL Curriculum and translating it into national languages. For the other numerous MIL outputs, kindly consult activity No. 815 in Sister for the 37 C/5, "Media and Information Literacy Competencies".</p>	<p>High</p>

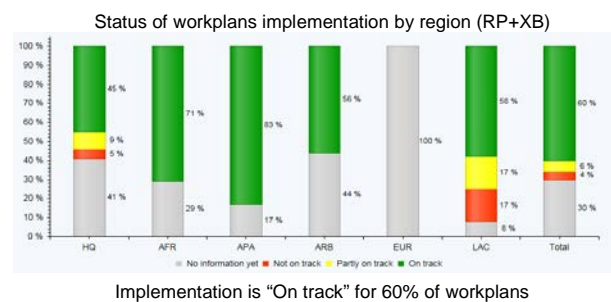
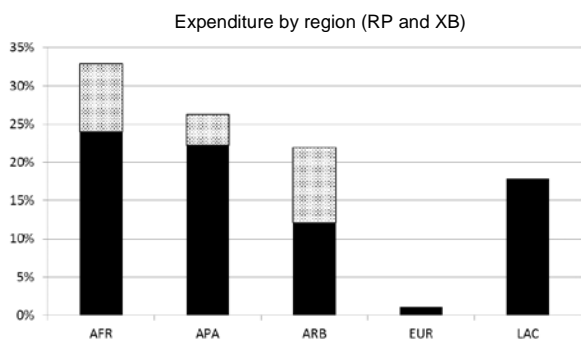
<p>PI: Number of Member States developing MIL-related national policies and strategies</p> <p>T 2014-2015: At least 2 Member States initiate MIL-related national policies and strategies</p> <p>CAP Target 2014-2015: 10%</p>	<p>2 Member States held national consultations on the formulation of MIL policies: India, Nigeria.</p>	<p>High</p>
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Challenges and risks in implementation and remedial actions

Key challenges	Remedial actions
<p>Not all areas of media pluralism are presently tackled by this ER, and coverage of all geographical regions is not possible, due to lack of funds and staff. The Section within CI dealing with this area is the one with the lowest RP allocation and Professional staff.</p>	<p>Efforts to fundraise and obtain extrabudgetary resources were intensified, with little impact thus far.</p>

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

Regular Programme and Extrabudgetary resources in 2014-2015 (in thousands USD)						
Regular budget (staff and activities)			Extrabudgetary resources			Assessment of implementation of workplans
Allocation (incl. donations)	Expenditure	Exp. Rate %	Expenditure	Funds mobilized	37 C/5 funding targets	
5,886	5,981	102%	2,466	3,035	-	



Performance Indicators (PI) and Targets (T)	Assessment of Progress as at 31/12/2015	Likelihood that target will be attained
<p>PI: Number of Member States formulating policy frameworks on universal access to information and knowledge using ICTs and Open Solutions, and on the provisions contained in the normative instrument "Recommendations concerning the Promotion and Use of Multilingualism and Universal Access to Cyberspace"</p> <p>T 2014-2015: (1) At least 10 new Member States adopting national level OER policies; (2) ICT CFT based teachers training become part of national education policies in at least 10 countries; (3) Number of journals in DOAJ increased by 200 and Open Access Repositories listed in DOAR increased by 90; (4) At least 2 Member States enacted National policies on FOSS, Open Data, Open Cloud, and/or Open Source; (5) At least 7 Member States implementing the Recommendation on multilingualism in Cyberspace in national policies, Strategies, initiatives and legislation</p> <p>CAP Target 2014-2015: 40%</p>	<p>(1) Bahrain, Oman, and Kenya were assisted by UNESCO to develop national-level OER policies. Furthermore, UNESCO developed model institutional policies for key national universities in Nigeria and Indonesia. The consolidated report on the implementation of the 2003 recommendation has been endorsed by the General Conference at its 38th session providing evidence on measures taken to implement the normative instrument in 21 countries.</p> <p>(2) ICT CFT based teachers training became part of national education policies in 7 countries</p> <p>(3) 64 National level institutes established OA. UNESCO's action also has encouraged institutions to sign Berlin declaration on OA; The number of journals could be increased by 1996 and the number of open repositories could be increased by 330.</p> <p>(4) 2 member countries (Mexico and Slovenia) received UNESCO support in enacting their Open Access policy</p> <p>(5) UNESCO General Conference endorsed New Delhi Declaration calling Members States to introduce information and ICT accessibility related policies and measures; UNESCO supported national consultative mechanism in Iran to introduced the information and ICT accessibility for persons with disabilities.</p>	<p>Medium</p>

Performance Indicators (PI) and Targets (T)	Assessment of Progress as at 31/12/2015	Likelihood that target will be attained
	Information Accessible for Educational professionals was finalized and disseminated in 23 languages worldwide to carry out capacity-building work.	
<p>PI: Number of Member States institutional capacities strengthened to access, develop and share knowledge resources including through broadband-enhanced ICTs, mobile devices and Open Solutions, with special emphasis on teachers, learners, researchers, information professionals or scientists</p> <p>T 2014-2015:</p> <p>(1) 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;</p> <p>(2) Information and ICT accessibility training resources in OER format developed and tested by 7 national education institutions;</p> <p>(3) At least 2 Ministries of Education, and Youth launching initiatives to develop mobile applications for sustainable development and youth employment;</p> <p>(4) 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;</p> <p>(5) At least 2 Member States developing Media and Information Literacy-related action plans based on evidence-based data;</p> <p>(6) 4 Member States implementing participatory Disaster Risk Reduction (DRR) and green economy strategies based on Free Open source (FOSS) tools and openly licensed GIS data</p> <p>CAP Target 2014-2015: 25%</p>	<p>(1) 5 Member States with teacher training institutions implemented national-level, scalable OER repositories</p> <p>(2) Information and ICT accessibility training resources in OER format were developed and tested by 4 national education institutions</p> <p>(3) Training initiatives were launched in collaboration with Ministries in South Sudan and Kenya.</p> <p>(4) 9 institutions adopted training programmes on mobile apps development, with a focus on girls</p> <p>(5) Regional coordination mechanisms supported in Latin America and the Caribbean to carry out national Information and Media Literacy Assessment in 7 countries</p> <p>(6) In collaboration with Natural Science, a UNESCO developed collaborative Methodology for Assessing School Safety Vulnerability was deployed in El Salvador</p>	Medium
<p>PI: Number of teachers effectively harnessing ICT in their professional practice to promote quality learning environments</p> <p>T 2014-2015: At least 5 Teacher Education Institutions use the ICT Competency Framework for Teachers (ICT CFT)</p> <p>CAP Target 2014-2015: 25%</p>	<p>600 teachers effectively harnessed ICT in their professional practice to promote quality learning environments</p> <p>5 teacher Education Institutions used the ICT Competency Framework for Teachers (ICT CFT)</p>	High

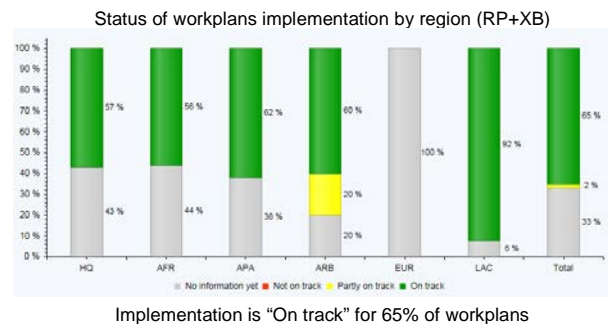
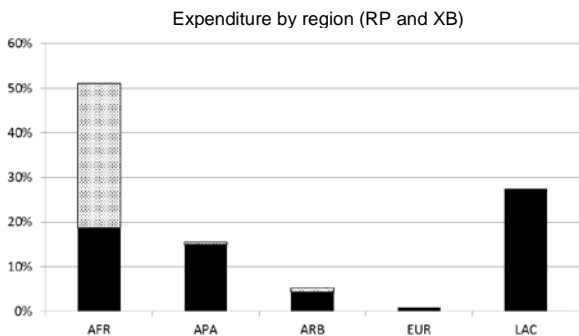
Performance Indicators (PI) and Targets (T)	Assessment of Progress as at 31/12/2015	Likelihood that target will be attained
<p>PI: Policy support initiatives for open, distance, flexible and online (e-learning) education capitalizing on open solutions</p> <p>T 2014-2015:</p> <p>(1) At least 2 policy support tools for open, distance, flexible and online (e-learning) learning developed</p> <p>(2) Dynamic community-based inter-regional policy tool bringing together best practices and policy advise for open, distance, flexible and online (e-learning) education</p> <p>CAP Target 2014-2015: 25%</p>	<p>(1) Policy tool: Guidelines on the Inclusion of Learners with Disabilities in Open and Distance Learning (ODL) finalized</p> <p>(2) UNESCO has finalized the guidelines entitled “Learning for All: Guidelines on the Inclusion of Learners with Disabilities in Open and Distance Learning”. This document addresses the role and obligations of stakeholders – governments, institutions, teachers, instructional designers, and quality assurance (QA) and qualifications recognition bodies, as well as industries and developers, families and persons with disabilities.</p>	Medium

Challenges and risks in implementation and remedial actions

Key challenges	Remedial actions
The biggest challenge that the sector had to face in 2014 and 2015 was the financial restraints and limited funds.	Harnessing extrabudgetary resources synergy with ongoing initiatives

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)

Regular Programme and Extrabudgetary resources in 2014-2015 (in thousands USD)						
Regular budget (staff and activities)			Extrabudgetary resources			Assessment of implementation of workplans
Allocation (incl. donations)	Expenditure	Exp. Rate %	Expenditure	Funds mobilized	37 C/5 funding targets	
5,953	6,053	102%	2,654	2,152	220	



Performance Indicators (PI) and Targets (T)	Assessment of Progress as at 31/12/2015	Likelihood that target will be attained
<p>PI: Safeguarding, preservation and accessibility of documentary heritage enhanced in Member States through the Memory of the World programme and a Recommendation</p> <p>T 2014-2015:</p> <p>(1) At least 40 new inscriptions on Memory of the World Register</p> <p>(2) At least 10 new National Memory of the World Committees and registers set up and operational</p> <p>(3) A draft Recommendation on preservation and access to documentary heritage elaborated</p> <p>CAP Target 2014-2015: 25%</p>	<p>(1) There was a growing interest of Member States towards the Memory of the World Programme. 100 nominations were submitted for consideration and possible inscription on the MoW International Register during the 2014-2015 nomination cycle. The MoW Register Sub-committee retained 88 nominations to be further considered by the International Advisory Committee (IAC) out of which 47 nominations were approved for inscription on the Memory of the World International Register in October 2015.</p> <p>(2) At least 10 new National Memory of the World Committees and registers set up and operational.</p> <p>(3) Following 37 C/Resolution 53 of the 37th session of the General Conference requesting UNESCO to prepare a draft Recommendation on preservation of, and access to documentary heritage, an intergovernmental Special Committee meeting of experts (category II) was convened at UNESCO Headquarters, in Paris (1-2 July 2015) with the participation of 115 experts from 46 Member States in order to discuss and finalize the draft text of a UNESCO normative instrument in this field. The Recommendation was successfully finalized and submitted for adoption to the 38th session of the General Conference and thus on 11 November 2015 become the first UNESCO normative document on documentary heritage preservation to</p>	<p>High</p>

	guide public policies in this domain.	
<p>PI: Member States' libraries and archives contributing to the preservation of documentary heritage</p> <p>T 2014-2015: At least 2 new digital library services established by Member States</p> <p>CAP Target 2014-2015: 10%</p>	<p>A tool for handling Amharic script was developed and successfully deployed in 9 University libraries in Ethiopia</p>	High
<p>PI: WSIS stakeholders implementing the World Summit on the Information Society (WSIS) outcomes through knowledge-sharing and multi-stakeholder partnerships</p> <p>T 2014-2015: (1) WSIS stakeholders actively contributing to international cooperation in the fields of ICTs through knowledge-sharing and multi-stakeholder partnerships building (2) 10 governments submit WSIS+10 Review reports; (3) Governments, civil society organizations and private sector participate in all WSIS Review meetings</p> <p>CAP Target 2014-2015: 10%</p>	<p>A high-level awareness raising event organized to promote information accessibility within "Access" line to support the development of information and ICT accessibility policies and measures among WSIS stakeholders.</p> <p>(1) 2 WSIS Fora in 2014 and 2015 with more than 1500 participants each were co-organized, plus UNESCO also fully contributed to the UNGA WSIS+10 Review process, which also brought many 100 stakeholders together through an additional series of four multi-stakeholder meetings, plus the final adoption of the Outcome Document by the UNGA.</p> <p>(2) 15 governments submitted reports (3) The two WSIS+10 Review meeting gathered more than 1500 multi-stakeholder participants</p>	High
<p>PI: The international debate on Internet Governance (IG) prominently includes issues in UNESCO's field of competence</p> <p>T 2014-2015: Global Internet Governance agenda and debate includes issues in UNESCO's field of competence in relevant fora</p> <p>CAP Target 2014-2015: 10%</p>	<p>Glossary on Internet Governance terms in Arabic developed for the IG community. UNESCO organized 3 workshops and one Open Forum at each of the IGFs, plus it contributed and participated in another more than 20 meetings/workshops in its field of competence. The Internet-related study "Keystones to foster inclusive knowledge Societies – Access to information and knowledge, Freedom of Expression, Privacy, and Ethics on a Global Internet" –and its inclusive preparatory process, including the CONNECTing the DOTS conference, were additional milestones in placing UNESCO themes centrally on the international agenda. The adoption by the General Conference of the recommendations for future actions of the Internet Universality concept and ROAM principles are additional highlights of this biennium's achievements.</p>	High
<p>PI: Multi-stakeholder implementation of WSIS outcomes enhanced through the strengthening of United Nations partnerships and networks</p> <p>T 2014-2015: United Nations partnerships and networks strengthened through high-level and working level meetings in 2014 and 2015</p> <p>CAP Target 2014-2015: 10%</p>	<p>4 UNGIS High-level and 5 working level physical meetings were organized; UNGIS also prepared a joint statement by its 30 Organizations on ICTs for the SDGs, which was endorsed by the United Nations' Chief Executive Board – a first in the UNGIS-UN history.</p>	High

<p>PI: Number of IFAP National Committees established or strengthened by Member States, particularly in Africa and SIDS Member States, to assess and operationalize responses to national policy needs in the IFAP priority areas through strategies, policies and projects</p> <p>T 2014-2015: At least 5 National IFAP Committees, of which 3 are in Africa and/or SIDS</p> <p>CAP Target 2014-2015: 25%</p>	<p>5 New National IFAP Committees or National Focal Points have been established or strengthened in Gabon, the Dominican Republic, San Salvador, South Africa and Thailand. In addition, UNESCO Offices in Beijing, Cairo, Harare, Nairobi, Tehran and San Jose continue to play key roles in supporting cooperation with National IFAP Committees or Focal Points in the countries they cover.</p>	<p>High</p>
<p>PI: Number of formal partnerships established with IGOs, INGOs, private sector and academic institutions to promote cooperation, outreach formulation and implementation of policies in the 6 IFAP priority areas</p> <p>T 2014-2015: At least 2 formal partnerships; -Cooperative programme of work elaborated /funded and activities implemented.</p> <p>CAP Target 2014-2015: 40%</p>	<p>Regional coordination mechanisms supported in Latin America and the Caribbean to carry out national Information and Media Literacy Assessment in 7 countries. 5 cooperative programs of work have been established or intensified leading to organization of co-funded events, developing of policy resources and the implementation of capacity-building programs. Support provided to consultative mechanism on multilingualism in cyberspace in Khanty-Mansiisk region in 2015 and global consultations in Paris in 2014.</p>	<p>High</p>
<p>PI: Number of Member States which have integrated UNESCO policy development resources/activities (declarations, guidelines, studies, capacity-building initiatives) in IFAP priority areas into their national information policies</p> <p>T 2014-2015: 2 Member States integrated information policies resources in their national information strategies</p> <p>CAP Target 2014-2015: 25%</p>	<p>Policy roadmaps on Open solutions have been developed in at least 3 LAC SIDS as a follow-up to IFAP organized studies and events. Representatives and institutions from at least 53 Member States have committed to implement various declarations developed in the framework of IFAP's activities.</p>	<p>High</p>
<p>PI: Number of MS implementing strategies and actions related to the Ethical dimensions of the Information and Knowledge Societies</p> <p>T 2014-2015: One SIDS and one developing country in Africa implementing strategies and actions in the Ethical dimensions</p> <p>CAP Target 2014-2015: 10%</p>	<p>Information ethics conferences have been organized in 4 African countries with the full support and participation of national authorities. In addition, government representatives from at least 14 African countries have also participated in these events and expressed commitment to integrating these into national policy and practices. In the LAC region 2 regional events have been organized in concert with 2 national authorities attended by representatives of 16 governments.</p>	<p>High</p>

Challenges and risks in implementation and remedial actions

Key challenges	Remedial actions
<p>The main challenge that the sector had to face in 2014 and 2015 was the financial restrains and limited funds.</p>	<p>Develop partnerships and seek extrabudgetary funds.</p>

UNESCO INSTITUTE FOR STATISTICS (UIS)

Key achievements and challenges in 2014-2015

110. The sustainable development goals (SDGs) will remain just that – a set of goals – without accurate data that countries can use to monitor progress and develop evidence-based policies. In response, the UNESCO Institute for Statistics (UIS) is leading efforts to develop and produce the frameworks and indicators needed to monitor the new global education goal (SDG 4) as well as key targets related to science, culture and communication.

111. Clearly, no single organization can provide all the data required to monitor the SDGs. In response, the UIS has taken a strategic approach by evaluating the statistical needs of countries and the international community and using this information to re-align its activities and services – from data collection to capacity-building.

112. In the field of **education**, the UIS took a proactive approach by convening a technical advisory group to help the international education community identify the indicators needed to monitor SDG 4 and help get all children in school and learning by 2030. For SDG 4, the UIS continues to improve the quality of its core set of indicators – such as sex-disaggregated participation rates, teacher shortage projections and education finance data – while developing new indicators and sources of information on the quality of education, equity issues and learning outcomes. In particular, there is a critical need for global measures of learning that countries can use to improve the outcomes of their children and youth and monitor progress. Given the importance and complexity of this work, the UIS Director has developed a series of new initiatives in collaboration with partners and donors while directly overseeing their implementation.

113. In the field of **science**, the UIS is the only statistical agency to collect data on research and development in countries at all stages of development. Over the past biennium, the Institute moved from a biennial to an annual data collection while significantly expanding its database with a new global survey on innovation. Consequently, the UIS is prepared to monitor a key target of SDG 9 which calls for the enhancement of scientific research and innovation especially in developing countries.

114. In the field of **culture**, the UIS has made a tremendous leap forward by developing and launching a global survey on cultural employment. These data will support international and national policymaking initiatives designed to strengthen the role of culture in promoting sustainable and inclusive economic growth.

115. In the field of **communication**, the UIS is about to launch a new global survey on the use of information and communication technologies in education. The results can be used to help monitor key targets of SDG 4 related to education quality and lifelong learning.

116. Overall, the SDGs represent a tremendous opportunity and challenge for the UIS. The Institute has the technical expertise, reputation and drive to break new ground. The challenge lies in securing the resources needed to produce the data.

117. In the current funding climate, it is increasingly difficult to raise multi-year support for all of the phases required to produce the data – from methodological development to data collection, processing and dissemination. Donors are increasingly focusing on earmarked agreements, which cannot adequately support a statistical agency. No statistical agency, especially a global institute, can divide its core services into earmarked projects. It is, therefore, essential to secure greater support from UNESCO and partners, especially those with the mandate to support and monitor the new global education goal.

118. In 2014-15, the UIS generated income of about \$24.5 million and expenditures reached levels of approximately \$23.2 million for the biennium. The UNESCO contribution amounted to

about 32% of this total income while the following donors provided support to the Institute: the Governments of Australia, Canada and Quebec, Norway, Sweden, United Kingdom; the World Bank through its Development Grant Facility; the Hewlett Foundation; and the Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ). In addition, the Institute was the recipient of a \$2.3 million grant from the Global Partnership for Education (GPE) in 2013 to support the Institute's work in the areas of reading assessment, education finance and out-of-school children for the period 2013 to 2016. The ongoing support of all of these donors is critical to the Institute as it seeks to establish new agreements with a wider range of partners.

119. By maintaining a series of austerity measures (such as the freezing the recruitment of vacant posts, reduction of administrative costs and travel, decrease in the number of training workshops or reduction in related costs by selecting more economical venues for these training and capacity-building events, suspension of certain activities, etc.), the UIS has managed to maintain most of its core services, with some exceptions such as its global media survey, while branching into new areas described above.

120. For all of these initiatives, the UIS must secure additional resources in order to respond to the rising demands for high-quality data. The statistical needs and expectations arising with the SDGs represent both an opportunity and risk to the longer-term role and reputation of the UIS and UNESCO at large.

Global Priority Africa

Summary Strategic Assessment

121. The Africa Department, in line with its Operational Strategy for Priority Africa, coordinated closely with the Programme Sectors and Africa field offices, providing guidance and support for the implementation of the six flagship programmes. High-level advice and facilitation were provided, in particular, regarding the implementation and follow-up of the AU's decisions (for example, School of Peace in Côte d'Ivoire, Luanda Biennale on Culture of Peace) and outcomes of high-level meetings and missions in Africa (for example the Director-General's visit to Mali which led to the decision to support the Peace Process). The Department also participated actively technically and in leadership terms in joint programmes and in the United Nations system's regional coordination mechanisms in Africa.

122. Other support to Member States and field offices included providing visibility to their activities through the Department's website, for example during the Africa Week 2015 and mobilization of partners such as Royal Air Maroc and the Office Chérifien des Phosphates (OCP). 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, as illustrated, for example in the strategic and technical support provided to the Special Envoy Forest Whitaker, as part of the Whitaker Peace and Development Initiative and in the setting up of dynamic networks in Africa.

123. Another forward-looking activity concerns the initiation, with SHS, of the Futures' Forums for Africa, including the organization by the Department of a forum on the theme of 'Emergence in Africa: what future for the Continent?', in December 2015, at Headquarters, with the participation of eminent personalities, including the launch on the same day of a publication entitled *African Futures: Towards a Sustainable Emergence*, prefaced by the Director-General, and jointly produced by the Department and the African Futures Institute. A publication on *African Women, Pan-Africanism and African Renaissance* highlighting the role of African women in the building up of Pan-Africanism and African Renaissance was launched during the General Conference.

Flagship 1: Promoting a Culture of Peace and Non-Violence

124. UNESCO established three networks in 2014 – the “*Network of Foundations and Research Institutions for the promotion of a Culture of Peace in Africa*” (Yamoussoukro); the “*Women for a Culture of Peace in Africa*”, (Brussels); and the “*Youth Network for a Culture of Peace in Africa*” (Libreville). Twenty youth from this latter Network participated substantively in UNESCO's conference on “Youth and the Internet”, in Paris (June 2015). Following the AU's decision on the culture of peace in Africa, adopted in January 2015, UNESCO participated in May and November 2015 in the preparatory and information meetings 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, approved during the 198th session of the UNESCO Executive Board. UNESCO also contributed to the organization of a symposium on “The African Initiative for Peace through Interreligious and Intercultural Dialogue” organized by the Republic of Benin in May 2015. The national peace and reconciliation process in Mali designed through the Peace Agreement of 15 May and 20 June 2015 was enhanced by UNESCO, notably through the reconstruction process of the mausoleums in Timbuktu.

125. In order to enhance awareness 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). UNESCO General Conference has also established the African World Heritage Day, for the celebration of which Africa Department is fully mobilized. In the same vein, UNESCO launched in October 2015 a Coalition of Artists for the *General History of Africa*, which targets the youth and the public at large and aims at raising awareness about the importance of

learning African history. An international conference and a network of foundations and research institutions for the promotion of a culture of peace were held in Soyo (Angola), in September 2015.

126. In West Africa, many teachers and teacher trainers have been trained on the ECOWAS manual on peace education, translated in 27 ECOWAS local languages. A digital version is now available in English, French and Portuguese. Community radios are being used to relay messages of peace and reconciliation. The United Nations 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 United Nations 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. United Republic of Tanzania is advocating for the protection of rights of Albinos and ending FGM practices with strong support mobilized from Maasai leaders. In Southern Africa, UNESCO is reinforcing tolerance, the 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

127. UNESCO provided technical support for capacity strengthening in sector-wide policies and planning, focusing on areas such as sector reviews and plans in preparation of GPE requests or its implementation (Central African Republic, Chad, Congo) and 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 United Republic of Tanzania). As a direct outcome of the Kigali meeting, technical backstopping for national EFA 2015 Reviews was provided, resulting in an EFA assessment report, 38 national reports and the organization of 16 national consultations. A regional consultation on Education 2030 Framework for Action for West and Central Africa was also organized for 25 countries, in November 2015 in Dakar, Senegal.

128. 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 (Kigali discussion, February 2015). Thematic work has been achieved in line with national and regional qualification frameworks. A new methodology and tool (DIPEFE) for national diagnosis aimed at enhancing Youth transition from school/training to work has been developed and published. Regional cooperation and capacity-building in developing, implementing and analysing youth skills and greening policies was also carried out. This capacity strengthening also benefitted two regional networks – RAIFFET (Réseau Africain des Instituts de Formation de Formateurs de l'Enseignement Technique) and RAFPRO (Réseau Africain des Institutions et Fonds de Formation Professionnelle) – and 11 countries in West and Central Africa. 250 copies of "It's Time to Work (ITTW)" toolkit, a career guidance tool for TVET for a green economy has been disseminated in 7 SADC countries.

129. A subregional workshop for the Sahel region (Senegal, May 2015) addressed the links between TVET, literacy and non-formal education (NFE) and shared results of studies conducted in the region. The Africa Department participated in the workshop through support in partnership development. Activities in literacy and skills development, including through use of ICTs, targeting girls and young women, have been implemented in Senegal, Nigeria and United Republic of Tanzania. In Namibia, 20 primary education teachers were trained on literacy and reading through alternative learning practices in the lower primary grades. A harmonized curriculum framework for bilingual education in a multilingual and multicultural context as well as a reference resource park for teacher-training institutions on literacy and non-formal education content were developed for francophone countries in ECOWAS region.

130. In teacher education, a *Teacher Policy Development Guide for Africa* was published. The Pan-African Teacher Education and Development (PACTED) Road Map developed by the AU, with support from UNESCO, the International Taskforce on Teachers for EFA and other partners, has been adopted by the ECOWAS Ministers responsible for Higher Education & Scientific Research during their November 2014 meeting. In 2015, UNESCO launched the development of a curriculum framework for basic education teacher-training institutions in West and Central Africa. The curriculum, earlier adopted by SADC countries, is being considered for adaptation by the East African Community.

131. A landmark event was organized, in cooperation with AU, to adopt the 2014 Revised Convention on the Recognition of Studies, Certificates, Diplomas, Degrees and Other Qualifications in Higher Education (Addis Convention, December 2014). In collaboration with the Association of African Universities (AAU) and the German Academic Exchange Service (DAAD), UNESCO developed a framework for quality assurance in Africa, and a critical mass of 70 quality assurance specialists from eight UEMOA countries have had their capacities strengthened on internal and external quality assurance. A framework as well as guidelines for resource mobilization and innovative approaches for financing higher education in Africa were developed and published jointly by UNESCO and AAU, and the capacities of more than 150 African higher education experts have been enhanced.

Flagship 3: Harnessing STI and knowledge for the sustainable socio-economic development of Africa

132. Technical assistance was provided for designing policy instruments, consultation on STI policy and formulating STI legislation in more than seven African countries, with support from the Spanish Agency for International Development Cooperation (AECID). 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. In July 2015, in collaboration with the Government of Ghana, a high-level meeting on Mobilizing STI for Africa's Sustainable Development Post 2015 saw the participation of more than 150 participants from 20 African countries.

133. 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 bioinformatics 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 Foundations, through the award of fellowships to distinguished female scientists to pursue high-level research.

134. 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 OPEC Fund for International Development 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. On the margins of the COP 21, a conference on indigenous knowledge and climate change in sub-Saharan Africa as well as Youth Forum on STI took place at UNESCO Headquarters.

Flagship 4: Fostering science for the sustainable management of Africa's natural resources and disaster risk reduction

135. 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 Transboundary Water Assessment Programme, African countries used an adapted methodology for the characterization and assessment of transboundary aquifers; after the completion of the programme, an improved Integrated Shared Aquifer Resource Management (ISARM)-IGAD transboundary aquifer map will be available. 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 50 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.

136. 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 project, funded by Koica, is being implemented in three BR (United Republic of Tanzania, Ghana, and Nigeria). Three new African BR have been approved (two in South Africa and one in Ethiopia). In 2014, 33 Master's students and 23 Ph.D. students from 23 African countries were trained at ERAIFT (Regional School for Integrated Management of Forests and Tropical Territories, DRC). ERAIFT became a UNESCO category 2 centre following endorsement by the General Conference at its 38th session. 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 World Heritage Fund (AWHF) organized a Risk Preparedness Training Workshop for 15 participants from cultural and natural World Heritage sites from lusophone African countries in Cabo Verde in February-March 2015. Two case study reports on sediment dynamics have been presented for dissemination during the International conference on African Large River Basin Hydrology, held in Tunisia, in October 2015.

Flagship 5: Harnessing the Power of Culture for Sustainable Development and Peace in a Context of Regional Integration

137. With culture being increasingly acknowledged as an enabler and a driver of sustainable development, UNESCO has worked to assist African countries in improving their institutional and legal frameworks pertaining to culture, in particular through the implementation of the culture conventions by deploying targeted technical assistance to develop or revise cultural policies as well as to build capacities among government officials and professionals working in the culture and heritage sectors. For instance, under the 1972 Convention 36 workshops were organized in Africa with 1,224 participants and under the 2001 Convention two workshops were organized for 35 professionals from African countries. The 2003 Convention followed a comprehensive longer-term capacity-building approach conducting multi-year projects in 20 African countries combining training, advisory services and stakeholder consultation. Six additional African countries benefitted from specific short-term support. A total of 340 persons were trained of which more than 40% are women. Moreover, an intergovernmental committee was organized in Namibia in 2015 and Ethiopia volunteered to host it in 2016, which will bring the number to four out of 11 committee sessions hosted by African countries since the Convention has been in existence. Under the 2005 Convention, technical assistance was provided that led to the creation of new policies in seven African countries and \$663,000 funded, through the IFCD, eight projects in 12 countries in Africa, 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.

138. Furthermore, technical assistance and capacity-building have been provided to encourage the ratification of the conventions related to cultural heritage. In this regard, 62 participants were involved in awareness-raising activities about the 1954 Convention in Togo and Liberia and three African countries¹ ratified the 2001 and the 1954 Conventions, including the two Protocols to the latter. In terms of training, UNESCO supported African Member States in the safeguarding of their tangible and intangible heritage, in the fight against illicit trafficking of cultural goods and the protection of cultural property in the event of armed conflict through a variety of initiatives carried out in collaboration with partners such as the International Union for Conservation of Nature (IUCN), the African World Heritage Fund (AWHF) and the United Cities and Local Governments (UCLG).

139. As regards the promotion of the values of cultural heritage, in particular among youth, UNESCO invested in the development of educational material and the implementation of awareness-raising initiatives. Under the 1972 Convention, 15 African Member States participated in activities carried out in the framework of the World Heritage Educational Programme, four World Heritage education initiatives involving African youth specifically from 85 countries were undertaken and 11 youth action camps which mobilized over a 100 international volunteers were carried out in World Heritage sites in nine African countries.

Flagship 6: Promoting an Environment Conducive to Freedom of Expression and Media Development

140. 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 United Nations Plan of Action on the Safety of Journalists and the Issue of Impunity have been promoted across the continent, including Kenya, United Republic of Tanzania, South Sudan, Somalia, Nigeria, Gabon and Zimbabwe, where dedicated training and conferences were organized and follow up ensured, e.g. the Media Sector Working Group operating in South Sudan and report on safeguarding media freedom and safety of journalists in South Sudan published in December 2015. A manual on techniques and methods for safety of journalists during conflict was also 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 the new media law was supported for securing provisions of press freedom. The National Internet Governance Forum (IGF) took place in Rwanda in October 2015 to enable media stakeholders to contribute towards freedom of expression.

141. UNESCO co-organized, in cooperation with the Organisation internationale de la Francophonie (OIF), training for 32 journalists from Comoros in November 2014, to reinforce democratic reporting practices for the 2015 elections. 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,

¹ Ethiopia became party to the 1954 Hague Convention for the Protection of Cultural Property in the Event of Armed Conflict and its 1954 (First) Protocol; Madagascar became party to the 2001 Convention on the Protection of the Underwater Cultural Heritage; and South Africa became party to the 2001 Convention and to the Second Protocol to the Hague Convention of 1954.

the network of UNESCO Chairs on communication. A number of capacity-building workshops 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 programmes were produced on the theme of climate change and food security, with the concept of gender as the overarching theme. Using the guidebook “Climate Change in Africa: A Guidebook for Journalists”, UNESCO collaborated with the French Agency for Media Cooperation (CFI) to train 18 African journalists. They subsequently reported on the International Scientific Conference and the COP 21 events in July and December 2015 respectively. In Comoros, the Association des Médias Audiovisuelles des Comoros was supported to train young radio presenters in producing and broadcasting radio programmes, based on the UNESCO's radio toolkit – Linking Generations through Radio – on all three islands (August and September 2015).

Challenges and lessons learnt

142. 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 knowledge of African regional, subregional and national institutions, and also with the active collaboration of Headquarters sectors, corporate services and field offices. It also coordinated with HRM to materialize proposals from Member States to second staff to the field offices.

Global Priority Gender Equality

Summary Strategic Assessment

143. The Division for Gender Equality in the Office of the Director-General (ODG/GE) continued to provide strategic guidance and overall technical support to programme sectors, central services, field offices, institutes and centres 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 provided training and technical advice to all units of the Secretariat, including through gender equality clinics. A comprehensive quantitative and qualitative analysis of all workplans (WPs) was undertaken in 2014 and 2015 and its results, along with specific recommendations for the improvement of WPs, were shared with the Senior Management Team (SMT) and the Gender Focal Point (GFP) Network. Follow-up reviews of the WPs were conducted to track change and gather good examples to serve as models for programme specialists. ODG/GE has been closely monitoring the use of the Gender Equality Marker in SISTER and continues to organize regular training sessions.

144. Within the accountability framework of GEAP II, 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.

145. UNESCO has continued to engage in high-level advocacy and networking initiatives in order to ensure the successful implementation of Global Priority GE and become a visible actor at the international, regional and country levels in promoting gender equality in all its areas of competence. Enhanced collaboration with a wide range of stakeholders has been promoted or reinforced. The Organization continued to make a strategic contribution to the United Nations system, including the submission of the second and third UN-SWAP reports to UN Women and the active participation in the fifty-eighth and fifty-ninth sessions of 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 the World Bank, proactively collaborated with ED for the organization of the Mobile Learning Week in Paris, jointly with UN Women on the theme of leveraging technology to empower women and girls, and the World Education Forum in Incheon.

Major Programme I: Education

146. UNESCO launched a joint programme with UN Women and UNFPA and World Bank, aimed at empowering adolescent girls and young women through a comprehensive and multisectoral approach to education, health, skills development and use of technology. 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 Social-related gender based violence (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 United Republic of 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 particular in Africa. A gender review of national EFA 2015 review reports was conducted and gender analysis of outcomes of regional learning assessments were undertaken. The Gender Summary of the 2015 *EFA Global Monitoring Report* provides detailed evidence of how much has been achieved in the past 15 years towards gender parity and reducing all forms of gender inequalities in education.

Major Programme II: Natural Sciences

147. 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. The United Nations Secretary-General's Scientific Advisory Body has 46% women and UNESCO has increased women in its scientific conferences to 39%. 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 on gender equality indicators, data and policy instruments in water or science have gained new support and partners. In particular through the results of SAGA project, Member States are further empowered to better understand the impacts of programmes on women and science, and improve their policy frameworks towards gender equality in STI.

Major Programme III: Social and Human Sciences

148. Gender-sensitive policy making/planning for social inclusion was promoted through workshops and policy reviews in Indonesia, 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 the Community of Independent States. 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 persons with disabilities, were incorporated into China's Family violence draft law. A fund-in-trust project was launched in Malaysia, Timor-Leste and Cambodia to assist policy-makers 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 gender lenses. The 9th UNESCO Youth Forum in October 2015 brought together over 500 young delegates from all over the world, 60 percent of which were female participants, to focus on issues related to climate change and the post-2015 sustainable development agenda. 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

149. 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) highlighted the key role of culture and creative industries to promote women's employment and gender equality, encouraged the development of policies promoting the contribution of women to cultural life, so that in many instances gender equality is incorporated in national policy framework as cross-cutting theme of importance for sustainable development. 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 under way 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

150. UNESCO has continued to promote gender equality in and through the media with a two-pronged approach, through mainstreaming gender equality within its programmes, as well as through gender specific actions and activities by supporting media institutions to apply the Gender Sensitive Indicators in Media (GSIM) and the launch and meetings of regional chapters of the Global Alliance on Media and Gender (GAMAG). Gender equality 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 1,000 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 classrooms in Kenya, Ethiopia, and United Republic of Tanzania – with two additional modules developed by the Dakar Office on women figures from the region (Senegal and Mali). In addition, public policies are being stimulated through research initiatives such as the Global Survey of Media and Gender.

Major challenges and lessons learnt

151. The implementation of GEAP II continued to be affected by limited financial and human resources, making it difficult to organize capacity-building/training activities, especially for the field staff. Participation in high-level advocacy and networking initiatives has also been affected. These challenges have been mitigated by relying on extrabudgetary funding for specific events and dedicated funds-in-trust for pilot initiatives. Strengthened accountability and responsibility frameworks under GEAP II, regular review of RB and XB workplans and the introduction of the Gender Equality Marker in SISTER, combined with continuous training, represent key elements to further institutionalize Priority GE within the processes and the programmes of the Secretariat and it is expected that their contribution will mitigate some of the remaining challenges.

Proposed decision

152. The Executive Board may wish to adopt a decision along the following lines:

The Executive Board,

1. Recalling 34 C/Resolution 89, 196 EX/Decision 4 (I), and 38 C/Resolution 99,
2. Having examined document 199 EX/4 Part I (A) entitled “Programme Implementation Report (PIR) for 2014-2015”,
3. Expresses its appreciation to the Director-General for the quality of information and evidence presented in it;
4. Notes with satisfaction the progress made towards the achievements of outputs, and the measures taken to ensure programme delivery despite the financial situation;
5. Invites the Director-General to continue her efforts to ensure the efficient implementation of the programme;
6. Requests the Director-General to present to it at its 201st session a Programme Implementation Report (PIR) covering the period 2014-2016, in accordance with 38 C/Resolution 99.



United Nations
Educational, Scientific and
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Executive Board

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199 EX/4 Part I (B)

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EXECUTION OF THE PROGRAMME ADOPTED BY THE GENERAL CONFERENCE

PART I (B)

STRATEGIC RESULTS REPORT (SRR) 2015

SUMMARY

The Strategic Results Report (SRR) is prepared in accordance with 38 C/Resolution 99. It is intended to inform the Executive Board's early discussions on the Draft Programme and Budget of the Organization for 2018-2021 (39 C/5), which will lead to the Director-General's preliminary proposals for document 39 C/5 (autumn 2016).

This report provides a strategic assessment of programme performance of the five Major Programmes and the UIS covering the period 2014-2015, with the use of external evidence provided by external evaluations, audits and other independent sources undertaken in the recent past.

Action expected of the Executive Board: Proposed decision in paragraph 294.



TABLE OF CONTENTS

	Page
INTRODUCTION	1
MAJOR PROGRAMME I – EDUCATION.....	3
MAJOR PROGRAMME II – NATURAL SCIENCES	13
MAJOR PROGRAMME III – SOCIAL AND HUMAN SCIENCES	27
MAJOR PROGRAMME IV – CULTURE.....	36
MAJOR PROGRAMME V – COMMUNICATION AND INFORMATION.....	45
UNESCO INSTITUTE FOR STATISTICS (UIS)	56
Proposed decision	58
Annex: Multi-criteria matrices for programme assessment	

INTRODUCTION

1. The Strategic Results Report (SRR) is a key component of the **new reporting format** adopted by Member States at the last General Conference (38 C/Resolution 99), based on the need to establish “a clear distinction [...] between reporting on activities and output delivery, and reporting on expected results and outcomes” (195 EX/Decision 4 (V)). In this new format, the reporting on activities/outputs is done annually through the Performance Implementation Report (PIR), and the reporting on expected results/outcomes is done once in a quadrennium through the SRR.
2. As an entirely new reporting format, the SSR is designed to provide high-level analysis of UNESCO’s outcomes, including “a review of the main lines of action and their respective expected results for each major programme” which should be used “*inter alia* [...] to present proposals in the SRR for the continuation, reorientation, including possible reinforcement, exit strategies or termination of the related programmes” (197 EX/Decision 5 (IV, E) while the programme sectors have adhered to this new reporting format and its framework, there are some variations in approaches and measurements applied to their assessment, according to the criteria defined by the Executive Board in document 197 EX/5 Part IV (E).
3. The SRR is a welcome addition to the standard reporting modalities. The present report is based on a review conducted within each Sector in consultation with Field Offices and Institutes. This review process has allowed each Programme Sector to assess and review their programmes in a systematic manner, receiving feedback from central services (in particular BSP and IOS, as well as AFR and ODG/GE). The Strategic Results Report is designed to inform the Executive Board’s early discussions on the Draft Programme and Budget of the Organization for 2018-2021 (39 C/5), which will lead to the Director-General’s Preliminary proposals for the 39 C/5 (Fall 2016).
4. For each Major Programme, the SRR includes the following components:
 - an **overall strategic assessment** of outcomes for each Major Programme accompanied with the identification in the “way forward” of proposals for possible improvement, reorientation and adaptation of the programme;
 - **detailed assessments by expected result** (or by groups of results/MLAs/thematic areas, when the results are thematically related);
 - a **matrix**, based on the above analysis, rating each expected result according to the five criteria selected by the Executive Board, based on a “high/medium/low” rating scale.
5. The method followed in preparing the SRR combined self-assessment with the use of external evidence provided by external evaluation, audits and other independent sources. It was noted, however, that the absence of recent evaluations related to major programmes III (SHS) and V (CI) constituted a particular challenge, which should be acknowledged and will be addressed for use in future exercises. By comparison, the ED, SC and CLT Sectors were able to rely on a much broader array of evidence. At the same time, the programme sectors did seek to draw on a range of sources for assessing outcomes, including, for instance in the case of the CI Sector, the views of beneficiaries of UNESCO-led actions.
6. The period formally covered by the SRR is the last biennium (2014-2015). However, some conclusions and, in particular, proposals for the way forward are based on assessments on programme implementation of a larger period of some four or five years, taking into account the outcome of several important evaluations and reviews which took place before, and whose findings and recommendations continue today to influence programmatic approaches and choices.
7. The matrix, as recommended by the Executive Board, serves to show “the performance of UNESCO’s programmes in relation to the five criteria defined in paragraph 5 of document

197 EX/5 Part IV (E), namely relevance, capacity to deliver, comparative advantage, tangible results and sustainability” (197 EX/Decision 5 (IV, E), defined as follows:

- (a) *Relevance*, assessed in particular through:
 - Alignment with the Major Programme’s overall strategy and objectives;
 - Contribution to the achievement of SDGs and/or national priorities;
 - Focus on global priorities Africa and Gender Equality;
 - Focus on target country/population groups (LDCs; PCPD; SIDS; Youth, and the marginalized).
- (b) *Capacity to deliver*, assessed in particular through:
 - Staff capacities and expertise;
 - Partnerships;
 - Significant extrabudgetary resources;
- (c) *Comparative advantage/value-added*, assessed in particular through:
 - Programme/project uniqueness/niche (UNESCO is the only United Nations player in the field);
 - Programme/project targets emerging issues in UNESCO’s fields of competence;
- (d) *Demonstrable contribution and tangible results*, assessed in particular through:
 - Tangible and measurable results, directly attributable to the programme;
 - Degree of visibility.
- (e) *Sustainability*, assessed in particular through:
 - Financial factors: UNESCO’s financial capacity to maintain programme delivery and results; as well as Member States (beneficiaries) capacity to sustain the programme;
 - Partner country ownership: Level of Member State ownership for, participation in, the programme;
 - Exit strategy: Existence of a plan for sustainability/exit strategy with well-defined time limits and exit points.

MAJOR PROGRAMME I – EDUCATION

I. Overall Strategic Assessment

8. In the current global context, the role of education as an agent of social change and development is more relevant than ever before. While significant progress has been made in meeting development priorities in a number of areas, the world is facing immense challenges: great disparities and inequalities among and within countries; an unprecedented humanitarian migration crisis; high levels of youth unemployment; the rise of violent extremism; and the severe effects of climate change. Education is a major vector in society that contributes to peace-building and promotes intercultural understanding. By empowering people with the knowledge, skills, attitudes and values that are necessary to shape a sustainable world, it is a transformative force that is essential for the achievement of the 2030 Agenda for Sustainable Development. Against this backdrop, UNESCO's mandate on education is highly relevant. As the only specialized United Nations agency in the field of education, UNESCO is uniquely positioned to carry forward the global education agenda for the next 15 years, by capitalising on its core functions, structures and expertise and through promoting a rights-based approach to education. UNESCO's Education Sector will build on progress achieved through the Millennium Development Goals and Education for All (EFA) agenda and will place strategic focus on the agenda beyond 2015.

9. In line with the above, the operationalization of Major Programme I in document 37 C/5 has been driven by a two-pronged approach; providing support to Member States to accelerate progress towards the 2015 EFA targets; and shaping the global education agenda over the next fifteen years by building on the successes and remaining challenges. UNESCO led the National EFA review process where with its support, over 120 countries reviewed their progress. This process instigated policy debates and provided a strong evidence base for the definition of the post-2015 education agenda. UNESCO was decisive in the formulation of the Sustainable Development Goal 4 (SDG 4) and its related targets pertaining to education, and in placing emphasis on the critical role of education in the overall sustainable development agenda.

10. One of the key characteristics of the sustainable development agenda, including SDG 4, is its universality. Universality implies recognition of common principles and standards in the field of education that are applicable to all countries; it also acknowledges the linkages of national and global challenges in education and therefore a universal commitment to address them. Universality also denotes that SDG 4 and its means of implementation are relevant to all Member States, independent of their development status. In taking these into account, it is clear that UNESCO's core normative role and functions in the field of education, as well as its operational role is highly relevant in the context of the SDGs. Based on UNESCO's significant contribution to Member States over the last years, the Education Sector will continue to assist countries abide by the normative framework of the right to education, provide technical expertise to support policy development, as well as build capacity at country level.

11. Leading up to 2015, UNESCO played a key role in shaping the future international education agenda, captured in the newly adopted SDG 4 "*ensure inclusive and equitable quality education and promote lifelong learning opportunities for all*". Throughout this process, the international community was mobilized to take stock of progress achieved through EFA and agree upon a new set of targets for 2030. To improve the efficiency of the EFA coordination mechanisms which has been in place since 2001, UNESCO critically assessed the existing structures and established a more focused and streamlined mechanism in 2011. A commonly-agreed single post-2015 education agenda was drawn up through the reformed EFA coordination mechanisms and international fora such as a series of regional consultation conferences, the Global EFA Meeting (Muscat, May 2014) and the World Education Forum (Incheon, May 2015). In so doing, UNESCO successfully positioned itself as the lead agency in education to support Member States in defining

the new global education agenda.¹ This is a clear and visible result of UNESCO's intellectual leadership and convening power which facilitates such high-level dialogue, supported by strong technical expertise, including through its networks, combining the Organization's normative and operational country-level work.²

12. The Education 2030 Framework for Action, adopted by acclamation by 184 Member States (Paris, November 2015) will guide the implementation of SDG 4. Through the Framework for Action, UNESCO has been mandated to lead and coordinate the implementation of SDG 4 on education and its related targets. The challenge for UNESCO is to maintain its global leadership, to continue supporting a transparent and inclusive coordination process at global and regional levels and ensure a coherent results-focused approach to country support.

13. Significant resources were invested in supporting countries most at risk of not achieving the EFA goals by 2015, with particular attention given to Africa as one of the Organization's global priorities. Furthermore, UNESCO prioritized four thematic areas – sector-wide policy and planning; literacy; technical vocational education and training (TVET); and teachers. The implementation modality of focusing on a limited number of thematic areas³ with defined geographical scope has greatly enhanced Member States' capacity, as indicated by a recent external evaluation, and should therefore be continued in the future.

14. In line with the Organization's global priority Gender Equality, Major Programme I has made great efforts to mainstream gender throughout its work. It is worthwhile noting that at least half of the beneficiaries of Major Programme I are girls and women. Particular emphasis has been placed on girls' and women's education in the areas of literacy, TVET, teachers, and health in education. UNESCO has successfully supported over 60 Member States to ensure that gender is mainstreamed in their education policies, plans and strategies in the four priority areas and have highlighted gender as a key policy issue, including through capacity-building activities (for example, five countries have adopted TVET policies that address gender-equality issues and 17 countries have scaled-up gender-responsive literacy policies, plans and actions). Furthermore, under the overall umbrella of the "Global Partnership for Girls' and Women's Education", UNESCO has established strong public-private partnerships and has mobilized funds from private companies such as Ericsson, Hainan and Chiang Foundation and Weidong Group, as well as from emerging donors, in order to develop targeted programmes in African countries with vast gender disparities.

15. The Organization has been able to influence the strategic direction of donors in support of UNESCO's priority thematic areas (e.g. the four priority areas through the CapEFA programme, teachers through the Chinese Funds-in-Trust, and TVET from the Republic of Korea) and has pooled funds for target countries with a view to creating synergies between different interventions⁴. The significant extrabudgetary resources mobilized over the last biennium from traditional and emerging donors, as well as from the private sector, have been aligned to and strengthened the Regular Programme. In 2014-2015, the Sector has successfully mobilized some \$229 million, which represent 42% of the Organization's funds mobilized.

¹ The external evaluation of the Education for All (EFA) Global and Regional Coordination Mechanisms on the period 2012-2015 (draft as of January 2016) found that *"In exercising its coordination role, UNESCO has fully capitalized its political legitimacy and proximity to Member States."*

² The above-mentioned evaluation states that *"UNESCO has greatly informed the content of the SDG4 monitoring framework through close interaction with other development partners."*

³ The 2015 external evaluation of one of the Education Sector's largest extrabudgetary programme, Capacity Development for Education for All (CapEFA) found that *"the four priority themes are all considered to be relevant areas to invest in, with SWPP and literacy as the areas where UNESCO has a long history and TVET and teacher training as emerging areas that are in high demand in partner countries"*. Furthermore, the Internal Oversight Service's 2015 evaluation on the TVET has shown that *"UNESCO's integrated approach to TVET extends beyond the economic goal of providing people with skills for work. It has shown global leadership in broadening concepts of TVET by bringing issues which are close to UNESCO's mandate, such as equity, social justice, lifelong learning and sustainable development, into countries' TVET reforms. This humanistic dimension clearly distinguishes UNESCO from other international actors working in TVET."*

⁴ In Mauritania, further impetus was given on gender through the Malala programme where UNESCO is supporting literacy through its CapEFA programme.

Risks, challenges and lessons learnt

16. In the Programme and Budget for 2014-2017, the promotion, monitoring and assessment of learning was introduced as a new dedicated expected result (ER 6), in recognition of the importance of learning to improve the quality of education. Different UNESCO entities, including regional bureaux, field offices and category 1 institutes contribute to learning and to capacity development in this area of work. However, lessons learned over the previous biennium show that it may not have been appropriate to address such large scope of work under a single expected result. Furthermore, due to the financial constraints, it was not possible to employ sufficient resources and provide required expertise. In the future, this important area of work should be re-designed, in order to make it more explicit and integral to other priority areas and respective programmes.

17. For many years, Major Programme I had dedicated expected results related to health and education, with particular focus on HIV and AIDS. UNESCO has demonstrated very significant results in this area and has been recognized for its strong capacity to deliver. However, thanks to the progress made concerning this epidemic, HIV and AIDS does not receive today the level of global priority as it did over the past few decades. As a consequence, funds for HIV-specific work have been decreasing. In the future, the areas of work relating to health and education, school-related gender-based violence and sexuality education, which are important in achieving SDG 4 could be integrated in a more comprehensive education programme.

18. As a specialized agency of education, one of UNESCO's comparative advantages is the provision of policy advice and technical support to Member States in education. However, since 2012, the Education Sector witnessed about 20% decrease in posts due to the financial situation of the Organization, which hindered its capacity to deliver. The Sector was able to compensate for this loss, to a certain degree, by pooling expertise through extrabudgetary resources; yet regular programme posts that should be carrying the core functions of the Sector cannot fully be replaced. Shortage of expertise and human resources at the Headquarters, regional bureaux and field continues to be a challenge for the Sector.

19. The seven education-related category 1 institutes receive some 40% of the programme budget of Major Programme I. As specialized institutes in their respective fields of expertise, it is in the interest of the Organization to ensure that the Institutes are operational to support the implementation of SDG 4. However, as the IOS evaluation (2012) has demonstrated, the capacities of these institutes are diverse; while some demonstrate strong results, some have less capacity to deliver. Since 2013, efforts have been made to improve the management, financial stability, and efficiency of these Institutes. The Sector, with the support of the Executive Board and the General Conference, has made progress in harmonizing the programmatic directions of the Institutes with the work programme of the Sector, streamlining their governance structures, operationalizing the concept of functional autonomy, strengthening and stabilizing the funding of the Institutes and setting limitations for the term of office of the institute directors. Further efforts will be required in the future to continuously improve the delivery capacity and effectiveness of the category 1 institutes, including their governance.

The way forward

20. The work of the Education Sector will continue to be steered by UNESCO's Medium-Term Strategy and its Strategic Objectives 1, 2 and 3 which aim at: developing education systems to foster quality lifelong learning opportunities for all; empowering learners to be creative and responsible global citizens; and shaping the global education agenda. UNESCO will support Member States attain SDG 4 and its related targets in two parallel ways; it will lead and coordinate the Education 2030 agenda and build on its convening power to work closely with key stakeholders at country, regional and global levels to harmonise programmes and operational practices, including through strengthened interagency cooperation. It will also encourage dialogue with

traditional and emerging donors to ensure increased targeted support to education through innovative and sustainable financing models.

21. At the same time, UNESCO will provide technical support at global and country level to enhance the capacities of Member States in implementing and monitoring international norms and standards in education, optimizing policy options in keeping with SDG 4 and its related targets, and improving the organizational and structural development of education systems. Progress towards Education 2030 will be monitored by UNESCO's *Global Education Monitoring Report* and through the important work of the UNESCO Institute for Statistics (UIS) in collecting comparative education statistics. UNESCO will strengthen its operational role at country level by utilizing extrabudgetary resources for country-led initiatives.

22. In order to balance the challenge of restrained human resources, the Education Sector will fully mobilize and engage all of its expertise, networks and partnerships to ensure efficient and effective programme delivery. The Sector's operational activities, as well as advocacy work, will be reinforced through enhanced intersectoral collaboration and will build on existing initiatives, such as work on science, technology and mathematics (STEM) education, the NET-MED Youth Project and follow-up work within the framework of the COP 21. South-South and triangular cooperation will also be promoted as a key implementation modality to deliver technical support at regional and country level. The Sector will build on the existing "repository of good practices in education" to further promote South-South and triangular cooperation.

23. UNESCO will further streamline its programmatic focus as needed, in order to ensure greater impact, as well as cost-effectiveness and efficiency. In accordance with the Organization's policy to extend the C/5 cycle from two to four years, allowing for adjustments every two years, the Education Sector already undertook remedial actions to reprogramme its activities in order to limit the number of expected results for the overall benefit of Major Programme I. In the Approved 38 C/5 budget, work under Main Line of Action 3 has been re-designed to ensure better synergies and alignment with the requirement of the Education 2030 agenda. Major Programme I will focus on 11 expected results, compared to 13 in document 37 C/5. The Sector will continue to evaluate its expected results as established in document 38 C/5 and will undertake actions and adjustments to ensure that coherence and programmatic focus is reflected in document 39 C/5.

II. Assessment by expected result

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

Expected result 1: National capacities strengthened to develop and implement policies and plans within a lifelong learning framework

24. In the area of sector-wide policy and planning, UNESCO supports its Member States through multi-year engagements, following an integrated capacity development approach that combines technical assistance at country level, training and coaching at national, regional and global levels, norm-setting and advising for improved policy, planning, management and knowledge production. Leading up to 2015, UNESCO's technical backstopping to countries to conduct their national assessment of Education for All has allowed some 120 countries to be engaged in the process of analysing their progress and challenges regarding EFA goals. It was through this process that the priorities of the post-2015 agenda were shaped. This work has been led by Headquarters, regional bureaux, field offices, with support from the International Institute for Educational Planning (IIEP) and UNESCO Institute for Statistics.

25. Furthermore, taking into consideration the Organization's mandate and comparative advantage, UNESCO is working in the area of education in emergencies by providing technical support to needs assessments and policy support for reconstruction and prevention of

emergencies. UNESCO focuses its interventions in post-primary education, TVET and higher education. For example, in the context of the Syrian crisis, Jordan is mapping the schooling profile and learning needs of Syrian youth eligible for higher education through the support of UNESCO. Iraq is reforming its TVET system with the technical support of UNESCO.

26. UNESCO's work on education sector-wide policy and planning is of high relevance, especially in the context of SDG 4. UNESCO, both at the Headquarters and the field offices, has demonstrated results and proven its capacity to deliver, particularly through the IIEP and the UNESCO Institute for Lifelong Learning (UIL). Moreover, feedback from direct beneficiaries in Member States from IIEP's capacity development programme, such as heads of planning departments and supervisors, indicate that UNESCO's work has made significant improvement to the overall organizational performance of their respective entity and has supported evidence-based planning practices. UNESCO will continue to support its Member States to implement Education 2030 in the areas of policy review, sector analysis and preparation of strategic and operational plans. In particular, through its newly revised Recommendation on Adult Education and Learning, UNESCO will continue to promote lifelong learning, including through non-formal and informal learning.

ER 2: National capacities strengthened to scale up inclusive and gender-responsive quality literacy programmes

27. During the last biennium, 35 countries reinforced their national policies and plans for youth and adult literacy, with a strong focus on gender equality with the support of UNESCO. Collective political will was raised through UNESCO's advocacy and coordination work, mainly through: International Literacy Days (8 September); International Literacy Prizes, the report on United Nations Literacy Decade and the related resolution adopted at the 69th United Nations General Assembly; the process of shaping the future development agenda with a 2030 literacy vision; and the follow-up to the Sixth International Conference on Adult Education.

28. While there has been progress in the areas of literacy and non-formal education, the scale of the challenge remains daunting. An estimated 757 million adults, two thirds of whom are women, lack literacy skills. Given these challenges, literacy and non-formal education remain highly relevant. UNESCO provides technical support at national level, including through UIL. UNESCO is the only United Nations agency with a mandate to promote literacy; however, its leadership in this area is hampered by the fragmentation and unevenness of capacities across its different entities.

29. There are some strategic directions to be taken forward in the years to come with a view to achieving the literacy target in the context of the Education 2030 agenda. In particular, UNESCO should promote literacy provision by further emphasizing gender equality and through innovative delivery mechanisms, including information and communication technologies such as mobile learning, in order to address the shortcomings of traditional methods of delivery. UNESCO will coordinate the newly established "Global Alliance for Literacy" to enhance stronger partnerships and provide strategic directions to ensure significant progress in reaching the SDGs.

ER 3: Capacities of Member States strengthened to design and implement policies aiming at transforming TVET

30. UNESCO implemented its Strategy for TVET (2010-2015) which aimed at strengthening support to Member States to improve their TVET systems and practices. According to the 2015 IOS' evaluation on TVET, UNESCO's expertise in providing policy advice and capacity-building is valued at the national level, while its conceptual and normative work constitutes a specific added value that helps Member States set up and improve their TVET systems. UNESCO has demonstrated global leadership in positioning TVET as a learning path that contributes to equity, social justice, lifelong learning and sustainable development. In order to respond to the vast demands of Member States, UNESCO's TVET Community will be further enhanced with the development of a "community of practice" through the UNESCO-UNEVOC International Centre,

functioning as a resource centre. The UNEVOC Network will be further enhanced to act as key driver for mutual learning, capacity-building and advancing international cooperation among TVET institutions.

31. Given the continuing challenge of high youth unemployment and skills mismatches facing developed and developing countries alike, TVET remains a highly relevant area of actions for UNESCO. In this context, a new Strategy for TVET, aligned with the Education 2030 agenda, is being proposed. The Strategy aims to facilitate the transformation of TVET systems within Member States by working through three priority areas: fostering youth employment and entrepreneurship; promoting equity and gender equality; and facilitating transition to green economies and sustainable societies. Efforts will be made to further mobilize resources to support this critical area of work.

ER 4: National capacities strengthened to develop evidence-based higher education policies to address the challenges of equity, quality, inclusion, expansion, mobility and accountability

32. Education 2030 provides a unique opportunity to re-establish higher education as one of the areas of excellence of UNESCO, as the only specialized United Nations agency with a mandate in this field of work. UNESCO is supporting Member States in four areas with a view to improving the quality of higher education: norm-setting standards, quality assurance in higher education, distance and online higher education, and the UNITWIN/UNESCO Chairs programme. This focus will be maintained to provide synergies among these key areas, in order to capitalize on the available expertise, albeit limited human resources. A special concern involves the lack of resources of the International Institute for Higher Education in Latin America and the Caribbean (IESALC), UNESCO's category 1 institute in the area of higher education. In order to mitigate this challenge, a funding strategy has been launched to seek financial sustainability for the Institute.

33. One of the most notable achievements in this area is the adoption of the Revised Convention on the Recognition of Studies, Certificates, Diplomas, Degrees and Other Academic Qualifications in Higher Education in African States (known as the Addis Convention) with strong participation of African countries and the African Union in 2014. The revised Convention lays a strong foundation to modernize and improve the quality of higher education in Africa. Furthermore, the UNESCO Chairs programme has gone through an extensive quality control to ensure more streamlined network. The challenge remains to ensure that all UNESCO programme sectors utilize this extensive network of external partners in promoting the Organization's work in various areas.

34. The preparation of a global convention on the recognition of higher education qualifications provides a new opportunity to facilitate the globalization process in view of assisting Member States, particularly developing countries, to enhance the quality of their higher education systems. Throughout the process, UNESCO will engage with Member States and the international higher education community to dialogue and will provide support on policy issues.

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

35. The issue of teachers is central to SDG 4; the supply of qualified teachers at all levels features as a means of implementation of the goal and its associated targets. UNESCO, together with its partners such as Education International has been actively engaged in ensuring that teachers have a prominent role in the new global education agenda. It is critical that UNESCO maintains its central role in both policy and programme support to Member States, by pooling its resources and expertise together and maintaining a clear strategic vision.

36. With support from extrabudgetary resources such as the CapEFA Programme and the Chinese Funds-in-Trust, concrete actions have been undertaken to improve the capacities of

teacher training institutes in Africa, in view of improving the quality of teacher education, with specific emphasis on female teacher training and gender mainstreaming. UNESCO has a clear mandate in setting the standards regarding teachers through the two normative instruments – the 1966 Recommendation concerning the Status of Teachers; and the 1997 Recommendation concerning the Status of Higher-Education Teaching Personnel. The new teacher unit, which includes the International Task Force on Teachers for Education for All (TTF) under one direction, will provide further synergies in its work.

ER 6: Capacities of Member States strengthened to promote, monitor and assess the processes and outcomes of competency-based learning

37. Learning is a broad notion that encompasses contents, methods, processes, environments and results. Many activities related to “learning” have been carried out by various entities of the Education Sector, and particularly the International Bureau of Education (IBE) whose work is primarily focused on curriculum. In order to strategically position UNESCO within the global debate on learning metrics and high-stake assessments, the focus was placed on formative assessment in the early years of schooling. This approach, however, proved challenging since improving the quality of learning and teaching through formative assessment links to broader issues related to pedagogy, curriculum, and teacher training. UNESCO needs to remain engaged in global initiatives around learning assessment, and build on areas where it has demonstrated promising results. In Latin America and the Caribbean region, UNESCO coordinated the Third Regional Comparative and Explanatory Study (TERCE) which covered 15 countries, more than 3,000 schools and almost 200,000 students and its results have been widely disseminated to policy-makers across the region.

38. It has been challenging to capture the Organization’s work in this area under a single programme. In the future, it may be suggested to integrate “learning” into all thematic areas with the manifest overall objective of improving education quality. The creation of a common internal platform could bring together the multiple areas of expertise and experience across the Education Sector in the development of frameworks of competencies and learning outcomes and assessment tools for learners (of different ages) and teachers in various domains of learning.

ER 7: National capacities strengthened to develop and implement technology policies in education, particularly in teacher training and professional development

39. In recent years, the programme in the field of information and communication technologies (ICTs) in education has grown significantly. In an effort to focus on areas of comparative advantage, UNESCO is engaged with Member States in four major areas: (i) policy support, (ii) ICT for teachers and teacher development, (iii) mobile learning, (iv) open educational resources (OER). As recognized by the Incheon and Qingdao Declarations, ICTs in education have great potential to be drastically expanded in the years to come. The partnership with ICT-related private companies, both as a donor and as a technical partner has yielded visible results, such as the Mobile Learning Week which is a high-profile annual event which brings together the main actors in this field. Through such work, UNESCO is establishing itself as a lead actor at the international level.

40. Considering the transformation of education systems and policies as well as the increasing power and presence of internet in modern societies, ICTs in education should constitute an increasing area of focus for UNESCO. However, to do so, there is a need to reinforce internal technical capacities, including that of International Institute for Technologies in Education (IITE). The challenge remains in improving the cooperation and division of labour with the CI Sector, strengthening IITE’s capacity to become a significant actor in the field and managing partnerships with the private sector.

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

Expected result 8: Member States integrate peace and human rights education components in education policies and practices

41. Global Citizenship Education (GCED) is highly relevant as a crucial component of SDG 4. It also derives a strong mandate from the 1974 Recommendation concerning Education for International Understanding. GCED supports the prevention of violent extremism through education, in line with the United Nations Secretary-General's Plan of Action to Prevent Violent Extremism. UNESCO has a high capacity to deliver through the strong partnerships that it has established.

42. In the last biennium, the Organization has positioned itself as the globally recognized leader on advocacy for GCED and the go-to place for Member States and other stakeholders regarding support on GCED, which demonstrates UNESCO's comparative advantage. Demonstrable results are, among others: the inclusion of GCED as a specific target (Target 4.7) of the SDG 4; UNESCO as a convener of the global forum on GCED; and high demand for the publication on learning objectives. Moreover, Member States' requests for support on GCED generally, but also in areas such as preventing violent extremism through education are rapidly increasing. This provides a solid basis for the continuation of GCED work in the future, with particular focus on preventing violent extremism through education.

ER 9: Capacities of Member States strengthened to integrate Education for Sustainable development (ESD) into education and learning, and ESD strengthened in the international policy agenda

43. ESD has high relevance as a key element of the 2030 Agenda for Sustainable Development. It is included in SDG 4 as a specific target and a driver for all other SDGs. UNESCO's capacity to deliver in this area is high, as demonstrated by the Global Action Programme (GAP), for which a solid implementation mechanism with key partners has been set up. The Mahatma Gandhi Institute of Education for Peace and Sustainable Development (MGIEP) is co-chairing the youth priority action area of the GAP. UNESCO served as the lead agency for the United Nations Decade of ESD (2005-2014) and coordinates the GAP, endorsed by the General Conference at its 37th session and acknowledged by the United Nations General Assembly (A/RES/69/211), demonstrating UNESCO's comparative advantage.

44. Demonstrable results are, among others: the inclusion of ESD in the 2030 Agenda; the World Conference in 2014 as a landmark ESD event, launch of the UNESCO-Japan Prize on ESD. Furthermore, policy-makers and educators in 56 countries have been supported by UNESCO to integrate ESD into education. The Associated Schools Network Programme (ASPnet) is being revitalized as a key delivery tool of GCED and ESD. Member States support has been increasing, the implementation mechanism for the GAP is solid and a wide range of partners has committed to working with UNESCO in the years to come.

ER 10: Member States deliver good quality health education, HIV and comprehensive sexuality education that contribute to healthy lifestyles and gender equality

45. UNESCO's progress on ER 10 has resulted in strengthened capacities of over 80 countries to scale up health education, including sexuality education, and for safe and inclusive learning environments. Work in this area has also positioned UNESCO to respond to emerging issues, such as strengthening school systems to respond to health emergencies such as Ebola. The Sector's capacity to deliver has been boosted with dedicated National Programme Officers (NPOs) in more than 20 countries, supported by five UNESCO regional advisors, and global leadership from the Headquarters. Funds for HIV-specific work have been decreasing, requiring adjustments to the positioning of this area of work. However, there continues to be strong interest from Member States in areas of work such as sexuality education as reflected in over \$5 million mobilized from

Sida, Norad, GIZ and others in 2014-2015. Emerging important issues such as school-related gender-based violence (SRGBV), bullying and wellbeing remain highly relevant for the implementation of Education 2030. UNESCO will continue to strengthen these areas of work and make the required programmatic adjustments to ensure they are well positioned in the overall education programme.

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

ER 11: The future education agenda and global education policies shaped, drawing on relevant research and foresight studies conducted by UNESCO and other institutions

46. Strengthening UNESCO's global normative and intellectual function through research and foresight is a key element of the Organization's role as the leading technical agency in international education. *Rethinking Education: Towards a global common good?*, published in 2015, clearly illustrates UNESCO's contribution to knowledge as a public good. Based on a synthesis of existing evidence analysed through a normative lens, UNESCO has guided educational (re)visioning which is reflected in the expanded, more ambitious SDG agenda, and the education-specific SDG 4 (Education 2030). Furthermore, all the category 1 institutes are conducting applied research in support of 2030 Education, to a different degree. The *EFA Global Monitoring Report* also played a key role in advancing the research work on various topics of education as the basis of the assessment of EFA achievements.

47. Going forward, UNESCO's research will need to be better aligned with UNESCO's work in coordinating and monitoring the Education 2030 agenda. The integration of UNESCO's work on research in education within a unified common Education 2030 support and coordination structure at Headquarters should ensure better articulation of the two functions, and greater synergy in forward-thinking and applied education research undertaken across the UNESCO Education Sector.

ER 12: Implementation of the right to education and progress towards international education goals promoted and monitored, and policy dialogue informed by the evidence generated

48. Normative frameworks which are at the heart of UNESCO's mission underscore the inalienability of the right to education. Implementation of the right to education by Member States has been supported through UNESCO's development and monitoring of education norms and standards and technical advice provided in reviewing or developing their legal and policy frameworks. This rights-based approach, strongly promoted by UNESCO over the past years, is at the very foundation of SDG 4. Within the context of a new strategy on standard-setting instruments, the normative work will form a central element of the education programme work across all the functions and activities conducted by the Education Sector. Demonstrable results are, among others: solid monitoring mechanisms that foster information-sharing and advocacy; global database that ensures accountability and transparency; legal and policy review guidelines and related demand from Member states for education law reform.

49. The *Global Education Monitoring Report* (or GEM Report), formerly known as the *Education for All Global Monitoring Report* (GMR), is an editorially independent, authoritative, and evidence-based annual report that monitors progress towards the global education goal and targets adopted by the international community in 2015, as part of the new sustainable development goals (SDGs). Throughout 2002-2015, the GMR was instrumental in monitoring the international community's progress towards achieving the EFA goals. The GMR analysis provided an important foundation of evidence-based research that paved the way for the development of the post-2015 agenda in education. The Report is widely recognized as an indispensable advocacy and technical tool for ensuring the provision of quality basic education for all and other policy priorities in education and

learning. With its renewed mandate in 2015, and drawing on accumulated expertise, the GEM Report team will launch a new series of internationally focused education monitoring reports starting in 2016.

ER 13: Political commitment for education reinforced in the global, regional and national development agenda, and cooperation modalities promoted

50. UNESCO successfully re-positioned itself as the lead agency in education in supporting Member States to define the new global education agenda. Since 2012, UNESCO, with UNICEF, facilitated the Global Thematic Consultations on Education in the post-2015 Development Agenda. By linking this process to the existing EFA coordination mechanisms, it successfully advocated for a single post-2015 education agenda. The Muscat Agreement adopted at the 2014 Global EFA Meeting (GEM) informed the Open Working Group proposal on SDG 4 as well as the SDG Framework adopted at the United Nations General Assembly (September 2015). It constituted the basis of the Incheon Declaration and the World Education Forum (May 2015) which was a key milestone in shaping the Education 2030 agenda. The Education 2030 Framework for Action was adopted (November 2015) to guide the implementation of SDG 4. The challenge for UNESCO is maintaining its global leadership, continuing a transparent and inclusive coordination process and ensuring a coherent results-focused approach to country support.

MAJOR PROGRAMME II – NATURAL SCIENCES

I. Overall Strategic Assessment

51. UNESCO is the United Nations agency with a specific mandate for science which is widely recognized and appreciated by both the scientific community and, in particular developing Member States requiring access to scientific knowledge in their quest to achieve sustainable development.

52. The Organization has played a strategic role in raising awareness and promoting, at national, regional and global levels, the crucial role of science, technology and innovation (STI) as enablers and drivers for sustainable development. As never before, STI are recognized as the keys to sustainable development as witnessed by the main conclusions in 2015 of the 2030 Agenda for Sustainable Development and the sustainable development goals (SDGs), the Addis Ababa Action Agenda on Financing for Development, the Sendai Framework for Disaster Risk Reduction (SFDRR), the Paris Agreement under the United Nations Framework Convention on Climate Change (UNFCCC), and the Istanbul Plan of Action for Least Developed Countries (LDCs). Particular attention is given to transfer of knowledge and technologies and to capacity-building, as reflected by the introduction of a Technology Facilitation Mechanism (TFM, Addis Action Agenda) or the creation of a Technology Bank (TB, Istanbul Plan of Action).

53. Through its science policy work, its key catalytic role in strengthening the science-policy interface, the use of monitoring tools and its engagement and indispensable participation in the international and emerging science agendas, the Organization is particularly set to assist Member States in the achievement of the 2030 Agenda and the SDGs. While the importance of STI for sustainable development has been widely recognized, MP II faces the challenge to seize this unique opportunity and to carefully balance its resources with the expectations by Member States and partners. The Organization must take great care to ensure appropriate input to and efficient cooperation with the newly established United Nations mechanisms to build on synergies and common approaches.

54. Current UNESCO science programmes, in particular the Intergovernmental Hydrological Programme (IHP) and the Man and the Biosphere Programme (MAB), as well as the International Geoscience and Geoparks Programme (IGGP) and the International Basic Sciences Programme (IBSP), cover a wide spectrum of scientific disciplines with approaches to both policy and implementation. The rapidly changing international and organizational context justifies the need to refocus on upstream policy, monitoring, normative and innovative pilot initiatives, managed at UNESCO Headquarters but with implementation mainly in the field, and where successful, upscaling by Member States.

55. Compared with the \$653 million budget approved for the 36 C/5, the Natural Sciences Sector regular budget was reduced by \$12.1 million (25%) in the 37 C/5 Expenditure Plan of \$507 million. Faced with the challenge, the Sector has mobilized extrabudgetary funding for a total of \$78 million during 2014-2015 and a total of \$2.4 million in donations. In the meantime, the staff costs budget under the 37 C/5 \$507 million Expenditure Plan had also been reduced by around \$7.0 million (or 21%) compared to the 36 C/5 Approved budget of \$653 million. This has resulted in a reduction of 32 posts (or 22.5%) during the biennium throughout the Sector, thus entailing serious shortage of human resources for delivering optimum results both in programme delivery and fundraising capacity. These posts reductions were applied at Headquarters and the field, but the Sector made every effort to maintain its presence in the field through adjustments within the available resources.

The way forward

56. UNESCO's action in STI is expected to continue to focus above all on development issues, using inclusive multisectoral approaches targeted at developing countries, in particular Global Priority Africa, LDCs, and small island developing States (SIDS), and taking into account the gender, human rights, and ethical dimensions. MP II will also need to pay particular attention that

local and indigenous knowledge be given appropriate space and voice and be reflected in programme planning and implementation.

57. Future directions on the MP II should be informed also by the results of a current exercise matching programme activities against SDGs and the Paris Agreement on climate change to identify where the most effective leverage and comparative advantage exist.

58. While in the budget prioritization exercise for document 37 C/5 Member States had given greater budgetary priority to the applied water and ecological sciences where the benefits to societies appear more immediate, it is also through targeted investment in STI that Member States will reap the benefits in the longer term towards successful implementation of the SDGs. Good governance (as emphasized in the *UNESCO Science Report: towards 2030 [USR]*), especially good science governance and comprehensive science policies spanning from judicious investment choices in research and development to formal science, technology, engineering, and mathematics (STEM) education at all levels, to encouraging scientific literacy among its citizens, are all needed to create the favourable conditions towards building knowledge societies and sustainable blue/green economies. MP II programmes towards these goals were rated of low priority, and the Sector has just barely managed through extrabudgetary funds to promote tools such as the USR, the Global Observatory of Science and Technology Policy Instruments (GO-SPIN), but also the World Water Development Reports (WWDR) as landmark instruments for planning and monitoring.

59. Investment in regional strategies catering to regional needs and priorities should also be undertaken. Impactful outcomes can only be measured through long-term programme evaluation which is missing for the moment. UNESCO's broad mandate gives it a critical advantage in the United Nations in the delivery of interdisciplinary and comprehensive programmes in areas such as STEM education, DRR or addressing climate change. The unequalled networks in science of category 1 and 2 institutes and centres, and UNESCO Chairs, if fully mobilized, provide powerful tools to achieve peace and sustainable development. The first global meeting of science-related category 2 centres is planned for May 2016 in China.

60. With respect to the environmental programmes, greater synergy should be explored between IHP and MAB and other relevant UNESCO sectors to make better use the network of biosphere reserves to promote science-based but yet holistic solutions to sustainable development. The geosciences programme should continue to be supported, in particular in the light of building capacity in developing Member States to manage their national mineral resources where UNESCO has a clear comparative advantage.

61. At the same time there remains the challenge to balance regular programme funding with extrabudgetary resource mobilization to ensure robust and sustainable programmes. A missing link towards a comprehensive science portfolio is a foresight mechanism for the different programmatic areas due to limited human and financial resources.

II. Assessment by MLA/expected result

MLA 1: Strengthening STI policies, governance and the science-policy-society interface

ER 1: Strengthening STI policies, the science-policy interface, and engagement with society, including vulnerable groups such as SIDS and indigenous peoples

(i) Science policy, and the science-policy interface

62. A number of Member States developed, implemented and learned how to monitor their STI policies based on mechanisms established by UNESCO such as GO-SPIN and country reports, particularly in Africa but also in Latin America and the Caribbean (LAC), Arab States and Asia, including SIDS. Member States were enabled to develop STI indicators through support by the

UNESCO Institute of Statistics (UIS) and CISTRAT, a category 2 centre. Member States are being further empowered to better understand the impacts of policies on women in science, and improve their policy mix towards gender equality in STI.

63. By monitoring global STI trends, the USR could serve for global monitoring of the SDGs in particular Goal 9, target 9.5, thus reinforcing UNESCO's position as lead United Nations STI agency. The World Science Forum 2015 has also provided a venue for high-level discussions on the contribution of science and technology to the 2030 Agenda.

64. The United Nations Conference on Sustainable Development in 2012 (Rio+20) emphasized the importance of strengthening the science-policy and the science knowledge base. By its intergovernmental nature, and together with key United Nations, scientific and government partners in achieving the 2030 Agenda, UNESCO has a central role to play in these respects as the following examples illustrate. By hosting the Secretariat of the United Nations Secretary-General's Scientific Advisory Board (SAB) UNESCO has been firmly placed as the lead United Nations organization to provide science advice to the United Nations Secretary-General and the United Nations system. To date, the Board has provided advice on the role of science in the sustainable development agenda, climate change, the data revolution, top challenges, and science and indigenous knowledge. As one of the four United Nations bodies affiliated with the Intergovernmental Science-Policy Platform on Biodiversity and Ecosystem Services (IPBES), the recently created intergovernmental body which assesses the state of biodiversity and of the ecosystem services it provides to society, UNESCO is contributing to global assessments and new participatory and decision-making scenarios that will help Member States to devise sound policies to best ensure conservation while supporting sustainable development. UNESCO has ensured the operationalization of Future Earth, the main global platform for co-design and co-production of knowledge through interdisciplinary research concerning global change, including climate change, which is set to provide Member States with the necessary knowledge basis underpinning the science-policy interface and to enable informed and evidence based policy-making.

Risks and opportunities, challenges and lessons learnt

65. The 2030 Agenda calls on STI in all its dimensions, as a major means of implementation of the SDGs. UNESCO must not lose this unprecedented opportunity to fill this niche. The main challenge has been the need to maintain sufficient regular programme financial and human resources with expertise in this field, a pre-requisite to mobilize adequate extrabudgetary funding and to satisfy the rising demand from Member States to access STI. There are new openings for UNESCO to have greater impact through the TFM and the TB, recent initiatives in the context of the international development agenda. The 2010 evaluation of Strategic Programme Objective 4: Fostering Policies and Capacity building for Science, Technology and Innovation (SPO 4), noted that "UNESCO has a comparative advantage in catalysing global scientific cooperation and providing global leadership in building capacities and policy formulation. UNESCO is one of the few international agencies to have a mandate to promote the cause of gender equality in science."

66. In future, the balance between regular programme resources and extrabudgetary funding, on which the programme is over-reliant, needs to be addressed. There is also a clear need to strengthen expertise among the regular programme staff. The USR should be strengthened as a monitoring tool for the SDGs and the GO-SPIN should be expanded. Advocacy fora, such as the World Science Forum and the Global Innovation Forum, should be complemented by a World Science Diplomacy Forum to highlight the central role of science in contributing to peace and to internationally agreed development goals. An external evaluation is planned for the 2016-17 biennium on UNESCO's work on science policy and capacity-building. Its recommendations should help to guide the way forward.

(ii) *Vulnerable Groups: Small island developing States (SIDS) and Local and Indigenous Knowledge Systems (LINKS)*

67. UNESCO mobilized house-wide inputs to ensure the success of the International Year of SIDS 2014 and the Third International Conference on SIDS in Samoa. Following up the SAMOA Pathway outcome document, UNESCO elaborated, with inputs from all programmes and SIDS Member States, a draft SIDS Action Plan, an implementation strategy and related documents which will be presented at the 199th, 200th and 201st sessions of the Executive Board.

68. UNESCO catalysed major advances in global recognition of indigenous and local knowledge (ILK) which is now fully recognized in relation to climate change by the Intergovernmental Panel on Climate Change's (IPCC) *Fifth Assessment Report*, as well as in the Paris Agreement. ILK likewise is recognized in relation to biodiversity and ecosystem services in ongoing assessments of IPBES and in relation to DRR in the outcome documents of the SFDRR.

Risks and opportunities, challenges and lessons learnt

69. The work on SIDS and on ILK is contributing to fulfilling SDGs 1 and 13 to build resilience, and SDG 15 for sustainable livelihoods. Increasing demand is coming from IPBES, IPCC, UNFCCC, World Meteorological Organization (WMO), Convention on Biological Diversity (CBD), and the SAB among others, to expand ILK in the fields of climate change, DRR and to bring science and ILK together. This emerging domain at the science-policy interface requires interdisciplinary innovation and high-quality delivery to maintain UNESCO at the cutting edge.

70. In the future, maintaining UNESCO leadership, while global recognition of ILK is generating demand and funding, including in new areas such as DRR, will be difficult with current resources. Similarly for SIDS, UNESCO's house-wide contribution could be enhanced through improved coordination and extrabudgetary resource mobilization. The SIDS Action Plan and Implementation Strategy should provide necessary guidance for improved programme delivery for the benefit of SIDS.

71. ER 1 is the result of the merger of three ERs in the 37 C/5 Approved, covering multiple dimensions of science systems and knowledge and including science policy, the science-policy interface, indigenous and local knowledge and the needs of SIDS. Demand from Member States on the one hand is high but at the same time Member States attributed a low budgetary priority to the latter areas, a situation which needs further consideration.

MLA 2: Building institutional capacities in sciences and engineering

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

72. Developing Member States have strengthened their science capacity through the Abdus Salam International Centre for Theoretical Physics (ICTP), the World Academy of Sciences – for the advancement of science in developing countries (TWAS) and the International Basic Sciences Programme (IBSP) at multiple levels through research, courses, grants and fellowships. The highly successful International Year of Light and Light-based Technologies (IYL) 2015 led to 12 interdisciplinary science education initiatives.

73. Aspiring women scientists were promoted, with ten Laureates and 24 Fellows having received recognition and/or support through the L'Oréal-UNESCO For Women in Science partnership; the Organization for Women in Science for the Developing World (OWSD) at TWAS, which now has 4,595 women scientists as members and provided support to 114 young women in

2014-15; and the STEM summer camp for girls in Kenya reached 500 girls, some of whom have now gone on to STEM studies at university.

74. For the sustainable use of renewable energy sources, 24 countries benefitted from training activities. Five African Member States now are committed to expanding the scope of electrification of rural schools at national level through their own resource mobilization efforts, based on the results demonstrated by the ongoing extrabudgetary project “Solar Electrification of Rural Schools” in their country.

75. The Africa Engineering Alliance was created as a result of the first two UNESCO Africa Engineering Weeks to address engineering education on the continent. In Asia, efforts were undertaken to encourage the accreditation of engineering education and engineers, so that more countries are internationally accredited by the 1989 Washington Accord. Awareness was raised globally, through outreach activities, on the need for more engineers, in particular women engineers, and new approaches to engineering education were strengthened, in particular through category 2 centres.

Risks and opportunities, challenges and lessons learnt

76. Despite the “C” ranking given to the two ERs, Member States clearly expressed their desire for continued support for the basic sciences programmes, STEM education and renewable energy, as demonstrated by extrabudgetary funding received. This is particularly true for Africa. Programmes for gender equality in STEM are increasingly given global visibility.

77. By its interdisciplinary mandate and priority gender equality, UNESCO has a key comparative advantage in the field of STEM education. STEM underpins the entire 2030 Agenda, in particular SDGs 9 (target 9.5) and 12 (target 12.a) as do the basic sciences required to mitigate and adapt to climate change.

78. The 2011 evaluation of ICTP concluded that “ICTP is a well-performing and effective institution, combining high-quality research with relevant scientific capacity-building in developing countries. Challenges moving forward relate to ... enhancing collaboration with UNESCO in view of creating more win-win opportunities for both institutions.” These challenges have been addressed, as demonstrated by ICTP’s collaboration with IBSP on the IYL 2015, the Synchrotron-Light for Experimental Science and Applications in the Middle East (SESAME) and joint science education activities or further cooperation on STEM teacher training.

79. For the renewable energy programme, the 2010 evaluation of SPO 4, although with reservations about the effectiveness of UNESCO’s energy programme in the context of better endowed agencies, noted that the programme “remains strongly supported by many Member States”. Since then, the 2014-15 activities in renewable energy were welcome contributions to the United Nations Decade Sustainable Energy for All and the Global Renewable Energy Education and Training (GREET) programme was noted as an example for replication at COP 21.

80. Engineers play a critical role in addressing the large-scale pressing challenges facing society, in fact being needed for almost all 17 SDGs, in particular 4, 6, 7, 9 and 11, yet most countries – developed as well as developing – do not have enough engineering graduates to meet current needs. Demand remains high from African and Asian Member States for engineering education and accreditation. With reinforcement, UNESCO would be uniquely positioned to address the low percentage of women in engineering. Reduced resources might have severely compromised the engineering programme if not for the support of UNESCO’s three new category 2 engineering centres, consultants, and in-kind support from partners and the private sector.

81. The SPO 4 evaluation noted that “The Engineering Programme following a reduction in resources ... still focuses on awareness raising rather than the move to policy work as suggested by the evaluation.”

82. Both the energy and engineering programmes are critically understaffed, hampering the ability to benefit from the high potential to raise funds on these topics.

83. In the future, UNESCO needs to act on its clear comparative advantage in the field of STEM education by developing an intersectoral strategy, in collaboration with the relevant partners, to take this agenda forward by mobilizing UNESCO science-related and other networks, institutes and centres. Collaboration with the Education Sector on girls' STEM education began in 2015 and will be continued. National science education activities should be addressed at the field office level to the extent possible.

84. Greater use could be made of ICTP and TWAS, and also CERN and SESAME in the implementation of IBSP and capacity-building activities in the basic sciences and in relation to STEM.

85. Building on past and current work in engineering, UNESCO could concentrate on upstream policy and monitoring by integrating the follow up to the first UNESCO engineering report into the USR. Extrabudgetary funds, for projects large enough to fund programme appointments, would be needed to carry the engineering programme forward. An external evaluation of the engineering programme should be planned as soon as funding can be identified.

86. There is a critical need to examine to what extent UNESCO's work in capacity-building in basic sciences and engineering should concentrate on the upstream dimensions including STI governance, policy, monitoring, standard-setting and diplomacy, which have the potential to be of greater overall impact, as opposed to individual institutional and human capacity-building interventions which might be better implemented by individual Member States. This could lead, for example, to mainstreaming the energy programme into IHP, MAB and climate change activities and could give a clearer focus to the engineering report as a monitoring mechanism.

87. An external evaluation is planned for the 2016-17 biennium on UNESCO's work on science policy and capacity-building, and its recommendations should provide additional guidance. The planned evaluation of the renewable energy programme has had to be delayed due to lack of funds.

MLA 3 – Promoting knowledge and capacity for protecting and sustainably managing the ocean and coasts

88. For MLA 3 and its Expected results 4, 5 and 6, please see the analysis provided under the section on the Intergovernmental Oceanographic Commission (paragraphs 114-134).

MLA 4 – Fostering international science collaboration for earth systems, biodiversity, and disaster risk reduction

ER 7: Global cooperation in the ecological and geological sciences expanded

89. In November 2015, the General Conference, at its 38th session, endorsed the creation of the IGGP and the designation of "UNESCO Global Geoparks". In the biennium, 20 new Global Geoparks in 14 Member States were designated bringing the total to 120 geoparks in 33 countries.

90. The African Network of Earth Science Institutions is successfully serving as a platform for collaboration for institutions and stakeholders from within and outside Africa. Dedicated research teams in 14 countries are addressing the environmental and health impacts of abandoned mines in sub-Saharan Africa.

Risks and opportunities, challenges and lessons learnt

91. UNESCO is the only United Nations agency dealing with geology and geophysics. By endorsing the IGGP, Member States have expressed their strong support for UNESCO's work in this area. UNESCO Global Geoparks could not only increase local sustainable tourism but could also stimulate regional economies and assist Member States in the sustainable management of their natural resources.

92. The budget allocated to ER 7 in 2014-2015 was reduced by its ranking as budgetary priority level "C" affecting staffing and operations and thus its capacity to deliver and the attainment of expected results. If a minimum of regular programme resources are not maintained, capacity to capitalize on this unique UNESCO mandate and to avail of the opportunities for extrabudgetary funding will be severely compromised.

93. Through sharing scientific knowledge on the geological past, present and possible future, climate challenges can be better understood and addressed. The geosciences programmes, especially IGCP and UNESCO Global Geoparks, have a clear role to play for SDGs 8, 13 and 15. The role and importance of geosciences in developing green economies, sustainable tourism, the sustainable management of natural resources, DRR, and climate change adaptation should be more effectively promoted.

94. In part due to the transition to IGGP, the Sector decided to defer the planned external evaluation of IGCP, which had been planned for 2017, to the next quadrennium. In the future, particular attention will be given to the challenges and opportunities of UNESCO's multi-site designations.

ER 8: Risk reduction improved, early warning of natural hazards strengthened and disaster preparedness and resilience enhanced

95. Seventy countries enhanced disaster preparedness and resilience based on UNESCO's activities, including having safer school buildings. Six existing scientific DRR networks on geohazards or multi-hazards were strengthened and four new ones were established during the biennium. UNESCO's contribution to the Sendai Conference on DRR is a shining example of cross-sectoral cooperation which should be intensified in the future with the introduction of considerations related to ILK and ethics into the DRR agenda.

Risks and opportunities, challenges and lessons learnt

96. The SFDRR, SDGs 11 (target 11.5), 13 (target 13.1) and 15, as well as the Paris Climate Agreement all provide a new paradigm for global action and cooperation on DRR. Member States need to have a critical mass of expertise, legislation and tools to reduce disaster risk, and informed citizens and decision-makers to enhance resilience. UNESCO has a comparative advantage, in areas such as the Earthquake Early Warning Systems Initiative, given UNESCO's unique mandate in the geological sciences.

97. The 2010 evaluation of SPO 5: Disaster Preparedness and Mitigation found that "UNESCO projects are generally small, limiting the scope of their direct impacts. However, evidence suggests that UNESCO is moving towards achieving impacts". With a small core staff, building partnerships with, for example, local universities, promotes sustainability of activities (training of trainers and student involvement) often with good results. Work with NGOs is a growing trend allowing for wider reach at the community level ("the last mile").

98. Through a multidisciplinary and intersectoral approach, UNESCO can help build capacities and foster partnerships so that science and technology can serve to address DRR and assist Member States in their efforts to fulfil their commitments to the Hyogo Framework for Action, SFDRR and SDGs. Future efforts should focus on developing new knowledge in DRR, in hazard

mapping and assessment, early warning systems, as well as data and information exchange, capacity-building and awareness-raising among decision-makers and communities. Furthermore, standards and methodologies for safe building construction should continue to be promoted and published, as well as DRR strategies and standard operating procedures for geohazards and multi-hazards. Gender mainstreaming, human rights and ethical issues need to be further strengthened in DRR.

ER 9: Use of biosphere reserves as learning places for equitable and sustainable development and for climate change mitigation and adaptation strengthened

99. As an outcome of a 1.5 year-long, broad-based, and transparent consultation and drafting process, a new MAB Strategy 2015-2025 was finalized and adopted by the twenty-seventh MAB Council and endorsed by the General Conference at its 38th session. Thirty-three new biosphere reserves (BR), including three transboundary ones, have been included in the World Network of Biosphere Reserves (WNBR).

100. The quality of BR and the credibility of the WNBR have been strengthened by the implementation of the MAB Exit Strategy, the record high number of Periodic Review reports received from Member States and an increase in BR extension proposals to strengthen the roles of BR for sustainable development.

101. Management of marginal drylands was improved in BR that participated in the successful SUMAMAD project, and local communities, including women's groups, developed new green economic activities through the Green Economy in Biosphere Reserves: A means to poverty reduction, biodiversity conservation and sustainable development in sub-Saharan Africa project.

Risks and opportunities, challenges and lessons learnt

102. A key lesson learnt is that MAB/WNBR must focus on its role to connect global agendas and local people, including indigenous knowledge holders and vulnerable groups, and local development contexts to generate change on the ground, and to continue improving MAB operational methodologies and instruments. The major risks are firstly the loss of focus on this fundamental role of MAB/WNBR, and secondly, to fail to communicate effectively the MAB vision, mission, roles and services to Member States and the international community. The 2014 evaluation of the Madrid Action Plan for Biosphere Reserves, requested by the MAB ICC, made several strong recommendations to improve the Plan as well as the functioning of MAB and its WNBR. The evaluation has been instrumental in the preparation of the sharper MAB Strategy 2015-2025, which is a strong framework to support MAB's future actions.

103. In the 2030 Agenda, MAB and WNBR are well placed to support targets of SDG 15, as well as SDGs 6, 13, 14 and to a lesser extent SDGs 1, 2, and 11. The Paris Agreement provides new opportunities for MAB and the WNBR. In the future, MAB should support Member States to develop model regions for sustainable development, using science for innovative solutions, including DRR issues, and formulating new partnerships with local governance structures, the private sector and civil society. The fourth World Congress of Biosphere Reserves and the twenty-eighth MAB ICC in March 2016 are expected to generate the Lima Action Plan for MAB and its WNBR (2016-2025), specifically structured to enable national, local and regional levels of actions and reporting in the implementation of the MAB Strategy 2015-2025. A new communication package *My Biosphere, My Future* is planned for 2016-2017. Innovation in capacity building, fundraising and partnerships should be vigorously pursued. New avenues to address climate change, mobilizing ILK and DRR should be explored.

MLA 6: Strengthening freshwater security

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

104. IHP's Eighth Phase (IHP-VIII) began in 2014 with the overarching theme of water security. The capacity of Member States on drought and flood forecasting was strengthened through the publication of best practices and training, especially in Africa. Knowledge increased about the location and extent of 592 transboundary aquifers (TBA) worldwide, and a global assessment of key physical and socioeconomic characteristics for 166 TBA and 42 SIDS was completed. New information was made available to Member States about groundwater vulnerability to floods and droughts. Chile used the drought atlas prepared by IHP.

105. African countries' capacities to address water quality issues were enhanced through the fifth Africa Water Week and awareness raised on water security issues through participation in the Africa Water Forum. Cooperation was strengthened with key stakeholders including the African Ministers Council on Water (AMCOW), water-related centres and regional economic communities. Following the framework developed by the World Water Assessment Programme (WWAP) and partners, AMCOW has committed to establishing national targets and a monitoring and evaluation framework for its gender policy and strategy, including sex-disaggregated indicators for the African context. Also, consultations with Member States allowed the identification of major challenges related to water quality in the Americas and Europe.

106. A comparative analysis performed on water in megacities was presented at COP 21. A platform sharing global knowledge on urban water issues was put at the disposal of Member States. The capacity of Member States to incorporate ecohydrology principles in management practices was enhanced through the establishment of guidelines on ecohydrology demonstration sites.

107. Building on the outcomes of the 2013 International Year of Water Cooperation, and in support of the 2030 Agenda, international and regional cooperation in freshwater has been strengthened by the mobilization and increased coordination of the UNESCO water family, including UNESCO-IHE and WWAP, as recommended in the evaluations of IHP-VI and VII.

108. Member States were empowered to take informed decisions based on data provided in the WWDR, and more than 7,800 people were trained through UNESCO's water programmes, including those trained through UNESCO-IHE.

Risks and opportunities, challenges and lessons learnt

109. One of the main challenges for the UNESCO water family network may be the lack of coherent strong coordination at global, regional and national levels. The mobilization of the wealth of human resources and expertise available within the network can be improved with appropriate partnerships and better coordination. More use will be made of virtual meetings to cut costs. The portfolio of extrabudgetary projects has been expanded and a programmatic cooperation mechanism with the Global Environment Facility (GEF) and UNDP has been established resulting in new extrabudgetary projects, with good prospects for the future. For important funding, the project appointment modality will be systematically considered. However, challenges remain with respect to the reliance on temporary staff and administrative bottlenecks.

110. The 2015 external evaluation of the WWAP noted that the WWDR, a flagship United Nations report on water "... continues to be an authoritative source of information on fresh water resources" and is one of UNESCO's most visible reports. WWAP is addressing all the evaluation recommendations. For the WWDR, the main challenge is that the production of annual reports requires handling two reports and communication campaigns simultaneously while starting the third one. The new WWAP coordinator is designing a strategy to address this and to extend fundraising capacity.

111. The 2013 review of the UNESCO-IHE Institute for Water Education found that “In terms of impact, there are multiple indications in the available evidence of how UNESCO-IHE’s activities have benefitted UNESCO Member States at different levels through individual and institutional capacity development, targeted policy and programme support, knowledge-sharing and joint research and education activities.” UNESCO-IHE will undergo an evaluation in early 2016 in view of assessing the renewal of the Operational Agreement with UNESCO.

112. The 2030 Agenda, particularly SDG 6, the focus on freshwater within the Paris Agreement (Article 8), and the SFDRR with respect to water and sanitation (e.g. UNESCO-IHE developed an emergency sanitation concept in this context) are major opportunities for UNESCO. In the future, IHP intends to establish a strategic partnership with the EU, which could open opportunity for a long-term funding commitment and promote and encourage self-benefiting opportunities with some Member States.

113. UNESCO’s water science portfolio should draw on the unique strength of cooperation among IHP, WWAP and UNESCO-IHE. Intensified efforts will be made to fundraise and to strengthen the strategic partnerships with donors, for instance, the GEF. Strengthening the coordination of the UNESCO water family, including with a regional focus, is paramount in order to better mobilize the wealth of expertise available for the delivery of IHP-VIII and to contribute to the 2030 Agenda. The reporting of the different network components, particularly the category 2 centres, UNESCO Chairs and National Committees should be improved. Surveys should be done by UNESCO-IHE, WWAP and IHP to better assess the number of Member States that benefit from their training, data and projects. The WWDR should be positioned as a monitoring tool for SDG 6.

Intergovernmental Oceanographic Commission

MLA 3 – Promoting knowledge and capacity for protecting and sustainably managing the ocean and coasts

114. The years 2014-2015 were marked by significant developments in the global environmental governance, in which ocean issues have been highly visible and sensitive. To a certain extent, these years offered for the IOC of UNESCO a test on its relevance, impact and stability. Evidence of IOC’s strong contribution to the adoption of the SDGs (Agenda 2030) by the United Nations General Assembly, and in particular of the stand-alone Goal 14 on Oceans, the recognition of the role of the Ocean in the UNFCCC Paris Climate Agreement 2015, the Sendai Disaster Risk Reduction Framework and the SAMOA Pathway convincingly show that IOC has been on the right path to contributing ocean-related solutions to major challenges of our time. However, there are significant issues of shortage of resources, visibility, and risks to sustainability, and capacity for successful delivering on all directions of IOC actions.

I. Overall Strategic Assessment

115. All IOC activities in 2014-2015 pursued the high-level objectives of its Medium-Term Strategy, defined by its Member States. Achieving these objectives required contribution from all stakeholders in ocean affairs. In this regard, the Governing bodies of the IOC, further supported by the underlying diverse network of technical and regional subsidiary bodies and expert groups, ensured strong ownership of IOC programmes by the beneficiary communities. This is what ultimately led to the prominent recognition of the Ocean in the major international framework agreements.

116. As the stand-alone Ocean Goal, SDG 14 is a clear point of reference and institutional mobilization for IOC in the context of the 2030 Agenda. The SDG 14 specific reference to IOC Guidelines and Criteria on the transfer of marine technology is a culmination of a multi-year effort. IOC is actively working with UN-Oceans to guide the development of performance indicators for the SDG targets. It is deeply engaged in informing the United Nations process of creating a new

legal regime under UNCLOS on protection of marine biodiversity beyond areas of national jurisdiction.

117. Beyond SDG 14, approximately 11 out of the remaining 16 Goals have direct or indirect relevance to the ocean. These include, *inter alia*, SDG 2 on food security and improved nutrition, SDG 13 on climate change, SDG 4 on lifelong learning opportunities, SDG 8 on economic growth and productive employment, SDG 11 on resilient and sustainable cities. For the first time, the Paris Climate Agreement refers to the need to protect ocean ecosystems. IOC's decision to place much programmatic and outreach focus around climate change and COP 21, building on its contribution to Rio+20 and the success of the 8 June 2015 World Ocean Day and engaging in a heavy mobilization of scientific and civil society institutions around ocean and climate science and awareness-building, undoubtedly contributed to this.

118. Systematic observations being explicitly recognized as crucial to strengthening scientific knowledge on climate and supporting decision-making, IOC's main entry points into the climate change regime have been through ocean observation contributions to the Global Climate Observing System (GCOS) – through the Global Ocean Observing System (GOOS) – and scientific contributions to the Intergovernmental Panel on Climate Change (IPCC) through the World Climate Research Programme (WCRP).

119. IOC has been instrumental in supporting sustainability of GOOS. Together with WMO, measures were taken to help the recovery of the Tropical Pacific Observing System, which is central for detecting and predicting El Niño and regional variations of sea level rise. The WMO/IOC Joint Technical Commission for Oceanography and Marine Meteorology (JCOMM) is a unique joint commission of two United Nations agencies and is a key element in implementation and services. A notable recent contribution to the system is the opening of the JCOMMOPS Office in Brest in March 2015, with significant contribution by French partner-organizations.

120. At present the IOC coordinates four regional tsunami warning systems in all tsunami-prone areas of the ocean. Tsunami warning exercises are regularly organized in all basins. This IOC work is a very strong contribution to the United Nations disaster risk reduction framework adopted in March 2015 by the Sendai Conference. With a very modest budget the IOC coordinates a global tsunami warning system worth of hundreds of millions of dollars.

121. The IOC has refocused its programme in ocean science to assist its Member States in addressing the emerging science issues on deoxygenation, marine ecological time series, climate change and global trends of phytoplankton and Blue Carbon. The work was guided by the findings of the second International Ocean Research Conference (17-21 November 2014, Barcelona) which analysed how ocean sciences had progressed in the last 20 years and discussed the coming decade of international collaboration in marine sciences and technology with a view to improve ocean governance. At the same time, IOC has continued its leadership on the research on ocean acidification, marine pollution (including plastics and microplastics), and harmful algal blooms.

122. IOC's International Oceanographic Data and Information Exchange (IODE) is the only organizational framework that deals exclusively with international oceanographic data exchange. The IOC Ocean Biogeographic Information System (OBIS) is the world's leading database on ocean biodiversity. It contributes to at least two of the 20 United Nations biodiversity targets. As called upon by the 193 Parties of the CBD, OBIS data is used for the identification of Ecologically or Biologically Significant Marine Areas and is also used by FAO for the identification of Vulnerable Marine Ecosystems. OBIS also provides key information on biological diversity to the United Nations first World Ocean Assessment (WOA). The IOC-led Transboundary Water Assessment Programme contributed to WOA 66 coastal assessments covering all coasts of the world. As regards global assessments and science-based information for policy, IOC's comparative advantage lies in its unique position as an intergovernmental framework to advance research and identify new scientific issues through collaborative action. IOC is also recognized as the lead

United Nations organization in the development of marine spatial planning, as demonstrated by the uptake of the IOC guidelines by more than 40 countries engaged in ocean management.

123. The IOC Capacity Development (CD) strategy was renewed in June 2015 by the IOC Assembly at its twenty-eighth session and will be key in ensuring the Commission's continued relevance as a global intergovernmental platform to assist and develop the capacities of its Member States, and in particular small island developing States (SIDS) and least developed countries (LDCs).

124. These examples of achievements show that IOC is fulfilling well its role as an intergovernmental United Nations body, capable of providing an operational, logistical and legal framework for oceanographic activities and of coordinating, with authority, the implementation of major international ocean research efforts of high significance for sustainable development. In order to ensure its continued relevance to its Member States, the IOC has undertaken an extensive mapping exercise linking key aspects of its mandate and core functions to the international strategic frameworks. All the main outcomes of its work during 2014-2015 and workplans for 2016-2017 can also be viewed in the light of this analysis, which will be presented to the IOC Executive Council in June 2016.

Risks and opportunities, challenges and lessons learned

125. The IOC is the only United Nations body specialized in ocean science and services. It provides a focus for other United Nations organizations and agencies with regard to ocean science, observations and data exchange, and services. Today the Commission has 148 Member States and since 2005 there has been a 15% increase in the number of Member States.

126. There are high expectations of IOC and the Commission has to deliver on a large number of areas and provide a platform for coordination of research, observations and services, capacity development in Member States that is worth more than a billion dollars. In the Programme and Budget for 2016-2017 (38 C/5) IOC has 12.5 Professional and five General Service staff in Headquarters and 7.5 Professional staff in field offices. This very small secretariat is expected to oversee programme implementation, provide secretariat support to expert groups and IOC governing bodies, and must also respond to the UNESCO programme oversight, governance, and reporting requirements. The incompatibility of the current size of the secretariat and the scope of IOC activities is the main risk for proper programme delivery.

127. Funding for oceanographic observations mostly comes from research funding agencies. Support to tsunami warning systems requires a high level of constant responsibility by governments. Capacity of Member States in ocean sciences, observations and their use is highly variable. Because of these factors, sustainability of ocean research and observations requires significant effort aimed at raising visibility of these activities across national agencies. While IOC aims to develop core systems in oceanography, which is challenging and requires a sustained and focused effort, there are now many other organizations in the world that use ocean data and observations to generate products that raise their own visibility. Because of that, the upstream role of IOC in the information delivery process is rather difficult to explain to main stakeholders and funders, and as such IOC is exposed to fierce competition for funding. In JCOMM the difference in cultures between meteorology and oceanography is a constant challenge, with rewards when overcome.

128. Responding to the evolving needs of climate mitigation and adaptation, operational services and protection of ocean health, the ocean observing networks undergo rapid technical advancements and are starting to measure more and more chemical and biological variables. Benefits of this increasingly capable system need to be shared with all Member States. However, potential legal ramifications of such observing system expansion still need to be explored to ensure the sustainability of GOOS and its access to the global ocean.

129. To ensure sufficient resources for its core activities, IOC needs to engage more strategically in the management and coordination of extrabudgetary projects or provision of services. Given the limited staff resources and the time-consuming nature of the exercise, very hard prioritization is thus needed as well as careful assessment of the likelihood of successful outcome in order to determine what efforts to pursue.

130. Future opportunities stem from the fact that there is now a considerably higher societal awareness of the role of the ocean and economic opportunities associated with it. There is also a much better understanding that in order to produce any meaningful assessment of conditions in the ocean and to conduct any activity there with efficiency and safety, there is a need for reliable systematic observations. The role of IOC-supported ocean services is highly visible through the warnings on tsunamis. There is now a much better understanding that such IOC's or IOC-led programmes as GOOS, Integrated Coastal Area Management, Marine Spatial Planning, Harmful Algal Bloom research, and some others provide the scientific foundation for so called "Blue Economy" ("Blue Growth"). The role of SIDS on the United Nations arena is increasing and their dependence on the ocean helps to move ocean research and observations agenda forward. The Paris Agreement sets up the Paris Committee on Capacity-Building, and bolsters the role of the UNFCCC's Technology Mechanism. While marine technology has been notably absent from the climate change debate and UNFCCC technology transfer framework, but given the wide recognition around the IOC Criteria and Guidelines on Transfer of Marine Technology by UNCLOS and most recently SDG14, there could be an opportunity for sharing know-how and integrating an ocean perspective into both existing and new mechanisms. The UNFCCC's Financial Mechanism is assured by the GEF and the Green Climate Fund. IOC has been able to mobilize considerable resources through GEF, and will pursue all opportunities potentially available through the Green Climate Fund. The recently concluded agreement with UNDP on project implementation in the context of the GEF-funded International Waters focal area is also seen as an important achievement.

131. In summary, there has probably been no better time for IOC to strengthen its contribution to sustainable development by fostering ocean science, observations, services, and transfer of marine technology. A challenge for the IOC is to maintain the highest scientific level of its activities while organizing them through an intergovernmental mechanism. IOC needs to involve in its work leading scientists and attract the young ones. It is also important to maintain strong links to national science managers. Another challenge is to continue the integrative planning and implementation of IOC activities based on the principle of "co-design", achieving a high degree of coherence between global programmes and regional activities, especially activities of the IOC regional sub-commissions: WESTPAC, IOCARIBE and IOCAFRICA.

The way forward

132. The four recently emerged international frameworks set the direction of IOC development, in the short- and long-term perspective. In order to continue serving the United Nations system as the main specialized body on ocean science, observations and services, IOC will have to strengthen cohesion of all its programmes and exchange of information between them whereby ocean observations would support ocean research and services, and services would strengthen the awareness about the importance of ocean education and observations. In order to do this, IOC will need to develop and implement an efficient, tailored and productive communication strategy in order to achieve its overall organizational objectives, engage effectively with relevant stakeholders, and demonstrate the impact of its work. Taking into account that the ocean and marine affairs drive many socio-economic activities, IOC intends to engage with Member States and international economic institutions to seek their support in highlighting to the relevant stakeholders the importance of the ocean activities for national economy and growth. An early example of this development was the Second Blue Economy Summit organized by The Republic of Seychelles, UAE and IOC in January 2016.

133. The immediate effort should go into operationalization of the new IOC capacity development strategy for 2015-2021 and this requires understanding of the current state of affairs. Because of that IOC needs to ensure the completion of the first IOC Global Ocean Science Report (GOSR) that intends to provide a global picture of existing scientific capacities at national and regional level. This snapshot of existing infrastructure and equipment, human resources (with a first detailed analysis of gender balance in the workforce related to ocean science), priorities, funding, etc. will help future planning of capacity development.

134. To overcome the problem of its limited infrastructure and resources, IOC needs to further strengthen the involvement of Member States and to seek their increased support to its activities. To that end, IOC will need to further strengthen its governing bodies and to continue to elaborate, together with Member States, a strategy for the future IOC development with the full buy-in by its constituencies. A strong factor of IOC success is association with and support by the Major Programmes, offering the comparative advantage of UNESCO's interdisciplinary comprehensive approach to key societal issues. A comprehensive proposal along these lines will be presented for in-depth discussion by the IOC governing bodies, with a view of obtaining guidance on the Draft 39 C/5 preparation.

MAJOR PROGRAMME III – SOCIAL AND HUMAN SCIENCES

I. Overall Strategic Assessment

135. In today's increasingly diverse societies, the role of the social and human sciences in supporting inclusive social development, fostering intercultural dialogue for the rapprochement of cultures and promoting ethical principles remains critically relevant. At a time of increasing global challenges and threats, such as inequality, exclusion, violence and sectarianism that undermine humanity's cohesion, UNESCO's fundamental humanist mission to support people in understanding each other and working together to build lasting peace remains crucial.

136. The social dimensions of the 2030 Agenda and the targets on social inclusion, the eradication of extreme poverty, the reduction of inequalities, inclusive policies for cities, as well as inclusive and participatory decision-making, resonate with UNESCO's mandate to support Member States in managing contemporary social transformations. Intercultural dialogue is essential to understanding contemporary social transformations and to ensuring peaceful societies. This fits well within the framework of the International Decade for the Rapprochement of Cultures, which is led by UNESCO and constitutes an invaluable platform of support to Member States in promoting and developing peaceful and inclusive societies, as enshrined in Goal 16 and its related targets. Those targets present strong linkages with other goals: inclusive education (SDG 4); ensuring healthy lives (SDG 3); making cities inclusive (SDG 11); adapting to climate change (SDG 13); and achieving gender equality (SDG 5). Particular emphasis is put on youth engagement in social transformations. UNESCO also provides technical support and capacity-building for participatory and inclusive policy formulation at both national and city levels, with a major role for foresight; for the strengthening of institutions to promote ethical principles; and for physical education and sport as modalities of inclusive social development.

The way forward

137. The 2030 Agenda provides an opportunity for the social and human sciences to firmly entrench universal values and principles – such as global solidarity, inclusion, anti-discrimination, gender equality and accountability – in the efforts of Member States and other key stakeholders to implement the SDGs. To this end, it is important for UNESCO to reinforce existing – and develop new – interdisciplinary, cross-sectoral and results-oriented initiatives that foster increased international collaboration and participation. The complexity of the 2030 Agenda requires greater policy coherence in addressing the SDGs by ensuring stronger linkages between social science research and public policies. This also calls for stronger intersectoral cooperation within UNESCO and broader collaboration with the United Nations system and other partners, particularly at the country level.

138. Document 37 C/5 coincided with significant reductions in human and financial resources, impeding the full-scale implementation of the Major Programme III (MP III). Traditionally, it has proven difficult to mobilize large-scale extrabudgetary resources due to the process-oriented nature of initiatives in the social sciences, that are less attractive for donor visibility and are more difficult to quantify. Designing a robust strategy for outreach and resource mobilization will be a major task in 2016-2017 to ensure the continuation of the current core activities and to enable the upscaling of capacity-building initiatives, especially at the country level.

139. Following a programme review of MP III, it is proposed that the diversity of activities should be drawn together by a common thread: mobilizing knowledge and values through dialogue with our stakeholders to equip societies to understand the challenges they face and to transform themselves in response. The Social and Human Sciences Sector (SHS) intends to use the current biennium as a transition, through structural adjustments, to ensure an integrated response to cross-cutting issues in a coordinated manner within the Sector, and within UNESCO as a whole.

140. The consultations leading up to the draft Programme and Budget (39 C/5), will be an opportunity to review and re-focus so as to strengthen coherence across all work streams in MP III. This should also bring about improvements in the definition of expected results, measurable performance indicators and targets. Such action will enable the Sector to determine more precisely actions to be undertaken at the global, regional, and national levels and synergies between them, while seeking a more decentralized modality of implementation.

II. Assessment by Main Line of action/thematic area

MLA 1: Mobilizing future-oriented research, knowledge and policy-making to support social transformations, social inclusion and intercultural dialogue

141. The 2014-2015 biennium was a period of transition and consolidation. The Sector undertook a reassessment of its core programmes, in response to the twin guiding references of the social dimensions of the 2030 Agenda and Strategic Objective 6 of the Medium-Term Strategy “Supporting inclusive social development, fostering intercultural dialogue for the rapprochement of cultures and promoting ethical principles”.

142. MLA 1 actions during the reporting period were designed around three pillars: (a) strengthening the research-policy nexus with a foresight dimension; (b) fostering intercultural dialogue; and (c) promoting the development of inclusive public policies and capacity-building.

Strengthening the research-policy nexus, with a foresight dimension (contributing to Expected results 1 and 2)

143 UNESCO’s actions focused on strengthening the links between knowledge, policy and practice, by drawing on the competences of the social sciences to assist Member States in the management of social transformations. At least 14 research products reported explicit policy uptake by Member States, involving diverse key public policy issues such as inclusion of indigenous women, violence in schools, migration, family violence, adaptation of agriculture to climate change, social vulnerability and food security, and underground *sociabilities* in favelas.

144. The relevance of the research-policy nexus is particularly recognized in the Latin America and the Caribbean region where the Management of Social Transformations Programme (MOST) has convened policy dialogues through a series of Forums of Ministers of Social Development, the tenth edition of which was held in Ecuador in 2014. Steps were taken to pursue expansion beyond Latin America, with a Forum in Kenya for the subregion (February 2015) and the organization of MOST Schools as a headline capacity-building activity, with new initiatives in Morocco, Tunisia, Russia and Mongolia. Integration of foresight within SHS has been prioritized, with tangible benefits for the programme of MOST Schools and growing synergies in resource mobilization.

145. Furthermore, important preparatory work streams have been undertaken with respect to the contribution of MOST to the 2030 Agenda on inclusive social development (including strong participation from MOST at the World Social Science Forum organized by the International Social Sciences Council in Durban, South Africa, in September 2015); the editorial process for the 2016 World Social Science Report; and the conceptualization, design and establishment of the Inclusive Policy Lab, working intersectorally with the Education and Culture Sectors. Results in philosophy and human sciences have so far been process-oriented, particularly with respect to the revitalization of the International Council for Philosophy and Human Sciences (CIPSH) and the definition of the preparatory process leading up to the 2017 World Humanities Conference.

146. UNESCO contributed to the development and diffusion of global foresight theory and practice. Sixteen “Futures Literacy Knowledge Laboratories” (FL KnowLabs) were held, working in close collaboration with local and global sponsors in 12 countries on five continents. Each of the FL KnowLabs generated capacity and competence at the local level, with the creation of norms that

are essential to establish communities of practice, such as rules to determine the most appropriate foresight tool to apply in particular circumstances; specific specialized vocabularies related to anticipatory systems and processes; and the choice of heuristics most effective for the functioning of collective intelligence and knowledge creation.

Fostering intercultural dialogue (contributing to Expected results 1, 2 and 3)

147. UNESCO's global leadership in fostering intercultural dialogue was strengthened by its designation as the lead agency for the International Decade for the Rapprochement of Cultures (2013-2022) (IDRC) by the United Nations General Assembly (Res. 67/104). This enabled UNESCO to enhance its engagement with Member States, inter-governmental organizations, non-governmental organizations and UNESCO Chairs through broad-based consultations which resulted in the drawing up of an Action Plan for the Decade, endorsed by the United Nations General Assembly in Resolution 69/140 in December 2014. The IDRC has become a key framework for the commitment of Member States to furthering interreligious and intercultural dialogue, the promotion of mutual understanding and cooperation for peace.

148. The UNESCO Roadmap for the IDRC comprises a five-pronged strategy – mapping, research, capacity-building and knowledge-sharing, advocacy and coordination – and four corresponding action areas for 2016-2017: knowledge-creation to inform policy and orient programming; research collaboration with new and existing partner academic institutions; skills development in intercultural competences and cultural literacy; as well as new advocacy avenues and the scaling-up of an integrated coordination of the Decade.

149. As a result of a partnership between UNESCO and Tudor Rose, the publication *Agree to Differ* was launched in May 2015, supporting the wider dissemination of the core principles of the IDRC. This compendium brought together some 60 authors, providing insight into intercultural and interreligious dialogue from a broad range of perspectives, including Member States, United Nations agencies, United Nations special rapporteurs, non-governmental organizations, religious leaders, experts and civil society activists.

150. For the first time, UNESCO authored the Secretary-General's annual report to the seventieth regular session of the United Nations General Assembly, consolidating the United Nations system's contributions to the implementation of United Nations General Assembly Resolutions A/69/139 on a culture of peace and A/69/140 on the promotion of interreligious and intercultural dialogue, adopted in December 2014. UNESCO will retain this new role in 2016 and has synergized inter-agency collaboration for the preparation of the new report, which will involve about 14 United Nations agencies and their field networks, with the aim of strengthening joint approaches both to the formulation of recommendations and to concrete action on the ground.

151. Some capacity-building initiatives in the implementation of the Action Plan for the IDRC were undertaken through extrabudgetary funds from Saudi Arabia's "Abdullah bin Abdulaziz International Programme for a Culture of Peace and Dialogue", which financed ten intersectoral projects, completed in September 2015. An external evaluation of the projects is scheduled for the first half of 2016.

Policies and capacity-building (contributing to Expected result 3)

152. In the area of social inclusion, UNESCO reinforced its support to Member States and key partners in the formulation and review of participatory and inclusive public policies by exploring the dynamics of evidence-based policy-making. Key recommendations of regional policy round tables focused on the need for comprehensive and reliable data, strengthened participation of all stakeholders and increased international collaboration, including the sharing of expertise and good practices. With the support of Malaysia, capacity-building projects were developed in Malaysia, Cambodia and Timor-Leste.

153. At national level, several initiatives underscored UNESCO's leadership, for example, the Internal Migration in India Initiative. Through the valuable work carried out (policy papers, training tools and community of practice), the Organization was invited to contribute to the deliberations of the Inter-Ministerial Task Force on Migration and feed into national policy-making processes on migration issues.

154. A review of the work of SHS on public policies on social inclusion undertaken with the Overseas Development Institute (ODI) and covering 50 projects highlighted good practices from all regions. It provided findings and recommendations emphasizing the need to disaggregate adequately monitoring and evaluation data, fully integrate political analysis in programme design and implementation, and promote a more comprehensive gender mainstreaming component in all programme design activities. This would unpack not only the deeper constraints preventing women and girls from participating in projects, but also demonstrate how a lack of gender sensitivity in programme design can promote negative and unintended outcomes for women and girls.

155. The International Coalition of Cities against Racism (ICCAR) was revitalized to further promote inclusion, diversity and the fight against racism and discrimination at the city level. The Coalition has grown into a network of more than 500 cities in different regional and national Coalitions, and collaboration between regional Coalitions has been strengthened, for example through the signature in September 2015 of a cooperation agreement between the European and Latin American and Caribbean Coalitions of Cities. UNESCO is working with the Coalitions to revise the ICCAR Ten-Point Plan of Action to reflect current contexts and realities, in line with the 2030 Agenda, focusing more on human rights and gender equality and challenges of gender-based violence. The Coalition is mobilizing cities to contribute to the Habitat III Conference in Quito in 2016 which will adopt the New Urban Agenda.

156. With respect to human rights mainstreaming and migration, UNESCO up-scaled its participation in inter-agency platforms (i.e. the United Nations Development Goals Working Group on Human Rights, the Global Migration Group and the Universal Periodic Review Mechanism). Three publications – *United Nations Development Goals Guidance Note on Human Rights for Resident Coordinators and United Nations Country Teams*; the *Global Migration Group Handbook on Data and Migration*; and *Thematic Report on Youth Migration: Challenges and Opportunities* – were produced.

157. With regard to the global priority of gender equality, SHS continued advocating for the promotion of women's rights and empowerment and for the need to respect and enhance the rights and the social inclusion of the most vulnerable women and girls, focusing on migrant women, indigenous women and women with disabilities. In India, community radios were developed for migrant women; in Mali and Senegal, capacity-building to create income-generating activities was provided to excluded women in remote areas; and in Costa Rica, a project was launched to engage men and boys in achieving gender equality and combatting violence against women.

History and Memory for Dialogue (Expected result 5 in MP IV which was transferred to MP III in the 38 C/5)

158. The *General and Regional Histories*, the Slave Route, and the Silk Roads Online Platform are examples of the programmes designed to fight ignorance and develop knowledge conducive to mutual understanding among cultures and peoples. These projects contribute to the International Decade for the Rapprochement of Cultures (2013-2022) and the International Decade for People of African Descent (2015-2024). The Slave Route and the *General History of Africa* respond to Priority Africa by highlighting the contributions of people of African descent to the general progress of humanity, with a view to combatting racial prejudices, racism and discrimination. The knowledge and approaches developed through these projects have had, and continue to have impact on the global debate on cultural diversity, shared history, reconciliation and intercultural dialogue. This contribution is an important added value that enhances the role of UNESCO as a laboratory of ideas and a forum of intellectual and scientific exchanges.

159. The Slave Route project celebrated its twentieth anniversary in 2014 and has contributed to raising awareness and deepening understanding on the legacies of the slave trade and slavery in modern societies. The preparation and proclamation of the International Decade for People of African Descent (2015-2024) provided a new opportunity to strengthen the partnership with the United Nations High Commissioner for Human Rights and the United Nations Department for Public Information and to publicize the various materials developed: publications, pedagogical materials and films. Strong partnerships were also established with institutions which agreed to contribute to the efforts of the project in scientific research, the development of pedagogic material and the management of sites of memory. Emphasis was placed on the preservation, promotion and management of sites and itineraries of memory through the creation of an international network for memorial heritage managers and the elaboration of a guide to enhance their capacity. The project's actions resulted in the creation in some Member States of new itineraries of memory, the adoption of policies to encourage the teaching of this tragedy in schools, the organization of commemoration events, the display of exhibitions and the production of films.

160. Regarding the *General History of Africa* (GHA), the material for primary and secondary levels elaborated on the basis of the eight volumes of the collection was finalized, peer-reviewed and validated by the Scientific Committee. In partnership with the African Union, active lobbying was undertaken towards African Member States, which renewed their commitment to integrating this material into their national curricula during the last Conference of Ministers of Education (COMEDAF) held in 2014 in Yaoundé, Cameroon. Action was also undertaken towards other major stakeholders (educators, artists, media) to support and accompany this important project and, in particular, to prepare the ground for the use of this material in formal, informal and non-formal education. A Coalition of Artists for the *General History of Africa* was established, which has brought together more than 100 artists. Volume IX of the GHA was launched and the new Scientific Committee, that was established to ensure scientific and intellectual rigour, has chosen a three-book structure for the volume, identified around 300 contributors and defined the general orientations for the drafting of the different chapters.

161. The content of the Silk Road Online Platform, launched in 2013, was enriched with new elements and its main pages were translated from English to Russian and Arabic. In response to the strong interest raised in this project, an International Network of Focal Points was established to involve stakeholders in the Platform's activities. Twenty-five Member States designated focal points and participated in the first meeting of the Network held in X'an, China, in May 2015, to define modalities of functioning and a plan of action for the next three years. The Platform contributed to several events marking the International Decade for the Rapprochement of Cultures.

162. The twelfth and thirteenth editions of the UNESCO-Sharjah Prize were organized and two eminent scholars and two important institutions were designated as new laureates. The Prize ceremonies were marked by an exhibition and artistic performances showcasing the diversity and potential of Arab culture. An assessment of the Prize was undertaken and presented to the 195th session of the Executive Board, which renewed the Prize for six more years. A more strategic outreach plan has been discussed and will be implemented in the current biennium to ensure a more balanced global participation.

Risks and opportunities, challenges and lessons learnt

163. The current global context has resulted in an increased call for UNESCO's interventions in the area of social transformations, intercultural dialogue and foresight. This requires MP III to be agile in its capacities to respond to emerging challenges. The key lesson drawn from the 2014-2015 biennium experience is the need to articulate better the expected results and related indicators.

164. As an initial response, a new strategy for the Management of Social Transformations Programme (MOST Programme) has been finalized, embracing a fresh perspective 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. The strategy emphasizes the importance of enhancing ownership of MOST by its two primary constituencies: Member States, and knowledge communities in the social and human sciences. The negative consequences of lack of ownership appear clearly from recent experience, and, conversely, the tangible improvements in the overall functioning of the programme in 2014-15 show the capacity of a heightened sense of ownership to ensure greater recognition and commitment, and thereby *inter alia* a resource base better aligned to the substantive expectations expressed by the General Conference.

165. The social transformations work stream faces a set of risks and opportunities that the adoption of the 2030 Agenda has sharply highlighted. On the one hand, every aspect of the Agenda relates directly to the social and human sciences, and there is considerable demand for their findings in public debate and policy circles. On the other hand, research-based findings tend to be difficult to connect directly to policy challenges and the social and human sciences compete for attention with other – less rigorous but superficially more compelling – modes of discourse. This is the basis of the commitment expressed by the new MOST strategy to a strengthened research-policy interface that uses social science-based knowledge focused on human needs and that contributes to establishing a culture of evidence-informed decision-making anchored in human rights.

166. With regard to intercultural dialogue, the Roadmap contains innovative initiatives such as the development of indicators – a potentially instructive endeavour.

MLA 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

Bioethics (Expected result 4)

167. As highlighted by the IOS Evaluation in February 2010, UNESCO, as the international lead agency for bioethics has promoted bioethics world-wide through capacity-building and awareness-raising activities; is recognized as an honest broker on bioethics issues by a large part of the international community of bioethics experts; and continues to provide a forum for agreements to be reached on how to tackle bioethics issues.

168. The UNESCO Declarations in bioethics continue to set the standard. For example, the Universal Declaration on Bioethics and Human Rights (2005) has been used as a reference document in the decisions of the European Court of Human Rights, the Inter-American Court of Human Rights, as well as the Supreme Courts of Brazil and Costa Rica. Furthermore, at least two of UNESCO's Declarations in bioethics have been included in the national legislation for research in Spain. Through the four international bodies for which UNESCO serves as Secretariat – the International Bioethics Committee, the Intergovernmental Bioethics Committee, the Interagency Committee on Bioethics and the World Commission on the Ethics of Scientific Knowledge and Technology – the programme played a key role in anticipating and defining important emerging ethical issues. These bodies continued to propose appropriate strategies and responses. Examples include the recent reports on the ethical principles on climate change; the sharing of benefits in the life sciences; and emerging risks of developments in genetics.

169. UNESCO has been building Member States' institutional capacities in bioethics by supporting the creation and reinforcement of national bioethics committees, thus assisting Member States in implementing the principles of the Universal Declaration on Bioethics and Human Rights at the country level. Since 2008, 18 national bioethics committees (NBCs) have been established with UNESCO's assistance. Ten training sessions for NBCs in eight countries were also carried out in 2014 and 2015. Results of surveys have consistently indicated that beneficiaries appreciated the high quality of these training sessions.

170. UNESCO's teacher training activities and the development of educational resources have contributed to the reinforcement of capacities. In 2014 and 2015 more than 304 participants from 38 countries were trained under the ethics teacher training courses (ETTCs). In Latin America and the Caribbean, bioethics lifelong distance learning courses have trained 360 students from 23 countries over the last two years. Results of surveys have shown a high level of satisfaction among participants of these courses. In addition, a training course on bioethics and a bioethics handbook for journalists were launched in Latin America. The UNESCO model curriculum on bioethics has been adopted by more than 26 universities in 21 countries since 2008; it has also been largely adopted by the Standing Committee of European Doctors (CPME) and it was used for the revision of medical ethics and law curricula in the United Kingdom, and backed up by the General Medical Council of the United Kingdom and the British Medical Association. It is also an essential component of the Masters in Bioethics course offered by the National Guard Health Affairs in Saudi Arabia. Furthermore, the programme has been collaborating with UNESCO Chairs in bioethics to promote bioethics education, to raise awareness of bioethical issues, encourage multicultural dialogue and support bioethics training.

171. As a key trend, UNESCO is seeing increased demand from Member States for bioethics capacity-building: a global roll out in 2014-15 already responded to this demand, delivering more in Arab States and Asia, to reach more countries; and training more teachers in Africa and the establishment of more bioethics advisory committees at national level further consolidated achievements.

172. Meanwhile, UNESCO also engaged with the work of many other agencies e.g. international consortia for research or new norms: SATORI, TRUST, CIOMS Guidelines, or the Human Variome Project (HVP), as a respected international partner, bringing visibility to the promotion of international ethical principles among expert communities. It has continued to strengthen collaboration with the World Health Organization (WHO) and maintained its leadership in promoting interagency dialogue, as permanent secretariat of the United Nations Interagency Committee on Bioethics.

Risks and opportunities, challenges and lessons learnt

173. Scientific progress continues to generate new sets of ethical dilemmas, which require appropriate responses from a standard-setting perspective. For example, the International Bioethics Committee (IBC) is calling on Member States to produce an international legally binding instrument to ban human cloning for reproductive purposes. This provides an opportunity for UNESCO to maintain its leadership in the normative area.

174. The bioethics programme has built capacities in Member States through the establishment of national bioethics committees. As a lesson drawn from an IOS evaluation, the seed funding from the regular programme is focused on priority interventions such as assistance to national committees, the establishment of regional networks of experts, and the development of training materials. It has also reinforced existing national bioethics structures through its publications and advisory services. However, the sustainability of these committees depends on the commitment of national stakeholders. The viability of the NBCs is dependent on the resources accorded to them by their respective governments.

175. The reductions in core funding have prevented UNESCO from maintaining its leading role as the only operator of global bioethics databases (GEObs). This series of databases is a very useful tool for bioethicists around the world and acts as an enabling element for other UNESCO bioethics activities such as the Assisting Bioethics Committees (ABC) initiative.

176. Despite being a recognized flagship programme ranked with high priority in the Expenditure Plan of \$507 million, bioethics requires more significant extrabudgetary funds for its capacity building activities at the country level; greater efforts will be explored in this area.

MLA 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 a human-rights-based approach in UNESCO's programmes

Youth (Expected result 5)

177. The UNESCO Medium-Term Strategy (2014-2021) (document 37 C/4) underscored the high relevance of the Organization's contribution to harnessing the potential of youth as change-makers for peace and development. The first biennium of implementation of the UNESCO Operational Strategy on Youth (2014-2021) has confirmed the growing demands from Member States for the Organization to enhance its efforts around three axes: policy formulation and review with the participation of youth; capacity development for the transition to adulthood; and civic engagement, democratic participation and social innovation.

178. UNESCO's work on youth development and participation leverages its multidisciplinary expertise and role as an honest broker in providing advice to a steadily growing number of Member States for policy development and implementation, and institutional and human capacity development. UNESCO is positioned as the key United Nations agency working on multi-stakeholder policy formulation and review with the participation of youth; this was reinforced by the organization of the first Global Forum on Youth Policies held in Baku, Azerbaijan in 2014. The Forum brought together about 700 policy-makers representing governments, civil society, donors and academia. It concluded with the launch of the Baku Commitment on Youth Policies which highlights eight guiding principles for youth policy development and puts forward ten concrete commitments open to all international, regional and national stakeholders interested in joining this initiative. The NET-MED Youth project, which was highly rated in its first year progress report, is another illustration of the potential of the existing robust methodology, which could be expanded and replicated in other regions, working with potential donors.

179. The UNESCO Youth Forum process, which held its ninth session as an integral part of the 38th session of the General Conference, has consolidated efforts in promoting the participation of young women and men as active citizens in supporting national development and community building by developing and rolling out youth-led projects. Levels of participation by youth, in particular young women, in countries undertaking deep transformations, were also increased. This has been the case in Tunisia, where approximately 50% of the participants were young women. In two other countries of the Northern Africa subregion (Morocco and Mauritania) the UNESCO Manual on Democracy has been launched and training sessions will be organized in the future.

180. Coordination within UNESCO and contribution to United Nations collaborative work on youth, in particular through the Interagency Network on Youth Development, has been enhanced. UNESCO's contributions have been integrated and reflected in 13 global United Nations collaborative initiatives on youth.

Sport and anti-doping (Expected result 6)

181. The high level of ratification (183 States Parties) of the International Convention against Doping in Sport (2005) within its first decade attests to its relevance among Member States. The data in the Anti-Doping Logic system, which consists of an online questionnaire and analysis software to collect data from all States Parties on the measures they have taken to implement the Convention, shows that the levels of compliance are on a steady increase, with a growing number of countries adopting national anti-doping activities to "promote the prevention of and the fight against doping in sport, with a view to its elimination" (Article 1) and to this end, using legislative, regulatory, political or administrative measures.

182. The central importance of capacity-building in the implementation of the Convention is recognized by the Conference of Parties. With 59 projects approved in this biennium alone, the

Fund for the Elimination of Doping in Sport has achieved a new milestone with 100 States Parties benefitting from 179 small grants since 2008.

183. UNESCO is the only organization within the United Nations system with a mandate in sport; this is reflected in its standard-setting work as embodied in the Anti-Doping Convention and the International Charter for Physical Education, Physical Activity and Sport. The programme's sustainability depends on continuous and significant extrabudgetary and in-kind support being raised by leveraging an extensive partnership base, including members of the Intergovernmental Committee for Physical Education and Sport (CIGEPS) and its Permanent Consultative Council, sport organizations and private companies.

184. The International Conference of Ministers and Senior Officials Responsible for Physical Education and Sport (MINEPS V) Declaration of Berlin was referenced in United Nations Resolution A/RES/69/6; by the seventh Commonwealth Sports Ministers Meeting, 2014; by the Assembly of the Association of National Olympic Committees, 2014; by the International Working Group on Women and Sport (IWG) 2014; and by the United Nations Sport for Development and Peace International Working Group.

Risks and opportunities, challenges and lessons learnt

185. One challenge has been governance volatility, persistent political instability and security concerns (particularly in countries in transition or post-conflict), as well as a lack of mechanisms and structures for inclusive youth participation, particularly in governance. This has been tackled through the development and roll-out of a multi-stakeholder approach to youth policies and programmes, as a means to ensure shared responsibilities and ownership, as well as to engage diverse groups of youth.

186. A key challenge is the stronger use of measurable results, particularly regarding the concepts of youth participation or youth civic engagement. There needs to be a more concerted and integrated roll-out of a results-based monitoring and evaluation mechanism attached to the UNESCO Operational Strategy on Youth to enable stock-taking of the results of UNESCO-wide initiatives. Similarly, while the UNESCO Youth Forum is a formidable means of connecting young people to Member States' structures and UNESCO's work, there is a degree of disconnect between the Forum's outcomes and the expected results of the Operational Strategy on Youth. Particular attention will be paid in 2016-2017 to the reinforcement of such linkages, notably in the follow-up to the ninth edition of the Forum.

MAJOR PROGRAMME IV – CULTURE

I. Overall Strategic Assessment

187. UNESCO is recognized as a global leader in the field of culture and holds undisputed comparative advantage both at the normative and operational levels, thanks to its culture conventions. Through its standard-setting work, the Organization has created spaces for dialogue and remains the only universal forum with the necessary legitimacy, universality and convening power where cooperation can be initiated at the global level in the field of culture.

188. The central importance of the capacity-building programmes, including technical assistance and policy advice, in the implementation of the conventions has been underscored by recent IOS Evaluations. Despite an uneven picture across the conventions, thanks to these programmes a large number of State Parties have integrated key provisions in national legislations, policies and strategic frameworks including, in some instances, cross-cutting domains of importance for sustainable development.

189. The comprehensive approach that UNESCO promotes in cultural matters has enabled to obtain a clear recognition in the 2030 Agenda for Sustainable Development of the important transversal role of culture for sustainable development. In that regard, maintaining the prominence of transversal enablers such as culture in the review mechanisms that will be adopted to monitor progress made on the implementation of the 2030 Agenda will be key to its continued relevance and added value. Additionally, the strategic role of culture has also been advanced through the Hangzhou Outcomes in view of the “New Urban Agenda” to be adopted at the Habitat III Conference as well as within the Sendai Framework on Disaster Risk Reduction 2015-2030. In addition, the now widely acknowledged links between the intertwined cultural, humanitarian and security dimensions of conflicts mean that as the only United Nations agency mandated with cultural heritage protection, UNESCO is naturally expected to respond to the increasing threats to culture and cultural diversity.

190. The integrated approach of the 2030 Agenda as the responses to conflict opens new paths for programme design and implementation in the field of culture, as they not only address the “traditional” role of culture for economic, social and environmental development, but also more focused objectives that bring new programmatic perspectives for culture, at both the international and national levels. Programme design will need to take into account new and/or renewed focus areas, such as sustainable cities, peaceful and inclusive societies, gender equality, sustainable tourism, consumption and production patterns, as well as food security. Efforts will therefore need to be scaled up in developing programmes taking a more transversal approach across the conventions.

191. Accordingly, the development of a more streamlined and convergent implementation of the culture conventions, with the reinforcement of linkages between the conventions and their governing bodies, the strengthening of normative and operational connections as well as the enhancement of intersectoral cooperation both within UNESCO and with stakeholders, will take on particular importance.

192. However, the persisting gap between the resources available and the workload of the conventions’ secretariats, as documented in the IOS audit and evaluation reports means that the situation of the culture conventions remains unstable and unsustainable. The regular programme available for activities fell from \$15.7 million in the Approved 36 C/5 for 2012-2013 to \$8 million under the \$507 million Expenditure Plan for 2014-2015. Of this, \$5.6 million were retained for statutory meetings at Headquarters, leaving only \$2.4 million for the field. While \$108.6 million of extrabudgetary resources and \$4.9 million in additional appropriations were mobilized during the biennium, these were primarily for specific field-based programmes, rather than for the core functions of managing the conventions or staff reinforcement. The reduced budget of the Expenditure Plan led to an overall reduction of 32 posts at Headquarters (Ref.: 194 EX/3), which

put the capacity to deliver under severe pressure. On the other hand, the Sector did its utmost to maintain its policy advisory capacity in the field, and in particular in Africa where there are 21 established posts, out of a total of 49 established posts in the field.

The way forward

Cross-cutting issues

193. Building on its expertise and its conventions, UNESCO will need to provide evidence-based policy recommendations and reporting to support Member States in the implementation of the 2030 Agenda. Special attention will need to be paid to the implementation of Target 11.4 for UNESCO is the only United Nations agency responsible and therefore accountable. In this regard, a UNESCO Global Report on Culture and Sustainable Urban Development, to be launched at Habitat III, is currently being elaborated. As recommended by the IOS Evaluation on Culture and Development (2015), the evidence base should be further reinforced by Headquarters and field offices engaging, in a balanced manner, in both upstream (policy advice) and downstream activities (at the local level).

194. The protection of cultural heritage affected by disasters and conflict is arguably one of the most visible fields of activity for UNESCO. As the only United Nations agency mandated with cultural heritage protection, UNESCO has a duty to respond to the increasing threats to culture and cultural diversity, including through assisting Member States in fighting against the illicit trafficking of cultural objects, which has been recognized by the United Nations Security Council as a potential funding source for terrorist groups. In order to ensure an effective delivery in this area of work, and with the larger United Nations humanitarian and security framework, it will be necessary to integrate and spell out specific objectives within the priorities of the draft document 39 C/5 at the appropriate level – as also requested by the General Conference in 38 C/Resolution 48 – as well as to ensure appropriate financial and human resources. This would involve to a certain extent a strategic shift for the Sector, building on past experience and a number of best practices, and would require strengthening the Secretariat's capacities (institutional, financial and staff expertise) in human rights, security and conflict prevention in order to be able to engage across the board with United Nations partners. It would also require adjusting its presence in the field, given there are at present no established international posts in offices covering conflict affected areas such as Syria and Iraq. This strategic shift would give concrete application to UNESCO's fundamental mission by emphasizing the relevance of culture for priority themes such as conflict prevention, peacebuilding and human rights.

Implementation of the conventions

195. Most of the challenges facing the implementation of the conventions could be tackled with adequate financial and human resources and sustainable institutional partnerships to broaden their impact. Equipped with this, the governance of the conventions as well as the support provided to Member States in terms both of long-term capacity-development activities and on-demand technical assistance services could be improved. With this in mind, it is important that Member States, and especially States Parties having ratified the conventions, identify and focus on key priorities, and contribute to their financing to bridge the gaps, including through adequate support to special funds established for human resources as well as through secondments, loans, or provision of project staff. This would also imply a focused commitment by and the proactive involvement of the governing bodies and their structures in promoting this approach (Chairpersons, Bureaux, and Committees). Reinforced governance of these bodies and their collaboration with the Secretariat to maintain programme delivery capacity will be key for the future.

196. Achieving sustainable outcomes also requires mentoring and monitoring activities to accompany beneficiaries in the next stages of the policy-making and delivery process. An effective monitoring system should allow UNESCO to adapt its programmes to the evolving needs and priorities of Member States. The existing results reporting framework, including periodic reports

should be strengthened through the development of indicators and benchmarks to improve follow up on progress made by States Parties with the implementation of conventions. In that respect, the 2005 Convention, which devised a new results framework as part of its first *Global Monitoring Report* published in 2015 with ten new thematic fields and 33 core indicators to help determine the deeper impact of the Convention and progress by Member States to achieve its goals, provides valuable experience. However, time and resources are required to further test the framework and implement the indicators.

197. As concerns Priority Africa in particular, and after the transfer of the Slave Route and *General History of Africa* programmes to Major Programme III (SHS), the implementation of the conventions will be the main focus of programme delivery, with the overall objective of assisting African countries in improving their institutional and legal frameworks pertaining to culture, heritage and creativity. In this respect, the Culture Sector will concentrate its efforts on the three key levels of its standard-setting work: (i) ratifications, which will be systematically encouraged; (ii) integration of their provisions in national legislations, policies and strategies; and (iii) the operationalization of these frameworks at the national level. This will be supported through the provision of policy advice, technical assistance and capacity-building. To that aim, the Sector will continue to maintain its expertise in the region through field staff presence (see paragraph 192 above) as resources may permit.

Proposals for programmes/programmatic areas of work to be reinforced, re-oriented, re-focused, downscaled or discontinued

198. Recent years have witnessed a radical refocusing of the work of the Culture Sector so that it is now almost entirely focused on the conventions. Looking ahead, it is clear that significant resources will have to be invested for the longer-term support to Member States in implementing the 2030 Agenda for Sustainable Development; and in dealing with new and emerging challenges such as protecting culture during and after conflicts, including through increased emphasis on the role of heritage education to prevent violent extremism. Efforts will therefore need to be scaled up in developing programmes taking a more transversal approach across the heritage conventions.

199. The current focus on listing mechanisms under the 1972 and 2003 Conventions should be shifted to more important and long-term conservation and safeguarding mechanisms. As stated in the Audit by the External Auditor for the 1972 Convention, there should be a refocus from nominations to conservation and effective management of existing sites. The same goes for the 2003 Convention, where the current emphasis should be moved from the Representative List to other mechanisms that can support national safeguarding efforts, including recourse to the under-utilized Intangible Cultural Heritage Fund.

200. For all conventions, capacity-building has to be a core activity and needs to be strategically addressed by encouraging and assisting States Parties to introduce regulations in national legal frameworks and to implement them.

201. In addition, thematic extrabudgetary programmes could be phased out or carried out by partner organizations such as category 2 centres under the auspices of UNESCO. For instance, in 2016, World Heritage thematic programmes will be reviewed and proposals of reorientation will be made to the fortieth session of the World Heritage Committee. In the field of creativity, the Creative Cities Network currently generates significant indirect costs with little demonstrable outcome. These programmes could be outsourced or adjusted in order to liberate the Secretariat's capacity to deliver on other core functions and priorities.

II. Assessment by Main line of action/thematic area

Cross-cutting issues

202. The comprehensive approach that UNESCO promotes in cultural matters is valued by Member States and stakeholders. It is what has ultimately enabled the important headway made during the negotiations of the 2030 Agenda in 2014-2015 and to obtain a clear recognition of the important transversal role of culture in sustainable development. For the first time, culture is included in the operational goals of the international development agenda, in nine SDGs, with the role of culture conventions in achieving sustainable development through heritage and creativity clearly reflected in several of their targets. One target is explicitly dedicated to cultural and natural heritage in SDG 11 on sustainable cities, a domain of strategic importance for the Culture Sector and its contribution to the 2030 Agenda. Another target, under SDG 16 on building peaceful and inclusive societies, addresses the recovery and return of stolen assets, thereby providing an important entry point for UNESCO's work in the prevention of illicit trafficking of cultural property, of particular relevance owing to the enhanced role that the Organization is called to play in response to the multiplication of conflicts. These and other entry points, including on food security, education, economic growth, sustainable consumption and production patterns and the environment mean that the Sector is well positioned to support the implementation of the 2030 Agenda.

203. Another area where UNESCO has played a strategic role and has had a determinant impact is in the international recognition of the links between attacks against cultural diversity, human rights infringements and threats to peace. The intertwined cultural, humanitarian and security dimensions of conflicts are now widely acknowledged, as evidenced in the numerous resolutions adopted by the United Nations General Assembly and Security Council. This represents an important paradigm shift and an encouraging outcome resulting from intense mobilization and proactive engagement with the United Nations system and other actors in these areas. The Normative framework, and in particular the 1954, 1970 and 1972 Conventions, continues to provide the reference frameworks for the international community's mobilization and for the fight against impunity and the criminalization of the perpetrators of attacks, as in the case of the first transfer of suspect to the International Criminal Court for trial on charges of destroying religious and historical monuments in Timbuktu, Mali.

204. Also of great significance is the result achieved by UNESCO in promoting the integration of culture and heritage within the *Sendai Framework on Disaster Risk Reduction 2015-2030*, adopted by the third World Conference on Disaster Risk Reduction in March 2015. This international policy document includes specific provisions for Member States' action, which highlight the importance of protecting heritage from disasters and the positive contribution that culture and heritage can make to build more resilient societies.

205. The normative instruments and their associated mechanisms and programmes retain great relevance and potential to support Member States in addressing those matters. The IOS Evaluation of UNESCO's standard-setting work in the field of culture completed in 2014 noted that despite an uneven picture across the conventions, a large number of State Parties have integrated provisions in national legislations and policies. This includes, in some instances, cross-cutting domains of importance for sustainable development, such as employment, education, cultural rights, gender equality, youth and environmental protection. As concerns gender, encouraging results have started to emerge with an increasing number of national statutory reports addressing gender equality and describing policies promoting equal access to and participation in cultural life, in particular under the 2003 and 2005 Conventions. While challenges exist with regard to establishing links with policy areas other than culture, as documented in the IOS Evaluation, this positive trend represents an encouraging outcome at the time when the Sector is engaging in the implementation of the 2030 Agenda. In this respect, the adoption of specific sustainable development policies within the framework of the 1972 and 2003 Conventions deserve specific mention, as these should ensure a stronger policy coherence between these normative

instruments and the wider United Nations mission, while retaining the focus and core mandate of each convention. UNESCO's function as a capacity-builder is also seen as important by most stakeholders. The IOS Evaluation noted that worldwide capacity-building programmes undertaken under the conventions generated tangible results in developing institutional and professional capacities, with, here again, some differences across the conventions.

Risks and opportunities, challenges and lessons learnt

206. The adoption of the 2030 Agenda opens new paths for programme design and implementation in the field of culture. UNESCO and other international organizations will support Member States in the implementation of a common roadmap, which not only addresses the "traditional" role of culture for economic, social and environmental development, but also more focused objectives that bring new programmatic perspectives for culture, at both the international and national levels. Programme design will need to take into account new and/or renewed focus areas, such as sustainable cities, peaceful and inclusive societies, gender equality, sustainable tourism, sustainable consumption and production patterns, and food security.

207. The 2030 Agenda also calls for enhanced intersectoral cooperation both within UNESCO and with external partners and donors. Such enhanced intersectoral cooperation should be fostered within UNESCO, in line with the culture-related entry points and the expertise developed by each Sector. Enhanced cooperation should be developed with United Nations Funds and Programmes and other Specialized Agencies, as well as the World Bank Group and other stakeholders from civil society organizations and the private sector.

208. The review mechanisms that will be adopted to monitor progress made on the implementation of the 2030 Agenda will be key determinants of the relevance and added value of transversal enablers such as culture. In practice, the definition of the review mechanisms modalities will be essential given the wide scope of the 2030 Agenda, with 17 SDGs and 169 Targets. In the case of culture, the risk is that it disappears or becomes less prominent in the review mechanisms. If this were to happen, the accomplishment of integrating culture in the 2030 Agenda would be jeopardized and culture would be excluded from the international debate on how to further advance sustainable development – including in terms of access to new funding.

209. Similar opportunities – and corresponding challenges for the organization – arise from the closer connection, at policy level, between culture and the larger issue of resilience. The implementation of the *Sendai Framework on Disaster Risk Reduction* will lead to UNESCO being called to assist. As concerns conflicts, their impact on culture has reached an unprecedented scale that calls UNESCO to strengthen and expand its response. This would require substantial reinforcement and programmatic adjustments so that it can operate at the scale needed, in particular since UNESCO is now increasingly expected to act during crises and as part of the broader United Nations humanitarian and security policy framework. The high political sensitivity of the activities involved, which extends into areas previously not dealt with by UNESCO, and the geopolitical environment in which conflicts take place, whereby the role of States – and the effectiveness of the relevant conventions – is considerably undermined, represent significant challenges for the Organization. Opportunities, on the other hand, are very significant since the recognized link between culture, security and humanitarian crises offers UNESCO a major entry point into priority issues within the broader United Nations agenda, and corresponding funding sources, such as the United Nations Peacebuilding Fund, for example. At the moment, however, UNESCO has not yet developed a comprehensive programme, including methodologies and operational tools across its various conventions that would enable responding efficiently to disasters and conflicts.

210. As concerns gender equality, new efforts are needed to strengthen the gender dimension of the standard-setting work in culture in both heritage and creativity, including in the work done by field offices, as per the IOS Evaluation on Culture and Development. The first UNESCO report *Gender Equality: Heritage and Creativity* published in 2014 will contribute to this endeavour. Its

recommendations will be further promoted to encourage the development of policies supporting equal rights in the fields of heritage and creativity. It is also hoped that the report will help generate further knowledge and data, which are critical to inform legislative, regulatory and institutional measures to be taken by Member States, but that are currently insufficient, as noted in the IOS Evaluation.

211. The IOS Evaluation noted several areas where improvements would be necessary in the normative action. Those include the development of a more streamlined and convergent implementation of the culture conventions, the reinforcement of linkages between the conventions and their governing bodies and the strengthening of normative and operational connections. This will be of particular importance in view of the integrated approach that the 2030 Agenda and the responses to conflicts will require to ensure impact. The Evaluation also observed that the conventions lack a clear result-oriented logic of the relationship between standard-setting work and effective impact on the ground. With the exception of the 2005 Convention, other instruments do not have a results framework supported by a clear theory of change, therefore making it difficult to demonstrate results. In this respect, the system of periodic reporting, which provides a valuable source of information on the implementation of the conventions, needs to be strengthened. This is an ongoing endeavour for which steps are regularly taken under the various conventions.

212. A citation from the 2014 IOS evaluation of the 1972 Convention highlights one particularly fragile aspect of UNESCO's action in the implementation of its normative instruments in the field of culture, whereby its normative acts do not necessarily possess the quality of "direct effect" in the national system of Member States: "Member States retain full sovereignty and remain arbiters of the modalities according to which international standards are translated into national law and national policies. This entails a great variety of implementation methods, ranging from the enactment of detailed implementing legislation to the mechanical reproduction of the international instrument in domestic law, with a consequent variable degree of effectiveness of international standards in the domestic legal order." This is a major challenge.

213. While the increasing eagerness of Member States to safeguard cultural heritage and promote the diversity of cultural expressions and, in many cases, to give visibility to their actions on an international scale, provides an opportunity for UNESCO to assert its added value in the field of culture, heritage and creativity, this also raises significant challenges, particularly in relation to the sustainability of its programmes and the capacity to deliver on ever increasing expectations as regards the mechanisms of the conventions. These are examined in the following sections.

MLA1: Protecting, conserving, promoting and transmitting culture and heritage for dialogue and development

214. The tangible cultural heritage conventions (1954 and its two protocols, 1970, 1972 and 2001) continue to be seen as key instruments. The adoption in 2015 of a new Recommendation on the Protection and Promotion of Museums and Collections, together with the 2011 Recommendation on the Historic Urban Landscape, is testimony to the value given by Member States to the Organization's normative function in the field of culture. However, the tangible heritage conventions have varying levels of ratification: while the 1972 Convention has reached near universality with 191 States Parties, this is not the case for the 1954 (127), 1970 (131), and 2001 (53) Conventions, which suggests that the beneficial provisions of some of these instruments may not be fully understood.

215. The role of the heritage conventions is critical at the national policy level, as emphasized by the IOS Evaluations of the 1970 and 1972 Conventions. The results of periodic reports, especially for the 1970 and 1972 Conventions, demonstrated that many States Parties have integrated provisions in national legislations and policies. Periodic reports provide for an assessment of the application of the conventions by States Parties and critical information to record the changing

circumstances. In particular, the 1972 Convention has continued to exercise its major influence on heritage concepts and the development of new tools in heritage conservation globally.

216. The central importance of capacity-building programmes in the implementation of these conventions was underscored by the IOS Evaluations in 2014. Together with the production of policy documents and model laws, the capacity-building programmes undertaken through the conventions enhanced institutional capacities for the protection and management of natural and cultural properties including on emerging threats such as climate change.

217. The fight against the illicit trafficking in cultural property is now at the core of the international security agenda. This has led to an increased level of Member State ownership for the programme and provided valuable opportunities to enhance the implementation of the 1970 Convention through the intensification of capacity-building, awareness-raising, partnership development and the promotion of new means of alternative dispute resolution. New impetus came through the adoption in 2015 of United Nations Security Council Resolutions 2199 and 2253, which highlighted the importance of UNESCO's work and of developing strong partnerships in countering the financing of terrorism. The 1970 Convention is now positioned in the multilateral system and UNESCO's leadership has been ascertained.

Risks and opportunities, challenges and lessons learnt

218. While the 1954, 1970, 1972 and 2001 Conventions continue to provide fundamental reference frameworks for the international community's mobilisation and for the fight against impunity and the criminalization of the perpetrators of attacks, advancing the level of ratifications of the four tangible heritage conventions is a prerequisite for the efficiency of the Organization's normative action to protect and promote the wise and sustainable management of such heritage against overexploitation, ill-advised development, natural disasters, civil unrest and armed conflicts.

219. As concerns the 1970 Convention, the IOS evaluation highlighted a number of challenges, including for instance the necessity to boost ratifications in conjunction with those of the UNIDROIT Convention, the harmonization of national legislations with the Convention to ensure greater conformity, engaging further the art market and consolidate cooperation with its actors and others. The renewed interest in the Convention and its international visibility beyond the perimeters of UNESCO provide unique opportunities to address those challenges, including through fostering new partnerships with other key actors with a view to be able to address the ever-growing rate of illegal excavations and illicit traffic of archaeological objects, in particular in conflict zones in the Middle East.

220. For the 1954 Convention, both conceptual and practical works have to be undertaken to improve its operational application, in particular in view of the new types of conflicts that involve non-state actors. These include the ongoing necessary reflection on the concepts of "responsibility to protect", in-country "safe havens" and "protected cultural zones". New alliances and partnerships with other stakeholders and actors on the ground need to be developed. It will be key to finding ways to engage further with partners from the military and humanitarian fields as well as with non-state actors that play a role in conflicts.

221. The 1972 Convention is facing new challenges related to governance and conservation. With regard to governance, there is a need to continue and deepen the reflection about enhancing the credibility of the Convention including Tentative Lists, nominations clearly demonstrating outstanding universal value, and decision-making of the World Heritage Committee, as well as to identify ways to manage the pressures. Despite the recommendations of the External Auditor on the Global Strategy, and the IOS Audit on Working Methods of UNESCO's Culture Conventions, that attention should not be diverted from larger protection and safeguarding mechanisms, proposals aiming to limit the number of nominations per year were not approved by the Committee in 2015.

222. Likewise, the diminishing resources available for statutory processes and international assistance through the World Heritage Fund compared to resources available through bilateral donors for specific projects and areas raises questions about the relative geographical balance in terms of the type and geographic distribution of interventions, which merits further reflection.

223. Furthermore, inscription on the List of World Heritage in Danger continues to be negatively perceived by States Parties, to the detriment of its original purpose as a tool to draw international attention and assistance for resolving state of conservation problems. With on average only 3-4% of inscribed sites listed currently under this mechanism, there may be merit in reconsidering its modalities in this fifth decade of the Convention's life. The Periodic Reporting reflection 2015-17 also allows for a re-orientation.

224. The low rate of ratification of the 2001 Convention is a particular concern, given its unique role and scope to address pillaging and commercial exploitation of underwater cultural heritage, as well as infrastructure developments and industrialization of ocean areas. On the other hand, the Secretariat has insufficient resources to respond to increasing requests by States Parties or emergency technical missions.

MLA2: Supporting and promoting the diversity of cultural expressions, the safeguarding of the intangible cultural heritage, and the development of cultural and creative industries

225. The high levels of ratification of both the 2003 and the 2005 Conventions are testimony to the relevance of these instruments. At the operational level, most of the significant outcomes result from the implementation of their capacity-building development programmes and international funds, which are consistent with Parties' national and local priorities and with the needs of the concerned communities and stakeholders, indicating significant levels of national ownership of the conventions' principles. The approach adopted by the conventions contributed substantially to strengthening human resources and to initiating institutional change within Member States. The IOS Evaluation of the 2003 Convention noted that the capacity-building services, which were delivered in more than 70 countries over the last two years, covering all regions of the world, was considered by many to be the most important mechanism for the implementation of the Convention. Following that finding, new areas for capacity-building with a focus on policy issues such as gender and sustainable development are being developed.

226. Under the 2005 Convention, recognizing that developing countries represent only 20% of the global export of cultural goods, the Expert Facility and the International Fund for Cultural Diversity have provided technical and financial assistance to developing countries to adopt or revise legislation, policies or strategic frameworks for the cultural and creative industries with significant impact. The majority of these interventions have been in Africa. The design of new multilateral and bilateral trade instruments recognizing the specificity of cultural goods and services or the development of strategic partnerships and models of governance at the national level that provide new opportunities for civil society engagement and participation, are among the most significant outcomes of the implementation of the 2005 Convention. As most of these instruments and structures were adopted in the past two years, time is required to determine the deeper level outcomes that these efforts will have to redress the global imbalance in the flow of diverse cultural expressions. Significant efforts were also invested under the 2003 Convention with a view to integrating intangible cultural heritage safeguarding in policy frameworks. As a result, new or revised policies were adopted in 15 countries.

227. The implementation of both conventions also promotes a transversal approach to culture, in line with the 2030 Agenda. The cultural dimension of sustainable development policies is at the core of the 2005 Convention. New international development assistance strategies were adopted, particularly by European countries, which implement the 2005 Convention's Operational Guidelines on cooperation for development. Evidence generated through an assessment of projects financed through the International Fund for Cultural Diversity indicate that employment outcomes for young

people from developing countries to work in small- and medium-sized cultural industry companies have increased.

Risks and opportunities, challenges and lessons learnt

228. As raised by a number of Members of the 2003 Committee, the mechanism of the Convention's Lists finds itself halfway between a rigorous system of application of criteria and ensuing accountability for safeguarding, and a more open system of showcasing intangible cultural heritage in the shape of a global register. The IOS Evaluation also noted that while the Representative List has contributed to increasing the visibility of the Convention and to raising awareness about intangible cultural heritage, its relative importance is overrated. Other mechanisms, such as the List of Intangible Cultural Heritage in Need of Urgent Safeguarding, the Register of Best Safeguarding Practices and the International Assistance are underused. Further reflection on which international recognition system States Parties wish to promote might therefore be needed in the coming years.

229. While the capacity-building programme of the 2003 Convention has proven to support Member States effectively, it poses challenges related to the involvement of actors from fields outside the Culture Sector and the human and financial capacities of the Secretariat to continue developing content. Monitoring the achievement of the outcomes of the capacity-building programme is also challenging particularly as regards the sustainability of the programme's effects in beneficiary States. Beyond capacity-building, UNESCO needs to develop a comprehensive monitoring framework in order to assess the impact of the 2003 Convention beyond the direct consequences of its interventions, for example, the actual impact of the inscriptions on the Lists for communities and practitioners. However, this need is partly challenged by the low proportion of periodic reports on the measures taken for the implementation of the Convention submitted by States Parties and the status of inscribed elements – in contrast to the number of nominations submitted to the Lists.

230. The main challenge of the 2005 Convention Secretariat is to meet the growing demands from Parties and civil society organizations for either policy expertise and/or direct funding for projects and/or up-to-date statistics, good practices, analysis. This coupled with a set of new issues introduced by Parties requesting UNESCO to play a lead role in fostering policy discussions worldwide provide significant opportunities for the Organization to shape global debates on emerging issues as well as to promote intersectoral cooperation, in particular with the Communication and Information Sector. However, UNESCO may not be able to meet such demands without extrabudgetary funding and in-house expertise on new priority themes. In addition, the stagnating voluntary contributions to the International Fund for Cultural Diversity may undermine the Secretariat's capacity to cope with the increase of requests for funding.

MAJOR PROGRAMME V – COMMUNICATION AND INFORMATION

I. Overall Strategic Assessment

231. UNESCO plays a unique and leading role in the United Nations system in promoting freedom of expression and media development and in laying the foundations for more inclusive, knowledge societies, built on freedom and access to information. This role has never been so salient for Member States in terms of respect for human rights and the advancement of good governance and the rule of law, as essential foundations for promoting poverty eradication and pathways towards sustainable development. In this vein, Major Programme V (MPV) is built on two Main Lines of Actions (MLA): (a) 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; and (b) Enabling universal access and preservation of information and knowledge. The new 2030 Agenda for Sustainable Development and Sustainable Development Goals (SDGs) recognizes the importance of access to information and fundamental freedoms, and this is entirely consistent with UNESCO's Medium-Term Strategy (37 C/4), which aims to promote freedom of expression, media development and access to information and knowledge. Programmatic action under MPV in support of Member States reaching the SDGs is both impactful and salient.

232. UNESCO helped shape the 2030 Agenda, particularly with regard to SDG 16.10 on ensuring public access to information and protecting fundamental freedoms, in accordance with national legislation and international agreements. More particularly, UNESCO advocated for the adoption of two specific targets: target 16.10.1 “Number of verified cases of killing, kidnapping, enforced disappearance, arbitrary detention and torture of journalists, associated media personnel, trade unionists and human rights advocates in the previous 12 months”; and target 16.10.2 “Number of countries that adopt and implement constitutional, statutory and/or policy guarantees for public access to information”.

233. MPV supports work overall towards advancing the goals of poverty eradication, social inclusion, gender equality, cultural diversity and peaceful societies, contributing to SDGs 5, 8 and 9, in addition to SDG 16. Moreover, SDG 4 focusing on quality education is another area where MPV is well positioned to make decisive contributions notably through its programme related to information and communication technologies (ICTs) in education, which has been recognized globally for its cutting-edge strategies. Innovative programmes conceived under MPV such as Open Education Resources (OER), ICT-Competencies for Teachers, and Media and Information Literacy (MIL), which have been replicated with outreach to several regions of the world in an intersectoral manner, are also relevant in this respect.

234. MPV work has consistently impacted the promotion of UNESCO's Global Priorities Africa and Gender Equality. African countries continue to receive the largest decentralized regular programme and extrabudgetary funds, as well as the highest human resource capacity in the field within MPV. In terms of empirical evidence of results and impact, the external evaluation on a Sida-funded project reported that “UNESCO action has a strong consistency between the design of the project's activities and outputs with the bridging objectives, outcome objectives, and intended impact and effects. The design of the project is coherent with strategic goals in media development, civic participation, and gender equality”. Evaluators rated the impact of the project on the seven target countries – Democratic Republic of the Congo, Namibia, Zambia, South Africa, United Republic of Tanzania, Kenya, Lesotho – as “High” or “Moderately High”. Cooperation with the African Union and the Pan-African Parliament continues to be reinforced in the domain of freedom of expression and access to information, specifically with respect to the United Nations Plan of Action on the Safety of Journalists and the Issue of Impunity, journalism education, support to the establishment of self-regulatory frameworks, and media and information literacy.

235. MPV continues to promote gender equality with a two-pronged approach, including action to mainstream gender equality within all its programmes and through specific activities reaping

tangible results. On the one hand, activities are developed through the perspective of a CI-developed gender lens, and secondly, through the promotion of gender inclusive policies. Specific activities include, for instance, the promotion by three international associations of UNESCO's Gender-Sensitive Indicators for Media (GSIM): the Caribbean Broadcasting Union (CBU), the Southern African Broadcasting Association (SABA) and the Eurovision News Exchange Network for South East Europe (ERNO), reaching a wide range of national institutions through their respective country members.

236. The mandate and actions of MPV have a transversal nature with strong ability to cut across other major programmes, providing a platform for intersectoral collaboration. For example, during the last biennium, UNESCO's international conference, "Youth and the Internet: Fighting Radicalization and Extremism" was organized in the framework of the Intergovernmental Information for All Programme (IFAP), in partnership with the International Programme for the Development of Communication (IPDC). An intersectoral working group comprised of representatives from the CI, SHS, ED and CLT Sectors as well as the AFR Department collaborated on this venture. The event provided a platform for knowledge sharing on policy interventions to tackle the use of the Internet as a tool for youth extremism and radicalization. A new integrated framework for UNESCO's Action was launched during the conference, "Empowering Youth to Build Peace – Youth 2.0: Building Skills, Bolstering Peace". This initiative was recognized by the United Nations Secretary-General Ban Ki-Moon as an important contribution to United Nations and global efforts in this area during the General Assembly's High-Level Forum on Culture of Peace. Intersectoral teams within UNESCO are leading discussions with donors to secure extrabudgetary support.

237. Over the past biennia, MPV refocused its work by streamlining and downscaling redundancies and overlaps. Work on freedom of expression has been concentrated on securing results in unique areas with high impact, such as ensuring the safety of journalists, the issue of impunity, the establishment of professional standards and self-regulatory bodies, etc. UNESCO is leading the United Nations Plan of Action on the Safety of Journalists and the Issue of Impunity through different approaches: global norms and standards (since its adoption, a series of resolutions and decisions were passed in various fora such as the United Nations Security Council, UNESCO and OHCHR); monitoring and reporting on fatal attacks on journalists through the Director-General's report on the Safety of Journalists and the Danger of Impunity; awareness-raising through international days such as World Press Freedom Day and the International Day to End Impunity; supporting capacity-building such as the training of journalists, security forces, and UNESCO's work with the judiciary system; and research including the newly developed Journalism Safety Indicators (JSI).

238. The work on Information Societies was refocused to encompass building Knowledge Societies in order to promote and enhance the quality of an access to education, build scientific knowledge, and promote open access for all communities including with the disabled persons.

239. Upon a recommendation from an IOS audit of strategic programme objectives, certain activities with low impact and reduced human capacity were terminated, such as the UNESCO Network of Associated Libraries (UNAL). Only those programmatic themes assessed as relevant, unique and impactful have been carried forward and approved at the 38th session of the General Conference (38 C/Res. 54).

240. As compared to the previous biennium, the current structure of expected results (ERs) of MPV evolved from four to six upon request by Member States to ensure more visibility to two intergovernmental programmes – IPDC and IFAP. Separate ERs are envisaged in order to allow clearer reporting of results and to highlight the results of each of the programmes, which are impressive in terms of geographical impact and overall outreach and would enhance visibility, and potential for fundraising. The six-tiered structure was approved by the CI Commission of the 38th session of the General Conference (document 38 C/95).

241. A recurrent theme that emerges within the self-evaluation exercise is the shortage of human resources to implement the MPV, both at Headquarters and in the field. Despite the medium-level capacity to deliver, the challenges of such lacuna have been mitigated as far as possible by developing partnerships with both the private and public sector and working with seconded staff and interns. The consequences of the shortfalls both in terms of financial and human resources have spurred the CI Sector to strive for, and to achieve, in many cases, performance at the highest level, by reaching and, in some cases, exceeding targeted benchmarks under the expected results of MPV. During the last biennium, MPV had a target of mobilizing approximately \$20 million in extrabudgetary resources to meet its expected results. Due to its strategy on fundraising, including building partnerships and generating extrabudgetary funds, MPV was able to achieve 201% of its overall target on fundraising. Examples of partnerships include: the Hewlett Foundation on OERs; and the Nippon Foundation to promote the rights of persons with disabilities through ICTs.

242. The assessment of programmatic themes under MPV builds on self-assessment tools and evaluations, including external evaluations of a range of extrabudgetary projects. The programme implementation report for the period 2014-2015 provided a solid basis for reporting on activities and outputs undertaken by the Sector, including evidence and corresponding outcomes.

The way forward

243. The strong link between the SDGs and the work of MPV affords immense opportunities in terms of relevance of UNESCO's impact strengthening also the contribution of UNESCO as a global leader in these areas of competence. Nevertheless, implementation of some activities at the country level could continue to be a challenge, depending, notably, on security challenges, as well as the existing political will to make changes.

244. It is the goal of the CI Sector to continue its fundraising efforts in the current and future biennia, thus ensuring adequate resources to meet relevant SDGs, systematically ensuring that all extrabudgetary projects developed within the Sector include project appointments. To further mitigate risks and challenges due to lacuna in sufficient funds, the Sector plans to build stronger partnerships overall, including with Member States, the European Union (EU) and other institutions, as well as the private sector. For example, the Sector plans to enhance cross-sectoral cooperation in its response to violent extremism and youth radicalization on the Internet by creating new platforms for dialogue and mutual understanding and by supporting new forms of action. Enhancing MIL and providing education and training about the knowledge, ethics and skills to use the right to freedom of expression on the Internet will be an essential part of this effort.

245. In addition to strengthening the impact of current activities led by MPV, the Sector is developing a strategic approach to align its programme initiatives to meet the SDGs, which will be combined with harnessing UNESCO's roles within the World Summit of the Information Society (WSIS). The implementation and follow-up of the 2030 Agenda will be realized through the strengthening of partnerships, including with UNESCO Chairs and category 2 institutes and centres. This strategic relationship will be based on increased complementarity and an evaluation of strengths and weaknesses of various modes of cooperation. The Sector will continue to significantly expand its network of partners (including traditional and non-traditional) and utilize creative ways of developing synergies. These efforts will feed into the Sector's fundraising efforts. Recognizing that action at the field level is conducive to intersectoral collaboration, within its strategy, the Sector will continue to organize coordination meetings with the field offices to focus on the use of best practices and promote collaboration across field offices. This approach has demonstrated its added value, such as in the country/community tailored deployment of the YouthMobile initiative in 15 countries all over the world, most of them being in Africa and Asia-Pacific region, with SHS and IOC. The Sector is confident that the increasing frequency of this interface will allow for greater harmonization, higher rates of implementation and efficiency gains.

246. In these ways, UNESCO will mobilize its resources in contributing to SDG 16, particularly target 16.10, to address the dual aspect of fundamental freedoms and public access to information,

as these issues are a key facet of UNESCO's mandate in promoting freedom of expression and media development, particularly via IPDC. Through leadership of the United Nations Plan of Action on the Safety of Journalists and Issue of Impunity, UNESCO will continue – despite resource and capacity limits – its global work, as well as in country, to improve the broader environment for access to information and fundamental freedoms, which includes building on UNESCO's existing monitoring about global trends, comprising the mandated tracking of journalism safety and impunity. The continued work to strengthen the worldwide trend towards Freedom of Information laws makes a direct contribution to helping Member States achieve access to information and respect for fundamental freedoms. In relation to this, UNESCO contributes to the SDG 9 on the access to ICT, through CI Sector's effort within the WSIS framework, promotion of Internet Universality and the principles of rights, openness, and accessibility and multi-stakeholder participation in the online environment.

247. Another example in which the CI Sector plans to focus its resources towards fulfilling the SDGs is in its work in promoting policies and legislation and for applying accessibility standards for people with disabilities to the development of content, product and services. The CI Sector will continue its research in this area as well as collaborate closely with the Broadband Commission for Sustainable Digital Development (BBCDD), co-vice-chaired by UNESCO and the ITU. Through its Open Solutions programme, the Sector will enhance advanced universal access to information to contribute to building resilient infrastructure, promoting inclusive and sustainable industrialization and fostering innovation (SDG 9).

248. All of the Sector's activities hold the potential for cross-sectoral cooperation and harness the traditional strengths in a way that is strongly linked to the 2030 Agenda, particularly through the transversal role of ICTs.

249. The Sector will also work towards fulfilling SDG 5 on achieving gender equality and empowering all women and girls. UNESCO Priority Gender Equality Action Plan for 2014-2021 (GEAP II) already provides a roadmap for future actions, outcomes and expected results by adopting a concerted and systematic gender equality perspective. In order to achieve concrete and sustainable results for the promotion of gender equality, the Sector will continue gender mainstreaming in all its programmes and activities and gender-specific programming focusing on women's and men's social, political and economic empowerment, as well as transforming norms of masculinity and femininity and mainstreaming gender equality considerations in its policies, programmes and initiatives. The Sector will continue to develop and implement gender-sensitive journalism and gender-sensitive media policies and indicators, aiming for increased promotion and application by international/regional associations of media organizations and journalism schools of the UNESCO's Gender-Sensitive Indicators for Media (GSIM), and participation in the UNESCO-initiated Global Alliance on Media and Gender (GAMAG). Gender equality approaches will be further integrated into strategies and practices for building capacities of women and girls in ICT, aiming towards an increase in the number of online databases providing free and easy access to knowledge. The Sector will also work towards further gender-inclusive access to information and knowledge reinforcement for women, through developing further strategies and best practices in Member States on access to information including for women and girls with disabilities.

250. Concerning Global Priority Africa, the Sector will continue to decentralize its regular programme and extrabudgetary funds, as well as its human resource capacity in the African continent. Through Flagship 6 – promoting an environment conducive to freedom of expression and media development – specific to MPV, the Sector aims to strengthen the policies and norms conducive to freedom of expression, freedom of information, and press freedom, as well as the self-regulation based media accountability systems. The Sector is equally aiming for repealed criminal libel and sedition laws. Moreover, independence and sustainability of media institutions will be supported, particularly through IPDC projects that are innovative, policy-relevant and knowledge-enhancing, and through capacity-building for journalists and journalism schools. The Sector will also be contributing to the achievement of Flagship 1 under MPIII: Promoting a culture of peace and non-violence through the transformation of UNESCO-supported community radios

into spaces promoting intercultural and intergenerational dialogue and social cohesion, as well as raising young Africans' awareness in furtherance of dialogue and peace by the social media and mobile phone networks. Finally, CI will contribute to Flagship 3 under MP11: Harnessing STI and knowledge for the sustainable socio-economic development of Africa, through empowering Member States 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 ICT skills, and Open Solutions. The Sector will work towards increased participation and active contribution of young African women and men in the resolution of issues of local sustainable development and livelihood, through the development of dynamic mobile applications, as well as the preservation of documentary heritage for enhanced access to knowledge through Memory of the World Programme (MoW).

II. Assessment by Expected Result

MLA 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

ER 1: The environment for freedom of expression, press freedom, journalistic safety and self-regulation strengthened, for both online and off-line media, especially in PCPD countries and countries in transition, through favorable policies, practices and support to national media institutions including through IPDC

251. The work of MPV under ER 1 provides for UNESCO's Member States to adopt and/or apply relevant policies and normative frameworks to strengthen the environment for freedom of expression, press freedom and the safety of journalists. One example is assisting the Parliament of Tunisia in rewriting its Constitution, followed by laws for access to information and independent broadcast regulation. UNESCO also included training on election reporting for journalists and capacity building for police forces with regard to freedom of expression and the treatment of journalists. The outcome of UNESCO's work in these fields is well captured by a Tunisian journalist who participated in a UNESCO workshop: "Before the revolution, there was no freedom of expression and no access to the sources of information [...]. For citizens today, the access to information is easier, the right to be informed is guaranteed and people aren't afraid of expressing their opinion [...]." In another example, an external evaluation conducted in 2015 on the EU-funded "Media accountability in South-East Europe" project reveals that concrete achievements include "the establishment of a self-regulatory body in the Former Yugoslav Republic of Macedonia; the publication of a needs assessment of press councils in South-East Europe and the establishment of an online presence of several press councils that enables citizens to file complaints online".

252. ER 1 is aligned with both 37 C/4 and 37 C/5, namely (1) Promoting an enabling environment for freedom of expression, press freedom and freedom of information; (2) Ensuring the safety of media professionals, citizen journalists and bloggers, and combatting impunity; (3) Enhancing women and youth freedom of expression; (4) Promoting freedom of expression through Internet in the international agenda, through various publications, the UNESCO concept of Internet universality, and the report on World Trends in Freedom of Expression and Media Development. The results also contribute to the SDGs namely through the promotion of access to, and freedom of information, as well as to supporting the United Nations Plan of Action on the Safety of Journalists.

253. The United Nations General Assembly (UNGA) has given UNESCO a leadership role regarding the United Nations Plan of Action on the Safety of Journalists, and the International Day to End Impunity for Crimes Against Journalists. UNESCO has the recognized ability and credibility to convene diverse stakeholders to discuss press freedom issues based on good practice such as the Journalists' Safety Indicators. Moreover, UNESCO is recognized as a neutral and impartial partner with a global advocacy role to promote freedom of expression and privacy on the Internet.

254. Demonstrable results include normative actions, including the adoption of eight resolutions on safety of journalists and impunity by UNGA, UNSC, UNESCO and OHCHR in the past three years. Member States' capacities were built to enhance freedom of expression, youth participation and ethical standards in the profession, including the establishment of press councils, media coverage during elections times, capacity to ensure the safety of journalists. World Press Freedom Day and the UNESCO/Guillermo Cano World Press Freedom Prize and Impunity Day raised awareness about the safety of journalists. The building of coalitions at regional and international level by UNESCO has led to a reinforcement of the law and regulatory environment.

255. UNESCO's experience in implementing projects in the beneficiary countries as well as its network of field offices, partners and contacts maximizes the sustainability of the projects. Projects are designed to develop and strengthen existing local resources and reinforce the expertise and capacity of relevant regional actors. Actions are tailored to the specific media and political context of each country, therefore fostering local ownership.

International Programme for the Development of Communication (IPDC)

256. Though no recent external evaluations exist on the impact of IPDC, there are implementation reports and an abundance of other evidence which demonstrate the relevance of the programme. For example, there is feedback from listeners of Radio Bintumani, a UNESCO-IPDC-supported radio station in rural Sierra Leone which became a beacon of hope during the Ebola crisis who praised the station for its role in combatting the pandemic. One listener stated: "My family and I were fearful. The entire community is fearful. Even though there were no confirmed cases in Bintumani, the community is in lockdown and movement is restricted. Through our radio station, experts share information on Ebola and people in the community are able to share their concerns and raise burning questions. The station has had a huge effect in helping to bring calm to the community and dispersing fears. We are the forefront of the fight in educating people about how the virus is contracted and the relevant symptoms."

257. IPDC supports local media development initiatives that contribute to achieving the SDGs: the Programme gives much support to community media to mitigate the impact of crises or natural disasters, as well as to initiatives creating the necessary media conditions for peace and conflict prevention. Particular attention is given to LDCs, countries in PCPD situations, and to SIDS projects considered by IPDC which must at least be gender-sensitive to be eligible for support with the majority of targeted beneficiaries being in the African region.

258. IPDC's bottom-up methodology allows the Programme to generate shared priorities between UNESCO and international development goals on the one hand and grassroots communities on the other. Project implementation is delegated to submitters who win approval from the IPDC Bureau. IPDC projects are fully financed with extrabudgetary resources. Outreach and visibility of IPDC are limited by lack of human capacity.

259. The UNESCO IPDC is the only multilateral forum in the United Nations system designed to mobilize international support for media development. IPDC's unique role has been continuously reaffirmed through annual resolutions adopted by the UNGA on "Information in the service of humanity". IPDC is a multilateral route to achieve results, and it reflects a broad consensual approach to development based on international standards for free, pluralistic and independent media. IPDC as such provides a platform where grass-root level initiatives around the world can inform governmental decision-making levels and international thinking on media development, and the other way around. Feeding into this, IPDC conducts holistic work in all aspects of media development: research (especially through application of the IPDC Media Development Indicators (MDI)), normative work, monitoring, standard-setting and project implementation.

260. Each IPDC project and special initiative is carefully reviewed before approval in order to ensure that RBM principles are respected. Results achieved contribute to improving quality of journalism education, assess national media landscapes based on UNESCO's MDIs completed,

and support safety of journalists through IPDC's reporting mechanism to mention a few. However, capacity limits mean that the full database of projects has lapsed, and there are not resources to evaluate projects beyond analysis of implementation reports.

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

261. The external evaluators of the Sida-funded "Empowering local radios with ICTs" project concluded that "The primary beneficiaries (the poor, including women and girls) acknowledge that the project was relevant to their social needs. It improved their access to information through the provision of information of local concern. The evaluation also stated that the primary beneficiaries noticed changes in the content broadcast including new subjects, higher-quality programmes, more interaction with the public, and more gender-sensitive content".

262. Aligned with document 37 C/4, which explicitly mentions media pluralism as a key pillar in strengthening democratic governance and facilitating the free flow of information under Strategic Objective 9, the work related to this result is relevant to the implementation of the 2030 Agenda and contributes to SDG 5, 16 and 17. It is directly focused on Africa and Gender; and countries in PCPD situations, LDCs, SIDS, Youth and the marginalized are given particular attention.

263. Under this ER the Sector runs a number of networks, such as the network of international and regional broadcasting unions and associations, and two large international coalitions: GAMAG (the Global Alliance on Media and Gender), and GAPMIL (the Global Alliance for Partnerships on MIL). The Sector has raised considerable funds-in-trust contributions during the past three years. GAMAG brings together over 400 civil societies, media, training, and governmental organizations in a network. It has evolved as global machinery with regional chapters in all six geographical regions of UNESCO. Through GAMAG, partnerships between media and civil society to promote gender equality in media are positively trending up, research cooperation on the topic has been stimulated and there is unprecedented global advocacy to break the negative cycle of gender inequality in the media. GAPMIL has yielded similar results with a focus on imparting media and information literacy competences to all citizens to be critical about gender-bias content and women's leadership in the media.

264. UNESCO is the only United Nations agency with specific regular programme work in building community media at both policy and operational levels, and particularly for gender equality in the media. UNESCO led the charge for gender equality in the media globally as convener of the First International Forum on Gender and Media in 2013; the First International Development Cooperation Meeting on Gender and Media in 2015; as well as the first convener of the first forums on MIL in Africa, Europe, LAC and Asia-Pacific regions and Arab States. The Cooperation Meeting gave birth to the historic Geneva Framework on Gender and Media International Development Cooperation. Furthermore, UNESCO had World Radio Day proclaimed and is currently chairing the international World Radio Day Committee, leading each year's celebrations worldwide with ever greater uptake of the anniversary around the world. Through World Radio Day, UNESCO has succeeded in capturing media's attention to topics that are at the core of its mandate. The results will be achieved through policy analysis and advice, knowledge development and partnership-building. The UNESCO GSIM are applied in many institutions worldwide and programming guidelines to strengthen young people's representation are being applied by community radio stations. MIL is being integrated in teacher training curricula. The UNESCO annual online "Women Make the News" initiative contributed to increased awareness and advocacy for gender equality in the media.

265. Member States are involved in gender and MIL coalitions through relevant organizations in their countries. Training young girls and boys on MIL through open online courses have proven potent to empower youth to advocate for gender equality in the media. All actions have replication,

upscaling or exit strategies and field activities are carried out working closely together with field offices. Despite these efforts, UNESCO is not able to respond fully to the numerous demands of Member States and other actors due to the lack of resources.

MLA 2: Enabling universal access and preservation of information and knowledge

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

266. UNESCO progressively engaged around 100 countries and an equal number of institutions in an effort to advance Open Access (OA) issues, which ensures that Member States have advanced universal access to information through Open Solutions (OS). It also developed several manuals and thematic publications to clarify issues and build capacities around OA. The set of nine manuals now appear in more than 1,000 reference sites for researchers and librarians and are being utilized for most OA training programs. UNESCO also works to enhance the usage of ICTs for science, by developing practical solutions for knowledge management and improved access to information. The ICT in Education programme supports development of key policies and capacity-building activities related to ensuring equitable, quality access to teaching and learning. It has developed innovative policy instruments, and training programmes with a strong focus on OS. To date, with support from Member States and external partners, the ICT Competency Framework for Teachers has been rolled out in some ten countries, and policy guidelines for Open and Distance Learning for Persons with Disabilities with a focus on OS have been developed. The OER programme focuses on ensuring capacity-building and advocacy on openly licensed educational content, with a focus on ensuring tertiary-level activities, which include the mobilization of networks such as those of UNESCO OER Chairs. In two years, UNESCO has gained international recognition for supporting young women and men in becoming innovators by harnessing ICT, especially through mobile technology using FOSS tools. In particular, by establishing collaboration and partnerships with local authorities, local NGOs and private sector companies, including Telecoms such as Zain and Telefonica, the YouthMobile initiative has been rolled out in 15 countries so far, reaching more than 600 direct beneficiaries (2,500 total). The initiative aims to train at least 25,000 young people around the world to develop mobile applications to help solve developmental challenges confronting their communities.

267. Action aimed at achieving ER 3 has been implemented in perfect alignment with MPV Strategic Objective 9 (37 C/4), whereby the activities contributed altogether to support Member States in building inclusive knowledge societies that enhance competencies to access, preserve, create and share information and knowledge through the strategic use of ICTs. The OS Programme is fully in conformity with the SDGs, as ICTs are the bare-bones platform through which all relevant development activities are increasingly mediated and implemented. The ICT and Education programme fully supports the SDG 4 vision of ensuring inclusive, equitable quality education and promoting lifelong learning opportunities for all, as for example, through OER activities which have mainly been targeted to LDCs and in particular Africa, with a focus on gender equality. The YouthMobile Initiative and the OA programmes also target LDCs through various projects, including building capacities of youth in the development of mobile solutions addressing local issues in Afghanistan, South Sudan, Cambodia and Rwanda. For the OA programme, expressions of interests have been invited from LDCs in Africa and South Asia to provide customized policy support.

268. The OA and ICT&Sciences programme functions despite lack of funds and staff resources through the forging of useful partnerships. The OER programme has successfully harnessed the potential of the field office network to roll out its activities at the country level. For the OA programme, a global scan has been undertaken to develop a customized response strategy for all UNESCO field networks. All programmes have developed both public and private partnerships at

various levels, including major IT companies and social-oriented NGOs, as well as partnerships with field offices to establish synergies and close cooperation for programme delivery.

269. For ICT&Sciences, UNESCO is the only agency working in the area of ICTs enabled climate change knowledge management. The YouthMobile Initiative targets ICTs from very specific angles (computational thinking and social entrepreneurship), which is at the moment unique in the United Nations. UNESCO has started collaborations with other United Nations agencies which may lead to joint projects in 2016. With regard to ICT in Education and OER, UNESCO is the leading agency for education at all levels; and the only agency with activities specifically focusing on targeting OS in education. UNESCO received the award for Organizational Excellence in OER in 2015 from the Open Education Consortium. OA and ICT & Sciences projects are based on annual review, internal monitoring and course correction.

270. UNESCO supported OER Project at the National Open University of Nigeria (NOUN) which has resulted in the approval of enabling policies at the university. It has also resulted in the implementation of well-documented processes and capacity-building for teaching staff to transform courses into OERs, and promote the project and research papers at key African and global conferences. The YouthMobile Initiative managed to build a solid reputation amongst partners and beneficiaries in the field, as endorsed by the recipients. The UNESCO ICT and Education and OER programme have both been recognized by donors, private- and public-sector stakeholders, including through an independent review of key actions in 2015. Lack of funds and human resources prevented the CI Sector from achieving the full potential of the programme.

271. OA and ICT &Sciences projects demand start-up resources. Unfortunately, UNESCO does not have enough resources to empower Member States to acquire the required initial funding. Concerning the FOSS and YouthMobile activities, the high level of funding, complemented by partners' participation, has allowed UNESCO to move on track with impactful results, reaching about 2,500 beneficiaries in projects worldwide. However, the Sector is geared to consolidate the necessary partnerships needed to build on these results and ensure sustainability. Open Solutions for Knowledge Societies programme activities are launched only on the basis of informed decision and felt need, thus ownership of the country is kept in the design of the projects. Most projects are developed in full consultation with the relevant ministries or local governments so to improve ownership and sustainability. The ICT in Education and the OER programmes both have strong partnerships with Member States, who are the key stakeholders in all activities.

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 IFAP

272. Action under this ER strives to ensure that Member States have preserved documentary heritage through the Memory of the World Programme (MoW). MoW is a worldwide initiative that has gained international visibility and recognition since its establishment in 1992. The mission of MoW is to facilitate preservation, assist universal access and raise awareness of the significance of documentary heritage. The principal vehicles for such awareness-raising are the UNESCO MoW registers, which now operate at international, regional and national levels. Currently, there are 348 inscriptions from 107 countries and all regions on the International Memory of the World Register, and the number of nominations increases in every assessment round. The project manager of the Tarawa MoW Nomination said "The Sakubei Collection is an extremely important treasure for the community. Without a doubt, sharing and preserving this historic archive will contribute to the education of the younger generation [...] during the peak period 1,500 tourists come over to the town which used to have only 15 tourists per day. Visitors come from all over the world, not only from Japan [...]. It is the first nomination from Japan [...] budgets have been allocated for conservation of archives."

273. In the face of the current digital divide, it is necessary to enable all countries to ensure preservation and continued accessibility of their documentary heritage, including of digital heritage.

MoW provides this unique platform for international cooperation and exchange of best practices for the purpose of stronger dialogue, respect and mutual understanding. The memory of the peoples of the world is of vital importance in preserving cultural identities, in linking past and present, and shaping a better, more peaceful future for all.

274. While UNESCO has the capacity to effectively implement the Programme, including through its field offices, the Executive Board (191 EX/Decision 11) requested the Director-General to initiate the implementation of the Action Plan for Strengthening the MoW Programme. So far the MoW Programme has established strong partnerships with key NGOs, such as IFLA, ICA, CCAAA, IASA, National MoW committees, and many national libraries, archives and museums. MoW has attracted significant extrabudgetary resources and financial support from Member States, particularly from the Republic of Korea who is funding biannually the UNESCO Jikji Prize, and five capacity-building workshops in the Asia and the Pacific region, along with the annual funding of the MOWCAP Secretariat; Poland; and UAE with support of a non-reimbursable loan expert from 2017.

275. MoW is the only United Nations programme for the safeguarding of documentary heritage and has developed a broad consensual approach based on international standards for safeguarding the world's documentary heritage and ensuring permanent access to it without any hindrance. The growing number of established National MoW committees (64) and three regional MoW committees as well as the increasing number of nominations submitted every nomination cycle (100 nominations in 2015) speaks of the increased interest and significance of the programme. Other tangible results include the growing number of requests from Member States for capacity-building workshops. UNESCO organized six training workshops over the period 2013-2015 and implemented two specific projects for the safeguarding of documentary heritage (in Somalia and United Republic of Tanzania) to build national capacities to protect endangered documentary heritage. With the adoption of the Recommendation concerning the preservation of, and access to documentary heritage, including in digital form, by the General Conference at its 38th session (38 C/Res.55), Member States have the solid platform to undertake special measures and align their national legislations accordingly and thus strengthen the MoW programme.

276. The MoW Programme is implemented by the Member States themselves by identifying, nominating and safeguarding for posterity the documentary heritage which they consider worth nominating and sharing with the rest of the world. However, there are capacity-building needs to address, as well as some ongoing technological and preservation issues to tackle due to natural disasters or conflicts which are difficult to predict or plan.

World Summit on the Information Society (WSIS) and Information for All Programme (IFAP)

277. With the implementation of both WSIS outcomes and IFAP priorities, UNESCO supports Member States in their aspiration to enhance capacities in the use of ICT for sustainable development, which has contributed to the development of Member State-led initiatives at the regional and national levels. With the organization of the WSIS Fora in 2014-2015, UNESCO served as a laboratory of ideas, strengthened international and regional cooperation and fostered multi-stakeholder alliances and operational partnerships. UNESCO also helped to build global consensus around sensitive WSIS and IFAP topics within its priority areas, with the elaboration of a UNGA consensus on the WSIS+10 Review Outcome Document. At UNESCO, Member States agreed on a joint approach on Internet-related issues, particularly in the fields of access to information and knowledge, freedom of expression, privacy and ethics. This includes the Internet universality concept and the related ROAM (human rights-based, open, accessible and multi-stakeholder) Internet principles, endorsed by Member States.

278. The work under this ER is in full alignment with documents 37 C/4 and 37 C/5, as well as with the 2030 Agenda and the overall WSIS+10 Review by the UNGA. SDG 17 highlights the cross-cutting, enabling role of technologies for development. The WSIS+10 outcome document emphasizes the need to mainstream gender within the WSIS follow-up. Paragraph 7 of the UNGA

WSIS+10 Outcome document states: “We acknowledge that particular attention should be paid to address the unique and emerging information and communications technology challenges facing all countries, in particular developing countries, including African countries, least developed countries, landlocked developing countries and small island developing States, and middle-income countries, as well as countries and territories under foreign occupation, countries in situations of conflict, post-conflict countries and countries affected by natural disasters. Particular attention should also be paid to addressing the specific information and communications technology challenges facing children, youth, persons with disabilities, older persons, indigenous peoples, refugees and internally displaced people, migrants and remote and rural communities.” These concerns are also fully reflected in the actions and allocations of IFAP’s resources and its responses to emerging challenges such as preventing youth radicalization on the Internet.

279. While equipped with highest expertise, the programme is clearly understaffed. Multiple partnerships, with the private and public sector and civil society have been created, as for example with the Ministry of Communications of Ghana, and the United Nations University (UNU). This does not, however, remedy the need for more staff. Extrabudgetary resources have been raised successfully with the WSIS+10 Review process. In-kind and indirect contribution from Member States represents a significant contribution to IFAP’s work.

280. UNESCO is the key enabling content-based actor in this infrastructure-led context. UNESCO facilitates six of 18 Action Lines on key topics of the future: access to information and knowledge, education, sciences, culture, multilingualism, cultural diversity, indigenous peoples, local content, ethics, media, freedom of expression. IFAP’s ability to span the national and international support exchanges of innovation represents a comparative advantage in this space characterized by rapid evolution.

281. The latest available survey data on IFAP, a study conducted in 2013 by the Internal Oversight Service (IOS) reveals that 71% of Member States indicate satisfaction with the results produced by the Programme. In September 2015, United Nations Secretary General Ban Ki-Moon applauded IFAP’s contribution to the United Nations’ global efforts to prevent violent extremism. WSIS provides international visibility to a number of activities implemented by UNESCO, including 593 activities (based on a SISTER analysis) implemented house-wide in 2014-2015. The IFAP programme and the implementation of the WSIS outcomes have tremendous potential but require adequate resources.

282. Based on the international commitment undertaken by Member States, including at the UNGA and through numerous UNESCO General Conference resolutions, there is an explicitly stated commitment to “strengthen the WSIS programme”. WSIS negotiations also showed how strongly these activities and programmes are of interest to and owned by Member States. With the decision by Member States to review progress on WSIS at the UNGA in 2025, there is a strong commitment to continue this common venture.

UNESCO INSTITUTE FOR STATISTICS (UIS)

Assessment by Main line of Action

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

283. The Education 2030 Framework for Action (FFA) clearly recognizes the UIS as the official source of the cross-nationally comparable data needed to monitor Sustainable Development Goal (SDG) 4. As part of this mandate, the UIS will be working with a wide range of partners to help countries produce and use indicators needed for global and country-level monitoring. It should be noted that the new framework represents considerable measurement challenges for countries, especially those struggling to build robust monitoring systems.

284. In response, the UIS is building on the momentum arising from the adoption of SDG 4 and FFA which has led greater attention to data. In addition to the immediate focus on setting baselines for monitoring, the Institute is designing new initiatives to collect more data, develop new indicators, provide tools to support countries to assess data quality, and measure new areas to support efforts to better use and analyse resulting indicators.

The way forward:

- Build a global data warehouse which integrates a wide range of data to meet the needs of national and international development agendas, with a focus on cross-nationally standardized and disaggregated education data of high quality;
- Develop an SDG 4 measurement tool-box of common standards, frameworks and resources related to a broad range of education measures. It will also include design quality assurance processes and global metrics for a wide range of indicators and data sources;
- Support countries to assess and improve their education data eco-systems through the implementation of frameworks, guidelines, tools and the sharing of good practices in the SDG toolbox, while recognizing the importance of national ownership;
- Improve access to reliable and timely data, create innovative data visualizations and promote open data and other resources for policy-makers, planners, researchers, and other users.

MLA 2: Development of international statistics on education outcomes

285. Learning is at the core of SDG 4 and the Education 2030 Framework for Action. Five out of the 11 indicators for global monitoring involve the measurement and comparison of learning outcomes. While many countries are assessing learning outcomes, there is currently no mechanism to produce internationally-comparable measures.

286. In response, the UIS is developing the Global Alliance for Learning (GAL) in close consultation with stakeholders. The Alliance will bring together assessment agencies, national education authorities, civil society groups and the international education community with the aim of ensuring that quality data are used to track progress and formulate policies to improve the learning outcomes of all.

287. The GAL will enable us to move beyond the commitment of SDG 4 to define and agree on the fine print of the specific measures and instruments needed to monitor the goal over the next

15 years. It will sustain the momentum that brought learning to the top of the agenda by building on a range of initiatives needed to help the international community define and implement common measurement frameworks, strengthen capacity to measure and monitor the SDG-4 targets, and mobilize the necessary resources to do so.

The way forward:

288. The Global Alliance for Learning will:

- Develop a single measure of reading and mathematics at the end of primary and lower-secondary education that is comparable across countries based on the most pragmatic approach, which involves linking existing national, regional and cross-national assessments on the basis of a common concept of minimum proficiencies in learning;
- Maximize the use of learning assessment data for decision-making while ensuring that school administrators, teachers, students and their families can use the information to sharpen learning skills and outcomes. The UIS will also help governments make informed decisions about the different types of tests available and the ways in which the results can be used;
- Build national capacity and connect countries to donors to promote the most efficient use of resources. While the GAL will not provide direct technical assistance to countries, it will establish and maintain a network of key partners, consultants, and specialists that can provide effective services.

MLA 3: Development of international statistics on science and technology, communication and information, and culture

289. In the field of **science, technology and innovation** (STI), UIS data will be used to monitor key targets in SDG 9. The Institute continues to expand and strengthen the quality of its international database by for example, collecting data on research and development (R&D) on an annual basis (instead of every two years as in the past). In addition, the UIS is working closely with countries to improve response rates to its new global survey on innovation.

290. Member States clearly recognize UIS leadership in this area and are increasingly turning to the Institute for assistance not just to respond to UIS surveys but to develop and improve their own national surveys.

The way forward:

- Develop and update international standards that can be used by countries at different stages of development to produce high-quality STI data;
- Help countries develop their own STI surveys and apply international standards in order to produce high-quality cross-nationally comparable indicators needed for policymaking and SDG monitoring. To reduce costs and duplication of efforts, the UIS works closely with partners at the international, regional and national levels;
- Help bridge the gender gap in science, technology, engineering and mathematics (STEM) by developing new methodologies, indicators and training materials to help countries develop effective policies.

291. In the field of **communications**, resources are extremely limited, forcing the Institute to suspend its global media survey and focus specifically on the use of information and communication technologies (ICTs) in education. Two of these indicators will be used to help track implementation of SDG 4.

The way forward:

- Collect data on the educational use of ICTs on a global basis following a series of regional data collections conducted in previous years;
- Develop new indicators that go beyond access to ICTs to explore their specific use in classrooms and possible impact on learning based on pilot tests and close consultation with partners.

292. In the field of **culture**, the UIS is the only organization with the mandate and expertise needed to develop standards, methodologies and cross-nationally comparable data and indicators. The UIS conducts global surveys on cultural employment and feature films while also maintaining the Cultural Goods and Services Trade Database based on data collected by partner agencies.

293. Despite limited resources, the UIS will continue to focus on activities that will promote culture statistics globally and will also feature activities that will be carried out on a short-term and/or ad-hoc one time basis in order to respond to emerging needs.

The way forward:

- Develop and update international standards that can be used by countries at different stages of development to produce high-quality culture data;
- Help countries develop their own cultural statistics and apply international standards in order to produce high-quality data and indicators needed for policy-making and SDG monitoring. To reduce costs and duplication of efforts, the UIS works closely with partners at the international, regional and national levels;
- Develop and produce new indicators on cultural heritage in order to monitor SDG target 11.4.

Proposed decision

294. The Executive Board may wish to adopt a decision along the following lines:

The Executive Board,

1. Recalling 37 C/Resolution 5, 196 EX/Decision 4 (I), 197 EX/Decision 5(IV, E) and 38 C/Resolution 99,
2. Having examined document 199 EX/4 Part I (B) entitled “Strategic results report (SRR) 2015”,
3. Expresses its appreciation for the Director-General’s efforts in conducting the programme reviews for the major programmes and the UIS;
4. Welcomes the analysis, preliminary findings and proposals for the way forward contained in the Strategic Results Report;
5. Stresses that the programme assessment exercise is an important phase in the overall process of strategic decision-making and programme priority setting for the next Programme and Budget (39 C/5);
6. Requests the Director-General to ensure that the content of this report, the summary of the Executive Board’s debates and its decision thereon are duly taken into account in the preparation of her Preliminary Proposals for draft document 39 C/5.

ANNEX

MULTI-CRITERIA MATRICES FOR PROGRAMME ASSESSMENT

Major Programme I - Education	Relevance	Capacity to deliver	Comparative Advantage	Demonstrable Results	Sustainability	Comments
MLA 1: Developing education systems to foster quality lifelong learning						
ER1: Sector wide policies and plans	High	High	High	High	High	Highly relevant particularly regarding country-level assistance for the implementation of ED 2030 agenda.
ER2: Literacy	High	Medium	High	Medium	Medium	Only UN agency with a mandate on literacy. Slow Global progress so need for innovative delivery approaches.
ER3: TVET	High	Medium	High	High	High	Highly relevant area and high on the demand by Member States.
ER4: Higher education	High	Medium	High	Medium	Medium	Unique mandate, using Conventions to improve quality of higher education.
ER5: Teacher policies and strategies	High	Medium	High	Medium	Medium	Very relevant, being strengthened through better synergies with International Teacher Task Force for EFA
ER6: Learning	High	Medium	Medium	Medium	Medium	Important theme to be explicitly integrated in all ERs.
ER7: ICTs in education	High	Medium	Medium	High	High	Crucial as modality for implementing SDG4 with strong potential for further development.
MLA 2: Empowering learner to be creative and responsible global citizens						
ER8: Peace and human rights education (GCED)	High	High	High	High	High	Demonstrated leadership role in this area which will be sustained.
ER9: ESD	High	High	High	High	High	Flagship programme, highly relevant.
ER10: Health	Medium	High	Medium	High	Medium	Requires programmatic adjustment
MLA 3: Shaping the future education agenda						
ER11: Research and foresight studies	High	Medium	Low	Medium	Medium	Contributions from Institutes and GMR. Crucial to support UNESCO's intellectual leadership.

Major Programme I - Education	Relevance	Capacity to deliver	Comparative Advantage	Demonstrable Results	Sustainability	Comments
ER12: The right to education and GMR	High	High	High	High	High	Highly relevant normative role and with the continued mandate to monitor Global Education Agenda. Right to education integrated in ER 1 (38 C/5)
ER13: EFA coordination and partnership cooperation	High	High	High	High	High	Highly relevant as UNESCO has been leading the Education 2030 agenda.

Major Programme II – Natural Sciences	Relevance	Capacity to deliver	Comparative Advantage	Demonstrable Results	Sustainability	Comments
Main Line of Action 1: Strengthening STI policies, governance and the science-policy-society interface						
ER 1: Strengthening STI policies, the science-policy interface, and engagement with society, including vulnerable groups such as SIDS and indigenous peoples	High	Medium	High	Medium	Medium	STI policy underpins all the SDGs. UNESCO is the lead agency in STI policy and the recognized UN leader on local and indigenous knowledge. The Organization's integrated and intersectoral approaches are also of unique value to SIDS. Additional expert human resources are needed to maintain or expand delivery on this essential but multi-faceted ER, as current demand from Member States exceeds ability to take on additional projects.
Main Line of Action 2: Building institutional capacities in science and engineering						
ER 2: Capacity-building in research and education in the natural sciences enhanced, including through the use of ICTs	High	Medium	High	Medium	Medium	Capacity-building in science and engineering underpins all the SDGs, with specific high relevance for SDGs 7 and 9, target 9.5. ICTP and TWAS have very high expert capacity, comparative advantage and results. The Organisation for Women in Science for the Developing World and the L'Oréal-UNESCO partnership are recognized globally for their support to women in science. While extrabudgetary resources are high, implementation is hampered due to lack of staff capacity both in the field and at Headquarters.

Major Programme II – Natural Sciences	Relevance	Capacity to deliver	Comparative Advantage	Demonstrable Results	Sustainability	Comments
ER 3: Interdisciplinary engineering research and education for sustainable development advanced and applied	High	Low	Medium	Low	Low	Engineering is of high relevance for SDGs 7 and 9, target 9.5. UNESCO's programme delivery in engineering has lost capacity in recent years due to the fusion of two divisions, the low priority ranking by Member States, the loss of a senior post and lack of extrabudgetary funds. New category 2 engineering centres and collaboration between sections enables ongoing progress. Sustainability will require successful fundraising.
Main Line of Action 4: Fostering international science collaboration for earth systems, biodiversity, and disaster risk reduction						
ER 7: Global cooperation in the ecological and geological sciences expanded	High	Medium	High	Medium	Medium	The geological sciences are relevant to the achievement of SDGs 8, 13 and 15. UNESCO is the only United Nations agency dealing with geology and geophysics. IGCP projects consistently demonstrate a very high multiplier effect from UNESCO seed funding. Recent staff vacancies will need to be filled with geoscientists to ensure sustainability.
ER 8: Risk reduction improved, early warning of natural hazards strengthened and disaster preparedness and resilience enhanced	High	Medium	High	Medium	Medium	This ER is relevant to SDGs 11, 13 and 15. It is also highly relevant for UNESCO's assistance in post conflict and post disaster situations. There are elements for which UNESCO has a comparative advantage, like the Earthquake Early Warning Systems Initiative, in addition to UNESCO's human-rights and ethical approach to DRR.
Main Line of Action 5: Strengthening the role of ecological sciences and biosphere reserves						
ER 9: Use of biosphere reserves as learning places for equitable and	High	Medium	High	High	Medium	This ER strongly supports SDG 15 and supports SDGs 6, 13 and 14. The capacity of the Secretariat is hampered

Major Programme II – Natural Sciences	Relevance	Capacity to deliver	Comparative Advantage	Demonstrable Results	Sustainability	Comments
sustainable development and for climate change mitigation and adaptation strengthened						due to the ranking by Member States, but huge opportunities remain, within the Member States and regions, and due to intersectoral cooperation. The demonstrated results are satisfactory, but there is room for improvement in communication and awareness-raising, partnership development and fundraising. The sustainability of MAB and WNBR remains good due to Member State interest, although the capacity of the Secretariat is very stretched.
Main Line of Action 6: Strengthening freshwater security						
ER 10: Responses to local, regional and global water security challenges strengthened	High	Medium	High	High	Medium	This ER is highly relevant for the implementation and monitoring of SDG 6. IHP is the only intergovernmental programme devoted to water research, water resources management, and education and capacity-building. IHP's unique expertise in groundwater and transboundary aquifers further distinguishes the programme from its competitors.
ER 11: Knowledge, innovation, policies and human and institutional capacities for water security strengthened through improved international cooperation	High	Medium	High	High	Medium	This ER is highly relevant for the implementation and monitoring of SDG 6. In particular, the WWDR should serve as a reporting and monitoring mechanism for SDG 6. UNESCO has a comparative advantage within the United Nations system in part due to its UNESCO Water Family. Expansion of the donor base is essential to reinforce WWAP. The UNESCO Water Family, in particular UNESCO-IHE, needs additional coordination efforts to ensure optimal joint delivery of water programmes.

Major Programme II - IOC	Relevance	Capacity to Deliver	Comparative Advantage	Demonstrable Results	Sustainability
	High	Medium	Medium / High	Medium / High	Medium
Main Line of Action 3: Promoting knowledge and capacity for protecting and sustainably managing the ocean and coasts					
<ol style="list-style-type: none"> 1. Programmatic priorities directly set by Member States. Strong Member States ownership of programmes like GOOS and IODE. Value of Early Warning Systems broadly recognized. Recognized contribution to high level international processes, i.a. UN WOA, IPBES, IPCC, Rio+20, UNFCCC. Extensive regional presence, including through the 3 Sub-commissions. Ensures ownership of programmes by beneficiary communities. 2. Delivers on most accounts. Member States ownership as represented through national and institutional application of IOC products. Limited RP resources remain a significant problem. The capacity of transforming data into policy relevant products should be strengthened through XB resources. Further improvement is expected from new approach to communication. Further partnerships to be created at regional level, based on the new CD strategy. 3. With the mandate spanning from biological and physical marine sciences and observations over to products and CD/TMT, IOC is strong in building cross-sectorial partnerships. The WMO/IOC JCOMM is a unique joint commission of 2 United Nations agencies and is a key element in implementation and services. Many programs (i.e. tsunami warning, GOOS, IODE, OBIS, MSP, HAB) have features unique in the United Nations system. 4. IOC Member States benefit from quality data products for climate research and biodiversity monitoring; expanded ocean observations; mitigation and adaptation to tsunamis and other ocean-related hazards. However, in some other processes, IOC efforts are not always clearly visible in the end product. Secretariat's limited capacity to implement operational programmes on the ground calls for stronger engagement with national and regional ocean governance bodies. 5. UNESCO's ability to financially support IOC's activities is very moderate, voluntary funding partially compensating. Member States ownership of and in-kind contributions to the observing systems, IODE & OBIS networks and early warning systems are huge and long-term. Successes in fundraising (GEF, EC, UNESCAP) and a new partnership with UNDP in the GEF International Waters learn area are promising. Further efforts are necessary to translate project outcomes into global and regional intergovernmental frameworks (e.g. UNGA and Regional Seas conventions). Co-design approach between global and regional programmes is developed. 					

Major Programme III – Social and Human Sciences	Relevance	Capacity to deliver	Comparative Advantage	Demonstrable Results	Sustainability	Comments
MLA 1: Mobilizing future-oriented research, knowledge and policy making to support social transformations, social inclusion and intercultural dialogue						
ER1: Research, Policy and Foresight	High	Medium	Medium	Low	Medium	Relevant in the context of ensuring policy coherence in the 2030 Agenda.
ER2: Intercultural dialogue	High	Medium	Medium	Low	Low	UNESCO's leadership is recognized in the United Nations system but needs clarity.
ER3: Rights and inclusion	High	Medium	Medium	Medium	Medium	Relevant in the implementation of the Agenda 2030.
ER4: History for Memory and Dialogue (formerly in CLT)	High	Medium	Medium	Medium	Low	Contributes to the long-lasting UNESCO' efforts to foster cultural diversity and intercultural dialogue
MLA 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						
ER5: Bioethics	High	Medium	High	Medium	Medium	Demonstrated global leadership role in this area which will be sustained.
MLA 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 a human rights-based approach in UNESCO's programmes						
ER6: Youth	High	Medium	High	Medium	Medium	Highly relevant for the 2030 Agenda and UNESCO's comparative advantage is recognized in the United Nations system.
ER 7: Anti-doping and sport	Medium	Low	High	Medium	Medium	The Convention provides an international platform for anti-doping standard-setting.

Major Programme IV – Culture	Relevance	Capacity to deliver	Comparative Advantage	Demonstrable Results	Sustainability	Comments
MLA 1: Protecting, conserving, promoting and transmitting culture and heritage for dialogue and development						
ER 1: 1972 Convention	High	Medium	High	Medium	Medium	High relevance demonstrated through near universal ratification and high levels of extrabudgetary resources. A specific Target on cultural heritage was included in SDG 11 on sustainable cities. However, the Secretariat's capacity to deliver and overall sustainability represent acute challenges.
ER 2: 1970 Convention and museums	High	Medium	High	Medium	Low	High relevance and clear comparative advantage in view of the multiplication of conflicts and the sharp rise of traffic. A target of the 2030 Agenda addresses the recovery of stolen assets. However, it attracts low levels of extrabudgetary resources (\$2.04 million mobilized plus \$734,000 in additional appropriations in 2014-2015). Capacity to deliver and sustainability are jeopardized by a persistent mismatch between needs and resources, as highlighted in particular by the IOS Evaluations.
ER 3:- 1954 Convention and its two protocols	Medium	Medium	High	Medium	Low	Relevant in the context of the multiplication of armed conflicts and intentional destructions of cultural property. However, comparatively low ratification levels, very low number of requests for international assistance and low level of funding mobilized (\$389,000 mobilized plus \$114,000 in additional appropriations

Major Programme IV – Culture	Relevance	Capacity to deliver	Comparative Advantage	Demonstrable Results	Sustainability	Comments
						in 2014-2105) suggests that the provisions of the Convention may not yet be fully understood, all of which impedes results.
ER 4: 2001 Convention	Medium	Low	High	Medium	Low	UNESCO is globally uniquely positioned and recognized as a standard-setter in the field of underwater cultural heritage, as witnessed by the increasing number of demands for emergency technical missions and assistance. Yet, only 53 ratifications over 14 years and very low levels of extrabudgetary support (\$200,000 mobilized plus \$120,000 in additional appropriations in 2014-2015), impedes impact and sustainability.
MLA 2: Supporting and promoting the diversity of cultural expressions, the safeguarding of the intangible cultural heritage, and the development of cultural and creative industries						
ER 5: 2003 Convention	High	Medium	High	Medium	Medium	High relevance confirmed by the IOS Evaluation and in the near universal level of ratification and its ability to attract extrabudgetary funds. The greatest challenge remains the severe mismatch between available resources for staff and core functions and the steady increase in expectations on the part of States Parties.

Major Programme IV – Culture	Relevance	Capacity to deliver	Comparative Advantage	Demonstrable Results	Sustainability	Comments
ER 6: 2005 Convention and thematic programmes	High	Medium	High	Medium	Medium	High relevance shown through its fast ratification, resource mobilization and the high demand for policy expertise, funding for projects, statistics and good practices. However, continued capacity to generate results is at risk without predictable extrabudgetary funding, staff resources and in-house expertise on new priority themes.

Major Programme V – Communication and Information	Relevance	Capacity to deliver	Comparative Advantage	Demonstrable Results	Sustainability	Comments
MLA 1: Promoting freedom of expression, press freedom and journalistic safety, and media pluralism						
ER1: Freedom of expression, press freedom and journalistic safety	High	Medium	High	High	High	This is high on relevance, unique in its comparative advantage, demonstrates progress, and is sustainable. However, staffing levels are below capacity requirements.
IPDC	High	Medium	High	Medium	Medium	IPDC is also high on relevance and niche, while constraints on staffing and resourcing produce a medium ranking for capacity to deliver, results, and sustainability.
ER2: Media pluralism	High	Medium	High	Medium	Medium	While high on relevance and niche, this ER is not able to operate to full effect due to capacity limits that impact on results and sustainability.
MLA 2: Enabling Universal Access and Preservation of Information and Knowledge						
ER3: Open Solutions	High	Medium	High	Medium	Medium	Highly relevant with certain components such as Open Access, YouthMobile and ICTs for Disabilities holding a demonstrated leadership role while others such as OER and ICT-CFT providing role-models for replication and intersectoral collaboration opportunities.

ER4: Memory of the World Programme	High	Medium	High	High	High	Unique mandate with a high relevance acknowledged around the world as the leading initiative for preserving documentary heritage. Staffing levels and financial resources need to be reinforced.
WSIS outcomes and IFAP	High	Medium	High	Medium	Medium	Relevant as UNESCO has been leading in collaboration with ITU (WSIS) and high in niche, though sustainability through fund raising continues to be challenging. The IFAP programme is fully operational and several projects and initiatives have been launched in its priority areas over the past biennium.

UNESCO Institute for Statistics	Relevance	Capacity to deliver	Comparative advantage	Demonstrable results	Sustainability	Comments
MLA 1: DEVELOPMENT OF EDUCATION INDICATORS AND PROMOTION OF DATA USE AND ANALYSIS	Medium	Medium	High	Medium	Medium	UIS holds a strong comparative advantage in this MLA, although resources are not sufficient to capably deliver on what has become an even broader mandate in the SDGs
ER 1: More relevant and timely education statistics and indicators produced	Medium	High	High	High	Medium	Maintaining the international database demands significant resources, but which is not always readily visible
ER 2: Appropriate methodologies and standards in the field of education statistics developed, maintained and refined	High	Medium	High	High	High	The UIS has demonstrated expertise in the area of globally comparative education statistics and methodologies although some of this work can be crowded out by data collection efforts
ER 3: Capacities of national statisticians strengthened in the production and use of national and comparative education data	Medium	Medium	Medium	Medium	Medium	Capacity building demands from Member States are substantial - keeping focused on a core set of technical assistance type interventions is essential. The demand for work in a wide range of areas can create fragmentation.
ER 4: Use and analysis of education statistics promoted	High	Medium	High	High	High	Have made great strides in presenting data and making it more interactive for users, need to refocus on education outputs, there are many opportunities – but global reports do test the current capacity of the Institute

UNESCO Institute for Statistics	Relevance	Capacity to deliver	Comparative advantage	Demonstrable results	Sustainability	Comments
MLA 2: DEVELOPMENT OF INTERNATIONAL STATISTICS ON EDUCATION OUTCOMES	High	Medium	High	Medium	Medium	<p>Relevance: the Learning Outcomes unit produces relevant international database and good practices as resources to international education community;</p> <p>Capacity to deliver: more partnerships to be formed, more human resources are needed to meet emerging challenges and demands;</p> <p>Comparative advantage: UIS has the mandate to lead the SDG 4 process on learning outcomes;</p> <p>Demonstrable results: UIS has developed a meta database on national assessments and has developed several concept notes to feed into the SDG 4 process;</p> <p>Sustainability: the work on global co-ordination is relatively new, but is an important role for the UIS. Having qualified staff affects the sustainability of the programme.</p>
ER 5: A common framework to produce comparative analysis and international monitoring of progress in learning outcomes used by the International education community	High	Medium	High	Medium	Medium	<p>Relevance: the programme produces relevant meta-data on assessment to provide inputs for the development of common framework, and consolidates practices on oral assessment to promote good practices.</p> <p>Capacity to deliver: establish partnerships but need to work to establish diversified partnerships, also need staffs with specific skills to meet new challenges and demands.</p> <p>Comparative advantage: UIS has the mandate to lead the process to produce learning outcomes indicators.</p> <p>Demonstrable results: Due to limited human resources it has released limited number of meta data and country summaries on national assessments.</p> <p>Sustainability: Maintain and hire qualified staff will improve the sustainability of the</p>

UNESCO Institute for Statistics	Relevance	Capacity to deliver	Comparative advantage	Demonstrable results	Sustainability	Comments
						programme.
MLA 3: DEVELOPMENT OF INTERNATIONAL STATISTICS ON SCIENCE, TECHNOLOGY AND INNOVATION; CULTURE; COMMUNICATION AND INFORMATION	High	Medium	High	High	High	<p>Relevance: the science, culture and communication (SCC) programme produces policy relevant international data and indicators, produces relevant statistical methodology and supports countries to improve their ability to produce and use SCC statistics. Several indicators are used to track some Targets of the SDGs. Special workstreams on gender equality;</p> <p>Capacity to deliver: highly competent staff, many partnerships are in place, and additional are being established, but more human and financial resources are needed to meet emerging demands;</p> <p>Comparative advantage: UIS is the only international organization with a mandate for science, culture and communication statistics;</p> <p>Demonstrable results: Without UIS there would not be global data on science, culture and communication; SCC data are widely used by many organisations; UIS develops methodology in all the areas of SCC, which is used by Member States;</p> <p>Sustainability: the work on science and technology statistics and cultural statistics has existed at UNESCO since the 1950s and will continue with its mandate as the lead international organization for these statistics. The work on ICT in education is relatively new, but its importance is expected to grow rapidly. Funding levels affect the sustainability of the programme.</p>
ER 6: Timely statistical information and analysis on research and development and	High	Medium	High	High	High	<p>Relevance: producing the indicators to track Target 9.5; a special workstream on gender equality;</p> <p>Capacity to deliver: highly competent staff,</p>

UNESCO Institute for Statistics	Relevance	Capacity to deliver	Comparative advantage	Demonstrable results	Sustainability	Comments
innovation statistics made available to Member States						<p>many partnerships, but more resources needed;</p> <p>Comp. advantage: UIS the only agency to collect these indicators;</p> <p>Demonstrable Results: Without UIS there would not be global STI data and the data are widely used by many organisations;</p> <p>Sustainability: long term work program (since 1960s) which will continue</p>
ER 7: Timely and policy-relevant statistical information and analysis of cultural statistics made available to Member States	High	Medium	High	High	High	<p>High relevance as evidenced by the existing demand from the global community to develop new concepts and methodologies, to produce policy-relevant data and indicators for global reports and by the number of requests received from member states for training and technical assistance. In addition, a specific Target on cultural heritage 11.4 was included for which UIS will need to monitor indicator 11.4.1 at the global level. However, the ability of UIS to meet these emerging demands and support SDG is constrained by current funding levels that are insufficient and that will either delay or postpone future activities.</p>
ER 8: Timely and policy-relevant statistical information and analysis on communication statistics made available to Member States	Medium	Medium	High	Medium	Medium	<p>Relevance: producing part of the indicator to track Target 4a;</p> <p>Capacity to deliver: lack of resources, not enough partnerships;</p> <p>Comp. advantage: UIS the only agency with the mandate to collect global ICT in education and media data;</p> <p>Demonstrable Results: ICT in education indicators produced that did not exist before;</p> <p>Sustainability: importance of these indicators will increase over time, but more resources needed</p>

UNESCO Institute for Statistics	Relevance	Capacity to deliver	Comparative advantage	Demonstrable results	Sustainability	Comments
MLA 4: REINFORCEMENT OF CROSS-CUTTING STATISTICAL ACTIVITIES	High	Medium	Medium	High	Low	<p>Relevance: the programme collects and treats national data and produces products and services to communicate UIS statistics and statistical products to a wide range of audiences using a broad range of communication channels.</p> <p>Capacity to deliver: highly competent staff, establishing partnerships, but more human and financial resources are needed to evolve existing products and services and in order to meet emerging demands.</p> <p>Comparative advantage: UIS is the global reference source for cross-nationally comparable data in Education, Science, Culture, and Communication.</p> <p>Demonstrable results: Results are evident via products and services on UIS and other websites; in the improvements in timeliness of UIS data quality indicators.</p> <p>Sustainability: Funding levels affect the sustainability of the programme.</p>
ER 9: Quality of data produced by UIS constantly monitored and improved	High	Medium	Medium	High	Low	<p>Relevance: the programme collects and treats national data and monitors the quality of UIS statistical products and activities.</p> <p>Capacity to deliver: highly competent staff, establishing partnerships, but more human and financial resources are needed to evolve existing products and services and in order to meet emerging demands.</p> <p>Comparative advantage: It has been found to be essential for questionnaire design, data modelling, and data processing to be in close communication and coordination with Statistical specialists which being co-located definitely offers. Montreal is an excellent location for attracting resources due to its diversity,</p>

UNESCO Institute for Statistics	Relevance	Capacity to deliver	Comparative advantage	Demonstrable results	Sustainability	Comments
						<p>educated populace, and the cost of living.</p> <p>Demonstrable results: Results are evident via improvements in timeliness of UIS data quality indicators.</p> <p>Sustainability: Funding levels affect the sustainability of the programme.</p>
<p>ER 10: Access to and use of UIS data made easier, more efficient and better adapted to users' requirements</p>	<p>High</p>	<p>Medium</p>	<p>Medium</p>	<p>High</p>	<p>Low</p>	<p>Relevance: the programme produces products and services to communicate UIS statistics and statistical products to a wide range of audiences using a broad range of communication channels.</p> <p>Capacity to deliver: highly competent staff, establishing partnerships, but more human and financial resources are needed to evolve existing products and services and in order to meet emerging demands.</p> <p>Comparative advantage: UIS is the global reference source for cross-nationally comparable data in Education, Science, Culture, and Communication. The UIS knows it's data better than anyone else and is more able to find and communicate the stories in the data.</p> <p>Demonstrable results: Results are evident via products and services on websites and social media channels.</p> <p>Sustainability: Funding levels affect the sustainability of the programme.</p>



United Nations
Educational, Scientific and
Cultural Organization

Executive Board

Hundred and ninety-ninth session

199 EX/4 Part II

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EXECUTION OF THE PROGRAMME ADOPTED BY THE GENERAL CONFERENCE

PART II

BUDGETARY SITUATION OF THE ORGANIZATION FOR 2014-2015 (37 C/5) AS AT 31 DECEMBER 2015 (UNAUDITED), BUDGET ADJUSTMENTS ARISING FROM DONATIONS AND SPECIAL CONTRIBUTIONS RECEIVED

AND

MANAGEMENT CHART FOR PROGRAMME EXECUTION IN 2014-2015 (37 C/5 Approved)

Status as at 31 DECEMBER 2015 (unaudited)

(No. 56)

SUMMARY

Part II of document 199 EX/4 contains:

- A. Reports by the Director-General on the budgetary situation of the Organization for 2014-2015 (37 C/5) as at 31 December 2015 (unaudited), which includes:**
- I. Report by the Director-General on budget adjustments authorized within the Appropriation Resolution for 2014-2015. In accordance with 37 C/Resolution 98, paragraph (b) and (e), the Director-General presents to the Executive Board the reports on:
 - (i) adjustments to the approved appropriation for 2014-2015 from donations and special contributions received during the period 1 July to 31 December 2015,
 - (ii) transfers between appropriation lines arising from adjustments for programme activities and in staff movements during the period 1 July to 31 December 2015.
 - II. Report by the Director-General on the overall regular budget situation of the Organization for the 2014-2015 biennium.
- Action expected of the Executive Board:** Proposed decision in paragraph 15.
- B. The Management Chart for programme execution in 2014-2015 based on the unaudited accounts for the regular programme and extrabudgetary funds.**



PART A

REPORT BY THE DIRECTOR-GENERAL ON THE BUDGETARY SITUATION OF THE ORGANIZATION FOR 2014-2015 (37 C/5) AS AT 31 DECEMBER 2015 (UNAUDITED)

I

REPORT BY THE DIRECTOR-GENERAL ON BUDGET ADJUSTMENTS AUTHORIZED WITHIN THE APPROPRIATION RESOLUTION FOR 2014-2015

- Part A provides a summary of analysis for the decision-making of the Executive Board.
- In accordance with paragraph (b) of 37 C/Resolution 98, the Director-General is authorized to accept and add to the approved appropriation for 2014-2015, voluntary contributions, donations, gifts, bequests and subventions, and contributions from governments taking into account the provisions of Article 7.3 of the Financial Regulations. Information on these additional appropriations is provided to the Members of the Executive Board at the session following such action.

The amount of \$2,330,102 received during the period 1 July to 31 December 2015 is broken down as follows:

- New cash received from donors: \$2,205,102;
- Transfers from General Funds or Special Accounts: \$125,000;

The table below provides the summary of such actions by Sector/Bureau and the details are provided in Annex II of document 199 EX/4.INF.3.

Amts in USD

Sectors/Bureaux	New cash received from donors	Transfers from General Funds or Special Accounts	Total	Weight %
Education (ED)	924,378	-	924,378	39.7
Natural sciences (SC)	298,813	100,000	398,813	17.1
Social and human sciences (SHS)	1,985	-	1,985	0.1
Culture (CLT)	225,187	-	225,187	9.7
Communication and information (CI)	241,257	25,000	266,257	11.4
Coordination and monitoring of action to benefit Africa (AFR)	168,000	-	168,000	7.2
Coordination and monitoring of action to implement gender equality (Gender)	11,249	-	11,249	0.5
UNESCO's response to post-conflict and post disaster-situations (PCPD)	23,605	-	23,605	1.0
Strategic planning, programme monitoring and budget (BSP)	23,446	-	23,446	1.0
External relations and public information (ERI)	11,626	-	11,626	0.5
Management of Information Systems and Communications (BKI)	7,443	-	7,443	0.3
Management of field offices	268,113	-	268,113	11.5
Total, donations and special contributions	2,205,102	125,000	2,330,102	100.0

- The table below gives an overview of the adjustments to the Approved Appropriations for 2014-2015 from donations and special contributions for the 24-month period from 1 January 2014 to 31 December 2015. A total of \$23,132,047 has been received of which \$17,834,018 represents new cash received from donors. The new cash received from donors plus transfers from General Funds or Special Account of existing funds is equivalent to \$18,791,383 for 2014-2015 as compared to a total of \$12,428,406 for 2012-2013 – an increase of 51.2%.

The details are provided in Annex I of document 199 EX/4.INF.3.

Amts in US\$

Sectors/Bureaux	New cash received from donor	Transfers from General Funds or Special Accounts	New cash received and Transfers from General funds or Special Accounts	Transfers from the Emergency Fund	Total	Weight %
Education (ED)	8,001,780	130,000	8,131,780	65,000	8,196,780	35.4
Natural sciences (SC)	1,700,406	100,000	1,800,406	1,162,271	2,962,677	12.8
Social and human sciences (SHS)	406,666	-	406,666	573,868	980,534	4.2
Culture (CLT)	3,532,793	108,000	3,640,793	1,240,000	4,880,793	21.1
Communication and information (CI)	1,292,438	125,000	1,417,438	63,200	1,480,638	6.4
Governing bodies (GBS)	224,533	-	224,533	-	224,533	1.0
Internal oversight (IOS)	249,070	324,480	573,550	-	573,550	2.5
Coordination and monitoring of action to benefit Africa (AFR)	262,198	-	262,198	-	262,198	1.1
Coordination and monitoring of action to implement priority gender equality (Gender)	19,390	-	19,390	-	19,390	0.1
UNESCO's response to post-conflict and post disaster-situations (PCPD)	24,113	-	24,113	-	24,113	0.1
Strategic planning, programme monitoring and budget (BSP)	93,446	-	93,446	-	93,446	0.4
Organization-wide knowledge management (KMI)	-	-	-	20,000	20,000	0.1
External relations and public information (ERI)	308,434	169,885	478,319	-	478,319	2.1
Human resources management (HRM)	-	-	-	37,525	37,525	0.2
Management of Information Systems and Communications (BKI)	7,443	-	7,443	0	7,443	0.0
Management of Field offices	1,711,308	-	1,711,308	1,178,800	2,890,108	12.5
Total, donations and special contributions	17,834,018	957,365	18,791,383	4,340,664	23,132,047	100.0

4. It has to be noted that the funds received from MBI al Jaber for the Second International Conference on Euro-Arab Dialogue (\$187,166) and reported under PCPD appropriation line in 2014 (ref. 196 EX/4.INF.2) were re-allotted to SHS appropriation line as this donation aimed to reinforce intercultural dialogue which is under SHS Sector.

Contribution in kind to field offices and institutes

5. In addition to the above, governments made in-kind contributions to field offices and institutes by offering rent-free premises including utilities, maintenance and communication services during the biennium. On the basis of the market value, these contributions amount to \$7.2M for field offices and \$3.8M for institutes for 2015. These in-kind contributions are reported on an annual basis in order to match the information in the IPSAS compliant financial statements (details in Annex III.A of 199 EX/4.INF.3). In-kind contributions received for the 2014-2015 biennium totalled \$14.9M for field offices and \$9.2M for institutes.

In-kind contributions towards programme implementation

6. An indicative list of in-kind contributions towards programme implementation, as submitted by respective sectors, for the period January to December 2015 is also provided in Annex III.B of 199 EX/4.INF.3. In-kind contributions of goods and services that directly support approved operations and activities amounted to \$16.7M. This list includes in-kind contributions mobilized by the Goodwill Ambassadors for the same period.

In-kind contributions for programme implementation total \$38.7M for the 2014-2015 biennium.

TRANSFERS BETWEEN APPROPRIATION LINES

7. Paragraph (e) of the Appropriation Resolution for 2014-2015 states that “the Director-General may make transfers between appropriation lines up to an amount of 2% of the initial appropriation, informing the Members of the Executive Board in writing, at the session following such action, of the details and reasons for these transfers”. Accordingly, the Director-General informs the Executive Board of the following transfers:

(a) Re-allocation of Regular Programme Resources to Major Programmes and UIS

8. As a part of normal monitoring/review process, programme sectors were asked to review their work plans to determine if any re-programming of funds were required. Following submissions by the sector ADGs, the Director General approved the reallocation of funds for a total amount of \$3.4M to programme sectors and \$184K to UIS. While most of this re-programming was financed within the appropriation lines of the concerned sectors, a sum of \$1.1M was financed from savings generated under the Field Management Appropriation line.

Funds Transferred		\$
From	Part II. A - Programmes	
	Management of Field Offices	
	Field management of Decentralized programme (staff)	(1,120,652)
To	Part II. A - Programmes	
	Major Programme II - Natural Sciences	529,396
	Major Programme IV - Culture	407,256
	UNESCO Institute for Statistics	184,000
Net Change		0

(b) Staff comparative transfer

9. Funds amounting to \$147,375 were transferred from Part II.B Strategic planning, programme monitoring and budget preparation (BSP) Appropriation line and made available under Part II.A Social and Human Sciences (SHS) Appropriation line following Director General's decision to transfer the Senior Programme Specialist from BSP to SHS to head and consolidate activities relating to intercultural dialogue.

Funds Transferred		Staff comparative transfer
		\$
From	Part II. B - Programmes-related services	
	Strategic planning, programme monitoring and budget preparation (BSP)	(147,375)
To	Part II. A - Programmes	
	Major Programme III - Social and Human Sciences (SHS)	147,375
Net Change		0

10. The details of these budget transfers by appropriation line (net impact \$0) are indicated in the revised Appropriation Table in Annex I of document 199 EX/4.INF.3 and the tables above present the summary.

II

REPORT BY THE DIRECTOR-GENERAL ON THE OVERALL REGULAR BUDGET SITUATION OF THE ORGANIZATION FOR THE 2014-2015 BIENNIUM**Regular Budget Appropriation as adjusted**

11. The General Conference at its 37th session approved an appropriation of \$653,000,000 for 2014-2015 (ref. 37 C/Resolution 98), subsequently increased to \$676,132,047 by donations and special contributions of \$23,132,047, as follows:

Amt in USD

Reference	Amount appropriated to the Regular Budget
37 C/5 Approved Appropriation	653,000,000
195 EX/Decision 4 (donations and special contributions)	5,820,125
196 EX/Decision 4 (donations and special contributions)	6,013,238
197 EX/Decision 4 (donations and special contributions)	8,968,582
Total of donations and special contributions previously reported to the Executive Board	20,801,945
Donations and special contributions received since 197 th session (*)	2,330,102
Total, donations and special contributions for 2014-2015 (**)	23,132,047
Total Regular Budget Appropriation (as adjusted) for 2014-2015	676,132,047

(*) Details are provided in Annex II of 199 EX/4.INF.3

(**) of which transfers from Emergency Fund (AEF) equivalent to \$4,340,664

Expenditure and unliquidated obligations under the Regular Budget

12. The approved expenditure plan for 37 C/5 was \$507M, which along with the additional appropriations received during the 2014-2015 biennium was increased to \$530.1M. As at December 2015, the unaudited accounts showed total expenditures of \$522.3M. The General Conference had decided (38 C/Resolution 103) that for the Expenditure Plan of \$518M for 2016-2017, \$507M shall be financed by an assessment on Member States and an additional \$11M shall be taken from the unspent balance of document 37 C/5 Approved, Part V – Anticipated Cost Increases, and the unspent balance of the Special Emergency Multi-Donor Fund for UNESCO Priority Programmes and Reform Initiatives under documents 35 C/5 and 36 C/5. As a result, the 37 C/5 unaudited expenditures as compared to the funding envelope, adjusted for Part V to reflect General Conference decision, will result in a small surplus of \$277K.

PART	37 C/5 Approved (\$653M)	Revised 37 C/5 Approved	37 C/5 Workplans based on \$507M expenditure plan + \$23.1M of Additional Appropriations (AA) of which \$4.3M transferred from the Emergency Fund	Expenditures including Undelivered Orders as at 31.12.2015	Surplus / (Deficit) vis-à-vis 37 C/5 Workplans
	\$	\$	\$	\$	\$
PART I - GENERAL POLICY AND DIRECTION	45,757,000	45,666,208	41,948,558	39,661,130	2,287,428
PART II - PROGRAMMES AND PROGRAMME-RELATED SERVICES	473,373,000	496,062,861	377,109,045	378,794,215	(1,685,170)
PART III - CORPORATE SERVICES	105,455,000	105,987,978	89,500,445	89,836,808	(336,363)
TOTAL, PARTS I - III	624,585,000	647,717,047	508,558,048	508,292,152	265,896
RESERVE FOR RECLASSIFICATION /MERIT-BASED PROMOTIONS	1,300,000	1,300,000	-	-	-
PART IV - LOAN REPAYMENTS FOR THE RENOVATION OF THE HEADQUARTERS PREMISES & THE IBE BUILDING	14,074,000	14,074,000	14,074,000	14,062,039	11,961
PART V - ANTICIPATED COST INCREASES	13,041,000	13,041,000	7,500,000	-	7,500,000
SUB TOTAL APPROPRIATION	653,000,000	676,132,047	530,132,048	522,354,191	7,777,857
PART V - ANTICIPATED COST INCREASES - (Transferred to 38 C/5 - 2016-2017 biennium as per 38 C/Resolution 103)	-	-	(7,500,000)	-	(7,500,000)
GRAND TOTAL APPROPRIATION	653,000,000	676,132,047	522,632,048	522,354,191	277,857

13. The total expenditure of \$522.3M contains \$9.5M in provisions for commitments made for goods and services to be delivered by the end of 2015 but not yet paid at the year-end (unliquidated obligations/ULOs). These remain valid for a payment for a further period of twelve months, in accordance with Article 4.2 of the Financial Regulations and 197 EX/Decision item 4. Unliquidated obligations at the end of 2015 represent 1.8% of the total budget (\$530.1M) and are significantly lower than the 2012-2013 figure (\$14.1M which included the provision for separation costs of occupied posts that were proposed for abolition as a result of the implementation of the 37 C/5 expenditure plan of \$507M).

14. Following 184 EX/Decision paragraph 11, 199 EX/4.INF.3 document presents (Ref. Annex IV) the report of the Director-General on the operating costs incurred in 2014-2015 for the 38th session of the General Conference and those incurred in 2015 for the Executive Board.

Proposed decision

15. The Executive Board may wish to adopt a decision along the following lines:

The Executive Board,

1. Having examined the Director-General's report on donations and special contributions received during the period July-December 2015 and appropriated to the regular budget and the transfers made between appropriation lines, in accordance with the terms of the Appropriation Resolution approved by the General Conference at its 37th session (37 C/Resolution 98, para (b) and (e)), in document 199 EX/4 Part II,
2. Takes note that the Director-General has, as a consequence of these donations and special contributions, increased the appropriations to the regular budget by a total amount of **\$2,330,102 for period 1 July to 31 December 2015** as detailed in Annex II of 199 EX/4.INF.3 and summarized as follows:

	\$
Part II.A - Education (ED)	924,378
Part II.A - Natural sciences (SC)	398,813
Part II.A - Social and human sciences (SHS)	1,985
Part II.A - Culture (CLT)	225,187
Part II.A - Communication and information (CI)	266,257
Part II.A - Management of field offices	268,113
Part II.B - Coordination and monitoring of action to benefit Africa (AFR)	168,000
Part II.B - Coordination and monitoring of action to implement gender equality (Gender)	11,249
Part II.B - UNESCO's response to post-conflict and post disaster-situations (PCPD)	23,605
Part II.B - Strategic planning, programme monitoring and budget (BSP)	23,446
Part II.B - External relations and public information (ERI)	11,626
Part III.C - Management of Information Systems and Communications (BKI)	7,443
Total	<u>2,330,102</u>

3. Expresses its appreciation to the donors listed in Annexes II, III.A and III.B of document 199 EX/4.INF.3;
4. Takes note of the revised 37 C/5 Appropriation Table in Annex I of 199 EX/4.INF.3 and takes notes that the unspent balance on Part V as at 31 December 2015, will be used to implement the decision of General Conference approved as per 38 C/Resolution 103;
5. Takes note that the Director-General has made transfers between appropriation lines for reallocation of regular programme resources and for staff movements effected

during the period July-December 2015 (net impact \$0), as detailed in paragraph 7 of document 199 EX/4 Part II.A;

6. Takes note of the revised 37 C/5 Appropriation Table in Annex I of 199 EX/4. INF.3;
7. Also having examined the Director-General's report on the overall regular budget situation of the Organization for the 2014-2015 biennium at the closure of accounts (199 EX/4 Part II),
8. Takes note of the budgetary situation (unaudited) of the Organization for the 2014-2015 regular budget (37 C/5) as at 31 December 2015.

PART B

REPORT BY THE DIRECTOR-GENERAL ON THE EXECUTION OF THE PROGRAMME ADOPTED BY THE GENERAL CONFERENCE

MANAGEMENT CHART – Programme execution as at 31 December 2015

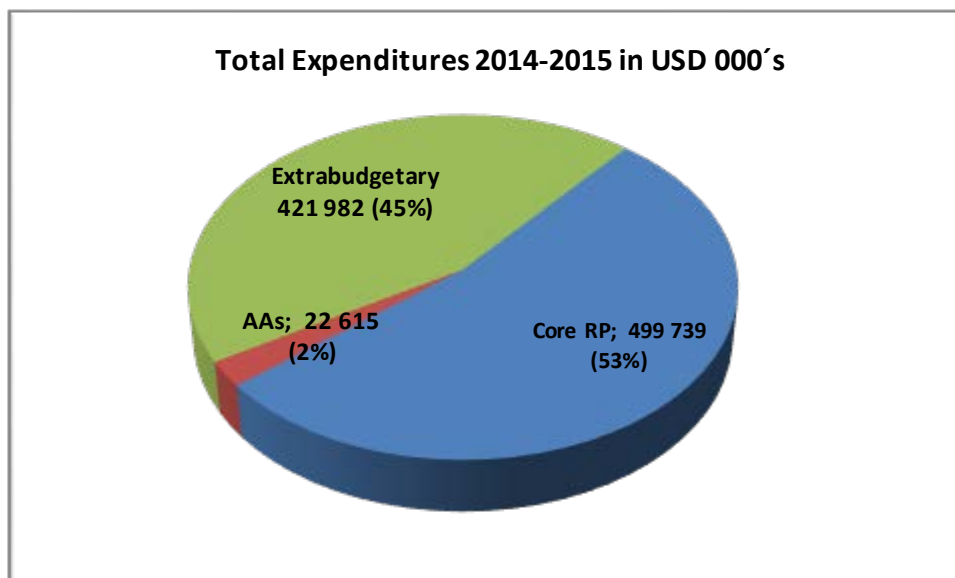
16. The Management Chart provides the overall budget and expenditure situation for regular budget and extrabudgetary resources.

OVERALL BUDGET AS AT 31 December 2015 – STATUS OF RESOURCES BY FUNDING SOURCE AND RESULTS OF OPERATIONS (Ref. 199 EX/4 INF.3)

A. TOTAL RESOURCES (\$952.1M) MADE AVAILABLE FOR 2014-2015 comprised as follows:

- (a) Regular Programme (RP): \$507M based on an expenditure plan level approved by the General Conference.
- (b) Additional Appropriations (AA) of \$23.1M of which \$4.3M was allocated from the Emergency Fund, \$0.95M relate to transfer from general funds or special accounts and \$17.8M representing new cash (the latter two represent an increase of 51.2% in relation to last biennium).
- (c) Extrabudgetary resources (XB) \$422M: Expenditures for 2015 of \$205.4M and for 2014 \$216.6M.

17. The total expenditures for the biennium amounted to **\$944.3M**, comprised 53% of regular programme, 2% of Additional Appropriations and 45% of extrabudgetary resources as shown in the graph below. It should be noted that as it was in the past, these figures do not include the expenditures covered from Other Proprietary Funds and revenue generating accounts such as FITOCA, Headquarters Fund and other related accounts.



Please refer to 199 EX/4.INF.3 which sets the accompanying tables to this text. The analysis below refers to the relevant tables in the INF document.

B. ANALYSIS OF REGULAR PROGRAMME RESOURCES AND EXPENDITURES

18. The biennium started with a deficit of \$10.8M resulting from the difference between workplan budgets proposed for the 37 C/5 and the \$507M Expenditure Plan ceiling approved by the General Conference, composed as follows:

- \$8.1M in savings to be identified (built-in deficit in the \$507M Expenditure Plan); and
- An increase of \$4.1M in staff costs arising from the restructuring/re-deployment exercise initiated in document 36 C/5 (including the retention until retirement age of staff whose post had been abolished), and delays in the full implementation of AO/EO reform measures. This increase was offset by staff savings (\$1.4M), mainly in the corporate services, arising from restructuring, resulting in an overall net increase of \$2.7M.

19. Strict control on the use of savings from vacant posts and restrictions on recruitment of vacancies limited to mission-critical positions during the first year of the biennium resulted in eliminating this deficit as well as the transition costs arising from the redeployment/restructuring exercise while ensuring minimum disruption to programme delivery.

20. Total regular programme expenditures for the biennium included transition costs of \$6M, Voluntary Mutual Separation Plan (VMSP) of \$3.6M and reallocation of funds for programme priorities (\$4.6M including \$1M for IESALC) which were covered through staff costs savings.

21. In addition to the absorption of the above expenditures, the following elements, which were budgeted under Part V, were also absorbed within the budget envelope: (i) salary increases for G-grade staff, (ii) inflationary increases across field offices and Headquarters (iii) salary increases for nationally recruited field-based staff; and (iv) within-grade step increases for entitled staff.

22. It should be noted that the additional budget allotments or re-programming to programme sectors in the second quarter of 2015 was based on a projection of staff cost saving anticipated to be generated from the rest of the biennium. The budgetary situation for 37 C/5 reflects the effect of this reprogramming that was based on the notion of “projected saving” to allow programme sectors to carry out activities without waiting for the specific savings to materialize at the same time while ensuring the primary goal – from budget management perspective – to remain within the overall \$507M expenditure plan ceiling.

23. The final situation of the regular programme expenditure includes the execution of General Conference decisions for the transfer of unused amount of the budgets for conservation of Headquarters premises and savings from the exemptions of payment of the refuse collection tax (\$1.6M) to the Special Account for Restoration and Improvement of Headquarters as recommended by the Headquarters Committee (38 C/44, Part II, paragraph 5 and 38 C/91, paras. 5 and 6), as well as transfer of the savings on the amounts paid into the Medical Benefits Fund (\$2.1M) in respect of retirees to the ASHI Special Account (38 C/43, para. 21 and 38 C/90, para. 2).

24. The global expenditure rate for regular programme (including AAs) stood at 98.5% as shown in the table below.

Amts in USD 000's

	Allocation	Expenditure	%
37 C/5 Workplans	507,000	499,739	98.57%
Additional Appropriation	18,791	18,459	98.23%
Additional Emergency Fund - reinforcement of field structure	1,698	1,590	93.64%
Additional Emergency Fund 2015 - 196 EX/ Decision item 4	2,643	2,566	97.09%
TOTAL	530,132	522,354	98.53%

However, after adjusting for 37 C/5 approved, part V of \$7.5M (see para. 36), the global RP expenditure rate stood at 99.9%.

25. The overall regular programme expenditures for 37 C/5 were 0.05% below the approved expenditure plan. In absolute amount, this means as compared to the Expenditure Ceiling, the actual expenditures were lower by \$278K and can be attributed to the minor changes to the assumptions made in the earlier forecast. Considering the in-built deficit at the start of the biennium, VMSP, re-programming on anticipated savings as well as other unfunded risks arising during the course of biennium, the actual result is close to the plan.

26. The table below provides the breakdown of the 37 C/5 workplans (without AA) vs expenditures by appropriation lines.

RP Activity & Staff cost budget status as at 31 December 2015

<i>in thousands of USD</i>	37 C/5 Workplans - Allocation in FABS	TOTAL EXPENDITURES	% EXP. RATE vs. Allocation
PART I - GENERAL POLICY AND DIRECTION - + JUNM			
PART I.A Governing Bodies	10 095	9 665	95,7%
PART I.B Direction	17 297	16 890	97,6%
Directorate	2 100	2 234	106,4%
ODG	5 276	5 140	97,4%
Internal Oversight	5 317	5 274	99,2%
International Standards and Legal Affairs	3 863	3 664	94,8%
Ethics Programme	741	578	78,0%
PART I.C Participation in the Joint Machinery of the UN System	13 759	12 311	89,5%
Total Part I	41 151	38 866	94,4%
PART II.A - PROGRAMMES			
MP1 - Education	81 791	81 272	99,4%
MP2 - Natural sciences	45 386	46 984	103,5%
MP3 - Social and human sciences	23 218	23 033	99,2%
MP4 - Culture	41 660	43 299	103,9%
MP5 - Communication and information	22 846	23 276	101,9%
UIS	7 783	7 782	100,0%
Management of Field offices	78 368	75 903	96,9%
Supplementary funding for the field network reform	-	-	-
Total Part II.A	301 052	301 549	100,2%
PART II.B - Programme-related services			
Coordination and monitoring of action to benefit Africa	4 434	4 684	105,6%
Coordination and monitoring of action to implement gender quality	1 464	1 541	105,3%
UNESCO's response to post-conflict and post-disaster situations	1 062	1 070	100,8%
Strategic planning, programme monitoring and budget preparation	6 706	6 811	101,6%
Organization-wide knowledge management	4 775	4 932	103,3%
External relations and public information	21 013	22 460	106,9%
Total Part II.B	39 454	41 498	105,2%
PART II.C - Participation Programme and Fellowships			
	14 314	13 957	97,5%
PART III - CORPORATE SERVICES			
Human resources management	29 476	29 952	101,6%
Financial Management	12 825	12 865	100,3%
Management of support services	47 154	46 990	99,7%
Total Part III	89 455	89 807	100,4%
PART IV - LOAN REPAYMENTS			
	14 074	14 062	99,9%
PART V - ANTICIPATED COST INCREASES			
Reserve for reclassifications	-	-	-
Reduction from restructuring of senior Management Team	-	-	-
Additional savings to be identified	-	-	-
GRAND TOTAL	507 000	499 739	98,6%

27. **Table 1** of 199 EX/4 INF.3 presents the overall implementation by principal appropriation line. Explanations are provided for those lines with expenditure rates lower than 85% in conformity with 160 EX/Decision 3.1.1 and 164 EX/Decision 3.1.1, which invited the Director-General “to identify and explain, those activities that vary from expected expenditures by a rate of more than 15%”. Accordingly, only Ethics had 78% expenditure rate mainly due to saving from vacant posts, at a senior level that was filled at a later stage in the biennium.

28. As shown in the above table, most appropriation lines ended the biennium close to or over the target rate with some sectors releasing funds to cover the over-expenditure in others. As mentioned in the last Management Chart, prior to final closing of accounts for document 37 C/5, closing budget transfers between appropriation lines will be needed in order to balance the overall budget. The explanation for appropriation lines that had a deficit in excess of 2% (of their initial appropriation lines based on the \$653M approved) is as below:

- Culture, Science, ERI, and Africa due to the effect of 2014 restructuring transition costs.
- Gender Equality due to actual cost being higher than standard cost.
- KMI mainly due to VMSP and the effect of 2014 restructuring transition cost.

29. The above appropriation lines (except Gender) would have minor over-expenditures, but below the 2% once the effect of transition cost is removed.

30. As compared to the workplan allocation, appropriation lines (CI, HRM and BSP) and chapter (Direction) show over expenditure. In case of HRM, this is due to transition and VMSP costs, and for Direction, BSP and CI the budget variance was due to higher actual staff costs vs. the standard costs. It should, however, be noted that these respective appropriation lines do not have over-expenditure more than 2% of their appropriation lines based on \$653M approved.

31. In terms of sectors from which funds were released, Field Management and Joint United Nations Machinery had expenditure rates of 96.7% and 89.5% respectively. The former is due to savings from vacant posts and the latter was due to tight monitoring, control and implementation of security measures, which yielded some savings in this appropriation line particularly in field security. However, given the increased security cost-sharing expenses related to the United Nations resident coordinator worldwide and additional projected costs in high-level hazardous duty stations, these savings are not likely to recur in the 38 C/5 budget.

32. **Table 2** of 199 EX/4 INF.3 provides information on the programme execution by expected results for RP and XB resources for major programmes.

33. **Decentralization for RP and XB: Table 3** presents the field office situation of regular programme for major programmes as at December 2015. In terms of decentralized funds for RP activities to major programmes, the status of implementation of regular programme resources excluding Additional Appropriations towards field management running costs reflects an implementation rate of 99%. The Latin America and the Caribbean region has the highest distribution of RP funds available to field network primarily owing to the additional appropriations mobilized by the region. The total amount of extrabudgetary decentralized funds allotted to the field offices represents 63.7% (\$204.6M) of the overall allotment distributed during the year 2015. The decentralized extrabudgetary funds are higher as compared to 2014 where the distribution of the allotment was 61.5% (\$192.7M) despite the overall decrease of Brasilia Office allotment due to exchange variation. The decentralization of extrabudgetary funds shows an increase of 20% in 2015 as compared to 2014 after excluding Brasilia Office.

34. **Table 5** shows execution of extrabudgetary programmes by donor and by region. This table shows that excluding interregional and global projects, the Latin America and the Caribbean region

is the main beneficiary of extrabudgetary resources due to the large scale of UNESCO's cooperation with Brazil.

35. **Emergency Fund:** The balance of the Emergency Fund reported at the 197th session was \$12.3M. The balance at 31 December 2015 including the interest generated from July to December 2015 is \$12.4M summarized in the table below while **Table 6** in 199 EX/4 INF.3 provides detailed financial report as at 31 December 2015.

Summary Situation Emergency Fund

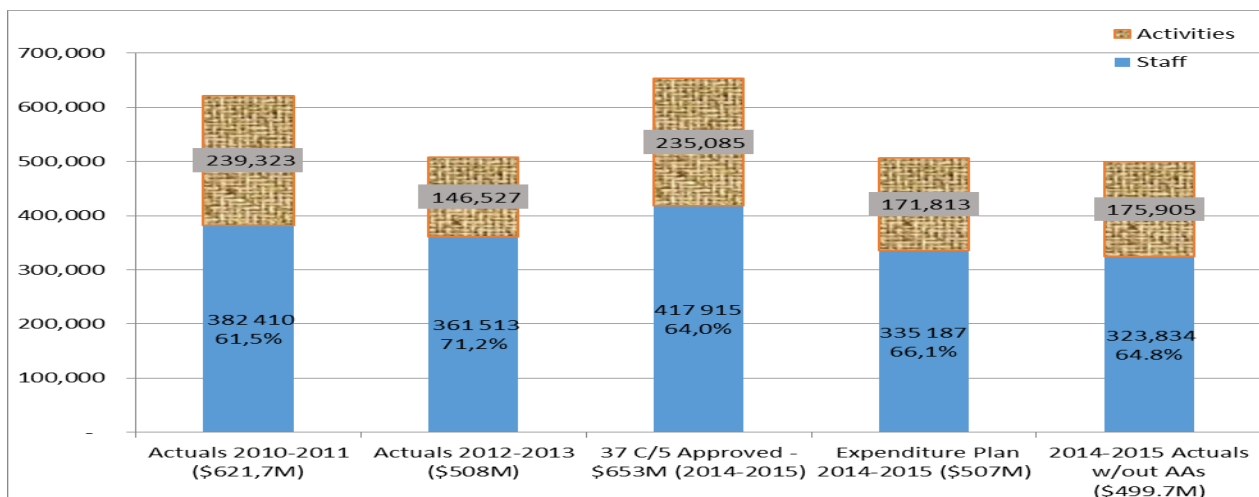
	31-Mar-15 <i>in USD</i>	31-Dec-15 <i>in USD</i>	Variation <i>in USD</i>
Total income including interest earned	75,446,501	75,514,025	67,524
Total Allocation approved by the DG as adjusted by closure of activities under the Special Account	-24,235,315	-23,809,534	425,781
Funds transferred to Regular Programme under the 37 C/5 and treated as Additional Emergency Fund	-1,698,000	-1,698,000	0
Funds transferred to cover the deficit under the 36 C/5 approved by the General Conference	-42,040,000	-42,040,000	0
Savings from the organizational restructuring under the 36 C/5	7,077,606	7,077,606	0
Funds transferred to Regular Programme under the 37 C/5 as recommended by the Executive Board for increases in staff costs and activities and, as endorsed by the DG		-2,566,338	-2,566,338
Unallocated/Unspent funds under the EF	14,550,792	12,477,759	-2,073,033

36. As stated in paragraph 12, the General Conference (38 C/Resolution 103) provided that for the Expenditure Plan of \$518M for 2016-2017, \$507M shall be financed by an assessment on Member States and an additional \$11M shall be taken from the unspent balance of document 37 C/5 Approved, Part V – Anticipated Cost Increases, and the unspent balance of the Special Emergency Multi-Donor Fund for UNESCO Priority Programmes and Reform Initiatives under the 35 C/5 and 36 C/5. Accordingly \$11M has been transferred from the Emergency Fund as an additional appropriation to the 38 C/5 and the balance of Emergency Fund of \$1.47M along with the amount in Part V of \$7.5M has been transferred to the Special Account “Invest for Efficient Delivery”.

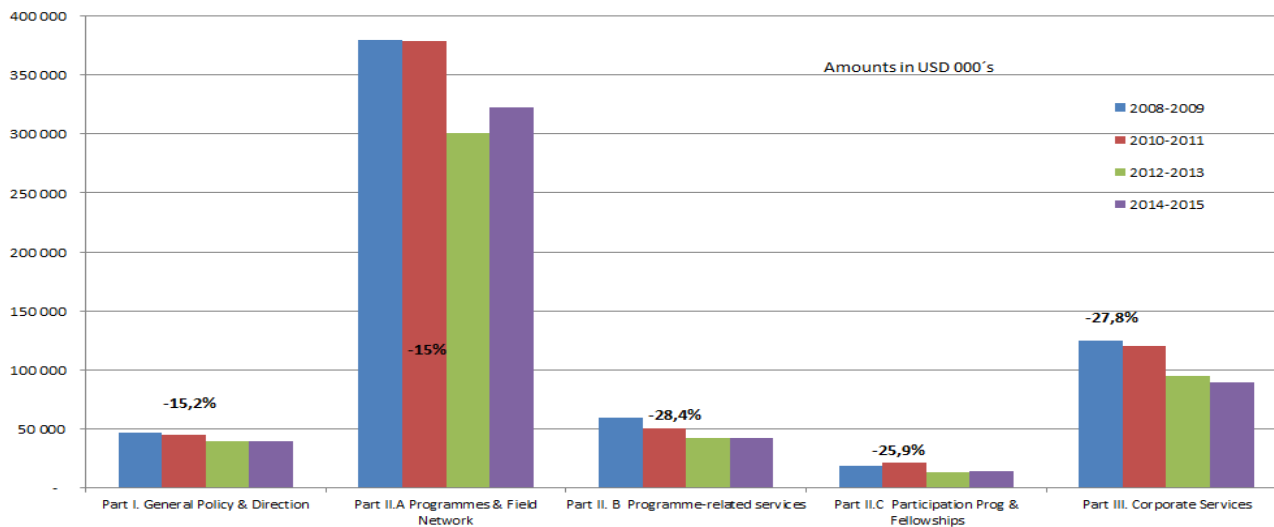
C. EXPENDITURES AND BUDGET EVOLUTION

37. The actual expenditures were in line with the approved 37 C/5 expenditure plan of \$507M with an actual expenditure on staff costs of 64.8% (including transition costs) compared to the budgeted 66.1% of staff costs and 33.9% of activity cost. Considering the decreasing trends in expenditures (without AAs), the reduction in staff cost as a percentage of total expenditures is an indication of increasing funding towards activities.

In thousands of US dollars

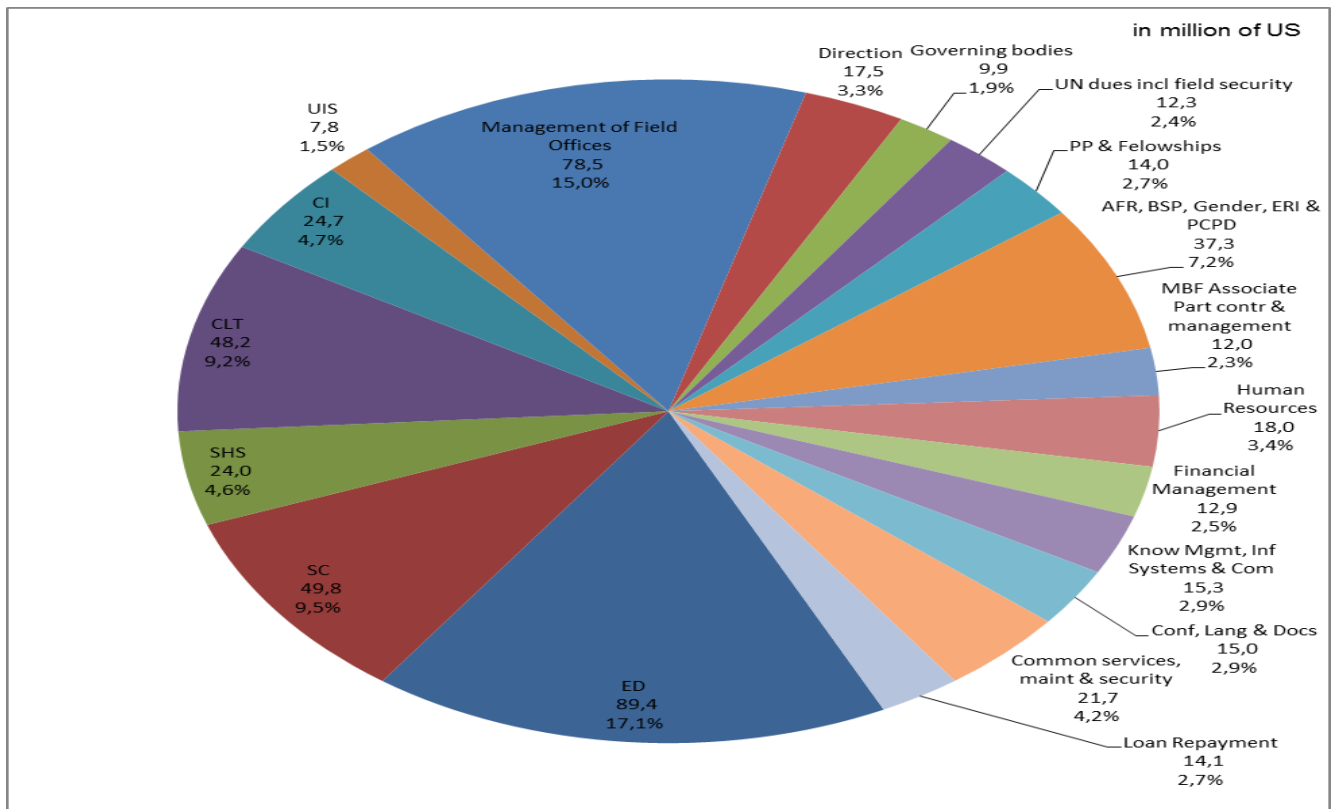


38. In terms of the evolution of expenditure by parts of the budget (including donations), 37 C/5 expenditures represents a decrease of \$119.5M or 18.6% in relation to 2008-2009 actuals. This same comparison by parts of the budget shows reductions of 15.2% in Part I (General Policy and Direction), 15% for Part II.A (Programmes and Field Network), 28.4% for Part II.B (Programme Support), 25.9% for Part II.C (Participation and Fellowships) and 27.8% for Part III (Corporate Services). The latter and Part I have been a significant challenge to reduce given the level of fixed charges, such as payments to the United Nations Joint Machinery (including field security), Medical Benefits contributions for retirees, and common charges and maintenance.



D. REGULAR PROGRAMME EXPENDITURES \$522.3M (INCLUDING AA) BY BUDGET COMPONENT

39. The major budget recipients, shown in the graph below, are Education (17.1%), Management of the Field Network (15%), Natural Sciences (9.5%) and Culture (9.2%). In terms of fixed costs, 2.7% of total expenditures relate to the loan repayments, 2.3% to the Medical Benefits Fund (MBF) management and contributions for retirees, 2.4% for the Joint United Nations System, and 4.2% for common service charges, maintenance and security at Headquarters.



E. POST SITUATION AND VMSP (VOLUNTARY MUTUAL SEPARATION PLAN)

A. Breakdown of posts vacant between 31 January and 31 December 2015

YEAR	MONTH	Number of OCCUPIED posts			Number of VACANT posts										TOTAL POSTS
		HQ	Field	TOTAL	HQ				Field				TOTAL		
					D	P	GS	Total	D	P	NO	GS		Total	
2015	January	830	510	1,340	6	36	15	57	7	40	18	44	109	166	1,506
	February	827	505	1,332	5	32	16	53	6	41	16	44	107	160	1,492
	March	822	513	1,335	4	35	20	59	6	39	16	40	101	160	1,495
	April	823	519	1,342	4	32	18	54	7	40	14	34	95	149	1,491
	May	816	521	1,337	4	34	22	60	8	40	13	31	92	152	1,489
	June	811	523	1,334	5	37	24	66	8	39	11	30	88	154	1,488
	July	804	527	1,331	4	35	22	61	7	35	10	26	78	139	1,470
	August	798	532	1,330	4	39	23	66	5	34	11	24	74	140	1,470
	September	792	535	1,327	5	40	24	69	5	32	10	24	71	140	1,467
	October	783	530	1,313	7	47	24	78	4	30	11	25	70	148	1,461
	November	780	535	1,315	7	52	26	85	4	30	10	24	68	153	1,468
2015	December	776	531	1,307	8	56	26	90	5	26	12	27	70	160	1,467

Evolution of the vacancy rate (RP only)

	2015											
	January	February	March	April	May	June	July	August	September	October	November	December
HQ	6%	6%	7%	6%	7%	8%	7%	8%	8%	9%	10%	10%
Field	18%	17%	16%	15%	15%	14%	13%	12%	12%	12%	11%	12%
Total	11%	11%	11%	10%	10%	10%	9%	10%	10%	10%	10%	11%

40. The vacancy rate of regular programme posts is at 11% as at 31 December 2015, thus one percentage point higher than in June 2015 (10%). Overall, the global vacancy rate has remained at the same level in 2015 (10-11%). The trends at Headquarters and in the field, however, differ: there has been a continuous decrease of the vacancy rate in the field in 2015 (from 18% to 12%), and an increase at Headquarters (from 6% to 10%). From the total vacant posts filled in 2015, 45% were filled internally. While at Headquarters, the majority of posts were filled internally (64%), in the field, there was a reverse trend with a majority of posts filled externally (63%). This latter % concerned, in particular, NPO and General Service posts in the field. A total of 31 staff on RP posts (23 at Headquarters and eight in the field) departed with the Voluntary Mutual Separation Programme in 2015 with a cost of \$3.6M.

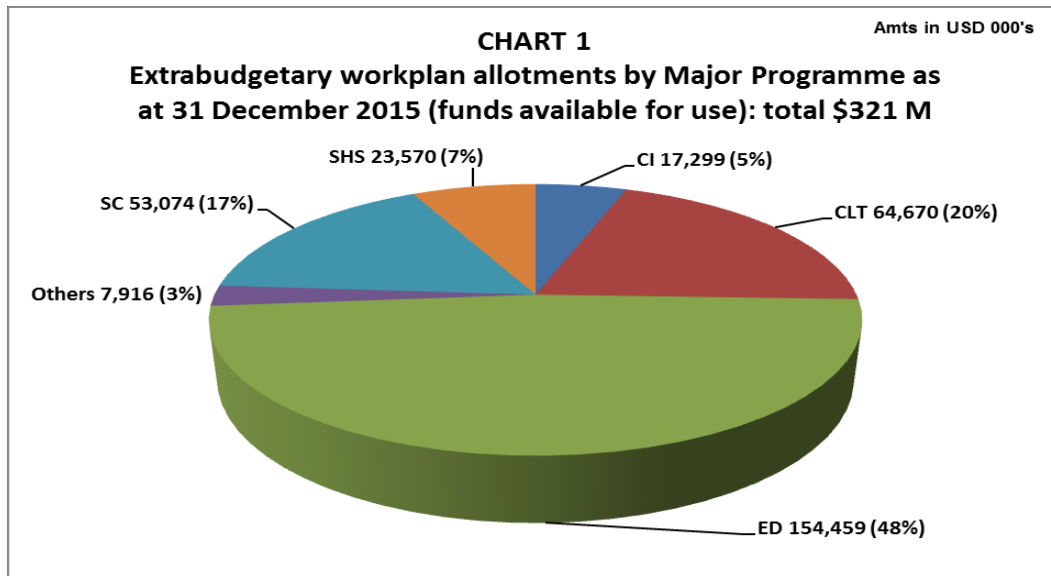
F. ANALYSIS OF EXTRABUDGETARY RESOURCES

41. Extrabudgetary (XB) resources generally finance multi-year projects. The following analysis presents allotments and expenditures for the period 1 January 2015 to 31 December 2015. XB budget allotments are made on an annual basis but may not reflect a full 12 months of operations. Therefore, XB expenditure rates are not fully comparable with RP expenditure rates, which are against a 24-month allotment.

42. The 2015 allotments against workplan submitted of \$321.0M show an increase of 2.3% compared to \$313.7M in 2014 and \$301.1M in 2013. Allotments of XB annual workplans have shown an increase each year since 2013, with an overall increase of 6.6% or \$20M.

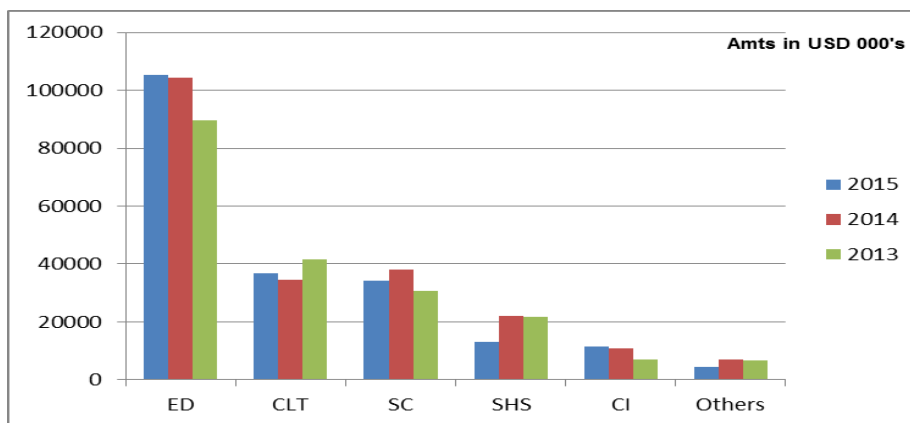
43. Overall implementation of extrabudgetary resources for 2015 follows a similar trend as for previous years, with a slight lower expenditure rate of 64% for this year, compared with 69.1% for 2014 and 65.5% for 2013. In order to accelerate implementation, measures have been taken such as the establishment of realistic annual workplan requirements coupled with tight monitoring and reprogramming of allotments as appropriate. Although 2015 expenditure (excluding Brazil) shows an increase of 4% or \$6.8M, global expenditures including Brazil shows a decrease of 5.17% or \$11.2M from \$216.6M in December 2014 to \$205.4M in December 2015. This decrease is mainly due to the depreciation of the exchange rate of Brasilia Real compared to US dollar between December 2014 and December 2015 (43.5% United Nations rate source). While the expenditure in Real remains stable around 115.6M BRL, the US dollar equivalent resulted in a reduction.

Extrabudgetary workplan allotments by Major Programme as at 31 December 2015 (funds available for use): Total: \$321.0M



44. As at 31 December 2015, the allotments under the five major programmes comprised 97.5% of total annual allotment under extrabudgetary resources (\$313.1M of a total of \$321.0M, which remains constant compared to 2014). The Education Sector accounts for 48.1% of allotments, followed by Culture with 20.1%, Natural Sciences with 16.5%, Social and Human Sciences with 7.3% and finally Communication and Information with 5.4%.

Comparison of levels of expenditure between 2015, 2014 and 2013 by Sector and other support services



45. Expenditure rates on extrabudgetary funds at 64% are slightly lower compared to the same point in 2014. There has been an overall decreasing trend in the Brazilian self-benefitting funds due to a decrease in the actual contributions received and to exchange rate fluctuations (BRL vs. the US dollar). This has affected expenditures in almost all sectors.

46. In the case of ED, although the graph shows a stable level of expenditures in relation to 2014, the combination of reduced expenditure of projects related to Brazil are offset by increased implementation of some other projects. The latter include, among others, projects such as “Providing Access to Quality Education to Adolescents and Young Adults”, “HIV and Health Education” as well as “Capacity-Building for Education for All” (CAP EFA).

47. In the case of CLT, a combination of decrease in expenditure related to some projects in Brazil offset by the implementation of new projects shows higher expenditures in 2015 as

compared to 2014. These projects include, among others, “Art for Life Methodology towards the Development and Promotion of Village Enterprise with Crafts of Bengal”, “Revitalization of cultural institutions and services in flood affected municipalities of Bosnia and Herzegovina”, “Enhancing fundamental freedoms through the promotion of the diversity of cultural expressions” and “The Afghanistan Heritage and Extractive Industries Development Initiative”.

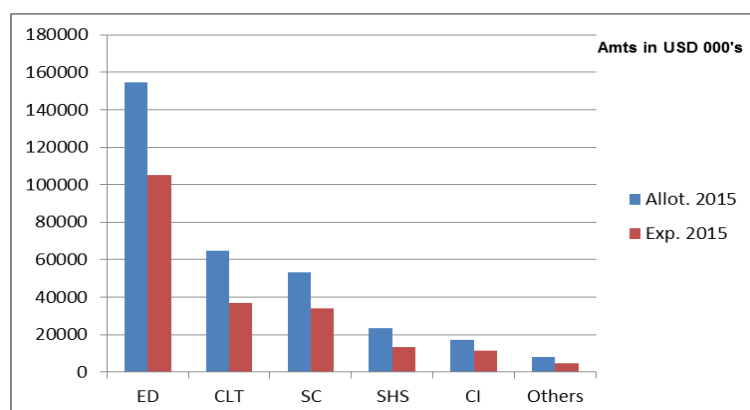
48. For Natural Sciences, the significant decrease can be attributed to expenditure of TWAS and Brasilia. However, the Sector is implementing new projects, which may lead to increased future expenditure. Concerning SHS, in addition to the decline in the projects in Brazil, the decrease is due to the termination of various projects.

49. Lastly for CI, there is slight increase in expenditure levels in 2015 as compared to 2014 notably within the radio community project in Cameroon and the Support to Media in Jordan coupled with the Sector’s efforts to increase project implementation.

50. The Others category which is comprised of support services of a corporate nature (which accounts for 2.2% of total expenditures) has decreased from 2014 due mainly to termination of projects funded from the Emergency Fund.

51. The graph below shows allotment and expenditure by sector/service which is issued on the basis of annual project workplans amounting to \$321.0M with a level of expenditure of \$205.4M corresponding to an expenditure rate of 64% as compared to 69.1% in 2014.

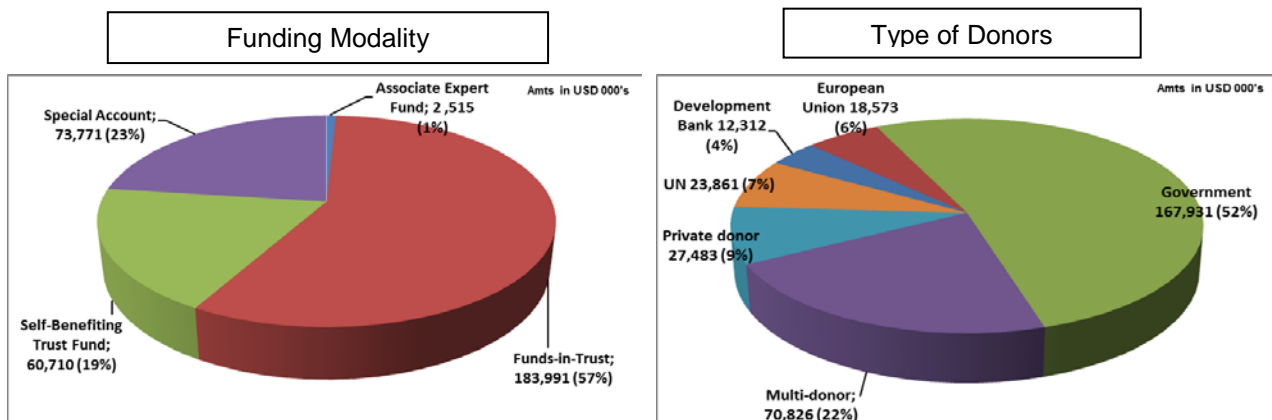
Allotment and expenditure as at 31 December 2015 by Major Programme and Other support services



Sector	Allot. 2015	Exp. 2015
ED	154 459	105 167
CLT	64 670	36 770
SC	53 074	34 185
SHS	23 570	13 222
CI	17 299	11 472
Others	7 916	4 575
Total	320 987	205 392

52. The charts below show the distribution according to the funding modalities and types of donors. For all extrabudgetary projects, donated funds-in-trust represents the largest share (57%) followed by Special Accounts (23%), Self-Benefiting Funds-in-Trust (19%), and Associate Experts (1%). In terms of types of donors, government funds represent half of the voluntary contributions, followed by multi-donors (22%), private donors, United Nations programmes and agencies, development banks and EU represent respectively 25% of the voluntary contributions.

**Portfolio of Extrabudgetary projects by Funding Modality and Type of Donor
(Allotments as at 31 December 2015)**



(Multi-donor refers to "Special Accounts")

53. Extrabudgetary funds-in-trust (FIT) projects above \$1.0M represents about 18% of the total FIT portfolio, excluding Brasilia Office. The number of high-value projects (above \$1.0M) has increased as compared to the past, especially in the Education Sector (41% of total high-value portfolio), followed by Culture (29%) and Sciences (19%). However, as compared to sector's total FIT portfolio, 22% of CI's project portfolio is above \$1.0M, followed by Education (21%) and Culture (16%).

54. About 48% of the total number of extrabudgetary projects (funds-in-trust modality) is composed of projects with values below 250K, but have a value of 6.5% of the total allocation. Such projects often require proportionally higher transaction and backstopping costs and have a limited capacity for recovery of staff time. The number of high-value projects has increased as compared to the past and all efforts to reduce the small value projects will continue.

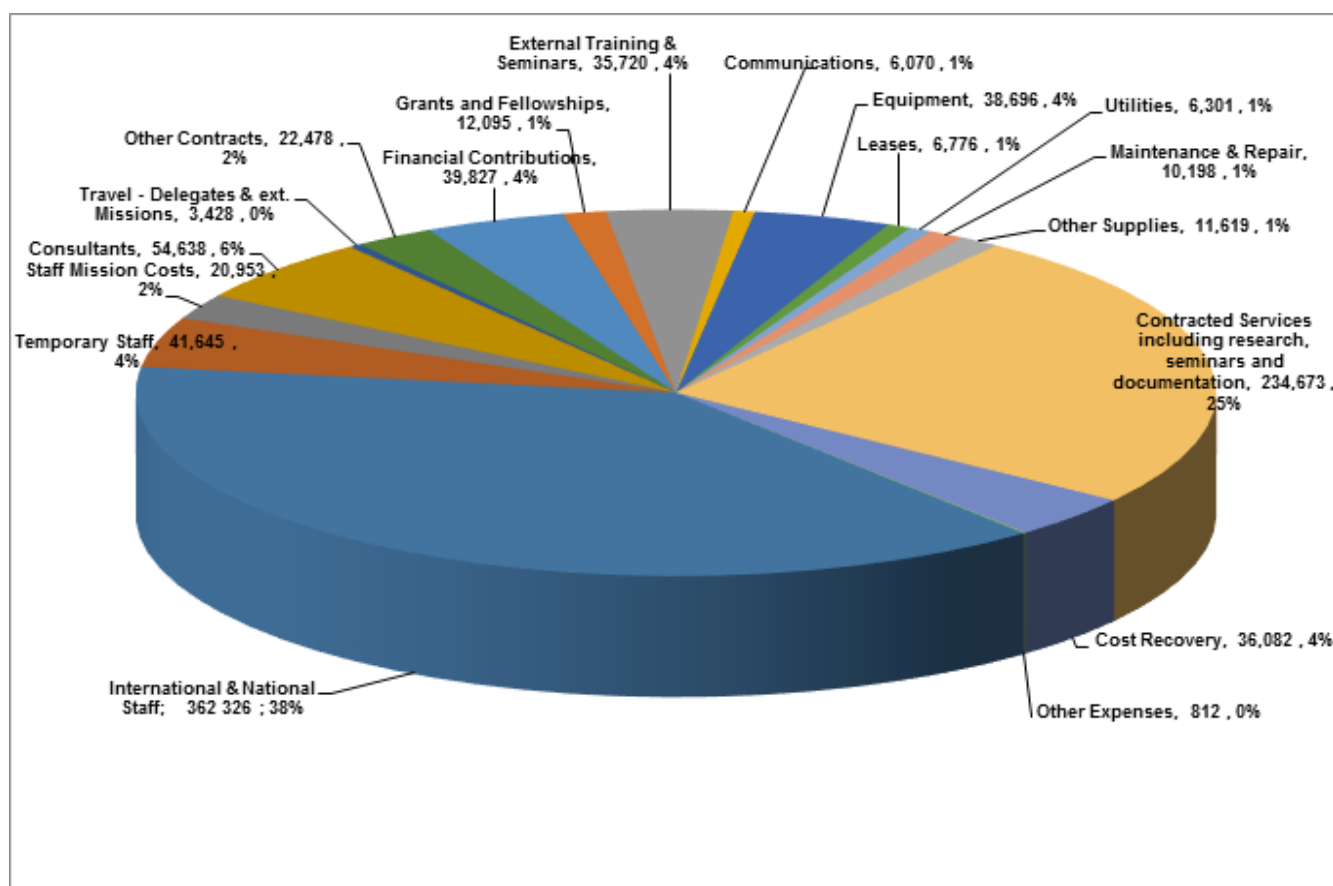
55. In terms of cost recovery, this has had an impact on amounts recovered for RP staff time in the framework of full budgeting and cost recovery as evidenced by the significant increase in amounts recovered for regular programme staff time over the past five years. The cost recovery grew at a compounded annual growth rate of 61.4% – as compared to a modest cost recovery of \$184K in 2010, the recovery in 2015 stood at \$2.02M. The cost recovery as a percentage of total staff cost allocation in 2015 stood at 1.20% as compared to the target recovery of 2%. All efforts are being made to ensure staff cost budgeting in extrabudgetary projects, where applicable, in order to achieve the targeted recovery.

56. As shown in the graph below, programme support cost and cost recovery constitutes 4% of the total expenditures. It should be noted that other direct costs recovered (such as communication costs) have not been valued in this category since they are directly charged to the projects.

57. Additional information is provided in Table 4 of 199 EX/4.INF.3. **Table 4** presents execution of extrabudgetary programmes by funding source. This table shows that Donated Funds-in-Trust and United Nations sources (including Multi-Partner Trust Funds) make up half of the extrabudgetary allotment and expenditure for 2015.

G. ANALYSIS OF GLOBAL EXPENDITURES (RP AND XB) BY IPSAS COST CATEGORIES

58. The following graph (in USD 000's) shows information on RP and XB expenditures for the biennium based on IPSAS cost categories.



59. It may be noted that in relation to year ended 2014, staff costs which is the largest cost component decreased from 39% to 38% of total expenditures. This is followed by contracted services (25%) which remained unchanged from 2014 and which includes contracted research, publications, field security, translation, documentation and other United Nations dues. Supplies, consumables and running costs dropped from 11% to 9% in the same period and include communication, utilities, maintenance, leases, supplies and equipment. Temporary assistance, consultants and other contracts increased from 10% to 12%, financial contributions from 3.8% to 4.3% while staff missions, external training and seminars remained almost constant at 2% and 4% of total expenditures. In order to facilitate proper cost categorization, expenditures related to programme support and cost recovery have been shown separately, although not an IPSAS cost category. Lastly, the table below shows the weight of the main cost categories within the RP and XB sources of funds.

Amts in USD 000's				
Regular Programme and Extrabudgetary Expenditures 1 January 2014 to 31 December 2015	RP	Weight %	XB	Weight %
	Staff costs	309,732	59%	52,594
Temporary Assistance, Consultants and other contracts	56,842	11%	61,919	15%
Travel on staff mission	10,420	2%	10,534	2%
Travel - Delegates & external individual missions	1,090	0.2%	2,338	1%
Financial contributions, Grants, External training & seminars	52,500	10%	35,142	8%
Contracted Services	36,059	7%	198,613	47%
Supplies, consumables & other running costs	55,710	11%	24,760	6%
Cost Recovery	-	-	36,082	9%
Total	522,354	100%	421,982	100%



United Nations
Educational, Scientific and
Cultural Organization

Executive Board

Hundred and ninety-ninth session

199 EX/4 Part II Corr.

PARIS, 24 March 2016
Original: English

Item 4 of the provisional agenda

EXECUTION OF THE PROGRAMME ADOPTED BY THE GENERAL CONFERENCE

PART II

BUDGETARY SITUATION OF THE ORGANIZATION FOR 2014-2015 (37 C/5) AS AT 31 DECEMBER 2015 (UNAUDITED), BUDGET ADJUSTMENTS ARISING FROM DONATIONS AND SPECIAL CONTRIBUTIONS RECEIVED

AND

MANAGEMENT CHART FOR PROGRAMME EXECUTION IN 2014-2015 (37 C/5 Approved)

Status as at 31 DECEMBER 2015 (unaudited)

(No. 56)

CORRIGENDUM

On page 2, paragraph 6 should read as follows:

An indicative list of in-kind contributions towards programme implementation, as submitted by respective sectors for the period January to December 2015 is also provided in ANNEX III. B of 199 EX/4.INF.3. In-kind contributions of goods and services that directly support approved operations and activities amounted to **\$16.6M**. This list includes in-kind contributions mobilized by the Goodwill Ambassadors for the same period.

In-kind contributions for programme implementation total **\$38.6M** for the 2014-2015 biennium.





United Nations
Educational, Scientific and
Cultural Organization

Executive Board
Hundred and ninety-ninth session

199 EX/4
Part III

PARIS, 10 March 2016
Original: English

Item 4 of the provisional agenda

EXECUTION OF THE PROGRAMME ADOPTED BY THE GENERAL CONFERENCE

PART III

ANNUAL REPORT OF THE ETHICS OFFICE 2015

SUMMARY

Part III of document 199 EX/4 is the Annual report of the Ethics Office for 2015.





United Nations
Educational, Scientific and
Cultural Organization

Organisation
des Nations Unies
pour l'éducation,
la science et la culture

ANNUAL REPORT OF THE ETHICS OFFICE

2015

Table of Contents

Table of Contents	2
I. Message from the Director-General	3
II. Message from Rebecca Trott, Ethics Adviser	4
III. Mission Statement	5
IV. Overview of the Ethics Office	5
V. Activities and Operations	6
1. Training	6
2. Requests: advice, guidance and complaints	10
3. The Declaration of Interest and Financial Disclosure Programme Policy	15
4. Participation in the Ethics Network of Multilateral Organizations	19
VI. Challenges and Way Forward	19
VII. Conclusion	21
Annex I. The Declaration of Interest for the Financial Disclosure Programme	222

I. Message from the Director-General

As we look back on a year of challenges through rising intolerance and extremism across the world, the year 2015 has been also marked by the adoption by the United Nations of a truly humanistic 2030 Global Agenda for Sustainable Development. In this context, it has never been more important to highlight what UNESCO stands for as an Organisation. The core values of integrity, professionalism and respect for diversity run through the heart of UNESCO and can never be obscured by the challenges which we face in meeting our mandate in the face of adversity. UNESCO is committed to employing those who engender these values as they form a vital element in this delivery and, consequently, as Director-General, I remain committed to ensuring the well-being of all UNESCO staff.

The Ethics Office plays a key advisory role in this objective. By ensuring that staff are provided with advice and guidance, the ethical standards of the Organisation are engrained in our daily work and all contribute to the well-being of colleagues within the Organisation. In doing so a working environment is created in which respect and professionalism are both valued and expected.

The strong investment in training by the Ethics Office this year has paid dividends. Staff have a renewed interest in learning about how these ethical standards can be applied in practical situations. Applying the theory is rarely easy but with the guidance and support on offer, issues can be addressed, and overcome, with greater confidence. The value of the Ethics Office in providing a confidential service, when requested, is clearly recognised and supported.

The responsibility to creating a culture of ethics at UNESCO is one which we must all commit to in a sustained manner to ensure that ethics remains at the forefront of our work here at UNESCO.



Irina Bokova

II. Message from Rebecca Trott, Ethics Adviser

This year it has been agreed that the Ethics Office Annual Report will be presented to the Executive Board during the Spring session and this gives me the opportunity to take stock of all that has been achieved during the last year whilst events are still fresh in my mind. Reading the Annual Report 2014 I am reminded that my primary aim was to increase the visibility of the Ethics Office as a vital resource for all colleagues, regardless of grade or location.

To further this aim, in Spring we looked critically at the training material for Ethics and Anti-harassment and made substantial revisions. We then embarked upon an ambitious schedule of missions in the Field to provide training to employees across the world and were genuinely delighted by the open attitude of employees and their positive feedback on the trainings provided. We also recognised that training for senior managers was vital to ensure a uniform alignment of the 'tone at the top' so set about designing a course specifically targetting UNESCO leaders. The Ethical Management training was delivered to 29 leaders in the Field and was unanimously welcomed as a sound initiative to draw HQ and Field ever closer.

Employees at Headquarters were not neglected as we relaunched the mandatory Ethics training in-house and succeeded in offering training to all new employees in 2015. It is heartening to note that after some initial reticence early in 2015 training is now deemed so desirable that two open training sessions offered early in 2016 were filled within 48 hours!

Enquiries also increased in 2015 as a result of this increased knowledge of and interest in ethical standards at UNESCO. Feedback has taught us that the integrity and confidentiality of the Ethics Office is highly valued and employees generally believe that they receive honest advice and guidance. Productive relationships have also been strengthened with colleagues in the SMT and staff unions with open dialogues orientated to finding the best solutions for the Organisation.

Additionally, the Financial Disclosure Programme entered its second year of existence and we upgraded to a system for electronic submission. Participants found the system more client friendly than the previous paper based programme and substantial security and confidentiality measures were build into the programme to assure participants confidence in this regard.

However, we were not succesful in all our plans. Unfortunately, the planned development of e-learning modules was not possible due to a lack of both human and financial resources. Similarly, we were frustrated in our plans to finalise the Gifts Policy due to the need to align certain legal provisions which could not be realised in 2015.

Nonetheless, when taking stock I remain pleased with our achievements over the last year. Our primary goal for 2015 has been achieved and we look forward to meeting our mandate again in 2016 with renewed vigour.



Rebecca Trott

III. Mission Statement

1. The Ethics Office is responsible for providing confidential advice on ethics and standards of conduct to the Organization and all its employees. It promotes ethical awareness through training, communication, policy development and liaison; and aims to resolve allegations of unethical behavior or wrongdoing.
2. The Ethics Office is independent from all Programme Sectors, Support Sectors and other Central Services, and reports directly to the Director-General. In the event that the Director-General is the subject of an allegation, the Ethics Office will refer the case to the UNESCO Executive Board.

IV. Overview of the Ethics Office

1. Introduction

3. Since its establishment in 2009, the Ethics Office has continuously developed and has become a key component in the services provided by UNESCO to assist in the resolution of grievances and enhance compliance with the Organisation's ethical standards.
4. From the offset, the Ethics Office has taken a preventive rather than a punitive approach to promoting a culture of ethics at UNESCO. Through a comprehensive communication and outreach strategy aimed at sensitising UNESCO employees to the UNESCO standards of conduct and the personal, professional and reputational risks of failing to respect these standards, to the implementation of a policy protecting those who speak up against unethical behavior, the Ethics Office is proud to highlight the progress made since its inception.
5. With the appointment of the new Ethics Adviser in November 2014, the training sessions so vital to the outreach programme were relaunched and, as expected, the number of requests submitted to the Ethics Office increased, since employees were again sensitized to the issues and felt confident that they would receive independent, professional advice and that, if intervention was required, this could be provided at an appropriate level without fear of reprisals.

2. Ethical Core Values

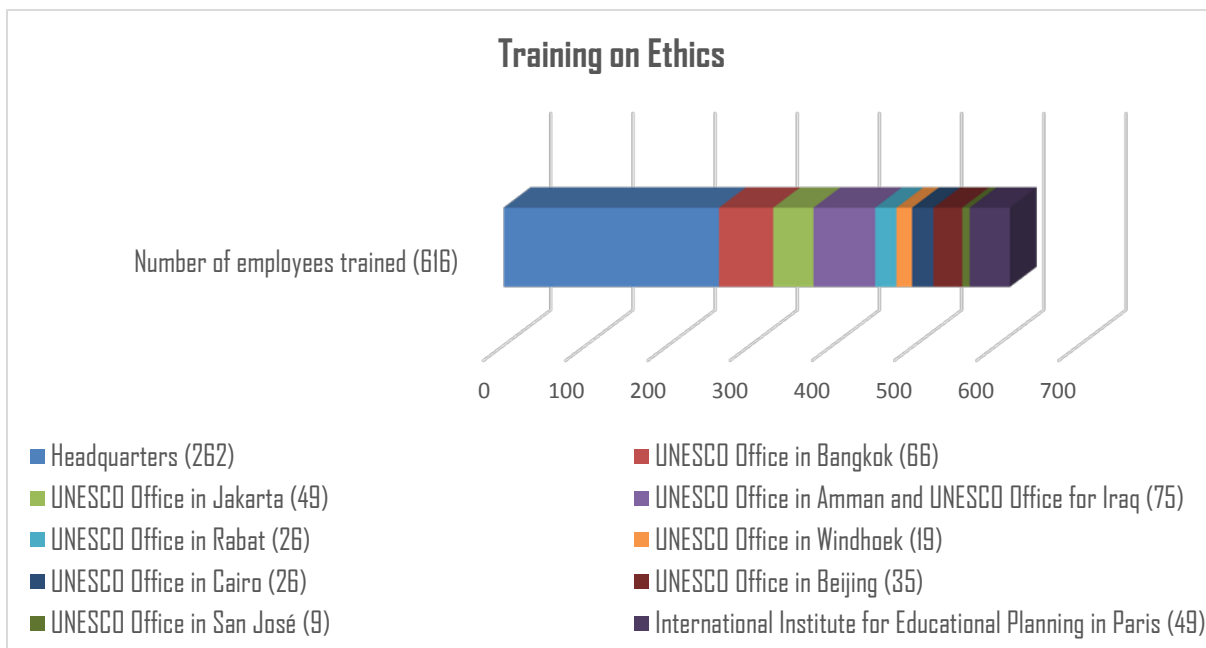
6. It is important to recall the fundamentals relating to Ethics. Ethics refers to the basic concepts and fundamental principles of decent human conduct. At the organizational level, it relies on three core values: Integrity, Professionalism and Respect for diversity.
7. Integrity is a core value in all aspects of our professional and personal life. Integrity includes, but is not limited to loyalty, impartiality, fairness and honesty.
8. High-standards of professionalism are required to fulfil our duties at UNESCO. We should show pride in our work, demonstrate the highest standards of competence, be conscientious and efficient in meeting goals and commitments, and be motivated by professional objectives rather than by personal concerns.
9. Finally, we take pride in the diversity of our colleagues, which brings together people from varied backgrounds, cultures and experiences. We should embrace this diversity, and view it as an advantage. We should be able to work constructively with people from all backgrounds, examine our assumptions and avoid stereotypes, and show no discrimination against any individual or group.

V. Activities and Operations

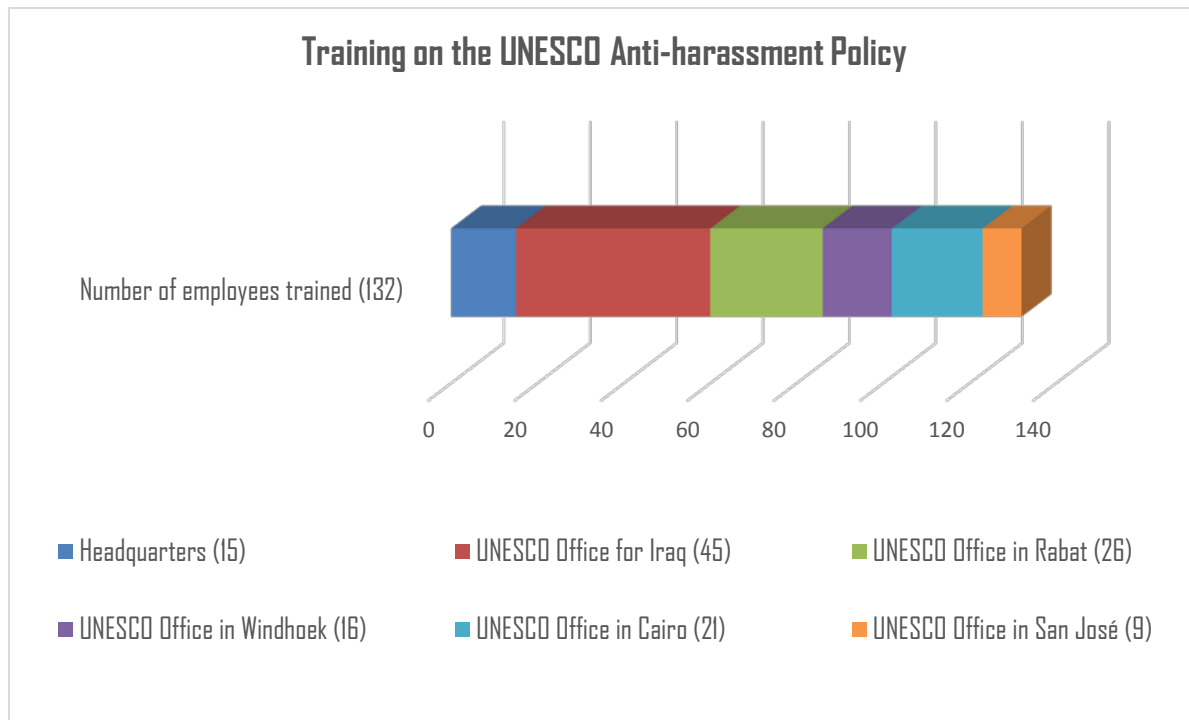
1. Training

10. Education is key in building a culture of Ethics at UNESCO. After all, how can employees be expected to uphold UNESCO's ethical standards if they are unaware of them? From its inception, the Ethics Office has considered that sensitizing employees and raising ethical awareness is the best way to attain this objective. This is the reason why the Ethics Office has developed and implemented a number of specific training programmes aimed at enabling all employees to understand their rights and obligations and make decisions in an ethical manner.
11. The basic Ethics training is specifically tailored to the needs of UNESCO by the Ethics Office and has certain elements, which makes it unique amongst trainings delivered in other international organizations. Firstly, it is important to note that it is a face-to-face training, developed and delivered directly by the Ethics Office. This was a deliberate choice as it was clear that ethics was a topic which sparked much discussion and highlighted many differences in approach. Rarely can ethical issues be answered with a simple 'yes' or 'no' but by discussion of often delicate and sensitive issues which relates to the daily professional life of each employee ethical, yet practical, solutions can be found. This interactive approach also enables the Ethics Office to take the 'ethical temperature' in UNESCO offices around the world, to best address the concerns of the employees and to provide appropriate feedback to leaders to facilitate change.

12. Another strength of the training is its mandatory status for all categories of employees regardless of their contractual arrangements, whether based at Headquarters or in the Field Offices. This approach has been adopted to encourage a uniform standard of ethical behaviour throughout UNESCO and to endorse the right of all employees to be treated in an ethical manner and encompassing those who work in a temporary way for the organisation in the duty to work to UNESCO ethical standards.
13. As previously mentioned, the arrival of the Ethics Adviser in November 2014, heralded the relaunch of ethics training. Given the minimal budget of the Ethics Office (less than 0.10 % of the UNESCO regular budget for the biennium) and the large number of employees who had never received the mandatory training (Chapter 5 of the UNESCO's Programme and Budget for 2014-2017), it was decided to initially focus on training for new employees at Headquarters. The basic Ethics training material was revised and updated and delivered 9 times in 2015 with invitations sent to all new employees, through the Administrative Officers of their respective Sectors. Unfortunately, attendance rates for the first sessions were unacceptably poor and, disappointingly, many employees did not show the courtesy of advising in advance of their non-attendance (initial attendance rates: 65 % for the Non-Programme Sectors and the Culture Sector, 55 % for the Science Sector, 78 % for the Education Sector, 42 % for the Communication and Information Sector, and 88 % for the Social and Human Sciences Sector). Obviously, had this been known in advance, the number of training sessions could have been reduced and scarce resources re-assigned. To remedy this issue contact was made with members of the Senior Management Team who made expectations clear to their respective teams and during subsequent training sessions attendance rates improved. In total 262 employees at Headquarters were trained in Ethics in 2015 with a gratifying 78.4 % of participants advising that they would recommend this course to colleagues. Notably, a significant number of participants valued the decision to provide this training for all employees indicating that they felt, especially during a period when an increasing number of colleagues are employed on a temporary basis, that it enhanced the feeling of 'one team'. Many also recommended that the sessions be offered on a more regular basis, and that longer serving employees should also be offered refresher courses. This useful feedback which will be acted upon during 2016.
14. Training in Field Offices, where there was often a perception of a greater need due to the greater number of new employees to UNESCO, was a challenge with Offices being prioritized in accordance with their need and their capacity to (partially) self-finance. In this regard, a total of 305 employees in 8 Field Offices received the basic training on Ethics. Additionally, 49 employees from the International Institute for Educational Planning in Paris received the training on 3 and 4 December 2015.

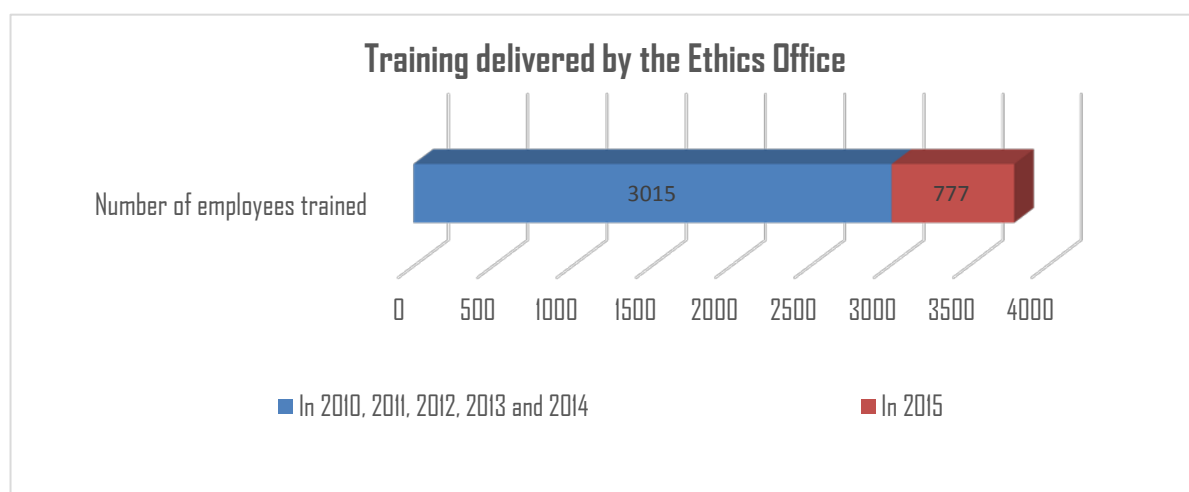


15. As harassment related matters form the majority of enquiries received by the Ethics Office in previous years training on the UNESCO Anti-harassment Policy was also relaunched in 2015 to sensitize UNESCO employees, both supervisors and supervisees, to identify and differentiate harassment from other forms of potential misconduct and legitimate interactions and how to act when confronted with any form of harassment. In this regard, in addition to the revision of the training material, 15 employees at Headquarters and 117 employees in Field Offices attended this training. Again, these training sessions in the Field Offices were only made possible with the budgetary support of the UNESCO Offices in Rabat, Windhoek, Cairo, San José and the UNESCO Office for Iraq. The feedback from the participants was very positive, with almost 90 % of participants advising that they would recommend this course to colleagues.



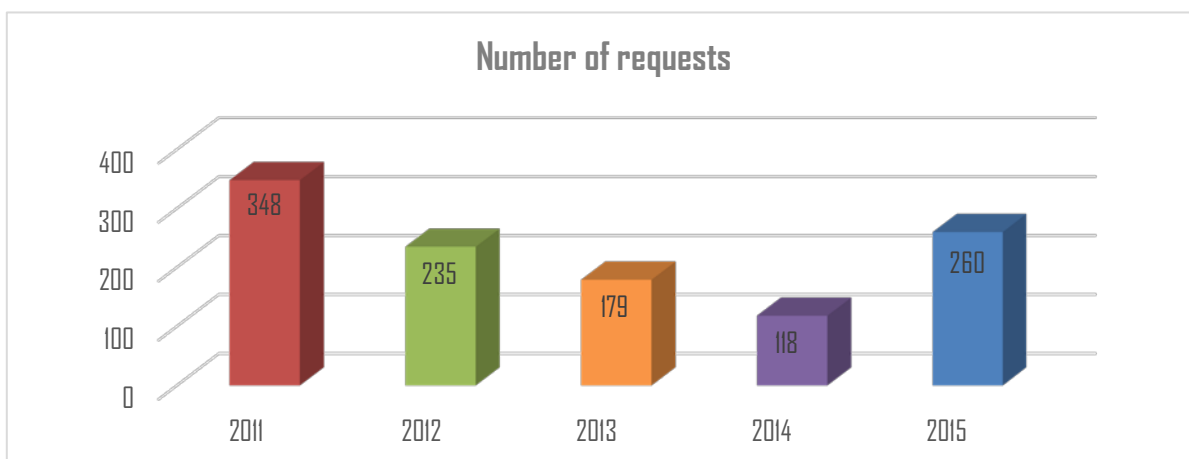
16. Additionally, in 2015, the Ethics Office launched a third training programme, this time targeting specifically those staff in senior positions. This two day intensive training in Ethical Leadership, detailed the specific responsibilities and actions required of managers and provided practical support for embedding ethical standards into teams.
17. The rationale for investing precious resources into developing this programme was supported by strong evidence of the efficiency of such an initiative. For example, a survey commissioned by PricewaterhouseCoopers in 2013 (Tone from the Top - Transforming words into action), has shown a resounding agreement from respondents (a community of individuals based in the UK having responsibility for managing fraud, corruption and integrity risk to their organization) that Tone from the Top is vital in developing and maintaining the ethical integrity of the business. Indeed, nearly 90% of survey respondents agree that Tone from the Top is critical in the effective mitigation of risk to their organization of Fraud, Corruption and Ethical Behavior.
18. Thanks to the budgetary support of the UNESCO Offices in Jakarta and for Iraq, the training on Ethical Leadership was delivered to 18 managers of the Asia and the Pacific region and 11 managers of the Arab States region. Directors and Heads of Field Offices, as well as Officers-in-Charge were among the managers who attended these sessions.
19. At Headquarters, full agendas of some members of the Senior Management Team, made the provision of the Ethical Management training to the Team regrettably impossible in 2015, despite support for the initiative. Nevertheless, a commitment to this training on 22 January 2016 has been secured.

20. In conclusion, for the 2015 calendar year, 777 employees followed the training courses developed and delivered by the Ethics Office. Consequently, since 2010, a total of 3 792 employees have been trained by the Ethics Office at Headquarters and in the Fields Offices and Institutes.



2. Requests: advice, guidance and complaints

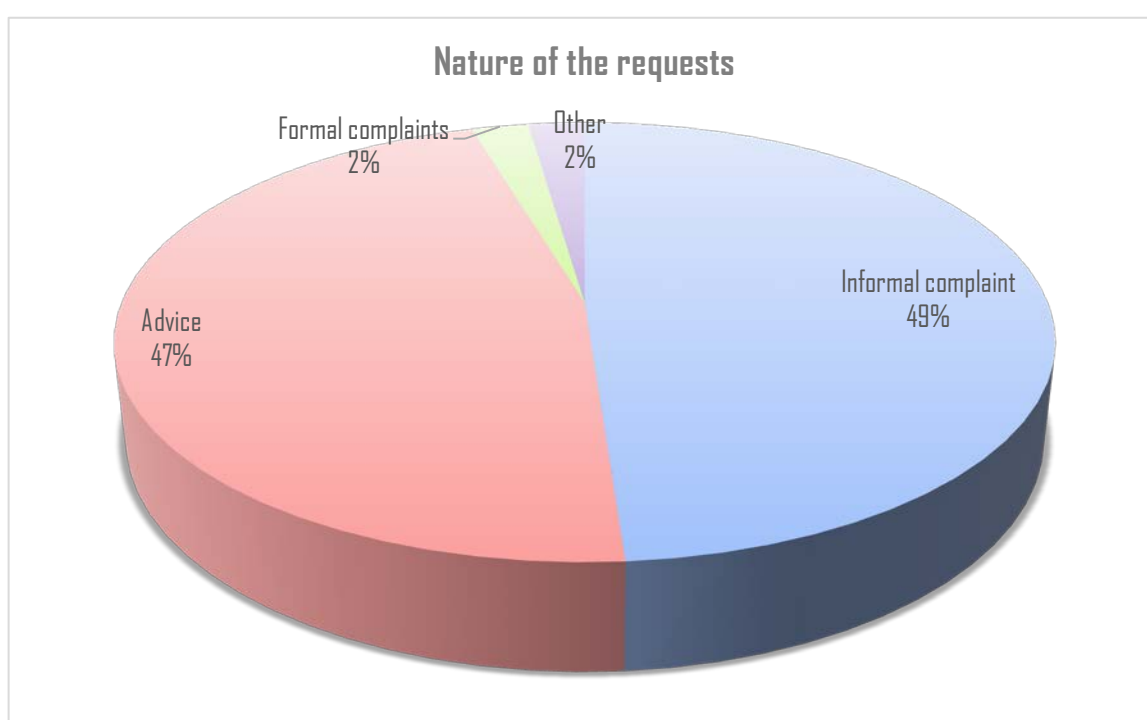
21. The Ethics Office responded to a total of 260 requests during the 2015 calendar year. This represents significant increase on the number of requests made in 2014 (118 requests) but also in 2013 (179 requests) and in 2012 (235 requests).



22. This increase is notably due to the arrival of the new Ethics Adviser, providing vital resources to the Office which led to a revival of outreach activities. The training sessions delivered during 2015 at Headquarters, served to raise awareness among UNESCO employees on the role and availability of the Ethics Office to address enquiries. As raised in the previous paragraphs, it is also important to note that a number of Field Offices were able to provide budgetary support for training missions by the Ethics Office, Not only was training delivered during these missions but employees were also offered the opportunity to consult confidentially with the Ethics Office and in all Field Offices visited employees availed themselves of this opportunity. In total 49 face-to-face consultations took place with employees of Field Office during 2015.

a. Nature of Requests

23. About half of the 260 requests submitted to the Ethics Office were **informal complaints** that is when an employee informally seeks action or intervention for an ethics-related issue involving another employee. The other half of the 260 requests are **requests for advice or guidance** on how to handle an ethics-related issue, with no intervention expected on the part of the Ethics Office. Only 2 % of the requests were **formal complaints** (when an official complaint is lodged against another employee for action on the part of the Organization, for instance an investigation to be carried out). Finally, the last 2 % of the requests refers to the 'Other' category and relates to approaches from individuals who are not employees of the Organisation but chose to contact the Ethics Office for advice or to complain about a situation which does not pertain to an ethics-related issue.

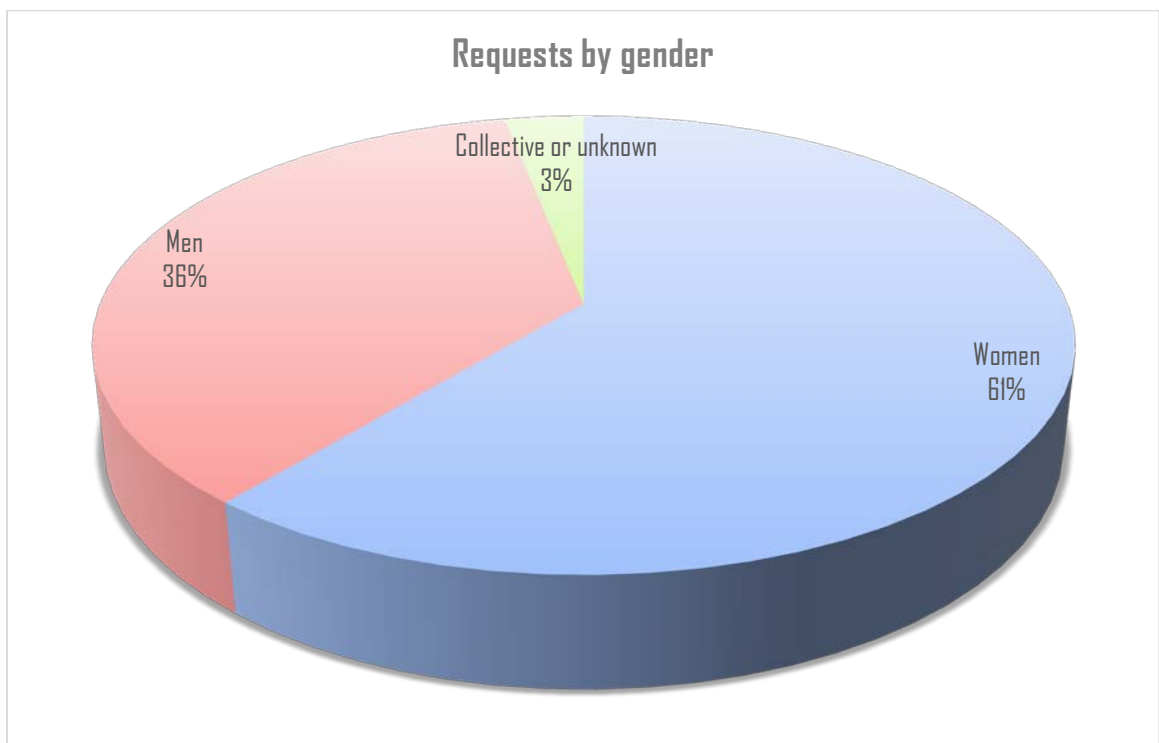


24. These figures demonstrate that most employees of the Organization, do not have a litigious intent when they get in touch with the Ethics Office. Indeed, the intention for most is not to lodge an official complaint against a colleague, but rather to find a solution to a problem they are facing, and for which they need advice and guidance. This is also in line with the objective of the Ethics Office, as a tool for employees to explore options and find solutions to their workplace problems.

b. Requests by Gender, Collective Requests and Anonymous Requests

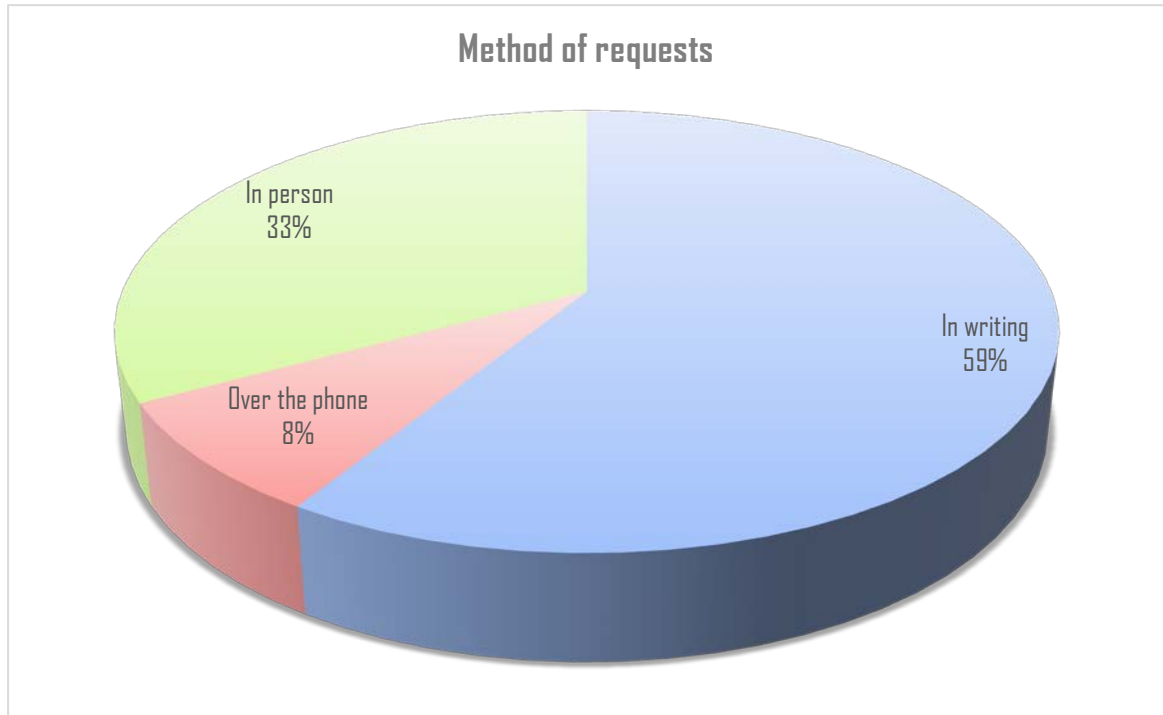
25. As every year, more than half of the approaches were made by women. This has to be viewed in conjunction with the fact that there are more women in the position of supervisees in the Organization.

26. Notably, there are also still a number of enquiries that are reported collectively, either by a group of employees, or by unknown or anonymous sources. The Ethics Office takes these reports seriously as it could be argued that in addition to the existing whistleblower protection policy, the best protection against retaliation is anonymity. Nonetheless, this method of reporting does raise certain challenges as it is often impossible to gain further information surrounding the report and this type of initiative is often opposed for fear that it will lead to an increase in malicious reports.
27. In this regard, it is important to note that at the end of 2014, the Ethics Office launched a confidential Online Reporting Form, as part of its Intranet page. In accordance with UNESCO's Whistleblower Policy, whilst employees are still able to visit the Ethics Office and report in person or by telephone, the Online Reporting Form provided an additional secure and confidential way to report allegations, with the opportunity to report anonymously. The relative low number of Online Reporting Forms submitted (10 since its launch with most waiving anonymity) shows that the initiative has not led to the flood of anonymous and malicious complaints which some anticipated but indicates rather that complainants trust that they can rely upon the sensitive and confidential handling of their complaints and enquiries by the Ethics Office.



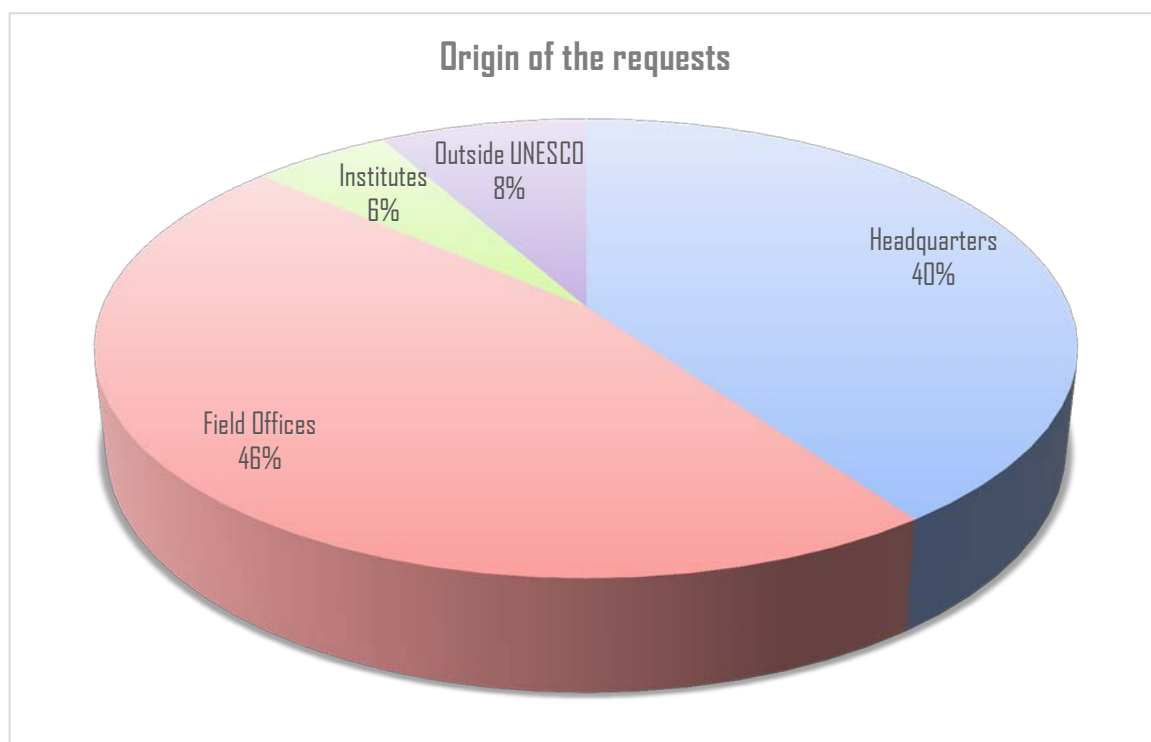
c. Method of Requests

28. The Ethics Office can be contacted in several ways: by email, with a phone call, or in person. This is to ensure equitable access to the Ethics Office for all employees, regardless of whether they are based at Headquarters or in the Field.



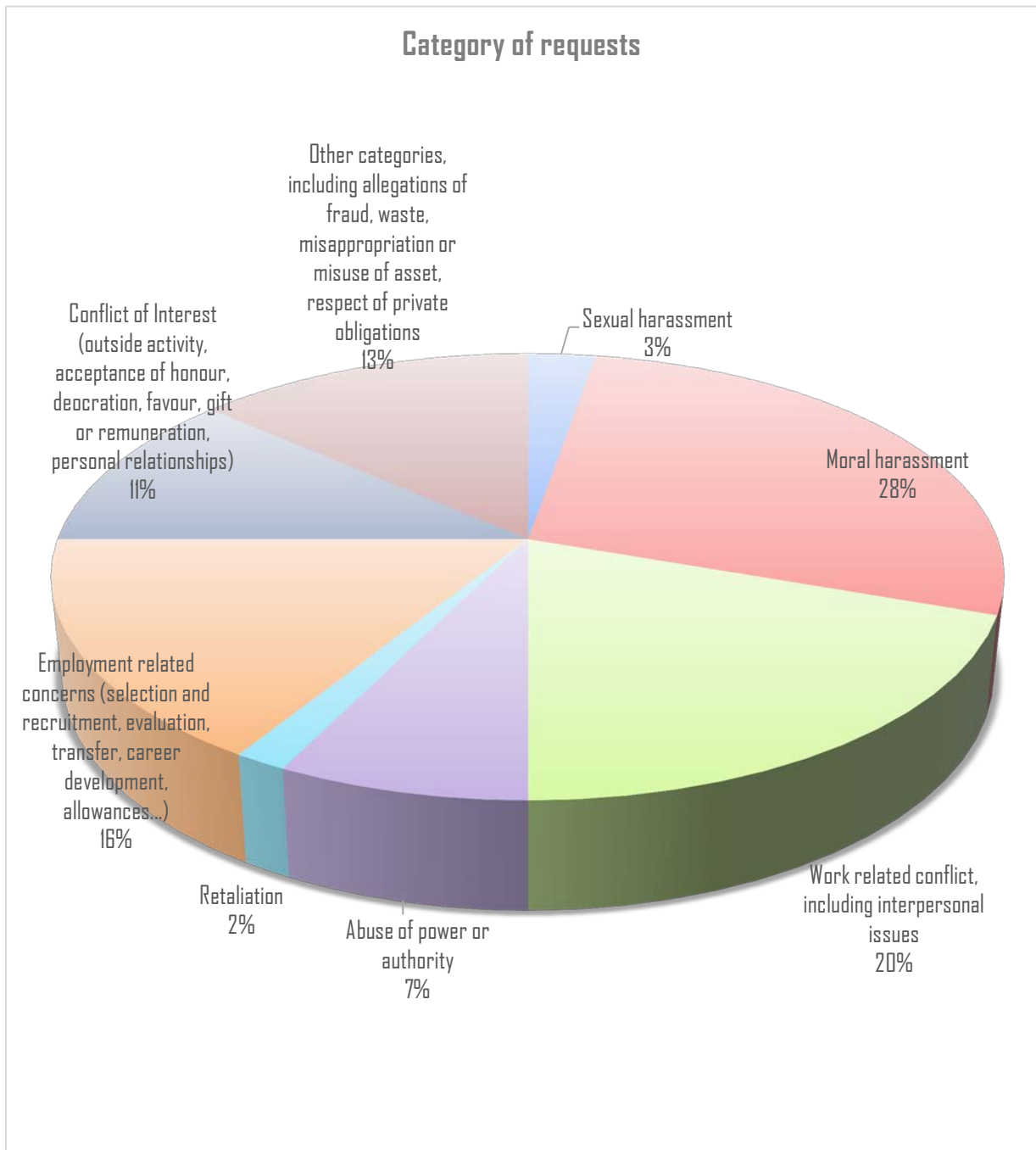
d. Origin of Requests

29. In 2015, there were more requests from Field Offices than from the Headquarters. Given the size of the respective populations this means that proportionately more issues were raised by employees in Field Offices than from those based at Headquarters. It is important to link this number to the fact that, as mentioned earlier, the Ethics Office was able to conduct a number of missions to Field Offices in 2015. This allowed employees to have the opportunity to directly raise ethics related issues with the Ethics Office. There is indeed a strong correlation between the number of requests from the Field Offices and the accessibility of the Ethics Office to employees. Finally, the Ethics Office can also be directly contacted from outside the Organization, when employees are, for instance, not honouring their private legal or financial obligations.



e. Category of Requests

30. More than a quarter of the requests (72) received by the Ethics Office refer to allegations of moral harassment, as defined by the UNESCO Anti-harassment Policy as any repeated or persistent aggression, whether physical, verbal or psychological having a negative effect on conditions at the workplace or aimed at humiliating, demeaning, offending, intimidating an individual or a group of individuals, and potentially seriously affecting their health, career or dignity. This number of requests has increased but remains at the same level as last year, in terms of percentage of allegations made. The number of requests pertaining to allegations of sexual harassment has increased even though it remains relatively low at 7 reports during 2015 (3 % of the requests). Then, about a fifth of the requests received (51) refer to work related conflicts, such as interpersonal and managerial issues, absenteeism, or incivilities. Employment related concerns also form a significant percentage of the requests received (42). They include issues relating to contracts, performance reviews, transfers, career development, recruitments, and job descriptions. While they are not necessarily ethics-related issues, the Ethics Office might address them in cooperation with the responsible service, should there be an ethical element to the request. Then, more than a tenth of the requests relate to conflicts of interests (30 requests). In particular, situations relating to the acceptance of gifts, honours, and remuneration, or performance of outside activities and employment. Finally, beyond these main categories, there are many requests which do not relate to ethics as such and these reports often require referral to another service for which appropriate details are provided. For instance, allegations of fraud, waste, misappropriation, misuse of assets are referred to our colleagues in the Internal Oversight Service for further consideration.



3. The Declaration of Interest and Financial Disclosure Programme

a. Introduction

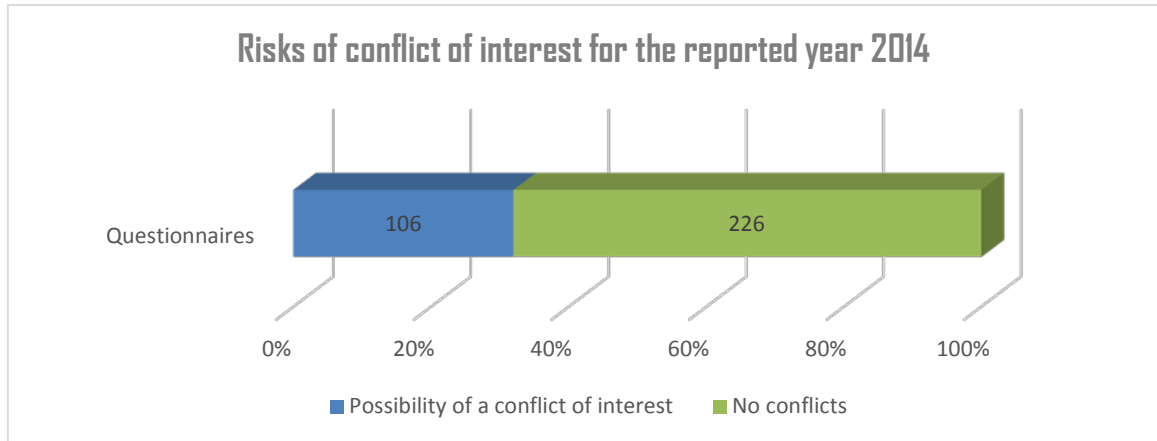
31. The policy on the Declaration of Interest and Financial Disclosure Programme was approved in 2012 and the first disclosure was made in 2014 for the 2013 reporting period. The purpose of this policy is to specifically reduce the risk of conflicts of interests arising from the financial holdings or outside activities of certain employees who are deemed to represent a higher risk due to the nature of their work . Employees at the P-5

level and above, employees of the Ethics Office and those whose principal duties include the procurement of goods and services for UNESCO, or relate to investment of UNESCO assets, are required to disclose the required information.

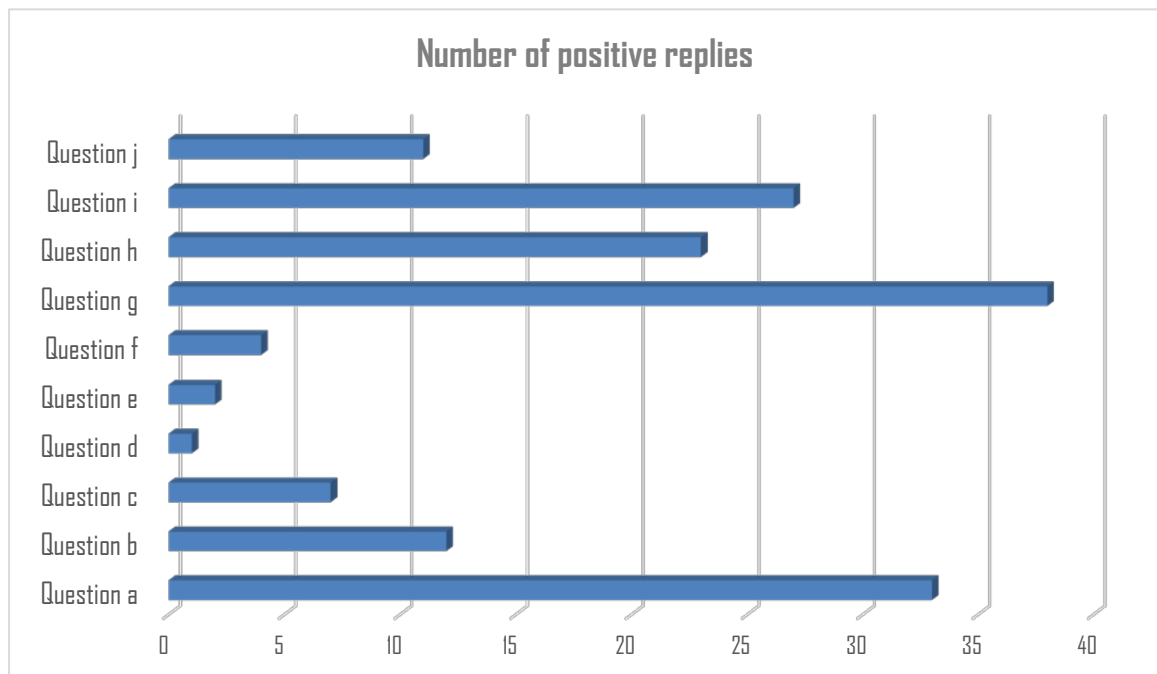
32. The Declaration of Interest and Financial Disclosure Programme does not aim at replacing the provisions already in place in the Organization and in the Standards of Conduct for the International Civil Service, on outside activities and interests, and on the acceptance of remuneration, honours and favours which apply comprehensively to all staff. Thus, pursuant to Staff Rule 101.5 "staff members who have the occasion to deal in their official capacity with any matter involving a company, partnership, or other business concern in which they have an interest shall disclose the nature and measure of that interest to the Director-General." In addition, according to Staff Rule 101.5, as well as Staff Rules 101.7 and 101.8, all staff members shall obtain prior approval in writing from the Director-General, or delegated authority, before engaging in any regular outside occupation, accepting an honour or prize and accepting remuneration for outside work done in their spare time. Finally, staff members specifically involved in Procurement of Goods, Works and Services must follow the UNESCO Administrative Manual 10.2, notably its paragraph 3.3, on Procurement Ethics.
33. It is important to note that this policy differs from those in place in some other international organizations, as it is less intrusive, since the information only has to be shared when it relates to a potential conflict between the functions of the employee and his or her private interests, while in most United Nations entities, employees have to declare all their personal assets (and those of their partners and children) even if these assets are not related to their work. It is important to note that the objective of this policy is not to provide a comprehensive overview of assets or to detect unjust enrichment, but rather to focus on reducing the risk of conflicts of interests. Prior to adopting this form of policy other UN entities were widely consulted to gauge the experiences of those both adopting the standard UN approach and those adopting a more selective approach. Those international organizations adopting the traditional approach, deemed it to be extremely costly and complicated to manage with little to no enhanced detection of genuine conflicts of interest. It was therefore decided to follow a more pragmatic and proportionate approach, tailoring the programme to the specific needs of UNESCO.
34. For the first time, in 2015, the Declaration of Interest and Financial Disclosure Programme was fully automated. While this process increased transparency and efficiency, it was important to ensure necessary measures were taken to safeguard the confidentiality and security of the information disclosed. The employees concerned received, by email, a link and a personal token to complete the questionnaire online. This online questionnaire is composed of ten questions and information had to be provided in relation to the employees, their spouses or partners (if any), and their children (if any). The information provided electronically by the employees concerned was then reviewed by the Ethics Office. (Annex. I)

b. Results

35. In 2015, for the reported year 2014, the Ethics Office reviewed 332 questionnaires. Almost two third of these questionnaires didnot disclose conflicts of interests in the sense that employees responded negatively to all questions.



36. It is important to note that the answers to the questionnaire allowed the Ethics Office to clarify certain points and helped the Office to determine whether there was simply a risk of potential conflict of interests or an actual conflict of interests. None of these potential risks of conflict were found to represent actual conflicts of interests. Nevertheless, analysis of the questionnaires of the Financial Disclosure Programme permitted the Ethics Office to target the risks and to give specific advice to a certain number of employees who responded positively to some of the questions.



37. Based on the responses to the questionnaire, it appears that the main risks were at the level of the employment by a government or a non-governmental organization of the spouse or child of the employee (question g) and the gifts received by the employee, spouse or the employees' children from a UNESCO vendor, a government or an external entity (question a). The role of employees in leadership, in policy-making

or in fundraising in an entity external to UNESCO (question i), as well as the provision of services or goods, regardless of whether it was remunerated or not, to third parties (question h) were also identified to be areas where potentials risks could exist.

38. It is important to note that the Declaration of Interest and Financial Disclosure Programme relies on the integrity of employees who must certify that the information disclosed is true, correct and complete to the best of their knowledge and belief, and to acknowledge that incomplete or incorrect completion of the questionnaires could be considered misconduct. For the 2014 exercise compliance was checked in terms of completion, with 3 individuals not submitting their questionnaires despite consistent reminders. As those failing to submit had either left the Organization or were on special leave, it was not judged to be appropriate to pursue the matter further bearing in mind the assessed risk. There were no compliance checks in terms of accuracy of information provided, although the Ethics Office has subsequently been consulted by the Internal Oversight Service during ongoing investigations to reconcile disclosures with statements made during ongoing investigations. In refining the process a random sampling exercise is foreseen for 2016, dependent upon resourcing.

4. Policy

39. A key component of the mandate of the Ethics Office is to develop ethical standards. In this regard, the Ethics Office worked in 2015 on the development of policy on the acceptance of honours, decorations, favours, gifts or remuneration. Whilst gift-giving is common practice in many cultures, accepting gifts or other benefits can expose the Organization to allegations of favouritism, challenging UNESCO's independent status and casting doubts on the integrity of the Organisation. The risks are to be initially addressed by a policy of full disclosure of all approaches made in this regard. For example, best practice dictates that the new policy should introduce a registry of all honours, decorations, favours, gifts or remuneration offered and identify what happens with the offers. It is generally held that offers should be courteously refused in accordance with the 'zero-tolerance' policy espoused in the UN but when acceptance is held to be in the best interests of the Organisation full transparency should be adopted.

40. Since this policy will, in essence, be superseding the Human Resources Manual, and will be introducing some changes to the current applicable provisions of the staff rules and regulations, these provisions will have to be amended in advance of the new Policy launch. In this regard, the Bureau of Human Resources Management is considering the next steps to proceed with the policy at the normative framework level.

41. In the meantime, at the end of 2015, traditionally a season for gift giving, the Ethics Office sent a communication to all employees of the Organization to provide practical guidance on their obligations. Employees were reminded that they should not accept any honour, decoration, favour, gift or remuneration from any government or from any other source external to the Organization and advised that accepting such an item could have an impact on their perceived independence. In particular they were advised of the necessity to declare any gifts accepted, to the Bureau of Human Resources Management to maximise

transparency. In this regard, a specific form was created and shared with all the employees of the organization to ensure uniformity in the recording of offers made and subsequent action taken.

5. Participation in the Ethics Network of Multilateral Organizations

42. The United Nations Ethics Network promotes a system-wide collaboration on ethics-related issues with a specific focus on coherent application of ethical standards and policies throughout the United Nations System. The UNESCO Ethics Office attended the annual meeting of the Network in July 2015. Topics such as the correlation between Ethics and change management, and how to extend Ethics Program to Field Offices were notably covered. Discussions also tackled data analysis, training & outreach activities and how to take into consideration the interests of external stakeholders.

VI. Challenges and Way Forward

43. As raised in the previous paragraphs, 2015 saw the relaunching of the training on Ethics, the training on the UNESCO Anti-harassment Policy and the launching of the new training on Ethical leadership, with emphasis in the delivery of sessions to those in the Field Offices. This allowed employees of certain Field Offices to have better access to the Ethics Office, which translated into a high number of requests from the Field and a greater understanding of the UNESCO ethical standards. However, this was possible only due to the budgetary support of these Field Offices. Inevitably, this leads to a skew in the resource allocation between Headquarters and the Field but also, importantly, between Field Offices, with reporting correlating to face-to-face access and access driven by the ability to finance. This differential treatment of employees, is in itself an ethical issue. Indeed, it implies that the employees of these Field Offices with no budgetary latitude and who might be facing ethically challenging work environment cannot benefit from these training sessions and optimal direct access to the Ethics Office. To create a level playing field and ensure resources allocation is prioritised by need the Ethics Office must therefore be adequately funded to ensure that training sessions are not necessarily delivered only to the better resourced Field Offices.
44. Many of the requests addressed to the Ethics Office pertain to employment related concerns. They related in essence to administrative decisions which have an impact on the employment status of the individual. These employees, who contest the decisions in question, expect the Ethics Office to take action. While it is often possible to gain further information on the rationale behind the administrative decision in question, these decisions are discretionary in nature and the Ethics Office is not mandated to substitute its own assessment for that of the responsible manager or service. Administrative decisions regarding employment status are therefore subject to only limited review on the part of the Ethics Office. Employees should nonetheless have the right to contest them at the level of the Appeals Board and be made fully aware of their rights, and the limitations of the process. It is hoped that more clarity can be achieved for staff on the role of the Bureau of Human Resources Management in this regard in 2016 .

45. In addition, a number of the employees who consulted the Ethics Office advised that they were disillusioned and frustrated about their situation within the Organization, expressing a perceived lack of opportunity for professional growth or career development. These feelings of disillusion and frustration often led to resentment, which, in some cases, resulted in ethics-related issues at the workplace. Many were not, able, or in some case willing, to consider employment options outside UNESCO to develop their careers which often intensified feelings of discontentment. Whilst little can be done at the level of the Ethics Office, it was often recommended that staff consulted the Bureau of Human Resources Management, Staffing, Benefits & Learning Section (Mobility, Deployments, Career Developments) and a number of staff reported positively on the support received. It is understood that a revised and enhanced performance appraisal system may be considered in 2016 and it is hoped that this will help manage employees expectations and clarify the respective roles and responsibilities of the staff and the Organisation in individual career development options.
46. Many employees new to the Organization in 2015 also expressed surprise and disappointment at the lack of necessary information upon reporting for duty. When professionalism is a core value at UNESCO it is vital to have an induction programme in place. It provides an introduction to the working environment and pinpoints the position, rights and responsibilities of the employee within the Organisation. With the arrival of the new Director of the Bureau of Human Resources Management work on the induction programme was revived and the Ethics Office was delighted to contribute to an impressive draft induction programme in 2015. The launch of this programme by the Bureau of Human Resources Management will be highly valued and contribute directly to an enhanced ethical working environment .
47. A number of employees also complained to the Ethics Office about the general lack of response from the Administration to their request, or the time taken by the Administration to respond to them. Thus, a number of requests for support to the Ethics Office, notably regarding employment related concerns, were to chase up the position of the Administration. Clearly this caused a misdirection of scarce resources.. Some employees expressed frustration at a perceived lack of reasonable timelines for delivery of services in-house and perception of unaccountability when this type of problem was raised. In 2016 with a stable Senior Management Team, it is recommended that consideration should be given to establishing guidelines for 'in house' communications; such as standard deadlines for acknowledgement of receipt, clarification on 'c.c.' protocols and bilateral deadline setting. The commitment of all employees will be required to reinforce universal standards for professional interactions in our multi-cultural working environment.
48. Finally, the monitoring of attendance to the mandatory training on Ethics should be considered at the level of the Organization. Indeed, while the Ethics Office has trained 3792 employees since its inception, the various types of contractual arrangements and high level of turnover, combined with the absence of a consolidated data for all categories of employees, make it difficult for the Ethics Office to be able to target those who have not yet followed the training. Indeed, depending on the nature of their contractual arrangements, the management of employees falls under different services, making tracking of accurate attendance rates for current employees virtually impossible.

VII. Conclusion

49. In 2015, the visibility of the Ethics Office has strongly increased. The relaunching of the training on Ethics, the training on the UNESCO Anti-harassment Policy and the launch of the training on Ethical leadership greatly contributed to ensuring employees were again made aware of their rights and obligations in relation to ethics at UNESCO. Efforts were not only made at the Headquarters level, but also within the network of Field Offices which translated in a significant higher number of requests made by employees to the Ethics Office. Awareness is the first step, acting on that knowledge is more arduous but with a sustained commitment the Organisation can move ever closer to an ethical working environment.

VIII. Proposed decision

50. In light of the above, the Executive Board may wish to adopt a decision along the following lines:

The Executive Board,

1. Having examined document 199 EX/4 Part III
2. Takes note of document 199 EX/4 Part III

Annex 1. The Declaration of Interest for the Financial Disclosure Programme

- **The following 5 questions - a) to e) - request information in respect of the employee (i.e. you), your spouse/partner and your children.**

a) Did you, your spouse/partner and children receive any gifts, favours, travel, hospitality, entertainment, remuneration or rental/housing subsidies (other than UNESCO) above a cumulative or total value equivalent to \$250 USD from a UNESCO Vendor, a government or entity external to UNESCO during the reporting period in relation to UNESCO?

Answer (if the answer is yes, please provide details): Yes No

b) Were you, your spouse/partner and children renting or leasing any properties (house, apartment, warehouse, etc.) to or from a government, political organization, Non-Governmental Organization, UNESCO Vendor, or to or from another UNESCO employee during the reporting period?

Answer (if the answer is yes, please provide details): Yes No

c) Did you, your spouse/partner and children own stocks, bonds, investment funds or stock options in a UNESCO Vendor, of which you are aware, during the reporting period?

Answer (if the answer is yes, please provide details): Yes No

d) Were you, your spouse/partner and children involved in any activity, commercial or otherwise, during the reporting period that could have an impact on your objectivity or independence in the performance of your duties to UNESCO, or could be perceived by others to affect the image or reputation of UNESCO?

Answer (if the answer is yes, please provide details): Yes No

e) Did you, your spouse/partner and children have any other interests in any matter involving a company, partnership, or other business concern with which you (as a UNESCO employee) have the occasion to deal with in your official capacity during the reporting period?

Answer (if the answer is yes, please provide details): Yes No

- **The following 2 questions - f) and g) - request information in respect only of your spouse/partner and your children.**

f) Were your spouse/partner and children employed by a UNESCO Vendor during the reporting period?

Answer (if the answer is yes, please provide details): Yes No

g) Were your spouse/partner and children employed by a government (or governmental agency) or a Non-Governmental Organization during the reporting period?

Answer (if the answer is yes, please provide details): Yes No

- **The last 3 questions - h) to j) - request information in respect of the employee (i.e. you) only.**

h) Did you engage in providing services or goods to others, regardless of whether it was remunerated or not, including as an employee, advisor, owner or consultant during the reporting period?

Answer (if the answer is yes, please provide details): Yes No

i) Did you have any leadership, policy-making or fundraising role in any entity external to UNESCO (including memberships on corporate boards, non-governmental organizations, governments or quasi-governmental agencies) during the reporting year?

Answer (if the answer is yes, please provide details): Yes No

j) Are any of your relatives (including your partner) currently employed by UNESCO?

Answer (if the answer is yes, please provide details): Yes No

UNESCO Ethics Office

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