Conseil exécutif
Cent quatre-vingt-dixième session

190 EX/4
Partie I

PARIS, le 7 septembre 2012
Original anglais/français

Point **4** de l'ordre du jour provisoire

RAPPORT DE LA DIRECTRICE GÉNÉRALE SUR L'EXÉCUTION DU PROGRAMME ADOPTÉ PAR LA CONFÉRENCE GÉNÉRALE

PARTIE I

Résumé

Le présent rapport vise à informer les membres du Conseil exécutif des progrès réalisés dans l'exécution du programme adopté par la Conférence générale. La Partie A du rapport porte sur les questions stratégiques et présente les principaux résultats obtenus, les difficultés rencontrées et les enseignements tirés au cours des six premiers mois de l'exercice biennal 2012-2013. La Partie B du document (publiée en ligne) rend compte des premiers résultats obtenus dans le cadre de chaque résultat escompté du 36 C/5. Dans un souci de concision et pour mettre en valeur les aspects stratégiques de la mise en œuvre du programme, le présent rapport se limite aux points suivants : (i) évaluation globale des principaux résultats obtenus dans le cadre des cinq grands programmes et par l'Institut de statistique de l'UNESCO ; (ii) contribution de l'UNESCO aux politiques et activités opérationnelles de coopération pour le développement au sein du système des Nations Unies.

Par sa nature même, le présent document n'a pas d'incidences administratives ni financières.

Aucune décision n'est proposée.

(i)

TABLE DES MATIÈRES

Résumé exécutif

Le présent rapport récapitule la situation s'agissant de l'exécution du programme pour la période de six mois s'achevant à la fin de juin 2012. Il se divise en deux parties : la Partie (A) porte sur les questions stratégiques, notamment les principales réalisations, les mesures prises pour faire face à la situation financière, les difficultés rencontrées et les enseignements tirés ; la Partie (B) porte sur les premiers résultats enregistrés dans le cadre de chaque résultat escompté du 36 C/5. Durant cette période, les ressources financières ont été versées aux programmes sur la base d'autorisations trimestrielles d'engagement de dépenses uniquement. En conséquence, les chiffres concernant les taux d'exécution donnés dans le présent document correspondent à l'utilisation des fonds effectivement alloués pour cette seule période de six mois.

I. Conclusions générales

L'Organisation a déployé d'importants efforts pour assurer l'exécution du programme dans un contexte financier très difficile, rationalisant l'utilisation de ses ressources limitées, réduisant nettement ses coûts à tous les niveaux, mobilisant des ressources extrabudgétaires, maîtrisant les besoins en personnel par le biais d'examens approfondis et réduisant les coûts administratifs.

Les premiers enseignements apparaissent à ce stade précoce :

- Comme le montrent les différents rapports fournis par les grands programmes (ci-dessous), **l'ampleur des activités menées par l'UNESCO dans le cadre de chaque résultat escompté du 36 C/5 a été considérablement réduite par rapport à la gamme d'activités initialement prévues**. Ainsi, en raison des difficultés financières, le grand programme I (Éducation) ne pourra pas venir en aide aux 18 pays prioritaires en utilisant des fonds du Programme ordinaire, comme il était prévu à l'origine. Dans l'ensemble de l'Organisation, que ce soit au Siège ou hors Siège, nombre d'activités ont dû être retardées, reportées, voire annulées.

- **La plupart des avancées réalisées vers les résultats escomptés décrites dans le présent rapport ont été possibles grâce aux financements extrabudgétaires** – issus du Fonds d'urgence ou versés par les donateurs traditionnels ou par de nouveaux donateurs – conformément aux objectifs et priorités du Programme ordinaire. Dans le cadre du Programme additionnel complémentaire (CAP 2012-2013), plus de 212 millions de dollars des États-Unis avaient été mobilisés à la fin du mois de juin 2012. La mise en place du Fonds d'urgence multidonateurs a contribué à élargir la base de donateurs de l'UNESCO en incluant les contributions et les annonces de contributions des États membres. En outre, de nouveaux accords de partenariat ont été conclus avec des gouvernements donateurs traditionnels et nouveaux, notamment avec la Chine pour soutenir la formation des enseignants en Afrique (8 millions de dollars des États-Unis).

- La série de **partenariats** avec le secteur privé mis en place en 2011 s'est encore élargie en 2012. C'est le cas de la campagne de promotion lancée en France dans le cadre du partenariat avec Procter and Gamble, qui a aussi été menée dans l'ensemble des pays de l'Europe du Sud-Est pour

soutenir l'éducation des filles et des femmes ; ainsi que du partenariat avec GEMS Education (Émirats Arabes Unis) qui a fourni des fonds (1,5 million de dollars des États-Unis) pour la création d'une plate-forme d'apprentissage dans le cadre du Programme d'accompagnement des directeurs d'établissement au Ghana, au Kenya et en Inde.

- Cependant, les effets de la crise financière mondiale sur certains États membres se sont aussi traduits par des difficultés et des déficits de financement imprévus dans certains domaines.

- D'importants efforts ont été consentis pour **concentrer et focaliser** le programme : l'**objectif 1 de la Feuille de route** (qui exige une réduction de 20 % du nombre total de plans de travail d'ici à la fin de 2012) est presque atteint (17 % de réduction pour les cinq grands programmes). L'**objectif 2 de la Feuille de route** (réduire de 30 % le nombre de plans de travail ayant des coûts opérationnels minimaux – à l'exception de ceux qui bénéficient de ressources extrabudgétaires – d'ici à la fin de 2012) a été atteint et des progrès sont en cours vers la réalisation de l'**objectif 3 de la Feuille de route** (« le montant minimum du budget d'un plan de travail sera, dans la mesure du possible, porté à 25 000 dollars des États-Unis »).

- Un montant total de 53,8 millions de dollars a été déjà débloqué pour la mise en œuvre des plans de travail relevant du Programme ordinaire jusqu'à la fin du mois de juin 2012. Dans le cadre de cette allocation de crédits, le taux de dépense fin juin s'élève à 69 % à l'échelle de l'Organisation. Toutefois, l'exécution du programme pour les plans de travail non administratifs relevant du Programme ordinaire est plus faible et s'élève à 48,8 % (pour un taux théorique de 100 % pour la période écoulée). Même si les retards dans l'allocation des fonds et le fait que ces derniers ont été versés en deux tranches ont pu peser sur le taux de dépense, ces fonds ont été versés aux secteurs en partant du principe qu'ils seraient intégralement dépensés au cours des deux derniers trimestres. Le faible taux d'exécution actuel exige donc une mobilisation urgente en faveur de l'exécution du programme.

- Le taux de dépense par rapport aux allocations annuelles de crédits destinés aux projets extrabudgétaires des cinq grands secteurs de programme pour le premier semestre 2012 s'élève à 35,9 %. Si ce taux est inférieur au taux théorique pour la période écoulée, qui est de 50 %, il convient de souligner qu'il est fondé sur l'allocation donnée au début de l'année à titre indicatif à la demande des secteurs de programme. Le cas échéant, les allocations seront modifiées à l'issue d'un examen portant sur l'exécution des projets extrabudgétaires, étant entendu que, contrairement au Programme ordinaire, la mise en œuvre des projets extrabudgétaires n'est pas liée par l'allocation annuelle et que les fonds non dépensés au cours d'une année civile peuvent être reportés à l'année suivante. Dans ces circonstances, le niveau des dépenses par rapport aux allocations de crédits extrabudgétaires peut être inférieur au taux théorique pour la période écoulée. Des informations sur l'état d'avancement de l'exécution de chaque projet extrabudgétaire par rapport à son allocation globale (c'est-à-dire le financement total du projet) sont fournies dans les rapports annuels aux donateurs.

- Une analyse qualitative des différents grands programmes montre que les secteurs de programme, dans leur choix d'activités et les fonds alloués en conséquence, ont tendance à **donner la priorité aux activités « statutaires »**, qu'il s'agisse d'une réunion dans le cadre d'une convention, d'une réunion des conseils de programmes intergouvernementaux, d'une journée UNESCO, ou d'une autre activité similaire. Les autres activités ont bénéficié de financements largement inférieurs, bien que des efforts soient déployés pour mettre à profit les fonds extrabudgétaires. L'effet global peut être plutôt déconcertant, car il peut nuire à la pertinence opérationnelle de l'UNESCO, en particulier au niveau des pays.

- De même, les premières conclusions indiquent que la priorité semble être donnée aux **activités basées au Siège** au détriment des activités opérationnelles menées sur le terrain. Cela apparaît à travers la baisse des taux de décentralisation pour la plupart des grands programmes. En effet, ces taux s'élèvent à 54,9 % comparé à un taux de décentralisation de 56,3 % dans le 36 C/5 approuvé. La situation est particulièrement inquiétante pour les grands programmes II et III.

PARTIE A – Évaluation stratégique de l'exécution du programme

GRAND PROGRAMME I – ÉDUCATION

I.   Principales réalisations

1.   En sa qualité d'organisation chef de file et coordinatrice de l'EPT au niveau mondial, l'UNESCO a mené la **réforme du mécanisme de coordination de l'EPT et contribue à l'élaboration du programme post-2015 dans le domaine de l'éducation**. La première réunion du Comité directeur de l'EPT (Paris, juin 2012) a permis aux représentants de toutes les parties prenantes de l'EPT de s'entendre sur la suite de l'élaboration de la feuille de route pour 2015 et sur les principaux résultats escomptés de la Réunion mondiale sur l'EPT qui se tiendra en novembre 2012. Le Secteur de l'éducation de l'UNESCO participe aussi, aux côtés d'autres organisations du système des Nations Unies, au travail de l'équipe spéciale des Nations Unies chargée du programme de développement pour l'après-2015, et veille à ce que l'éducation figure bien dans le premier rapport soumis au Secrétaire général de l'ONU. À cette fin, le Secteur a préparé des travaux de réflexion et lancé une série de consultations avec diverses parties prenantes. D'importantes contributions ont aussi été faites à la Conférence des Nations Unies sur le développement durable (Rio + 20) (juin 2012), influençant l'inclusion, dans le document final, de références à l'éducation pleinement conformes aux priorités de l'UNESCO. La Conférence a constitué une excellente occasion de présenter l'action de l'UNESCO en matière d'éducation en vue du développement durable (EDD) grâce à une réunion parallèle très suivie. Dans le document final, il est affirmé que l'EDD est l'une des principales priorités pour progresser vers la réalisation d'un développement durable et le rôle de chef de file de l'UNESCO y est largement reconnu.

2.   En outre, l'UNESCO a joué un rôle essentiel en soutenant la **nouvelle initiative mondiale du Secrétaire général de l'ONU sur l'éducation, « Education First »**, qui attirera le soutien et l'attention des responsables de haut niveau en faveur de l'éducation. Le Secrétaire général de l'ONU a demandé à la Directrice générale de l'UNESCO de faire fonction de Secrétaire exécutive du comité directeur de haut niveau chargé de guider l'Initiative « Education First ».

3.   En tant que membre du Conseil d'administration, l'UNESCO a continué de soutenir activement le **Partenariat mondial pour l'éducation**. Dans l'attente de l'approbation du Conseil, l'UNESCO et l'UNICEF seront les organes responsables de la mise en œuvre d'une subvention pour le Tchad au titre du Partenariat. L'UNESCO est prête à assumer des responsabilités similaires dans d'autres pays financés par le Partenariat.

4.   Les projets d'une nouvelle **stratégie relative aux enseignants** et d'une nouvelle **initiative pour les enseignants des pays d'Afrique subsaharienne** ont été élaborés en vue de guider le nouveau programme sur les enseignants et d'améliorer son orientation et son efficacité. La stratégie se concentre sur trois domaines d'action prioritaires : la pénurie d'enseignants ; la qualité des enseignants ; la recherche, la production de connaissances et la communication. Si la stratégie a une portée mondiale, elle offre aussi un cadre global pour la mise en place d'une nouvelle initiative sur les enseignants visant à accélérer l'avancée vers les objectifs de l'EPT en Afrique subsaharienne. La stratégie et l'initiative ont toutes deux été élaborées en concertation avec l'Institut international de l'UNESCO pour le renforcement des capacités en Afrique (IIRCA) et l'Équipe spéciale internationale sur les Enseignants pour l'Éducation pour tous afin de garantir la coordination de l'action et de maximiser l'impact. Des consultations sont en cours au sujet de l'initiative avec le groupe régional Afrique de l'UNESCO. Le Secteur met en œuvre une approche visant à réunir des fonds issus de différentes sources extrabudgétaires de manière à maximiser l'impact de l'initiative au niveau des pays.

5.   L'UNESCO a organisé le **troisième Congrès international sur l'enseignement et la formation techniques et professionnels (EFTP)** (Shanghai, 14-16 mai 2012), qui est apparu comme un événement marquant pour le dialogue mondial sur l'EFTP. Le Congrès a réuni plus de 540 participants venus de 107 pays et a débouché sur l'adoption du « Consensus de Shanghai »,

qui préconise la transformation et le développement de l'EFTP et appelle à prêter davantage attention au développement durable et aux partenariats.

6. À l'occasion du premier anniversaire du **Partenariat mondial de l'UNESCO pour l'éducation des filles et des femmes**, un débat d'experts de haut niveau a été organisé afin de passer en revue les progrès réalisés et d'examiner des stratégies visant à intensifier l'action. Le Partenariat mondial a joué un rôle de catalyseur en mobilisant des ressources (plus de 5 millions de dollars des États-Unis) et en nouant des partenariats, puis en les traduisant en possibilités d'apprentissage pour les filles et les femmes, avec des projets dans cinq pays d'Afrique. Deux nouveaux partenariats ont été créés avec ONU-Femmes et le Barefoot College (Inde).

II. Mesures pour faire face à la situation financière

(i) Exécution du programme

7. Pour faire face à la réduction de 31 % du budget global alloué au Secteur, qui s'est traduite par une réduction de 57 % du budget d'activité[1], le Secteur a procédé à une réorganisation interne et s'est efforcé de simplifier ses programmes et de réduire la portée de ses opérations en intervenant dans un plus petit nombre de pays dans chacun des domaines thématiques. Si le Secteur a fait son possible pour maintenir l'approche holistique de l'éducation en contribuant, même de façon minime, à chacun des douze résultats escomptés, ces réductions ont beaucoup nui à sa capacité de mettre en œuvre la totalité des activités prévues à l'origine. À l'exception de l'activité de coordination mondiale de l'EPT relevant de l'axe d'action 4 que le Secteur a cherché à protéger, toutes les autres activités qui contribuent aux résultats escomptés dans le cadre des axes d'action 3 et 4 ont été proportionnellement davantage réduites que celles liées aux domaines prioritaires de l'axe d'action 1.

8. Les activités liées aux domaines prioritaires au titre de l'axe d'action 1 représentent encore quelque 58 % du budget d'activité[2], à l'exclusion des fonds alloués aux instituts de catégorie 1 pour l'éducation. En raison des réductions de crédits, le Secteur ne pourra pas apporter son aide aux 18 pays prioritaires par le biais de fonds du Programme ordinaire, comme il était prévu à l'origine. L'aide de l'UNESCO en faveur de ces pays cibles dépend donc largement des ressources extrabudgétaires qui ne peuvent actuellement couvrir qu'un nombre plus réduit de pays. En réalité, la plupart des progrès enregistrés vers la réalisation des douze résultats escomptés décrits dans le présent rapport ont été rendus possible grâce au financement extrabudgétaire, qui a été de plus en plus aligné sur les objectifs et priorités du Programme ordinaire ces dernières années.

9. En dépit de la situation financière difficile, le Secteur est déterminé à protéger l'aide fournie à des domaines clés, tels que la coordination mondiale de l'EPT et les enseignants. En outre, il cherchera à protéger la mise en œuvre, à l'aide de ressources extrabudgétaires, de programmes opérationnels à grande échelle dans les pays.

(ii) Réorganisation interne

10. Le Secteur a considérablement réduit le nombre de plans de travail, de 511 lors du dernier exercice biennal à 200 actuellement. Des efforts considérables ont été déployés pour privilégier davantage les programmes régionaux et sous-régionaux afin de rassembler efficacement les ressources et d'éviter les activités à petite échelle.

11. Un **examen de grande ampleur des instituts de catégorie 1 de l'UNESCO pour l'éducation a été entrepris** en collaboration avec le Service d'évaluation et d'audit (IOS) afin de déterminer les enjeux tant systémiques que spécifiques auxquels sont confrontés les instituts, et d'élaborer des solutions pratiques à cet égard pour les futures activités. Une attention particulière sera portée à la cohérence et la durabilité financière du programme, ainsi qu'à la rationalisation de

---

[1] À l'exception des crédits alloués aux instituts de catégorie 1 pour l'éducation.
[2] Idem.

l'administration et de la gouvernance. De même, pour faire suite aux audits, le Secteur réexamine la gestion du **Programme UNITWIN et Chaires UNESCO** et met en place de nouveaux procédés visant à impliquer tous les secteurs de programme de manière plus stratégique et à accroître l'efficience. Il réexamine également le réseau des **centres UNEVOC** afin d'améliorer leur efficacité.

12. En raison du niveau de financement réduit, 54 postes vacants ont été gelés. En outre, une **restructuration** interne a été entreprise dans le but de rationaliser la répartition du travail tout en renforçant les effectifs dans les domaines d'action prioritaires. Dans le cadre de cette nouvelle structure modifiée, le nombre de sections du programme au Siège est réduit de 10 à 8, la charge de travail est répartie plus équitablement entre les divisions et les ressources humaines sont renforcées dans les domaines prioritaires, tels que celui concernant les enseignants.

13. Dans le contexte de la réforme du dispositif hors Siège en Afrique, un processus de consultation a été lancé pour rassembler les ressources humaines du Secteur de l'éducation dans la région et renforcer les cinq nouveaux bureaux régionaux multisectoriels implantés en Afrique. La première phase de la réforme devrait se concentrer sur trois de ces bureaux : Dakar, Nairobi et Yaoundé. Elle visera à garantir que chaque bureau dispose d'un nombre minimum de quatre ou cinq professionnels internationaux de l'éducation. En outre, un poste supplémentaire sera attribué de manière non permanente à l'IIRCA dans le but de renforcer les capacités professionnelles de l'Institut.

14. D'autre part, et en vue d'accroître encore la cohérence et de renforcer la coopération et les synergies, une équipe spéciale intrasectorielle a été créée pour réfléchir et travailler aux préparatifs des futures réunions régionales sur l'EPT ; pour contribuer à l'intensification des efforts visant à atteindre les objectifs de l'EPT d'ici à 2015 selon une approche plus globale et efficace ; ainsi que pour contribuer à l'élaboration des évaluations nationales et régionales de l'EPT pour 2015 et participer à la définition du programme post-2015 relatif à l'éducation.

(iii). Rapport coût-efficacité et réduction des coûts administratifs

15. Des efforts ont été déployés pour assurer une meilleure adéquation entre les activités menées au titre du Programme ordinaire et les projets extrabudgétaires, ils ont permis de mieux répartir les coûts et d'améliorer la cohérence. De même, on cherche à obtenir le meilleur rapport coût-efficacité à travers des partenariats stratégiques, la collaboration et le partage des coûts lors de l'exécution des programmes. Les frais de voyage et de communication sont maintenus au strict minimum et, chaque fois que cela est possible, on y substitue d'autres moyens de communication, tels que les téléconférences et les réunions virtuelles. Le recrutement de consultants externes est restreint et des techniques de gestion des ressources humaines plus adaptées sont mises en œuvre pour tirer parti de l'expertise interne de la manière la plus efficace et la plus efficiente.

(iv) Mobilisation des ressources

16. Depuis le début de 2012, d'importantes ressources extrabudgétaires ont été mobilisées, notamment, par exemple, des contributions de la Chine (8 millions de dollars des États-Unis en faveur des enseignants en Afrique), du Japon (plus de 3 millions en faveur des pays touchés par des conflits et des catastrophes, dont l'Égypte, l'Iraq, le Libéria, la Libye et le Soudan du Sud), de la Banque africaine de développement (1,5 million de dollars pour la promotion de la paix, des droits de l'homme et de la citoyenneté dans la sous-région de la Communauté économique des États de l'Afrique de l'Ouest – CEDEAO), de l'Organisation des pays exportateurs de pétrole (OPEP) (1,2 million de dollars pour l'éducation sur le VIH et la sexualité en Afrique occidentale et centrale), de l'ONUSIDA (6,2 millions de dollars pour 2012, la même somme étant attendue pour 2013). Le Brésil a versé des fonds constitués au profit du donateur (plus de 19 millions de dollars en faveur de l'élaboration de politiques, de la planification, de l'EFTP et de l'éducation de base). Par ailleurs, des discussions sont en cours avec divers autres donateurs, dont le Qatar, l'Arabie saoudite et l'Organisation islamique pour l'éducation, les sciences et la culture (ISESCO).

III.   Défis et enseignements tirés

17.   Maintenir une approche diversifiée et holistique de l'éducation alors que les ressources financières et humaines sont limitées constitue l'un des grands défis auxquels l'Organisation est confrontée. Les difficultés financières ont nui à la capacité d'exécuter pleinement le programme, ce qui a conduit à réduire l'ampleur d'un certain nombre d'activités, à les remettre à plus tard, voire à les annuler. En vue de régler ce problème, le Secteur a entrepris de renforcer davantage les réseaux et les partenariats, d'intensifier les efforts de mobilisation de ressources et de limiter autant que possible les coûts internes.

18.   Mobiliser des ressources est une activité qui nécessite souvent des efforts considérables et qui peut prendre beaucoup de temps, sans pour autant être systématiquement couronnée de succès. Le défi est d'autant plus grand que certains grands donateurs risquent de réduire considérablement leur financement de l'éducation, ce qui pourrait alors ralentir ou même interrompre la progression vers la réalisation des objectifs de l'EPT.

19.   Tandis que l'UNESCO a fait des progrès en ce qui concerne l'amélioration de sa visibilité en tant que chef de file mondial de l'éducation, les effets de son action sont moins visibles au niveau des pays. Cela est dû en partie aux activités de l'UNESCO, telles que le développement des capacités et/ou la fourniture de conseils sur les politiques, qui, de par leur nature, constituent un investissement à long terme dont les effets ne sont pas immédiatement tangibles. La réduction supplémentaire de 57 % du budget d'activité a aussi rendu la tâche encore plus difficile.

GRAND PROGRAMME II – SCIENCES EXACTES ET NATURELLES

I.   Principales réalisations

20.   Au cours du premier semestre 2012, d'importants événements liés à la science ont eu lieu dans le cadre du système des Nations Unies et au-delà : la Conférence des Nations Unies sur le développement durable (CNUDD ou Rio + 20) et ses réunions préparatoires indispensables, et la création officielle de la Plateforme intergouvernementale scientifique et politique sur la biodiversité et les services écosystémiques (IPBES). Les principaux résultats obtenus dans le cadre de la Conférence Rio + 20 sont résumés ci-après.

21.   Le Secrétaire général de l'ONU a chargé l'UNESCO d'assurer le **Secrétariat d'un Conseil consultatif scientifique international** qui le conseillera, ainsi que le système des Nations Unies dans son ensemble, sur les questions scientifiques pertinentes pour le développement durable. Cette mission est le résultat du vaste processus de consultation mené à travers le système des Nations Unies et au-delà par la Directrice générale, à la demande du Secrétaire général de l'ONU, pour qu'il bénéficie de conseils sur le suivi des recommandations relatives à la science du rapport du Groupe de haut niveau sur la viabilité mondiale intitulé *Pour l'avenir des hommes et de la planète : choisir la résilience.* L'une des fonctions principales du Conseil consultatif scientifique sera de promouvoir la coopération sur les questions scientifiques pertinentes pour le développement durable parmi les organismes des Nations Unies, ainsi qu'avec la communauté scientifique internationale.

22.   **Rio + 20 et les questions relatives aux océans** : Le document final de la CNUDD fait directement référence à l'importance de renforcer les capacités des pays en développement, l'une des missions de base de la Commission océanographique intergouvernementale de l'UNESCO (COI), et souligne la nécessité de coopérer dans le domaine de la recherche scientifique marine sur la base des Principes directeurs de la COI concernant le transfert de techniques marines. Il s'agit du résultat des efforts menés par la COI pour sensibiliser aux questions essentielles concernant l'océan, notamment d'une manifestation officielle sur les océans tenue le premier jour de la Conférence Rio + 20, et de la coprésidence et coorganisation avec le Forum mondial sur les océans, les côtes et les îles de la Journée mondiale de l'océan qui connaît un vif succès. Les

propositions formulées par la COI, l'Organisation des Nations Unies pour l'alimentation et l'agriculture (FAO), l'Organisation maritime internationale (OMI) et le Programme des Nations Unies pour le développement (PNUD) dans le *Plan pour la durabilité de l'océan et des zones côtières* ont constitué l'une des principales contributions sur les questions océaniques à Rio, et ont fourni un point de départ pour l'élaboration du Pacte sur les océans, une initiative du Secrétaire général de l'ONU visant à définir une vision stratégique pour que le système des Nations Unies s'acquitte de ses mandats relatifs aux océans de façon plus cohérente et plus efficace.

23. De même, le Programme hydrologique international (PHI) a travaillé de manière intensive avec ses partenaires pour renforcer la place de **l'eau douce parmi les résultats de la CNUDD** et a organisé ou soutenu sept réunions de haut niveau sur l'eau lors de la Conférence. Ainsi, les parties du document final relatives à l'eau sont en adéquation avec les thèmes du PHI-VIII.

24. À l'occasion du **sixième Forum mondial de l'eau** tenu à Marseille (France) du 12 au 17 mars 2012, le PHI de l'UNESCO a assuré la coordination des grands processus thématiques, coprésidé son processus politique, et organisé ou coorganisé une quarantaine de séances officielles, de manifestations parallèles et de manifestations régionales. Le quatrième Rapport mondial sur la mise en valeur des ressources en eau (WWDR4), intitulé *Gérer l'eau dans des conditions d'incertitude et de risque* et coordonné par le Programme mondial pour l'évaluation des ressources en eau (WWAP), qui est hébergé par l'UNESCO à Pérouse (Italie), a été publié. Des supports de communication très variés ont été traduits en huit langues – les traductions en chinois et en coréen sont en cours – avant d'être diffusés à travers le monde.

25. Une série de recommandations thématiques relatives à la science visant à préparer la mise en œuvre d'un nouveau programme mondial après la CNUDD a été adoptée à l'occasion du **Forum des sciences, de la technologie et de l'innovation en vue du développement durable**. Organisé juste avant la CNUDD à Rio de Janeiro, en partenariat avec les autorités brésiliennes et d'autres partenaires, le Forum a permis de conforter l'UNESCO dans sa fonction d'organisation chef de file pour la science au sein du système des Nations Unies.

26. Une nouvelle initiative décennale audacieuse, « **Future Earth: Research for Global Sustainability** » (Terre d'avenir : la recherche au service de la durabilité mondiale), concernant la recherche sur les changements de l'environnement planétaire au service du développement durable a été lancée par une alliance lors du Forum et en juin 2012 à Rio. L'alliance réunit notamment des membres des communautés de chercheurs (Conseil international pour la science – CIUS – et Conseil international des sciences sociales – CISS), des bailleurs de fonds de la recherche (Forum Belmont), des prestataires de services opérationnels (Organisation météorologique mondiale – OMM) et des utilisateurs (UNESCO et Université des Nations Unies – UNU). L'initiative a été définie lors de la conférence « La Planète sous pression », qui était coprésidée par un fonctionnaire de l'UNESCO et a réuni plus de 3 000 scientifiques et autres parties prenantes à Londres en mars 2012. L'UNESCO a organisé plusieurs séances thématiques dans le cadre de cette conférence.

27. Parmi les **autres grandes réalisations**, on peut citer : le fait que l'Organisation ait été acceptée dans un processus qui implique aussi le Programme des Nations Unies pour l'environnement (PNUE), la FAO et le PNUD et qui vise à assurer le secrétariat provisoire de l'IPBES (une décision définitive sera prise à cet égard par la Plateforme lors de sa première plénière prévue début 2013) ; l'adoption par les ministres africains chargés de la science, de la technologie et de l'innovation (STI), des finances, de la planification et de l'éducation de la Déclaration de Nairobi sur la STI lors du Forum africain sur la STI en Afrique pour l'emploi des jeunes, le développement du capital humain et la croissance inclusive (Nairobi, Kenya, avril 2012) ; l'adoption par le Conseil intergouvernemental du PHI du plan stratégique pour la Phase VIII (2014-2021) du PHI intitulée « Sécurité de l'eau : réponses aux défis locaux, régionaux et mondiaux » ; la découverte par le CERN d'une nouvelle particule élémentaire, supposée être le boson de Higgs, qui doit expliquer l'existence de la masse dans l'univers. Le Centre international Abdus Salam de

physique théorique (CIPT) a joué un rôle important dans le processus car il a participé à l'expérience ATLAS qui a mené à cette découverte.

II. Mesures pour faire face à la situation financière

28. Dans la mesure du possible, le grand programme II a adopté un ensemble de dispositions intégrées telles que : privilégier les priorités et les domaines dans lesquels l'UNESCO joue clairement un rôle de chef de file ; garantir la fourniture de services au titre des engagements statutaires avec un budget réduit ; mobiliser des ressources supplémentaires et de nouveaux partenariats en adoptant une approche plus globale ; améliorer les synergies entre le Programme ordinaire et les activités extrabudgétaires ; exploiter les compétences du personnel d'une manière plus active et examiner les possibilités d'exécution par le biais des instituts, des centres (catégorie 2), des institutions et des réseaux affiliés à l'UNESCO.

(i) Exécution du programme

29. Les premières priorités en termes de financement ont été l'Afrique et les réunions statutaires des programmes scientifiques internationaux/intergouvernementaux (PSI) que sont le Programme international relatif aux sciences fondamentales (PISF), le Programme international de géosciences (PICG), le PHI, la COI et le Programme sur l'homme et la biosphère (MAB). La priorité a été donnée à l'Afrique (organisation du Forum africain sur la STI et de la Conférence ministérielle africaine sur les sciences, les politiques et la gestion dans le domaine de l'eau ; recherche de solutions à la sécheresse qui sévit dans la Corne de l'Afrique ; priorité donnée aux demandes adressées au Fonds d'urgence et aux allocations de et pour la région). La COI a effectué une série de choix programmatiques en définissant certains domaines prioritaires : systèmes d'alerte rapide aux tsunamis, océanographie et météorologie maritime, réunions régionales et sciences océaniques. Ces choix ont été approuvés par le Conseil exécutif de la COI à sa 45e session (Paris, 26-28 juin 2012).

30. La réduction du budget ordinaire alloué au grand programme II a nettement limité le nombre des activités planifiées. Par exemple, le résultat escompté (10) « Renforcement de la consolidation de la paix par la diplomatie et la coopération dans le domaine scientifique » n'est absolument pas financé, tandis que d'autres résultats escomptés ne le sont que partiellement et que de nombreuses activités prévues au Siège et hors Siège sont annulées ou reportées à une date indéterminée. Ces activités comprennent :

- le développement des capacités pour la gestion des systèmes nationaux de STI en Tanzanie, aux Seychelles, à Maurice et à Madagascar ;

- la mise en œuvre d'une stratégie scientifique en faveur du développement durable d'Haïti ;

- la coopération avec les parlements sur les politiques et les processus décisionnels en matière de STI, qui est interrompue ;

- l'organisation de réunions internationales sur la science et les affaires internationales pour mieux faire prendre conscience de l'importance de la diplomatie scientifique pour la consolidation de la paix et le développement ;

- la réunion internationale d'experts sur l'intégration des savoirs locaux et autochtones dans les politiques d'adaptation au changement climatique en Afrique ;

- le Groupe de travail scientifique international sur le carbone bleu ;

- les interventions en matière d'adaptation au changement climatique dans les Caraïbes, dans l'océan Indien et dans le Pacifique ;

- le développement des capacités pour généraliser et diriger des stratégies d'adaptation destinées aux ressources en eau transfrontières affectées par le changement climatique et pour cartographier les aquifères hydrogéologiques et transfrontières d'Asie ;

- les activités visant à améliorer la gouvernance de l'eau dans les États relevant du Bureau multipays de Yaoundé ;

- les activités menées dans les domaines de la résilience face au changement climatique et de la réduction des risques de catastrophes en Amérique centrale et dans les Caraïbes ;

- la viabilité du système de surveillance de la sécheresse en Afrique, qui est incertaine.

(ii) Réorganisation interne

31.   Compte tenu du fait que le Secteur a été restructuré au début de la période couverte par le 36 C/5 et que la nouvelle structure est à l'essai, l'organisation en trois divisions et quatre unités thématiques transversales ne change pas. De nouvelles modifications pourront être apportées au cours de la mise en œuvre du 36 C/5, en fonction de l'évolution de la mobilisation de ressources et de la création de nouveaux partenariats. Le Secteur a appliqué la politique interne générale et a gelé 75 % de la totalité de ses postes vacants.

(iii) Rapport coût-efficacité et réduction des coûts administratifs

32.   L'organisation des réunions statutaires des PSI a été possible grâce à l'allocation par la Directrice générale de ressources au titre du Fonds d'urgence et aux réels efforts déployés pour réduire les coûts de ces réunions. Ces efforts ont assuré le succès des réunions statutaires et ont permis d'intégrer leurs résultats dans les processus de planification actuels et à venir du grand programme II. Les mesures de réduction des coûts prises par les PSI comprennent : réduire le nombre des membres du Conseil (PISF, PICG) ; limiter les voyages financés par l'UNESCO (PHI, COI, MAB) ; réduire le nombre de jours de réunion et mieux cibler l'ordre du jour (tous) ; éviter la soumission de projets de résolution pendant la session (COI) ; limiter le nombre des langues officielles (PHI, MAB) ; réduire le nombre et la longueur des documents et supprimer les exemplaires papier au profit des documents électroniques (PHI, COI, MAB) ; demander aux États membres de prendre en charge une partie des coûts des réunions (MAB). Les frais de voyage couverts au titre du Programme ordinaire ont été maintenus dans les limites du plafond de 8 %.

(iv) Mobilisation de fonds et de partenariats

33.   Le Secteur a élaboré plus de 120 propositions au titre du Programme additionnel complémentaire (CAP) et mobilisé plus de 35 millions de dollars des États-Unis de ressources extrabudgétaires au cours du premier semestre. De nouveaux accords sont en cours de négociation avec des donateurs bilatéraux et multilatéraux. Au titre des crédits additionnels, le Secteur a déjà mobilisé plus d'un million de dollars, qui viennent directement s'ajouter au budget du Programme ordinaire. Des signes très encourageants annoncent aussi de nouveaux partenariats avec le secteur privé susceptibles de contribuer aux initiatives du grand programme II, telles que la formation des ingénieurs et l'enseignement des sciences. L'ensemble des projets de fonds-en-dépôt existants sont déjà alignés sur les activités relevant du Programme ordinaire, améliorant ainsi la cohérence en matière d'exécution et d'établissement des rapports, ainsi que les synergies.

III. Défis et enseignements tirés

34.   Les principales difficultés concernent la collecte de fonds, en particulier au niveau des pays, car les fonds sont généralement alloués bilatéralement et l'UNESCO ne peut en être le bénéficiaire dans de tels contextes. Un autre défi est lié à la nécessité de mettre en place des engagements constants et à long terme dans des domaines tels que la formulation de politiques et de conseils

en matière de science, ce qui s'est révélé impossible dans le contexte des difficultés financières actuelles. Les défis rencontrés par la COI venaient encore de l'étendue de son mandat et des demandes des États membres par rapport à un budget d'activité très limité et de l'absence, parmi les effectifs, de certains des postes nécessaires à l'exécution et à la coordination du programme. Les enseignements tirés sont les suivants : les activités doivent répondre à des besoins pour avoir un impact et attirer des ressources ; l'alignement des activités de l'UNESCO sur les priorités stratégiques de parties prenantes clés telles que les communautés économiques régionales (CER) est indispensable pour définir des activités communes et améliorer ainsi les conditions d'une collecte de fonds fructueuse. À cette fin, il faudra accroître la coopération entre le Siège et les bureaux hors Siège.

GRAND PROGRAMME III – SCIENCES SOCIALES ET HUMAINES

I.   Principales réalisations

35.   Dans le domaine de la **bioéthique**, le renforcement des capacités visant à soutenir le développement, au niveau national, d'organismes, d'institutions et de politiques reste une priorité pour l'exercice biennal en cours, et ce dans le but de permettre aux pays en développement de relever les défis éthiques de la science et de la technologie. D'importants efforts ont été déployés pour arriver à une meilleure utilisation des ressources, en particulier en négociant les budgets consacrés à la formation, ainsi que pour collaborer avec les organisateurs présents dans les pays afin de mobiliser des fonds auprès de sources locales.

36.   **En ce qui concerne la lutte contre le dopage dans le sport**, le nombre d'États parties à la Convention internationale contre le dopage dans le sport a atteint 170, faisant de cette dernière la deuxième de toutes les Conventions de l'UNESCO par le nombre de ratifications. La session plénière 2012 du Comité intergouvernemental pour l'éducation physique et le sport (CIGEPS) et la réunion connexe de son organe consultatif, le Conseil consultatif permanent, ont eu lieu du 17 au 19 avril 2012 à Lausanne grâce à l'aide du Comité international olympique (CIO) qui les a entièrement financées. Un accord a été conclu avec l'Allemagne concernant les conditions d'accueil de la cinquième Conférence internationale des ministres et hauts fonctionnaires responsables de l'éducation physique et du sport (MINEPS V) en mai 2013 à Berlin.

37.   La promotion et la mise en œuvre de la **Stratégie de l'UNESCO pour la jeunesse africaine** est en cours et des États membres africains ont entrepris de passer en revue ou de développer leurs politiques concernant la jeunesse. En Amérique centrale, deux nouvelles initiatives relatives à la prévention de la violence sont lancées au Nicaragua et à El Salvador, tandis que les causes profondes des récents mouvements de la jeunesse en Amérique latine sont à l'étude. Dans les Caraïbes, un nouveau Projet Youth PATH est mis en place. Dans la région arabe, l'action est centrée sur l'élaboration de politiques relatives à la jeunesse, sur le renforcement de la démocratie et sur l'engagement civique des jeunes. Le défi consiste à sensibiliser les gouvernements à la nécessité de traiter les questions liées à la jeunesse d'une manière globale en associant plusieurs ministères autour d'un cadre d'action intégré.

38.   Le grand programme III poursuit son action au niveau des pays pour évaluer le caractère inclusif des politiques publiques. Pour ce faire, il a recours à des programmes ciblés élaborés conformément aux résultats du Plan-cadre des Nations Unies pour l'aide au développement (PNUAD) relatifs aux politiques d'**inclusion sociale** qui contribuent, dans la mesure du possible, au suivi des recommandations des forums ministériels sur le développement social tenus à Kingston (2010), El Salvador (2011) et Colombo (2011).

39.   En coopération avec le Gouvernement de Trinité-et-Tobago, l'UNESCO a organisé le deuxième **Forum des ministres du développement social et durable des Caraïbes dans le cadre du Programme MOST** (21-23 mai 2012) sur le thème : « Promouvoir l'équité et l'inclusion sociale : vers la prospérité pour tous ». Le Forum a adopté une déclaration de principe finale, la

« Déclaration de Port d'Espagne 2012 », qui contient six recommandations politiques concrètes concernant la jeunesse. Des mécanismes de suivi ont été mis en place.

40. Dans le domaine de l'**éthique**, l'action de la Commission mondiale d'éthique des connaissances scientifiques et des technologies (COMEST) a été relancée à l'occasion de sa session extraordinaire de juillet 2012, alors qu'elle avait été retardée en raison des contraintes financières, en particulier en Afrique. Les principaux résultats à moyen terme peuvent encore être atteints.

41. Concernant le **renforcement de la base de connaissances en sciences sociales**, l'avancement du prochain Rapport mondial sur les sciences sociales, qui constitue la principale contribution, est en bonne voie.

42. Les activités menées pour contribuer aux agendas internationaux concernant l'évolution de l'environnement planétaire se sont concentrées sur la promotion d'un **programme social en faveur du développement durable** s'appuyant fermement sur les connaissances en sciences sociales, notamment grâce aux manifestations coorganisées dans le cadre de la Conférence Rio + 20 en collaboration avec des partenaires tels que la Commission nationale norvégienne pour l'UNESCO, l'Institut de recherche des Nations Unies pour le développement social (UNRISD) et le CISS.

43. S'agissant de la **Priorité globale Afrique**, des mesures concrètes ont été entreprises au Burundi, en Côte d'Ivoire, au Ghana, au Libéria, en Sierra Leone et en Zambie, avec les autorités nationales et d'autres partenaires clés, aux fins de l'examen et de la formulation de politiques relatives à la jeunesse. En outre, des progrès ont été réalisés en matière de renforcement des capacités en bioéthique à travers l'organisation d'ateliers de formation (six ateliers de formation sont prévus en 2012 pour les comités nationaux de bioéthique qui viennent d'être créés en Côte d'Ivoire, au Gabon, au Ghana, en Guinée, au Malawi, au Togo et en Namibie – l'atelier portant sur les professeurs d'éthique dans ce dernier pays).

44. La Priorité globale **égalité entre les sexes** a été intégrée dans l'ensemble des plans de travail du grand programme III, y compris dans les activités de renforcement des capacités en bioéthique, dans le programme en faveur de la jeunesse et dans les priorités du Programme MOST – à savoir l'inclusion sociale et les dimensions sociales du changement de l'environnement mondial. L'UNESCO a participé à la réunion du conseil d'administration du Centre régional de recherche et de documentation sur les femmes, le genre et la construction de la paix dans la région des Grands Lacs (Kinshasa, 18-20 mai 2012). Les domaines d'action spécifiques comprennent la participation des femmes à l'édification de la paix, à la reconstruction post-conflit et à la prévention de la violence sexiste.

II. Mesures pour faire face à la situation financière

45. Au cours des six premiers mois de l'exercice biennal, la réduction de 31 % du budget alloué au plan de travail du grand programme III a considérablement pesé sur l'efficacité globale du programme. En mettant en œuvre le C/5, le Secteur place davantage l'accent sur des approches interdisciplinaires afin de prendre en considération la complexité des questions qu'il traite. Le Secteur s'attache à appliquer les recommandations pertinentes découlant de l'Évaluation externe indépendante (EEI), ainsi que la Feuille de route de la Directrice générale dans la révision trimestrielle des plans de travail, qui tiendra aussi compte de la planification commune et de l'exécution conjointe par les équipes thématiques de SHS.

46. Le grand programme III suit des méthodes de travail intra et intersectorielles, intégrant les approches transversales en plus des objectifs spécifiques et des modalités des trois axes d'action. Le Programme intergouvernemental « Gestion des transformations sociales » (MOST) constitue un mécanisme de travail interdisciplinaire sur l'inclusion sociale, les dimensions sociales du changement de l'environnement mondial, le renforcement des capacités en sciences sociales, la

jeunesse et la démocratie. Les actions transversales de mise en œuvre sont plus particulièrement centrées sur les besoins de l'Afrique et sur l'égalité entre les sexes.

(i) Exécution du programme

47. Tout en se concentrant sur les quatre domaines prioritaires du programme (bioéthique, inclusion sociale, jeunesse et les dimensions sociales du changement de l'environnement mondial), les plans de travail du grand programme III ont été consolidés autour de la nécessité d'exécuter les activités statutaires, autour des autres priorités alignées sur les décisions des organes directeurs et autour des activités de renforcement des capacités au niveau des pays, financées principalement au titre du Fonds d'urgence.

48. Le grand programme III a rationalisé ses activités pour réduire de 31 % le nombre de ses plans de travail, atteignant ainsi les objectifs le concernant établis dans la Feuille de route de la Directrice générale. Les activités à budget zéro ne sont conservées que si elles sont liées aux allocations du Fonds d'urgence, si elles peuvent être exécutées par le personnel pendant le temps de travail, ou si elles peuvent reposer sur des contributions en nature déjà fournies par des partenaires (tels que le CIO, le Conseil latino-américain de sciences sociales (CLACSO), la Faculté latino-américaine des sciences sociales (FLACSO), la République de Corée, l'Allemagne et Trinité-et-Tobago). Ces partenariats montrent la valeur attribuée aux activités du Secteur et la stratégie de SHS pour une mobilisation de fonds accrue, visant à renforcer les synergies avec les réseaux établis pour la mise en œuvre directe de programmes conjoints.

49. Compte tenu des contraintes budgétaires, le grand programme III a supprimé un poste de classe D-1 et a gelé onze postes vacants, ce qui a permis d'aboutir à un budget minimal pour les activités de 2,6 millions de dollars des États-Unis. Pour compléter le Programme ordinaire, 789 237 dollars ont été versés au grand programme III au titre du Fonds d'urgence pour les activités concernant des domaines clés, tels que le renforcement des capacités en bioéthique ou la jeunesse, qui ont tous été décentralisés au niveau des pays.

50. Si le niveau de financement reste le même, le Secteur ne pourra pas atteindre la totalité des résultats escomptés approuvés dans le cadre du 36 C/5. En particulier :

- La demande croissante en matière de renforcement des capacités et de formation formulée par les comités nationaux de bioéthique ne pourra pas être pleinement satisfaite, ce qui nuira à la portée et à l'ampleur des actions menées par l'UNESCO dans le domaine de la bioéthique, en particulier à leur efficacité pour les groupes qui en ont besoin.

- Le grand programme III n'élaborera pas d'indicateurs pour mesurer l'impact des politiques d'inclusion sociale.

- Les examens nationaux des systèmes de recherche en sciences sociales ont été suspendus.

- La Coalition des villes contre le racisme et la discrimination dépendra entièrement des fonds extrabudgétaires.

- Pour maintenir l'accent sur les résultats clés dans le domaine du changement de l'environnement mondial, plusieurs activités relatives à l'éthique de l'environnement et à l'éthique des nouvelles technologies ont été gelées.

- Différentes options sont à l'étude pour réduire le coût du Forum des jeunes, notamment tirer parti des médias et des technologies en ligne.

(ii)   Organisation interne

51.   SHS a consolidé sa structure organisationnelle fondée sur un travail d'équipe transversal, qui vise à améliorer la flexibilité de la répartition des ressources humaines dans les équipes thématiques chargées d'exécuter les programmes prioritaires.

(iii)   Rapport coût-efficacité et réduction des coûts administratifs

52.   Les mesures prises pour améliorer le rapport coût-efficacité et réduire les coûts administratifs comprennent la grande simplification du plan de publication, la réduction des missions et un gel généralisé du recrutement de personnel à titre d'assistance temporaire, y compris de consultants. Des modifications ont été apportées aux engagements statutaires, en concertation avec les États membres, par exemple des mesures d'austérité ont été prises pour l'organisation des réunions du Comité international de bioéthique (CIB), ce qui a permis de réduire les coûts.

(iv)   Mobilisation de fonds et de partenariats

53.   Le Secteur a poursuivi et renforcé ses efforts visant à mobiliser des ressources à partir de sources extérieures au budget ordinaire aux fins de l'exécution du programme. Au cours des six premiers mois, le Secteur a obtenu des contributions en nature représentant 470 425 dollars des États-Unis grâce à des partenaires tels que le CIO, le CLACSO, la FLACSO, la République de Corée, l'Allemagne et Trinité-et-Tobago. En outre, le Secteur a bénéficié de crédits additionnels s'élevant à 167 200 dollars. Au titre du CAP, 49 679 141 dollars ont été mobilisés, principalement au Brésil. Les projets autofinancés au Brésil se sont élevés à 48 millions de dollars. SHS met à profit l'expérience très fructueuse du Brésil en matière de collecte de fonds en examinant des possibilités de coopération Sud-Sud, en commençant par les pays africains lusophones.

III.   Défis et enseignements tirés

54.   L'un des principaux défis est dû aux réductions budgétaires qui ont nui à la portée et à l'ampleur des activités de l'UNESCO. C'est le cas (i) dans le domaine de la bioéthique, et en particulier en ce qui concerne l'efficacité de nouvelles activités pour les groupes qui en ont besoin et le renforcement des capacités des comités nationaux de bioéthique dont la demande augmente ; (ii) dans le domaine du changement de l'environnement mondial, qui a bénéficié d'un recentrage qui s'est fait au détriment de l'éthique de l'environnement ; ainsi que (iii) pour le programme relatif au sport. D'importants efforts ont été déployés pour parvenir à une meilleure utilisation des ressources, en particulier en négociant les budgets consacrés à la formation ; pour collaborer avec les organisateurs présents dans les pays afin de mobiliser des fonds auprès de sources locales ; ainsi que pour recourir à des solutions en nature et établir des partenariats tant au niveau international que national.

55.   La sensibilisation aux questions relatives à la jeunesse doit être traitée dans les politiques nationales de manière exhaustive et coordonnée, en mobilisant tous les ministères autour d'un cadre d'action intégré relatif à la jeunesse.

GRAND PROGRAMME IV – CULTURE

I.   Principales réalisations

56.   Le premier semestre 2012 a constitué un tournant pour plusieurs **conventions relatives à la culture**. Les Parties à la *Convention de 1970 concernant les mesures à prendre pour interdire et empêcher l'importation, l'exportation et le transfert de propriété illicites des biens culturels* se sont réunies pour la première fois depuis 2003 et ont décidé de créer un comité subsidiaire, qui contribuera nettement à renforcer la mise en œuvre de la convention et sa gouvernance. Cette réalisation majeure est le résultat d'intenses efforts menés pour restaurer l'UNESCO dans son rôle

de chef de file international de la lutte contre le trafic illicite de biens culturels. Le soutien des États parties sera indispensable au succès de ces nouvelles dispositions institutionnelles, en particulier dans le contexte budgétaire actuel.

57. La soumission des premiers rapports périodiques quadriennaux dans le cadre de la Convention de 2005 et de 17 nouveaux rapports périodiques dans le cadre de la Convention de 2003 a grandement facilité l'analyse des politiques et des mesures y afférentes, ainsi que la définition de critères pour évaluer l'impact de ces instruments au niveau national. Les rapports soumis dans le cadre de la Convention de 2005 donnent déjà une idée de la mesure dans laquelle la culture a été intégrée dans les politiques et programmes de développement ; ils rendent notamment compte de l'aide publique au développement (APD) allouée à la culture. Les rapports soumis dans le cadre de la Convention de 2003 mettent en avant l'importance constante de la stratégie globale de l'Organisation pour le renforcement des capacités, qui vise à renforcer les politiques et les institutions qui mettent en œuvre la Convention sur le plan national.

58. L'avantage comparatif de l'UNESCO au sein du système des Nations Unies a été démontré une fois de plus. Le PNUD a invité l'UNESCO à assumer un rôle de chef de file dans la production de l'édition 2013 de son **Rapport sur l'économie créative** aux côtés d'autres institutions, telles que la Conférence des Nations Unies sur le commerce et le développement (CNUCED) et l'Organisation mondiale de la propriété intellectuelle (OMPI). Une aide sera apportée au titre du Fonds d'urgence pour faciliter cette entreprise, qui permettra à l'UNESCO de montrer comment la créativité peut favoriser le développement socioéconomique au niveau local.

59. Plusieurs équipes de pays des Nations Unies ont intégré la culture dans leurs exercices de programmation. En Libye, une composante « culture et tourisme » figure parmi les cinq domaines prioritaires du cadre stratégique en cours d'élaboration avec les autorités libyennes, montrant ainsi l'importance de la culture dans le relèvement post-conflit. Au Maroc, l'équipe de pays des Nations Unies a créé un groupe de travail interinstitutions sur la culture et le développement. Depuis 2006, le nombre de PNUAD intégrant la culture a doublé pour atteindre 70 % en 2012, il s'agit notamment du résultat de la réussite des programmes conjoints du Fonds pour la réalisation des OMD (F-OMD).

60. Enfin, le Secteur de la culture a pris une part active aux discussions sur la préparation de la **Conférence des Nations Unies sur le développement durable** (Rio + 20) et sur l'élaboration de son document final, qui fait plusieurs fois références à l'importance, pour le développement durable, de la culture, de la diversité culturelle, du patrimoine culturel et du tourisme culturel. Dans le contexte de l'élaboration du programme mondial des Nations Unies pour l'après 2015, le Secteur contribue activement aux consultations qui sont actuellement menées pour définir des objectifs à long terme en matière de développement durable. L'UNESCO a obtenu un premier résultat en réussissant à faire figurer l'importance de la culture dans le document interinstitutions des Nations Unies soumis au Secrétaire général de l'ONU en mai 2012.

II.   Mesures pour faire face à la situation financière

(i)   Exécution du programme

61. L'avancée vers les résultats escomptés du 36 C/5 a été considérablement freinée lors de la période considérée en raison de la réduction globale de 30,4 % du budget, qui s'est traduite par une réduction de 76 % du budget alloué aux activités. Cette réduction a pesé sur des activités dans tous les domaines et dans toutes les régions. Dans ce contexte, et compte tenu des délibérations de la Conférence générale, il a été décidé de mettre en œuvre plusieurs activités contribuant à certains résultats escomptés des axes d'action 5 et 6 uniquement par le biais de financements extrabudgétaires. L'absence jusqu'à présent de telles ressources signifie concrètement que plusieurs de ces activités ont été affectées. D'autre part, le Secteur ne pourra pas, de toute évidence, en réaliser d'autres. En effet, lors de l'établissement du scénario de croissance nominale zéro au printemps 2011, il avait déjà entrepris des efforts de ciblage en :

supprimant Museum International en tant que publication UNESCO ; mettant fin au sous-programme spécialisé de CLT sur le dialogue interreligieux ; réduisant le programme sur le tourisme pour se concentrer sur le patrimoine mondial uniquement ; suspendant les financements versés aux ONG et aux institutions spécialisées telles que le Centre régional pour la promotion du livre en Amérique latine et dans les Caraïbes (CERLALC) ; faisant dépendre de sources extrabudgétaires uniquement plusieurs activités telles que l'action en faveur des langues en péril et des industries artisanales.

62. Cependant, les sommes allouées au titre du Fonds d'urgence en 2012 ont permis au Secteur de la culture de s'acquitter de ses fonctions statutaires dans le cadre des conventions, notamment de toutes les réunions statutaires prévues[3]. En outre, le Fonds d'urgence a aussi financé des programmes relevant de la Priorité Afrique dans le contexte des Conventions de 1954, 1972 et 2005, ainsi qu'une série de réunions régionales de renforcement des capacités aux fins de la Convention de 1970, des activités clés des projets sur La route de l'esclave et l'utilisation pédagogique de l'Histoire générale de l'Afrique, ainsi qu'une initiative de gestion des connaissances visant à soutenir le programme relatif à la culture et au développement.

63. D'une manière générale, cette situation met en évidence la nécessité de concentrer et de hiérarchiser davantage les programmes, en particulier au vu du grand nombre de résultats escomptés présents dans le grand programme IV et des défis connexes que le Secteur devra relever pour les réaliser. Dans le contexte de l'élaboration du 37 C/5, il sera nécessaire de redoubler d'efforts pour cibler et concentrer les propositions de programme sur des domaines correspondant à un avantage comparatif et une valeur ajoutée incontestables.

(ii) Rapport coût-efficacité et réduction des coûts administratifs

64. Conformément aux objectifs 16 et 17 de la Feuille de route pour la mise en œuvre du 36 C/5, des mesures concrètes ont été appliquées pour améliorer les méthodes de travail des organes directeurs et pour réduire le coût des transactions et les frais administratifs liés à la gouvernance des conventions de l'UNESCO. Ces mesures vont de la création d'une unité commune de logistique chargée de planifier et d'organiser les réunions statutaires à la réduction, si possible, de la durée des sessions des comités, en passant par la réduction de la longueur des documents, la négociation de coûts réduits pour la traduction, la diffusion électronique des documents, la fourniture de fonds extrabudgétaires pour l'interprétation et, dans le cas du Comité intergouvernemental du Deuxième Protocole relatif à la Convention de La Haye, la réduction du nombre de langues utilisées pour la traduction des documents et l'interprétation des délibérations du Comité jusqu'en 2015. Des consultations sont tenues avec les États parties pour déterminer d'autres solutions possibles, telles que la réduction de la durée des sessions du Comité.

(iii) Réorganisation interne

65. Conformément aux priorités définies par les États membres pendant la 36e session de la Conférence générale, le Secteur de la culture a apporté d'autres ajustements à sa structure et a mis davantage l'accent sur les conventions en réaffectant des membres du personnel au service de la Convention de 1972 et des Conventions de 1954, 1970 et 2005. En parallèle, conformément

---

[3] Troisième réunion du Conseil consultatif scientifique et technique de la *Convention de 2001 sur la protection du patrimoine culturel subaquatique,* 19 avril 2012, Paris.
Quatrième session de l'Assemblée générale des États parties à la *Convention de 2003 pour la sauvegarde du patrimoine culturel immatériel,* 4-8 juin 2012, Paris.
Deuxième réunion des États parties à la *Convention de 1970 concernant les mesures à prendre pour interdire et empêcher l'importation, l'exportation et le transfert de propriété illicites des biens culturels,* 20-21 juin 2012, Paris.
18e session du *Comité intergouvernemental pour la promotion du retour de biens culturels à leur pays d'origine ou de leur restitution en cas d'appropriation illégale,* 22 juin 2012, Paris.
36e session du *Comité du patrimoine mondial,* 25 juin – 6 juillet 2012, Saint-Pétersbourg (Fédération du Russie).

à la décision de la Directrice générale d'aller vers un gel de la totalité des postes vacants, presque tous les postes vacants au sein du grand programme IV ont été gelés et cinq membres du personnel (quatre au Siège et un hors Siège) ont choisi le programme de départ volontaire.

(iv)   Mobilisation de fonds et de partenariats

66.   Dans ce contexte, le Secteur de la culture a déployé d'importants efforts pour trouver de nouveaux partenariats et attirer des ressources financières essentielles pour ses priorités de programme. Conformément à l'objectif 9 de la Feuille de route pour la mise en œuvre du 36 C/5, un accord d'un million de dollars des États-Unis a été conclu en avril 2012 avec la Fondation Hariri pour le développement humain durable en faveur des arts et des activités créatives dans le monde arabe. L'accord d'un million de dollars conclu en août 2011 avec le Shenzhen Ruby Football Club dans le même domaine thématique est entré en vigueur et le premier versement a été reçu en avril 2012. Dans le contexte du relèvement post-conflit, le Gouvernement italien a donné un million d'euros à un programme de renforcement des capacités pour la protection des biens culturels en Libye.

67.   Le financement extrabudgétaire du Secteur de la culture a augmenté d'environ 25 millions de dollars au cours des six premiers mois de 2012. Il englobe les contributions obligatoires et les contributions volontaires aux fonds créés dans le cadre des conventions, ainsi que les fonds constitués au profit des donateurs. À l'exclusion de ces deux types de fonds, plus de 60 % des fonds mobilisés contribuent à la réalisation des résultats escomptés de l'axe d'action 1,10 % aux résultats escomptés de l'axe d'action 3 et 15 % à ceux de l'axe d'action 6, qui n'avaient pas jusque-là attiré de financements conséquents.

III.   Défis et enseignements tirés

68.   La principale difficulté rencontrée par le Secteur de la culture concerne sa capacité à mettre en œuvre son socle normatif. En dépit des efforts soutenus déployés ces dernières années pour accroître les ressources humaines et financières consacrées aux conventions, le cadre normatif est confronté à d'importants défis opérationnels pour répondre efficacement aux attentes grandissantes des États membres, en particulier en ce qui concerne l'assistance technique et le renforcement de capacités, ainsi que la transposition de ses principes dans les politiques et législations nationales. La situation est rendue plus difficile encore par les contraintes budgétaires actuelles, en raison desquelles la majorité des fonds du Programme ordinaire ont servi à financer les processus statutaires au détriment des activités menées dans les pays. Ces contraintes peuvent limiter les effets de l'action normative de l'UNESCO au niveau national et ainsi affaiblir sa crédibilité à long terme dans un domaine dans lequel elle bénéficie d'un avantage comparatif et d'une valeur ajoutée incontestables. Cette situation générale exige davantage de concentration et une plus grande hiérarchisation des programmes afin de consolider la fonction normative et son application sur le terrain.

GRAND PROGRAMME V – COMMUNICATION ET INFORMATION

I.   Principales réalisations

69.   En dépit des contraintes budgétaires actuelles, le Secteur a continué d'affirmer son leadership dans les domaines de la communication et de l'information, en particulier en ce qui concerne le développement des capacités normatives, institutionnelles et relatives aux politiques.

70.   L'UNESCO a dirigé l'élaboration du **Plan d'action commun du système des Nations Unies sur la sécurité des journalistes et la question de l'impunité**, qui a été approuvé à la session du printemps 2012 du Conseil des chefs de secrétariat (CCS), ouvrant la voie à une amélioration de la coordination de l'action menée par le système des Nations Unies dans ce domaine important.

71. La vaste couverture médiatique et le nombre de partenariats créés (par exemple, avec la Banque africaine de développement, Google, Microsoft, Al Jazeera) ont témoigné de l'impact de la célébration à travers le monde de la **Journée mondiale de la liberté de la presse** le 3 mai.

72. L'aide apportée par l'Organisation aux pays en situation de post-conflit ou de post-catastrophe pour **formuler des législations et des réglementations relatives aux médias** a attiré des fonds extrabudgétaires et confirmé le rôle important que l'UNESCO joue constamment dans la promotion de la liberté d'expression et d'information. En outre, le succès de la célébration de la première Journée mondiale de la radio en février 2012 a également confirmé le rôle de l'UNESCO dans la mobilisation de partenariats au service du développement des médias, en particulier dans le cadre du Programme international pour le développement de la communication (PIDC), l'accent étant mis sur les radios communautaires.

73. S'agissant du **développement des capacités d'information et de communication pour assurer l'accès universel au savoir afin de réduire la fracture numérique**, le Congrès mondial sur les ressources éducatives libres (REL) a mis en évidence le rôle de chef de file de l'UNESCO dans le domaine du libre accès et des technologies de l'information et de la communication (TIC) dans l'éducation et a exhorté les gouvernements à mettre à la disposition de tous, sous licence libre, les matériels pédagogiques financés par des fonds publics.

74. En application de la résolution 59 de la Conférence générale de l'UNESCO à sa 36e session, des modalités de renforcement du **Programme Mémoire du monde** et de son impact pour répondre aux attentes des États membres tant sur le plan national qu'international ont été identifiées.

75. **L'exercice par l'UNESCO de la présidence tournante du Groupe des Nations Unies sur la société de l'information**, mécanisme interinstitutions pour la coordination des politiques relatives aux TIC, a conforté l'Organisation dans son rôle de chef de file dans le rapprochement entre les TIC et les objectifs de développement convenus au niveau international. Outre sa fonction de coordination globale, l'UNESCO a continué d'assumer le leadership pour la réalisation de six des 18 objectifs thématiques : l'apprentissage en ligne, l'accès au savoir, les TIC au service de la science, la diversité culturelle et linguistique dans le cyberespace, la liberté d'expression et le développement des médias, les dimensions éthiques de la société de l'information.

76. Aux côtés de l'Union internationale des télécommunications (UIT), l'UNESCO a continué de diriger la **Commission « Le large bande au service du développement numérique »**, intensifiant les efforts de sensibilisation en faveur de la réalisation des objectifs de développement convenus au niveau international, notamment des Objectifs du Millénaire pour le développement (OMD), en exploitant les possibilités du large bande et des services et applications qui utilisent cette technologie.

II   Mesures pour faire face à la situation financière

(i)   Exécution du programme

77. La baisse de 31 % du budget global alloué au Secteur s'est traduite par une réduction de 65 % du budget d'activité. Cependant, le Secteur a maintenu un taux de décentralisation de 55 % pour les bureaux hors Siège et de 45 % pour le Siège comme prévu au départ.

78. Au cours des six premiers mois de l'exercice biennal 2011-2012, plusieurs initiatives ont été entreprises pour accroître l'orientation stratégique du programme, conformément aux recommandations de l'Évaluation externe indépendante. Le Secteur s'est concentré sur un petit nombre de priorités stratégiques pour assurer l'exécution de son programme comme indiqué dans le document 189 EX/15 Partie I Add. À cet égard, une évaluation a été menée pour définir :

(a)   les critères du programme qui peuvent être atteints dans le cadre de l'enveloppe budgétaire actuelle ;

(b)   ceux qui peuvent être atteints par le personnel sans budget ;

(c)   ceux dont la réalisation nécessite la mobilisation de fonds extrabudgétaires.

79.   Cette analyse a permis de fixer des priorités pour mobiliser des ressources extrabudgétaires et soumettre des propositions de financement au titre du Fonds d'urgence. La mise en œuvre du programme a fait l'objet d'un suivi et d'un contrôle périodiques et une reprogrammation a été effectuée, en accordant une attention particulière aux deux priorités globales : l'Afrique et l'égalité entre les sexes.

80.   Pour cerner les avantages comparatifs du Secteur dans le contexte de l'approche du système des Nations Unies « Unis dans l'action » au niveau des pays, une première analyse des contributions de l'UNESCO aux PNUAD dans le domaine de la communication et de l'information a été menée à bien. Afin de renforcer la transparence et l'exécution et d'assurer l'harmonisation entre les activités menées au Siège et hors Siège, la gestion axée sur les résultats des programmes a encore été améliorée en interne par le biais de formations.

(ii)   Réorganisation interne

81.   Une réorganisation interne a été entreprise pour répondre aux exigences de la réforme en cours du dispositif hors Siège en Afrique, garantissant la présence de conseillers en communication et en information dans les cinq bureaux régionaux multisectoriels et le bureau de liaison.

(iii)   Rapport coût-efficacité et réduction des coûts administratifs

82.   Les mesures prises comprennent : encourager les conférences et réunions virtuelles, lorsque c'est possible, telles que la 19e réunion du Bureau du Programme Information pour tous (PIPT) qui s'est tenue en ligne ; réduire le nombre de publications imprimées et réduire le nombre de consultants recrutés au titre du Programme ordinaire.

(iv)   Mobilisation de fonds et de partenariats

83.   Au total, près de 20 millions de dollars des États-Unis ont été mobilisés pendant la période visée pour renforcer la mise en œuvre du grand programme V. Des partenariats ont été mobilisés dans les domaines prioritaires du programme du Secteur avec le secteur privé, les commissions nationales, des ONG, des institutions du système des Nations Unies et des réseaux, tels que les chaires UNESCO et les centres de catégorie 2 de l'Organisation. D'autre part, une étude complète et un recensement des partenaires opérationnels ont été lancées. La collaboration intersectorielle a été favorisée pour garantir une exécution optimale du programme, notamment par le biais des six plates-formes intersectorielles, et en particulier dans le cadre du suivi du Sommet mondial sur la société de l'information (SMSI) et des préparatifs de la réunion d'évaluation des résultats du Sommet prévue en février 2013.

III.   Défis et enseignements tirés

84.   En dépit des contraintes financières actuelles qui pèsent sur le Programme ordinaire, le Secteur de la communication et de l'information a mobilisé d'importants fonds extrabudgétaires au profit de l'exécution du programme, et principalement des activités menées sur le terrain au cours des deux premiers trimestres de 2012. Toute l'attention est désormais dirigée vers l'exécution du programme, en particulier hors Siège, et le Secteur cherche actuellement à redéployer sur le terrain des membres du personnel du Siège.

85.   Le défi consiste actuellement à mobiliser des fonds extrabudgétaires pour l'ensemble des programmes du Secteur CI. Il a été relativement aisé pour le Secteur de lever des fonds extrabudgétaires pour les activités relatives à la promotion de la liberté d'expression et de la liberté de la presse, telles que l'élaboration de cadres politiques à l'appui de la liberté de la presse, de la sécurité des journalistes et de la couverture des élections dans les pays en situation de post-conflit ou de post-catastrophe ; ou relatives à la conservation numérique et aux TIC au service du développement, notamment au libre accès et au Cadre de compétences des enseignants en matière de TIC (ICT-CFT). En revanche, cela a été plus difficile pour des domaines tels que la formation des journalistes, la radiodiffusion de service public et le PIPT.

86.   Des efforts résolus ont été déployés pour identifier des gains d'efficacité et trouver des moyens innovants pour l'UNESCO d'exécuter son programme, par exemple en tenant des réunions en ligne.

INSTITUT DE STATISTIQUE DE L'UNESCO (ISU)

I.   Principales réalisations

87.   Au cours des six derniers mois, l'ISU a actualisé sa **base de données internationale sur l'éducation** conformément au calendrier prévu et lui a apporté plusieurs améliorations en termes de qualité, notamment : la production de onze nouveaux indicateurs qui seront inclus dans l'édition 2012 du Recueil de données mondiales sur l'éducation ; l'amélioration des méthodes de calcul pour les principaux indicateurs ; l'amélioration des données anciennes (datant d'avant 1999) de la base de données de l'ISU grâce à la correction d'erreurs et à l'utilisation de données issues de sources extérieures pour compléter des séries chronologiques ; l'analyse des données sur le financement de l'éducation conformément à la Classification internationale type de l'éducation (CITE) de 1997.

88.   En outre, l'ISU a pris plusieurs mesures importantes pour élargir ses **collectes de données régionales**, qui visent à répondre aux besoins précis des responsables de l'élaboration des politiques. Les données relatives aux conditions de scolarisation en Afrique subsaharienne ont été publiées sous différents formats et le module a été étendu aux pays d'Afrique du Nord, à l'exception de ceux qui participent au Programme sur les indicateurs de l'éducation dans le monde (IEM). Concernant l'Amérique latine et les Caraïbes, les taux de réponse au questionnaire régional sur les statistiques relatives à l'éducation des adultes sont élevés (17 pays sur 19) et l'analyse des données est en cours. Par ailleurs, l'ISU consulte actuellement les ministres asiatiques de l'éducation pour élaborer un module destiné à leur région qui pourrait porter sur l'un des trois domaines ci-après : les enseignants et les étudiants au niveau sous-national, l'enseignement supérieur, l'éducation de qualité.

89.   La disponibilité et la qualité des données relatives au financement de l'éducation ont aussi été améliorées grâce à un **projet de renforcement des capacités** mené par l'ISU. Le projet, qui concernait au départ les pays francophones d'Afrique, a été étendu aux pays anglophones d'Afrique et à certains pays d'Asie et d'Amérique latine. Les résultats s'annoncent très prometteurs. Ainsi, l'Équateur et le Nicaragua ont soumis à l'ISU des données sur le financement de l'éducation pour la première fois depuis 2002. En outre, ces pays intègrent désormais ces données dans leurs processus ordinaires de planification et dans les rapports de leur Ministère de l'éducation respectif.

90.   L'ISU aide aussi les pays à appliquer la **Classification internationale type de l'éducation** (CITE 2011) récemment révisée tout en réexaminant ses instruments de collecte de données avec des partenaires. Ce processus de collaboration est intégré dans le cycle ordinaire d'ateliers de formation de l'ISU pour les statisticiens nationaux et dans le travail de son personnel sur le terrain.

91. Afin de célébrer la Journée internationale de la femme le 8 mars, l'ISU a publié l'***Atlas mondial de l'égalité des genres dans l'éducation*** en collaboration avec le Siège de l'UNESCO. La couverture médiatique du rapport a été très positive et l'Institut a produit une version électronique de l'Atlas.

92. Dans le cadre de **l'Initiative mondiale UNICEF-ISU sur les enfants non scolarisés**, l'ISU a examiné 27 projets d'études nationales et régionales. L'ISU et son réseau d'employés hors Siège continuent d'appuyer les équipes nationales, principalement en analysant les données et en répondant aux questions d'ordre méthodologique.

93. L'ISU et la Brookings Institution ont créé une **équipe spéciale internationale sur les résultats de l'apprentissage** qui vise à orienter les débats sur le programme post-2015 pour le développement de l'éducation. Ce partenariat appuiera les efforts de l'ISU pour constituer une base de données contenant des informations comparables sur les évaluations de l'apprentissage. En outre, l'ISU jette les bases d'un catalogue d'évaluations nationales et internationales.

94. La cinquième enquête sur les r**essources humaines et financières consacrées à la recherche et au développement (R&D)** a été diffusée dans près de 150 pays. Toutes les métadonnées collectées lors des précédentes enquêtes ont été traitées et intégrées dans le Centre de données de l'ISU. Par ailleurs, l'Institut élabore une enquête mondiale sur les statistiques relatives à l'innovation sur la base d'une collecte pilote de données menée en 2011.

95. En coopération avec le Service d'information sur l'éducation et la recherche de la Corée, l'ISU prépare une nouvelle collecte de données relatives à **l'utilisation des technologies de l'information et de la communication (TIC) dans l'éducation** dans certains pays d'Asie. Les résultats de l'enquête régionale sur l'utilisation des TIC dans l'éducation en Amérique latine et dans les Caraïbes seront publiés sur le site Web de l'ISU.

96. Par ailleurs, l'ISU a aussi diffusé les résultats de sa collecte de données 2012 sur les longs métrages tout en mettant au point une nouvelle **enquête mondiale sur les statistiques relatives à l'emploi dans le secteur culturel**.

97. Le **site Web de l'ISU** subit actuellement une série de modifications destinées à améliorer sa fonctionnalité. En termes d'information, différents types d'articles et différents moyens de visualiser les données sont régulièrement intégrés de manière à améliorer l'expérience utilisateur. En particulier, les utilisateurs ont accès à divers graphiques interactifs présentant des données sur les taux d'alphabétisation, le financement de l'éducation en Afrique et la demande d'enseignement préprimaire.

98. En outre, l'ISU a lancé une **nouvelle série de publications électroniques** afin de toucher un public plus large tout en réduisant les coûts des publications imprimés. Cette nouvelle série permet aux utilisateurs d'analyser les données et de visualiser les tendances historiques. Trois éditions sont actuellement disponibles, elles complètent les publications imprimées et présentent des données sur : les enfants non scolarisés, les tendances mondiales en matière de R&D (y compris les femmes et les sciences) et les disparités entre les sexes dans l'éducation. L'ISU actualisera ces atlas électroniques tous les ans tout en ajoutant de nouvelles éditions.

II. Mesures pour faire face à la situation financière

(i) Exécution du programme

99. L'ISU réévaluera le niveau de ses activités actuelles sur la base des résultats de la campagne de levée de fonds. Comme pour tout organisme de statistique, produire des données de grande qualité est essentiel pour l'Institut. Son « capital » dépend entièrement de la confiance de ses utilisateurs. L'Institut ne peut maintenir 100 % de cette qualité avec 80 % de ses

ressources. Par conséquent, l'ISU pourrait être obligée de réduire certaines activités afin de garantir que ses principaux services bénéficient de suffisamment de ressources.

(ii) Réorganisation interne

100. Afin de faire face aux difficultés financières actuelles, l'ISU a gelé les recrutements pour les engagements de durée définie, ce qui a conduit à redistribuer les ressources humaines. Depuis novembre 2011, quatorze employés ont quitté l'Institut et trois personnes seulement ont été recrutées dans le cadre d'engagements à titre temporaire pour les remplacer.

(iii) Rapport coût-efficacité et réduction des coûts administratifs

101. L'Institut a réduit ses dépenses prévues pour 2012 et 2013 en mettant en œuvre une série de mesures présentant un bon rapport coût-efficacité, notamment la réduction des voyages et un recours accru aux bureaux de l'UNESCO et à d'autres partenaires pour organiser les ateliers de formation et d'autres activités.

(iv) Mobilisation de fonds et de partenariats

102. L'ISU cherche activement de nouvelles sources de financement tout en renforçant ses relations avec ses donateurs actuels.

Point **4** de l'ordre du jour

RAPPORT DE LA DIRECTRICE GÉNÉRALE SUR L'EXÉCUTION DU PROGRAMME ADOPTÉ PAR LA CONFÉRENCE GÉNÉRALE

PARTIE I

ADDENDUM

Résumé

Le présent addendum contient une évaluation stratégique très complète, pour chacune des deux priorités globales que sont l'Afrique et l'Égalité entre les sexes, des progrès réalisés dans la poursuite des objectifs du 36 C/5 ainsi que des difficultés rencontrées dans la mise en œuvre des activités de l'UNESCO visant à promouvoir chacune des priorités globales.

A. PRIORITÉ GLOBALE AFRIQUE

1.   Cette partie du document présente les principales réalisations, les mesures prises pour faire face à la situation financière, les difficultés rencontrées et les enseignements tirés au cours des six premiers mois de l'exercice biennal 2012-2013, au titre de la priorité globale Afrique. Il s'appuie sur le document 190 EX/4 Partie I et 190 EX/4 Partie I B disponible en ligne.

I.   Principales réalisations

Grands programmes

2.   L'UNESCO a répondu par des programmes d'appui aux principaux **besoins** de l'Afrique **en matière d'éducation**, à savoir une éducation de qualité, la formation des enseignants, l'EFTP et les politiques nationales et régionales.

3.   Afin d'être au plus près des besoins sur le terrain, une nouvelle initiative pour les enseignants des pays d'Afrique subsaharienne a été élaborée avec l'Institut international pour le renforcement des capacités en Afrique (IIRCA). Au niveau régional, l'étude du rapport 2012 de l'UA sur les OMD dans le domaine de l'éducation menée par l'UNESCO marque une étape importante puisqu'elle a lieu à trois ans de la fin de la deuxième décennie de l'éducation en Afrique (2006-2015), l'horizon aussi fixé pour les OMD. Ses résultats contribuent ainsi aux réflexions sur l'après-2015. Compte tenu de l'importance que revêt le développement des compétences des jeunes en Afrique, **l'enseignement et la formation techniques et professionnels** sont restés un domaine d'action important en Afrique à l'échelle nationale et sous-régionale. La région de la CEDEAO a bénéficié de ces actions pendant la période considérée.

4.   Dans le domaine des **sciences**, le renforcement des capacités nationales pour concevoir, mettre en œuvre ou évaluer les politiques scientifiques (révision et validation du rapport d'étape sur la science, la technologie et l'innovation au Burundi, en République centrafricaine, au Sénégal et au Togo) ainsi que le renforcement des capacités d'institutions africaines telles que l'Observatoire africain de la science, de la technologie et de l'innovation, ont fait partie de l'action continue de l'UNESCO parallèlement à la mise en œuvre du Plan d'action consolidé de l'Afrique dans le domaine de la science et la technologie. Le Forum africain sur la science, la technologie et l'innovation (STI) qui s'est tenu à Nairobi (Kenya) du 1er au 3 avril 2012, a placé la science, la technologie et l'innovation au centre du processus de développement durable, considérant les STI comme un moteur de croissance inclusive. Il a été organisé dans une perspective intersectorielle et dans le cadre d'un partenariat intellectuel, technique et financier entre plusieurs institutions (UNESCO, Commission de l'Union africaine, Banque africaine de développement, Commission économique pour l'Afrique de l'Organisation des Nations Unies et Association pour le développement de l'éducation en Afrique (ADEA)).

5.   La création de la Sous-Commission de la COI pour l'Afrique a renforcé encore le dialogue stratégique avec les institutions et parties prenantes nationales et régionales africaines et a favorisé la mobilisation des ressources. Une attention particulière a été prêtée à l'adaptation au changement climatique et à la préparation aux catastrophes dans la Corne de l'Afrique.

6.   Les questions de la formation de la jeunesse, de son inclusion sociale et de sa contribution au développement sont au cœur des priorités du continent. Dans ce cadre, le Secteur des **sciences sociales et humaines** a aidé les États membres à adopter et mettre en œuvre des politiques en vue de promouvoir la citoyenneté et l'inclusion sociale dans le contexte de la Charte africaine de la jeunesse.

7.   L'utilisation pédagogique de l'Histoire générale de l'Afrique, qui établit entre autre le lien entre **culture et éducation**, est un projet intersectoriel vecteur d'intégration régionale. La décision de la Directrice générale de soutenir ce projet à travers le fonds d'urgence – suite de la suspension des fonds extrabudgétaires dont il jouissait – témoigne de la volonté d'appui de l'UNESCO.

L'allocation via le fonds d'urgence a également permis de continuer la mise en œuvre du projet « La route de l'esclave » dont on connaît le rôle clé en termes de contribution à une culture de la paix, de réflexion sur le pluralisme culturel et au dialogue interculturel.

8. En ce qui concerne **la communication et l'information**, les actions ont continué de favoriser les capacités dans ces domaines pour assurer l'accès universel au savoir afin de réduire la fracture numérique et de promouvoir la liberté d'expression et d'information. L'accent a été mis également sur le renforcement des réseaux et la promotion de la coopération Nord-Sud, comme le lancement du Réseau Afrique/Royaume-Uni d'échange pour l'enseignement du journalisme. À l'échelle sous-régionale, le soutien apporté par l'UNESCO au projet de l'UEMOA visant à créer un réseau de bibliothèques virtuelles dans ses huit États membres doit être encouragé.

Coordination et suivi de l'action en faveur de l'Afrique et Plate-forme intersectorielle sur la Priorité Afrique

9. Dans son rôle de coordination, d'impulsion, de suivi et de veille stratégique de l'action de l'UNESCO en Afrique, le Département Afrique a agi sur deux leviers : le renforcement de l'action intersectorielle, afin de rendre les programmes/activités de l'UNESCO conformes aux besoins prioritaires de l'Afrique, et la promotion d'un partenariat substantif au service du développement du continent.

10. Le Département Afrique a poursuivi les consultations engagées en 2011 pour l'élaboration d'une stratégie opérationnelle pour la priorité Afrique, fondée sur une analyse des priorités du continent, une vision prospective couvrant la période du prochain C/4, et des modalités opérationnelles. Les secteurs, le Bureau de liaison d'Addis-Abeba, l'IIRCA et les bureaux hors Siège ont été étroitement liés à ce processus.

11. En ce qui concerne la **promotion d'une culture de la paix en Afrique**, l'accent a été mis sur le renforcement de la coopération avec l'Union africaine, afin d'assurer des assises politiques fortes, de conjuguer les actions et d'obtenir un meilleur impact. Un aide-mémoire a été initié en avril 2012 portant sur les actions à mener et les projets à développer. Le partenariat s'est aussi élargi à d'autres acteurs institutionnels et à la société civile. Ainsi le Forum de réflexion sur la « Culture de la paix en Afrique de l'Ouest : un impératif de développement économique et une exigence de cohésion sociale » tenu en Côte d'Ivoire (Abidjan, 4-5 juin 2012), a bénéficié d'un partenariat fécond entre l'UNESCO, l'Union africaine, le Gouvernement ivoirien et le Centre d'études et de prospective stratégique (CEPS).

12. Sous la coordination du Département Afrique, l'exercice conjoint avec les bureaux hors Siège situés en Afrique centrale et les secteurs, visant à identifier des projets sous-régionaux à financer par le fonds d'urgence, a permis le financement de 11 projets.

13. Les **partenariats substantifs** avec les États membres ont été réaffirmés. Il en est ainsi de l'implication du Département Afrique dans la réalisation de la Semaine africaine, marquée notamment par des conférences thématiques autour de la culture et du développement, et par un focus spécial sur les sciences en Afrique et en partenariat avec des institutions spécialisées internationales et africaines (TWAS, 2IE, Fondation Ki-Zerbo).

14. **La coopération Nord-Sud et Sud-Sud a été renforcée, notamment par une collaboration accrue avec les centres UNESCO de catégorie 2.** Le partenariat entre le Centre sur l'eau pour le développement durable et l'adaptation au changement climatique (centre UNESCO de catégorie 2) en Serbie et l'Institut international d'ingénierie de l'eau et de l'environnement à Ouagadougou a été lancé. Dans le même esprit, le Département Afrique et le Bureau de Windhoek ont finalisé un accord de partenariat avec l'Afrique du Sud et l'École de commerce et École de l'innovation de Manchester en vue de dispenser une formation dont le financement serait assuré par l'Afrique du Sud et l'Agence australienne pour le développement international (AusAID).

15. Le Département Afrique, en collaboration avec les secteurs et les unités hors Siège, a mis au point un portefeuille de 31 projets qui ont été soumis à la Plate-forme intersectorielle sur la priorité Afrique. Ces projets mettent l'accent sur l'eau, l'éducation environnementale et la culture de la paix, la promotion des langues africaines, la formation des enseignants aux sciences, à la technologie et à l'innovation, les jeunes et l'égalité entre les sexes. À ce jour, 11 projets ont bénéficié d'un financement.

II. Faire face à la situation financière[1]

(i) *Exécution du programme :* Le Département Afrique a dû faire face à la réduction de 10 % de son budget global, incluant une réduction de 20 % du budget alloué aux activités et de 19 % du budget alloué à PEER.

(ii) *Rapport coût-efficacité et réduction des coûts administratifs :* Les activités de programme les plus coûteuses ont été systématiquement menées dans le cadre de partenariats, budgétaires et substantifs. Il en a été ainsi du forum sur la culture de la paix en Afrique de l'Ouest, pour lequel l'essentiel du financement a été assuré par le CEPS et le pays hôte, la Côte d'Ivoire. Le Forum sur la science, la technologie et l'innovation au Kenya a lui aussi été tenu grâce à la contribution en nature du Kenya et un financement conjoint avec la BAD et l'ADEA. Un travail étroit s'est aussi établi avec les délégations permanentes pour relayer l'appel à contribution au fonds d'urgence lancé par la Directrice générale.

Par ailleurs, les dépenses administratives ont été réduites, supprimées ou différées. C'est le cas pour les frais de communication, d'achats d'équipements et de fournitures, les frais de réunions et de déplacements, le recrutement de personnels temporaires etc.

(iii) *Réorganisation interne :* Les actions d'ordre programmatique ont pu être menées suite au renforcement des capacités du Département à partir de janvier 2012 avec le transfert progressif de trois membres du personnel en charge de développer avec les secteurs des projets phares dans des domaines prioritaires : l'éducation à la culture de la paix en Afrique ; la science, la technologie et l'innovation ; les initiatives dans le domaine de l'éducation.

III. Mise en œuvre de la Priorité Afrique : difficultés, défis et enseignements[2]

16. L'évaluation globale des activités laisse apparaître que la mise en œuvre de la priorité Afrique a rencontré un certain nombre de difficultés, la première étant d'ordre budgétaire. Au cours des six derniers mois, les coûts d'activités globaux ont été de 38,8 millions de dollars, représentant une baisse de 48 %, par rapport à 2010 ; tandis que le nombre de plans de travail, au titre du Programme ordinaire, a été ramené de 1 191 à 1 020, soit une réduction de 14 %.

17. Ces réductions ont affecté certains programmes particulièrement importants pour l'Afrique, que sont la formation des enseignants, l'enseignement de qualité ou l'enseignement technique et professionnel. Le renforcement de programmes à vocation régionale portant sur l'éducation à la culture de la paix, tel que « PEER », ont été également affectés.

18. Un autre défi est celui de la mise en place et/ou du renforcement de partenariats substantifs et techniques. Le nouveau « Cadre directeur pour les Partenariats stratégiques », présenté à cette 190e session du Conseil exécutif, ainsi que la Stratégie opérationnelle pour la « Priorité Afrique », qui le sera à sa 191e session, devront mettre l'accent sur un partenariat multiforme et ciblé,

---

[1] Les mesures de coût-efficacité de chaque grand programme sont détaillées dans le document 190 EX/4 Partie I.

[2] Cette partie complète les défis et enseignements tirés, identifiés par chaque secteur dans le document 190 EX/4 Partie I.

incluant une composante « self-benefitting » où l'Afrique financerait l'Afrique. Les contributions d'États membres et institutions d'Afrique constituent un gage encourageant à conforter.

19. Un autre défi est celui d'identifier et de prioriser les besoins de manière efficiente. Il s'agit donc de :

- se concentrer sur les avantages comparatifs, en évitant la dispersion et le saupoudrage par mini-activités ;

- s'inscrire dans la complémentarité d'actions conjointes avec les pays, les organisations régionales bénéficiaires, les partenaires au développement ;

- s'appuyer, en aval, sur l'expertise des bureaux de l'UNESCO en Afrique, qui seront renforcés à la faveur de la mise en place du nouveau dispositif hors Siège en Afrique ; et en amont, sur le travail d'analyse, de coordination, de suivi, d'impulsion et d'évaluation programmatique du Département Afrique, en accord avec le « réajustement de ses missions ».

B. PRIORITÉ GLOBALE ÉGALITÉ ENTRE LES SEXES

1. La promotion de l'égalité entre les sexes est un enjeu mondial repris à son compte par chaque pays et défendu par toutes les institutions des Nations Unies indépendamment des spécificités de leur mandat. L'UNESCO s'efforce de promouvoir l'égalité entre les sexes en tant que priorité globale depuis janvier 2008. Au cours des quatre années et demie qui se sont écoulées depuis, le premier Plan d'action pour la priorité Égalité entre les sexes (2008-2013) a été mis en œuvre, chaque secteur ayant défini des activités, résultats et indicateurs précis. La Directrice générale présente à la Conférence générale, tous les deux ans, un rapport sur les activités entreprises et les résultats obtenus au niveau des pays. Deux rapports ont ainsi été soumis à la Conférence générale en 2009 et 2011.

I. Principales réalisations

2. La Division pour l'égalité des genres du Cabinet de la Directrice générale (ODG/GE) a pour mandat de promouvoir l'égalité entre les sexes en tant que priorité globale en menant des actions systématiques à trois niveaux : (i) prise en compte des questions relatives à l'égalité des sexes à l'échelle de l'institution ; (ii) mise en place et gestion de partenariats, d'une coordination et de réseaux (internes et externes) ; (iii) expertise et appui techniques en vue d'intégrer les considérations d'égalité entre les sexes dans les programmes. Tandis que les activités relatives aux deux premiers niveaux relèvent pleinement et directement de la responsabilité d'ODG/GE, celles du troisième niveau sont partagées avec le personnel des secteurs et des services centraux, des bureaux hors Siège et des instituts.

3. Malgré les contraintes budgétaires, l'UNESCO continue, tant au sein de l'Organisation qu'à l'extérieur, de promouvoir l'autonomisation des femmes et l'égalité entre les sexes par des actions en matière de conseil sur les politiques, de dialogue stratégique, de sensibilisation stratégique de haut niveau, de renforcement des capacités, d'appui technique, de coordination, d'établissement de réseaux, et de création et de gestion de partenariats. L'Organisation tire en permanence les enseignements de ses mécanismes et modalités, et adapte et adopte un ensemble de nouvelles initiatives et stratégies dont d'autres institutions des Nations Unies s'inspirent. Une autoévaluation d'ODG/GE montre que la stratégie d'ensemble et le cadre stratégique sont les domaines dans lesquels les efforts les plus importants sont consentis pour mettre en œuvre la priorité globale Égalité entre les sexes, puisque les considérations en la matière sont systématiquement intégrées dans la plupart des cadres et documents stratégiques.

4. Pendant la période considérée, l'UNESCO a continué de participer de manière proactive et efficace aux activités du système des Nations Unies, en particulier, d'ONU-Femmes, le point

culminant de cet engagement ayant été la signature d'une lettre de coopération par les chefs de Secrétariat des deux institutions en mai 2012 en vue de présenter les domaines précis de synergie. En collaboration avec ONU-Femmes, l'UNESCO a défendu avec succès l'intégration des perspectives d'égalité entre les sexes dans les travaux de Rio + 20 et les réflexions et l'agenda post-2015. L'UNESCO contribue activement au « Plan d'action à l'échelle du système pour la mise en œuvre de la politique du CCS sur l'égalité entre les sexes et l'autonomisation des femmes » et aux travaux de l'Équipe spéciale sur l'égalité entre les sexes du Groupe des Nations Unies pour le développement (GNUD) en ce qui concerne la préparation du système de marqueurs de l'égalité hommes-femmes, qui suit l'évolution et rend compte des affectations de crédits et des dépenses en matière d'égalité entre les sexes et d'autonomisation des femmes et des filles à l'aide de paramètres et normes convenus au sein du système des Nations Unies. De plus, l'UNESCO est représentée dans plusieurs équipes spéciales et groupes de travail des Nations Unies sur l'autonomisation des femmes et l'égalité entre les sexes, notamment le Comité permanent sur les femmes et la paix et la sécurité et le groupe de travail sur les femmes en milieu rural, et copréside, avec le PNUD, l'Équipe spéciale interinstitutions sur l'égalité entre les sexes et le changement climatique, qui assure le suivi de Rio + 20.

5. De janvier à juin 2012, ODG/GE a organisé un certain nombre de manifestations de sensibilisation et de promotion de haut niveau en collaboration avec les secteurs de programme, les délégations et des partenaires extérieurs, notamment dans le cadre de la Journée internationale de la femme (sur les femmes ingénieurs et la traite des femmes), ainsi qu'une manifestation sur l'éducation des filles et des femmes en milieu rural, en marge de la 56e session de la Commission de la condition de la femme (New York, février 2012).

6. En outre, des partenariats avec les réseaux universitaires, de responsables de l'élaboration des politiques et de la société civile continuent d'être mis en place et renforcés, en particulier par la création et le développement d'un ensemble de centres de documentation et de recherche régionaux et internationaux sur l'égalité entre les sexes en tant que centres d'excellence pour la recherche et l'enseignement dans le domaine de l'égalité entre les sexes, et en tant que centres de collecte et de diffusion de documentations et de ressources par le biais des bibliothèques et réseaux virtuels. Dans ce domaine et au premier semestre 2012, l'activité menée par l'UNESCO en collaboration avec le Centre régional de recherche et de documentation sur les femmes, le genre et la construction de la paix dans la région des Grands Lacs à Kinshasa a consisté essentiellement à définir un plan d'action pour le Centre et à fixer un budget pour le second semestre 2012 et pour l'année 2013. L'UNESCO a aussi aidé les États membres de la région des Grands Lacs à créer leurs centres associés nationaux par des réunions de planification avec les ministères concernés et des formations à la création de bibliothèques virtuelles. En ce qui concerne le Centre de recherche et de documentation des femmes palestiniennes (PWRDC) à Ramallah, l'UNESCO a travaillé en collaboration avec l'Autorité palestinienne et le Bureau de représentation de la Norvège en Palestine pour mener une évaluation du Centre. Le rapport d'évaluation a conduit à la décision de restructurer le Centre et l'UNESCO participe à l'élaboration d'un nouveau plan stratégique pour s'assurer que le PWRDC réponde aux besoins locaux en termes de recherche et de documentation, et contribue à soutenir les programmes en faveur de l'égalité entre les sexes en Palestine et dans la région des États arabes. Des progrès considérables ont aussi été accomplis en ce qui concerne la création, à Nairobi, du premier centre régional sur l'élimination des mutilations/ablations génitales, en collaboration avec le Gouvernement du Kenya, l'OMS et l'UNFPA.

7. Afin de compléter les initiatives sexospécifiques et intégrant la problématique hommes-femmes lancées par les secteurs de programme (pour plus de renseignements sur les activités des secteurs de programme, voir le document 190 EX/4 Partie I (B) Addendum, accessible en ligne), et après avoir déterminé les points forts de sa capacité d'action et les domaines dans lesquels elle pouvait apporter une valeur ajoutée, la Division, en collaboration avec les secteurs et unités hors Siège concernés, concentre le soutien qu'elle apporte aux États membres principalement sur deux problématiques : la prévention de la violence sexuelle ou liée au sexe, d'une part, et la participation et le leadership politiques des femmes, d'autre part. Les activités

dans ces domaines sont mises en œuvre en collaboration avec d'autres institutions des Nations Unies et les réseaux de recherche et de la société civile. Plusieurs programmes pilotes ont été lancés, notamment un programme novateur en République démocratique du Congo en vue de travailler en collaboration avec les universités et d'engager des étudiants comme ambassadeurs pour la prévention de la violence sexuelle ou liée au sexe. Ce programme a consisté à produire et valider de nouveaux modules d'enseignement sur l'égalité entre les sexes et la prévention de la violence qui sont désormais enseignés dans les universités des régions du Nord-Kivu et du Sud-Kivu. Les enseignements tirés du projet pilote mené en République démocratique du Congo sont aussi utilisés pour guider la planification d'un projet destiné à mettre en place des sessions de formation sur la participation politique des femmes et la prévention de la violence sexuelle ou liée au sexe à Madagascar, en coopération avec le secteur de l'enseignement supérieur de ce pays. En Afrique occidentale, un programme a été lancé en collaboration avec l'Université Rutgers, des partenaires universitaires africains, et le Bureau régional de l'UNESCO pour l'éducation en Afrique (BREDA) en vue de dispenser une formation sur le pouvoir de transformation du leadership politique des femmes. Cette formation est aussi mise en place pour les femmes de la région des États arabes, en particulier les pays qui connaissent une transition démocratique, à commencer par l'Égypte et la Tunisie.

8.   Au sein du Secrétariat, la Division a travaillé en étroite collaboration avec les secteurs de programme pour mettre en œuvre des initiatives intersectorielles. Parmi les principaux succès enregistrés figure le Partenariat mondial pour l'éducation des filles et des femmes. La célébration du premier anniversaire de ce partenariat a été organisée au Siège de l'UNESCO le 25 mai 2012 et a rassemblé des participants et invités de haut niveau. Cette manifestation a conduit à un soutien en vue d'élargir les projets déjà financés par le secteur privé et a suscité l'intérêt de nouveaux partenaires du secteur privé. Un nouveau partenariat a été instauré avec le Barefoot College. Les projets mis en œuvre au Sénégal, en Tanzanie, au Kenya, en Éthiopie et au Lesotho donnent déjà des résultats positifs. Par exemple, en Éthiopie, quelque 900 filles défavorisées bénéficient d'un soutien pour achever leurs études secondaires grâce à un parrainage et la participation de l'ensemble de la communauté. Un projet au Sénégal permet à 40 000 femmes et jeunes filles de participer à des classes d'alphabétisation ; 163 classes ont ouvert leurs portes et 200 enseignants et facilitateurs ont été formés à l'utilisation des TIC. Un cadre de suivi global a été élaboré par la Division en vue d'assurer le suivi des projets du Partenariat mondial avec ED.

9.   En outre, la Division collabore étroitement avec le Programme mondial pour l'évaluation des ressources en eau (WWAP) et d'autres organismes des Nations Unies à l'élaboration d'indicateurs sexospécifiques et de données ventilées par sexe concernant l'accès à l'eau ainsi que l'utilisation et le contrôle des ressources en eau. Les considérations relatives à l'égalité des sexes ont été prises en compte avec succès dans l'édition 2012 du Rapport mondial sur la mise en valeur des ressources en eau (WWDR), lancée à Marseille en mars 2012, le seul événement parallèle consacré à l'eau et à l'égalité des sexes ayant été organisé par l'UNESCO.

10.   ODG/GE a fourni un appui technique pour la révision et l'évaluation des initiatives relevant des différentes plates-formes intersectorielles – y compris les discussions sur l'élaboration d'une politique d'engagement auprès des populations autochtones à l'échelle de l'UNESCO – ainsi que pour l'évaluation des propositions soumises au Programme de participation. La Division, membre de droit du Conseil des publications de l'UNESCO, a élaboré les « Directives concernant l'égalité des sexes pour les publications » destinées à aider les personnes chargées de préparer/d'éditer/de commander les publications à prendre régulièrement et systématiquement en compte les considérations relatives à l'égalité des sexes. Enfin, la Division a activement contribué à l'action du Groupe de travail du Secrétariat sur le 37 C/4 et a préparé trois travaux de réflexion sur : la dynamique des populations ; les liens entre égalité des sexes et développement durable ; et les liens entre égalité des sexes et paix/sécurité.

11.   Afin de développer la capacité organisationnelle, la Division a continué à renforcer le réseau de points focaux pour le genre de l'UNESCO, amélioré en 2011, au niveau du Siège, des bureaux hors Siège et des instituts. La formation de 75 points focaux pour le genre en novembre 2011 a

déjà donné des résultats concrets illustrés par des stratégies de mise en œuvre améliorées ainsi que par des indicateurs et des résultats escomptés visibles dans de nombreux plans de travail de différents secteurs. La coordination et la communication entre le Siège, les bureaux hors Siège et les instituts ont également été améliorées grâce au réseau opérationnel de points focaux pour le genre. Une formation obligatoire à la prise en compte des considérations liées à l'égalité des sexes a déjà été dispensée dans tous les secteurs de programme au Siège, dans nombre de bureaux hors Siège, d'instituts et de commissions nationales, ainsi qu'au personnel d'autres organismes des Nations Unies. En outre, une formation est actuellement offerte aux partenaires extérieurs, et le Comité international de bioéthique (CIB) a été le premier à en bénéficier en septembre 2012. Cette formation a été jugée très utile par les membres du CIB.

12.   Le Programme UNESCO de formation et de développement des capacités d'intégration de la problématique de l'égalité entre les sexes et son outil d'apprentissage interactif en ligne servent de base à la mise au point d'une formation élémentaire à l'échelle du système des Nations Unies en matière d'égalité des genres. Le Programme alimentaire mondial (PAM) a demandé à l'UNESCO d'adapter son programme de formation et de le mettre en œuvre pour ses hauts fonctionnaires et ses bureaux hors Siège, la couverture financière en étant pleinement assurée. Des travaux sont déjà en cours, depuis février 2012, pour adapter cette formation à des universités et de grandes entreprises du secteur privé en Turquie en collaboration avec l'Université Koç (Turquie). Cette dernière initiative devrait valoir à la division une contribution financière continue pour d'autres activités.

13.   De nouveaux mécanismes ont été créés afin d'offrir un soutien technique au personnel en matière de prise en compte des questions de genre. L'un d'entre eux est la « Gender Equality Clinics » (Cliniques égalité des genres) qui offre au personnel un soutien individuel et sur mesure pour intégrer l'égalité des genres dans ses activités de programmation, d'exécution, de suivi et d'évaluation. Dix séances, auxquelles ont participé des collègues du Siège, des bureaux hors Siège et des instituts, ont eu lieu entre avril et juin 2012. Afin de s'adapter aux besoins des collègues concernés et de limiter le coût de l'opération pour l'Organisation, ce soutien est fourni lors de séances en face à face, par courrier électronique ou par vidéo-conférence et par téléphone. Les résultats de ces « cliniques » ont été très positifs, améliorant la planification et la mise en œuvre d'activités en faveur de l'égalité des genres. Au deuxième trimestre 2012, la division a également lancé une série de séminaires sur l'égalité des genres. Ces séminaires informels ont pour objet d'offrir des possibilités d'apprentissage sur les évolutions récentes liées à l'égalité des genres ou sur des travaux pertinents émanant d'autres entités. Les séances sont organisées afin d'optimiser les échanges et le dialogue horizontaux et des dispositifs de vidéo/téléconférence sont utilisés pour encourager la participation des collègues hors Siège. Les trois séances organisées au premier semestre 2012 étaient axées sur les thèmes suivants : « Intégrer l'égalité des genres dans les plans de travail », « Rio + 20 : résultats du point de vue de l'égalité des genres » et « Institutions sociales et Égalité hommes-femmes (ISE) » avec la participation de collègues de l'OCDE.

II.   Faire face à la situation financière

(i)   Exécution du programme

Compte tenu de la situation financière actuelle de l'Organisation, et avec une réduction de 80 % de de son budget d'activité, la Division a pris des mesures pour s'assurer que les ressources se concentrent sur la production d'un impact maximum et sur la mise en place de structures et de capacités durables qui permettent de faire progresser l'égalité des genres. Grâce à une programmation novatrice, elle a mis en œuvre des activités qui nécessitent peu ou pas de moyens financiers et regroupent divers programmes et activités pour partager les ressources. Des approches créatives ont également été utilisées pour offrir une formation au personnel qui travaille pour les secteurs et dans les bureaux hors Siège, sans coût supplémentaire (hors temps du personnel). L'avantage comparatif de la Division réside dans le fait qu'elle utilise principalement les compétences de son personnel, les seules activités sous-traitées l'étant auprès de partenaires

nationaux pour des activités ou des recherches spécifiques menées au niveau national lors de la mise en œuvre d'activités extrabudgétaires.

(ii)   Réorganisation interne

La Division est au complet avec cinq fonctionnaires du cadre organique depuis mars 2012, en plus d'un directeur et d'un G-5. L'un des cinq fonctionnaires du cadre organique est un expert associé mis à disposition par le Gouvernement italien. Sur le terrain, les points focaux pour le genre établis dans les bureaux hors Siège assurent le soutien, mais il serait hautement souhaitable d'avoir, à l'avenir, pour l'égalité des genres, des conseillers à plein temps dans les bureaux régionaux pour renforcer nos actions.

(iii)   Efficacité par rapport aux coûts et réduction des dépenses administratives

La Division a continué de pratiquer la participation virtuelle aux réunions interinstitutions et autres, a limité au maximum les voyages et a arrêté toute publication jusqu'à nouvel ordre. Elle n'emploie ni personnel temporaire, ni consultants, mais forme des stagiaires avec lesquels elle travaille à court et long termes.

(iv)   Mobilisation de fonds

La Division a répondu aux problèmes que pose la situation financière actuelle de l'Organisation en recherchant des financements externes auprès de sources plus vastes. Outre les propositions soumises au programme du Fonds-en-dépôt japonais (240 000 dollars mobilisés au total), elle est également parvenue à mobiliser des fonds dans le cadre de propositions faites à l'IEDDH (Instrument européen pour la démocratie et les droits de l'homme) de la Commission européenne (220 000 dollars reçus à ce jour).

III.   Défis et enseignements tirés

14.   Il faut toujours du temps pour qu'un changement opéré à l'échelle d'une organisation soit effectif et produise tous ses effets. Les gouvernements et les organisations internationales qui en ont fait l'expérience savent que la résistance au changement est particulièrement marquée s'agissant de l'action en faveur de l'égalité entre les femmes et les hommes. Or l'égalité entre les sexes n'est une priorité globale de l'UNESCO que depuis 2008, et le premier Plan d'action pour la priorité Égalité entre les sexes est toujours en cours d'exécution. Comme la section consacrée aux principaux accomplissements en apporte la démonstration, le Plan d'action a un impact, et des résultats concrets ont déjà été obtenus en matière de programmation et de mise en œuvre, mais il faudra encore du temps pour que tous les collègues s'engagent pleinement à adopter une démarche antisexiste.

15.   Au niveau de la programmation et de la mise en œuvre, en dépit des efforts sincères déployés par de nombreux membres du personnel, les progrès sont plus lents que prévu. Les systèmes budgétaires existant à l'UNESCO ne permettent pas de contrôler de près les ressources financières qui sont allouées à la promotion de l'égalité des sexes, mais l'analyse des plans de travail et les estimations au jugé indiquent que les sommes inscrites au budget des secteurs de programme à ce titre sont minimes (entre 5 et 20 % du total). Si la notion de « priorité globale » implique qu'une part importante des ressources doit y être consacrée, l'analyse budgétaire montre que cette condition n'est pas remplie s'agissant de l'égalité entre les sexes. Le suivi et l'évaluation de la mise en œuvre de cette priorité globale sont insuffisants. Actuellement, le suivi consiste pour le personnel à surveiller lui-même l'exécution de ses plans de travail, à faire valider ses résultats par les secteurs, BSP et ODG/GE, sans aucune analyse systématique fondée sur les faits. Il faut procéder au suivi et à l'évaluation en se fondant sur les résultats escomptés tels que définis dans le Plan d'action pour la priorité Égalité entre les sexes (2008-2013), seul moyen de déterminer les orientations futures et de préparer un nouveau Plan d'action pour la période 2014-2021. L'évaluation de l'action menée par l'UNESCO en faveur de l'égalité des sexes figurait dans le

programme de travail d'IOS et devait être menée à la fin de 2011, mais elle a dû être reportée en raison de la situation financière.

16.   Quant au fond, la prise en compte systématique des questions liées à la parité des sexes apparaît désormais comme la stratégie la plus prometteuse pour promouvoir l'égalité entre hommes et femmes dans le cadre des activités exécutées par l'UNESCO. Toutefois, cette stratégie est fréquemment mal comprise. Les initiatives spécifiquement axées sur l'égalité des sexes – qui visent à combler des lacunes à cet égard dans certains domaines et dans certaines politiques où persistent des inégalités notables entre les sexes (comme celles auxquelles le Partenariat mondial pour l'éducation des filles et des femmes ou le Programme femmes et sciences tentent de remédier), mais ne sont absolument pas conçues pour remplacer une action systématique en faveur de l'égalité entre les sexes, n'y pour s'y substituer – semblent parfois être considérées comme un effort de mise en œuvre « suffisant » de la priorité globale. On assiste aussi à l'« évaporation » d'une part considérable de la volonté de servir cette politique – en d'autres termes, les engagements fermes souscrits envers l'égalité des sexes en tant que principe ne se traduisent pas par une action effective à d'autres étapes de la programmation, comme la planification, l'allocation des ressources, la mise en œuvre, le suivi/la remontée de l'information et l'évaluation. C'est une tendance observée non seulement au Secrétariat, mais également au sein des organes directeurs, qui apportent un soutien moins systématique à l'action menée au titre de cette priorité, qui n'est de surcroît pas appuyée par des contributions extrabudgétaires.

17.   Une autre difficulté entrave la promotion de l'autonomisation des femmes et de la parité des sexes, à savoir le manque de données de sources extérieures et de statistiques ventilées par sexe relatives à nombre des domaines de compétence de l'UNESCO. Ces données, indispensables pour procéder à des évaluations des besoins, par exemple, doivent être produites par l'Organisation elle-même lorsqu'elle élabore puis exécute des programmes et des activités.

United Nations
Educational, Scientific and
Cultural Organization

Item **4** of the provisional agenda

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

PART I (B)

SUMMARY

This report is intended to inform the Members of the Executive Board of progress in the execution of the programme adopted by the General Conference. Part A of the report focuses on strategic issues and contains the main results achieved, challenges and lessons learned during the first six months of the 2012-2013 biennium.

Part B of the document (published online) reports on the initial results achieved under each of the 36 C/5 expected results. In order to provide a more concise and strategic account of programme implementation, this report is limited to (i) an overall assessment of key results for the five major programmes, the Intersectoral platforms and the UNESCO Institute for Statistics; (ii) UNESCO's contribution to operational policies and activities for development cooperation within the United Nations system; and (iii) UNESCO publications plan for 2012-2013.

By its very nature, this document does not entail administrative or financial implications.

No decision is proposed.

TABLE OF CONTENTS

Page

Progress achieved by expected result

PROGRESS ACHIEVED BY EXPECTED RESULT

MAJOR PROGRAMME I: EDUCATION

Breakdown of the expenditure incurred over the 6 months by category of funds

MP I - Education

RP: Activity costs
9,8%

RP: Staff costs
23,0%

Emergency Funds
0,0%

Extrabudgetary: Self-
benefiting resources
13,8%

Extrabudgetary: Other
resources
53,5%
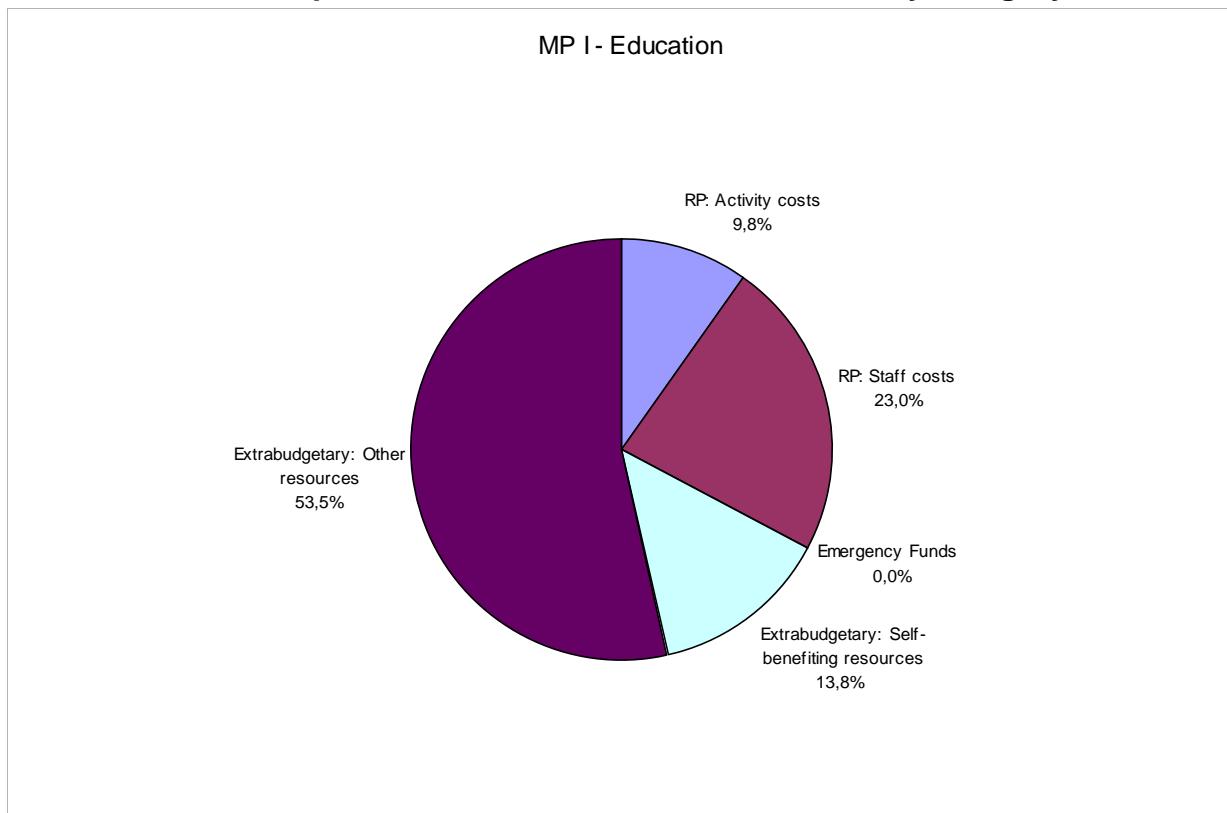
MLA 1: Accelerating progress towards Education for All (EFA), in particular at the country level

Expected result 1: National capacities strengthened for policy formulation and planning focusing on promoting the right to quality education and gender equality, and drawing on information and communication technologies

Provision of technical support and capacity development for sector analysis, needs assessments in education policy and planning and promotion of policy dialogue:

- A comprehensive education policy review was conducted in Malaysia, the results of which are informing national policy debate.

- A technical review of the inception phase for the Comprehensive Education Sector Review in Myanmar was carried out. Capacity needs assessments, resulting in comprehensive capacity development plans in educational planning were completed in Mauritania and Tanzania.

- A sector planning simulation model in the context of GPE was prepared and used in DRC. Capacities in simulation models were strengthened in Saudi Arabia and Burundi.

- National capacities to develop sector-wide EMIS and carry out education sector analyses were strengthened in the countries of the Southern African Development Community (SADC). EMIS supported in Senegal, Zimbabwe and Haiti.

- Generic policy and planning tools to inform national policies were developed: UNESCO OpenEMIS was pilot tested; the user manual of Education Policy and Strategy Simulation model finalized; Capacity Needs Assessment Methodology Framework in Educational Planning and Management technically finalized based on results from in-country pilots.

- Technical support was also provided to key partners, such as GPE in preparation of new guidelines and UNRWA for a Monitoring and Evaluation framework and a teacher simulation model.

Provision of technical backstopping to education in PCPD contexts:
- Technical backstopping, including resource mobilization, was provided for Lebanon, Jordan, Liberia, Egypt and Libya. The response to the crisis in Syria included contingency planning and the development of a Mid-Term Review of the Regional Response Plan for Syria and a Rapid Needs Assessment in Jordan;

- In South Sudan, the costing of the sub-sector education plan is currently under review. An induction course on education planning was designed;-

- In Afghanistan, 400 provincial planners were trained on the development of operational plans.

Promotion of ICTs in Education
- Three Member States were supported in the implementation of innovative programmes on ICTs in education. In Malaysia, following a policy review, recommendations on ICTs in education policy and a Master Plan were released. Antigua and Trinidad & Tobago were supported in developing and implementing national ICTs in Education Policies and Master Plans.

- Two series of studies covering five regions were produced on mobile learning and learning policies and the use of mobile technologies to support teachers.

Expected result 2: National capacities strengthened to plan, manage and scale up gender-sensitive, quality literacy and non-formal education policies and programmes

Support to global coordination of international literacy initiatives:
- Preparations for the final evaluation of the United Nations Literacy Decade (UNLD) have started. Responses were received from 123 Member States to the joint questionnaire on the Sixth International Conference on Adult Education (CONFINTEA VI) and UNLD, and being analyzed. The mid-term evaluation report of the Literacy Initiative for Empowerment (LIFE) was finalized.

Support to the development of literacy policies and scaling up of literacy programmes:
- Advocacy resulted in new literacy policy frameworks in Cameroon, Central African Republic and Chad. Chad has prioritized literacy and non-formal education within the country's transitional Education strategy for the coming three years. The national strategies are endorsed in Iraq, and a new non-formal education act is being drafted in Bangladesh. In Kenya, a review of adult education policy was initiated;

- Policy makers in Bolivia, Columbia, Ecuador, Lebanon and Venezuela were trained to incorporate intercultural and gender approaches in their policy frameworks.

- UNESCO is providing technical support to Nigeria to significantly redress illiteracy in the next three years. A national strategic framework was developed to this end.

- UNESCO continues to work with about twelve countries to scale-up literacy programmes, for example through mobile based literacy programme in Pakistan and 125 pilot community learning centres (CLCs) in Iraq.

Support to the development of curriculum frameworks and literacy materials:
- Functional literacy materials are being developed for South Sudan and literacy textbooks in Iraq. Parenting education materials have been adapted in six countries in Asia-Pacific;

- The content and process of literacy instruction is reviewed and improved in Indonesia and Nepal, where CLC facilitators are trained in pedagogy of adult learning;

- Support was provided for the development of literacy and non-formal education teachers training guide in Togo;

Strengthening capacities to monitor the quality of learning:
- A multi-country research project on measuring literacy learning outcomes (RAMAA) in Africa has resulted in the development of assessment tools in multi-lingual environments in Burkina Faso, Mali and Senegal;

- The assessment of the Literacy Assessment and Monitoring Programme (LAMP) will be published in 2012 and its implementation has started in the "second wave" of countries such as Afghanistan, Jamaica, Lao PDR, and Namibia.

Expected result 3: National capacities strengthened to develop and implement teacher policies, with particular emphasis on quality and gender issues

Support to teacher training and professional development through diagnosis and evidence-based teacher policy development:
- UNESCO supported countries to carry out needs assessments, based on which teacher policies and professional development plans are developed: new diagnostic studies were launched in Guinea, Mozambique and Uganda; diagnostic studies in Benin, Burundi, Lesotho and Mali were completed and teacher policies are being developed; in Central Africa Republic, revised teacher training programmes were validated; Cambodia and Malaysia are reviewing their national teacher policy. Support to the development of national and regional qualification frameworks for teachers is being provided through capacity development workshops for some 15 African countries. In Asia and the Pacific, Ministries of Education were supported to develop ICT Competency Standards for Teachers;

- In support of a Regional Strategy on Teachers, a regional report on "Background and Criteria for the Development of Teaching Policies in Latin America and the Caribbean" was completed. The report provides a comprehensive review of 14 countries;

- With UNESCO's support, five countries in Africa have started developing or revising their national teacher policy framework.

Application of ICT innovations to enhance quality of teaching:
- Adopted at the World Open Educational Resources (OER) Congress (Paris, 22 June), the 2012 Paris OER Declaration, calls for publicly-funded educational materials, adaptation of OER for diverse contexts, and support for capacity development;

- In Namibia, a review of the Open Distance Learning (ODL) and ICTs in Education policies was conducted, with special focus on teacher professional development;

- In Asia-Pacific, training modules were developed to strengthen national capacities to adapt ICT-Competency Framework for Teachers for national contexts.

Institutional capacity development for teacher training institutions:
- In Africa and Latin America, the knowledge base and capacity of teachers in curriculum development was supported through face-to-face and distance learning with participants from 11 countries. IICBA supported teacher training institutions for the revision of their courses and the introduction of new topics such as ICTs.

Expected result 4: Capacities in Member States strengthened and comprehensive and evidence-based policies for technical and vocational education and training developed, and assistance provided for their implementation

Policy advice provided and national capacities developed (core area 1):
- UNESCO obtained government endorsement for its policy reviews in El Salvador, Cambodia and Lao PDR and started follow-up actions.

- Policy dialogue, following-up on policy reviews, was supported in Malawi and Benin through new CapEFA programmes and the G20 process in partnership with ILO;

- UNESCO is facilitating national dialogue and strengthening national capacities for TVET policy in Afghanistan, Madagascar and Côte d'Ivoire through the CapEFA programme. UNESCO has thus reached 8 Member States through policy reviews. UNESCO has provided TVET policy advice, stimulated policy dialogue and capacity enhancement in Bangladesh, Timor-Leste, Pakistan, Malaysia, Algeria and Sudan;

- Country ownership of the Republic of Korea-funded BEAR project was enhanced through validation workshops held in five countries. Operational support was provided to the development of entrepreneurial education in Iraq, to training of trainers and the development of competency standards in Turkey and to rural (Community learning Centers) CLSs in China resulting in the identification of 18 rural CLCs that demonstrate effective ways of serving rural populations.

Conceptual clarification and improvement in the monitoring of TVET (core area 2):
- In cooperation with partners, UNESCO adapted international approaches to regional contexts and is supporting the improvement of information systems. This involved a regional study on statistical information systems for TVET in 12 countries in LAC. In Africa, UNESCO and ADEA are jointly supporting the development of regional TVET indicators;

- At country level, information systems were strengthened (e.g. in Madagascar and Côte d'Ivoire) and frameworks for monitoring and evaluation of TVET systems and policy innovations enhanced in eight countries.

Clearing house functions and informing the global TVET debate (core area 3):
- UNESCO organized the 3rd International Congress on TVET (Shanghai, 14-16 May 2012) which led to the adoption of the 'Shanghai Consensus (see above). Two successful preparatory regional meetings were held in Oman and in Jamaica, and the outcomes were shared in Shanghai. Two successful post-Congress events took place: The first, organized with NORRAG, discussed the role of TVET in the post-2015 international agenda. The second, organized with Microsoft, looked at policy and operational options for introducing and using ICT in TVET.

- UNEVOC contributed to three thematic debates in the Congress on strengthening the UNEVOC network, greening TVET and teacher education. UNEVOC organized an Online Conference on TVET in PCPD situations and on TVET Teacher Education. The UNEVOC website was redesigned and recorded a 23 % increase in visitors.

MLA 2: Building quality inclusive education system

Expected result 5: Basic education, including early childhood care and education, policies, programmes and practices improved in Member States, strengthening quality, equity, inclusion and gender equality

Support to Early Childhood Care and Education (ECCE):
- As a follow-up to the World Conference on ECCE, UNESCO, in collaboration with partners, has achieved progress on the development of the Holistic Early Childhood Development Index (HECDI). A list of potential indicators relating to policy, laws, services, programmes, and child outcomes were compiled.

- The Global Action Week on EFA (April 2012) was celebrated around the world to promote ECCE. Innovative ideas on ways to deliver ECCE through mobile technology were sought through the EFA Crowdsourcing Challenge.

- UNESCO is supporting the development of national strategies for ECCE (e.g. Yemen and Sudan). The policy for ECCE has been finalized in Cambodia and implementation has started.

- SITEAL (Sistema de informacion Sobre Tendencias Educativas en America Latina) is preparing an information system for early childhood covering 19 countries Latin America with comprehensive information on regulations, policies, and programme for children.

Improving the quality of education:
- The generic version of the General Education Quality Diagnosis/Analysis and Monitoring Framework (GEQAF) is now available in four languages. The first piloting was conducted in India. Consultations are ongoing with Nigeria, South Africa and UAE for further piloting.

- UNESCO has finalized a review and a survey on learning assessments in Asia-Pacific.

- The programme for Postgraduate Diploma in Curriculum Design and Development is ongoing. It develops national capacities to implement the Basic Education for Africa Programme (BEAP). 56 education professionals from 14 countries are enrolled.

- In Africa, partnerships have been mobilized for the improvement of Science and Mathematics Education in Sahel countries. A report compiling 14 country cases in mathematics education was published. In Iraq, teacher educators were trained on the methodology of developing competency standards for math and science.

Promotion of education for inclusion and equity:
- The 2011 UNESCO/Emir of Kuwait Prize for the Promotion of Quality Education for Persons with Intellectual Disability was awarded in February 2012 and provided the opportunity to promote the right to inclusive education for persons with disabilities.

- A technical guide was prepared to assess education systems to address exclusion. Success stories of seven countries of the Arab region on EFA and inclusive education were compiled for

advocacy. The regional information system for Inclusive Education in Latin America is being implemented in eight countries.

Expected result 6: Capacities in member States strengthened to ensure more equitable access to quality higher education and research, including through innovative modes of provision

Support to the development of quality assurance (QA) systems and accountability tools:
- Capacities of national accreditation agencies were strengthened through the Global Initiative in Quality Assurance and Capacity Building (GIQAC). QA policy dialogue was facilitated at regional level and face-to-face training and IIEP e- courses were provided.

- Technical assistance was provided to Member States to develop quality assurance systems: e.g. Cambodia, for the development of indicators on minimum standards for accreditation at higher education institutions (HEIs); Senegal, for the establishment of the National Agency for Quality Assurance and a database of QA mechanisms at HEIs; Viet Nam for the development of a QA framework.

Fostering global policy debates on critical issues in higher education:
- Preparations have started for several global and regional fora: a global forum on graduate employability; three regional conferences in Africa on policies and practices in QA; and the Second Caribbean Conference on Higher Education.

- The Sector is improving the management of the UNITWIN/UNESCO Chairs Programme to involve all Programme Sectors more strategically and improve efficiency. The structure of the UNITWIN database was updated to better serve as a monitoring tool.

Support to scaling-up access to quality higher education:
- Support is being provided to the West African Economic and Monetary Union countries to integrate ICTs in Higher Education Instittutions (HEIs) and to develop an action plan to create a pole of excellence in technology. UNESCO is piloting a gender & leadership programme in universities in the Gambia, Ghana and Liberia.

- UNESCO provided support to analyze priorities for enhancing higher education in Morocco. This will serve as a model for Algeria and Tunisia.

Promotion and monitoring of normative instruments:
- UNESCO continues to monitor the implementation of the 1993 Recommendation via the Regional Conventions. The revised Asia-Pacific Convention was finalized for distribution and UNESCO set up a technical working group to assist countries in implementing it.

- A feasibility study for a possible global recognition convention was launched and a draft questionnaire was distributed to all stakeholders.

MLA 3: Supporting education system response to contemporary challenges for sustainable development and a culture of peace and non-violence

Expected result 7: Capacities in Member States strengthened to integrate a holistic vision of education for sustainable development, including climate change education and education for disaster preparedness and risk reduction, into educational policies, and development plans and programmes

Advocating, coordinating and monitoring the UN Decade of Education for Sustainable Development (DESD):

• UNESCO ensured that ESD had a strong presence at the UN Conference on Sustainable Development (Rio+20). UNESCO's side event, co-organized with Sweden and Japan, highlighted ESD's potential to transform education and ESD as one of the key priorities for advancing towards sustainable development.

• With UN partners, UNESCO supported a higher education (HE) sustainability initiative, launched by the Executive Coordinator of Rio+20. Higher education institutions were invited to sign up to the declaration on higher education and sustainable development.

• UNESCO published the 2012 Report on the DESD "Shaping the Education of Tomorrow".

• In southern Africa, technical support is provided, in cooperation with UNU, to develop two Regional Centres of Expertise to deliver ESD to local and regional communities.

Provision of technical support for the development of policies and plans on climate change education and to address biodiversity and disaster preparedness:

• Capacity development on climate change education (CCE) is underway in two pilot countries in Africa, including programmes for policy makers and teacher educators.

• A policy review workshop was carried out using the "ESD Lens" policy review tool in Jakarta covering Brunei, Indonesia, Malaysia, Philippines and Timor Leste.

• Together with UNICEF, UNESCO mapped the integration of disaster risk reduction in curricula in 30 countries.

Promotion of innovative learning and teaching to address climate change, biodiversity and disaster preparedness:

• A 6-day course on CCE for secondary-school teachers was developed and tested by teacher education institutions in 9 countries. Training on ESD and CCE was provided to media professionals and institutions in Mali, Namibia, Senegal, South Africa and Viet Nam.

• Regional working groups have formed as a result of the 7th meeting of the International Network of Teacher Education Institutions for ESD, which UNESCO organized together with York University, Toronto, Canada, with 90 participants from 40 countries.

• UNESCO organized an International Biodiversity Learning Workshop (Paris, May 2012) targeting ASPnet teachers, which led to commitments for follow-up activities.

• UNESCO set up an e-network on CCE in the Caribbean. It disseminates resources and strengthens the capacity of teacher training institutions.

Expected result 8: Good quality comprehensive HIV and sexuality education delivered by Member States, promoting healthy lifestyles, gender equality and human rights

Capacity development for effective and sustainable education responses to HIV:
- The Global Progress Survey on Education Sector Engagement in National AIDS Responses was produced, identifying capacity gaps and priority areas of intervention.

- Capacity development activities were implemented targeting teachers and educators: e.g., in Kazakhstan, Kyrgyzstan and Tajikistan, 300 educators were trained, expected to reach out to 13,000 students; In Cameroon, 581 trainers reached more than 4,000 teachers.

- Technical support was provided to Uzbekistan for the new National Strategic Programme to fight HIV; Cambodia revised the life skills curriculum on HIV preventive education; and Ukraine developed teacher training modules.

Strengthening comprehensive HIV and sexuality education (CSE):
- An International Technical Consultation on Scaling-up Comprehensive Sexuality Education (Paris, March 2012), resulted in a publication that provides policy makers with a conceptual framework and strategies for scaling up school-based CSE. In East and Southern Africa, UNESCO continued to strengthen political commitment for CSE promoting ministerial commitment. In Eastern Europe and Central Asia, advocacy efforts focused on sensitizing parents and young people's awareness to the importance of CSE;

- A toolkit for designing CSE curricula was developed and CSE curricula were reviewed in 15 countries. Capacities of curriculum developers to prepare sexuality education curricula were enhanced, e.g. in Africa, 153 participants from 15 countries were reached.

Advancing gender equality and protecting human rights:
- A booklet on Good Policy and Practice on gender, HIV and education was published.

- Technical support was provided to countries to meet the needs of key affected populations. Work included the publication of a guidance document - the first of its kind to analyse educational experiences of young people living with HIV. In Southern Africa, UNESCO with partners developed materials to reduce stigma.

- UNESCO addressed homophobic bullying through publications, research and events (e.g. the publication on Education Sector Responses to Homophobic Bullying; an online survey on homophobic bullying in China, the results of which were used for advocacy events reaching 300 people directly and a further 20,000 through media).

- Five countries in Africa are using UNESCO and ILO's Practical Recommendations to develop national HIV policies in the Education Sector. 13 countries in Africa identified priority areas for workplace policy formulation and support of teachers living with HIV.

Expected result 9: Education for global citizenship, with emphasis on universal values based on peace, mutual understanding and respect for human dignity, integrated into education policies, plan and programmes

International coordination in monitoring, evaluation & technical assistance:
- UNESCO, as co-chair of the World Programme for Human Rights, is contributing to the progress report of the UN High Commissioner for Human Rights on the national implementation of the programme to be submitted to the 21st session of the Human Rights Council. This will allow the Sector to measure the number of countries that have integrated global citizenship-related components in national policies. To date 44 countries have submitted reports.

- UNESCO is promoting inter-agency cooperation and increased synergies with partners as a member of the International Contact Group on Human Rights and Citizenship Education.

Support for curriculum development for Education for Peace, Global Citizenship:
- The ED Sector, including through IIEP and IBE, is strengthening national capacities in curriculum reform with a focus on peace and human rights education in South Sudan.

- Technical support is being provided to 15 ECOWAS countries by preparing modules on education for peace, citizenship and democracy for teacher training institutions.

- UNESCO is developing a DVD compiling resources on textbooks and learning media to contribute to a toolkit about revision of curricula, school textbooks and other learning materials to remove cultural, religious and gender-biased stereotypes.

Education to counter discrimination:
- UNESCO, together with Brazil and USA, launched the Teaching Respect for All project in January 2012 in order to elaborate tools to address issues related to anti-racism and tolerance in education. An initial study on typologies of discrimination and education was conducted and a mapping of existing material and practices is underway.

- Progress was made concerning the programme of education for Holocaust remembrance. A conference on international perspectives in Holocaust education was organized on Holocaust Memorial Day (31 January).

Promotion of ASPnet in underserved regions:
- UNESCO is promoting ASPnet, with 308 new institutions having become members of the Network in 2012 (89 schools in Africa and 20 in Arab region). This represents a 4% increase in ASPnet presence in underserved regions.

MLA 4: Reinforcing leadership for Education for All (EFA) through advocacy, partnerships and monitoring

Expected result 10: Political and financial commitment mobilized at the global, regional and national levels towards the achievement of EFA and monitoring mechanisms of EFA strengthened

Reinforcing coordination and mobilizing global, regional & national commitments for EFA:
- Within the framework of the reformed coordination mechanism, a first meeting of the EFA Steering Committee was held, bringing together 18 representatives of all EFA constituencies (Paris, June 2012). Agreements were reached on the role and working modalities of the Steering Committee, the further development of a road map towards 2015 and the key outcomes of the 2012 Global EFA Meeting (GEM) to be held in November.

- The Sector prepared inputs to the UN's Task Team for the post-2015 development agenda and ensured that education was duly integrated in the Task Team report to the Secretary-General.

- Preparatory work for the 6th meeting of the Collective Consultation of NGOs on EFA (October 2012) is underway including extensive consultation of all 250 members.

- UNESCO has continued its active support to the Global Partnership for Education (GPE) both as a member of the Board of Directors and by contributing to different processes. UIS is a substantial partner in providing education data, and IIEP contributes to the development of guidelines for education planning in fragile states.

- EFA issues were addressed at high level by global and regional institutions: the new Global Initiative "Education First" by the Secretary-General of the UN will be launched in September; in Africa, Conference of Ministers of Education of the African Union (COMEDAF V) discussed equity and quality in basic education; and in Asia and the Pacific, a high-level expert meeting "Towards EFA 2015 and Beyond" was held.

Increased support to EFA from traditional and non-traditional partners, including emerging donors, private sector, foundations and innovative financing sources:

- The UNESCO Advisory Panel report on Debt Swaps and Debt Conversion Bonds was well received at the meeting of the Leading Group on Innovative Financing. A mapping of possible pilot countries for these debt swaps and a feasibility study are underway.

- The Director-General held a consultation meeting on the margins of the Education World Forum with representatives of the private sector to discuss the establishment of a Global Alliance of Corporate Partners for Education (London, January 2012).

- Emerging donors have reinforced their support to EFA activities. The Republic of Korea is supporting EFA activities in Asia and the Pacific, and India hosted the 4th International Policy Dialogue Forum on Teachers for EFA and a meeting of E-9 Countries on teachers in May 2012.

Expected result 11: Global and national commitment to education for girls and women strengthened through advocacy and appropriate multi-stakeholder partnerships

Raising awareness on the importance of girls and women's education through organization of key global events:

- A side event on education for rural women and girls was organized on the occasion of the 56th Session of the Commission on the Status of Women (New York, February 2012).

- The first World Atlas of Gender Equality in Education was launched on International Women's Day. The interactive electronic version ("eAtlas") is available online.

- The 3rd International Congress on TVET looked at ways to promote gender equality and inclusion of girls and women in and through TVET (Shanghai, May 2012).

- The 1st anniversary of the Global Partnership for Girls' and Women's Education (hereafter Global Partnership) was celebrated with a high-level panel discussion, presenting key achievements and reaffirming commitment towards girls and women's education (Paris, May 2012).

Strengthening partnerships:

- Efforts were made to identify new partners and to expand partnerships with the private sector within the framework of the Global Partnership. For example, UNESCO signed an agreement with UN Women and a MoU with the Barefoot College. Discussions are held with potential new partners such as Enel Green Power, and with existing partners to expand cooperation such as Procter & Gamble.

- In Africa, UNESCO collaborates with the Islamic Development Bank and UN Women; in the Arab Region, with the Office of Italian Cooperation for Development; in Asia-Pacific region, UNESCO works to raise public awareness around gender equality in education through UNGEI and GENIA; andin LAC, UNESCO collaborates with UN Women and other UN agencies to establish a Regional Interagency Group.

Expected result 12: Education stakeholders informed through research and foresight studies on emerging trends and challenges in education

Rethinking Education in a changing world:
- Seven Occasional Papers have been prepared by the Sector: The Challenges of Creativity (in press); Beyond the Conceptual Maze; The notion of quality in education (in press); Desire and Doubt: Driving forces of creativity and rationality (in press); Sustainable Development and the Knowledge Society (draft); Perspectives for the Future of Education (draft). Two other Occasional Papers were prepared as part of the process to revisit one of UNESCO's landmark publications 'Learning: The treasure within'.

Contributing to shaping the Post-2015 international education agenda:
- UNESCO prepared two think pieces: "Education and Skills Beyond 2015" for the UN Task Team on post-2015 development agenda; and "Reflections on an International Education Agenda Beyond 2015".
- UNESCO participated in or organized the following consultations: NORRAG-UNDP international consultation on "Post 2015 Politics and Foresight" (Geneva, 1 June 2012), where UNESCO played a key role as co-facilitator; UNESCO-NORRAG brainstorming session organized following the 3rd World Congress on TVET on "Beyond 2015: Perspectives for the role of TVET and skills development in the international development agenda"; and the UNESCO Regional Asia-Pacific high-level experts' meeting, "Towards 2015 and Beyond: Shaping a new vision of education" (Bangkok, 9-11 May 2012). One of the outcomes of the regional meeting is a forward-looking analysis, "Emerging Development Challenges and Implications for Education in the Asia-Pacific Region", that is currently being drafted.

Global priority Africa

Support for the African Union's (AU) Second Decade for Education Plan of Action
- UNESCO led the review of the AU's 2012 MDG report on education, at the request from the United Nations Economic Commission for Africa (UNECA),.

- UNESCO led the process for adopting the Pan-African Conference on Teacher Development (PACTED) Roadmap and the monitoring and evaluation framework that was included in the resolutions of the Conference of Ministers of Education of the African Union (COMEDAF V).

- In joint efforts with UN partners, seven priority areas of support were incorporated in the Regional Coordination Mechanism (RCM) Education Business Plan for 2012-2013 which was merged with the Youth Development Plan.

Support for countries to adopt quality education framework on teachers, competency-based curriculum and learning outcomes
- In the Sahel and ECOWAS regions, support was provided to develop a regional ECCE index, through the identification of indicators to measure learning achievements.

- With a view to developing countries' capacities to implement the Basic Education for Africa Programme (BEAP), the first cohort of trainees for the Postgraduate Diploma in Curriculum Design and Development is expected to complete the training in July 2012.

- UNESCO launched the development of the National and Regional Qualifications Frameworks for teachers in 11 countries in West, Central and East Africa.

Support for the definition and adoption of TVET Regional Qualification Frameworks

- The 4th Inter-Agency Task Team (IATT) consultative meeting was held to identify the guidelines for developing National/Regional Qualifications Frameworks in ECOWAS.

- The IATT is now included in the ADEA process and ensures joint planning between ADEA, UNESCO and other partners in TVET.

Global Priority Gender Equality – Gender Equality Action Plan (GEAP) 2008-2013:

National capacities strengthened in designing and managing literacy policies and programmes targeting women and girls

- More than 10 countries were supported in developing or reviewing gender-responsive policies for literacy and non-formal education: e.g. in Latin America, Bolivia, Columbia, Ecuador and Venezuela incorporated gender into literacy policies. A thematic study on 'Mobile Phone Literacy: Empowering Women and Girls' was undertaken. Two other studies on the same topic mainstream and address gender equality concerns.

- Within the framework of the Global Partnership for Girls and Women's education, projects are being implemented in five countries in Africa focusing on girls and women's education and literacy, with support from various donors such as Procter & Gamble, the Packard Foundation, and GEMS education. For example in Senegal, the projects aim to reach 40,000 young girls and women. So far, 163 classes have opened and 200 teachers and facilitators have been trained on using ICTs.

Teachers better trained in gender–sensitive teaching and learning approaches

- The draft of the *Guide for Gender Mainstreaming in Teacher Training Institutions* was developed and pilot testing will begin soon. In Asia-Pacific, an e-course is being developed to strengthen national capacities to promote gender-responsive education practices.

Quality of secondary education enhanced to expand equal access and retention

- Research on the situation of girls in secondary education was carried out to document success stories and best practices in order to inform policy. The French version of a guidebook on textbook research and revision was produced. Work was undertaken to ensure that educational contents are free from gender stereotypes. For example, in Bangladesh, gender- responsive curricula and training materials were developed; some 450 curriculum and textbook developers, teacher trainers and secondary school teachers were trained in their use.

- Research on Gender-Based Violence (GBV) was also undertaken in order to inform responses through education (e.g. DRC, Lebanon). In South Africa, UNESCO worked with UN Women on eliminating GBV in schools using mobile gaming technology.

TVET policies reviewed to ensure skills acquisition for employment for girls and boys

- The Third International Congress on TVET highlighted gender equality issues during a special session on Women and TVET where the findings of the related online UNEVOC consultation were presented. The TVET policy in Zanzibar was reviewed and the plan of action on Tanzania was developed, so that they become gender-responsive. UNESCO is leading research on gender and TVET to inform policies and strategies. A situation analysis on girls, TVET, and employment opportunities is underway.

National capacities strengthened to prepare and manage education sector plans and policies that are gender-sensitive and assure equitable access to education

- Emphasis was placed on mainstreaming gender in policy review and thematic studies. In Malaysia, gender was mainstreamed in the review of the policy on ICTs in education. In Africa, national capacities to develop sector-wide EMIS with sex-disaggregated data were

strengthened. In Central Asia, a sub-regional group was established on gender-responsive education, in an effort to strengthen national capacities in planning and the use of EMIS for policy formulation. A study on Roma children is being finalized which will guide countries in developing and/or strengthening intercultural policies and programmes that are gender-sensitive.

Education systems responses to HIV and AIDS are gender-sensitive
- 21 Member States received support for HIV and AIDS education that is gender-sensitive.
- Gender is mainstreamed in all the work and material related to HIV and AIDS: e.g. a booklet on Good Policy and Practice in HIV and Education and Gender was finalized.

MAJOR PROGRAMME II: NATURAL SCIENCES

Breakdown of the expenditure incurred over the 6 months by category of funds

MP II - Natural sciences

RP: Activity costs
5,5%

RP: Staff costs
32,9%

Extrabudgetary: Other resources
56,8%

Emergency Funds
2,8%

Extrabudgetary: Self-benefiting resources
2,0%
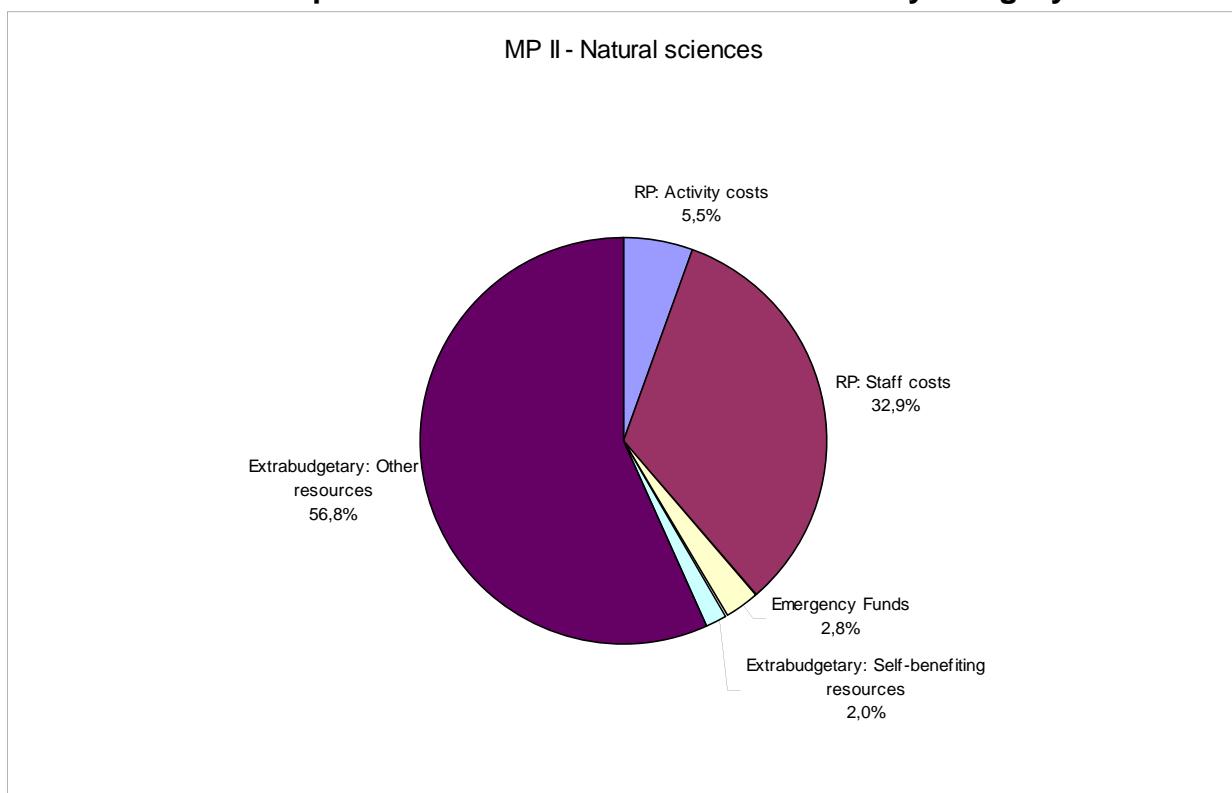
MLA 1: Promoting STI policies and access to knowledge

Expected Result 1: Strengthened and self-driven national STI systems and policies developed
- Guidelines and recommendations for the development and strengthening of STI systems at national and regional levels, and for the design of STI policies, have been elaborated (Nairobi, April 2012) and through regular bilateral consultations with countries such as Botswana, Namibia, Senegal, Tanzania, Togo and Zimbabwe where UNESCO is assisting Member States via extrabudgetary funds in the development of national policies.

- Best practices in STI policy in developing countries were exchanged through a training activity organized in Kuala Lumpur, in June 2012 for policy-makers.

Expected Result 2: Culture of innovation enhanced through national, regional and local innovation systems, science parks and technology business incubators

- The culture of innovation and entrepreneurship was enhanced through an international training workshop for selected small and medium enterprise managers (Republic of Korea, May 2012), as well as through an Engineering and Science Fair (Cairo, March 2012). These activities were organized in partnership with specialized agencies working in this field, as well as the private sector.

- The expected result has been partly achieved in terms of providing assistance for the development of science parks (Congo).

Expected Result 3: Global STI monitoring strengthened through improved monitoring, assessments and information sharing.

- Fundraising is being carried out to prepare for subsequent implementation.

Challenges: The development of science policy and reform programmes implies broad consultations and diverse expertise due to the transversal and multidisciplinary nature of science policy. It is a slow process especially in countries which do not yet have the operational institutional structures to design and monitor their STI policy. A viable solution to face this challenge is to ensure the development of sustainable training programmes in STI policies in higher education institutions for mangers of STI systems through strengthened university networking and collaboration with partners such UNU-Merit, ISTIC, OECD, WIPO and WTO. The creation of this national capacity would make the work of UNESCO more sustainable and would allow the training of different stakeholders at national and regional level. A good example is the training of the Parliamentarian STI Commission in Africa that is delayed due to the lack of funds. To raise funds for national capacity-building in STI policies and related instruments, extrabudgetary proposals have been drafted and are being negotiated with partners.

MLA 2: Building capacities in the basic sciences, including through the International Basic Sciences Programme (IBSP), in engineering and for the use of renewable energy

Expected Result 4: Innovative interdisciplinary science and engineering curricula developed, including in such fields as renewable energy

- UEI visibility events included the International Women's Day workshop on Women in Engineering, organized at UNESCO Headquarters together with WFEO.

- Concerning SED, the Framework Paper for "Science, Technology, Engineering and Mathematics Education" in the Context of Education for Sustainable Development in Universities in Asia and the Pacific was adopted and used for assessments of the state of science education in several Asian Member States within the COMPETENCE project and Connect-Asia network.

Expected Result 5: Institutional research capacity strengthened through networked centres of excellence, South-South and North-South partnerships and university-industry alliances

- A new Roadmap setting up strategic direction and objectives of the Human Variome Project (HVP) for 2012-2016 was adopted by the HVP Conference hosted by UNESCO in June 2012. Topics included the role of a HVP Ethics Committee, initiatives in education and skills development through inter-institutional exchange and triangular N-S-S collaboration.

- Regional scientific cooperation between nine South Eastern Europe (SEE) countries was further reinforced through the establishment of the Phytochemistry and Chemistry of Natural

Products for Green and Sustainable Growth network (SEE-PhytoChemNet.network) which held the meeting of its Regional Steering Committee in May 2012.

Expected Result 6: Member States' capacities strengthened to develop models for enhancing student research leadership and career mentoring for young researchers, through university networks and professional societies, in particular for developing countries

- Physics teachers were trained in Active Learning in Optics and Photonics at a workshop in Carthage, Tunisia in March 2012.

- Within the scope of the project "UNESCO Biotechnology School in Asia", academic consortia were created in Japan, Indonesia, the Philippines, Thailand and Vietnam, each consortium comprising several universities.

Challenges: Strong foundations for progress on the Cross-Cutting Thematic Units (CCTUs) for Science Education (SED) and the UNESCO Engineering Initiative (UEI) have been put in place despite the challenges of a freeze on the senior posts to head the units and almost no RP funds. For SED this has been possible through collaboration between IBSP, ICTP and the Education Sector, while for the UEI, external partnerships with the major engineering federations have been strengthened (e.g. with WFEO) or initiated, for example with the Institute of Electrical and Electronics Engineers (IEEE) and the American Society of Mechanical Engineers (ASME), thus enabling future collaborations for teacher training in innovative science teaching and the application of engineering, science and mathematics concepts. Concurrently, major resource mobilization efforts are underway with the private sector. Numerous universities have contacted UNESCO eager to collaborate under these initiatives.

MLA 3: Mobilizing broad-based participation in STI

Expected Result 7: Public awareness of science, technology and engineering raised and STI policy agendas developed with civil society, including women and youth

- The Africa STI Forum assembled scientists, including young scientists, policy-makers and youth associations in Nairobi in April to highlight the role of STI in propelling sustainable and inclusive development in Africa.

- Five women scientists and fifteen promising young women scientists received the l'Oreal/UNESCO Awards "For Women in Science". The Awards Ceremony attracted high media visibility. An event on "Women in Science for Sustainable Development" was held at the STI for Sustainable Development Forum, as a contribution to the UNCSD.

Expected Result 8: Local and indigenous knowledge-driven sustainable development policies and actions developed, and appropriate support provided for implementation at global, regional and local levels

- With support from the Government of Denmark, UNESCO organized the panel on Indigenous Knowledge and Sustainable Futures at the "Planet Under Pressure" Conference (March, London), as well as the plenary session on Indigenous Knowledge and Science at the "STI for Sustainable Development" Forum (13 June, Rio de Janeiro).

- A consultation with indigenous peoples on the impacts of climate engineering, which provided the basis for an information document of the Convention on Biological Diversity's (CBD) Subsidiary Body on Scientific, Technical and Technological Advice, was conducted by the Danish-funded Climate Frontlines Forum jointly with the CBD. The Climate Frontlines network was expanded to include community-based projects in the Federated States of Micronesia and Malaysia, compilation of data on indigenous knowledge for hydro-meteorological hazard risk

reduction in Indonesia, Philippines and Timor-Leste, and piloting in Nicaraguan schools of pedagogical materials to reinforce indigenous Mayangna knowledge and language, supported by the Royal Embassy of Norway.

Expected Result 9: Vulnerabilities of Small Island Developing States (SIDS) addressed through science policy, practice and education

- With support from the Government of Denmark, the Spanish version of the second edition of the Sandwatch manual was published in May and widely distributed. Development of the Sandwatch database progressed to the trial stage, and an initial trial completed, while a second trial is now underway.

- Projects within "Youth Visioning for Island Living" have been selected and partners have been identified in Jamaica and Mauritius.

- Posters on Pacific Islander knowledge and sustainable development have been prepared and printed in five Pacific languages (Fiji, Kiribati, Samoa, Tonga, Tuvalu) and will soon be dispatched to the concerned countries and distributed to local schools.

Expected Result 10: Peace-building enhanced through diplomacy and cooperation in the field of science.

- Fundraising is being carried out to prepare for subsequent implementation.

- under ER 16, the "From Potential Conflict to Cooperation Potential" (PCCP) programme has begun an M.Sc. programme in water conflict management in collaboration with UNESCO-IHE and the category 2 centre HELP in Dundee, UK, with an initial eight students.

- Also under ER 16, at the sixth WWF, PCCP, IHP and WWAP coordinated the action line "Contribute to cooperation and peace through water". Debate was facilitated between 70 institutions and resulted in 100 identified solutions and a number of commitments from participating entities.

Challenges: The funding shortfall led to a slowdown of several UNESCO commitments under this MLA: arrangements made for a planned sub-regional Pacific STI dialogue were postponed to November 2012; work on a UNESCO Policy on Engaging with Indigenous Peoples has been delayed and reduced in scope (the Latin America and Caribbean region only); the book "Weathering Uncertainty: Traditional Knowledge for Climate Change Assessment and Adaptation" was developed as an on-line publication with a very limited print run; in the framework of the Mayangna project, a training workshop was cancelled and production of preschool materials in the Mayanga language based on Mayanga knowledge was delayed one school year to 2013.

To ensure *cost effectiveness*, missions have been reduced except where Member State support has been received, as in the case for the pre-IPBES workshop in Panama that the Swedish Resilience Centre organised and funded.

MLA 4: UNESCO Intergovernmental Oceanographic Commission: strengthening IOC with a view to improving governance and fostering intergovernmental cooperation to manage and protect oceans and coastal zones for the benefit of its Member States

Expected Result 11: Effective end-to-end early warning systems for tsunamis and other sea level related hazards, established by Member States at national and regional levels, including disaster preparedness and mitigation measures

- An international symposium on the Great East Japan Tsunami of 11 March 2011 (Tokyo, February 2012), was co-organized by IOC with Japan and the United Nations University to

examine the lessons learned, consider its policy implications, the importance of preparedness and identify improvements for tsunami warning systems and the role of the mass media and international cooperation. The symposium was attended by 290 physical and social scientists, warning system operators, emergency and response managers, planners, journalists, policy- and decision makers.

- After the Regional Tsunami Service Provider (RTSP) operations for the Indian Ocean Tsunami Warning System commenced on 12 October 2011, the RTSPs of Australia, India and Indonesia issued their first ocean-wide bulletins on 11 April 2012. In the Mediterranean, France and Turkey will start interim provision of tsunami services as of 1 July 2012.

- Tsunami preparedness was promoted in Ecuador, Colombia, Chile, Peru, Nicaragua, Haiti, Indonesia and Philippines through more than ten training courses for school teachers. Anguilla (UK) became the first international TsunamiReady® non USA recognized community through a pilot initiative lead by IOC and NOAA. In the Mediterranean and North-eastern Atlantic, France, Greece, Italy, Portugal and Turkey are implementing or taking steps towards tsunami preparedness programmes.

Expected Result 12: Member States' understanding improved of ocean environment and related processes in the global climate, and skills and national capacities developed for adaptation to climate change impacts

- The Fourth Session of the Joint Technical Commission for Oceanography and Marine Meteorology (May 2012, Yeosu, Republic of Korea) focused on a review of achievements in each of the Commission's programme areas, and adopted a revised structure and workplan for the upcoming intersessional period.

- The implementation level of the Global Ocean Observing System, a major component of the Global Climate Observing System, remained sustained at 60% of its initial implementation goal.

- The IOC was a co-convener of the Second International Symposium on the Effects of Climate Change in the World's Ocean (May 2012, Yeosu).

Expected Result 13: Capacities of Member States improved in ocean sciences and services to monitor, assess and manage marine resources

- Through the Ad hoc Advisory Group for the IOC Ocean Sciences Section, the IOC identified four strategic ocean science priorities for the future Medium-term strategy 2014-2021: science in support of sustainability of ocean ecosystems in a changing environment; assessing and predicting ocean health and variations in ocean goods and services; responding to governments' needs in ocean sciences; and science for the unknown sea.

- A regional project on ciguatera and other toxic benthic harmful algal blooms in South-East Asia was launched in May 2012 by GEOHAB (Marine Geological and Biological Habitat Mapping).

Expected Result 14: Capacities of Member States to protect and sustainably use oceans and coastal zones developed

- A work plan for the current biennium as well as elements of the Strategic Plan which to be developed further in the coming months were adopted at the first session of the IOC Sub-Commission for Africa and the Adjacent Island States (IOCAFRICA), held in May 2012 in Nairobi, Kenya.

- The ninth Session of IOC Sub-Commission for the Western Pacific (WESTPAC) took place in Busan, Republic of Korea, in May 2012.

- Several countries offered to contribute to the IOC Regional Network of Training and Research Centres on Marine Science through the establishment of Regional Training and Research Centres in their domains of focus.

The *challenges* experienced by the IOC remained the broadness of its mandate and requests from Member States vis-à-vis a severely limited activity budget and a staff establishment still lacking all positions needed for programme delivery and coordination. Under the US$ 465 M budget framework, IOC is moving towards a stricter focus on issues of high societal concerns, such as climate change and disaster risk reduction, prioritizing strategic actions that reflect IOC's unique mandate within the UN system, including marine scientific research and transfer of marine technology, and making use of different mechanisms and partnerships for implementation. In this light, direct contributions by Member States to support technically the activities of the IOC of global and regional scope appear essential to programme implementation. The 45th session of the IOC Executive Council (Paris, 26–28 June 2012) adopted a Priority Funding Plan for 2012–2013.

Cost effectiveness/efficiency measures: Measures initiated in 2011 were strengthened: internal coordination, cost efficiency (e.g., elimination of mobile phones), communication and cooperation with the UNESCO field network (especially for administrative processes) and streamlining of subsidiary governance structures. Use of the RP for staff-type contracts was brought virtually to zero. Travel expenditure on the RP was kept within the eight per cent ceiling. Cost-saving measures were put in place, in consultation with IOC Member States, for the organization of the 45th Session of the Executive Council including: (a) much reduced duration of the session with a focused agenda; (b) reduced number and pages of documents, including the conversion of the Action Paper ("pre-report") into an annotated agenda; (c) avoiding the process of submitting draft resolutions during the session; (d) going paper-free using electronic documents; (e) reduced number of staff traveling to the session.

MLA 5: Freshwater systems under stress and societal responses, incorporating the work of the International Hydrological Programme (IHP) and the World Water Assessment Programme (WWAP)

Expected Result 15: Member States supported in building technical and institutional capacities, and policies and mechanisms improved for adaptation to global changes to river basins at the national, regional and global levels, based on the scientific knowledge base

- HELP LinkedIn social network is active and HELP volumes of the Journal of Hydrology and Journal of Hydrologic Environment were published which included case studies from over 30 river basins documenting best practices in IWRM.

- Sedimentation information system was further developed at the International Sediment Initiative (ISI) technical secretariat.

- In collaboration with the category 2 European Regional Centre for Ecohydrology and International Centre for Coastal Ecohydrology, the knowledge base for managing environmental conditions in rivers has been improved through the book *Practical Experiments Guide for Ecohydrology*.

Expected Result 16: World's freshwater resources assessed, notably through the United Nations World Water Development Report, and Member States supported in strengthening policies for water governance, including of shared waters

- Eight new resolutions, including the endorsement of the Strategic Plan for IHP-VIII (2014-2021) and of four new proposed category 2 centres related to water were adopted by the 20th session of the Intergovernmental Council of IHP and the 47th and 48th sessions of the IHP Bureau in June 2012.

- The WWDR4 was launched at the sixth WWF in Marseille. The WWAP has also published one special report, three side publications and seven Stakeholder Briefing Notes.

- Capacities enhanced through new training modules on water and conflict resolution organized by IHP and IHE. An update of the UNESCO/IGRAC Transboundary Aquifers World Map was published. Two thematic papers on the governance of groundwater and the legal aspects of groundwater governance have been prepared by UNESCO in cooperation with FAO, the International Association of <u>Hydrogeologists</u> (IAH), World Bank and international experts.

Expected Result 17: ***Effective water and sediment management strengthened through improved knowledge base and scientifically sound policy guidance for urban areas, arid and semi-arid zones and groundwater resources and aquifer systems***

- Knowledge base enhanced through three new books published in the Urban Water Series.

- Capacities enhanced through a G-WADI workshop for sub-Saharan Africa organized at AGRHYMET, in association with a training workshop on Africa drought monitor for West Africa countries. The Government of Oman approved hosting the secretariat of the Arab G-WADI Network.

- Knowledge base enhanced through the GRAPHIC case study book *Climate Change Impacts on Groundwater Resources - A Global Synthesis of Findings and Recommendations* published in cooperation with IAH and launched at the sixth WWF.

Expected Result 18: Education capacities for water management reinforced at all levels, especially taking into account Africa and gender equality issues.

- The capacity of educational institutions to deliver IWRM master and training programs was strengthen through an international water education workshop, held in association with the Regional Centre for Integrated River Basin Management.

- Capacities for water education in schools were enhanced via an IHP WET guide in French and the Volga Kit educational materials. A set of tools to teach and learn about freshwater issues was produced as part of ESD intersectoral collaboration and served as a basis for an IHP workshop in Africa. New host institutions for IHP WET-LAC in Colombia and Paraguay.

- The capacities of over 800 African water professionals were strengthened via training within FETWATER II. Representatives of river basin organizations in Africa trained on the UNESCO IWRM guidelines.

Challenges and lessons learned included reduced seed funds for activity implementation which caused delays as well as the suspension of the UNESCO Water e-Newsletter. IHP was able to advance towards the implementation of its expected results by utilizing Emergency Funds and additional resources from external partners. The IHP Secretariat, in coordination with the IHP National Committees, will endeavour to seek extrabudgetary funding to pursue outreach.

Cost-effectiveness/efficiency measures, other than those related to the statutory meetings, included the temporary cancellation of the Kovacs Colloquium, a scientifically important event which used to precede the IHP Council, a vast reduction in travel costs for participation in WWF, largely paid for from extrabudgetary sources, increased collaboration with external partners,including category 2 centres and UNESCO Chairs, and collaboration with other SC divisions and sectors.

MLA 6:   Enabling the application of ecological and earth sciences for sustainability, including through the Man and the Biosphere (MAB) Programme and the International Geoscience Programme (IGCP)

Expected Result 19: Use of biosphere reserves as research and learning platforms for sustainable development broadened, and implementation of the MAB Programme strengthened, including through enhanced exchange of best practices with regional and global networks

- The numbers of new biosphere reserves predicted for inclusion in the WNBR for 2012 and the numbers of MAB Young Scientists Research Grants and the Michel Batisse Award are in line with the expected range of benchmark indicators foreseen.

- The production of five video films has to be negotiated with private sector partners who have indicated interest; achievement of the benchmarks during the biennium will depend on the feasibility of establishing partnerships with those partners within UNESCO rules, procedures and policies.

Expected Result 20: Sciences research, education and capacity-building for sustainable development strengthened, with a particular focus on Africa

- The IGCP 40th anniversary celebrated international geoscience research teams, increasingly collaborating on Earth science questions of special societal relevance, supported by IUGS, the Australian IGCP National Committee, the Swedish Development and Cooperation Agency and China.

- Due to the increasing interest in Member States who have emerging Geopark projects, the need became apparent to further define the role of UNESCO going beyond *ad hoc* support to the Global Geoparks Network. Consultations with partners and stakeholders resulted in a proposed Executive Board document.

- A fundraising brochure on the Earth Science Education Initiative was prepared with the African Field Offices. All GEO activities have been promoted prominently at recent meetings on Geoparks, natural resources, and international collaboration with the US Geological Survey including an ambassadorial round table organized with the US Delegation on Natural Resources and Natural Hazards.

Expected Result **21: Sustainable and equitable use of biodiversity and ecosystem services strengthened**

- The CCTU Biodiversity Initiative's strategic activities included the display of the UNESCO Travelling Biodiversity Exhibition at UNCSD and the development of a UNESCO-CBD strategy for implementing the joint programme of work on biological and cultural diversity, in addition to participation in the on-going process to establish IPBES.

- Fundraising resulted in support for biodiversity public awareness products in SC and for biodiversity education materials within ESD. Other results include reactivation of UNESCO's participation in the Great Apes Survival Partnership and further expansion of the Ocean Biogeographic Information System, now part of IOC's IODE programme.

- Extra-budgetary projects linked to MAB arid lands ecosystem (SUMAMAD with Flemish funding), Coastal and Small Island Biosphere Reserves for Climate Change and Sustainable

Development (financed by Republic of Korea and Spain) contributed to the attainment of this result as did the UNESCO-ICSU Programme on Ecosystem Change and Society and other cooperative research partnerships being implemented with the Stockholm Resilience Centre.

Expected Result 22: Biosphere reserves and natural World Heritage sites integrated, in collaboration with UN-REDD, the clean development mechanism (CDM – Art. 12 of the Kyoto Protocol) and similar climate change mitigation and adaptation financing mechanisms.

- The World Heritage Centre together with MAB has developed a concept note on Confronting Climate Change by Leveraging REDD+ Mitigation Initiatives in Support of UNESCO Site Ecological Connectivity. Potential partners have been identified for funding of related activities and a workshop will be held in August in Costa Rica. Financial constraints have slowed down the speed of progress under this expected result.

Expected Result 23: Management of natural and cultural WH sites enhanced through a network of space science and space technology partners. *Consider subsuming this ER into ER 20 or 21.*

- Four projects were started with the network of UNESCO space partners, exclusively supported through extrabudgetary funds: space technologies to make an overall assessment of the state of conservation of UNESCO tropical forest World Heritage sites; support with space technologies to the World Heritage nomination of the Silk Route; development of UNESCO-related topics for Eduspace (the European Space Agency educational package); publication and launch in New York of the atlas *From Space to Place for World Heritage sites in the Danger List.*

- The exhibition Satellites and World Heritage Partners to Understand Climate Change has been on display in Cuernavaca, Mexico; Cape Town, South Africa; Brussels, Leuven and Mons in Belgium.

Expected Result 24: Knowledge base and policies for renewable energy, in particular solar energy, and energy efficiency and sustainable use promoted for the purpose of sustainable development, also targeting resident communities in biosphere reserves as beneficiaries of the solutions found.

- The Government of India is helping to train six women, from Rwanda (4) and Benin (2) in India to promote rural renewable energy resources development at the grass-root level. In Rwanda, trainees will implement in-country activities under the OneUN framework which in turn is expected to be used to raise funds and to create Community Empowerment Centres.

- As a contribution to 2012 International Year for Sustainable Energy for All, a round table conference was organised in Moscow with support of the Russian Ministry of Energy and the International Sustainable Energy Development Centre.

Challenges and lessons learnt: Thanks to the provision of financial resources under the Emergency Fund it was possible to maintain statutory meetings of the MAB Programme, i.e. the 18th meeting of the International Advisory Committee for Biosphere Reserves (UNESCO Headquarters, April 2012) and planning and the organization of the 24th session of the MAB International Coordinating Council (UNESCO Headquarters, 9-13 July 2012) as well as the commemoration of the 40th Anniversary of the IGCP.

Cost effectiveness measures concerned reduction of costs of these meetings as indicated in Part I of this document.

MLA 7: Natural disaster risk reduction and mitigation
The CCTU on disasters successfully built on collaboration with several category 2 centres in earthquake and water hazards, as well as with the International Strategy for Disaster Reduction (ISDR), universities and other partners to make progress on many activities despite the low RP budgets. A meeting of the ISDR Thematic Platform on Knowledge and Education took place at UNESCO Headquarters, producing a seminal report which sets the basis for a new holistic approach including school disaster management, safe school facilities and disaster prevention education.

Expected Result 25: Natural disaster and climate change resilience, disaster risk assessment and impact mitigation enhanced and targeted scientific assistance delivered, including through participation in United Nations common country approaches

- Nine disaster-prone countries (Algeria, Egypt, El Salvador, Honduras, Jordan, Morocco, Peru, Syria, and Tunisia) have included a disaster risk reduction component in their CCA/UNDAF.

- Specialists were trained in earthquake risk reduction in three specialized workshops: Reducing Earthquake Losses in the Extended Mediterranean Region, in Malta (22 specialists); the UNESCO International Platform for Reducing Earthquake Disasters, in Tokyo (specialists from nine countries); and in Albania for over 20 managers of Cultural Heritage sites.

Expected Result 26: Scientific knowledge base and adaptation capacity of Member States for water hazards at regional and country levels improved

- Twenty-four participants from seven countries learned to use the African Drought Monitor created by IHP.

- The foundations were put in place to identify groundwater case studies in hotspot areas of the IGAD region of Africa at the first meeting of the Global Groundwater Monitoring Network (UNESCO-IGRAC Programme).

Challenges and lessons learnt: Lack of funding precluded progress on several activities related to climate change resilience and disaster risk reduction, particularly in Central America and the Caribbean, and without further extrabudgetary funding, the sustainability of the African Drought Monitor is not ensured. Another challenge is that some countries have still not integrated a gender equality approach into natural disaster mitigation. Even though women are progressively occupying major decision-making posts in scientific institutions, their participation in local, regional and international activities remains low. Thus strategies need to be developed to allow further involvement of women in such activities.

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

Expected Result 1: Sustainable development enhanced through water education and training, primarily in developing countries

- Approximately 144 water sector professionals from developing countries were trained at M.Sc. level during the first semester of the biennium, while 493 water sector professionals from developing countries were trained in short courses. Over 35% of these professionals are women.

Expected Result 2: Research capacity in the water sector increased, focusing on MDG-related topics and primarily aimed at solving problems in developing countries

- Thirteen Ph.D. theses successfully were defended, 144 MSc theses were written and 180 peer-reviewed research papers were published.

Expected Result 3: Capacity to support local water-related organizations increased
- Fourteen education projects are running in Bangladesh, Egypt, Indonesia, Kenya, Mozambique, Rwanda, South Africa, Vietnam and Yemen, and two regional networks are currently functional in the Nile Basin and in Asia.

Abdus Salam International Centre for Theoretical Physics (ICTP)

Expected Result 1: ICTP scientific expertise expanded in new research areas
- ICTP's five-year strategic plan of 2010 included three new research priorities: Quantitative Biology, Energy and High-Performance Computing, all of which have made significant progress, including new hires*. (Please refer to details in SISTER).*

Expected Result 2: Capacity in basic sciences, in particular Physics and Maths, enhanced in developing countries through education and training of scientists
- As of June 2012 six students are enrolled in the new Joint ICTP/SISSA PhD programme, 42 students in the STEP programme and 51 students in the Diploma programme.

Expected Result 3: ICTP's impact expanded through enhanced outreach activities
- The ICTP South American Institute for Fundamental Research officially opened in São Paulo, Brazil.

- An Agreement has been signed with the University of Chiapas, Mexico, for a regional centre, the ICTP Meso-American Institute for Science.

Priority Africa

Expected Result 1: National capacities strengthened to design, implement, reform and evaluate science policy in line with the implementation of the African CPA, including support to the establishment of the African STI Observatory and establishing two new AVC centres
- UNESCO assisted Burundi, Central African Republic, Senegal and Togo to revise and validate their STI status reports.

- One AVC e-learning Centre established at Lomé University, Togo.

Expected Result 2: Education capacity development and research in the sciences and engineering strengthened through networking, partnerships, collaborative research and training
- The "Nairobi Declaration" was adopted at the Africa STI Forum in Nairobi, Kenya, in April 2012.

- To counter the inadequate RP funding, conferences and workshops were conducted in partnership with Member States, development partners and institutions to leverage additional funding to set new regional or global agendas, such as Go-SPIN and the STI Forum mentioned above.

Expected Result 3: Policy dialogue enhanced between IOC Secretariat and African national and regional institutions and stakeholders; resources mobilized in support of African institutions and programmes in ocean observation and data and information exchange, sea level monitoring, vulnerability mapping and integrated coastal area management, and climate change adaptation

- The Secretariat of the IOC Sub-Commission for Africa and the Adjacent Island States was established in Nairobi and staffed with the IOC Coordinator for Africa.

Expected Result 4: Freshwater resources assessed, and technical cooperation provided for strengthening water governance, including of shared waters and management

- Capacities for strengthening the water education component of school curricula were reinforced in Cape Verde, Angola, Mozambique and São Tomé and Principe at the water education workshop held in Cape Verde in May 2012.

- Capacity of university instructors was enhanced at the water education workshop held in May 2012 in coordination with the Regional Centre for Integrated River Basin Management in Kaduna, Nigeria.

Expected Result 5: Renewable energy policies and knowledge base promoted

- Under UNESCO/ISESCO partnership a South East Asian Summer School on Renewable Energy was organised in Malaysia and a strategy for the development of renewable energy in Togo was developed.

Expected Result 6:   Resilience of communities reinforced, with particular reference to climate change adaptation and natural disaster preparedness

- The "Strengthening Capacity to Combat Drought and Famine in the Horn of Africa" project in Kenya, Somalia, and Ethiopia was launched.

- Thanks to efforts of the MAB programme, the biosphere reserve agenda is gaining momentum in Angola, Botswana, Ethiopia, Kenya, Rwanda, Senegal, Tanzania and Zimbabwe with a focus on strengthening the communities' capacity to respond to climate change and to serious threats due to deforestation and mining activities.

Challenges and lessons learned: The severe funding shortfalls impacted activities in Africa: numerous planned activities are without RP funding and it is extremely difficult to start new activities without matching funds. Innovative ways through partnership have been considered. Working closely with key stakeholders, particularly the REC was crucial. As lack of capacity is still an issue in African countries, regional capacity-building activities targeted towards reaching a maximum of beneficiaries were given priority. Some of the activities of the MP II that identified Priority Africa expected results did not report on them or seem to warrant such an identification. The Africa Department should review the Work Plans from this standpoint.

Cost effectiveness/efficiency measures: In order to maximize their impact, RP funds were used to leverage funds or to raise UNESCO visibility (such as websites). Most of activities have been carried out in partnership with other donors, Member States or institutions. In order to support Priority Africa at Headquarters, a team of focal points, primarily from African Field Offices, has been set up for each Priority Africa expected result. This should facilitate information collection and sharing.

Priority Gender Equality

Expected Result 1: Women included in sciences promoted activities, women scientists promoted as role models and young women scientists supported

- Visibility of the need for greater progress towards gender equality in the sciences and engineering was highlighted on 8 March 2012, International Women's Day, at the "Women in Engineering: Importance and Challenges" Workshop held at UNESCO headquarters with the World Federation of Engineering Organisations, and the IOC-organised interviews with eminent women marine scientists from Canada, France, Italy, Mauritius and the USA which were placed on the IOC website.

- Five women scientists and fifteen promising young women scientists, doctorate or post-doctorate, received the l'Oréal-UNESCO Awards "For Women in Science" in March 2012 with excellent media coverage.

Expected Result 2: Awareness of the key role of women as holders and transmitters of indigenous and local knowledge raised

- Twelve women teachers and education experts in mother language teaching of Mayangna indigenous knowledge, including women's knowledge, were trained through a workshop organized in Nicaragua.

Expected Result 3: Gender equality issues incorporated in the WWDR4

- Chapter 35 of volume two in the fourth edition of the WWDR4 was dedicated to gender equality in the water sector. WWAP's commitment to mainstreaming gender equality implied its complete mainstreaming throughout the three volumes of the Report.

- At the WWF, WWAP was given an explicit mandate to promote the use of sex-disaggregated indicators and sex-disaggregated data in future water reporting efforts. WWAP seeks external funding for this.

Expected Result 4: Gender-responsive approaches for sustainable development, including renewable energy and biodiversity conservation, fostered.

- Visibility of role models was strengthened on this topic at the successful side event on "Women in Science for Sustainable Development" which took place at the Forum on STI for Sustainable Development preceding the UNCSD. Successful women in science included UNESCO-L'Oréal Laureates and Fellows, representatives from key international and regional networks and groups actively contributing to women's involvement in science. Discussions on the role of STI in sustainable development also served to inspire young women to choose scientific careers to this end.

Expected Result 5: Gender-responsive approaches to disaster risk reduction promoted

- Twenty women senior scientists from the extended Mediterranean region participated in the International workshop on "Seismicity and Earthquake Engineering", in the framework of the programme for Reducing Earthquake Losses in the region.

Challenges and lessons learned: The severe funding shortfall precluded initiation of many activities that flagged gender equality components. Other activities, such as the English translation of the book "Savoirs des Femmes" and a second training workshop for women teachers in Nicaragua, were delayed. Due to some inconsistency between divisional gender equality focal points and the expected results for gender equality, responsibilities were re-assigned and new focal points identified. However, the very large number of activities that self-identify gender equality

expected results means that the internal review process is still very heavy. This will be reviewed again in coming months.

MAJOR PROGRAMME III: SOCIAL AND HUMAN SCIENCES

Breakdown of the expenditure incurred over the 6 months by category of funds

MP III - Social and human sciences

RP: Activity costs
3,6%

RP: Staff costs
24,6%

Emergency Funds
0,2%

Extrabudgetary: Self-benefiting resources
6,8%

Extrabudgetary: Other resources
64,8%
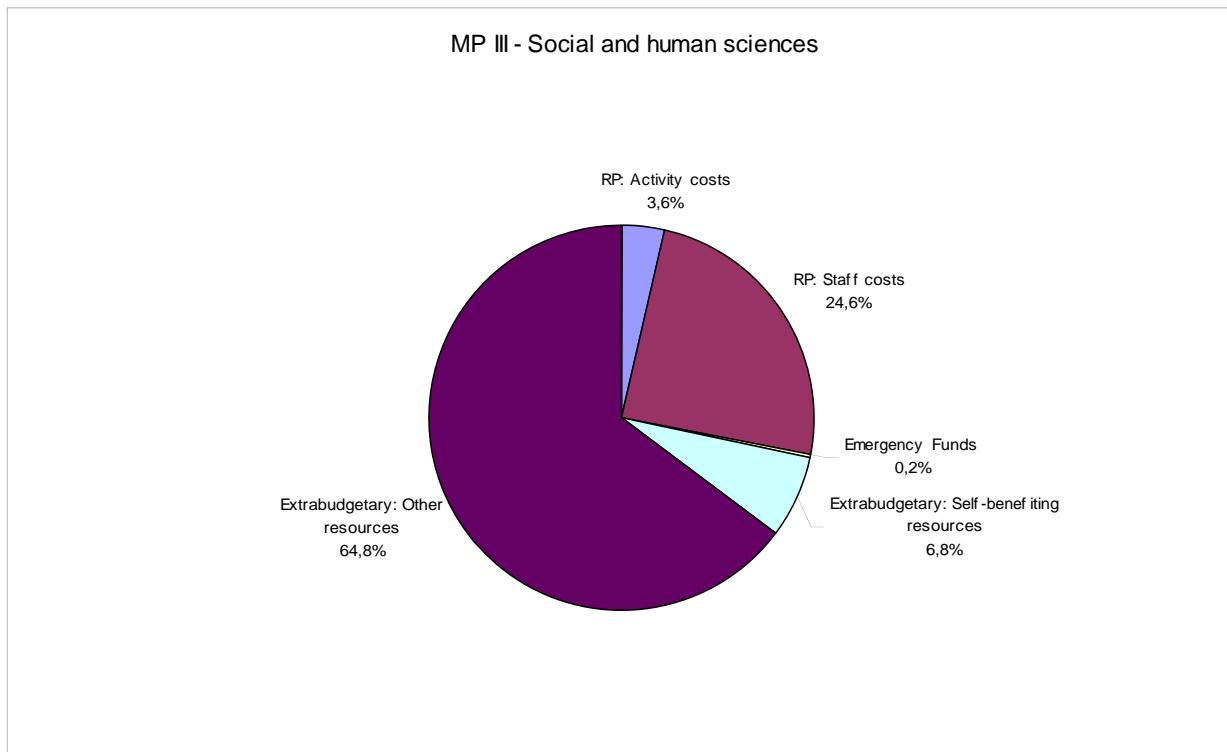
MLA 1: Supporting Member States in the development of policies and advocacy in the ethics of science and technology, especially bioethics

Expected Result 1: Capacity of Member States enhanced at national level to identify and address bioethical challenges with due regard to appropriate human rights and gender equality frameworks

- UNESCO supported the establishment of two new National Bioethics Committees (NBCs) in Chad and Oman. Argentina and Malaysia are finalizing their respective MOUs. Technical assistance on bioethics and research ethics is being provided to five NBCs: Colombia, Ecuador, Trinidad and Tobago, and Uruguay; Ministry of Health of Peru; and to the National University of Colombia. One training session (the second of a series of three) has been completed for the Togolese NBC to enhance its capacity to develop an action plan for its work. Seven other training workshops for NBCs (in Cote d'Ivoire, Gabon, Ghana, Guinea) are under preparation, using the Emergency Funds. Thanks to cost saving measures by beneficiary countries one more country (Malawi) was added to the plan for 2012 under the Emergency Fund, with the possibility of expanding it to Tchad.
- Pilot testing of the UNESCO Bioethics Core Curriculum is under discussion or already being implemented with universities in Argentina, Costa Rica and Uruguay and consultations are ongoing with the Ministry of Education of Argentina to introduce it in every medical school in the country. So far, over 200 students from 20 countries in LAC region have been trained under the Ethics Education Programme.

- The International Bioethics Committee of UNESCO (IBC) has also started its reflection on Article 11 of the Universal Declaration on Bioethics and Human Rights (2005), regarding the principle of Non-Discrimination and Non-Stigmatization, with a view to preparing a policy report by the end of 2013.

Expected Result 2: Promotion and implementation of the International Convention against Doping in Sport ensured

- With the ratification of Tajikistan, the number of States Parties has reached 170, making the International Convention against Doping in Sport the second-most ratified of all UNESCO Conventions. The national reporting to monitor compliance has also improved with the submission of 104 national reports through the ADLogic system. (Sixty-six countries are being requested to update on ADLogic). UNESCO has entered into discussions with WADA and the Council of Europe on options for harmonizing the monitoring systems for the International Convention against Doping in Sport, the World Anti-Doping Code and the Anti-Doping Convention 1989 (Resolution 2CP/5.2, item 6 of the Conference of Parties).

- Ten new projects, amounting to US$240,000, were approved at the first meeting of the Approval Committee of the Fund for the Elimination of Doping in Sport for the 2012-2013 biennium held on 11 April 2012. The national projects include preventative education programmes, the development of specific anti-doping legislation, and activities which help build the anti-doping capacity of least-developed or low-income countries.

- Fifty-one Member States responded to the questionnaire sent in the framework of the second phase of a research project conducted in partnership with the World Anti-Doping Agency (WADA) and Loughborough University (UK), on legislation against the trafficking of prohibited substances. It examines the application of existing legislation by UNESCO Member States and seeks to identify the various legislative frameworks established around the world. The results are being analyzed by Loughborough University and will be made public in 2012.

- Several communication initiatives have been developed in the lead-up to the London 2012 Olympic Games. The world avant-premiere of the documentary "The War on Doping", produced by the Swedish company Matinversity (UK), on lion, with the support of UNESCO, was organized at Headquarters on 7 June 2012, gathering together key stakeholders of the world anti-doping movement. A media kit, providing a comprehensive overview of UNESCO's action in the field of anti-doping, was elaborated. The comic book "Rattus Holmes and the case of spoilsports", co-produced by UNESCO and the Edge group for the Beijing 2008 Olympic Games, has been updated for the 2012 Games.

Challenges and lessons learned

- The growing demand for capacity-building and training of national bioethics committees cannot be fully met due to budget reductions; this is affecting the reach and depth of UNESCO's actions in bioethics, especially its effectiveness to "break new ground" in needy constituencies.

- Significant efforts were made to find efficiencies, particularly in negotiating budgets for training, and to collaborate with in-country organizers to mobilize funds from local sources. The IBC has also taken steps to reduce the operational costs of its sessions and working groups. There has been more effort on fundraising with various institutions and governmental entities by individual IBC members. Partnerships at the international level are also being mobilized.

MLA 2: Promoting a culture of peace and non-violence through action pertaining to human rights, democracy, reconciliation, dialogue and philosophy and including all political and social partners, in particular youth

Expected Result 3: Understanding improved of the implications of social inclusion for the promotion of a culture of peace, integrating human rights and democratic principles

- Efforts have focused in the first six months on developing initiatives targeting youth as key actors in promoting democratic interactions and social cohesion, especially through the Intersectoral Platform on the Culture of Peace.

- In Brazil, six forums on a culture of peace were hosted in initiatives targeting youth as key actors in promoting academics to discuss their own visions and ideas on how to foster ethics, solidarity and a culture of peace. So far, 97 monthly forums on a Culture of Peace have been held since the São Paulo Culture of Peace Committee was created by UNESCO in 2000. Speakers are often eminent specialists in their respective fields and speak as volunteers. These forums have an average audience of 300 people, many of them youth leaders, social entrepreneurs or human rights militants.

Expected Result 4: Social change conducive to peace and non-violence promoted through youth-led social innovation and engagement of young women and men in their communities

- A training course on 'youth citizenship' was organized in Tozeur, Tunisia, 17-18 March 2012 targeting two groups of young women aged 18 to 24 (students and out of school) benefitting from a high level of participation and important interaction between trainers and participants. A similar experience was carried out in Kasserine (Tunisia), 12-13 June 2012, in cooperation with the Tunisian National Commission on the theme 'culture and citizenship' .

- Two capacity-building sessions have been supported in Ghana and Sierra Leone, designed to promote positive youth participation in electoral processes.

- Linking to the recommendations of the 7th UNESCO Youth Forum related to sustainability, UNESCO partnered with the initiatives of the students of the Institut d'Etudes Politique, Paris (Sciences Po) on "Paris+20 and MyCity+20".This is an example of an interdisciplinary approach, where the work on global environmental change targets youth initiatives. The results of the Paris+20 initiative were channeled to the French delegation for the Rio+20 Summit. The students from Sciences Po shared the concept with other students around the world thereby launching "MyCity+20", by which other cities were invited to follow the Paris example: Mumbai+20, New York+20, Dhaka+20, Kathmandu+20, Mexico+20, São Paulo+20, etc. UNESCO hosted sessions for the Paris+20 event and endorsed the overall concept of the "My City+20" initiative.

- The Fourth Group of the Youth Peace Ambassadors met in Hiroshima, Japan, from 24 to 31 March 2012 and issued 44 action plans in different domains: e.g. peace education, sports. This initiative enabled 44 young women and men to become peace builders in their community.

- In Brazil, UNESCO has trained over 100 youth leaders in the cities of Vitoria and Contagem in the scope of the UN joint programme in different domains: e.g. peace education, sports. This initiative enabled 44 young wome Focus on Children, Adolescents and Youths in Vulnerable Conditions in Brazilian Communities". The project, funded by the MDG-F fund, is a joint initiative of UNESCO, UNDP, ILO, UN-Habitat, UNODC and UNICEF to reduce violence, particularly among youth, in three Brazilian municipalities selected in partnership with the Ministry of Justice. UNESCO is responsible for capacity-building initiatives on conflict

resolution and youth mobilization. In Vitoria and Contagem, where activities promoted by UNESCO had already been held, young volunteers were mobilized to renovate public spaces (sport courts, public gardens, etc.) and organize local gatherings in order to reinforce the feeling of belonging and care among the inhabitants of particularly deprived neighborhoods.

- Fostering the development of policies and frameworks to address youth issues: Two national youth policy review processes are underway (Burundi and Liberia). Four regional workshops were organized in the provinces of Ngozi, Gitega, Rutana and Bujumbura-Mairie (Burundi) which made possible the completion of the orientations of the national policy on youth further to an in-depth analysis of the situation of youth in Burundi. In Sierra Leone and Gambia, in close partnership with youth organizations and other key stakeholders, including UN agencies at the country level, steps have been taken to promote youth civic participation in the political process, with specific emphasis on mobilizing youth for positive, peaceful non-violent elections, consistent with Global Objective 3 of the UNESCO Strategy on African Youth.

- In terms of South-South cooperation and following the success of UNESCO's "Open Schools" programme in Brazil and Central America, the Ministry of Education and the Brazilian Cooperation Agency (ABC) - in cooperation with the Amizade (Friendship) NGO in Guinea-Bissau and in partnership with the Gol de Letra Foundation - built a public school, in an extremely socially vulnerable community of 40,000 people, among them children and youth. The school offers not only formal education, but also provides the local community with specific training and capacity building in entrepreneurship, education, culture, communication and sport, which enables youth to engage in their societies.

Challenges/lessons learned
- Limited resources to fully apply UNESCO's holistic approach to youth development and civic engagement

- Complexity of youth issues and of responses to them at national level. There is some lack of awareness that youth issues at national policy level should not be addressed in silos (by line ministries) but in a comprehensive and coordinated manner engaging all ministries around an integrated policy framework on youth.

MLA3: Supporting Member States in responding to social transformations by building and strengthening national research systems and promoting social science knowledge networks and research capacities

Expected Result 5: Improved capacities and awareness in Member States and at the international level for developing, implementing and monitoring policies that promote social inclusion of all groups in society, especially youth, women, migrants and people with disabilities

- In the field of social inclusion, an initiative focusing on assessing the inclusiveness of public policies is being developed along with a methodology on how to implement participatory and multi-stakeholders policy reviews. This work will assist Member States in following up on the recommendations related to social inclusion of the ministerial fora for social development held during the last biennium and the UNDAF outcomes on social inclusion policies.

- UNESCO's Director-General chaired the Global Migration Group principals' meeting that took place during the CEB meeting in Geneva in April, which discussed the preparation for the High-Level Dialogue in 2013 and the evaluation of GMG. UNESCO and UNODC were tasked with the preparation of the GMG review report, in coordination with all UN entities of GMG. UNESCO is involved with UNICEF and other agencies in the preparation of a publication for

MLA 2: Promoting a culture of peace and non-violence through action pertaining to human education.

- The publication contract for the online journal Diversities (on Migration) has been renewed, as the partner (Max Planck Institut G 2013 and the evaluation of GMG. UNESCO and UNODC were taskedA worldwide survey on school physical education has been carried out to provide an overview of the situation of physical education in schools across the world. The evidence-based data will inform the development of benchmark indicators on Quality Physical Education (QPE) in schools and Quality Physical Education Teacher Training (QPETT) in provider institutions as well as a School Physical Education Basic Needs Model.

- The 2012 Plenary Session of CIGEPS and the meeting of its advisory body, the Permanent Consultative Council (PCC), were held from 17 to 19 April 2012 in Lausanne, Switzerland, with support from the International Olympics Committee. This served as a unique platform to unite stakeholders from Member States and the sport movement and bring different expertise and perspectives to bear on the substantive work of the programme.

- With a view to mobilizing the transformative potential of sport, key programme partnerships have been consolidated - notably with the IOC - in the initial preparations for the 8th World Conference on Sport, Education and Culture to be held in Amsterdam, the Netherlands, in November 2012; the development and implementation of the Olympic Values Education Programme; and the launch of a new youth initiative - with European Athletics in the organization of the 2012 Young Leaders Forum held during the Championships in Helsinki in June with the participation of 60 youth leaders; and with TAFISA through the launch of the first VIPS (Volunteer Initiative for Peace through Sport) workshop, held in Tanzania in April 2012. Moreover, a number of communication and visibility activities have been initiated including a more focused use of UNESCO Champions for Sport. The Gala Match organized in Algeria by the Goodwill Ambassador Rabah Madjer mobilized funds for youth programmes in Africa. The partnership with European Athletics resulted in UNESCO's name and brand being carried on mainstream European television for the duration of the Championship.

Expected Result 6: International agendas on global environmental change informed and national policy responses enhanced by emphasis on its inherently social and human dimensions, drawing on the contributions of the social and human sciences

- In the area of ethics, the work of COMEST has been delayed by resource constraints, in particular in Africa, but was relaunched at the Extraordinary Session in July 2012. Core medium-term outputs remain achievable. A series of activities in science ethics have established new partnerships (e.g. with the Académie de l'éthique, Centro Volta and, resuming earlier connections, with the Pugwash movement) and created opportunities to formulate agendas, notably at European level through participation in the Danish Presidency conference on "Science in Dialogue" (Odense, April 2012) and through planned collaboration with the European Commission. Environmental ethics has also benefited from improved synergies with philosophy and the humanities, notably through the series of events focusing on "narratives of change".

- Concerning the World Social Science Report 2013, following the meeting of the scientific editorial committee in June 2012, a call for papers has been finalized. The ISSC-led Global Change Design Project has also been successfully completed. In addition to feeding in to the WSSR, the Project will lead in due course to an ambitious integrated research programme, set within the Future Earth initiative, to strengthen social science on environmental change.

- Work to contribute to UN agendas has focused both on dissemination of the social science results and activities referred to above and on direct promotion of a social agenda for

sustainable development, notably through the five events co-organized at Rio+20 and through input to UNESCO's official contributions.

- Support for national adaptation policies depends on resource mobilization, which is actively being sought (via the emergency fund, the intersectoral platforms and external fundraising), with a targeted focus on the Caribbean, the Sahel and the Pacific. Some small successes have already been achieved in the first semester of 2012.

Challenges and lessons learned

- Despite severe resource constraints, activities on global environmental change have maintained the path towards key medium-term outputs. Refocusing has proved detrimental to activities in certain areas, particularly environmental ethics, but successful efforts to raise external resources and to build partnerships are enhancing capacity in ways that show significant promise. Furthermore, activities in ethics of science and technology implemented under global environmental change (such as science ethics) have been maintained and show significant potential for development.

- For the sport programme, the challenges for programme implementation remain related to a lack of human resources and regular programme funds. Efforts are being made to raise the necessary funds to support regular programme activities through extrabudgetary sources. To this end, US$ 30,000 has been raised since the beginning of the year to support human resourcing and programme implementation. Additionally, options are being sought to employ in-kind alternatives.

MAJOR PROGRAMME IV: CULTURE

Breakdown of the expenditure incurred over the 6 months by category of funds

MP IV - Culture

RP: Activity costs
3,3%

RP: Staff costs
22,2%

Emergency Funds
5,8%

Extrabudgetary: Self-benefiting resources
7,4%

Extrabudgetary: Other resources
61,3%
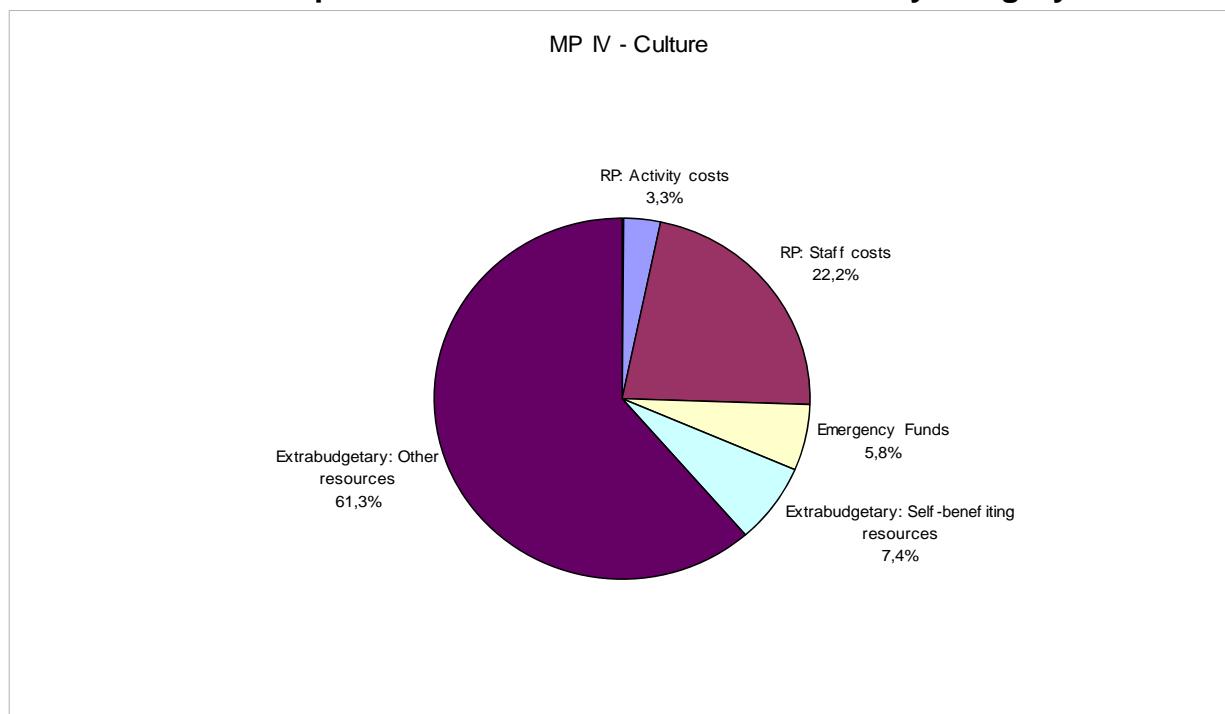
MLA 1: Protecting and conserving cultural an nature heritage through the effective implementation of the 1972 Convention

The 40th Anniversary of the Convention is being marked by a number of activities around the world throughout 2012. This demonstrates the commitment not only of the States Parties but also of the

general public to the concept of World Heritage. However, the main challenge for the World Heritage Convention remains the inescapable increase in the number of sites on the World Heritage List parallel to the decrease of its resources in the context of the current financial difficulties. Despite this difficult context, the key role of UNESCO, both in terms of expertise and mobilization for the preservation of heritage at risk, continues to be widely acknowledged at the international level.

In order to increase cost-effectiveness, the host-country of the 36th session of the World Heritage Committee covered additional supplementary costs, while Qatar provided funding for interpretation in Arabic and Spanish. The Category 2 Centres are also encouraged to take in charge activities that UNESCO is not in a position to finance.

Expected Result 1: The 1972 World Heritage Convention effectively implemented
- The 36th ordinary session of the World Heritage Committee was held in St Petersburg from 24 June to 6 July 2012. For the first time, documents were all made available to the general public and the session was webcast, thereby enhancing transparency.

- On 4 June 2012, Singapore ratified the Convention and became its 190th State Party.

- The Evaluation by the External Auditor underlined that Tentative Lists were a critical tool for the credibility of the List: 12 Tentative Lists were revised since January 2012 and 4 States Parties submitted their first Tentative Lists (Sierra Leone, Palestine, Bhutan and Antigua & Barbuda).

- Within the framework of the experimental Upstream Process, 7 States Parties are currently experiencing new forms of guidance, in order to reduce the problems encountered during the nomination process.

- The number of visitors on the World Heritage Centre website in the first five months of 2012 increased by 22.3% compared to the same period in 2011.

- A comprehensive database on the state of conservation of World Heritage properties since 1979 has also been launched to facilitate well-informed and consistent decision-making, analyze the threats affecting the properties and help identify the best mitigation measures.

Expected Result 2: Contribution of World Heritage properties to sustainable development enhanced
- In the context of the 40th anniversary theme "World Heritage and sustainable development: the role of local communities", the best examples of successful heritage conservation benefitting local communities were selected among the 28 World Heritage properties proposed by States Parties.

- The new World Heritage and Sustainable Tourism Programme, was adopted by the Committee at its 36th session.

- The Historical Urban Landscape approach is implemented through a demonstration programme developed with the World Bank as part of the Indian Government's urban programme.

- A 'Climate change adaptation guidance for natural World Heritage sites' toolkit is being finalized to help site managers identify climate change threats and adapt to them.

- Through the 2 youth fora held in June 2012 (Spain and Russian Federation) and the ongoing 5th edition of the "World Heritage Volunteers Project: Patrimonito Voluntary Action" (in

partnership with CCIVS and 35 youth organizations), 150 young people from 27 countries and more than 800 young volunteers from 25 countries have shared their cultures, united to preserve 40 World Heritage sites and raised awareness amongst local communities about their heritage.

- The participation of women in World Heritage training workshops as trainers/experts was around 40%.

Expected Result 3: cultural and natural heritage protection and promotion strengthened, especially in Africa, in post-conflict

- The state of conservation of 140 World Heritage sites was assessed. 11 conservation projects are undertaken in World Heritage properties in Danger, priority countries, Africa and SIDS.

- Activities related to the International Coordination Committee (ICC) for Angkor are ongoing. An evaluation of the ICC for Iraq will evaluate how to better meet needs to safeguard heritage in view of institutional changes.

- The World Heritage Centre continues to work closely with the Advisory Bodies, Category 2 Centres and regional institutions to prepare longer term programmes for capacity-building. Since January, almost 400 people were trained, especially within the framework of the SIDS programme and of the Periodic Reporting Exercise.

- The Anniversary year was launched by a ceremony (UNESCO Headquarters, 30 January 2012) which received wide attention by the media.

- Seven out of the nine recommendations made by the External Auditor in the Evaluation of the Partnerships' Initiative (November 2011) were implemented. Some existing partnerships have been extended. One new partnership has been concluded, and others are in development.

MLA 2: Enhancing the protection of cultural property and fighting against traffic in cultural property through the effective implementation of the 1954, 1970 and 2001 Conventions

- Continuing challenges related to the implementation of the 1954 (including its two Protocols), 1970 and 2001 Conventions include the difficulty to provide effective assistance in the fight against illicit trafficking in cultural property and its protection to countries in crisis (e. g. Egypt, Libya, Syria, Mali), the necessity to provide proper governance to the 1970 Convention, and the need to increase the ratification rate of the Second Protocol to the Hague Convention and of the 2001 Convention.

- Several measures were taken to increase cost-effectiveness/efficiency, among which the electronic distribution of documents. The Secretariat also initiated the development of multiple fund-raising initiatives towards public and private donors for the organization of statutory meetings, training sessions and awareness raising events (e. g. Greece, the Republic of Korea, Italy, Turkey, USA), and initiated discussions with the organizers of capacity-building meetings to cover travel and associated costs of UNESCO representatives. Italy also seconded a senior police officer to reinforce the Secretariat of the 1970 Convention.

Expected Result 4: Protection of cultural properties through the effective implementation of the 1954 Convention and its two Protocols enhanced

- Two Member States (Angola and Palestine) became party to the 1954 Hague Convention, one (Palestine) to the 1954 (First) Protocol and two (Poland and Palestine) to the 1999 Second Protocol.

- Continued assistance has been provided to the Azerbaijani authorities to facilitate the consideration of the two Azerbaijani requests for the granting of enhanced protection (The Walled City of Baku, including the Shirvanshahs' Palace and Maiden Tower and Gobustan Rock Art Cultural Landscape) by the Bureau of the Committee and then by the Committee at its 7th meeting in December 2012.

- Assistance has also been extended to the implementation of the Hague Convention during the recent conflicts in Syria and Mali through the application of the Standard Plan of Action developed to protect cultural property in such situations.

Expected Result 5: Effective implementation of the 2001 Convention encouraged and international cooperation for the preservation of the underwater cultural heritage increased

- The third meeting of the Scientific and Technical Advisory Body on 19 April 2012, resulted in the adoption of recommendations strengthening the protection of the underwater cultural heritage.

- Intensive cooperation has been launched with Member States in view of preparing the next meeting on the draft Operational Guidelines for the implementation of the 2001 Convention scheduled to take place at Headquarters in the second half of September 2012.

- 14 Member States participated in a regional meeting on the protection of the underwater cultural heritage in Asia and Pacific, in May, in Koh Kong (Cambodia), which adopted an Action Plan for the region aimed at increasing ratification and capacity-building.

- A manual on the Annex of the Convention (available in English, French and Spanish both on-line and in a hard copy) has been finalized, as has a training manual on how to organize a foundation course.

Expected Result 6: Implementation of the 1970 Convention made effective and reinforced, and measures enabling the fight against the illicit import, export and transfer of ownership of cultural property strengthened

- Two Member States have become party to the Convention (Kazakhstan and Palestine).

- In addition to the second Meeting of the Parties (20 – 21 June 2012) and the 18th session of the Intergovernmental Committee for Promoting the Return of Cultural Property to its Countries of Origin or its Restitution in case of Illicit Appropriation (22 June 2012), a series of six workshops in Latin America, Africa and South East Europe is being prepared.

- UNIDROIT has been actively supported in the organization of its "First Meeting of the Special Committee to review the practical operation of the 1995 UNIDROIT" (19 June 2012) and strongly encourages the ratification of the UNIDROIT Convention.

- An exhibition of stolen and retrieved cultural objects was co-organized with the Italian Carabinieri.

- The Second Meeting of Parties to the 1970 Convention established two institutional mechanisms: a Meeting of States Parties every two years, and an eighteen-Member Subsidiary Committee of the Meeting of the States Parties that will be convened every year. The main functions of the Committee will be to review national reports presented to the General Conference by the States Parties to the Convention; to exchange best practices, and prepare and submit to the Meeting of the States Parties recommendations and guidelines that may contribute to the implementation of the Convention; to identify problem areas arising from the implementation of the Convention; and to initiate and maintain co-ordination with the Intergovernmental Committee for Promoting the Return of Cultural Property to its Countries of Origin or its Restitution in case of Illicit Appropriation in relation with capacity building measures combating illicit traffic in cultural property.

MLA 3: Safeguarding the intangible cultural heritage through the effective implementation of the 2003 Convention

- The effects of this young Convention at the local level in Member States are beginning to be demonstrated, for instance through the periodic reports of States Parties on their national implementation. Extrabudgetary funding permitted substantial progress in the implementation of the global capacity-building strategy, although these resources are not sufficient to meet expectations from all Member States. The decision of the General Assembly not to authorize using 10% of the Intangible Cultural Heritage Fund to support the statutory functions of the Convention poses a challenge to the Organization's delivery capacity. Other solutions are being explored. The knowledge management system, essential to the functioning of the Convention, continues to depend on extrabudgetary resources. The future success of the Convention thus depends on the will of its States Parties to ensure that the Secretariat's workload is in better proportion to the human resources available and that extrabudgetary funds continue to be made available to supplement those human resources.

- The Intangible Cultural Heritage Section continues its cost-cutting measures, having already moved to low-paper or no-paper meetings for its advisory bodies and governing bodies. On-line evaluation of nomination files by the Subsidiary Body and Consultative Body represents a substantial reduction in staff time.

Expected Result 7: Safeguarding of the intangible cultural heritage enhanced through the effective implementation of the 2003 Convention and Expected Result 8: The role of the governing bodies of the 2003 Convention strengthened, particularly through the effective organization of the statutory meetings

- The governance of the Convention continues to mature. Two new States Parties were recorded. The first semester of 2012 saw the 4th session of the General Assembly and 4th extraordinary session of the Committee, a meeting of the 7th intergovernmental Committee Bureau and a joint meeting of the Subsidiary Body and Consultative Body. Civil society participation in governance meetings continues to grow.

- The General Assembly adopted important amendments to the Operational Directives: an annual ceiling of files will be set during each Committee session for the next two cycles. While striving to examine at least one nomination per submitting State, the Committee will give priority to countries having no elements inscribed, best safeguarding practices selected, or international assistance granted, and to nominations for the Urgent Safeguarding List. The Representative List will not benefit during its evaluation process from the recommendations of non-governmental organizations and independent experts, as is the case for the other

mechanisms, since the General Assembly left evaluation in the hands of the Subsidiary Body composed of six Committee members.

- The present biennium shows a marked increase in States Parties' pro-activity concerning international assistance, with more than 50 such requests currently being processed for possible examination in 2012 or 2013 (including four held over from 2011). There is also increased interest in the Urgent Safeguarding List shown in the 2013 nominations, and a continuing increase in the number of States submitting nominations, proposals or requests for the first time. For the 2013 cycle, the impact of the global capacity-building strategy is apparent from the fact that the Africa region is first in terms of number of submitting States.

- UNESCO's direct support to safeguarding at the national level depends upon the rate of requests from States Parties and approvals by the Committee in 2010 and 2011. Since few States were previously mobilized to request international assistance, there is little to implement now, although this will soon change with the marked increase in requests.

- Partnerships are being explored with museums in order to promote awareness-raising on the elements inscribed on the Lists, and the Secretariat continues to devote great attention to supporting category 2 centres so that they might in the future contribute to the Organization's programme.

Expected Result 9: The national safeguarding capacities of Member States in particular of developing countries, strengthened

- The comprehensive global strategy for strengthening national capacities for safeguarding intangible heritage continues to bear important fruit around three axes: i) creation of training curricula and materials, ii) establishment and training of a network of expert facilitators and iii) delivery of training and capacity-building services to beneficiary stakeholders.

- During the first semester of 2012, capacity-building activities were underway in more than 50 States worldwide, carried out by UNESCO's network of field offices, in cooperation with national counterparts. Each beneficiary State receives a custom-designed complement of activities, including needs assessments, training workshops, and policy consultations, over the course of 24 to 36 months.

- The drawing up and updating of curriculum materials and training resources has been continued. Through effective mobilization of sizable extrabudgetary resources, these materials are being made available not only in English and French, but also in Spanish, Portuguese, Arabic, Russian and other languages.

- The statutory obligations have also been met with regard to publishing the Urgent Safeguarding List, Representative List and Register of Best Practices. The Convention's website has seen a marked increase in the number of pages available and several important new tools introduced such as online meeting registration and an interactive calendar.

MLA 4: Sustaining and promoting the diversity of cultural expressions through the effective implementation of the 2005 Convention

The 2005 Convention has entered into a new implementation phase, and the main challenge that has emerged is the lack of operational capacities at the national level, in particular in developing countries, preventing a number of Parties from fully benefiting from it. To remedy this situation, the Secretariat is pursuing activities to promote cooperation for sustainable development through the

International Fund for Cultural Diversity; capacity building and knowledge management support for the introduction of cultural policies leading to the emergence of cultural and creative industries in developing countries.

Regular programme funds have been secured to prepare and organize the upcoming sixth session of the Intergovernmental Committee in December 2012 in the most cost-efficient manner. Resources will be required for the two statutory meetings to be held in 2013. Emergency Funds have been received to pilot a capacity-building programme in Africa until the end of 2012 and extra-budgetary funds have been received for the production of awareness raising communication tools.

Expected Result 10: The 2005 Convention effectively implemented and Expected Result 11: Policies, measures and programmes pertaining to the 2005 Convention supported and strengthened at the national, regional and international levels

- Since the beginning of 2012, three States have ratified the Convention (Indonesia, Angola, Central African Republic and the United Arab Emirates), bringing the total number of Parties to 124. At a Dhaka Ministerial Forum (organized in May 2012 by Bangladesh) and a capacity-building workshop for 47 African National Commissions (June 2012), several States made a public pledge that their governments are working toward ratifying it in the near future.

- The International Fund for Cultural Diversity (IFCD) is currently providing US$2.8 million in funding for 48 projects in 36 developing countries. This number will increase as a result of the third funding cycle launched in March 2012. Projects cover a wide range of national and local development activities such as: development and implementation of cultural policies; mapping cultural industries; capacity-building of public officials and cultural entrepreneurs; strengthening of existing cultural industries production and distribution channels; promoting social inclusion through participation and access of youth and marginalized groups to cultural industries.

- Cost-effective preparations for the sixth session of the intergovernmental committee are well underway. Among major issues will be the analysis of the Parties' first quadrennial periodic reports, the selection of 2013 IFCD projects, the examination of the IOS evaluation and audit of the IFCD, a new fundraising strategy, the selection and use of the Convention emblem, the annual implementation report on Article 21 and funds to prepare and organize statutory meetings in 2013.

- Steps are being taken to respond to the Parties' call for intensified capacity-building efforts, but are not sufficient to address all demands. In the first half of 2012, national authorities in six developing countries have been supported through technical assistance missions to develop creative hubs (Buenos Aires), a music industry strategy (Seychelles), integrate cultural modules in school curricula (Burkina Faso), a cultural policy framework and a music sector strategy (RDC), introduction of new funding mechanisms for culture (Vietnam) and a strategy for the cultural industries (Mauritius). Progress and challenges encountered on the missions are regularly reported in the 2005 Convention website.

Expected Result 12: Information and best practices on the protection and promotion of the diversity of cultural expressions identified, disseminated and shared with States Parties to the 2005 Convention

- Activities focused on support for the first round of Parties' Periodic Reports on the implementation of the Convention at the national level. Unable to address the comprehensive demand for direct capacity-building in the preparation of these reports, a series of text-based guidelines and online video tutorials has been produced. Already existing forums were also used to build capacities among National Commissions, the Points of Contact for the 2005

Convention and officials of Ministries of Culture in Burkina Faso, Vientiane and Windhoek (national workshops), in Buenos Aires, Dhaka and Abidjan (regional workshops). These synergies were made possible thanks to a close and successful collaboration with UNESCO Field Offices and other international organizations such as the *Organisation de la Francophonie* (OIF).

Expected Result 13: The role of culture in sustainable development fostered through creative and cultural industries and initiatives that encourage joint projects to promote cultural innovation, production and exchange as vectors of growth

- The first test phase of the UNESCO Culture for Development Indicator Suite (CDIS) was finalized in 6 countries; preparations are underway for testing in five additional countries. In parallel, a theoretical and methodological revision of CDIS products (Methodology Manual, Result Tables, Implementation Toolkit and Global Database) has been undertaken. The CDIS project has progressively gained visibility receiving significant media coverage. This is made possible thanks to a close and successful collaboration with UNESCO Field Offices.

- In May 2012 a Policy Guide for the development of cultural and creative industries in Africa was published thanks to extrabudgetary funds and a partnership with OIF.

MLA 5: Promoting the role of culture in development at global, regional and national levels
Efforts were pursued to consolidate international commitment to the role and potential of culture for sustainable development and for the achievement of the MDGs, in particular in the context of the Rio+20 Conference and the development of the UN Post-2015 Agenda. These efforts complemented the normative and operational action at the field level, in particular through the implementation of the 18 Joint Programmes approved under the MDG Achievement Fund. Strategic institutional and operational partnerships are being strengthened with UN organizations and donor countries to further sustain these efforts. The new Global Partnership for Museums mobilized major scientific and technical stakeholders and development partners to promote and strengthen the role of museums as social, educational and economic actors. The International Fund for the Promotion of Culture was re-launched and the new Administrative Council held its first meeting on 9 July.

Progress towards many of the expected results under this MLA is dependent on extrabudgetary funding. In effect, several activities could not be implemented as planned (notably handicrafts, cities, books and languages). The Culture Sector is mobilized to identify partners and extrabudgetary funding and has established contacts in this regard.

Expected Result 14: Approaches to culture and development clarified in order to guide and assist Member States in devising inclusive development policies

- Further to the recommendations of the Independent External Evaluation of SPOs 9 and 10, clear messages were developed on the contribution of culture to sustainable development both as a driver and an enabler. Extensive internal reflections addressed the ambiguities identified in terms of programme formulation, written contributions, tools, data collections and case studies to support the advocacy on culture and development, and formulated solid arguments to inform policy makers.

- These improvements have resulted in UNESCO's considerations on the contribution of culture to sustainable development being taken on into consideration in several key documents that paved the way to Rio+20, or that are informing the current debates about the UN Post 2015 agenda.

Expected Result 15: The role of culture in sustainable development better integrated into international development policies and within United Nations common country programming exercises in order to reinforce social inclusion and community cohesion, human development and economic growth

- UNESCO contributions on culture were included in UN documents related to Rio+20 and the UN post-2015 agenda and helped underline culture's role in achieving equitable, inclusive and rights-based sustainable development, and to generate economic growth.

- Preparations began for the 2013 ECOSOC Annual Ministerial Review that will address, among other issues, the role of culture in achieving the MDGs.

- As of end June 2012, 9 MDG-F Joint Programmes have been completed and demonstrated tangible results on the impact and contribution of culture to development and the consideration of culture in national policies. These results are shown through the first products of the knowledge management project: 3 regional e-publications (South East Europe, Latin America, Asia) and dedicated MDG-F web pages on UNESCO's Culture website.

- The database and analytical report on culture entries in UNDAF show that the integration of culture in the UNDAFs has increased from 30% in the late 1990's to 70% in January 2012.

- A questionnaire on HIV/AIDS has been sent to different communities in Nigeria for collection of data for the creation of a Community-Based Advocacy tool. UNESCO Havana continues awareness-raising on the prevention of HIV/AIDS and homophobia, on the basis of joint actions with UNAIDS.

- The Culture Sector contributed extensively to the overall UNESCO contribution to the 11th Session of the UN Permanent Forum on Indigenous Issues 7-18 May 2012. A special issue of the World Heritage Review on Indigenous Peoples (Number 62, 2012) was disseminated at UNPFII and is available on-line.

Expected Result 16: Contributions of cities to sustainable development enhanced

- Bogota, Hangzhou, Beijing, Jeonju and Norwich were admitted to the Creative Cities Network. Partnerships have been established and cooperation developed with cities/local governments newly associated with the Creative Cities Network. Support was provided to cities in the Latin American and Arab States region to enhance the geographical representation of the Network.

Expected Result 17: Activities in the fields of books, translation and crafts promoted

- A partnership with the French *Foundation Culture et Diversité*, is facilitating the exchange of knowledge in craftsmanship through the provision of fellowships to young artisans. During the reporting period, 4 fellowships were awarded to young craftspeople and 5 more are to follow.

- The number of countries participating in the Index Translationum has risen to 149 (with data from Africa for the first time). During the first 6 months of 2012, some 90,000 new records were added to the database.

Expected Result 18: Social, economic and educational roles of museums as vectors of sustainable development and intercultural dialogue promoted and capacity-building in this area strengthened, in particular developing countries

- Assistance to 9 World Heritage Site Museums in Cambodia, Laos and Viet Nam contributed to consolidating the sub-regional network of museum professionals, and increasing museums' capacity.

- A project for the Revitalization and Collection Care Programme for the Museum of Folk Architecture and Rural Life in Lviv, Ukraine, and the Revitalization of the Giorgi Chitaia Open Air Museum of Ethnography in Tbilissi, Georgia, provide an institutional capacity building programme to these Open-Air Museums contributing to safeguarding and documenting the collections as well as to the development of the permanent exhibition.

- In Jerusalem, the training of the staff of the Islamic Museum and of the Manuscripts Centre on the Haram al Sharif has progressed well and the inventory of the museum is nearly completed.

- Although staff training continued at the National Museum for Egyptian Civilization (NMEC), the construction works and the interior refurbishment have come to a halt. UNESCO commissioned a situational analysis of the project so as to determine what tasks, resources and time are needed to make the museum operational.

Expected Result 19: Indigenous and endangered languages promoted and protected

- Progress towards this result is contingent on the availability of extrabudgetary funds as no Regular Programme funds are earmarked in the 36 C/5.

- The remaining extrabudgetary funds (under the Norway FIT) were used to finance the maintenance and updates of the online Atlas of the World's Languages in Danger that had over 17,000 visitors in February 2012, and a few small grants for indigenous linguists, in partnership with the Smithsonian Institution.

- Efforts are underway to raise extrabudgetary funds, with proposals submitted to Governments and Foundations. However, no funds have been identified as yet.

MLA 6: Promoting intercultural dialogue, social cohesion and a culture of peace and non-violence

The drastic reduction in the Regular Programme budget allocated to MLA6 negatively impacted the implementation of many programmed activities which became dependent on the availability of extrabudgetary funding (notably Heritage and Dialogue, the Rabindranath Tagore, Pablo Neruda and Aimé Césaire for a Reconciled Universal project, Arabia Plan, DREAM Centres). However, support provided from the Emergency Fund permitted the implementation of key activities, in particular the Slave Route and the Pedagogical Use of the General History of Africa projects. With the support of South-East European countries, it was also possible to undertake activities under "Culture: a Bridge to Development" initiative. These activities contributed to boosting exchanges and transnational cooperation among regional experts and cultural practitioners. Proposals were also submitted to the Intersectoral Platform for a Culture of Peace and Non-Violence.

Expected Result 20: Heritage promoted as vector of dialogue, cooperation and mutual understanding, especially in post-conflict countries as a specific component of broader initiatives to promote innovative and creative approaches to culture as a bridge to sustainable social, economic and human development

- Although the absence of extrabudgetary resources did not allow the creation of the subregional experts working group, the four Regional Centres of Excellence for Cultural Heritage recently created in South East Europe in the field of underwater cultural heritage (Zadar, Croatia), intangible cultural heritage (Sofia, Bulgaria), cultural heritage digitization (Skopje, Former Yugoslav Republic of Macedonia) and cultural heritage restoration (Tirana, Albania) strengthened networks of experts in the region, promoted the exchange of best practices and

enhanced transnational cooperation, thereby promoting dialogue at the professional level and regional integration, in the spirit of the framework initiative "Culture: a Bridge to Development".

- The Regional Centres of Excellence held their first meeting in March 2012. The meeting served to discuss and enhance new partnerships and funding mechanisms between the regional centres, international institutions (especially the European Union and the World Bank) and bilateral donors (Turkey, Italy). It was agreed to promote and use, in consultation with national governments and the support of UNESCO, relevant funding mechanisms (Instrument for Pre-Accession Assistance (IPA) funding, World Bank grants) for the enhancement of the regional centres on cultural heritage.

- Several of the MDG-F Joint Programmes implemented around the world promoted joint action to improve cross-cultural understanding by focusing on cultural diversity and cultural expressions, cultural heritage and cultural industries.

Expected Result 21: Promotion and use of the general and regional histories published by UNESCO strengthened, for educational purposes

- The publication of the last volume of the General History of Caribbean (Vol IV) and the Volume III of the Different Aspects of Islamic Culture enhanced historical knowledge developed within the framework of UNESCO's General and Regional Histories, thereby helping to fight against ignorance and promote mutual understanding.

- The promotion and use of the Histories series for educational purposes was enhanced through the elaboration of common contents for the Pedagogical Use of the General History of Africa project. These will be followed by teachers' guides, textbooks, historical atlas and glossary.

Expected Result 22: Knowledge of the slave trade, slavery and the African diaspora enhanced

- A film entitled "A Story Not to be Forgotten", accompanied by a pedagogical booklet targeting youth, was produced and broadcasted in May 2012 by the French TV channel France O.

- A new Research Network was created in order to break the silence on the slave trade and slavery in the Mediterranean, Middle East and Indian Ocean and facilitate information sharing and cooperation between scholars of these regions.

Expected Result 23: Conditions, capacities and arrangements for intercultural dialogue and a culture of peace strengthened locally, nationally and regionally

- More than 30 local, regional, inter-regional arts education projects were presented and cooperation established to foster social cohesion through the implementation of the Seoul Agenda in the framework of the first edition of the International Arts Education Week, generously financed by the government of the Republic of Korea..

- A USD 1 million agreement was concluded with the Hariri Foundation for Sustainable Human Development to carry out arts and creativity activities in the Arab world.

Global Priority Africa

In the area of capacity-building, African experts, professional institutions and networks benefitted from various mechanisms of support. With regard to intangible cultural heritage, Africa has the highest number of nominations proposed for the 2013 cycle. Likewise, more than half of the 48 projects funded under the International Fund for Cultural Diversity will be implemented in Africa. The MDG-F Joint Programmes have contributed to integrate culture in national development policies in Ethiopia, Mozambique, Namibia, and Senegal, and finally, new ratifications have been achieved under the 2003 and 2005 Conventions.

The difficulties encountered by the Pedagogical use of the General History of Africa Project due to the discontinuation of extrabudgetary funds, were alleviated through funds allocation from the Emergency Fund. The same Fund also provided support to capacity-building and awareness-raising programmes under Priority Africa in the context of the 1954, 1972 and 2005 conventions and the Slave Route project.

African heritage and cultural expressions better safeguarded and promoted in Member States
- 40% of the World Heritage International Assistance requests approved since January 2012 are from the Africa region. During the first semester of 2012, activities to strengthen national capacities to safeguard intangible cultural heritage were underway in 19 African States. The impact of the global capacity-building strategy is already apparent for the 2013 cycle of nominations as the Africa has the highest number of submitting States.

- 26 projects from 17 African countries will be funded by the International Fund for Cultural Diversity (IFCD). These projects carry great potential for structural impact on cultural policies and industries.

- The French adaptation of a Policy Guide for the development of cultural and creative industries in Africa was released in May 2012 in partnership with the *Organisation de la Francophonie.*

Culture mainstreamed across Africa in national development policies inclusive of gender equality
- The MDG-F Culture and Development Joint Programmes implemented in Africa (Ethiopia, Mozambique, Namibia, Senegal) reinforced the integration of culture into national development policies through the development of 7 legal acts, including with regard to gender equality.

Knowledge of Africa and the contribution of its diaspora increased
- Representatives of the African Diaspora were associated to the preparation of the common pedagogical contents of the General History of Africa Project aimed at modernizing the teaching of African history in primary and secondary schools. Collaboration with the African Union Commission was reinforced in this regard through decisions taken at the Conference of Ministers of Education of the African Union (COMEDAF) in Abuja, Nigeria, April 2012. The Slave Route Project has launched the preparation of a set of special initiatives to contribute to the Action Plan for the International Decade for People of African Descent (2013-2022) to be proclaimed by the UN General Assembly.

Global Priority Gender Equality

The mainstreaming of gender equality in MP IV has been systematically pursued, especially in conjunction with the culture conventions and MDG Fund programmes. This comprises the

participation of a higher percentage of women participants/experts in diverse meetings as well as their empowerment in the area of cultural industries.

A major challenge in this domain remains the general absence of quantitative data on gender-related issues. Gender equality has therefore been selected as one of the seven dimensions of the UNESCO Culture for Development Indicator Suite (CDIS) under elaboration by the Culture Sector as an operational tool of the 2005 Convention. In this context, a gender expert was seconded to the culture sector for 5 months to by the Government of Sweden.

Involvement of women in the conservation and management of tangible and intangible cultural heritage increased
- The overall participation of women in World Heritage training workshops as trainers/experts has been approximately 40%.

- In the area of intangible cultural heritage, every effort has been made to achieve gender parity among the beneficiaries of the "human resource strengthening" in Member States within the framework of the global capacity-building strategy. The concrete results of the ongoing monitoring exercise will be made available by end 2012.

Culturally appropriate and gender-responsive policies and actions at country level designed and implemented
- The 18 MDG-F Culture and Development Joint Programmes placed special focus on women's empowerment through the creation of new employment and income-generating opportunities for women in the culture sector as well as through targeted capacity-building workshops.

- State Parties to the 2005 Convention have been encouraged to involve more women in the development of cultural policies and cultural industries, and monitoring of the participation and involvement of women in all capacity-building initiatives in the area of cultural policies and cultural industries is being actively pursued.

- 4 newly recruited staff members of the Manuscript Center and the Islamic Museum of the Haram al Sharif in Jerusalem, out of a total of 9, are women. One of the nine 'learning units' approved by the Scientific Committee for the Pedagogical Use of the General History of Africa project will cover gender issues with a view to giving due recognition to the role of African women.

Indigenous women's movement and faith-based organizations engaged in reconciliation and peace-building initiatives
- The culture sector has contributed substantially to the overall UNESCO report to the 11th session of the UN Permanent Forum on Indigenous Issues (UNPFII) 7-18 May 2012. Likewise, a special issue of *World Heritage* has been devoted entirely to indigenous peoples (n° 62, 2012, available online) featuring an insightful interview with Dr Myrna Cunningham from Nicaragua.

Policy-making informed by a report on Gender and Culture promoting gender equality in the field of culture
- A working group has been established within CLT a view to undertaking research and joint publication of the report in close collaboration with the Division for Gender Equality. It is clear, however, that the absence of extrabudgetary funds for this initiative risks jeopardizing the production of the report during the current biennium.

MAJOR PROGRAMME V: COMMUNICATION AND INFORMATION

Breakdown of the expenditure incurred over the 6 months by category of funds

MP V - Communication and information

RP: Activity costs
11,2%

Extrabudgetary: Other resources
33,7%

RP: Staff costs
44,9%

Extrabudgetary: Self -benefiting resources
8,0%

Emergency Funds
2,2%
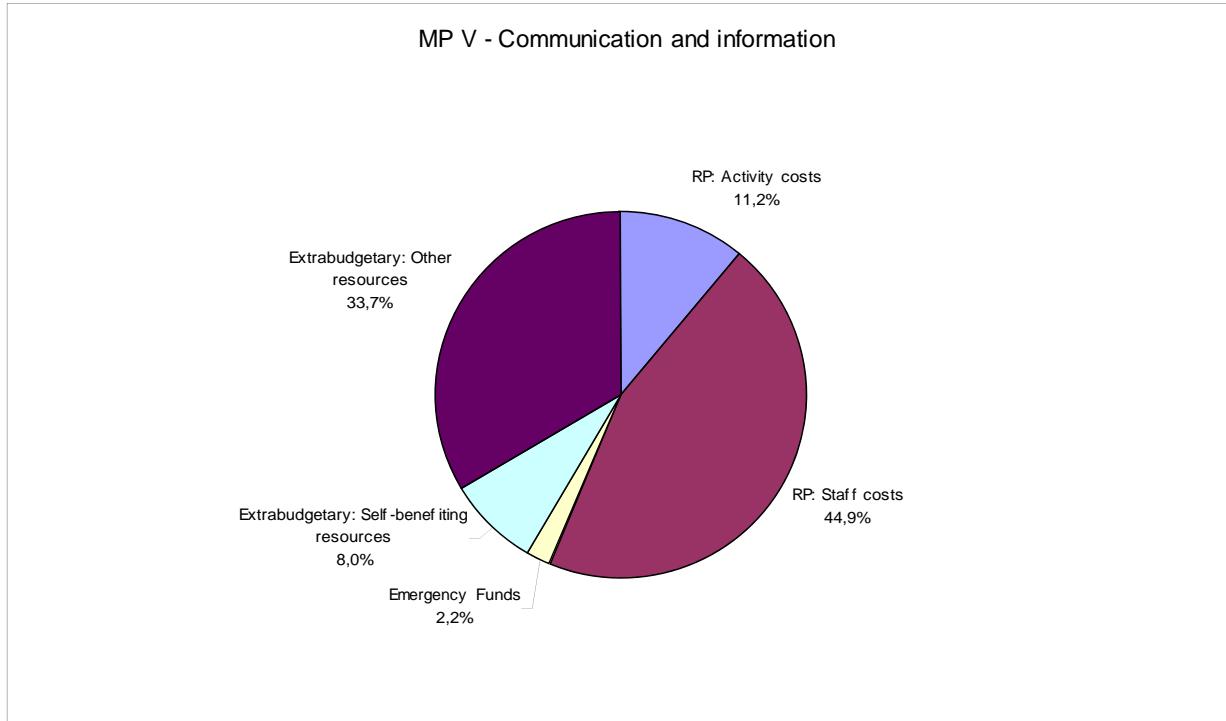
MLA 1: Promoting an enabling environment for freedom of expression in order to foster development, democracy, and dialogue for a culture of peace and non-violence

The volume of extra-budgetary funds mobilized for UNESCO's advocacy work and the development of policy frameworks in support of press freedom, the safety of journalists, election reporting, work in PCPD countries, and public service broadcasting, testifies to the recognition of the importance of freedom of expression in fostering development, democracy, and dialogue for a culture of peace and non-violence.

Expected Result 1: Freedom of expression, freedom of information and freedom of the press more broadly promoted and integrated into policies in Member States, related internationally recognized legal, safety, ethical and professional standards respected, the safety of media professionals enhanced, and the combat against impunity strengthened

- World Press Freedom Day in 2012 was celebrated globally through local events in more than 100 countries, including Libya, Yemen, Myanmar and Lao PDR. The "Carthage Declaration" was adopted on the occasion of a special event "New Voices: Media Freedom Helping to Transform Societies organized" in Tunis, Tunisia, which brought together over 700 participants from some 90 countries

- The award ceremony of the UNESCO/Guillermo Cano World Press Freedom Prize (WPFD) to Azerbaijani journalist Eynulla Fatullayev was hosted by the President of Tunisia, Dr Moncef Marzouki. The celebration of WPFD 2012 enjoyed wide media coverage with almost 6,000 articles in the international press and with at least 80,000 tweets on 3 May, surpassing the 2011 event in terms of social media outreach. In addition, the online poster competition yielded some of the top performing online content about WPFD on social media. To expand its outreach, UNESCO mobilized a number of partners, including Google, Microsoft, Al Jazeera, Canal France International, the African Development Bank, and GlobalNet.

- Work was initiated on media regulation and policies in Egypt, Tunisia, Jordan, East Timor, Myanmar, and Liberia, leading to a roadmap for media reform that would ensure the integration of Article 19 of the Universal Declaration of Human Rights into policies. .

- An unprecedented coalition of partners (UN, NGOs, professional associations, Member States) was mobilized to develop a strategy on the safety of journalists and the fight against impunity. The UN Plan of Action on the Safety of Journalists and the Issue of Impunity was commended by the UNESCO IPDC Council in March 2012 and fully endorsed by the UN Chief Executives Board (CEB) in April 2012. This endorsement ensures a UN-wide approach and implementation strategy.

Expected Result 2: The role of media enhanced to contribute to a culture of peace and to democratic governance
- The role of media was enhanced to contribute to a culture of peace and democratic governance through work on election reporting and in PCPD countries,

- capacity development of ministries, media professionals and civil society to put into practice the principles of freedom of expression and freedom of information in Liberia, Tunisia and Egypt.

- With the support of extra-budgetary funding, UNESCO was able to pursue its activities linked to election, e.g. reporting, monitoring of media coverage, and conflict sensitive reporting in more than ten countries, with focus on Africa and the Arab region. Furthermore, capacity-building to ensure media's reporting on the implementation of freedom of information (FOI) legislation was carried out in the Arab region.

Expected Result 3: Media capacities strengthened to foster dialogue and reconciliation, contribute to disaster risk reduction and provide humanitarian information
- Media capacities were strengthened to foster dialogue and reconciliation and contribute to disaster risk reduction and provide humanitarian information.

- UNESCO partnered with Canal France International to develop capacities of media professionals on transition from emergency situations towards democratic processes in Palestine, Myanmar and Liberia; preparations were made to launch similar activities in Cote d'Ivoire and Libya.

- The funding provided by the Danish and Swedish governments allowed for UNESCO to support freedom of expression in Liberia, and initiate projects promoting freedom of expression in eight Arab countries and South Sudan.

- In-depth and long term assessments of the media sector were conducted with extra-budgetary funding and are under finalization in Egypt, Tunisia and Jordan, with the objective of putting forward a series of evidence-based recommendations on the measures to be taken.

Lessons learned include: (i) the importance for UNESCO to continue leading the efforts to develop on-line content and support new media for users of digital platforms, and to advocate for Article 19 to defend freedom of expression in the digital world; (ii) the importance of the Organization's presence at an early stage in conflict and post-conflict situations to optimize the value of its support in the analysis and redesign of media systems. (iii) Crowdsourcing is a powerful tool for public engagement, and the sector intends to utilize public-contributed event maps, online competitions etc., for future UNESCO events. There is great potential for utilizing social media to engage leading personalities to promote the Organizations mandate.   This however, requires careful preparatory work for it to be successful.

The challenges encountered: (i) unstable environments that can hinder UNESCO in supporting independent media in areas of conflict; (ii) mobilization of sufficient resources to support the achievement of expected results in certain programme areas, such as Public Service Broadcasting. To increase cost-effectiveness and efficiency measures, the Sector continued to harness existing UNESCO networks to ensure optimal delivery of programmes in partnership with the private and public sector. Whereas the Power of Peace Network (PPN) was partially discontinued, the Sector is exploring possibilities to create synergies with the youth project funded by Saudi Arabia.

MLA 2: Strengthening free, independent and pluralistic media, civic participation and gender-responsive communication for sustainable development

Through the International Programme for the Development of Communication (IPDC) and the Sector's activities related to community radio, communication for development, media and information literacy, and journalism education, a free, independent and pluralistic media was further strengthened and civic-participation and gender-responsive communication for sustainable development was supported.

Expected Result 4: Member States supported in the development of free, independent and pluralist media, reflecting the diversity of the society

- Member States were supported in the development of free, independent and pluralistic media, reflecting the diversity of society.

- The 56th Bureau of the IPDC Council was organized at UNESCO Headquarters in Paris from 22 to 24 February 2012. Among 103 project proposals considered, the IPDC Bureau approved 85 projects in 62 countries for a total amount of US$ 2,170,180. Out of the 33 projects approved, 21 are in Africa.

- During the IPDC Council meeting, UNESCO organized an international debate on gender and media to encourage the use of the gender sensitive indicators for media in media development projects. In this regard, and to ensure media reflects the diversity of society, the annual Women Make the News (WMN) campaign involved groups from over 40 countries, 9 broadcasting unions, and 20 local community radio stations.

- policy advice on legislation concerning community radio was provided in Liberia, Myanmar and Cap Verde.

- Bhutan, the Democratic Republic of Congo, Ethiopia, India, Lesotho, Mongolia, Namibia, South Africa, Tanzania and Zambia were identified for UN joint collaboration on communication for development. In these countries, the Media Development Indicators will be used to guide UNESCO's focus on communication for development, influence UNDAFs and articulate UN joint collaboration.

- policy advice and capacity-building was provided to institutions to integrate media and information literacy (MIL) in teacher education in countries such as Ethiopia, Gabon, Morocco, Jamaica, China and Japan.

Expected Result 5: Capacities of media training and journalism education institutions strengthened to reach the established criteria of excellence in training as regards journalists' investigative skills and gender equality perspectives in media

- The capacities of media training and journalism educational institutions were strengthened to reach the established criteria of excellence in training as regards journalists' investigative skills and gender equality perspectives in media.

- UNESCO was working to ensure that the Model Curricula for Journalism Education is systematically adopted in journalism institutes of Member States. The need to further consider gender perspectives in media was among the key priorities identified for revision of the curricula to respond to international needs

- The projects supported by funding from IPDC included Africa-UK Exchange workshop that aims to connect African and UK journalism educators to innovate ways of incorporating gender and new media into curricula.

Expected Result 6: Media and Information Literacy (MIL) enhanced to enable citizens to make full use of their right to freedom of expression and information, taking into account the access and needs of both women and men

- Media and Information Literacy (MIL) to enable citizens to make full use of their rights to freedom of expression and the right to information was strengthened, taking into account the access and needs of both men and women.

- The English, French, and Arabic versions of the MIL Curriculum were published and the Curriculum translated into Japanese, German and Swedish. UNESCO assisted 7 teacher-training institutions in the adaptation of the curriculum.

- collaboration with the University of Cairo was initiated to develop a network to advocate for MIL and intercultural dialogue. MIL and Intercultural Dialogue Week in Spain on 22-25 May 2012 helped UNESCO reach 30 other universities and over 40 citizens' media group, and underlined the importance of MIL to ensure universal access to information and knowledge.

- In the framework of promoting standards for user-generated content (UGC) in partnership with existing networks, UNESCO initiated negotiations with International Radio and Television Union (URTI) to conduct a familiarization session on UGC during UNRTI's General Assembly in October 2012.

Challenges and lessons learned in this regard were mainly linked to current financial restrictions. The mobilization of funds for journalism education continues to be a challenge as it does not constitute a funding priority for many donors.

In response to this difficulty and as *cost-effectiveness and efficiency measures,* existing networks were strengthened to ensure continued work in the domain through in-kind contributions and partnerships. As regards other areas with limited or no available budget, such as the gender-sensitive indicators for media (GSIM) and quality science journalism, efforts were made to lobby key journalism education experts to offer free services in developing modules on specialized topics and reinforce the Sector's partnerships with civil society.

MLA 3: Supporting Member States in empowering citizens through universal access to knowledge and the preservation of information, including documentary heritage

UNESCO's support to Member States in this area was ensured and significant progress made in positioning UNESCO as a global leader in ICTs in Education, Open Access, digital preservation, and information for all. UNESCO's role as a facilitator of WSIS outcomes, the development of the Paris Declaration that advocates for the integration of Open Educational Resources in national education policies, and the publication of UNESCO's policy guidelines for the promotion and development of Open Access positioned the Organization at the forefront of policy support and capacity building as concerns universal access to knowledge.

Expected Result 7: The impact of activities in the fields of education, science and culture enhanced through gender-sensitive Open Suite strategies (open access, free and open source software and open educational resources) and innovative ICTs

- In the first six months of the biennium, UNESCO played a leadership role in ensuring that the impact of activities in the fields of education, sciences and culture are enhanced through gender-sensitive Open Suite strategies (open access, free and open source software and open educational resources) and innovative ICTs.

- Synergies with partner associations (COL, ICDE) were tapped for the execution of activities. Focus was on fund-raising to support the roll-out of the ICT Competencies For Teachers (CFT). Interest to date has been expressed by the Hewlett foundation and the Indonesian government.

- The 5th African Conference on Free and Open Source Software (FOSS) and Digital Commons (IDLELO) was held in Abuja from 19 to 23 March 2012. Among the different subjects covered, the Conference was an opportunity for presenting the findings of UNESCO on the deployment of FOSS in the education sector, in particular, primary and secondary schools in Africa.

- In order to further support the development and sharing of e-learning policies and tools through UNESCO's online applications and training platforms, the Open Training Platform was revamped and is now linked to 3,500 resources.

- In the field of OER, significant progress was made in a very short span of time with the organization of six regional fora and the World Open Educational Resources (OER) Congress in June 2012 in Paris. The World OER Congress not only put UNESCO in a leadership position in the field of OERs but also formulated the Paris OER Declaration which calls on Member States to embrace OERs in their educational policy and therefore enhance universal access to information and knowledge.

- In order to build the capacity of major institutions to apply ICTs in building scientific knowledge and open access in research, UNESCO released the "Policy Guidelines for the Promotion and Development of Open Access" in English. This publication had a significant impact on Open Access around the world, and the number of Open Access journals, repositories and policy mandates are increasing steadily.

Expected Result 8: World's documentary heritage protected and digitized, capacities of Member States strengthened to that effect, preservation and digitization strategies and principles adopted and archives and libraries reinforced as centres of education, and learning and information

- UNESCO continued to advocate for the protection and digitization of the World's documentary heritage, and strengthen the capacities of Member States to that effect.

- Detailed recommendations to strengthen the MOW Programme to ensure that it maintains its role in protecting the documentary heritage of humanity as a source of knowledge were formulated by more than 50 experts at the meeting funded and hosted by Poland and organized on the occasion of the Programmes's 20th anniversary.

- A new list of four inscriptions on the MOWCAP regional register was a highlight of the 5th meeting of the MOW Regional Committee for the Asia Pacific (MOWCAP), hosted from 14-16 May by the Thai National MoW Committee and Thai National Commission for UNESCO in Bangkok; the meeting was by far the largest to date, attracting some 61 participants from 20

countries. 83 nominations are currently being assessed in preparation for the IAC meeting scheduled for 2013, when decisions concerning new inscriptions on the MoW register will be made.

- The World Digital Library Meeting scheduled for 2013 reflects UNESCO's continued commitment to encourage the adoption of preservation and digitization strategies and reinforce archives and libraries as centres of education and learning. The Sector pursued efforts to mobilize extra-budgetary resources to ensure capacity building activities in this regard.

Expected Result 9: Member States enabled to implement World Summit on the Information Society (WSIS) outcomes and develop gender-sensitive policy frameworks for universal access to information and for bridging the digital divide

- In the first quarter of the biennium, UNESCO continued to work towards enabling Member States to implement the World Summit on the Information Society (WSIS) outcomes and Gender-sensitive policy frameworks for universal access to information and for bridging the digital divide.

- Within the framework of ongoing efforts to establish new National IFAP Committees, UNESCO familiarized Member States with the National Information Society Policy Templates as a key resource to support national policy development. As a result, National IFAP Committees were established in four countries namely Iran, Mongolia, Trinidad & Tobago and Uruguay.

- UNESCO fulfilled its facilitator's role in the post-WSIS process and advocated the inclusive Knowledge Societies concept through the co-organization of the annual WSIS Forum, the organization of one UNGIS meeting together with ITU and UNCTAD, and the launch of the preparations for the first WSIS+10 review meeting.

- The findings of the upcoming UNESCO report on the use of ICTs in education for persons with disabilities were presented and discussed at the WSIS Forum 2012, which attracted more than 1300 stakeholders from more than 140 countries.

- The recently published UNESCO-supported publication "Net.LANG. Towards the Multilingual Cyberspace" contributed to the promotion of the UNESCO 2003 Recommendation concerning the Promotion and Use of the Multilingualism and Universal Access to Cyberspace. Furthermore, UNESCO partnered with ISOC and OECD on the joint study "The economic aspects of local content creation and local Internet infrastructure".

Challenges and lessons learned were largely linked to constraints due to budgetary provisions and its impact on the achievement of expected results. The Sector enhanced extra-budgetary fundraising efforts to reinforce its poorly resourced programmes, including IFAP and the Organization's Open Access Strategy. The establishment of National Memory of the World Committees to make governments aware of the documentary heritage programme was one approach adopted to ensure awareness-raising.

Cost-effectiveness and efficiency measures include holding virtual conferences and meetings, where possible. For example, the 19th IFAP Bureau meeting was conducted by audio-conferencing and this resulted in reduced meeting time, significant savings in document reproduction and travel while maintaining quality outcome. This approach involved a much higher level of active engagement between the Secretariat and Bureau members during the preparatory stages. Time zone differences, quality of telecommunication services and the nature of the meeting may pose limitations on the extent of application of this approach.

Global Priority Africa

The Sector continued to work in support of Global Priority Africa as concerns fostering information and communication capacities for universal access to knowledge to bridge the digital divide and promoting freedom of expression and information.

Expected Result 1:   A free, independent and pluralistic media landscape fostered by Member States to benefit democracy and sustainable development

- A major proportion of IPDC projects approved by the 56th IPDC Bureau were in support of Africa.   Many of these proposals indicate a linkage between media and sustainable development issues, highlighting progress as concerns UNESCO's work in encouraging Member States to foster a free, independent and pluralistic to benefit democracy and sustainable development.   A significant extra-budgetary project was secured in the area of community media, funded by SIDA, through which staff at over 30 radio stations in six different countries in the region will be trained to use new media and mobile phones to improve their broadcasts.

Expected Result 2: Learning and teaching processes enhanced through ICT content and applications

- In order to enhance learning and teaching processes through ICT content and applications in Africa, UNESCO produced several knowledge products, such as the ICT Competency Framework for Teachers and the Guidelines for the use of OER in Higher Education.   These products were translated into French for Francophone African Member States.

- 16 policy- and decision-makers from African Member States participated in the Africa OER Forum in Pretoria co-hosted by UNESCO and the Commonwealth of Learning (COL). The Forum outcome informed the World OER Congress in June 2012 by providing African-specific inputs to the Paris Declaration.

- UNESCO significantly advanced the West African Economic and Monetary Union (UEMOA) ICT in Education Project to create a regional virtual library network in the 8 UEMOA Member States following a planning meeting with the Heads of universities and senior officials.

- To create awareness and develop relevant policies as concerns access to peer reviewed scientific research in the region, UNESCO's Open Access (OA) Strategy, including the Global Open Access Portal (GOAP), was presented at the 1st Africa Forum on Science, Technology and Innovation in Nairobi, Kenya, in April 2012.

Expected Result 3: Media and information literacy enhanced to facilitate civic participation in development processes

- In the first quarter of the biennium, media and information literacy was further enhanced to facilitate civic participation in the development processes, particularly through the Sector's work in journalism education.

- UNESCO provided assistance to a number of journalism education/training institutions in Lesotho, Mauritius, Rwanda, South Africa and Tanzania which have either adapted or are in the process of adapting the UNESCO model curricula for journalism education.

- A major workshop to improve the quality of journalism education took place in April 2012 in the UK. Aimed at enhancing gender and new media literacy among media trainers and journalism educators, the workshop resulted in the launch of an Africa-United Kingdom Journalism Education Exchange Network, under the auspices of the UK National Commission for

UNESCO, the University of Bedfordshire in Luton (UK), and the Association for Journalism Education (AJE) and the Polytechnic of Namibia. Furthermore, the UNESCO-commissioned assessment by the African Democracy Institute (Idasa) on how HIV and AIDS, as well as other development issues, are featured in journalism curricula.

Challenges and lessons learned were linked to budgetary constraints; it was a challenge to ensure the full participation of all African Member States, especially African LDCs or SIDS. The core lesson is to consistently work with a smaller number of African Member States over the course of the biennium to ensure that UNESCO meets expected targets despite the reduced budget and to ensure, in this regard, a multiplier effect through institutional capacity building and training of trainers.

Cost effectiveness and efficiency measures undertaken by the Sector include identification of extra-budgetary funds and partnerships. For example the 2012 World OER Congress and the 6 regional policy forums including the Africa Forum were funded by the Hewlett Foundation (USA) in partnership with the Commonwealth of Learning. This included the sponsorship of more than 50% of delegates from Africa.

Global Priority Gender Equality
The Sector continued to support Global Priority Gender by adopting a two-pronged approach in mainstreaming gender in all policies and programmes of its work. Nearly half of the sessions in celebration of World Press Freedom Day in Tunis, Tunisia, were chaired by women and the opening keynote speaker was Mrs Tawakkol Karman, the 2011 Nobel Peace Prize Laureate, who was also the youngest and first Arab woman to be conferred the Prize.

Expected Result 1:   Member States supported in the application of gender-sensitive indicators for media
- During the first quarter of the biennium, Member States were supported in the application of gender-sensitive Media Development Indicators.

- The international debate on gender and media during the 28th session of the IPDC Council meeting on 23 March 2012 mobilized key stakeholders and the Gender-Sensitive Indicators for Media Initiative was officially endorsed by the IPDC Council. National assessments that include gender equality in media operations based on the UNESCO MDIs were launched in Bolivia, Brazil, the Ivory Coast, Egypt, Liberia, Mali, Nepal, Uganda, Togo, Tunisia, Croatia, Serbia, and FYROM and steps taken to systematically integrate, at the implementation level, the Media Development Indicators with the recent Gender-Sensitive Indicators resource.

- The annual Women Make the News online policy advocacy initiative was organized under the theme Rural women's access to media and information to stimulate knowledge exchange on the importance of policies in favour of access to media and information in rural communities, particularly for women, as well as highlight good practices in this regard undertaken by public service broadcasters, commercial and community media, and NGOs.

Expected Result 2: National information policies formulated and implemented in a gender inclusive manner
- In the first six months of the biennium, UNESCO worked to ensure that national information policies were formulated in a gender-inclusive manner both in policy process and content.

- The OER Declaration, the major outcome of the 2012 World OER Congress (Paris, 20-22 June), provided recommendations to Member States on a gender equal perspectives in promoting and using OER to widen access to education. Adoption of Open Access enabling

policies through the gender mainstreamed Policy guidelines, which is the flagship publication for the Sector's capacity building activities in the area of OA, was encouraged.

Expected Result 3: UNESCO-supported training programmes offered on an equal basis to men and women

- UNESCO continued to be engaged in mainstreaming gender in national and institutional policy frameworks and curricular standards and ensuring UNESCO-supported training programmes are offered on an equal basis to men and women.

- Gender Links (GL), in partnership with UNESCO, ran a four-day inception workshop with journalism and media educators from 8 Southern African institutions on mainstreaming gender in journalism and media education and training curricula.

- In Dar-Es-Salaam, UNESCO assumed a lead role in the application of community media as a vehicle for empowering rural women and enhancing gender equality on local levels for sustainable community development. In collaboration with UN Women, UNESCO pioneered the use of solar and dynamo radio set technology to bridge information access gaps for women in rural areas. UNESCO launched the development and dissemination of a Gender Code of Practice for Community Media, while spearheading programmes to train and empower female media practitioners at all levels.

Challenges and lessons learned include the continued need to raise awareness about the role, the specific needs and the benefits for women and girls when using, accessing and developing technologies. UNESCO continued to contribute to the achievement of MDG 3 and other MDGs through interventions addressing three dimensions of gender equality and women's empowerment; capabilities, access to resources and opportunities, and security. The production of the Manual for Namibian Multipurpose Community Centres, for example, contributed to promoting community participation in sustainable development through community media.

Despite the limited financial resources available, and to ensure *cost-effectiveness and efficiency measures*, UNESCO focused on offering policy advice to partners in Morocco, China, India, and the Caribbean geared towards ensuring take-up and application of the GSIM. Challenges encountered in supporting Member States in the application of GSIM include the fact that it is difficult to measure the impact of advocacy work. What is certain is that UNESCO continues to push and cooperate with media organizations globally to keep gender equality in and through media on the international agenda.

INTERSECTORAL PLATFORMS (IP)

In January 2012, a call for the development of intersectoral projects was launched by BSP through a memo outlining the criteria and guidelines for the development and funding of all intersectoral projects by the six intersectoral platforms approved in the 36 C/5. Following this call for proposals, the six Intersectoral Platforms (IPs) developed and selected their projects for funding through an innovative, inclusive and transparent process, based on the guidelines and criteria, and which envisaged a peer review process for all projects, involving the various members of each IP at HQ and in the field as well as representatives of the two global priorities (GE and AFR). All projects were posted on the intranet for all interested staff and parties to follow and offer comments. All projects were then ranked through the peer review/evaluation teams, against the criteria originally defined. In the case of the HIV/AIDS platform, a slightly different – but not less inclusive and transparent - approach was followed whereby all initial proposals were shared with the Multisectoral Consultative Group, HIV focal points network and field office directors. This yielded two proposals outlined below necessitating a funding of US $250,000 each. Each proposal involves at least three programme sectors and multiple field offices, which will receive the bulk of

resources for regional and country level activities.

In total, 198 intersectoral projects were submitted, out of which some 55 projects were shortlisted. After their review and revision, as needed, areas for joint collaboration among the various IPs were identified and mechanisms developed to enhance synergies during the implementation phase. The open process helped enhance the focus of the intersectoral projects and of UNESCO's approach to intersectorality in general. The final list of 55 projects for a total of US $5.86 million was reviewed and endorsed by the Programme Management Committee (PMC) and approved by the Director-General.   This included US$ 2.8 million from the Regular Programme and US $2.99 million from the Emergency Fund. The Director-General approved the allocation of funds from the Emergency Fund to the Intersectoral Platforms so as to be enable the IPs to attain the expected results approved in the 36 C/5. Implementation has since started under each IP. Information on each specific IP is included in the section below.

Intersectoral platform for a culture of peace and non-violence
Field Offices and Sectors submitted 48 project proposals to the Intersectoral Platform for a culture of peace and non-violence, of which 9 were re-directed to other IPs. The 38 proposals reviewed under the IP were distributed as follows: 31 came from Field Offices (Africa (9), Arab States (6), Asia and the Pacific (7), Latin America and the Caribbean (9) and 8 from Headquarters (CI (1), CLT (1), ED (1), SC (2), SHS (3)). 17 projects were shortlisted by the Platform for a total of US $1,195,000, endorsed by the PMC, and approved by the Director-General. These projects were organized in 5 thematic clusters: (i) Strengthening peace and non-Violence through education; (ii) Women and youth empowerment for democratic participation, new citizenship/identity, and social cohesion; (iii) Peacebuilding and non-Violence promotion through media and ICTs; (iv) Heritage and contemporary creativity as tools for building peace through dialogue; and (v) Scientific and cultural cooperation for the management of natural transboundary resources.

In addition, ten flagship projects were developed within the framework of the Memorandum of Understanding between UNESCO and the Government of the Kingdom of Saudi Arabia in support of the "Abdullah bin Abdulaziz International Programme for a Culture of Peace and Dialogue", and are currently being implemented. Activities are also being implemented within the framework of the Danish extrabudgetary project on "Building competences to develop policies and programmes for intercultural dialogue respectful of human rights".

The Programme of Action on a Culture of Peace and Non-Violence also provided an important framework for enhancing international cooperation and for exploring new ways of promoting peace and non-violence every day and everywhere through UNESCO's fields of competence. International fora were organized with Heads of State, UN partners and other stakeholders to further expand UNESCO's large-scale action in this area and to help chart the programmatic activities of the Organization.

Intersectoral platform on UNESCO's contribution to climate change mitigation and adaptation
As part of the 36 C/5 competitive process for Intersectoral Platforms,, under the direction of ADG/IOC as the Lead ADG for the platform, the Climate Change Platform brought together colleagues from all Sectors and field Offices to develop joint project proposals. Initially, 35 proposals with a combined budget of more than US $5 million were developed and screened for funding from the regular budget and the emergency fund. Ten of these proposals were short listed for a total of US $1,196,500, endorsed by the PMC, and approved by the Director-General. Several of these proposals concern the mandates of other platforms as well, notably the Priority Africa and SIDS Platforms with which the Climate Change Platform is cooperating actively. During this period, the Climate Change Platform also continued to engage in UN-wide collaboration, notably with WMO, and a number of Member States, on issues such as climate research and monitoring, climate change education and the development of the Global Climate Change Observatory of UNESCO Sites and the UNESCO Climate Change Adaptation Forum.

Intersectoral platform on UNESCO's contribution to the fight against HIV and AIDS
The call for proposals under the Intersectoral Platform on HIV and AIDS was launched in February inviting all sectors to formulate two proposals with the objectives of: 1) improving the quality and impact of Member States' responses to HIV and AIDS through strengthened technical support, and 2) improving HIV knowledge among young people as a key component of effective national responses to the epidemic. The guiding principles required that the bulk of resources be decentralized to field offices and that proposals contribute to UNESCO's expected results and the UNAIDS Unified Budget, Results and Accountability Framework (UBRAF). Expressions of interest were received from 11 field offices for the first objective, and 18 for the second. After review, two proposals were retained, the first focusing on strengthening effective programming for key populations, and the second on using new media to increase HIV knowledge among young people. The two final proposals (US $250,000 each) involved at least three Programme sectors and multiple field offices.

Intersectoral collaboration continued particularly through an intersectoral workplanning process for the use of the UBRAF core allocation for UNESCO US $12.4 million (2012-2013). As a result, 45% of UBRAF funds support multi-sectoral projects. Examples of intersectoral programmes include the collaboration between ED, CI and SHS in Russia and Ukraine in a project expecting to reach over 50,000 young people via different sources of media, to improve their knowledge and empower them to make informed choices. In West and Central Africa, support to improve HIV knowledge among young people focuses on scaling up harmonized curricula and education through ICT-based training and the production of radio and TV programmes.

The Intersectoral platform on support to countries in post-conflict and post-disaster (PCPD) situations is the principal forum for the coordination of disaster risk reduction and peacebuilding responses by UNESCO in the aftermath of crises. During the first six months of 2012, funding from the Post-Crisis Special Account and the PCPD Platform secretariat (BFC) have supported UNESCO's responses in South Sudan, Myanmar, the Tunis and Tripoli project antennas, and the PEER programme.

During the reporting period, the PCPD Platform convened a multi-sectoral 11-person peer review process to review 40 intersectoral project submissions received from 27 field offices. The PCPD peer review team evaluated each project based on intersectorality, innovation, alignment with expected results and global priorities, as well as assessed needs and linkages to Member State priorities, implementation strategy and implementing teams, partnerships and extrabudgetary funds mobilization potential, sustainability and scalability. The top eight projects were shortlisted with a total budget of $1,040,000, and following endorsement by the PMC, they were approved by the Director-General.

Under the "Conflict Resolution & Peacebuilding" thematic window of the MDG Achievement Fund (MDG-F), UNESCO is presently implementing nine joint UN Country Team activities through US $5.6 million in funds for Brazil, Chile, Costa Rica, Guatemala, Haiti, Lebanon, Macedonia, Mexico, Panama.

Through the UN Peacebuilding Fund, four projects totalling US $2.7 million are approaching completion in the Central African Republic and Liberia, in the fields of Peace and Human Rights education, training, and support to culture and community radio.
In this period, UNESCO also completed implementation of the Lebanon Recovery Fund and Iraq

Trust Fund, the latter amounting to US $60 million across twenty projects spanning all of UNESCO post-crisis fields of competence.

In the Republic of the Congo, the OCHA Central Emergency Response Fund granted UNESCO funds of US $181,000 to provide psychosocial support to children, following the April 2012 munitions explosion in Brazzaville that displaced some 15,000 people.

In the first half of 2012, UNESCO took part in six OCHA Humanitarian Appeals, notably for the Somalia and Horn of Africa drought response, as well as in the Central African Republic, Palestine and Pakistan. These humanitarian phase projects seek to raise US $7.6 million to address UNESCO's fields of competence in disaster risk mitigation for droughts and floods, as well as in the support of cultural livelihoods, psychosocial support and education for Internally Displaced Populations.

The 2012 OCHA humanitarian appeals process marks the first time that UNESCO has been included by OCHA within the Water, Sanitation and Hygiene (WASH) Cluster: through initiatives for "rapid groundwater development for emergency water and sanitation services" currently being implemented by UNESCO in the Horn of Africa. The Organization also continues to work within OCHA's humanitarian Clusters for Education, Early Recovery and Protection.

Intersectoral platform on UNESCO's contribution to the Mauritius Strategy for the further implementation of the 1994 Barbados Programme of action for the sustainable development of Small Island Developing States (SIDS)

Throughout the first half of 2012 the SIDS Platform maintained close cooperation with the wider UN system, ensuring an active presence in UN-wide SIDS initiatives and the full participation of UNESCO in the planning of the 2014 meeting on Barbados+20. In early 2012, the SIDS Platform invited the submission of project proposals to be considered by the PMC for funding under the 36 C/5 modality for Intersectoral Platforms. In consultation with ADG/SC, as lead ADG, all proposals received were reviewed by an intersectoral working group chaired by the Platform Manager and comprising SIDS Focal Points from all sectors. Feedback was submitted to proponents along with suggestions for strengthening each proposal. Following the receipt of revised proposals, the working group elaborated a shortlist based on the criteria defined by BSP. Seven projects were submitted for a total of US $755,000, endorsed by the PMC and approved by the Director-General.

In parallel with the project assessment process, UNESCO continued its proactive contributions towards the implementation of the Mauritius Strategy, in spite of funding constraints. Key achievements include the expansion of IOC membership and the completion of capacity development activities under the Pacific Tsunami Early Warning System; the publication of the Spanish language edition of the Sandwatch manual; the publication and formal launch of the book Weathering Uncertainty on traditional knowledge relating to climate change and adaptation at the UNESCO-ICSU Science Forum held prior to the UNCSD; the launch of a publication on East Timorese traditional knowledge of nature; the launch and implementation of new Youth Visioning for Island Living projects focusing on HIV-AIDS awareness in Jamaica and Mauritius; development of a multi-agency Pacific island sub-regional partnership to formulate appropriate policy and planning frameworks for STI; the implementation of capacity development activities for Pacific media on gender equality and e-waste; and development of the Jamaica Literacy Assessment and Monitoring Project as a pilot exercise preceding further sub-regional implementation; and initiation of the Pacific Islands Literacy and Numeracy Assessment, a collaborative effort with the Pacific Board for Educational Assessment.

Intersectoral platform on priority Africa and its implementation by UNESCO
Le Département Afrique a organisé une série de consultations et de séminaires prospectifs impliquant les secteurs de programme, les bureaux UNESCO en Afrique, l'Union Africaine (UA), le NEPAD, les communautés économiques sous régionales, le groupe africain ainsi que des experts institutionnels et individuels, destinés à élaborer un cadre directeur de référence pour le Secrétariat, les Etats membres et les partenaires, sous la forme d'un document dit de stratégie opérationnelle. Cette stratégie a pour vocation, en tenant compte, prospectivement, des défis et enjeux de développement identifiés, de doter la priorité Afrique d'une vision référentielle, assortie d'objectifs globaux et spécifiques partagés, de dresser l'état des lieux des opportunités et des contraintes liées à ces objectifs, d'indiquer les parties prenantes à sa mise en œuvre avec leurs lignes appropriées d'autorité, de responsabilité et de collaboration, et d'identifier les moyens humains et financiers requis.

A la faveur d'un appel à projets, la Plateforme a pu capitaliser un portefeuille de 31 projets, conçus et élaborés par des équipes intersectorielles, auxquelles ont été parties prenantes tous les secteurs de programme, les bureaux et instituts en Afrique, ainsi que d'autres unités de l'Organisation. Les centres d'intérêt de ces projets portent sur l'eau, l'environnement, l'éducation à la Culture de la Paix, la promotion des langues africaines, la formation des maîtres, renforcement des capacités dans les STI, la jeunesse et le genre. L'ensemble de ces projets ont été soumis à un groupe intersectoriel, chargé d'en faire l'évaluation sur la base d'une grille de critères. A l'issue de cette évaluation, onze projets d'un total de 1.196.666 dollars US, ont été retenus et approuvés par le PMC et par la Directrice Générale.

Afin de définir les axes stratégiques d'un programme pour la culture de la paix en Afrique et jeter les bases d'une coopération avec l'Union africaine et d'autres partenaires régionaux, une mission a été effectuée à Addis Abeba (16-20 avril 2012) qui a donné lieu à un aide-mémoire contenant les domaines de coopération ainsi que les projets à développer de manière conjointe avec l'Union africaine. Parmi les axes de coopération figurent les cadres d'action de l'UA suivants : « l'Architecture africaine de paix et sécurité », la campagne de sensibilisation « Agissons pour la paix : Make Peace Happen » ; le « cadre des valeurs partagées » ; la « Charte africaine de la démocratie, des élections et de la gouvernance » et la « Charte africaine de la jeunesse ». Un premier des Forum de réflexion sur la culture de la paix a eu lieu en Côte d'Ivoire sous le titre : « Culture de la paix en Afrique de l'Ouest : un impératif de développement économique et une exigence de cohésion sociale » (Abidjan, 4-5 juin 2012). Ce Forum a été organisé en partenariat avec le Centre d'Etudes et de Prospective Stratégique (CEPS), une ONG ayant un statut de consultation avec l'UNESCO, ainsi qu'avec le Gouvernement ivoirien. Une série de recommandations et de pistes d'action concrètes ont été élaborées. Ces recommandations sont une contribution aux prochains C4 et C5 de l'UNESCO ainsi qu'au Sommet des Chefs d'Etat et de Gouvernement de l'Union africaine prévu en janvier 2013. Par ailleurs, un inventaire des projets sur la culture de la paix développés en Afrique, a été initié avec les bureaux hors-siège de l'UNESCO afin de constituer une base de données des « bonnes pratiques » dans ce domaine. Le recensement des mécanismes traditionnels de prévention et de résolution des conflits a été également initié.

UNESCO INSTITUTE FOR STATISTICS (UIS)

MLA 1: Development of education indicators and promotion of data use and analysis

Core funding to this MLA has been reduced due to budgetary constraints. To mitigate the impact of this reduction, the UIS has undertaken the following measures:
- Prioritization of activities with a focus on specific countries;
- More efficient use of human resources has enabled the UIS to reduce staff costs (e.g. not renew vacant positions);
- Reduction of travel costs by reducing the number of missions and securing greater funding from partners;
- Greater reliance on partnerships to deliver data and analysis.

Expected Result 1: More relevant and timely education statistics and indicators produced
- New indicators about early grade learning and teacher flows in sub-Saharan Africa were prepared and disseminated.
- Regional indicators on school conditions in sub-Saharan Africa were analyzed and disseminated via several outputs (report, data visualizations, etc.).
- Regional indicators on adult education and literacy programmes in Latin America and the Caribbean are being analyzed and will be released on International Literacy Day.
- The UIS initiative to improve the production and use of education finance data was extended to Anglophone countries in sub-Saharan Africa and introduced in Latin America and Asia.

- 42 new national literacy data sets were processed and Global Age-Specific Literacy Projections produced from 568 national datasets.
- For educational attainment, a dataset with completion ratios in 70 countries was created in order to estimate mean years of schooling.

Expected Result 2: Appropriate methodologies and standards in the field of education statistics developed, maintained and refined

- The UIS has begun work with Member States to remap their education systems according to new ISCEC 2011.
- A technical advisory panel met in Montreal in May to revise ISCED fields of study.
- The UIS developed a pilot questionnaire to map national TVET provision which will be tested in nine countries.

Expected Result 3: Capacities of national statisticians strengthened in the production and use of national and comparative education data

- Two training workshops were organized for education planners and policymakers from East Asia as well as South and West Asia. The training focused on: instructional time module; ISCED 2011; UIS instruments for education finance data.

Expected Result 4: Use and analysis of education statistics promoted

- The UIS programmed a series of new indicators (adjusted net enrolment rate, total net enrolment rate, out-of-school rate for children of primary and lower secondary age) in the UIS database for the measurement of school participation.
- A new steering committee was formed to develop a strategy to improve data visualization and accessibility on the UIS website. Initial experience with data visualization on the UIS website is very positive.
- New series of electronic atlases released with editions focusing on gender disparities in education and out-of-school children.

MLA 2: Development of international statistics on education outcomes

The UIS has created the Observatory of Learning Outcomes to respond to the rising demand for cross-nationally comparable data in this field. To avoid the duplication of efforts, the Observatory is designed to leverage current initiatives by creating an international repository of existing information and corresponding meta-data; and by promoting collaboration among different agencies which helps to reduce costs. Overall, the Observatory will provide Member States with the statistical and technical information required to make informed decisions on assessments as well as the cross-nationally comparable data required to better monitor learning outcomes.

Given the financial costs and technical issues associated with the Literacy Assessment and Monitoring Programme, the UIS is reviewing its plans to expand the programme.

Expected Result 5: Data on the distribution of literacy skills produced by more Member States and information used to design and implement education policies and programmes

- The UIS is preparing to release data from the first group of LAMP countries.
  assessing the feasibility of enlarging this group in light of the current constraints in terms of human and financial resources.

Expected Result 6: Methodologies for the assessment and monitoring of literacy developed, refined and implemented
- No work is foreseen in 2012 due to financial constraints.

Expected Result 7: A framework to undertake comparative analysis and international monitoring of progress in learning outcomes established
- The UIS is in negotiations with the Brookings Institution to create an international task force on learning outcomes.
- The Institute is creating an international catalogue of student assessment initiatives which should be completed in 2013.

MLA 3: Development of international statistics on science and technology (S&T); communication and information; and culture

The team dedicated to this area is relatively small but highly qualified to provide sufficient support to Member States. To reduce costs, the UIS has limited travel while seeking greater support from partners, especially when organizing training workshops.

Expected Result 8: Timely statistical information, and analysis on research and development and innovation statistics made available to Member States
- Survey on innovation metadata was launched in June 2012 according to schedule.
- Training workshop on science, technology and innovation indicators was organized by UNESCO, UIS and the African Union in April 2012 in South Africa.
- New eAtlas on research and development data was released in June 2012.

Expected Result 9: New S&T methodological tools made available to Member States
- Consultation process is being launched to improve UIS guidelines on S&T data collection activities.
- Qatar, Oman and the UAE have requested UIS support regarding their national R&D surveys.

Expected Result 10: Data on information and communication technologies (ICT) in education are collected in regional modules and made available in the UIS database.
- The UIS is preparing to launch a regional ICT data collection in Asia in late 2012.

Expected Result 11: New statistical information on print, broadcast and online media is made available through the UIS database
- Preparatory work has been completed (including a training workshop for 28 countries in May). The global survey of media statistics will be launched in the second half of 2012.

Expected Result 12: Capacities of national statisticians strengthened in the production of cultural statistics and the use of new methodological tools facilitating application of the 2009 UNESCO Framework for Culture Statistics
- Two handbooks - on the measurement of cultural participation and the economic contribution of cultural industries – are currently being prepared.
- Training provided to national statisticians in Mongolia and South Africa.

Expected Result 13: More data on feature films and another culture topic are available in the UIS database
- The global survey on feature film statistics will be launched in July 2012.
- Methodological work is also underway to develop a new survey on cultural employment.

MLA 4: Reinforcement of cross-cutting statistical activities

The UIS is under pressure to improve the usability of its online Data Centre. However, the development of a new dissemination environment would be extremely expensive. A solution has been found by entering into a partnership agreement with the OECD to share technologies and, to some degree, human resources by implementing the OECD Dot.stat dissemination environment. This initiative will allow the UIS to save at least $250,000 in software development costs while avoiding the costs of maintenance and technical updates.

Expected Result 14: Quality of data produced by the UIS improved and constantly monitored
  – Task force was set up to design new internal indicators to better monitor targets and anticipate the need for corrective actions.

Expected Result 15: UIS data-users given easier and more efficient access to the UIS data through the redesigned online Data Centre
  – Agreements were signed with OECD and the World Bank to improve the accessibility and visibility of UIS data.
  – A new version of the UIS Data Centre will be online in 2013.

Global Priority Africa

One of the greatest challenges lies in promoting national use of UIS data for effective policymaking in sub-Saharan Africa. To this end, the UIS has established its most important field presence in regional and cluster offices across the continent. African countries are also given priority in terms of training opportunities and relevant policy issues are clearly addressed in all UIS publications. To improve data quality and dissemination across the region, the UIS has undertaken the following initiatives:
  – Regional data collection on teaching and school conditions;
  – Data quality assessments and ISCED mappings;
  – Regional and national training workshops on data collection in the fields of education, science and culture;
  – Expansion of UIS initiative to improve the production and use of education finance data.

Global Priority Gender Equality

Guided by the Gender Equality Action Plan for 2008-2013, the UIS continues to ensure that, where possible, all data and indicators disseminated are disaggregated by sex or by a gender parity index. Examples of the priority given to gender equality include:
  – All publications include relevant gender analysis;
  – New series of electronic atlases specifically focus on gender disparities in education;
  – Gender issues related to out-of-school children and women in science.

UNESCO'S CONTRIBUTION TO OPERATIONAL POLICIES AND ACTIVITIES FOR DEVELOPMENT COOPERATION WITHIN THE UNITED NATIONS SYSTEM (167 EX/DECISION 8.1)

Further to documents 185 EX/4 and 186 EX/INF. 22, this part of the Director-General's report provides an update on UNESCO's contribution to, and involvement in, the system-wide efforts to enhance inter-agency cooperation as regards operational policies and activities for development cooperation within the UN system.. UNESCO's engagement in these efforts have been guided by the quest to pursue the reforms under way within the United Nations system so that the implications for the Organization can be forecast and its mandate and its specificities can be preserved. Information on statutory reports on UNESCO's contribution to the UN system is provided annually in EX/6.

At the global/inter-agency level, UNESCO has continued its engagement within the Chief Executives Board (CEB) and its pillars - the High-Level Committee on Programmes (HLCP), the High-Level Committee on Management (HLCM) and the United Nations Development Group (UNDG) of which it assumed vice-chairmanship. One important area of work concerns inter-agency discussions on the post-2015 UN development agenda and contribution to a report of the UN System Task Team on the Post-2015 entitled "Realizing the Future We Want".

UNESCO has continued its engagement in the Regional Directors Teams (RDTs) and their assigned support and oversight functions, as well as joint United Nations work as a member of United Nations Country Teams (UNCTs).

In response to General Assembly resolution 62/208 on the triennial comprehensive policy review of operational activities for development (TCPR) , UNESCO has aligned its programme cycle and contributed to the discussions and the formulation by the UNDG Advisory Group of recommendations completed in July 2012 to be submitted to the General Assembly that are aimed at further enhancing the relevance, coherence, effectiveness and efficiency of the United Nations development system, while taking into account the rapidly evolving challenges of today's world.

UNESCO has remained fully committed to efforts of increased system-wide coherence, geared towards greater coordination, efficiency, effectiveness, and enhanced quality of delivery of the United Nations' action, in particular for development at country-level. In this context, the Organization is actively supporting the UN Secretary-General's proposal, contained in his five-year plan, to advance a "second generation of Delivering as One", inter alia taking forward the findings and lessons learned from the independent evaluation of lessons learned from Delivering as One.

UNESCO's participation in common country programming exercises and the elaboration of UNESCO Country Programming Documents (UCPDs) has continued to be supported through dedicated reinforcement funds, including allocation of the 2% funds from programme activities under the 36 C/5.

ADG/BSP, in his capacity as Vice Chair of the UNDG, was tasked with leading the UN inter-agency review of current funding modalities and cost-sharing arrangements in support of the Resident Coordinator system. The review, which is close to being finalized, provides an overview of available and needed resources in support of the UN Resident Coordinator system, and makes proposals for an equitable, sustainable and fair cost-sharing among UN organizations in view of the mutual benefits received from the RC system.

The MDG Achievement Fund (MDG-F) is an important producer of innovations and knowledge both in the field of development policy and the organizational level. UNESCO, as the Convenor of the MDG-F Thematic Window on Culture and Development, is leading a Knowledge Management

project, in partnership with UNDP, which aims at capitalizing on the knowledge generated by the 18 Joint Programmes on Culture and Development regarding the linkages between culture and development as well as inter-agency cooperation. The objective is to inform future programming in this field as well as to contribute to the post-2015 discussions. In this context, information and data on the impact on MDGs and main achievements of the 18 Joint Programmes, as well as national ownership, beneficiaries, operational challenges, and success stories are being diffused among the participating UN agencies, the MDG-F Secretariat, the national authorities, and the wider development community via regional e-publications and the web.

With its mandate to address sustainable development and peace-building, UNESCO has been increasingly called upon by its Member States to respond to post-conflict/post-disaster situations as well as to act in regard to disaster risk reduction and conflict prevention, including in the context of a joint coordinated United Nations response. United Nations system-wide reforms in post-conflict and post-disaster response have focused on coherence in filling gaps during the transition from humanitarian response to reconstruction and "peace-building". This implies a broader mobilization by the United Nations system during the "early recovery" phase, which implies increased assistance beyond life-saving relief activities, particularly in the reactivation of public service delivery through capacity-building and technical advice and assistance. This new United Nations focus on early recovery and peace-building is in line with UNESCO's mandates and actual capacities and experience. In a number of concrete activities UNESCO has demonstrated the added-value the Organization can bring. UNESCO is a member of the Inter-Agency Standing Committee Humanitarian Education Cluster and Early Recovery Response, and their two global working groups. UNESCO is also a member of relevant clusters at the country level in countries where UNESCO participates in post-conflict or post-disaster responses. UNESCO is furthermore participating in the Sub-Working Group on the Consolidated Appeal Process (CAP SWG) which is a subsidiary body of the Inter-Agency Standing Committee (IASC) and is also closely associated with UNDG activities in regard to develop new joint UN strategies for post-conflict and post-disaster response as well as with the Counter Terrorism Task Force's activities in the field of preventive, educational programmes.

UNESCO has continued to be an active and engaged cosponsor of the Joint United Nations Programme on HIV/AIDS (UNAIDS). It participated in all UNAIDS regular meetings, including the Committee of Cosponsoring Organizations (CCO) which UNESCO will chair in 2013, and the Programme Coordinating Board (PCB). It took leadership in the coordination and implementation of the UNAIDS Global Initiative on Education and HIV and AIDS (EDUCAIDS) and the UNAIDS Inter-Agency Task Team (IATT) on Education, and worked collaboratively with other cosponsors at global, regional and national levels, including through the Joint United Nations Teams on AIDS and UN Theme Groups, in which UNESCO is active in at least 64 countries. Cooperation at global level has been guided by the development of a revised Division of Labour and Technical Support Strategy, and the 2012-2015 UNAIDS Unified Budget, Results and Accountability Framework (UBRAF). Following the adoption by the PCB of the UNAIDS Strategy 2011-2015, UNESCO was the first cosponsor to update its strategy on HIV to ensure that it is fully aligned to the UNAIDS Strategy, reflects the revised Division of Labour – in which UNESCO is convening agency for ensuring good quality education for a more effective HIV response – and brings a sharper focus on supporting UNAIDS priority countries. At a time when other cosponsors saw their core funding allocations level off or cut, UNESCO's allocation of the core UBRAF, which replaces the Unified Budget and Workplan (UBW), has increased from $12.3 million in the last biennium (2010-2011) to $12.4 million in the current biennium (2012-2013), 73% of which allocated directly to regional and country level through a collaborative work planning process. As at 31 December 2011, UNESCO had achieved 99% implementation of its 2010-2011 UBW allocation.

Since it was established in 2004, approximately 80 countries in five regions have engaged with EDUCAIDS. A UNESCO Internal Oversight Service evaluation on Priority Africa completed in May 2012 found that "EDUCAIDS is an example of a regional framework that supports UNESCO's work in an area of comparative advantage and increases its impact in the region through a concerted action of UNAIDS and its cosponsors, other UN agencies, the UNESCO family (e.g. IIEP, IBE,

BREDA, UIS) and regional bodies (e.g. SADC, ADEA) as well as ministries of education and civil society partners." UNESCO has significantly strengthened its support to comprehensive education sector responses to HIV and AIDS at country level, establishing twenty-six regional and national positions created with extra-budgetary funding from multiple sources since 2010 (of which 18 are in Africa), and new staff in Africa and Asia trained through regional induction programmes. Practical guidelines for supporting EDUCAIDS implementation were developed and are available for use by all UNAIDS cosponsors working with the education sector. As an example of EDUCAIDS in action at country level, in Viet Nam UNESCO led the UN Education Sub-Group to strengthen the education sector response to HIV and AIDS using EDUCAIDS. Achievements include formulation of a Strategic Plan on HIV by the Ministry of Education and Training; integration of sexuality education into the National Education Strategy and of HIV prevention in the national school curriculum; and strengthened implementation of legislation on stigma and discrimination against those infected or affected by HIV, particularly those most vulnerable.

As convener of the UNAIDS IATT on Education, UNESCO has expanded this group over the past years into a dynamic partnership forum bringing together more than 35 multilateral, bilateral and civil society organizations. Key achievements include advances in measuring country progress through the Global Progress Survey (GPS) on Education Sector Engagement in National AIDS Responses. The GPS is the second global survey of its kind, and draws on the experience and lessons of the 2004 Global HIV/AIDS Readiness Survey. The 2011 GPS surveys 39 countries around the world, and is expected to help ministries and their development partners to chart progress, and identify priority areas for intervention, including capacity gaps and technical support needs.

UNESCO Publications Plan 2012–2013

UNESCO Publications Plan 2012–2013

MPI Education

No.	HQ, FO, Inst	Office	MLA	Title / Titre	Series title / Titre de séries	Publication date / Date de publication	Type	Language / Langue	Translations / Traductions 2012-2013	Pages (est.)	Print run original / Tirage originale	Print run, translations / Tirage, traductions	Other media / Autres supports
ED001	HQ	ED/BHL/BAS	MLA 2	General Education Quality Diagnosis/Analysis and Monitoring Framework		01/03/2012	Guidelines, manual or toolkit	English	French, Spanish, Arabic	50	0	0	Online PDF, ePub
ED002	HQ	ED/BHL/BAS	MLA 2	Promoting Access to Quality Education for Roma People: the Role of Intercultural Education		01/03/2012	Guidelines, manual or toolkit	English		25	1,000	0	Online PDF, ePub
ED003	HQ	ED/BHL/BAS	MLA 2	International Handbook on Early Childhood Care and Education		01/09/2012	Technical report	English	French	500	2,000	1,500	Online PDF, ePub
ED004	HQ	ED/BHL/BAS	MLA 2	Improving National Monitoring of Early Childhood: Holistic Early Childhood Development Index		01/11/2012	Guidelines, manual or toolkit	English	French, Spanish	60	300	200	Online PDF, ePub
ED005	HQ	ED/BHL/BAS	MLA 2	Women's and girls' education advocacy report		01/03/2013	Global report or flagship publication	English	French	70	500	200	ePub
ED006	HQ	ED/BHL/HED	MLA 2	Rankings and Accountability in Higher Education: Uses and Misuses" (provisional title)	Issues and Trends in Education Today, Vol. 1:	01/03/2012	Global report or flagship publication	English		200	800	0	online, ePub, CD
ED007	HQ	ED/BHL/LNF	MLA 1	Changing Visions, Changing Lives: Lessons Learnt from Personal Testimonies		01/01/2012	Monograph	English		36	400	0	Online PDF
ED008	HQ	ED/BHL/LNF	MLA 1	Introduction to Regional Percepectives on Literacy Delivery Assessment and Monitoring (Vol. 3)	Emerging trends in adult literacy	01/09/2012	Monograph	English	French	300	500	0	Online PDF
ED009	HQ	ED/BHL/LNF	MLA 1	Introduction to Regional Perspectives on Literacy Policies, Strategies and Financing (Vol. 1)	Emerging trends in adult literacy	01/09/2012	Monograph	English	French	300	500	0	Online PDF
ED010	HQ	ED/BHL/LNF	MLA 1	Sustaining Literacy in Africa: Developing a Literate Environment	Emerging Trends in AdultLiteracy (Vol. 2)	01/09/2012	Monograph	English	French	300	500	0	Online PDF
ED011	HQ	ED/BHL/LNF	MLA 1	Literacy for all: United Nations Literacy Decade's End-of-Decade assessment		01/07/2013	Global report or flagship publication	English	French, Spanish, Arabic, Russian, Chinese	50	1,000	1,800	Online PDF
ED012	HQ	ED/BHL/TVE	MLA 1	TVET Policy Review: Benin	TVET Policy Review	01/04/2012	Technical report	French	English	80	0	0	Online

2

No.	Target Audience / Audience cible	Demand /Demande	Intended Purpose / Objectifs	Expected Impact / Effets prévus	Distribution	Estimated Budget / Estimation du budget	Budget source / Source budgetaire
ED001	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Development agents (e.g. Intergovernmental Organizations, UN system)	Request from governing bodies/Member States	To support Member States in diagnosing the quality of their education systems	Informed decision-making regarding issue	Free distribution	$10,000	Regular programme
ED002	1. Policy makers (e.g. ministries, parliamentarians, local authorities)	Request from governing bodies/Member States	To support Member States in improving their policies, programmes and practices for Roma People.	Informed decision-making regarding issue	Free distribution	$8,000	Regular programme
ED003	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Civil Society (e.g. private persons, NGOs, companies)	Request from governing bodies/Member States	Will serve as a substantive reference for diverse audiences concerned with the development and wellbeing of young children.	Informed decision-making regarding issue	For sale	$95,000	Regular Programme
ED004	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Development agents (e.g. Intergovernmental Organizations, UN system)	Request from governing bodies/Member States	For use by national goverments (ministries, statistical offices) to assess and monitor the state of early childhood policy and outcomes.	Informed decision-making regarding issue	Free distribution	$10,070	Regular and extrabudgetary funds
ED005	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Civil Society (e.g. private persons, NGOs, companies)	Request from governing bodies/Member States	Stregthen advocacy and partnership for girls and women's education	Increased awareness of issue	Free distribution	$140,000	Regular and extrabudgetary funds
ED006	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Scientists, researchers, academia	Evident/substantial interest from target audiences	Inform higher education policy, governance and funding practices. Raise awareness of students, employers and other stakeholders. Keep UNESCO visible in the global debate on rankings.	Enhanced recognition of programme / UNESCO	For sale	$48,500	Regular programme
ED007	1. Civil Society (e.g. private persons, NGOs, companies) 2. Policy makers (e.g. ministries, parliamentarians, local authorities)	Request from funding partner	To showcase the results of two extra-budgetary programmes through testimonies from direct and indirect programme beneficiaries	Enhanced recognition of programme / UNESCO	Free distribution	$14,300	Extrabudgetary funds
ED008	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Development agents (e.g. Intergovernmental Organizations, UN system)	Request from UNESCO partner	Raise the profile of youth and adult literacy, present experience and analysis of literacy issues; promote universal literacy; provide a platform for interaction andcapacity development of literacy planners and practitioners	Informed decision-making regarding issue	Free distribution	$13,000	Regular programme
ED009	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Development agents (e.g. Intergovernmental Organizations, UN system)	Request from UNESCO partner	Raise the profile of youth and adult literacy, present experience and analysis of literacy issues; promote universal literacy; provide a platform for interaction andcapacity development of literacy planners and practitioners	Informed decision-making regarding issue	Free distribution	$13,000	Regular programme
ED010	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Development agents (e.g. Intergovernmental Organizations, UN system)	Request from UNESCO partner	Raise the profile of youth and adult literacy, present experience and analysis of literacy issues; promote universal literacy; provide a platform for interaction andcapacity development of literacy planners and practitioners	Informed decision-making regarding issue	Free distribution	$12,000	Regular programme
ED011	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Development agents (e.g. Intergovernmental Organizations, UN system)	Request from UNESCO partner	To mark the end of UNLD and to keep the literacy agenda high in policy debates at all leveles	Increased awareness of issue	Free distribution	$50,000	Regular programme
ED012	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Scientists, researchers, academia	Interest from government concerned and regional stakeholders	Inform national and global debate	Informed decision-making regarding issue	Free distribution	$5,000	Regular programme

No.	HQ, FO, Inst	Office	MLA	Title / Titre	Series title / Titre de séries	Publication date / Date de publication	Type	Language / Langue	Translations / Traductions 2012-2013	Pages (est.)	Print run original / Tirage originale	Print run, translations / Tirage, traductions	Other media / Autres supports
ED013	HQ	ED/BHL/TVE	MLA 1	World Report on Technical and Vocational Education and Training: Transforming TVET for learning, working and living		01/05/2012	Global report or flagship publication	English	Russian, Spanish, French, Arabic, Chinese	350	2,000	0	Online
ED014	HQ	ED/BHL/TVE	MLA 1	TVET Policy Review: Cambodia	TVET Policy Review	01/07/2012	Technical report	English		80	0	0	Online
ED015	HQ	ED/BHL/TVE	MLA 1	TVET Policy Review: Lao PDR	TVET Policy Review	01/07/2012	Technical report	English		80	0	0	Online
ED016	HQ	ED/BHL/TVE	MLA 1	Final Report of the Third International Congress on TVET		01/09/2012	Proceedings	English	Russian, Spanish, French, Arabic, Chinese	100	0	0	Online
ED017	HQ	ED/BHL/TVE	MLA 1	TVET Policy Review: El Salvador	TVET Policy Review	01/09/2012	Technical report	Spanish	English	80	0	0	Online
ED018	HQ	ED/EFA	MLA 4	Enhancing Private Sector's Engagement in Global Education: the Voice of Governments (2012)		01/09/2012	Monograph	English	French	70	3,000	700	online
ED019	HQ	ED/EFA	MLA 4	Education: the Driving Force of Human Development		01/12/2012	Monograph	English	French	60	5,000	800	online
ED020	HQ	ED/ERF	MLA 4	ERF Occasional Papers (series) (Nber 1 to 11)	ERF Occasional Papers	01/03/2012	Periodical - Journal, review, newsletter	English	French	165	0	0	Online PDF
ED021	HQ	ED/ERF/KMS	MLA 4	World Atlas of Gender Equality in Education		01/03/2012	Atlas	English	French, Spanish	120	3,000	3,000	online, ePub
ED022	HQ	ED/GMR	MLA 4	EFA Global Monitoring Report 2012 (TtileTbc) (Skills)	EFA Global Monitoring Report	01/09/2012	Global report or flagship publication	English	French, Spanish, Russian, Arabic, Chinese	400	11,500	11,000	online
ED023	HQ	ED/GMR	MLA 4	EFA Global Monitoring Report 2013 (Title Tbc)	EFA Global Monitoring Report	01/09/2013	Global report or flagship publication	English	French, Spanish, Russian, Arabic, Chinese	400	11,500	11,000	online

No.	Target Audience / Audience cible	Demand /Demande	Intended Purpose / Objectifs	Expected Impact / Effets prévus	Distribution	Estimated Budget / Estimation du budget	Budget source / Source budgetaire
ED013	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Scientists, researchers, academia	Request from governing bodies/Member States	Inform the global debate on TVET	Informed decision-making regarding issue	Free distribution	$50,000	Regular programme
ED014	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Scientists, researchers, academia	Interest from government concerned and regional stakeholders	Inform national and global debate	Informed decision-making regarding issue	Free distribution	$5,000	Regular programme
ED015	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Scientists, researchers, academia	Interest from government concerned and regional stakeholders	Inform national and global debate	Informed decision-making regarding issue	Free distribution	$5,000	Regular programme
ED016	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Scientists, researchers, academia	Evident/substantial interest from target audiences	Inform global debate and disseminate to Congress participants	Informed decision-making regarding issue	Free distribution	$10,000	Regular programme
ED017	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Scientists, researchers, academia	Interest from government concerned and regional stakeholders	Inform national and global debate	Informed decision-making regarding issue	Free distribution	$5,000	Regular programme
ED018	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Civil Society (e.g. private persons, NGOs, companies)	Evident/substantial interest from target audiences	Bridge the dialogue and improve the collaboration between the private sector and national governments	Increased awareness of issue	Free distribution	$20,000	Regular programme
ED019	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Development agents (e.g. Intergovernmental Organizations, UN system)	Success of comparable publications	Mobilize stronger support for éducation by illustrating the role of éducation in human development over the past forty years	Increased awareness of issue	Free distribution	$22,000	Regular programme
ED020	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Development agents (e.g. Intergovernmental Organizations, UN system)	Request from governing bodies/Member States	Strengthen UNESCO's intellectual lead in the shaping of a new vision of education	Informed decision-making regarding issue	Free distribution	$30,547	Regular programme
ED021	1. Civil Society (e.g. private persons, NGOs, companies) 2. Policy makers (e.g. ministries, parliamentarians, local authorities)	Evident/substantial interest from target audiences	To graphically illustrate how human development is intrinsically linked to geography. To communicate education statistics and raise the profile of key issues such as gender parity, sustainable development and financing.	Increased awareness of issue	For sale	$125,000	Regular programme
ED022	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Educators, teachers, trainers	Evident/substantial interest from target audiences	The Education for All Global Monitoring Report is an authoritative reference that aims to inform, influence and sustain genuine commitment towards Education for All.	Informed decision-making regarding issue	For sale	$2,240,000	Extrabudgetary funds
ED023	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Educators, teachers, trainers	Evident/substantial interest from target audiences	The Education for All Global Monitoring Report is an authoritative reference that aims to inform, influence and sustain genuine commitment towards Education for All.	Informed decision-making regarding issue	For sale	$2,240,000	Extrabudgetary funds

No.	HQ, FO, Inst	Office	MLA	Title / Titre	Series title / Titre de séries	Publication date / Date de publication	Type	Language / Langue	Translations / Traductions 2012-2013	Pages (est.)	Print run original / Tirage originale	Print run, translations / Tirage, traductions	Other media / Autres supports
ED024	HQ	ED/PDE/PAD	MLA 3	The impact of the financial and economic crisis on the education sector		01/04/2012	Technical report	English	French	100	1,500	0	Online PDF
ED025	HQ	ED/PDE/PAD	MLA 1	Use of Information and Communication Technologies (ICTs) for Teacher Development - with specific reference to Africa		01/04/2012	Guidelines, manual or toolkit	English		100	0	0	Online PDF
ED026	HQ	ED/PDE/PAD	MLA 3	Working Paper Series on Education Policy (No.s 1 to 7)	Working Paper Series on Educational Policy	01/04/2012	Technical report	English	French, Spanish	245	0	0	Online PDF
ED027	HQ	ED/PDE/PAD	MLA 3	Working Paper Series on Mobile Learning (No.s 1 to 10)	Working Paper Series on Mobile Learning	01/04/2012	Technical report	English	French, Spanish	500	0	0	Online PDF
ED028	HQ	ED/PDE/PAD	MLA 3	Mobile Learning Policy Issues Paper		01/05/2012	Technical report	English	French, Spanish	25	0	0	Online PDF
ED029	HQ	ED/PDE/PAD	MLA 3	Mobile Technology Futures Issues Paper / Mobile Learning and Education for All in 2030		01/05/2012	Technical report	English	French, Spanish	25	0	0	Online PDF
ED030	HQ	ED/PDE/PAD	MLA 3	Policy Guidelines for Mobile Learning		01/11/2012	Guidelines, manual or toolkit	English	French, Spanish	40	800	800	Online PDF
ED031	HQ	ED/PDE/PER	MLA 1	Joint UNESCO-UNDP Capacity Needs Assessment Methodology (CAPNAM) in Educational Planning and Management		01/03/2012	Guidelines, manual or toolkit	English	French	30	500	100	Online PDF
ED032	HQ	ED/PDE/TED	MLA 2	Gender Mainstreaming in Teacher Training Institutions: A Guide for Gender Equality in the Policy and Practice of Teacher Education		01/05/2013	Guidelines, manual or toolkit	English	French	50	0	0	online
ED033	HQ	ED/PDE/TED	MLA 2	Revitalising school leadership: lessons from case studies		01/12/2013	Guidelines, manual or toolkit	English	French, Spanish	50	1,500	0	online
ED034	HQ	ED/PDE/TEFAS	MLA 1	Teachers issues and policies in Indonesia and other selected Asian countries	Teachers issues and policies	01/02/2012	Proceedings	English	French	30	0	0	Online PDF
ED035	HQ	ED/PDE/TEFAS	MLA 1	Addressing the teacher gap: what make effective policies and practices (Anglophone Africa case studies)	Addressing the teacher gap	01/06/2012	Technical report	English	French	150	500	500	Online PDF

No.	Target Audience / Audience cible	Demand /Demande	Intended Purpose / Objectifs	Expected Impact / Effets prévus	Distribution	Estimated Budget / Estimation du budget	Budget source / Source budgetaire
ED024	1. Development agents (e.g. Intergovernmental Organizations, UN system) 2. Policy makers (e.g. ministries, parliamentarians, local authorities)	Evident/substantial interest from target audiences	Raise awareness of target audiences about specific issues	Increased awareness of issue	Free distribution		Regular programme
ED025	1. Policy makers (e.g. ministries, parliamentarians, local authorities)	Evident/substantial interest from target audiences	Raise awareness of target audiences about specific issues	Increased awareness of issue	Free distribution		Regular programme
ED026	1. Policy makers (e.g. ministries, parliamentarians, local authorities)		To provide information and best practices in educational development, education policy making,international student assessment, and technology use in education.	Informed decision-making regarding issue	Free distribution	$66,500	Regular programme
ED027	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Development agents (e.g. Intergovernmental Organizations, UN system)		To provide information and best practices in mobile learning policies and mobile learning for teacher support and development in Asia, the Middle East and Africa, Europ, Latin America, and North America	Informed decision-making regarding issue	Free distribution	$85,000	Extrabudgetary funds
ED028	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Development agents (e.g. Intergovernmental Organizations, UN system)			Informed decision-making regarding issue	Free distribution		Extrabudgetary funds
ED029	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Development agents (e.g. Intergovernmental Organizations, UN system)			Informed decision-making regarding issue	Free distribution		Extrabudgetary funds
ED030	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Development agents (e.g. Intergovernmental Organizations, UN system)			Informed decision-making regarding issue	Free distribution		Extrabudgetary funds
ED031	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Development agents (e.g. Intergovernmental Organizations, UN system)	Request from governing bodies/Member States	Strengthen MS in carrying out systematic needs assessment in educational planning and management and developing capacity development plans through the application /implementation of this methodology.	Enhanced recognition of programme / UNESCO	Free distribution	$10,000	Regular programme
ED032	1. Educators, teachers, trainers 2. Policy makers (e.g. ministries, parliamentarians, local authorities)	Evident/substantial interest from target audiences	inform planning with regard to gender in teacher training institutions	Increased awareness of issue	Free distribution	$20,000	Regular and extrabudgetary funds
ED033	1. Educators, teachers, trainers 2. Policy makers (e.g. ministries, parliamentarians, local authorities)	Evident/substantial interest from target audiences	inform planning with regard to teachers and management	Increased awareness of issue	Free distribution	$30,000	Regular and extrabudgetary funds
ED034	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Development agents (e.g. Intergovernmental Organizations, UN system)	Request from governing bodies/Member States		Increased awareness of issue	Free distribution	$5,000	Extrabudgetary funds
ED035	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Development agents (e.g. Intergovernmental Organizations, UN system)	Request from governing bodies/Member States	To identify needs for policies and practices to work based on known interventions that can be effective, applicable and replicable.	Informed decision-making regarding issue	Free distribution	$10,000	Extrabudgetary funds

No.	HQ, FO, Inst	Office	MLA	Title / Titre	Series title / Titre de séries	Publication date / Date de publication	Type	Language / Langue	Translations / Traductions 2012-2013	Pages (est.)	Print run original / Tirage originale	Print run, translations / Tirage, traductions	Other media / Autres supports
ED036	HQ	ED/PDE/TEFAS	MLA 1	Addressing the teacher gap: what make effective policies and practices (Francophone Africa case studies)	Addressing the teacher gap	01/06/2012	Technical report	French	English	150	500	500	Online PDF
ED037	HQ	ED/PDE/TEFAS	MLA 1	Teachers issues and policies in Africa: an update	Teachers issues and policies	01/09/2012	Proceedings	English	French	30	0	0	Online PDF
ED038	HQ	ED/PDE/TEFAS	MLA 1	Addressing the teacher gap: what make effective policies and practices (Arab states case studies)	Addressing the teacher gap	01/11/2012	Technical report	Arabic	English	100	500	500	Online PDF
ED039	HQ	ED/PDE/TEFAS	MLA 1	Addressing the teacher gap: what make effective policies and practices (Asia case studies)	Addressing the teacher gap	01/11/2012	Technical report	English	French	120	500	500	Online PDF
ED040	HQ	ED/PDE/TEFAS	MLA 1	Teachers issues and policies in India	Teachers issues and policies	01/12/2012	Proceedings	English	French	30	0	0	Online PDF
ED041	HQ	ED/PSD/ESD	MLA 3	Mapping of Global DRR Integration into Education Curricula		01/03/2012	Technical report	English		300	2,500	0	
ED042	HQ	ED/PSD/ESD	MLA 3	Climate Change Education Teacher Course		01/04/2012	Teaching material	English	French, Spanish	200	1,000	0	online for translations
ED043	HQ	ED/PSD/ESD	MLA 3	Global DESD 2011 M&E Report on ESD Learning and Processes		01/05/2012	Global report or flagship publication	English	French, Spanish	80	1,000	0	online for translations
ED044	HQ	ED/PSD/ESD	MLA 3	National Journeys Towards ESD – 2012		01/05/2012	Technical report	English	French, Spanish	120	1,000	0	online for translations
ED045	HQ	ED/PSD/ESD	MLA 3	YouthXChange Guidebook on Biodiversity and Lifestyles	YouthXChange Guidebooks	01/05/2012	Teaching material	English	French	60	3,000	0	online for translations
ED046	HQ	ED/PSD/ESD	MLA 3	YouthXChange Guidebook on Green Skills and Lifestyles	YouthXChange Guidebooks	01/06/2012	Teaching material	English	French	60	3,000	0	online for translations
ED047	HQ	ED/PSD/ESD	MLA 3	International technical guidance for the effective inclusion of DRR in school curricula		01/01/2013	Guidelines, manual or toolkit	English	French, Spanish, Russian	150	2,500	0	online for translations

No.	Target Audience / Audience cible	Demand /Demande	Intended Purpose / Objectifs	Expected Impact / Effets prévus	Distribution	Estimated Budget / Estimation du budget	Budget source / Source budgetaire
ED036	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Development agents (e.g. Intergovernmental Organizations, UN system)	Request from governing bodies/Member States	To identify needs for policies and practices to work based on known interventions that can be effective, applicable and replicable.	Informed decision-making regarding issue	Free distribution	$10,000	Extrabudgetary funds
ED037	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Development agents (e.g. Intergovernmental Organizations, UN system)	Request from governing bodies/Member States		Increased awareness of issue	Free distribution	$5,000	Extrabudgetary funds
ED038	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Development agents (e.g. Intergovernmental Organizations, UN system)	Request from governing bodies/Member States	To identify needs for policies and practices to work based on known interventions that can be effective, applicable and replicable.	Informed decision-making regarding issue	Free distribution	$10,000	Extrabudgetary funds
ED039	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Development agents (e.g. Intergovernmental Organizations, UN system)	Request from governing bodies/Member States	To identify needs for policies and practices to work based on known interventions that can be effective, applicable and replicable.	Informed decision-making regarding issue	Free distribution	$10,000	Extrabudgetary funds
ED040	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Development agents (e.g. Intergovernmental Organizations, UN system)	Request from governing bodies/Member States		Increased awareness of issue	Free distribution	$5,000	Extrabudgetary funds
ED041	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Educators, teachers, trainers	Interest from government concerned and regional stakeholders	Present best practices, strategies and increase the knowledge about successful DRR and Curricula initiatives in 29 countries	Increased awareness of issue	Free distribution	$20,000	Extrabudgetary funds
ED042	1. Educators, teachers, trainers 2. UNESCO Networks e.g. chairs, associated schools, clubs, national committees	Evident/substantial interest from target audiences	Provide 6 learning modules on climate change for teacher education	Increased awareness of issue	Free distribution	$66,000	Extrabudgetary funds
ED043	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Civil Society (e.g. private persons, NGOs, companies)	Interest from government concerned and regional stakeholders	Provide a global picture of the processes and learning for ESD in different settings, synthesize and analyse data gathered from the DESD Monitoring and Evaluation Phase 2, provide recommendations in terms of ESD	Informed decision-making regarding issue	Free distribution	$57,500	Extrabudgetary funds
ED044	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Civil Society (e.g. private persons, NGOs, companies)	Interest from government concerned and regional stakeholders	Present 5 national case studies of ESD implementation, with reader-friendly summary of strengths and weaknesses of the respective implementation efforts in the 5 different countries	Informed decision-making regarding issue	Free distribution	$52,300	Extrabudgetary funds
ED045	1. Youth, students 2. Educators, teachers, trainers	Success of comparable publications	Provide insight into the interactions between biodiversity and the lifestyle choices facing young people and suggested starting points for engagement and action with young people	Increased awareness of issue	Free distribution	$30,000	Extrabudgetary funds
ED046	1. Youth, students 2. Educators, teachers, trainers	Success of comparable publications	Provide insight into interactions between green skills and lifestyle choices of young people, perspectives on key debates and examples from around the world, suggest points for engagement and action with young people	Increased awareness of issue	Free distribution	$30,000	Extrabudgetary funds
ED047	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Educators, teachers, trainers	Interest from government concerned and regional stakeholders	Strengthen the capacity and knowledge of policy makers, ministries, governments and UN agencies regarding the inclusion of DRR into School Curricula through the development of guidelines	Increased awareness of issue	Free distribution	$50,000	Extrabudgetary funds

No.	HQ, FO, Inst	Office	MLA	Title / Titre	Series title / Titre de séries	Publication date / Date de publication	Type	Language / Langue	Translations / Traductions 2012-2013	Pages (est.)	Print run original / Tirage originale	Print run, translations / Tirage, traductions	Other media / Autres supports
ED048	HQ	ED/PSD/ESD	MLA 3	Case Studies on UNESCO's Climate Change Education for Sustainable Development Programme		01/03/2013	Technical report	English	French	100	2,000	0	online for translations
ED049	HQ	ED/PSD/HIV	MLA 3	An HIV and AIDS Workplace Policy for the Education Sector in Southern Africa (french version) UNESCO/ILO model HIV workplace policy		02/02/2012	Guidelines, manual or toolkit	French		35	1,000	0	Online PDF
ED050	HQ	ED/PSD/HIV	MLA 3	EDUCAIDS Practical Guidelines		02/02/2012	Guidelines, manual or toolkit	English	French, Spanish	150	0	0	Online PDF
ED051	HQ	ED/PSD/HIV	MLA 3	EDUCAIDS Training Modules		02/02/2012	Guidelines, manual or toolkit	English	French, Spanish, Russian, Portuguese, Chinese, Arabic	100	2,000	2,000	Online PDF, ePub
ED052	HQ	ED/PSD/HIV	MLA 3	Policy Brief: Cost and Cost-effectiveness of School-based Sexuality Education Programmes		02/02/2012	Policy Brief	English	French, Spanish, Portuguese,	8	2,000	1,500	Online PDF
ED053	HQ	ED/PSD/HIV	MLA 3	The Education Sector Response to Young People Living with HIV		01/03/2012	Technical report	English	French, Spanish, Russian, Portuguese, Chinese	76	1,500	4,100	Online PDF
ED054	HQ	ED/PSD/HIV	MLA 3	Good Policy and Practice in HIV and AIDS and Education: Booklet 7: Gender equality, HIV and sexuality education	Good Policy and Practice in HIV and AIDS and Education	01/04/2012	Technical report	English	French	100	2,000	1,500	Online PDF
ED055	HQ	ED/PSD/HIV	MLA 3	UNAIDS IATT Communication Tool		01/04/2012	Technical report	English		35	0	0	Online PDF
ED056	HQ	ED/PSD/HIV	MLA 3	UNAIDS IATT Global Progress Survey Report on Education Sector Response to HIV		01/04/2012	Technical report	English		50	0	0	Online PDF
ED057	HQ	ED/PSD/HIV	MLA 3	Update of some EDUCAIDS Technical Briefs	EDUCAIDS Technical Briefs	01/04/2012	Guidelines, manual or toolkit	English	French, Spanish, Chinese, Arabic, Russian, Portuguese	10	1,000	1,000	Online PDF, email
ED058	HQ	ED/PSD/HIV	MLA 3	Good Policy and Practice in HIV and AIDS and Education: Booklet 8: Homophobic Bullying in Schools and Education for All	Good Policy and Practice in HIV and AIDS and Education	01/05/2012	Technical report	English	French	50	2,500	0	Online PDF, ePub

No.	Target Audience / Audience cible	Demand /Demande	Intended Purpose / Objectifs	Expected Impact / Effets prévus	Distribution	Estimated Budget / Estimation du budget	Budget source / Source budgetaire
ED048	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Educators, teachers, trainers	Request from governing bodies/Member States	Serve as a model for other countries in the focal region: strengthen the decision making capacities of policy makers and teacher educators on Climate Change Education within the focal regions Africa and SIDS	Informed decision-making regarding issue	Free distribution	$60,000	Extrabudgetary funds
ED049	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Educators, teachers, trainers	Evident/substantial interest from target audiences	Improve non-discrimination and stigma reduction in workplace policies for people living with or affected by HIV.	Informed decision-making regarding issue	Free distribution	$5,000	Extrabudgetary funds
ED050	1. Educators, teachers, trainers 2. Policy makers (e.g. ministries, parliamentarians, local authorities)	Success of comparable publications	Guide proper implementation of EDUCAIDS education sector response to HIV and AIDS.	Informed decision-making regarding issue	Free distribution	$47,500	Extrabudgetary funds
ED051	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Educators, teachers, trainers	Success of comparable publications	Provide training guidance for education sector professionals, including teachers, to implement a comprehensive education sector response to HIV and AIDS.	Informed decision-making regarding issue	Free distribution	$74,500	Extrabudgetary funds
ED052	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Development agents (e.g. Intergovernmental Organizations, UN system)	Success of comparable publications	Establish the cost-effectiveness of sexuality education and advocacte for increased scale-up of school-based programmes.	Informed decision-making regarding issue	Free distribution	$13,000	Extrabudgetary funds
ED053	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Development agents (e.g. Intergovernmental Organizations, UN system)	Evident/substantial interest from target audiences	Articulate the unmet needs and demands of young people living with HIV in the Education Sector.	Informed decision-making regarding issue	Free distribution	$60,000	Extrabudgetary funds
ED054	1. Development agents (e.g. Intergovernmental Organizations, UN system) 2. Civil Society (e.g. private persons, NGOs, companies)	Success of comparable publications	Improve programming and efficacy for gender, HIV and education-related synergies.	Informed decision-making regarding issue	Free distribution	$20,000	Extrabudgetary funds
ED055	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Educators, teachers, trainers	Request from funding partner	Report on the Global Survey	Informed decision-making regarding issue	Free distribution	$5,000	Extrabudgetary funds
ED056	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Educators, teachers, trainers	Request from funding partner	Report on the Global Survey	Informed decision-making regarding issue	Free distribution	$5,000	Extrabudgetary funds
ED057	1. Development agents (e.g. Intergovernmental Organizations, UN system) 2. Civil Society (e.g. private persons, NGOs, companies)	Success of comparable publications	Update some data and information on specific briefs' issues	Increased awareness of issue	Free distribution	$10,000	Extrabudgetary funds
ED058	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Civil Society (e.g. private persons, NGOs, companies)	Evident/substantial interest from target audiences	Identify good practices and strengthen existing interventions to create safe schools and eliminate homophobic bullying.	Informed decision-making regarding issue	Free distribution	$10,900	Extrabudgetary funds

No.	HQ, FO, Inst	Office	MLA	Title / Titre	Series title / Titre de séries	Publication date / Date de publication	Type	Language / Langue	Translations / Traductions 2012-2013	Pages (est.)	Print run original / Tirage originale	Print run, translations / Tirage, traductions	Other media / Autres supports
ED059	HQ	ED/PSD/HIV	MLA 3	Scaling-Up Sexuality Education		01/05/2012	Monograph	English	French, Spanish, Portuguese	50	2,000	2,500	Online PDF, email
ED060	HQ	ED/PSD/HIV	MLA 3	Monitoring and Evaluation Sector Response		01/11/2012	Guidelines, manual or toolkit	English	French	50	1,000	1,000	Online PDF, email
ED061	HQ	ED/PSD/HIV	MLA 3	Workplace policy and Teacher living with HIV (Provisional title)		01/12/2012	Monograph	English	French, Spanish, Portuguese	35	1,500	1,000	Online PDF, email
ED062	HQ	ED/PSD/HIV	MLA 3	Guidance on Key Populations and UNESCO / Ed Sector response		01/02/2013	Guidelines, manual or toolkit	English	French, Spanish, Portuguese	50	2,000	2,500	Online PDF, email
ED063	HQ	ED/PSD/HIV	MLA 3	Research / Guidance / Litterature Review on gender and risk factors in school & HIV		01/03/2013	Guidelines, manual or toolkit	English		50	0	0	Online PDF, email
ED064	HQ	ED/PSD/HIV	MLA 3	Contextualising HIV within School Health		01/04/2013	Monograph	English		35	0	0	Online PDF
ED065	HQ	ED/PSD/HIV	MLA 3	Fresh Indicators		01/04/2013	Technical report	English		35	0	0	Online PDF
ED066	HQ	ED/PSD/HIV	MLA 3	Guidance / Tools for Teacher Training		01/10/2013	Guidelines, manual or toolkit	English	French, Spanish, Portuguese	50	2,000	2,500	Online PDF, email
ED067	HQ	ED/PSD/PHR	MLA 3	Guidelines for Educators to Counter Intolerance and Discrimination against Muslims	OSCE series of the intolerance programme.	01/02/2012	Guidelines, manual or toolkit	English	French, Spanish	70	0	1,000	Online PDF
ED068	HQ	ED/PSD/PHR	MLA 3	Human Rights Education in Primary and Secondary School Systems: A Self-Assessment Guide for Governments		01/04/2012	Guidelines, manual or toolkit	English	French	46	0	0	Online PDF
ED069	HQ	ED/PSD/PHR	MLA 3	Plan of Action, World Programme for Human Rights Education, Second Phase (2010-2014)	World Programme for Human Rights Education First phase plan of action was published in 2006	01/04/2012	Guidelines, manual or toolkit	English	French	60	2,500	1,500	Online PDF
ED070	HQ	ED/PSD/PHR	MLA 3	Tackling Holocaust Education in Primary Schools		01/07/2012	Guidelines, manual or toolkit	English	French	80	1,500	1,000	Online PDF

No.	Target Audience / Audience cible	Demand /Demande	Intended Purpose / Objectifs	Expected Impact / Effets prévus	Distribution	Estimated Budget / Estimation du budget	Budget source / Source budgetaire
ED059	1. Development agents (e.g. Intergovernmental Organizations, UN system) 2. Civil Society (e.g. private persons, NGOs, companies)	Success of comparable publications	Why and how we should scale up sexuality education	Increased awareness of issue	Free distribution	$50,000	Extrabudgetary funds
ED060	1. Development agents (e.g. Intergovernmental Organizations, UN system) 2. Civil Society (e.g. private persons, NGOs, companies)	Interest from government concerned and regional stakeholders	Package of tools for countries drom data collection and entry to monitoring and evaluation	Informed decision-making regarding issue	Free distribution	$25,000	Extrabudgetary funds
ED061	1. Development agents (e.g. Intergovernmental Organizations, UN system) 2. Civil Society (e.g. private persons, NGOs, companies)	Success of comparable publications	Assess the status, progress and impact made through the development and implementation of country specific HIV and AIDS Workplace Policies for the Education Sector in East and Southern Africa.	Increased awareness of issue	Free distribution	$50,000	Extrabudgetary funds
ED062	1. Development agents (e.g. Intergovernmental Organizations, UN system) 2. Civil Society (e.g. private persons, NGOs, companies)	Success of comparable publications	UNESCO's response/ position to work with key poplation	Increased awareness of issue	Free distribution	$50,000	Extrabudgetary funds
ED063	1. Development agents (e.g. Intergovernmental Organizations, UN system) 2. Civil Society (e.g. private persons, NGOs, companies)	Success of comparable publications	Research on gender and risk factors in School and HIV	Increased awareness of issue	Free distribution	$10,000	Extrabudgetary funds
ED064	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Educators, teachers, trainers	Request from funding partner	Report on the Global Survey	Informed decision-making regarding issue	Free distribution	$5,000	Extrabudgetary funds
ED065	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Educators, teachers, trainers	Request from funding partner	Report on the Global Survey	Informed decision-making regarding issue	Free distribution	$5,000	Extrabudgetary funds
ED066	1. Development agents (e.g. Intergovernmental Organizations, UN system) 2. Civil Society (e.g. private persons, NGOs, companies)	Success of comparable publications	Teacher training tool	Increased awareness of issue	Free distribution	$50,000	Extrabudgetary funds
ED067	1. Educators, teachers, trainers 2. Policy makers (e.g. ministries, parliamentarians, local authorities)	Evident/substantial interest from target audiences	To provide an overview of manifestations of intolerance and discrimination against Muslims, to propose principles and possible strategies for schools, illustrated with examples from different countries.	Increased awareness of issue	Free distribution	$4,000	Extrabudgetary funds
ED068	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Educators, teachers, trainers	Evident/substantial interest from target audiences	Provide practical assistance to governments and Ministries of Education for analysis and self-assessment of where they are at in terms of integrating HRE into the primary and secondary school systems.	Increased awareness of issue	Free distribution	$0	Other
ED069	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Development agents (e.g. Intergovernmental Organizations, UN system)		An advocacy tool for both UNESCO and OHCHR in reaching governments and stakeholders. To provide a framework for action and practical guidance for national implementation of human rights education and training.	Informed decision-making regarding issue	Free distribution	$10,000	Regular and extrabudgetary funds
ED070	1. Educators, teachers, trainers 2. Policy makers (e.g. ministries, parliamentarians, local authorities)	Evident/substantial interest from target audiences	This publication will provide an overview of current practices on Holocaust education in the primary schools and explore the challenges and relevance of engaging in this matter.	Increased awareness of issue	Free distribution	$32,700	Extrabudgetary funds

No.	HQ, FO, Inst	Office	MLA	Title / Titre	Series title / Titre de séries	Publication date / Date de publication	Type	Language / Langue	Translations / Traductions 2012-2013	Pages (est.)	Print run original / Tirage originale	Print run, translations / Tirage, traductions	Other media / Autres supports
ED071	HQ	ED/PSD/PHR	MLA 3	Teaching Respect for All		01/10/2013	Guidelines, manual or toolkit	English	French, Spanish, Arabic, Portuguese	250	1,000	2,100	Online PDF
ED072	FO	Bangkok	MLA 2	ICT Curriculum Development for Pre-Service Teacher Education: Cases and Lessons Learned		01/01/2012	Guidelines, manual or toolkit	English		160	0	0	ePub
ED073	FO	Bangkok	MLA 1	Regional Handbook on Life Skills Programmes in Non-formal Education		01/02/2012	Guidelines, manual or toolkit	English		40	0	0	Online PDF
ED074	FO	Bangkok	MLA 3	Review of policies and strategies to implement and scale up sexuality education in Asia and the Pacific		01/02/2012	Technical report	English		115	500	0	online
ED075	FO	Bangkok	MLA 3	Decentralised Finance and Provision of Basic Education: Experience from Asia	Asia-Pacific Secondary Education System Review Series (Vol. 4)	01/03/2012	Policy Brief	English		32	0	0	Online PDF
ED076	FO	Bangkok	MLA 3	End-of-Decade Notes on Education for All Progress in Asia and the Pacific		01/03/2012	Global report or flagship publication	English		380	600	0	online, ePub
ED077	FO	Bangkok	MLA 2	School-to-Work Transition Information Bases in Selected Asia-Pacific Countries: Exploring Common Policy Recommendations	Asia-Pacific Secondary Education System Review Series (Vol. 5)	01/03/2012	Monograph	English		50	800	0	Online PDF
ED078	FO	Bangkok	MLA 2	Asia-Pacific Regional Convention on the Recognition of Qualifications in Higher Education		01/04/2012	Monograph	English		60	150	0	
ED079	FO	Bangkok	MLA 2	The Impact of economic crisis on higher education in Asia and the Pacific		01/04/2012	Monograph	English		120	0	0	Online PDF
ED080	FO	Bangkok	MLA 1	Regional Guide on Accelerating Literacy Actions (GALA)		01/06/2012	Guidelines, manual or toolkit	English		60	500	0	ePub
ED081	FO	Bangkok	MLA 3	Community Learning Center Disaster Risk Reduction Toolkit (CLC DRR Toolkit; provisional title)		01/07/2012	Guidelines, manual or toolkit	English	Thai	50	0	0	e-publication
ED082	FO	Bangkok	MLA 1	Handbook for Education Policy Analysis		01/07/2012	Guidelines, manual or toolkit	English		200	0	0	Online PDF

No.	Target Audience / Audience cible	Demand /Demande	Intended Purpose / Objectifs	Expected Impact / Effets prévus	Distribution	Estimated Budget / Estimation du budget	Budget source / Source budgetaire
ED071	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Educators, teachers, trainers	Evident/substantial interest from target audiences	Offer a basis that countries can adapt to their contexts and needs in dealing with questions related to combating racism and tolerance through education. The supportive materials will assist teachers in the classrooms.	Informed decision-making regarding issue	Free distribution	$26,000	Extrabudgetary funds
ED072	1. Educators, teachers, trainers 2. Policy makers (e.g. ministries, parliamentarians, local authorities)	Request from funding partner	Comprehensive and practical guidelinse for TEIs to integrate ICT (illustrates step-by-step processes of how a TEI developed/enhanced and implemented its ICT curriculum)	Informed decision-making regarding issue	Free distribution	$8,200	Regular and extrabudgetary funds
ED073	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Educators, teachers, trainers	Request from governing bodies/Member States	Strengthen capacities of life skills programme, raise awareness of policy makers and educators	Increased awareness of issue	Free distribution	$500	Regular programme
ED074	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Development agents (e.g. Intergovernmental Organizations, UN system)	Request from UNESCO partner	Inform Member States, MOEs, MOHs and other partners of opportunities to scale up sexuality education in the region, based on a clear understanding of the status of national laws, policies and strategies, and curricula.	Increased awareness of issue	Free distribution	$15,700	Extrabudgetary funds
ED075	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Scientists, researchers, academia	Evident/substantial interest from target audiences	A rapid and credit reference material for policy makers, managers and planners with a choice of approaches and options to address the issues involved in decentralised provision and finance of basic education	Informed decision-making regarding issue	Free distribution	$750	Regular programme
ED076	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Development agents (e.g. Intergovernmental Organizations, UN system)	Request from governing bodies/Member States	Maintain regional momentum, energy, interest in EFA, 'Reaching the Unreached in Education', and 'EFA with Equity' as we approach 2015. An end-decade review, not assessment, of EFA in Asia-Pacific	Informed decision-making regarding issue	Free distribution	$10,000	Regular and extrabudgetary funds
ED077	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Development agents (e.g. Intergovernmental Organizations, UN system)	Evident/substantial interest from target audiences	Provide discussion on school-to-work transition policy (both quantitative and qualitative perspectives) in the specific context of developing countries in the Asia-Pacific region	Informed decision-making regarding issue	Free distribution	$32,350	Regular programme
ED078	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Educators, teachers, trainers	Evident/substantial interest from target audiences	Raise awareness of policy makers and researchers	Enhanced recognition of programme / UNESCO	Free distribution	$10,000	Regular programme
ED079	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Educators, teachers, trainers	Evident/substantial interest from target audiences	Raise awareness of policy makers and researchers	Increased awareness of issue	Free distribution	$10,000	Extrabudgetary funds
ED080	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Development agents (e.g. Intergovernmental Organizations, UN system)	Evident/substantial interest from target audiences	To help countries to generate quality data on illiteracy through better analysis using GIS maps to accelerate literacy drive to achieve literacy goal	Informed decision-making regarding issue	Free distribution	$3,000	Regular and extrabudgetary funds
ED081	1. Educators, teachers, trainers 2. Civil Society (e.g. private persons, NGOs, companies)	Interest from government concerned and regional stakeholders	To provide appropriate teaching and learning materials for non-formal education on disaster risk reduction, particularly via community learning centers	Informed decision-making regarding issue	Free distribution	$20,000	Extrabudgetary funds
ED082	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Development agents (e.g. Intergovernmental Organizations, UN system)	Request from UNESCO partner	Capacity building for education policy analysis and programming	Informed decision-making regarding issue	Free distribution	$5,000	Regular programme

No.	HQ, FO, Inst	Office	MLA	Title / Titre	Series title / Titre de séries	Publication date / Date de publication	Type	Language / Langue	Translations / Traductions 2012-2013	Pages (est.)	Print run original / Tirage originale	Print run, translations / Tirage, traductions	Other media / Autres supports
ED083	FO	Bangkok	MLA 1	Regional synthesis of Literacy Household Survey- Nepal, Bangladesh and PNG		01/07/2012	Statistical report	English		60	500	0	ePub
ED084	FO	Bangkok	MLA 2	International Student Mobility in East Asia		01/08/2012	Monograph	English		120	0	0	Online PDF
ED085	FO	Bangkok	MLA 2	Public-Private Patnership in Higher education & TVET and Youth Employment in East Asia		01/08/2012	Monograph	English		200	0	0	Online PDF
ED086	FO	Bangkok	MLA 1	Financing of Secondary Education in the Asia-Pacific Region	Asia-Pacific Secondary Education System Review Series (Vol. 8)	01/10/2012	Technical report	English		80	0	0	Online PDF
ED087	FO	Bangkok	MLA 2	Practical Tips for Teaching Multi-Grade Classes	Embracing Diversity: Toolkit for Creating Inclusive, Learning Friendly, Environments Complimentary Booklet No. 9	01/10/2012	Guidelines, manual or toolkit	English		60	0	0	ePub
ED088	FO	Bangkok	MLA 2	A Regional Guide for Planning and Implementing Technology-Enhanced Project-Based Learning		01/11/2012	Guidelines, manual or toolkit	English		120	500	0	ePub
ED089	FO	Bangkok	MLA 3	Study on Health Seeking Behaviours of MSM and Transgender people		01/02/2013	Monograph	English	Thai	60	500	0	ePub
ED090	FO	Bangkok	MLA 1	Integrating ESD policies in education sector costing: a practical guide		01/09/2013	Guidelines, manual or toolkit	English		100	0	0	Online PDF
ED091	FO	Bangkok	MLA 3	Homophobic bullying in Asia and the Pacific		01/11/2013	Monograph	English		50	500	0	ePub
ED092	FO	Beirut	MLA 2	Embracing Diversity: Toolkit for Creating Inclusive Learning-Friendly Environments		01/02/2012	Guidelines, manual or toolkit	English	Arabic	900	1,000	0	CD
ED093	FO	Beirut	MLA 2	Gender Equality in Education		01/02/2012	Guidelines, manual or toolkit	Arabic		100	2,000	0	
ED094	FO	Beirut	MLA 3	Guide for School Health Educators: Information and Activities on Reproductive Health and HIV Prevention		01/02/2012	Guidelines, manual or toolkit	Arabic		136	1,000	0	Online PDF
ED095	FO	Beirut	MLA 2	Policy Guidelines in Inclusive education		01/02/2012	Guidelines, manual or toolkit	Arabic		80	1,000	0	CD, ePub

No.	Target Audience / Audience cible	Demand /Demande	Intended Purpose / Objectifs	Expected Impact / Effets prévus	Distribution	Estimated Budget / Estimation du budget	Budget source / Source budgetaire
ED083	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Civil Society (e.g. private persons, NGOs, companies)	Interest from government concerned and regional stakeholders	To promote awareness of governnment and other organizations on generating quality data for literacy	Increased awareness of issue	Free distribution	$3,000	Regular and extrabudgetary funds
ED084	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Educators, teachers, trainers	Evident/substantial interest from target audiences	Raise awareness of policy makers and researchers	Increased awareness of issue	Free distribution	$10,000	Extrabudgetary funds
ED085	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Educators, teachers, trainers	Evident/substantial interest from target audiences	Raise awareness of policy makers and researchers	Increased awareness of issue	Free distribution	$20,000	Extrabudgetary funds
ED086	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Development agents (e.g. Intergovernmental Organizations, UN system)	Interest from government concerned and regional stakeholders	Improve capacity of policy makers in planing for expansion of secondary education and funding machanism	Informed decision-making regarding issue	Free distribution	$1,200	Regular programme
ED087	1. Educators, teachers, trainers 2. Policy makers (e.g. ministries, parliamentarians, local authorities)	Success of comparable publications	This original publication aims to provide an easy to use, practical tool for education practitioners in the region interfacing with MTG teaching as well as serve as an advocay tool for policy makers.	Informed decision-making regarding issue	Free distribution	$9,000	Regular and extrabudgetary funds
ED088	1. Educators, teachers, trainers 2. Policy makers (e.g. ministries, parliamentarians, local authorities)	Request from funding partner	to provide key stakeholders (see target audience) within the region with guidelines/procedures and sample cases on effective ICT-supported collaborative project-based learning	Informed decision-making regarding issue	Free distribution	$10,000	Extrabudgetary funds
ED089	1. Development agents (e.g. Intergovernmental Organizations, UN system) 2. Civil Society (e.g. private persons, NGOs, companies)	Interest from government concerned and regional stakeholders	Develop recoomendations for how health-seeking behaviours of MSM and transgender people can be improved	Informed decision-making regarding issue	Free distribution	$5,000	Extrabudgetary funds
ED090	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Development agents (e.g. Intergovernmental Organizations, UN system)	Evident/substantial interest from target audiences	Information sharing on the latest development in education planning	Informed decision-making regarding issue	Free distribution	$5,000	Regular programme
ED091	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Educators, teachers, trainers	Evident/substantial interest from target audiences	Better understand the nature and extent of homophobic bullying in educational institutions in Asia-Pacific and good practices in policy frameworks, interventions and tools in addressing homophobic bullying	Increased awareness of issue	Free distribution	$5,000	Extrabudgetary funds
ED092	1. Educators, teachers, trainers	Request from governing bodies/Member States	Capacity Building for teachers	Increased awareness of issue	Free distribution	$67,000	Extrabudgetary funds
ED093	1. Educators, teachers, trainers	Request from governing bodies/Member States	Promoting gender equality in education	Increased awareness of issue	Free distribution	$8,000	Extrabudgetary funds
ED094	1. Educators, teachers, trainers 2. Policy makers (e.g. ministries, parliamentarians, local authorities)	Request from governing bodies/Member States	Support educators in the delivery of reproductive health and HIV and AIDS eduation at school level	Increased awareness of issue	Free distribution	$6,000	Extrabudgetary funds
ED095	1. Policy makers (e.g. ministries, parliamentarians, local authorities)	Request from governing bodies/Member States	Promotion of Inclusive Education	Informed decision-making regarding issue	Free distribution		Regular programme

17

No.	HQ, FO, Inst	Office	MLA	Title / Titre	Series title / Titre de séries	Publication date / Date de publication	Type	Language / Langue	Translations / Traductions 2012-2013	Pages (est.)	Print run original / Tirage originale	Print run, translations / Tirage, traductions	Other media / Autres supports
ED096	FO	Beirut	MLA 2	Life Skills for Literacy		01/03/2012	Guidelines, manual or toolkit	Arabic		200	1,000	0	
ED097	FO	Beirut	MLA 2	Literacy in Lebanon		01/04/2012	Technical report	Arabic		200	500	0	
ED098	FO	Beirut	MLA 2	Guidelines for Civic Education		01/12/2012	Guidelines, manual or toolkit	Arabic		200	1,000	0	
ED099	FO	Beirut	MLA 2	Intercultural Dialogue in Arab States: learning materials		01/12/2012	Guidelines, manual or toolkit	Arabic		200	1,000	0	
ED100	FO	Brasilia	MLA 1	Coleção educação para todos (volumes 34 to 40)	Coleção educação para todos	01/01/2012	Monograph	Portuguese		170	20,000	0	Online
ED101	FO	Brasilia	MLA 3	Learning: The Treasure Within / Educação: um tesouro a descobrir		01/01/2012	Monograph	English	Portuguese	288	0	8,000	online
ED102	FO	Brasilia	MLA 3	Educação preventiva para DST/HIV/AIDS e hepatites para povos indígenas do Vale do Javari (3 volumes)	Educação preventiva para DST/HIV/AIDS e hepatites para povos indígenas do Vale do Javari (3 volumes)	01/03/2012	Teaching material	Multilingual		40	1,500	1,500	online
ED103	FO	Brasilia	MLA 3	Guia para uso do livro-síntese da coleção História Geral da África na formação continuada de docentes da Educação Básica (provisional title)	Material pedagógico história geral da África (provisional titles)	01/03/2012	Guidelines, manual or toolkit	Portuguese		150	20,000	0	DVD, online
ED104	FO	Brasilia	MLA 3	Livro-síntese da coleção História Geral da África (provisional title)	Material pedagógico história geral da África (provisional titles)	01/03/2012	Teaching material	Portuguese		600	20,000	0	DVD, online
ED105	FO	Brasilia	MLA 1	Desafios e perspectivas da educação superior brasileira para a próxima decada 2011-2020		01/04/2012	Monograph	Portuguese		100	0	0	online, DVD
ED106	FO	Brasilia	MLA 3	Livro para professores da Educação Infantil: material pedagógico sobre História da África (provisional title)	Material pedagógico história geral da África (provisional titles)	01/04/2012	Teaching material	Portuguese		150	20,000	0	DVD, online
ED107	FO	Brasilia			Protótipos Curriculares Ensino Médio e Ensino Médio Integrado - versão completa (provisional title)	02/04/2012	Technical report	Portuguese		200	1,000	0	online
ED108	FO	Brasilia	MLA 3	Ensino médio	Série debates ED, number 2	01/05/2012	Periodical - Journal, review, newsletter	Portuguese		100	0	0	online

No.	Target Audience / Audience cible	Demand /Demande	Intended Purpose / Objectifs	Expected Impact / Effets prévus	Distribution	Estimated Budget / Estimation du budget	Budget source / Source budgetaire
ED096	1. Educators, teachers, trainers	Request from governing bodies/Member States	Promoting life skills	Increased awareness of issue	Free distribution	$7,000	Extrabudgetary funds
ED097	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Civil Society (e.g. private persons, NGOs, companies)	Request from funding partner	Promoting Literacy	Increased awareness of issue	Free distribution	$6,000	Extrabudgetary funds
ED098	1. Educators, teachers, trainers 2. Civil Society (e.g. private persons, NGOs, companies)	Request from funding partner	Promoting Intercultural Dialogue	Increased awareness of issue	Free distribution	$8,000	Extrabudgetary funds
ED099	1. Educators, teachers, trainers 2. Scientists, researchers, academia	Request from funding partner	Promoting Intercultural Dialogue	Increased awareness of issue	Free distribution	$8,000	Extrabudgetary funds
ED100	1. Educators, teachers, trainers 2. Policy makers (e.g. ministries, parliamentarians, local authorities)	Request from governing bodies/Member States	To provide access for teachers, educators and specialists to quality education for all. To deliver reference material on the various aspects that involve the improvement of equal opportunity of education for all.	Increased awareness of issue	Free distribution	$0	Extrabudgetary funds
ED101	1. Educators, teachers, trainers 2. Scientists, researchers, academia	Request from co-publisher	Contribute to the worldwide debate onthe conception of a new school for the next millennium. This report offers clues and important recommendations for the delineation of a new pedagogical concept for the 21st century.	Increased awareness of issue	Free distribution	$2,332	Extrabudgetary funds
ED102	1. Educators, teachers, trainers	Interest from government concerned and regional stakeholders	To provide teaching material on STDs/AIDS/HIV and viral hepatites as part of preventive education with indigenous communities of Javari Valey in the Amazon region of Brazil.	Increased awareness of issue	Free distribution	$0	Extrabudgetary funds
ED103	1. Educators, teachers, trainers	Request from governing bodies/Member States	A series of pedagogical materials to improve African students' knowledge of their own history, and to meet African countries' expectations of adapting the contents of the Geographical Diaspora.	Increased awareness of issue	Free distribution	$0	Extrabudgetary funds
ED104	1. Educators, teachers, trainers	Request from governing bodies/Member States	Toprovide pedagogiacl material to improve African students' knowledge of their own history, and meet African countries' expectations of adapting the contents of the geographical diaspora.	Increased awareness of issue	Free distribution	$0	Extrabudgetary funds
ED105	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Scientists, researchers, academia	Request from governing bodies/Member States	To raise awareness of educational policy decision-makers to know of the challenges and perspectives of higher education system in Brazil for the near future.	Increased awareness of issue	Free distribution	$14,000	Extrabudgetary funds
ED106	1. Educators, teachers, trainers	Request from governing bodies/Member States	Toprovide pedagogiacl material to improve African students' knowledge of their own history, and meet African countries' expectations of adapting the contents of the geographical diaspora.	Increased awareness of issue	Free distribution	$0	Extrabudgetary funds
ED107	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Educators, teachers, trainers	Request from governing bodies/Member States	Proposing viable prototypes for curriculum integration between general education, basic education for work, and vocational education for secondary education.	Increased awareness of issue	Free distribution	$8,700	Extrabudgetary funds
ED108	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Educators, teachers, trainers	Interest from government concerned and regional stakeholders	An overview of the status of the upper secondary educational system in Brazil to serve as basis to the innovative proposal for educatiional reform in upper secondary educational system to improve its quality level.	Increased awareness of issue	Free distribution	$436	Extrabudgetary funds

No.	HQ, FO, Inst	Office	MLA	Title / Titre	Series title / Titre de séries	Publication date / Date de publication	Type	Language / Langue	Translations / Traductions 2012-2013	Pages (est.)	Print run original / Tirage originale	Print run, translations / Tirage, traductions	Other media / Autres supports
ED109	FO	Brasilia		Relatórios dos eventos de lançamento da Coleção HGA (provisional title)		01/06/2012	Proceedings	Portuguese		50	0	0	online
ED110	FO	Brasilia	MLA 3	Experiência de educação preventiva ao uso de drogas: experiências do Brasil		01/07/2012	Technical report	Portuguese		50	0	0	online
ED111	FO	Brasilia	MLA 3	Livro para professores das séries finais do Ensino Fundamental: material pedagógico sobre História da África (provisional title)	Material pedagógico história geral da África (provisional titles)	01/08/2012	Teaching material	Portuguese		150	20,000	0	DVD, online
ED112	FO	Brasilia	MLA 3	Educação e desenvolvimento humano (provisional title)		01/09/2012	Statistical report	Portuguese		200	1,000	0	online
ED113	FO	Brasilia	MLA 3	Livro para professores do Ensino Médio : material pedagógico sobre História da África (provisional title)	Material pedagógico história geral da África (provisional titles)	01/12/2012	Teaching material	Portuguese		150	20,000	0	DVD, online
ED114	FO	Brasilia	MLA 2	Atlas Geográfico da Diáspora Africana	Material pedagógico história geral da África	01/03/2013	Atlas	Portuguese		200	4,000	0	DVD, online
ED115	FO	Harare	MLA 1	Status of TVET in the SADC Region		01/03/2012	Technical report	English	Portugese, French	500	800	300	CD, Online pdf
ED116	FO	Islamabad	MLA 1	Education Budgets - A Study of Selected Districts of Pakistan		01/02/2012	Technical report	English		70	500	0	UNESCO Website
ED117	FO	Islamabad		Macro Trends in Financing of Education in Pakistan		01/02/2012	Technical report	English		36	500	0	UNESCO Website
ED118	FO	Islamabad	MLA 1	National Competency Standards and Core Curricula for Masons	National Competency Standards and Core Curricula	01/06/2012	Teaching material	English	Urdu	100	500	500	UNESCO Website
ED119	FO	Islamabad	MLA 1	National Competency Standards and Core Curriculum for Building Carpenters	National Competency Standards and Core Curricula	02/06/2012	Teaching material	English	Urdu	150	500	500	UNESCO Website
ED120	FO	Islamabad		Peace for Development and Harmony		03/06/2012	Guidelines, manual or toolkit	English	Urdu	80	1,000	1,000	UNESCO Website
ED121	FO	Islamabad		Guidelines on the Physical and Emotional Health and Well Being of Adolescents		01/09/2012	Guidelines, manual or toolkit	English	Urdu	60	1,000	1,000	Online

No.	Target Audience / Audience cible	Demand /Demande	Intended Purpose / Objectifs	Expected Impact / Effets prévus	Distribution	Estimated Budget / Estimation du budget	Budget source / Source budgetaire
ED109	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Educators, teachers, trainers	Request from governing bodies/Member States	To register the reports on the launching events of the General History of African translated to Portuguese.	Increased awareness of issue	Free distribution	$600	Regular and extrabudgetary funds
ED110	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Development agents (e.g. Intergovernmental Organizations, UN system)	Evident/substantial interest from target audiences	To offer to Brazilianchildren and youth a preventive education able to transform and to reduce vulnerability and recover damages caused by drug additions. To help find innovative, broad and integral alternatives to respond to such problems.	Informed decision-making regarding issue	Free distribution	$0	Extrabudgetary funds
ED111	1. Educators, teachers, trainers	Request from governing bodies/Member States	Toprovide pedagogiacl material to improve African students' knowledge of their own history, and meet African countries' expectations of adapting the contents of the geographical diaspora.	Increased awareness of issue	Free distribution	$0	Extrabudgetary funds
ED112	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Educators, teachers, trainers	Interest from government concerned and regional stakeholders	The book aims to subsidize public policies for national development. The publication will consist of texts prepared by the participants of the international seminar on education and human development, which will be based on their performances.	Increased awareness of issue	For sale	$40,400	Regular programme
ED113	1. Educators, teachers, trainers	Request from governing bodies/Member States	Toprovide pedagogiacl material to improve African students' knowledge of their own history, and meet African countries' expectations of adapting the contents of the geographical diaspora.	Increased awareness of issue	Free distribution	$0	Extrabudgetary funds
ED114	1. Educators, teachers, trainers 2. Scientists, researchers, academia	Request from governing bodies/Member States	To improve African students' knowledge about their own history, and at meeting the African countries' expectations of adapting the contents of the General History of Africa Collection to school activities.	Enhanced recognition of programme / UNESCO	Free distribution	$0	Extrabudgetary funds
ED115	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Educators, teachers, trainers	Request from governing bodies/Member States	Guide TVET priority setting for reform processes in the SADC Region	Informed decision-making regarding issue	Free distribution	$22,000	Regular and extrabudgetary funds
ED116	1. Educators, teachers, trainers	Evident/substantial interest from target audiences	To assess efficiency of education governance at district level	Informed decision-making regarding issue	Free distribution	$2,000	Extrabudgetary funds
ED117	1. Educators, teachers, trainers	Evident/substantial interest from target audiences	Raising awareness about the issue	Increased awareness of issue	Free distribution	$875	Extrabudgetary funds
ED118	1. Educators, teachers, trainers 2. Youth, students	Request from UNESCO partner	Competency Based Training in Masonry	Enhanced recognition of programme / UNESCO	Free distribution	$1,500	Extrabudgetary funds
ED119	1. Educators, teachers, trainers 2. Youth, students	Request from UNESCO partner	Competency Based Training in Building Carpentry	Enhanced recognition of programme / UNESCO	Free distribution	$2,100	Extrabudgetary funds
ED120	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Educators, teachers, trainers	Request from UNESCO partner	Informative material on Peace Education	Increased awareness of issue	Free distribution	$5,000	Regular and extrabudgetary funds
ED121	1. Educators, teachers, trainers	Request from UNESCO partner	Informative material on Adolescence Education	Increased awareness of issue	Free distribution	$10,000	Regular and extrabudgetary funds

No.	HQ, FO, Inst	Office	MLA	Title / Titre	Series title / Titre de séries	Publication date / Date de publication	Type	Language / Langue	Translations / Traductions 2012-2013	Pages (est.)	Print run original / Tirage originale	Print run, translations / Tirage, traductions	Other media / Autres supports
ED122	FO	Kathmandu	MLA 1	Capacity assessment of NFE subsector in Nepal		01/04/2012	Technical report	English	Nepali	40	100	100	online
ED123	FO	Kathmandu	MLA 1	Literacy through mother tongue: a case study		01/08/2012	Technical report	English	Nepali	50	200	200	online
ED124	FO	Kingston	MLA 2	Participation in Action: Developing the Early Childhood Policy in Antigua and Barbuda		01/06/2012	Policy Brief	English		9	0	0	Online PDF
ED125	FO	Kingston	MLA 2	The Path of Progress: achievements and challenges of ECD policy implementation in St Kitts and Nevis		01/06/2012	Policy Brief	English		9	0	0	Online PDF
ED126	FO	Kingston	MLA 2	The World Conference On Early Childhood Care And Education: Response Opportunities And Challenges For The Caribbean Action Agenda		01/06/2012	Policy Brief	English		9	0	0	Online PDF
ED127	FO	Kingston	MLA 2	Collaborative Distance Education in the Caribbean: An evaluation of the Caribbean Universities Project for Integrated Distance Education (CUPIDE)		01/09/2012	Technical report	English		123	0	0	Online PDF
ED128	FO	Kingston	MLA 3	Monitoring and evaluating a comprehensive HIV and AIDS response: A capacity development toolkit for the Caribbean education sector		01/12/2013	Guidelines, manual or toolkit	English		81	150	0	CD-rom; online PDF
ED129	FO	Kingston	MLA 3	Monitoring and evaluating a comprehensive HIV and AIDS response: A framework for the Caribbean education sector		01/12/2013	Guidelines, manual or toolkit	English		50	150	0	CD-rom; online PDF
ED130	FO	Quito	MLA 3	Cuaderno metodológico para trabajar Cultura de prevención		01/01/2012	Guidelines, manual or toolkit	Spanish		105	500	0	None
ED131	FO	Quito	MLA 3	Reflextions and Dialogue on Education for Sustainable Development and Teacher Education in the Andean Region		01/03/2012	Monograph	Spanish	English	120	500	0	Online PDF
ED132	FO	Ramallah	MLA 1	Code of Conduct		01/02/2012	Guidelines, manual or toolkit	Arabic	English	20	50,000	0	Online PDF
ED133	FO	Ramallah	MLA 3	Entitled to Education		02/02/2012	Technical report	English	Arabic	100	600	300	Online PDF
ED134	FO	Ramallah	MLA 1	Motivation Study		03/02/2012	Technical report	Arabic	English	200	100	20	Online PDF

No.	Target Audience / Audience cible	Demand /Demande	Intended Purpose / Objectifs	Expected Impact / Effets prévus	Distribution	Estimated Budget / Estimation du budget	Budget source / Source budgetaire
ED122	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Civil Society (e.g. private persons, NGOs, companies)	Evident/substantial interest from target audiences	To dessiminate the capacity of NFE subsector inNepal	Increased awareness of issue	Free distribution	$1,000	Extrabudgetary funds
ED123	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Civil Society (e.g. private persons, NGOs, companies)	Request from UNESCO partner	The report will provide detalied process and methodology on mother tonguer based litercay programme in Nepal	Increased awareness of issue	Free distribution	$1,500	Regular programme
ED124	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Development agents (e.g. Intergovernmental Organizations, UN system)	Interest from government concerned and regional stakeholders	Document the experience of ECCE policy development to increase awareness among policy makers and advocacy among stakeholders	Informed decision-making regarding issue	Free distribution	$500	Regular programme
ED125	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Development agents (e.g. Intergovernmental Organizations, UN system)	Interest from government concerned and regional stakeholders	Document the experience of ECCE policy implementation to increase awareness among policy makers and advocacy among stakeholders	Informed decision-making regarding issue	Free distribution	$500	Regular programme
ED126	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Development agents (e.g. Intergovernmental Organizations, UN system)	Interest from government concerned and regional stakeholders	Raise awareness of and advocacy for EECE and implementation of the WCECCE Moscow Declaration among policy makers	Informed decision-making regarding issue	Free distribution	$500	Regular programme
ED127	1. Scientists, researchers, academia 2. Educators, teachers, trainers	Request from UNESCO partner	Document and Disseminate the evaluation of the CUPIDE JFIT Project among participating universities and interested stakeholders	Enhanced recognition of programme / UNESCO	Free distribution	$2,500	Regular programme
ED128	1. Educators, teachers, trainers 2. Development agents (e.g. Intergovernmental Organizations, UN system)	Interest from government concerned and regional stakeholders	Build awares of and capacity for monitoring and evaluating education sector reponses to HIV	Informed decision-making regarding issue	Free distribution	$15,000	Extrabudgetary funds
ED129	1. Educators, teachers, trainers 2. Development agents (e.g. Intergovernmental Organizations, UN system)	Interest from government concerned and regional stakeholders	Build awares of and capacity for monitoring and evaluating education sector reponses to HIV	Informed decision-making regarding issue	Free distribution	$15,000	Extrabudgetary funds
ED130	1. Educators, teachers, trainers 2. Development agents (e.g. Intergovernmental Organizations, UN system)	Evident/substantial interest from target audiences	Strengthen capacities of site managers, raise awareness of policy makers	Increased awareness of issue	Free distribution	$3,000	Extrabudgetary funds
ED131	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Scientists, researchers, academia	Interest from government concerned and regional stakeholders	Exchange of experiences and reflextions on Education for Sustainable Development and Teacher Education	Increased awareness of issue	Free distribution	$2,600	Extrabudgetary funds
ED132	1. Educators, teachers, trainers 2. Policy makers (e.g. ministries, parliamentarians, local authorities)	Request from UNESCO partner	Improved quality of education for teachers	Informed decision-making regarding issue	Free distribution	$17,500	Extrabudgetary funds
ED133	1. Civil Society (e.g. private persons, NGOs, companies) 2. Development agents (e.g. Intergovernmental Organizations, UN system)	Evident/substantial interest from target audiences	Proposal for advocay strategy of develeopment mepartmerners ivovled in edcation and protection in the opt	Increased awareness of issue	Free distribution	$3,300	Extrabudgetary funds
ED134	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Educators, teachers, trainers	Request from UNESCO partner	Improved quality of education for teachers	Increased awareness of issue	Free distribution	$1,950	Extrabudgetary funds

No.	HQ, FO, Inst	Office	MLA	Title / Titre	Series title / Titre de séries	Publication date / Date de publication	Type	Language / Langue	Translations / Traductions 2012-2013	Pages (est.)	Print run original / Tirage originale	Print run, translations / Tirage, traductions	Other media / Autres supports
ED135	FO	Ramallah	MLA 1	New Teachers' Standards		04/02/2012	Guidelines, manual or toolkit	Arabic	English	4	10,200	200	Online PDF
ED136	FO	Ramallah	MLA 1	Principals' Standards		05/02/2012	Guidelines, manual or toolkit	Arabic	English	40	3,000	100	Online PDF
ED137	FO	Ramallah	MLA 1	Principals' Standards Guide		06/02/2012	Guidelines, manual or toolkit	Arabic	English	40	3,000	0	Online PDF
ED138	FO	Ramallah	MLA 1	Teachers' Standards		07/02/2012	Guidelines, manual or toolkit	Arabic	English	40	10,200	200	Online PDF
ED139	FO	Ramallah	MLA 1	Teachers' Standards Guide		08/02/2012	Guidelines, manual or toolkit	Arabic	English	40	50,000	0	Online PDF
ED140	FO	Ramallah	MLA 1	Licensing Scheme		01/03/2012	Guidelines, manual or toolkit	Arabic	English	4	3,000	0	Online PDF
ED141	FO	Ramallah	MLA 1	Admission Policy		01/04/2012	Technical report	Arabic	English	200	100	20	Online PDF
ED142	FO	Ramallah	MLA 1	Tracer Study		01/08/2012	Technical report	Arabic	English	200	100	20	Online PDF
ED143	FO	Santiago	MLA 1	Derecho a la Educación: una mirada comparativa		01/02/2012	Technical report	Spanish	English	63	0	0	Online PDF
ED144	FO	Santiago	MLA 4	Una contribución de los datos del SERCE a la toma de decisiones en política educativa	LLECE publications	01/03/2012	Technical report	Spanish		100	300	0	Online PDF
ED145	FO	Santiago	MLA 4	El clima escolar: Poderoso factor asociado a los logros cognitivos de los estudiantes de América Latina y el Caribe	LLECE publications	01/04/2012	Technical report	Spanish		100	0	0	Online PDF
ED146	FO	Santiago	MLA 4	Una mejor aproximación a las posibles causas de los logros de aprendizajes en América Latina y el Caribe	LLECE publications	02/04/2012	Technical report	Spanish		100	0	0	Online PDF
ED147	FO	Santiago	MLA 4	Experiencias educativas de alfabetizacion de personas jóvenes y adultas en America Latina y El Caribe	Innovemos Colection	01/05/2012	Monograph	Spanish		200	200	0	Online PDF
ED148	FO	Santiago	MLA 3	Guia de apoyo docente en EDS para Chile		02/05/2012	Guidelines, manual or toolkit	Spanish		150	0	0	Online PDF
ED149	FO	Santiago	MLA 4	Tercer Estudio Regional Comparativo y Explicativo 2009 - 2013: Análisis Curricular	LLECE publications	03/05/2012	Technical report	Spanish		150	300	0	Online PDF

No.	Target Audience / Audience cible	Demand /Demande	Intended Purpose / Objectifs	Expected Impact / Effets prévus	Distribution	Estimated Budget / Estimation du budget	Budget source / Source budgetaire
ED135	1. Educators, teachers, trainers 2. Policy makers (e.g. ministries, parliamentarians, local authorities)	Request from UNESCO partner	Improved quality of education for teachers	Increased awareness of issue	Free distribution	$1,500	Extrabudgetary funds
ED136	1. Educators, teachers, trainers 2. Policy makers (e.g. ministries, parliamentarians, local authorities)	Request from UNESCO partner	Improved quality of education for teachers	Increased awareness of issue	Free distribution	$3,200	Extrabudgetary funds
ED137	1. Educators, teachers, trainers 2. Policy makers (e.g. ministries, parliamentarians, local authorities)	Request from UNESCO partner	Improved quality of education for teachers	Increased awareness of issue	Free distribution	$2,500	Extrabudgetary funds
ED138	1. Educators, teachers, trainers 2. Policy makers (e.g. ministries, parliamentarians, local authorities)	Request from UNESCO partner	Improved quality of education for teachers	Increased awareness of issue	Free distribution	$6,500	Extrabudgetary funds
ED139	1. Educators, teachers, trainers 2. Policy makers (e.g. ministries, parliamentarians, local authorities)	Request from UNESCO partner	Improved quality of education for teachers	Increased awareness of issue	Free distribution	$22,000	Extrabudgetary funds
ED140	1. Educators, teachers, trainers 2. Policy makers (e.g. ministries, parliamentarians, local authorities)	Request from UNESCO partner	Improved quality of education for teachers	Increased awareness of issue	Free distribution	$950	Extrabudgetary funds
ED141	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Educators, teachers, trainers	Request from UNESCO partner	Improved quality of education for teachers	Informed decision-making regarding issue	Free distribution	$1,950	Extrabudgetary funds
ED142	1. Educators, teachers, trainers 2. Policy makers (e.g. ministries, parliamentarians, local authorities)	Request from UNESCO partner	Improved quality of education for teachers	Informed decision-making regarding issue	Free distribution	$1,950	Extrabudgetary funds
ED143	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Civil Society (e.g. private persons, NGOs, companies)	Interest from government concerned and regional stakeholders	Improve understanding of educational legislation in participating countries	Increased awareness of issue	Free distribution	$500	Extrabudgetary funds
ED144	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Scientists, researchers, academia			Enhanced recognition of programme / UNESCO	Free distribution	$5,000	Extrabudgetary funds
ED145	1. Scientists, researchers, academia 2. Policy makers (e.g. ministries, parliamentarians, local authorities)	Evident/substantial interest from target audiences		Informed decision-making regarding issue	Free distribution	$3,000	Extrabudgetary funds
ED146	1. Scientists, researchers, academia 2. Policy makers (e.g. ministries, parliamentarians, local authorities)			Increased awareness of issue	Free distribution	$3,000	Extrabudgetary funds
ED147	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Scientists, researchers, academia		Document and disseminate experiences of literacy	Informed decision-making regarding issue	Free distribution	$3,000	Extrabudgetary funds
ED148	1. Educators, teachers, trainers 2. Policy makers (e.g. ministries, parliamentarians, local authorities)	Request from UNESCO partner	Promote ESD for Teachers	Enhanced recognition of programme / UNESCO	Free distribution	$3,000	Other
ED149	1. Scientists, researchers, academia 2. Policy makers (e.g. ministries, parliamentarians, local authorities)		Disseminate knowledge about the curriculum and promote exchanges between países of the region.	Increased awareness of issue	Free distribution	$5,000	Extrabudgetary funds

No.	HQ, FO, Inst	Office	MLA	Title / Titre	Series title / Titre de séries	Publication date / Date de publication	Type	Language / Langue	Translations / Traductions 2012-2013	Pages (est.)	Print run original / Tirage originale	Print run, translations / Tirage, traductions	Other media / Autres supports
ED150	FO	Santiago	MLA 4	VIII Jornadas de Cooperación Educativa con Iberoamérica sobre Educación Especial e Inclusión Educativa - Accesibilidad e Inclusion	Jornadas de cooperación educativa con iberoamérica	01/06/2012	Proceedings	Spanish		150	200	0	Online PDF
ED151	FO	Santiago	MLA 4	Experiencias educativas de segunda oportunidad: historias de vida de jóvenes y educadores	Innovemos Collection	01/08/2012	Monograph	Spanish		200	200	0	Online PDF
ED152	FO	Santiago	MLA 1	Estrategia Regional de Docentes: Informe Final		01/09/2012	Technical report	Spanish		400	200	0	Online PDF
ED153	FO	Santiago	MLA 4	Informe Regional de Monitoreo del Progreso hacia una Educación de Calidad para Todos en América Latina y el Caribe	SIRI- UIS Publications	01/10/2012	Statistical report	Spanish	English	150	300	200	Online PDF
ED154	FO	Santiago	MLA 3	Perspectivas y Tendencias en Educacion en Sexualidad en America Latina		02/10/2012	Technical report	Spanish		150	200	0	Online PDF
ED155	FO	Santiago	MLA 4	Primera Fase de Implementacion Sistema Regional de Informacion Educativa de los Estudiantes con Discapacidad	SIRIED	01/11/2012	Technical report	Spanish	Portuguese	200	0	0	Online PDF
ED156	FO	Santiago	MLA 3	ESD Policy review in Central America and the Caribbean		01/07/2013	Technical report	Spanish		100	0	0	Online PDF
ED157	FO	Windhoek	MLA 1	SADC/UNESCO Technical and Vocational Education and Training (TVET) report for Namibia	SADC/UNESCO Technical and Vocational Education and Training (TVET) reports	01/08/2012	Technical report	English		50	200	0	
ED158	FO	Windhoek	MLA 1	SADC/UNESCO Technical and Vocational Education and Training (TVET) report for South Africa	SADC/UNESCO Technical and Vocational Education and Training (TVET) reports	01/08/2012	Technical report	English		85	200	0	
ED159	FO	Windhoek	MLA 3	Responding to the needs of learners accommodated in Namibian hostels and boarding schools		01/10/2012	Policy Brief	English		60	60	0	Online PDF
ED160	FO	Windhoek	MLA 1	SADC/UNESCO Technical and Vocational Education and Training (TVET) report for Lesotho	SADC/UNESCO Technical and Vocational Education and Training (TVET) reports	01/10/2012	Technical report	English		40	200	0	

No.	Target Audience / Audience cible	Demand /Demande	Intended Purpose / Objectifs	Expected Impact / Effets prévus	Distribution	Estimated Budget / Estimation du budget	Budget source / Source budgetaire
ED150	1. Scientists, researchers, academia 2. Educators, teachers, trainers		Disseminate knowledge about inclusive education and promote exchange between countries of the region.	Increased awareness of issue	Free distribution	$2,500	Extrabudgetary funds
ED151	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Scientists, researchers, academia		Document and disseminate experiences of second chance	Informed decision-making regarding issue	Free distribution	$3,000	Extrabudgetary funds
ED152	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Educators, teachers, trainers	Request from UNESCO partner	Improve teachers policy desing and training	Informed decision-making regarding issue	Free distribution	$6,000	Extrabudgetary funds
ED153	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Scientists, researchers, academia		Spread the advancement of the region towards achieving the EFA goals	Informed decision-making regarding issue	Free distribution	$6,000	Extrabudgetary funds
ED154	1. Civil Society (e.g. private persons, NGOs, companies) 2. Policy makers (e.g. ministries, parliamentarians, local authorities)			Increased awareness of issue	Free distribution	$3,000	Extrabudgetary funds
ED155	1. Scientists, researchers, academia 2. Policy makers (e.g. ministries, parliamentarians, local authorities)		Disseminate results of the first phase of implementation	Enhanced recognition of programme / UNESCO	Free distribution	$2,000	Extrabudgetary funds
ED156	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Civil Society (e.g. private persons, NGOs, companies)	Evident/substantial interest from target audiences	Promote ESD Policy Reviews	Informed decision-making regarding issue	Free distribution	$4,000	Regular programme
ED157	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Educators, teachers, trainers	Evident/substantial interest from target audiences	The Windhoek office participated in 4 of its cluster countries in the UNESCO-SADC TVET project, part of which is this report detailing the situation of TVET at national level, for which little systematic information exists so far.	Informed decision-making regarding issue	Free distribution	$3,750	Regular programme
ED158	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Educators, teachers, trainers	Evident/substantial interest from target audiences	The Windhoek office participated in 4 of its cluster countries in the UNESCO-SADC TVET project, part of which is this report detailing the situation of TVET at national level, for which little systematic information exists so far.	Informed decision-making regarding issue	Free distribution	$3,750	Regular programme
ED159	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Educators, teachers, trainers	Interest from government concerned and regional stakeholders	To generate/share evidence, and inform review of education sector policies and plans	Informed decision-making regarding issue	Free distribution	$1,800	Regular and extrabudgetary funds
ED160	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Educators, teachers, trainers	Evident/substantial interest from target audiences	The Windhoek office participated in 4 of its cluster countries in the UNESCO-SADC TVET project, part of which is this report detailing the situation of TVET at national level, for which little systematic information exists so far.	Informed decision-making regarding issue	Free distribution	$3,750	Regular programme

No.	HQ, FO, Inst	Office	MLA	Title / Titre	Series title / Titre de séries	Publication date / Date de publication	Type	Language / Langue	Translations / Traductions 2012-2013	Pages (est.)	Print run original / Tirage originale	Print run, translations / Tirage, traductions	Other media / Autres supports
ED161	FO	Windhoek	MLA 1	SADC/UNESCO Technical and Vocational Education and Training (TVET) report for Swaziland	SADC/UNESCO Technical and Vocational Education and Training (TVET) reports	01/10/2012	Technical report	English		40	200	0	
ED162	Inst	IBE	MLA 1	Quality and qualities: Tensions in educational reforms		01/03/2012	Monograph	English		150	1,000	0	ePub
ED163	Inst	IBE	MLA 1	Vol 42-March-Internationalisation of teacher education	Prospects	01/03/2012	Periodical - Journal, review, newsletter	English		130	500	0	ePub
ED164	Inst	IBE	MLA 1	Vol 42-June-Cultural diversity in educational systems: International and comparative perspectives	Prospects	01/06/2012	Periodical - Journal, review, newsletter	English		130	500	0	ePub
ED165	Inst	IBE	MLA 1	Gender equality in textbooks and teacher training (Vietnam)		01/07/2012	Guidelines, manual or toolkit	English	Vietnamese		1,000	0	ePub
ED166	Inst	IBE	MLA 1	Handbook for curriculum developers: how to develop quality frameworks and syllabuses		01/07/2012	Guidelines, manual or toolkit	English		200	1,000	0	ePub
ED167	Inst	IBE	MLA 1	integrating crosscutting issues and competency development in the curriculum of Sub-Saharian African countries		01/09/2012	Guidelines, manual or toolkit	English	French	160	1,000	0	ePub
ED168	Inst	IBE	MLA 1	Vol 42-Sept.-Developing a world-class education: A multi-country analysis	Prospects	01/09/2012	Periodical - Journal, review, newsletter	English		130	500	0	ePub
ED169	Inst	IBE	MLA 1	vol 42-Dec-Comparing learner performance in Southern Asia	Prospects	01/12/2012	Periodical - Journal, review, newsletter	English		130	500	0	ePub
ED170	Inst	IBE	MLA 1	Vol 43-March-Constructing knowledge and understanding education and conflict: Issues and examples	Prospects	01/03/2013	Periodical - Journal, review, newsletter	English		130	500	0	ePub
ED171	Inst	IBE	MLA 1	Vol 43-June-Regular issue	Prospects	01/06/2013	Periodical - Journal, review, newsletter	English		130	500	0	ePub
ED172	Inst	IBE	MLA 1	Vol 43-Sept-Democracy in education	Prospects	01/09/2013	Periodical - Journal, review, newsletter	English		130	500	0	ePub
ED173	Inst	IBE	MLA 1	vol 43-Dec-Curriculum reform: The search for innovatice models for education systems in transition	Prospects	01/12/2013	Periodical - Journal, review, newsletter	English		130	500	0	ePub
ED174	Inst	IESALC	MLA 3	Educación Superior y Pueblos Indígenas y Afrodescencdientes en América Latina. Normas, Políticas y Prácticas		01/01/2012	Monograph	Spanish		325	500	0	Online PDF and CD

No.	Target Audience / Audience cible	Demand /Demande	Intended Purpose / Objectifs	Expected Impact / Effets prévus	Distribution	Estimated Budget / Estimation du budget	Budget source / Source budgetaire
ED161	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Educators, teachers, trainers	Evident/substantial interest from target audiences	The Windhoek office participated in 4 of its cluster countries in the UNESCO-SADC TVET project, part of which is this report detailing the situation of TVET at national level, for which little systematic information exists so far.	Informed decision-making regarding issue	Free distribution	$3,750	Regular programme
ED162	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Educators, teachers, trainers	Evident/substantial interest from target audiences		Increased awareness of issue	For sale	$15,000	Regular programme
ED163	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Educators, teachers, trainers	Evident/substantial interest from target audiences	Informing international comparative education approaches	Informed decision-making regarding issue	For sale		Regular programme
ED164	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Educators, teachers, trainers	Evident/substantial interest from target audiences	Informing international comparative education approaches	Informed decision-making regarding issue	For sale		Regular programme
ED165	1. Educators, teachers, trainers	Evident/substantial interest from target audiences	Promoting gender equality to quality textbooks and teacher training courses	Increased awareness of issue	Free distribution	$16,000	Regular programme
ED166	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Educators, teachers, trainers	Evident/substantial interest from target audiences	Reference for enhancing capacities of curriculum developers	Informed decision-making regarding issue	Free distribution	$15,000	Regular programme
ED167	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Educators, teachers, trainers	Evident/substantial interest from target audiences	Enhancing quality of curriculum processus and learning outcomes	Informed decision-making regarding issue	Free distribution	$10,000	Regular programme
ED168	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Educators, teachers, trainers	Evident/substantial interest from target audiences	Informing international comparative education approaches	Informed decision-making regarding issue	For sale		Regular programme
ED169	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Educators, teachers, trainers	Evident/substantial interest from target audiences	Informing international comparative education approaches	Informed decision-making regarding issue	For sale		Regular programme
ED170	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Educators, teachers, trainers	Evident/substantial interest from target audiences	Informing international comparative education approaches	Informed decision-making regarding issue	For sale		Regular programme
ED171	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Educators, teachers, trainers	Evident/substantial interest from target audiences	Informing international comparative education approaches	Informed decision-making regarding issue	For sale		Regular programme
ED172	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Educators, teachers, trainers	Evident/substantial interest from target audiences	Informing international comparative education approaches	Informed decision-making regarding issue	For sale		Regular programme
ED173	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Educators, teachers, trainers	Evident/substantial interest from target audiences	Informing international comparative education approaches	Informed decision-making regarding issue	For sale		Regular programme
ED174	1. Civil Society (e.g. private persons, NGOs, companies) 2. UNESCO Networks e.g. chairs, associated schools, clubs, national committees	Request from governing bodies/Member States	To examine how Higher Education policies the region facilitate or hinder the development of intercultural institutions of Higher Education (IIES) and / or intercultural programs within conventional institutions in Higher Education (IHE).	Increased awareness of issue	For sale	$8,000	Regular programme

No.	HQ, FO, Inst	Office	MLA	Title / Titre	Series title / Titre de séries	Publication date / Date de publication	Type	Language / Langue	Translations / Traductions 2012-2013	Pages (est.)	Print run original / Tirage originale	Print run, translations / Tirage, traductions	Other media / Autres supports
ED175	Inst	IESALC	MLA 3	Campo Científico, Políticas Públicas y Movilidades Internacionales en América Latina		01/06/2012	Monograph	Spanish		320	500	0	Online PDF and CD
ED176	Inst	IESALC	MLA 3	Vol. 17, No. 1 (2012)	Educación Superior y Sociedad	01/06/2012	Periodical - Journal, review, newsletter	Spanish		150	0	0	Online PDF and CD
ED177	Inst	IESALC	MLA 3	Académicos Extranjeros y Cooperación Internacional en los Sistemas de Ciencia y Tecnología en América Latina		01/12/2012	Monograph	Spanish		350	500	0	Online PDF and CD
ED178	Inst	IESALC	MLA 3	Enseñanza y Usos de Lenguas de Pueblos Indígenas y Afrodescendientes en Educación Superior en América Latina		01/12/2012	Monograph	Spanish		350	500	0	Online PDF and CD
ED179	Inst	IESALC	MLA 3	Vol. 17, No. 2 (2012)	Educación Superior y Sociedad	01/12/2012	Periodical - Journal, review, newsletter	Spanish		150	0	0	Online PDF and CD
ED180	Inst	IESALC	MLA 3	Vol. 18, No. 1 (2013)	Educación Superior y Sociedad	01/06/2013	Periodical - Journal, review, newsletter	Spanish		150	0	0	Online PDF and CD
ED181	Inst	IESALC	MLA 3	O'Leary Collection (12 books)	O'Leary Collecion	01/12/2013	Monograph	English		2400	2,400	0	Online PDF and CD
ED182	Inst	IESALC	MLA 3	Vol. 18, No. 2 (2013)	Educación Superior y Sociedad	01/12/2013	Periodical - Journal, review, newsletter	Spanish		150	0	0	Online PDF and CD
ED183	Inst	IICBA	MLA 1	Next steps in managing teacher migration. Papers of the Sixth Commonwealth Research Symposium on Teacher Mobility, Recruitment and Migration		01/03/2012	Technical report	English		150	500	0	Online PDF
ED184	Inst	IICBA	MLA 1	Gender Mainstreaming in Teacher Education Policy		01/09/2012	Teaching material	English		35	500	0	PDF on website
ED185	Inst	IICBA	MLA 1	Fundamentals of Teacher Education Development	Fundamentals of Teacher Education Development	01/12/2012	Monograph	English	French and Portuguese	120	500	500	Online PDF
ED186	Inst	IIEP	MLA 1	Challenges of Financing Basic Education: Revisiting solutions involving the private sector	Policy Forum	01/03/2012	Monograph	English	French	100	300	0	Online PDF

No.	Target Audience / Audience cible	Demand /Demande	Intended Purpose / Objectifs	Expected Impact / Effets prévus	Distribution	Estimated Budget / Estimation du budget	Budget source / Source budgetaire
ED175	1. Civil Society (e.g. private persons, NGOs, companies) 2. UNESCO Networks e.g. chairs, associated schools, clubs, national committees	Request from governing bodies/Member States	Address policies and best practices to regulate the international mobility of students and scientists and ensure the return of highly qualified human resources in four Latin American countries, Argentina, Mexico, Nicaragua and Peru.	Enhanced recognition of programme / UNESCO	For sale	$4,000	Regular and extrabudgetary funds
ED176	1. Scientists, researchers, academia 2. Educators, teachers, trainers	Request from governing bodies/Member States	To promote research on higher education; disseminate information on policies and good practices; establish bridges between research and policy; foster international dialogue, networks and cooperation.	Increased awareness of issue	Free distribution	$2,000	Regular programme
ED177	1. Civil Society (e.g. private persons, NGOs, companies) 2. UNESCO Networks e.g. chairs, associated schools, clubs, national committees	Request from governing bodies/Member States	To reflect, from case studies on public policies to ensure a more balanced knowledge transfer between poles of different status of knowledge in a global scale, showing the chains of knowledge that are established around scientific mobility and successful practices.	Enhanced recognition of programme / UNESCO	For sale	$4,000	Regular and extrabudgetary funds
ED178	1. Civil Society (e.g. private persons, NGOs, companies) 2. UNESCO Networks e.g. chairs, associated schools, clubs, national committees	Request from governing bodies/Member States	To present a regional overview and data and analysis on 10 countries (Argentina, Bolivia, Brazil, Chile, Colombia, Ecuador, Guatemala, Mexico, Nicaragua and Peru) To enable efforts to include these languages and cultures in the curriculum of different races in the region.	Increased awareness of issue	For sale		Extrabudgetary funds
ED179	1. Scientists, researchers, academia 2. Educators, teachers, trainers	Request from governing bodies/Member States	To promote research on higher education; disseminate information on policies and good practices; establish bridges between research and policy ; foster international dialogue, networks and cooperation.	Increased awareness of issue	Free distribution	$2,000	Regular programme
ED180	1. Scientists, researchers, academia 2. Educators, teachers, trainers	Request from governing bodies/Member States	To promote research on higher education; disseminate information on policies and good practices; establish bridges between research and policy ; foster international dialogue, networks and cooperation.	Increased awareness of issue	Free distribution	$2,000	Regular programme
ED181	1. Civil Society (e.g. private persons, NGOs, companies) 2. Scientists, researchers, academia	Request from governing bodies/Member States	Selected works illustrate and address contemporary issues that involve and / or distort the future of higher education in in Latin America and the Caribbean.	Increased awareness of issue	For sale	$55,500	Regular programme
ED182	1. Scientists, researchers, academia 2. Educators, teachers, trainers	Request from governing bodies/Member States	To promote research on higher education; disseminate information on policies and good practices; establish bridges between research and policy ; foster international dialogue, networks and cooperation.	Increased awareness of issue	Free distribution	$2,000	Regular programme
ED183	1. Educators, teachers, trainers 2. Policy makers (e.g. ministries, parliamentarians, local authorities)	Request from governing bodies/Member States	Share research on issues which affect teacher migration so that policymakers are equipped with the latest evidence to guide them.	Informed decision-making regarding issue	For sale	$8,000	Regular programme
ED184	1. Educators, teachers, trainers 2. Policy makers (e.g. ministries, parliamentarians, local authorities)	Evident/substantial interest from target audiences		Informed decision-making regarding issue	Free distribution	$5,000	Regular programme
ED185	1. Educators, teachers, trainers 2. Policy makers (e.g. ministries, parliamentarians, local authorities)	Request from governing bodies/Member States	Monitor the evolution and change in educational policies and their effect upon teacher education developmen	Informed decision-making regarding issue	Free distribution	$10,000	Regular programme
ED186	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Development agents (e.g. Intergovernmental Organizations, UN system)	Evident/substantial interest from target audiences	Strengthen capacities of managers, raise awareness of policy makers	Informed decision-making regarding issue	For sale	$7,000	Extrabudgetary funds

No.	HQ, FO, Inst	Office	MLA	Title / Titre	Series title / Titre de séries	Publication date / Date de publication	Type	Language / Langue	Translations / Traductions 2012-2013	Pages (est.)	Print run original / Tirage originale	Print run, translations / Tirage, traductions	Other media / Autres supports
ED187	Inst	IIEP	MLA 1	Diversification of post-secondary education	New trends in Higher Education	01/05/2012	Monograph	English		180	500	0	Online PDF
ED188	Inst	IIEP	MLA 1	SACMEQ Gender Equality Series		01/05/2012	Policy Brief	English		200	0	0	Online PDF
ED189	Inst	IIEP	MLA 1	An assessment of the impact of HIV and AIDS on the education sector in Kenya and a situational analysis of the implementation of the Kenya education sector policy on HIV and AIDS		01/06/2012	Monograph	English		150	100	0	Online PDF
ED190	Inst	IIEP	MLA 1	Escuela, identidad y discriminación		01/06/2012	Monograph	Spanish		320	500	0	Online PDF
ED191	Inst	IIEP	MLA 1	Les dépenses d'éducation des ménages au Burkina Faso	Costs and Financing of Education	01/06/2012	Monograph	French		80	100	0	Online PDF
ED192	Inst	IIEP	MLA 1	Microsoft Partners In Learning: Un exemple de partenariat Public – Privé dans le domaine des TIC	Partnerships for Education	01/06/2012	Monograph	French	English	100	100	100	Online PDF
ED193	Inst	IIEP	MLA 1	Partnership in Education - A resource guide	Partnerships for Education	01/06/2012	Guidelines, manual or toolkit	English		100	100	100	Online PDF, CD-rom
ED194	Inst	IIEP	MLA 1	Study on Public-Private Partnerships in education	Partnerships for Education	01/09/2012	Monograph	English		100	100	0	Online PDF
ED195	Inst	IIEP	MLA 1	The Effects of Free Primary Education in Tanzania (Mainland)	Costs and Financing of Education	01/09/2012	Monograph	English		100	100	0	Online PDF
ED196	Inst	IIEP	MLA 1	Financing Basic Education: revisiting solutions implying the private sector		01/10/2012	Monograph	English		100	800	0	Online PDF
ED197	Inst	IIEP	MLA 1	Gender equality in educational planning and management		01/10/2012	Monograph	English		150	500	0	Online PDF
ED198	Inst	IIEP	MLA 1	La régulation de l'éducation	Education policy series	01/10/2012	Policy Brief	French	English	30	0	0	Online PDF

No.	Target Audience / Audience cible	Demand /Demande	Intended Purpose / Objectifs	Expected Impact / Effets prévus	Distribution	Estimated Budget / Estimation du budget	Budget source / Source budgetaire
ED187	1. Scientists, researchers, academia 2. Policy makers (e.g. ministries, parliamentarians, local authorities)	Evident/substantial interest from target audiences	To analyze PSE and PSE institutions and the challenges in financing and managing PSE institutions.	Increased awareness of issue	Free distribution	$7,000	Extrabudgetary funds
ED188	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Development agents (e.g. Intergovernmental Organizations, UN system)	Evident/substantial interest from target audiences		Informed decision-making regarding issue	Free distribution	$10,000	Extrabudgetary funds
ED189	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Development agents (e.g. Intergovernmental Organizations, UN system)	Interest from government concerned and regional stakeholders	Describe and analyse the impact of HIV and AIDS on the education sector in Kenya; analyse the Kenyan education sector policy on HIV and AIDS	Informed decision-making regarding issue	Free distribution	$5,000	Extrabudgetary funds
ED190	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Development agents (e.g. Intergovernmental Organizations, UN system)	Evident/substantial interest from target audiences		Informed decision-making regarding issue	Free distribution	$7,000	Extrabudgetary funds
ED191	1. Scientists, researchers, academia 2. Policy makers (e.g. ministries, parliamentarians, local authorities)	Interest from government concerned and regional stakeholders		Informed decision-making regarding issue	Free distribution	$2,000	Extrabudgetary funds
ED192	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Development agents (e.g. Intergovernmental Organizations, UN system)	Evident/substantial interest from target audiences	Strengthen capacities of managers, raise awareness of policy makers	Informed decision-making regarding issue	Free distribution		Extrabudgetary funds
ED193	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Development agents (e.g. Intergovernmental Organizations, UN system)	Evident/substantial interest from target audiences	Strengthen capacities of managers, raise awareness of policy makers	Informed decision-making regarding issue	Free distribution	$13,000	Extrabudgetary funds
ED194	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Development agents (e.g. Intergovernmental Organizations, UN system)	Evident/substantial interest from target audiences	Strengthen capacities of managers, raise awareness of policy makers	Informed decision-making regarding issue	Free distribution		Extrabudgetary funds
ED195	1. Scientists, researchers, academia 2. Policy makers (e.g. ministries, parliamentarians, local authorities)	Interest from government concerned and regional stakeholders	It improves the competence and improves the analytical tools of professionals at the Ministries of Education and at agencies of the development partners.	Informed decision-making regarding issue	Free distribution	$2,000	Extrabudgetary funds
ED196	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Development agents (e.g. Intergovernmental Organizations, UN system)	Evident/substantial interest from target audiences	Strengthen capacities of managers, raise awareness of policy makers	Informed decision-making regarding issue	For sale	$7,000	Extrabudgetary funds
ED197	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Development agents (e.g. Intergovernmental Organizations, UN system)	Evident/substantial interest from target audiences		Informed decision-making regarding issue	Free distribution	$10,000	Extrabudgetary funds
ED198	1. Policy makers (e.g. ministries, parliamentarians, local authorities)	Success of comparable publications	Strengthen capacities of managers	Informed decision-making regarding issue	Free distribution	$1,000	Extrabudgetary funds

No.	HQ, FO, Inst	Office	MLA	Title / Titre	Series title / Titre de séries	Publication date / Date de publication	Type	Language / Langue	Translations / Traductions 2012-2013	Pages (est.)	Print run original / Tirage originale	Print run, translations / Tirage, traductions	Other media / Autres supports
ED199	Inst	IIEP	MLA 1	Looking beyond parity: gender equality in education		01/10/2012	Global report or flagship publication	English	French	50	500	300	Online PDF
ED200	Inst	IIEP	MLA 1	The Effects of Free Basic Education in Tanzania (Zanzibar)	Costs and Financing of Education	01/10/2012	Monograph	English		100	100	0	Online PDF
ED201	Inst	IIEP	MLA 1	Public Private Partnership-EMIS	Partnerships for Education	01/11/2012	Guidelines, manual or toolkit	English		100	100	0	Online PDF
ED202	Inst	IIEP	MLA 1	The Effects of Free Primary Education in Lesotho	Costs and Financing of Education	01/11/2012	Monograph	English		100	100	0	Online PDF
ED203	Inst	IIEP	MLA 2	Corruption in the education sector: a handbook	Ethics and corruption in education	01/12/2012	Guidelines, manual or toolkit	English		100	100	0	Online PDF
ED204	Inst	IIEP	MLA 4	Development of teacher codes of conduct in Asia	Ethics and corruption in education	01/12/2012	Monograph	English		150	300	0	Online PDF
ED205	Inst	IIEP	MLA 1	Engaging civil society	Fundamentals of Educational Planning	01/12/2012	Global report or flagship publication	English	French	100	500	500	Online PDF
ED206	Inst	IIEP	MLA 1	Enseignement à distance	Fundamentals of Educational Planning	01/12/2012	Global report or flagship publication	French	English	100	500	500	Online PDF
ED207	Inst	IIEP	MLA 1	Les systèmes d'information dans les ministères de l'éducation : l'exemple du Sénégal, de la France et du Cameroun	Les systèmes d'information dans les ministères de l'éducation	01/12/2012	Monograph	French		100	100	0	Online PDF
ED208	Inst	IIEP	MLA 3	Transparency in the targeting of pro-poor incentives	Ethics and corruption in education	01/12/2012	Monograph	English		150	300	0	Online PDF
ED209	Inst	IIEP	MLA 1	Improving school financing: the use and usefulness of school grants. Vol. I	Management reforms for EFA	01/01/2013	Monograph	English		150	500	0	Online PDF
ED210	Inst	IIEP	MLA 1	Capacity Development in strategic planning	Rethinking capacity development	01/03/2013	Monograph	English		80	0	0	Online PDF
ED211	Inst	IIEP	MLA 1	Guidance notes for educational planners: integrating conflict an disaster risk education into educationa sector planning		01/06/2013	Guidelines, manual or toolkit	English	French	100	500	500	Online PDF

No.	Target Audience / Audience cible	Demand /Demande	Intended Purpose / Objectifs	Expected Impact / Effets prévus	Distribution	Estimated Budget / Estimation du budget	Budget source / Source budgetaire
ED199	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Development agents (e.g. Intergovernmental Organizations, UN system)	Evident/substantial interest from target audiences		Informed decision-making regarding issue	For sale	$7,000	Extrabudgetary funds
ED200	1. Scientists, researchers, academia 2. Policy makers (e.g. ministries, parliamentarians, local authorities)	Interest from government concerned and regional stakeholders	It improves the competence and improves the analytical tools of professionals at the Ministries of Education and at agencies of the development partners.	Informed decision-making regarding issue	Free distribution	$2,000	Extrabudgetary funds
ED201	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Development agents (e.g. Intergovernmental Organizations, UN system)	Evident/substantial interest from target audiences	Strengthen capacities of managers, raise awareness of policy makers	Informed decision-making regarding issue	Free distribution		Extrabudgetary funds
ED202	1. Scientists, researchers, academia 2. Policy makers (e.g. ministries, parliamentarians, local authorities)	Interest from government concerned and regional stakeholders	It improves the competence and improves the analytical tools of professionals at the Ministries of Education and at agencies of the development partners.	Informed decision-making regarding issue	Free distribution	$2,000	Extrabudgetary funds
ED203	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Scientists, researchers, academia	Evident/substantial interest from target audiences	Strengthen capacities of managers, raise awareness of policy makers	Informed decision-making regarding issue	Free distribution	$3,000	Extrabudgetary funds
ED204	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Scientists, researchers, academia	Interest from government concerned and regional stakeholders	Strengthen capacities of managers, raise awareness of policy makers	Informed decision-making regarding issue	Free distribution	$7,000	Extrabudgetary funds
ED205	1. Scientists, researchers, academia 2. Policy makers (e.g. ministries, parliamentarians, local authorities)	Evident/substantial interest from target audiences		Informed decision-making regarding issue	For sale	$20,000	Extrabudgetary funds
ED206	1. Scientists, researchers, academia 2. Policy makers (e.g. ministries, parliamentarians, local authorities)	Evident/substantial interest from target audiences		Informed decision-making regarding issue	For sale	$20,000	Extrabudgetary funds
ED207	1. Scientists, researchers, academia 2. Development agents (e.g. Intergovernmental Organizations, UN system)	Interest from government concerned and regional stakeholders	Analyse des informations collectées, analyse organisationnelle et des procédures administratives, analyse technique analyse des ressources humaines et des contraintes liées au renforcement des capacités	Informed decision-making regarding issue	Free distribution	$3,000	Extrabudgetary funds
ED208	1. Scientists, researchers, academia 2. Policy makers (e.g. ministries, parliamentarians, local authorities)	Evident/substantial interest from target audiences	Strengthen capacities of managers, raise awareness of policy makers	Informed decision-making regarding issue	Free distribution	$7,000	Extrabudgetary funds
ED209	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Development agents (e.g. Intergovernmental Organizations, UN system)	Evident/substantial interest from target audiences	To examine the implementation of school grants, with a focus on their useat school level and decision-making process.	Informed decision-making regarding issue	Free distribution	$7,500	Extrabudgetary funds
ED210	1. Development agents (e.g. Intergovernmental Organizations, UN system) 2. Policy makers (e.g. ministries, parliamentarians, local authorities)	Evident/substantial interest from target audiences	Support educational planners and development partners to prepare strategic education plans, especially as international funding to education is becoming increasingly dependent on the existence of such a plan.	Informed decision-making regarding issue	Free distribution	$1,000	Extrabudgetary funds
ED211	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Development agents (e.g. Intergovernmental Organizations, UN system)	Evident/substantial interest from target audiences		Informed decision-making regarding issue	Free distribution	$5,000	Extrabudgetary funds

No.	HQ, FO, Inst	Office	MLA	Title / Titre	Series title / Titre de séries	Publication date / Date de publication	Type	Language / Langue	Translations / Traductions 2012-2013	Pages (est.)	Print run original / Tirage originale	Print run, translations / Tirage, traductions	Other media / Autres supports
ED212	Inst	IIEP	MLA 1	Réforme de la gouvernance dans l'enseignement supérieur en Afrique Francophone	New trends in Higher Education	01/06/2013	Monograph	French		200	500	0	Online PDF
ED213	Inst	IIEP	MLA 1	Les systèmes d'information dans les ministères de l'éducation : enjeux, défis et perspectifs	Les systèmes d'information dans les ministères de l'éducation	01/12/2013	Monograph	French		60	300	0	Online PDF
ED214	Inst	IIEP	MLA 1	Improving school financing: the use and usefulness of school grants. Vol. II	Management reforms for EFA	01/01/2014	Monograph	English		150	500	0	Online PDF
ED215	Inst	IITE	MLA 1	Analytical paper on the current situation and main tendencies of ICT use in TVET in CIS and Ukraine.		01/03/2012	Technical report	Russian	English	110	250	250	Online PDF
ED216	Inst	IITE	MLA 1	Master course ICT in Teacher Professional Development'Curriculum	IITE Training Materials	01/03/2012	Teaching material	English	Russian	50	0	0	Online PDF
ED217	Inst	IITE	MLA 1	Special report on the current situation and main tendencies of ICT use in TVET in CIS and Ukraine (on the results of the joint IFESCCO/IITE project)		01/03/2012	Technical report	Russian	English	60	250	250	Online PDF
ED218	Inst	IITE	MLA 1	ICT in Multigrade Schools	IITE Training Materials	01/05/2012	Guidelines, manual or toolkit	Russian	English	100	0	0	Online PDF
ED219	Inst	IITE	MLA 3	Guidelines for OER for CIS		01/06/2012	Guidelines, manual or toolkit	Russian		30	200	0	Online PDF
ED220	Inst	IITE	MLA 2	UNESCO IITE and ASPnet International Conference: ICTs for Quality of Education: ASPnet helps to pave the way towards Schools for the Future	Proceedings	01/06/2012	Proceedings	English		90	50	0	Online PDF
ED221	Inst	IITE	MLA 1	ICTs in General Education: Russian Federation	Theoretical Aspects	01/07/2012	Monograph	Russian		200	500	0	Online PDF
ED222	Inst	IITE	MLA 1	SMART School. International Case Study	ICT in Education: Best Practices	01/11/2012	Monograph	English		150	500	0	Online PDF
ED223	Inst	IITE	MLA 1	OER in non-English-speaking countires	Analytical survey	01/03/2013	Monograph	English		200	500	0	Online PDF
ED224	Inst	IITE	MLA 1	Three case studies on OER in non-English-speaking countries	ICT in Education: Best Practices	01/03/2013	Monograph	English		240	500	0	Online PDF

No.	Target Audience / Audience cible	Demand /Demande	Intended Purpose / Objectifs	Expected Impact / Effets prévus	Distribution	Estimated Budget / Estimation du budget	Budget source / Source budgetaire
ED212	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Scientists, researchers, academia	Request from governing bodies/Member States	Strengthen capacities of Higher Education Institutions managers, raise awareness of policy makers	Informed decision-making regarding issue	Free distribution	$7,000	Extrabudgetary funds
ED213	1. Scientists, researchers, academia 2. Development agents (e.g. Intergovernmental Organizations, UN system)	Interest from government concerned and regional stakeholders	Aider les planificateurs, agences de développement et ONG impliquées dans la mise en œuvre des SI, les spécialistes de l'éducation, les technicien et spécialiste du SI et de l'informatique dans Leur activité de conception.	Informed decision-making regarding issue	Free distribution	$5,000	Extrabudgetary funds
ED214	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Development agents (e.g. Intergovernmental Organizations, UN system)	Evident/substantial interest from target audiences	To examine the implementation of school grants, with a focus on the use of school grants at school level and decision-making process, which is the purpose of this study.	Informed decision-making regarding issue	Free distribution	$7,500	Extrabudgetary funds
ED215	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Educators, teachers, trainers	Evident/substantial interest from target audiences	Promote ICT use in TVET	Informed decision-making regarding issue	Free distribution	$7,000	Extrabudgetary funds
ED216	1. UNESCO Networks e.g. chairs, associated schools, clubs, national committees 2. Educators, teachers, trainers	Evident/substantial interest from target audiences	Teacher training	Increased awareness of issue	Free distribution	$1,000	Regular programme
ED217	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Educators, teachers, trainers	Evident/substantial interest from target audiences	Promote ICT use in TVET	Informed decision-making regarding issue	Free distribution	$4,500	Extrabudgetary funds
ED218	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Educators, teachers, trainers	Interest from government concerned and regional stakeholders	Teacher training	Increased awareness of issue	Free distribution	$6,000	Regular and extrabudgetary funds
ED219	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Educators, teachers, trainers	Interest from government concerned and regional stakeholders	Promote OER in CIS	Informed decision-making regarding issue	Free distribution	$1,500	Regular programme
ED220	1. Educators, teachers, trainers 2. Policy makers (e.g. ministries, parliamentarians, local authorities)	Evident/substantial interest from target audiences	Promote accessibility and quality of education	Informed decision-making regarding issue	Free distribution	$3,000	Regular and extrabudgetary funds
ED221	1. Educators, teachers, trainers 2. Policy makers (e.g. ministries, parliamentarians, local authorities)	Evident/substantial interest from target audiences	Promote ICT use in education	Increased awareness of issue	Free distribution	$3,000	Regular and extrabudgetary funds
ED222	1. UNESCO Networks e.g. chairs, associated schools, clubs, national committees 2. Policy makers (e.g. ministries, parliamentarians, local authorities)	Evident/substantial interest from target audiences	Promote innovative approaches in education based on ICT applications	Increased awareness of issue	Free distribution	$4,000	Regular and extrabudgetary funds
ED223	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. UNESCO Networks e.g. chairs, associated schools, clubs, national committees	Evident/substantial interest from target audiences	Promote OER in non-English-speaking countries	Informed decision-making regarding issue	Free distribution	$5,000	Regular programme
ED224	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. UNESCO Networks e.g. chairs, associated schools, clubs, national committees	Evident/substantial interest from target audiences	Promote OER in non-English-speaking countries	Informed decision-making regarding issue	Free distribution	$9,000	Regular programme

No.	HQ, FO, Inst	Office	MLA	Title / Titre	Series title / Titre de séries	Publication date / Date de publication	Type	Language / Langue	Translations / Traductions 2012-2013	Pages (est.)	Print run original / Tirage originale	Print run, translations / Tirage, traductions	Other media / Autres supports
ED225	Inst	IITE	MLA 1	Analytical survey based on the results of the project ICTs in primary education,	IITE Analytical surveys	01/12/2013	Technical report	English		100	500	0	Online
ED226	Inst	IITE	MLA 1	Set of training materials on ICTs in education of persons with disabilities	IITE Training Materials	01/12/2013	Multimedia - Interactive guide or educational tool	Russian	English	100	500	500	Online
ED227	Inst	IITE	MLA 1	Training materials on ICTs in Early Childhood education	IITE Training Materials	01/12/2013	Multimedia - Interactive guide or educational tool	English		100	500	0	Online
ED228	Inst	IITE	MLA 1	Twenty-four issues of policy briefs	IITE Policy Briefs	01/12/2013	Policy Brief	English	Russian	288	12,000	0	Online PDF
ED229	Inst	UIL	MLA 1	LIFE Mid-Term Evaluation Report		01/03/2012	Global report or flagship publication	English	French	65	750	500	Online PDF
ED230	Inst	UIL	MLA 3	Synergies between formal and non formal approaches in HIV/AIDS prevention in Africa	Literacy Matters	01/03/2012	Technical report	English	French	50	500	500	Online PDF
ED231	Inst	UIL	MLA 1	Socio-psychologie de l'éducation des adultes en Afrique	APAL (Perspectives africaines en éducation des adultes)	01/04/2012	Guidelines, manual or toolkit	French		200	750	0	
ED232	Inst	UIL	MLA 1	Fondements de l'éducation des adultes en Afrique	APAL (Perspectives africaines en éducation des adultes)	01/05/2012	Guidelines, manual or toolkit	French		200	750	0	
ED233	Inst	UIL	MLA 4	Linking Lifelong Learning to National Qualifications Frameworks		01/06/2012	Technical report	English		150	500	0	Online PDF
ED234	Inst	UIL	MLA 4	Why recognition of non-formal and informal learning matters		01/06/2012	Monograph	English		150	500	0	Online PDF
ED235	Inst	UIL	MLA 4	Global Report on Adult Learning and Education 2012	Global Report on Adult Learning and Education	01/12/2012	Global report or flagship publication	English	French, Spanish	120	2,000	1,500	Online PDF
ED236	Inst	UNEVOC	MLA 1	Exploitative work	Annotated Bibliographies of Technical and Vocational Education and Training	01/02/2012	Dictionary/ Glossary/ Thesaurus/ Index/ Encyclopaedia	English		52	0	0	Online PDF

No.	Target Audience / Audience cible	Demand /Demande	Intended Purpose / Objectifs	Expected Impact / Effets prévus	Distribution	Estimated Budget / Estimation du budget	Budget source / Source budgetaire
ED225	1. Educators, teachers, trainers 2. Policy makers (e.g. ministries, parliamentarians, local authorities)	Evident/substantial interest from target audiences	Raise the quality of ICT use in primary education	Enhanced recognition of programme / UNESCO	Free distribution	$4,000	Regular and extrabudgetary funds
ED226	1. Educators, teachers, trainers 2. Policy makers (e.g. ministries, parliamentarians, local authorities)	Evident/substantial interest from target audiences	Promote access to education for persons with disabilities by means of ICTs	Increased awareness of issue	Free distribution	$3,000	Regular and extrabudgetary funds
ED227	1. Educators, teachers, trainers 2. Civil Society (e.g. private persons, NGOs, companies)	Evident/substantial interest from target audiences	Promote ICT in early childhood education	Increased awareness of issue	Free distribution	$3,000	Regular and extrabudgetary funds
ED228	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Educators, teachers, trainers	Evident/substantial interest from target audiences	Promote ICT use in education	Informed decision-making regarding issue	Free distribution	$36,000	Regular programme
ED229	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Development agents (e.g. Intergovernmental Organizations, UN system)	Request from governing bodies/Member States	Analyse progress of the Literacy Initiative, highlight innovations and develop recommendations	Informed decision-making regarding issue	Free distribution	$29,215	Regular programme
ED230	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Educators, teachers, trainers	Request from funding partner	Advocate for common efforts by the formal and the non-formal sector to prevent HIV/AIDS in Africa	Informed decision-making regarding issue	Free distribution	$3,910	Extrabudgetary funds
ED231	1. Educators, teachers, trainers 2. Scientists, researchers, academia	Evident/substantial interest from target audiences	Help improve the training of trainers provision by higher education institutions in Africa; highlight specific aspects of Adult Education in Africa	Informed decision-making regarding issue	For sale	$6,060	Extrabudgetary funds
ED232	1. Educators, teachers, trainers 2. Scientists, researchers, academia	Evident/substantial interest from target audiences	Help improve the training of trainers provision by higher education institutions in Africa; highlight specific aspects of Adult Education in Africa	Informed decision-making regarding issue	For sale	$6,060	Extrabudgetary funds
ED233	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Scientists, researchers, academia	Request from funding partner	Understand issues related to RVA and identify ways of better integrating RVA into NQF	Informed decision-making regarding issue	Free distribution	$9,255	Extrabudgetary funds
ED234	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Educators, teachers, trainers	Request from governing bodies/Member States	Advocate for recognition as a solution to address the lack of qualifications in many developing countries	Increased awareness of issue	Free distribution	$9,775	Extrabudgetary funds
ED235	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Development agents (e.g. Intergovernmental Organizations, UN system)	Request from governing bodies/Member States	Take stock of the literacy situation worldwide ; identify main issues and challenges	Increased awareness of issue	Free distribution	$84,715	Regular programme
ED236	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Scientists, researchers, academia	Request from governing bodies/Member States	Produce a solid reference base for material on key TVET issues	Informed decision-making regarding issue	Free distribution	$1,500	Extrabudgetary funds

No.	HQ, FO, Inst	Office	MLA	Title / Titre	Series title / Titre de séries	Publication date / Date de publication	Type	Language / Langue	Translations / Traductions 2012-2013	Pages (est.)	Print run original / Tirage originale	Print run, translations / Tirage, traductions	Other media / Autres supports
ED237	Inst	UNEVOC	MLA 1	Greening TVET	Annotated Bibliographies of Technical and Vocational Education and Training	01/02/2012	Dictionary/ Glossary/ Thesaurus/ Index/ Encyclopaedia	English		48	0	0	Online PDF
ED238	Inst	UNEVOC	MLA 1	Occupational health and safety	Annotated Bibliographies of Technical and Vocational Education and Training	01/02/2012	Dictionary/ Glossary/ Thesaurus/ Index/ Encyclopaedia	English		52	0	0	Online PDF
ED239	Inst	UNEVOC	MLA 1	TVET in conflict and emergency situations	Annotated Bibliographies of Technical and Vocational Education and Training	01/02/2012	Dictionary/ Glossary/ Thesaurus/ Index/ Encyclopaedia	English		52	0	0	Online PDF
ED240	Inst	UNEVOC	MLA 1	Women and Gender Equality in Technical and Vocational Education and Training	Annotated Bibliographies of Technical and Vocational Education and Training	01/02/2012	Dictionary/ Glossary/ Thesaurus/ Index/ Encyclopaedia	English		52	0	0	Online PDF
ED241	Inst	UNEVOC	MLA 1	Youth unemployment	Annotated Bibliographies of Technical and Vocational Education and Training	01/02/2012	Dictionary/ Glossary/ Thesaurus/ Index/ Encyclopaedia	English		52	0	0	Online PDF
ED242	Inst	UNEVOC	MLA 1	Increasing Public Awareness of TVET in the Philippines: A Case Study	Case Studies of TVET in Selected Countries	01/08/2012	Monograph	English		40	0	0	Online PDF
ED243	Inst	UNEVOC	MLA 1	Involving stakeholders in capacity-building: A case study of two colleges in Thailand	Case Studies of TVET in Selected Countries	01/08/2012	Monograph	English		40	0	0	Online PDF
ED244	Inst	UNEVOC	MLA 1	Community Polytechnics in India: Achievements, practices and lessons learnt	Case Studies of TVET in Selected Countries	01/09/2012	Monograph	English		40	0	0	Online PDF
ED245	Inst	UNEVOC	MLA 1	ICT in TVET in the Asia-Pacific region	Case Studies of TVET in Selected Countries	01/09/2012	Monograph	English		40	0	0	Online PDF

No.	Target Audience / Audience cible	Demand /Demande	Intended Purpose / Objectifs	Expected Impact / Effets prévus	Distribution	Estimated Budget / Estimation du budget	Budget source / Source budgetaire
ED237	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Scientists, researchers, academia	Request from governing bodies/Member States	Produce a solid reference base for material on key TVET issues	Informed decision-making regarding issue	Free distribution	$1,500	Extrabudgetary funds
ED238	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Scientists, researchers, academia	Request from governing bodies/Member States	Produce a solid reference base for material on key TVET issues	Informed decision-making regarding issue	Free distribution	$1,500	Extrabudgetary funds
ED239	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Scientists, researchers, academia	Request from governing bodies/Member States	Produce a solid reference base for material on key TVET issues	Informed decision-making regarding issue	Free distribution	$2,000	Extrabudgetary funds
ED240	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Scientists, researchers, academia	Request from governing bodies/Member States	Produce a solid reference base for material on key TVET issues	Informed decision-making regarding issue	Free distribution	$1,500	Extrabudgetary funds
ED241	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Scientists, researchers, academia	Request from governing bodies/Member States	Produce a solid reference base for material on key TVET issues	Informed decision-making regarding issue	Free distribution	$1,500	Extrabudgetary funds
ED242	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Educators, teachers, trainers	Request from governing bodies/Member States	Raise awareness of TVET policy-makers and practitioners	Informed decision-making regarding issue	Free distribution	$1,500	Extrabudgetary funds
ED243	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Educators, teachers, trainers	Request from governing bodies/Member States	Raise awareness of TVET policy-makers and practitioners	Informed decision-making regarding issue	Free distribution	$1,500	Extrabudgetary funds
ED244	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Educators, teachers, trainers	Request from governing bodies/Member States	Raise awareness of TVET policy-makers and practitioners	Informed decision-making regarding issue	Free distribution	$4,000	Extrabudgetary funds
ED245	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Educators, teachers, trainers	Request from governing bodies/Member States	Raise awareness of TVET policy-makers and practitioners of good practices in selected countries, improve the role of ICT in TVET	Informed decision-making regarding issue	Free distribution	$4,000	Extrabudgetary funds

No.	HQ, FO, Inst	Office	MLA	Title / Titre	Series title / Titre de séries	Publication date / Date de publication	Type	Language / Langue	Translations / Traductions 2012-2013	Pages (est.)	Print run original / Tirage originale	Print run, translations / Tirage, traductions	Other media / Autres supports
SC001	HQ	SC/EES/ESB	MLA 6	Sustainable Management of Marginal Drylands - scientific findings (working title)	UNESCO-MAB Book Series	01/01/2013	Monograph	English	Arabic, Spanish, French	300	200	500	Online PDF
SC002	HQ	SC/EES/ESB	MLA 6	Sustainable Management of Marginal Drylands -policy findings (working title)	UNESCO-MAB Book Series	01/03/2013	Policy Brief	English	Arabic, Spanish, French	50	200	500	Online PDF
SC003	HQ	SC/EES/ESB	MLA 6	Manual for implementation of Teaching Resource Kit for Dryland Countries	UNESCO-MAB Book Series	02/03/2013	Guidelines, manual or toolkit	English	French	16	250	250	Online PDF
SC004	HQ	SC/HYD	MLA 5	Water and Sustainability: A Review of Targets, Tools and Regional Cases	WWDR4 side publications	01/06/2012	Technical report	English	French, Spanish	60	0	0	CD, ePub
SC005	HQ	SC/HYD	MLA 5	Emerging pollutants in water, wastewater and soil - Tula Valley, Mexico (case study report)	IHP Tehcnical Documents	01/12/2012	Technical report	English		60	1,000	0	Online PDF
SC007	HQ	SC/HYD	MLA 5	The Impact of Economic Development on Water Pollution - Zhangweinan River Basin, China (case study report)	IHP Tehcnical Documents	01/12/2012	Technical report	English		60	1,000	0	Online PDF
SC006	HQ	SC/HYD	MLA 5	Integrated Sanitation for a Better Environment and Healthy People		02/12/2012	Monograph	English		100	1,000	0	Online PDF
SC008	HQ	SC/HYD	MLA 5	Integrated Urban Water Management: Cold Climates	UNESCO-IHP Urban Water Series	01/12/2013	Monograph	English		225	800	0	PDF (for internal use only)
SC009	HQ	SC/HYD	MLA 5	Integrated Urban Water Management: Temperate Climates	UNESCO-IHP Urban Water Series	01/12/2013	Monograph	English		225	800	0	PDF (for internal use only)
SC010	HQ	SC/HYD	MLA 5	Urban Water Systems Interactions	UNESCO-IHP Urban Water Series	01/12/2013	Monograph	English		225	800	0	PDF (for internal use only)
SC011	HQ	SC/IOC	MLA 4	Compendium of good practices in tsunami preparedness	IOC Manuals and Guides	01/01/2012	Guidelines, manual or toolkit	English	French, Greek, Italian, Portuguese, Turkish	100	100	400	Online PDF
SC012	HQ	SC/IOC	MLA 4	Harmful Algae News 45,46,47,48,49,50	Harmful Algae News	01/03/2012	Periodical - Journal, review, newsletter	English		96	2,000	0	Online PDF
SC013	HQ	SC/IOC	MLA 4	Manual on Sea Level Measurement and Interpretation	IOC Manuals and Guides	01/03/2012	Guidelines, manual or toolkit	English	Arabic	80	0	300	online
SC014	HQ	SC/IOC	MLA 4	Educational online course on storm surges developed and made available to middle schools	IOC Technical Series	01/04/2012	Teaching material	English	French, Greek, Italian, Portuguese, Turkish		0	0	Online training module

No.	Target Audience / Audience cible	Demand /Demande	Intended Purpose / Objectifs	Expected Impact / Effets prévus	Distribution	Estimated Budget / Estimation du budget	Budget source / Source budgetaire
SC001	1. Scientists, researchers, academia 2. Development agents (e.g. Intergovernmental Organizations, UN system)	Request from funding partner	Improve dryland management to combat desertification	Increased awareness of issue	Free distribution	$35,000	Extrabudgetary funds
SC002	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Civil Society (e.g. private persons, NGOs, companies)	Request from funding partner	Improve dryland management to combat desertification	Informed decision-making regarding issue	Free distribution	$20,000	Extrabudgetary funds
SC003	1. Educators, teachers, trainers	Request from funding partner	Enhanced knowledge on dryland biodiversity and conservation	Increased awareness of issue	Free distribution	$10,000	Extrabudgetary funds
SC004	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Development agents (e.g. Intergovernmental Organizations, UN system)	Request from governing bodies/Member States	Improve use of water-related targets and tools in water governance	Informed decision-making regarding issue	Free distribution		Regular programme
SC005	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Scientists, researchers, academia	Evident/substantial interest from target audiences	Expand the scientific understanding and knowledge base on this emerging topic, which is of crucial importance to water resources sustainability and human health. Inform policy makers and water professionals on the issue	Informed decision-making regarding issue	Free distribution	$8,000	Regular programme
SC007	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Scientists, researchers, academia	Evident/substantial interest from target audiences	Expand the scientific understanding and knowledge base on the links between economic development and water resources sustainability. Promote intra-disciplinary holistic approach to the issue. Inform policy makers and water professionals on the issue	Informed decision-making regarding issue	Free distribution	$8,000	Regular programme
SC006	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Scientists, researchers, academia	Evident/substantial interest from target audiences	Promote science-based policy making for sustainable solutions for providing access to water and sanitation and assist governments in achieving MDGs	Informed decision-making regarding issue	Free distribution	$10,000	Regular programme
SC008	1. Scientists, researchers, academia 2. Policy makers (e.g. ministries, parliamentarians, local authorities)	Evident/substantial interest from target audiences	Promote sustainable urban water managemnet with a focus on specific climatic setting	Increased awareness of issue	For sale	$15,000	Regular programme
SC009	1. Scientists, researchers, academia 2. Policy makers (e.g. ministries, parliamentarians, local authorities)	Evident/substantial interest from target audiences	Promote sustainable urban water managemnet with a focus on specific climatic setting	Increased awareness of issue	For sale	$15,000	Regular programme
SC010	1. Scientists, researchers, academia 2. Policy makers (e.g. ministries, parliamentarians, local authorities)	Evident/substantial interest from target audiences	Promote sustainable urban water managemnet with a focus on urban water systems and technologies	Increased awareness of issue	For sale	$15,000	Regular programme
SC011	1. Scientists, researchers, academia 2. Educators, teachers, trainers	Request from funding partner	To sensitize civil protection and coastal managers on strategic land use planning to strengthen preparedness for tsunamis and other sea-level related hazards in the context of integrated coastal area management.	Informed decision-making regarding issue	Free distribution	$17,000	Regular and extrabudgetary funds
SC012	1. Scientists, researchers, academia 2. Policy makers (e.g. ministries, parliamentarians, local authorities)	Request from governing bodies/Member States	Improve international netwok and knowledge sharing in management of harmful algal events	Informed decision-making regarding issue	Free distribution	$18,000	Extrabudgetary funds
SC013	1. Scientists, researchers, academia 2. Civil Society (e.g. private persons, NGOs, companies)	Request from funding partner	Guidance on best practice on sea level measurements in support of long term climate studies and tsunami monitoring	Increased awareness of issue	Free distribution	$2,000	Extrabudgetary funds
SC014	1. Educators, teachers, trainers 2. Civil Society (e.g. private persons, NGOs, companies)	Request from funding partner	Target group is made aware of risks from storm surges and safe behaviour, thus improving its ability to react to short-term alerts from Civil Protection authorities.	Increased awareness of issue	Free distribution	$19,000	Regular and extrabudgetary funds

No.	HQ, FO, Inst	Office	MLA	Title / Titre	Series title / Titre de séries	Publication date / Date de publication	Type	Language / Langue	Translations / Traductions 2012-2013	Pages (est.)	Print run original / Tirage originale	Print run, translations / Tirage, traductions	Other media / Autres supports
SC015	HQ	SC/IOC	MLA 4	Climate Change in Africa: The needs for sciences	Report and Policy brief	01/06/2012	Annual report, activity report, yearbook	English	French	40	1,000	500	CD, ePub
SC016	HQ	SC/IOC	MLA 4	Framework for Ocean Observations: A scientific summary for policy makers	Summaries for Policy Makers	01/06/2012	Policy Brief	English	French, Spanish	20	800	0	Online PDF
SC017	HQ	SC/IOC	MLA 4	GOOS Coastal Implementation Plan: A scientific summary for policy makers	Summaries for Policy Makers	01/06/2012	Policy Brief	English	French, Spanish	20	800	0	Online PDF
SC018	HQ	SC/IOC	MLA 4	GOOS Summary Rio+20: A scientific summary for policy makers	Summaries for Policy Makers	01/06/2012	Policy Brief	English	French, Spanish	20	800	0	Online PDF
SC019	HQ	SC/IOC	MLA 4	Guidelines and poster on hotel evacuation in case of coastal inundation	IOC Manuals and Guides	01/06/2012	Guidelines, manual or toolkit	English	French, Greek, Italian, Portuguese, Turkish	50	100	400	Online PDF
SC020	HQ	SC/IOC	MLA 4	IOC 2013	IOC Annual report Series	01/06/2012	Annual report, activity report, yearbook	English	French	70	100	50	online; electronic distribution
SC021	HQ	SC/IOC	MLA 4	Global Sea Level Observing System (GLOSS) Implementation Plan 2012	IOC Technical Series	01/09/2012	Guidelines, manual or toolkit	English		50	500	0	online
SC022	HQ	SC/IOC	MLA 4	Global Sea Level Observing System: Manual on Quality Control of Sea Level Observations	IOC Manuals and Guides	01/09/2012	Guidelines, manual or toolkit	English		30	0	0	online
SC023	HQ	SC/IOC	MLA 4	How to plan, conduct and evaluate tsunami exercises	IOC Manuals and Guides	01/10/2012	Guidelines, manual or toolkit	English	Spanish	600	500	0	online
SC024	HQ	SC/IOC	MLA 4	Requirements for Marine Biodiversity Observations: A scientific summary for policy makers	Summaries for Policy Makers	01/10/2012	Policy Brief	English	French, Spanish	20	800	0	Online PDF
SC025	HQ	SC/IOC	MLA 4	International Tsunami Survey Team (ITST) Post-Tsunami Survey Field Guide	IOC Manuals and Guides	01/11/2012	Guidelines, manual or toolkit	English			0	0	online
SC026	HQ	SC/IOC	MLA 4	A guide for designing and implementing coastal adaptation and hazard mitigation	IOC Manuals and Guides	01/03/2013	Guidelines, manual or toolkit	English		100	1,500	0	Online PDF, CD
SC027	HQ	SC/IOC	MLA 4	Ocean Data Standards publication	IOC Manuals and Guides	01/03/2013	Guidelines, manual or toolkit	English		10	0	0	online
SC028	HQ	SC/IOC	MLA 4	A guide for evaluating Marine Spatial Planning	IOC Manuals and Guides	01/05/2013	Guidelines, manual or toolkit	English		100	1,500	0	Online PDF
SC029	HQ	SC/IOC	MLA 4	Ocean Data Standards Publication	IOC Manuals and Guides	01/09/2013	Guidelines, manual or toolkit	English		20	0	0	online

No.	Target Audience / Audience cible	Demand /Demande	Intended Purpose / Objectifs	Expected Impact / Effets prévus	Distribution	Estimated Budget / Estimation du budget	Budget source / Source budgetaire
SC015	1. Scientists, researchers, academia 2. Policy makers (e.g. ministries, parliamentarians, local authorities)	Success of comparable publications	Improve visibility of IOC efforts in this field	Informed decision-making regarding issue	Free distribution	$10,000	Regular and extrabudgetary funds
SC016	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Scientists, researchers, academia	Evident/substantial interest from target audiences	Motivate Member States be involved in GOOS governance	Informed decision-making regarding issue	Free distribution	$10,000	Regular and extrabudgetary funds
SC017	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Scientists, researchers, academia	Success of comparable publications	Motivate Member States support of coastal GOOS implementation	Informed decision-making regarding issue	Free distribution	$10,000	Regular and extrabudgetary funds
SC018	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Scientists, researchers, academia	Success of comparable publications	Motivate Member States to support GOOS during Rio+20	Informed decision-making regarding issue	Free distribution	$10,000	Regular and extrabudgetary funds
SC019	1. Civil Society (e.g. private persons, NGOs, companies) 2. Educators, teachers, trainers	Request from funding partner	Target group of hotel guests is made aware and better prepared to react and evacuate in case of inundation from the sea.	Increased awareness of issue	Free distribution	$13,500	Regular and extrabudgetary funds
SC020	1. Permanent Delegations / National Commissions 2. Scientists, researchers, academia	Interest from government concerned and regional stakeholders	Enhance IOC visibility once per biennium and communicate deliverables to IOC communities	Enhanced recognition of programme / UNESCO	Free distribution	$10,500	Regular programme
SC021	1. Scientists, researchers, academia 2. Civil Society (e.g. private persons, NGOs, companies)	Request from governing bodies/Member States	Describes the implementation plans for GLOSS in light of international requirments set for global sea level monitoring in support of science and operational activities such as tsunami warning systems	Increased awareness of issue	Free distribution	$1,500	Regular programme
SC022	1. Scientists, researchers, academia 2. Civil Society (e.g. private persons, NGOs, companies)	Request from governing bodies/Member States	Guidance on best practice for quality control of sea level observations in suport of sea level science	Increased awareness of issue	Free distribution		
SC023	1. Scientists, researchers, academia 2. Civil Society (e.g. private persons, NGOs, companies)	Request from governing bodies/Member States	To provide guidance on best parctices on how to convene tsunami warning excercises	Increased awareness of issue	Free distribution	$3,000	Regular programme
SC024	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Scientists, researchers, academia	Evident/substantial interest from target audiences	Prepare GOOS supporters for expansion into Biodiversity observations	Informed decision-making regarding issue	Free distribution	$10,000	Regular and extrabudgetary funds
SC025	1. Scientists, researchers, academia 2. Civil Society (e.g. private persons, NGOs, companies)	Request from governing bodies/Member States	To provide guidance on best parctices on how to convene post tsunami surveys	Increased awareness of issue	Free distribution		
SC026	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Civil Society (e.g. private persons, NGOs, companies)	Request from governing bodies/Member States	Strengthen cpacity of local authorities to protect their coast and people	Increased awareness of issue	Free distribution	$15,000	Regular and extrabudgetary funds
SC027	1. Scientists, researchers, academia 2. Educators, teachers, trainers	Evident/substantial interest from target audiences	Use in national oceanographic data centres	Increased awareness of issue	Free distribution		
SC028	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Scientists, researchers, academia	Request from UNESCO partner	Develop a methodology for assessing the resutls of MSP plans	Increased awareness of issue	Free distribution	$15,000	Extrabudgetary funds
SC029	1. Scientists, researchers, academia 2. Educators, teachers, trainers	Evident/substantial interest from target audiences	Use in national oceanographic data centres	Increased awareness of issue	Free distribution		

No.	HQ, FO, Inst	Office	MLA	Title / Titre	Series title / Titre de séries	Publication date / Date de publication	Type	Language / Langue	Translations / Traductions 2012-2013	Pages (est.)	Print run original / Tirage originale	Print run, translations / Tirage, traductions	Other media / Autres supports
SC030	HQ	SC/PCB	MLA 1	Working title: Conference Proceedings on the Rountable Meeting on the Science, Technology and Innovation Global Assessment Programme (STIGAP) , 4 to 5 July 2011	Science Policy Series	01/02/2012	Proceedings	English		80	0	0	Online PDF
SC031	HQ	SC/PCB	MLA 2	Engineering Education: Transformation and Innovation	Science and Technology Development Series	01/06/2012	Monograph	English		150	1,000	0	PDF
SC032	HQ	SC/PCB	MLA 2	Innovation and Developmentt: Knowledge and Research Application to Address International Development Goals	Science and Technology Development Series	01/06/2012	Guidelines, manual or toolkit	English		200	0	0	PDF
SC033	HQ	SC/PCB	MLA 2	Learning to Deal with New Technologies: The example of Genetically Modified Plants		01/06/2012	Guidelines, manual or toolkit	English	French	130	1,000	0	CD
SC034	HQ	SC/PCB/SII	MLA 3	Indigenous knowledge and changing environments	LINKS Knowledges of Nature	01/06/2012	Global report or flagship publication	English		252	1,500	0	Online PDF
SC001	HQ	SC/PCB/SII	MLA 3	Indigenous Knowledge and Climate Change: Foundations for Assessment and Adaptation	Knowledges of Nature	01/06/2012	Technical report	English		60	1,000	0	Online PDF
SC036	HQ	SC/PCB/SII	MLA 3	Sandwatch (Spanish, Portuguese and Arabic versions)		01/06/2012	Guidelines, manual or toolkit	English	Spanish, Portuguese, Arabic	136	0	1,000	Online PDF
SC037	HQ	SC/PCB/SII	MLA 3	Women's Medicinal Knowledge in Maurtius, Rodrigues and Reunion (English version)	Local and Indigenous Knowledge	01/09/2012	Global report or flagship publication	French	English	120	0	1,000	Online PDF
SC038	HQ	SC/PCB/SII	MLA 3	BOSAWAS Student and Teacher workbooks	Local and Inidgenous Knowledge	01/01/2013	Guidelines, manual or toolkit	Spanish	Mayangna	40	200	2,500	
SC039	HQ	SC/PCB/SII	MLA 3	Canoe is the people - Learners Resource Pack	Knowledges of Nature	01/01/2013	Guidelines, manual or toolkit	English	Maori	170	2,000	0	CD-ROM
SC040	HQ	SC/PCB/SII	MLA 3	Communities Assessing and Adapting to Climate Change	Local and Indigenous Knowledge	01/01/2013	Global report or flagship publication	English		180	1,000	0	Online PDF
SC041	HQ	SC/UBI	MLA 6	Tracking Key Trends in Biodiversity Science and Policy. Proceedings of the UNESCO 2010 International Year of Biodiversity Conference on Biodiversity Science and Policy, UNESCO, Paris, France		01/03/2012	Proceedings	Multilingual		180	0	0	Online PDF
SC042	HQ	SC/UBI	MLA 6	Sustainable Oceans in the Twenty-first Century		01/06/2012	Monograph	English		150	500	0	

No.	Target Audience / Audience cible	Demand /Demande	Intended Purpose / Objectifs	Expected Impact / Effets prévus	Distribution	Estimated Budget / Estimation du budget	Budget source / Source budgetaire
SC030	1. Scientists, researchers, academia 2. Policy makers (e.g. ministries, parliamentarians, local authorities)	Evident/substantial interest from target audiences	To bring together perspectives on STI monitoring that differ strongly from other relevant agencies (OECD, World Bank) by promoting initiatives that link STI explicitly to issues at the heart of UNESCO's mandate.	Enhanced recognition of programme / UNESCO	Free distribution	$5,500	Regular programme
SC031	1. Educators, teachers, trainers 2. Policy makers (e.g. ministries, parliamentarians, local authorities)	Evident/substantial interest from target audiences	Explore the need to make engineering education more interesting and relevant	Increased awareness of issue	For sale	$20,000	Extrabudgetary funds
SC032	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Permanent Delegations / National Commissions	Evident/substantial interest from target audiences	to promote awareness of the need for innovation	Enhanced recognition of programme / UNESCO	Free distribution	$5,000	Extrabudgetary funds
SC033	1. Educators, teachers, trainers 2. Youth, students	Evident/substantial interest from target audiences	Develop problem solving approach in students in dealing with new technologies - provide material for teachers in this regard	Increased awareness of issue	Free distribution	$20,000	Regular and extrabudgetary funds
SC034	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Scientists, researchers, academia	Request from funding partner	Build awareness of role of local knowledge to assess and adapt to environmental change	Informed decision-making regarding issue	Free distribution	$30,000	Extrabudgetary funds
SC001	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Scientists, researchers, academia	Evident/substantial interest from target audiences	Inform authors of the IPCC 5th Assessment Report of key role of Indigenous Knowledge for climate change	Informed decision-making regarding issue	Free distribution	$8,000	Extrabudgetary funds
SC036	1. Educators, teachers, trainers 2. Youth, students	Evident/substantial interest from target audiences	Build community awareness and youth action on climate change	Increased awareness of issue	Free distribution	$30,000	Extrabudgetary funds
SC037	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Civil Society (e.g. private persons, NGOs, companies)	Success of comparable publications	Profile creole women's medicinal knowledge in African SIDS (English version of successful French book)	Enhanced recognition of programme / UNESCO	For sale	$15,000	Regular and extrabudgetary funds
SC038	1. Youth, students 2. Educators, teachers, trainers	Success of comparable publications	To reinforce classroom teaching of indigenous knowledge and language	Informed decision-making regarding issue	Free distribution	$25,000	Extrabudgetary funds
SC039	1. Educators, teachers, trainers 2. Youth, students	Evident/substantial interest from target audiences	To reinforce classroom teaching of indigenous knowledge and language	Increased awareness of issue	Free distribution	$20,000	Extrabudgetary funds
SC040	1. Development agents (e.g. Intergovernmental Organizations, UN system) 2. Policy makers (e.g. ministries, parliamentarians, local authorities)	Request from UNESCO partner	Build awareness of key role of communities in climate adaptation and reinforce unique UNESCO niche	Enhanced recognition of programme / UNESCO	For sale	$15,000	Regular and extrabudgetary funds
SC041	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Scientists, researchers, academia	Request from governing bodies/Member States	To present recent evidence of the biodiversity loss problem and possible solutions to it	Enhanced recognition of programme / UNESCO	Free distribution	$0	Regular programme
SC042	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Scientists, researchers, academia	Request from UNESCO partner	To present a novel approach to oceans-related issues at Rio+20	Informed decision-making regarding issue	For sale	$10,000	Extrabudgetary funds

47

No.	HQ, FO, Inst	Office	MLA	Title / Titre	Series title / Titre de séries	Publication date / Date de publication	Type	Language / Langue	Translations / Traductions 2012-2013	Pages (est.)	Print run original / Tirage originale	Print run, translations / Tirage, traductions	Other media / Autres supports
SC043	HQ	SC/UBI	MLA 6	UNESCO Biodiversity Kit		01/10/2012	Teaching material	French	English, Spanish	200	1,500	1,000	Online PDF
SC044	FO	ADI	MLA 5	Groundwater in Ethiopia; features,vital numbers and opportunitues	Groundwater resources series	01/06/2013	Monograph	English		360	1,000	0	CD, ePub
SC045	FO	Beijing	MLA 6	East Asian Bisphere Reserve Network (EABRN) Report		01/06/2012	Proceedings	English		276	500	0	
SC046	FO	Beijing	MLA 5	International Sediment Initiative (ISI) Case Study Synthesis report for large river basin		01/12/2012	Technical report	English		275	500	0	
SC047	FO	Beijing	MLA 5	Asian Transboundary Aquifer Mapping Publication		01/06/2013	Map	English		1	500	0	
SC048	FO	Cairo	MLA 5	Toward a climate change adaptation strategy for the water sector in Egypt		01/06/2012	Monograph	English		120	200	0	ePub
SC049	FO	Jakarta	MLA 5	Asian Pacific FRIEND: Flood Design Hydrograph information supplied for the Asia Pacific Region		01/03/2012	Technical report	English		46	30	0	Online PDF
SC050	FO	Jakarta	MLA 5	Catalogue of Rivers for the Southeast Asia and The Pacific Volume VI		01/03/2012	Technical report	English		100	30	0	Online PDF
SC051	FO	Jakarta	MLA 5	Final Report on the 20th Regional Steering Committee Meeting for SEAP		01/11/2012	Global report or flagship publication	English		30	30	0	Online PDF and CD
SC052	FO	Jakarta	MLA 5	Proceedings of the 2nd International Conference on Water Resources (ICWR2012): Sharing Knowledge of Issues in Water Resources Management to Face the Future		01/11/2012	Proceedings	English		200	200	0	Online PDF
SC053	FO	SC/HYD/WWAP	MLA 5	Global Water Futures 2050: Five Stylized Scenarios		01/03/2012	Monograph	English		16	0	0	CD, online
SC054	FO	SC/HYD/WWAP	MLA 5	Groundwater and Global Change	WWDR4 side publications	01/03/2012	Monograph	English		56	1,000	0	CD, online

No.	Target Audience / Audience cible	Demand /Demande	Intended Purpose / Objectifs	Expected Impact / Effets prévus	Distribution	Estimated Budget / Estimation du budget	Budget source / Source budgetaire
SC043	1. Educators, teachers, trainers 2. Policy makers (e.g. ministries, parliamentarians, local authorities)	Request from governing bodies/Member States	To provide to all concerned actors with an effective tool for education in relation to the various dimensiosn of the biodiversity problem	Increased awareness of issue	For sale	$20,000	Regular and extrabudgetary funds
SC044	1. Scientists, researchers, academia 2. Policy makers (e.g. ministries, parliamentarians, local authorities)	Interest from government concerned and regional stakeholders	Improve grounwater resources management in the country	Informed decision-making regarding issue	For sale	$23,000	Regular and extrabudgetary funds
SC045	1. Scientists, researchers, academia 2. Educators, teachers, trainers	Request from funding partner	To share the knowledge and result of EABRN activities during 2010-2011 and EABRN Meeting held in 2011	Enhanced recognition of programme / UNESCO	Free distribution	$7,000	Extrabudgetary funds
SC046	1. Scientists, researchers, academia 2. UNESCO Networks e.g. chairs, associated schools, clubs, national committees	Request from UNESCO partner	A follow-up to update audience for latest ISI research results	Increased awareness of issue	Free distribution	$1,500	Regular programme
SC047	1. Scientists, researchers, academia 2. Educators, teachers, trainers	Success of comparable publications	An update to annouce the result of the related programme continued from its Phase I in 2011	Increased awareness of issue	Free distribution	$2,000	Regular programme
SC048	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Scientists, researchers, academia	Request from governing bodies/Member States	Disseminate, publish and the document of the outputs of the MDG-Spanish Fund on "Climate Change Risk Management Programme in Egypt"/ Forecasting and Integrated Water Resources Management component.	Informed decision-making regarding issue	Free distribution	$15,000	Extrabudgetary funds
SC049	1. UNESCO Networks e.g. chairs, associated schools, clubs, national committees 2. Policy makers (e.g. ministries, parliamentarians, local authorities)	Request from governing bodies/Member States	Integrated data source with improved accessibility	Informed decision-making regarding issue	Free distribution	$320	Regular and extrabudgetary funds
SC050	1. UNESCO Networks e.g. chairs, associated schools, clubs, national committees 2. Policy makers (e.g. ministries, parliamentarians, local authorities)	Request from governing bodies/Member States	Promote mutual understanding, information exchange of hydrology and water resources in the region and of the neighbouring countries	Increased awareness of issue	Free distribution	$780	Regular and extrabudgetary funds
SC051	1. UNESCO Networks e.g. chairs, associated schools, clubs, national committees 2. Policy makers (e.g. ministries, parliamentarians, local authorities)	Request from governing bodies/Member States	Interoperability, maintenance and enhancement of regional intergovermental programme	Enhanced recognition of programme / UNESCO	Free distribution	$100	Regular and extrabudgetary funds
SC052	1. Scientists, researchers, academia 2. Policy makers (e.g. ministries, parliamentarians, local authorities)	Evident/substantial interest from target audiences	To share and disseminate knowledge, information, technology in hydrological, meteorological and flood disaster sciences under situations of climate change and devastating water-related disasters,. To foster cooperative and collaborative activities in IHP Seventh Phase	Increased awareness of issue	Free distribution	$4,500	Other
SC053	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Civil Society (e.g. private persons, NGOs, companies)	Request from funding partner	To explore long-range global water scenarios through qualitative summaries of possible futures and to open the discussion on the possible trajectories of the world water system, as input to deliberations of decision-makers, modellers, and scenario and sectoral experts	Informed decision-making regarding issue	Free distribution	$8,600	Extrabudgetary funds
SC054	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Civil Society (e.g. private persons, NGOs, companies)	Evident/substantial interest from target audiences	To offer an updated and better documented overview of the world's groundwater today and in the near future. To enhance awareness and knowledge on how to better protect and use groundwater and mitigate problems resulting from extreme climate variability and pressures	Informed decision-making regarding issue	Free distribution	$14,510	Extrabudgetary funds

No.	HQ, FO, Inst	Office	MLA	Title / Titre	Series title / Titre de séries	Publication date / Date de publication	Type	Language / Langue	Translations / Traductions 2012-2013	Pages (est.)	Print run original / Tirage originale	Print run, translations / Tirage, traductions	Other media / Autres supports
SC055	FO	SC/HYD/WWAP	MLA 5	The Dynamics of Global Water Futures: Driving Forces 2011-2050		01/03/2012	Monograph	English		96	1,000	0	CD, online
SC056	FO	SC/HYD/WWAP	MLA 5	The United Nations World Water Development Report 4	World Water Development Report	01/03/2012	Global report or flagship publication	English		750	2,000	0	CD, online, ePub
SC057	FO	SC/HYD/WWAP	MLA 5	Green Accounting	WWDR4 side publications	01/06/2012	Monograph	English	Spanish and Portuguese	56	1,000	0	CD, online, ePub
SC058	FO	SC/HYD/WWAP	MLA 5	WWDR4 Executive Summary	World Water Development Report	01/06/2012	Monograph	English	French, Spanish, Russian, Arabic, Chinese, Portuguese and Italian	32	1,000	0	CD, online
SC059	FO	SC/HYD/WWAP	MLA 5	Water and Health	WWDR4 side publications	01/08/2012	Monograph	English		56	0	0	CD, online
SC060	FO	SC/HYD/WWAP	MLA 5	WWDR3 Executive Summary	World Water Development Report	01/08/2012	Monograph	English	French, Spanish, Russian, Arabic, Chinese	32	0	0	CD, online
SC061	FO	SC/HYD/WWAP	MLA 5	Africa Regional Report	WWDR4 side publications	01/10/2012	Monograph	English		56	1,000	0	CD, online
SC062	FO	SC/HYD/WWAP	MLA 5	Water Security and Law in a Changing Environment		01/11/2012	Monograph	English		300	1,000	0	CD, online, ePub
SC063	FO	SC/HYD/WWAP	MLA 5	Food and Agriculture	WWDR4 side publications	01/02/2013	Monograph	English		56	0	0	CD, online

No.	Target Audience / Audience cible	Demand /Demande	Intended Purpose / Objectifs	Expected Impact / Effets prévus	Distribution	Estimated Budget / Estimation du budget	Budget source / Source budgetaire
SC055	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Civil Society (e.g. private persons, NGOs, companies)	Request from funding partner	To present an analysis of the evolution of 10 major external forces and possible future developments with regards to scenarios on water use and availability to 2050 which have direct and indirect consequences on human well-being, equity and poverty	Informed decision-making regarding issue	Free distribution	$29,500	Extrabudgetary funds
SC056	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Scientists, researchers, academia	Request from governing bodies/Member States	To describe the major changes taking place in the world and their links to water resources, use and management, and show that current management approaches can work only when changes are incremental and predictable.	Informed decision-making regarding issue	For sale	$1,145,000	Extrabudgetary funds
SC057	1. Development agents (e.g. Intergovernmental Organizations, UN system) 2. Civil Society (e.g. private persons, NGOs, companies)	Evident/substantial interest from target audiences	To inform decision-makers and politicians of the crucial importance of hydrometeorological data collection and the development of national water accounts to bring disconnected pieces of data together to facilitate the decision-making processes.	Informed decision-making regarding issue	Free distribution	$35,685	Extrabudgetary funds
SC058	1. Civil Society (e.g. private persons, NGOs, companies) 2. Mass media	Evident/substantial interest from target audiences	To summarize the key content of the WWDR4 content for a broad audience and prepare readers who intend to read the full report	Enhanced recognition of programme / UNESCO	Free distribution	$50,080	Extrabudgetary funds
SC059	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Civil Society (e.g. private persons, NGOs, companies)	Evident/substantial interest from target audiences	This publication will expand (from the special report chapter presented in WWDR4) and update on the challenges in water resources and management the health area is facing, doing so through the lens of uncertainty and risk as for WWDR4 but including additional topics	Informed decision-making regarding issue	Free distribution	$9,955	Extrabudgetary funds
SC060	1. Civil Society (e.g. private persons, NGOs, companies) 2. Mass media	Evident/substantial interest from target audiences	To summarize the key content of the WWDR3 content for a broad audience and prepare readers who intend to read the full report	Enhanced recognition of programme / UNESCO	Free distribution	$30,000	Extrabudgetary funds
SC061	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Civil Society (e.g. private persons, NGOs, companies)	Interest from government concerned and regional stakeholders	In line with the main theme of the WWDR4, the publication aims to highlight the main challenges on water and the principal risks and uncertainties that the African continent is facing, and report on the response measures adopted.	Increased awareness of issue	Free distribution	$14,985	Extrabudgetary funds
SC062	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Civil Society (e.g. private persons, NGOs, companies)	Evident/substantial interest from target audiences	In the context of a rapidly changing environment, the publication intends to help and support decision-makers in the management of their shared water resources.	Informed decision-making regarding issue	Free distribution	$44,505	Extrabudgetary funds
SC063	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Civil Society (e.g. private persons, NGOs, companies)	Evident/substantial interest from target audiences	To expand and update the challenges in water resources and management the food and agriculture area is facing, doing so through the lens of uncertainty and risk as for WWDR4 but including additional topics	Informed decision-making regarding issue	Free distribution	$9,955	Extrabudgetary funds

No.	HQ, FO, Inst	Office	MLA	Title / Titre	Series title / Titre de séries	Publication date / Date de publication	Type	Language / Langue	Translations / Traductions 2012-2013	Pages (est.)	Print run original / Tirage originale	Print run, translations / Tirage, traductions	Other media / Autres supports
SC064	FO	SC/HYD/WWAP	MLA 5	Water Footprints		01/02/2013	Monograph	English		56	1,000	0	CD, online
SC065	FO	SC/HYD/WWAP	MLA 5	Arab Countries Regional Report	WWDR4 side publications	01/04/2013	Monograph	English	Arabic	56	1,000	0	CD, online
SC066	FO	SC/HYD/WWAP	MLA 5	Global Governance for the Realization of the Right to Water and Sanitation	WWDR4 side publications	01/04/2013	Monograph	English		16	1,000	0	CD, online
SC067	FO	SC/IOC	MLA 4	GEOHAB Core Research Plan: HABs in Benthic Systems	GEOHAB	01/03/2012	Technical report	English		60	1,000	0	Online PDF
SC068	FO	SC/IOC	MLA 4	Guidelines for Development of Standard Operating Procedures for Tsunami Warning and Emergency Response	IOC Manuals and Guides	01/06/2012	Guidelines, manual or toolkit	English		100	500	0	PDF
SC069	FO	SC/IOC	MLA 4	Proceedings of the first ODINAFRICA Scientific Symposium, 30 Nov - 01 Dec 2011, Saly-Mbour, Senegal.	IOC Workshop Reports	01/06/2012	Proceedings	English	French	300	200	0	online PDF
SC070	FO	SC/IOC	MLA 4	Proceedings of the first ODINAFRICA Scientific Symposium, May 2013, Maputo, Mozambique.	IOC Workshop Reports	01/06/2012	Proceedings	English	French	300	200	0	online PDF
SC071	FO	SC/IOC	MLA 4	The Caribbean Large Marine Ecosystem - Transboundary Diagnostic Analysis	IOC Technical Series	01/06/2012	Guidelines, manual or toolkit	English	Spanish	150	150	100	online pdf
SC072	FO	SC/IOC	MLA 4	The Valuation of Marine Ecosystem Goods and Services in the Caribbean	IOC Technical Series	01/06/2012	Guidelines, manual or toolkit	English	Spanish	65	150	100	Online pdf
SC073	FO	SC/IOC	MLA 4	WINDOW	newsletter	01/06/2012	Informational newsletter	English	French	8	0	0	Online PDF
SC074	FO	SC/IOC	MLA 4	Desalination of Seawater and HABs	IOC Technical Series	01/10/2012	Technical report	English		60	0	0	Online PDF
SC075	FO	SC/IOC	MLA 4	GEOHAB M&G on Sampling of Benthic HABS	GEOHAB	01/10/2012	Guidelines, manual or toolkit	English		60	1,000	0	Online PDF
SC076	FO	SC/IOC	MLA 4	The Caribbean Large Marine Ecosystem - Strategic Action Programme	IOC Technical Series	01/12/2012	Guidelines, manual or toolkit	English	Spanish	150	150	100	online pdf
SC077	FO	SC/IOC	MLA 4	The IOCARIBE GOOS Implementation Plan	IOC Technical Series	01/12/2012	Guidelines, manual or toolkit	English	Spanish	60	0	0	online pdf

No.	Target Audience / Audience cible	Demand /Demande	Intended Purpose / Objectifs	Expected Impact / Effets prévus	Distribution	Estimated Budget / Estimation du budget	Budget source / Source budgetaire
SC064	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Civil Society (e.g. private persons, NGOs, companies)	Evident/substantial interest from target audiences	The water footprint is an indicator of water use that looks at both direct and indirect water use of a consumer or producer. This publication will look at the water footprint (the total volume of freshwater used) to produce the goods and services.	Informed decision-making regarding issue	Free distribution	$14,985	Extrabudgetary funds
SC065	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Civil Society (e.g. private persons, NGOs, companies)	Interest from government concerned and regional stakeholders	i) Reporting an updated overview on the most important external drivers that cause impacts on water in the Arab countries region and ii) analyzing the resulting pressures and effects these drivers have on water resources, their uses and management	Increased awareness of issue	Free distribution	$19,985	Extrabudgetary funds
SC066	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Civil Society (e.g. private persons, NGOs, companies)	Evident/substantial interest from target audiences	To provide an analysis of the global water governance framework through the lens of the objective laid down in international law of progressive realization of the human right to water and sanitation.	Informed decision-making regarding issue	Free distribution	$8,600	Extrabudgetary funds
SC067	1. Scientists, researchers, academia 2. Policy makers (e.g. ministries, parliamentarians, local authorities)	Request from governing bodies/Member States	Improve international cooperation in reserach on harmful algal events	Enhanced recognition of programme / UNESCO	Free distribution	$5,000	Other
SC068	1. Policy makers (e.g. ministries, parliamentarians, local authorities)	Evident/substantial interest from target audiences	National Tsunami Warning Centres and Disaster Management Organisations	Informed decision-making regarding issue	Free distribution	$5,000	Extrabudgetary funds
SC069	1. Scientists, researchers, academia 2. Educators, teachers, trainers	Evident/substantial interest from target audiences	Provide information on the status of marine research in Africa	Enhanced recognition of programme / UNESCO	Free distribution		Extrabudgetary funds
SC070	1. Scientists, researchers, academia 2. Educators, teachers, trainers	Evident/substantial interest from target audiences	Provide information on the status of marine research in Africa	Enhanced recognition of programme / UNESCO	Free distribution		Extrabudgetary funds
SC071	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Development agents (e.g. Intergovernmental Organizations, UN system)	Request from governing bodies/Member States	Improve governance, policy and management of transboundary living marine resources	Informed decision-making regarding issue	Free distribution	$2,500	Extrabudgetary funds
SC072	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Scientists, researchers, academia	Request from governing bodies/Member States	Improve Governance, policy and management of transboundary living marine resources	Informed decision-making regarding issue	Free distribution	$2,000	Extrabudgetary funds
SC073	1. UNESCO Networks e.g. chairs, associated schools, clubs, national committees 2. Scientists, researchers, academia	Interest from government concerned and regional stakeholders	Provide information on ODINAFRICA project activities	Enhanced recognition of programme / UNESCO	Free distribution	$6,000	Extrabudgetary funds
SC074	1. Scientists, researchers, academia 2. Policy makers (e.g. ministries, parliamentarians, local authorities)	Request from governing bodies/Member States	Improve international cooperation in reserach on harmful algal events	Enhanced recognition of programme / UNESCO	Free distribution	$0	
SC075	1. Scientists, researchers, academia 2. Policy makers (e.g. ministries, parliamentarians, local authorities)	Request from governing bodies/Member States	Improve international cooperation in reserach on harmful algal events	Enhanced recognition of programme / UNESCO	Free distribution	$5,000	Other
SC076	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Development agents (e.g. Intergovernmental Organizations, UN system)	Request from governing bodies/Member States	Improve governance, policy and management of transboundary living marine resources	Informed decision-making regarding issue	Free distribution	$2,500	Extrabudgetary funds
SC077	1. Development agents (e.g. Intergovernmental Organizations, UN system) 2. Scientists, researchers, academia	Request from governing bodies/Member States	Improve IOCARIBE GOOS Implementation	Informed decision-making regarding issue	Free distribution	$0	Extrabudgetary funds

No.	HQ, FO, Inst	Office	MLA	Title / Titre	Series title / Titre de séries	Publication date / Date de publication	Type	Language / Langue	Translations / Traductions 2012-2013	Pages (est.)	Print run original / Tirage originale	Print run, translations / Tirage, traductions	Other media / Autres supports
SC078	FO	SC/IOC	MLA 4	The African Marine Atlas		01/06/2013	Atlas	English		200	500	0	Online PDF, DVD
SC079	FO	SC/IOC	MLA 4	GEOHAB Synthesis Report	GEOHAB	01/10/2013	Technical report	English		60	1,000	0	Online PDF
SC080	FO	THE	MLA 5	Traditional Hydraulic Systems to meet today's global needs		01/12/2012	Policy Brief	English		200	500	0	Online PDF

No.	Target Audience / Audience cible	Demand /Demande	Intended Purpose / Objectifs	Expected Impact / Effets prévus	Distribution	Estimated Budget / Estimation du budget	Budget source / Source budgetaire
SC078	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Scientists, researchers, academia	Evident/substantial interest from target audiences	Provide access to marine and coastal information in an easy to understand format.	Informed decision-making regarding issue	Free distribution		Extrabudgetary funds
SC079	1. Scientists, researchers, academia 2. Policy makers (e.g. ministries, parliamentarians, local authorities)	Request from governing bodies/Member States	Improve international cooperation in reserach on harmful algal events	Enhanced recognition of programme / UNESCO	Free distribution	$5,000	Other
SC080	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Scientists, researchers, academia	Request from UNESCO partner	Innovative measures for water management to met emerging global changes	Informed decision-making regarding issue	Free distribution	$10,000	Regular programme

No.	HQ, FO, Inst	Office	MLA	Title / Titre	Series title / Titre de séries	Publication date / Date de publication	Type	Language / Langue	Translations / Traductions 2012-2013	Pages (est.)	Print run original / Tirage originale	Print run, translations / Tirage, traductions	Other media / Autres supports
SHS001	HQ	BIO	MLA 1	Report of the International Bioethics Committee of UNESCO on the principle of respect for human vulnerability and personal integrity		01/07/2012	Global report or flagship publication	English	French	35	1,000	1,000	online
SHS002	HQ	BIO	MLA 1	Guide N 4 for National Bioethics Committees	Guides for National Bioethics Committees	01/09/2012	Guidelines, manual or toolkit	English	French	60	1,000	500	online
SHS003	HQ	BIO	MLA 1	Guide N 5 for National Bioethics Committees	Guides for National Bioethics Committees	01/09/2012	Guidelines, manual or toolkit	English	French	60	1,000	500	online
SHS004	HQ	BIO	MLA 1	Training Manual on Bioethics for Judges	Training manuals on bioethics	01/09/2012	Guidelines, manual or toolkit	English	French, Spanish	60	1,000	500	online
SHS005	HQ	BIO	MLA 1	Training Manual on Bioethics for Parliamentarians	Training manuals on bioethics	01/10/2012	Guidelines, manual or toolkit	English	French, Spanish	60	1,000	500	online
SHS006	HQ	BIO	MLA 1	UNESCO Bioethics Core Curriculum, Section 1: Syllabus (version 2)		01/12/2012	Guidelines, manual or toolkit	English	French	75	1,000	0	online
SHS007	HQ	Dakar	MLA 3	Vision africaine de l'éthique environnementale		01/10/2013	Monograph	French		100	500	0	online, pdf
SHS008	HQ	Djakarta	MLA 3	Climate change vulnerability-livelihood interactions		01/09/2013	Monograph	English		300	200	0	online, pdf
SHS009	HQ	SHS	MLA 3	Biopolitics/Happiness/What is Technology. (No. 206)	International Social Science Journal	01/04/2012	Periodical - Journal, review, newsletter	English		192	1,700	0	online, pdf
SHS010	HQ	SHS	MLA 3	States of theory (No. 207)	International Social Science Journal	01/04/2012	Periodical - Journal, review, newsletter	English		192	1,700	0	online, pdf
SHS011	HQ	SHS	MLA 3	The political ecology of religion/ Geography, globalization and religion (No. 205)	International Social Science Journal	01/04/2012	Periodical - Journal, review, newsletter	English		192	1,700	0	online, pdf
SHS012	HQ	SHS/ETD	MLA 3	Ethics and Climate change		01/10/2013	Monograph	English		300	500	0	online, pdf
SHS013	HQ	SHS/ETD	MLA 3	World Social Science Report		01/11/2013	Monograph	English	French, Spanish	400	1,000	0	online, pdf
SHS014	HQ	SHS/Social Inclusion	MLA 2	International Coalition of Cities - A Report on Good Practices		01/01/2012	Technical report	English	French, Spanish	68	0	0	online

No.	Target Audience / Audience cible	Demand /Demande	Intended Purpose / Objectifs	Expected Impact / Effets prévus	Distribution	Estimated Budget / Estimation du budget	Budget source / Source budgetaire
SHS001	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Educators, teachers, trainers	Request from governing bodies/Member States	Dissemination of IBC's work inthe field of bioethics	Increased awareness of issue	Free distribution	$10,000	Extrabudgetary funds
SHS002	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Educators, teachers, trainers	Success of comparable publications	Tool for capacity-building for Bioethics stakeholders	Increased awareness of issue	Free distribution	$10,000	Extrabudgetary funds
SHS003	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Educators, teachers, trainers	Success of comparable publications	Tool for capacity-building for Bioethics stakeholders	Increased awareness of issue	Free distribution	$10,000	Extrabudgetary funds
SHS004	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Civil Society (e.g. private persons, NGOs, companies)	Success of comparable publications	Tool for capacity-building for Bioethics stakeholders	Increased awareness of issue	Free distribution	$10,000	Extrabudgetary funds
SHS005	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Scientists, researchers, academia	Success of comparable publications	Tool for capacity-building for Bioethics stakeholders	Increased awareness of issue	Free distribution	$10,000	Extrabudgetary funds
SHS006	1. Educators, teachers, trainers 2. Scientists, researchers, academia	Evident/substantial interest from target audiences	Revised version of the UNESCO Bioethics Core Curriculum Section 1 after pilot testing phase in several universities around the world	Increased awareness of issue	Free distribution	$10,000	Extrabudgetary funds
SHS007	1. Scientists, researchers, academia 2. Policy makers (e.g. ministries, parliamentarians, local authorities)	Request from governing bodies/Member States	Clarify ethical issues in relation to climate change	Informed decision-making regarding issue	For sale	$50,000	Extrabudgetary funds
SHS008	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Civil Society (e.g. private persons, NGOs, companies)	Interest from government concerned and regional stakeholders	Facilitate development of the appropriate policies in relation to climate change impacts on livelihoods. Reach out to policy makers and international climate change governance bodies with tools on how to face the Impact of climate change on livelihoods	Increased awareness of issue	For sale	$3,260	Extrabudgetary funds
SHS009	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Scientists, researchers, academia	Success of comparable publications	Bridge diverse communities of social scientists, working in different problems and disciplines and in different parts of the world	Informed decision-making regarding issue	For sale	$0	Extrabudgetary funds
SHS010	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Scientists, researchers, academia	Success of comparable publications	Bridge diverse communities of social scientists, working in different problems and disciplines and in different parts of the world	Informed decision-making regarding issue	For sale	$0	Extrabudgetary funds
SHS011	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Scientists, researchers, academia	Success of comparable publications	Bridge diverse communities of social scientists, working in different problems and disciplines and in different parts of the world	Informed decision-making regarding issue	For sale	$0	Extrabudgetary funds
SHS012	1. Scientists, researchers, academia 2. Policy makers (e.g. ministries, parliamentarians, local authorities)	Request from governing bodies/Member States	Clarify ethical issues in relation to climate change	Informed decision-making regarding issue	For sale	$50,000	Extrabudgetary funds
SHS013	1. Scientists, researchers, academia 2. Policy makers (e.g. ministries, parliamentarians, local authorities)	Success of comparable publications	Strengthening social sciences knowledge base on global environmental change	Increased awareness of issue	For sale	$250,000	Regular and extrabudgetary funds
SHS014	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Civil Society (e.g. private persons, NGOs, companies)	Request from governing bodies/Member States	Enhanced recognition of programme / UNESCO	Increased awareness of issue	Free distribution	$0	

No.	HQ, FO, Inst	Office	MLA	Title / Titre	Series title / Titre de séries	Publication date / Date de publication	Type	Language / Langue	Translations / Traductions 2012-2013	Pages (est.)	Print run original / Tirage originale	Print run, translations / Tirage, traductions	Other media / Autres supports
SHS015	HQ	SHS/Social Inclusion	MLA 2	Empowering the Poor Through Human rights Litigation		01/05/2012	Teaching material	French		150	0	0	online
SHS016	HQ	SHS/Social Inclusion	MLA 2	Free movement of persons in the EU and ECOWAS		01/05/2012	Monograph	English		110	0	0	online
SHS017	HQ	SHS/Social Inclusion	MLA 2	Skilled migration and brain drain (Diversities: Vol. 14, No. 1)	Diversities	01/05/2012	Periodical - Journal, review, newsletter	English		100	0	0	online, pdf
SHS018	HQ	SHS/Social Inclusion	MLA 2	The right to enjoy the benefits of scientific progress and its applications		01/05/2012	Monograph	English		80	1,000	0	online
SHS019	HQ	SHS/Social Inclusion	MLA 2	Human Rights Major International Instruments status as at 31 May 2012 (Bilingual EN/FR)		01/06/2012	Technical report	Multilingual		40	0	0	online
SHS020	FO	Bangkok / RUSHSAP	MLA 3	Educational frameworks for environmental ethics	Ethics and Climate Change in Asia and the Pacific	01/07/2012	Monograph	English		130	700	0	online, epub
SHS021	FO	Bangkok / RUSHSAP	MLA 3	Ethical frameworks for research agendas and policy	Ethics and Climate Change in Asia and the Pacific	01/09/2012	Monograph	English		80	700	0	online, epub
SHS022	FO	BIO	MLA 2	Problemas sociales de mujeres jóvenes frente a la migración, la violencia y el cambio climático global		01/07/2012	Monograph	Spanish		130	400	0	epub
SHS023	FO	Rabat	MLA 2	La démocratie pour les jeunes en Tunisie, Guide d'utilisateur pour les formateurs et adultes-relais		01/02/2012	Guidelines, manual or toolkit	French	Arabic	130	500	0	
SHS024	FO	Rabat	MLA 2	Manuel d'apprentissage de la démocratie pour les jeunes en Tunisie, Égypte et Libye		01/02/2012	Guidelines, manual or toolkit	French	Arabic	170	0	1,000	
SHS025	FO	San José	MLA 2	La relación investigación-políticas públicas para la lucha contra la pobreza	MOST Research and Policy Collection, no. 3	01/07/2012	Monograph	Spanish		240	1,000	0	epub

No.	Target Audience / Audience cible	Demand /Demande	Intended Purpose / Objectifs	Expected Impact / Effets prévus	Distribution	Estimated Budget / Estimation du budget	Budget source / Source budgetaire
SHS015	1. Civil Society (e.g. private persons, NGOs, companies) 2. Educators, teachers, trainers	Evident/substantial interest from target audiences	Pedagogical purpose and aware raising	Increased awareness of issue	Free distribution	$60	Extrabudgetary funds
SHS016	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Civil Society (e.g. private persons, NGOs, companies)	Evident/substantial interest from target audiences	Enhanced recognition of programme / UNESCO	Increased awareness of issue	Free distribution	$0	
SHS017	1. Scientists, researchers, academia 2. Policy makers (e.g. ministries, parliamentarians, local authorities)	Success of comparable publications	Improve understanding of challenges linked to brain drain	Increased awareness of issue	Free distribution	$0	Extrabudgetary funds
SHS018	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Scientists, researchers, academia	Evident/substantial interest from target audiences	Enhanced recognition of programme / UNESCO	Increased awareness of issue	Free distribution	$18,000	Extrabudgetary funds
SHS019	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Educators, teachers, trainers	Evident/substantial interest from target audiences	Enhanced recognition of programme / UNESCO	Increased awareness of issue	Free distribution	$0	
SHS020	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Scientists, researchers, academia	Interest from government concerned and regional stakeholders	Enhanced recognition of programme / UNESCO	Informed decision-making regarding issue	Free distribution	$0	Extrabudgetary funds
SHS021	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Scientists, researchers, academia	Interest from government concerned and regional stakeholders	Enhanced recognition of programme / UNESCO	Informed decision-making regarding issue	Free distribution	$0	Extrabudgetary funds
SHS022	1. Scientists, researchers, academia 2. Policy makers (e.g. ministries, parliamentarians, local authorities)	Evident/substantial interest from target audiences	Enhanced recognition of programme / UNESCO	Increased awareness of issue	Free distribution	$2,000	Extrabudgetary funds
SHS023	1. Educators, teachers, trainers 2. Civil Society (e.g. private persons, NGOs, companies)	Request from governing bodies/Member States	Renforcer les capacités d'intervention et d'influence des formateurs et adultes-relais au cours des sessions d'éducation citoyenne des jeunes enTunisie	Increased awareness of issue	Free distribution	$2,500	Extrabudgetary funds
SHS024	1. Youth, students 2. Civil Society (e.g. private persons, NGOs, companies)	Request from governing bodies/Member States	Développer les connaissances des jeunes tunisiens de 18 à 24 ans de la démocratie afin de les habiliter à participer à la vie démocratique	Increased awareness of issue	Free distribution	$6,500	Extrabudgetary funds
SHS025	1. Scientists, researchers, academia 2. Policy makers (e.g. ministries, parliamentarians, local authorities)	Evident/substantial interest from target audiences	Enhanced recognition of programme / UNESCO	Increased awareness of issue	Free distribution	$5,000	Extrabudgetary funds

No.	HQ, FO, Inst	Office	MLA	Title / Titre	Series title / Titre de séries	Publication date / Date de publication	Type	Language / Langue	Translations / Traductions 2012-2013	Pages (est.)	Print run original / Tirage originale	Print run, translations / Tirage, traductions	Other media / Autres supports
CLT001	HQ	CLT/CEH/DCE	MLA 4	Guidelines for project design in the creative industries - a multidisciplinary approach for developing countries		01/01/2012	Guidelines, manual or toolkit	English		120	500	0	Online PDF, Epub
CLT002	HQ	CLT/CEH/DCE	MLA 4	Politiques pour la créativité: guide pour le développement des industries culturelles et créatives		01/01/2012	Guidelines, manual or toolkit	French		130	1,100	0	Online PDF, ePub
CLT003	HQ	CLT/CEH/DCE	MLA 4	First reporting cycle on the 2005 Convention for the protection and promotion of the diversity of cultural expressions		01/10/2012	Information kit	English	French	150	0	0	Online PDF, ePub
CLT004	HQ	CLT/CEH/DCE	MLA 4	UNESCO Culture for Development Indicator Suite _ Methodology Manual		01/11/2012	Guidelines, manual or toolkit	English	French, Spanish	150	600	1,200	Online PDF, ePub
CLT005	HQ	CLT/CEH/DCE	MLA 4	Best practices - Results of the UNESCO-EU project, Strengthening the System of Governance for Culture in Developing Countries		01/12/2012	Technical report	French	English	40	1,000	1,000	Online PDF, ePub
CLT006	HQ	CLT/CEH/ITH	MLA 3	2010-2011 List of Intangible Cultural Heritage in Need of Urgent Safeguarding		01/03/2012	Brochure	English	French	90	1,500	3,000	Online PDF
CLT007	HQ	CLT/CEH/ITH	MLA 3	2010-2011 Representative List of the Intangible Cultural Heritage of Humanity		01/03/2012	Brochure	English	French, Spanish	132	1,500	3,000	Online PDF
CLT008	HQ	CLT/CEH/ITH	MLA 3	2011 Register of Best Safeguarding Practices		01/03/2012	Brochure	English	French	39	1,500	3,000	Online PDF
CLT009	HQ	CLT/EO	MLA 5	The power of culture for development 2		01/06/2012	Brochure	English	French	16	0	0	Online PDF, ePub, USB Drive
CLT010	HQ	CLT/EO	MLA 5	The cultural road to development		01/06/2013	Global report or flagship publication	English	French	250	0	0	Online PDF, ePub, USB Drive
CLT011	HQ	CLT/EO	MLA 5	UNESCO Report on Gender Equality, Culture and Development		01/09/2013	Global report or flagship publication	English	French	250	0	0	Online PDF, ePub, USB Drive
CLT012	HQ	CLT/WHC/AFR	MLA 1	World Heritage sites of Africa		01/07/2012	Monograph	Multilingual		180	2,000	2,000	None
CLT013	HQ	CLT/WHC/AFR	MLA 1	Africa Periodic report	WH Papers Series	01/04/2013	Technical report	English	French	120	0	0	Online PDF

No.	Target Audience / Audience cible	Demand /Demande	Intended Purpose / Objectifs	Expected Impact / Effets prévus	Distribution	Estimated Budget / Estimation du budget	Budget source / Source budgetaire
CLT001	1. Cultural professionals 2. Civil Society (e.g. private persons, NGOs, companies)	Interest from government concerned and regional stakeholders	Improve the design of medium sized cultural and creative industry projects	Informed decision-making regarding issue	Free distribution	$30,000	Extrabudgetary funds
CLT002	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Development agents (e.g. Intergovernmental Organizations, UN system)	Interest from government concerned and regional stakeholders	Strengthen capacities of policy makers in the field of cultural and creative industries in Francophone Africa	Informed decision-making regarding issue	Free distribution	$61,000	2010-2011 biennium
CLT003	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Civil Society (e.g. private persons, NGOs, companies)	Request from governing bodies/Member States	Respond to the instruction of the 2005 Governing Bodies to produce and make accessible an analytical summary of the first cycle of reporting on the 2005 Convention	Informed decision-making regarding issue	Free distribution	$20,000	Regular programme
CLT004	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Development agents (e.g. Intergovernmental Organizations, UN system)	Evident/substantial interest from target audiences	Strenghen capacities to measure the contribution of culture to development in order to better positionate culture in national and international development strategies	Informed decision-making regarding issue	Free distribution	$20,000	Extrabudgetary funds
CLT005	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Civil Society (e.g. private persons, NGOs, companies)	Success of comparable publications	Communicate results of the UNESCO-EU project, Strengthening the System of Governance for Culture in Developing Countries	Informed decision-making regarding issue	Free distribution	$9,000	Extrabudgetary funds
CLT006	1. Policy makers (e.g. ministries, parliamentarians, local authorities)	Request from governing bodies/Member States	raise awareness of communities	Increased awareness of issue	Free distribution	$22,500	Extrabudgetary funds
CLT007	1. Policy makers (e.g. ministries, parliamentarians, local authorities)	Request from governing bodies/Member States	raise awareness of communities	Increased awareness of issue	Free distribution	$22,500	Extrabudgetary funds
CLT008	1. Policy makers (e.g. ministries, parliamentarians, local authorities)	Request from governing bodies/Member States	raise awareness of communities	Increased awareness of issue	Free distribution	$8,000	Extrabudgetary funds
CLT009	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Development agents (e.g. Intergovernmental Organizations, UN system)	Interest from government concerned and regional stakeholders	Rio + 20 advocacy document	Informed decision-making regarding issue	Free distribution		Regular and extrabudgetary funds
CLT010	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Development agents (e.g. Intergovernmental Organizations, UN system)	Evident/substantial interest from target audiences	Promote the role of culture in achieving sustainable development	Informed decision-making regarding issue	Free distribution	$22,500	Extrabudgetary funds
CLT011	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Development agents (e.g. Intergovernmental Organizations, UN system)	Evident/substantial interest from target audiences	Linking gender equality and culture for sustainable development	Informed decision-making regarding issue	Free distribution	$22,500	Extrabudgetary funds
CLT012	1. Civil Society (e.g. private persons, NGOs, companies) 2. Mass media	Evident/substantial interest from target audiences	Make audience discover what are the specifities of African World Heritage sites and how their preservation depends on the communities that live in and around these sites	Increased awareness of issue	For sale	$60,000	Extrabudgetary funds
CLT013	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Cultural professionals	Request from governing bodies/Member States	Disseminate the Report on the implementation of the World Heritage Convention and the results of the second cycle of World Heritage periodic report for Africa	Informed decision-making regarding issue	Free distribution	$20,000	Extrabudgetary funds

No.	HQ, FO, Inst	Office	MLA	Title / Titre	Series title / Titre de séries	Publication date / Date de publication	Type	Language / Langue	Translations / Traductions 2012-2013	Pages (est.)	Print run original / Tirage originale	Print run, translations / Tirage, traductions	Other media / Autres supports
CLT014	HQ	CLT/WHC/APA	MLA 1	WH Report: The State of World Heritage in Asia-Pacific Region	WH Papers Series	01/07/2012	Annual report, activity report, yearbook	English	Russian	140	2,000	500	Online PDF
CLT015	HQ	CLT/WHC/ARB	MLA 1	World Heritage Periodic Report and Regional Programme in the Arab States	World Heritage Paper Series	01/05/2012	Technical report	English	French, Arabic	100	0	0	Online PDF
CLT016	HQ	CLT/WHC/CEP	MLA 1	World Heritage Review 63	World Heritage Review	01/04/2012	Periodical - Journal, review, newsletter	English	French, Spanish	100	9,500	2,000	online interactive PDF
CLT017	HQ	CLT/WHC/CEP	MLA 1	World Heritage Review 64	World Heritage Review	01/06/2012	Periodical - Journal, review, newsletter	English	French, Spanish	100	9,500	2,000	online interactive PDF
CLT018	HQ	CLT/WHC/CEP	MLA 1	World Heritage Review 65	World Heritage Review	01/10/2012	Periodical - Journal, review, newsletter	English	French, Spanish	100	9,500	2,000	online interactive PDF
CLT019	HQ	CLT/WHC/CEP	MLA 1	World Heritage Review 66	World Heritage Review	01/01/2013	Periodical - Journal, review, newsletter	English	French, Spanish	100	9,500	2,000	online interactive PDF
CLT020	HQ	CLT/WHC/LAC	MLA 1	Human Evolution in Eurasia	World Heritage Papers Series	01/02/2013	Monograph	English	French, Spanish	350	1,500	0	Online PDF
CLT021	HQ	CLT/WHC/M/CEP	MLA 1	World Heritage in Young Hands interactive DVD		01/06/2012	Multimedia - Interactive guide or educational tool	English	French		1,000	0	Online PDF, DVD
CLT022	HQ	CLT/WHC/M/CEP	MLA 1	World Heritage Wall Map 2012-2013		01/10/2012	Map	English	French, Spanish	1	70,000	30,000	Online PDF
CLT023	HQ	CLT/WHC/M/CEP	MLA 1	Atlas of the UNESCO World Heritage		01/11/2012	Atlas	English	Italian, French, Spanish	368	2,000	8,000	
CLT024	HQ	CLT/WHC/M/CEP	MLA 1	World Heritage and Sustainable Development - 40th anniversary of the WH Convention		01/11/2012	General and historical work	English	French	250	2,000	1,500	online interactive PDF
CLT025	HQ	CLT/WHC/M/CEP	MLA 1	World Heritage Review 67	World Heritage Review	01/04/2013	Periodical - Journal, review, newsletter	English	French, Spanish	100	9,500	2,000	online interactive PDF
CLT026	HQ	CLT/WHC/M/CEP	MLA 1	World Heritage Review 68	World Heritage Review	01/06/2013	Periodical - Journal, review, newsletter	English	French, Spanish	100	12,500	2,000	online interactive PDF
CLT027	HQ	CLT/WHC/M/CEP	MLA 1	World Heritage Review 69	World Heritage Review	01/10/2013	Periodical - Journal, review, newsletter	English	French, Spanish	100	9,500	2,000	online interactive PDF
CLT028	HQ	CLT/WHC/M/CEP	MLA 1	World HeritageWAll Map 2013-2014		01/10/2013	Map	English	French, Spanish	1	70,000	30,000	Online PDF

No.	Target Audience / Audience cible	Demand /Demande	Intended Purpose / Objectifs	Expected Impact / Effets prévus	Distribution	Estimated Budget / Estimation du budget	Budget source / Source budgetaire
CLT014	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Civil Society (e.g. private persons, NGOs, companies)	Request from governing bodies/Member States	Strengthen capacity of State Parties and site managers for OUV and conservation	Informed decision-making regarding issue	Free distribution	$60,000	Extrabudgetary funds
CLT015	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Cultural professionals	Request from governing bodies/Member States	Disseminate the Report on the implementation of the World Heritage Convention and the results of the second cycle of World Heritage periodic report in the Arab region	Enhanced recognition of programme / UNESCO	Free distribution	$20,000	Extrabudgetary funds
CLT016	1. Civil Society (e.g. private persons, NGOs, companies) 2. Policy makers (e.g. ministries, parliamentarians, local authorities)	Evident/substantial interest from target audiences	Raise awareness of importance of World Heritage preservation	Increased awareness of issue	For sale		Extrabudgetary funds
CLT017	1. Civil Society (e.g. private persons, NGOs, companies) 2. Policy makers (e.g. ministries, parliamentarians, local authorities)	Evident/substantial interest from target audiences	Raise awareness of importance of World Heritage preservation	Increased awareness of issue	For sale		Extrabudgetary funds
CLT018	1. Civil Society (e.g. private persons, NGOs, companies) 2. Policy makers (e.g. ministries, parliamentarians, local authorities)	Evident/substantial interest from target audiences	Raise awareness of importance of World Heritage preservation	Increased awareness of issue	For sale		Extrabudgetary funds
CLT019	1. Civil Society (e.g. private persons, NGOs, companies) 2. Policy makers (e.g. ministries, parliamentarians, local authorities)	Evident/substantial interest from target audiences	Raise awareness of importance of World Heritage preservation	Increased awareness of issue	For sale		Extrabudgetary funds
CLT020	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Cultural professionals	Request from UNESCO partner	Strengthen capacities of site managers, awareness-raising and reference tool; scientific dissemination	Informed decision-making regarding issue	Free distribution	$45,000	Extrabudgetary funds
CLT021	1. Educators, teachers, trainers 2. Civil Society (e.g. private persons, NGOs, companies)	Evident/substantial interest from target audiences	Raise awareness of importance of World Heritage preservation	Enhanced recognition of programme / UNESCO	Free distribution	$50,000	Extrabudgetary funds
CLT022	1. Civil Society (e.g. private persons, NGOs, companies) 2. Educators, teachers, trainers	Request from governing bodies/Member States	Raise awareness of importance of World Heritage preservation	Enhanced recognition of programme / UNESCO	Free distribution	$98,000	Extrabudgetary funds
CLT023	1. Civil Society (e.g. private persons, NGOs, companies) 2. Youth, students	Request from co-publisher	Raise awareness of importance of World Heritage preservation; knowledge sharing	Enhanced recognition of programme / UNESCO	For sale	$56,875	Regular and extrabudgetary funds
CLT024	1. Civil Society (e.g. private persons, NGOs, companies) 2. Policy makers (e.g. ministries, parliamentarians, local authorities)	Request from governing bodies/Member States	Raise awareness of links between WH and sustainable development, in particular the role of communities	Increased awareness of issue	For sale	$150,000	Extrabudgetary funds
CLT025	1. Civil Society (e.g. private persons, NGOs, companies) 2. Policy makers (e.g. ministries, parliamentarians, local authorities)	Request from governing bodies/Member States	Raise awareness of importance of World Heritage preservation	Increased awareness of issue	For sale	$120,000	Extrabudgetary funds
CLT026	1. Civil Society (e.g. private persons, NGOs, companies) 2. Policy makers (e.g. ministries, parliamentarians, local authorities)	Request from governing bodies/Member States	Raise awareness of importance of World Heritage preservation	Increased awareness of issue	For sale	$120,000	Extrabudgetary funds
CLT027	1. Civil Society (e.g. private persons, NGOs, companies) 2. Policy makers (e.g. ministries, parliamentarians, local authorities)	Request from governing bodies/Member States	Raise awareness of importance of World Heritage preservation	Increased awareness of issue	For sale	$120,000	Extrabudgetary funds
CLT028	1. Civil Society (e.g. private persons, NGOs, companies) 2. Educators, teachers, trainers	Request from governing bodies/Member States	Raise awareness of importance of World Heritage preservation	Enhanced recognition of programme / UNESCO	Free distribution	$98,000	Extrabudgetary funds

No.	HQ, FO, Inst	Office	MLA	Title / Titre	Series title / Titre de séries	Publication date / Date de publication	Type	Language / Langue	Translations / Traductions 2012-2013	Pages (est.)	Print run original / Tirage originale	Print run, translations / Tirage, traductions	Other media / Autres supports
CLT029	HQ	CLT/WHC/M/CEP	MLA 1	World Heritage Review 70	World Heritage Review	01/12/2013	Periodical - Journal, review, newsletter	English	French, Spanish	100	9,500	2,000	online interactive PDF
CLT030	FO	Amman	MLA 1	Risk Management at Heritage Sites - the Case Study of Petra World Heritage Site		01/04/2012	Technical report	English		170	500	0	Online PDF
CLT031	FO	Apia	MLA 1	Pacific 2009 Programme - Learning from a Decade of Experience	World Heritage Papers series	01/06/2012	Technical report	English		100	200	0	Online PDF
CLT032	FO	Bangkok	MLA 1	Asia Conserved: Lessons Learned from the UNESCO Asia-Pacific Heritage Award for Culture Heritage Conservation 2005-2009, Volume II		01/03/2012	General and historical work	English		446	1,000	0	
CLT033	FO	Bangkok	MLA 1	Training Manual for the UNESCO Foundation Course on the Protection and Management of Underwater Cultural Heritage		01/03/2012	Guidelines, manual or toolkit	English		300	1,000	0	
CLT034	FO	Bangkok	MLA 5	Reaching the Unreached: A Practical Guide to Producing HIV and Aids Prevention Audio-Visual Materials in Ethnic Minority Languages		01/06/2012	Guidelines, manual or toolkit	English		90	0	0	e-publication
CLT035	FO	Bangkok	MLA 4	2005 Convention toolkit (translation of the existing toolkit produced by the Convention Secretariat)		01/12/2012	Guidelines, manual or toolkit	English	Thai, Lao	30	0	0	e-oublication
CLT036	FO	Islamabad	MLA 1	Conservation and Documentation Study on the World Heritage Site of Makli - Thatta		01/08/2012	Technical report	English		100	1,000	0	online PDF
CLT037	FO	Islamabad	MLA 3	Brochure on the Intangible Cultural Heritage of Pakistan		01/11/2013	Brochure	English		35	1,000	0	online PDF
CLT038	FO	Kathmandu	MLA 1	Perception of the Sacred Garden of Lumbini		01/07/2012	Monograph	English		175	1,000	0	online
CLT039	FO	Kathmandu	MLA 1	Lumbini, the birthplace of Buddha, a photography book		01/12/2012	Monograph	Multilingual		300	2,000	0	online
CLT040	FO	Tashkent	MLA 3	Catalogue of Collection of Scientific-Research Institute of Oriental Studies named after Al-Beruni (Tashkent, Uzbekistan)		01/04/2012	General and historical work	Russian	Uzbek, English	150	300	600	online

No.	Target Audience / Audience cible	Demand /Demande	Intended Purpose / Objectifs	Expected Impact / Effets prévus	Distribution	Estimated Budget / Estimation du budget	Budget source / Source budgetaire
CLT029	1. Civil Society (e.g. private persons, NGOs, companies) 2. Policy makers (e.g. ministries, parliamentarians, local authorities)	Request from governing bodies/Member States	Raise awareness of importance of World Heritage preservation	Increased awareness of issue	For sale	$120,000	Extrabudgetary funds
CLT030	1. Cultural professionals 2. Policy makers (e.g. ministries, parliamentarians, local authorities)	Interest from government concerned and regional stakeholders	Built up capacities of site managers and support protection, conservation and management of WH properties; Raise awareness and planning for local authorities and policy makers.	Informed decision-making regarding issue	Free distribution	$6,500	Extrabudgetary funds
CLT031	1. Scientists, researchers, academia 2. Development agents (e.g. Intergovernmental Organizations, UN system)	Interest from government concerned and regional stakeholders	Present process and results of 1st Pacific World Heritage Action Plan (Pacific 2009 Programme)	Enhanced recognition of programme / UNESCO	Free distribution	$43,544	Extrabudgetary funds
CLT032	1. Cultural professionals 2. Civil Society (e.g. private persons, NGOs, companies)	Success of comparable publications	Disseminate best practices about built heritage conservation in Asia-Pacific region	Increased awareness of issue	For sale	$8,000	Regular programme
CLT033	1. Educators, teachers, trainers 2. Development agents (e.g. Intergovernmental Organizations, UN system)	Interest from government concerned and regional stakeholders	To publish the training manual for the future trainings of the foundation course on underwater cultural heritage and for the use by UNESCO Programme in and outside the Asia-Pacific Region	Increased awareness of issue	Free distribution	$30,000	Regular and extrabudgetary funds
CLT034	1. Civil Society (e.g. private persons, NGOs, companies) 2. Educators, teachers, trainers	Evident/substantial interest from target audiences	Provide practical method to develop audio-vidual materials for HIV/AIDS prevention in minority languages	Informed decision-making regarding issue	Free distribution	$20,000	2010-2011 biennium
CLT035	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Civil Society (e.g. private persons, NGOs, companies)	Request from governing bodies/Member States	Disseminate information about the 2005 Convention	Increased awareness of issue	Free distribution	$1,500	Extrabudgetary funds
CLT036	1. Cultural professionals 2. Policy makers (e.g. ministries, parliamentarians, local authorities)	Request from UNESCO partner	Guidelines for Conservation of Makli Monument	Increased awareness of issue	Free distribution	$2,500	Regular programme
CLT037	1. Mass media 2. Youth, students	Request from UNESCO partner	Informative material for general public	Enhanced recognition of programme / UNESCO	Free distribution	$3,500	Regular programme
CLT038	1. Cultural professionals 2. Civil Society (e.g. private persons, NGOs, companies)	Evident/substantial interest from target audiences	The explanations of the various perceptions on Lumbini will allow for better dialogue between the various stakeholders.	Increased awareness of issue	Free distribution	$2,500	Regular and extrabudgetary funds
CLT039	1. Civil Society (e.g. private persons, NGOs, companies) 2. Cultural professionals	Request from co-publisher	The main idea is to create a book of photographs about Lumbini, the birthplace of Buddha.	Increased awareness of issue	Free distribution	$33,500	Other
CLT040	1. Scientists, researchers, academia 2. Cultural professionals	Evident/substantial interest from target audiences		Increased awareness of issue	Free distribution	$10,000	Extrabudgetary funds

No.	HQ, FO, Inst	Office	MLA	Title / Titre	Series title / Titre de séries	Publication date / Date de publication	Type	Language / Langue	Translations / Traductions 2012-2013	Pages (est.)	Print run original / Tirage originale	Print run, translations / Tirage, traductions	Other media / Autres supports
CLT041	FO	Tashkent	MLA 3	Handbook on Policies and Procedures "Principal Recommendations and Guidance for: Acquisition, Storage, Conservation and Communication of Manuscripts"		01/04/2012	Guidelines, manual or toolkit	Russian	English	80	500	500	online
CLT042	FO	Tashkent	MLA 4	Secrets of Uzbek Block printing		01/04/2012	Guidelines, manual or toolkit	Russian	Uzbek	40	500	500	online
CLT043	FO	Tashkent	MLA 4	Authenticity and Innovation: Cataloguing the experience of the Folk Crafts Masters of Uzbekistan		01/05/2012	Guidelines, manual or toolkit	Russian	English	200	500	500	online
CLT044	FO	Tashkent	MLA 3	Handling of collections in storage	Cultural Heritage Protection Handbook N°5.	01/05/2012	Guidelines, manual or toolkit	Russian	Uzbek	48	500	500	online

No.	Target Audience / Audience cible	Demand /Demande	Intended Purpose / Objectifs	Expected Impact / Effets prévus	Distribution	Estimated Budget / Estimation du budget	Budget source / Source budgetaire
CLT041	1. Scientists, researchers, academia 2. Youth, students	Evident/substantial interest from target audiences		Increased awareness of issue	Free distribution	$10,000	Extrabudgetary funds
CLT042	1. Cultural professionals 2. Youth, students	Evident/substantial interest from target audiences		Increased awareness of issue	Free distribution	$5,000	Extrabudgetary funds
CLT043	1. Cultural professionals 2. Youth, students	Evident/substantial interest from target audiences		Enhanced recognition of programme / UNESCO	Free distribution	$10,000	Extrabudgetary funds
CLT044	1. Cultural professionals 2. Youth, students	Evident/substantial interest from target audiences		Informed decision-making regarding issue	Free distribution	$3,000	Regular and extrabudgetary funds

No.	HQ, FO, Inst	Office	MLA	Title / Titre	Series title / Titre de séries	Publication date / Date de publication	Type	Language / Langue	Translations / Traductions 2012-2013	Pages (est.)	Print run original / Tirage originale	Print run, translations / Tirage, traductions	Other media / Autres supports
CI001	HQ	FEM (HQ)	MLA 1	Freedom of expression toolkit: A guide on the concepts and issues for high school and pre-university students		01/03/2012	Guidelines, manual or toolkit	English	French, Arabic	100	1,000	0	online, e-publication
CI002	HQ	FEM (HQ)	MLA 1	Resullts of Surveys of media and information literacy among teachers, in-service and in-training in three regions: Caribbean, South African and South Asian		30/03/2012	Statistical report	English		370	0	0	PDF
CI003	HQ	FEM (HQ)	MLA 2	Gender-Sensitive Indicators for Media (GSIM)		15/04/2012	Guidelines, manual or toolkit	English	French, Spanish, Russian, Chinese, Arabic	30	100	500	PDF
CI004	HQ	FEM (HQ)	MLA 1	A training manual on "Disaster Reporting"		01/07/2012	Guidelines, manual or toolkit	English		60	0	0	PDF
CI005	HQ	FEM (HQ)	MLA 1	Global Survey on Internet Privacy		01/07/2012	Global report or flagship publication	English		100	0	0	online
CI006	HQ	FEM (HQ)	MLA 2	Guidelines on Articulating Media and Information literacy (MIL) Policies and Strategies		30/07/2012	Guidelines, manual or toolkit	English	French, Spanish, Russian, Chinese, Arabic	60	200	1,000	PDF
CI007	HQ	KSD (HQ)	MLA 3	Study on the relationship between local content, internet development and access prices		20/04/2012	Monograph	English		90	0	0	Online PDF
CI008	HQ	KSD (HQ)	MLA 3	State of the Art - Report on use of ICTs in education for persons with disabilities		31/05/2012	Monograph	English	French	50	1,000	0	online, e-publication
CI009	HQ	KSD (HQ)	MLA 3	Memory of the World		21/09/2012	Monograph	English		660	800	0	
CI010	HQ	KSD (HQ)	MLA 3	The future of inclusive Knowledge Societies		01/07/2013	Technical report	English	French	60	600	0	online, USB drive
CI011	HQ	KSD (HQ)	MLA 3	Executive Summary: The future of inclusive Knowledge Societies		02/07/2013	Periodical - Journal, review, newsletter	English	French, Spanish, Russian, Chinese, Arabic	12	500	0	online, ePub, USB drive

No.	Target Audience / Audience cible	Demand /Demande	Intended Purpose / Objectifs	Expected Impact / Effets prévus	Distribution	Estimated Budget / Estimation du budget	Budget source / Source budgetaire
CI001	1. Youth, students	Request from governing bodies/Member States	To function as a guide to the concepts and issues concerning FOE, especially from UN/UNESCO perspective; to complement, as a pedagogical aid, pre-existing school syllabus,to encourage students from different countries to produce FOE case studies.	Increased awareness of issue	Free distribution	$35,000	Extrabudgetary funds
CI002	1. Permanent Delegations / National Commissions 2. Scientists, researchers, academia		To assess the scenario of MIL diffusion among in-training and in-service teachers. To inform the adaptation of the Model MIL Curriculum for Teachers that has been recently published by UNESCO.	Increased awareness of issue	Free distribution	$0	Regular programme
CI003	1. Mass media 2. Civil Society (e.g. private persons, NGOs, companies)		To facilitate the efforts of UNESCO and its partners to enable media organisations to make gender equality issues transparent to the public while looking inwardly to review and update their own policies and practicies.	Increased awareness of issue	Free distribution	$4,500	Regular programme
CI004	1. Educators, teachers, trainers 2. Mass media		To provide model methodologies and training resources for facilitators delivering training on disaster reporting, including modules focused on the core values of professional reporting, on sensitizing journalists to the psychological implications of their work.	Informed decision-making regarding issue	Free distribution	$35,000	Extrabudgetary funds
CI005	1. Policy makers (e.g. ministries, parliamentarians, local authorities)		To provide readers worldwide with up-to-date and accurate information on emerging issues needing immediate attention in developed and developing countries. To provide information that policymakers can use to further investigate the issues.	Informed decision-making regarding issue	Free distribution	$15,000	Extrabudgetary funds
CI006	1. Mass media 2. Educators, teachers, trainers		The publication will inform decision making of UNESCO and other stakeholders, including media and information professionals, educators, citizens media group, policy and decision makers, about the need for national MIL policies and strategies and how these may be formulated .	Informed decision-making regarding issue	Free distribution	$7,500	Extrabudgetary funds
CI007	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Scientists, researchers, academia		To show a correlation between the development of network infrastructure and the growth of local content, and how policy decisions can help foster the development of content and Internet connectivity.	Informed decision-making regarding issue	Free distribution	$15,000	2010-2011 biennium
CI008	1. Educators, teachers, trainers 2. Policy makers (e.g. ministries, parliamentarians, local authorities)		The report will provide a summary of findings from five regional reports on the state-of-the-art ICTs in education for persons wirh disabilities.	Informed decision-making regarding issue	Free distribution	$70,000	Regular and extrabudgetary funds
CI009	1. Civil Society (e.g. private persons, NGOs, companies)		Widely advertise the Memory of the World Programme and raise awareness of the importance and challenges of documentary heritage to the general public.	Enhanced recognition of programme / UNESCO	For sale	$35	Extrabudgetary funds
CI010	1. Permanent Delegations / National Commissions 2. Policy makers (e.g. ministries, parliamentarians, local authorities)	Request from governing bodies/Member States	Shape post-2015 ICT agenda, with a particular emphasis on UNESCO topics;	Enhanced recognition of programme / UNESCO	Free distribution	$30,000	Regular and extrabudgetary funds
CI011	1. Permanent Delegations / National Commissions		Background information to WSIS General Conference item	Enhanced recognition of programme / UNESCO	Free distribution	$8,000	Regular and extrabudgetary funds

No.	HQ, FO, Inst	Office	MLA	Title / Titre	Series title / Titre de séries	Publication date / Date de publication	Type	Language / Langue	Translations / Traductions 2012-2013	Pages (est.)	Print run original / Tirage originale	Print run, translations / Tirage, traductions	Other media / Autres supports
CI012	FO	Abuja	MLA 3	A critical assessment of the impact of ICT on the professional practice of teachers in the Federal Capital Territory (FCT)		01/06/2012	Statistical report	English		150	200	0	PDF
CI013	FO	Abuja	MLA 2	Community media: Policy, practice and prospects in Nigeria		01/08/2012	Monograph	English		250	1,000	0	
CI014	FO	Abuja	MLA 1	Journalism, gender and democratic governance in Nigeria		01/09/2013	Monograph	English		250	1,000	0	
CI015	FO	Accra	MLA 2	The state of media development in Liberia	National sessments based on UNESCO's Media Development Indicators (MDIs)	31/05/2012	Monograph	English		80	200	0	Online
CI016	FO	Accra	MLA 2	The State of Media Development in Sierra Leone	National sessments based on UNESCO's Media Development Indicators (MDIs)	30/11/2012	Monograph	English		80	200	0	Online
CI017	FO	Accra	MLA 2	The State of Media Development in Cote d I'voire	National sessments based on UNESCO's Media Development Indicators (MDIs)	30/11/2013	Monograph	French	English	80	200	0	Online
CI018	FO	Beijing	MLA 2	Media landscape assessment in Mongolia - Second edition	National sessments based on UNESCO's Media Development Indicators (MDIs)	01/03/2013	Monograph	English	Mongolian	100	500	0	ePub
CI019	FO	Beijing	MLA 3	Web accessibility curricula for students with disabilities		01/05/2013	Teaching material	Chinese		200	1,000	0	ePub
CI020	FO	Kathmandu	MLA 2	Assessment of Nepal's media development	National sessments based on UNESCO's Media Development Indicators (MDIs)	01/03/2012	Monograph	English		150	1,000	0	online
CI021	FO	Libreville	MLA 1	Rapport pays sur le développement des médias - Gabon		15/02/2012	Monograph	French		60	90	0	online
CI022	FO	New Delhi	MLA 1	Ethical Issues for Broadcasters: A Handbook (working title)		30/09/2012	Annual report, activity report, yearbook	English		170	1,500	0	
CI023	FO	Quito	MLA 2	From analogue to digital media: Is Latin America democratizing the media landscape?		15/12/2012	Statistical report	Spanish		100	1,000	0	
CI024	FO	Quito	MLA 2	Assessment of media development in Bolivia, 2013	National sessments based on UNESCO's Media Development Indicators (MDIs)	15/10/2013	Monograph	Spanish	English	160	1,500	0	

No.	Target Audience / Audience cible	Demand /Demande	Intended Purpose / Objectifs	Expected Impact / Effets prévus	Distribution	Estimated Budget / Estimation du budget	Budget source / Source budgetaire
CI012	1. Development agents (e.g. Intergovernmental Organizations, UN system) 2. Policy makers (e.g. ministries, parliamentarians, local authorities)		To determine if FCT teachers who had received ICT training (especially from UNESCO) in the past are actually using the acquired knowledge in their day-to-day professional practice.	Increased awareness of issue	Free distribution	$12,000	Extrabudgetary funds
CI013	1. Educators, teachers, trainers 2. Mass media		To strengthern references on Community Media/Development Communication in journalism training institutions and create awareness among development agencies and civil societies about the effectiveness of community media for rural development.	Increased awareness of issue	Free distribution	$8,000	Extrabudgetary funds .
CI014	1. Educators, teachers, trainers 2. Policy makers (e.g. ministries, parliamentarians, local authorities)		To further create awareness and deepen the knowledge of public office holders and practicing journalists about the Freedom of Information Act and the sanctity of Freedom of Expression.	Increased awareness of issue	Free distribution	$8,000	Regular and extrabudgetary funds
CI015	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Civil Society (e.g. private persons, NGOs, companies)		Provide a baseline for media development in this post-conflict country.	Informed decision-making regarding issue	Free distribution	$5,000	Regular programme
CI016	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Civil Society (e.g. private persons, NGOs, companies)		Provide a baseline for media development in this post-conflict country.	Informed decision-making regarding issue	Free distribution	$5,000	Regular programme
CI017	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Civil Society (e.g. private persons, NGOs, companies)		Provide a baseline for media development in this post-conflict country.	Informed decision-making regarding issue	Free distribution	$5,000	Regular programme
CI018	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Civil Society (e.g. private persons, NGOs, companies)	Evident/substantial interest from target audiences	Update and revise the previous 2006 initiative, taking into account UNESCO's IPDC Media Development Indicators.	Informed decision-making regarding issue	Free distribution	$7,000	Regular programme
CI019	1. Youth, students 2. Educators, teachers, trainers		Provide comprehensive training materials on web accessibility and ICTs to students with disabilities.	Increased awareness of issue	Free distribution	$15,000	Extrabudgetary funds
CI020	1. Mass media		The report will provide a first comprehensive overview of Nepal's media landscape, based on UNESCO's Media Development Indicators.	Informed decision-making regarding issue	Free distribution	$5,000	Regular programme
CI021	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Mass media		Document de référence pour accompagner le processus de révision du code de la communication au Gabon	Increased awareness of issue	Free distribution	$2,450	Regular and extrabudgetary funds
CI022	1. Mass media 2. Scientists, researchers, academia		To provide good practices in media ethics in the Asia-Pacific region and advice and guidance - for broadcasters and other media practitioners.	Increased awareness of issue	Free distribution	$15,000	Regular and extrabudgetary funds
CI023	1. Mass media 2. Policy makers (e.g. ministries, parliamentarians, local authorities)		This report aims to analyse if digitalization is contributing to diversifying Latin American media landscapes. It will also provide some recommendations for policy-making in this field.	Informed decision-making regarding issue	Free distribution	$7,000	Regular programme
CI024	1. Mass media 2. Policy makers (e.g. ministries, parliamentarians, local authorities)		To promote a pluralistic, indipendent environment that encourages the free flow of ideas and the exercise of the right to freedom of expression and information. To allow citizens to make informed decisions based on the widest possible choice of information sources.	Informed decision-making regarding issue	Free distribution	$10,700	Regular programme

No.	HQ, FO, Inst	Office	MLA	Title / Titre	Series title / Titre de séries	Publication date / Date de publication	Type	Language / Langue	Translations / Traductions 2012-2013	Pages (est.)	Print run original / Tirage originale	Print run, translations / Tirage, traductions	Other media / Autres supports
CI025	FO	Quito	MLA 2	Assessment of media development in Venezuela, 2013	National sessments based on UNESCO's Media Development Indicators (MDIs)	15/10/2013	Monograph	Spanish	English	160	1,500	0	
CI026	FO	Rabat	MLA 2	Adaptation au Maghreb des modèles de cursus pour la formation au journalisme - Intégration de l'approche genre		01/03/2012	Guidelines, manual or toolkit	French	Arabic	80	100	0	Online
CI027	FO	Rabat	MLA 1	Vers un droit d'accès à l'information publique au Maroc	Etude comparative avec les normes et les meilleures pratiques dans le monde	01/03/2012	Monograph	French	Arabic	150	50	0	E-Publication
CI028	FO	Santiago de Chile	MLA 2	Chile en otros ojos		31/08/2012	General and historical work	Spanish		100	200	0	Online
CI029	FO	Santiago de Chile	MLA 1	Día Mundial de la Libertad de Expresión 2012		31/08/2012	Annual report, activity report, yearbook	Spanish		150	300	0	Online
CI030	FO	Santiago de Chile	MLA 2	TV Digital: retos y oportunidades		31/10/2012	Annual report, activity report, yearbook	Spanish		100	200	0	Online
CI031	FO	Santiago de Chile	MLA 1	Día Mundial de la Libertad de Expresión 2013		31/08/2013	Annual report, activity report, yearbook	Spanish		150	300	0	Online
CI032	FO	Windhoek	MLA 1	Freedom of Expression		31/05/2012	Monograph	Spanish	English	32	500	0	Online

No.	Target Audience / Audience cible	Demand /Demande	Intended Purpose / Objectifs	Expected Impact / Effets prévus	Distribution	Estimated Budget / Estimation du budget	Budget source / Source budgetaire
CI025	1. Mass media 2. Policy makers (e.g. ministries, parliamentarians, local authorities)		To promote a pluralistic, indipendent environment that encourages the free flow of ideas and the exercise of the right to freedom of expression and information. To allow citizens to make informed decisions based on the widest possible choice of information sources.	Informed decision-making regarding issue	Free distribution	$10,700	Regular programme
CI026	1. Educators, teachers, trainers		To mainstrem gender in journalism education of the Maghreb countries and to adapt UNESCO's model curricula for journalism education to the local needs	Increased awareness of issue	Free distribution	$4,000	Regular and extrabudgetary funds
CI027	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. No secondary target audience		To establish the state of the art of the development of FOI in Morocco, to compare it with international standards and best practices, and to propose axes of reforms to avance FOI in Morocco.	Increased awareness of issue	Free distribution	$2,000	Regular programme
CI028	1. Civil Society (e.g. private persons, NGOs, companies) 2. Mass media	Evident/substantial interest from target audiences	Promote the develoment of quality media and reporting.	Increased awareness of issue	Free distribution	$5,000	Regular programme
CI029	1. Scientists, researchers, academia 2. Civil Society (e.g. private persons, NGOs, companies)	Success of comparable publications	Promote a debate on free press.	Informed decision-making regarding issue	Free distribution	$7,000	Extrabudgetary funds
CI030	1. Scientists, researchers, academia 2. Civil Society (e.g. private persons, NGOs, companies)	Evident/substantial interest from target audiences	Assist in developing and informed debate on digital TV.	Increased awareness of issue	Free distribution	$7,000	Regular programme
CI031	1. Scientists, researchers, academia 2. Civil Society (e.g. private persons, NGOs, companies)	Success of comparable publications	Promote a debate on Free Press.	Informed decision-making regarding issue	Free distribution	$7,000	Extrabudgetary funds
CI032	1. Youth, students	Request from governing bodies/Member States	Sensitize young people on the importance of freedom of expression and press freedom.	Increased awareness of issue	Free distribution	$15,000	Extrabudgetary funds

No.	HQ, FO, Inst	Office	MLA	Title / Titre	Series title / Titre de séries	Publication date / Date de publication	Type	Language / Langue	Translations / Traductions 2012-2013	Pages (est.)	Print run original / Tirage originale	Print run, translations / Tirage, traductions	Other media / Autres supports
ERI001	HQ	ERI/DPI		The UNESCO Courier, April-June 2012	The UNESCO Courier	01/04/2012	Periodical - Journal, review, newsletter	French	Arabic, Chinese, English, Russian, Spanish	56	1,000	4,000	DVD, online PDF
ERI002	HQ	ERI/DPI		The UNESCO Courier, July-September 2012	The UNESCO Courier	01/07/2012	Periodical - Journal, review, newsletter	French	Arabic, Chinese, English, Russian, Spanish	56	1,000	4,000	DVD, online PDF
ERI003	HQ	ERI/DPI		The UNESCO Courier, October-December 2012	The UNESCO Courier	01/10/2012	Periodical - Journal, review, newsletter	French	Arabic, Chinese, English, Russian, Spanish	56	1,000	4,000	DVD, online PDF
ERI004	HQ	ERI/DPI		The UNESCO Courier, January-March 2013	The UNESCO Courier	01/01/2013	Periodical - Journal, review, newsletter	French	Arabic, Chinese, English, Russian, Spanish	56	1,000	4,000	DVD, online PDF
ERI005	HQ	ERI/DPI		The UNESCO Courier, April-June 2013	The UNESCO Courier	01/04/2013	Periodical - Journal, review, newsletter	French	Arabic, Chinese, English, Russian, Spanish	56	1,000	4,000	DVD, online PDF
ERI006	HQ	ERI/DPI		The UNESCO Courier, July-September 2013	The UNESCO Courier	01/07/2013	Periodical - Journal, review, newsletter	French	Arabic, Chinese, English, Russian, Spanish	56	1,000	4,000	DVD, online PDF
ERI007	HQ	ERI/DPI		The UNESCO Courier, October-December 2013	The UNESCO Courier	01/10/2013	Periodical - Journal, review, newsletter	French	Arabic, Chinese, English, Russian, Spanish	56	1,000	4,000	DVD, online PDF
ERI008	HQ	ERI/DPI/PUB	MLA 3	Title on Climate Change TBD	New children's books series (name TBD)	02/04/2013	General and historical work	French	English, Spanish	32	3,000	6,000	None
ERI009	HQ	ERI/DPI/PUB	MLA 3	Title on Sustainable Development TBD	New children's books series (name TBD)	03/04/2013	General and historical work	French	English, Spanish	32	3,000	6,000	None
ERI010	HQ	ERI/DPI/PUB	MLA 3	Title on Water scarcity TBD	New children's books series (name TBD)	04/04/2013	General and historical work	French	English, Spanish	32	3,000	6,000	None
ERI011	HQ	ERI/DPI/PUB	MLA 3	Title on Disaster Preparedness TBD	New children's books series (name TBD)	05/04/2013	General and historical work	French	English, Spanish	32	3,000	6,000	None

No.	Target Audience / Audience cible	Demand /Demande	Intended Purpose / Objectifs	Expected Impact / Effets prévus	Distribution	Estimated Budget / Estimation du budget	Budget source / Source budgetaire
ERI001	1. Civil Society (e.g. private persons, NGOs, companies) 2. Policy makers (e.g. ministries, parliamentarians, local authorities)	Evident/substantial interest from target audiences	Contribute to making the UNESCO's ideals known to all audiences	Enhanced recognition of programme / UNESCO	Free distribution	$65,000	Regular and extrabudgetary funds
ERI002	1. Civil Society (e.g. private persons, NGOs, companies) 2. Policy makers (e.g. ministries, parliamentarians, local authorities)	Evident/substantial interest from target audiences	Contribute to making the UNESCO's ideals known to all audiences	Enhanced recognition of programme / UNESCO	Free distribution	$65,000	Regular and extrabudgetary funds
ERI003	1. Civil Society (e.g. private persons, NGOs, companies) 2. Policy makers (e.g. ministries, parliamentarians, local authorities)	Evident/substantial interest from target audiences	Contribute to making the UNESCO's ideals known to all audiences	Enhanced recognition of programme / UNESCO	Free distribution	$65,000	Regular and extrabudgetary funds
ERI004	1. Civil Society (e.g. private persons, NGOs, companies) 2. Policy makers (e.g. ministries, parliamentarians, local authorities)	Evident/substantial interest from target audiences	Contribute to making the UNESCO's ideals known to all audiences	Enhanced recognition of programme / UNESCO	Free distribution	$65,000	Regular and extrabudgetary funds
ERI005	1. Civil Society (e.g. private persons, NGOs, companies) 2. Policy makers (e.g. ministries, parliamentarians, local authorities)	Evident/substantial interest from target audiences	Contribute to making the UNESCO's ideals known to all audiences	Enhanced recognition of programme / UNESCO	Free distribution	$65,000	Regular and extrabudgetary funds
ERI006	1. Civil Society (e.g. private persons, NGOs, companies) 2. Policy makers (e.g. ministries, parliamentarians, local authorities)	Evident/substantial interest from target audiences	Contribute to making the UNESCO's ideals known to all audiences	Enhanced recognition of programme / UNESCO	Free distribution	$65,000	Regular and extrabudgetary funds
ERI007	1. Civil Society (e.g. private persons, NGOs, companies) 2. Policy makers (e.g. ministries, parliamentarians, local authorities)	Evident/substantial interest from target audiences	Contribute to making the UNESCO's ideals known to all audiences	Enhanced recognition of programme / UNESCO	Free distribution	$65,000	Regular and extrabudgetary funds
ERI008	1. Youth, students 2. Educators, teachers, trainers	Success of comparable publications	Raise awareness of children around the world on the major issues affecting the planet in as many languages as possible (through co-publishing agreements).	Increased awareness of issue	For sale	$44,070	Extrabudgetary funds
ERI009	1. Youth, students 2. Educators, teachers, trainers	Success of comparable publications	Raise awareness of children around the world on the major issues affecting the planet in as many languages as possible (through co-publishing agreements).	Increased awareness of issue	For sale	$44,070	Extrabudgetary funds
ERI010	1. Youth, students 2. Educators, teachers, trainers	Success of comparable publications	Raise awareness of children around the world on the major issues affecting the planet in as many languages as possible (through co-publishing agreements).	Increased awareness of issue	For sale	$44,070	Extrabudgetary funds
ERI011	1. Youth, students 2. Educators, teachers, trainers	Success of comparable publications	Raise awareness of children around the world on the major issues affecting the planet in as many languages as possible (through co-publishing agreements).	Increased awareness of issue	For sale	$44,070	Extrabudgetary funds

No.	HQ, FO, Inst	Office	MLA	Title / Titre	Series title / Titre de séries	Publication date / Date de publication	Type	Language / Langue	Translations / Traductions 2012-2013	Pages (est.)	Print run original / Tirage originale	Print run, translations / Tirage, traductions	Other media / Autres supports
BSP001	HQ	BSP		Building Peace: Reconciliation through the Power of Education, the Sciences, Culture and Communication: Second Meeting of the High Panel on Peace and Dialogue among Cultures	Second Meeting of the High Panel on Peace and Dialogue among Cultures	01/02/2012	Global report or flagship publication	Multilingual		100	2,000	0	Online PDF
BSP002	HQ	BSP		Contemporary Art and Reconciliation in South Eastern Europe	Dialogue Series	01/02/2012	Global report or flagship publication	English		64	1,000	0	NA
BSP003	HQ	BSP		UNESCO Leaders Forum: How does UNESCO contribute to building a culture of peace and to sustainable development?		01/02/2012	Global report or flagship publication	English	French	50	2,000	1,500	Online PDF
BSP004	HQ	BSP		Building a Culture of Peace and Non-Violence in the 21st Century		01/03/2013	Global report or flagship publication	English	French	80	800	200	Online PDF

No.	Target Audience / Audience cible	Demand /Demande	Intended Purpose / Objectifs	Expected Impact / Effets prévus	Distribution	Estimated Budget / Estimation du budget	Budget source / Source budgetaire
BSP001	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Development agents (e.g. Intergovernmental Organizations, UN system)	Request from governing bodies/Member States	Foster reflection on the new dimensions of peace in the 21st century featuring the contributions of the High Panel on Peace and Dialogue Among Cultures	Informed decision-making regarding issue	Free distribution	$10,000	Regular programme
BSP002	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Development agents (e.g. Intergovernmental Organizations, UN system)	Request from governing bodies/Member States	Highlight the role of South Eastern European governments and international organizations in supporting programmes and initiatives on cultural diversity and intercultural dialogue for sustainable development, security and peace.	Informed decision-making regarding issue	Free distribution	$6,000	Regular programme
BSP003	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Development agents (e.g. Intergovernmental Organizations, UN system)	Request from governing bodies/Member States	Provide vision and strategic direction to UNESCO and its Member States in regard to UNESCO's role in building a culture of peace and in promoting sustainable development	Informed decision-making regarding issue	Free distribution	$10,000	Regular programme
BSP004	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Development agents (e.g. Intergovernmental Organizations, UN system)	Request from governing bodies/Member States	Raise awareness among policy makers of UNESCO's work to build a culture of peace and non-violence in the 21st century, notably by providing concrete examples from the field, and qualitative and quantitative information.	Increased awareness of issue	Free distribution	$25,000	Regular Programme

No.	HQ, FO, Inst	Office	MLA	Title / Titre	Series title / Titre de séries	Publication date / Date de publication	Type	Language / Langue	Translations / Traductions 2012-2013	Pages (est.)	Print run original / Tirage originale	Print run, translations / Tirage, traductions	Other media / Autres supports
UIS001	Inst	UIS	MLA 2	A Place to Learn: Theoretical Roots and Les	UIS Technical Papers	01/02/2012	Technical report	English		66	0	0	Online PDF
UIS002	Inst	UIS	MLA 2	Cross-National Commonalities and Differenc	UIS Technical Papers	01/02/2012	Technical report	English		125	0	0	Online PDF
UIS003	Inst	UIS	MLA 3	Global Education Digest 2012	UNESCO Framework fo	01/05/2012	Guidelines, manual or toolkit	English	French	100	2,000	2,000	Online PDF
UIS004	Inst	UIS	MLA 1	Technical Guide on the Conduct of R&D Surveys in Developing Countries	To be part of ISCED Handbook materials	01/06/2012	Guidelines, manual or toolkit	English	Arabic, Chinese, French, Russian, Spanish	90	800	700	Online PDF
UIS005	Inst	UIS	MLA 2	Research and development: global indicators pocketbook - 2012		04/06/2012	Statistical report	English	French, Spanish, Arabic	250	500	750	Online PDF
UIS006	Inst	UIS	MLA 3	International Standard Classification of Education (ISCED) 2011		01/09/2012	Statistical report	English	French	50	1,000	500	Online PDF
UIS007	Inst	UIS	MLA 1	Technical report on results of the Literacy Assessment and Monitoring Programme (LAMP)		01/09/2012	Guidelines, manual or toolkit	English	French, Spanish	120	800	475	Online PDF
UIS008	Inst	UIS	MLA 1	A Global Handbook for Measuring Cultural Participation		01/10/2012	Global report or flagship publication	English	Arabic, French, Spanish	275	1,500	1,500	Online PDF, CD-ROM or USB drive
UIS009	Inst	UIS	MLA 3	Literacy skills in a diverse world: Results from the Literacy Assessment and Monitoring Programme (LAMP)	UIS Technical Papers	01/12/2012	Guidelines, manual or toolkit	English	French	80	1,000	500	Online PDF
UIS010	Inst	UIS	MLA 2	Technical Guide on the Conduct of Innovation Surveys in Developing Countries		01/12/2012	Statistical report	English		300	0	0	Online PDF
UIS011	Inst	UIS	MLA 3	Operational Manual for the International Standard Classification of Education (ISCED) 2011	UIS Technical Papers - Definite 2013/14	01/12/2013	Guidelines, manual or toolkit	English		80	1,000	0	Online PDF

No.	Target Audience / Audience cible	Demand /Demande	Intended Purpose / Objectifs	Expected Impact / Effets prévus	Distribution	Estimated Budget / Estimation du budget	Budget source / Source budgetaire
UIS001	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Scientists, researchers, academia	Evident/substantial interest from target audiences	Improve understanding and use of international assessments of learning outcomes	Informed decision-making regarding issue	Free distribution	$6,000	Regular and extrabudgetary funds
UIS002	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Scientists, researchers, academia	Evident/substantial interest from target audiences	Improve understanding and use of international assessments of learning outcomes	Informed decision-making regarding issue	Free distribution	$6,200	Regular and extrabudgetary funds
UIS003	1. Cultural professionals 2. Policy makers (e.g. ministries, parliamentarians, local authorities	Evident/substantial interest from target audiences	Facilitate implementation of UNESCO Framework for Cultural Statistics	Informed decision-making regarding issue	For sale	$40,000	Regular and extrabudgetary funds
UIS004	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Scientists, researchers, academia	Request from governing bodies/Member States	Help education statisticians, policy makers and data users to understand the ISCED 2011 classification	Informed decision-making regarding issue	Free distribution	$30,000	Regular and extrabudgetary funds
UIS005	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Scientists, researchers, academia	Evident/substantial interest from target audiences	Inform policy and implementation on adult literacy by providing evidence on skills	Informed decision-making regarding issue	Free distribution	$60,000	Regular and extrabudgetary funds
UIS006	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Scientists, researchers, academia	Evident/substantial interest from target audiences	Help policy makers and other stakeholders view global efforts devoted to R&D	Informed decision-making regarding issue	Free distribution	$20,000	Regular and extrabudgetary funds
UIS007	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Scientists, researchers, academia	Request from governing bodies/Member States	Help education statisticians, policy makers and data users to apply the ISCED 2011 classification	Informed decision-making regarding issue	Free distribution	$40,000	Regular and extrabudgetary funds
UIS008	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Development agents (e.g. Intergovernmental Organizations, UN system)	Success of comparable publications	Strengthen use of UIS data	Informed decision-making regarding issue	For sale	$75,000	Regular and extrabudgetary funds
UIS009	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Scientists, researchers, academia	Evident/substantial interest from target audiences	Help statisticians in developing countries carrying out an R&D survey	Informed decision-making regarding issue	Free distribution	$10,000	Regular and extrabudgetary funds
UIS010	1. Scientists, researchers, academia 2. Development agents (e.g. Intergovernmental Organizations, UN system)	Evident/substantial interest from target audiences	Provide full technical documentation on the procedures, scope and limitations of the data included in the LAMP first report	Increased awareness of issue	Free distribution	$5,000	Regular and extrabudgetary funds
UIS011	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Scientists, researchers, academia	Evident/substantial interest from target audiences	Help statisticians in developing countries carrying out an innovation survey	Informed decision-making regarding issue	Free distribution	$10,000	Regular and extrabudgetary funds

UNESCO Publications Plan 2012–2013

Major Programme	
MPI-ED	245
MPII-SC	80
MPIII-SHS	25
MPIV-CLT	44
MPV-CI	32
ERI	11
BSP	4
UIS	11
Total	**452**

Type	
Annual report, activity report, yearbook	7
Atlas	4
Brochure	5
Dictionary/ Glossary/ Thesaurus/ Index/ Encyclopaedia	6
General and historical work	8
Global report or flagship publication	27
Guidelines, manual or toolkit	112
Information kit	1
Informational newsletter	1
Map	3
Monograph	109
Multimedia - Interactive guide or educational tool	3
Periodical - Journal, review, newsletter	35
Policy Brief	15
Proceedings	13
Statistical report	9
Teaching material	16
Technical report	78
Total	**452**

Distribution	
For sale	64
Free distribution	388
Total	**452**

Target Audience: 1st / Audience cible: 1^e	
Civil Society (e.g. private persons, NGOs, companies)	37
Cultural professionals	9
Development agents (e.g. Intergovernmental Organizations, UN system)	15
Educators, teachers, trainers	69
Mass media	8
Permanent Delegations / National Commissions	4
Policy makers (e.g. ministries, parliamentarians, local authorities)	234
Scientists, researchers, academia	59
UNESCO Networks e.g. chairs, associated schools, clubs, national committees	6
Youth, students	11
Total	**452**

Target Audience: 2nd / Audience cible: 2^e	
Civil Society (e.g. private persons, NGOs, companies)	66
Cultural professionals	5
Development agents (e.g. Intergovernmental Organizations, UN system)	73
Educators, teachers, trainers	95
Mass media	7
No secondary target audience	7
Permanent Delegations / National Commissions	1
Policy makers (e.g. ministries, parliamentarians, local authorities)	99
Scientists, researchers, academia	69
UNESCO Networks e.g. chairs, associated schools, clubs, national committees	8
Youth, students	11
No secondary audience	11
Total	**452**

Expected impact / Effets prévus	
Enhanced recognition of programme / UNESCO	49
Increased awareness of issue	178
Informed decision making regarding issue	225
Total	**452**

Conseil exécutif
Cent quatre-vingt-dixième session

190 EX/4
Partie II

PARIS, le 7 septembre 2012
Original anglais

Point **4** de l'ordre du jour provisoire

**RAPPORT DE LA DIRECTRICE GÉNÉRALE SUR L'EXÉCUTION DU PROGRAMME
ADOPTÉ PAR LA CONFÉRENCE GÉNÉRALE**

PARTIE II

**AJUSTEMENTS BUDGÉTAIRES AUTORISÉS À L'INTÉRIEUR DE LA RÉSOLUTION
PORTANT OUVERTURE DE CRÉDITS POUR 2012-2013**

ET

**TABLEAU DE BORD DE L'EXÉCUTION DU PROGRAMME EN 2012-2013 (36 C/5 APPROUVÉ)
ÉTAT AU 30 JUIN 2012 (NON AUDITÉ)
(N° 49)**

Résumé

Le document 190 EX/4 Partie II contient :

A.   Le Rapport de la Directrice générale sur les ajustements budgétaires autorisés à l'intérieur de la Résolution portant ouverture de crédits pour 2012-2013.

Conformément à la résolution 36 C/111, paragraphes (b) et (e), la Directrice générale présente au Conseil exécutif :

(i)   un rapport sur les ajustements apportés aux crédits approuvés pour 2012-2013 pour tenir compte des dons et contributions spéciales reçus depuis le début de l'exercice biennal ;

(ii)   un rapport sur les virements opérés entre articles budgétaires pour les exercices communs de programmation par pays des Nations Unies ; et

(iii) un rapport sur les virements opérés entre articles budgétaires par suite d'ajustements dans la structure organisationnelle (mouvements de personnel).

Action attendue du Conseil exécutif : décision proposée au paragraphe 8.

B.   Le Tableau de bord de l'exécution du programme pour 2012-2013 au 30 juin 2012.

PARTIE A

RAPPORT DE LA DIRECTRICE GÉNÉRALE SUR LES AJUSTEMENTS BUDGÉTAIRES AUTORISÉS À L'INTÉRIEUR DE LA RÉSOLUTION PORTANT OUVERTURE DE CRÉDITS POUR 2012-2013

1. Afin de simplifier le document, d'en réduire le volume et les coûts de production et d'améliorer la clarté de l'information présentée, la liste détaillée des dons et des contributions spéciales figure désormais dans les annexes I et II du document 190 EX/INF.19. La Partie A présente une synthèse destinée à faciliter les décisions du Conseil exécutif.

I. **Ajustements apportés aux crédits approuvés pour 2012-2013 pour tenir compte des dons et des contributions spéciales reçus depuis le début de l'exercice biennal**

2. Conformément aux dispositions du paragraphe (b) de la résolution 36 C/111, aux termes de laquelle la Directrice générale est autorisée à accepter et à ajouter aux crédits approuvés pour 2012-2013, des contributions volontaires, donations, dons, legs et subventions, ainsi que des montants versés par des gouvernements en tenant compte des dispositions de l'article 7.3 du Règlement financier, et fournit par écrit aux membres du Conseil exécutif des informations à ce sujet à la session qui suit cette opération, la Directrice générale a le plaisir de présenter des informations sur les dons et contributions spéciales reçus depuis le début de l'exercice. Le tableau ci-après présente un récapitulatif par Secteur/Bureau de ces opérations, dont le détail est présenté à l'Annexe I :

Secteur/Bureaux	$	Poids relatif
Éducation (ED)	611 809	18,0 %
Sciences exactes et naturelles (SC)	1 012 725	29,7 %
Sciences sociales et humaines (SHS)	167 217	4,9 %
Culture (CLT)	940 670	27,6 %
Communication et information (CI)	96 550	2,8 %
Hors Siège – Mise en œuvre des programmes décentralisés (BFC)	309 520	9,1 %
Services liés au programme (Genres – BSP – ERI)	266 372	7,8 %
Total, dons et contributions spéciales	**3 404 863**	**100,0 %**

3. En sus de ce qui précède, des gouvernements ont fait des contributions en nature aux bureaux hors Siège/instituts sous forme de mise à disposition gratuite de locaux pendant l'exercice biennal 2012-2013 pour un montant total de 6 501 449 dollars des États-Unis. Le détail de ces contributions est présenté à l'Annexe II. L'UNESCO met en place un processus d'enregistrement des autres contributions en nature à l'exécution des plans de travail du 36 C/5. Les secteurs font figurer la liste de ces soutiens dans leurs rapports d'activités, mais il est plus difficile de convenir d'une base de calcul de leur valeur monétaire.

II. **Augmentations statutaires des coûts de personnel**

4. Suite à l'annonce faite par la Commission de la fonction publique internationale (CFPI), la Directrice générale a approuvé une augmentation de 5,4 % de l'ajustement pour affectation du personnel du cadre organique et des fonctionnaires de rang supérieur à Paris, avec effet au 1er mai 2012. Le montant supplémentaire en dollars requis par cet ajustement pour l'exercice en cours s'élève à 5,1 millions de dollars.

5. Les augmentations statutaires des coûts de personnel susmentionnées devraient normalement entraîner un virement des crédits ouverts pour les augmentations prévisibles des

coûts (Titre V). Toutefois, le montant de la provision constituée au Titre V du budget ayant été réduit dans les plans de travail actuels en raison du déficit de trésorerie, la Directrice générale prévoit d'imputer pour l'instant ces coûts au budget du personnel existant et de maintenir, dans toute la mesure du possible, les coûts dans les limites des prévisions budgétaires en poursuivant ses efforts pour réaliser des économies sur les coûts de personnel et administration.

III. Transferts des coûts de programme entre articles budgétaires

6. Aux termes du paragraphe (e) de la Résolution portant ouverture de crédits pour 2012-2013, « la Directrice générale peut opérer des virements de crédits entre articles budgétaires dans la limite de 1 % des crédits initialement ouverts, en fournissant par écrit aux membres du Conseil exécutif, à la session qui suit cette opération, des précisions sur les virements effectués et les raisons qui les ont motivés ». En conséquence, la Directrice générale informe le Conseil exécutif des virements de crédits ci-après :

Réaffectation de ressources du Programme ordinaires aux fins de la participation de l'UNESCO aux exercices de programmation au niveau des pays :

En application de la résolution 36 C/74.2 (6), la Directrice générale a alloué 2 % des ressources du budget ordinaire disponibles pour les grands programmes à la préparation des exercices de programmation commune par pays des Nations Unies (projets pilotes « Unis dans l'action », PNUAD et programmation conjointe).

La moitié de la part de 2 % ainsi réaffectée serait utilisée par les Secteurs pour leurs propres activités, tandis que l'autre moitié (1 %) serait allouée par le Bureau de la planification stratégique (BSP), agissant en tant que coordonnateur, aux efforts déployés à l'échelle de l'Organisation aux fins de ces exercices. Les fonds à mettre à la disposition de BSP s'élèvent à 223 323 dollars. Au 30 juin 2012, un montant total de **81 897 dollars** avait été viré des grands programmes I et III à l'article budgétaire correspondant à BSP, comme suit :

Fonds virés de	$
Grand programme I – Éducation	64 800
Grand programme III – Sciences sociales et humaines	17 097
Total virements à BSP	**81 897**

IV. Transferts des coûts de personnel entre articles budgétaires de crédits

7. Aux termes du paragraphe (e) de la Résolution portant ouverture de crédits pour 2012-2013, « Dans les cas où les virements de crédits entre articles excèdent cette limite de 1 %, la Directrice générale doit obtenir l'approbation préalable du Conseil exécutif ». La Directrice générale soumet ses propositions concernant les virements entre articles budgétaires ci-après suite à la restructuration visant à améliorer la conception organisationnelle et à accroître l'efficacité fonctionnelle au sein de l'Organisation. Il y a lieu de noter que certains de ces virements sont d'un montant inférieur à 1 % des crédits initialement ouverts. Le détail de ces virements de crédits destinés à couvrir les coûts de personnel (impact net égal à 0 dollars) est indiqué par article budgétaire dans le Tableau révisé des ouvertures de crédits figurant à l'Annexe III du document 190 EX/INF.19 ; le tableau ci-après en présente un résumé :

Articles budgétaires		Transferts aux fins de comparaison (personnel) $
Titre I – Politique générale et Direction		**171 900**
Titre II – Programmes et services liés au programme		
A. Programmes		(171 900)
B. Services liés au programme		838 900
C. Programmes de participation et de bourses		297 400
	Total, Partie II	***964 400***
Titre III – Services internes		
A. Gestion des ressources humaines		(523 700)
B. Gestion financière		(148 100)
C. Gestion des services de soutien		(464 500)
	Total, Partie III	***(1 136 300)***
Total Ouvertures de crédits		-

V. Action attendue du Conseil exécutif

8. Le Conseil exécutif souhaitera peut-être adopter une décision libellée comme suit :

Le Conseil exécutif,

1. <u>Ayant examiné</u> le rapport de la Directrice générale sur les dons et les contributions spéciales reçus depuis le début de l'exercice biennal et ajoutés aux crédits du budget ordinaire, et sur les virements de crédits entre articles budgétaires opérés conformément à la résolution *36 C/111, paragraphes (b) et (e),* et le document 190 EX/4 Partie II et Annexe I,

I

2. <u>Note</u> qu'en conséquence de ces dons et de ces contributions spéciales, la Directrice générale a ajouté aux crédits ouverts au budget ordinaire un montant total de **3 404 863** dollars des États-Unis se répartissant comme suit :

	$
Titre II.A – Grand programme I	611 809
Titre II.A – Grand programme II	1 012 725
Titre II.A – Grand programme III	167 217
Titre II.A – Grand programme IV	940 670
Titre II.A – Grand programme V	96 550
Titre II.A – Hors Siège – Mise en œuvre des programmes décentralisés (BFC)	309 520
Titre II.B – Services liés au programme (Égalité entre les sexes)	16 673
Titre II.B – Services liés au programme (BSP)	40 000
Titre II.B – Services liés au programme (ERI)	209 699
Total	**3 404 863**

3. <u>Exprime</u> sa gratitude aux donateurs dont la liste figure dans les Annexes I et II du document 190 EX/INF.19 ;

II

4. Rappelant la disposition de la Résolution portant ouverture de crédits en vertu de laquelle la Directrice générale peut opérer des virements de crédits entre articles budgétaires dans la limite de 1 % des crédits initialement ouverts, en fournissant par écrit aux membres du Conseil exécutif, à la session qui suit cette opération, des précisions sur les virements effectués et les raisons qui les ont motivés,

5. Note que la Directrice générale a opéré des virements de crédits entre articles budgétaires pour soutenir la participation de l'UNESCO aux exercices de programmation conjointe par pays du système des Nations Unies comme indiqué au paragraphe 6 du document ;

6. Rappelant la disposition de la Résolution portant ouverture de crédits en vertu de laquelle la Directrice générale peut opérer des virements de crédits entre articles budgétaires (excédant la limite de 1 %) avec l'approbation préalable du Conseil exécutif,

7. Approuve les virements entre articles budgétaires résultant de la restructuration de l'Organisation (mouvements de personnel) tels qu'énumérés au paragraphe 7 du document ;

8. Prend note du tableau révisé des ouvertures de crédits figurant dans l'Annexe III du document 190 EX/INF.19.

PARTIE B

RAPPORT DE LA DIRECTRICE GÉNÉRALE SUR L'EXÉCUTION DU PROGRAMME ADOPTÉ PAR LA CONFÉRENCE GÉNÉRALE

TABLEAU DE BORD – Exécution du programme au 30 juin 2012

Le Tableau de bord indique l'état général du budget et des dépenses pour le budget ordinaire et les ressources extrabudgétaires dans le contexte des contraintes financières actuelles.

ASPECTS SAILLANTS DE LA POSITION FINANCIÈRE DE L'ORGANISATION

(Chiffres exprimés en milliers de dollars des États-Unis dans toutes les figures)

Ressources par source de financement
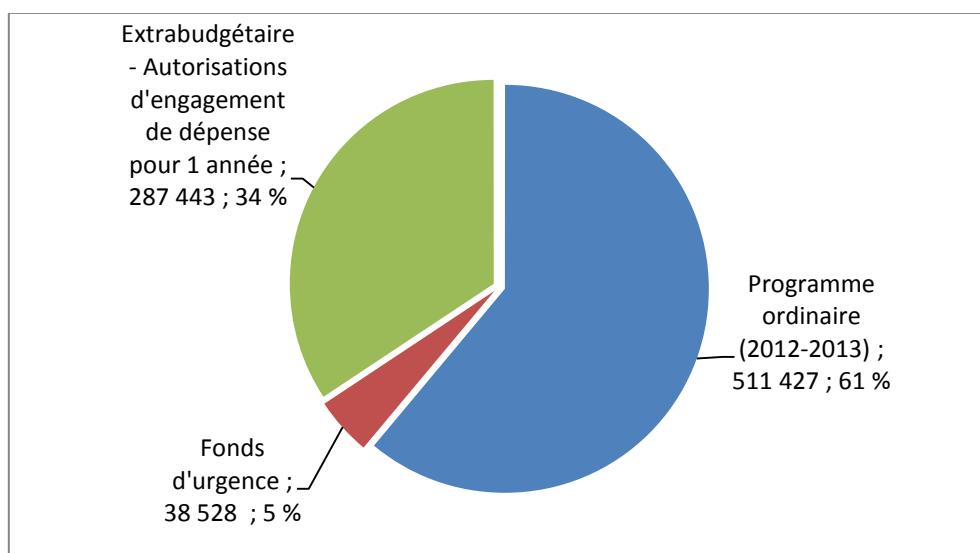
Programme ordinaire :

Allocations : Compte tenu du cadre budgétaire réduit, la Directrice générale a approuvé une enveloppe budgétaire provisoire de 465 millions de dollars des États-Unis (plus 3,4 millions de dollars de crédits additionnels). Après examen des plans de travail trimestriels, les besoins budgétaires pour le présent exercice biennal sont actuellement estimés à 511,4 millions de dollars sur la base d'un gel presque total des recrutements. Cette prévision se traduit par un déficit s'élevant actuellement à quelque 43 millions de dollars (511,4 millions – 468,4 millions) qui ne pourra être durablement supporté en termes de trésorerie, en particulier à l'approche du dernier trimestre de 2013, et dont les effets seront atténués par des financements et de plus amples réductions des coûts. Il convient de noter que les prévisions sont actualisées tous les trimestres et subiront l'impact de décisions telles que les recrutements additionnels pour pourvoir des postes essentiels à l'accomplissement d'une mission, ainsi que de la matérialisation de risques actuellement non prévus dans le budget, comme les risques liés à une augmentation des contributions versées à la Caisse d'assurance-maladie pour les participants associés (montant estimé entre 1 million et 2 millions de dollars) et au report de sommes dues au titre des mécanismes communs du système des Nations Unies (montant anticipé supérieur à 4 millions de dollars).

L'actuel budget prévisionnel de 511,4 millions de dollars représente une réduction de 21,7 % par rapport au 36 C/5 approuvé (653 millions de dollars) et tient compte des mesures d'efficience et de réduction des dépenses présentées dans le rapport sur le respect des cibles de la Feuille de route.

Le tableau ci-après indique la part relative allouée au personnel et aux activités dans les chiffres effectifs de 2010-2011, dans le 36 C/5 approuvé et dans les prévisions pour 2012-2013 :
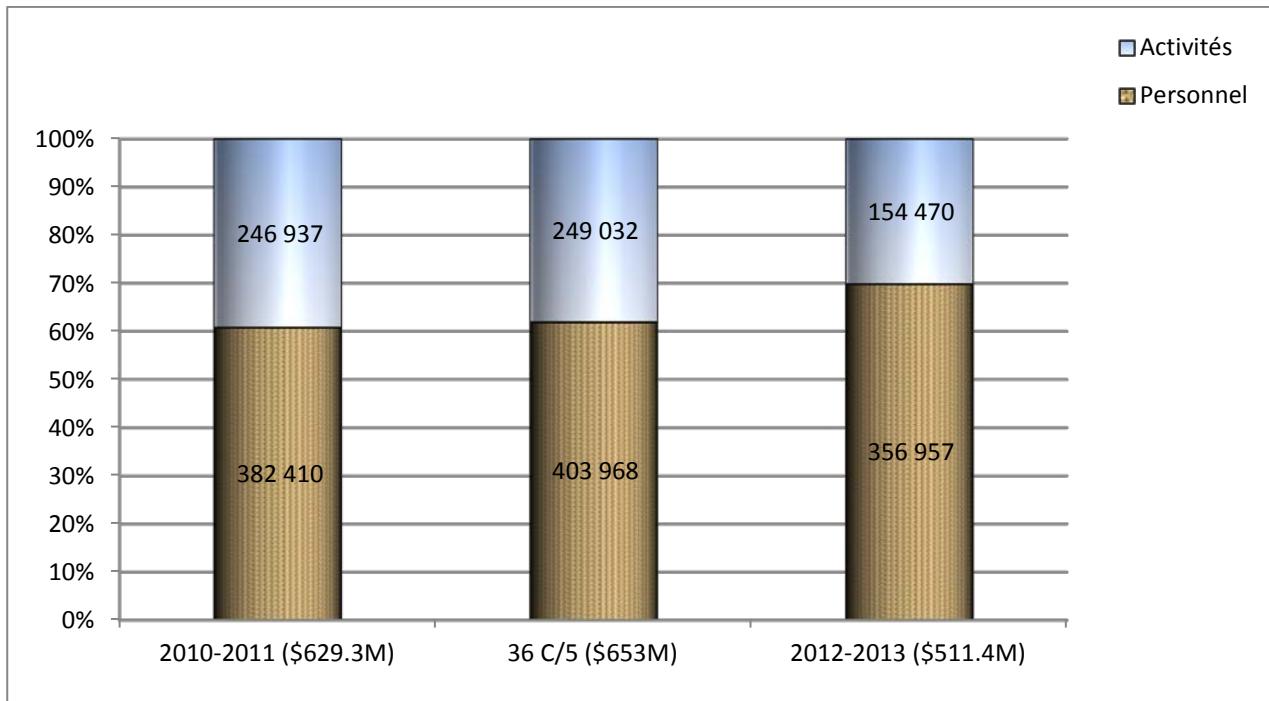
Les coûts de personnel étant fixes pour l'essentiel, la part allouée au personnel s'est accrue, passant du pourcentage planifié de 60 % à un pourcentage prévu de 70 %, mais sa valeur monétaire a baissé de 47 millions de dollars, soit 7,2 %, par rapport au 36 C/5 approuvé. L'actuel budget prévisionnel de 511 millions de dollars suppose un gel presque total des postes à pourvoir, à l'exception d'un nombre limité de postes approuvés comme essentiels à l'exécution d'une mission. Malgré ses conséquences sur la mise en œuvre du programme, le gel des postes ne peut être évité étant donné la nécessité d'absorber le taux de vacance d'emploi de 5 % dans le budget des coûts de personnel et les cibles de réduction du budget qui ont été fixées.

Il y a lieu de noter que 73 % des coûts de personnel totaux (+3 points de pourcentage par rapport au précédent exercice biennal) et 62 % du budget des activités (-6 % points de pourcentage par rapport au précédent exercice biennal) sont affectés au Titre II – Programmes et services liés au programme. La figure ci-après indique la part relative du budget allouée aux secteurs et bureaux (coûts de personnel et coûts d'activité) :

Remboursement de l'emprunt et augmentations des coûts
15 094
3,0 %

Plates-formes intersectorielles
2 850
0,6 %

ED
81 880
16,0 %

MSS/HRM/BFM
100 662
19,7 %

SC
41 910
8,2 %

SHS
21 218
4,1 %

Services liés au programme et Programme de participation
58 847
11,5 %

CLT
40 196
7,9 %

Organes directeurs, Direction générale et mécanismes communs du système des Nations Unies
40 134
7,8 %

CI
24 096
4,7 %

Réforme du dispositif hors Siège
5 127
1,0 %

Hors Siège - exécution du programme
71 815
14,0 %

ISU
7 599
1,5 %

Dépenses de programme : Sur le montant total de 511,4 millions de dollars qui est prévu, 229,7 millions (45 %) ont été alloués pour la première année et 126,4 millions dépensés à la fin de juin 2012. Les dépenses au titre des coûts de personnel, soit 87,7 millions de dollars, représentent 69 % des dépenses totales et sont dans les limites du taux de dépense théorique de 25 % visé pour la fraction de l'exercice biennal écoulé. Les dépenses au titre des coûts d'activité s'élèvent à 38,7 millions de dollars, soit un taux de 25 % des dépenses prévues pour l'exercice biennal, lui aussi conforme au taux visé. Les taux pour ED et SHS (21 %), CLT (22 %) et le Titre II.C (4,3 %) restent en deçà, compensant le taux des services internes, qui s'établit à 42 % du fait de l'obligation d'acquitter, sur une base annuelle, des charges fixes, telles que frais de maintenance des bâtiments et services collectifs.

Fonds d'urgence :

Le Fonds d'urgence est un mécanisme conçu pour équilibrer le niveau de financement des priorités et pallier les déficits affectant la mise en œuvre du programme, en particulier au niveau des pays, ce qui a pour effet de renforcer la décentralisation des grands programmes. Des crédits ont été alloués au titre du Fonds à mesure qu'étaient évalués les déficits de financement pour les divers programmes prioritaires et initiatives de réforme en vue d'en améliorer l'efficience, compte tenu des allocations au titre du Programme ordinaire ainsi que des possibilités de collecter des dons en espèces ou en nature auprès d'autres sources.

38,5 millions de dollars ont été reçus, dont 12,5 millions ont été alloués, le taux d'utilisation s'établissant à 20 %. En outre, un montant de 3 millions de dollars a été affecté aux plates-formes intersectorielles et un montant de 1,4 million au renforcement des instituts d'éducation de catégorie 1, soit l'affectation au total de 17 millions de dollars prélevés sur les ressources du

Fonds d'urgence. Les principales activités et entités qui ont bénéficié de l'allocation de 12,5 millions de dollars sont les suivantes :

- Réforme du dispositif hors Siège, en particulier en Afrique : 2,3 millions de dollars, en complément des 4,9 millions prévus dans les plans de travail du Programme ordinaire, à quoi s'ajoute 0,7 million de dollars pour la mise en œuvre par les bureaux hors Siège des programmes décentralisés,

- CLT : 2 millions de dollars y compris le soutien aux réunions statutaires des Conventions, au renforcement des capacités en Afrique et en Amérique latine et dans les Caraïbes aux fins de la mise en œuvre des différentes conventions, et au projet « Histoire générale de l´Afrique »,

- Département Afrique : 1,7 million de dollars, dont 1,4 million pour la mise en œuvre des projets élaborés par les bureaux hors Siège sur la formulation des politiques de la science et de la technologie en Afrique centrale, l'éducation au service du développement durable, l'éducation à la citoyenneté et à la paix, la jeunesse et l'accès aux TIC,

- SC y compris la COI : 1,4 million de dollars pour les réunions statutaires, le renforcement des politiques de la science et de la technologie (STI) en Afrique et les PEID, l'évaluation des risques de tsunami et autres risques, le changement climatique, la protection de l'environnement,

- SHS : 0,8 million de dollars pour l'aide aux jeunes leaders en Afrique, dans les États arabes et en Amérique latine et dans les Caraïbes,

- CI : 0,5 million de dollars pour la liberté de la presse dans le monde, le Programme Mémoire du monde et une réunion de suivi du SMSI,

- ED : 0,4 million pour des activités de communication et de sensibilisation sur l'EPT,

- BKI : 1 million de dollars pour le stockage des données, l'automatisation des processus de gestion des ressources humaines et la connectivité des bureaux hors Siège,

- HRM : 0,5 million de dollars pour la planification et l'organisation des carrières, les évaluations de compétences, etc.

- BFM : 0,4 million pour améliorer les processus et l'organisation des tâches de recouvrement des coûts et de budgétisation dans le SAP, et les outils de gestion des coûts de personnel et des dépenses de voyages.

Les sommes investies dans ces projets ponctuels en vue de rationaliser les processus et l'utilisation des outils informatiques devraient se traduire par des économies de temps et de ressources financières et faciliter la mise en œuvre de plates-formes administratives de taille réduite.

La figure ci-après indique la répartition entre secteurs et bureaux du montant total (17 millions de dollars) affecté au titre du Fonds d'urgence :
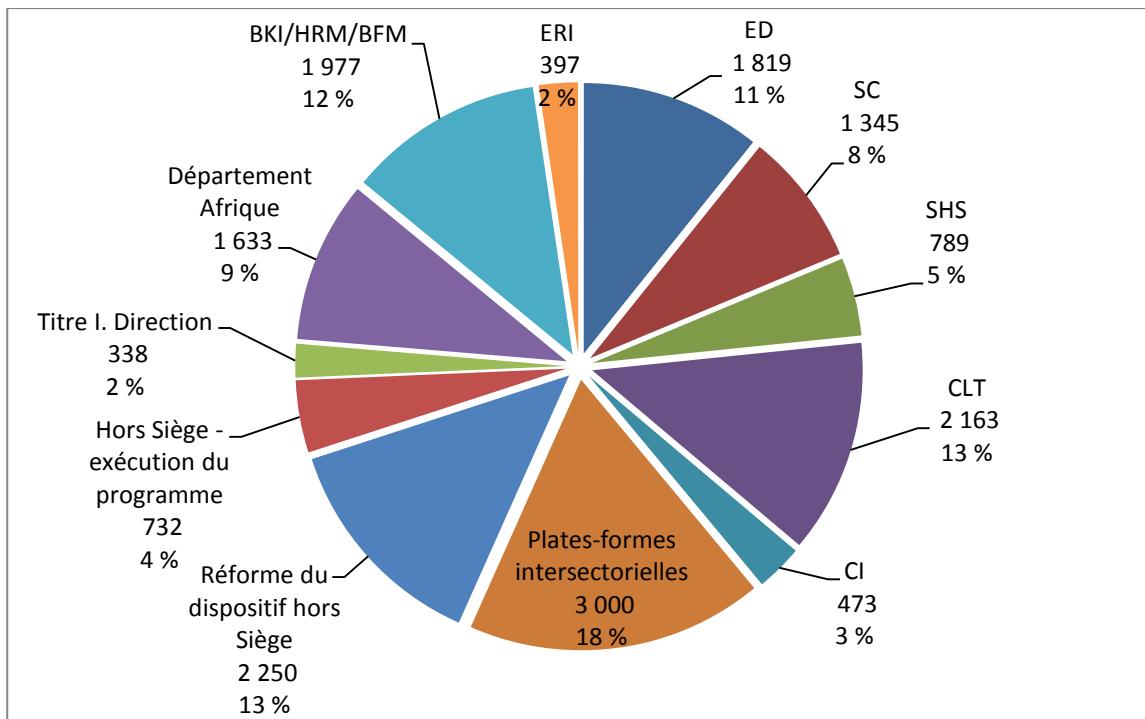
La figure suivante montre la répartition du budget des activités au titre du Programme ordinaire (154,4 millions de dollars) (**à l'exclusion** des coûts de personnel) par secteur ou bureau et la part correspondante des fonds affectés au titre du Fonds d'urgence (17 millions de dollars).
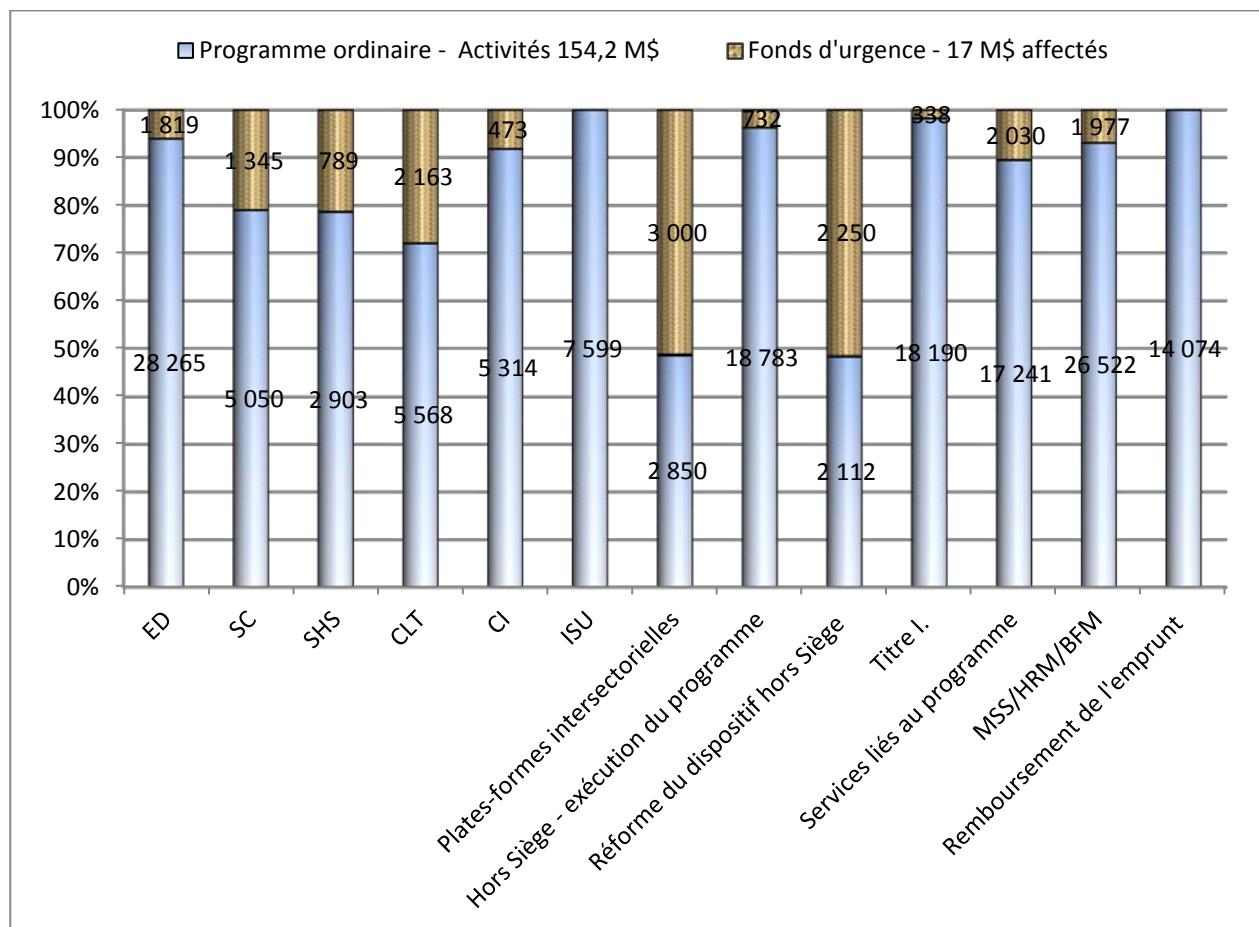
La répartition des coûts totaux est analysée plus en détail dans la figure ci-après (en millions de dollars des États-Unis) :
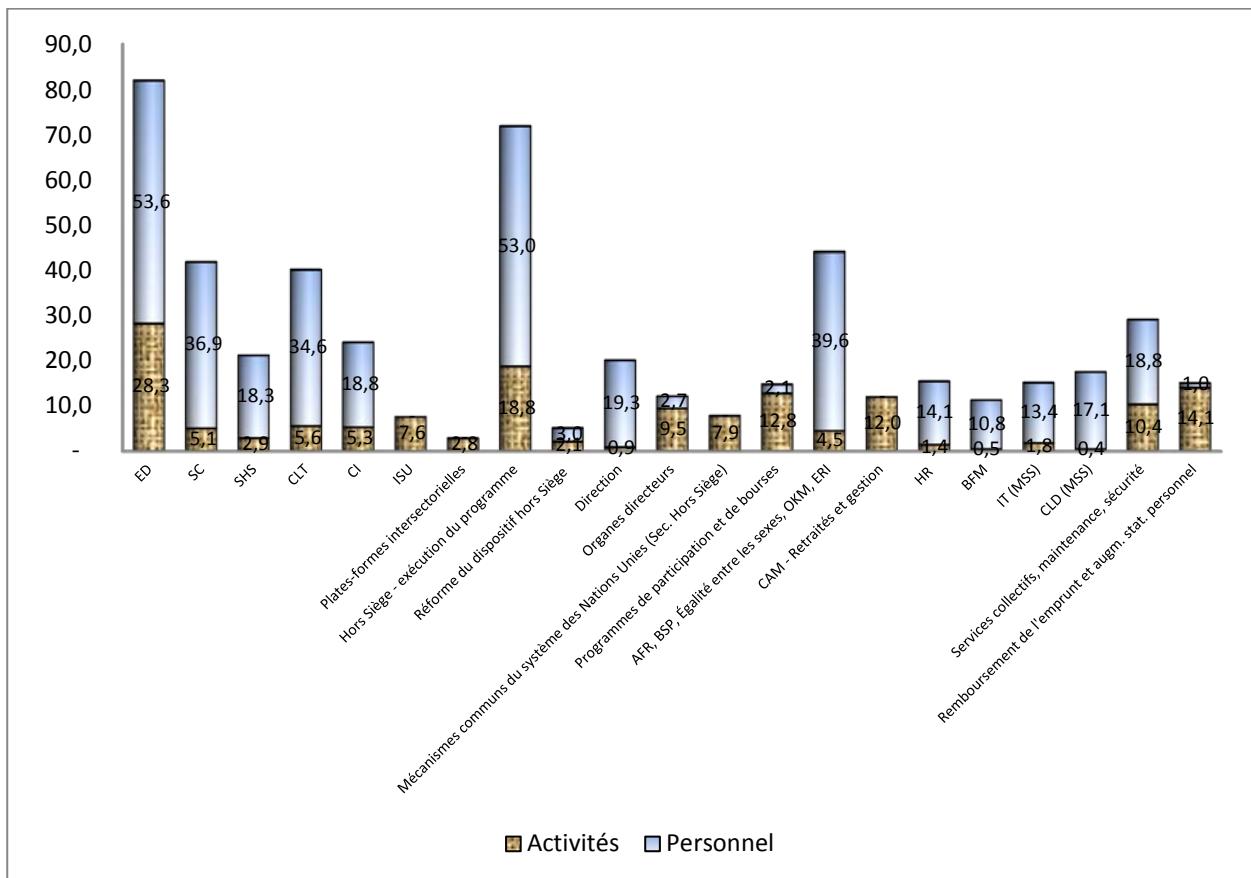
Le taux de décentralisation des budgets des activités du Titre II.A (mise en œuvre des grands programmes et des programmes des bureaux hors Siège) est actuellement de 47 %, contre 54 % pour le précédent exercice biennal. Il devrait s'améliorer une fois décentralisés les fonds affectés à la réforme du dispositif hors Siège et aux plates-formes intersectorielles.

Ressources extrabudgétaires :

Le montant total des autorisations d'engagement de dépenses pour 2012 s'élève à 287,4 millions, dont 103 millions, soit 35,9 %, ont déjà été dépensés. La part d'ED est de 42 %, puis viennent CLT (23 %) et SC (16 %). En ce qui concerne les sources de financement, les fonds-en-dépôt représentent 41 %, suivis par les fonds au profit du donateur avec 23 % (le Brésil représentant la plus grosse part avec 21 % du total), les comptes spéciaux (21 %) et les sources Nations Unies (12 %). Les taux de dépense sont donnés à titre indicatif du fait que les projets sont élaborés et gérés sur une base pluriannuelle, et que les autorisations d'engagement de dépenses interviennent à différents moments tout au long de l'année. De plus amples détails sont fournis dans les tableaux 6 à 10 du document 190 EX/INF.19.

RÉSULTATS DES OPÉRATIONS AU 30 JUIN 2012

Programme ordinaire :

Au regard d'une cible de réduction fixée à 29 %, le budget prévisionnel de 511,4 millions de dollars établi en juin 2012 représente une réduction de 21,7 % sur le 36 C/5 approuvé et un déficit de 43 millions de dollars par rapport à la cible définie par la Directrice générale. Pour relever ce défi, l'Organisation a entrepris des mesures de limitation des coûts, dont témoigne la comparaison des tendances en matière de coûts des six premiers mois de l'exercice en cours et de la période correspondante de l'exercice précédent dans la figure ci-après :
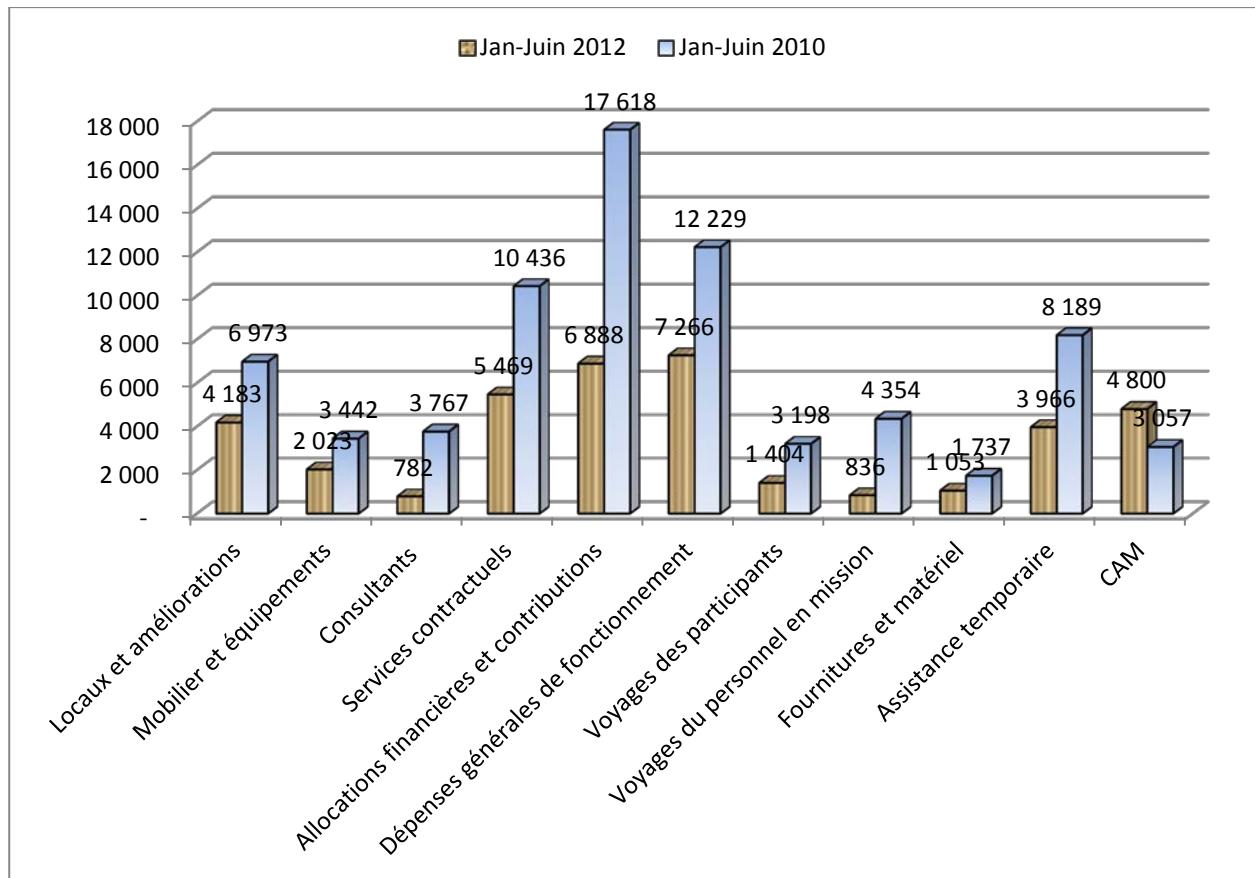
Le montant total des coûts d'activité pour le premier semestre 2012 (38,7 millions de dollars), représente une réduction de 48 % par rapport à 2010 (75 millions de dollars). En ce qui concerne les coûts de personnel, la réduction constatée est de 4 millions de dollars, soit 4,3 % (87,7 millions de dollars en 2012 contre 91,7 millions de dollars en 2010), et ce bien que les chiffres actuels incluent une augmentation statutaire de 5,4 % correspondant à l'ajustement de poste pour les fonctionnaires du cadre organique, comme demandé par la CFPI.

La baisse des coûts d'activité résulte de gains d'efficience et de mesures de réduction des coûts, bien qu'il soit difficile d'isoler l'impact de chaque type de mesure. Un exemple en est la gestion des voyages, pour laquelle une combinaison des mesures suivantes a entraîné une baisse de près de 81 % des voyages de fonctionnaires en mission et de 56 % des voyages de participants : modifications des règles appliquées aux voyages pour les organes directeurs, suppression des billets en classe affaires (sauf pour les missions de courte durée), modifications de la politique des voyages en mission (entretien et voyage avant affectation), réductions de l'indemnité journalière de subsistance versés aux participants, renforcement du processus et des outils de planification des voyages et renégociation des contrats de gestion des voyages visant à réduire les coûts de transaction.

Une autre mesure de limitation des coûts a été l'application de contrôles stricts sur le recours à des services de consultants et à l'assistance temporaire, qui ont permis des baisses de 79 % et de 52 % respectivement. Une analyse plus poussée des tendances par classe de dépenses de l'exercice en cours et de l'exercice précédent est présentée ci-après (commentaires sur le tableau 4).

COMMENTAIRES SUR LES TABLEAUX D'EXÉCUTION DU PROGRAMME

Afin de simplifier le présent document et d'en réduire le volume et les coûts de production, les tableaux 1 à 9 du Tableau de bord figurent désormais dans le document 190 EX/INF.19, ce qui permet de consacrer la partie B du présent document au résumé et à l'analyse de la situation financière de l'Organisation. Des explications sont fournies concernant les activités prévues au titre du budget ordinaire pour lesquelles le taux de dépense est supérieur à 40 % ou inférieur à 10 %, conformément aux décisions 160 EX/3.1.1 et 164 EX/3.1.1 dans lesquelles le Directeur général était invité à inclure « avec des explications pertinentes les activités pour lesquelles il existe un écart de plus de 15 % entre les dépenses effectives et les dépenses prévues ».

Tableau 1 – Exécution globale par article budgétaire principal (budget ordinaire, Fonds d'urgence et ressources extrabudgétaires)

Ce tableau prend en compte les virements de crédits opérés entre articles budgétaires et les dons et les contributions spéciales reçus depuis le début de l'exercice biennal comme indiqués dans la partie A (par. 2) du présent document. Les analyses s'appuient sur les chiffres du budget de 653 millions de dollars qui figure dans le 36 C/5 approuvé, sur l'enveloppe de 465 millions de dollars fixée par la Directrice générale dans les plans de travail provisoires et sur le chiffre de 511,4 millions de dollars retenu dans les plans de travail prévisionnels, et incluent aussi les dons reçus. Enfin, ce tableau indique pour chaque article budgétaire les dépenses ventilées en coûts de personnel et coûts d'activité.

Pour le budget ordinaire, le taux de dépense global au 30 juin 2012 s'établissait à 24,7 %, soit un taux proche du taux d'exécution théorique visé pour la période écoulée. Le total des dépenses s'élevait à la fin du premier trimestre à 126,4 millions de dollars. Sur ce montant, 87,7 millions de dollars (69 %) se rapportent aux coûts de personnel et 38,7 millions de dollars (31 %) aux coûts d'activité.

En ce qui concerne le Fonds d'urgence et les ressources extrabudgétaires, les allocations et les dépenses portent sur une seule année, à savoir 2012. Les taux de dépense pour ces deux sources de financement sont de 20,3 % et 35,9 % respectivement. Le niveau peu élevé du taux de dépense du Fonds d'urgence tient au fait que les autorisations d'engagement de dépenses (12,5 millions de dollars) ont été délivrées progressivement tout au long de la période, à mesure qu'étaient évalués les déficits de financement pour les différents programmes prioritaires et initiatives de réforme.

Tableau 2 – Exécution du programme par axe d'action (activités du Programme ordinaire)

Ce tableau présente un état de l'exécution des activités du Programme ordinaire, par axe d'action. Sur la même base que le Tableau 1, les chiffres de la colonne « Prévision des besoins pour les plans de travail » comprennent les virements de crédits entre articles budgétaires et les dons et contributions spéciales indiqués dans la partie A du présent document.

Il est à noter que sur les 17 millions de dollars prélevés sur le Fonds d'urgence, quelque 15 millions de dollars ont été alloués au Titre II, portant de 95,7 millions à 110,7 millions de dollars le montant des crédits disponibles pour les activités.

- **Programme de participation (PP) (3,5 %)** : le taux de dépense relativement faible de cet article budgétaire peut s'expliquer par des procédures internes, à savoir que les dates

limites de soumission des demandes (29 février) et de soumission des rapports financiers et d'évaluation exigés (30 avril) n'ont permis au Comité intersectoriel de se réunir et de recommander à la Directrice générale d'approuver des demandes au titre du PP qu'en juin (quelque 2,8 millions de dollars sur une allocation totale de 12,0 millions de dollars) puis en juillet (1,3 million de dollars supplémentaires). De ce fait, le taux de dépense, bien que faible dans la première partie de l'exercice biennal, devrait s'améliorer nettement dans les mois à venir (il atteignait déjà 11,4 % à la fin du mois de juin après approbation des demandes).

- **Gestion des ressources humaines (HRM) (42,5 %)** : Le taux de dépense relativement élevé pour cet article budgétaire est dû au fait que la totalité des dépenses autorisées pour 2012 au titre de la contribution à la CAM pour les participants associés ont été engagées au tout début de cette année. Les dépenses devraient s'établir à la fin de 2012 à hauteur de 50 % environ du montant prévu dans les plans de travail de l'exercice biennal.

- **Gestion des services de conférences, langues et documents (MSS/CLD) (63,2 %) et Gestion des services communs, y compris les achats, la sécurité et les services collectifs au Siège (MSS/DCS) (42,9 %)** : Le niveau élevé des taux de dépense résulte principalement des dépenses engagées par CLD et DCS en vertu de contrats de maintenance annuels et d'autres arrangements contractuels.

Tableau 3 – Utilisation des fonds décentralisés (activités du Programme ordinaire)

Le montant des fonds décentralisés pour le Titre II.A s'élève à 37,0 millions de dollars et représente 47,2 % du total du budget ordinaire des activités pour ce titre du budget (78,4 millions de dollars), avec un taux de dépense de 25,2 % conforme au taux théorique de 25 % visé pour la période écoulé. Le taux de décentralisation pour ce titre du budget ira en s'améliorant jusqu'à atteindre 54 %, égalant le taux de l'exercice précédent, une fois décentralisés les fonds alloués à la réforme du dispositif hors Siège et aux plates-formes intersectorielles. Il demeure toutefois inférieur au taux de 57,6 % escompté dans le 36 C/5 approuvé en raison de l'absence de marge de manœuvre permettant, dans le contexte actuel de réduction du budget, d'affecter aux grands programmes des fonds adéquats pour les activités opérationnelles statutaires et celles qui sont menées au niveau des pays.

À l'heure actuelle, la région Afrique utilise 16,9 % du budget du Titre II.A, suivie par l'Asie et le Pacifique (12,4 %), l'Amérique latine et les Caraïbes (9,9 %), les États arabes (6,3 %) et l'Europe et l'Amérique du Nord (1,7 %), pour un total de 47,2 %.

En dépit des contraintes budgétaires actuelles, des efforts ont été faits pour préserver les fonds décentralisés, une part significative des financements au titre du Fonds d'urgence (allocation s'élevant actuellement à 12,5 millions de dollars, avec un taux de décentralisation supérieur à 50 %) ayant déjà limité la réduction des activités opérationnelles menées au niveau des pays.

Enfin, il y a lieu de noter que le taux de décentralisation global est sous-évalué puisqu'il exclut : les allocations financières destinées à tous les instituts dont le champ d'action est mondial, les fonds alloués au titre du Programme de participation et les bourses gérées au Siège. Si ces postes étaient inclus, le taux de décentralisation pour le Titre II serait de 76 %.

Tableau 4 – Dépenses par objet de dépense (activités du Programme ordinaire)

En application de la décision 166 EX/3.1.1 du Conseil exécutif, le tableau 4 présente les chiffres du budget (36 C/5 approuvé) et les dépenses relatifs à l'assistance temporaire, aux voyages en mission et aux services contractuels. Étant donné la réduction du budget de 21,7 % et le caractère indicatif des enveloppes initiales, ce tableau est présenté à titre d'information seulement.

Analyse des coûts du Programme ordinaire

En vue d'adapter les catégories de dépenses mentionnées dans le Tableau de bord pour les aligner sur celles qui figurent dans les états financiers conformes aux normes IPSAS, et en préparation des modifications qui seront apportées à nos rapports en accord avec les principes de la budgétisation axée sur les résultats, nous présentons ci-après des tendances globales en matière de dépenses afin de présenter des informations sur la manière dont l'Organisation classe actuellement ses coûts. Cela servira de base pour préparer le passage d'une approche des catégories de dépenses fondée sur les apports à une approche fondée sur les produits lors de l'établissement du budget du prochain exercice biennal.

Les dépenses d'activité pour les six premiers mois de 2012, d'un montant de 38,7 millions de dollars, représentent 31 % des dépenses totales. La comparaison entre les dépenses des six premiers mois de l'exercice biennal avec celles de la même période en 2010 fait apparaître une réduction de 48 % (de 75 millions à 38,7 millions de dollars), comme le montre la figure ci-après :
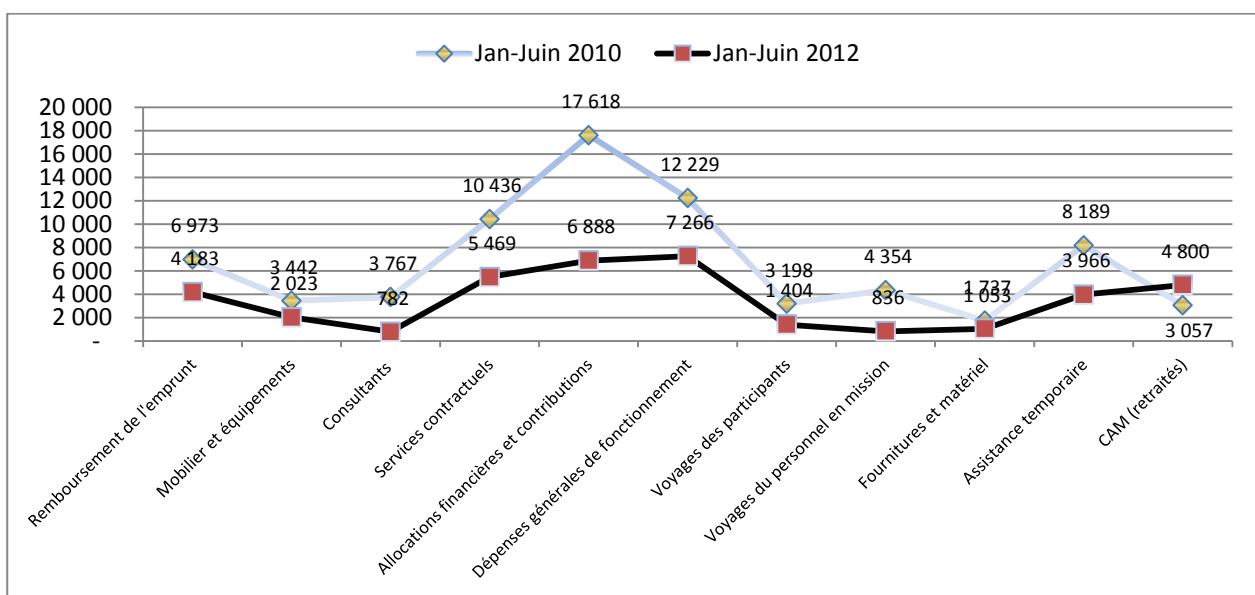
Il convient de noter les réductions significatives qui apparaissent dans la figure ci-dessus pour les consultants (79 %), les voyages en mission du personnel (81 %), les allocations financières (61 %), les voyages des participants (56 %), l'assistance temporaire (52 %) et les services contractuels (48 %).

La figure suivante indique le poids en pourcentage des catégories de dépenses par rapport aux dépenses totales pour les chiffres effectifs de 2010-2011 et pour les prévisions de 2012-2013. Les prévisions sur l'ensemble de l'exercice biennal mettent en évidence une réduction de 37 % des coûts d'activité par rapport à l'exercice précédent.
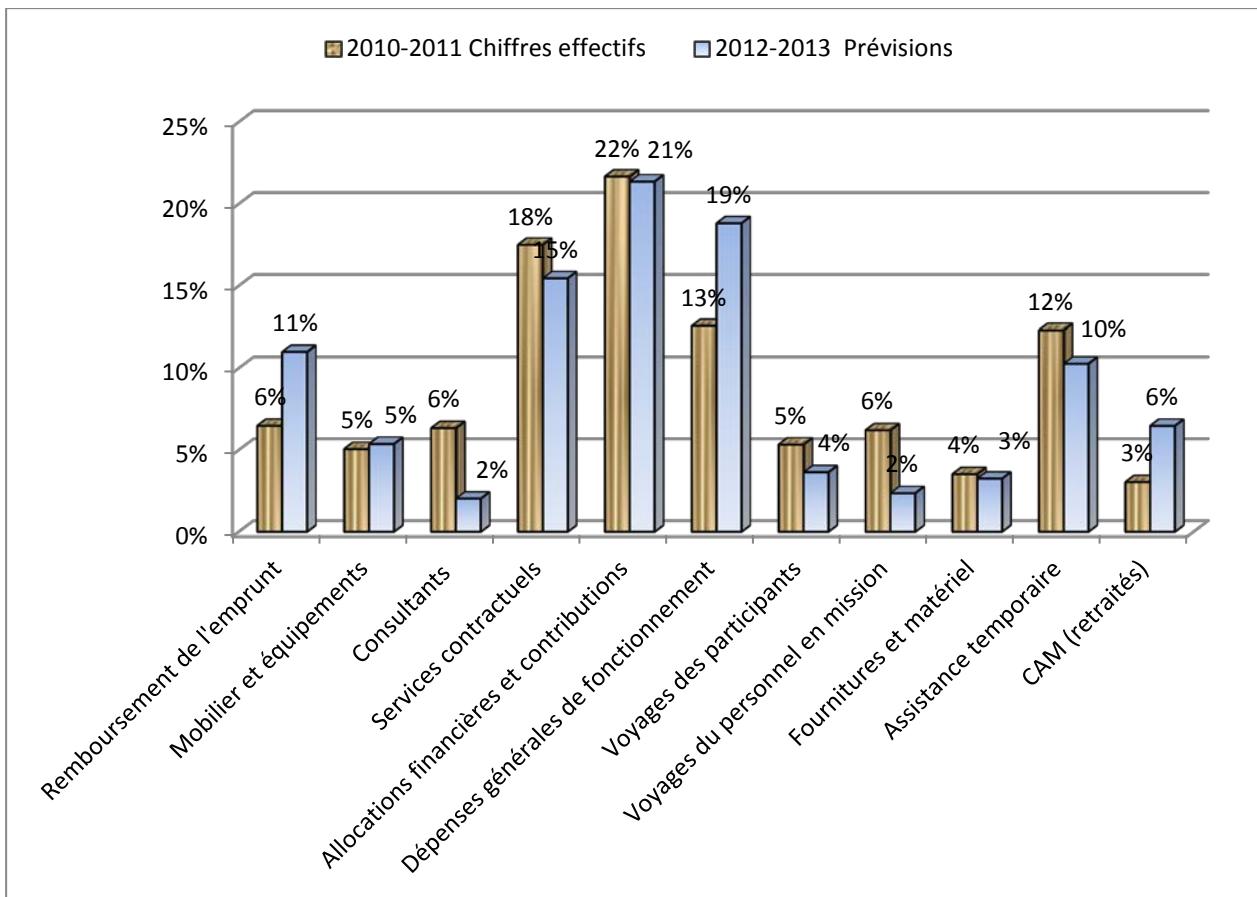
Si le poids en pourcentage de certaines catégories (telles que mobiliers et équipements, fournitures et matériels, allocations financières aux instituts et contributions aux activités communes du système des Nations Unies et au Programme de participation) ne devrait pas varier de manière significative au cours du présent exercice biennal par rapport aux chiffres effectifs de l'exercice précédent, on devrait observer une réduction pour ce qui est des consultants, des voyages des participants et des voyages en mission du personnel, de l'assistance temporaire et des services contractuels. Même si la figure indique que le poids en pourcentage du remboursement de la dette passe de 6 à 11 %, il devrait rester stable en valeur monétaire. S'agissant des services contractuels, une part importante des crédits va à la sécurité hors Siège, à l'organisation de séminaires et de réunions, aux contrats d'assurance, ainsi qu'à la recherche, à l'évaluation et à la production de documents. Le poids accru des dépenses générales de fonctionnement s'explique par le caractère fixe de ces coûts, mais il y a lieu de noter que plus de 50 % de ces dépenses sont consacrées à l'infrastructure des bureaux hors Siège ou correspondent à des postes de dépenses courantes tels que services collectifs, communication, baux et réparations et maintenance.

De plus amples efforts seront faits pour améliorer l'analyse des sous-éléments des diverses catégories de coûts utilisées dans les tableaux de bord à venir, par exemple en décomposant de manière plus détaillée les services contractuels, en intégrant toutes les catégories d'infrastructures hors Siège, etc.

Tableau 5 – Situation des postes et coûts de personnel (activités du Programme ordinaire)

Le tableau 5 indique l'évolution mois par mois, de janvier 2012 à juin 2012, des postes pourvus et des postes vacants. Les postes vacants figurant dans ce tableau correspondent aux postes qui sont budgétairement vacants, c'est-à-dire qui, dans des circonstances normales, généreraient des économies, déduction faite de ceux qui servent à financer une assistance temporaire. Étant donné toutefois le déficit de trésorerie actuel, le budget prévisionnel présentement estimé à 511,4 millions de dollars suppose un gel presque total des postes vacants, à l'exception d'un nombre limité de postes essentiels à l'exécution d'une mission.

Les informations contenues dans ce tableau ne sont pas directement comparables aux données qui peuvent être publiées par HRM concernant les postes vacants ouverts au recrutement.

En raison du déficit de trésorerie qui affecte le présent exercice biennal, 277 postes en moyenne (14,6 % du nombre total des postes établis) ont dû être laissés vacants.

Les dépenses effectives de personnel se sont élevées à 87,7 millions de dollars, soit 24,6 % de l'allocation totale de 357 millions de dollars destinée à leur financement. Ce montant inclut environ 1 million de dollars de dépenses au titre de l'assistance temporaire, ce qui représente 1 % des dépenses de personnel.

Le taux de décentralisation de l'allocation au titre des coûts de personnel est de 35 % et le taux de dépense s'élève à 22,9 %.

ANALYSE DES RESSOURCES EXTRABUDGÉTAIRES

Bien que les ressources extrabudgétaires servent généralement à financer des projets s'échelonnant sur plusieurs années, cette analyse présente les autorisations d'engagement de dépenses et les dépenses sur une base annuelle, conformément au cycle de gestion de l'UNESCO.

Depuis le précédent EX/4, la méthodologie a été révisée pour obtenir des données plus cohérentes et plus transparentes sur l'utilisation des ressources extrabudgétaires en remplaçant la rubrique « Allocation » (qui incluait les engagements de dépenses non liquidés reportés des années précédentes) par la rubrique « Autorisation d'engagement de dépenses pour l'année en cours » (c'est-à-dire les fonds mis à disposition pour utilisation). Cela permet de mieux cerner les performances réalisées avec les fonds disponibles pour l'année en cours, tout en évitant de prendre en compte deux fois les fonds correspondant à des engagements de dépenses non liquidés. Les « Dépenses pour l'année en cours » comprennent donc les décaissements et les engagements de dépenses non liquidés intervenus entre le 1er janvier et le 30 juin 2012. Pour des raisons d'adaptation à cette nouvelle méthodologie, les comparaisons avec les chiffres de l'année précédente ne sont pas disponibles pour le présent Tableau de bord, mais figureront dans les futurs rapports.

(Chiffres exprimés en milliers de dollars des États-Unis dans toutes les figures)

FIGURE 1

**Programmes opérationnels extrabudgétaires par source de financement
et par grand programme**

Autorisations d'engagement de dépenses au 30 juin 2012   Total : 287,4 millions de dollars
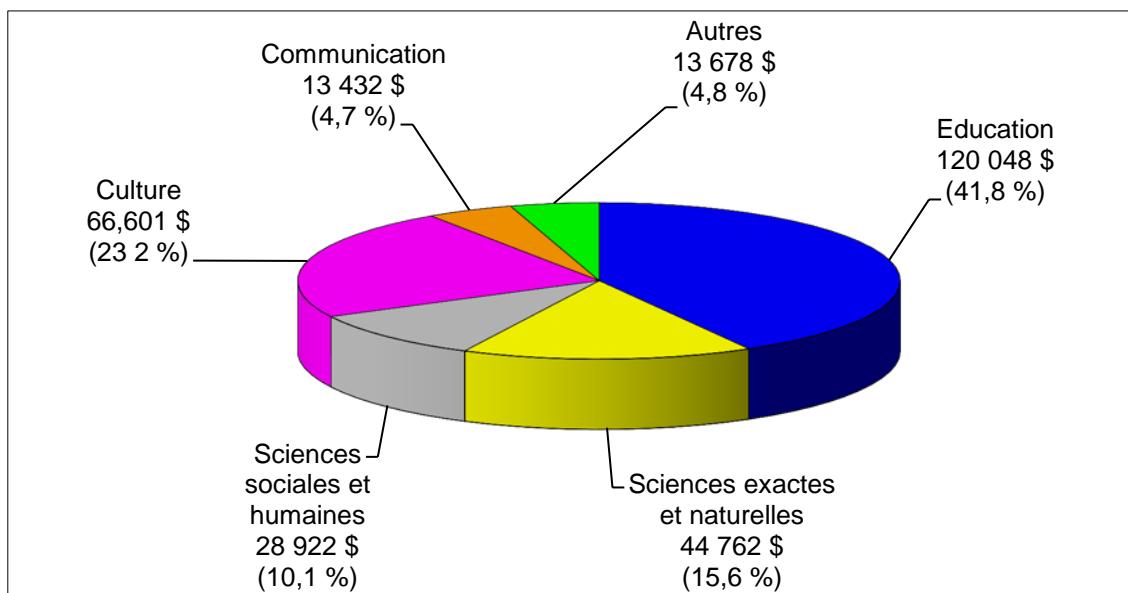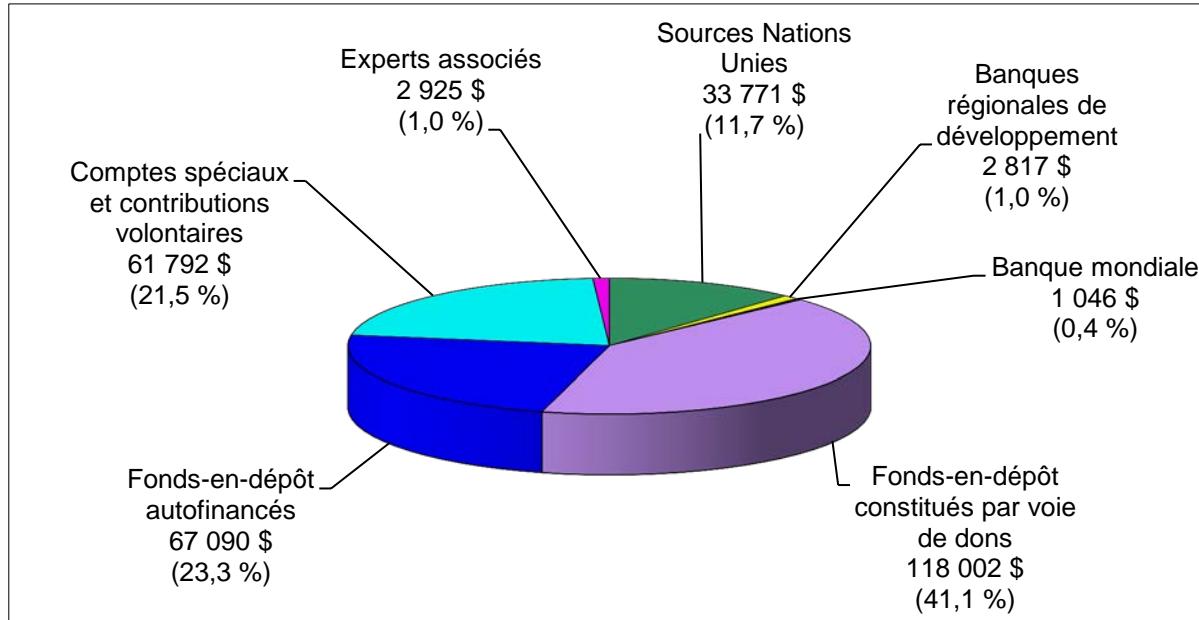
La **figure 1** indique les autorisations d'engagement de dépenses au 30 juin 2012 par source de financement et par grand programme. Depuis plusieurs années maintenant, on note les tendances suivantes :

- En termes de source de financement, les fonds-en-dépôt représentent la plus grande part des ressources extrabudgétaires, avec 41 % du total des autorisations d'engagement de dépenses annuelles (118 millions de dollars sur 287,4 millions de dollars), suivis par les

fonds-en-dépôt constitués au profit du donateur avec 23 % (67 millions de dollars) et les comptes spéciaux avec 21 % (61,8 millions de dollars).

- En termes de répartition par secteur, le Secteur de l'éducation reste le principal bénéficiaire des activités extrabudgétaires, avec quelque 42 % du total des engagements autorisés (soit 120 millions de dollars), suivi par le Secteur de la culture avec 23 % (66,6 millions de dollars). À eux deux, ces secteurs représentent et gèrent près des deux tiers des contributions extrabudgétaires.

FIGURE 2

Programmes opérationnels extrabudgétaires au 30 juin 2012
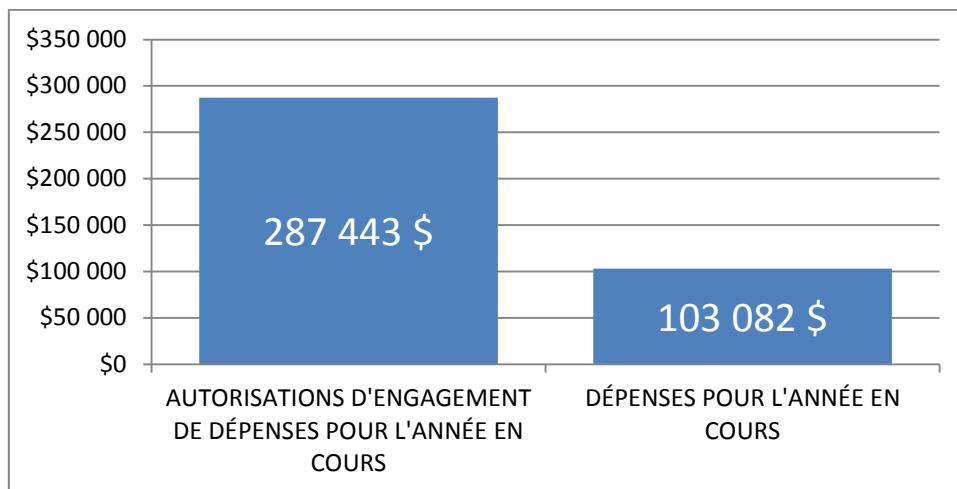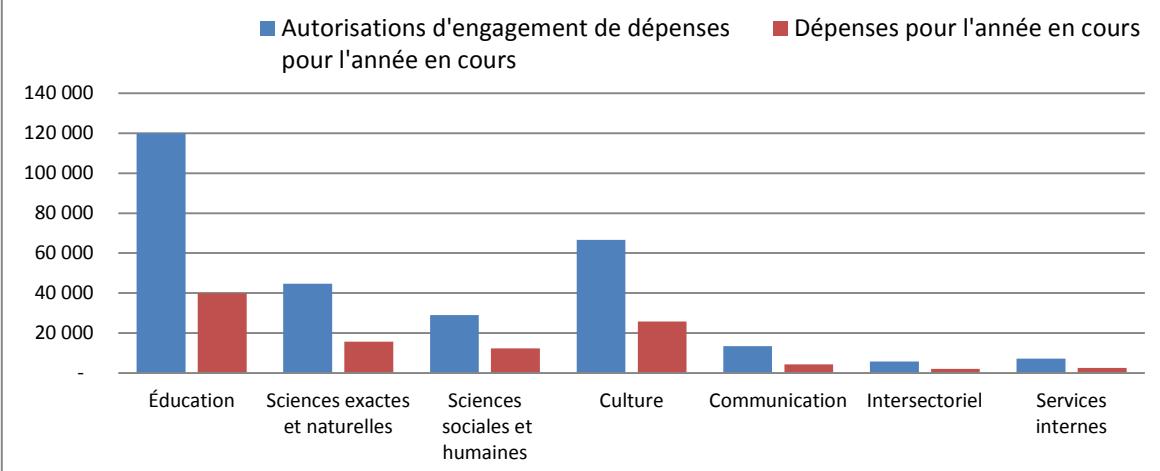
La **figure 2** ci-dessus présente les autorisations d'engagement de dépenses de l'année en cours et les dépenses correspondantes au 30 juin 2012.

Le taux d'utilisation des ressources extrabudgétaires est de 35,9 % (103,1 millions de dollars dépensés sur 287,4 millions de dollars alloués). Comme indiqué plus haut, des comparaisons avec l'année précédente seront disponibles dans les rapports futurs.

Le **tableau 6** présente des informations sur la situation des ressources extrabudgétaires par source de financement, en indiquant plus particulièrement les dépenses de l'année en cours au 30 juin 2012. Ce tableau montre que les fonds-en-dépôt et les sources Nations Unies (y compris le Fonds de dépôt multipartenaires – Nations Unies, programmation conjointe) représentent plus de la moitié des autorisations d'engagement de fonds extrabudgétaires et de dépenses au 30 juin 2012.

Le **tableau 7** indique les dépenses extrabudgétaires de l'année en cours par source de fonds et région bénéficiaire. Comme par le passé, la région Amérique latine et Caraïbes est la principale bénéficiaire des ressources extrabudgétaires, en raison de l'ampleur de la coopération de l'UNESCO avec le Brésil. Si l'on ne tient pas compte des opérations autofinancées par le Brésil (12 millions de dollars de dépenses), la région Amérique latine et Caraïbes représente 15 millions de dollars de dépenses encourues au 30 juin 2012. La région Asie et Pacifique totalise pour l'heure les dépenses les plus importantes de l'année en cours pour 2012.

Le **tableau 8** indique l'état des autorisations d'engagement de dépenses et des dépenses de l'année en cours par Secteur/Unité de programme et pour les Services internes. Le poids relatif des secteurs par rapport au total des autorisations d'engagement de dépenses de l'année en cours est conforme à la figure 1. Le Secteur de l'éducation reste le principal bénéficiaire des ressources extrabudgétaires en termes d'autorisations d'engagement de dépenses et de dépenses.

Le **tableau 9** présente les fonds gérés par les instituts de catégorie 1 de l'UNESCO. Des informations détaillées sur les contributions, ventilées par donateur, y compris les contributions financières de l'UNESCO, sont fournies pour chaque institut dans un seul tableau consolidé. Au 30 juin 2012, les instituts de catégorie 1 avaient reçu 66,6 millions de dollars. Comme les années précédentes, l'Italie est le principal contributeur avec 27,3 millions de dollars (destinés au CIPT), suivie par les Pays-Bas avec 8,7 millions de dollars (destinés à l'Institut UNESCO-IHE).