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Educational, Scientific and  
Cultural Organization

**Executive Board**  
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**187 EX/6**  
**Part I**

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Item 6 of the provisional agenda

**REPORTS BY THE DIRECTOR-GENERAL ON SPECIFIC MATTERS**

**PART I**

**IMPLEMENTATION OF THE UNESCO STRATEGY  
FOR THE SECOND HALF OF THE UNITED NATIONS DECADE  
OF EDUCATION FOR SUSTAINABLE DEVELOPMENT (DESD, 2005-2014)**

**SUMMARY**

Pursuant to 184 EX/Decision 11 and 185 EX/Decision 9 and 186 EX/Decision 6 (III), the Director-General provides information on progress made at the global and regional levels and from an intersectoral standpoint in the implementation of the UNESCO Strategy for the second half of the United Nations Decade of Education for Sustainable Development (DESD, 2005-2014).

The report covers the period 2010-2011 and complements the progress reports made in previous sessions of the Executive Board and set out in 184 EX/11, 185 EX/9 and 186 EX/6 Part III.

The financial and administrative implications of the activities fall within the parameters of document 35 C/5.

Action expected of the Executive Board: decision in paragraph 4.

1. This document is submitted in pursuance of 184 EX/Decision 11 and 185 EX/Decision 9, inviting the Director-General to report, in her regular reports to the Executive Board, on the implementation of the UNESCO Strategy for the second half of the United Nations Decade of Education for Sustainable Development (DESD, 2005-2014).

2. Also in accordance with 186 EX/Decision 6 (III) and in order to rationalize the distribution of documents to the Governing Bodies, the progress report is contained in document 36 C/INF.13, which is annexed hereto and will be presented to the 36th session of the General Conference.
3. The present document is hereby submitted to the Executive Board for consideration.

**Action expected of the Executive Board**

4. The Executive Board may wish to consider the following draft decision:

The Executive Board,

1. Recalling 177 EX/Decision 9, 184 EX/Decision 11, and 186 EX/Decision 6 Part III,
2. Having examined document 187 EX/6 Part I,
3. Welcomes the Director-General's efforts to mobilize all UNESCO programme sectors and networks to enhance their contributions to ESD and the United Nations Decade of Education for Sustainable Development (DESD), to ensure an intersectoral implementation of the UNESCO strategy for the second half of the DESD at global and regional levels, and to support Member States in further reinforcing the integration of ESD in their national programmes and plans,
4. Invites the Director-General to continue her efforts in the promotion of ESD and the DESD during the next biennium;
5. Also invites the Director-General to mobilize Member States and other stakeholders to contribute to the preparations of the end-of-decade conference in 2014 to be co-organized by UNESCO and the Government of Japan.



**General Conference**  
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ANNEX

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United Nations  
Educational, Scientific and  
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Organisation  
des Nations Unies  
pour l'éducation,  
la science et la culture

Organización  
de las Naciones Unidas  
para la Educación,  
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Организация  
Объединенных Наций по  
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منظمة الأمم المتحدة  
للتربية والعلم والثقافة

联合国教育、  
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**Information document**

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**REPORT BY THE DIRECTOR-GENERAL ON THE IMPLEMENTATION OF  
THE UNESCO STRATEGY FOR THE SECOND HALF OF THE UNITED NATIONS  
DECADE OF EDUCATION FOR SUSTAINABLE DEVELOPMENT (DESD)**

**OUTLINE**

**Background:** Pursuant to 35 C/Resolution 13, 184 EX/Decision 11 and 186 EX/Decision 6 (III), and in order to enhance an accelerated and focused implementation of the United Nations Decade of Education for Sustainable Development (DESD, 2005-2014), UNESCO developed and has been implementing the UNESCO Strategy for the second half of the DESD, in line with the International Implementation Scheme (IIS) for the DESD and the Bonn Declaration.

**Purpose:** Pursuant to 186 EX/Decision 6 (III), the Director-General reports on progress made in the implementation of the UNESCO strategy for the second half of the DESD at the global and regional levels and from an intersectoral standpoint, during the period 2010-2011.

1. In 2010-2011, UNESCO has significantly enhanced the impact, sharpened the focus and raised the profile of the United Nations Decade of Education for Sustainable Development (DESD), which aims to integrate the values, competencies, skills, and knowledge necessary for sustainable development into all areas of education. Building on the considerable support for education for sustainable development (ESD) shown at the UNESCO World Conference on ESD (Bonn, 31 March to 2 April 2009), and in line with the UNESCO strategy for the second half of the DESD (185 EX/9 Add), UNESCO has focused its actions on four areas in 2010-2011: (a) enhancing synergies with different education and development initiatives and strengthening partnerships among ESD stakeholders; (b) developing and strengthening capacities for ESD; (c) building, sharing and applying ESD-related knowledge; and (d) advocating for ESD and increasing awareness and understanding of sustainability. Special consideration has also been given to promoting an intersectoral approach to ESD.

2. This report complements information provided by the progress reports made at all Executive Board sessions throughout the 2010-2011 biennium in the six-monthly EX/4 documents as well as in 184 EX/11, 185 EX/9 and 186 EX/6 Part III.

### **Enhancing synergies with different education and development initiatives and strengthening partnerships among ESD stakeholders**

3. As lead agency of the DESD, UNESCO has continued to mobilize key partners and strengthen cooperation at the international, regional, national and local levels. Moreover, UNESCO has provided technical advice regarding the establishment of national ESD coordinating bodies. The beginning of the second half of the decade has increased the momentum of ESD implementation in many Member States. Some countries have organized a re-launch of the DESD (Zimbabwe), while others, often supported by UNESCO, have intensified the cooperation between government and other stakeholders on ESD.

4. Cooperation with United Nations agencies has been reinforced through the United Nations Inter-Agency Committee for the DESD, coordinated by UNESCO. At country level, UNESCO has strengthened its work with United Nations agencies such as the United Nations Development Programme (UNDP), the United Nations Environment Programme (UNEP), and the United Nations Children's Fund (UNICEF), in taking the lead in promoting ESD. For instance, UNESCO is leading the Mauritius United Nations "Delivering as One" working group on education, which has a strong ESD focus.

5. In order to facilitate the preparations of the end-of-Decade conference in 2014, to be co-organized by UNESCO and the Government of Japan, a task force and an international steering group have been established.

### **Developing and strengthening capacities for ESD**

6. UNESCO has made significant efforts to strengthen the capacities of Member States and other stakeholders to review and reorient national education policies and practices in the perspective of ESD. National policy review workshops have been organized in a number of countries such as Namibia and Viet Nam. UNESCO has provided technical support to the development of national ESD strategies, including curriculum review, in several countries, in particular in Southern Africa. Briefs have been prepared for policy-makers analyzing current opportunities and challenges for mainstreaming ESD in policies. A comprehensive tool, the "ESD Lens: A Policy and Practice Review Tool",<sup>1</sup> has been developed to guide and support Member States' efforts in this regard.

7. UNESCO prepared the "National Journeys towards ESD 2011",<sup>2</sup> a collection of case studies (Chile, Indonesia, Kenya, Netherlands and Oman) that documents and analyzes how countries approach ESD at the national level. The publication also highlights the diversity of strategies available to reorient education to address sustainability.

8. To enhance the contribution of education in addressing one of the central challenges of our times, UNESCO's climate change education (CCE) for sustainable development programme is playing an increasingly important role. UNESCO has supported countries to strengthen CCE in the context of ESD through capacity-building for policy formulation, curriculum development, teacher training, reforming and greening technical and vocational education and training (TVET) programmes, and developing education programmes on disaster preparedness. UNESCO conducted a workshop in the British Virgin Islands where stakeholders including policy-makers, teacher educators, curriculum planners, media trainers, scientists, non-governmental organizations and foundations developed regional recommendations and plans of action on CCE for 16 Caribbean countries. UNESCO supported the organization of a capacity development workshop

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<sup>1</sup> <http://unesdoc.unesco.org/images/0019/001908/190898e.pdf>.

<sup>2</sup> <http://unesdoc.unesco.org/images/0019/001921/192183e.pdf>.

in the Maldives on CCE for young people; and the development of an Action Plan on Climate Change Responses in the Education Sector through an international consultative workshop and a non-formal CCE programme for rural communities in Viet Nam.

9. Teacher education has an important position at all levels of the ESD implementation strategy, in terms of both policy and practice. Supported by the expanding International Network of Teacher Education Institutions towards Sustainability, which is coordinated by UNESCO, and other mechanisms, a growing number of teacher education institutions are integrating ESD principles into their programmes. The African Network for Teacher Training Institutions for Sustainability (AFRITEIS) created in early 2010 is strengthening cooperation and information-sharing among institutions from the different African sub-regions.

### **Building, sharing and applying ESD-related knowledge**

10. Monitoring and evaluation are not stand-alone exercises but an integral part of UNESCO's support, as their implementation entail internal consultations and learning processes in Member States. In this light, UNESCO, together with a group of experts, is carrying out the second of three rounds of DESD evaluations (2009-2011), with the support of the Japanese Funds-in-Trust. Its results will be published in early 2012.

11. UNESCO organized a series of regional workshops to reinforce capacities to keep track of progress towards ESD with the participation of government officials, UNESCO National Commissions, NGOs, other United Nations agencies and academia. Workshops were held for Africa in Ouagadougou, Burkina Faso (March 2011), for Asia and the Pacific in Bangkok, Thailand (March 2011), and for Latin America and the Caribbean in Panama City, Panama, and in Kingston, Jamaica (October 2010). The Caribbean workshop resulted in the creation of an online regional network, through which over 30 experts are now closely collaborating in keeping track of progress on ESD.

### **Advocating for ESD and increasing awareness and understanding of sustainability**

12. UNESCO's advocacy and communication efforts support its leading role in the implementation of the DESD. The Organization aims to increase the understanding of ESD by publishing and strategically disseminating various tools such as collections of ESD good practices, guidelines and learning resources, such as the "Associated Schools Project Network Second Collection of Good Practices: Education for Sustainable Development".<sup>3</sup> In 2010-2011, focal themes have included biodiversity (linked to the 2010 International Year), climate change, responsible consumption, cities (through contributions to the 5th World Urban Forum and the Shanghai World Expo) and cultural diversity. UNESCO's communication approach, which is multifaceted in order to target different audiences, includes a revised and enhanced ESD website<sup>4</sup> (one of the top four most visited sites in the Education Sector), a Facebook page<sup>5</sup> with some 2,400 supporters, awareness campaigns and video clips. A number of UNESCO field offices and National Commissions have translated and adapted key ESD publications into national languages.

13. UNESCO has undertaken activities aimed at enhancing the understanding of media professionals of ESD. The ESD media resource kit, "Media as partners in ESD",<sup>6</sup> has generated interest from major media organizations and stakeholder institutions in various parts of the world. Subregional media training workshops have been organized, for example in West Africa, to encourage media professionals to promote informal learning for sustainable development. UNESCO's activities in Southern Africa have led to the development of community newspapers in secondary schools promoting "eco-stories".

<sup>3</sup> <http://unesdoc.unesco.org/images/0018/001812/181270e.pdf>.

<sup>4</sup> <http://www.unesco.org/new/en/education/themes/leading-the-international-agenda/education-for-sustainable-development/>.

<sup>5</sup> <http://www.facebook.com/pages/Education-for-Sustainable-Development/115988995086547>

<sup>6</sup> <http://unesdoc.unesco.org/images/0015/001587/158787e.pdf>.

### **Promoting an intersectoral approach to ESD**

14. In the light of the multidisciplinary nature of ESD, the Intersectoral Platform on ESD plays an important role. The Platform has prepared an ESD Multiple Perspective Learning/Teaching Tool on Water for secondary education teachers. This tool is being piloted in several countries, with the support of the UNESCO Offices in Amman, Hanoi, Kingston and Windhoek. The finalized version will be translated into several United Nations languages and widely disseminated in early 2012.

15. UNESCO programme sectors have cooperated to demonstrate how cultural diversity and intercultural dialogue need to be seen as important components of ESD policies and programmes. UNESCO's Culture Sector has commissioned the project "Linking Culture, Education and Sustainability"<sup>7</sup> from the University of Gloucestershire to collect, analyze and share successful education and learning initiatives from across the world that provide a bridge between cultural, socio-economic and environmental learning for sustainability.

16. To highlight the interdisciplinary educational processes that can take place in biosphere reserves, UNESCO's Science Sector has led the development of teaching materials on biodiversity education – "ESD for Man and Biosphere (MAB) Reserves and other specially designated protected areas in South-East Europe and the Mediterranean" – in cooperation with the Mediterranean Information Office for Environment, Culture and Sustainable Development (MIO-ECSDE), and the MAB and DESD Secretariats.

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<sup>7</sup> <http://insight.glos.ac.uk/SUSTAINABILITY/UNESCOCULTURE/Pages/default.aspx>.



United Nations  
Educational, Scientific and  
Cultural Organization

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**REPORTS BY THE DIRECTOR-GENERAL ON SPECIFIC MATTERS**

**PART II**

**CULTURAL AND EDUCATIONAL INSTITUTIONS IN IRAQ**

**SUMMARY**

This document is presented in compliance with 185 EX/Decision 35. It summarizes progress achieved by UNESCO since the 185th session of the Board in implementing assistance in favour of Iraq.

There are no financial or administrative implications.

Action expected of the Executive Board: Decision in paragraph 42

## INTRODUCTION

1. This document reports on progress achieved by UNESCO in contributing, within its fields of competence, to the ongoing reconstruction and reconciliation process in Iraq since July 2010.
2. During the reporting period, the overall situation in Iraq remained fragile. The gains made in terms of political stability – with the nomination of the Government in December 2010 – are weighed against continued negotiations over Ministerial posts, the poor condition of basic services, and the impending withdrawal of US Forces. Iraq has not been immune to historic regional events, as the country experiences, albeit to a lesser degree, a number of demonstrations and protests which have focused primarily on the provision of electricity and other essential services. UNESCO Iraq Office is seeking to expand its portfolio of rapid impact projects in this regard. In terms of security, serious incidents still occur daily, despite the significant advances made by the Iraqi police and military.
3. While UNESCO activities continue to be largely implemented from Amman in accordance with United Nations security regulations, the Organization has two full-time international staff in Iraq supported by a core group of national staff. Programme staff undertake regular missions in the country, with an average thirteen fielded missions per month during the first six months of 2011. UNESCO has doubled its number of missions to Iraq each year since 2008.
4. In January 2011, both the United Nations Development Assistance Framework 2001-2014 (UNDAF) and an accompanying UNDAF “One Fund” Multidonor Trust Fund (MDTF) for Iraq entered into force. UNESCO is present in all five of the 2011-2014 UNDAF Priority Areas, and has been asked by the Resident Coordinator to co-chair with UNICEF the Education Working Group newly-formed under UNDAF Priority IV – Essential Services. The Organization uses a strategic planning country-based approach, codified in its UNESCO Country Programme Document (UCPD) 2010-2014 and UNESCO National Education Support Strategy. Both are fully aligned with the UNDAF and Iraq’s National Development Plan 2010-2014.
5. During the reporting period and with significant extrabudgetary resources secured in late 2009/early 2010, UNESCO has focused on accelerating programme delivery. Between December 2010 and March 2011, UNESCO closed six UNDG Iraq Trust Fund (ITF) projects, with a total value of US \$23 million. The projects are currently under evaluation. UNESCO Iraq has a standing policy of externally evaluating all ITF projects.

## EDUCATION

6. Education continues to be the main area of assistance by UNESCO to Iraq. In addition to co-chairing with UNICEF the UNDAF Education Working Group, UNESCO has assisted the Government of Iraq to establish an Education Coordinating Committee with participation from all major organizations working in this sector (Prime Minister’s office, the Ministries, UNESCO, UNICEF, USAID, European Union, the British Council, the World Bank). The first meeting of the group was held 25 June 2011 in Baghdad.
7. UNESCO’s assistance continues to focus on overall support and advice to the reform of the education system – with projects in the fields of basic, secondary, tertiary, technical and vocational and non-formal education – in line with the recommendations of the 2008 Paris Conference on “The Right to Education in Conflict-Affected Countries: Stop Jeopardizing the Future of Iraq” organized under the patronage of Her Highness Sheikha Mozah Bint Nasser Al-Missned.

### Reinforcing National Education Planning and Management

8. The project on ICTs in Education (US \$1.9 million from EU under the ITF) was carried out, in partnership with UNESCWA, whereby a training centre and two pilot schools for each of five governorates (Baghdad, Mosul, Erbil, Basra, Najaf) have been established as well as an ICT



Centre for Training and Programme Development and an e-learning policy for the Ministry of Education. The project was operationally closed on 31 March 2011 and the evaluation is underway.

9. Enhancing the learning environment in vulnerable areas in Iraq to meet the EFA goals (US \$1.7million from EU under the ITF): Together with UNICEF, UN-HABITAT, UNIFEM, WHO, and UNAMI Human Rights Office, UNESCO is reinforcing the institutional capacity of the Ministry of Education and its Directorates as well as partnering with UNICEF and the World Bank to develop a National Education Strategy for Iraq.

10. Education Needs Assessment (US \$800,000 from Germany under the ITF): UNESCO is partnering with the Ministries of Education, Higher Education and Social and Labour Affairs to conduct a Needs Assessment of the Education Sector. Apart from providing data to inform interventions in the sector at large, the exercise will provide valuable capacity-building for Iraqi counterparts.

11. Public Sector Modernization (US \$2 million from EU under the ITF): within the umbrella of a major United Nations initiative to initiate reform of both the civil services and Ministries in key social sectors in Iraq, UNESCO leads this effort within the Education Sector.

12. Development of New Iraqi Curricula: As one of the four new projects supported by Qatar (US \$4.9 million), the project represents a major initiative to rebuild Iraqi school curriculum and textbooks to contribute to both modernization and reconciliation in the country. Its main goal is to provide technical assistance to develop skills in both curriculum development and curriculum assessment, thereby increasing the added value of the new curriculum in terms of impact on student acquisitions and achievement. The project is expected to be completed in September 2014.

### **Rehabilitating Secondary and Technical and Vocational Education**

13. Local Area Development Programme (US \$3.2 million from EU under the ITF). This project was implemented with six other United Nations agencies (ILO, UNOPS, UNIFEM, WHO, UN-HABITAT, UNDP) to improve service delivery and job creation in three target regions of Iraq. UNESCO reinforced Technical and Vocational Education (TVET) in these selected areas through the rehabilitation and equipping of Vocational Training Centres and training for staff. The project which was operationally closed on 31 March 2011 is currently under evaluation.

14. Improving the Relevance and Quality of TVET (US \$5.3 million from Germany under ITF): the outputs include an endorsed TVET Governance Model and, in collaboration with the Iraqi private sector, the delivery of a model apprenticeship programme. The project was operationally closed on 31 March 2011 and the evaluation is under way. A similar project is currently being implemented in the Kurdistan Regional Government (US \$1 million from Germany under the ITF).

15. Teacher Training Programme for Basic and Secondary Education: the project funded by Qatar (US \$4 million) provides for the upgrading and the development of new teaching methodology for 350 Master Teacher Trainers to benefit 40,000 teachers, as well as capacity-building for educational training facilities of the MOE and MOHE.

### **Rehabilitating Higher Education**

16. Teacher Training (US \$2.3 million: EU under the ITF). The project established the basis for a professional teacher-training network in Iraq, partnering eight Iraqi institutions with six international universities and providing capacity-building to approximately three hundred experts to create a national core trainer expertise. Operationally closed on 31 March 2011, its evaluation is currently under way.

17. Rehabilitation of the Iraqi Higher Education System: the project, funded by Qatar (US \$8.5 million), is intended as a major intervention to reinforce the institutional capacity of MoHE and

higher education institutions to enhance their relevance and system quality. In doing so it also aims to reduce the ongoing “brain drain” of Iraqi academics and encourage the return of those outside.

### **Ensuring Access to Education**

18. The successful launch of the Educational TV “Iraqi Edu” Satellite Channel (US \$5.6 million: EU under the ITF) provides quality education to Iraqi students, within and outside of Iraq, including refugees, IDPs, girls and students with special needs by broadcasting 24 hours/day of educational TV programs. Operationally closed on 31 March 2011, the project’s evaluation is currently under way.

19. UNESCO implements the project to promote civic values and life skills for adolescents through education (US \$1,227,205 from EU under the ITF), in collaboration with UNESCWA, UNFPA and UNAMI Human Rights Office. The project aims at strengthening the institutional and human capacity of the Education Sector in Iraq to deliver quality education through the promotion of civic values and life skills among education providers, public sector managers/decision makers/legislators and young people.

20. The Literacy Initiative for Empowerment (LIFE) in Iraq, funded by Qatar (US \$6.4 million), strengthens the human and institutional capacity to deliver quality non-formal education (NFE) and literacy programmes at the central and governorate (provincial) level. UNESCO works in close collaboration with the Government of Iraq at all levels, NGOs and local communities in order to achieve the overall Education for All (EFA) development goal to reduce illiteracy by 50 per cent by 2015. A national advocacy campaign was launched during last week of September 2010. Events targeting more than 27,000 Iraqis throughout the country were organized together with the Ministry of Education and 60 National NGOs.

21. UNESCO continues to maintain a website which contains electronic versions of all Iraqi school textbooks as well as teaching aids for the benefit of internally displaced people and refugees, as well as the general student population.

### **CULTURE**

22. In the area of Culture, in collaboration with the Ministry of Culture and relevant Iraqi institutions and stakeholders, UNESCO plays a leading role in the fight against illicit traffic of cultural property and the protection of Iraqi cultural sites. UNESCO raises awareness on the need to protect the rich cultural heritage of Iraq while striving to create the conditions necessary for the development of cultural industries. Such efforts not only contributed to strengthen the protection of Iraqi cultural heritage, but foster reconciliation within communities.

23. The fifth plenary session of the International Coordination Committee for the Safeguarding of the Cultural Heritage of Iraq (ICC) took place in Erbil on 3 and 4 April 2011. Apart from reviewing actions to be undertaken to prevent any further loss of Iraqi heritage, the ICC recommended (i) the preparation of a Management Master Plan for the Marshlands for the potential of creating a mixed cultural and natural heritage site; (ii) expanding the Erbil Citadel maintenance Master Plan into a comprehensive management plan within the Citadel’s larger urban context; and (iii) developing a master plan for the Babylon Museum.

24. Following the two bombings of the Al-Askari Holy Shrine in Samara in February 2006 and June 2007, UNESCO prepared a pre-restoration programme focusing on urgent preliminary works for the rehabilitation of Al-Askari Holy Shrine – Phase I (US \$5.4 million from EU under the ITF) and the Government of Iraq through a self-benefiting funds-in-trust (US \$3 million). On-site progress by the project’s conclusion has allowed since early 2009 thousands of pilgrims to visit the site each week. When the Prime Minister of Iraq visited Samara in January 2009, he cited this as a direct step towards national reconciliation, an important feature of this highly visible and sensitive project. Operationally closed on 30 June 2011, the evaluation is currently under way.

25. During the first phase of the project for the revitalization of the Erbil Citadel, funded by the Kurdistan Regional Government (US \$1.475 million), UNESCO undertook urgent remedial works, built local capacity in conservation and restoration, and supported the development of a Conservation Master Plan. The second phase of the project, funded by the KRG (US \$12.9 million) will ensure the conservation of the Erbil Citadel site in order to prepare for its complete restoration. It will also establish management and operational procedures and build national capacities to perform similar tasks on other damaged cultural sites.

26. The Management of the Erbil Citadel “Buffer Zone” project is funded by the Kurdistan Regional Government (US \$340,000) is aimed at establishing clear guidelines and regulations in order to manage the urban context of the Citadel of Erbil, including heritage districts and buildings within its surroundings area.

27. In recognition of the need to take action to preserve the Iraqi Marshlands, UNESCO and UNEP are partnering towards the process of nomination for World Heritage of the Marshlands of Mesopotamia, thanks to the contribution of Italy (US \$200,000).

28. The Sulaymaniyah Museum is an ideal flagship candidate for introducing state-of-the-art museology and internationally recognized good-practices in the Kurdish region. The main focus of the project funded by the EU under the ITF (US \$350,000) will be in education and educational outreach, visitor services, exhibitions, pedagogies, public relations, and marketing.

29. UNESCO is also assisting the Government of Iraq to develop a national tourism strategy. Funded by the European Union (US \$1 million under the ITF), the project focuses on building the capacity of the State Tourism Board, as well as on strengthening capacities and processes in order to promote cultural/religious sites.

30. UNESCO signed a Memorandum of Understanding to provide support for the preparations and activities planned during the celebration of the city of Najaf as the 2012 Islamic Cultural Capital. Wadi Al Salam Cemetery in Najaf has been included on the Tentative List of World Heritage.

31. The project for the restoration of the Laboratories of the Iraq National Museum (INM) in Baghdad, funded by Japan (US \$1 million), has reinforced Iraqi capacity to manage the return and emergency conservation of artefacts looted after the fall of the previous regime. Earlier stages of this project focused on delivery of equipment and materials to help rehabilitate the laboratories, the latter entailed comprehensive overseas training for conservation staff; the sixth (final) training in Japan was completed in autumn 2010. The publication of a Technical Terms Glossary is currently being completed.

## **NATURAL SCIENCES**

32. In the area of Science, UNESCO is a member of both UNDAF Working Groups for Water and the Environment, and plays a key role in capacity building for water resource management and environmental issues, as well as in the Water Task Force established in early 2010 by the United Nations Resident Coordinator. While assisting to update the Iraqi science sector in view of its role in the country’s recovery, UNESCO is very active in water management related areas, as this remains a critical issue for Iraq as a riparian country.

33. The project for the rehabilitation and conservation of Karez systems in the Northern Governorates (US \$1.6 million from EU under the ITF) aims at cleaning and rehabilitating selected Karez systems involving local communities as well as updating knowledge and expertise in conservation and maintenance of these ancient hydraulic systems for long-term water management. Operationally closed on 31 March 2011, the project’s evaluation is currently under way.

34. The development of a Master Plan for Science, Technology and Innovation in Iraq (2011-2015), a project funded through the Japanese-Funds-in-Trust and the Government of Iraq (US \$210,000), assists the Government of Iraq to develop a medium-term, needs-and-results-based Master Plan that will serve to guide government, business, and public organizations' efforts toward intensive and comprehensive development of science, technology and innovation.

35. The advanced hydro-geological survey for sustainable groundwater development in Iraq, funded by the EU under the UNDF Iraq Trust Fund (US \$675,000), is part of a broader initiative developed jointly between UNESCO and nine Ministries of the Government of Iraq to enhance the government's knowledge and management of groundwater resources in Iraq. The project will in its first phase establish an inventory of existing data on hydrogeological resources, providing the necessary preliminary baseline for an advanced survey of hydrogeological resources that will be undertaken in a proposed second phase of the project planned for 2012.

36. The first United Nations project funded under the UNDAF "One Fund" MDTF (US \$215,000) was established in early 2011 to assist in the development of a National Framework for Integrated Drought Risk Management. UNESCO is partnering with UNDP to ensure that the Government of Iraq benefits from improved mechanisms to prevent, mitigate and respond to natural and manmade disasters, primarily through the establishment of a comprehensive and inclusive national framework for Drought Risk Management in line with international good practice.

## **COMMUNICATION AND INFORMATION**

37. In the area of Communication, the potential to promote and protect freedom of expression in Iraq has increasingly expanded. UNESCO works with media and the government to help foster mutual understanding of respective mandates and roles in a democratic society. As the only United Nations agency with a mandate to defend freedom of expression, UNESCO works with other concerned partners to support the security of Iraqi media professionals and to raise awareness of their plight.

38. Hundreds attended UNESCO's 2011 World Press Freedom Day celebrations in Baghdad on 3 May 2011 under the theme "21st Century media: New Frontiers, New Barriers". During the event, Iraqi bloggers announced the formation of the first Iraqi Bloggers Union to be called "Iraq First", whose objectives are to promote the values of justice, freedom and political independence and cultural development of all segments of Iraqi society.

39. In order to address the need for information and capacity-building to promote public access to information related to elections and electoral processes in Iraq, UNESCO is partnering with UNDP to support enhanced media coverage and monitoring of electoral processes (US \$3 million from EU under the ITF). The project builds the capacity of three key institutions: the Independent High Electoral Commission (IHEC); the Communications and Media Commission (CMC) and the professional media to enable them to play their respective and complementary roles in providing stakeholders with timely, accurate and impartial information during election cycles.

40. With US \$1.3 million funding from Spain under the ITF, UNESCO is partnering with UNDP, UNOPS and UNAMI to promote the development of an independent, pluralistic and professional media as a fundamental pillar of democracy and peace building. This is being achieved through three areas of intervention: strengthening regulatory and legislative frameworks, support to key institutions (universities, regulatory bodies and professional entities), and the development of a high quality local content.

41. Led by UNESCO in partnership with UNOPS, the overall outcome of the project for protection of media professionals, human rights defenders and members of the academic community in Iraq (US \$1 million: EU under the ITF) is to create an enabling environment for the protection of civilians based on improved human rights standards throughout Iraq and in particular for targeted groups mentioned above.

### **Action expected of the Executive Board**

42. In the light of the above, the Executive Board may wish to adopt a decision along the following lines:

The Executive Board,

1. Recalling 185 EX/Decision 35,
2. Having examined document 187 EX/6, Part II,
3. Acknowledges with appreciation the results achieved in the implementation of educational, cultural, scientific and media activities and the continued mobilization of substantial extrabudgetary resources to this effect;
4. Encourages the Director-General to continue giving full support to the Iraqi Government in its implementation of educational, cultural, scientific and media programmes, in particular through capacity-building activities and by addressing the most urgent humanitarian needs of populations most affected by the crisis, including displaced Iraqis;
5. Invites the Director-General to continue monitoring the implementation of the International Coordination Committee for the Safeguarding of the Cultural Heritage of Iraq (ICC);
6. Expresses its gratitude to all donors for their substantial contribution to UNESCO's action in favour of the Iraqi people, and appeals to them to continue assisting UNESCO in its efforts to foster reconstruction and dialogue in Iraq;
7. Calls upon donors to sustain their funding through the Funds-in-Trust modality established within the UNDAF framework;
8. Further invites the Director-General to present a progress report to it at its 190th session.



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**REPORTS BY THE DIRECTOR-GENERAL ON SPECIFIC MATTERS**

**PART III**

**PROGRESS ACHIEVED IN THE IMPLEMENTATION OF THE STRATEGY FOR  
TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING (TVET)**

**SUMMARY**

Pursuant to 186 EX/Decision 43, this report provides information on the progress achieved in the implementation of the Strategy for Technical and Vocational Education and Training (TVET), as well as an analysis of the cooperation established with other partners; an assessment of the internal and external resources mobilized; and a time frame for the implementation of the Strategy for TVET by 2015.

The financial and administrative implications of the activities fall within the parameters of document 35 C/5.

Action expected of the Executive Board: draft decision in paragraph 22.

## Introduction

1. UNESCO is implementing the Strategy for Technical and Vocational Education and Training ([TVET] 181 EX/Dec. 8 and 182 EX/INF.5), by focusing its actions on the Strategy's three core areas: (i) provision of upstream policy advice and related capacity development; (ii) conceptual clarification of skills development and improvement of monitoring; and (iii) acting as a clearing house and informing the global TVET debate.

2. This report provides a summary of progress achieved within the three core areas as well as an analysis of the cooperation established with other partners, an assessment of the internal and external resources mobilized, and a time frame for the implementation of the Strategy for TVET by 2015.

## Progress achieved in the three core areas

### *Core area 1: Provision of upstream policy advice and related capacity development*

3. UNESCO is actively responding to Member States' requests for upstream policy advice and for strengthening capacities to develop evidence-based policies. In particular, UNESCO is strengthening the capacities of its priority countries in TVET,<sup>1</sup> with considerable support from the Capacity Development for EFA (CapEFA) programme and by applying the analytical framework for policy reviews. In Afghanistan, the programme is developing the TVET system's capacity to address labour market needs. In Madagascar, the Organization is supporting the development of a national strategy for TVET, in addition to the design and implementation of sector-based TVET programmes targeting out-of-school youth. In Malawi, UNESCO supported a national dialogue on TVET which allowed for an agreement on a national approach for TVET curricula and teacher and instructors' training, including the setting-up of a national focal point for coordination of instructor training.

4. In Africa, the Organization has already completed two policy reviews in Benin and Malawi (see also paragraph 14), resulting in a process of policy dialogue involving key national stakeholders. This policy dialogue is expected to inform the national TVET policies and gather support from development partners. UNESCO has also provided policy advice to Djibouti to reform its vocational training system, focusing on links between socio-economic development, the labour market and the TVET system's key elements. UNESCO is engaged in a policy dialogue with five Southern Africa Development Community (SADC) countries (Botswana, Democratic Republic of the Congo, Malawi, Namibia, and Zambia), with a view to designing country-based projects that are aligned with the on-going, specific reform initiatives in the respective countries. A five-year regional strategic framework of action has been developed to be presented to the SADC countries' Ministers of Education in September 2011.

5. In the Arab States, in line with the Strategy for TVET, UNESCO has provided Jordan, Lebanon, Oman, and Saudi Arabia with technical advice on how to improve youth access to TVET programmes at the secondary and post-secondary levels through the introduction and integration of Entrepreneurship Education into education systems.

6. In Asia and the Pacific, UNESCO has supported national dialogue on national qualifications frameworks, in cooperation with various partners such as the International Labour Organization (ILO) and the Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ). In Bangladesh, in partnership with ILO, the Organization is supporting the development of a skills development policy, including through a series of policy development workshops involving key stakeholders. In Lao People's Democratic Republic, a policy review is being conducted and support provided to national stakeholders in developing and piloting a new framework for quality assurance. In Kazakhstan, support for TVET policy development was provided through capacity development in planning, management and coordination. In Pakistan, the development of a sectoral skills

<sup>1</sup> Three countries of the 20 Education sector priority countries for 2010-2011 have TVET as their thematic area.

development plan for the construction sector was endorsed. In Cambodia, a policy review is being conducted and will inform the government's strategic vision for TVET.

7. In Latin America and the Caribbean, UNESCO has initiated a dialogue with the Organisation of Eastern Caribbean States (OECS) as a first step to start collaborative TVET policy reviews at the national and sub-regional levels. A joint ILO/UNESCO regional workshop will be held (26-30 September 2011) on the promotion of effective skills policies and systems to develop Member States' capacities and to set up a road map for the implementation of policy reviews in selected Member States.

*Core area 2: Conceptual clarification of skills development and improved monitoring*

8. The Strategy for TVET provides a framework for monitoring the implementation of two normative instruments on TVET: the Convention (1989) and the Revised Recommendation on Technical and Vocational Education (2001). A study has been prepared to examine the relevance and impact of the instruments and analyse the obstacles encountered by Member States in the process of ratifying the Convention. The main findings of the study are presented in document 187 EX/20 Part IV. The decision of the 187th session of the Executive Board will guide the future directions of the normative instruments on TVET.

9. At the global level, UNESCO, in cooperation with other international organizations, is developing a conceptual framework to define a set of indicators linking TVET to employment. A draft working paper has been prepared by UNESCO and the European Training Foundation (ETF), in collaboration with GIZ and the ILO. Complementary to this work and in line with the request of the G20 Seoul Summit (November 2010), a conceptual framework for the development of internationally-comparable skills indicators and a joint approach to enhancing national strategies for skills development have been prepared by the Inter-agency Working Group on TVET (IAG-TVET, see also paragraph 14). Both frameworks will be used to develop a broad definition of key skills that are essential to enhance employability and productivity in developing countries.

10. In sub-Saharan Africa, UNESCO has conducted a study on the status of the Statistical Information Systems (SIS) on TVET and proposes strategies to improve the availability and quality of data. In Asia and the Pacific, UNESCO is conducting a regional thematic study on the school-to-work transition<sup>2</sup> in cooperation with UNESCO-UNEVOC. In Latin America and the Caribbean, UNESCO and UNESCO-UNEVOC International Centre for Technical and Vocational Education and Training are developing a regional analytical document on the technical and political frameworks of the TVET sector, which will contain an inventory of the existing information systems and recommendations for their improvement. This study is consistent with the work done in sub-Saharan Africa and is part of a global coverage of TVET information systems.

*Core area 3: Acting as a clearing house and informing the global TVET debate*

11. The preparatory work for the Third International Congress on TVET (Shanghai, 14-16 May 2012) has started in coordination with the host country and other international organizations. An intensive consultative process is envisaged that should ensure participation of Member States in the design and organization of the event. A world TVET report is being prepared which should review global trends and regional developments that have been shaping TVET, developments within TVET, as well as TVET's roles in skills development in the future. Moreover, the *2012 Education for All Global Monitoring Report (GMR)* focuses on the expansion of opportunities for marginalized populations through skills development. The UNESCO's Institute for Statistics (UIS) is supporting the data analysis for both reports.

12. The UNESCO-UNEVOC International Centre is working to upgrade its online services and to develop a TVET database that will provide key information on TVET systems in Member States. It

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<sup>2</sup> Country studies of Bangladesh, Cambodia, India, Indonesia, Kazakhstan, the Lao People's Democratic Republic, Mongolia, Philippines and Viet Nam.



also facilitates discussions and debates on various emerging issues and challenges in TVET, including green skills and sustainability, school-to-work transitions, the role of ICTs in TVET, HIV and AIDS and TVET, TVET teacher educators and trainers, and TVET in post-conflict and emerging countries.

13. In the Arab States aims, UNESCO is facilitating dissemination of relevant documents and material in Arabic (e.g. dissemination of the Arabic translation of the UNESCO/ILO document *Towards an Entrepreneurial Culture for the 21st Century*;<sup>3</sup> translation and publication of the *UNESCO-UNEVOC Bulletin*;<sup>4</sup> and dissemination of two TVET-related publications<sup>5</sup> of the International Institute for Educational Planning [IIEP]).

### Cooperation with partners

14. The Inter-agency Group on TVET (IAG-TVET), established in 2009, aims to better coordinate activities of international organizations. At the global level, the IAG-TVET comprises the International Labour Organization (ILO), the Organization for Economic Co-operation and Development (OECD), the World Bank and UNESCO. The Asian Development Bank, the European Commission (EC) and the European Training Foundation (ETF) have been the most active regionally-based members. The African Development Bank (AfDB) and the Islamic Development Bank also recently joined the Inter-agency Group. The IAG-TVET has been an effective mechanism for better cooperation among international organizations in facilitating consultations on UNESCO's Strategy for TVET and is providing key inputs to the G20 Training Strategy and Human Resource Development (HRD) action plan. Within the framework of the IAG-TVET, joint TVET country reviews and round-table discussions for a broad spectrum of stakeholders have been organized (UNESCO, AfDB and ILO in Malawi, 2010; UNESCO and ILO in Bangladesh, 2011; UNESCO and ILO in Benin, 2011).

15. UNESCO has been active in setting up an Inter-agency Task Team (IATT) in Africa. Its key initiatives cover interventions on the revitalization of TVET in the Economic Community of West African States (ECOWAS) region, resulting in regular exchanges and debates between United Nations agencies and the ECOWAS secretariat and agreement on a common agenda for the implementation of a road map for the support of ECOWAS regarding TVET. A feasibility study for the development of a regional qualifications' framework was conducted and presented to partners and the ECOWAS Secretariat during the IATT consultative meeting (Abuja, 5 - 6 April 2011).

### Mobilization of resources

16. Consistent with the prioritization of TVET in the current 34 C/4 Medium-Term Strategy, which is proposed to be further strengthened in the Draft Programme and Budget (36 C/5), UNESCO has translated its commitment to TVET by raising the Regular programme budget allocation for TVET to reach \$3,277,000 in the present biennium. In addition, the TVET sub-sector has received 17% of CapEFA's total budget allocation during 2009-2011.

17. Extrabudgetary funding has also increased. In addition to the long-term support provided by the Government of Germany to the UNESCO-UNEVOC International Centre, UNESCO has received funds from the Republic of Korea to support TVET system development in five selected SADC countries (Botswana, Democratic Republic of the Congo, Malawi, Namibia and Zambia) through a new project – “Better Education for Africa's Rise (BEAR)” – aiming to contribute to the promotion of TVET systems that are relevant to the needs of the labour market and of individuals. These come in addition to commitments from China for the organization of the Third International

<sup>3</sup> <http://unesdoc.unesco.org/images/0014/001470/147057a.pdf>.

<sup>4</sup> [http://www.unevoc.unesco.org/fileadmin/user\\_upload/pubs/bulletin/Bulletin15ar.pdf](http://www.unevoc.unesco.org/fileadmin/user_upload/pubs/bulletin/Bulletin15ar.pdf).  
[http://www.unevoc.unesco.org/fileadmin/user\\_upload/pubs/bulletin/Bulletin16ar.pdf](http://www.unevoc.unesco.org/fileadmin/user_upload/pubs/bulletin/Bulletin16ar.pdf).  
[http://www.unevoc.unesco.org/fileadmin/user\\_upload/pubs/bulletin/Bulletin17ar.pdf](http://www.unevoc.unesco.org/fileadmin/user_upload/pubs/bulletin/Bulletin17ar.pdf).

<sup>5</sup> *Planning for Technical and Vocational Skills Development* (2010) and *Recent Trends in Technical Education in Latin America* (2010).

Congress on TVET and the flagship initiative for developing entrepreneurship skills in the Arab States (Egypt, Jordan, Lebanon, Morocco and Tunisia) supported by the StratREAL Foundation.

18. There are potentially other ways to further mobilize additional resources both internally and externally. Internal resources may be mobilized by drawing on the networking assets developed by the UNESCO-UNEVOC Centre and within the UNEVOC Network, by UIS and IIEP, and through the UNESCO Chairs, in addition to improving team work across UNESCO's TVET community. Externally, further resources may be tapped into through the IAG-TVET, working towards greater inter-agency coherence in providing support to Member States.

### **Time frame for the implementation of the Strategy by 2015**

19. The Strategy sets the key orientation for UNESCO's work on TVET over the 2010-2015 period. By drawing on the analytical tools and expertise developed during the current biennium, the Organization will continue to implement the Strategy for TVET in 2012-2013; support 15 Member States to initiate the development of policies based on the principles of inclusion, gender equality and sustainability; and support an additional 15 countries in setting up or enhancing existing frameworks for the monitoring and evaluation of TVET systems.

20. One of the challenges that UNESCO faces is the need to further enhance its internal capacity to implement the Strategy, both in terms of human and financial resources in order to respond adequately to Member States expectations and ensure the delivery of high-quality expertise in skills development and policy analysis. Such expertise may be mobilized by calling on those Member States with proven successful long standing experience in TVET.

21. A mid-term review of the implementation of the Strategy for TVET is planned for 2012- 2013, which will particularly draw on various sources such as the outcomes of the forthcoming Third International Congress on TVET, the findings of the world TVET report, and the 2012 *EFA Global Monitoring Report*. The outcomes of the review will inform future decisions and action to meet the growing demand and needs of Member States in relation to TVET and skills development for work and life.

### **Action expected of the Executive Board**

22. In light of the above, the Executive Board may wish to adopt a decision along the following lines:

The Executive Board,

1. Having examined document 187 EX/6 Part III,
2. Encourages the Director-General to strengthen the Organization's efforts to advance the implementation of the TVET Strategy;
3. Requests the Director-General to present to it the conclusions of the mid-term review of the implementation of the Strategy for TVET to it at its 191st session (spring 2013).



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Educational, Scientific and  
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**Executive Board**  
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**187 EX/6**  
**Part IV**

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**REPORTS BY THE DIRECTOR-GENERAL ON SPECIFIC MATTERS**

**PART IV**

**UNESCO'S CONTRIBUTION TO THE MAURITIUS STRATEGY FOR THE FURTHER  
IMPLEMENTATION OF THE PROGRAMME OF ACTION FOR THE SUSTAINABLE  
DEVELOPMENT OF SMALL ISLAND DEVELOPPING STATES (SIDS)**

**SUMMARY**

With this document, the Director-General informs the Executive Board of the status of implementation by UNESCO of the Mauritius Strategy for the Further Implementation of the Programme of Action for the Sustainable Development of SIDS, which underwent its five-year United Nations-wide review on 24-25 September 2010.

The Intersectoral Platform on UNESCO's contribution to the Mauritius Strategy for the Further Implementation of the Programme of Action for the Sustainable Development of SIDS, under the authority of ADG/SC and involving all five programme sectors in Headquarters and in the field, provides the framework for UNESCO's consolidated contribution.

In response to 185 EX/Decision 41, this document provides an update on UNESCO's contribution, and highlights results obtained by the SIDS Platform over the 2010-2011 biennium.

The financial and administrative implications of the activities in this report fall within the parameters of the current C/5 document.

Action expected of the Executive Board: proposed decision in paragraph 22.

1. UNESCO's work in support of the Mauritius Strategy is led and coordinated by the Intersectoral Platform on UNESCO's contribution to the Mauritius Strategy for the Further Implementation of the Programme of Action for the Sustainable Development of SIDS (the SIDS Platform).
2. Providing the framework for UNESCO's consolidated contribution to the implementation of the Mauritius Strategy, the SIDS Platform pursues an integrated approach to sustainable island living and development, emphasizing interregional linkages and cooperation. The SIDS Platform is led by the Natural Sciences Sector in collaboration with the Education, Social and Human Sciences, Culture and Communication and Information Sectors, in both Headquarters and field offices. Reflecting the priority status assigned to SIDS, it is recognized as a *coordinating platform*, which facilitates its interaction with other platforms focusing on specific themes, such as for example climate change and education for sustainable development (ESD).
3. The current focus of the SIDS Platform is aligned with the outcomes of the High-Level five-year review of the Mauritius Strategy that took place in September 2010, as well as with 185 EX/Decision 41 of the Executive Board's 185th session. The Platform's work is furthermore guided by 32 C/Resolution 48, 33 C/Resolution 8 and 35 C/Resolution 33(II), all of which addressed UNESCO's programme of action for the sustainable development of SIDS. The SIDS Platform **addresses the unique and particular vulnerabilities of SIDS, while focusing on areas in which UNESCO has a comparative advantage within the United Nations system.**
4. The Platform's collaborative efforts relate to both implementation of current activities as well as **planning and coordination of future activities and working arrangements.** During the current biennium, the SIDS Platform has undertaken a series of consultations with contributing units across the organization in order to **establish expected results for the 36 C/5** that take into consideration the current priorities of SIDS Member States, the mandate and relative strengths of UNESCO, as well as the need to work increasingly in a fully intersectoral mode.
5. **The proactive role of the Platform in fostering and planning for fully intersectoral activities** is expected to become ever more important given the proposed working modality of the Intersectoral Platforms during the 36 C/5, under which the SIDS Platform will operate with a budgetary allocation specifically assigned for intersectoral activities. Discussions are currently underway among Platform contributors towards development of interdisciplinary and interregional proposals in anticipation of this new modality.
6. To ensure that **UNESCO's targeted SIDS programmes and activities fully reflect the current concerns of its 44 SIDS Member States and Associate Member States**, the SIDS Platform engages in regular exchanges with the SIDS Committee of Representatives to UNESCO. Currently chaired by the Bahamas, the Committee serves as a vehicle for information exchange among SIDS member state delegations to UNESCO. **Representatives of the UNESCO Secretariat are regularly invited to meetings of the Committee**, in order to provide briefings on UNESCO activities, planning and developments, and to engage in informal information exchange on issues of particular concern to SIDS. In response to a request from the Committee, the SIDS Platform recently prepared a **detailed directory of ongoing and planned SIDS events and activities for the 2010-11 biennium.**
7. In addition to the Small Islands and Indigenous Knowledge Section of the Natural Sciences Sector, which both contributes to and coordinates UNESCO's house-wide action on SIDS, steps have recently been taken in other programmes to offer a more targeted delivery to SIDS Member States. Such programmes include a dedicated SIDS World Heritage programme, a dedicated SIDS portal on the Intangible Cultural Heritage programme website, as well as a Communication and Information SIDS webpage.
8. In the following, a brief outline is provided **covering selected activities undertaken since the 185th session of the Executive Board** in pursuit of the four 35 C/5 Expected Results

established for the SIDS Platform. Not all activities can be mentioned, as the range and breadth of UNESCO contributions to SIDS extend well beyond the limits of this report.

9. During the first half of 2011, UNESCO undertook a series of actions to address the particular vulnerability of SIDS to climate change, with special emphasis on the Caribbean sub-region. In March 2011, UNESCO's **Social and Human Sciences Sector**, in collaboration with the Government of Saint Kitts and Nevis and with the support of the Friedrich Ebert Foundation, convened a high-level meeting in Basseterre, Saint Kitts and Nevis on the topic of **Climate Change Adaptation in the Caribbean: Science, Ethics and Policies**. The meeting examined how climate science and ethics can be brought to bear on policy development at both the local and international level. The meeting produced a communiqué recommending targeted UNESCO action in three areas: support for the consolidation and enhancing of climate observation and early warning systems, research cooperation with particular emphasis on the social and human sciences, and climate change education for sustainable development. In response to these recommendations, and in line with the Expected Results of the SIDS Platform, follow-up included several high-profile undertakings.

10. The **Intergovernmental Oceanographic Commission** continued to support a range of SIDS priority issues, directly reflecting the recommendations of the Saint Kitts meeting. IOC activities included support for climate change adaptation and natural disaster preparedness in SIDS – with particular reference to tsunami early warning systems in the Pacific, the Indian Ocean and the Caribbean – as well as the harmonization of capacity development activities and fund-raising for these activities in SIDS.

11. A **regional workshop on Climate Change Education for Sustainable Development (CCESD) in the Caribbean** was held in June 2011 in the British Virgin Islands. The meeting gathered policy makers, academics, teachers, educators, curriculum planners, development experts, non-governmental organizations, foundations, scientists and climate change experts from 15 Caribbean countries. Through panel presentations, thematic and regional working groups, the meeting developed a declaration on CCESD in the Caribbean as well as two subregional action plans for CCESD.

12. These outcome documents will inform a planned **interregional UNESCO SIDS experts' meeting on climate change education** to be held in Nassau, Bahamas, in September 2011. The meeting will bring together education and climate change specialists from all SIDS regions for the development of a common road map for the development of climate change education programmes in SIDS. Made possible through financial support from the governments of Denmark and Japan, the organization of this event reflects the priority status of SIDS in UNESCO's climate change initiative.

13. The **global SIDS-focused climate change education and coastal monitoring programme, Sandwatch**, is currently active in more than 50 countries including over 25 SIDS. A **new Sandwatch manual** featuring content relating to climate change adaptation as well as networking and dissemination was published in English in September 2010, in French in July 2011, with Spanish and Portuguese editions to be published in late 2011. Using this new resource, an interregional capacity-building event was held in the Seychelles in October 2010, with particular emphasis on the development of Sandwatch capacities among the Indian Ocean SIDS. Financial support for Sandwatch is provided by the government of Denmark.

14. **Climate Frontlines is an interagency platform** focusing on climate change observations and adaptation strategies among small islands, indigenous and other vulnerable communities. Climate Frontlines is implemented by UNESCO in partnership with Secretariat of the Convention on Biological Diversity (CBD), Secretariat of the Permanent Forum on Indigenous Issues (PFII) and the Office of the High Commission on Human Rights (OHCHR) and with financial support from the Government of Denmark. Climate Frontlines seeks to **strengthen the voices of small islanders, indigenous peoples, and local communities** in global climate change debates. Community

observations and adaptation strategies contribute to international climate change processes through their inclusion in global forums such as the UNFCCC COP15 and 16, and the integration of indigenous knowledge into the upcoming IPCC 5th Assessment Report. Climate Frontlines currently provides support for small-scale research projects in eight SIDS.

15. **In the context of UNESCO's cultural conventions**, several new SIDS sites were added to the **World Heritage** list during 2010 and 2011, including the Phoenix Islands marine protected area in Kiribati, the Bikini Atoll nuclear test site in the Marshall Islands, and Historic Bridgetown and its Garrison in Barbados. Five SIDS (Fiji, Tonga, Trinidad and Tobago, Vanuatu and Jamaica) ratified the Convention for the Safeguarding of the Intangible Cultural Heritage, while in the Pacific, national consultation meetings were organized in Palau, Cook Islands, Solomon Islands, Kiribati, Nauru and Marshall Islands.

16. The **Pacific World Heritage Action Plan** (2010-2015) is currently being carried out by Pacific islands and territories. UNESCO has been coordinating a hub of regional agencies, NGOs, experts and communities with the aims of enhancing knowledge management, capacity building, and partnership building in the Pacific heritage management. In the Caribbean, the **Caribbean Capacity Building Project** is now fully operational and benefits 16 Member States and 20 World Heritage sites, builds and strengthens capacities in heritage management, fosters cooperation in the region, and contributes to understanding the synergies between heritage conservation and new developments.

17. SIDS possess a wealth of **underwater cultural heritage** encompassing all traces of human existence that lie or were lying underwater and have a cultural, archaeological or historical character. Underwater sites in the Pacific alone span human history from the Stone Age to the Atomic Age. The potential for **sustainable tourism** in partnership with diving industry has been attracting a growing attention. The first regional workshop on the Pacific underwater cultural heritage took place in December 2009 in Honiara, Solomon Islands. Papers presented by experts at the workshop were compiled, edited and published as "Underwater Cultural Heritage in Oceania" in 2010. A Feasibility Study on a Pacific Underwater Cultural Heritage Capacity Building Programme has been prepared in 2011. A follow up regional consultation is planned for 2012-2013 in cooperation with Pacific member states.

18. **Youth**, which makes up the majority of many SIDS populations, **is assigned priority in UNESCO's engagement with SIDS**. In the Caribbean, the First Forum of Ministers Responsible for Social and Sustainable Development updated their design of **policy frameworks for social development of youth** in Caribbean SIDS, while the **YouthPath** programme disseminated best practices on youth poverty alleviation at the World Youth Conference held in Mexico in August 2010.

19. **Youth Visioning for Island Living** is a capacity building initiative that aims to **empower young people in small islands** to make a difference. Through Youth Visioning, enthusiastic and dedicated young people have developed, implemented and evaluated small-scale projects on issues of priority concern to SIDS youth as identified during the Youth Summit held as part of the 2005 Mauritius SIDS meeting. Particular emphasis has been placed on the issue of HIV and AIDS and human rights, as well as on social, cultural and environmental (including climate change) issues. At present, nine youth-led Youth Visioning field projects are under implementation in SIDS, in the areas of HIV and AIDS awareness and climate change.

20. Complementing targeted on-the-ground actions, two key SIDS publications have been released:

- (i) **Islands as Crossroads** (UNESCO Publications, March 2011). The result of in-depth reflection on the role of **cultural diversity and sustainable development in SIDS**, the book comprises the outcomes of a UNESCO symposium held in the Seychelles in 2007 as a direct follow up of the 2005 Mauritius International Meeting;

- (ii) ***Women's Knowledge: Traditional Medicine and Nature (Mauritius, Réunion and Rodrigues)*** (UNESCO Publications, April 2011) brings together the concerns of SIDS with **UNESCO's priority areas of gender equality and Africa**. The book highlights the interrelationship between cultural and biological diversity. It was launched at a workshop in Mauritius on **Bioprocessing, Policy and Practice: Conservation and use of Medicinal Plants of the Small Island Developing States of the Indian Ocean and Madagascar** in April 2011.

21. Complementing these publications, several SIDS-focused online resources have been developed and advanced. **UNESCO's dedicated SIDS website** was redesigned and relaunched in English and French. In the **Solomon Islands**, work was advanced on the development of online, wiki-based educational resources in the Marovo language on **indigenous knowledge** of the natural environment in Marovo Lagoon; while in the Cook Islands work was advanced on the development of a Learner's Resource Pack designed to facilitate the use of UNESCO's interactive CD on Pacific island indigenous voyaging and navigation, **The Canoe Is the People**, in Pacific Island classrooms.

#### **Action expected of the Executive Board**

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

The Executive Board,

1. Recalling 185 EX/Decision 41,
2. Having examined document 187 EX/6 Part IV,
3. Takes note of the Director-General's efforts to ensure that UNESCO's contribution to the Mauritius Strategy for the further implementation of the Barbados Programme of Action for the Sustainable Development of Small Island Developing States, coordinated by the dedicated Intersectoral Platform, continues to be implemented across all Major Programme areas at Headquarters and in the field.



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**REPORTS BY THE DIRECTOR-GENERAL ON SPECIFIC MATTERS**

**PART VI**

**COOPERATION BETWEEN UNESCO AND THE  
GLOBAL GEOPARKS NETWORK**

**SUMMARY**

This item has been proposed in response to the decision of the Executive Board at its last session in relation to UNESCO activities and Geoparks (186 EX/Decision 41). It gives an in-depth analysis on activities and progress for 11 years of cooperation between UNESCO and Geoparks and seven years of cooperation with the Global Geoparks Network, as well as financial and administrative implications. The report includes proposals for improving cooperation and exchange with Member States; assist Member States in establishing Geoparks in their countries and to promote the creation of UNESCO Geoparks and regional Geopark networks within the frame of a UNESCO Global Geoparks Network.

The financial and administrative implications of the activities in this report fall within the parameters of the current C/5 document.

Action expected by the Executive Board: proposed decision in paragraph 11.

1. The Board at its 186th session by 186 EX/Decision 41 requested the Director-General to submit to it at its 187th session a status report including an in-depth analysis of the activities carried out and proposals for improving cooperation between UNESCO and the Global Geoparks Network, and for improving exchange of information with Member States. It further requested the Director-General to include in her report proposals for improving assistance to Member States in



establishing Geoparks in their countries and promoting the creation of regional Geoparks networks, as well as the financial and administrative implications. The decision was taken based on a request by Uruguay and several other Member States.

2. Since 2000, the development of Geoparks as areas of international geological heritage where that heritage is used to promote sustainable economic development has proceeded rapidly. In 2004, Geoparks in Europe and China were linked together in the Global Geoparks Network and this network is continuing to enlarge. With 78 members in 26 countries, and 16 new applications in 2011, the Global Geoparks network (GGN) is a rapidly growing, high-profile initiative through which Member States promote their national geological heritage for sustainable local development. The following countries, including three transnational Geoparks, are part of the GGN (number of Geoparks indicated in brackets): Australia (1), Austria (1), Brazil (1), China (24), Canada (1), Croatia (1), Czech Republic (1), Finland (1), France (2), Greece (4), Germany (5), Germany/Poland (1), Hungary/Slovakia (1), Ireland (1), Ireland/Northern Ireland (1), Islamic Republic of Iran (1), Italy (7), Japan (4), Malaysia (1), Norway (2), Portugal (2), Republic of Korea (1), Romania (1), Spain (5), United Kingdom (7), and Viet Nam (1).

3. “Celebrating Earth heritage, sustaining local communities” is the motto of Geoparks and the involvement of local people is the key to their success, empowering people while respecting the traditional way of life, their human rights and dignity. Geoparks explore the links between the life of communities and the Earth which has shaped our lives. The Director-General confirms her commitment towards strengthening the Natural Sciences in UNESCO and recalls that UNESCO is the only United Nations organization dealing with earth sciences. The earth sciences bring strong input to the climate change discussion which is also a topic in Geoparks. Geoparks already raise awareness with local people regarding geohazards, in particular earthquakes, volcanoes and tsunamis, taking a lead role in disaster emergency response plans, another top priority in the earth sciences.

4. The Earth’s geodiversity provides building materials, defines farming practices, strongly influences biodiversity and is the basis for much of our mythology and folk traditions. Therefore the four core areas of UNESCO education, science, culture and communication are the core areas of Geoparks.

- (i) Educational programmes in Geoparks on all levels make people aware of their geological heritage and its links to other aspects of natural, cultural and intangible heritages.
- (ii) Geoparks encourage work with academic institutions but also with the general public, and advance scientific knowledge on all levels.
- (iii) Supporting local communities through sustainable development while highlighting and respecting local culture and traditions in Geoparks is an innovative concept based on geological heritage which may take the form of sustainable tourism, walking trails, training of local people, local accommodation, souvenirs, following best practice in environmental sustainability and including the empowerment of women through focused programmes and cooperatives.
- (iv) Effective communication is the key to the success of Geoparks to date. Geological heritage is shared with local communities through the use of non-specialised language and through the involvement of local people in much of the work of Geoparks through training as local guides, etc.

5. For the past 11 years Geoparks have successfully developed in Europe and Asia. Four main International Conferences on Geoparks were co-organized by UNESCO (Beijing, China 2004; Belfast, Northern Ireland 2006; Osnabrück, Germany 2008; Langkawi, Malaysia 2010). A number of Member States have already started to integrate Geoparks into their sustainable development

practices and national legislation. The Director-General however wishes to point out that there is a need today to increase support for Geoparks not only in Asia and Europe but also in Africa, the Arab countries and the Latin America and the Caribbean region and better assist to identify and develop Geoparks in these countries for which joining the Geoparks network could be highly beneficial. In respect of this, specific capacity-building workshops and information seminars were organised in Brazil (November 2010) and will be held in Morocco (November 2011).

6. On previous occasions, the attention of the Board has been drawn to the fact that the three existing UNESCO programmes dealing with nature preservation and geology cannot easily cover Geoparks as they all have clearly different mandates.

- (i) UNESCO World Heritage designated sites are based on a UNESCO Convention and must be of “outstanding universal value”. Geoparks do not require that their geological heritage demonstrates outstanding universal value.
- (ii) UNESCO’s Man and the Biosphere Programme (MAB) is an intergovernmental programme and Biosphere Reserves focus on biological diversity conservation integrated with sustainable use of fauna and flora, but do not deal with geological diversity. The MAB International Coordinating Council and its Bureau recommended not to include a Geoparks into the World Network of Biosphere Reserves (161 EX/Decisions, 161 EX/SR.12).
- (iii) IGCP, the International Geoscience Programme is an international programme which offered its general support and expertise but could not integrate Geoparks as its mandate is geoscience research, whereas Geoparks include many other aspects like tourism, sustainable development, culture and traditions. Following the decision of the IGCP Scientific Board in 2000, IGCP must therefore clearly be seen to be separate from any envisaged Geoparks activity.

7. Taking note of the growing success and increasing profile of the Global Geoparks Network, The International Union for Conservation of Nature (IUCN) noted in its report on *Geological World Heritage: A Global Framework* (2005) that Geoparks should be strengthened further as they are an important initiative and coordination mechanism that is developing new models for combining conservation and sustainable development. The reported note that “Geoparks offers scope for the recognition of internationally significant sites” and that “The Geoparks initiative offers a significant alternative to World Heritage inscription.” Geoparks are an alternative to World Heritage inscriptions, while they are areas of internationally significant geological heritage, they do not need to demonstrate outstanding universal value and specifically link internationally important geological heritage and active management to teaching and sustainable economic development. Like this Geoparks add a new dimension to the 1972 Convention concerning the protection of the world cultural and natural heritage as they highlight the interaction between socio-economic and cultural development and conservation of the natural environment. Support for the UNESCO Geoparks initiative comes also from the International Union of Geological Sciences (IUGS), one of the world’s largest non-governmental organizations in the field of geology who provide a statement on the international importance of the geological heritage of each new Geopark application as part of the evaluation procedure.

8. The role of UNESCO as the clearing house in the framework of the growing global Geoparks activities has been increasing over the 11 year lifespan of Geopark development and is today at a crucial turning point. UNESCO has the opportunity to be in the driver’s seat of this increasingly high-profile initiative. The great success of 78 members of the GGN was mainly possible thanks to the enthusiasm of its members and supporting institutions and countries. Up to this point, UNESCO’s role has been restricted to ad hoc support to national Geopark initiatives though a part-time coordination secretariat function and a very small financial effort through regular programme funds which stimulates essentially though in-kind support global “networking”, co-organizes the International Geoparks Conferences, oversees the application, evaluation and revalidation

procedures, and maintains a website. The mandate of this ad hoc support is based on the Executive Board Decision in 2001 (161 EX/Decision 3.3.1) which “invites the Director-General not to pursue the development of a UNESCO Geoparks programme, but instead to support ad hoc efforts with Member States as appropriate”.

9. In light of the previous paragraph, and given the increasing interest in Geoparks by Member States, the Director-General recalls that a formalized support by UNESCO would be timely now to assure a truly global impact and facilitate fundraising. The UNESCO Secretariat could strengthen its support and benefit from additional extrabudgetary funding to guarantee that the initiative would remain low cost for UNESCO but at the same time be able to assist emerging Geopark countries for the implementation of Geoparks.

10. The Director-General therefore proposes that UNESCO strengthen its commitment to Geoparks and assisting to Member States to develop UNESCO Geoparks as part of a UNESCO Global Geoparks Network. The formalization of UNESCO’s activities on Geoparks would only require a light administrative structure such as already existing, need not add additional financial burden, and do not require new costly intergovernmental programme and councils.

### **Action expected by the Executive Board**

11. The Executive Board may wish to adopt the following draft decision:

The Executive Board:

1. Having examined the document 187 EX/6 Part VI,
2. Recommends that the General Conference adopt the following draft resolution at its 36th session:

"The General Conference,

*Welcoming* the positive impact of Geoparks on education, sustainable development and cultural identity of a region, and the considerable progress of the Global Geoparks Network,

*Highlighting* the important contribution of geology and Geoparks to climate change and geological hazards mitigation,

*Recalling* the need to assist Member States in establishing Geoparks in their countries, especially in developing countries and ensuring strong capacity building in Latin America and the Caribbean and Africa,

*Bearing in mind* that Geoparks activities have been performed successfully for 11 years and have developed into a global network with 78 members in 26 countries with the full support of the International Union or Conservation of Nature (IUCN) and International Union of Geological Sciences (IUGS),

*Further recalling* the Geoparks initiative contributes to enhancing UNESCO’s visibility while at the same time having low operating and secretariat costs and the potential to bring extrabudgetary funds to the Organization,

1. *Requests* the Director-General:
  - (a) to continue to improve cooperation between UNESCO and the Global Geoparks Network (GGN) and strengthen global development of Geoparks while maintaining the high quality standards they have already developed,

- (b) to ensure a reference to Geoparks in document 36 C/5,
- (c) to explore the possibility to take steps towards the formalization of the current Geoparks initiative and examine the possibility to transform the initiative into an international UNESCO Geoparks Programme/Initiative,
- (d) to form an ad hoc working group for this purpose comprising representatives of Member States, the UNESCO Secretariat, the International Geoscience Programme (IGCP), GGN experts and NGOs such as IUCN and IUGS, with the following draft terms of reference:

The ad hoc working group on Geoparks shall:

- (i) examine the feasibility of establishing a possible UNESCO Geoparks Programme/Initiative building on the existing success and experience of the GGN and Geoparks,
  - (ii) discuss and formalize the baselines of such a programme/initiative, its working methods, questions of competency, representativeness, involvement of relevant official partners as well as qualified persons,
  - (iii) explore fundraising opportunities and modalities which would allow to strengthen international networking and assist emerging Geopark projects in developing countries, with a special focus on LAC and Africa,
  - (iv) assess options for arrangements for a formal partnership with the GGN,
- (e) to report back to it at its 190th session.



United Nations  
Educational, Scientific and  
Cultural Organization

# Executive Board

Hundred and eighty-seventh session

# 187 EX/6 Part VII

PARIS, 26 August 2011  
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Item 6 of the provisional agenda

## REPORTS BY THE DIRECTOR-GENERAL ON SPECIFIC MATTERS

### PART VII

#### EVALUATIONS COMPLETED DURING THE 2010-2011 BIENNIUM

##### SUMMARY

In accordance with 186 EX/Decision 6 (VI), the Internal Oversight Service hereby submits a short report on evaluations recently completed. A number of important evaluations are in the pipeline, including the *Review of the Cooperation of UNESCO's Secretariat with the National Commissions for UNESCO*. Completed and ongoing evaluations will be discussed during an Information Meeting for Permanent Delegates and Observers scheduled for 8 September.

All evaluation reports are published on UNESDOC and are thus available online.

The evaluation of the Abdus Salam International Centre for Theoretical Physics (ICTP) concluded that:

- ICTP is a well-performing and effective institution, combining high-quality research with relevant scientific capacity-building in developing countries.
- Challenges moving forward relate to keeping a close watch on programme expansion, improving monitoring and reporting systems, and enhancing collaboration with UNESCO.

There are no additional policy implications of a financial or administrative nature.

Action expected of the Executive Board: decision contained in paragraph 8.

## INTRODUCTION

1. At its 186th session, the Executive Board requested that the Director-General continue to report periodically on evaluations completed. Pursuant to 186 EX/Decision 6 (VI), the Internal Oversight Service (IOS) herewith presents the evaluation of the International Centre for Theoretical Physics (ICTP). The Executive Board should also note that, in accordance with 186 EX/Decision 24, IOS has scheduled an information session on 8 September for permanent delegates and observers on completed and ongoing evaluations.
2. At the time of writing, important evaluations in the pipeline, included:
  - (a) *Review of the Cooperation of UNESCO's Secretariat with the National Commissions for UNESCO*, the purpose of which is to (i) generate findings and conclusions regarding the relationship of the Secretariat and the National Commissions, including best practices and key challenges; and (ii) provide recommendations that will help optimize the Secretariat's interaction with National Commissions (and vice versa) and strengthen the capacities and improve the contribution of National Commissions to the mission and work of UNESCO. This review is expected to be completed in early autumn with findings presented to the 36th General Conference. Refer to the annex for further details.
  - (b) *Evaluation of Priority Gender Equality*, the purpose of which is to (i) assess the implementation of the Gender Equality Priority to date and generate lessons learned and recommendations to inform the preparation of the future policy framework for gender equality; and (ii) identify areas where UNESCO should be a lead agency within the United Nations system in the promotion of gender equality.
  - (c) *Evaluation of Priority Africa*, whose main objective is to analyse the progress made in the implementation of programmes linked to Priority Africa.
  - (d) *Evaluation of UNESCO Prizes*, the purpose of which is to (i) develop recommendations and guidance for improving the appraisal of new prizes, monitoring of existing prizes and decision-making regarding the continuation of existing prizes; and (ii) assess the strengths and weaknesses of existing prizes on the basis of four broad dimensions: visibility, prestige, integrity and alignment.

## EVALUATION OF THE INTERNATIONAL CENTRE FOR THEORETICAL PHYSICS (ICTP)

### Background

3. ICTP is a UNESCO category I centre, located in Trieste, which aims to foster the progress of all branches of theoretical physics and several branches of applied and experimental physics. It undertakes research and capacity-building activities in the fields of high energy, cosmology and astroparticle physics, condensed matter and statistical physics, mathematics, earth system physics and other areas of applied physics.
4. The Centre is governed by a number of statutes, including the 1996 Tripartite Agreement between the Italian Government, the International Atomic Energy Agency (IAEA) and UNESCO. The Italian Government provides the largest share of the Centre's funding.
5. The Executive Board (171 EX/18) requires periodic external evaluations of UNESCO category I institutes/centres. ICTP was last reviewed in 1999-2000 by eight scientists who undertook an elaborated peer review. The current external evaluation of ICTP was endorsed by the new Director of the Centre and will also be presented to the ICTP Steering Committee.

## **Objective**

6. The evaluation sought to develop a retrospective view of ICTP's achievements as well as provide additional analysis on facilitating and constraining factors, complemented by a prospective view on the sustainability of ICTP's funding, activities and outcomes.

## **Methodology**

7. The evaluation was conducted by a team from the Technopolis Group and IOS from April to July. The methodology included two field visits to the Centre, interviews with ICTP and UNESCO staff, a self-assessment form completed by Heads of ICTP programmes, an extensive desk study of documents and databases, surveys of ICTP's main institutional partners, former associates, diploma alumni and beneficiaries of certain ICTP activities.

## **Overall conclusion**

ICTP is a well-performing and effective institution, combining high-quality research with relevant scientific capacity-building in developing countries. The Centre occupies a unique position in the global landscape of scientific institutions. It is both a research and capacity-building institution seeking to undertake world-class research and to bridge the gap between the developed and developing worlds. Fulfilment of these two functions requires difficult trade-offs, but ICTP has been particularly successful in striking a balance between the two. In addition, it acts as an international hub for international collaboration on physics and mathematics. Challenges moving forward relate to keeping a close watch on programme expansion, improving monitoring and reporting systems, and enhancing collaboration with UNESCO.

## **Findings and recommendations**

### **Finding 1**

Programme diversification presents an ongoing challenge for ICTP. The Centre has slowly expanded from a base in theoretical physics, to mathematics and then onto areas of applied physics in response to opportunities. While theoretical physics continues to be ICTP's trademark, the institution has successfully broadened its horizon not only by entering more applied areas such as earth system physics, experimental techniques and telecommunications, but also by expanding within theoretical physics itself. Given this evolution, concerns over ICTP's programme diversification have been raised and require continual watch.

### **Recommendation 1**

ICTP should continue the in-house debate across ICTP departments on the Centre's programme. It should ensure that programme expansion does not undermine its strong base in theoretical physics and emerging areas of strength in applied physics. Expansion needs to be kept in check by appropriate reflection on defining strategic priorities, allocating resources, maintaining and expanding institutional networks, managing reputational risks, developing critical mass and assuring quality of programmes and activities.

### **Finding 2(a)**

ICTP research outputs are of a high standard. Research indicators such as publications, citations and external funding, show that ICTP's research is up to international standards. The bibliometric analysis also shows that ICTP papers are generally published in journals regarded as being of high status internationally. Moreover, citation rates within these journals are near or above international averages and in several cases excellent. Both the quantity and quality of research are highest in the two core disciplines of theoretical physics and the more recent area of earth system physics.

**Finding 2(b)**

ICTP faces some institutional limitations in accessing external funding. As an international research institution, ICTP is precluded from bidding for Italian research funds. External funding is therefore restricted to non-Italian sources such as the European Union. Opportunities for funding from the private sector are limited in the basic research areas of the Centre, but are greater in the applied areas. In some cases, UNESCO visa is required given ICTP's status as a UNESCO category I centre. However, delays in obtaining UNESCO visa have resulted in ICTP missing funding application deadlines.

**Recommendation 2**

UNESCO and ICTP should discuss options for delegating wider authority to the Centre for the raising of external funding.

**Finding 3(a)**

ICTP programmes are in general well-run and effective and respond to clear needs. Furthermore, the Centre has specifically sought to build up a suite of complementary programmes. The Diploma Programme has been one of ICTP's most successful. Overall, the programme has been effective in attracting motivated students, offering high-quality education and intensive tutoring. It also opens doors to PhD programmes, which would have remained inaccessible to many students without the Diploma Programme. The Programme, however, arguably contributes to the "brain-drain" problem in developing countries as a significant number of students do not return to their country of origin. To counter this potential negative effect, ICTP's STEP Programme directly encourages home-country capacity-building by offering PhD students enrolled in programmes in developing countries additional support through co-supervision by ICTP staff. The Diploma and STEP programmes thus complement each other and seek to address common problems.

**Finding 3(b)**

The Associateship Scheme has been a key mechanism through which ICTP nurtures and promotes the development of scientific communities in developing countries. It allows researchers from developing countries to stay in touch with cutting-edge research and access information that is not available in their home countries. In recent years, external funding for the programme has decreased, resulting in fewer candidates and lower financial stipends. Partly as a result of the latter, ICTP has not always been able to attract high-quality candidates. Moreover, when visiting ICTP or other institutions, associates do not always use their time effectively.

**Recommendation 3**

ICTP should improve the effectiveness of the Associateship Scheme by applying the following measures: implement a more rigorous and strict selection of candidates; increase the financial support for a reduced number of successful candidates; and develop a results framework setting out expected results.

**Finding 4**

The new SISSA/ICTP programme in Physics and Mathematics will fill an important gap in ICTP's capacity-building function. Not only will it open new avenues for students from developing countries to pursue careers in physics or mathematics, but it will also strengthen ICTP's research capacity through the creation of a new pool of doctoral and post-doctoral students. However, the extent to which ICTP will benefit from this new programme is unclear.



#### **Recommendation 4**

It is recommended that ICTP explore further avenues of institutional collaboration in Trieste and beyond, and possibly internal institutional reform, which would open up the path towards developing and hosting an independent PhD programme.

#### **Finding 5**

A key result from ICTP's range of educational and research activities has been the "life-long connection" between the Centre and some of its alumni. Many alumni have been in contact with the Centre throughout their careers, benefiting from various programmes tailored to different scientific capacity levels; for example, by participating in the Diploma Programme, subsequently maintaining contact by attending workshops or conferences, and eventually by becoming an ICTP Associate. Despite many successes, the effectiveness of this model is reduced by the lack of an effective system to track subsequent career development.

#### **Recommendation 5**

ICTP should improve data collection efforts and tools for information exchange with alumni in order to strengthen the ties between ICTP and its target groups.

#### **Finding 6**

ICTP's systems for collecting and reporting data on research, training and outreach activities, and outputs are fragmented and incomplete.

#### **Recommendation 6**

ICTP should invest in a streamlined institution-wide system for data collection and analysis with the objective of strengthening results-based reporting and decision-making.

#### **Finding 7**

UNESCO is under-utilizing the potential of ICTP and vice versa. There is some ongoing collaboration between the Natural Sciences Sector and ICTP on several programmes such as SESAME and teacher training in optics, but there is significant scope for further partnering. ICTP's designation of a focal point for collaboration with UNESCO has been a positive step for future collaboration. On the UNESCO side, there is a high willingness to expand collaboration with ICTP.

#### **Recommendation 7**

As part of the current reform process, the Natural Sciences Sector should develop a clear and transparent proposal for future collaboration with ICTP. The designation of a UNESCO focal point for ICTP could be part of such a proposal. Apart from coordinating programmatic activities, the focal point should also coordinate pressing administrative concerns. Both ICTP and UNESCO should explore how the UNESCO field office network and the growing, but fragmented, ICTP affiliated centres and networks could be more effectively used.

### **ACTION TO BE TAKEN BY THE DIRECTOR-GENERAL**

Concerned stakeholders will prepare a management response and action plan to address the evaluation recommendations. Stakeholders will be required to submit to IOS biannual reports on the implementation of the recommendations.

**PROPOSED DRAFT DECISION**

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

The Executive Board

1. Recalling 186 EX/Decision 6 (VI),
2. Having examined document 187 EX/6 Part VII,
3. Welcomes the evaluation completed and invites the Director-General to implement those recommendations that do not require a decision by the Executive Board and/or General Conference,
4. Takes note of the ongoing *Review of the Cooperation of UNESCO's Secretariat with the National Commissions for UNESCO* and invites the Director-General to report to the General Conference at its 36th session.

## ANNEX

The *Review of the Cooperation of UNESCO's Secretariat with the National Commissions for UNESCO* is being carried out by IOS staff and TERA Economics. Draft Terms of Reference were circulated to all National Commissions and Permanent Delegations for comment in January 2011 and an information meeting was held for Permanent Delegations in February. Comments were received from more than 70 National Commissions and a number of Permanent Delegations and the Terms of Reference were then finalized in March. An international Request for Proposals was issued in April and the consultants joined the IOS team to begin work on the review in early May.

The methodology of the review has included the following:

- Desk study of all relevant documents
- Interviews at UNESCO Headquarters with members of the Secretariat, representatives of more than 20 National Commissions from all regions present during the Executive Board, representatives of Permanent Delegations
- Attendance of events organized at UNESCO Headquarters by the Secretariat for National Commissions
- Online survey to all National Commissions (response rate of almost 50%)
- Online survey to all Directors of UNESCO field offices (response rate of almost 60%)
- Online survey to all Permanent Delegations
- Field visits to 11 National Commissions covering all regions – interviews with National Commission staff, UNESCO field office staff (in those countries with a UNESCO presence), partners and other stakeholders of National Commissions
- Phone interviews with National Commissions and other stakeholders
- Attendance of regional workshops of National Commissions in Quito, Ecuador and Georgetown, Guyana – interviews with representatives of National Commissions from LAC region

Data collection and analysis will continue until the end of July. The report will be drafted in August and September with presentation to the General Conference at its 36th session.



United Nations  
Educational, Scientific and  
Cultural Organization

# Executive Board

Hundred and eighty-seventh session

# 187 EX/6 Part VIII

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## REPORTS BY THE DIRECTOR-GENERAL ON SPECIFIC MATTERS

### PART VIII

#### IMPLEMENTATION OF THE PARTICIPATION PROGRAMME AND EMERGENCY ASSISTANCE

##### SUMMARY

Pursuant to 35 C/Resolution 67/II, paragraphs 2(c) and 3, the Director-General submits to the Executive Board a report on the results achieved containing lists of requests approved under the Participation Programme and emergency assistance, including those submitted by international non-governmental organizations (NGOs) maintaining official relations with UNESCO, together with the amounts approved to finance them. The lists are provided online at the following address: <http://www.unesco.org/eri/docs/187EX-6PartVIII.pdf>

This document sets out and analyses the results expected from the implementation of the Programme.

There are no new policy implications of a financial or administrative nature.

Action expected of the Executive Board: decision contained in paragraph 18.

1. This document reports on the results achieved with regard to requests approved by the Director-General as at 6 July 2011, in respect of Member States, Associate Members, other territories and international NGOs for the 2010-2011 biennium and the results expected from the implementation of the Programme. Of the requests received during the biennium, only those related to the priorities set by the Organization have been approved by the Director-General, following evaluation and recommendation by the Intersectoral Committee on the Participation Programme.

2. Under the Participation Programme, 1,489 requests amounting to a total of US \$38,048,908 have been received for the current biennium from Member States, Associate Members and NGOs. To date, **834** requests amounting to **\$18,481,107** have been approved by the Director-General (including emergency assistance); 47 requests have not been recommended. This amount is broken down as follows:

- **Member States** and Associate Members: **\$16,296,799** for 751 requests approved;
- **International NGOs**: **\$881,347** for **53** requests approved;
- **Emergency assistance**: between January 2010 and June 2011, **30** requests for emergency assistance amounting to **\$1,329,961** were approved by the Director-General.

3. Following the earthquake in **Haiti** in January 2010, a number of Member States expressed their solidarity with the people of **Haiti** by devoting one of their requests under the Participation Programme to **Haiti**. Accordingly, in 2010, the Director-General approved 19 requests amounting to a total of **\$533,000**. These requests were approved using a fast-track procedure, given the severity and urgency of the situation, and their implementation was entrusted to the UNESCO Office in Port-au-Prince.

4. By mid-June 2011, after **seven meetings of the Intersectoral Committee on the Participation Programme** and based on its recommendations, the Director-General had approved a total amount of **\$18,481,107**, i.e. **97% of the overall appropriation** for this Programme provided for in document 35 C/5.

5. The high approval rate of 97% is the outcome of a concerted effort made in late January 2011 in the context of the **restructuring of the Sector for External Relations and Public Information** to optimize and speed up the processing of requests without compromising accountability mechanisms. The decision was made to separate the Participation Programme from the Fellowships Programme by establishing a stand-alone Participation Programme Section as in the past and by appointing to it a new Head.

6. Special emphasis was placed on **improving communication with the Permanent Delegations and National Commissions** throughout the preparation of the meetings of the Intersectoral Committee on the Participation Programme and the evaluation of projects and following approval. A special effort was made to address the priorities of each Member State, duly taking into account the time frame required to implement the projects.

7. Improving the **evaluation of projects** under the Participation Programme also gave rise to concerted coordination with all the focal points of the programme sectors and central services responsible for evaluating requests. In this regard, a list of guidelines was established and distributed to evaluators in order to make the process more consistent and compliant with the rules governing the Participation Programme and with the Organization's priorities.

8. It should be noted, however, that this process is dependent on several independent parameters relating to the **quality of the requests submitted**, such as incomplete forms, failure to submit pro forma invoices for the purchase of equipment, projects inconsistent with the Organization's fields of competence and budgets in excess of the limits of the criteria set out in the resolution on the Participation Programme. This is compounded by **frequent staff changes in the National Commissions** which seriously affect project monitoring and the quality of the reports received. In addition, the sectors or evaluation units sought further information from the Member States in respect of more than 40% of requests, which further delayed their processing.

9. Despite numerous reminders, several Member States have still not submitted **financial and activity reports** or reimbursements following an audit carried out by the by UNESCO's Internal

Oversight Service (IOS) and therefore may not receive Participation Programme funds. Requests from some of these States have been approved during this biennium. The funds allocated for projects of Member States that have not met their reporting obligations may not be released and will be redistributed to other Member States at the last meeting of the Intersectoral Committee on the Participation Programme, to be held next September.

10. Concerning the **compliance of financial reports** with 35 C/Resolution 67 on the Participation Programme, it has been noted that several Member States submitted financial reports in which the allocation of resources was not fully consistent with that approved initially. Several Member States have expressed the wish that the Secretariat adopt a more flexible approach with regard to minor differences in resource allocation within projects already implemented. They attribute this difference to the fact that sometimes more than 12 months have elapsed between the submission of a project and its implementation and that the cost of equipment and/or the planned expenditure has changed; such flexibility could thus avoid the prevention of or delay in the allocation of funds to some countries for the current biennium.

11. The funds set aside for **emergency assistance** for this biennium (\$1,330,000) were exhausted by March 2011. Nevertheless, the proposals submitted by the Secretariat to the Executive Board at its spring session, aimed at reducing the maximum level of emergency assistance from \$50,000 to \$40,000 and limiting the number of requests for emergency assistance to one per country, were not accepted.

12. In some cases, the Secretariat has faced difficulties in transferring funds to the National Commissions as a result of incorrect or incomplete bank details. The funds are then returned to UNESCO, incurring additional costs for the Organization. Thus, there were payment delays of more than four months for some Member States which had failed to provide an official document from their bank (bank account identification documents) facilitating the rapid transfer of funds.

13. Further to an appeal by the Director-General, the following Member States of the Development Assistance Committee (DAC) of the Organisation for Economic Co-operation and Development (OECD) have refrained from submitting requests under the Participation Programme, as have some countries with a gross domestic product per annum per capita of more than \$10,000 according to World Bank criteria: Australia, Belgium, Canada, Finland, France, Germany, Ireland, Italy, Japan, Luxembourg, Netherlands, New Zealand, Norway, Republic of Korea, Spain, United Kingdom and United States of America. These countries were joined by India, Kuwait, Russian Federation, Turkey and United Arab Emirates.

14. The tables below show the breakdown of requests approved by programme sector, by region and by priority group mainstreamed in all UNESCO programmes, namely Africa, women, youth and the least developed countries (LDCs). They therefore contain data on emergency assistance.

**(a) Breakdown of requests approved for Member States, Associate Members and other territories, by programme sector**

<b>Sector</b>	<b>Number of requests</b>	<b>Amount approved \$</b>
ED	277	6,202,600
SC	106	2,368,895
SHS	59	1,251,824
CLT	149	3,330,970
CI	89	1,910,110
ODG/GE	3	65,000
DPI	1	20,000
<b>Subtotal</b>	<b>684</b>	<b>15,149,399</b>

**(b) Requests assigned to building the operational capacities of National Commissions for UNESCO**

Sector	Number of requests	Amount approved \$
ERI/NCS/NAC	56	855,400

**(c) Requests relating to the training of educational planners**

Sector	Number of requests	Amount approved \$
ED (IIEP [UNESCOTERM])	11	265,000
<b>Total (a) + (b) + (c)</b>	<b>751</b>	<b>16,269,799</b>

**(d) Breakdown of requests approved, by region, with rate of expenditure**

Region	Number of requests	Funds allocated \$	Expenditure \$	Rate of expenditure % as at 06/07/2011
Africa	249	5,475,855	4,221,512	77.09
Asia and the Pacific	185	3,751,404	3,043,504	81.13
Latin America and the Caribbean	163	3,613,095	2,755,713	76.27
Europe 2	80	1,785,200	1,715,200	96.08
Arab States	52	1,141,945	849,972	74.43
Europe 1	22	502,300	452,300	90.05
International NGOs	53	881,347	829,227	94.09
Emergency assistance	30	1,329,961	1,319,676	99.23
Subtotal	834	18,481,107	15,187,104	<b>86.04</b>
Unallocated balance		518,893	0	0
Operating costs of the Participation Programme		50,000	33,500	67
<b>Total</b>		<b>19,050,000</b>	<b>15,220,604</b>	<b>79.89</b>

**(e) Breakdown by priority group mainstreamed in all UNESCO programmes**

Group/Region	Number of requests	Amount approved \$
Africa	254	5,607,855
Women	58	1,212,270
Youth	148	3,308,295
Least developed countries	275	5,961,985
Small Island Developing States (SIDS)	148	3,155,275

15. In the following tables, requests from **international NGOs** are broken down by region of project implementation, by UNESCO field of competence and by the four above-mentioned priority groups:

**(a) Breakdown of requests from international non-governmental organizations, by region of project implementation**

Region	Number of requests	Amount approved \$
Africa	19	317,200
Latin America	8	142,300
Asia and the Pacific	8	141,300
Arab States	1	16,100
Europe 1	12	190,427
Europe 2	5	47,000
<b>Total</b>	<b>53</b>	<b>881,347</b>

**(b) Breakdown of requests approved for international non-governmental organizations maintaining official relations with UNESCO, by programme sector**

Sector	Number of requests	Amount approved \$
ED	16	281,747
SC	7	122,400
SHS	7	112,400
CLT	11	168,400
CI	11	180,400
ODG/GE	1	16,000
<b>Total</b>	<b>53</b>	<b>881,347</b>

**(c) Breakdown of requests approved for international non-governmental organizations, by priority group mainstreamed in all UNESCO programmes**

Group/Region	Number of requests	Amount approved \$
Africa	23	382,300
Women	8	135,000
Youth	14	223,420
Least developed countries	15	232,620



**16. Requests approved for Member States, Associated Members and other territories under emergency assistance**

<b>Region/Member States</b>	<b>Number of requests</b>	<b>Amount approved \$</b>
<b>Africa</b>		
Benin	1	50,000
Burkina Faso	1	50,000
Congo	1	50,000
Equatorial Guinea	1	15,000
Malawi	1	47,910
Niger	1	50,000
Central African Republic	2	87,801
Senegal	1	50,000
Chad	1	48,600
<b>Subtotal</b>	<b>10</b>	<b>449,311</b>
<b>Latin America and the Caribbean</b>		
Belize	1	50,000
Bolivia	1	13,400
Chile	1	50,000
Colombia	1	50,000
Costa Rica	1	50,000
Guatemala	1	50,000
Haiti	1	50,000
Honduras	1	19,000
Saint Lucia	1	50,000
<b>Subtotal</b>	<b>9</b>	<b>382,400</b>
<b>Asia and the Pacific</b>		
Fiji	1	50,000
Kyrgyzstan	1	50,000
Pakistan	1	50,000
Lao People's Democratic Republic	1	25,000
Sri Lanka	1	35,000
<b>Subtotal</b>	<b>5</b>	<b>210,000</b>
<b>Arab States/other Territories</b>		
Syrian Arab Republic	1	50,000
Palestinian Autonomous Territories	2	96,250
<b>Subtotal</b>	<b>3</b>	<b>146,250</b>
<b>Europe 2</b>		
The former Yugoslav Republic of Macedonia	1	50,000
Serbia	1	49,475
Bosnia and Herzegovina	1	42,525
<b>Subtotal</b>	<b>3</b>	<b>142,000</b>
<b>Total</b>	<b>30</b>	<b>1,329,961</b>

17. Nevertheless, in conclusion, we may have reached a point, where a more thorough reconsideration and review of the Participation Programme and its mechanisms would be appropriate, which would also be part of the overall reform process of the Organization. This could include a review of the focus and alignment with strategic programme objectives, selection criteria, evaluation processes, modalities, approval and payment processes. It might further also lead to a

discussion about the group of beneficiaries of the Participation Programme, for example with the objective to concentrate much more support on African countries, LDCs, SIDS or the E-9 countries.

**Action expected of the Executive Board**

18. In view of the above, the Executive Board may wish to adopt a decision along the following lines:

The Executive Board,

1. Having examined document 187 EX/6 Part VIII,
2. Takes note of the detailed analysis of the implementation of the Participation Programme and emergency assistance and welcomes the results achieved;
3. Recognizes, however, that ongoing and sustained efforts are still required to further strengthen the Programme by optimizing it with a view to enhancing its effectiveness and relevance in addressing the priority needs of Member States, in particular Africa, the least developed countries and other priority country groups, in accordance with the principles set out in the resolution on the Participation Programme.



United Nations  
Educational, Scientific and  
Cultural Organization

**Executive Board**  
Hundred and eighty-seventh session

**187 EX/6**  
**Part IX**

PARIS, 12 August 2011  
Original: English

Item 6 of the provisional agenda

**REPORTS BY THE DIRECTOR-GENERAL ON SPECIFIC MATTERS**

**PART IX**

**GEOGRAPHICAL DISTRIBUTION AND GENDER BALANCE  
OF THE STAFF OF THE SECRETARIAT**

**SUMMARY**

In accordance with 182 EX/Decision 41, the Director-General submits a report on the situation of the geographical distribution and gender balance of the staff of the Secretariat. This report outlines the trends in the geographical distribution, and provides statistical information on the geographical distribution of staff by country as at 1st June 2011. It also contains a progress report on the results obtained and the progress achieved in the implementation of the Action Plan for the Improvement of the Geographical Distribution in the Secretariat (2010-2015).

The report also includes trends and statistical data on gender representation in the Secretariat as at 1st June 2011 and a progress report on the results obtained and the progress achieved in the implementation of UNESCO's Action Plan for Gender Parity (2008-2015), in particular on the achievement of the 50 % target at senior management levels by 2015, pursuant to the General Conference Resolution (34 C/Resolution 82).

The financial and administrative implications of the activities presented fall within the parameters of the 36 C/5 document.

Action expected of the Executive Board: decision in paragraph 5

1. This document is submitted in pursuance of 182 EX/Decision 41, inviting the Director-General to submit to the Executive Board, at its 187th session, a full report on the situation of the geographical distribution of staff in the Secretariat and a progress report on the achievement of gender balance at senior level.
2. In order to rationalize the distribution of documents to the Governing Bodies, the report of the Director-General on geographical distribution and gender balance of staff to the 36th session of the General Conference (document 36 C/41 and 36 C/INF.8) is included in the present document.
3. Document 36 C/41 contains a progress report on results obtained and progress achieved in the implementation of the Action Plan for the Improvement of the Geographical Distribution in the Secretariat (2010-2015), which was presented at the 184th session of the Executive Board. The document presents trends in the geographical distribution, and provides statistical information on the geographical distribution of staff by country as at 1st June 2011. Additional statistical information, on the geographical distribution at the levels of Directors and above, by regional group, on the geographical distribution of staff using a post-weighting approach is also included in this document.
4. Document 36 C/41 also reports on results obtained and progress achieved in the implementation of UNESCO's Action Plan for Gender Parity (2008-2015), which was submitted to the Executive Board at its 179th session (179 EX/5 Part I) pursuant to 34 C/Resolution 82. The report presents trends and statistical data on gender representation in the Secretariat, as at 1 June 2011, in particular at senior management levels.

Action expected of the Executive Board:

5. The Executive Board may wish, in the light of the considerations set out in this document, to adopt a decision along the following lines:

The Executive Board,

1. Recalling 35 C/Resolution 93 and 182 EX/Decision 41,
2. Also recalling 186 EX/Decision 6 Part IX,
3. Having examined document 187 EX/6 Part IX,
4. Takes note of the information provided by the Director-General regarding the situation of the geographical distribution and the gender balance of the staff as at 1 June 2011 in document 36 C/41;
5. Invites the Director General to provide to it at its 190th session an information note on the situation of the geographical distribution of staff of the Secretariat including a progress report on the implementation of the Action Plan for the improvement of the Geographical Distribution in the Secretariat (2010-2015); and a progress report on the UNESCO Action Plan for Gender Parity, and to submit to it a full report thereon at its 192nd session.



ANNEX

**General Conference**  
36th Session, Paris 2011

**36 C**

United Nations  
Educational, Scientific and  
Cultural Organization

Organisation  
des Nations Unies  
pour l'éducation,  
la science et la culture

Organización  
de las Naciones Unidas  
para la Educación,  
la Ciencia y la Cultura

Организация  
Объединенных Наций по  
вопросам образования,  
науки и культуры

منظمة الأمم المتحدة  
للتربية والعلم والثقافة

联合国教育、  
科学及文化组织

36 C/41  
10 August 2011  
Original: English

Item 11.4 of the provisional agenda

**REPORT BY THE DIRECTOR-GENERAL ON THE SITUATION  
CONCERNING THE GEOGRAPHICAL DISTRIBUTION AND  
GENDER BALANCE OF THE STAFF OF THE SECRETARIAT**

**OUTLINE**

**Source:** 35 C/Resolution 93.

**Background:** In accordance with this resolution the Director-General reports to the General Conference on the situation of the geographical distribution and gender balance of the staff of the Secretariat as at 1 June 2011.

**Purpose:** To inform the General Conference on trends in the geographical distribution and the gender balance of the staff of the Secretariat as of 1 June 2011. Detailed information is presented in document 36 C/INF. 8

**Decision required:** Paragraph 49.

## INTRODUCTION

1. This document is submitted in pursuance of 35 C/Resolution 93 inviting the Director-General to report to its 36th session on the situation of the geographical distribution and gender balance of staff.
2. The report is divided in two parts:
  - **Part I: The situation of the geographical distribution of staff**, which presents trends and statistical data on the geographical distribution of staff by country as at 1 June 2011. Additional data on the representation at Director level and on the geographical distribution using a post weighing approach is included in the document for illustrative purposes only. The report also provides information on results obtained and progress achieved in the implementation of the Action Plan for the Improvement of the Geographical Distribution in the Secretariat (2010-2015). In order to streamline the document, a number of tables which were previously included in the main document are now included in 36 C/INF.8.
  - **Part II: The situation of the gender balance of staff**, which presents trends and statistical data on the gender representation in the Secretariat, as at 1 June 2011, in particular at senior management levels. It reports on results obtained and progress achieved in the implementation of UNESCO's Action Plan for Gender Parity (2008-2015), which aims at achieving a 50% target at senior management levels by 2015.
3. Annexes with detailed statistical information are presented in document 36 C/INF. 8.

<b>PART I: GEOGRAPHICAL DISTRIBUTION OF THE STAFF</b>
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### A. Methodology for the calculation of geographical quotas

4. Geographical distribution applies to international professional staff occupying geographical posts, i.e. established posts financed from UNESCO's Regular Programme. The methodology for the calculation of the geographical quotas, adopted by the General Conference in 2003<sup>1</sup> is included as Annex I to this Document.

### B. Progress report on the Action Plan for the Improvement of Geographical Distribution within the Secretariat (2010-2015)

5. At its last session, the General Conference requested the Director-General "to pursue specific and proactive measures aimed at improving geographical representation at all levels, in particular for non- and under-represented Member States, and to present to the Executive Board at its 184th session a plan of work that includes a timeframe and the results expected from the application of such measures". Pursuant to this Resolution, the Secretariat presented a five-year Action Plan (2010-2015) at the 184th session of the Board (April 2010) which sets out measures aiming at reducing the number of non-represented and under-represented countries, increasing the number of normally represented countries, and at improving the geographical balance at Director level. The Action Plan, including details on results and progress achieved as at 1 June 2011, is included as Annex II to this Document.

6. Over the past year since the adoption of the plan, the following measures directed at non- and under-represented countries have been taken:

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<sup>1</sup> In 32 C/Resolution 71, Report by the Director-General on the situation concerning the geographical distribution of staff.

## **The Young Professional Programme**

7. The recruitment of 10 Young Professionals from non- and under-represented Member States for the biennium 2010-2011 was launched in November 2010, with a deadline of February 2011. A total of 407 applications were received from 60 countries (26 non-represented and 34 under-represented). The process will be completed in August 2011. Once completed, and as requested by the Executive Board at its 184th session, an information note on the geographical representation of the 10 Young Professionals for the 2010-2011 biennium will be prepared and submitted as an Addendum to this document.

### **Measures to increase the number of candidates from non- and under-represented Member States**

8. To attract more qualified candidates from non- and under-represented countries, the following measures are being taken or are being planned:

- (a) An assessment of the situation of non- and under-represented countries will be undertaken with a view to establishing specific outreach measures such as publication of vacancy announcements in local/regional professional media and specialized websites, recruitment workshops, job fairs in universities, etc. Meetings with permanent delegations will be set up for this purpose. Meetings have already taken place with representatives from GRULAC and ASPAC Member States to develop specific measures targeting the candidates from these two regional groups which count the highest number of under- and non-represented countries (18 and 24 respectively). Consultations will be extended to the other groups.
- (b) Information forums with National Commissions of under and non-represented countries will take place in 2012-2013 and 2014-2015;
- (c) For the second time, UNESCO participated to the International Organizations Day organized by Columbia University, New York in February 2011 with the participation of other leading Universities.<sup>2</sup> UNESCO also took part in the International Job Fair organized by the Ministry of Foreign Affairs of Switzerland in Lausanne in March 2011. These events consisted of a day presentation for each organization and informal career-fair exchange opportunities. Such events allow interested candidates to explore the employment opportunities with UNESCO, to gain information on the Organization's mandate and activities and on the recruitment process.
- (d) All Director posts are now advertised externally, and a new advertisement format has been introduced with the purpose of attracting more prospective qualified candidates.

9. HRM continues to participate in the interview/evaluation panels for Director posts, and ensures that an in-depth review is undertaken with the purpose of including at least one candidate from a non- or under-represented country in the shortlist.

10. A monitoring report with key indicators, including on geographical representation, is provided to every ADG/Director of Bureau on a bi-monthly basis since April 2011. Attention is drawn to the countries who are under and non-represented as well as to those who are at risk of becoming non- or under-represented in the short-term, due to retirements. The induction of senior managers also includes awareness to the geographical diversity issue.

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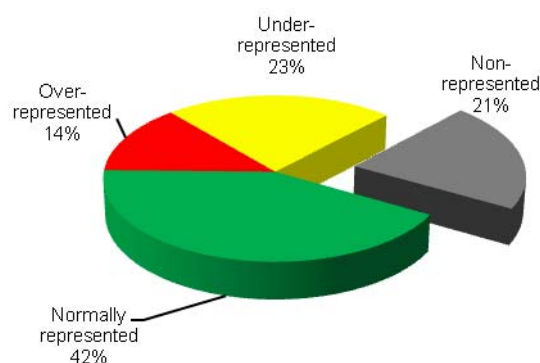
<sup>2</sup> Harvard University, University of Pennsylvania, Princeton University, Rutgers, The State University of New Jersey, New York University, Massachusetts Institute of Technology, Cornell University and Yale.

### C. Current Situation and Overall Trends (detailed information by country in Annex III)

11. As at 1 June 2011, UNESCO counts 193 Member States, of which 152 (79%) are represented within the Secretariat. As shown in Table 1, 81 (42%) Member States are normally represented, 26 (14%) are over-represented, 45 (23%) are under-represented, and 41 (21%) are non-represented. (Annex I of 36 C/INF.8 provides a complete list of Member States by representation status). The number of non-represented countries is expected to decrease with the hiring of Young Professionals in 2011.

**Table 1: Situation of the geographical distribution in UNESCO as at 1 June 2011**

Status of representation	Number of Member States	% of the total
Normally represented	81	42%
Over-represented	26	14%
Under-represented	45	23%
<b>Total number of Member States represented</b>	<b>152</b>	<b>79%</b>
Non-represented	41	21%
<b>Total number of Member States</b>	<b>193</b>	<b>100%</b>

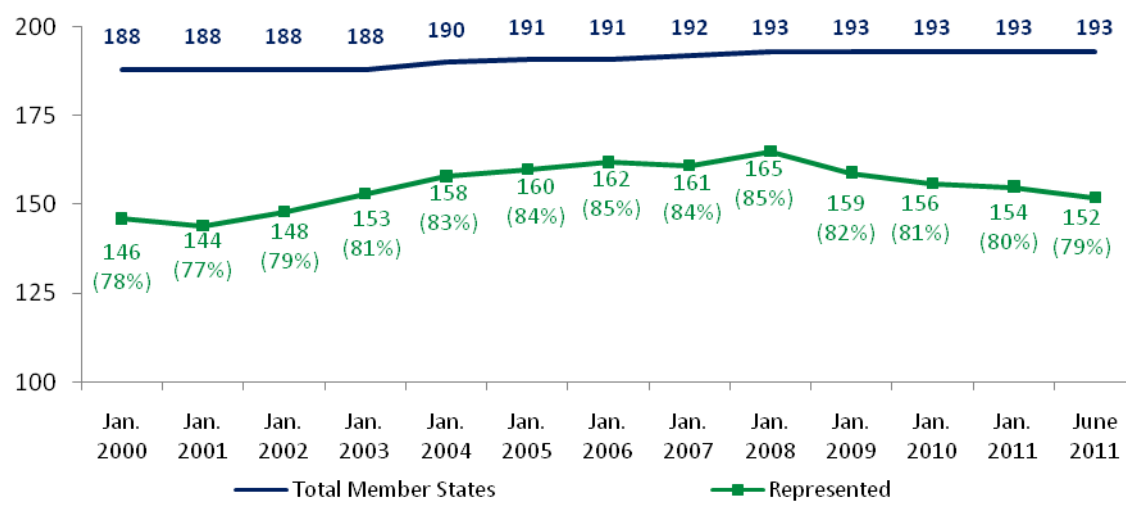


12. UNESCO's level of representation (79%) is comparable to that of WHO (80%) and FAO (77%). ILO's is 64%. The United Nations Secretariat has the highest level of representation (94%).

#### Evolution of the representation of Member States from 2000 to June 2011

13. As shown in Table 2, the global representation level of Member States has steadily increased from 2000 to 2008 with an addition of 19 countries represented in the Secretariat (from 146 to 165). Since 2008, the level of representation is decreasing, with a reduction in the number of represented Member States from 165 in 2008 to 152 in June 2011 (by 13 units).

**Table 2: Evolution of the global representation (1 Jan. 2000 to June 2011)**



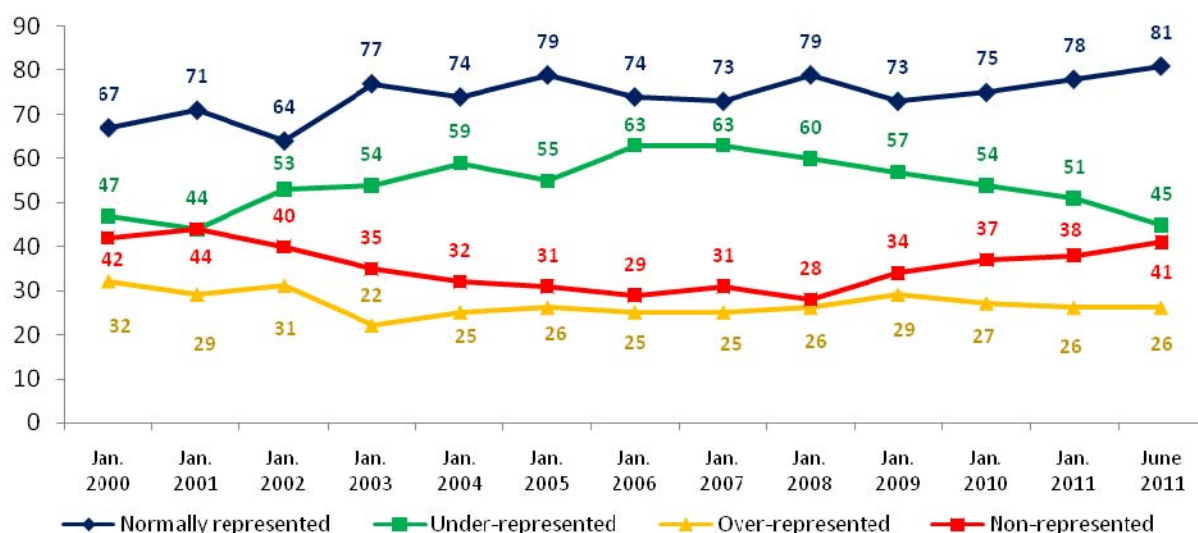
14. This trend may be explained by two factors: the high number of retirements of nationals from under-represented countries; and the insufficient level of recruitment from non-represented countries since 2008. In 2004/5 and 2006/7, the expansion of the Young Professional Programme from 10 to 20 per biennium had contributed to the reduction of the number of non-represented



countries. Since 2008, given budgetary constraints and the lack of sufficient available slots at P-1/2 level, the intake of Young Professionals has reverted to 10 per biennium.

15. Whilst the global representation is showing a downward trend, the situation within the categories is improving since 2000, with a significant increase in the number of normally represented countries (from 67 in 2000 to 81 in June 2011). The number of over-represented countries is also progressively decreasing (Table 3).

**Table 3: Evolution of the Geographical distribution by Situation (1 Jan. 2000 to June 2011)**



#### Evolution of the representation since the last General Conference (data as of May 2009)

**Table 4: Evolution since May 2009**

16. Table 4 shows a decrease in the number of countries represented in the Secretariat (from 158 to 152) since May 2009. Whilst the global representation was negatively impacted, the balance within the categories tended to improve, with an increase in the number of normally represented countries (by eight), and a reduction of over and under-represented countries (by three and 11 respectively).

Status of representation	1 May 2009	1 June 2011	Variation since 1 May 2009
Normally represented	73 (38%)	81 (42%)	+8
Over-represented	29 (15%)	26 (14%)	-3
Under-represented	56 (29%)	45 (23%)	-11
<b>Total number of Member States represented</b>	<b>158 (82%)</b>	<b>152 (79%)</b>	<b>-6</b>
Non-represented	35 (18%)	41 (21%)	+6
<b>Total Member States</b>	<b>193</b>	<b>193</b>	<b>0</b>

17. The following changes between categories have taken place since May 2009:

- 12 countries that were previously under-represented (Armenia, Botswana, Comoros, Egypt, Ghana, Greece, Mexico, Saint Kitts and Nevis, Sweden, Switzerland, Thailand and Zambia) are now normally represented;
- six countries that were over-represented (Benin, Brazil, Finland, Philippines, Russian Federation and Sudan) are now normally represented;
- three countries that were normally represented (Argentina, Ireland and Mauritius) are now over-represented;
- two countries that were non-represented (Singapore and Slovenia) are now under-represented;

- five countries that were normally represented (Fiji, Kenya, Panama, Poland and Yemen) are now under-represented;
- two countries that were normally represented (Islamic Republic of Iran and Samoa) are now non-represented;
- six countries that were under-represented (Central African Republic, Equatorial Guinea, Guatemala, Haiti, Liberia and United Republic of Tanzania) are now non-represented.

18. The majority of under-represented Member States (42 out of 45) is under-represented by only one unit. Two Member States (United States of America and China) are under-represented by more than five units. Thirty per cent of over-represented Member States (8 out of 26) are over-represented by one unit, whilst seven are over-represented by more than five. (Annex II in document 36 C/INF.8 provides detailed data).

### **External recruitment in relation to geographical distribution**

19. In 2010-2011, from 68 geographical posts filled externally, 18 (26%) were filled by candidates from under and non-represented countries. With the inclusion of the Young Professional intake for 2010/11, this percentage should increase to at least 36%. This figure is still below the 50% target set by the General Conference at its 32nd session in November 2003 for the appointment of candidates from under and non-represented countries to geographical posts. Since 2004, a total of 45% of the geographical posts advertised externally have been filled by candidates from non- and under-represented countries (123 out of a total of 277 appointments).

### **Impact of the retirements on the geographical distribution**

20. Over the next five years (until end 2016), 161 staff members on geographical posts will retire, representing 22% of the total staff on geographical posts. Amongst these, 51 are Directors (out of 86 Directors on geographical posts). Annex III in document 36 C/INF.8 provides detailed data.

21. Retirements would impact mostly the number of over- and under-represented countries: From the 161 staff members on geographical posts due to retire, 76 are nationals from over-represented Member States, 67 come from normally represented Member States and 18 from under-represented Member States. Annex IV in document 36 C/INF.8 provides detailed information.

22. In the next biennium (2012/13), the forthcoming retirements put 13 countries at risk of becoming under-represented and 4 non-represented (Malta, Monaco, Maldives and Tonga). On the other hand, seven countries may become normally represented (from over-represented).

### **Geographical Distribution by Regional group**

23. The principle of individual quotas for each Member State is the sole official criterion of the Organization. The presentation of the situation by regional group is a usual practice in the report by the Director-General on geographical distribution and is for indicative purposes only.

24. The index for regional groups is calculated by adding the value of the minimum and maximum ranges for each Member State belonging to the regional group. With the exception of Group III (GRULAC) and Group IV (ASPAC) which are below their minimum indexes, all regional groups are "within index".

### **Evolution since the last General Conference**

25. As shown in Table 5, the situation in Group III has slightly improved. Group IV has decreased by 19 units, and is 25 units below its minimum index.

**Table 5**  
**Evolution of the geographical distribution by regional group**  
**(May 2009 – June 2011)**

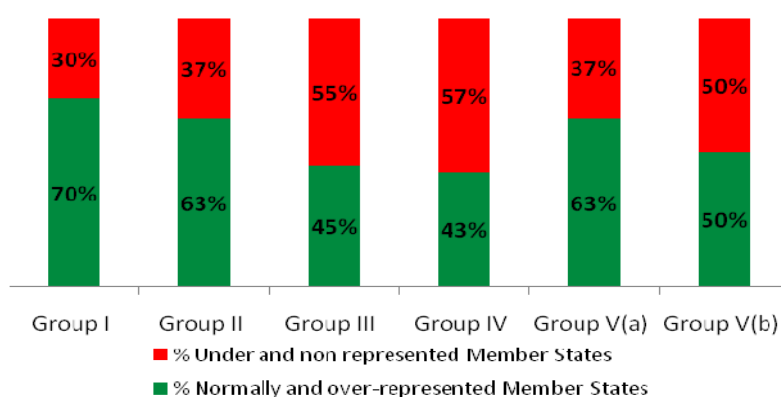
Regional groups*	Indexes		1 May 2009	1 June 2011	Variation since May 2009	Status
	Mini	Maxi				
Group I	185	312	270 (37%)	272 (38%)	+2	Within index
Group II	60	111	63 (9%)	65 (9%)	+ 2	Within index
Group III	79	148	66 (9%)	68 (9%)	+ 2	Below minimum index
Group IV	153	269	147 (20%)	128 (18%)	- 19	Below minimum index
Group V(a)	95	186	122 (17%)	124 (17%)	+ 2	Within index
Group V(b)	42	76	57 (8%)	61 (9%)	+ 4	Within index

\* Electoral groups: Group I; Group II; Group III: GRULAC; Group IV: ASPAC; Group V(a): Africa; Group V(b): Arab States.

26. Table 6 shows that non- and under-represented countries are found in all regional groups, including those that are “within their indexes”. Whilst Group IV has the highest number (24), Group III and Group V(a) follow closely (with 18 and 17 non- and under-represented countries respectively). Groups I, II and V(b) count eight to 10 non- or under-represented countries.

**Table 6**  
**% of non and under-represented Member States**  
**by Regional group**

Regional Groups	% Under and non-represented	Total Member States
I	8 (30%)	27
II	10 (37%)	27
III	18 (55%)	33
IV	24 (57%)	42
V(a)	17 (37%)	46
V(b)	9 (50%)	18
Total	45%	193



### Representation at Director level and above by Regional Group

27. As shown in Table 7 below, Group I has the largest representation at Director level (41%), followed by Group V(a) with 21%, Group IV with 15%, Group III with 9%, and Groups V(b) and II with 8% and 6% respectively.

**Table 7**  
**Geographical distribution by regional group of staff at Director level**  
**and above since May 2009**

	May 2009		June 2011		Variation since 2009
	Directors and above	%	Directors and above	%	
Group I	39	43%	35	41%	-4
Group II	4	4%	5	6%	+1
Group III	9	10%	8	9%	-1
Group IV	15	16%	13	15%	-2
Group V(a)	17	18%	18	21%	+1
Group V(b)	8	9%	7	8%	-1
<b>Total</b>	<b>92</b>	<b>100%</b>	<b>86</b>	<b>100%</b>	<b>-6</b>

### **Geographical distribution of the regional groups at Headquarters and in the field<sup>3</sup>**

28. In 32 C/Resolution 71, the General Conference invited the Director-General to work "(...) to the extent possible, towards an equitable geographical balance in Sectors/Bureaux and field offices." The distribution of regional groups at Headquarters globally reflects the situation of the overall geographical distribution in the Secretariat. Groups I and II are more represented in Headquarters than in the field, whilst Groups IV and V(a) show a higher representation in the field than at Headquarters. The representation of Groups III and V (b) is close at Headquarters and in the field. Annex V in document 36 C/INF.8 provides detailed information.

### **Geographical distribution of the regional groups within Programme sectors and Central/Support services at Headquarters**

29. Annex VI (Table I) in document 36 C/INF.8 provides detailed data on the distribution within Programme sectors and Bureaux at Headquarters. It shows that Group I has the largest representation in the programme sectors; its representation, however, varies from one sector to the other, from 49% in CLT, to 47% in SC and 28 % in CI, for instance. Except in CI Sector, Group IV is the second largest regional group in all programme sectors, with a representation between 14% and 30%; its highest representation is in the Education Sector (30%), and it is less represented in SC and CLT (14%). The representation of Group II shows some variations from one sector to another, with its lowest rate in SC (6%) and its highest in CI (24%); Group III and Group V(a) are represented by 17% or less in all programme sectors; Except in the CI Sector, where it is not represented, Group V(b) is represented by 15% or less in all the other programme sectors.

30. In the General Policy and Direction and Support for Programme Execution and Administration,<sup>4</sup> Group I has the highest representation with 41% and 44%, respectively, whilst in the Programme Related Services, Group V(a) (33%) is more predominant than Group I (29%). The representation of the other Regional Groups ranges between 4% and 15% across these services. Annex VI (Table 3) in document 36 C/INF.8 provides detailed data.

### **Geographical distribution of the regional groups within field offices**

31. Except in the Arab States region, regional groups have the largest representation in the field offices located in their own geographical regions. In all regions, two Groups are predominant: the

<sup>3</sup> This includes the two Liaison Offices (New York and Geneva).

<sup>4</sup> In accordance with documents 35 C/5, the categories are as follows: General Policy and Direction: GC, EXB, GBS, ODG, IOS, LA, Ethics, Programme-Related Services: AFR and BSP. Support for Programme Execution and Administration: BFC, ERI, HRM, ERI, ADM.

regional group corresponding to its own region, followed by Group I. Annex VI (table 3) in 36 C/INF.8 provides detailed information.

#### D. Geographical distribution using a post-weighting approach

32. In 32 C/Resolution 71, the General Conference requested the Director-General to report on the geographical distribution of the staff in the Secretariat by grade for each Member State, using a post-weighting approach.

33. To implement the post-weighting approach, the base figure of 850 posts was converted into points calculated on the basis of the regular budget posts approved in document 35 C/5 and using the parameters described in document 167 EX/35: P-1 to P-3 posts are attributed one point each, P-4 to P-5: two points, D-1 to D-2: three points and ADG/DDG posts: four points. As a result, a base figure of 1,458 points has been set. The application of the three factors (65% for the membership, 30% for the contribution and 5% for the population) to the base figure of 1,458 points results in a minimum and a maximum quota also expressed in points.

34. As shown in Table 8, the application of the post-weighting approach to the geographical distribution as at 1 June 2011 results in a 41% decrease in the number of normally represented countries (from 81 to 48) and an almost corresponding increase in the number of under-represented countries. All the countries who became under-represented have no national at Director level. Over-represented countries also increased, but to a smaller extent (from 26 to 33). These are mainly countries with a small geographical quota and nationals at Director level. Except for two countries (Nepal and Turkey), the Member States which were already under- or over-represented under the current formula did not change category with the introduction of a post-weighting system (Annex VII in document 36 C/INF.8 provides detailed information).

**Table 8**  
**Geographical distribution on 1 June 2011 using a post-weighting approach**

Current formula/post-weighting formula	Normally represented Member States	Over-represented Member States	Under-represented Member States	Non-represented Member States
UNESCO formula (65% membership, 30% contribution and 5% population)	81	26	45	41
UNESCO formula using the post-weighting approach	48	33	71	41

## **PART II: GENDER BALANCE OF STAFF**

35. This Section of the report presents an update on the gender balance in the Secretariat, and a progress report on the Action Plan for Gender Parity which aims at achieving 50% representation of women at senior management levels (D-1 and above) by 2015.

36. The number of staff covered by this report is larger than in the geographical distribution report, since the gender statistics cover all staff on fixed-term contracts irrespective of the source of funding; whilst geographical distribution data is restricted to geographical posts which are regular programme posts. Therefore, the Director gender data includes Director posts financed by extrabudgetary funds, such as those in the Institutes.

## Progress report on UNESCO's Action Plan for Gender Parity (2008-2015)

37. The Action Plan for Gender Parity sets out measures in three areas: recruitment, training/mentoring and work-life balance, with the objective of achieving parity at senior management levels by 2015. In terms of recruitment, a hiring ratio of two women out of three Directors had been set. Since the last General Conference (data of May 2009), a hiring ratio of 43% has been achieved. The number of Director women has reached 27% in June 2011.

38. Many initiatives have been undertaken in 2010/11, including the implementation of a Leadership and Management skills programme for mid-level women, with close to 50 women trained in 2010. Seventy-five per cent of the P-4 staff and 33 P-3 staff have attended the training. At the end of the five-day programme, the participants develop individual action plans and follow up on the implementation is ensured during one year by a consultant. An informal network of mid-level women staff has been set up following the training programme. Detailed information on the progress made in the Action Plan for Gender Parity is contained in Annex IV of this document.

### Gender Balance at Director level and above

39. Since January 2010, steady progress has been made in the representation of women at senior management levels, with an increase by 3% of the percentage of women Directors (from 24% to 27%, as of 1 June 2011) (Table 9). The most noteworthy progress has been achieved at ADG level, with five women ADGs out of 11.

**Table 9**  
**Situation of the gender balance at Director level by grade**  
**from 1 January 2010 to 1 June 2011**  
**(Regular programme and extrabudgetary funds)**

	1 January 2010					1 June 2011					Difference
	F	%F	M	%M	Total	F	%F	M	%M	Total	%F
DDG	–	0%	1	100%	1	–	0%	1	100%	1	0%
ADG	2	20%	8	80%	10	5	45%	6	55%	11	+25%
D-2	7	28%	18	72%	25	8	32%	17	68%	25	+4%
D-1	16	23%	54	77%	70	15	23%	51	77%	66	0%
<b>Total D</b>	<b>25</b>	<b>24%</b>	<b>81</b>	<b>76%</b>	<b>106</b>	<b>28</b>	<b>27%</b>	<b>75</b>	<b>73%</b>	<b>103</b>	<b>+3%</b>

### Progress against interim targets

40. Interim recruitment targets for each biennium until 2015 were set out in the Action Plan, taking into consideration the number of vacancies at D level resulting from retirements until 2015. From January 2010 to June 2011, a hiring ratio of 38% was achieved, with eight women appointed to Director posts from a total of 21. To attain parity by 2015, continued efforts must be sustained to achieve a hiring ratio of 60%. Sustained efforts should be made in 2011 to achieve the interim target of 34% by the end of 2011 (Table 10).

**Table 10: Interim gender targets at Director level by biennium**

	Dec. 2011	Dec. 2013	Dec. 2015
F	34%	44%	50%
M	66%	56%	50%

41. The Action Plan for Gender Parity also provides for the increase of the pool of P-5 women, by applying a hiring ratio of 50% for P-5 posts. From January 2010 to June 2011, the hiring ratio was 36%. As a result, the level of representation of P-5 women has slightly decreased (from 40% to 39%).

### Gender balance at Professional level and above

42. As at 1 June 2011, 49% of UNESCO's professional staff (P/D) are women. This brings UNESCO in third position amongst the 12 large United Nations Agencies (P/D population) after UNFPA (51%) and UNICEF (50%).<sup>5</sup> In the P-1 to P-5 levels, gender parity has been achieved (52%). At the more junior levels, women are more represented than men: 69 % at P-1/P-2 level and 52 % at P-3 level. This trend is stable compared to January 2010. At P-4 and P-5 levels, women represent 46% and 39% respectively. These numbers are expected to progressively increase with the career progression of P-2/P-3 staff.

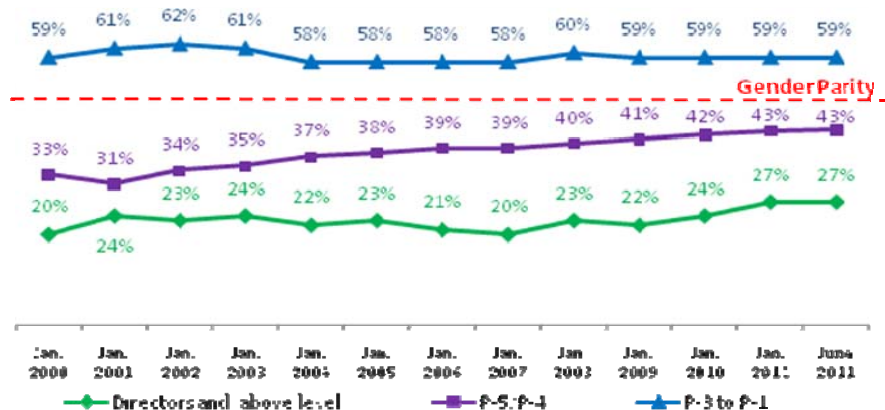
**Table 11: Situation of the gender balance at Professional level by grade  
(1 January 2010 to 1 June 2011)  
(Regular programme and extrabudgetary funds)**

	1 January 2010					1 June 2011					Difference %F
	F	%F	M	%M	Total	F	%F	M	%M	Total	
<b>Total D</b>	<b>25</b>	<b>24%</b>	<b>81</b>	<b>76%</b>	<b>106</b>	<b>28</b>	<b>27%</b>	<b>75</b>	<b>73%</b>	<b>103</b>	<b>+3%</b>
P-5	61	40%	92	60%	153	61	39%	95	61%	156	-1%
P-4	97	44%	122	56%	219	96	46%	112	54%	208	+2%
P-3	143	54%	122	46%	265	150	52%	136	48%	286	-2%
P-2/P-1	137	66%	71	34%	208	122	69%	55	31%	177	+3%
<b>Total P</b>	<b>438</b>	<b>52%</b>	<b>407</b>	<b>48%</b>	<b>845</b>	<b>429</b>	<b>52%</b>	<b>398</b>	<b>48%</b>	<b>827</b>	<b>0%</b>
<b>Total P/D</b>	<b>463</b>	<b>49%</b>	<b>488</b>	<b>51%</b>	<b>951</b>	<b>457</b>	<b>49%</b>	<b>473</b>	<b>51%</b>	<b>930</b>	<b>0%</b>

### Evolution of P/D staff since 2000

43. Table 12 shows that, since 2000, women continue to be a majority at the junior levels (P-1/3). At the same time, the number of mid-level women professionals (P-4/5) has grown steadily (by 10%) to reach 43 % in June 2011. At Director level, although still in the minority, the number of women has increased from 20% in 2000 to 27% in 2011.

**Table 12: Evolution of Women P/D staff since 2000**



<sup>5</sup> CEB statistics as at 31 December 2009, 12 largest agencies in P/D population: United Nations, UNICEF, UNDP, WHO, UNHCR, WFP, FAO, IAEA, UNESCO, ILO, UNFPA and WIPO.

**PART III:****CONCLUSION**

44. The paramount consideration in staff appointments is to secure the highest standards of integrity, efficiency and technical competence, as prescribed by Article IV of UNESCO's Constitution. Subject to this paramount consideration, appointments shall be on as wide a geographical basis as possible. The objective of gender parity is to be achieved within this framework, and without detriment to the principle of geographical distribution of staff.<sup>6</sup>

45. A total of 152 Member States are represented in the Secretariat (79% of the Member States). Whilst this remains a high level of representation, comparable to other Specialized Agencies, a downward trend has been noted in the level of representation since 2008, mainly as a result of retirements. This calls for renewed attention and focused action vis-à-vis non- and under-represented Member States.

46. While the overall level of representation is impacted negatively, positive trends are noted within the categories, with a continuing increase in the number of normally represented countries and a decrease in level of over-representation.

47. A balanced geographical distribution will take time to achieve. The Human Resource Management Strategy sets a target of 85% represented Member States as an objective to attain by 2016. To achieve this, intensive, focused efforts will be made, through the implementation of the Action Plan on the Improvement of Geographical Distribution, in particular the specific measures for non- and under-represented Member States. In particular, actions will have to be taken to mitigate and address the impact of retirements on the number of represented countries in the Secretariat. With the Action Plan and the continued mobilization of all key partners (Member States, National Commissions), the Secretariat is confident that the situation will improve and the level of representation increase.

48. As of January 2011, near gender parity has been achieved in the Professional and above category (P/D) (49% are women). From P-1 to P-5, parity has been achieved (52%). UNESCO is amongst the highest ranking agencies in this respect. There remains, however, an imbalance at the D and above levels where women represent 27%. Sustained efforts will have to be made to achieve gender parity at that level by 2015. UNESCO will have a 54% turnover of its Director staff in the next five years (until end 2015). This will provide a continuing opportunity for improving the gender balance at senior levels. Moreover, the career advancement of junior women staff (who represent 59% of P-1 to P-3 staff) should progressively result in an increase in women filling posts at senior management level.

**Draft resolution**

49. The General Conference may wish, in the light of the considerations set out in this document, to adopt a resolution along the following lines:

The General Conference,

*Recalling* 35 C/Resolution 93,

*Also recalling* 34 C/Resolution 82 and 186 EX/Decision Part IX,

*Having examined* documents 36 C/41 and 36 C/INF.8

1. Recalling that the highest standards of integrity, efficiency and technical competence remain the paramount criteria for recruitment,
2. Takes note of the information provided by the Director-General regarding the situation of the geographical distribution and the gender balance of the staff as at 1 June 2011;

<sup>6</sup> 34 C/Resolution 82, paragraph 4.



3. Further takes note of the implementation of specific measures aimed at improving geographical distribution, in particular for non- and under-represented Member States;
4. Notes the implementation of specific measures aimed at improving gender balance at senior management levels in the Secretariat;
5. Invites the Director General to provide to the Executive Board at its 190th session an information note on the situation of the geographical distribution of the staff in the Secretariat and a progress report on the achievement of gender balance at senior levels, and to submit to the Executive Board a full report at its 192nd session;
6. Invites the Director-General to submit to it at its 37th session a report on the situation of the geographical distribution and gender balance of the staff of the Secretariat.

## ANNEX I

<b>Note on the methodology for the calculation of the geographical quotas in UNESCO</b>
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UNESCO uses a formal geographical distribution mechanism. The current methodology for the calculation of geographical quotas was approved by the General Conference at its 32nd session in October 2003 (32 C/Resolution 71).

The methodology is based on a base figure. Three factors are used to determine the share of the base figure for allocation to Member States: the membership factor, the contribution factor and the population factor. The quota is expressed as a range of posts with a maximum (which triggers over-representation) and a minimum (which triggers under-representation).

### The Base Figure

The base figure represents the total number of posts subject to geographical distribution (geographical posts). Geographical posts are established posts in the Professional and higher categories financed from the regular budget of the Organization, with the exception of language posts (interpreters, translators and revisers). The current base figure of 850 posts was set by the General Conference as from 1 January 1990 (25 C/Resolution 40).

### The Factors

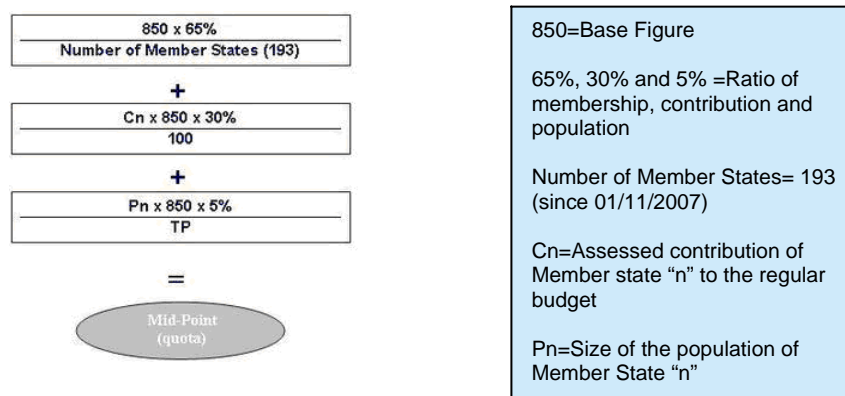
To calculate the quota, UNESCO allocates to Member States a share of posts from the base figure, based on three factors:

The Membership factor (65%): recognizes the fact that a State, as a Member of the Organization, can expect to have a certain number of posts attributed to its nationals. This number is equal for all Member States. A minimum of two posts is attributed to each Member State.

The Contribution factor (30%): considers the Member States in proportion to their contribution to the regular budget.

The Population factor (5%): considers the Member States in proportion to the size of their respective population.

The method for calculating the quota is illustrated below:



The ratios attributed to factors in UNESCO have evolved since 1995, as shown in Table 1 below:

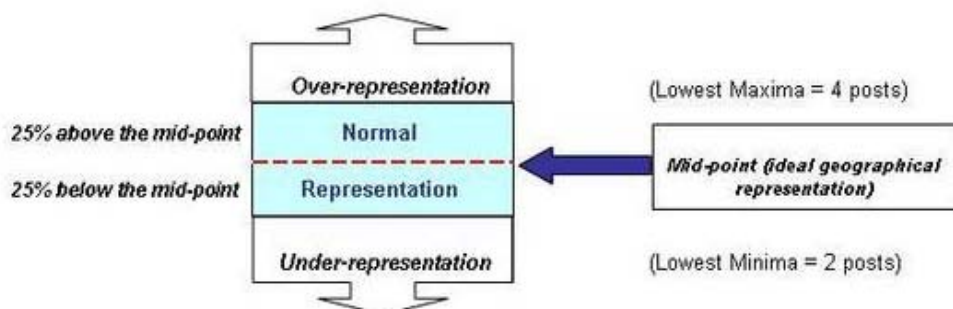
**Table 1: Evolution of the ratio of factors for the calculation of geographical quotas**

Factors	Prior to 1995	1995	1999	2003
Membership Factor	76%	70%	65%	65%
Contribution Factor	24%	30%	35%	30%
Population Factor	–	–	–	5%

### The Quota

The quota is not construed as an absolute number of posts but as a mid-point with a desirable range of 25% above and 25% below this mid-point. The mid-point represents the ideal number of posts attributable to each Member State. The desirable range comprises two figures: the maximum and the minimum number of posts beyond which a Member State is considered over-represented or under-represented. Countries are normally represented when they are in the desirable range.

The lowest range of posts is two to four, which represents the minimum quota.



### ***Post Weighing Approach where greater weight is attributed to posts based on their grade***

This approach consists in attributing points to each geographical post according to its grade. This approach was formally used by UNESCO until 1960. It was then replaced by the quota system based on the membership and the contribution factors, to which the population factor was added in 2003. Since 2004, at the request of the General Conference, the Secretariat presents for information purposes only, data on the basis of a post weighing approach.

### ***More information***

The situation of the geographical distribution of Member States in UNESCO is updated every month and available on HRM's website (Intranet/HRM/Staffing data/Geo distribution) (<http://intranet.unesco.org/hrm>).

## ANNEX II

### Action Plan for the Improvement of the Geographical Distribution in the Secretariat (2010-2015) Status as at 1 June 2011

Measures to implement the strategy	Time frame	Status as at 1 June 2011
<b>Expected results: Increase the number of <u>normally represented countries</u> to achieve a more balanced geographical distribution</b>		
<b>Measure 1</b> Recruit 10 Young Professionals each biennium from under- and non-represented countries.	End of biennium (2011)	Recruitment campaign under way, to be completed by August 2011.
<b>Measure 2</b> Organize 2 recruitment workshops in targeted non- and under-represented countries to increase the number of candidates applying for UNESCO posts.	Each biennium	
<b>Measure 3</b> Organize meetings with the Secretary Generals of <u>National Commissions</u> and Permanent Delegations from under and non-represented countries to brief them on UNESCO policy and procedures and establish specific measures for targeted countries.	End of December 2010	Meetings have taken place with GRULAC and ASPAC and a follow-up action plan is under development.
<b>Expected results: Increase the <u>number of candidates</u> from non- and under-represented countries in under-represented groups</b>		
<b>Measure 1</b> Establish special measures with Permanent Delegations from <u>Groups III (GRULAC) and IV (ASPAC)</u> to: <ul style="list-style-type: none"> <li>Identify and implement <u>specific proactive measures with Permanent Delegations</u> from the two under-represented regional groups such as make a collaborative effort with the concerned Member States to advertise the vacancy announcements in professional publications, magazines and on specialized websites in order to attract qualified candidates;</li> <li>Organize Information Forums with the <u>National Commissions</u> to reinforce their role through the training of its staff, in order to promote UNESCO, and provide information on its career opportunities and recruitment policies.</li> </ul>	To be determined in cooperation with Permanent Delegations and National Commissions.	Meetings have taken place with GRULAC and ASPAC; an action plan is under development.

<b>MEASURES ALREADY IMPLEMENTED ON AN ONGOING BASIS</b>		
<b>Expected results: Increase the number of <u>normally represented countries</u> to achieve a more balanced Geographical Distribution</b>		
<b>Measure 1</b> Assess situation in each Sector/Bureau based on data/profiles; set objectives based on expected vacancies; set up monitoring and reporting mechanisms.		Situation is assessed at global level and global trends are monitored. Reporting is put in place and a bi-monthly monitoring report issued to ADGs/Directors of Bureau.
<b>Measure 2</b> Raise Geographical Distribution awareness in induction and training courses for managers.		Geographical distribution is included in the induction training for new recruits at managerial level and the briefings for senior managers.
<b>Expected results: Achieve a better balance among regional groups at D-1 and above level posts</b>		
<b>Measure 1</b> Advertise externally all D- and above level posts to increase the pool of candidates from non- and under-represented countries at senior positions, particularly considering the impact of upcoming retirements over the next 5 years.  Establish specific objectives for D-level and above posts with each Sector/Bureau based on the forecasted vacancy rate.		All Director posts are advertised externally for two months.  Objectives are being set at global level, and trends in regional groups are monitored on an ongoing basis; shortlists of D posts include, to the extent possible, candidates from non- or under-represented countries.
<b>Measure 2</b> Participate in all Evaluation Panels for D and above posts to ensure that due consideration is given to candidates from non and under-represented countries.		HRM participates in all Panels for Director posts.
<b>Measure 3</b> Request Heads of Office to disseminate UNESCO vacancy announcements to other United Nations agencies and relevant local ministries.		Implemented on an ongoing basis.
<b>Increase the <u>number of candidates</u> from non and under-represented countries in under-represented groups</b>		
<b>Measure 1</b> Include in each recruitment process at least one candidate from non- or under-represented countries in the shortlist for appointment to Professional posts.		Implemented on an ongoing basis.

**ANNEX III**  
**GEOGRAPHICAL DISTRIBUTION AS AT 1 JUNE 2011**  
**BY GRADE**

	Member States	Sigle	DDG	ADG	D2	D1	P5	P4	P3	P2	P1	Total	Max.	Min.	Situation
1	Afghanistan	AFG							1	1		2	4	2	=
2	Albania	ALB				1			1			2	4	2	=
3	Algeria	DZA					1	2		4		7	4	3	+
4	Andorra	AND						1				1	4	2	-
5	Angola	AGO											4	2	O
6	Antigua and Barbuda	ATG											4	2	O
7	Argentina	ARG			1		3	1	1	1		7	5	3	+
8	Armenia	ARM							2			2	4	2	=
9	Australia	AUS					3	2	1	2		8	10	6	=
10	Austria	AUT					2	1	1	1		5	6	4	=
11	Azerbaijan	AZE											4	2	O
12	Bahamas	BHS							1			1	4	2	-
13	Bahrain	BHR								1		1	4	2	-
14	Bangladesh	BGD						1		1		2	5	3	-
15	Barbados	BRB					2					2	4	2	=
16	Belarus	BLR					1		1			2	4	2	=
17	Belgium	BEL			3	1	5	1	3			13	7	4	+
18	Belize	BLZ											4	2	O
19	Benin	BEN				2			1	1		4	4	2	=
20	Bhutan	BTN							2			2	4	2	=
21	Bolivia (Plurinational State of)	BOL								1		1	4	2	-
22	Bosnia and Herzegovina	BIH							2			2	4	2	=
23	Botswana	BWA				1				1		2	4	2	=
24	Brazil	BRA			1	1		1	2	1		6	10	6	=
25	Brunei Darussalam	BRN											4	2	O
26	Bulgaria	BGR					3	2	2	1		8	4	2	+
27	Burkina Faso	BFA					1	2	1			4	4	2	=
28	Burundi	BDI				2		1	1	1		5	4	2	+
29	Cambodia	KHM						2		2		4	4	2	=
30	Cameroon	CMR				1		4	4			9	4	2	+
31	Canada	CAN		1		1	1	5	2	5		15	14	8	+
32	Cape Verde	CPV							1			1	4	2	-
33	Central African Republic	CAF											4	2	O
34	Chad	TCD						1				1	4	2	-
35	Chile	CHL						1	1			2	4	3	-
36	China	CHN		1		1	1	2	3	1		9	24	15	-
37	Colombia	COL				1	2	1	1	1		6	4	3	+
38	Comoros	COM						1			1	2	4	2	=
39	Congo	COG				1	1		3			5	4	2	+
40	Cook Islands	COK								1		1	4	2	-
41	Costa Rica	CRI			1		1		1			3	4	2	=
42	Côte d'Ivoire	CIV						1	1	1	1	4	4	2	=
43	Croatia	HRV							1	1		2	4	2	=
44	Cuba	CUB						1	1			2	4	2	=
45	Cyprus	CYP								2		2	4	2	=
46	Czech Republic	CZE						1	1	1		3	5	3	=

Member States		Sigle	DDG	ADG	D2	D1	P5	P4	P3	P2	P1	Total	Max.	Min.	Situation
47	Democratic People's Republic of Korea	PRK					2					2	4	2	=
48	Democratic Republic of the Congo	COD						1	1	1		3	4	2	=
49	Denmark	DNK			1	1	4	3	1			10	6	4	+
50	Djibouti	DJI					1					1	4	2	-
51	Dominica	DMA					1					1	4	2	-
52	Dominican Republic	DOM											4	2	O
53	Ecuador	ECU						2				2	4	2	=
54	Egypt	EGY					1	2	1			4	5	3	=
55	El Salvador	SLV											4	2	O
56	Equatorial Guinea	GNQ											4	2	O
57	Eritrea	ERI					1		1			2	4	2	=
58	Estonia	EST						1				1	4	2	-
59	Ethiopia	ETH	1				1	1	1	3		7	4	3	+
60	Fiji	FJI								1		1	4	2	-
61	Finland	FIN					1	1	1	2		5	5	3	=
62	France	FRA		1	1	5	12	11	17	8		55	24	14	+
63	Gabon	GAB											4	2	O
64	Gambia	GMB			1			1	1	1		4	4	2	=
65	Georgia	GEO							1	1		2	4	2	=
66	Germany	DEU		1		1	5	10	6	1		24	30	18	=
67	Ghana	GHA				1	1				1	3	4	2	=
68	Greece	GRC				1		1	2	2		6	6	4	=
69	Grenada	GRD						1				1	4	2	-
70	Guatemala	GTM											4	2	O
71	Guinea	GIN						1	2			3	4	2	=
72	Guinea-Bissau	GNB							1			1	4	2	-
73	Guyana	GUY											4	2	O
74	Haiti	HTI											4	2	O
75	Honduras	HND							1	1		2	4	2	=
76	Hungary	HUN					1				1	2	5	3	-
77	Iceland	ISL											4	2	O
78	India	IND			1	2	1	2	3			9	14	9	=
79	Indonesia	IDN							3			3	6	4	-
80	Iran (Islamic Republic of)	IRN											5	3	O
81	Iraq	IRQ							1			1	4	2	-
82	Ireland	IRL				1	2		1	2		6	5	3	+
83	Israel	ISR						1	2			3	5	3	=
84	Italy	ITA		1		1	6	8	6	1		23	20	12	+
85	Jamaica	JAM							1	1	1	3	4	2	=
86	Japan	JPN			1	2	2	7	19	5		36	45	27	=
87	Jordan	JOR					1	2		3		6	4	2	+
88	Kazakhstan	KAZ						1				1	4	2	-
89	Kenya	KEN							1			1	4	2	-
90	Kiribati	KIR											4	2	O
91	Kuwait	KWT											4	3	O
92	Kyrgyzstan	KGZ							1	1		2	4	2	=
93	Lao People's Democratic Republic	LAO							1	1		2	4	2	=
94	Latvia	LVA		1					1	1		3	4	2	=
95	Lebanon	LBN				1	2	4	2			9	4	2	+
96	Lesotho	LSO											4	2	O

Member States		Sigle	DDG	ADG	D2	D1	P5	P4	P3	P2	P1	Total	Max.	Min.	Situation
97	Liberia	LBR											4	2	O
98	Libyan Arab Jamahiriya	LBY								1		1	4	2	-
99	Lithuania	LTU						1	1	1		3	4	2	=
100	Luxembourg	LUX											4	2	O
101	Madagascar	MDG				1	1		1			3	4	2	=
102	Malawi	MWI					1	1	1			3	4	2	=
103	Malaysia	MYS					1	1	1		1	4	5	3	=
104	Maldives	MDV					1					1	4	2	-
105	Mali	MLI		1			1	1	1			4	4	2	=
106	Malta	MLT								1		1	4	2	-
107	Marshall Islands	MHL											4	2	O
108	Mauritania	MRT			1				1			2	4	2	=
109	Mauritius	MUS			1	1	1		1	1		5	4	2	+
110	Mexico	MEX		1			4	2	3			10	12	7	=
111	Micronesia (Federated States of)	FSM											4	2	O
112	Monaco	MCO				1						1	4	2	-
113	Mongolia	MNG				1			1			2	4	2	=
114	Montenegro	MNE											4	2	O
115	Morocco	MAR				1	2	1	4	1		9	4	2	+
116	Mozambique	MOZ				2		2				4	4	2	=
117	Myanmar	MMR											4	2	O
118	Namibia	NAM							1			1	4	2	-
119	Nauru	NRU											4	2	O
120	Nepal	NPL						2	3			5	4	2	+
121	Netherlands	NLD				2	1	1	4	1		9	10	6	=
122	New Zealand	NZL			1		2	1	1			5	4	3	+
123	Nicaragua	NIC				1			1			2	4	2	=
124	Niger	NER					3		1	1		5	4	2	+
125	Nigeria	NGA						1	2			3	5	3	=
126	Niue	NIU											4	2	O
127	Norway	NOR				1		3	1			5	6	4	=
128	Oman	OMN				1						1	4	2	-
129	Pakistan	PAK							2	1		3	5	3	=
130	Palau	PLW											4	2	O
131	Panama	PAN								1		1	4	2	-
132	Papua New Guinea	PNG						1				1	4	2	-
133	Paraguay	PRY											4	2	O
134	Peru	PER					3	1	2			6	4	2	+
135	Philippines	PHL							2	3		5	5	3	=
136	Poland	POL				1	1		1			3	7	4	-
137	Portugal	PRT				1			2	1		4	5	3	=
138	Qatar	QAT											4	2	O
139	Republic of Korea	KOR				1		1	3	2	1	8	11	7	=
140	Republic of Moldova	MDA							1			1	4	2	-
141	Romania	ROU						1	5	1		7	4	3	+
142	Russian Federation	RUS				2	4	2		1		9	10	6	=
143	Rwanda	RWA							1			1	4	2	-
144	Saint Kitts and Nevis	KNA						1			1	2	4	2	=
145	Saint Lucia	LCA				1				2		3	4	2	=
146	Saint Vincent and the Grenadines	VCT											4	2	O

Member States		Sigle	DDG	ADG	D2	D1	P5	P4	P3	P2	P1	Total	Max.	Min.	Situation
147	Samoa	WSM											4	2	O
148	San Marino	SMR							1			1	4	2	-
149	Sao Tome and Principe	STP								1		1	4	2	-
150	Saudi Arabia	SAU											6	4	O
151	Senegal	SEN					1	2	3	4	1	11	4	2	+
152	Serbia	SRB					1	1				2	4	2	=
153	Seychelles	SYC						1	1			2	4	2	=
154	Sierra Leone	SLE				2		1				3	4	2	=
155	Singapore	SGP									1	1	5	3	-
156	Slovakia	SVK								2		2	4	2	=
157	Slovenia	SVN									1	1	4	2	-
158	Solomon Islands	SLB											4	2	O
159	Somalia	SOM						1				1	4	2	-
160	South Africa	ZAF						2	2	1		5	5	3	=
161	Spain	ESP					5	8	2	2		17	14	8	+
162	Sri Lanka	LKA				1	1					2	4	2	=
163	Sudan	SDN			1		1		1	1		4	4	2	=
164	Suriname	SUR											4	2	O
165	Swaziland	SWZ						1				1	4	2	-
166	Sweden	SWE					1	2		1		4	7	4	=
167	Switzerland	CHE				1		1	1	1		4	7	4	=
168	Syrian Arab Republic	SYR					2		2			4	4	2	=
169	Tajikistan	TJK											4	2	O
170	Thailand	THA					1			1	1	3	5	3	=
171	The former Yugoslav Republic of Macedonia	MKD					1	1				2	4	2	=
172	Timor-Leste	TLS											4	2	O
173	Togo	TGO					3					3	4	2	=
174	Tonga	TON				1						1	4	2	-
175	Trinidad and Tobago	TTO								1		1	4	2	-
176	Tunisia	TUN		1		1	3		4	2		11	4	2	+
177	Turkey	TUR			1	1			1			3	6	4	-
178	Turkmenistan	TKM								1		1	4	2	-
179	Tuvalu	TUV											4	2	O
180	Uganda	UGA							1	1		2	4	2	=
181	Ukraine	UKR							2	1		3	4	3	=
182	United Arab Emirates	ARE											5	3	O
183	United Kingdom of Great Britain and Northern Ireland	GBR			2	1	2	6	5			16	25	15	=
184	United Republic of Tanzania	TZA											4	2	O
185	United States of America	USA		1		2	9	10	11	5	1	39	76	46	-
186	Uruguay	URY					1	2	1			4	4	2	=
187	Uzbekistan	UZB						1	2			3	4	2	=
188	Vanuatu	VUT											4	2	O
189	Venezuela (Bolivarian Republic of)	VEN											5	3	O
190	Viet Nam	VNM							2			2	4	3	-
191	Yemen	YEM							1			1	4	2	-
192	Zambia	ZMB						1	1			2	4	2	=
193	Zimbabwe	ZWE							1	1		2	4	2	=
<b>Total</b>			<b>1</b>	<b>10</b>	<b>19</b>	<b>56</b>	<b>130</b>	<b>161</b>	<b>215</b>	<b>113</b>	<b>13</b>	<b>718</b>			



**Others**

<b>Member States</b>	<b>Sigle</b>	<b>DDG</b>	<b>ADG</b>	<b>D2</b>	<b>D1</b>	<b>P5</b>	<b>P4</b>	<b>P3</b>	<b>P2</b>	<b>P1</b>	<b>Total</b>	<b>Max.</b>	<b>Min.</b>	<b>Situation</b>
Palestine	PSE							1			1			
Stateless	ST1													
<b>Total</b>								<b>1</b>			<b>1</b>			
<b>General Total</b>		<b>1</b>	<b>10</b>	<b>19</b>	<b>56</b>	<b>130</b>	<b>161</b>	<b>216</b>	<b>113</b>	<b>13</b>	<b>719</b>			

## ANNEX IV

UNESCO's Action Plan for Gender Parity (2008-2015)<sup>7</sup>  
Status as at 1 June 2011

<b>RECRUITMENT: Expected Results:</b> A 50% rate is achieved at Director level by 2015.		
<b>Expected Results</b>	<b>Measures to implement the strategy</b>	<b>Results achieved</b>
A 50% rate is achieved at Director level by 2015	<b>Assessment of the situation</b>	
	<b>Measure 1</b> Assess situation in each Sector/Bureau based on data/profiles and set objectives with each Sector/Bureau based on expected vacancy rate.	Recruitment objectives for the period 2008-2015 have been established with the following Sectors/Bureaux: ED, CLT, CI, SC, SHS, ERC and BFC. The Sector's/Bureau's performance against objectives are being monitored by HRM on a biannual basis.
	<b>Increase the number of women candidates</b>	
	<b>Measure 2</b> Increase the number of female P-5 staff by applying a hiring ratio of 1 to 1 appointments.	Sectors/Bureaux have been instructed that to achieve gender parity by 2015 at P-5 level in the Organization, one out of every two P-5 posts will need to be filled by a woman. Objectives have been set in line with different sectors' staffing situations. <i>Since May 2008, 19 women were appointed to P-5 posts from a total of 57, representing a hiring ratio of 33%. In 2010/2011, 9 women were appointed to P-5 posts, from a total of 25, representing a hiring ratio of 36%, below the target of 50%. HRM monitors progress against targets on a regular basis.</i>
	<b>Hire more women to Director posts</b>	
	<b>Measure 3</b> Apply a hiring ratio of three women: two men for Director posts.	Sectors/Bureaux have been instructed that to achieve gender parity at D-1 and above levels in the Organization by 2015, three out of five posts (or 60%) need to be filled by women. Objectives have been set in line with different sectors' staffing situations. <i>Since May 2008, 20 women were appointed to D-1 and above levels from a total of 49, representing a hiring ratio of 41%. In 2010/2011, 8 women were appointed to Director and above posts, from a total of 21, representing a hiring ratio of 38%, under the 60% target. HRM monitors progress against targets on a regular basis.</i>
<b>MEASURES IMPLEMENTED ON AN ONGOING BASIS</b>		
<b>RECRUITMENT: Expected Results:</b> A 50% rate is achieved at Director level by 2015.		
<b>Measures to implement the strategy</b>		<b>Results achieved</b>
<p>Assessment of the situation.</p> <p>Set up monitoring and reporting mechanisms.</p> <p>Modify the statement in vacancy notices encouraging qualified women to apply for advertised posts.</p> <p>Increase the number of women candidates.</p> <p>Advertise Director and above posts through women's professional associations/networks.</p> <p>Achieve gender-balanced selection panels (for P-5, Directors and above posts).</p> <p><b>Increasing the number of women selected for Director posts</b></p> <p>Implement requirement that shortlists for Director and above posts include at least two qualified women candidates.</p>		<p>Bi-annual monitoring reports of the gender parity situation are prepared by HRM.</p> <p>Vacancy notices include a statement encouraging qualified women to apply for advertised posts.</p> <p>42 professional associations and networks, validated by Programme Sectors, have been contacted with a view to publish vacancy notices for senior posts. Almost 20 associations have positively confirmed to post UNESCO vacancy notices. HRM is sending vacancy announcements for P-5 and above posts on a regular basis for their further dissemination.</p> <p>Gender parity achieved in evaluation panels. This is monitored by HRM.</p> <p>Sectors/Bureaux have been instructed to include at least two qualified women candidates on shortlists for Director and above posts. This is being monitored by HRM on a regular basis.</p>
<b>TRAINING AND MENTORING: Expected results:</b> Women's career development enhanced through dedicated learning initiatives.		
<b>Leadership programmes</b> Develop and implement a Management Programme for P-4/P-		A Leadership and Management skills programme for women has been put in place. 75 % of P-4 level women have attended the

<sup>7</sup> The Gender Action Plan was presented at the 179th session of the Executive Board (April 2008). The full text is available in 179 EX/5 Part I (VI).

<p>5 women staff, including a coaching programme.</p> <p><b>Informal networks</b></p> <p>Support the setting up of informal networks of senior women staff; Setting up of horizontal (mutual support) and vertical (mentoring) networks.</p> <p><b>Mainstreaming gender issues in training</b></p> <p>Raise gender-awareness in induction training courses; Inclusion of gender in institutional training module.</p> <p>Include gender-awareness in the LCMP (Leadership and Change Management Programme).</p>	<p>training. Moreover, 33 P-3 have attended the Programme.</p> <p>At the end of the five-day programme, the participants develop their individual action plan. Follow up on the implementation is ensured during one year by a consultant.</p> <p>An informal network of mid-level women staff has been developed following the training programme. They meet informally to discuss, share ideas and support each other.</p> <p>Gender awareness is integrated into the Institutional training.</p> <p>Gender awareness is integrated into the Leadership Programme.</p>
<p><b>RETENTION AND WORK/LIFE BALANCE: Expected:</b> Work/life balance measures in place to facilitate professional growth and development.</p>	
<p>Support United Nations-wide initiatives on <u>spouse employment</u>, by participating in the LESA (Local Employment Spouse Association) France, set up by OECD/ESA.</p> <p>Create LESA France website; and contribute financially to the spouse employment programmes including those in the field.</p> <p>Conduct exit interviews with P-5 and above women staff who leave UNESCO.</p>	<p>HRM cooperates with OECD/ESA in the establishment of a LESA in Paris. The website content has been created and is operational.</p> <p>UNESCO contributes to the United Nations spouse employment programme on a cost-sharing basis. HRM participates in the Steering Committee for the United Nations Dual Career and Staff Mobility (CEB) and designed the France component for the Global United Nations Dual Career and Staff Mobility Website.</p> <p>Exit interviews with all P-5 and above women (other than retirement) are systematically undertaken</p>
<p><b>OTHER MEASURES:</b> Gender balance in joint staff management committees with personnel matters.</p>	
<p>Ensure gender parity in the members designated by the Director-General for committees dealing with personnel matters (such as ACPP, PABs).</p>	<p>Gender balance is ensured in the membership of such committees.</p>



United Nations  
Educational, Scientific and  
Cultural Organization

**Executive Board**  
Hundred and eighty-seventh session

**187 EX/6**  
**Part IX Corr.**

PARIS, 22 September 2011  
Original: English

Item 6 of the provisional agenda

**REPORTS BY THE DIRECTOR-GENERAL ON SPECIFIC MATTERS**

**PART IX**

**GEOGRAPHICAL DISTRIBUTION AND GENDER BALANCE  
OF THE STAFF OF THE SECRETARIAT**

**CORRIGENDUM**

Document 36 C/ 41 which is included in document EX/6 Part IX has been modified corrected (see 36 C/41 Corr. attached )



**General Conference**  
36th Session, Paris 2011

# 36 C

United Nations  
Educational, Scientific and  
Cultural Organization

Organisation  
des Nations Unies  
pour l'éducation,  
la science et la culture

Organización  
de las Naciones Unidas  
para la Educación,  
la Ciencia y la Cultura

Организация  
Объединенных Наций по  
вопросам образования,  
науки и культуры

منظمة الأمم المتحدة  
للتربية والعلم والثقافة

联合国教育、  
科学及文化组织

36 C/41 Corr.  
22 September 2011  
Original: English

Item 11.4 of the provisional agenda

**REPORT BY THE DIRECTOR-GENERAL ON THE SITUATION  
CONCERNING THE GEOGRAPHICAL DISTRIBUTION AND  
GENDER BALANCE OF THE STAFF OF THE SECRETARIAT**

**CORRIGENDUM**

Paragraphs 29, 30 and 48 and Annex III of this document are replaced by the following text:

29. Annex VI (Table I) in document 36 C/INF.8 provides detailed data on the distribution within Programme sectors and Bureaux at Headquarters. It shows that Group I has the largest representation in the programme sectors; its representation, however, varies from one sector to the other, from 49% in CLT, to 47% in SC and 28 % in CI, for instance. Group IV is the second largest regional group in ED, SHS and CLT with a representation between 14% and 30%; its highest representation is in the Education Sector (30%), and it is less represented in SC and CLT (14%). The representation of Group II shows some variations from one sector to another, with its lowest rate in SC (6%) and its highest in CI (24%); Group III and Group V(a) are represented by 17% or less in all programme sectors; Except in the CI Sector, where it is not represented, Group V(b) is represented by 15% or less in all the other programme sectors.

30. In the General Policy and Direction and Support for Programme Execution and Administration,<sup>1</sup> Group I has the highest representation with 41% and 44%, respectively, whilst in the Programme Related Services, Group V(a) (33%) is more predominant than Group I (29%). The representation of the other Regional Groups ranges between 4% and 15% across these services. Annex VI (Table 2) in document 36 C/INF.8 provides detailed data.

<sup>1</sup> In accordance with document 35 C/5, the categories are as follows: General Policy and Direction: GC, EXB, GBS, ODG, IOS, LA, Ethics, Programme-Related Services: AFR and BSP. Support for Programme Execution and Administration: BFC, ERI, HRM, ERI, ADM.

48. As of June 2011, near gender parity has been achieved in the Professional and above category (P/D) (49% are women). From P-1 to P-5, parity has been achieved (52%). UNESCO is among the highest-ranking agencies in this respect. There remains, however, an imbalance at the D and above levels where women represent 27%. Sustained efforts will have to be made to achieve gender parity at that level by 2015. UNESCO will have a 54% turnover of its Director staff in the next five years (until end 2015). This will provide a continuing opportunity for improving the gender balance at senior levels. Moreover, the career advancement of junior women staff (who represent 59% of P-1 to P-3 staff) should progressively result in an increase in women filling posts at senior management level.

**ANNEX III**  
**GEOGRAPHICAL DISTRIBUTION AS AT 1 JUNE 2011**  
**BY GRADE**

	Member States	Sigle	DDG	ADG	D2	D1	P5	P4	P3	P2	P1	Total	Max.	Min.	Situation
1	Afghanistan	AFG							1	1		2	4	2	=
2	Albania	ALB				1			1			2	4	2	=
3	Algeria	DZA					1	2		4		7	4	3	+
4	Andorra	AND						1				1	4	2	-
5	Angola	AGO											4	2	O
6	Antigua and Barbuda	ATG											4	2	O
7	Argentina	ARG			1		3	1	1	1		7	5	3	+
8	Armenia	ARM							2			2	4	2	=
9	Australia	AUS					3	2	1	2		8	10	6	=
10	Austria	AUT					2	1	1	1		5	6	4	=
11	Azerbaijan	AZE											4	2	O
12	Bahamas	BHS							1			1	4	2	-
13	Bahrain	BHR								1		1	4	2	-
14	Bangladesh	BGD						1		1		2	5	3	-
15	Barbados	BRB					2					2	4	2	=
16	Belarus	BLR					1		1			2	4	2	=
17	Belgium	BEL			3	1	5	1	3			13	7	4	+
18	Belize	BLZ											4	2	O
19	Benin	BEN				2			1	1		4	4	2	=
20	Bhutan	BTN							2			2	4	2	=
21	Bolivia (Plurinational State of)	BOL								1		1	4	2	-
22	Bosnia and Herzegovina	BIH							2			2	4	2	=
23	Botswana	BWA				1				1		2	4	2	=
24	Brazil	BRA			1	1		1	2	1		6	10	6	=
25	Brunei Darussalam	BRN											4	2	O
26	Bulgaria	BGR					3	2	2	1		8	4	2	+
27	Burkina Faso	BFA					1	2	1			4	4	2	=
28	Burundi	BDI				2		1	1	1		5	4	2	+
29	Cambodia	KHM						2		2		4	4	2	=
30	Cameroon	CMR				1		4	4			9	4	2	+
31	Canada	CAN		1		1	1	5	2	5		15	14	8	+
32	Cape Verde	CPV							1			1	4	2	-
33	Central African Republic	CAF											4	2	O
34	Chad	TCD						1				1	4	2	-
35	Chile	CHL						1	1			2	4	3	-
36	China	CHN		1		1	1	2	3	1		9	24	15	-
37	Colombia	COL				1	2	1	1	1		6	4	3	+
38	Comoros	COM						1			1	2	4	2	=
39	Congo	COG				1	1		3			5	4	2	+
40	Cook Islands	COK								1		1	4	2	-
41	Costa Rica	CRI			1		1		1			3	4	2	=
42	Côte d'Ivoire	CIV						1	1	1	1	4	4	2	=
43	Croatia	HRV							1	1		2	4	2	=
44	Cuba	CUB						1	1			2	4	2	=
45	Cyprus	CYP								2		2	4	2	=
46	Czech Republic	CZE						1	1	1		3	5	3	=

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Member States		Sigle	DDG	ADG	D2	D1	P5	P4	P3	P2	P1	Total	Max.	Min.	Situation
47	Democratic People's Republic of Korea	PRK					2					2	4	2	=
48	Democratic Republic of the Congo	COD						1	1	1		3	4	2	=
49	Denmark	DNK			1	1	4	3	1			10	6	4	+
50	Djibouti	DJI					1					1	4	2	-
51	Dominica	DMA					1					1	4	2	-
52	Dominican Republic	DOM											4	2	O
53	Ecuador	ECU						2				2	4	2	=
54	Egypt	EGY					1	2	1			4	5	3	=
55	El Salvador	SLV											4	2	O
56	Equatorial Guinea	GNQ											4	2	O
57	Eritrea	ERI					1		1			2	4	2	=
58	Estonia	EST						1				1	4	2	-
59	Ethiopia	ETH	1				1	1	1	3		7	4	3	+
60	Fiji	FJI								1		1	4	2	-
61	Finland	FIN					1	1	1	2		5	5	3	=
62	France	FRA		1	1	5	12	11	17	8		55	24	14	+
63	Gabon	GAB											4	2	O
64	Gambia	GMB			1			1	1	1		4	4	2	=
65	Georgia	GEO							1	1		2	4	2	=
66	Germany	DEU		1		1	5	10	6	1		24	30	18	=
67	Ghana	GHA				1	1				1	3	4	2	=
68	Greece	GRC				1		1	2	2		6	6	4	=
69	Grenada	GRD						1				1	4	2	-
70	Guatemala	GTM											4	2	O
71	Guinea	GIN						1	2			3	4	2	=
72	Guinea-Bissau	GNB							1			1	4	2	-
73	Guyana	GUY											4	2	O
74	Haiti	HTI											4	2	O
75	Honduras	HND							1	1		2	4	2	=
76	Hungary	HUN					1				1	2	5	3	-
77	Iceland	ISL											4	2	O
78	India	IND			1	2	1	2	3			9	14	9	=
79	Indonesia	IDN							3			3	6	4	-
80	Iran (Islamic Republic of)	IRN											5	3	O
81	Iraq	IRQ							1			1	4	2	-
82	Ireland	IRL				1	2		1	2		6	5	3	+
83	Israel	ISR						1	2			3	5	3	=
84	Italy	ITA		1		1	6	8	6	1		23	20	12	+
85	Jamaica	JAM							1	1	1	3	4	2	=
86	Japan	JPN			1	2	2	7	19	5		36	45	27	=
87	Jordan	JOR					1	2		3		6	4	2	+
88	Kazakhstan	KAZ						1				1	4	2	-
89	Kenya	KEN							1			1	4	2	-
90	Kiribati	KIR											4	2	O
91	Kuwait	KWT											4	3	O
92	Kyrgyzstan	KGZ							1	1		2	4	2	=
93	Lao People's Democratic Republic	LAO							1	1		2	4	2	=
94	Latvia	LVA		1					1	1		3	4	2	=
95	Lebanon	LBN				1	2	4	2			9	4	2	+
96	Lesotho	LSO											4	2	O



Member States		Sigle	DDG	ADG	D2	D1	P5	P4	P3	P2	P1	Total	Max.	Min.	Situation
97	Liberia	LBR											4	2	O
98	Libyan Arab Jamahiriya	LBY								1		1	4	2	-
99	Lithuania	LTU						1	1	1		3	4	2	=
100	Luxembourg	LUX											4	2	O
101	Madagascar	MDG				1	1		1			3	4	2	=
102	Malawi	MWI					1	1	1			3	4	2	=
103	Malaysia	MYS					1	1	1		1	4	5	3	=
104	Maldives	MDV					1					1	4	2	-
105	Mali	MLI		1			1	1	1			4	4	2	=
106	Malta	MLT								1		1	4	2	-
107	Marshall Islands	MHL											4	2	O
108	Mauritania	MRT			1				1			2	4	2	=
109	Mauritius	MUS			1	1	1		1	1		5	4	2	+
110	Mexico	MEX		1			4	2	3			10	12	7	=
111	Micronesia (Federated States of)	FSM											4	2	O
112	Monaco	MCO				1						1	4	2	-
113	Mongolia	MNG				1			1			2	4	2	=
114	Montenegro	MNE											4	2	O
115	Morocco	MAR				1	2	1	4	1		9	4	2	+
116	Mozambique	MOZ				2		2				4	4	2	=
117	Myanmar	MMR											4	2	O
118	Namibia	NAM							1			1	4	2	-
119	Nauru	NRU											4	2	O
120	Nepal	NPL						2	3			5	4	2	+
121	Netherlands	NLD				2	1	1	4	1		9	10	6	=
122	New Zealand	NZL			1		2	1	1			5	4	3	+
123	Nicaragua	NIC				1			1			2	4	2	=
124	Niger	NER					3		1	1		5	4	2	+
125	Nigeria	NGA						1	2			3	5	3	=
126	Niue	NIU											4	2	O
127	Norway	NOR				1		3	1			5	6	4	=
128	Oman	OMN				1						1	4	2	-
129	Pakistan	PAK							2	1		3	5	3	=
130	Palau	PLW											4	2	O
131	Panama	PAN								1		1	4	2	-
132	Papua New Guinea	PNG						1				1	4	2	-
133	Paraguay	PRY											4	2	O
134	Peru	PER					3	1	2			6	4	2	+
135	Philippines	PHL							2	3		5	5	3	=
136	Poland	POL				1	1		1			3	7	4	-
137	Portugal	PRT				1			2	1		4	5	3	=
138	Qatar	QAT											4	2	O
139	Republic of Korea	KOR				1		1	3	2	1	8	11	7	=
140	Republic of Moldova	MDA							1			1	4	2	-
141	Romania	ROU						1	5	1		7	4	3	+
142	Russian Federation	RUS				2	4	2		1		9	10	6	=
143	Rwanda	RWA							1			1	4	2	-
144	Saint Kitts and Nevis	KNA						1			1	2	4	2	=
145	Saint Lucia	LCA				1				2		3	4	2	=
146	Saint Vincent and the Grenadines	VCT											4	2	O

36 C/41 Corr.  
Annex III – page 4

Member States		Sigle	DDG	ADG	D2	D1	P5	P4	P3	P2	P1	Total	Max.	Min.	Situation
147	Samoa	WSM											4	2	O
148	San Marino	SMR							1			1	4	2	-
149	Sao Tome and Principe	STP								1		1	4	2	-
150	Saudi Arabia	SAU											6	4	O
151	Senegal	SEN					1	2	3	4	1	11	4	2	+
152	Serbia	SRB					1	1				2	4	2	=
153	Seychelles	SYC						1	1			2	4	2	=
154	Sierra Leone	SLE				2		1				3	4	2	=
155	Singapore	SGP									1	1	5	3	-
156	Slovakia	SVK								2		2	4	2	=
157	Slovenia	SVN									1	1	4	2	-
158	Solomon Islands	SLB											4	2	O
159	Somalia	SOM						1				1	4	2	-
160	South Africa	ZAF						2	2	1		5	5	3	=
161	Spain	ESP					5	8	2	2		17	14	8	+
162	Sri Lanka	LKA				1	1					2	4	2	=
163	Sudan	SDN			1		1		1	1		4	4	2	=
164	Suriname	SUR											4	2	O
165	Swaziland	SWZ						1				1	4	2	-
166	Sweden	SWE					1	2		1		4	7	4	=
167	Switzerland	CHE				1		1	1	1		4	7	4	=
168	Syrian Arab Republic	SYR					2		2			4	4	2	=
169	Tajikistan	TJK											4	2	O
170	Thailand	THA					1			1	1	3	5	3	=
171	The former Yugoslav Republic of Macedonia	MKD					1	1				2	4	2	=
172	Timor-Leste	TLS											4	2	O
173	Togo	TGO					3					3	4	2	=
174	Tonga	TON				1						1	4	2	-
175	Trinidad and Tobago	TTO								1		1	4	2	-
176	Tunisia	TUN		1		1	3		4	2		11	4	2	+
177	Turkey	TUR			1	1			1			3	6	4	-
178	Turkmenistan	TKM								1		1	4	2	-
179	Tuvalu	TUV											4	2	O
180	Uganda	UGA							1	1		2	4	2	=
181	Ukraine	UKR							2	1		3	4	3	=
182	United Arab Emirates	ARE											5	3	O
183	United Kingdom of Great Britain and Northern Ireland	GBR			2	1	2	6	5			16	25	15	=
184	United Republic of Tanzania	TZA											4	2	O
185	United States of America	USA		1		2	9	10	11	5	1	39	76	46	-
186	Uruguay	URY					1	2	1			4	4	2	=
187	Uzbekistan	UZB						1	2			3	4	2	=
188	Vanuatu	VUT											4	2	O
189	Venezuela (Bolivarian Republic of)	VEN											5	3	O
190	Viet Nam	VNM							2			2	4	3	-
191	Yemen	YEM							1			1	4	2	-
192	Zambia	ZMB						1	1			2	4	2	=
193	Zimbabwe	ZWE							1	1		2	4	2	=
<b>Total</b>			<b>1</b>	<b>10</b>	<b>19</b>	<b>56</b>	<b>130</b>	<b>161</b>	<b>215</b>	<b>113</b>	<b>13</b>	<b>718</b>			

Others	Sigle	DDG	ADG	D2	D1	P5	P4	P3	P2	P1	Total	Max.	Min.	Situation
Palestine	PSE							1			1			
Stateless	ST1													
<b>Total</b>								<b>1</b>			<b>1</b>			
<b>General Total</b>		<b>1</b>	<b>10</b>	<b>19</b>	<b>56</b>	<b>130</b>	<b>161</b>	<b>216</b>	<b>113</b>	<b>13</b>	<b>719</b>			



United Nations  
Educational, Scientific and  
Cultural Organization

**Executive Board**  
Hundred and eighty-seventh session

**187 EX/6**  
**Part IX Add.**

PARIS, 30 September 2011  
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Item 6 of the provisional agenda

**REPORT BY THE DIRECTOR-GENERAL ON SPECIFIC QUESTIONS**

**PART IX**

**GEOGRAPHICAL DISTRIBUTION AND GENDER BALANCE OF THE  
STAFF OF THE SECRETARIAT**

**ADDENDUM**

**SUMMARY**

Joint comments of the staff associations, ISAU and STU, on reports by the Director-General on specific matters.

## I. GEOGRAPHICAL DISTRIBUTION OF THE STAFF

### A. General comments

1. Document 187 EX/6 raises serious problems as to the format adopted to present data concerning geographical distribution within the Secretariat. Squarely put, the information provided is barely comprehensible, a fact that is all the more obvious that the information concerning gender balance in the Secretariat reads with ease and transparency. For example, when it comes to geographical distribution, a distinction is established between budgetary- and extrabudgetary-funded posts, which is not applied to the data on gender balance.

2. This imbalance is spurious, since one of the main rationales behind geographic and gender policies is to ensure that the missions of the Secretariat are carried out according to the values proclaimed by the Member States: the distinction established between budgetary- and extrabudgetary-funded posts is therefore purely bureaucratic and does not pertain to the overall reason why such policies exist in the first place.

3. Secondly, the part on geographical distribution raises concerns as to the coherence of the argument provided to justify the presentation of data. Namely, most of the document presents data according to regions, which makes for more readable and transparent information, but this very information is presented very selectively. Indeed, there is no presentation of the regional distribution by individual grades, while such information is provided for gender balance. The only information by individual grade is provided for individual countries, which does not lend itself to readability and transparency.

4. In short, we are concerned with the information contained in the section on geographical distribution. It is more complex and less understandable than the information provided on gender balance. The Secretariat may answer that gender balance covers two items, as opposed to 193 (Member States), but analysing geographical distribution through a regional lens is precisely the kind of approach that significantly increases the readability of the global situation.

5. We would therefore suggest that in the future, the Secretariat present data by grade and by region, and abandon the specious argument according to which geographical distribution by country is the only official way of presenting data. Indeed, the Executive Board recognizes those regions as organic to its mode of composition. It should not be different for the Secretariat, especially when it comes to shedding light on data that the Member States deem important.

### B. Specific observations

6. Despite the efforts made by the Organization towards a well-balanced **geographical distribution** of posts among staff, the situation has not improved – but rather worsened with a reduction in the number of represented Member States from 165 in 2008 to 152 in June 2011.

7. The report under review justifies the downward trend as a result of retirements of the staff indicating the measures undertaken by the Secretariat in order to improve this situation. Unfortunately the measures have not been proved to be sufficient. One might ask why? Let's look at some of them (Measure 1):

- recruitment of 10 Young Professionals from under-represented countries;
- organization of two recruitment workshops in targeted and non- and under-represented countries – however, with lack of specification and indication it is difficult to imagine who will be invited to these workshops and how they will be organized and with whom? The question seems to be appropriate as it appears that none of the workshops have yet been organized;

- organization of meetings with Secretaries-General of National Commissions – a very limited audience we would say – nevertheless two meetings have taken place until now with GRULAC and ASPEC – unfortunately no action plan has been prepared until now.

8. It appears that such measures do not bring expected results. Perhaps additional actions to improve the situation should be implemented in the Secretariat itself, in particular during the process of the selection of candidates. Experience shows that even though candidates who applied for vacant posts are from under-represented countries and meet all required criteria, priority is still given to those who are over-represented.

9. The situation will not be improved by implementing measures that have no chance of being sufficient. We are in agreement that the advertisement of new posts should target countries that are not represented or under-represented, in order to attract more applications. But this would not be done only through meetings with the Permanent Delegations. We would like to encourage ERI to collaborate with HRM in order to make sure that advertising is well placed in relevant magazines in target countries. Improving the geographical balance does not simply mean that UNESCO needs to increase the number of represented Member States, but also that it needs to improve the overall balance in terms of distribution of grades among and within the regional groups.

## II. GENDER BALANCE OF STAFF

10. As regards **gender parity**, Section 2 of Document 187 EX/6 Part IX also shows that the effort by the Secretariat remains insufficient. As for one of the main targets – 50% gender parity at Director Level by 2015 – it cannot be hoped that it will be met or even approached as the rate of women at this level is well below target, at 27%, with an increase of only 3% compared to the previous biennium. At this rate, parity would not be obtained before 2025/2026.

11. The Secretariat gives information on the measures taken to improve those trends, such as establishing targets for sectors or bureaux. But these measures amount to reiterating what has been formulated before. One main issue seems to lie in the rather bureaucratic approach to these measures. Firstly, it is rather problematic to read that HRM is instructing sectors/bureaux to hire women at specific rates without specifying how this will not contradict the requirement to consider competence and efficiency first.

12. Secondly, the measures envisaged are bureaucratic in that they do not really address the fact that gender imbalances are related to the culture of the Secretariat as a whole. It can be noted that, for example, no training seems to be offered to specifically sensitize recruiting officers on gender parity, its merits and how best to achieve it – it is laudable to mainstream gender in institutional training, but a specific targeting of recruiting officers could prove useful.

13. The approaches exhibited in the document under review do not seem to recognize that gender parity should be a goal embraced and collaboratively achieved both by women and men. This is perceptible in the quite surprising view developed on the fact that women make, respectively, 69% and 52% of P-2 and P-3 staff, and that the lower rates for P-4 and P-5 levels are expected to progressively increase with career progression of P-2/P-3 staff. This seems rather inconclusive.

14. First, it remains to be demonstrated in what manner imbalances detrimental to junior male staff are a positive phenomenon (being junior, they are, after all, the least responsible for the imbalances at the ranks above them). Also, without clear indications on the age pyramid of the different grades, it is not possible to discard the hypothesis that this situation could simply mean that many female staff are in junior positions.

15. Secondly, the fact that there are more women than men in the lower positions does not allow one to conclude that the former will automatically progress in their careers, especially if one recalls that while the proportion of women at P-5 has declined (by a small margin), it was increasing at P-2.

16. Moreover, in studying the trends and measures presented in document 187 EX/6 Part IX, it must be concluded that the Organization is not on track. As bureaucratic as it may be, the efforts developed by HRM reveal that gender equality still has to take root in the culture of the Secretariat. The view does not seem to be generally held that imbalances in terms of gender and geographical distribution are a problem precisely because they imply that some people (staff or candidates) are in fact not evaluated on the sole basis of their competence. The fact that recruitment is entirely decentralized to Sectors means that the application of the principle of favoring female candidates at equal merit often depends on gender-sensitivity of the recruiting manager. It also means that there are no mechanisms to counterbalance the screening of well-qualified women and unrepresented candidates at the early stages of the recruitment process, before short-listing candidates for interviews.

17. Finally, another matter of concern is the work/life balance issue, one of the three elements of the Action Plan for Gender Parity. The current Action Plan focuses nearly exclusively on spouse employment, which is only one aspect of this multidimensional subject. For example, work/life balance is also a matter of parenting which includes maternal and parental leave for all, including temporary staff, and good conditions for child care support (the kindergarden issue). It is a fact that policies on these items are contained in the Manual, but it remains a fact that important improvement is needed if a culture of gender parity is to be an integral part of the culture of the Secretariat.

18. The two Staff Associations therefore remain concerned that progress on achieving geographical and gender goals has been slow, and may further be affected by the proposed strategy of HRM, in particular, proposals on recruitment, mobility and contractual arrangements.

President of ISAU

President of STU



United Nations  
Educational, Scientific and  
Cultural Organization

**Executive Board**  
Hundred and eighty-seventh session

**187 EX/6**  
**Part X**

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Item 6 of the provisional agenda

**REPORTS BY THE DIRECTOR-GENERAL ON SPECIFIC MATTERS**

**PART X**

**HUMAN RESOURCES MANAGEMENT STRATEGY (2011-2016):  
UPDATE ON THE ACTION PLAN**

**SUMMARY**

In accordance with 186 EX/Decision 25 of the Executive Board and 35 C/Resolutions 79 and 82, the Director-General presents the Human Resources management strategy and update on the action plan describing the concrete measures that are being implemented to address key areas of human resources.

The financial and administrative implications of the activities presented fall within the parameters of document 36 C/5.

Action expected of the Executive Board: decision in paragraph 3.

1. This document is submitted in pursuance of 186 EX/Decision 25, inviting the Director-General to further enhance the Human Resource management strategy and to submit to the Executive Board, at its 187th session, an update of the Action Plan describing concrete measures to address key areas of human resources, including recruitment, mobility, staff development, balanced geographic representation and gender balance at senior level.
2. In order to rationalize the distribution of documents to the Governing Bodies, the report of the Director-General on the Human Resources management strategy to the 36th session of the General Conference (36 C/40) is included in the present document.



**Action expected of the Executive Board:**

3. The Executive Board may wish, in the light of the considerations set out in this document, to adopt a decision along the following lines:

The Executive Board,

1. Recalling 186 EX/Decision 25,
2. Also recalling 35 C/Resolutions 79 and 82,
3. Having examined document 187 EX/6 Part X,
4. Approves the proposed human resources strategy contained in Annex I and the Action plan contained in Annex II of document 36 C/40;
5. Invites the Director General to submit the first progress review to it at its 189th session and once every two years hereafter, periodic progress reports on the monitoring and periodic evaluations of the strategy as well as on the attainment of the objectives established, detailing benchmarks and expected time frames.



ANNEX

**General Conference**  
36th Session, Paris 2011

**36 C**

United Nations  
Educational, Scientific and  
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Organisation  
des Nations Unies  
pour l'éducation,  
la science et la culture

Organización  
de las Naciones Unidas  
para la Educación,  
la Ciencia y la Cultura

Организация  
Объединенных Наций по  
вопросам образования,  
науки и культуры

منظمة الأمم المتحدة  
للتربية والعلم والثقافة

联合国教育、  
科学及文化组织

• Item 11.3 of the provisional agenda

36 C/40  
10 August 2011  
Original: English

**REPORT BY THE DIRECTOR-GENERAL ON THE  
HUMAN RESOURCES MANAGEMENT STRATEGY FOR 2011-2016**

**OUTLINE**

**Source:** 35 C/Resolution 82-I, 186 EX/Decision 25

**Background:** In accordance with this resolution the Director-General presents to the General Conference the Human Resources Management Strategy for 2011-2016.

**Purpose:** To inform the General Conference of the Human Resources Management Strategy and Action Plan for 2011-2016 in support of the Organization's Medium-Term Strategy.

**Decision required:** Paragraph 5

## Introduction

1. This document presents the Human Resources Management Strategy for 2011-2016, pursuant to 35 C/Resolution 82-I. The Strategy's overall aim is to ensure that the Organization has a capable, skilled and motivated workforce. As a rolling instrument, it is adaptable to future challenges and requirements.

2. Following the Executive Board's decision at its 186th session (186 EX/Decision 25), the HR strategy was further enhanced with a view to ground it into UNESCO's current and future context. It is now centred on 3 main objectives: **Improving UNESCO's delivery capacity; strengthening the field presence and intersectoral way of functioning;** and setting up an effective human resources planning process.

3. The HR Strategy addresses fundamental, critical aspects of human resources management, such as recruitment, mobility, staff development, geographical and gender diversity, flexibility and effective management. The full text is in [Annex I](#). It also includes:

- An accountability framework (Appendix 1)
- A staffing profile of UNESCO staff, showing trends in overall staff numbers, field/Headquarters staff distribution, gender/geographical distribution, age and length of service (Appendix 2).
- It is complemented by an action plan which details the measures to be implemented for the achievement of the objectives and which includes key performance indicators, time frames and responsibilities (Annex II).

## Report on progress

4. The Executive Board requested the Director-General to present at its 187th session an update on the action plan describing the concrete measures that are being implemented to address human resources key areas (recruitment, mobility, staff development, geographical distribution, gender). The following actions have been or are being implemented:

### (a) Recruitment

- References are checked systematically and the traceability is ensured;
- A new vacancy format with attractive and informative content has been developed;
- The new HRM website is being developed together with ERI;
- Work on the e-recruitment tool is well advancing;
- Generic job descriptions are being developed for programme specialists and Directors of divisions by the Education Sector. Once completed and evaluated, their implementation in other programme sectors will be undertaken.

### (b) Staff development

- A competency development training package has been made available online.

### (c) Balanced geographical representation and gender balance at senior level

- A monitoring chart with key Geographical and Gender indicators is sent every two months to the ADGs and Directors of bureaux/offices;
- A full report on progress is available in 36 C/41 (Report on the Geographical Distribution of Staff and Gender Balance).

(d) In addition, a review has started of the recruitment, performance management and geographical mobility policies and procedures. Tasks teams have been set up by HRM

to this effect. A communication plan has been developed to support the implementation of the HR strategy.

### **Proposed Resolution**

5. In the light of the foregoing, the General Conference may wish to consider the following draft resolution:

The General Conference,

1. Recalling 35 C/Resolution 82 and 186/EX Decision 25,
2. Having examined document 36 C/40,
3. Endorses the human resources management strategy and invites the Director-General to implement it, taking into account the Organization's strategy and programmes within the limits of future budgets;
4. Requests the Director-General to submit the first progress review of the human resources management strategy to the 189th session of the Executive Board and biennially thereafter, and to submit a full report to the 37th session of the General Conference.

## ANNEX I

### UNESCO Human Resource Management Strategy 2011-2016

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#### Introduction

1. UNESCO's greatest asset is its people. For UNESCO to achieve its mission, set out by Member States, it requires expertise, skills and motivation of the people who work for it. Staff must be recruited, supported in development, deployed, and managed in the most cost-effective manner possible, so as to contribute to the building of a culture of peace, the eradication of poverty, sustainable development and intercultural dialogue through education, the sciences, culture, communication and information.

#### Development of the HR Strategy

2. The Human Resources Management Strategy for 2011-2016 was developed further to consultations with senior management, and representatives of Member States. Consultations were held with the staff associations, and staff at large were consulted through a Global Staff Survey conducted in December 2010, in which 1,200 staff participated.<sup>1</sup>

#### Objectives of the Strategy

3. The overall aim of the HR strategy is to support the implementation of the Organization's strategy for the next five to six years (2011-2016), as set out in the C/4 document. As the HR strategy overlaps two C/4 periods (2008-2013 and 2014-), it should be viewed as a rolling strategy, which can be adjusted in support of the Organization's strategic priorities, if required.

4. In the coming years, the HR Strategy will aim at supporting the reform of the field network to be implemented as from 2012. It will also enable the implementation of the recommendations of the Independent External Evaluation related to Human Resources (IEE) and those of the External Auditor, as well as IOS evaluations undertaken in the last years. The HR Strategy also envisions, as far as possible, harmonization with United Nations common system HR policies and practices. The latter is particularly important for "Delivering as One".

5. The three main objectives of the HR strategy are:

1. To **improve the delivery capacity of UNESCO**;
2. To **strengthen the field presence** and **intersectoral** way of functioning;
3. To establish **human resources planning** in preparation for the significant staff turnover expected in the next few years.

6. These three objectives are in line with the key areas of focus of Human Resources Management: **Talent Management**: attract and retain talent; **Enhancement of Staff Capacity**: the development of staff capability through learning and development and the creation of an **Enabling Environment**: the creation of a work environment that enhances effectiveness.

7. Action will be undertaken, in priority, in the following areas:

- (a) **Effective recruitment and selection** is one of the keys to the future success of UNESCO. The Organization will be more proactive, efficient and effective in attracting best qualified candidates. The recruitment and selection cycle should be accelerated further and progressively streamlined.

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<sup>1</sup> The results of the 2010 Global Staff Survey are available on intranet.

- (b) **Staff mobility** is key to efficiency and can carry a powerful motivational factor. Working across disciplines, sectors, bureaux, and breaking the traditional silo approach, not only contributes to staff development but also fosters an *esprit de corps* and supports a culture of change. UNESCO will aim to embed staff mobility as a *modus operandi* in the Organization as it ensures that experienced staff resources available in house are transferred to where they are needed, when they are needed.
- (c) **Staff development:** UNESCO will put in place programmes to ensure that the quality of its management continues to improve, while ensuring that the initiatives are cost effective by measuring the results obtained. The learning and development strategy will be realigned towards the development of key generic skills, managerial and partnership expertise.
- (d) **Geographical representation** is also important to reinforce the diversity and multiculturalism of the Organization's workforce. Over the next six years UNESCO will continue to work hard to ensure that progress is made in this area.
- (e) **Gender balance within the workforce** is crucial in achieving parity at all levels. Progress has been made and the Action Plan for Gender Parity needs to be sustained, in particular at Director level and above.
- (f) **Effective Management** is central to the successful achievement of UNESCO's mission. Establishing a culture of accountable and effective management is the primary key to unlocking the potential inherent in UNESCO staff and providing an enabling environment for the Organization to succeed. UNESCO will work to improve the capability of its management cadre.
- (g) **Flexibility** is a crucial test of any organization's ability to respond to its environment and the challenge of change. Mobility is part of that ability to move when the need appears, but so too are a range of contractual options to be utilized to meet these programme needs. UNESCO will aim to increase its contractual options and streamline its procedures.

8. Overall, the HR Strategy aims at contributing to the change of the institutional culture, towards being:<sup>2</sup>

**Innovative** – rewarding risk-taking and building on commitment to a common vision;

**Inclusive** – engaging strategically with Member States and other partners;

**Reflexive** – systematically learning from its own experience and through piloting change;

**Outward-looking** – positioning itself as part of a wider global system;

**Collaborative** – prioritizing collective rather than partisan interests and working across boundaries.

9. The HR Strategy defines the roles of senior management, staff and HRM in its implementation and governance and includes a high level accountability framework (Appendix 1). The Strategy is complemented by an action plan with detailed measures, key performance indicators, time frames and responsibilities (Annex II).

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<sup>2</sup> 185 EX/18, Report of the Independent External Evaluation of UNESCO.

## Shared Values, as a foundation of the HR strategy

Working for UNESCO means being actively engaged in implementing its mission, its goals and objectives. The 2010 Global Staff Survey showed that UNESCO staff are committed to the Organization's mandate and have a strong belief in its mission. UNESCO Staff work for a common cause in various roles within UNESCO's community, sharing the same set of values representing "the way we, UNESCO staff, work" which are:



### Objective 1: Improve the delivery capacity of UNESCO

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11. Improving delivery capacity of UNESCO requires attracting and retaining talented people committed to the values of the Organization. It requires that profiles and skills requirements are identified in advance (workforce planning) and that staffing strategies to address these needs are developed and implemented, thereby paving the way for an effective succession planning, ensuring programme continuity and avoiding staffing gaps. It also requires the HR Strategy to support staff throughout their career by providing opportunities for learning and professional growth.

#### A. Attracting talented candidates

12. The Organization will be more proactive, efficient and effective in attracting quality and suitable candidates, ensuring that talented people from diverse geographical backgrounds, including talented women, are attracted for recruitment to UNESCO, and about ensuring that they are deployed at the right time, as and when needed.

#### B. Recruitment

13. Recruitment decisions have a long, lasting impact. UNESCO will increasingly focus its recruitment criteria on generic, essential skills such as management skills, ability to work in teams, communication, project management and networking in addition to technical skills. Competency-based interviews will be introduced, to ensure that critical skills/competencies are being tested.

HRM will assist sectors for successfully handling interviews by providing training and experts to be part of evaluation panels for key posts.

14. Measures will be taken to ensure that the recruitment process is not only efficient but also cost-effective, transparent and timely.

### **Learning and development**

15. The learning and development programme will aim at effectively supporting and enabling the development of skills and capabilities essential for the successful attainment of the programme objectives.

16. There will be a clear shift from training towards staff development, and learning will be delivered through effective, interactive and flexible learning modes.

17. The learning and development programme will focus on the key generic skills essential for the success of UNESCO's operations, including project and programme management, partnering and fund-raising. Critical skills such as management and partnership development competencies will be supported through dedicated programmes.

18. To ensure that key specialists maintain their expertise, UNESCO will also encourage and support secondments, temporary transfers, and exchanges with universities, government departments, think tanks and other thought leadership bodies.

19. Work-based learning, mobility, short-term assignments within and outside the Organization will be considered as key learning modes, and so will conference attendance, scientific publications, networks and professional associations. Optimal use will also be made of the opportunities for network learning and online interactive programmes (such as webinars, e-learning, etc.), which are both flexible and cost-effective.

20. The role of the Learning and Development Commission will be one of strategic oversight over the learning and development initiatives, encompassing all skills and knowledge development.

21. The learning and development budget will be reviewed with a view towards decentralizing a greater share to sectors to finance learning activities in support of programme delivery in their specific area of responsibility.

22. Staff are responsible for their own development and the Organization has a responsibility to create an enabling environment. However, when setting out expected results for the biennium, supervisors will be required to discuss and agree on one learning and development objective for every staff member under their supervision.

### **Induction and mentoring for new recruits**

23. UNESCO will extend and improve the induction process for new recruits so that new employees, at all levels, are well briefed and better prepared for their assignment. A mentoring community will also be encouraged and supported.

### **D. Career development planning and support**

24. Career development is founded on the basis of a partnership approach between the staff member, the manager and the Organization. The professional development of each staff member is important and is mutually beneficial to staff and the Organization.

25. To facilitate career planning, career models like those introduced in other United Nations agencies will be developed, with practical information on possible career structures, career paths and skills sets required. Career paths may be technical specialist paths or generalist/managerial



career paths, for which evidence of management skills/potential will be required as applicable. Multidirectional career paths will be encouraged, away from the traditional vertical structure. A skills assessment tool will be developed.

### **Working across disciplines**

26. Staff will be encouraged to work in teams, responsive to emerging issues and opportunities. This will enhance inter-disciplinary work as well as functional mobility within the Organization. The six intersectoral platforms<sup>3</sup> foreseen in document 36 C/5 provide a clear cadre for such team work. The Organization will also foster multiple, non-hierarchical options to enable individual initiatives and suggestions about how to contribute to UNESCO's programme and strengthen its visibility.

27. A career support service will be operational in HRM to provide staff with career information and advice. It will also coordinate a mentoring programme that will match junior professionals and newly recruited staff with a more senior staff for 6 months to one year to provide career coaching, network and support.

### **Skills set**

28. Key skills needed of UNESCO staff such as innovation, partnering, communication, ability to work on projects and in teams will be reinforced; the ability to interact professionally with UNESCO partners and to successfully manage UNESCO networks will be strongly emphasized. Focus on management potential will also be a priority, given the high level of turnover at managerial level, and the anticipated need for strong management skills.

### **Staff Mobility**

29. **Staff mobility** is an integral part of professional development. Mobility may be geographical or functional; it usually involves a longer-term assignment, but can also be short-term. It offers the opportunity to acquire new skills, knowledge and experience. The Global Staff Survey shows that a number of staff aspire to more mobility. However, except for staff in hardship duty stations, the concept of staff mobility is still not yet internalized, nor operationalized in UNESCO, and a significant number of staff have remained in the same function for extended periods of time. This lack of mobility may result in demotivation and impact on efficiency.

30. To trigger greater staff movements, staff development reviews will be conducted with staff who have performed the same functions for an extensive number of years. The purpose of such reviews will be to explore options for mobility, for the mutual interest of staff and programme delivery. Where mobility opportunities are limited or where it is not the best option, short-term assignments, intersectoral project work and developmental assignments will be encouraged. A pilot programme for facilitating exchanges between sectors will also be introduced to foster and support interdisciplinarity.

31. UNESCO will continue to apply **geographical mobility** and will review its geographical mobility policy with the purpose of updating its approach and mechanism with the best practices of other international organizations, in support of UNESCO's programme delivery. Mobility should be facilitated by enhanced job opportunities in the field, resulting from the upcoming field network review. The timely reassignment of staff from hardship duty stations, undertaken within the implementation of the present policy, will continue<sup>4</sup>.

32. Support to mobility will be reinforced by maintaining and confirming that it is a clear advantage for professional development and career progression. The Executive Board decision<sup>5</sup>

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<sup>3</sup> Culture of Peace, Climate Change, HIV and AIDS, Post-Conflict and Post-Disaster (PCPD), Small Island Developing States (SIDS), Priority Africa.

<sup>4</sup> In 2010, all the staff in hardship duty stations who exceeded their standard duration of assignment were reassigned.

<sup>5</sup> 181 EX/Decision 6 (April 2009).

confirming that, under the geographical mobility programme, field experience is an important criterion for promotion, shall be reinforced. Preference for positions at P-4 will be given to staff who have completed at least one assignment in the field<sup>6</sup>. For promotions to positions at P-5 and above, flexibility and mobility demonstrated by an assignment in different duty stations and/or sectors, will be a recognized asset.

33. In terms of incentives to support mobility, UNESCO's practices will be aligned to those of the United Nations common system.

34. **Inter-agency mobility** will be proactively supported; enhanced communication about the opportunities in other agencies will be put in place and possibilities for exchanges explored. Assignments in other non-United Nations organizations/agencies will also be envisaged within the framework of the new policy on loans and secondments.

## **E. Stimulating work environment**

35. Creating a positive and stimulating work environment is about establishing and maintaining the necessary internal conditions that support staff motivation. This implies a work environment that is safe and healthy, a work environment that is inclusive, respectful, free of harassment and discrimination, where United Nations core values are abided by, and where there is a constructive dialogue with staff and the staff associations. It is important in such environments to ensure that mechanisms for the recognition of outstanding performance of staff and teams be in place.

36. Staff surveys will be periodically conducted to gauge motivation, monitor perceptions and obtain direct staff feedback.

### **Staff recognition**

37. UNESCO will ensure that individual and team contributions are recognized in a way that motivates staff and contributes to the attainment of UNESCO's goals. A culture of high performance and recognition will be fostered by giving credit where credit is due. Staff performance reports will include a fourth, outstanding, rating as recommended by the External Auditor, which will enable to clearly identify and report on outstanding performance.

38. Informal and formal ways of recognition for a good performance, successful achievements and exemplary attitude shall be introduced and/or strengthened.

39. Innovative projects and initiatives at all levels will also be encouraged, supported and recognized.

40. The merit promotion programme will be reviewed for its impact/effectiveness. Other ways to reward high-performing staff will be explored and introduced in line with the ongoing discussions in the United Nations common system (ICSC and CEB HR Network).

### **Staff-management relations**

41. Staff-management relations will continue to be a priority and will be based on an open, continuous and constructive dialogue with the staff associations and through continuous work with the Standing Consultative Committees. Innovative means such as staff surveys will also be used to collect staff feedback. Managers and supervisors will be expected to uphold open and constructive communication channels with staff under their supervision on a continued and regular basis.

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<sup>6</sup> As per standing HR Manual provisions.

## **Management Capacity**

42. In the next six years, UNESCO will work to improve the quality and capability of its management cadre, and will give priority to management skills, which are vital to the successful implementation of the Organization's global strategy.

43. Appointments to positions with managerial responsibilities will be made on the basis of managerial capability or potential. UNESCO will also invest in and strengthen the mid-level leadership management programme, to support the development of talented mid-level professionals.

44. Coaching and mentoring for new managers will be systematically implemented. Examples of good management practices and styles will be publicized, shared and upheld as good UNESCO examples to follow.

45. Effective management practices such as assigning challenging objectives, regular performance feedback, and instilling a culture of recognition by showing appreciation and recognition of staff achievements, will be strongly emphasized.

46. The role of all managers in the professional development of staff will be reinforced. All mid-level managers will be required to report every biennium on achievements in that area.

## **G. Environment of trust and accountability**

47. The Organization will promote shared values of professionalism, integrity and respect for diversity. Relevant policies will be implemented, such as the anti-harassment, whistleblower and anti-retaliation policy policies, and new policies such as those on "conflicts of interest" will be developed, in collaboration with the Ethics Office.

48. Many staff, at all levels, are responsible for managing people; they need to delegate authority and responsibility and to encourage teamwork, and must be held accountable for their performance<sup>7</sup>. Senior Managers (ADGs, Directors of bureaux and Directors/Heads of field offices) will be evaluated against expected results, in the same way as staff. In addition, the Director-General is committed to introducing a 180-degree evaluation system for all supervisors.

## **H. Gender balance**

49. Except at the senior management levels, women are well represented in UNESCO staff, with a representation that ranks among the highest in the United Nations system. 2015 has been set as the target date for gender parity at Director level in UNESCO. Since 2010, near parity is achieved at ADG level. However, with 27% women Directors, gender balance at senior management level remains to be improved. The implementation of the Action Plan for Gender Parity, which sets out measures to achieve parity at Director level and above by 2015, will be sustained over the next five years.

## **I. Geographical balance**

50. A geographically diverse workforce is fundamental for the successful programme delivery and represents a basic principle set out in the Constitution of the Organization<sup>8</sup>. UNESCO will set an objective of 85% of represented countries to be reached by 2016. The number of normally represented countries will also be increased.

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<sup>7</sup> See Appendix 1, Accountability Framework.

<sup>8</sup> "Subject to the paramount consideration of securing the highest standards of integrity, efficiency and technical competence, appointment to the staff shall be on as wide a geographical basis as possible", UNESCO Constitution, Article VI.4.

51. The Secretariat will work proactively with non- and under-represented countries to encourage applications from qualified candidates, in line with the Action Plan to improve Geographical Distribution<sup>9</sup>. UNESCO will maintain the Young Professionals Programme, competitively recruiting a targeted group of 10 junior staff at P1/P-2 level, from non- and under-represented countries, per biennium. Young Professionals, after an initial on-the-job training period in different sectors at Headquarters, will be assigned to the field to continue their professional development.

52. Gender balance and geographical diversity will also apply for personnel hired under other types of contracts.

#### **J. Flexible Contracts**

53. Flexible contractual modalities are an important tool for the Organization for managing its human resources and adapting to changing priorities. The Organization will maintain the two existing employment streams: the long-term stream includes staff at all levels who will carry out the continuing activities of the Organization in a flexible and mobile manner. They will maintain the Organization's institutional memory and its programming knowledge. At the same time, expertise will continue to be needed on a short- and mid-term basis. Staff and other service providers/contractors that UNESCO requires as a complementary, flexible workforce will be the short- and mid-term stream.

54. Contractual modalities will be adapted to better support the long, mid-term and short-term streams. Staff contracts will continue, of course, to be aligned on the ICSC contractual framework and the conditions of service of all employees will be aligned to other agencies, to support "Delivering as One" at the field level.

#### **K. Partnerships**

55. The new loans and secondment framework will be used strategically, to fill gaps through targeted extrabudgetary loans and secondments in key areas where needs exist, such as in post-conflict and post-disaster (PCPD) situations. Partnerships with governments, intergovernmental institutions, universities and the private sector will be actively supported.

#### **L. The Bureau of Human Resources Management**

56. The Bureau of Human Resources Management aims to become a visible, efficient, transparent and trusted partner, improve its communication mechanisms and become an enabler for successful programme delivery.

57. HRM will work towards raising its service delivery level to staff and managers. It will foster a "client service" attitude and will ensure that policies and procedures are transparent and consistently applied. HRM will maintain high standards of ethics relating to confidentiality for all individual personnel issues. A user-friendly, interactive HRM website will ensure that information on HR issues is easily found.

58. HRM will allocate, where possible, staff and/or provide training, as necessary, to specific sectors/bureaux/field offices. HRM will engage in a process review so as to de-bureaucratize, including a review of the delegation of authority framework. It will aim at fully implementing information systems which will support HR functions and Organization priorities in close collaboration with the CIO, thus leveraging the full potential of its human resources information systems, aiming at an up-to-date, fully operational and integrated employee database.

59. HRM will maintain its close interaction with United Nations sister agencies and actively engage in the harmonization of business and human resources practices at field level and will continue its active participation in inter-agency mechanisms.

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<sup>9</sup> In 36 C/41.

60. HRM will be measured on its performance as a support to management team and staff. HR performance targets will be agreed with the Director-General and monitored and reported on.

## **Objective 2: Strengthening the field presence**

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61. The field network will undergo a significant review, in terms of structure and staffing over the next four years (2012-2015), starting with Africa and the Arab States in 2012. HRM will actively support this reform through the identification of appropriate staffing levels, staff planning, mobility mechanisms and right-sizing of the different offices within the appropriate United Nations administrative processes, procedures and best practices of other United Nations organizations which are or have been undertaking similar reforms.

62. HRM will continue to support the programme to ensure that field offices are staffed with skilled, competent and motivated staff. Streamlined procedures will be instituted to ensure that posts are filled in a timely manner. Quality induction will be provided and knowledge transfer mechanisms developed. The geographical mobility policy will be further enhanced so to ensure that the standard duration of assignment concept is updated and institutionalized to ensure that staff have, during their careers, opportunities to move between Headquarters, regional offices, and field offices.

63. HRM will accompany the reform of the field network by developing policies and guidelines to support the redeployment, separation, hiring and training of staff, particularly in the management of resources. Advice will be provided to managers of the field network on organizational design, job profiles/competencies and staffing.

64. HRM will work with other relevant offices to develop a clear accountability framework defining the reporting lines between the different UNESCO offices (Headquarters and the field) and HRM delegation of authority.

## **Objective 3: Human Resources Planning**

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### **A. HR Planning**

65. Introducing an effective HR planning tool is essential to project future workforce trends, considering internal conditions and external factors, anticipate staffing needs, identify knowledge and skills gaps and prepare strategies to address these (such as hiring, mobility, learning and development, partnerships, etc.).

66. The current staff demographic situation, with an anticipated high level of retirements in the next five years will provide an opportunity to redesign jobs and shift positions and resources to priority areas, including to the field. It can also be seen as an opportunity for staff rejuvenation, bringing in new blood and new thinking and for shaping the staff profile needed for the future, aligning it with the strategic priorities of the Organization. But it also represents a risk for the Organization in terms of future availability of competent leaders, technical expertise and institutional memory, given the retirement rate in the coming biennium, with 60% of staff at Director level and 40% of the P-5 staff retiring by 2016.

67. To avoid staffing gaps and ensure continuity in operations, advance planning will be implemented for those occupational groups where the turnover is expected to be most significant over the next four to six years, as well as for critical functions.

### **Talent pools**

68. Talent pools will be established to ensure the availability of a sufficient number of potential candidates and to allow for a smooth transition.

## **B. Knowledge Transfer**

69. There is a wealth of knowledge and experience among UNESCO staff. Effective mechanisms for internal knowledge transfer, such as communities of practice, will be encouraged to support the internal sharing of experiences, information and knowledge. HRM will work with ERI and the CIO to explore the use of interactive IT platforms as an effective way of sharing knowledge online. Handover mechanisms will be formalized to ensure that key knowledge and institutional memory are transferred to incoming staff. This is particularly crucial as many experienced and knowledgeable staff will retire in the future.

### **Roles**

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70. All UNESCO staff are responsible for the implementation of the HR strategy at their different levels of responsibility.

71. All staff members are accountable for delivering expected results, for knowing and applying regulations, rules and procedures of the Organization, for behaving according to the standards of conduct and upholding the core values of the Organization.

72. Supervisors/programme managers are responsible for managing staff under their supervision which includes: regular performance feedback, assigning challenging objectives, and preventing conflicts at the place of work. Supervisors will also work closely with HRM in order to establish HR planning mechanisms including knowledge transfer and succession planning processes.

73. Senior management plays a key role in ensuring the implementation of the priorities highlighted in the HR Strategy including establishing an accountable, trustful and stimulating work environment within the Organization, while HRM reacts to the established organizational priorities, pre-empts staff related challenges and provides advice on the best ways to implement these priorities from the HRM perspective.

74. HRM is responsible for implementing the actions described in the HR Strategy Action Plan (Annex II) and for being a trustworthy, reliable and responsive partner.

### **Conclusion**

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75. The HR Strategy aims at supporting the delivery capacity of UNESCO; strengthening the field presence and the intersectoral way of functioning, and establishing and highlighting a human resources planning capacity.

76. As a rolling instrument, the HR Strategy is adaptable, if applicable, to challenges and requirements which may arise in the future. It focuses on fundamental, critical aspects of human resources management, such as staffing (recruitment and mobility), staff development, flexibility, geographical and gender diversity and accountable management. Strengthening of these areas should contribute to enhancing the Organization's overall capacity to deliver.

**ANNEX II**

**ACTION PLAN – UNESCO HR Strategy for 2011-2016**

<b>OBJECTIVE 1: IMPROVING THE DELIVERY CAPACITY OF UNESCO</b>						
<b>Expected Result</b>	<b>Action</b>	<b>KPI (Key Performance Indicator)</b>	<b>Time frame</b>	<b>Responsible</b>		
				<b>HRM</b>	<b>Manager</b>	<b>Staff</b>
<b>1. More qualified candidates attracted and recruited in UNESCO</b>	1. Enhance outreach for qualified candidates (through job fairs, universities, United Nations networks)	Candidates pools set up	Q2.2012	X		
	2. Set up candidate pools of external candidates shortlisted but not selected, to notify them of future vacancies in the Organization			X		
	3. Identify critical skills and competencies needed (such as management, partnerships), develop protocols for competency-based interviews and provide training/briefing to hiring managers on a systematic basis	Competency-based interviews applied to all interviewed candidates	Q1.2012	X	X	
	4. Check references systematically and ensure traceability		Q1.2011	X	X	
<b>2. Efficient, rapid, cost-effective and transparent recruitment process</b>	5. Develop new Vacancy Notices format with attractive and informative content	Average % of candidates screened in/out	Q3.2011	X		
	6. Set up more attractive, informative and user-friendly web-site (intranet/internet)		Q4.2011	X		
	7. Implement e-recruitment for pre-selection and rosters		Q4.2011/ Q1.2012	X		
	8. Revise JDs, implement generic JDs where appropriate and provide training/advice on JD writing		Q2.2012	X	X	
<b>3. Enhanced quantity and quality of training offer to ensure UNESCO has a capable and skilled workforce</b>	9. Develop and implement new learning strategy	% of staff trained;	2014-2015	X	X	
	10. Conduct needs assessment and re-focus training offer on key generic skills needed for programme delivery (managerial skills, project management, partnering skills)	Number of days training per staff; % of staff satisfied with quality/quantity/relevance of training (through global staff survey); number of new training initiatives implemented.	2014-2015	X		
	11. Implement new modalities of training: internal development and assessment of external offer for specific skills; short-term assignments piloted; use of e-learning maximized		2014-2015	X		
	12. Review role of L&D Commission	Feedback through end training survey	2014-2015	X		
	13. Review allocation mechanisms of training budget to sectors/bureaux and field offices		2013-2014	X		

	14. Evaluate induction training for new recruits and improve as required		2013-2014	X	X	
	15. Implement mentoring scheme		2013-2014	X	X	
<b>4. A motivated workforce, with opportunities for career development/Growth and recognition</b>	16. Implement staff development reviews with staff who have performed the same functions for an extensive number of years (5 years or more); explore and enhance mobility opportunities	% of staff performing the same functions for an extensive number of years who have been assigned new functions	2014-2015	X	X	X
	17. Develop skills assessment tool	% of staff who have consulted TCD for career development advise; feedback through global staff survey	2013-2014	X	X	
	18. Reinforce counselling role of career service; provide career advice/briefings to staff			X	X	
<b>5. Enhanced mobility (geographical, functional, and inter-sectoral)</b>	19. Update and implement geographical mobility policy	% of staff in hardship duty stations re-assigned in time (SDA); % of staff remaining in same duty station/position for more than five years; Nr of inter agency movements per biennium	2012-2013	X	X	X
	20. Recognize mobility as an asset for promotion to P-4/5		2012	X	X	
	21. Implement pilot programme of inter-sectoral exchanges and functional mobility		2015-2016	X	X	X
	22. Enhance inter-agency mobility		2012-	X	X	X
<b>6. Stimulating work environment</b>	23. Develop a programme that recognize team performance	Motivation and commitment of staff measured through global staff survey; Number of teams recognized	2014	X	X	X
	24. Develop a programme that recognizes outstanding performance for individuals	% of staff who have attended information sessions; % of declared accidents related to work; % of claims to SCP	2013	X	X	X
<b>7. Improved quality of management and enhanced performance at managerial level</b>	25. Provide management training for P-4 staff and above	% P-4 and above trained for management skills; % of P-4 staff and above who actually report; % of staff satisfied by development objectives (through global staff survey)	2012-2013	X		
	26. P-4 and above supervisors identify, implement their staff development objectives and report on progress.		2013-2014			X (P-4)
	27. Implement 180-degree feedback and appropriate coaching/follow up	% of D staff who undertook a 180-degree feedback; % of staff satisfaction with managerial practices (global staff survey)	2014-2015	X	X	X

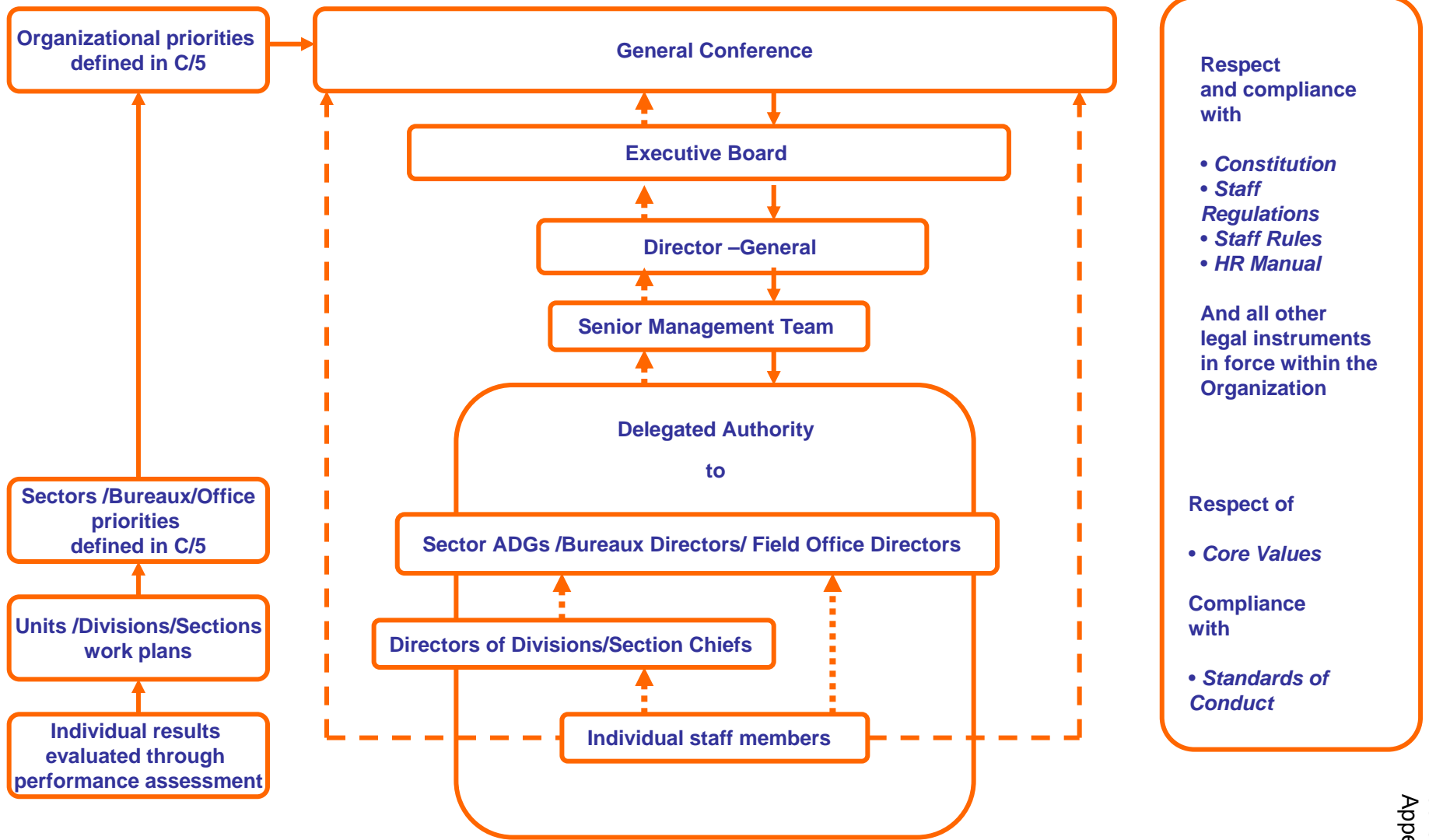


	28. Performance of senior managers assessed against key expectations	% of D staff assessed by the end of 2012;	2012		Directors and above	
<b>8. Enhanced accountability, compliance and trust</b>	29. Develop a clear accountability framework for all staff in the Organization	Accountability framework developed. Reduction of the number of appeals/contestations	2011	X	X	
<b>9. Core values and Standards of Conduct promoted</b>	30. Include ethics and promote core values in induction and management training	Number of staff trained; % decrease of number of harassment complaints; % of cases submitted to Ethics Office; feedback through global staff survey	2011-2016	X and Ethics Office	X	X
	31. Develop and implement policies on conflicts of interest, gifts, financial disclosure.		2012	X and Ethics Office	X	X
<b>10. Gender parity at senior level</b>	32. Implement UNESCO's Action Plan for Gender Parity	50% of women Directors by 2016	2012-2016	X	X	
<b>11. A geographically balanced workforce</b>	33. Implement the action plan for the improvement of geographical distribution in the Secretariat	85% of Member States represented in 2016; Increased number of normally represented countries; % of staff recruited from non- and under -represented countries.	2012-2016	X	X	
	34. Non- and under-represented countries: assess situation, identify issues and develop targeted approach for outreach through advertisement in local press; job fairs; National Commissions, delegations, professional networks.					
	35. Continue and support the YPP programme.					
<b>12. Effective partnerships established to obtain external expertise</b>	36. Facilitate and support the conclusion of new partnerships in support of UNESCO's programme, within the parameters of the loans and secondments framework, in key areas where expertise not readily available, with governments, intergovernmental institutions, universities, private Sector	Number and distribution of loans/secondments by sector/bureau/office; positive feedback from the hiring manager	Ongoing	X with CFS	X	
<b>13. HRM to become a proactive support/adviser to Organization and staff</b>	37. Align HRM structure to effectively support the HR strategy and improve service delivery	Ivory Note issued; % service standards respected; random measures of "client" satisfaction; global staff survey	2011-2012	X		
	38. Update service standards		2012	X		
	39. Monitor quality (and time) of service delivery by Section		2012	X		
	40. Develop and implement HR communication plan ( including launch of the website, information sessions, town halls at Headquarters and in the field)	Enhanced compliance with the rules (audit reports); feedback through global staff survey	2011-2012	X		
	41. De-bureaucratize HR processes/procedures: conduct a systematic review of processes, in particular when	Time for service delivery decreased; % of staff satisfaction (global staff	2012-2013	X		

	implementing workflows	survey)				
	42. Increase delegation of authority within HRM and to Sectors					
	43. Develop a regular training programme of administrative officers and human resources staff in sectors/bureaux and in field offices	Enhanced compliance with the rules (audit reports)	2011 onwards	X		
	44. Conduct global staff surveys every 2 years	Staff surveys conducted in 2012, 2014, 2016	2012 onwards	X		
<b>OBJECTIVE 2: STRENGTHEN THE FIELD PRESENCE AND INTERSECTORALITY</b>						
Expected Result	Action	KPI (Key Performance Indicator)	Time frame	Responsible		
				HRM	Managers	Staff
<b>1. A strengthened field presence and intersectorality</b>	1. Assess staffing needs in the field; fill posts on time, provide quality induction and ensure knowledge transfer	% of vacancy rate in field; % of field offices in the Africa and Arab States Regions (Phase I) adequately staffed (90 % posts filled)	2011 onwards	X	X	
	2. Develop policies and guidelines to support the redeployment of staff, the separation and hiring of local staff.		2011 onwards	X with BFC		
	3. Ensure that there are clear lines of accountability/reporting within field offices, between field offices and between field and Headquarters	% of HFOs with performance assessed	2011 onwards	X with BFC		
	4. Provide advice/support to managers r.e. organizational design, job profiles, staffing		2011 onwards	X with BFC		
	5. Ensure that performance assessment of Head of field offices is measured and reported on		2011 onwards	X with BFC		
	6. See action 21 (Obj.1(5)) Implement pilot programme of intersectoral exchanges and functional mobility		2015-2016	X	X	X
<b>2. Enhanced integration into the United Nations common system</b>	7. Harmonize HR practices (to the extent possible) at the field level in the context of "Delivering as One" by implementing a harmonized approach to the recruitment of local staff.	Implementation progress of the Plan of Action	2011 onwards	X		
	8. Sustain/strengthen UNESCO's participation and input in interagency networks	Chair of committees and participation in Working Groups	2011 onwards	X		

OBJECTIVE 3: IMPLEMENT AN EFFECTIVE HR PLANNING PROCESS						
Expected Result	Action	KPI (Key Performance Indicator)	Time frame	Responsible		
				HRM	Managers	Staff
1. HR Planning process in place	1. Set up HR planning process	Vacancy rate reduced	Q4.2012	X	X	
	2. Implement succession planning for key targeted posts, specific profiles and skills		2012-2013	X	X	
	3. Put knowledge transfer mechanism in place		2012-2013	X	X	

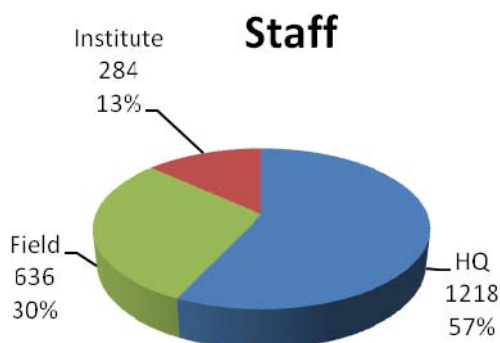
# UNESCO Staff accountability framework



## APPENDIX II

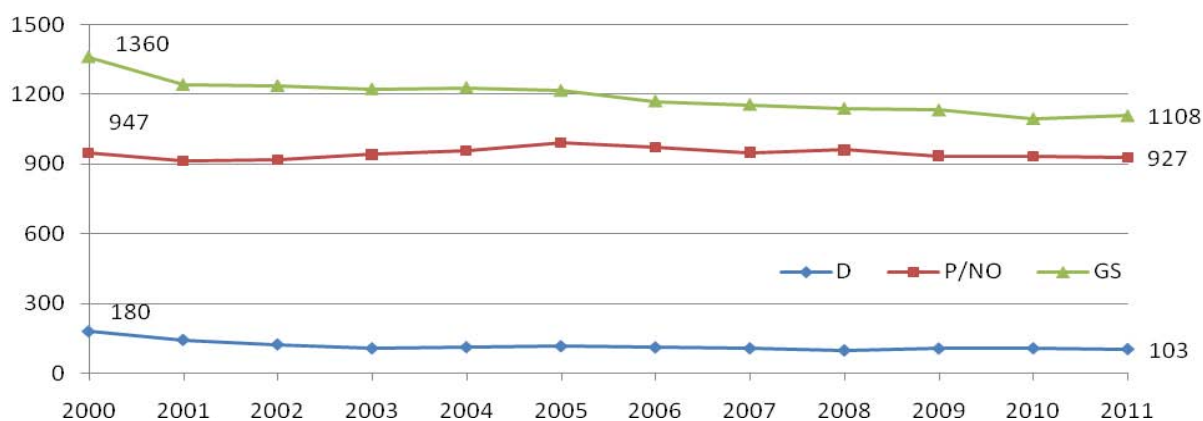
### UNESCO's Staffing Profile<sup>1</sup>

#### Overall staff numbers

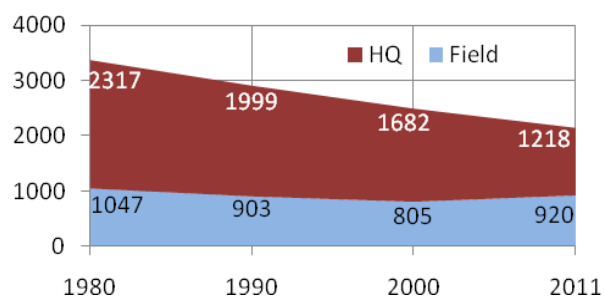
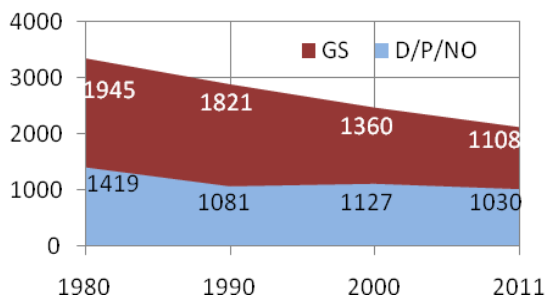


As of 1 June 2011, UNESCO has 2,138 staff on “longer-term” contracts (fixed-term and indeterminate). Staff numbers have steadily decreased since 2000 from 2,487 to 2,138. It is expected that this trend will continue, given the likely continuous pressure on staff costs. As shown, staff in the field represent 30% of the total staff. 35% of the posts of the regular programme are in the field, 65% at Headquarters.

Since 1 January 2000, the number of Directors has decreased from 7% to 5% and so did General Service staff (from 55 % to 52%) while the P/NO staff have increased from 38% to 43%.

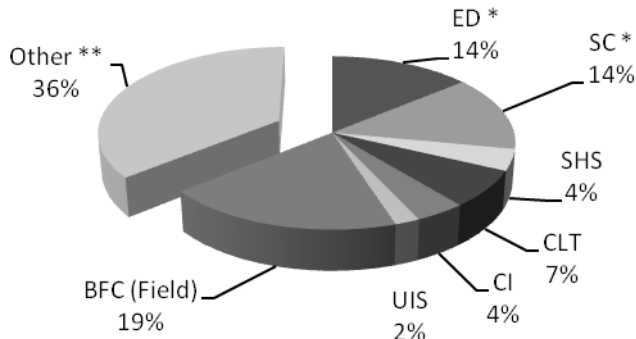


The trends since the 1980s show a significant decrease of overall staff numbers in particular G staff and HQs staff.



<sup>1</sup> This data covers staff on fixed-term and indeterminate appointments, on posts funded by the Regular Budget and extrabudgetary funds. It does not include temporary staff.

### Professional staff by Sector

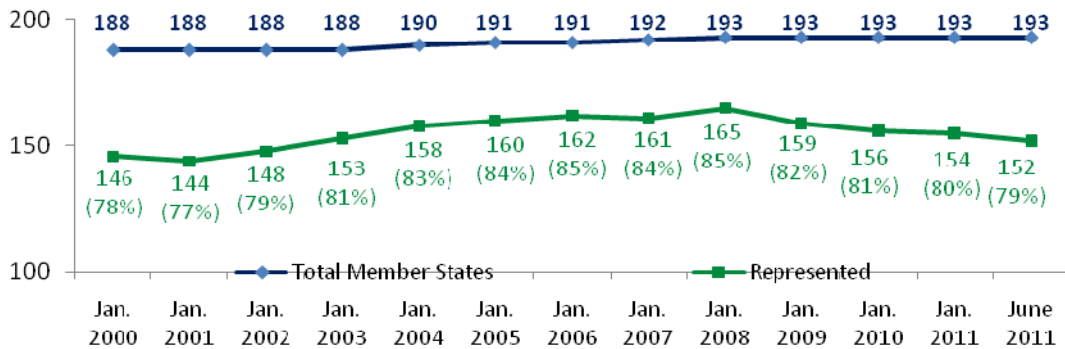


As we can see, 64% of the Professional staff and above (D/P/NO) work in the programme sectors and in the field. BFC (Field) includes Directors and Heads of field offices and staff in administrative/related support functions.

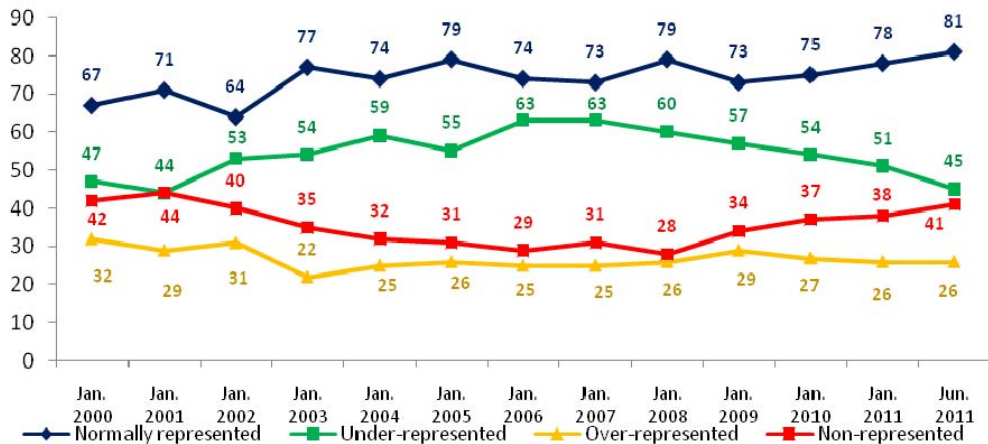
\* Including Institutes.  
\*\* General Policy and Direction (GBS, ODG, IOS, LA, Ethics), Programme Related Services (AFR, BSP), and Support for Programme Execution and Administration at Headquarters (BFC (HQs), BFM, ERI, HRM, ADM).

### Geographical balance

A geographically diverse workforce is essential to effective programme delivery. UNESCO has made progress in the geographical representation from 2000 to 2008. Since 2008, the level of representation is decreasing. In 2011, UNESCO has 193 Member States, of which 152 (79%) are represented within the Secretariat.

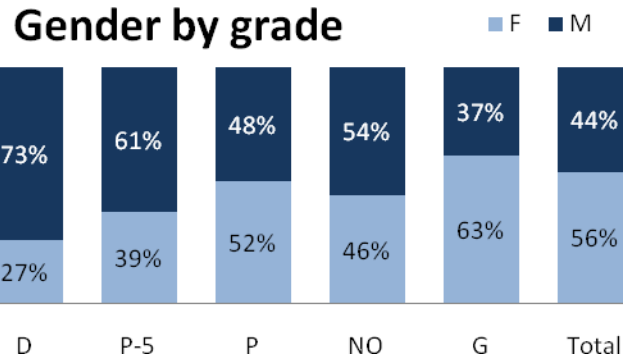


While the global representation is showing a downward trend, the situation within the categories is improving since 2000, with a significant increase in the number of normally represented countries (from 67 in 2000 to 81 in June 2011). The number of over-represented countries is also progressively decreasing.

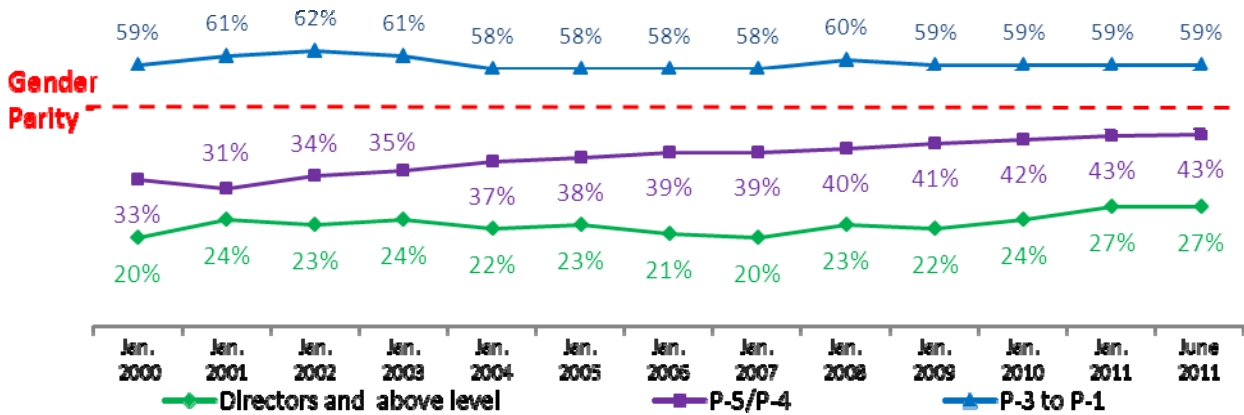


### Gender parity

Overall, results are good, the proportion of women in UNESCO staff is among the highest in the United Nations system and since 2010, near parity has been achieved at ADG level. However, gender balance remains to be improved at the Director and P-5 positions, where women represent 27% and 39% respectively.

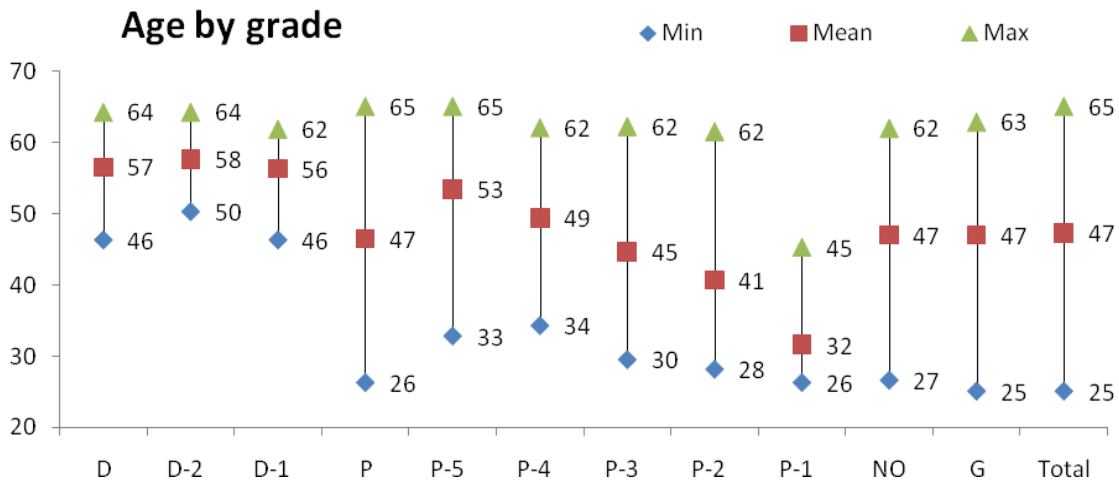


We can see that the percentage of women in P-5/P-4 grades increases constantly since 2001, and an effort has been made at Director level since 2009 with an increase of 5% in two years. The number of women in P-3 to P-1 grades remains almost constant, which is a good trend to ensure a sufficient pool of junior women for further promotion.

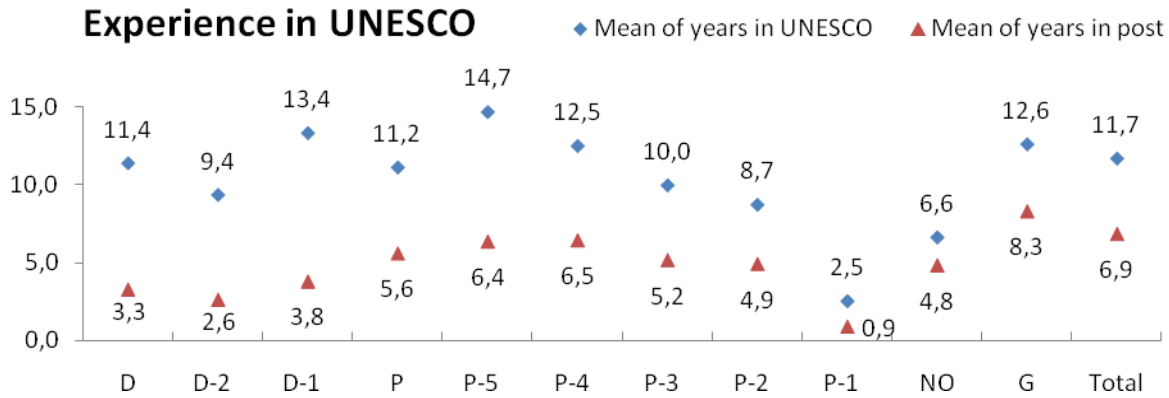


### Staffing profile

UNESCO's staff is relatively old, with an average age of 47, which is also the average age of P, NO and G staff. But when it comes to D staff, the average age rises up to 57.



On average, staff work in UNESCO for almost 12 years, and in the same post for almost seven years, which shows that staff are experienced but not that mobile. P-5 staff are the most experienced, with almost 15 years in UNESCO and more than six years in the same post, while junior P staff (P-1) have the least experience, with two years in UNESCO and less than one year in their post.



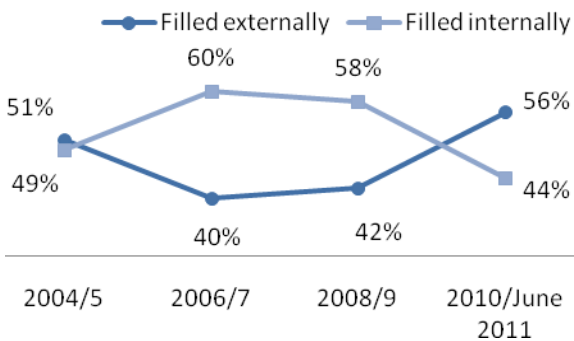
### Retirements

In the next 5 years, 18% of the staff will retire (a total of 379 staff), including a significant percentage of senior staff:

Table 1: Retirements (2011-2016)

	Total staff (01/11/10)	Retiring by 2016	% of staff retiring
D and above	103	56	54%
P-5	156	57	37%
P-1 to P-4	671	71	11%
NPOs	100	12	12%
General Service staff	1108	183	17%
<b>Total</b>	<b>2138</b>	<b>379</b>	<b>18%</b>

### Recruitment



There are a significant number of recruitments in UNESCO: On average, since 2004, 193 P/D vacancies are advertised per biennium, of which 28 for Director positions. Since 2004, external hires represent on average 47% of the total hires (this number has increased to 56% in 2010/June 2011).





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**187 EX/6**  
**Part XI**

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**REPORTS BY THE DIRECTOR-GENERAL ON SPECIFIC MATTERS**

**PART XI**

**ADVANTAGES, DISADVANTAGES AND PRACTICAL IMPLICATIONS  
OF THE CONTINUED USE OF THE CONSTANT DOLLAR PRINCIPLE**

**SUMMARY**

In accordance with 185 EX/Decision 17, the Director-General presents to the Executive Board a report on the advantages, disadvantages and practical implications of the continued use of the constant dollar principle.

There are no financial or administrative implications.

No decision proposed.

## **Background**

1. Following a discussion on the “Budgeting techniques and preliminary technical estimates for 2012-2013” (185 EX/17), the Executive Board at its 185th session requested the Director-General to “submit to it at its 187th session a report on the advantages, disadvantages and practical implications of the continuing use of the constant dollar principle” (185 EX/Decision 17).

## **Budget elaboration and monitoring**

2. The constant dollar principle is one of the budgeting techniques applied to the elaboration and monitoring of UNESCO’s regular budget. It has been introduced in the late 1960s to mitigate the impact of currency fluctuation between the United States dollar and French franc (euro today), in which the majority of expenditure is incurred. Thus a fixed exchange rate between United States dollar and euro, i.e. constant dollar rate, is utilized when establishing the regular budget, and the expenditure incurred under the regular budget in the course of the biennium is also monitored based on this constant dollar rate. Thus the Organization is able to manage and monitor the budget implementation within the given ceiling without having to make adjustments due to currency fluctuation.

3. The constant dollar principle, as well as the constant dollar rate itself, is one element of the budgeting techniques which are adopted at each session of the General Conference prior to the elaboration of the regular budget. Today the constant dollar rate stands at 0.869 euro to 1 United States dollar. Although the level of the constant dollar rate is subject to approval of the General Conference, the rate has not been changed since 1996.

4. The use of the same exchange rate between United States dollar and euro over a number of biennia has enabled the Member States to examine the budget proposals without having to consider the impact of currency fluctuation. It has thus facilitated the presentation of a new biennium’s budget, as the adjustment to preserve the purchasing power focused only on the inflation factors without including the impact of currency fluctuation.

5. However, under the circumstance where the constant dollar rate has not been revised for a long period of time and the rate differs considerably from the actual market exchange rate, there are certain implications that require attention. The real United States dollar value of the budget calculated with the market exchange rate may be largely different from the one calculated with the constant dollar rate.

## **Assessed contributions**

6. Prior to 1988-1989, contributions were assessed solely in United States dollar and a provision was included in the budget to cover currency fluctuation risk within a predetermined range. However this method proved insufficient as the impact of the currency fluctuation often exceeded the preset range and supplementary estimates were required from several General Conferences. To address this problem, the split level assessment was introduced in 1988/1989 whereby Member States are now assessed and pay their contributions partly in United States dollar and partly in euro.

## **IPSAS implication – reconciliation between constant dollar rate and United Nations operation exchange rate**

7. After the adoption of IPSAS in 2010, the financial statements now present the revenue and expenditure based on the monthly United Nations operational exchange rates instead of the constant dollar rate. On the other hand, as explained above, the budget implementation reports (such as Management Chart) continue to show budget and expenditure based on the constant dollar rate. As a consequence, the financial statements provide an explanation on reconciliation between the financial statements and the budget figures, as notes to the financial statements.

## Practices in other United Nations organizations

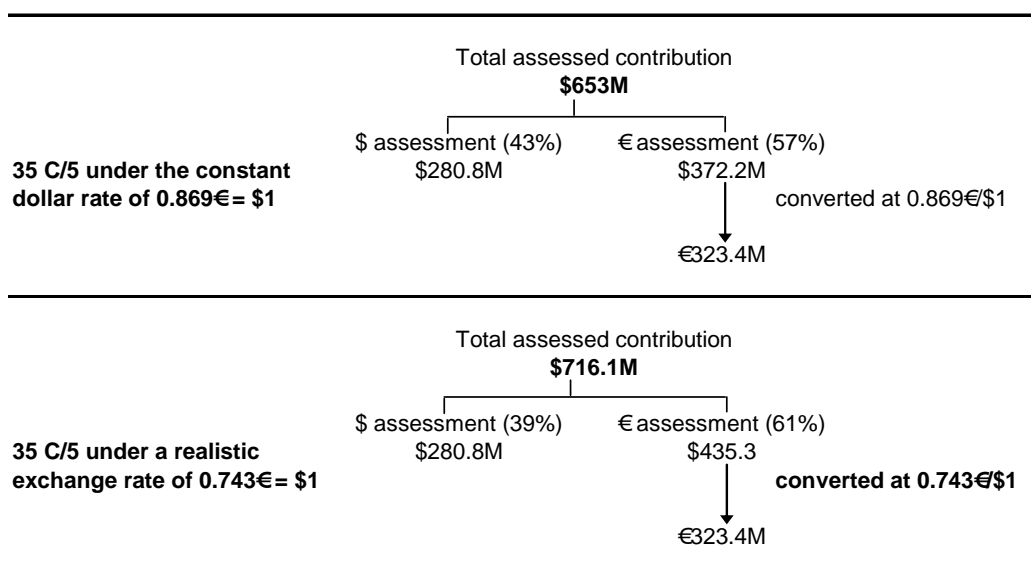
8. UNESCO appears to be the unique organization which has been using the same exchange rate over a number of biennia. Many organizations do apply a predetermined exchange rate to construct a budget of one biennium and use that same rate for expenditure monitoring during that biennium, but modify the rate in accordance with the real trend when preparing the budget for the following biennium. The exchange rate used in the budget construction is, for example, an average United Nations operational rate over a recent period, or the United Nations operational rate at the time of budget adoption by the governing body. Others construct and manage their budgets based solely on the monthly United Nations operational rate and try to manage the exchange rate risks in one way or another within their organizations.

### Impact of modifying the constant dollar rate on the nominal level of the regular budget

9. Due to the fact that UNESCO's regular budget is based on the constant dollar rate which implies today a stronger United States dollar than the actual dollar value against euro, the nominal amount of UNESCO's regular budget expressed in such United States dollar is under-valued. For document 35 C/5 for example, if the euro portion of the budget were converted into United States dollar by an average United Nations operational rate for 2010-2011 as of 30 June 2011 (€0.743 to US \$1) instead of the constant dollar rate of €0.869 to US \$1, the total regular budget amount would be approximately \$716 million instead of \$653 million. While the nominal amount would have been larger (\$716 million), the real value of the budget remains in effect \$280.8 million and €323.4 million.

10. Although the nominal budget amount would change depending on the exchange rate used, there would be no impact on the amount of assessed contributions in economic terms to be paid by Member States as long as the split-level assessment is in place and the amount of euro contribution is determined by the same exchange rate as that used in the budget elaboration. This is demonstrated below, using the case of document 35 C/5 and explaining how the Member States dollar and euro assessment amount will be determined for the two different budget amounts (\$653 million and \$716.1 million).

In both cases Member States will be paying \$280.8 million in dollars and €323.4 million in euros.



## Summary

11. The advantages and disadvantages of the constant dollar principle can be summarized as follows:

### Advantages:

- It enables monitoring and reporting on the budget in accordance with the budget ceiling approved by Member States without having to adjust the budget due to currency fluctuation.
- It facilitates comparison of the budget from one biennium to another if the same constant dollar rate is used over the biennia.

### Disadvantages:

- It can distort the real value of the regular budget if the constant dollar rate is largely different from the real market rate.
- Comparison of the budget with those of the other organizations can become difficult.

12. The use of the constant dollar as budgeting technique has been approved by the General Conference for the preparation of document 36 C/5 (2012-2013) "subject to any modification or improvement that may be recommended by the Executive Board or the Director-General at a future session of the Board". Neither the Executive Board nor the Director-General has made any recommendation in this regard, and draft document 36 C/5 has already been presented based on the unchanged constant dollar rate of €0.869 to US \$1. However, the budgeting techniques including the level of constant dollar rate could still be examined with regard to document 37 C/5.

13. If the constant dollar rate were revised, it would change the amount of the regular budget. But whatever rate is adopted, it would not have any impact on the assessed contribution of Member States. Based on this understanding, if Member States wish to revise the constant dollar rate itself, it can be envisaged in the preparation of document 37 C/5.



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**REPORTS BY THE DIRECTOR-GENERAL ON SPECIFIC MATTERS**

**PART XII**

**PROGRESS REPORT ON THE MANAGEMENT  
OF EXTRABUDGETARY RESOURCES AND ACTIVITIES,  
AND ON THE IMPLEMENTATION OF THE COST RECOVERY POLICY**

**SUMMARY**

This document provides a progress report by the Director-General on the management of extrabudgetary resources and activities. It includes updates on the Programming of Extrabudgetary activities under the Complementary Additional Programme (CAP) referred to as the 35 C/5 CAP, on resource mobilization and on the implementation and monitoring of extrabudgetary activities. The report also gives an update on the implementation of the cost recovery policy. Annex I contains UNESCO's strategy for engagement with the private sector.

The financial and administrative implications of the reported activities fall within the parameters of the current C/5 document.

Action expected of the Executive Board: Proposed decision in paragraph 25.

## **Management of extrabudgetary resources and activities**

### **I. Programming**

1. The Complementary Additional Programme (CAP) was designed as UNESCO's main tool for the programming of extrabudgetary activities and resources and for related resource mobilization. Since its introduction in 2007, the CAP has been continuously refined, based on lessons learned.
2. When updating the current 35 C/5 CAP it became apparent that as a programming tool, the CAP needed to become more strategic, comprehensive and flexible in order to capture the full range of UNESCO's programme priorities and action.
3. To this end, broader thematic extrabudgetary programmes were included in the CAP as "thematic outlines". To introduce more flexibility, extrabudgetary projects responding to emerging needs and opportunities, especially those relating to post-conflict and post-disaster situations could henceforth be linked at any time to the CAP. Moreover, complementing the more long-term programming, it is now possible to develop and include at any time proposals in the CAP in the form of 'Programme/project Outlines. As of 2011, the CAP exists as a fully live data base of proposals for funding.
4. The CAP serves also as a tool for tracking resource mobilization, i.e. the cumulative total of the budgets of (multi-annual) agreements signed, as well as fresh contributions to Special Accounts.
5. The initiation of the programming process with the definition of resource mobilisation priorities and targets for each Sector constitutes a further improvement in programming of the draft 36 C/5 CAP covering the period 2012-2013. As foreseen in the Director-General's Action Plan (174 EX/INF.4 Rev.), the upfront programming of the CAP, has commenced with the preparation of an Extended Sectoral Strategic Framework (ESSF) setting out the resource mobilization priorities and objective of each Sector, in sync with the preparation of the regular programme for the biennium. The resource mobilization objectives set out in the ESSF delineate a vision of UNESCO's global fund mobilisation, combined with a realistic assessment of the volume of funds UNESCO is able to raise and implement. The global resource mobilization objective for the 36 C/5 CAP amounts to US \$752 million.

### **II. Resource mobilization**

6. There are three different types of monetary indicators related to extrabudgetary funds. The first relates to resource mobilisation, the second concerns contributions to agreed projects/programmes, and the third is an estimate of extrabudgetary funds available during a given biennium.
  - The first concerns resource mobilisation for the CAP. The recent integration of both the CAP and extrabudgetary projects in SISTER, has made it possible for the first time, to use SISTER to track the status at any moment in time of the resources mobilised in connection with the C/5 and the corresponding CAP. Each new funding agreement and fresh contribution to a Special Account established during the biennial programming is systematically linked to a CAP outline, the cumulative total of which may be calculated in SISTER. To date, this is the only pure indicator of resource mobilisation for a given C/5. Since it is now mandatory for all extrabudgetary projects to be linked to the CAP, it will give a global and fully comprehensive picture of resource mobilisation as soon as the ongoing integration of the data into SISTER relating to category 1 institutes has been completed.

As of 30 June 2011, resources mobilized under the 35 C/5 CAP amounted to US \$384 million. The breakdown by Programme Sector, excluding category 1 institutes (data for which are not yet included in SISTER) is given in Table 1 below.

- The second indicator pertains to new voluntary contributions actually received by UNESCO from donors covering payments to new extrabudgetary projects or ongoing extrabudgetary projects developed in the context the current C/5, or previous C/5 documents. New voluntary contributions received during the calendar year 2010 amounted to US \$282 million compared with US \$293 million in 2009 (See Table 2 below).
- A third indicator is an estimation of the extrabudgetary resources that will be available for implementation in a future biennium, as contained in a draft or approved C/5 document. This figure includes the budget allocations of ongoing extrabudgetary projects/programmes that will be available in the new biennium plus those resources of new projects/programmes for which contributions by donors are already received or firmly committed. The estimated budget amount for such extrabudgetary projects/programmes that will be implemented during the 36 C/5 period is approximately US \$540 million (this figure appears in the 36 C/5 document). It should be noted, however, that the extrabudgetary figures presented in the C/5 document are given for information purposes only and will not be voted by the General Conference.

**Table 1: Funds mobilized under the 35 C/5 CAP as of 30 June 2011 by Sector**

Education	US \$131,224,136
Natural Sciences	US \$32,313,723
Social and Human Sciences	US \$25,140,725
Culture	US \$69,706,521
Communication and Information	US \$74,847,852
Intersectoral programmes	US \$37,029,402
Programme support	US \$13,941,147
<b>Total</b>	<b>US \$384,203,506</b>

Table 2.

**VOLUNTARY CONTRIBUTIONS FOR EXTRA-BUDGETARY ACTIVITIES AND INSTITUTES**  
(Expressed in US Dollars)

Year 2010				Year 2009			
<b>GOVERNMENTAL SOURCES</b>				<b>GOVERNMENTAL SOURCES</b>			
Japan	1		35,136,276	Italy	1		38,063,554
Italy	2		34,822,233	Brazil	2		35,058,021
Brazil	3		34,767,901	Netherlands	3		20,377,780
Netherlands	4		24,926,960	Spain	4		15,661,615
Norway	5		10,061,398	Norway	5		11,709,466
Spain	6		6,816,229	Japan	6		10,375,842
France	7		6,231,747	Sweden	7		7,994,425
Belgium	8		4,880,257	France	8		7,077,961
Sweden	9		4,654,779	Germany	9		4,980,664
Iraq	10		4,338,861	Denmark	10		4,492,541
<b>TOTAL TOP TEN</b>	<b>%</b>	<b>81</b>	<b>166,636,641</b>	<b>TOTAL TOP TEN</b>	<b>%</b>	<b>80</b>	<b>155,791,869</b>
<b>OTHER [125 Countries]</b>	<b>%</b>	<b>19</b>	<b>38,079,091</b>	<b>OTHER [131 Countries]</b>	<b>%</b>	<b>20</b>	<b>38,779,272</b>
<b>TOTAL GOVT. SOURCES</b>	<b>%</b>	<b>100</b>	<b>204,715,732</b>	<b>TOTAL GOVT. SOURCES</b>	<b>%</b>	<b>100</b>	<b>194,571,141</b>
<b>OTHER SOURCES</b>				<b>OTHER SOURCES</b>			
European Commission	1		9,512,101	European Commission	1		12,277,610
Public donations - Criança Esperança	2		7,495,856	Office of Her Highness Sheikha Mozah	2		8,456,668
Abu Dhabi Authority for Culture and Heritage (ADACH)	3		1,999,975	Public donations - Criança Esperança	3		6,303,334
<b>TOTAL TOP THREE</b>	<b>%</b>	<b>59</b>	<b>19,007,932</b>	<b>TOTAL TOP THREE</b>	<b>%</b>	<b>62</b>	<b>27,037,612</b>
<b>OTHER [136 Donors]</b>	<b>%</b>	<b>41</b>	<b>13,230,453</b>	<b>OTHER [159 Donors]</b>	<b>%</b>	<b>38</b>	<b>16,432,278</b>
<b>TOTAL OTHER SOURCES</b>	<b>%</b>	<b>100</b>	<b>32,238,385</b>	<b>TOTAL OTHER SOURCES</b>	<b>%</b>	<b>100</b>	<b>43,469,890</b>
<b>UN SOURCES</b>				<b>UN SOURCES</b>			
UNDP *	1		32,743,175	UNDP *	1		29,502,062
IAEA	2		3,664,777	World Health Organization/UNAIDS	2		11,799,733
World Bank / I.B.R.D	3		3,120,556	World Bank / I.B.R.D	3		5,010,402
<b>TOTAL TOP THREE</b>	<b>%</b>	<b>86</b>	<b>39,528,508</b>	<b>TOTAL TOP THREE</b>	<b>%</b>	<b>83</b>	<b>46,312,197</b>
<b>OTHER [11 Agencies]</b>	<b>%</b>	<b>14</b>	<b>6,378,413</b>	<b>OTHER [14 Agencies]</b>	<b>%</b>	<b>17</b>	<b>9,185,196</b>
<b>TOTAL UN SOURCES</b>	<b>%</b>	<b>100</b>	<b>45,906,921</b>	<b>TOTAL UN SOURCES</b>	<b>%</b>	<b>100</b>	<b>55,497,393</b>
<b>GRAND TOTAL</b>			<b>282,861,038</b>	<b>GRAND TOTAL</b>			<b>293,538,424</b>

\* includes contributions received from UNDP as Administrative Agent of MDTF projects

7. Of the US \$282 million of voluntary contributions received in 2010, an amount of US 42,655,561 represented new contributions for self-benefitting projects/programmes in 2010 (Table 3). The corresponding figure for self-benefitting projects/programmes in 2009 was US \$34,068,426.



**Table 3: 2010 Contributions to Self-Benefitting Projects/Programmes**

<b>Donors</b>	<b>Amount in US \$</b>
Bahrain	203,272
Brazil	33,808,228
India	22,002
Iraq	4,338,208
Italy	201,885
Libyan Arab Jamahiriya	2,049,790
Mexico	522,829
Morocco	300,000
Namibia	118,651
Nigeria	48,133
Oman	819,869
Senegal	207,713
Uruguay	14,981
<b>TOTAL</b>	<b>42,655,561</b>

8. UNESCO has continued to implement its two pronged strategy for resource mobilization, namely (a) to attract and enhance support from traditional donors and channels as well as through established methods of resource mobilization; and (b) new approaches to attract new donors, especially through public-private partnerships.

9. Cooperation with bilateral government donors remains the bedrock of extrabudgetary support for programmatic activities and for support to UNESCO category 1 institutes. Contributions negotiated through well-established framework agreements (Japan, Italy Spain, Netherlands, Norway, Sweden, Denmark) and funds-in-trust remain relatively stable. Major new support has been obtained through decentralized cooperation by certain donors in specific countries, including for example support from Japan for Afghanistan and Pakistan, from Canada for Haiti and from the Republic of Korea for the countries of SADC. In addition, there are large contributions for newly included priority areas in the CAP, such as Saudi Arabia's and Denmark's commitments for cooperation on a culture of peace and dialogue, and the support of the United States of America, Japan, and Italy for the Global Partnership for Girls' and Women's Education.

10. Self-benefitting arrangements continue to play an important and evolving role in the context of UNESCO's extrabudgetary cooperation with Member States, in particular with middle-income countries. In this regard, salient features and new trends include the following: the organization of self-benefitting cooperation on a regional basis, such as support from the Ministries of Education for the Regional Study on the Quality of Education in Latin America whereby beneficiary countries pool their contributions in a special account; the integration of a South-South Cooperation component involving the transfer of know-how as applied in cooperation between UNESCO, Brazil and Guinea Bissau, as well as the roll out of major education programmes supported by Nigeria.

11. UNESCO's prospects for programmatic partnership and funding opportunities with multilateral organizations have been enhanced especially through the opening in December 2010 of a UNESCO Liaison office with the European Commission in Brussels.

12. UNESCO's cooperation with regional multilateral organizations is also becoming more prominent with the signature in February 2011 of a USD 12 million programme on Information and Communication Technologies (ITCs) funded by the West African Economic and Monetary Union (UEMOA). Further, UNESCO is pursuing its partnerships with the multilateral development banks (MDBs) through annual coordination meetings, joint capacity-building and cofinancing of projects. In 2010 and until June 2011, UNESCO has secured funding from the Islamic Development Bank, the OPEC Fund for International Development (OFID) and the World Bank. Efforts have been also

focused on joint action with other United Nations agencies in order to develop a mutually acceptable framework template for the implementation of projects financed by multilateral development banks, which would reconcile in the process the audit and procurement principles and clauses of the United Nations and the MDBs.

13. UNESCO has contributed actively to the efforts by the United Nations Development Group (UNDG) to promote joint resource mobilization at the country level. Here UNESCO has participated actively in joint resource mobilization by United Nations Country Teams (UNCTs), especially for joint programmes and deliverables in the context of United Nations Assistance Development Frameworks (UNDAFs). These activities are then in many countries consolidated by a common budgetary framework or the setting up of a One Fund/Country Coherence Fund, or similar arrangements in the context of the growing application of the “delivering as one” modalities.

14. Staff secondments from Member States and to a lesser degree from other United Nations agencies, multilateral development banks and eventually some private sector partners are another modality through which UNESCO can supplement in-house expertise and capacities in programme implementation. As one example, short-term deployments of expertise from UNESCO’s stand-by partners, notably the Norwegian Refugee Council (NRC), continue to play an important role in providing targeted assistance to reinforce UNESCO’s capacity in post-conflict and post-disaster situations.

15. In line with the priority attached by the Director-General to cooperation with the private sector and the conclusions of the Independent External Evaluation, UNESCO is also intensifying the exploration of opportunities for cooperation with the private sector, globally and at the country level. In this relation, a series of private sector partnerships have already been initiated during the reporting period such as with Procter and Gamble, the Packard Foundation, GEMS Education, Nokia, Panasonic, FC Malaga (Spain) and others. Resources mobilized from the private sector have become increasingly significant in recent years. The cumulative total of signed agreements in 2009 amounted to USD 30.8 million, in 2010 to USD 18.5 million, and for the first semester of 2011 to US \$23.1 million. Many other contacts are under way with private sector companies and/or their associated foundations in France, Germany, Brazil, China, the United States of America, the United Arab Emirates and other countries. Several measures have already been undertaken to develop an overall strategy for cooperation with the private sector and for that purpose to build staff capacity. This includes a UNESCO strategy for engagement with the private sector and a training package. Once the strategy has been endorsed by the Executive Board, it will be translated into operational guidelines for easy reference of UNESCO staff members. In addition, UNESCO’s Goodwill Ambassadors, within their role as advocates for UNESCO’s priority programmes, will also be mobilized with a view to helping establish new strategic public-private partnerships and to raise resources, including for the implementation of the Capital Master Plan.

16. This Strategy is aligned with the values and principles of the United Nations Compact and embedded in UNESCO’s global policy statement on partnerships. It provides strategic guidance on how private sector competencies and resources can be leveraged in support of UNESCO’s strategic priorities, the Organization’s outreach, impact and visibility. The Strategy is appended in the annex to the present document for the information of the Executive Board

### **III. Implementation and monitoring**

17. The integration of the extrabudgetary process in SISTER (System of Information on Strategies, Tasks and the Evaluation of Results) in 2010 and 2011 has paved the way for the application of a stronger RBM approach in the preparation of proposals and monitoring. SISTER includes now two distinct, but closely related platforms: the first one for the upfront programming of CAP “Outlines”; and the second dedicated to the creation of “Extrabudgetary Projects” that have attracted donor interest and which have become subject of signed agreements between UNESCO and a donor. Through SISTER it is now possible to obtain a full picture of all resource mobilization efforts with clearly articulated expected results. Above all, this approach ensures a transparent

linkage and alignment of the priorities, objectives and expected results of extrabudgetary activities with those of the regular programme. The chapter on Extrabudgetary Resources and Activities of the Administrative Manual is also undergoing a comprehensive review in order to update the models of standard agreements to be concluded with donors and provisions on project evaluations.

18. To help strengthen the individual accountability of managers regarding extrabudgetary activities, an accountability framework concerning the programming of the CAP, related resource mobilization and the monitoring of extrabudgetary activities have also been included in the self-evaluation questionnaire.

#### **IV. Update on the implementation of the Cost Recovery Policy**

19. UNESCO's Cost Recovery Policy functions under two principles: first, all costs needed for the proper implementation of an extrabudgetary project should be budgeted for and charged to that project; and secondly, in cases where regular programme resources are used for an extrabudgetary project's implementation, such costs should be recovered from the project.

20. At the 185th session of the Executive Board, the Secretariat highlighted the progress made in implementing the Organization's internal cost-recovery policy, in terms of reviewing internal processes and technical tools to make the policy more accessible, transparent and efficient. Since then, the cost-recovery policy has been fully launched.

21. In an effort to facilitate the proper budgeting of extrabudgetary projects and thereby the cost recovery processes, the Secretariat has introduced in April 2011 a web-based automated budget simulation tool (Budget for UNESCO – B4U) to be used by project implementing offices. The tool's primary function is to assist in the development of a complete and comprehensive budget work plan which reflects the adequate level of resources required to deliver the expected results. Hence, B4U enables Project Officers to elaborate their budget plans and to have a common framework for all extrabudgetary project budgets. The tool is linked with SISTER and facilitates the coordination between UNESCO's programme and budget for a biennium (C/5) as well as the Complementary Additional Programme (CAP) and speeds up the internal administration process.

22. Since the last report made to the Executive Board, guidance materials were disseminated to all staff. Several workshops and training courses for AOs, Programme Specialists and support staff at Headquarters and field have included sessions on the cost recovery policy integrating the use of B4U. In future, workshops on financial management will continue to include training sessions on both the principles of cost-recovery policy and proper budgeting.

23. Through the established procedure for budget reviews, programme specialists are more and more sensitized to the policy and importance of proper budgeting. Consequently, the application of the cost-recovery policy is becoming a common practice in the development of new project proposals. To date, the mechanism for the recovery of staff time is operational and units implementing projects are receiving funds in accordance with the guidelines. As the cost recovery policy is still a work-in-progress, regular review will be undertaken on its implementation with a view to updating the guidelines as developments occur within UNESCO, as well as United Nations system in general.

24. In the recent audit report on the Complementary Additional Programme, which is presented to the Executive Board under Item 35 of the agenda (ref.: 187 EX/35 Part III), the External Auditor made certain recommendations relating to the cost-recovery policy. Work will continue on streamlining procedures which cover all aspects of cost recovery in particular the reimbursement mechanism, in line with these recommendations.

### Action expected of the Executive Board

25. The Executive Board may wish to consider adopting the following draft decision:

The Executive Board,

1. Having examined document 187/EX 6 Part XII,
2. Welcomes the efforts by the Director-General to strengthen the strategic orientation, coherence and programmatic concentration of the Complementary Additional Programme and to make it more accessible and attractive to potential donors and partners,
3. Endorses the UNESCO Strategy for Engagement with the Private Sector annexed to the document,
4. Takes note of the Director-General's efforts to:
  - (a) Promote a better understanding of the cost-recovery policy and proper project budgeting;
  - (b) Increase the efficiency of project proposal preparation by developing and implementing simple and automated processes;
  - (c) Build staff capacities and skills to strengthen the efforts to mobilize extrabudgetary funds, including through engagement with the private sector,
5. Invites the Director-General to report to it at its 190th session on further developments with regard to the management of extrabudgetary resources and activities at Headquarters and in the field, including the implementation of UNESCO's cost-recovery policy and the Strategy for Engagement with the Private Sector.

## ANNEX

### UNESCO Strategy for Engagement with the Private Sector

#### I. Context and rationale

1. UNESCO's Medium-term Strategy for 2008-2013 (34 C/4) states in paragraph 141: "UNESCO cannot achieve its ambitious objectives alone. It is fortunate to have a vast and unparalleled range of constituencies, partners and networks that are eager to be involved in its work: governmental and non-governmental, public and private partners, which combine their competences and resources around a single goal owing to the presence and approval of UNESCO."

2. Partnerships and collaborative relationships with the private sector are a new, innovative, creative and multi-stakeholder way to do business in the current global context. It has become clear in recent years that such a cooperative approach has the potential of producing better results and valuable resources for tackling complex global challenges. This holds particularly true in the current international development context for efforts to mobilize all concerned stakeholders and a critical mass of resources for the attainment of the Internationally Agreed Development Goals (IADGs), including the Millennium Development Goals (MDGs) and the six Education for All (EFA) goals as well as international norms and standards.

3. The term "private sector" covers all types of business enterprises, including small and medium-size firms, national and international corporations, philanthropic and corporate foundations, financial institutions and private individuals. Partnerships with private and public media companies, which have been a recent feature at UNESCO, are not covered by the strategy in the present document and they will be addressed in a separate strategy document.

4. UNESCO is prepared to fully bring to bear its unique multidisciplinary and multifaceted capacities to engage with the private sector, while upholding the Organization's ethical standards and values and its role and responsibility as an intergovernmental organization and specialized agency of the United Nations. This requires leadership and a clear articulation of, and agreement about the objectives of partnerships, collaborative relationships and associations. Adopting a strategic approach to engagement with the private sector, UNESCO can also expect to benefit from synergies with the private sector and form its inherent transformative power and knowledge.

5. UNESCO believes that partnerships and collaborative relationships are critical to delivering results for achieving its strategic programmatic goals and for extending its outreach. Hence, all engagements with the private sector – be they at the global, regional or country level – must be aligned with the Organization's strategic programme objectives and programmatic priorities. UNESCO is also well-positioned to promote greater alignment of global initiatives with national development strategies and to act as a bridge-builder between local/national aspirations and global policymaking objectives and processes. Overall, it is hoped that such partnerships will contribute to and enhance UNESCO's relevance, credibility, visibility, impact, outreach, delivery capacity and flexibility

6. In the current aid environment, the observance of the principles of aid effectiveness and the development of innovative modalities of resource mobilization will be of additional, critical importance. UNESCO's overall collaboration with the private sector will therefore be guided by the need to deliver all programmes efficiently and effectively.

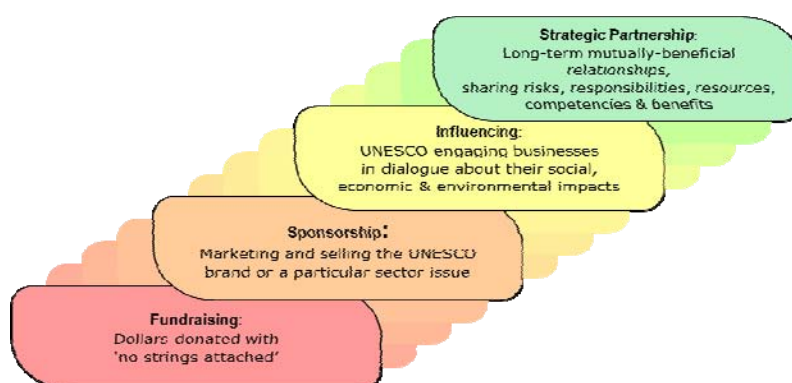
7. Pursuant to Decision 186 EX/17 on the Independent External Evaluation (IEE) of UNESCO and the recommendations of the Executive Board's Ad Hoc Working group on the IEE of UNESCO, an umbrella statement on partnership policies as a whole is being developed and will be submitted to the Executive Board at its 187th session (see document 187 EX/ ). This umbrella

statement will guide and direct all different partnership arrangements. Dedicated strategies for each specific category of partners like the present strategy for engagement with the private sector will complement the overarching umbrella statement.

8. In partnering with the private sector, UNESCO has a number of comparative advantages:

- Business partners recognize UNESCO as a well-known international organization with a valuable and global brand, an excellent reputation in all its fields of expertise, with a global reach and on the ground presence.
- UNESCO's mission and role on behalf of the international community is well respected by the private sector as is UNESCO's standing as an impartial interlocutor, particularly within governmental and academic circles.
- UNESCO's wide network of and credibility with governments, strategic partners and experts globally and in academic circles is widely acknowledged as a particular asset.
- UNESCO is recognized by the private sector also as possessing a strong convening power for high-profile international events and initiatives.

9. For many years now, the Organization has worked with an increasing number of private sector partners all over the world. A recent review and mapping of UNESCO's past engagement and cooperation with the private sector has revealed a diverse, multifaceted and evolving picture. It comprises a number of approaches and relationships, ranging from straightforward fundraising to strategic partnerships. The diagram below captures the broad spectrum of different types of UNESCO's private sector approaches:



10. Over the past years more strategic, mutually beneficial relationships, alliances and advocacy partnerships have been established with companies, corporate foundations and business associations.

11. This analysis has helped to inform the formulation of key principles for the UNESCO Strategy. Once endorsed by the Executive Board, the present strategy will be translated into internal Operational Guidelines for easy use mainly by UNESCO staff members, while publicly available for National Commissions and Permanent Delegations.

## II. Principles and criteria for selecting private sector partners

12. UNESCO will apply the following criteria in selecting private sector partners:

- UNESCO will cooperate with partners that are committed to core United Nations values and its causes as reflected in the United Nations Charter and other relevant United Nations conventions and treaties

- Each and every partner should contribute to the achievement of UNESCO's strategic programme objectives and sectoral or intersectoral programme priorities and themes
- All partners should embrace, support and enact, within their sphere of influence, a set of core values in the areas of human rights, gender equality, labour standards, the environment, and anticorruption, in line with the ten principles outlined in the United Nations Global Compact.
- UNESCO will not cooperate with entities that:
  - systematically fail to demonstrate commitment to meeting the above mentioned principles of the United Nations Global Compact;
  - are complicit in human rights abuses, tolerate forces or compulsory labour or the use of child labour, are directly involved in the sale or manufacture of antipersonnel landmines or cluster bombs, or otherwise to not meet relevant obligations or responsibilities required by the United Nations;
  - are violating sanctions established by the United Nations Security Council;
  - Involve any product, service or activity that conflicts with UNESCO's mandate, or undermine UNESCO's work.

13. UNESCO will base its cooperation with the private sector on the following **Guiding Principles**:

- **Integrity:** All partnerships and other associations must be in line with the values and principles set out by the United Nations Compact and respect UNESCO's mandate, mission and principles;
- **Impartiality:** All activities with private sector actors and entities must be conducted in an impartial manner both with respect to international relations and to activities and interventions at the national level;
- **Mutuality:** A common purpose must always be defined, highlighting objectives, beneficiaries and expected outcomes and results consistent with UNESCO's mandate and its strategic programme objectives;
- **Clarity:** Each party's responsibilities, roles and contributions must be clearly defined;
- **Transparency:** Both parties must be frank and transparent as to their intentions and objectives, their readiness to engage at senior level and their commitment to collaborate and deliver jointly through effective operations;
- **Fairness:** No unfair advantage shall be provided to any individual partner or outside entities;
- **Accountability:** All aspects of the cooperation and the achieved results must be appropriately evaluated in line with the agreed objectives and implementation strategy;
- **Sustainability:** The results of the cooperation should be able to be sustained beyond the duration of a particular partnership, ensuring that ownership ultimately lies with concerned communities or "end-beneficiaries."

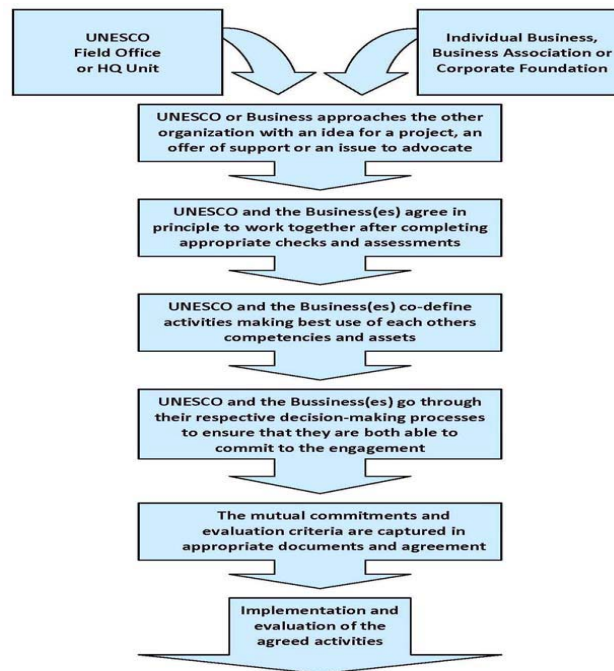
### III. Key components of the Strategy

14. The proposed strategy must build on the assets and added value of the Organization while taking into account key challenges. The strategy must offer:

- A **strong, consistent and harmonized direction** for UNESCO's work with the private sector, both in programmatic and operational terms;
- An **agreed framework for developing results-driven partnerships and other initiatives with the private sector** at different levels and with different partners;
- A **dynamic and forward-looking vision for future public-private sector cooperation**, responding to contemporary challenges and opportunities in UNESCO's areas of competence.

### The Processes of engagement

15. The following diagram describes the various processes involved in UNESCO's engagement with private sector partners:



16. To promote a proactive approach to partnerships, UNESCO is establishing an intersectoral group of senior managers from all Sectors and Bureaux, which will identify on the one hand, areas and activities for which partnerships should be sought by the Organization – drawing also on the complementary additional programme (CAP) – and on the other hand, which programmatic areas should be suggested for private sector entities that have expressed a willingness to partner with UNESCO, without expressing any programmatic preference.

17. There is a variety of modalities and forms of cooperation with UNESCO's private sector partners, none of which are mutually exclusive. The choice of approach should be clearly defined from the outset. These include:

- Providing direct contributions to UNESCO in the form of cash contributions, in-kind contributions, seconded personnel, or individual volunteers;



- Providing technical assistance, including the provision of advisory functions to UNESCO. Under this form of cooperation, UNESCO develops with the partner a “product” or “service” consistent with and in furtherance of its strategic programme objectives;
- Supporting the development of policies, standards and norms that are linked to UNESCO’s mandate;
- Supporting UNESCO’s advocacy and policy dialogue efforts.

### **Strategic orientations for partnership-building and maintenance**

#### **18. The following constitute the components of the strategy:**

##### **(a) Adopt and develop a strategic approach to the partnership:**

- Be systematic, targeted and selective in approaching and cultivating potential private sector partners, bearing in mind the need to minimize reputational risks that may be associated with a partnership;
- Define clearly the purpose of a partnership whether it shall serve development and implementation of specific programme components, advocacy, resource mobilization, technical cooperation, sponsorship, or media development;
- Ensure alignment between all forms of partnerships and partner country development agendas and priorities;
- Build linkages with global and regional partnering processes and frameworks, and seek to identify synergies with UNESCO’s partnerships and other private sector initiatives;
- Clarify roles and responsibilities within UNESCO for the conduct and implementation of partnerships and initiatives with the private sector, particularly with regard to the management of project and resources, monitoring and governance.

**(b) Concentrate on high-impact relationships and partnerships and reduce operational and transaction costs.** Experience has shown that partnerships with the private sector require a certain level of service in terms of engagement of staff at different levels, communications and monitoring/reporting.

**(c) Adapt UNESCO’s operations for engagement with the private sector by establishing standard costs** for UNESCO services and developing a template for ad-hoc funding opportunities.

**(d) Strengthen results-based strategic planning, monitoring and evaluation of partnerships with the private sector.** Monitoring and evaluations are critical for a successful strategic approach to partnerships.

**(e) Uphold UNESCO’s brand management:** The enhancement of UNESCO’s visibility and its outreach depend on the effective association of UNESCO’s name, acronym and logo with the activities it carries out, also with its networks and its partners. At the same time, as a central component of the Organization’s ownership and intellectual property, UNESCO’s name, acronym and logo require robust protection from inappropriate and unauthorized use. When engaging with the private sector, UNESCO will apply the “Directives Concerning the Use of UNESCO’s Name, Acronym, Logo and Internet Domain Names” – 1 November 2007 (ref.: 34 C/Resolution 86).

**(f) Ensure UNESCO’s capacities and effectiveness to carry out all its partnership obligations,** including at the country level, to broaden its outreach, impact and visibility at all levels, to mobilize resources and a sustainable donor base, and to create synergies among both

traditional and new partners and stakeholders through leveraging, combining and capitalizing on complementary strengths and capabilities.

**(g) Invest in internal capacity building:** The Strategy will require adequate investment for systematic dedicated training to enhance staff skills and build capacities. This should be an integral part of the Organization's corporate learning and development programme, providing for the **training** of programme specialists at Headquarters and in field offices in **negotiation and partnering skills**, focusing on risks and benefits of private sector engagement (including the legal dimensions of partnerships).

**(h) Revise UNESCO's personnel rules and policies:** Inclusion of partnership skills in post descriptions and performance evaluation reports; provide for secondment schemes and temporary loans to other organizations;

**(i) Designate resource mobilization focal points in each sector and field office** with the remit to raise funds from private sector and other traditional and emerging donors; establish a network of private sector focal points so as to share knowledge and expertise;

**(j) Promote mutual understanding and appreciation** of the different cultures, values and methods of UNESCO and its private sector partners and promote the transfer and sharing of knowledge and expertise.

**(k) Expand the geographical outreach and tap into new funding opportunities.**

- There is substantial potential for partnerships with the private sector and fundraising in all regions of the world, in particular middle-income countries, and UNESCO will mobilize in particular its field network to tap into funding opportunities from the private sector in these countries. Efforts will also be made to engage with more foundations on thematic areas of mutual interest. To that end, a **mapping of corporate and philanthropic foundations** will be undertaken;
- Emphasis will also be placed on fundraising with **individuals**. A first peer review of other United Nations agencies showed that, with a modest investment, some agencies were able to attract substantial resources for specific causes through the **Internet**.
- Efforts will also be deployed to seek increased **non-financial contributions from the private sector**, such as products, services, technical expertise and know-how, market outreach, logistics and staff capacities.

**(l) Improve UNESCO's visibility with potential private sector partners.** UNESCO needs to develop clear and consistent external and internal communication messages about its programme initiatives and its overall approach to working with the private sector.