



United Nations
Educational, Scientific and
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Oversight Issues Relevant for the 200th Session

Third Intersessional Meeting of Executive Board Members

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Overview

- **Terms of Reference of the Oversight Advisory Committee (38C/ Resolution 102)**
- **IOS Evaluation Strategy**
- **Emerging messages from ongoing IOS work**



Revision of the TOR of the Oversight Advisory Committee

38C/Res.102

“The General Conference, recalling 35C/Res 101 and 196 EX/Decision 24,.....invites the Director-General to revise and complete the Terms of Reference of the OAC, taking into account the forthcoming Joint Inspection Unit conclusions thereon and to bring them into line with the United Nations Independent Audit Advisory Committee (IAAC) and delegates to the Executive Board the authority to adopt the final version.”



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Audit Committee

An audit committee is an operating committee of the board of directors charged with oversight of financial reporting and disclosure.

Internationally, the audit committee is a committee of the board of directors responsible for oversight of the financial reporting process, selection of the independent auditor, and receipt of audit results both internal and external. The committee assists the board of directors fulfill its corporate governance and overseeing responsibilities in relation to an entity's financial reporting, internal control system, risk management system and internal and external audit functions. Its role is to provide advice and recommendations to the board within the scope of its terms of reference / charter.



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Audit Committee Reporting Lines, Mandates and Comparative Analysis

Executive Head only (Group I)	Executive Head and Governing Board (II)	Governing Board only (Group III)	None
UNDP, UNFPA, UNHCR UNICEF, UNOPS, UNRWA, WFP, FAO, UNESCO	ITU, WHO	UN (IAAC), ICAO, WIPO, ILO, WMO, OPCW, UPU	IAEA, UNIDO, IMO, UNWTO, CTBTO
9	2	7	5

	Group I	Group II	Group III
Membership	5	5 or less	5 or less
Appointment	By Executive head; mostly competitive	By Executive head or Governing Board	By Governing Board
Profile	External experts in personal capacity with mix of skills: finance, audit, evaluation, risk management	Independent experts serving in personal capacity	Financial, audit and/or oversight related experience
Reporting Line	Executive Head; annual report via EH to GB	Both EH & GB; annual report to GB	Governing Board; annual report
Mandate	Effectiveness of internal controls, risk management, review of internal oversight functioning		Financial Reporting; effectiveness of risk management; deficiencies in internal control; review of external & internal oversight functioning; review of internal oversight budget;
External Audit	Evaluation of the efficiency and effectiveness of external auditors; audited financial statements	Effectiveness and objectivity external audit function; issues arising from the audited financial statements	Review of EA fees/budget; audited financial statements (ICAO)

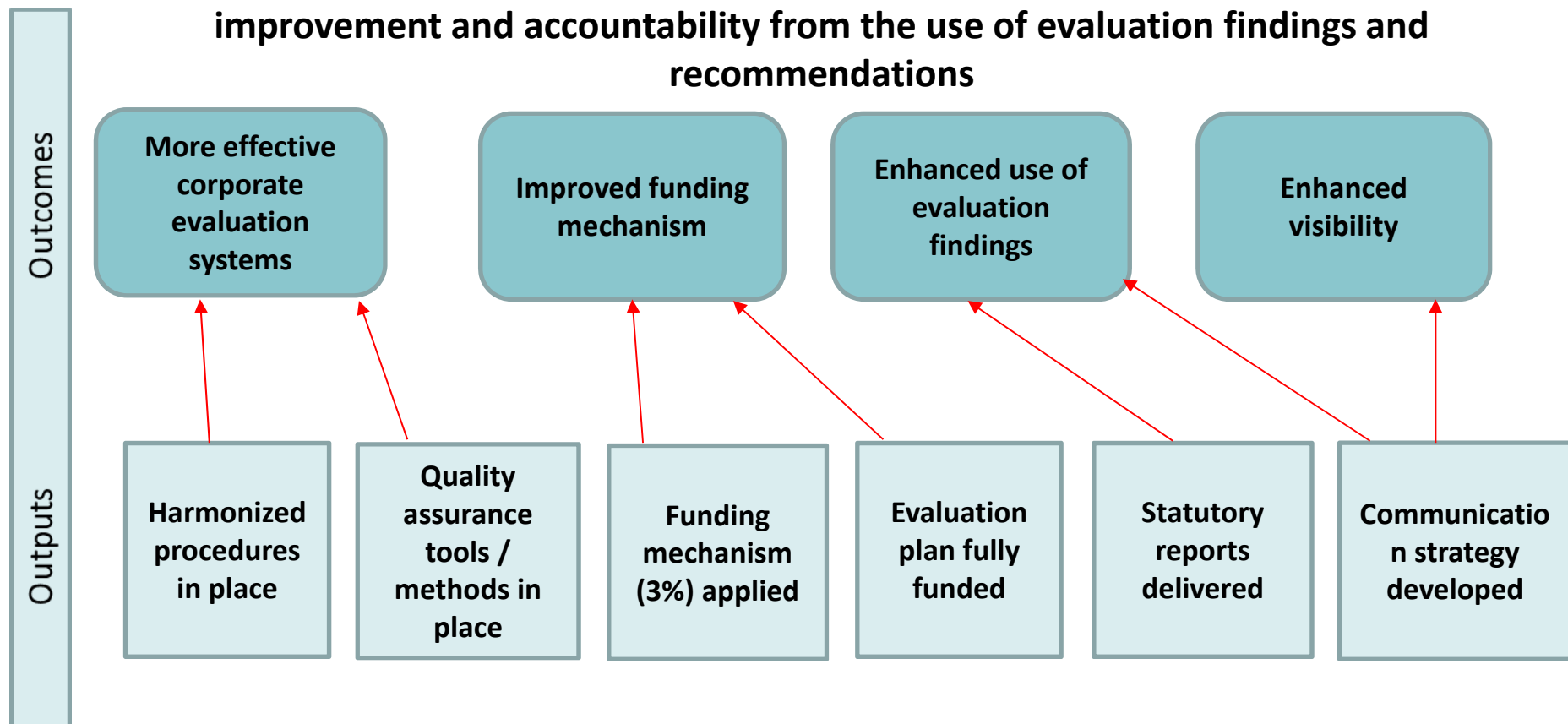
	OAC	IAAC
Mandate	<ul style="list-style-type: none"> ✓ Assist DG in fulfilling her oversight responsibilities ✓ Advise on role/effectiveness of internal oversight functioning; ✓ Effectiveness of internal controls; ✓ Effectiveness of risk management; ✓ Other systems, policies, procedures.... 	<ul style="list-style-type: none"> ✓ Assist the General Assembly in fulfilling its oversight responsibilities ✓ Financial Reporting; ✓ Accounting & disclosure practices policies ✓ Effectiveness of risk management; ✓ Deficiencies in internal control; ✓ Review internal oversight functioning; ✓ Review of internal oversight budget;
On the external auditor	Stay informed on the plans & reports of the external auditor & state of their recommendations	Advise the Assembly on the operational implications & trends apparent in the financial statements of the organization & the reports of the Board of auditors
Expertise	Finance, audit, evaluation, performance management	Finance, audit
Access to internal	Full access to staff and documents/information	No access specified
Status	Standing Committee (5) established by the GC	Subsidiary body (5) of the General Assembly
Duration	Two years	Three years
Cost	\$25,000/year	\$525,000/year



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Evaluation: Corporate system – results framework

Improved decision-making, organizational learning, programme improvement and accountability from the use of evaluation findings and recommendations

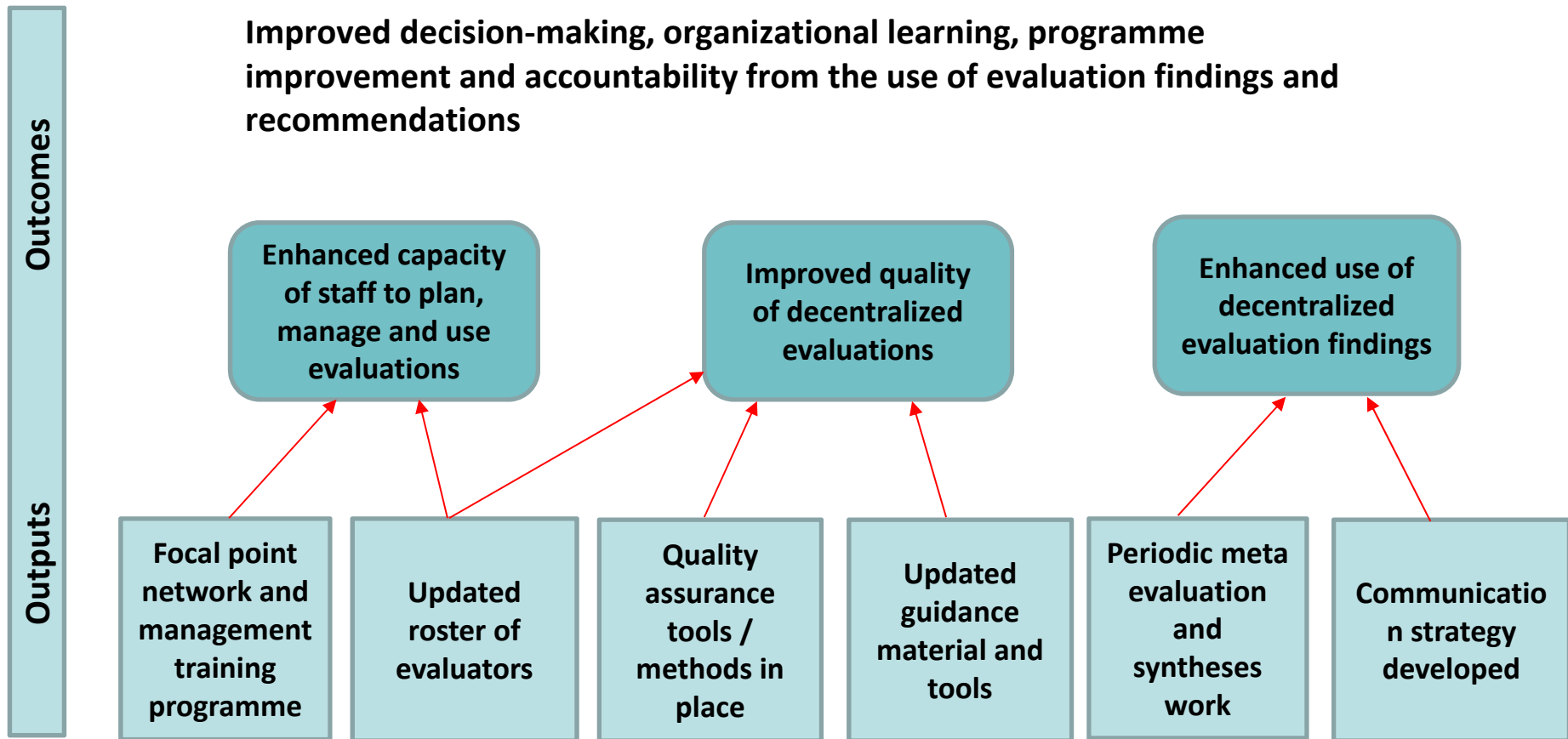




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Decentralized evaluation system – results framework

Improved decision-making, organizational learning, programme improvement and accountability from the use of evaluation findings and recommendations





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Evaluation Strategy Key risks

Key risks	Mitigating measures
Unpredictable and inadequate financial resources	<ul style="list-style-type: none">• Corporate commitment to assigning 3% of Regular Programme activity budget for evaluation• Proactive fund-raising with donors• Leveraging from joint evaluations
Insufficient organizational leadership, ownership and support	<ul style="list-style-type: none">• Raising awareness of the strategic utility of evaluations• SMT fostering of a corporate culture of accountability and learning that embeds evaluation into decision-making• Periodic briefings to SMT on implementation of recommendations
Limited quality monitoring data	<ul style="list-style-type: none">• Corporate commitment to improving monitoring systems• Leveraging from other data sources, especially in education area
Low/high external and/or unpredictable demand for evaluation from stakeholders	<ul style="list-style-type: none">• Advocacy for increasing stakeholders' use and support of evaluations• Proactive engagement with the Executive Board during the deliberations• Participation in key decision making events

Emerging messages

Evaluation of UNESCO's role in Education in Emergencies and Protracted Crises

- As the UN body mandated to lead and coordinate the Education 2030 Agenda and its corresponding Framework for Action, UNESCO has a clear role to play in maintaining education during crisis situations
- Absence of an organization-wide strategy to guide and position education work in crisis contexts, and organizational frameworks and procedures will need to be redesigned to improve delivery
- Parallel audit is reviewing business processes

Emerging messages

Evaluation of UNESCO's standard-setting work related to the Regional Higher Education Recognition Conventions

- With its particular mandate and with Member States throughout the globe, UNESCO is appropriately positioned to lead work on standard-setting for recognition.
- Sustaining momentum over time is one of the key factors to achieving progress with the recognition conventions, relating both to the governance of the conventions and to UNESCO's support activities. This has been a challenge in the past.
- The current reality of fiscal constraints, combined with an increasing workload regarding the new and revised recognition conventions, calls for creative solutions, different ways of working, and a more strategic approach than is currently practiced.

Emerging messages

Associated Schools Project Network (ASPnet)

- While underutilized in the past, ASPnet is recognized by M/S as highly relevant and effective implementation mechanism for increasing the quality of education in the framework of the SDG4 - Education 2030 agenda
- By strengthening its decentralised structure and networking components, ASPnet can function as a cost-efficient programme for UNESCO, however minimum operating costs need to be guaranteed
- So far rarely found influential at the policy level, the awareness and recognition by national stakeholders of the potential system relevance of ASPnet's educational contents requires strengthening

Emerging messages

Evaluation of the Education for All (EFA) Global and Regional Coordination Mechanisms

- UNESCO demonstrated the steadiest commitment to the coordination of the holistic EFA agenda between 2000 and 2015
- the lack of clarity of the role of each EFA partner and convening agency made UNESCO's coordination work more challenging than expected

A Review of Evaluative Evidence on Teacher Policy

- insufficient teacher supply poses serious challenges for achieving the SDGs and that ensuring teacher quality is central to improving educational quality and learning;
- gender issues



Audit of Category 2 Institutes and Centres

- **Reviewing 115 Category 2 Institutes and Centres (C2C) to assess their operational status**
- **A good number are not operating within UNESCO's strategy requirements (some in the process of being established)**
- **Survey sent to C2Cs (70 % response rate)**
- **Still assessing internal workload implications**



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Thank you

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