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## EXECUTION OF THE PROGRAMME ADOPTED BY THE GENERAL CONFERENCE

### PART I (B)

#### STRATEGIC RESULTS REPORT (SRR) 2015

##### SUMMARY

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

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

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



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## INTRODUCTION

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

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

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

## MAJOR PROGRAMME I – EDUCATION

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### I. Overall Strategic Assessment

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

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

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

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

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

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

13. Significant resources were invested in supporting countries most at risk of not achieving the EFA goals by 2015, with particular attention given to Africa as one of the Organization's global priorities. Furthermore, UNESCO prioritized four thematic areas – sector-wide policy and planning; literacy; technical vocational education and training (TVET); and teachers. The implementation modality of focusing on a limited number of thematic areas<sup>3</sup> with defined geographical scope has greatly enhanced Member States' capacity, as indicated by a recent external evaluation, and should therefore be continued in the future.

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

15. The Organization has been able to influence the strategic direction of donors in support of UNESCO's priority thematic areas (e.g. the four priority areas through the CapEFA programme, teachers through the Chinese Funds-in-Trust, and TVET from the Republic of Korea) and has pooled funds for target countries with a view to creating synergies between different interventions<sup>4</sup>. The significant extrabudgetary resources mobilized over the last biennium from traditional and emerging donors, as well as from the private sector, have been aligned to and strengthened the Regular Programme. In 2014-2015, the Sector has successfully mobilized some \$229 million, which represent 42% of the Organization's funds mobilized.

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

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

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

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

## **Risks, challenges and lessons learnt**

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

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

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

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

## **The way forward**

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

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

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

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

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

## II. Assessment by expected result

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

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

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

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



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

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

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

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

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

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

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

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

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

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

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

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

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

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

**ER 5: National capacities strengthened, including through regional cooperation, to develop and implement teacher policies and strategies so as to enhance the quality of education and promote gender equality**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

## MAJOR PROGRAMME II – NATURAL SCIENCES

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### I. Overall Strategic Assessment

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

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

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

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

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

### The way forward

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

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

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

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

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

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

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

## **II. Assessment by MLA/expected result**

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

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

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

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



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

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

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

### **Risks and opportunities, challenges and lessons learnt**

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

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

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

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

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

### **Risks and opportunities, challenges and lessons learnt**

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

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

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

## **MLA 2: Building institutional capacities in sciences and engineering**

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

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

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

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

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

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

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

### **Risks and opportunities, challenges and lessons learnt**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

### **Risks and opportunities, challenges and lessons learnt**

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

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

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

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

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

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

### **Risks and opportunities, challenges and lessons learnt**

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

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

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

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

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

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

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

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

#### **Risks and opportunities, challenges and lessons learnt**

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

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

#### **MLA 6: Strengthening freshwater security**

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

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

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

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

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

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

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

### **Risks and opportunities, challenges and lessons learnt**

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

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

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

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

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

## **Intergovernmental Oceanographic Commission**

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

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

#### **I. Overall Strategic Assessment**

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

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



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

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

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

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

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

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

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

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

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

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

### **Risks and opportunities, challenges and lessons learned**

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

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

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

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

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

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

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

### **The way forward**

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

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

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

## **MAJOR PROGRAMME III – SOCIAL AND HUMAN SCIENCES**

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### **I. Overall Strategic Assessment**

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

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

#### **The way forward**

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

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

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

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

## II. Assessment by Main Line of action/thematic area

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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



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

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

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

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

### **Risks and opportunities, challenges and lessons learnt**

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

164. As an initial response, a new strategy for the Management of Social Transformations Programme (MOST Programme) has been finalized, embracing a fresh perspective to recast core activities, by and within regions, in line with the criteria of relevance to current challenges,

efficiency and high-level visibility for enhanced and sustained impact. The strategy emphasizes the importance of enhancing ownership of MOST by its two primary constituencies: Member States, and knowledge communities in the social and human sciences. The negative consequences of lack of ownership appear clearly from recent experience, and, conversely, the tangible improvements in the overall functioning of the programme in 2014-15 show the capacity of a heightened sense of ownership to ensure greater recognition and commitment, and thereby *inter alia* a resource base better aligned to the substantive expectations expressed by the General Conference.

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

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

**MLA 2 – Empowering Member States to manage the ethical, legal, environmental and societal implications of scientific and technological challenges with a view to achieving inclusive and sustainable social development**

***Bioethics (Expected result 4)***

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

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

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

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

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

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

### **Risks and opportunities, challenges and lessons learnt**

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

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

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

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

**MLA 3 – Building policies through a participatory process with stakeholders in both the fields of youth and of sports; supporting youth development and civic engagement and promoting a human-rights-based approach in UNESCO's programmes**

***Youth (Expected result 5)***

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

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

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

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

***Sport and anti-doping (Expected result 6)***

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

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

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

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

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

### **Risks and opportunities, challenges and lessons learnt**

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

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

## **MAJOR PROGRAMME IV – CULTURE**

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### **I. Overall Strategic Assessment**

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

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

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

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

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

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

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

## **The way forward**

### *Cross-cutting issues*

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

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

### *Implementation of the conventions*

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

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

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

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

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

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

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

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

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



## II. Assessment by Main line of action/thematic area

### Cross-cutting issues

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

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

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

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

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

### **Risks and opportunities, challenges and lessons learnt**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

### **Risks and opportunities, challenges and lessons learnt**

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

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

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

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

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

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

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

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

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

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

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

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

### **Risks and opportunities, challenges and lessons learnt**

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

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

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

## **MAJOR PROGRAMME V – COMMUNICATION AND INFORMATION**

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### **I. Overall Strategic Assessment**

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

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

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

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

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

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

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

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

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

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

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



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

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

### **The way forward**

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

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

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

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

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

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

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

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

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

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

## II. Assessment by Expected Result

**MLA 1: Promoting an enabling environment for freedom of expression, press freedom and journalistic safety, facilitating pluralism and participation in media, and supporting sustainable and independent media institutions**

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

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

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

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

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

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

*International Programme for the Development of Communication (IPDC)*

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

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

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

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

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

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

**ER 2: Pluralistic media institutions are facilitated, including by adoption of gender-sensitive policies and through support for strengthened community media policy and practice, while citizens, and particularly youth, are empowered through enhanced media and information literacy (MIL) competencies**

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

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

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

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

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

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

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

### **ER 3: The Open Solutions for Knowledge Societies programme (Open Educational Resources, Open Access, Free and Open Source Software, Open Training Platform, Open Data, Open Cloud) and ICT accessibility including disabilities and multilingualism promoted in Member States**

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

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

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

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

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

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

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

**ER 4: Universal access to information enhanced and documentary heritage preserved in all its forms through a strengthened Memory of the World Programme, and Member States supported in implementing the WSIS outcomes, including through IFAP**

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

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

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

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

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

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

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

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

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



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

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

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

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

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

## UNESCO INSTITUTE FOR STATISTICS (UIS)

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### Assessment by Main line of Action

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

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

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

#### *The way forward:*

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

#### MLA 2: Development of international statistics on education outcomes

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

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

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

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

***The way forward:***

288. The Global Alliance for Learning will:

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

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

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

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

***The way forward:***

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

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

***The way forward:***

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

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

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

***The way forward:***

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

**Proposed decision**

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

The Executive Board,

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

## ANNEX

### MULTI-CRITERIA MATRICES FOR PROGRAMME ASSESSMENT

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

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

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

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



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

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

| Major Programme III – Social and Human Sciences   | Relevance | Capacity to deliver | Comparative Advantage | Demonstrable Results | Sustainability | Comments   |
|---|-----------|---------------------|-----------------------|----------------------|----------------|--|
| <b>MLA 1: Mobilizing future-oriented research, knowledge and policy making to support social transformations, social inclusion and intercultural dialogue</b>   |           |                     |                       |                      |                |  |
| <b>ER1:</b> Research, Policy and Foresight  | High      | Medium              | Medium                | Low                  | Medium         | Relevant in the context of ensuring policy coherence in the 2030 Agenda.   |
| <b>ER2:</b> Intercultural dialogue  | High      | Medium              | Medium                | Low                  | Low            | UNESCO's leadership is recognized in the United Nations system but needs clarity.                                  |
| <b>ER3:</b> Rights and inclusion  | High      | Medium              | Medium                | Medium               | Medium         | Relevant in the implementation of the Agenda 2030.   |
| <b>ER4:</b> History for Memory and Dialogue (formerly in CLT)   | High      | Medium              | Medium                | Medium               | Low            | Contributes to the long-lasting UNESCO' efforts to foster cultural diversity and intercultural dialogue            |
| <b>MLA 2: Empowering Member States to manage the ethical, legal, environmental and societal implications of scientific and technological challenges with a view to achieving inclusive and sustainable social development</b>                     |           |                     |                       |                      |                |  |
| <b>ER5:</b> Bioethics   | High      | Medium              | High                  | Medium               | Medium         | Demonstrated global leadership role in this area which will be sustained.  |
| <b>MLA 3: Building policies through a participatory process with stakeholders in both the fields of youth and of sports; supporting youth development and civic engagement and promoting a human rights-based approach in UNESCO's programmes</b> |           |                     |                       |                      |                |  |
| <b>ER6:</b> Youth   | High      | Medium              | High                  | Medium               | Medium         | Highly relevant for the 2030 Agenda and UNESCO's comparative advantage is recognized in the United Nations system. |
| <b>ER 7:</b> Anti-doping and sport  | Medium    | Low                 | High                  | Medium               | Medium         | The Convention provides an international platform for anti-doping standard-setting.                                |

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

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

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

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

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



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

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

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

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

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

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