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194 EX/4 Part I (B) Online Report: SISTER 36 C/5 - Monitoring of Programme Implementation for Regular Programme and Extrabudgetary Resources as at 31/12/2013¹











¹The budgetary information regards unaudited figures and for extrabudgetary resources include Emergency Funds.

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Part II.A. I. Education

Regular Programme ¹ : staff and operational budget		Extrabudgetary resources ¹
Allocation 2012-2013: US\$ 84 902 193	Expenditure % 2012-2013: 100%	Expenditures 2012-2013: US\$ 178 390 712






¹The budgetary information regards unaudited figures and for extrabudgetary resources include Emergency Funds.


Major Programme I	RP Allocation (US\$)	RP Expenditure (%)	Extra-Budgetary Expenditure (US\$)	Self-assessment of results achievement	Sector's Comments (when self-assessment is above or below expectations)
Total	14 814 864	97	174 219 589		
ER 1: National capacities strengthened for policy formulation and planning focusing on promoting the right to quality education and gender equality, and drawing on information and communication technologies	2 748 109	97	46 465 345		
ER 2: National capacities strengthened to plan, manage and scale up gender-sensitive, quality literacy and non-formal education policies and programmes	1 391 648	95	26 302 335		
ER 3: National capacities strengthened to develop and implement teacher policies, with particular emphasis on quality and gender issues	1 810 844	97	6 469 011		
ER 4: Capacities in Member States strengthened and comprehensive and evidence-based policies for technical and vocational education and training developed, and assistance provided for their implementation	1 540 178	97	7 659 007		
ER 5: Basic education including early childhood care and education, policies, programmes and practices improved in Member States, strengthening quality, equity, inclusion and gender equality	2 343 217	98	17 054 076		
ER 6: Capacities in Member States strengthened to ensure more equitable access to quality higher education and research, including through innovative modes of provision	1 213 492	93	4 228 970		
ER 7: Capacities in Member States strengthened to integrate a holistic vision of education for sustainable development, including climate change education and education for disaster preparedness and risk reduction, into educational policies, development plans and programmes	1 042 271	97	7 760 240		
ER 8: Good quality comprehensive HIV and sexuality education delivered by Member States, promoting healthy lifestyles, gender equality and human rights	317 543	92	31 713 407		
ER 9: Education for global citizenship, with emphasis on universal values based on peace, mutual understanding and respect for human dignity integrated into education policies, plan and programmes.	494 189	95	6 680 325		
ER 10: Political and financial commitment mobilized at the global, regional and national levels towards the achievement of the EFA goals, and monitoring mechanisms of EFA strengthened	1 636 082	99	19 672 235		


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Major Programme I	RP Allocation (US\$)	RP Expenditure (%)	Extra-Budgetary Expenditure (US\$)	Self-assessment of results achievement	Sector's Comments (when self-assessment is above or below expectations)
ER 11: Global and national commitment to education for girls and women strengthened through advocacy and appropriate multi-stakeholder partnerships which are in conformity with the objectives of the Organization	86 205	91	0		
ER 12: Education stakeholders informed through research and foresight studies on emerging trends and challenges in education	191 086	96	214 640		

Note: The budgetary information encompasses Regular Programme (RP) operational budget, Emergency Funds and extrabudgetary resources which contribute to a 36 C/5 Expected Result. Figures do not include the operational budget of Category 1 Education Institutes.

 No information yet;  Does not meet expectations;  Partially meets expectations;  Meets expectations;  Exceeds expectations

36 C/5 Global Priority Africa Expected Results	Achievement(s) including Challenges/Lessons learnt
 <p>Effective leadership and technical support provided through the Education and Human Resources Development Sub-Cluster (EHRSC) for the implementation of its Business Plan in support of the AU's Second Decade for Education Plan of Action</p>	<p>Education and Human Resources sub - Cluster Business Plan Results Matrix</p> <p>1. Support to Pan-African University (PAU) project: Research Space in Africa:</p> <p>Launched in December 2011 by the Chairperson of the African Union Commission, the PAU aims to strengthen and sustain: quality Assurance, mobility and Postgraduate of teachers. The strategic vision of the Pan-African University is to create institutions for excellence in science, technological innovation, social sciences, humanities and governance, which will constitute a solid foundation for higher studies and research.</p> <p>The three institutions launched are:</p> <ol style="list-style-type: none"> 1. The Institute for Governance, the Humanities and Social Sciences of Central Africa, based at the University of Yaoundé II, in Soa, Cameroon; 2. The Institute for Basic Sciences, Technology and Innovation of East Africa, based at the Jomo Kenyatta University of Agriculture and Technology, Juja, Kenya; 3. The Institute for Life and Earth Sciences (including Health and Agriculture) of West Africa, based at the University of Ibadan, Nigeria. <p>The project is supported financially by five Partners: Germany, Belgium, Sweden, the European Union and India. UNESCO is continuing to support technically the project by advocacy, Consultations, organisation and participation to the different meetings.</p> <p>2. Meetings of Education and Human Resources sub-Cluster.</p> <p>Within the strategic framework of the African Union (AU)/United Nations (UN) ten-year capacity building program for the AU and the New Partnership for Africa's Development (NEPAD) and as part of the Social and Human Development (SHD) Cluster of the Regional Coordination Mechanism (RCM), the Education and Human Resources Sub-Cluster (EHRSC) aims to provide concerted support to the AU and its NEPAD program in the areas of education and youth for advancing social, human, and educational development in Africa with a specific focus on the implementation of the Second Decade of Education for Africa Plan of Action (2006-2015) and the Africa Decade for Youth Development and Empowerment (2009-2018). UNESCO Liaison Office, IICBA and AU/Human Resources, Science and Technology Department organized several meetings on the progress of the implementation of the business plan 2012 and 2013 of the Education and Human Resources sub-Cluster. The following collaboration programmes have been proposed: Operationalization of SMT Centers using Open and Distance Learning, Development of Open Education Resources, Development and implementation of the African Teacher Mobility Protocol, Partnership in resource mobilization and Quality for teacher Education</p> <p><u>Challenges:</u></p> <ul style="list-style-type: none"> - Ambitious business plan while resources are limited - Limited capacity of partners slowed down implementation of the 2nd Decade of Education for Africa - Inadequate Intra and Inter-cluster coordination of monitoring and periodic review of implementation of the business plans - Inadequate participation of some members in the cluster work and in the cluster meetings. - Lack of documentation and reporting mechanism <p>Follow-up on RCM's activities and UNESCO's participation: UNESCO is co-chair of Education sub-cluster and expectations are somehow quite high. Due to and, due to the financial crisis there are however very limited resources to assist the AU to implement the Education Business Plan. Although, UNESCO LO and IICBA are providing technical support to the AU, coordination and liaison with UNESCO Africa Offices needs to be improved in order to better capture the magnitude and scope of UNESCO's support to education in Africa. In that regard mechanisms and resources to operationalize this collaboration are required.</p> <p>PACTED II</p> <p>Following the recommendations of the Ministers in Lome, Togo meeting in April 2011, a Road Map was prepared and endorsed by the Ministers of Education of the AU during the 5th COMEFDA Meeting The Action Plan was elaborated and UNESCO IICBA has taken the responsibility of coordination of PACTED and the PACTED partners (ADEA, ADEM, Common Wealth, IICBA) meeting was held in Ouagadougou on February 18, 2012.</p> <p>As a result of the meeting between UNESCO Liaison Office, UNESCO IICBA and AU/ Human Resources, Science and Technology Department, on PACTED the following decisions were made: the establishment of a small committee work on the plan and the roadmap for HRST Education. The roadmap was endorsed by Members States. UNESCO IICBA prepared a study on area 4 of the roadmap and a report was presented to COMEDAF. A draft protocol was submitted awaiting comments and amendments. A draft of MOU was developed for cooperation with ICBA appointed as the implementing partner for teacher activities.</p>
Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)	
Programmed	Attained
PI: Annual Joint meetings co- presided by UNESCO and the AU/HRST	2 annual meetings with AU/HRST (Human Resources, Science and Technology department) 2012 and 2013 AU/HRST Business Plan jointly elaborated with AU/HRST and the RCM Annual Business Plans reviewed and reported upon 1 PACTED meeting organized within the context of COMEDAFR 1 Regional EFA consultation meeting organized 1 Meeting on education organized with the Pan Africa Parliament Pan Africanan Parliament Education

Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)	
Programmed	Attained
B/b: 2 (1 annual meetings per year)	Bureau established Benchmark achieved External, visible to Member States 2 annual meetings with AU/HRST (Human Resources, Science and Technology department) 2012 and 2013 AU/HRST Business Plan jointly elaborated with AU/HRST and the RCM Annual Business Plans reviewed and reported upon 1 PACTED meeting organized within the context of COMEDAFR 1 Regional EFA consultation meeting organized Benchmark achieved
PI: Number of key priorities of the Business Plan fully met B/b: 10 key activities (baseline: 0)	RCM Education Business Plan Finalised and submitted to the Education and Human Resources sub-cluster PACTED Roadmap elaborated and adopted by the COMEDAF V. Coordination of PACTED assumed by IICBA. Review of the AU MDG2 2012 report completed Support provided to the launch of the Pan African Universities, 3 institutes created: 1. The Institute for Governance, the Humanities and Social Sciences of Central Africa, based at the University of Yaoundé II, in Soa, Cameroon; 2. The Institute for Basic Sciences, Technology and Innovation of East Africa, based at the Jomo Kenyatta University of Agriculture and Technology, Juja, Kenya; 3. The Institute for Life and Earth Sciences (including Health and Agriculture) of West Africa, based at the University of Ibadan, Nigeria
36 C/5 Global Priority Africa Expected Results	Achievement(s) including Challenges/Lessons learnt
 Policy advice and technical assistance provided for the adoption of the Quality education framework by a number of African countries on teacher issues, competency based curriculum and learning outcomes	<p>UNESCO's endeavor to support Member States develop and implement Gender-sensitive teacher policies and programmes through better trained teachers in gender-sensitive teaching and learning approaches underlies its Regular Programme and extra budgetary funds, especially with its CapEFA programme. During the biennium, all countries benefitting from CapEFA teachers have adopted this holistic and quality approach to the teacher issue. They are Angola, Burkina Faso, Burundi, Mali, Uganda, Niger, etc. The Niger case is worth reporting in detail. The CapEFA in this country has adopted an integrated approach to teacher education and continuous professional development (CPD). It led the setting up of 5 thematic groups to circumscribe the maximum of critical aspects to the teacher issue. They are working groups on teacher education and CPD, on curriculum reform, on planning and evaluation, on communication and lastly on Mathematics, Science and Technology (SMT) with specific attention to Gender. Phase III of the CapEFA process has been successfully conducted. Thematic groups have completed their field additional data collection, analyzed and validated them. The CapEFA Niger component on SMT/Gender is making good progress by developing training modules to capacitate Mathematics, Science and Technology teachers to meet its objectives.</p> <p>Niger elaborated a Capacity Building Strategy and Action plan for Teacher Professional Development. The Action plan should be officially validated by all stakeholders and development partners by mid-December 2013, and its implementation shall start in January 2014. One of the novelties of Niger CapEFA is that a team of Ministry of Education's officers from central and decentralized levels have built new capacities in the analysis of training programmes for teacher trainers and teachers in Sciences, Mathematics and Technology with a special emphasis on gender. A set of activities has been developed for that purpose with new incentives to promote quality education through quality teacher and gender sensitivity.</p> <p>At a broader continental level, UNESCO's contribution to Teacher development chapter in the African Union Plan of Action for the Second Decade for Education in Africa has been effective through Dakar Office taking active part in the implementation of Pan African Conference on Teacher Development (PACTED) road map. We provided technical assistance to PACTED agenda. We have been taking part in recent consultations to move forward with PACTED Roadmap implementation. We offered technical support to PACTED meetings of February 2012 in Ouagadougou, September 2012 in Paris, November 2013 in Windhoek, and November 2013 in Kinshasa. We did presentations to African Ministers of Education at COMEDAF in April 2012 (Abuja) and July 2013 (Addis Ababa) on quality teacher issues, especially setting teacher quality norms and standards. We supported financially at least 10 African countries across all regions to attend PACTED meetings.</p> <p>Besides, the UNESCO's "Quality teachers for EFA": Enhancing teacher education for bridging the quality gap in sub-Saharan Africa is a promising one that sees to quality and gender . The 3 initial countries have finished their preliminary phase. Needs assessment reports have been produced, project documents have been finalized, a detailed 6-month implementation plan has been finalized. And they are all ready to start the implementation phase in December 2013/January 2014. Five new participating countries have started their preliminary phase as well.</p> <p>On Evidence Based Teacher Policies And Strategies Developed And/Or Reviewed Through Teacher Diagnostic Studies And Policy Dialogues In Selected Countries In Each Sub-Region: since the beginning of this Biennium, we have been able to support technically and financially 7 countries either at teacher diagnostic phase or at post diagnostic phase in Benin, Uganda, Guinea, Burundi, Lesotho, Mali and Mozambique. Today out of the 7 countries, 6 have completed their studies. Challenges arising: in Benin, the official launch for the actual work of policy discussion based on the diagnostic results is being delayed because of leadership problems. Country was invited to follow our missions' recommendations and resolve the issue. In Lesotho, the country is a CapEFA Teachers one and wants 2 things. Firstly, a capacity building action plan and secondly, a teacher training policy document. The main challenge we are raising is to be able to develop a holistic teacher policy.</p> <p>Two regional results sharing workshops on the diagnostic and post-diagnostic policy review or elaboration processes were organized, the first in January 2013 in Saly, Senegal and the second in Kinshasa end of November 2013. The recommendations we made in January helped countries move forward with both diagnostics in process and the policy phase. We made a great breakthrough in Kinshasa with a clear outline of Evidence-based and Holistic Teacher Policy Guidelines. It took us some time to agree with countries' national experts on what a holistic teacher entails. That was a great achievement. Benin, Lesotho, Uganda, Burundi, Guinea, and Mozambique are now equipped enough to complete the policy phase.</p> <p>Implementing this activity has significantly contributed to MLA 1: Accelerating progress towards EFA, in particular at the country level (Africa) under 36 C/5. Thanks to UNESCO's support, Member States are more and more engaged in capacity reinforcement process to develop evidence-based teacher policies, or reviewing existing ones, with particular emphasis on quality, gender and other emerging issues, using the teacher issue analysis Methodological Guide.</p> <p>Over the covered period, Quality Education was at the heart and cut across all the ERs in the Region. Treated both as thematic area with many entry points and also as a cross cutting</p>

36 C/5 Global Priority Africa Expected Results	Achievement(s) including Challenges/Lessons learnt
	<p>issue, this ER will certainly remain the focus, within the framework of Post 2015 reflexion and planning processes.</p> <p>The Regional offices tackled it through 5 main pillars:</p> <ul style="list-style-type: none"> • Promoting ECCE, • Inclusive education, reaching marginalized, refugees • Supporting girls education, namely in rural areas and promoting access of girls to secondary education • Promoting quality through the reforms of curriculum of Basic education, teacher training and development of teaching and learning materials, • Quality through youth integration <p>ECCE: the focus was made on the definition of quality parameters, learning achievement indicators, training of facilitators, and definition of relevant and adapted learning achievement indicators. Windhoek, Harare and Dakar offices, in close collaboration with ADEA were the main actors in this activity. There is an improvement in terms of raising awareness and commitment of the governments in the countries covered by these regions. In terms of infrastructures, ECCE centers standards were finalized and pilot tests were launched during the celebration of the EFA GAW 2013. In terms of Action research and publication, the focus continued on the support of early reading/learning and development of learning environment and tools through the well-known series, Buba and Zaza.</p> <p>In terms of inclusive education, there were also a main focus in reaching the unreached through "Bridging the social divide through quality and inclusive education and alternative ways of learning". All actions and achievements were recorded over the covered period, namely, elaboration of planning guide for inclusive Education in Mozambique, revision of the existing "Language policy for schools". There were also actions in terms of integrating orphan children (Yaoundé) and street children integration through alternative education and strengthening existing centers.</p> <p>Regarding support to curriculum reforms, this ongoing activity started with the past biennium was pursued and through two main axes: the second edition of PGDCDD programme, which will end in August 2013 with the graduation of the second cohort of 50 trainees, and the creation of a francophone diploma on curriculum development, through a sub-regional university programme, harmonizing with the UEMOA project on curriculum development processes. The programme also tackles the development of a national language curriculum, within the framework of ELAN programme supported by OIF. Zimbabwe started a thorough review of its curriculum for basic education and is in the process. Malawi worked on the improvement of teacher training material to strengthen learnings to reach Universal basic Education.</p> <p>On the issue of quality teachers for quality education: UNESCO has made substantial contributions to the African Union teacher development agenda for the Second Decade of Education through our participation and engagement in the Pan African Conference on Teacher Development (PACTED) implementation whereby we provide technical assistance. We have been taking part in recent consultations to move forward with PACTED Roadmap implementation. We are currently preparing to offer support to PACTED meeting and to do presentation to African Ministers of Education at COMEDAF in July 2013 on quality teacher issues. The Teachers Unit at UNESCO BREDa and IICBA have been closely associated to the PACTED process in a joint venture with the African Union Commission, The International Task Force on Teachers for EFA, ADEA, UNICEF and other partners.</p> <p>Since the beginning of this Biennium, we have been able to support technically and financially 7 countries either at teacher diagnostic phase or at post diagnostic phase: provision of technical and financial support to diagnostic studies in Uganda, Guinea, Burundi, Lesotho, Congo and Mali, and post diagnostic phase in Benin and Lesotho. Today out of the 7 countries 5 have completed their studies. In Benin: The official launch for the actual work of policy discussion based on the diagnostic results is being delayed because of leadership problems. In Lesotho, the country is a CapEFA Teachers one and wants 2 things. First, a capacity building action plan and secondly, a teacher training policy document. The main challenge we are raising is to be able to develop a holistic teacher policy. There are indications that progress in moving with the policy process and secure country ownership depends on: i) good dissemination of study results, conclusions and recommendations, ii) information sharing meeting and discussions with all stakeholders, iii) setting up of multidisciplinary national team to analyze study findings, draw a roadmap, iv) draft a new and holistic teacher policy vision and perform the ensuing tasks. Countries political engagement is an issue, national experts are too busy, and therefore national ownership is critical.</p> <p>Support to youth integration: this thematic area was chosen by central African countries, as one of the entry points of the quality Education, owing to specific need of reconstruction of Education. Here, issues of literacy, entrepreneurship and also qualifications frameworks are concerned.</p> <p>In terms of girl's education, activities were developed both in formal and non formal education, focusing on the development of learning environment, tools in national languages. The approach integrates girls, with affirmative actions and makes provision for more life skills (sexual education etc.) and functional skills for autonomy. Universities were also targeted for girls education and affirmative actions, especially through the improvement of Gender Equality and Learning Success in selected secondary and Higher Learning Institutions in Ethiopia, Tanzania, Ethiopia and Malawi</p> <p>Output/Results:</p> <ul style="list-style-type: none"> •Support in the procurement of material for a disadvantaged rural school's Early Childhood Development unit. <p>Planning guide for inclusive Education Revised and updated language policy Tools on early learning and reading for facilitators</p>

36 C/5 Global Priority Africa Expected Results	Achievement(s) including Challenges/Lessons learnt	
	<p>The following sub-component of GPE priorities was agreed upon:</p> <ul style="list-style-type: none"> -In-service training of teachers and staff development; -Improving supervision; -Institutionalization of Sport, Arts and Culture; -Curriculum review; textbooks and learning materials. <p>Country Framework to implement the acceleration of Universal Primary Education with specific reference to completion rates. Development of training tools for youth integration, using ICTs</p> <ul style="list-style-type: none"> •Improved knowledge and skills of teachers and principals on gender, and sexual and reproductive health issues and management and applied to classrooms and schools. •Enhanced participation of girls in classroom and promoting gender issues in schools through girls clubs. •Improved communities' involvement in schools and support of their children to successfully attend their education •Improved retention and academic performance of economic disadvantaged university girls. • Enhanced girls' self-confidence and assertiveness due to life skills training. •Responsiveness of universities to address the gender issues improved. <p><u>Challenges & lessons Learnt:</u></p> <ul style="list-style-type: none"> •Limited capacity of schools and other government stakeholders entail intensive follow up and capacity building efforts on the part of UNESCO. •Disperse geographic location of schools and poor communication infrastructure in rural schools hinder easy and smooth communication to exchange information. •Lack of documentation and reporting mechanism delayed timely reporting and affected the quality of report. 	
	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)	
	Programmed	Attained
	<p>PI: Number of countries initiating the process of adoption of quality education framework B/b: 4-5 countries (Baseline: 0)</p>	<p>Post Graduate programme on Curriculum Development covering both Anglophone as Francophone countries in Africa Since 2012 In Southern Africa 5 countries (Lesotho, Zambia, Swaziland, Namibia, and Angola) have engaged in the 2nd batch of PGPCD training. In Eastern Africa , 6 countries (Seychelles, Tanzania, Uganda, Kenya, Ethiopia, Eritrea) have engaged and from the ECOWAS, The Gambia has also joined in Francophone countries, Universities of 8 UEMOA countries (Senegal, Mali, Burkina , Niger, Togo, Benin , Guinea Bissau) are engaged in the development of the Francophone Course During the biennium, all countries benefitting from CapEFA teachers (Angola, Burkina Faso, Burundi, Mali, Uganda, Niger) have adopted the holistic and quality approach to develop and implement Gender-sensitive teacher policies and programmes through better trained teachers in gender-sensitive teaching and learning in teacher issues.</p>
	<p>PI: Number of countries with indicators to measure teacher quality and learning outcomes integrated in their EMIS B/b: 4-5 countries</p>	<p>Ethiopia, Angola, and Namibia have initiated development of EMIS focusing on Teachers. The activities in Guinea Bissau have not been completed due to the political situation of the country</p>
36 C/5 Global Priority Africa Expected Results	Achievement(s) including Challenges/Lessons learnt	
 Partnerships mobilized and technical support provided for the definition and adoption of TVET Regional Qualification Frameworks and its operationalization in the ECOWAS region and the SADC regions respectively	<p>ECOWAS</p> <p>I) KNOWLEDGE SHARING FOR THE DEVELOPMENT OF NQF/RQF BY MEMBER STATES increased substantially</p> <ul style="list-style-type: none"> • At regional and international levels, TVET programmes contributed to relevant results for the Global Priority Africa mainly through participation and contribution to major regional and international events on TVET, notably the ADEA Triennale (Ouagadougou, February 2012) and the Third international Congress (Shanghai, May 2012), the OIF-CONFEMEN Assises (Ouagadougou, Sept 2012), the 5th International Conferences on Quality Assurance in Higher Education in Africa (ICQAHEA) and its Capacity Building Workshop on Development of Competencies and Qualification Frameworks for TVET in Africa. These events contributed to inform and define new paradigms for Member States of Africa on TVET, including NQF/RQF as a key area that was part of the debate (special sessions organized with partners in both international events). These events were opportunities for Member States to inform (or to be informed), to exchange and update their strategy for the development and/or implementation of NQF/RQF. Clarification on the concept and process provided to Member States. Regional advocacy and knowledge sharing on NQF/RQF took place at high level also during the ADEA/ICQN meeting (Abidjan, July 2013) and during the Regional meeting organized by UNEVOC (Abuja, Sept 2013) in collaboration with the IATT that was presented and well appreciated by the countries and organizations. <ul style="list-style-type: none"> • At sub-regional and national levels, the work conducted on NQF/RQF concentrated on the ECOWAS sub-region, as follow up and consolidation of the results from previous biennium 	

36 C/5 Global Priority Africa Expected Results	Achievement(s) including Challenges/Lessons learnt
	<p>activities. The 4th IATT consultative meeting took place and included working-sessions with Member States and Partners for the formulation of guidelines to jointly develop NQF and RQF in the ECOWAS subregion, with a focus on policy decision making at inter-ministerial level. One representative of Senegal and Ghana joined the IATT Technical Committee on NQF/RQF. New UN agencies (IFAD, UNWOMEN) and other partners (the CAMES as "Conseil Africain et Malgache de l'enseignement supérieur", and WAEC (West African Examination Commission) joined the IATT team.</p> <ul style="list-style-type: none"> • The NQF/RQF process was clarified through the dissemination of the guidelines at national (Senegal) and regional levels. The initial roadmap between IATT and ECOWAS has been shared and updated with partners. The IATT publication (with contributions from UNDP, UNESCO and ECOWAS) on NQF/RQF for printing in french and english, within an internal quality-control process, and identification of a final and coherent publication that links the regional survey with the policy guidelines. A final revue with experts and 15 to 20 (Anglophone, Francophone and Lusophone) countries took place with ADEA (Cote d'Ivoire, 8-9th of July 2013), in the framework of the Inter Countries Quality Node (ICQN) on TVET/TVSD. This publication offers a coherent synthesis of the sub-regional survey in addition to the recently validated guidelines for NQF/RQF development to experts and governments engaged in the process. • The Regional Meeting (UNDP/YERP and IATT) provided the following results: <ul style="list-style-type: none"> - Information shared on the Post-2015 process and strategies dedicated to addressing youth issues ; - Regional platform established for exchange and follow-up actions on youth employment and empowerment and strengthened mechanisms for youth consultation; - Roadmap developed for monitoring activities; - Bottlenecks, challenges and priorities for youth employment and empowerment issues identified; <p>The above results enhance the quality of TVET systems through improved linkages with the world of work and for better employment of youth and adults. The main elements are strongly linked with the main and keys areas initially targeted by the programmes:</p> <ul style="list-style-type: none"> • Capitalization and online cross-country sharing on good practices: <p>Following the decision by Experts and Ministers of the 15 ECOWAS countries (Oct 2012), videos were produced in 2013 on four specific areas of TVET; The countries identified are Benin, Nigeria and Senegal; One of this good practice capitalized and shared is strongly linked to NQF/RQF (Senegal: recognition by TVET formal system of skills acquired in the non formal system). This will give examples to other sub-saharan countries to better identify how to translate national TVET policies into concrete and successful actions for Youths. The four videos have been translated this last semester 2013, and a coherent DVD has been produced for visibility and fund rising.</p> <p>II. MOBILIZATION OF PARTNERS was effective, leading to the consolidation of Sub-Regional partnerships mechanism:</p> <ul style="list-style-type: none"> - Contributions to the ADEA Triennale (February 2012) were elaborated by UNESCO (ECOWAS and SADC) and shared. UNESCO's visibility increased and a major result is the inclusion of the IATT in the ADEA process and work programme on TVET/TVSD, ensuring thereby joint planning between ADEA and UNESCO and partners. - The Inter-Agency Task Team (IATT) for the revitalization of TVET in the ECOWAS Sub-region: Consultations among partners and the ECOWAS Secretariat took place; The 4th IATT consultative meeting (May 2012) was jointly organized by UNDP, UNESCO Dakar and the ECOWAS Secretariat on the 3-4th May 2012 in the AfDB premises showing a renewed engagement of partners in the sub-regional process. Cost-sharing for this event between agencies reduced financial contribution from UNESCO. <p>iii) STRENGTHENED SUB-REGIONAL PARTNERSHIPS MECHANISM (IATT) in TVET:</p> <p>The programme has contributed to meet the further implementation of the "Abuja Process" in the sub-region by improving the knowledge development and sharing on TVET both at national and regional levels (through RP and EXB/CapEFA funds). Regional advocacy on more efficient partnerships and on enhanced quality of TVET systems took place at country level (in Senegal as part of UNDAF and PTFs TVET related processes) and during the Regional meeting (Dakar, 3-4th of June 2013). The last was the result of a collaboration between the Youth Employment Regional Programme (UNDP/YERP) and IATT (including Youths and partners such as AUC, ECOWAS, SADC, AFRISTAT, ILO, UNESCO, YEN). 12 countries involved (8 from ECOWAS; 3 from SADC: Lesotho, Mozambique and Malawi; 1 from EAC: Kenya) with the following results:</p> <ul style="list-style-type: none"> • Consultations, joint planning and dialogue have been strengthened between partners in support to the ECOWAS TVET action plan; • Increased number of partners mobilized into the Inter-Agency Task Team (IATT) through regular dialogue and knowledge sharing • Discussions/consultations and advocacy took place on strengthening collaboration with UEMOA Secretariat and countries, along with participation, contribution and organization of major events until end of 2012 (OIF-CONFEMEN Assises in Sept 2012; 4th ECOWAS meeting of Experts and Ministers of Education in Oct. 2012). The joint revised roadmap emphasized items such as development of an ECOWAS TVET Strategy; Capacity Building; partnerships; development and implementation of RQF and NQF; as well as development of a TVET Knowledge and Management Information System. • Beyond the collaboration with OIF and ILO in Benin, joint actions are taking place for capacity development for more relevant curricula in the ECOWAS sub-region (using the UNESCO curriculum framework on TVET and linked to NQF/RQF). • Technical collaboration and fund raising in Cote d'Ivoire is jointly undertaken by UNESCO and ONUCI since January 2013 for the development of a coherent programme to support the integration of ex-combatants and take into account NQF/RQF issues. In Senegal in the UNDAF framework of action, a joint programme between UN agencies (on Youth employment taking into account the migration aspect) is now validated since March 2013 by the UNCT. • Development of tools for strengthened partnerships and mobilization of funds was initiated between the Dakar and Abuja offices in the ECOWAS sub-region. The first phase in focusing on the elaboration of a mapping of partners (international, regional and bilateral cooperation agencies and other donors, including relevant NGOs and Centres of Excellences, involved on TVET in ECOWAS sub-region. The draft strategy, methodology and tools to be used have been identified in January 2013, testing (Senegal and Ghana) and are now finalized.


36 C/5 Global Priority Africa Expected Results	Achievement(s) including Challenges/Lessons learnt
	<ul style="list-style-type: none"> • The institutionalization and replication of the IATT: Following the IATT validation at the 4TH ECOWAS experts and representatives of Education Ministers in October 2012, advocacy on enhanced partnerships for TVET for Youth Employment took place at country level in particular in Senegal. This enabled at initiating better coherency between government and the UNDAF and PTFs processes related to TVET. In Senegal in the UNDAF framework of action, a joint programme between UN agencies (on Youth employment taken into account the migration aspect) has been validated since March 2013 by the UNDAF process/system. The programme is now signed/validated with government at high level since August 2013 within the UNDAF process/system. Support (TA) was provided to the UNDG/WCA for its plan of action and linkage with the recent Sahel Strategy. Effective participation to the Programme Committee in Senegal within effective inputs provided to UNCT (Thematic groupes, Comité Programme,...). <p>SADC:</p> <ul style="list-style-type: none"> • Consultations took place on NQF/RQF at international level and the SADC TVET report is now edited and published. The publication provides written evidence that can be shared across Nations on the experiences of the TVET experiences of the SADC regions. • Support provided for the establishment of SADC TVET Technical Committee: ToRs for the technical team were adopted with amendments; The committee prioritized facilitating harmonisation of TVET policies and standards in the region for the period 2013-14. • At national level in Swaziland, support to the National Qualifications Framework in TVET was provided and monitoring TVET MIS to result in improved national and international coverage of TVET education statistics (June 2013). • Dialogue process between SADC and the European Union on qualifications frameworks has been postponed to first half of 2014. - A Regional Forum on TVET in SADC was convened by UNESCO (Nov 2013, RSA) to revitalize TVET - In Mozambique, UNESCO, UNFPA, ILO and UNIDO have agreed in the context of UNDAF and Delivering as one to prepare a joint Project on skills development for youth employment and decent work in the extractive industry. An assessment of learning needs and inclusive of recommendations for UNESCO role and niche in the joint programme has been conducted. - In Swaziland, support to the National Qualifications Framework in TVET was provided and monitoring TVET MIS to result in improved national and international coverage of TVET education statistics (June 2013). - The SADC Regional Qualification Framework was adopted. <p><u>2) challenges/lessons learnt:</u></p> <ul style="list-style-type: none"> - Progress is effective for the ECOWAS sub-region, but NQF/RQF tends to be taken as a 'fashion subject' by Member States and some organizations without due consideration of the implications. Support has to be provided to Countries to assist in an informed policy decision making process regarding engagement in the NQF/RQF reform. That is the aim of the sub-regional survey for the ECOWAS sub-region, on process to be disseminated. - There are still a number of issues on which member states have divergent ideas, especially on the definition of TVET terms and alternative pathways to higher learning. They however do respect each other's choices and agree that policies should respond to the national context. Participation of at least UNESCO and ILO helped a lot in coming up with some internationally agreed understandings. - Partnership building at sub-regional (ECOWAS and SADC) as well at national level is critical yet it is time consuming with the limited human resources available. Additional human resources would be needed for more impact. The experiences in ECOWAS and SADC sub-regions show that regional cooperation is a key strategic approach for strengthening capacities for evidence based policies for TVET.. - For a greater impact at country level, partnerships need to be maintained and developed beyond the existing ones (private sector, ...), as well as strengthening the IATT mechanism with more resources in order to have a critical mass of expertise capable of meeting the growing needs of countries on TVET. - Experience shows that the real success of the IATT reflects mostly the actual will and technical possibilities (human resources, funds...) of the organizations and structures participating in the process. The change is part of both in attitude and in actual constraints of time, human and financial resources to permit participation in the processes. - The economic crisis makes fundraising and partnership more challenging, as each partner is facing technical, financial and also strategic challenges (eg positioning in the Post 2015 agenda). - A major challenge concerns the lack of coherence at national level between processes of government, UNDAF/UNCT, and other Technical and Financial Partners on TVET. - Endorsement of national studies highlighted UNESCO and SADC's emphasis on the ownership of the product by participating Member States. There are still a number of issues on which Member States have divergent ideas, especially on the definition of TVET terms and alternative pathways to higher learning. They however do respect each other's choices and agree that policies should respond to the national context. - Ministerial instability (but also difficulties to get the availability of the national authorities) hampers significantly the implementation in several countries, especially with the need to develop multi-actors strategies on TVET and Employment. - Language barriers complicate implementation (e.g. 66 languages spoken in South Sudan). <p>Experience show gender inequality and addressing the specific needs of female participants in TVET will remain challenging: more attention to female needs/inclusion of female participants and trainers should be done in any project revisions.</p>


36 C/5 Global Priority Africa Expected Results	Achievement(s) including Challenges/Lessons learnt									
	<p>- The long UNESCO recruitment processes have contributed to extensive delays in the implementation of several projects (Malawi, Benin,...).</p> <p>- A global challenge for the Africa Region is that the piloting and operationalization of the UNESCO reform is not completed and this complicates the internal implementation and coordination on TVET.</p> <p>- The TVET activities need to be more articulated with the process on quality assurance for Higher education and with the Teachers programme (on going with the planned meeting in July 2013)</p>									
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Cost-effectiveness/efficiency measures for this Major Programme: Africa



Partnership and funds mobilized to create synergies with UNESCO's programmes.


Programme implementation with a UNESCO family approach with field offices, category 1 institutes, HQ and International Teacher Task Force working together to bring in complementary expertise and to join forces for funding.


36 C/5 Global Priority Gender Equality Expected Results	Achievement(s) including Challenges/Lessons learnt	
 National capacities strengthened in designing and managing literacy policies and programmes targeting women and girls	<p>Literacy is a priority for the Education Sector and is being given high visibility to strengthen commitments and efforts by countries to promote literate environments, especially for women and girls: most notable even was the High-Level International Round Table on Literacy (September 2012) which brought 200 participants, including 14 ministers and vice-ministers of education. The Paris Communiqué issued by this round table made particular note of the need to give highest priority to and accelerate progress in women's literacy. Literacy is a priority for the Education Sector. UNESCO (including through the UNESCO Institute for Lifelong Learning (UIL)) continued its support to Member States to strengthen national capacities to plan, manage and scale up gender-sensitive, quality literacy and non-formal policies and programs, under multiple frameworks: the United Nations Literacy Decade (UNLD, 2003-2012), the Literacy Initiative for Empowerment (LIFE, 2006-2015), the E-9 countries, the Capacity Development for EFA Programme (CapEFA). These programme frameworks have all focused on out-of-school children, youth and adults, in particular girls and women, emphasizing the urgency of meeting their learning needs with effective gender-sensitive programs.</p> <p>UNESCO mobilized 43 countries with critical literacy challenges (including LIFE, E-9 and other priority countries) accounting for almost 85% of the world's 775 million illiterate adults, and 35 of these countries with severe literacy challenges prepared their National Literacy Action Plans to ensure gender-specific programming and alignment to national and international objectives.</p>	

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	<p>At the regional and country levels, large-scale literacy programmes were initiated and implemented. For example, the Programme for Literacy Enhancement in Afghanistan, provided reading materials and training to neo-literate young girls and boys, while in Morocco, post-literacy programmes for girls and women were scaled up. In Egypt, UNESCO launched a National Campaign for Literacy and the Renaissance of Egypt 2012-2010 that placed special focus on women. In Senegal, the literacy project supported by Procter and Gamble within the framework of the Global Partnership for Girls' and Women's Education (which aims at reaching 40,000 young girls and women with literacy classes) has led to three key benefits: First, increased access to literacy with around 4000 girls and women enrolled in literacy classes and income-generating activities (193 classes opened, 200 trained teachers and facilitators); 900 girls and young women received training in literacy and vocational training, 54% of whom will continue in formal education and with 2,300 profiled girls and women soon to benefit from tailor-made online courses; Secondly, an improved quality of education with 96% of beneficiaries who received after-school support and who were at high risk of dropping out who passed their exams or went up to the next level and an average of 20% of those beneficiaries who made significant progress in different subjects; And, last but not least, a strong contribution in strengthening national capabilities within the National Literacy Department and local governments as demonstrated by the adoption of this exemplary management model to accelerate Literacy objectives within EFA goals.</p> <p>Within the Institute for Lifelong Learning (UIL), a study has been prepared on successful approaches to reducing gender disparities in and through literacy programmes and a collection of 22 successful programmes directly targeting women in 18 countries in Africa, Arab States, Asia and the Pacific, Latin America, Europe and North America. These studies were widely disseminated through an International Conference entitled "Achieving Literacy for All: Effective, innovative approaches to scale up literacy, reduce gender disparities and create a literate world" (New Delhi, July 2013), and in an event on Promoting Girls' and Women's Education for Gender Equality in the context of the General Conference (November 2013) and online mailing lists. The 2013 International LITCAM Conference, of which UIL is a cooperating partner, organized as a side-event of the largest annual international Book Fair in Frankfurt, had a thematic focus "Literacy and Gender" following the recommendations from UIL. In 2012, UIL was involved in preparation of an advocacy report on women's literacy and girl's secondary education, 'From Access to Equality'.</p> <p>Literacy programmes have also adopted innovative approaches with the application of ICT in programmes specifically targeting women and girls. For example, UNESCO organized in Bangkok a 'Regional Consultation Workshop on Developing Literacy through Mobile Phones: Empowering Women and Girls' in 2012. The meeting aimed to promote discussion and knowledge-sharing related to successful literacy initiatives in Asia, and raising awareness of the potential for mobile learning to help achieve Education for All goals. Nine case studies on using mobile technologies to support literacy for women and girls were produced and two regional expert meetings on mobile learning for the empowerment of women and young girls were organized in Africa and Asia.</p> <p>Various events were organized to give visibility to effective literacy practices, which helped strengthen commitments and efforts by countries to promote literate environments, especially for women and girls. Most notable was the High-Level International Round Table on Literacy (Sep. 2012) brought 200 participants, including 14 Ministers and Vice-ministers of Education. The Paris Communique issued by this Roundtable made particular note of the need to give highest priority to and accelerate progress in women's literacy.</p>							
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<p>36 C/5 Global Priority Gender Equality Expected Results</p>	<p>Achievement(s) including Challenges/Lessons learnt</p>							
<p> Gender-sensitive teacher policies developed in Member States</p>	<p>Outcome 2&3: Gender sensitive teacher policies developed in Member States; Teachers better trained in gender-sensitive teaching and learning approaches:</p> <p>UNESCO's main strategies for achieving this Outcome focused on capacity building for institutionalizing gender training in teacher training institutes, awareness-raising among policy makers on gender issues in the teacher professional development, and production of training materials and guide for mainstreaming gender in teacher training and in teaching practices. A guide for gender mainstreaming in teacher training institutions was developed at the global level, while teacher training programmes were implemented with different emphases and formats depending on the particular regional needs. For example, in Asia-Pacific, an e-course was developed to strengthen the capacity of policy makers and teachers to promote gender responsive education practices at country level; In Africa, gender-sensitive training was provided for teachers of science and mathematics to increase access and advancement of girls</p>							

36 C/5 Global Priority Gender Equality Expected Results	Achievement(s) including Challenges/Lessons learnt	
	<p>and women in these areas. In Africa, over 15 countries from west and Central Africa benefited from training seminars organized by the IICBA under their programme on capacity building of teachers, which includes specific modules on Gender sensitive teaching and learning approaches.</p> <p>UNESCO also supported Member States in reviewing and developing regional policy frameworks and strategies on teacher development, with particular emphasis on gender equality. In Arab States, series of seminars were organized in Lebanon attended by MOE officials who are following up on UNESCO's recommendations on gender-sensitive training for teachers and textbook authors. This initiative attracted media attention and were featured in traditional and social media. In Palestine, with the support of Norway, UNESCO supported the Palestinian Women Research and Documentation Centre in its effort to contribute to the successful implementation of the Cross-Sectoral National Gender Strategy of the Palestinian Authority. In Asia-Pacific, UNESCO organized in collaboration with UNGEI, a capacity building workshop in Lao PDR on 'Using Evidence to Promote Gender Equality in Education.' The GENIA toolkit on promoting gender equality in education was presented to around 40 participants. Online interactive training modules on Gender Equality in Education one for teachers and one for decision makers was developed, which aims at improving teachers' and decision makers' understanding about gender issues in education and provide practical training on how to implement gender-responsive practices.</p>	
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	PI: Number of countries where new and/or revised teacher education and training policies reflect a tangible gender dimension B/b: 10	9 countries are engaged in developing or revising national teacher policy frameworks with UNESCO's assistance (Burundi, Cambodia, Ethiopia, Guinea, Lesotho, Malaysia, Palestine, Sierra Leone, Uganda)
36 C/5 Global Priority Gender Equality Expected Results	Achievement(s) including Challenges/Lessons learnt	
 Teachers better trained in gender-sensitive teaching and learning approaches	<p>Outcome 2&3: Gender sensitive teacher policies developed in Member States; Teachers better trained in gender-sensitive teaching and learning approaches</p> <p>UNESCO's main strategies for achieving this focused on capacity building for institutionalizing gender training in teacher training institutes, awareness-raising among policy makers on gender issues in the teacher professional development, and production of training materials and guide for mainstreaming gender in teacher training and in teaching practices. A guide for gender mainstreaming in teacher training institutions was developed at the global level, while teacher training programmes were implemented with different emphases and formats depending on the particular regional needs. For example, in Asia-Pacific, an e-course was developed to strengthen the capacity of policy makers and teachers to promote gender responsive education practices at country level; In Africa, gender-sensitive training was provided for teachers of science and mathematics to increase access and advancement of girls and women in these areas. In Africa, over 15 countries from west and Central Africa benefited from training seminars organized by the IICBA under their programme on capacity building of teachers, which includes specific modules on Gender sensitive teaching and learning approaches.</p> <p>UNESCO also supported Member States in reviewing and developing regional policy frameworks and strategies on teacher development, with particular emphasis on gender equality. In Arab States, series of seminars were organized in Lebanon attended by MOE officials who are following up on UNESCO's recommendations on gender-sensitive training for teachers and textbook authors. This initiative attracted media attention and were featured in traditional and social media. In Palestine, with the support of Norway, UNESCO supported the Palestinian Women Research and Documentation Centre in its effort to contribute to the successful implementation of the Cross-Sectoral National Gender Strategy of the Palestinian Authority. In Asia-Pacific, UNESCO organized in collaboration with UNGEI, a capacity building workshop in Lao PDR on 'Using Evidence to Promote Gender Equality in Education.' The GENIA toolkit on promoting gender equality in education was presented to around 40 participants. Online interactive training modules on Gender Equality in Education one for teachers and one for decision makers was developed, which aims at improving teachers' and decision makers' understanding about gender issues in education and provide practical training on how to implement gender-responsive practices.</p> <p>In this connection, the World Teachers' Day was celebrated on the theme of "Teachers for Gender Equality" with the essential role of teachers, both women and men, in searching and enhancing equal opportunities and roles in the society regardless of gender. With a view to advocating the integration of inclusion and gender equality and women's empowerment into teacher education, UNESCO is also in the process of finalizing advocacy guides that provide practical tips on how to use advocacy for promoting inclusive teacher education. An advanced draft on Positive Teachers Policies, with a focus on gender in each of the section of the document was developed by UNESCO together with ILO.</p>	
	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)	
	Programmed	Attained
	PI: Number of countries where teacher education and	The UNESCO Guide for Mainstreaming Gender in Teacher Training Institutions is being developed pilot tested in six countries

Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)	
Programmed	Attained
training curricula are revised to integrate gender-sensitive learning approaches B/b: N/A	(Cape Verde, Equatorial Guinea, Ghana, Guinea Bissau, Kenya and Lesotho) -15 countries from west and Central Africa benefited from IICBA training seminars on capacity building of teachers
PI: Number of countries implementing teacher training programmes that address HIV and AIDS and gender B/b: 5	-6 countries received support in developing strategies to support learners and teachers (Belarus, Kyrgyzstan, Russia, Tajikistan, Tanzania, and Ukraine).
36 C/5 Global Priority Gender Equality Expected Results	Achievement(s) including Challenges/Lessons learnt
 Quality of secondary education enhanced to expand equal access and ensure retention of girls and boys	<p>Despite significant progress made towards universal primary education, challenges remain in increasing access to, retention and completion of secondary education among girls. Therefore, secondary education of girls, together with literacy for women, has been identified as one of the main focuses under UNESCO's Global Partnership for Girls and Women's Education. As the first step towards advancing this Outcome has been to better understand the challenges that girls face in accessing, progressing and completing secondary education through research on the situation of girls in secondary education. Success stories and best practices were also documented in order to inform policy making and implementation.</p> <p>At the regional level, UNESCO's activities in the area of basic education (from ECCE to secondary education), especially in Africa, ensured gender mainstreaming by giving particular attention to the use of gender-sensitive language in material and publications, gender balance in meeting participants, as well as proactively linking the activities to gender-specific programming efforts of the organizations. In Africa, UNESCO supported 8 countries (Gambia, Guinea Bissau, Tanzania, Ethiopia, Mali, Niger, Burkina) to develop an inclusive uninterrupted curriculum framework, focussing on the transition from primary to secondary, looking at mode of assessment and gender sensitive pedagogy, Best practices and case studies on girls' retention to secondary Education in the Gambia and Senegal were produced. Targeted programmes on increasing and sustaining girls' access to secondary education were implemented in Africa, through the development of gender-transformative and leadership curriculum (e.g. in ECOWAS English-speaking countries). A comprehensive global desk review on School-Related Gender-Based Violence (SRGBV) was undertaken in order to inform policy for addressing GBV in and through education, which was used as the basis for the development of a policy advocacy brief on SRGBV jointly with UNGEI. Gender equality was promoted through advocacy and policy dialogue (e.g. new research into the gendered dimensions of learning and occupational achievement was initiated in partnership with the Korean Women's Development Institute).</p>
Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)	
Programmed	Attained
PI: Number of countries where education content and provision for formal and non-formal learning (secondary general and technical/vocational) is gender-sensitive B/b: 5	-8 countries (Gambia, Guinea Bissau, Tanzania, Ethiopia, Mali, Niger, Burkina) developed an inclusive uninterrupted curriculum framework, focussing on primary to secondary transition, assessment and gender sensitive pedagogy, -At least 3 countries supported to review and develop gender responsive curricula and textbooks and training materials (Bangladesh, Lebanon, Niger)
PI: Number of countries where systems to monitor access and assess learning achievements of girls and boys in secondary education (general and technical/vocational) are put in place B/b: N/A	-The General Education Quality Diagnosis/Analysis and Monitoring Framework (GEQAF) has been developed and was piloted in 5 countries (India, Egypt, Gabon, Oman, South Africa)
36 C/5 Global Priority Gender Equality Expected Results	Achievement(s) including Challenges/Lessons learnt
 National TVET policies reviewed to ensure adequate skills acquisition for employment for girls and boys alike	<p>UNESCO has paid special attention to the inclusion of girls in national Technical Vocational Education and Training (TVET) programs and their transition from school to work, and provided upstream policy advice and capacity building for mainstreaming gender in TVET policies and practices. Three TVET Policy Review reports (Cambodia, El Salvador and Laos PDR) were reviewed and validated by national stakeholders, and a gender-responsive TVET policy in Zanzibar was reviewed and the plan of action on Tanzania was developed.</p> <p>UNESCO has also been leading research on gender and TVET so as to inform national policies and strategies. IFAD-UNESCO research project on "Learning knowledge and skills for agriculture and rural livelihoods" on Cambodia, Egypt and Ethiopia focused on gender-equality perspective. In Senegal, a group and cooperative of young women were trained under the project "Education qualifiante des jeunes et des adultes". Awareness-raising at the highest policy level has been critical in promoting mainstreaming gender in the areas of TVET. Therefore, a special session on women and TVET during the 3rd International Congress on TVET (May 2012, Shanghai) was organized, to highlight gender equality concerns and promote gender equality and inclusion of girls and women in TVET.</p>

36 C/5 Global Priority Gender Equality Expected Results	Achievement(s) including Challenges/Lessons learnt	
	<p>Despite significant progress made towards universal primary education, challenges remain in increasing access to, retention and completion of secondary education among girls. Therefore, secondary education of girls, together with literacy for women, has been identified as one of the main focuses under UNESCO's Global Partnership for Girls and Women's Education. As the first step towards advancing this Outcome has been to better understand the challenges that girls face in accessing, progressing and completing secondary education through research on the situation of girls in secondary education. Success stories and best practices were also documented in order to inform policy making and implementation.</p> <p>Despite significant progress made towards universal primary education, challenges remain in increasing access to, retention and completion of secondary education among girls. Therefore, secondary education of girls, together with literacy for women, has been identified as one of the main focuses under UNESCO's Global Partnership for Girls and Women's Education. As the first step towards advancing this Outcome has been to better understand the challenges that girls face in accessing, progressing and completing secondary education through research on the situation of girls in secondary education. Success stories and best practices were also documented in order to inform policy making and implementation. At the regional level, UNESCO's activities in the area of basic education (from ECCE to secondary education), especially in Africa, ensured gender mainstreaming by giving particular attention to the use of gender-sensitive language in material and publications, gender balance in meeting participants, as well as proactively linking the activities to gender-specific programming efforts of the organizations. In Africa, UNESCO supported 8 countries (Gambia, Guinea Bissau, Tanzania, Ethiopia, Mali, Niger, Burkina) to develop an inclusive uninterrupted curriculum framework, focussing on the transition from primary to secondary, looking at mode of assessment and gender sensitive pedagogy, Best practices and case studies on girls' retention to secondary Education in the Gambia and Senegal were produced. Targeted programmes on increasing and sustaining girls' access to secondary education were implemented in Africa, through the development of gender-transformative and leadership curriculum (e.g. in ECOWAS English-speaking countries). A comprehensive global desk review on School-Related Gender-Based Violence (SRGBV) was undertaken in order to inform policy for addressing GBV in and through education, which was used as the basis for the development of a policy advocacy brief on SRGBV jointly with UNGEI. Gender equality was promoted through advocacy and policy dialogue (e.g. new research into the gendered dimensions of learning and occupational achievement was initiated in partnership with the Korean Women's Development Institute).</p>	
	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)	
	Programmed	Attained
	PI: Number of countries adopting inclusive TVET policies B/b: 10	Three TVET Policy Review reports (Cambodia, El Salvador and Laos PDR) were reviewed and validated by national stakeholders, and a gender-responsive TVET policy in Zanzibar was reviewed and the plan of action on Tanzania was developed
	PI: Number of countries with policies integrating strategies for preventing gender-based violence in schools B/b: at least 1	UNESCO has undertaken relevant work to address School-related gender-based violence (SRGBV) in Lebanon, DRC, South Africa, and a number of countries in Asia-Pacific, as a major human rights issue and a factor that is seriously affecting girls opportunities to education. In Lebanon, a national study on SRGBV was completed based on which recommendations were presented to education ministry officials;
36 C/5 Global Priority Gender Equality Expected Results	Achievement(s) including Challenges/Lessons learnt	
 National capacities strengthened to prepare and manage inclusive, rights-based education sector plans and policies that are gender sensitive and assure equitable access to education	<p>UNESCO supported Member States to mainstream gender in sector-wide education policy and planning, in policy reviews and thematic studies. Three sub-regional thematic groups were established in Central Asia, one of which was on gender responsive education, in an effort to strengthen national capacities in planning and management. In Ecuador and Colombia, UNESCO supported strengthening of national technical capacities to develop inter-sectoral policies for education with a focus on gender equality. Several research papers and case studies have been developed, along with the IIEP, to foster a gender perspective in educational planning and policy globally or in particular countries. The latest one that is much expected is "A matter of right and reason: gender equality in Educational Planning and Management" that investigated the enablers and obstacles to gender equality in educational leadership from two aspects: one that examined internal and external perceptions of women and men in leadership positions, and the other that studied the effect of organizational structures and cultures on gender equality.</p> <p>Several research papers and case studies have been developed, along with the IIEP, to foster a gender perspective in educational planning and policy globally or in particular countries. The latest one that is much expected is "A matter of right and reason: gender equality in educational planning and management" that investigated the enablers and obstacles to gender equality in educational leadership from two aspects: one that examined internal and external perceptions of women and men in leadership positions, and the other that studied the effect of organizational structures and cultures on gender equality.</p> <p>With the overall aim of identifying and addressing gender gaps in national education laws and policies, draft education law and policy review guidelines, with a focus on human rights provisions for gender equality, were developed and pilot-tested in Myanmar within the Comprehensive Education Sector Review. Based on the 8th Consultation on the implementation of the Convention against Discrimination in Education (May 2013), a mapping study was produced on references of normative instruments to girls' right to education.</p>	

Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)	
Programmed	Attained
<p>PI: Number of countries where national reports reflect sex-disaggregated statistics on access to education for all levels of education B/b: N/A</p>	13 countries reported on sex-disaggregated statistics on access to education for all levels of education through the 8th Consultation on the implementation of the Convention against Discrimination in Education
<p>PI: Number of countries with national educational plans and policies developed or reviewed according to the principles of gender equity B/b: 10</p>	7 countries were engaged in developing or revising national teacher policy frameworks with UNESCO's assistance (Burundi, Cambodia, Ethiopia, Guinea, Lesotho, Malaysia, Uganda) -The ICT in education policy was reviewed in one country (Malaysia)
36 C/5 Global Priority Gender Equality Expected Results	Achievement(s) including Challenges/Lessons learnt
 Education systems' responses to HIV and AIDS are gender-sensitive	<p>UNESCO's work on HIV and health education involves a significant gender equality component, including work to address gender-based violence, which is understood to include psychological and physical violence aimed at women, men, girls and boys who are perceived to exhibit gender non-conforming behaviour. National capacities were developed through training of trainers workshops. UNESCO has undertaken relevant work to address School-related gender-based violence (SRGBV) in Lebanon, DRC, South Africa, and a number of countries in Asia-Pacific, as a major human rights issue and a factor that is seriously affecting girls opportunities to education. In Lebanon, a national study on SRGBV was completed based on which recommendations were presented to education ministry officials;</p> <p>National capacities were developed through training of trainers workshops (e.g. Myanmar and Cambodia), and in Senegal, a workshop on literacy, HIV and gender "Connections: Empowering Women to talk about sexual and reproductive health", was organized. UNESCO also worked on domestic violence against women (e.g. in China) and a handbook on anti-domestic violence for community and social workers was prepared and advocacy was undertaken among policy-makers and legislators. A functioning Domestic Violence Prevention and Response Model was established in 3 pilot counties in Asia-Pacific region and capacities of local governments, key stakeholders and social workers were developed/improved to protect women against domestic violence.</p> <p>The 7th booklet of the "Good Policy and Practices in HIV and Health Education" series focussed on "Gender Equality, HIV and Education." The booklet presents new thinking and emerging research on the issues of gender equality, HIV and education, and the interrelation between these three aspects. A global review of current issues and approaches in policy, programming and implementation responses to school-related gender-based violence (SRGBV) was conducted and a report has been produced to guide UNESCO responses to SRGBV. Findings and recommendations were presented to the 2013 Commission on the Status of Women. The review was also used as a critical input for an Asia-Pacific Roundtable Meeting held in November 2013 on SRGBV. The meeting, organized collaboratively with Plan International and the UN Girls' Education Initiative, brought together representatives from over 15 countries. Furthermore, based on this study, an advocacy brief on SRBV was jointly published with UNGEI (November 2013).</p> <p>Through UNESCO Moscow Office an Internet-based training course was developed to improve teachers' capacities to deliver comprehensive and gender responsive sexuality education. Two web-based resources in Russia and Ukraine were upgraded to provided adolescents and young people with gender responsive, scientifically accurate, culturally appropriate, and age specific information about sexual and reproductive health. More than 200,000 parents in Russia, Ukraine and other CIS countries got an opportunity to improve their understanding of adolescent development and enhance skills to communicate with children on issues like gender equality and diversity.</p>
Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)	
Programmed	Attained
<p>PI: Number of countries adopting education sector strategies and workplace policies on HIV and AIDS that are gender-sensitive B/b: N/A</p>	<p>Regional initiative launched and in process to develop high-level political commitment to sexual and reproductive health for young people, involving 21 ESA countries. - 21 countries were supported to develop and/or review country policies and programmes, and advocate or implement key actions - Policies and strategies to implement and scale up sexuality education in 28 Asia Pacific countries were reviewed. - 2 countries in Asia-Pacific, were supported through Training of Trainers "Connections: Empowering Women to Talk about Sexual and Reproductive Health" (Myanmar and Cambodia) -13 countries in west and central Africa benefited from capacity development for workplace policies and teachers living with HIV. -4 countries in Asia (China, Cambodia, Thailand and Vietnam) ,supported to strengthen national capacities in responding to homophobic bullying</p>

Cost-effectiveness/efficiency measures for this Major Programme: Gender Equality
Key lessons learnt and challenges

Cost-effectiveness/efficiency measures for this Major Programme: Gender Equality

Significant progress has been made in terms of integration of gender equality in programmes, policies and plans. Given the magnitude of the problem, continued emphasis will need to be placed on providing greater access to learning opportunities for girls and women living, in particular, in poor and rural areas.

In terms of leadership also, although women reaches highest position, only few of them access to strategic and important posts/roles. They suffer from stereotypes in their way of managing. This confirms the need of providing capacity development programme for women leaders, in the universities. In some countries in Africa region the issue of equity and retention remain a challenge. The curriculum still need to be revisited and adapted accordingly (inclusion, cultural relevance, teaching learning approaches etc...). Partnerships with the private sector were catalytic in the implementation of large scale interventions at country level, specifically targeting girls and women.

UNESCO's comparative advantage in addressing gender and education at all levels of education and through various thematic areas has also been noted by partners. UNESCO Education Sector also collaborated closely with the ODG/GE and contributed to various activities under the framework of the Global Partnership for Girls' and Women's Education, which also led to further visibility of the sector's efforts.

Coordination with partners and other UN agencies at regional and national levels, are recognized as essential to effective implementation and larger impact of UNESCO's efforts to promote gender equality in and through education on the ground, although sometimes it can be time consuming and complex. Despite increased visibility and recognition, UNESCO still needs to be more articulate and focused in its programme for girls and women's education, and gender equality, especially given the considerable number of actors working in the same area. In order to sustain its achievements and further enhance its impact in the system, UNESCO should continue to expand its partnership and mobilize resources, internally and externally, for supporting gender equality programmes and projects. Gender issues are often kept silent in the name of mainstreaming.


Overall key challenge remains to be the persisting general trend in the Education sector to consider gender as girls and women's issue. Staff awareness and capacity on gender mainstreaming still needs reinforcement so as to avoid misconceptions about gender equality and to better promote girls and women's education. In particular, specific training on reporting and monitoring gender mainstreaming in the respective ED programmes will be beneficial for all staff members both in HQs and FOs.

A clear consensus on what gender equality means for the sector's strategy and programmes, and a common understanding of the broader multiple gender challenges and their implications on education development would need to be built under the next GEAP II period. A more nuanced approach to overall gender issues, including the impact and expectations of boys and men, as well as extrapolating to a "third" gender, could also be considered, as this has been an issue increasingly noted in Asia Pacific and in the field of HIV/AIDS.

MLA 1: Accelerating progress towards EFA, in particular at the country level

Regular Programme ¹ : staff and operational budget		Extrabudgetary resources ¹
Allocation 2012-2013: US\$ 9 061 007	Expenditure % 2012-2013: 97%	Expenditures 2012-2013: US\$ 86 895 698


¹The budgetary information regards unaudited figures and for extrabudgetary resources include Emergency Funds.

36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
 ER 1: National capacities strengthened for policy formulation and planning focusing on promoting the right to quality education, and gender equality, and drawing on information and communication technologies.	<p>The main activities undertaken towards this expected result (ER-1) can be grouped into 4 categories:</p> <p>(1)) Support Member States in national education policy review and capacity development for education planning and management; (2)) Support Member States in the implementation of innovative programmes in ICTs in education; (3) Thematic studies/policy guidelines quality, gender issues or ICT in education; and (4) Support Member States in disaster risk education, needs assessment and planning for reconstruction and related capacity development.</p> <p>(1) Support Member States in national education policy review and capacity development for education planning and management</p> <p>Examples of direct country technical support:</p> <ul style="list-style-type: none"> • Technical support on sector review, strategic planning for evidence-based policy formulation and planning including education cost simulation model: Bolivia, Chad, Democratic Republic of Congo, Egypt, Iraq, Libya, Liberia, Kyrgyzstan, Rivers States in Nigeria, Malaysia, Mongolia, Myanmar, Pakistan, Saudi Arabia, Senegal, Tajikistan, Togo, Tonga, Uzbekistan, Viet Nam, Zimbabwe. • Technical assistance and support provided for the design of M&E framework, education statistics, EMIS implementation strategies and plans including Teacher Management Information System: Bolivia, Costa Rica, Grenada, Guatemala, Haiti, Iraq, Jordan, Lebanon, Myanmar, Organization of Eastern Caribbean States (OECS), Tunisia, Palestine, Saint-Vincent and Grenadines, St Lucia, South Sudan, Sudan, Tonga, Tunisia, UNHCR Malaysia, UNRWA, Uruguay, Uzbekistan. • Technical support on policy review and advocacy support to increase awareness and understanding of policy makers issues and challenges related to education development: Afghanistan, Kazakhstan, Kiribati, Kyrgyzstan, Malaysia, Pakistan, Thailand, Timor-Leste, Andean countries. • Technical support and capacity development training on Data Quality Assessment Framework (DQAF): Benin, Botswana, Lesotho, Malawi, Mozambique, Namibia, South Africa and Swaziland.


36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
	<ul style="list-style-type: none"> • Technical support on the implementation of the Education Quality Analysis and Diagnosis Framework, GEQAF: Peru • Technical support and advocacy for the EFA National Review Assessment: Ethiopia, Kenya, Malawi, Tanzania, Uganda, Zambia, Zimbabwe. • Technical support towards accelerating progress towards EFA and the EFA Acceleration Framework Initiative (Big Push): Lesotho, Swaziland, Zambia, <p>Examples of Regional level support:</p> <ul style="list-style-type: none"> • Enhanced networking and partnerships on education policy and management at both regional and sub-regional levels (e.g. Asia-Pacific Education Institutes Network (ERI-NET), Asia-Pacific Regional Network for Early Childhood (ARNEC), Central Asia Ministries of Education; • Regional knowledge base on education policy and planning were strengthened by setting up of (i) Asia-Pacific Education System Profiles, (ii) e-Platform on National Education Systems and Policies in Asia-Pacific. • A course on education management was organized with 28 participants from Central America: i.e. from Costa Rica, El Salvador, Honduras, Nicaragua and Panama. • Kenya and UNESCO co-hosted the first Eastern Africa High Level Forum on EFA that effectively kick-started EFA assessment process for the region. Of the 13 member states which compose the Eastern Africa region, two Member States (Kenya and Ethiopia) fully completed and officially released EFA assessment report, two more nearly completed it (Tanzania and Uganda) and three more commenced the process (Rwanda, Madagascar and Seychelles). Sharing of experiences and expertise was promoted by way of bilateral exchanges; regional workshops as well as regional policy dialogue (2nd Eastern Africa High Level Forum on EFA). • The different UNESCO Offices in the SADC region have worked together with specialists in Africa of the UIS in the support to EMIS capacity development in the SADC contributing thereby to the EMIS component of the African Union second decade for education as well as the UIS strategy for improving data quality in Sub-Saharan African countries. The collaboration resulted in the conclusion of the EMIS situation analysis in SADC countries, improving at the same time assessment tools and methodologies and the launching of an overall process of capacity development and partnerships building with research and training institutions in the region. • The establishment of the e-network of education planners in the Caribbean and the UNESCO/IIEP Education Planning Appraisals tools were provided to the 50 education officials trained from 20 UNESCO Member States. The review of all the education sector plans of all the Caribbean Countries using IIEP (the UNESCO International Institute for Educational Planning) guidelines helped national authorities as basis for policy improvements. • UNESCO Santiago managed the Latin-American Laboratory for the Assessment of the Quality of Education (LLECE) and, through it, the Third Regional Exploratory and Comparative Study (TERCE). TERCE is Latin America's largest study of the achievement of learning outcomes, involving thousands of learners, teachers, school leaders and families. Within this framework, a pilot study was implemented successfully and several meetings and training workshops were delivered by UNESCO to strengthen national capacities. • Jointly with UIS regional advisors and with IIEP Buenos Aires, UNESCO Santiago managed the Regional Information System (SIRI) and provided countries with technical cooperation to develop their capacities in educational indicators and statistics, specifically emphasizing the importance of using and analyzing data for decision making. • UNESCO Santiago managed the INNOVEMOS, an interactive space and a permanent forum for debate, production, sharing and dissemination of knowledge and innovative practices in education. The periodical newsletter of INNOVEMOS Network was disseminated with special emphasis on peace building and teachers. The Network receives and collects innovative experiences, and then produces a report that accounts for them so that all participants have updated information. <p>Capacity Development for the selected institutions:</p> <ul style="list-style-type: none"> • Technical support provided to the Economic Community of Central African States (ECCAS) secretariat for elaboration of a proposal to be submitted to BAD (African Development Bank). • Under the CapEFA programme, technical and institutional support was provided to the RCEP (Regional Centre for Educational Planning) in UAE, the NCHRD (National Centre for Human Resources Development) in Jordan and the COPE (Centre d'Orientation et de Planification de l'Education) in Morocco. Institutional capacity of the centers was strengthened through delivering training workshops at NCHRD based on the IIEP training modules in EPM translated into Arabic. UNESCO/Rabat finalized the repository of skills for education planners, which would serve as a reference for the EPM institutions. A training workshop was organized for RCEP, which focused on education sector diagnosis and a log-frame to formulate a comprehensive programme for RCEP and RCEP defined an action plan to support educational planning in GCC and Yemen. <p>II. Support to Member States in the implementation of innovative programmes in ICTs in education</p> <p>Direct country technical support:</p> <ul style="list-style-type: none"> • Technical support on formulation of the ICT in education polices: Antigua and Barbuda, Jamaica, Kenya, Oman, and Trinidad and Tobago • Technical support on review national OER Policies: Bahrain, Indonesia, Kenya, and Oman • Technical support on use of mobile technologies to support teachers (quality of early child education, English language teaching, teaching Spanish to indigenous children, and math and science): Mexico, Nigeria, Pakistan and Senegal. • Technical support on teachers and teacher educators to integrate ICT into school teaching and learning: Bangladesh, China, DPRK, Malaysia, Mongolia, Pakistan, Indonesia, Philippines, Thailand, Uzbekistan and Viet Nam. • National workshops have been organized in Antigua and Barbuda, Jamaica, and Trinidad and Tobago (100 Education officials and Teachers trained) on the development of national ICT in education policies and master plans in ICT Policy and Master Plan. • National workshops have been organized as in Ethiopia and Cote d'Ivoire to establish the open and distance training platform for teachers. • Technical support on adaptation of ICT-CFT framework to national contexts: Mongolia, Azerbaijan, Russian Federation) • Technical support on adaptation and implementation of IITE Master programme curriculum in 2 countries: Russia, Kazakhstan <p>Regional level support</p>

36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
	<ul style="list-style-type: none"> • The first African Ministerial Forum on ICT in Education was launched with African Development Bank, ADEA (the Association for the Development of Education in Africa), and Intel attended by 15 ministers and more than 80 high-level MOE officials from 21 African countries, and representatives from more than 20 international organizations, NGO, and private companies attended the Forum. • The 3rd and 4th Asia-Pacific Ministerial Forums on ICT in Education have been organized. An UNESCO High-Level Policy Forum on ICT and Education For All: Achievements and the Way Forward was organized participating more than 50 participants including representatives of 15 countries from 5 regions and representatives of 12 partners. • World Congress on OER that took place aiming to advocate Member States to develop OER policies jointly with CI and the Commonwealth of Learning. UNESCO Paris OER Declaration 2012 released, and the operationalization of the Declaration been followed up. • Knowledge on how to use ICT to facilitate the achievement of EFA goals has been shared among more than 50 MOE officials of 15 countries from 5 regions and representatives of 12 partners. • High-level (ministerial) regional mechanism to support regular ICT in education policy dialogues have been established in Asia-Pacific and African regions. • A region high level round table meeting on localization of ICT CFT and promotion of OER in Central Asia participated by three ministers. • Organized the International Conference on the Development of e-Textbook and e-Schoolbag Standards and Applications "ICT in Education 2013." <p>III. Thematic studies/policy guidelines quality, gender issues or ICTs in education Sector-wide education policy, planning and management The following policy reviews, methodology guidelines and technical manuals were produced during the biennium of 2013-2014</p> <p>Policy Review</p> <ul style="list-style-type: none"> • Malaysia Policy Review • Analytical comparative report on selected educational issues in ASEAN +6 countries • Student Learning Assessment <p>EFA Review and Post 2015</p> <ul style="list-style-type: none"> • EFA 2015 Reviews (Concept note, Implementation and Technical Guidelines) • Education Beyond 2015: Outcomes Papers • A national research on equity of access and learning opportunities (Brazil) • Position papers on education beyond 2015 starting: "Will the Region reach EFA goals at all levels by 2015?" and "Regional progress toward Quality Education for All in Latin America and the Caribbean". <p>National Capacity Development</p> <ul style="list-style-type: none"> • Capacity Development Guidelines (CDG) in Education Policy Planning and Resource Management • Capacity Needs Assessment Methodology for planning and managing education • Training manuals on systematic monitoring of EFA • 6 training modules on EPM (1-Education planning frameworks; 2- Statistics for planning; 3- Education sector diagnostics; 4- Policy formulation; 5- Projects and scenario building; 6- Monitoring and Evaluation in Arabic <p>Educational sector dialogues and planning</p> <ul style="list-style-type: none"> • User Manual of "EPSSIM Education Policy & Strategy Simulation Model" • Final draft on "Review of Education Sector Dialogue Mechanisms -Occupied Palestinian Territory, Haiti, DRC Congo". • Decentralized Finance and Provision of Education • UNESCO Handbook on Education Policy Analysis and Programming, Education Micro-planning Toolkit • Education Micro-planning Toolkit • Draft Handbook for planning extended basic education reform • Methodological guide for Sector Wide Analysis • "Education data quality" training module developed and included in the Pole de Dakar SAMES distance training on Education Sector Analysis <p>Education Statistics and EMIS</p> <ul style="list-style-type: none"> • Draft methodological guide on EMIS for Mozambique • Publication on "Assessing Education Data Quality in the Southern African Development Community (SADC)" • Study on Household Expenses in Education in 15 African countries • Training modules education planning for SADC sub-region <p>Guidelines</p>

36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
	<ul style="list-style-type: none"> • Regional guide on accelerating literacy actions (GALA) • Guidance note on Local Management of Learning Outcomes • Methodological guide on household expenses in education • Guidelines of the National Education Accounts, reflecting GCC's and Yemen's specific contexts and approaches <p>• Some 30 UCPD draft proposals and 20 GPE Grant applications have been reviewed systematically and comments and suggestions have been provided to relevant entities.</p> <p>ICT in Education</p> <ul style="list-style-type: none"> • Eight country case studies on "Mobile for women's literacy & empowerment": Afghanistan, Cambodia, (India, China, Indonesia, Nigeria), (India & China), Niger, Pakistan, 2 in Senegal • 3 Regional Consultation Workshops on Asia & the Pacific, Africa, and Latin and North America and the Caribbean have been organized. • Fourteen papers have been published in the UNESCO Work Paper Series on Mobile Learning: <ul style="list-style-type: none"> o Turning on Mobile Learning in (Latin America, North America, Europe, Asia, Africa and the Middle East, Global Themes) o Mobile Learning for Teachers in (Latin America, North America, Europe, Asia, Africa and the Middle East, Global Themes) o Mobile Learning and Policies: Key Issues to Consider o The Future of Mobile Learning. Implications for Policy Makers and Planners • Policy guidelines and review: (i) Policy Guidelines on Mobile Learning; (ii) The framework of the Guidebook to apply ICT Competency Framework for Teachers (ICT-CFT); (iii) ICT in education policy review for ASEAN countries; (iv) Review of policy status and ODA in ICT in education • Localization of the framework of UNESCO Guidebook for Applying ICT-CFT :Mongolia, Azerbaijan, Russian Federation • Monograph "ICTs in Education" to assist CIS countries in integrating ICT into national education policies • 11 IITE policy briefs on ICT in education <ul style="list-style-type: none"> o Technology-Enhanced Assessment in Education o Personalized Learning: A New ICT-Enabled Education Approach o ICTs in Global Learning/Teaching/Training o ICTs for Curriculum Change o ICT and General Administration in Educational Institutions o Alternative Models of Education Delivery o How Technology Can Change Assessment o Learning Analytics o Quality management and assurance in ICT-integrated pedagogy o ICTs in early childhood care and education o Introduction to MOOCs: Avalanche, Illusion or Augmentation?); -Abstracts of IITE-2012 International Conference "ICT in Education: Pedagogy, Educational Resources and Quality Assurance" • The case studies on OER in Brazil, China, Lithuania, Poland and Russia were published. Another one on OER in France is preparing for publication. • A training course on Open Educational Resources has been developed in Russian and translated into Mongolian • "Promotion of the Use of ICTs in Technical and Vocational Education and Training" an analytical report covering 10 CIS countries was published in Russian and English which includes 31 country-oriented and 18 general recommendations for all CIS countries. • The Curriculum of IITE innovative International Master Programme "ICTs in Teacher Professional Development" has been developed in English translated in Russian. Currently the IITE Master Programme is implementing by 2 Russian and 1 Kazakhstan universities -members of IITE Network of UNESCO Chairs on ICT in Education and Innovative Pedagogy. • 9 sets of training materials on ICTs in education including training courses been developed. <p>IV. Support the Member States in disaster risk education, needs assessment and planning for reconstruction and related capacity development</p> <p>Direct country technical support:</p> <ul style="list-style-type: none"> • Direct support consisting of technical and advisory services, capacity building and technical backstopping to the central MOE's strategic planning provided through FOs in Egypt, Libya, Lebanon, Liberia. Projects proposals drafted and submitted to Japan for Liberia, Egypt and Libya. Project proposals drafted and submitted to donors/funding sources jointly with CFS & concerned FOs: Sahel, DRC & Côte 'Ivoire, Myanmar, Syria/Lebanon, South Sudan. • Within the framework of the Project aiming at to provide quality education to Ivoirian youth refugees in Eastern Liberia, in close coordination with Accra office, the PCPD Desk carried out a training for 90 Teachers and MoE staff targeting the junior secondary level. • Technical support being provided to 4 Central Asian countries (ATA) to revise national response strategies and education plans for post-conflict situation. • Technical support on drafting climate change & disaster integration framework: Kiribati • Technical support on needs assessment to need to strengthen management capacity in disaster risk management &reduction (DRR) - Vietnam • Capacity development workshops on disaster risk education and management: Myanmar • UNESCO contributed to the humanitarian response following the damages caused by Ayian Typhon, Philippines • Being a member of the Syrian Humanitarian Assistance Response Plan (SHARP), UNESCO engaged in the development of the Regional Response Plans for Syrian refugees in

36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt										
	<p>Lebanon, Jordan and Iraq, where the training on the INEE Minimum Standards was provided for 200 trainers in Lebanon and 120 stakeholders in Iraq.</p> <ul style="list-style-type: none"> National training strengthening the quality of education (use of INEE minimum Standards) to some 500 policy-makers, and technical staffs of MoEs (Libya, Egypt). UNESCO completed a study of non-formal education alternatives available to Syrian refugees in Lebanon who are not enrolled in the public system. UNESCO/Ramallah supported a practical application of the INEE Minimum Standards at school in Gaza, which includes development of guidance notes and INEE Arabic language community. <p>Regional level support</p> <ul style="list-style-type: none"> 2 regional planning workshops on mainstreaming Crisis-Disaster Risk Reduction (c-DRR) in policy formulation and sector-wide planning, and provided adequate training to 100 Ministry of Education staff from 24 African countries. The Pacific climate change and disaster risk management education framework, with info paper on ESD, was presented at the Pacific Island Forum Education Ministers Meeting. The regional Bureau together with the Permanent Commission for the South Pacific (CPPS), UNESCO's Intergovernmental Oceanographic Commission (IOC), and the national tsunami warning systems of Chile, Colombia, Ecuador, and Peru, have developed standard operating procedures for tsunami warning communications in the South Pacific. This material has been prepared in the framework of the DIPECHO VII, VIII projects "Strengthening of the regional tsunami early warning system: Preparations in Chile, Colombia, Ecuador, and Peru". Sub-regional workshop organized in the Caribbean's about Education Planning in Disaster (50 participants). 										
	<p style="text-align: center;">Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th data-bbox="423 564 983 609">Programmed</th> <th data-bbox="983 564 2192 609">Attained</th> </tr> </thead> <tbody> <tr> <td data-bbox="423 609 983 804"> PI: Number of countries supported in education policy, planning and management B/b: 15 Member States </td> <td data-bbox="983 609 2192 804"> Following countries have received UNESCO technical support on education policy, planning and management. 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36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt										
 ER 2: National capacities strengthened to plan, manage and scale up gender-sensitive, quality literacy and non-formal education policies and programmes	<p>During the biennium, the effort was to focus on the vast unfinished literacy task set before the world (774 million youth and adults, of which two thirds are women, do not have basic literacy skills) and to build a strong political commitment to scale up literacy in countries with the highest literacy challenges and to bring together key stakeholders to take synergistic action to address the challenge. Two major events conducted at UNESCO Headquarters - the High Level Round Table in September 2012 and the Colloquium on Literacies for the 21st century - helped raise the profile of literacy and the commitment of countries to the cause of literacy. UNESCO has been providing technical support to more than 40 countries, of which eleven under the Capacity Development for EFA (CAP EFA) programme. UNESCO has also developed a framework for literacy acceleration programmes(LAP) and for the education of out of school children.</p> <p>The key outcomes of the biennium are summarized in the following paragraphs:</p> <p>Expected result 2: National capacities strengthened to plan, manage and scale up gender-sensitive, quality literacy and non-formal education policies and programmes</p>										


36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
	<p>National capacities strengthened to develop and implement literacy policies and plans:</p> <ul style="list-style-type: none"> • UNESCO worked with seven countries to develop gender-sensitive literacy and non-formal education policies. As a result, in Rwanda, South Sudan, Papua New Guinea, Chad, Bangladesh, Kenya and the Gambia, literacy and non-formal education are being integrated into the education sector and the national developmental plans. • A number of initiatives to help countries improve literacy assessment have been put in place, most notably through Literacy Assessment and Monitoring Programme (LAMP) taken up in the first phase in Jordan, Mongolia, Palestine and Paraguay; through RAAMA, an action research project for the measurement of learning literacy involving Burkina Faso, Mali, Niger and Senegal; and PILNA (Pacific Islands Literacy and Numeracy Assessment) conducted in 14 Pacific Island countries and territories. • Technical workshops to strengthen national capacities to improve planning and management of literacy and NFE programmes were held for participants from Kenya, United Republic of Tanzania and Uganda in Africa; Lebanon, Iraq, Morocco and Sudan from the Arab states and Bolivia, Colombia, Ecuador and Venezuela in the Latin American region. • UNESCO partnered with the University of La Laguna to develop and pilot an early grade writing assessment tool in the Canary Islands. <p>Literacy programmes scaled-up, particularly in countries at risk of not achieving EFA Goal 4:</p> <ul style="list-style-type: none"> • Following up on the 'Paris Communique on scaling up literacy' adopted the High-level Round Table on Literacy (September 2012), 36 countries have demonstrated their commitment to scale up literacy programmes. Literacy campaigns have been launched in a number of countries around the world including in countries like Guatemala, Dominican Republic, Egypt, Iraq and South Sudan. In Africa, Benin, Burkina Faso, Côte d'Ivoire, Guinea-Bissau, Eritrea, Mali, Nigeria, Senegal, Sierra Leone and Togo have demonstrated political will and commitment to scale up literacy efforts and to plan actions beyond 2015. UNESCO is providing technical assistance to Nigeria's "The Revitalizing of Adult and Youth Literacy" Programme. Chad is scaling up literacy and NFE and a number of countries, especially in Asia, are strengthening community learning centres to support literacy learning as a part of lifelong learning. Sixteen countries have finalized their Literacy Acceleration Programme documents with the support of UNESCO. • Countries are focusing more sharply on literacy for girls and women and linking these to vocational training (e.g. in United Republic of Tanzania, a project is targeting learning opportunities for adolescent girls; in Mexico, a project seeks to address gender violence, in Morocco, the focus of a post-literacy project in Errachidia province is women's literacy and empowerment and in Senegal, more than 3,000 girls and women have acquired skills in reading, writing and math, including through the use of information and communication technologies). The literacy campaigns in India-Saakshar Bharat- as well as Pakistan's literacy programme have a strong emphasis on women's literacy. • In Asia and the Pacific, national literacy action plans have been developed in Afghanistan, Bangladesh, Cambodia, India, Indonesia, Iran, Pakistan, Papua New Guinea and Timor-Leste that respond to current literacy challenges and which are implementable, time-bound and results-oriented. • Seven Arab States are implementing literacy and NFE programmes through an array of contextually-appropriate strategies. A regional Centre for literacy and adult education has been approved to be established in Egypt as a UNESCO Category 2 Institution to provide resource support to countries in the region. The Literacy Enhancement Arab Program (LEAP) was developed in 2012 as a platform for Arab States to share experiences and to develop joint programmes. • With technical support from UNESCO and UIL, the national capacities have been enhanced in over 40 countries including Nigeria, Chad, DRC, Mali, Togo, Nepal, Mozambique, Mauritania, Timor Leste, South Sudan and Cambodia. This has helped enhance the competency of literacy instructors, develop curricular frameworks and better manage and monitor the literacy programmes and make community learning centres as hubs of lifelong learning. <p>The importance of literacy advocated:</p> <ul style="list-style-type: none"> • UNESCO continued to build political commitment and engage all key stakeholders to make progress on improving the literacy rates around the world, especially in countries that are at risk of not achieving the internationally agreed goals. The High-level Round Table (Paris, September 2012) mobilized education ministers and high-level representatives from 40 countries with severe literacy challenges, partners, NGOs and experts. The "Paris Communiqué on Scaling up Literacy" adopted at this meeting demonstrated political will to scale up literacy programmes aligned to national development goals. Consultations were continued in 2013 to follow up on the recommendations as a means to accelerate progress up to 2015. More than sixty development partners attended the colloquium on "Literacies for the twenty-first century" convened at UNESCO, Paris in September, 2013. There was a broad consensus that UNESCO must continue to play its catalytic role and galvanize partners to advance the unfinished global literacy agenda. A multi-stakeholder partnership for literacy was suggested as a promising pathway to accelerate progress. • The International Literacy Day 8 September has been an important occasion to rally all partners to celebrate successful programmes and for dissemination of key messages. Around the world, promotional activities at global, regional and national levels have been undertaken and national literacy campaigns have been launched in countries like South Sudan, Egypt, Iraq and Lebanon. • UNESCO Literacy Prizes continue to showcase the prizewinning programmes as good practices, and inspire other programme managers to persist with their literacy efforts. • A wide range of advocacy events were conducted, materials and publications were produced and widely disseminated: e.g. In Asia Pacific: End of Decade Note on EFA Goal 4 (literacy); the Second Global Report on Adult Learning and Education (GRALE); Global LIFE Mid-term evaluation report 2006-2011; Community Learning Centres Conference Report 2012 and global advocacy report on literacy for girls and women - "From access to equality". • UIL followed up the recommendations of CONFINTEA VI through extensive consultations with countries in various regions, produced advocacy briefs and co-convened an International Literacy Conference in New Delhi in July, 2013 and conducted an International Policy forum on Literacy and Life skills IN Jakarta in August, 2013. Around 700 participants were reached through advocacy events and network meetings with UIL's input. • The evaluation of United Nations Literacy Decade provided yet another opportunity to take stock of the progress made as well as identify the unmet challenges. The evaluation report was tabled in the UN General assembly on 7 October 2013 and the General Assembly adopted a resolution urging member states to accelerate action on literacy and UNESCO to

36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt	
	<p>support the country initiatives and work towards building a multi-stakeholder partnership for literacy.</p> <p><u>Challenges/Lessons learnt:</u> Sharing of information on the best practices and providing platforms for reflection are helpful in accelerating the pace of progress. Building a team and aligning UNESCO team's efforts to C/5 objectives was very helpful. Low interest and priority for adult literacy and non-formal education both within countries and among the donor community needs to be addressed through a systematic, advocacy effort. With the percentage of women illiterates remaining almost unchanged for over two decades, the future efforts must have a clear focus on women's literacy. Literacy has to be viewed holistically, encompassing the lifespan and as an essential step towards lifelong learning and creation of inclusive, sustainable societies.</p>	
	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)	
	Programmed	Attained
	<p>PI: Number of Member States (including Literacy Initiative for Empowerment [LIFE] and E-9 countries) that have developed or are preparing development-relevant, gender-responsive literacy and non-formal education policies that are an integral part of national education policies and plans B/b: 5 Member States</p>	<p>National capacities for developing gender-sensitive literacy and non-formal education policies were enhanced in at least seven countries - Rwanda, South Sudan, Papua New Guinea, Chad, Bangladesh, Kenya and the Gambia. Literacy and non-formal education is increasingly being integrated into the education sector and developmental plans of these countries and UNESCO has been actively engaged in providing technical assistance to put in place developmentally appropriate literacy and non-formal education policies.</p>
	<p>PI: Number of Member States, especially in Africa, having scaled up or scaling up literacy and non-formal education programmes with UNESCO's support, with particular attention to adolescent girls and women B/b: 10 Member States</p>	<p>36 countries have prepared their national action plans to scale up literacy and non-formal education. 19 of these are from Africa. Literacy campaigns have been launched in a number of countries including Nigeria, Guatemala, the Dominican Republic, Egypt, Iraq, South Sudan, India, Pakistan. There is a special focus on the education of adolescent girls and women in a number of programmes, for example, in Senegal, Morocco, Mexico, India, Pakistan and Tanzania.</p>
	<p>PI: Number of advocacy and policy materials in support of development-relevant, gender-responsive literacy and non-formal education prepared B/b: - 2 volumes of Emerging Trends in Literacy</p>	<p>The two volumes on emerging trends in literacy were edited and are ready for publication in early 2014. In addition, a wide range of advocacy events were conducted, materials and publications were produced and widely disseminated: e.g. In Asia Pacific: End of Decade Note on EFA Goal 4 (literacy); the Second Global Report on Adult Learning and Education (GRALE); Global LIFE Mid-term evaluation report 2006-2011; Community Learning Centres Conference Report 2012 and global advocacy report on literacy for girls and women - "From access to equality".</p>
36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt	
<p> ER 3: National capacities strengthened to develop and implement teacher policies, with particular emphasis on quality and gender issues</p>	<p>UNESCO's work in the thematic priority area "teachers education and development" follows the lines of the new UNESCO Teachers Strategy and the Initiative for SSA countries. As both the Strategy and the Initiative have been launched in the middle of the current biennium there is an ongoing effort to realign the existing activities, both in the regular and the in EXB budgets. The adoption and implementation of the Teacher Strategy is very encouraging, this demonstrate that colleagues and partners in all regions have been receptive to our advocacy message. The realignment of existing and ongoing activities has already yield a number of results. UNESCO has been supporting some 50 countries in the field of teachers.</p> <p>Globally, implementation has been satisfactory for all strategic areas, namely (1) Supporting the development of evidence-based teacher's policies and strategies; (2) Enhancing capacity of the Teacher Training Institutions (TTIs), including through the use of ICT, and; (3) Monitoring instruments and promoting standards of professional practices.</p> <p>1. Supporting the development of evidence-based teacher's policies and strategies:</p> <p>Support to policy development was provided in all the regions through a number of initiatives and activities (guidelines, workshop, seminars, etc.), with the following results/outcomes:</p> <p>As a key output of the second phase of the Regional Strategy on Teachers in LAC region, UNESCO Santiago produced and published the "Background and Criteria for the Development of Teaching Policies in Latin America and the Caribbean". This report aims at supporting member States in the region to better design and implement policies and programs in favour of teaching profession and the quality of education. In the same vein, UNESCO Santiago also produced and published "Strategic approaches on the use of ICTs in education in Latin America and the Caribbean". These two documents were broadly disseminated during the 37th session of General Conference among stakeholders in LAC.</p> <p>Also within the framework of the second phase of the Regional Strategy on Teachers, UNESCO Santiago has developed three main activities jointly with the Strategy's Technical Secretariat: (1) Collection of Good Practices on Teachers Policies was produced and published; (2) produced and publication of working papers on key issues for the quality of teachers</p>	

36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
	<p>in LAC, including (a) "Standards for pre-service teacher training"; (b) "Collaborative learning"; (c) "Finance aspects of public policies"; (d) "Pre-service teacher training"; (e) "Assessment of teacher performance"; (3) Third Meeting of the Regional Strategy on Teachers in ALC, held in Dominican Republic in 5-7 June 2013, with the purpose of analyzing the key areas for teacher's policies addressed by the above-mentioned documents. Also aimed at carry out internships from 7 countries of the region to Dominican Republic thanks to a collaborative alliance signed by UNESCO Santiago with OAS (Organization of American States); (4) Technical assistance to Ministries of Education in order to apply the guidelines and orientations set for UNESCO in the first phase of the Regional Strategy on Teachers in LAC.</p> <p>In Arab States, UNESCO has accompanied countries' efforts in in improving their policy formulation and implementation in regard Teachers, through a number of initiatives and activities including:</p> <p>(1) A new initiative on "Enhancing Teacher Policy and Practice in the Arab States" jointly launched by UNESCO Beirut, UNESCO Doha and UNESCO Amman. A first workshop, aimed at exploring links between teacher research and policy, as well as teachers' roles in promoting quality learning, took place on 9-11 December 2012 in Amman. It brought together more than 30 participants from 16 Arab States and partners, such as ABEGS, Queen Rania Teacher Academy (QRTA), the International Task Force for Teachers on EFA, the Global Partnership on Education (GPE/WB), UNRWA and IQRA'. The workshop outcomes informed the Regional Teacher Forum that QRTA organized in March 2013 in Amman with ALECSO and the WB. The Teacher Regional Policy Framework is being currently developed and will be shared and discussed in the second part of 2013.</p> <p>(2) Support to the Palestinian National Teacher Strategy (TES, 2008) (by UNESCO Office in Ramallah), especially through promoting Professional Standards for Teachers among Directorates and schools.</p> <p>(3) Promoting education for health, including sexual and reproductive health, through a Meeting of Maghrebian Ministries of Education (6-7 December 2012, Rabat, Morocco), organized by UNESCO Office in Rabat, in cooperation with UNFPA.</p> <p>(4) Emergency support to safeguard education quality for Syrians in Jordan, through several training sessions aimed at implementing minimum quality education standards, organized by UNESCO Office in Amman In cooperation with the Inter-Agency Network for Emergency Education (INEE).</p> <p>(5) An initiative on "Policies and Practices on TVET Teachers and Instructors in the Arab Region", involving 10 Arab countries.</p> <p>Actual country support in teacher's policy/strategy development has been provided to 15 Member States in Asia and the Pacific. As for the innovative approaches to teacher education and development, activities have continued to be carried out by UNESCO in connecting teacher education curriculum with health education, EFA and ESD in a number of countries and promoting ICT-pedagogy integration in South Asia countries. Teacher training institutions have been targeted for capacity building and experience sharing. Localization of teacher training materials has become the major features of teacher training and capacity building activities in this region. Advocacy materials, consisting of five booklets, are being developed to advocate the promotion of inclusive education in pre-service teacher education focusing on four main areas: policy, curriculum, materials and methodology.</p> <p>In Sub-Saharan Africa, 10 countries (Benin, Burundi, Congo, Guinea Conakry, Lesotho, Mali, Mauritania, Mozambique, Niger and Uganda) have been supported in the conduct of the teacher diagnostic studies and policy dialogues, from which five (Guinea, Burundi, Lesotho, Benin and Uganda) have completed their studies and are engaged in the process of policy discussion for the elaboration and adoption of a holistic teacher policy document based on diagnostic recommendations. Two regional results sharing workshops on the diagnostic and post-diagnostic policy review or elaboration processes were organized (Saly, Senegal in January 2013 and in Kinshasa in November 2013). The recommendations of the first workshop helped countries move forward with both diagnostics in process and the policy phase. The last workshop resulted in a clear outline of Evidence-based and Holistic Teacher Policy Guidelines. UNESCO (HQs, Pôle de Dakar and BREDA) is working to develop such guidelines to help concerned countries in this endeavor. Apart from these ten countries engaged in the diagnostic studies since 2010, UNESCO has supported other countries in different aspects of teacher diagnostic and/or policy (Angola, Burkina Faso, Central African Republic, Chad, DRC, Gabon, Ghana, Namibia, etc.).</p> <p>To support teacher's policy development, a number of technical guidelines have been developed, including: (i) the UNESCO Guide for Mainstreaming Gender in Teacher Education. This guide was published, piloted and distributed to 30 Teacher Training Institutions in 10countries in Africa (Cape Verde, Guinea Bissau, Liberia, Ghana, Ethiopia, Lesotho, Tanzania, Mozambique, Zambia, and Zimbabwe); and; (ii) a Guide for effective teaching of ESD in teacher training Institutions.</p> <p>2. Enhancing capacity of the Teacher Training Institutions (TTIs), including through the use of ICT.</p> <p>The Program for Capacity Building of Teachers and Teacher Trainers in Support of Curriculum Reforms for quality EFA, jointly with IBE, is being reinforced, engaging key actors at different levels to develop their capacities surrounding curriculum issues. The post graduate diploma in curriculum design and development has been experienced in Africa (2nd edition) and in Latin America (3rd edition). Negotiations are underway for the implementation of the Post-graduate Diploma in Curriculum Design and Development (PGDCDD) in Arab States, through Cairo University in Egypt. Resources are mobilized through Hamdan Rashid Al-Maktoum Foundation to support implementation of the diplomas in Africa and Latin America and the Arab Region. A Concept Note and negotiations are in process to expand the programme to Asia during the 2013-2014.</p> <p>A number of capacity development activities are being implemented at country level, mostly through CapEFA extra-budgetary support, with a focus on curriculum design and implementation, teacher management and professional standards, and the use of ICT for teacher education. Current concrete activities include: (i) capacity development for the teaching of math and sciences (Angola and the pacific islands); (ii) design and implementation of curriculum framework for teacher education (Lesotho and Angola); (iii) improving teaching of cross-cutting issues, such as ESD, health, HIV/AIDS (Angola, Burkina Faso); (iv) harmonization of the training programme for secondary teachers (Burundi); (v) development of teachers' code of conduct (Laos, Burundi); (vi) development of teacher's management information system (Laos).</p>

36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
	<p>In all the regions, ICT-supported solutions are being promoted as a means to enhance the capacity of the TTIs and to improve the quality of the training provided. It is in this context that UNESCO Santiago produced and published the document "Strategic approaches on the use of ICTs in education in Latin America and the Caribbean". In Sub-Saharan Africa, the "Development of ICT-enhanced Teacher Development (ICTeTD) Training Syllabuses for African Teacher Education Institutes" was positively assessed. This brought two key outcomes: (i) the development of teacher training modules in 6 priority disciplines, which are witnessing a great shortage of teachers in Africa (chemistry, mathematics, biology, physics, African history, African geography); (ii) the organization of two workshops (in 2012 and in 2013) for the design/conceptualization and validation of modules respectively. In the Asia and Pacific region, more than 12 teacher training institutions from priority countries have been supported by UNESCO in the use ICTs in management, administration and pedagogical policies and practices.</p> <p>One important milestone in this domain has been the launching - within the framework of the Initiative for SSA - of the project "Enhancing teacher education for bridging the education quality gap in Africa", funded through the China Funds in Trust (CFIT). The activities, including an important ICT component, have already started in three countries, Côte d'Ivoire, Ethiopia and Namibia. Actually, the three countries have successfully completed the needs assessment process and finalized the project documents. Currently, the three countries are experiencing the actual implementation phase. The next 5 beneficiary countries (Republic of Congo, Democratic Republic of Congo, Liberia, Tanzania and Uganda) have joined the Project in September 2013 and are currently undertaking the needs assessment. Being a specialized institute on teacher issues based in Africa, IICBA's expertise is awaited to support the project implementation in all concerned countries, but particularly in Ethiopia where IICBA is already managing the project activities.</p> <p>3. Monitoring instruments and promoting standards of professional practices</p> <p>(a) Monitoring normative instruments</p> <p>Progress with regard to promoting the ILO/UNESCO Recommendations on teachers and teaching personnel continues to garner impact. Its reach has considerably broadened, as evidenced in the report prepared for the CEART cf. http://www.ilo.org/sector/Resources/publications/WCMS_214152/lang--en/index.htm.</p> <p>(b) Advocacy</p> <p>Needless to say, although much progress has been made, continuous advocacy is indispensable, through effective activities such as World Teachers' Day (WTD). As reported by many countries from different regions, the WTD has proved to be an advocacy opportunity that helps strengthening recognition of the role of teachers and the importance of the teaching profession in the society. Commemoration of this day uplifts the morale of teachers and advocates for the improvement of their professional status during policy dialogues (a significant contribution to C/5 results). As usual, UNESCO has contributed technically and financially to the celebration of the WTD 2012 and 2013 in many countries around the world, with a high-level event in Headquarters (Paris).</p> <p>At least 150 events took place around the world in celebration of WTD 2013, with a large media coverage including interviews with: (1) France Info; (2) Voice of America; (3) Vousnousils.fr, a web based education magazine; (4) Times Education, and; (5) Harvard EdCast Social media: "World Teachers' Day" had 3000 tweets a day leading to 6500 per day during 4 and 5 October. As for Internet presence, a 30% increase from WTD 2012 was noticed. In Paris, some 700 people met on 4 October at UNESCO Headquarters to discuss global citizenship and in parallel celebrate World Teachers' Day 2013.</p> <p>(c) Promoting standards of professional practices</p> <p>The creation/promotion of internationally agreed teachers standards and qualification frameworks is now an objective pursued in all regions. In Sub-Saharan Africa, twelve countries from three Regional Economic Communities of West, East and Central Africa attended an induction workshop with the aim to enhance their capacity to develop teacher regional and national qualifications frameworks (RQF, NQF), based on a participatory and consensual approach. To date, 9 countries in the ECOWAS sub-region are engaged in drawing their teacher's competency profile as the first and decisive phase of the NQF/RQF. As contribution to C/5 results, UNESCO's participation in teacher professional standards development exercises will bring in its vast experience on quality teacher issue and strategies. UNESCO has taken active part in supporting the African Union in the implementation of the PACTED roadmap, which strives to set effective teacher quality norms and standards. In this connection, UNESCO offered technical support and expertise to PACTED meetings of February 2012 in Ouagadougou, September 2012 in Paris, November 2013 in Windhoek, November 2013 in Kinshasa.</p> <p>UNESCO, in collaboration with relevant partners, also supports country's initiatives in this area through technical advices and quality-assurance (Angola, Iraq, and Zimbabwe).</p> <p><u>Challenges and lessons learnt</u></p> <p>The most important challenge is to contribute to the progressive realignment of existing activities along the lines of the Teachers Strategy and, in SSA countries, with the new Initiative. Yet, as far as the Initiative is solely funded by EXB sources, this is easy to do in the case of new activities, such as the CFIT.</p> <p>Secondly, in all regions underfunding prevents activities from achieving desired impact. Resource mobilization and partnership building were important challenges.</p> <p>Another major problem faced is the fact that the ambitions of both the Strategy and the Initiative for SSA countries are very dependent on EXB sources, due to the reduction in Regular</p>

36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt	
	Programme funding. If the Strategy has to be fully unfolded during the next biennium, a major budgetary commitment on teachers will be required.	
	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)	
	Programmed	Attained
	<p>PI: Number of countries supported by UNESCO in developing and/or revising and implementing teacher policies, strategies, plans and qualification frameworks, paying strong attention to gender issues</p> <p>B/b: 15 Member States</p>	<p>In Sub-Saharan Africa, 10 countries (Benin, Burundi, Congo, Guinea Conakry, Lesotho, Mali, Mauritania, Mozambique, Niger and Uganda) have been supported in the conduct of the teacher diagnostic studies and policy dialogues, from which five (Guinea, Burundi, Lesotho, Benin and Uganda) have completed their studies and are engaged in the process of policy discussion for the elaboration and adoption of a holistic teacher policy document based on diagnostic recommendations. The following Arab states have been supported with regard to specific Teacher projects: 1. Lebanon: Training of school teams to implement whole-school approaches 2. Palestine: Meeting children's needs in Gaza 3. Syria: Emergency Support to Safeguard Education Quality for Syrians in Jordan (UNESCO Amman); Training of teachers and headmasters that accommodates Syrian refugee students (UNESCO Beirut) 4. Iraq: Training of teachers trainers in support of quality education; National Teacher Training Strategy and National Framework on competency standards for teachers In Asia Pacific region, more than 15 countries have been supported by UNESCO, including China, Lao PDR, Nepal, Thailand, Bangladesh, Mongolia, Viet Nam, Bhutan, India, Maldives, Sri Lanka, Indonesia, Kazakhstan, Kyrgyzstan, Uzbekistan, Tajikistan and Turkmenistan, Pakistan, Malaysia, Federated States of Micronesia, Iran, Cambodia. In LAC, the Second Phase of the Regional Strategy on Teachers is under development by UNESCO Santiago. Within this framework, UNESCO Santiago has organized the III Technical Meeting in which policy makers from 24 countries of the region and representatives of teacher unions and international agencies participated. 6 technical documents related to specific knowledge gaps on teachers field in the region and a Data Base including 30 LAC experience on Teachers' Good Policies are under elaboration and shall be published during 2013.</p>
	<p>PI: Number of teacher training institutions supported by UNESCO that have reinforced the use of ICTs in their management, administration and pedagogical policies and practices</p> <p>B/b: 12 teacher training institutions, with a focus on those in UNESCO's target countries</p>	<p>In Sub Saharan Africa, teacher training institutions in three countries are benefiting from dedicated efforts, namely Cote d'Ivoire, Ethiopia and Namibia, through the Chinese Funds-in-Trust project. The next five beneficiary countries (Republic of Congo, Democratic Republic of Congo, Liberia, Tanzania and Uganda) have joined the Project in September 2013 and are currently undertaking the needs assessment. In the Arab States, this work has been done in Palestine (Commission for Developing the Teaching Profession (CDTP), with the Ministries of education of 5 Maghrebian countries and also with the Ministry of Education of Jordan. In Asia and the Pacific, more than 12 teacher training institutions have been supported by UNESCO in the use ICTs in management, administration and pedagogical policies and practices. In LAC a policy paper on ICTs in education related to teachers were produced. The document is under editorial revision. In addition, UNESCO Havana has organized two teacher training sessions in which 56 teachers in language (36 F and 18 M) and 186 teachers in Mathematics and Physics (102 F and 84 M) and other specialists in teacher training participated.</p>
	<p>PI: Number of sub-Saharan African countries with a teacher policy and innovative teacher programme developed</p> <p>B/b: 12 Member States</p>	<p>UNESCO has supported some 30 countries in sub-Saharan African countries. 1. Angola (CapEFA, Competency based teacher curriculum development, National Quality Framework - NQF) 2. Benin (diagnostic study + post-diagnostic phase) 3. Botswana (Competency based teacher curriculum development) 4. Burkina Faso (CapEFA, Capacity development in teacher training in gender and classroom practices, and curriculum) 5. Burundi (CapEFA + diagnostic study) 6. Cape verde (Piloting the Guide for Mainstreaming Gender in Teacher Education) 7. Central African Republic (in-service teacher training (INSET) with Spanish Funds) 8. Chad (diagnostic/policy development) 9. Congo (diagnostic study) 10. Côte d'Ivoire - Chinese Funds-in-Trust (CFIT) Project 11. DRC (diagnostic study + capacity building with Spanish funds) 12. Ethiopia (CFIT Project) 13. Gabon (INSET) 14. Gambia (NQF/RQF) 15. Ghana (INSET) 16. Guinea (CapEFA + diagnostic study) 17. Kenya (School leadership + training female teachers in sciences with GEMS funds) 18. Lesotho (CapEFA + diagnostic study) 19. Mali (CapEFA + diagnostic study) 20. Mauritania (diagnostic study) 21. Mozambique (diagnostic study) 22. Namibia (CFIT Project) 23. Niger (CapEFA + diagnostic study) 24. Nigeria (NQF/RQF) 25. Sierra Leone (CapEFA) 26. Swaziland (Competency based teacher curriculum development) 27. Tanzania (Competency based teacher curriculum development) 28. Uganda (CapEFA + diagnostic study) 29. Zambia (Competency based teacher curriculum development) 30. Zimbabwe (NQF)</p>

36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
 ER 4: Capacities in Member States strengthened and comprehensive and evidence-based policies for technical and vocational education and training developed, and assistance provided for their implementation	<p>PROVIDE UPSTREAM POLICY ADVICE AND DEVELOP CAPACITY AT THE COUNTRY LEVEL</p> <p>Six policy reviews reports (Benin, Cambodia, El Salvador, Lao PDR, St Kitts and Nevis, and Zanzibar) were completed and the first four have been published and disseminated. Policy advice has been provided to the following countries: Afghanistan, South Sudan, Myanmar, India, Mongolia, and Malaysia.</p> <p>The BEAR Project has been launched in 5 SADC countries (Botswana, Democratic Republic of Congo, Malawi, Namibia and Zambia), to support public and private sectors with the priority to Agriculture, Construction, and Tourism. CapEFA projects have commenced in Afghanistan, Benin, Cote d'Ivoire, Madagascar, and Malawi.</p> <p>In Africa, a tool for evidence-based coherent policy and governance frameworks on TVET was developed; it has provided final technical support to the development of a specific chapter on TVET in the Country Status report (CSR) with Pole de Dakar and World Bank.</p> <p>FACILITATE CONCEPTUAL CLARIFICATION AND IMPROVE THE MONITORING OF TVET</p> <p>The General Conference at its 37th session decided that the 2001 Revised Recommendation should be revised once more to reflect the new trends and issues in technical and vocational education and training.</p> <p>A report of the Interagency Group on TVET Indicators has been prepared and the indicators will be piloted in two countries.</p> <p>Twelve LAC countries participated in the Study on Enhancing Statistical Information Systems for TVET; Twelve (+ Puerto Rico) LAC countries received guidance on how to improve their re-collection of data on TVET, including non-formal TVET and how to adequately include the TVET provision in their countries according to the ISCED maps.</p> <p>ACT AS A CLEARING HOUSE AND INFORM THE GLOBAL TVET DEBATE</p> <p>In 2012 the major UNESCO output on TVET was the Third International Congress on Technical and Vocational Education and Training (TVET). It was organized by UNESCO and hosted by the Government of the People's Republic of China in Shanghai from 14 to 16 May 2012. The outcome document of the Congress is the "Shanghai Consensus" which called for Member States to develop integrated policy approach to skills development and multiple pathways to ensure effective transition of youth from school to work.</p> <p>The Main Working Document of the Third International Congress on TVET was prepared from the main findings of the review of global TVET trends and issues. The full draft manuscript of the Report is being adjusted in line with the new 'Education on the Move' book series editorial guidelines. An overview/commentary chapter has been peer reviewed and the manuscript is undergoing final revisions.</p> <p>Two thematic studies are being conducted with extra-budgetary funding. The first is on TVET teachers in the Arab States. This work is being conducted with the International Task Force on Teachers for EFA. A country report from each of the 10 participating countries is ready. The validation workshop was held in October 2013. A draft synthesis report will be ready in early 2014. The second study on Learning Knowledge and Skills for Agriculture and Rural Livelihoods, with country studies in Cambodia, Egypt and Ethiopia, is being conducted with the support of the International Fund for Agricultural Development (IFAD). The draft country study reports have been prepared by the three Country Research Teams.</p> <p>A regional review of integration of transferable skills in TVET in Asia-Pacific was conducted, based on 12 country studies. Two studies on TVET and gender in Qatar and Arab Gulf countries were disseminated.</p> <p>UNESCO-UNEVOC INTERNATIONAL CENTRE</p> <p>UNEVOC has provided opportunities for Network members to use the online services and to collaborate with increased frequency in the e-forum discussion and face to face meetings. The online services have been upgraded and become operational.</p> <p>UNEVOC organized the 10th Anniversary Event and International Forum on 'The role of the UNEVOC Network in Transforming TVET for a Sustainable Future' which defined the strategic directions for strengthening the UNEVOC Network, developing and disseminating learning resources and publications.</p> <p>The UNEVOC website has been redesigned with a new network portal, a new directory for the Network, an upgraded publications data base and a new e-Forum interface. Several publications and reports have been produced, including a booklet for trainers of water technicians and professionals and a summary review and recommendations to further inform UNESCO TVET strategy for green TVET. An online conference on Women and TVET was moderated and a synthesis report has been produced.</p> <p>A pilot version of the World TVET database was launched by UNEVOC in May 2012. As of December 2013, the database contains information and data on fifty countries with another</p>

36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt								
	thirty-two country reports awaiting validation. UNEVOC has organized five regional consultation workshops to finalise the Regional Action Plan 2013. Promising practices in TVET are being collected, with a focus on Greening TVET, and Youth and skills development.								
	<p style="text-align: center;">Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)</p> <table border="1" style="width: 100%;"> <thead> <tr> <th data-bbox="423 268 958 312">Programmed</th> <th data-bbox="958 268 2190 312">Attained</th> </tr> </thead> <tbody> <tr> <td data-bbox="423 312 958 580"> PI: Number of countries having used UNESCO's policy reviews to initiate the development of policy based on the principles of inclusion, gender equality and sustainability B/b: 15 Member States </td> <td data-bbox="958 312 2190 580"> Six policy reviews reports (Benin, Cambodia, El Salvador, Lao PDR, St Kitts and Nevis, and Zanzibar) were completed and the first four have been published and disseminated. An education system review, including TVET, of Malaysia was published, and a TVET policy review of Myanmar was incorporated into a comprehensive education system review in that country. 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Two countries (Madagascar and Cote d'Ivoire) developed capacity and finalized the annual 2011/2012 statistics yearbooks. Four Arab countries (Jordan, Lebanon, Oman and Morocco) developed country frameworks for integrating Entrepreneurship Education in Secondary Education and TVET Programmes. The curricula guidelines for general education and TVET were shared with 60 officials and experts in the region. Two studies on TVET and gender in Qatar and Arab Gulf countries were disseminated. A regional review of integration of transferable skills in TVET in Asia-Pacific was conducted. </td> </tr> <tr> <td data-bbox="423 823 958 962"> PI: Number of users of the UNESCO-UNEVOC educational resources platform on TVET B/b: 20% increase in users </td> <td data-bbox="958 823 2190 962"> The UNEVOC homepage received 4 million hits and had around 90,000 visitors. As of December 2013, 1,400 messages had been disseminated in different discussions across the TVET online community. 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Cost-effectiveness/efficiency measures for this Main Line of Action

For all of the four priority thematic areas under this MLA, the measure used to increase cost efficiency has to be aligned with the RP support with the major extrabudgetary programme such as CapEFA (Capacity Development for EFA) programme, Chinese Funds-in-Trust for teachers, Better Education for Africa's Rise (BEAR) project for TVET. For example in TVET, linkages were forged between TVET Policy Review with Cap-EFA support to ensure relevant and efficient follow-up to the policy reviews. The involvement of UNESCO regional thematic coordinators has improved the cost-effectiveness of TVET Policy Reviews and reduced, to a certain extent, the costs of external expertise. In addition, partnerships with other international organizations can improve the cost-effectiveness of such processes. In this period UNEVOC is promoting geographical clusters, thematic clusters and online clusters as a way of enhancing coordination and exchanging good experiences, whilst maximizing cost-effectiveness. UNESCO's partners including the World Health Organization, the European Training Foundation, the Asian Development Bank, NORRAG, the Commonwealth of Learning and Microsoft, made a significant contribution to cost-effectiveness by convening various sessions of the Congress. Regarding efficiency, UNESCO has been acting to build partnerships for implementing activities and organizing cost-sharing initiatives. Several activities illustrate the quest for efficiency including conducting joint TVET policy reviews and joint regional workshop with ILO, respectively in Benin and the Caribbean.

MLA 2: Building quality inclusive education systems

Regular Programme ¹ : staff and operational budget		Extrabudgetary resources ¹
Allocation 2012-2013: US\$ 3 863 026	Expenditure % 2012-2013: 96%	Expenditures 2012-2013: US\$ 21 283 046


¹The budgetary information regards unaudited figures and for extrabudgetary resources include Emergency Funds.

36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
 ER 5: Basic education, including early childhood care and education policies, programmes and practices improved in Member States, strengthening quality, equity, inclusion and gender equality	<p>Outcomes/Results:</p> <p>ECCE (HQ, Field offices):</p> <p>Considerable progress was made in ECCE over the last two years, despite financial and human resource constraints, both in HQ and within regional and field offices. At HQ, work on the Holistic Early Childhood Development Index (HECDI) has moved forward with the preparation of the technical guide, presenting the set of potential indicators for constructing HECDI as identified jointly with partner agencies. The technical guide will be a valuable tool for countries in the EFA assessments. A draft guide on ECCE quality and the ECCE Handbook are underway, and the UNESCO-Council of Europe guidelines on inclusive ECCE for Roma children are finalized and in preparation for printing. Results from these efforts include interest from member states in highlighting ECCE and more opportunities for UNESCO to form partnerships with other agencies around ECCE, such as through the Learning Metrics Task Force. At the regional level, UNESCO has been working to enhance ECCE importance within education framework through capacity building, advocacy and process quality. Extensive partnerships and networking and platforms for discussion, networking, best practices workshops and seminars were widely organized in Asia, Arab States and LAC, as indicated in the list of benchmarks above. In the Arab region, considerable progress has been made through the establishment of the Arab regional working group on ECCE and through capacity-building workshops, which were held throughout the region. In the Asia-Pacific region, the UNESCO Field Offices (FOs) have undertaken numerous activities to promote comprehensive early childhood care and education (ECCE) in the region. FOs supported the Member States in organizing capacity building workshops and seminars on various issues related to ECCE (Dhaka, Pakistan, India and Nepal), and in drafting new policies on early childhood education and strengthening existing policies (India, Pakistan, Nepal). UNESCO Delhi organized the South Asian Regional Conference on ECCE Policies and Practices in collaboration with the Government of India and other development partners with participants from 7 countries in the cluster to discuss policy options for ECCE.</p> <p>To build country capacity in reaching EFA Goal 1, UNESCO continued to support governments to develop and strengthen ECCE policies and provisions. In the Arab region, a regional working group on ECCE was established and capacity building activities were organized. As part of advocacy activities, policy makers in the Arab region have been sensitized on the importance of ECCE. In Asia, close collaboration with ARNEC was further strengthened to promote holistic and comprehensive ECCE in the region through advocacy research and capacity building activities, such as the community-based parenting education programme implemented in seven countries (Bangladesh, Myanmar, Pakistan, Samoa, Viet Nam, Kazakhstan and Mongolia) by UNESCO Bangkok. In LAC, capacity building had been fostered with the coordination of the CELEP to build on new capacities within the national administration to well articulate the priority needed on ECCE and its positive impact on reducing poverty and social exclusion. Innovative experiences in ECCE were systematized and disseminated through the Red Innovemos website with the support of UNESCO Santiago; and Cuba and the Dominican Republic strengthened integrated and multisectoral care for early childhood development with the support of UNESCO Havana. The state of the art and recommendations that had a gender approach were produced with the support of UNESCO San Jose for decision-makers and stakeholders concerned with public ECCE policy development. In Africa, under the framework of the ADEA working Group on ECD, UNESCO produced the ECCE policy support guide and Indicators and the Methodological and pedagogical guide of the use of Bouba et Zaza was finalized. Support to southern Africa countries was extended to develop their policies and strategies in ECCE. A Sub regional conference organized in SADC bringing together stakeholders from 4 countries (Namibia, Botswana, South Africa and Angola) to address the issue of learning needs for San communities in Namibia. ECCE centre standards were finalized, pilot tested and adopted, and have been translated in local languages and printed for national coverage, with the support of UNESCO. In Zimbabwe, UNESCO supported the procurement of material for ECCE class in disadvantaged rural school. Thus, UNESCO's support contributed to improving the quality of ECCE in Namibia and Zimbabwe.</p> <p>Various advocacy materials were developed during the course of the year, in particular, the set of advocacy resource materials produced for the Global Action Week (2012) on EFA Goal 1 allowed common advocacy messages to be disseminated by UNESCO. Many countries organized national level advocacy events in collaboration with UNESCO FOs. UNESCO's work for GAW on EFA Goal 1 has been appreciated by partner organizations, particularly the Global Campaign for Education and the Consultative Group on Early Childhood Care and Development. There is stronger government awareness and commitment to ECCE thanks to GAW advocacy events supported by UNESCO in Zimbabwe, Zambia, Namibia, South Africa, Lesotho and Angola. Through the GAW advocacy event in Zambia government affirmed its commitment to increasing budgetary allocation to ECCE in the 2013 national budget, its commitment to adopting ECCDE Policy and to direct delivery of ECCDE services in rural areas for the first time (ECCE services have been delivered by non state actors only). As a result of UNESCO's support for GAW, 29 countries submitted a progress report to date since the World Conference on ECCE. UNESCO hosted the Annual Consultation of the Consultative Group on ECCD (November 2012) and strengthened its engagement in the global partnership on ECCE. In Asia, specific focus towards a Quality ECCE has been placed through the implementation of the parenting programme: the Parenting Education Guidebook and Facilitators' Handbook for Parenting Education in the CLCs, including a "Resource Pack" were developed with a short accompanying video.</p>

36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
	<p>Quality of education: UNESCO continued to support its Member States in delivering quality education through the General Education Quality Framework (GEQAF). The Framework is now available in eight languages (Arabic, English, French, Hindi, Portuguese, Russian, Spanish and Armenian). The web-version (in English) of the Framework with supporting materials was launched in February 2013.</p> <p>National Core Team comprising senior managers responsible for general education were set up in 11 countries (India, Gabon, South Africa, Oman, Egypt, Armenia, Seychelles, Peru, Botswana, Saudi Arabia and Pakistan). Nine national workshops were conducted by the National Core Teams with technical support from UNESCO (India, Gabon, South Africa, Oman, Egypt, Armenia, Seychelles, Peru, and Botswana). The national workshop in Saudi Arabia took place in January 2014. Ministers of 4 more countries (Bahrain, Kuwait, Iran and Belarus) have indicated their commitment to apply the GEQAF in 2014.</p> <p>Eleven countries' briefs (Bhutan, Cambodia, Cameroon, Ecuador, India, Malawi, Nepal, Oman, Pakistan, Vietnam and Yemen) have been prepared. The briefs include overall information about a country's educational system, policies, access, equity, quality, financing and future plans regarding the secondary level.</p> <p>Inclusion in education (HQ): UNESCO continued to make progress in implementing more inclusive educational policies building on the several concrete outputs produced during 2012. Particular attention has been paid to supporting countries in the development of evidence-based policies, programmes and practice and of activities to facilitate access, adaptation and utilization of knowledge resources at all levels. Key thematic areas addressed at different levels of UNESCO's work have been gender, multilingual education, and disabilities. Regional networks have been quite instrumental in UNESCO's work and partnerships have been established with a number of institutions and experts.</p> <p>A guide to assessing and analyzing education systems to address exclusion was widely disseminated. It is available in four languages (English, French, Spanish and Arabic). In cooperation with field offices, the guide is being used to support countries in addressing exclusion in education, including exclusion based on gender.</p> <p>UNESCO's work on inclusion has been carried out in close cooperation with several National commissions/permanent delegations (e.g. with the French and German National Commissions on inclusive education and with the permanent delegation of Poland in children 's rights). The International Symposium "Inclusive education: towards innovative training", organized in partnership with the French National Commission brought together more than 200 participants and benefited from the expertise of panellists from Brazil, Canada, Chile, Denmark, France, Mauritius, Italy, the United Kingdom and Sweden who shared their views and experiences on the fundamental idea that inclusive education should strengthen the capacity of education systems to develop learning pathways for all children.</p> <p>UNESCO has pursued its actions to support its Member States to address the issue of exclusion among Roma people and to enhance their access to quality education, through enhanced sub-regional collaboration. Guidelines on Inclusive Early Childhood Care and Education for Roma Children, co-developed with the Council of Europe, have been finalized and will be widely disseminated beginning 2014 with a view to help Member States develop or reinforce ECCE policies and appropriate actions for young Roma children. A study on the role of intercultural education in promoting access to quality education for Roma people is finalized and will be widely shared. UNESCO has been working with the international NGO ISSA (International Step by Step Association) to help practitioners working in kindergarten settings to understand their role in the processes of discrimination. The course "Embracing Diversity in Kindergarten Classrooms - an online course for pre-school educators" was launched in September 2013. It is in its final stage with 19 participants, from 6 countries (Croatia, Slovenia, Montenegro, Bosnia and Herzegovina, Serbia and the Former Yugoslav Republic of Macedonia).</p> <p>Building on the efforts to create a foundation of the work in the field of education for persons with disabilities, UNESCO has further levelled up its activities together with partners to promote strategies and actions for the implementation of the right to education for persons with disabilities. UNESCO has become part of the Education Group of the Global Partnership for Children with Disabilities (GPc wd). As regards to the strategy of the task force for 2014, it was decided to set up four working groups that will address the following: Pedagogy and learning; Learning environment; Teachers and Education Personnel capacity; and Child and youth participation. The online community on 'Building inclusive societies for persons with Disabilities' has been launched. This community provides people with disabilities, experts, practitioners, decision and policy makers, researchers and to the public at large the opportunity to connect and identify innovations, analyze and, share information, and create effective and durable solutions for the inclusion of persons with disabilities in societies, through education. The Province of Quebec, Canada, has been working with UNESCO and will moderate an online discussion, on Quebec's experience in school integration in mid-January 2015.</p> <p>Special events were organized on the occasion of the International Day for Persons with Disabilities (3 December 2012 & 3 December 2013). For the first time, UNESCO Director-General gave a message on the occasion of the International Day in December 2012. For the 3rd December 2013, UNESCO and the NGO Aide et Action convened a panel 'Building the bridge between research, policy and practice' whose purpose was to deliberate on inclusive education practices within diverse contexts and to share innovative ways of bridging the disconnect between research, policy and practice on inclusive education for persons with disabilities, among researchers, policy makers, practitioners and representatives of disabled people's organizations.</p> <p>FIELD OFFICES</p> <p>Quality of education:</p>

36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
	<p>At regional level, quality of education has been mainly addressed through two main areas: curriculum and pedagogy on one hand and on the other hand assessment and capacity-building. UNESCO has mainly pursued to support curriculum reforms at different levels of education and across the different regions, either through the development of new curricula or through the strengthening of existing curricula. A key strong quality factor is to introduce mother tongue or national languages programs within the curriculum. Significant work in this domain has been done in Africa and in Asia for promoting multilingual education and use of local languages at school. Teacher guidebooks and training materials to address this multilingual education have been developed to support adequately that quality. A planning guide for inclusive Education in Mozambique was elaborated and the existing "Language policy for schools" was revised. Zimbabwe started a thorough review of its curriculum for basic education and is in the process. Syllabuses for math and English were revised and capacity of more than 60 curriculum specialists were strengthened in systematic curriculum review in the light of the education/curriculum vision promoted by the Zimbabwe curriculum framework Malawi worked on the improvement of teacher training material to strengthen learnings to reach Universal basic Education. UNESCO worked on the creation of a francophone diploma on curriculum development, through a sub-regional university programme, in line with the UEMOA project on curriculum development processes. The programme also tackles the development of a national languages curriculum, within the framework of ELAN programme supported by OIF.</p> <p>In LAC, UNESCO Kingston supported the training and certification in Belize of 480 primary teachers during 2009 - 2012, and more than 400 by 2013. UNESCO Havana supported the Ministry of Education of Cuba and the Dominican Republic in the upgrading of the teaching process for the Natural Sciences and the Mathematics, facilitating the interchange of the best practices in this field. UNESCO Brasilia contributed to improvement of quality standards for learning development through to the effective use of planning, monitoring, and evaluation tools in Brazil, at local level.</p> <p>In Arab States, more focus has been placed on capacity-building with educational forums, development of standards, frameworks and guidelines. On line Regional Platforms and networks were developed on quality of education. In LAC, the active participation of youth delegates to the MERCOSUR Ministries of Education meeting has brought even more visibility on the critical importance to improve the quality of education.</p> <p>In Asia and the Pacific, Analytical work on overall issues of quality (curriculum, pedagogy, assessment) as well as quality in particular levels of education, with an emphasis on secondary education is conducted and shared across the region. Regional comparative analyses on different issues in regard to quality of education has been undertaken, including the studies on arts education, learning to live together, gender, career orientation and the role of education, education and migration, and vocationalization of secondary education. To promote knowledge sharing, research and capacity building on quality basic education, a Network on Education Quality Monitoring in the Asia-Pacific (NEQMAP) has been established and expanded in the region. The NEQMAP work plan for 2014, agreed by country members, includes setting up of a knowledge base, conducting research activities and organizing capacity building workshops on literacy assessment. Convened by UNESCO Bangkok, the Education Research Institutes Network (ERI-Net) regional meeting was held from 17 to 19 October 2013, and attended by 26 institutions in Asia and the Pacific with total number of 40 expert researchers. The main findings from research conducted on the integration of non-cognitive skills in education policies and practices, as well as the transition to higher education, were shared among the network. The UNESCO offices in the region have launched a number of initiatives to promote mother tongue-based multilingual education. An article highlighting the importance of mother-tongue based multilingual education was prepared and published in national newspapers in 7 Asian countries. "Why Language Matters for the MDGs," produced by UNESCO (Bangkok) was instrumental in raising awareness of the importance of language issues in the development process. The MLE database on the use of local languages in schools across Asia, which is hosted by UNESCO (Bangkok) on behalf of the MLE Group, has been expanded with data from more countries. Multilingual curriculum and training materials for training of teachers in three States of India have been developed with the support of UNESCO.</p> <p>Inclusion in education:</p> <p>At the regional level, the Regional Observatory of Inclusive Education in the Latin America region was launched with the participation of UNESCO (OREALC/UNESCO Santiago; IPE/UNESCO Buenos Aires; IBE Geneva). UNESCO Santiago systematized and disseminated innovative education experiences in inclusive education and ECCE through the Red Innovemos website and has finished the SIRIED report (Report of the Regional Information System for Students with Disabilities). It contains information regarding 7 quantitative indicators and 7 qualitative indicators for the eight participant countries: Argentina, Brazil, Costa Rica, Guatemala, Mexico, Paraguay, Peru and Dominican Republic. For the Africa region, in Tanzania, 30 safe spaces for girls were created in 15 pilot schools. An empowerment package for the creation of 'Safe Spaces' in schools developed and school community trained. Toolkit for teachers to apply inclusive and gender-responsive approaches in schools developed and Head Teachers and Teachers trained to use it.</p> <p>In Ethiopia, safe spaces for girls were created in six pilot schools; 4685 students (3553 girls) trained on leadership, gender, sexual and reproductive health issues, schools media and basic computer skills. 3426 girls received tutorial support to improve retention and their academic performance, eighteen sensitization events as well as television broadcast were convened to mobilize support from parents and communities to girl's education. 818 economic disadvantaged girls received financial support, 9 Universities staff received Life Skills Training of Trainers and cascaded the training to their respective universities, 9,732 (8462 girls and 1270 boys) students received Life skills training. Three training materials on gender and sexual and reproductive health, project cycle management and school media developed and 198 teachers and 26 educational managers trained on their use. In Namibia, A workable plan of action to address the learning needs of the San population was developed in consultation with stakeholders from Namibia, Botswana, South Africa and Angola where this ethnic group is also settled. In Tanzania the Inclusive Learning Friendly Environment developed by UNESCO in Bangkok Office has been adapted and 500 copies in English and 1000 copies in Kiswahili have been printed. Guidelines for tutors on inclusive, learning-friendly environment (ILFE) have been developed and tested. 34 tutors from selected teacher training colleges have already been trained on the guidelines.</p> <p>In Asia-Pacific, UNESCO developed and published "Promoting Inclusive Teacher Education: Advocacy Guides", which is a set of five guides designed to discuss challenges and barriers to inclusive education in different areas of teacher education and outline ideas for advocates to consider and adapt according to specific contexts for effective advocacy towards more inclusive practices. With a view to enhancing access to children in rural isolated areas, a regional project (5 countries) has been initiated and developed teacher support materials. The</p>

36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt	
	<p>region continues to face difficult challenges in bringing children with disabilities into schools, in particular making schools inclusive so that these children can access education in an inclusive environment. UNESCO New Delhi and the Indian Association of Rehabilitation Professionals (IARP) organized an International Conference on "Global Commitments towards Inclusive Development of Persons with Disabilities" with 200 professionals from 10 countries. This event was crucial in promoting international best practices and strategies for ensuring rights-based inclusive education for children with disabilities. UNESCO Jakarta organized workshops and brought out publications to deepen awareness and understanding on the inclusion of children with disabilities. UNESCO Bangkok collaborated with Waseda University in Japan in documenting and sharing case studies and best practices related to the inclusion of children with disabilities in the region.</p> <p>In the Arab region, intensified support has been made to promote inclusive education in Palestine. A resource Pack on inclusive education has been developed and will be printed in the coming months.</p> <p><u>Challenges/lessons learnt:</u> UNESCO Field Offices faced a number of challenges towards the supporting Member States to develop gender responsive, inclusive and high quality basic education. Some of these challenges include lack of high level political commitment, inadequate financial resources, competing development priorities, limited institutional capacity, lack of trained personnel, lack of awareness, etc. While most countries have developed legal frameworks to guarantee children's right to education, many still struggle to enforce these legal provisions due to financial, social and cultural barriers. Difficulties particularly lie in terms of making legal provisions for early childhood education, multilingual education, alternative schooling and inclusive education.</p> <p>As part of key lessons learnt, the development of public relations with medias and civil society organizations have been particularly relevant in advocacy reaching a wider population. More emphasis will be placed on translating materials produced in national languages for wider outreach, create/disseminate new knowledge, raise awareness and advocate for inclusive quality basic education. New partnerships and networks have enabled UNESCO to effectively advocate for quality, equity, inclusion and gender equality and strengthen the capacities of ministries of education in formulating and implementing appropriate policies.</p>	
	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)	
	Programmed	Attained
	<p>PI: Number of countries that are strengthening and monitoring the adequacy and quality of their ECCE services with UNESCO support B/b: - 10 countries - Multi-agency HCDCI</p>	<p>-2 inter-agency technical meetings held on the Holistic Early Childhood Development Index (HECDI) -Draft HECDI guide completed - HECDI used as groundwork for inter-agency efforts on ECD indicators as part of the post-2015 agenda - ECCE Handbook as part of the Education on the Move series nearly completed - UNESCO-Council of Europe Guidelines for inclusive ECCE for Roma children finalized - 29 country summaries on ECCE progress uploaded - Advocacy materials produced for 2012 Global Action Week (GAW) for use at country and regional level - EFA Global Action Week (2012) advocacy events were organized with UNESCO support to promote ECCE in Zimbabwe, Zambia, Namibia, South Africa, Lesotho and Angola, Iraq - UNESCO support provided to improve ECCE quality in Namibia (centre standards) and Zimbabwe (procurement of materials in ECCE class of rural school) and in the African region (further development of the Bouba and Zaza series and supporting resources) - UNESCO support provided for policy development and advocacy for UAE and Morocco - National Strategies for ECCE are in the process of preparation in Yemen and Sudan, with key decision-makers participating in capacity-building workshops in Egypt, Lebanon, Sudan, Kuwait, Qatar and UAE - UNESCO support provided to establish 5 ECCE centres in Sudan, Egypt, Syria, Yemen, Kuwait - In LAC, 14 countries supported: Argentina, Brazil, Chile, Colombia, Costa Rica, Dominican Republic, Ecuador, El Salvador, Mexico, Peru, Dominican Republic, Uruguay, Venezuela and Cuba. The Dominican Republic and Cuba were supported to strengthen integrated and multisectoral ECCE -35+ Asia-Pacific countries benefited from UNESCO-led activities to promote evidence-based, inclusive, and quality basic education programmes, including ECCE, such as the ECCE Policy Forum in Seoul, Republic of Korea in September 2013.</p>
	<p>PI: Number of countries that have equitable quality improvement efforts in basic education with UNESCO support B/b: - 10 countries - Comprehensive education quality framework developed and in use</p>	<p>- Ten countries (India, Gabon, South Africa, Saudi Arabia, Oman, Egypt, Armenia, Seychelles, Peru, and Botswana) have used the General Education Quality framework (GEQAF) to analyse major constraints in their education system. - 3 countries (Malawi, Zimbabwe, and Namibia) have received UNESCO's support in response to their equitable quality improvement efforts in basic education. - 400 teachers to be trained in Belize for Teacher Certificate in Primary - In Grenada, the Curriculum developers were supported. - A regional Platform in the Arab region for sharing knowledge and experiences on quality education was established. - 11 country profile briefs on secondary education were elaborated. - More than 35 Asia-Pacific countries benefited from UNESCO evidence-based, inclusive and quality basic education programmes.</p>
	<p>PI: Number of countries that UNESCO has supported to improve inclusion in basic education B/b: -10 countries - Report on the inclusion of</p>	<p>- UNESCO's role in the UN Education Task Force under the Global partnership for Children with disabilities strengthened. - Partnership with National commissions and permanent delegations on inclusive education and children's rights promoted. - A guide to address exclusion widely disseminated. - A study on intercultural education and education for Roma people finalized. - A Regional Observatory of Inclusive Education launched in LAC. - LAC countries participated in the SIRIED project (Regional Information System for Students</p>

Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)	
Programmed	Attained
Roma children	with Disabilities) - UNESCO Bangkok's knowledge products (e.g. ILFE toolkits to promote inclusive learning environments) translated and adapted into more than 15 languages. Resources on gender, parenting education, MLE and inclusive teacher education also translated and adapted widely in the region. - Intensified support to promote inclusive education in Palestine - 15 countries (Bangladesh, Bhutan, Cambodia, China, India, Lao PDR, Malaysia, Myanmar, Nepal, Pakistan, Philippines, Sri Lanka, Thailand, Viet Nam, Indonesia, Timor Leste) supported on inclusive education, mother tongue based multilingual education, gender, etc.
36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
 ER 6: Capacities in Member States strengthened to ensure more equitable access to quality higher education and research, including through innovative modes of provision	<p>Higher education was recognized at the 37th General Conference as one of Major Programme I's priorities for the next quadriennium. UNESCO's work in higher education has gained more visibility and recognition for its contributions and intellectual leadership in the area. Governments and regional and specialized organizations, development and funding agencies such as ICDE, COL, DAAD, ADB and UEMOA, among many others, are contributing technically and financially to the revitalization of the sub-sector. UNESCO HQ, UNESCO Regional offices and IESALC have shown effective leadership by promoting effective partnerships with external entities in order to provide policy and technical support to its Members States. Member States, particularly those in the Asia Pacific region, are more aware of the importance of the regional conventions to facilitate student mobility and harmonization of higher education systems in the regions.</p> <p>Without claiming that the UNESCO/HP Brain Gain Initiative (BGI) has been the only or main influencing factor, the creation of national research and education networks in countries in Africa and the Arab States region has multiplied significantly during the duration of the BGI project. There are now three regional research and education networks in the continent, two of which have been created since the BGI began: The collaborative e-waste training and research project at the Masinde Muliro University of Science and Technology in Kenya has made significant strides in addressing the problem of the accumulation of outdated and rejected electronic equipment in Africa. E-waste registration legislation is awaiting approval by the Kenyan government. The nanotechnology project at the University of Kuwait has resulted in three publications on carbon nanotube networking technology in technical journals. The Mbarara University of Science and Technology in Uganda has explored remote e-learning for health services in rural Uganda. The contribution of the Moroccan National Center for Scientific and Technical Research (CNRST) to South-South cooperation, through its project to further develop and extend the Moroccan computing grid MaGRID, is particularly noteworthy.</p> <p>During the second half of the biennium, HQ laid the basis for its future work in the area of innovative technologies applied to the provision of quality higher education. The technology area is expected to be a strong component in the work of the next four years.</p> <p><u>Challenges:</u> More universities and countries are interested in benefitting from UNESCO's policy and technical support with regard to higher Education. There is limited internal capacity to respond to their requests. It is important that UNESCO allocate significant funding through both regular and extra-budgetary funding to the sub-sector. There is some room to introduce efficiencies by further increasing partnerships and collaborations with selected partners, including the UNESCO Chairs.</p> <p>Given the increased demand for capacity building by Member States, it is important that UNESCO improves internal communication and sharing of information, and develops a coherent and cohesive approach to higher education program design and implementation in order to have greater impact. Recommendations and interventions should be based on regional experience and customized to the needs of the member state. Consultation and joint planning are key to achieving an adequate level of success, making programs more cost-effective and sustainable.</p>
Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)	
Programmed	Attained
<p>PI: Number of countries supported to scale-up access to equitable, gender-and development-responsive access to quality higher education through innovative modes of provision</p> <p>B/b: - 10 countries - 1 compendium of publications on innovative methods for scaling up equitable access to development-response quality higher education</p>	<p>Regional conventions: the subsidiary text of the Lisbon Convention was adopted, the Asia Pacific convention is in the process of ratification by Member States, and the 37th General Conference (GC) approved the realization of a 2014 international conference of states in Addis Ababa to discuss and adopt the revised text of the Arusha Convention. The 37 G/C approved work toward a global convention for the recognition of diplomas & degrees. UNESCO Office in Bangkok set up a working group tasked to produce guidelines for the establishment of national information centres to support the implementation of the Asia-Pacific convention on the recognition of higher education qualifications. In late 2013 UNESCO and the ENIC/NARIC Networks launched work to create a new "UNESCO Regions" section in the ENIC Naric Network's website. The UNESCO Portal on Higher Education Institutions now includes information from 45 member states. UNESCO's partnership with ICDE, Sloan-C, IAU, EU to conduct a global survey of distance and online learning at world-wide higher education institutions produced a feasibility study and the preliminary design of a global website. 16 universities are currently participating in the initiative</p>

Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)	
Programmed	Attained
	"Inclusion in Higher Education in Chile" led by Universidad Santiago de Chile and overseen by the Santiago Regional office. The Brain Gain Initiative (BGI), a UNESCO/HP partnership, was successfully implemented in 19 African higher education institutions. Overall objective was to create the first African university grid as a tool to strengthen regional and global scientific collaboration and research for development in Africa and the Middle East. An external evaluation was conducted and end of project meeting was held at HQ in September 2013. Collaboration with the diaspora was greatly enhanced and outcomes of this project were substantial: 16 doctorates (PhD), 24 master's degrees, 1 bachelor's, 19 publications in scientific or technical journals; 35 publications in conference proceedings; 4 book chapters, and one book, 72 presentations at conferences, press conferences, seminars or colloquia, 86 courses, course sections, seminars or workshops. The UNESCO-China-Africa Tripartite Initiative to enhance collaboration and academic exchange between higher education institutions finalized with a meeting held at HQ where best practices and ideas for further collaboration were presented. A final report on the project was produced.
PI: Number of countries supported by UNESCO that have developed quality assurance systems and other accountability tools B/b: - 10% increase	During the biennium more than thirty countries received direct technical support and policy advice from UNESCO (HQ, regional offices and IESALC). These countries included, among others, Afghanistan, Cambodia, Ecuador, El Salvador, Haiti, Senegal, Seychelles, South Sudan, Vietnam, etc. The Global Initiative for Quality Assurance and Capacity (GIQAC), financed by the World Bank, and the Republic of Korea for the Caribbean, was implemented by UNESCO between 2007 and 2012. The project focused on capacity building and worked in cooperation with 7 regional quality assurance (QA) networks. At the end of the project, UNIVERSALIA Ltd. was contracted to undertake the external evaluation of GIQAC. In December 2013, an information meeting was held at HQ to share with the QA networks the main findings (18) of the evaluation. Both the external evaluation results and the QA network representatives underscored the high importance of QA in higher education and the need for continued support in this area. Seventeen Caribbean countries' accreditation bodies are participating and benefiting from the Caribbean Area Network for Quality Assurance (CANQATE) with the support of UNESCO Kingston. Around 10 core groups in Quality Assurance have been established to strengthen QA capacities at national level. A high-level experts' workshop on Cross-Border Higher Education was held at HQ on 16 December 2013. The workshop brought together 20 experts from regional QA networks. The participants discussed the benefits of cross-border HE, identified the existing challenges and recommended the further implementation and update-as needed-of the OECD/UNESCO Guidelines for Quality Provision in Cross-Border Higher Education. In the last year of the biennium, scoping studies in QA were concluded for Africa, Arab States and the Caribbean. They are still ongoing in East Europe and Central Asia. These studies were aimed at assessing the status of QA organizations, the impact of QA and at designing a generic plan for future action.
PI: Global policy debates on critical issues in higher education enriched B/b: - 2 global fora on key policy challenges in higher education - 2 UNITWIN networks initiated on global higher education research trends - All UNESCO chairs reviewed	The 2013 UNESCO book on "Rankings and Accountability in Higher Education: Uses and Misuses" was well received by the higher education community and is currently being translated into French and Chinese. Numerous public fora (workshops and international conferences) were carried out during the biennium to discuss critical issues of interest in the different regions. Some examples include: the policy fora carried out by offices in Rabat and Beirut in collaboration with Doha; four technical meetings organized by UNESCO Santiago on the topic of exclusion in Chile as well as two seminars on Access to Higher Education; the UNESCO-APIED meetings organized in China and Malaysia; UNESCO Bangkok organized the 11th and 12th Sessions of the Regional Committee on the Recognition of HE Qualifications in conjunction with 2 regional seminars on NICs and NQF in 2012 and 2013; UNESCO Kingston supported 2 CANQATE meetings attended by the 20 countries and over 70 participants. UNESCO Chairs around the world have been actively networking and sharing knowledge. Interaction among UNESCO Chairs has been facilitated by National Commissions through the organization of annual meetings of their respective UNESCO Chairs (Spain, France, Canada, Cuba, etc). Collaboration between Chairs and UNESCO is being strengthened. One example is the meeting of UNESCO Chairs in Higher Education organized by IESALC in Quito in 2013. A shorter timeline for processing new Chair proposals was implemented. The 2013 applications were processed within a 6-month period. Between 2012 and 2013, 26 inactive Chairs were closed and removed from the UNITWIN Portal. 76 new Chairs and 1 UNITWIN were established in 40 member countries on priority areas such as ESD, teacher education and training, water, climate change and environment development and culture of peace and human rights. As of Dec 2013, the UNITWIN program counted 783 chairs and 67 networks, representing over 800 institutions in 134 countries.

Cost-effectiveness/efficiency measures for this Main Line of Action

The programmes have been carried out with the lowest possible cost. UNESCO has shared the costs of most of its activities with partners. Very little was spent on staff travel and virtual meetings and online discussions were used to its maximum and effectively both with our field colleagues and our programme partners. Adjustments were made in our course of action whenever required to keep within our resources in the most effective way


Cost-effectiveness/efficiency measures for this Main Line of Action

possible. Therefore, results were obtained with utmost efficiency in terms of financial costs, but the lack of funding has placed significant burden on the abilities of the programme staff to work at odd hours and against tight time frame.

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


Regular Programme ¹ : staff and operational budget		Extrabudgetary resources ¹
Allocation 2012-2013: US\$ 2 042 020	Expenditure % 2012-2013: 96%	Expenditures 2012-2013: US\$ 46 153 972

¹The budgetary information regards unaudited figures and for extrabudgetary resources include Emergency Funds.

36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
 ER 7: Capacities in Member States strengthened to integrate a holistic vision of education for sustainable development, including climate change education and education for disaster preparedness and risk reduction, into educational policies, development plans and programmes	<p>RESULTS</p> <p>DESD Advocacy, Coordination and Monitoring in order to integrate a holistic vision of ESD into educational policies, plans and programmes</p> <p>Education for Sustainable Development (ESD) - the reorientation of education to fully integrate the principles of sustainable development - has demonstrably moved up the international agenda in the reporting period and has gained more prominence at regional and national level. The presence of ESD at the international level and in policies of Member States continues to grow. While it is naturally not always easy to determine the precise share of the credit that goes to UNESCO, there is clear evidence of the overall trend: UNESCO has contributed to setting the ESD agenda within the UN and vis-à-vis other partners.</p> <p>At the international level, evidence of this includes significant references to ESD in the outcome document of the UN Conference on Sustainable Development (2012, Rio de Janeiro, Brazil). Among other things, Member States committed at the Rio+20 conference to continue and strengthen ESD beyond the end of the UN Decade of ESD (DESD, 2005-2014), for which UNESCO is the lead agency. The importance of ESD for progress towards sustainable development was one of the main messages UNESCO took to the Rio+20 conference (through side-events, position papers, etc.).</p> <p>Education and more specifically ESD also play a noticeable role in the ongoing consultations on the global post-2015 agenda. In a number of the UN-coordinated 11 thematic consultations on the post-2015 agenda, which took place in 2012 and 2013, education and ESD were referred to as important elements. Most significantly, a separate strand of the thematic consultation on environmental sustainability was dedicated to ESD as a key driver of environmental sustainability. In a similar vein, the prioritization of educating for global citizenship in the UN Secretary-General's Global Education First Initiative also shows that the issue of making education relevant for today's world is gaining momentum.</p> <p>As lead-agency for the DESD, UNESCO launched at Rio+20 the second of three reports on the DESD, Shaping the Education of Tomorrow, with a special focus on learning processes and pedagogical innovations conducive to ESD. The report showed how ESD is increasingly seen by Member States and other stakeholders as an important component of quality education and an educational approach that addresses the relevance of education in the light of the challenges of today's world. Substantial data collection for the compilation of the third and final report on the DESD was undertaken during 2013, including an online survey. Almost 70 Member States responses and over 390 responses from other stakeholders were received for the final report questionnaire. The final report will be launched during the UNESCO World Conference in 2014.</p> <p>A further indication of the growth of the importance of ESD both at international and national levels is the large demand and positive feedback for UNESCO's ESD materials. The 2012 report on the DESD has been downloaded over 9,000 times. The 2012 DESD report was also distributed by the Secretariat of the Rio+20 conference via Twitter to 23,000 followers. A number of requests for translation of several ESD publications have been received.</p> <p>The ESD website continues to remain among the top 5 websites consulted on the Education portal during the reporting period (with more than 285 000 pages viewed in English, and more than 294 000 pages viewed for the 3 other languages of the website - French, Spanish and Arabic). In addition, ESD is accessed through the web pages of many Field Offices (as well as some National Commissions), offering contextualized ESD information and resources for Member States in relevant regions and clusters. UNESCO work with media professionals on ESD at country level, in particular in Africa and South-East Asia, as well as at the global level in the context of the preparation of the 2014 World Conference, has contributed to increased visibility for ESD.</p> <p>In order to prepare for the follow-up to the DESD after 2014, during spring 2013, UNESCO organized 6 regional consultations to collect positions on the development of a post-2014 ESD programme framework. In addition to the regional consultations, Member States and other stakeholders were given the opportunity to provide input for the post-2014 framework via an online survey. On the basis of the consultations, the text of the Global Action Programme on ESD was developed, submitted to and endorsed by the UNESCO governing bodies in autumn 2013. The high interest in the consultations is a further indicator of the increased importance accorded to ESD. Almost 100 official Member States responses and almost 600 responses from other stakeholders were received to the online questionnaire. The results of the ESD post-2014 online survey and regional consultations show that there is strong support for the idea to single out a limited number of priorities for a post-2014 ESD framework, and focus on action and scaling up, while also stressing the need to conceptualize the framework in a way that is inclusive of all stakeholders and allows for a certain amount of continuity of DESD activities.</p> <p>Requests to UNESCO Field Offices from Member States regarding specific support on ESD have increased during the reporting period, as has the number of applications for ESD projects under the Participation Programme.</p>

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	<p>Interest has also grown for the UNESCO World Conference on ESD (10-12 November 2014, Aichi-Nagoya, Japan), which will mark the end of the DESD and is expected to launch the future ESD programme. Preparations of the World Conference have been accelerated through various activities, notably through the holding of several meetings of the Conference Taskforce and of the International Steering Group. As evidenced by the requests for information UNESCO receives, the visibility of the UNESCO World Conference on ESD in 2014 continues to increase and attract interest of various stakeholder groups, in particular since the launching of the ESD World Conference website (www.unesco.org/new/en/esd2014), which has had more than 57 580 pages viewed in the last quarter of 2013.</p> <p>Climate Change Education for Sustainable Development and Disaster Risk Reduction Climate change is one of the greatest challenges to sustainable development and education is increasingly seen as a way to mitigating and adapting to this challenge, including through disaster risk reduction (DRR) measures. In response to growing requests from Member States, UNESCO significantly enhanced its support on Climate Change Education for Sustainable Development (CCESD) and DRR in the reporting period.</p> <p>Positive feedback from beneficiaries has been received on UNESCO's country level capacity building on integrating CCESD and DRR into education, in particular teacher education and curricula, and the mobilization of ASPnet schools in these fields. Progress has been made in the regions and at country level in integrating ESD into education, frequently with a focus on CCESD and DRR, depending on national priorities. Some examples include: over 100,000 students in Guatemala developed graduation projects on ESD; 2,000 teachers and 500 literacy trainers in Latin America trained in ESD; over 150 teacher tutors, teachers, inspectors, rectors, curriculum developers and trainers trained on CCESD in Mauritius; policy makers from 14 Western African countries trained in ESD; development of ESD national strategies in 3 Southern Africa countries; support to teacher training institutions in 7 countries in the Arab region; growing numbers of sustainable school activities in China and Indonesia. (For more examples, see the regional output reports.)</p> <p>In the second half of 2013, UNESCO cooperated with the Earth Charter Centre for ESD in the organization of a series of webinars on ESD, covering different topics such as ESD at primary and secondary level, ESD and higher education, non-formal ESD, clarification of the ESD concept and the future of ESD beyond the Decade. Almost 300 persons joined these webinar series.</p> <p>A particular success during the reporting period has been the implementation of a major project to integrate ESD into education in Viet Nam, which is funded by the private partner Samsung and implemented in close partnership with the Government of Viet Nam. The two-year Samsung-UNESCO project in Viet Nam aims at developing, piloting and disseminating open-licensed teacher training materials on ESD, focusing on climate change and DRR, and also on biodiversity. Each of the pilot schools participating in the programme is in the process of formulating a school DRR and climate response plan in collaboration with the local community.</p> <p>UNESCO's CCESD materials continue to generate positive feedback, including requests for translation and adaptation. For instance, materials on CCESD developed within the framework of the Sandwatch project have been disseminated to most of the 17 countries of the Caribbean Cluster. The UNESCO CCESD teacher education course has been translated into Spanish by stakeholders in the Dominican Republic. The online UNESCO CCESD clearinghouse, which makes available hundreds of materials, has facilitated knowledge and experience sharing regarding good practices on climate change and ESD.</p> <p>As the greening TVET agenda is becoming increasingly important in the light of climate change, UNESCO ensured that ESD had a presence at the World Congress on TVET in Shanghai, China, in May 2012. Furthermore, a tool has been developed to support TVET institutions in the SADC sub-region on 'greening TVET'. Another example is a workshop on Greening TVET, organised in coordination with the Instituto Nacional de Aprendizaje (INA) of Costa Rica, which brought together TVET institutions from Mexico, Guatemala, Honduras, El Salvador, Nicaragua, Colombia, Brazil and Uruguay. Additionally, during the 8th Youth Forum prior to the 37th General Conference, a capacity building session on ESD, green skills and TVET was organized.</p> <p>Together with UN partners, UNESCO has successfully supported the integration of education into climate change mitigation and adaptation activities in the follow-up of COP 18 in Doha, Qatar. The new Doha Work Programme on Article 6 of the UNFCCC, to which UNESCO made significant contributions, provides an important basis for future CCESD work. UNESCO is an active member of the UN Alliance on Education, Training and Public Awareness on Climate Change, launched at COP 18.</p> <p>Collaboration with other UN partners has proven very fruitful at international, regional and national levels. For instance, in Latin America and the Caribbean, UNESCO is coordinating its activities with other UN agencies and international NGOs through the regional inter-agency cluster on DRR in the education sector. Through its different activities in this area, UNESCO has managed to position itself as a key player in DRR and education in the region.</p> <p>Addressing Biodiversity through ESD Addressing biodiversity through ESD gained considerable recognition through UNESCO's ongoing collaboration with the Secretariat of the CBD in pursuit of the first Aichi target on Biodiversity, which aims to ensure that 'by 2020 at the latest, people [be] aware of the values of biodiversity and the steps they can take to conserve and use it sustainably'. UNESCO actively participated in discussions and events related to Communication, Education and Public Awareness activities around biodiversity during the 11th Convention on Biological Diversity Conference of Parties in Hyderabad (India). It organized several side events with its partners. Notably, the International Conference on Biodiversity and Education for Sustainable Development, organized by the Centre for Environment Education India, UNESCO and other agencies, produced an outcome document which was presented jointly by the Indian Minister of Environment and Forests and French Minister of Environment to the Executive Secretary of the Convention on Biological Diversity. This document is providing the basis for developing an educational strategy to support the Aichi biodiversity targets.</p> <p>At the practical level, commitments regarding follow up activities were made by the participants of the UNESCO International Biodiversity Learning Workshop: Multiple Perspective Approaches to Biodiversity Education, which took place at UNESCO in May 2012, organized by UNESCO in cooperation with the Secretariat of the Convention of Biological Diversity. Participants included ASPnet teachers and coordinators from Indonesia, Lebanon, Turkey, Namibia, Peru and Brazil, as well as from several NGOs and UN partners. Follow-up activities included teacher training workshops as well as the development of learning materials. A number of ESD stakeholders pilot tested the draft ESD Multiple Perspective Tool on biodiversity, including UNESCO Etxea Centre in the Basque country, schools in Indonesia, Italy and Slovenia, as well as ASPnet schools in Lebanon and Peru.</p> <p>A video animation clip on biodiversity education was produced in English, French and Spanish, and resulted in considerable interest from teachers and educators. It is a very successful</p>

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	<p>video, viewed over 11200 times in English, 7400 in French and 29900 in Spanish (as of January 2014). This has led to offers to translate the script of the video into Italian, Slovenian and Hindi, to use the video as a teaching resource, to screen it on some television channels, and to post it on different websites (including FAO's).</p> <p>A number of the activities mentioned, and various biodiversity ESD materials developed, as well as the identification of over 240 biodiversity learning materials have provided inputs and reference documents for the ASPnet in Action web platform on biodiversity launched in 2013. As part of the platform, four "120 minutes for Biodiversity" webinars were held.</p> <p>CHALLENGES AND LESSONS LEARNT</p> <p>DESD Advocacy, Coordination and Monitoring for integrating a holistic vision of ESD into educational policies, plans and programmes</p> <p>As the end of the DESD in 2014 is approaching and the global community prepares for a new global agenda beyond the 2015 target date of the MDGs, it is critical to have a solid Global Action Programme in place, as follow up to the DESD, and at the same time ensure that ESD is integrated fully into the post-2015 framework.</p> <p>As the ongoing review of the DESD by UNESCO has shown, for successful follow up to the DESD it will be important to build on the successes of the DESD and focus on the scaling up of ESD action. The consultations UNESCO has undertaken on the future of ESD have shown that in order to be able to scale up ESD action a limited set of priority action areas will be helpful. The Global Action Programme on ESD, which was endorsed by the 37th General Conference and will be transmitted to the UN General Assembly, proposes as crucial leverage points to generate ESD action: integration of ESD into policies; whole-institution approaches to ESD; building the capacities of educators in ESD; supporting youth through ESD; supporting local sustainable development processes through ESD.</p> <p>In terms of strategic direction, it will be important for the future of ESD to integrate ESD into education policies and practices as well as into policies and practices in sustainable development. ESD should not be seen as a separate agenda but on the one hand as an integral element of quality education and as a means to accelerate progress towards sustainable development on the other. This will be among the main messages of the World Conference on ESD in 2014. This dual strategy will ensure the sustainability of ESD interventions, and it will also help to address a number of challenges in the implementation of ESD activities stakeholders often refer to. These include coordination between different actors at the global, regional, sub-regional, national, sub-national, and local levels (including interministerial and intersectoral coordination), as well as lack of funding for ESD. In order to integrate ESD fully into education and into sustainable development, it will be, moreover, important to produce solid evidence on what works in ESD and carefully document and analyze the outcomes of ESD interventions.</p> <p>Multiple actors are involved in ESD related activities in countries and it is a challenge to keep abreast of the diverse initiatives and make strategic linkages. Understanding that ESD related work goes beyond the education sector, closer coordination and collaboration with other sectors, other relevant UN agencies as well their local partners has been sought. In particular, key target groups for UNESCO's ESD work have been policy and decision makers as well as teacher educators. Given the resources available, this has proven to be a successful focus. At the same time, it should be considered to expand activities with youth, as this would tangibly increase the impact and the visibility of UNESCO's ESD activities.</p> <p>The three themes of climate change, disaster risk reduction and biodiversity have proven useful if and when they have been seen as entry points into the wider, holistic ESD agenda. The holistic concept of ESD (which considers the various dimensions of sustainable development in an integrated manner) sometimes remains a challenge when putting ESD into practice. Many teachers and educators tend to focus on the environmental aspects, while not always making the link to economic and social issues. Other challenges include acceptance of programmes by the governments, stakeholders' management, as well as convincing partners and communities of the importance of various issues/components of projects.</p> <p>Focusing on both advocacy for ESD and concrete technical support to Member States has proven successful. Regarding advocacy, not only the strategic positioning of ESD vis-à-vis the education and the sustainable development agendas, but also the increased use of easily accessible and understandable messaging, such as through journalistic 'ESD stories', has paid off.</p> <p>Climate Change Education for Sustainable Development and DRR</p> <p>UNESCO's work at country level has shown that there is a continued need for concrete technical assistance regarding CCESD and DRR. The Rio+20 process, among others, has shown that this concrete work needs to be complemented by advocacy activities at the international level in order to generate long-term support for concrete activities on the ground. As UNESCO concentrates on pilot projects, a clear strategy for rolling out and scaling up these pilots will have to be an important component of future CCESD work. Moreover, UNESCO has been approached by UN partners who would like to replicate the activities in other countries. Furthermore, the good results achieved have led to significant additional extrabudgetary funding.</p> <p>The country level work carried out in CCESD and DRR has shown that the long duration of consultation processes that are needed to ensure full participation and ownership of all relevant national and local partners must be taken into account. This is also crucial in order to ensure the sustainability of the interventions.</p> <p>In the light of the need to integrate ESD into sustainable development agendas (see above), the Doha Work Programme on Article 6 of the UNFCCC and the UN Alliance on Education, Training and Public Awareness on Climate Change offer good vehicles for advocacy on CCESD. The collaboration with UNICEF on integrating DRR into the curriculum has proven very fruitful so far since expertise and outreach capacity of the two organizations complement each other.</p> <p>UNESCO's active involvement with the inter-agency platforms on climate change - including UN Joint Initiative for Children, Youth and Climate Change (coordinated by UNFCCC), CC: Learn (coordinated by UNITAR) and the High-Level Committee Programmes (HLCP) Working Group on Climate Change (coordinated by the UN Chief Executives Board (CEB) in New York) and the UN Alliance on Climate Change Education, Training and Public Awareness - as well as the organization of advocacy and outreach activities in international fora have raised the visibility and recognition of UNESCO's work in the area of climate change education.</p> <p>Similarly, UNESCO is the secretariat and co-chair of the thematic working group of the ISDR entitled "Global Alliance for DRR knowledge and education" and supports the international work on Priority 3: Use knowledge, innovation and education to build a culture of safety and resilience at all levels, of the Hyogo Framework for Action.</p> <p>Addressing Biodiversity through ESD</p> <p>UNESCO is in a unique position to provide leadership in biodiversity education and learning on the basis of its work on ESD. This has been recognized by several Biodiversity</p>

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	<p>Conference of Parties decisions, as well as by the Secretariat of the Convention on Biological Diversity and other UN agencies. Feedback from various meetings and workshops, as well as from UN partners shows that UNESCO's contribution to biodiversity within ESD is highly valued and in much demand. Stakeholders (in particular teachers and educators) have been extremely appreciative of the actions taken by UNESCO in biodiversity education and the learning materials on biodiversity developed.</p> <p>However, lack of resources has often not made it possible for UNESCO to act accordingly at the country level. Increasing the country level activities, possibly through partnerships, will be one of the important ways forward in biodiversity and ESD. The linking of biodiversity education actions to UNESCO sites (Biosphere Reserves, World Heritage sites) has proven fruitful and has been well appreciated by countries and stakeholders. They are areas where formal, non-formal and informal learning for biodiversity conservation can be combined and where significant buy-in can be obtained from local stakeholders. Through a set of ESD stories focusing on Biosphere Reserves, the wide diversity of ESD approaches and initiatives taking place in different sites is being illustrated.</p> <p>Programme implementation/cost-effectiveness measures Implementation of the ESD programme in the reporting period has been framed both by limited available Regular Programme resources and continued support by key partners in ESD, including through extrabudgetary resources. Consequently, a way to maximize impact is to combine UNESCO's leadership and expertise in ESD with the expertise and outreach capacity of other stakeholders through joint projects or other partnership modalities. A number of the above-mentioned results have been achieved in this manner. Key partners in this regard have included dedicated Member States, including their National Commissions, selected UN agencies, non-governmental organizations, teacher education institutions, as well as experts from academia. In the future, groups that should be approached and involved more systematically are the private sector, local authorities, media, and youth.</p> <p>UNESCO made every effort to implement activities as planned, despite the adjustments and challenges linked to addressing the current financial situation. Field Offices came up with different measures and arrangements to ensure cost-effectiveness. For example, some mobilized local resources to support activities, while close communication and mutual support between ESD colleagues at global, regional, cluster and country level helped to make full use of available resources. In a number of cases, a way to maximize impact was to combine UNESCO's limited resources with those of other UN agencies and organizations through partnerships and co-organization of activities and events. In light of the financial situation, several activities were complemented by extrabudgetary funds, others were revised and different implementation modalities were explored.</p> <p>CONTRIBUTION TO C/4 OUTCOME The various activities have substantially contributed to the implementation of the C/4. Bringing together education and sustainable development, ESD is an important element in the work of UNESCO, as evidenced by the work around Rio+20. The various activities reported on made significant contributions to enhancing the quality of education through making it more responsive to today's challenges and to accelerating progress towards sustainable development. While important contributions have been made to the work of UNESCO in Education, ESD also contributes to progress in other Major Programmes of UNESCO and indeed can serve as a catalyst for cross-sectoral collaboration.</p>									
	<p align="center">Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)</p> <table border="1" data-bbox="423 887 2190 1262"> <thead> <tr> <th data-bbox="423 887 1167 932">Programmed</th> <th data-bbox="1167 887 2190 932">Attained</th> </tr> </thead> <tbody> <tr> <td data-bbox="423 932 1167 1023"> PI: Number of countries supported to develop policies, plans and programmes on climate change education for sustainable development B/b: 10 countries </td> <td data-bbox="1167 932 2190 1023"> 39 countries supported (Africa - 6; Arab States -5; Asia Pacific -11; Latin America & Caribbean - 15; Europe North America - 2) + analysis of Climate Change Education for Sustainable Development (CCESD) in the curriculum of 14 SADC countries and 1 LAC regional CCESD programme developed </td> </tr> <tr> <td data-bbox="423 1023 1167 1142"> PI: Number of countries supported to address biodiversity and disaster preparedness issues through ESD in educational policies, development plans and programmes B/b: 20 countries </td> <td data-bbox="1167 1023 2190 1142"> 59 countries supported (Africa - 22; Arab States -5; Asia Pacific - 13; Latin America & Caribbean -15; Europe North America - 4) </td> </tr> <tr> <td data-bbox="423 1142 1167 1262"> PI: Number of teacher training institutions that have incorporated ESD modules and principles to promote innovative learning and teaching to address climate change, biodiversity and disaster preparedness B/b: 20 teacher training institutions </td> <td data-bbox="1167 1142 2190 1262"> More than 80 teacher training institutions in 54 countries </td> </tr> </tbody> </table>		Programmed	Attained	PI: Number of countries supported to develop policies, plans and programmes on climate change education for sustainable development B/b: 10 countries	39 countries supported (Africa - 6; Arab States -5; Asia Pacific -11; Latin America & Caribbean - 15; Europe North America - 2) + analysis of Climate Change Education for Sustainable Development (CCESD) in the curriculum of 14 SADC countries and 1 LAC regional CCESD programme developed	PI: Number of countries supported to address biodiversity and disaster preparedness issues through ESD in educational policies, development plans and programmes B/b: 20 countries	59 countries supported (Africa - 22; Arab States -5; Asia Pacific - 13; Latin America & Caribbean -15; Europe North America - 4)	PI: Number of teacher training institutions that have incorporated ESD modules and principles to promote innovative learning and teaching to address climate change, biodiversity and disaster preparedness B/b: 20 teacher training institutions	More than 80 teacher training institutions in 54 countries
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 ER 8: Good quality comprehensive HIV and sexuality education delivered by Member States, promoting healthy lifestyles,	<p>UNESCO's role as a global leader in HIV and health education has been confirmed and strengthened in the past biennium, whether it be through its role as 2013 Chair of the UNAIDS Committee of Cosponsoring Organizations, or its landmark efforts to secure the commitment of Ministers of Health and Education from 21 countries in East and Southern Africa (ESA) for quality comprehensive sexuality education and sexual and reproductive health services. This success is attested to by significant extrabudgetary support from a wide range of bilateral, private sector and civil society partners, in addition to core funding received as a UNAIDS cosponsor. Notable achievements have been made across all regions in the areas of: curriculum development and teacher training for comprehensive sexuality education; upholding the rights of people living with HIV and addressing stigma and discrimination; and promoting gender equality and zero tolerance for all forms of gender based violence, including homophobic bullying in school settings. In the context of the Intersectoral Platform on HIV</p>									


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gender equality and human rights	<p>& AIDS and broader work, innovative initiatives have also been undertaken to support strengthened programming with adolescents and key populations, and to harness culture and ICTs for improved knowledge levels and access to information for young people. Projects and activities under MLA3 ER8 contribute to SPO 2 of the 34 C/4. The large majority of projects and activities contributing to MLA 3 ER8 contribute to Priority Gender Equality and/or Priority Africa, and involve targeted interventions for youth and least developed countries.</p> <p>GLOBAL LEADERSHIP IN THE AIDS RESPONSE & SUPPORT TO MEMBER STATES As 2013 Chair of the UNAIDS Committee of Cosponsoring Organizations, UNESCO convened a series of interagency meetings involving the Heads of Agencies and Global Coordinators of the eleven UNAIDS Cosponsoring Organizations and Secretariat. Through this role, UNESCO contributed to raising awareness among UNAIDS Member States and UN partner agencies of the key role of education in the global HIV response and in addressing other interconnected health issues. Recognizing the need for political will to drive the implementation of HIV and AIDS policies and strategies, as well as the need for education and health sectors to work together to address HIV, UNESCO spearheaded the ESA Commitment on young people's and adolescents needs and rights which aims to increase and improve comprehensive sexuality education that is gender responsive in 21 countries in ESA. A diagnostic report was produced providing evidence on the status of sexuality education and access to services for young people in the region. ESA Health and Education Ministers endorsed and adopted the commitment in Dec. 2013, and a monitoring framework to track implementation is being developed. As the secretariat of the Latin American Regional Community of Practice on Sexuality Education, UNESCO Santiago supported the participation of 15 LA countries working together to improve comprehensive sexuality education in the region. This group has evolved from a MERCOSUR focused project supported by GIZ, UNAIDS, UNFPA and UNESCO since 2007 and now includes countries from the Andean region and Central America. UNESCO Santiago and the Ministry of Education of Peru convened a meeting of the Community of Practice in Lima in August 2013, which provided the opportunity for representatives from both the health and education sectors to share information on recent advances in the areas of public policy, programme implementation, intersectoral coordination, and monitoring. UNESCO also convenes the Interagency Task Team on HIV and Education, for which the 21st and 22nd Member's Meeting and Symposia were held in London, UK in April 2012 and in Accra, Ghana in February 2013. The IATT commissioned the 2011-2012 HIV and AIDS Global Progress Survey (GPS) which aims to measure progress and trends in education sector responses to AIDS, through a focused sampling strategy in 39 countries. UNESCO published the findings of the GPS in 2013 and prepared an advocacy package including all country 39 reports and PowerPoint presentations that can be used to communicate the findings. The GPS advocates for a stronger role and more scaled-up funding for education within the overall HIV and AIDS response, and seeks to initiate discussion among stakeholders on the situation in national responses to HIV and AIDS. IATT members also commissioned and endorsed the UNESCO publication "Measuring the education sector response to HIV and AIDS: Guidelines for the construction of core indicators", published in 2013, which seeks to provide ministries of education and other education stakeholders involved in country responses to AIDS with clear guidelines on the use of core indicators to measure the education sector response to HIV and AIDS. Following regional consultations, UNESCO made recommendations for new and revised indicators to measure school health programmes, and indicator field tests were undertaken in Namibia, South Africa, Tanzania and Zambia between 2011 and 2012 with UNESCO support. In addition to the IATT on HIV and Education, UNESCO participates in numerous other interagency task teams and regional coordination mechanisms, including as 2012 Co-Chair of the Asia-Pacific Interagency Task Team on Young People from Key Populations, and takes an active role on the International AIDS Society's Conference Coordinating Committee and in preparations for the 2014 International AIDS Conference in Melbourne. UNESCO regularly provides support to Member States for the development or review of national strategies and policies on HIV, health and education, including for the Uzbekistan National Strategic Program on HIV (2012-2016), the Cambodia Strategic Plan on Education and HIV response (2014-2018), the National AIDS Spending Assessment for Thailand, and the Iraq national HIV and AIDS strategy. A review of Asia-Pacific National AIDS Strategic Plans (NSPs) is being undertaken to assess the integration of young people, including those from key populations. UNESCO's HIV and AIDS Clearinghouse, also continues to provide in- and cross-country support for evidence-informed interventions through a comprehensive knowledge base and information exchange service for the development of effective HIV and AIDS policies, programmes and advocacy within the education sector. In the past biennium, 800 new resources have been added to the collection and disseminated via RSS feeds to over 24,000 subscribers and, most recently, via Twitter feed.</p> <p>CURRICULUM DEVELOPMENT & TEACHER TRAINING In AP, a number of training and capacity building initiatives were undertaken to build country capacity for effective responses to HIV. In China, the Student Reference Book on Sexuality Education was revised and a teacher training workshop in Yunnan was held in 2012. A partnership was forged with the Institute of Sexuality and Gender Studies of Beijing Forestry University on a project using films to teach sexuality education. In Indonesia, capacity building was conducted with the Directorate General of Correctional Institute to deliver comprehensive sexuality education for youth in juvenile detention centres. In Mongolia, capacity building trainings were provided to 164 health teachers from secondary schools and TVET centers. In Pakistan, partnership and coordination among various stakeholders, especially the Departments of Education and Health were strengthened, through the provision of advocacy seminars at national and provincial levels which led to the training of over 750 lead trainers and teacher educators. In Cambodia, the Interdepartmental committee on HIV and Drugs (ICHAD) organised the roll-out of national, provincial and district training courses for trainers, teachers, and non-formal education officials. Work in Eastern Europe and Central Asia (EECA) focused on enhancing teacher training systems for the provision of good quality prevention education. In Ukraine, an internet based teacher pre- and in-service training course on HIV prevention and sexuality education was developed and tested. In Kazakhstan, Kyrgyzstan and Tajikistan, 175 educational institutions were equipped with an interactive e-course "Building knowledge about HIV and AIDS" and a manual was developed for pedagogical universities. In Ukraine, "Basics of Health" textbooks were developed for Grades 1-3, endorsed by the MOE and disseminated across the country. An assessment was undertaken in cooperation with the UNFPA on the status of HIV prevention and SRH education in ten EECA countries, and the results were published in a report "Prevention Education in Eastern Europe and Central Asia: a review of policies and practices" with a view to continuing evidence-based policy dialogue with national Ministries of Education on stronger integration of HIV and SRH education in national curriculum. In ESA, in collaboration with UNFPA and UNICEF, UNESCO commissioned work to undertake a review of current HIV prevention curricula in the ten countries: Malawi, Zimbabwe, Mozambique, Uganda, Namibia, South Africa, Kenya, Swaziland, Lesotho, Botswana. The aim of the curriculum scan was to assess the content, quality, and delivery methods of</p>

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	<p>sexuality education (SE) curricula in ten ESA countries so as to guide upcoming curriculum revisions while ensuring that new curricula are designed to empower young people to protect themselves from HIV and poor reproductive health outcomes. The results of the scan have been made into a publication which will be a useful resource and benchmark for the status of curricula in the ESA region. A training manual was developed that will be used as a tool for the Training of Trainers on comprehensive sexuality Education in the ESA region. Furthermore, a peer review team was established to review the newly developed sexuality education curricula in Zambia, Tanzania, Uganda, Lesotho and South Sudan to ensure that they are designed to reduce risk taking behaviors amongst young people. UNESCO, UNFPA and UNICEF also trained 355 curriculum developers and consultants from 20 countries in the region.</p> <p>In WCA region, UNFPA, UNESCO, IPPF and UNAIDS launched a diagnostic report on the state of sexuality education across WCA countries, with results expected by the end of 2014. To analyse the status of sexuality education at school, the Sexuality Education Review and Assessment Tool (SERAT) was concluded in 12 countries (Cameroon, Cape Verde, CAR, Chad, Congo, Equatorial Guinea, Gabon, Ghana, Liberia, Mali, Nigeria). Drawing on SERAT method, the International Bureau of Education assessed curricula, quality of materials and pedagogical approaches used in the CEMAC region, and the countries subsequently developed draft pedagogic modules for teachers to improve delivery and enhance life skills development, while DVDs and radio programmes were made available to train teacher trainers, teachers, NGOs and peer educators. The sexuality education assessment tool ("C-SERAT") developed with IPPF for civil society programmes was also pilot tested and finalized. To reach out-of-school vulnerable young people and under 18, sexuality education was also delivered through non formal education (3750 educators trained in Nigeria and Senegal) and peer education (676 trainers and peer educators trained in Cameroon and Mali). A new reader intended for young parents was developed in Ghana, and draft Youth and Adult HIV & AIDS Sexuality Education Training Modules for Facilitators of Non-Formal Education in Nigeria. A research project initiated in partnership with NGOs analysed the content of anonymous calls to AIDS help lines in six to seven Western African countries. Another research project focused on the content of SMS sent to an anonymous support service providing advice in SRH in Senegal. Results will be used to inform the development of new curricula and support services for young people.</p> <p>In the MENA region, UNESCO Rabat designed a training module for in-service teacher training in secondary education with the aim of reinforcing the capacity of teachers in the four countries (Algeria, Morocco, Mauritania and Tunisia) to deliver HIV and AIDS education through the adaptation and piloting of SRH/STI/HIV/AIDS modules, with particular emphasis on gender and human rights. In addition to this training module, the proceedings of a symposium on the promotion of health education, especially SRH, HIV/AIDS prevention and addictive behaviors were circulated to the Maghreb countries. In Lebanon, building on the production and dissemination of the School Health Educators (SHE) teaching aid/manual on SRH and HIV education and nine training workshops organized throughout Lebanon on interactive teaching and learning approaches on life skills, UNESCO organized five orientation sessions for secondary school directors in the public system in the aim of raising their awareness on youth SRH and the importance of SRH and HIV education at schools.</p> <p>In LAC, UBRAF activities in Mexico, Brazil, Kingston, Havana and Quito have focused on addressing some of these needs through orientation sessions capacity building workshops, materials production, and advocacy. Quito's Andean Teacher Training School has been working with small groups of teachers in the cluster countries to increase capacities both in the classroom and the curriculum review process. In cooperation with Brazilian Ministries of Health and Education, UNESCO's Brasilia office has developed a new methodology to train teachers and other education professionals in subjects related to education on sexuality, and is working with the Dakar Office to adapt the methodology for Cape Verde. Work is also ongoing with SERPRO, a Brazilian federal government institution, to develop a platform course for distance learning education for teachers and health professional on youth, sexuality and HIV prevention. Offices in Mexico and Lima provided support for ongoing curriculum reform efforts, in coordination with other UN and cooperation agencies at national and regional level. In the Caribbean, work undertaken by the Havana Office has focused on review of the content of teacher training programmes, and in Dominican Republic, physical education teachers received support to increase their understanding of HIV and AIDS.</p> <p>SUPPORTING THE RIGHTS OF PEOPLE LIVING WITH HIV (PLHIV), INCLUDING POSITIVE LEARNERS & TEACHERS, AND ADDRESSING PUNITIVE LAWS, STIGMA AND DISCRIMINATION</p> <p>UNESCO supports Member States to strengthen national care, protection and support systems for people living with HIV, and to ensure that the needs and rights of teachers and learners living with HIV are addressed in school settings. In 2012, in collaboration with the Global Network of People Living with HIV, UNESCO published "Positive Learning: meeting the needs of young people living with HIV (YPLHIV) in the education sector". The publication is a landmark attempt to articulate the role and responsibilities of the education sector in supporting young people who are living with HIV to realize their personal, social and educational potential.</p> <p>In EECA, UNESCO has supported Member States in the development of policy recommendations and frameworks to support and protect HIV positive learners and workers from discrimination (Belarus, Kyrgyzstan, Russia, Ukraine, Tajikistan). It is expected that national HIV policy recommendations will be followed in more than 100,000 educational institutions in EECA over the next years. UNESCO also continued to provide technical assistance for a large European Union/Global Fund project which seeks to improve access to HIV prevention and integration of children living with HIV and AIDS in Ukrainian schools, resulting in the delivery of basic health education at primary levels and the development of textbooks and teacher training capacity building programmes. UNESCO cooperated with MASHAV (Israel's Agency for International Development Cooperation) to promote approaches to protect learners living with/affected by HIV from discrimination: 24 specialists from 8 EECA countries and Mongolia benefited from the training. In Kazakhstan, UNESCO supported the production of documentary films about people living with HIV, which have been screened in educational institutions and used to train journalists in Kazakhstan and Armenia to improve their understanding of the role of mass media in elimination of stigmatization and discrimination against people living with HIV. UNESCO also provided support to the "Stop Stigma" festival organized in Almaty for International AIDS Memorial day.</p> <p>In AP, a review of legal and policy issues which shape young people's access to HIV and SRH services was commissioned, in collaboration with UNFPA, UNDP and other partners. The review was launched at two intergovernmental meetings in the region, reaching over 300 policymakers from 40 countries. A film was made to highlight the issues covered in the report, and has received significant attention on social media. UNESCO and UNICEF also provided support to the Asia Pacific Network of People living with HIV to produce the report "Lost in Transitions: Current issues faced by adolescents living with HIV." The report draws on formative research in 5 countries in the region, and a regional consultation. It includes critical recommendations for steps the education sector should take to improve the retention and health and well-being of positive learners.</p> <p>In West and Central Africa, to develop capacities to formulate policies supporting teachers living with HIV (TLHIV), the HIV workplace policy was adapted to the needs of WCA countries -</p>

36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
	<p>in consultation with PLHIV, MoEs and teacher unions from 13 WCA countries - and shared with stakeholders, including ILO and UNPD, to validate it. The regional Teachers Living with HIV (TLHIV) network in WCA provided technical assistance and share good practices with new TLHIV networks in Ghana, Guinea Bissau, Mali and Senegal.</p> <p>PROMOTING GENDER EQUALITY AND ZERO TOLERANCE FOR GENDER-BASED VIOLENCE, INCLUDING HOMOPHOBIC BULLYING IN SCHOOL SETTINGS UNESCO's work on HIV and health education involves a significant gender equality component, including work to address gender-based violence, which is understood to include psychological and physical violence aimed at women, men, girls and boys who are perceived to exhibit gender non-conforming behavior. In 2012, UNESCO published the 7th booklet in its "Good Policy and Practices in HIV and Health Education" series, on "Gender Equality, HIV and Education." The booklet presents new thinking and emerging research alongside a series of case studies and examples of new and time-tested programmes on the issues of gender equality, HIV and education, and the interrelation between these three aspects. UNESCO also undertook a global review of current issues and approaches in policy, programming and implementation responses to school-related gender-based violence (SRGBV) was conducted and a report has been produced to guide UNESCO responses to SRGBV. Findings and recommendations were presented to the 2013 Commission on the Status of Women. Follow up capacity-building activities for UNESCO Field Offices and partners have been conducted in ESA and the APA region. The review was also used as a critical input for an Asia-Pacific Roundtable Meeting held in November 2013 on SRGBV. The meeting, organized collaboratively with Plan International and the UN Girls' Education Initiative, brought together representatives from over 15 countries. At a country level, the Iraq Office produced an Impact Assessment Toolkit for Integrating HIV and AIDS into Literacy Programming in Iraq which sought to gather data that can be used to improve the materials that are developed for use with women and youth in literacy and non-formal education programmes in Iraq. UNESCO Almaty supported representatives of Networks/Groups of Women Living with HIV from Central Asia to participate in a UN Women training "Intersections between Violence Against Women and HIV/AIDS." In Myanmar, three train-the-trainer sessions titled "Connections: Empowering Women to Talk about Sexual and Reproductive Health" were held in 2012-2013. In the area of homophobic bullying in educational institutions, the 8th booklet in the "Good Policies and Practices in HIV and Health Education" series was published in 2012 and is titled "Education Sector Responses to Homophobic Bullying." This acclaimed publication recognizes homophobic bullying as a global problem, a violation of learners' and teachers' rights, and an impediment to the achievement of quality Education for All. In response to requests from Natcoms and member state entities, the booklet is now available in 6 languages, including a Korean version for which UN SG Ban Ki-moon wrote the foreword. In Latin America, UNESCO provided support for the production of the video "Como ir todos los dias al matadero", which gathers evidence on the reality of homophobic violence in the school setting from the perspective of students and teachers, using information from interviews, surveys and focus groups in Chili, Peru and Guatemala. In Chile and in other LAC countries, UNESCO is working with the NGO TodoMejora to develop and disseminate materials related to prevention of adolescent suicide related to homophobic bullying. In China, technical advice was provided to Aibai Culture & Education Centre for an on-line survey on homophobic bullying, and a series of publications and materials were translated into Chinese for dissemination. In Thailand, a key informant review on homophobic and transphobic bullying in educational institutions was commissioned, and provides an unprecedented look into homophobic and transphobic bullying and its effects on victims, from absenteeism to depression and even attempted suicide. Over 2,000 students participated in the study, a national stakeholder consultation in December 2013 reviewed the findings, and UNESCO has mobilised funds and partnerships to take forward action in 2014 to address the recommendations.</p> <p>HARNESSING CULTURE & ICTS TO IMPROVE YOUTH KNOWLEDGE ON HIV PREVENTION AND HEALTH Reflecting its multisectoral mandate, UNESCO's work to address HIV and health education seeks to harness cultural outlets and ICTs to improve access to quality information on HIV prevention, and broader SRH issues. This has been a key component of the work of the Intersectoral Platform on HIV, through the "Virtual Classroom" activity, which sought to increase knowledge levels and youth leadership in China, Jamaica, Zimbabwe and the Russian Federation using the platforms of social media, mobile phones and the Internet. Subsequent to a series of country level situation assessments, each country established innovative platforms using locally relevant ICT that young people themselves identified as a desirable and effective way of receiving information. For example in China, the CI and ED sectors worked collaboratively to build a partnership with Baidu (the country's largest search engine reaching 198 million people) and the Communication University of China. Through this partnership, a sub-channel called 'YouthKnows' on the popular "Baidu Knows" Q&A channel was established. In Zimbabwe, UNESCO developed a partnership with a national NGO working with university students and an international NGO that builds interactive SMS capability for health programmes. The project is currently reaching 10,000 university students in six universities with facts, data and motivational messages about sexual health and HIV. In each country, the investments in research, training and partnerships has led to the establishment of a concrete infrastructure that allows UNESCO to exploit its unique capacities in communications, culture and education to use technology to promote social development, health and knowledge. In EECA, work has had a specific emphasis on raising awareness on HIV, drug use prevention and SRH issues via the internet, social media, peer-to-peer communication and broadcasting. Over 50 youth organisations in the region participated in a joint project "ONLINE-prevention" initiated by UNESCO and UNAIDS Secretariat, and two existing web-based resources in Ukraine and Russia were redesigned with UNESCO technical and financial support. In collaboration with UNFPA, UNESCO supported a radio soap opera "City Stops" in Uzbekistan to raise young people's awareness of HIV. In Kazakhstan, UNESCO Tashkent and UNAIDS held monthly meetings ("Open Days") with mass media representatives to engage them in reporting on HIV related themes. Activities included training workshops for 120 journalists; a national contest for the best media content on HIV & AIDS; and training on theatre approach to prevention education for young volunteers. UNESCO also works to sensitize parents on the importance of comprehensive HIV prevention and sexuality education for their children. More than 200,000 parents and potential parents in Russia, Ukraine, Kyrgyzstan and other EECA countries got an opportunity to improve their understanding of adolescent physical, psycho-social and sexual development and enhance skills to communicate on sensitive issues like gender, relationships and sexuality, through access to online and printed resources developed in cooperation with PSYCHOLOGIES magazine, leading national experts and NGOs. This parent education initiative was one of the few in the region which informed parents about the benefits of sexuality education, openly discussed gender diversity and gender based violence, including homophobic bullying, and promoted gender equality, respect for human rights and non-violence. In the AP region, UNESCO supported Youth LEAD for a social media campaign, "Our Voices", which was launched in 2013 and is made by young people for young people in the Asia-</p>

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	<p>Pacific region to address emerging issues and critical knowledge gaps among young people. In Viet Nam, UNESCO, the Museum of Ethnology, the MoET and other partners collaborated on a research report and a youth exhibition on Healthy Sexuality at the Viet Nam Ethnology Museum, using interactive techniques and multimedia presentations. In Thailand, UNESCO supported the Rainbow Sky Association to hold a national event against homophobia and launched a film highlighting the challenges faced by LGBT students. In Cambodia, UNESCO and FHI360 provided support to the National AIDS Authority (NAA) to conduct a Sensitization Workshop on MSM and Responding to HIV in Cambodia through the media system. 60 participants from 20 media institutions attended the workshop. In Pakistan, a campaign was carried out in collaboration with Radio Pakistan which aired 25 radio programs and 425 Public Service Messages on the importance of integrating preventive health, safety, peace and human rights in school curricula and textbooks.</p> <p>In West and Central Africa, focus was also given to develop socio-culturally appropriate CSE, starting with a pilot based on South-South collaboration in Cape Verde, and developing capacity within communities and among radio and TV producers and scriptwriters in Nigeria, where community based Radio and TV education advocacy materials were produced in three national languages.</p> <p>STRENGTHENING PROGRAMMING FOR ADOLESCENT AND YOUNG KEY POPULATIONS (YKAP)</p> <p>Evidence shows that certain key populations are at increased risk of HIV exposure, and effective programming must be specifically targeted towards these groups. Work in this area has been a major component of activities under the Intersectoral Platform on HIV and AIDS through the "Effective programming for key populations" activity, which sought to strengthen Member States' responses to HIV and AIDS amongst key populations through the provision of higher-quality technical support, and specifically through the development of a training programme to strengthen its work with AYKP.</p> <p>Training modules were developed internally by the UNESCO Bangkok Office, with inputs provided by a working group at UNESCO HQ during a workshop in November 2012. Subsequently three regional training workshops were conducted for staff from UNESCO and other UNAIDS co-sponsors: in February 2012 in Bangkok for staff from AP and EECA regions; in June in Johannesburg for the ESA region and in October in Panama City for the LAC region. The overall goal of the training workshops was to improve the quality and impact of technical assistance that UNESCO and other UNAIDS cosponsors provide in support of member states' responses to HIV and AIDS. For each workshop, documents were adapted to the socio-cultural context and the specific needs of Member States in the region. As a result, 100% of UNESCO staff designated to work on HIV in the above mentioned regions, as well as their counterparts from other UN agencies (UNICEF, UNFPA and UNAIDS), government, and civil society partners, have been trained on programming with young key populations. In light of epidemic priorities in the region, other work in AP was also undertaken to empower young people from key populations, and build country capacity to address their needs. In Thailand, UNESCO worked with the Rainbow Sky Association to conduct focus group discussions and interview sessions with young deaf transgender persons and MSM to better understand their needs, and supported the Thai HIV Foundation on a feasibility study on "Preventing HIV infection among young same-sex-attracted men and young transgenders." UNESCO, UNICEF and UNAIDS also supported the Thailand Ministry of Public Health to undertake a situation analysis of YKAP, including through the provision of financial support and technical input. In Myanmar, UNESCO supported the MoH to conduct a study on "Multi-level risk and protective factors and HIV related risk behaviours among young men who have sex with men."</p>								
	<p align="center">Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)</p> <table border="1"> <thead> <tr> <th data-bbox="423 884 1050 928">Programmed</th> <th data-bbox="1050 884 2192 928">Attained</th> </tr> </thead> <tbody> <tr> <td data-bbox="423 928 1050 1123"> <p>PI: Number of countries where HIV education is part of the curriculum in primary schools, secondary schools and teacher training (UNGASS indicator 2/NCPI Aii 2.1)</p> <p>B/b: HIV education is part of the curriculum in primary schools, secondary schools and teacher training in at least 9 of the 17 countries that have the largest number of young people living with HIV</p> </td> <td data-bbox="1050 928 2192 1123"> <p>On the basis of regional report, HIV education is integrated in the curriculum in 20 East and Southern African countries, 15 West and Central African countries, 10 Eastern European and Central Asian countries, 9 Latin American and Caribbean countries, and 1 country in the Middle East and North Africa. 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 ER9: Education for global citizenship, with emphasis on universal values based on peace, mutual understanding and respect for human dignity, integrated into education policies, plans and programmes	<p>Global Increased focus on the integration of peace and human rights education at a national level as a result of advocacy, technical support and cooperation with partners is notable in a number of Member States. A wide range of activities were initiated and implemented through a close cooperation between HQ, Field Offices and UNESCO Institutes as well as with UN partners, governments, civil society and the private sector. Advocacy and technical support, and direct school level activities through the Associated Schools Network have contributed to greater understanding and integration of education promoting human rights, peace and global citizenship.</p> <p>UNESCO has continued to play a leading role, in close cooperation with OHCHR to promote the World Programme for Human Rights Education (WPHRE). Inter-agency cooperation has been a key in providing efficient assistance to Member States. For example, under the initiative of the Council of Europe, the International Contact Group was set up to ensure close cooperation among international and regional initiatives in the field of citizenship and human rights education, to avoid duplication and increase synergy in promoting this education among Member States.</p> <p>In particular, the work in the area of global citizenship education has progressed well and made a significant contribution to the UNSG's Global Education First Initiative while creating a better understanding of conceptual, definitional and measurements issues at the global level and initiating the building of a global network of cooperation among stakeholders including young people. In September 2013, UNESCO and the Government of Republic of Korea jointly organized a technical consultation on global citizenship education which was followed by the first UNESCO Forum on Global Citizenship Education held in Bangkok on 2-4 December 2013. The forum was co-organized by UNESCO, MGIEP and APCEIU.</p> <p>280 participants from 41 different countries participated in the International Forum for the 60th Anniversary "UNESCO ASPnet for Global Citizenship: Peace Education and Education for Sustainable Development" organized by the Korean National Commission for UNESCO and the Gyeonggi Provincial Office of Education in collaboration with UNESCO and the Korean Ministry of Education (Suwon, 7-9 September 2013).</p> <p>UNESCO has successfully developed its leadership globally in the field of holocaust remembrance and education through the combination of high level events, experts meetings, consultation and publications. The Organization has drawn on its expertise and advocacy resources to highlight the topic beyond those countries traditionally addressing this topic, to demonstrate the relevance of the holocaust education for the prevention of future mass atrocities and genocide.</p> <p>The issue of peace and human rights education as key in post conflict settings and the need for increased prioritization by countries of these important areas of education into national policies and plans was highlighted. In partnership with UNSG's Special Representative on the Armed Conflict and Children, UNICEF, UNHCR and civil society organizations, UNESCO has continued its advocacy work to prevent attacks on education.</p> <p>Regional highlights Africa In Africa, support was given to the national policy development, capacity building, exchange at the regional level in response to South-South cooperation. Les activités ont été menées dans la région au tour de 4 piliers majeurs : la mise en place/diffusion de programmes d'éducation à la paix et aux droits de l'homme intégrant l'éducation civique ; l'appui à l'intégration dans les curricula de programmes en d'éducation à la paix aux droits de l'homme et civique, l'appui aux populations autochtones, minoritaires et marginalisées et la lutte contre les violences sexuelles, dans le contexte de la reconstruction dans les pays post conflits.</p> <p>ASPAC Coordination with other UN agencies and national/local counterparts under this Joint Programme is time consuming and complex. The delay in completing the baseline survey lies largely in the complexity and difficulty in project coordination. A more effective coordination mechanism is called for similar Joint Programmes in the future. Other challenges include the different administrative and financial rules and procedures of various participating UN agencies also contributed to the delay of project implementation. Standard and simplified procedures may be applied to such joint programmes.</p> <p>The involvement of IP contributed to substantially reducing cost of project implementation in a highly conflict ridden geographical location, which if UNESCO staff members were to be directly involved would have increased cost substantially as they are required to comply with UN security standard. Confusion and challenge faced in KPK had caused loss of time and resources. A lesson has been learnt to be more strategic and proactive to involve government stakeholders in designing and planning next phase of the project and work with them in fuller confidence. It has initiated a discourse on and advocate for the importance of policy consideration for refugee children's right to education.</p>

36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt							
	<p>Arab region</p> <ul style="list-style-type: none"> - Key experts and educators were sensitized in education for global citizenship and cultural dialogue. - Curriculum developers in Lebanon and Iraq are sensitized on gender issues. - Mobilizing partnership to generate funds for country activities on citizenship education in Lebanon. <p>LAC</p> <p>Through the "Non Violence and Human Rights Education Consultation in Latin American and the Caribbean", UNESCO has contributed with relevant and updated information in order to improve public policy development focused on youth, coexistence, a culture of peace and gender violence reduction in schools in LAC. The information produced allowed to understand the current situation in six participant countries (Mexico, Guatemala, Costa Rica, Colombia, Bolivia and Paraguay). This action has produced recommendations to inform public policy debates, as happened during a Central-American Meeting on education organized by CLADE and the Ministry of Education in Costa Rica, September 2013. The availability of this information and recommendations contribute with benchmarks and referents for public policy design in LAC. This information has been disseminated and thanks to this action, the regional agenda in favor of culture of peace in schools has been strengthened.</p> <p>In partnership with CEAAL (Consejo de Educación Popular de América Latina y El Caribe), UNESCO Santiago carried out the second phase of the project "School, Urban Violence and Educational Impact for Moving Forward: A compared analysis among Colombia, Mexico and Chile". This action produced updated information on violence and insecurity in Latin American cities and its negative impact at school level and finally on the right to education. The policy-makers and other actors in LAC count with information and guidelines based on evidence in order to improve public policies in favor of culture of peace. This information represents a useful reference for national policies and also for local policies as those regarding municipalities and/or other institutions involved in the education management in cities. Policy makers and other educational agents (especially teachers) in LAC also count with 10 systematized good experiences on culture of peace in school as learning tool and potential south-south cooperation tool. These 10 practices inform educational policies and academics debates in this relevant field.</p> <p>The main challenge is to install the understanding that violence violates the right to education and to combat it is imperative for human development. UNESCO should make efforts to sustain this issue on the public agenda in the region. A key factor to be considered was the relevant of participation of civil society in work field were many actors are working. Taking advantage of the knowledge and information produced by NGOs and/or other non-public institutions is highly recommended. Many points of view can shows different ways to advance in favor of culture of peace which represents a cross cutting issue in LAC.</p>							
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Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)	
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South/North twinning and partnership arrangements on education for values, citizenship, human rights, tolerance and peace B/b: - 20% increase of ASPnet member institutions in the regions currently underserved by the Network - 5 twinning arrangements	since 01/01/2012. - ASPnet member institutions have implemented school-based activities on education for values, citizenship, human rights, tolerance and dialogue for reconciliation and peace, as well as education for sustainable development. With the development of the first online collaborative platform, that provides educational resources and encourages schools, teachers and young people to take action on important environmental issues affecting their own or other. - 280 participants from 41 different countries participated in the International Forum for the 60th Anniversary "UNESCO ASPnet for Global Citizenship: Peace Education and Education for Sustainable Development" organized by the Korean National Commission for UNESCO and the Gyeonggi Provincial Office of Education in collaboration with UNESCO and the Korean Ministry of Education (Suwon, 7-9 September 2013).
PI: Number of countries actively using UNESCO advocacy tools and programmatic guidance on issues like school violence, gender-based cyber-bullying and attacks on education B/b: 15 countries	- 5 countries took part in the Teaching Respect for All pilot projects at the country level to integrate non-discrimination, human rights and non-violence into the education systems. - A functioning Domestic Violence Prevention and Response Model established in the 3 pilot counties in ASPAC. Capacity of local governments, key stakeholders and social workers improved to protect women against domestic violence in Asia-Pacific region. UNESCO Beijing continued its work against domestic violence in China and the Handbook on Anti-Domestic Violence for Community and Social Workers was finalized. - UNESCO has advocated strongly for the Peace Education initiative in Northern Rakhine State in Myanmar. - UNESCO Islamabad implemented a project to promote education of Afghan refugee children in the province of Baluchistan. - UNESCO Beirut has finalized studies, and guidelines on issues related Gender and school violence and Lebanon conducted a national Study on gender based Violence. Curriculum developers in Lebanon and Iraq are sensitized on gender issues. - Report and Recommendations "Non Violence and Human Rights Education Consultation in Latin American and the Caribbean" was published in 2013. This report was carried out as the first intervention of the new Regional Observatory on Inclusive Education in LAC, led by CLADE (Latin American Campaign for the Right to Education in LAC). A tool for measuring peaceful co-existence was rolled out in schools in Chile. Case studies on violence at school were carried out in Mexico, Colombia and Chile.

Cost-effectiveness/efficiency measures for this Main Line of Action

Implementation of programmes during in the reporting period has been framed both by limited available Regular Programme resources and continued support by key partners including through extrabudgetary resources. For ESD, one way to maximize impact is to combine UNESCO's leadership and expertise in ESD with the expertise and outreach capacity of other stakeholders through joint projects or other partnership modalities. A number of the results have been achieved in this manner.


Key partners in this regard have included dedicated Member States, including their National Commissions, selected UN agencies, non-governmental organizations, teacher education institutions, as well as experts from academia. In the future, groups that should be approached and involved more systematically are the private sector, local authorities, media, and youth.

UNESCO has made every effort to implement activities as planned, despite the adjustments and challenges linked to addressing the current financial situation. Field Offices came up with different measures and arrangements to ensure cost-effectiveness. For example, some mobilized local resources to support activities, while close communication and mutual support between colleagues at global, regional, cluster and country level helped to make full use of available resources. In a number of cases, a way to maximize impact was to combine UNESCO's limited resources with those of other UN agencies and organizations through partnerships and co-organization of activities and events. In light of the financial situation, several activities were complemented by extrabudgetary funds, others were revised and different implementation modalities were explored.

MLA 4: Reinforcing leadership for EFA through advocacy, partnerships and monitoring

Regular Programme ¹ : staff and operational budget		Extrabudgetary resources ¹
Allocation 2012-2013: US\$ 2 183 373	Expenditure % 2012-2013: 98%	Expenditures 2012-2013: US\$ 19 886 874


¹The budgetary information regards unaudited figures and for extrabudgetary resources include Emergency Funds.

36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
 ER 10: Political and financial commitment mobilized at the global, regional and national levels towards the achievement of the EFA goals, and monitoring mechanisms of EFA strengthened	<p>UNESCO has significantly improved the efficiency and visibility of its EFA coordination through the new structures and working modalities introduced by the EFA coordination reform.</p> <p>The selection process by region of Member States for the EFA-SC (Steering Committee) and Global EFA Meeting (GEM) has strengthened the engagement and participation of countries in the EFA discussions and most notably attracted and included countries from Group I and II in a new way. As a result of the minister's participation in the GEM, Ukraine has for example decided to host the first-ever regional EFA meeting in Eastern Europe; initially planned for late 2013, the meeting was postponed and will take place in 2014.</p> <p>All EFA partners are now represented in the EFA-SC and participated in its meetings and electronic consultations; as well as in the GEM. Unfortunately, due to the successive sequencing of five major EFA meetings in a 2 month period and the lack of resources, other stakeholders - such as regional and sub-regional organisations, academia, representatives of EFA flagships and thematic initiatives - were not sufficiently involved in the 2012 GEM. UNESCO will strive to make the next GEM more inclusive in order to increase its outreach and visibility. Due to the fact that the 2013 GMR will be published only in January 2014 (as a "2013/14" issue), no GEM was held in 2013. It is planned to take place in early 2014.</p> <p>Regional EFA coordination meetings took place in the Arab (Oct 2012), Sub-Saharan Africa (Oct 2012, the first one since 2000), LAC (Jan 2013) and AP (Feb 2013) regions and brought together governments and EFA partners. All four resulted in important decisions concerning the acceleration of EFA progress until 2015- the "last big push" and the conduct of National and Regional EFA reviews and of recommendations concerning key issues and priorities for the Post-2015 Education agenda. All meetings were part of the UNESCO-UNICEF co-led Thematic Consultation on Education Post-2015 (see underneath Post-2015 section).</p> <p>Due to the close collaboration of the EFA teams in HQ and the four RBs, all regional meetings addressed similar issues: (1) key elements for speeding up EFA progress; (2) innovative approaches and practices that have shown promising results in terms of attainment of EFA goals at the country level; (3) development of national EFA acceleration outlines by identifying bottlenecks, prioritized actions and feasible interventions; (4) key steps and procedures for carrying out national EFA reviews; and (5) inputs on education for the future and towards the post-2015 development agenda. The close cooperation between HQ and the RBs has considerably improved the quality of the EFA meetings and their outcomes and the coherence and strength of UNESCO's work and message. Follow-up activities to the regional meetings included:</p> <p>Africa:</p> <ul style="list-style-type: none"> * The establishment of a Sub-Saharan EFA Coordination Steering Committee (SSA EFA SC) launched by UNESCO DG during her visit to Senegal in February 2013. * The launch of the EFA Acceleration Initiative (Big Push) in March 2013 in Dakar, with 10 countries engaged, through their Ministers, in the first of 2 phases; the Minister of Angola has committed to host the 2nd Phase Big Push Meeting taking place in October 2013. <p>Following the GEM meeting in Paris in November 2012, The UNESCO BRENDA Office, in collaboration with the EFA Coordination Steering Committee in Africa initiated a process of conceptualizing and launching the EFA Acceleration Initiative in Africa, the Big Push. The Initiative was divided in 2 phases and 8 countries were selected to join each stage. The Launch of the first phase took place immediately after the Post 2015 Global Consultation meeting in Dakar which enabled the participation of country's delegations (Angola) and Organization representatives (ANCEFA, FAWA, OSISA) at no cost. The meeting was attended by 8 countries (Angola, Chad, Ivory Coast, Lesotho, Niger, Senegal, Swaziland and Zambia), with most countries represented at the level of Secretary General or Director of Planning. UNESCO regional Offices joined forces and costed the participation of one delegate per country while each country support the participation of an additional delegate. Angola, Chad, Swaziland and Zambia participated with 3 members delegations, which demonstrates the high level of interest of countries. Unfortunately due to the election in Kenya, the Kenyan Ministry of Education did not attend the meeting. Uganda, who also is part of the Big Push was also not able to attend. This has somehow hampered the participation of EAC Region in the Big Push. Attempts are being made to engage both countries during their regional EFA review process.</p> <p>The launching was followed by a 3 days training whereby guidelines for developing a National EFA Acceleration Framework were tested through a simulation exercise. The guidelines have been further consolidated and are composed of 5 modules: (1) Developing an Acceleration Plan ; (2)a developing an Advocacy Plan; (3) Developing a Resource and Partnership Mobilization Plan, (4) Developing a Communication Plan; and (5) Defining the Institutional and Implementation Arrangements for the Acceleration process. The guidelines were developed at no cost to UNESCO as the members of the Steering Committee themselves elaborated the modules. They are now available for countries to develop their own framework.</p> <p>Arab region:</p> <ul style="list-style-type: none"> * The Inter-Agency Coordination Meeting on the EFA 2015 Review held in March 2013, attended by representatives from ABEGS, ALECSO, the NGO Arab Campaign for Education,

36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
	<p>UNESCO, UNICEF and the World Bank, the Arab Resource Collective (ARC), INJAZ Al Arab and Queen Rania Teacher Academy; * A workshop for the Gulf States and Yemen (17-19 June) in Sharjah, UAE, to launch the EFA 2015 national Reviews</p> <p>Asia Pacific: * UNESCO Bangkok is conducting 5 country case studies (Bangladesh, Cambodia, India, Indonesia and the Philippines) on successful and promising EFA initiatives, to be completed in December 2013 * planning for the Asia-Pacific Regional Policy Forum on Early Childhood Care and Education (ECCE): "Are children ready to learn? Are schools ready for children?" (10-12 Sept 2013) in Seoul, Republic of Korea, jointly organised by UNESCO, UNICEF, ARNEC, KICCE and KDI, with support from Japanese (MEXT) and the OSF</p> <p>Latin America and the Caribbean: *The publication of the report "The State of Education in Latin America and the Caribbean: Towards Education for All by 2015 and beyond", a key document for guiding discussions on the post-2015 agenda in the region; * participation in the 26th ICSEI (International Congress for School Effectiveness and Improvement) in Santiago (3-6 Jan 2013) where UNESCO led and participated in a number of panels and events</p> <p>Global EFA Meeting - GEM The new major annual EFA meeting GEM was held at UNESCO Headquarters (21-23 November 2012). Comprising a Senior Officials' Meeting and a High-Level Ministerial Meeting, GEM brought together some 240 representatives of Member States, EFA convening agencies, civil society, the private sector, research institutes and foundations. To increase countries' ownership and accountability, UNESCO regional groups were asked to nominate eight countries to represent their region at the GEM in 2012 and 2013. 25 delegations were headed by a minister or a vice-minister. The GEM was prepared in a highly participatory manner with the regional groups taking more ownership and accountability, in particular the regional groups responsible for nominating their respective region's representatives. Based on the 2012 GMR and 4 regional EFA reports prepared by UNESCO's Regional Bureaux, the meeting reviewed progress towards achieving EFA; identified bottlenecks and successful policies; discussed concrete actions for a last big push to reach the EFA goals by 2015 and key steps in the EFA process up to 2015. A number of side-events on priority themes were organized by EFA partners. The GEM Statement adopted by the Ministerial meeting called for a last big push to achieve EFA by 2015, agreed to a process to prepare the National EFA 2015 Reviews, and urged UNESCO to take leadership in global consultations on the post-2015 EFA agenda. The meeting documents have been translated into the working languages of the meeting (EN, FR, ES, AR) and are available on the UNESCO website.</p> <p>EFA Steering Committee (EFA - SC) The EFA-SC was established during the first half of 2012. To revitalize the commitment and involvement of all stakeholders, the EFA-SC is composed of representatives of Member States, civil society, convening agencies, OECD and the private sector. In 2012, the EFA-SC met 3 times face-to-face (11-12 June; 20 Nov; 23 Nov) and once by teleconference (24 Oct 2012). The main results have been technical inputs into the preparation of the GEM, the GEM Final Statement, and a Roadmap for EFA related processes up to 2015. The regional SC representatives from the Arab and African region also played prominent roles in the Regional EFA meetings organised in October 2012, thus strengthening their "mandate" and accountability. The main outcomes of the EFA-SC meeting on 17 May 2013 were agreement on a Roadmap and next steps for the Big Push for EFA and the National EFA2015 Reviews, and the partners' "buy-in" to supporting countries in their efforts to review the EFA experience. Due to the publication date of the 2013 GMR and the dates of the 192nd and 193rd sessions of the Executive Board and the 38th GC at the end of the year, the EFA-SC agreed that the next GEM should be organized in early 2014 and regional EFA meetings in the second half of 2014. The EFA-SC also committed to efforts to make sure education stays high on the post-2015 development agenda and to providing inputs to the 2012 GEM follow-up framework.</p> <p>Collective Consultation of NGOs on EFA The 6th Meeting of UNESCO's CCNGO/EFA was held at UNESCO Headquarters 24-26 October 2012. About 110 participants representing regional, national and international CCNGO/EFA members came together and reflected on the achievements, challenges and the future of EFA, with particular focus on how to approach 2015 and how to shape the post-2015 international education agenda. The meeting also adopted new Working Procedures for the CCNGO and elected a new Coordination Group (CG). It was also an opportunity for NGOs and UNESCO to define better strategic collaboration. An Open Space session gave participants an opportunity to present their activities and interact with each other and UNESCO staff in an informal setting. In preparation of the meeting, UNESCO commissioned a mapping of international actions to define the post-2015 education and development agenda, and an online consultation to collect the views of the CCNGO/EFA membership on the current situation of EFA, on post-2015 process and agenda and civil society expectations was carried out. The final statement "Pushing EFA Through 2015" calls for a last "Big Push" to achieve EFA by 2015 and makes a number of recommendations regarding the post-2015 agenda. Two meetings of Ad Hoc Group, several teleconferences, monthly email consultations and first meeting of new CG organized in 2012. In 2013, two CG teleconferences have been organized and a face-to-face meeting is planned for October 2013. 4 CCNGO/EFA newsletters were published in 2012 and 2013 in 4 languages and disseminated by email to around 300 addressees in all regions and posted on the website.</p> <p>E-9 Initiative The Ninth E-9 Ministerial Review Meeting was held in New Delhi, India, from 9-10 November 2012. The theme of the meeting was Quality Education and participants discussed challenges and shared successes in this respect. The meeting marked the hand-over of the E-9 Presidency from Nigeria to India for the coming biennium. Pakistan offered to hold the next Ministerial Review Meeting (in 2014) and will thus take over the presidency after India. Participants included ministers from India, Nigeria and Pakistan and vice-ministers from China</p>

36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
	<p>and Indonesia. Bangladesh, Brazil, China, Egypt and Indonesia sent representatives from their ministries, embassies and National Commissions for UNESCO. In their final statement "The New Delhi Commitment: Delivering Inclusive, Relevant Quality Education for All" Ministers renewed their commitment and cooperation to achieve EFA and to strengthen technical cooperation between their countries through joint activities. In order to follow up on the collaboration, an E-9 Technical Meeting was organized in New Delhi 27-28 June 2013 to agree on concrete action plans for E-9 cooperation in 2013-2014. The meeting was prepared in close collaboration of the E-9 Chair India, the UNESCO E-9 Secretariat and UNESCO New Delhi Office, with contributions from colleagues from UNESCO divisions and institutes. The E-9 Chair India mobilized extensive participation by Indian experts, and 5 of the other countries sent between 1 and 4 participants; Bangladesh, Pakistan and Mexico did unfortunately not attend. A detailed work plan for E-9 cooperation for 2013 and 2014, in the 5 thematic areas on quality education as well as for E-9 involvement in the wider EFA context (EFA 2015 Reviews and Post-2015 agenda) was adopted. A resourceful E-9 website set up by India includes all meeting documents and resource materials from UNESCO and E-9 countries on quality education.</p> <p>UNESCO/UNICEF Global Thematic Consultation on Education in the Post-2015 Development Agenda ED/EFA has been from January 2012 to March 2013 the Education Sector Focal Point for Post-2015 and has worked closely with ED/ERF, GMR, BSP and RBs on the post 2015 agenda. UNESCO and UNICEF are leading, in the broader framework of UN-led MDG consultation, a Global Education Consultation. UNESCO closely interlinked it with the EFA process and consultations on the future education agenda have taken place in all Regional EFA meetings (see above) as well as the CCNGO/EFA meeting. An Education Online Platform and ensuing e-discussions on 4 specific areas were launched in December 2012 and ran to March 2013. A Global Meeting was held in Dakar, Senegal from 18-19 March 2013 to provide a face-to-face dialogue opportunity for key stakeholders. The key recommendations defined during the consultation process fed into the report of the HLP of the UNSG and should be taken forward by decision-makers to champion in the intergovernmental discussions to follow over the next two years.</p> <p>In addition to the organisation of NGO and regional meetings for which an analysis is being prepared in order to document the visions, concerns and priorities voiced by different stakeholders in the process to define the post-2015 education agenda, and to record the process UNESCO has undertaken in preparing for the post-2015 agenda, ED/EFA also contributed substantially to the Online consultations (Moderation of debates, Summaries, etc), the organisation of the Global Meeting held in Dakar in March 2013 as well as to the preparation of numerous documents, Summaries, Issues Briefs and Briefing Meetings with Member States in Paris and New York.</p> <p>UNESCO's contribution to other EFA-related initiatives UNESCO has continued its active support to the Global Partnership for Education (GPE) both as a member of the Board of Directors and by contributing to different processes. Further, the GPE has a seat in the EFA-SC and is invited to the GEM. In connection with the GEM, UNESCO hosted a GPE Board meeting from 19-20 November 2012.</p> <p>UNESCO is also an active member of the Learning Metrics Task Force, where UIS and the Brookings Institution are joint secretariat.</p> <p>UNESCO has established an Ad Hoc Task Force with representatives from the private sector to put in place a concept note for a Global Alliance on Public Private Partnerships but this work could not be further developed due to resource constraints.</p> <p>The report on Debt Swaps and Debt Conversion Bonds (DCDB) has been well received, is available on the UNESCO website in 4 languages and was presented to the Leading Group on Innovative Financing in Madrid in February 2012. A feasibility study and a policy brief on the DCDB mechanism have been prepared on extrabudgetary funding.</p> <p>Communication and Advocacy A communications and advocacy plan was developed and was well received by the Executive Board to which it was submitted at its 190th session. Its implementation will depend on the availability of staff resources.</p> <p>UN Secretary General's Global Education First Initiative (GEFI) The major development in advocacy for EFA was the launch of GEFI. UNESCO played an important part in the preparing the initiative and seconded a staff to the UNSG's office. The DG is the Executive Secretary of the initiative's High Level Steering Committee. UNESCO is responsible for the content and vision of the initiative which is a very positive opportunity to strengthen EFA advocacy by involving heads of state and world leaders in the work for providing quality education to all. The initiative has received much attention and has been debated and positively received e.g. by the Executive Board, the GEM and the EFA-SC. The launch of GEFI (Sept 2012) in New York brought together a number of Heads of States and world leaders, including the Prime Ministers of Denmark, Australia and Timor Leste, as well as the UNSG, the DG and the heads of the other EFA convening Agencies. The launch of the event was widely reported in the media. As GEFI is consistent with EFA goals and principles, it was decided not to organize a High Level Forum in 2012. A series of major events take place during the UNGA (Sept 2013) and again, no separate EFA "high level forum" will be organised.</p> <p>Global Action Week GAW is a worldwide annual campaign organized by the Global Campaign for Education (GCE). In 2012, the theme of the GAW was early childhood care and education (ECCE). The main GAW action and highlight was the 'Big Picture' competition which collected children's drawings, paintings and pictures representing their aspirations for education and for their lives. GCE gave strong visibility to UNESCO's support through its website and notably communicated to its coalitions and partners that pictures and photos collected during the week would be "handed over" to Ms Bokova at UNESCO in May 2012. This event gave high visibility to UNESCO as it was publicized as the "final destination" of thousands of drawings prepared during GAW events throughout the world.</p>


36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt						
	<p>Under the slogan "Every Child Needs a Teacher", the 2013 GAW (21-27 April 2013) focused on the crucial role of teachers in reaching the EFA goals. As usual, a special 2013 GAW webpage was set up under the EFA website to disseminate materials and resources, and to link to GAW activities in the different regions. UNESCO's RBs and field offices organized activities in collaboration with EFA partners in a number of countries. GAW activities were organized in over 100 countries.</p> <p>A message from the DG was published during GAW 2012 and another one prepared for GCE's global report on ECCE, "Rights from the Start". In 2013, the DG published a video message which featured on UNESCO's Website, on the GCE's and on Youtube.</p> <p>The EFA website has been revised and restructured to better reflect the new EFA coordination mechanisms. It is regularly updated and specific page were created for all global meetings to post working documents and reports as well as communicating key messages. Moreover, new tools (ex. creation of an online questionnaire) were created to support the preparation of the CCNGO meeting and in line with efforts for "Greening UNESCO", all the meeting documents were posted online in order to avoid printing.</p> <p>Increasing the Knowledge base for EFA The four RBs prepared Regional EFA Reports with decentralized funds from ED/EFA. The Regional EFA Coordinators presented their respective reports to the GEM Senior Officials Meeting on 21 November 2012. The 4 reports are available in English, French, Spanish and Arabic on UNESCO's website. The reports have received much attention and praise.</p> <p>Cooperation with universities and UNESCO Chairs in view of the 2015 assessment During the meeting "Towards EFA 2015 and Beyond" held in Bangkok, Thailand on 9-11 May 2012, the Knowledge Creation Network was established to discuss issues and conduct research related to education, in collaboration with ERI-net, UNESCO Bangkok's existing network of education research institutes in order to share the results of joint studies, to discuss topics for further research and to discuss the future strategic direction of the network as it plans to expand the scope of the research beyond higher education.</p> <p>A UNESCO Chairholder from Cameroun was invited as expert to the E-9 Technical Meeting in India in June 2013.</p> <p><u>Challenges:</u> Severe lack of human resources has -considerably affected the timely delivery of activities as well as frequency and reach and delayed several of the global and the regional EFA meetings, as well as the preparation of their reports and follow-up. The CCNGO/EFA meeting had to be postponed from July to October 2012; the preparations and follow-up of other meetings has also been affected. -diminished ED/EFA capacity to strengthen the coordination and information sharing on and among the flagships as planned, as well as several activities to increase the knowledge base and UNESCO's advocacy and communication role for EFA. UNESCO has not been able to reach out and communicate to a wide audience ahead and after major EFA meetings (media advisories, e-news, press briefings) for this reason and the communication plan cannot be implemented without additional staff.</p> <p>In all regions, a major challenge for the Big Push, the organisation of the National EFA 2015 Reviews and for UNESCO's positioning on EFA in general is the lack of financial resources for technical support and follow-up of the conception and monitoring process.</p> <p>EFA-SC and GEM: Uneven level of representation of regions in terms of rank, expertise and consultation within/mandate from the region and uneven participation of convening agencies in EFA-SC and the GEM; In the African and Arab region, there is also low commitments of a number of important EFA partners.</p>						
	<p style="text-align: center;">Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th data-bbox="423 1110 967 1155" style="text-align: center;">Programmed</th> <th data-bbox="967 1110 2190 1155" style="text-align: center;">Attained</th> </tr> </thead> <tbody> <tr> <td data-bbox="423 1155 967 1422"> <p>PI: Number of global and regional institutions and groups addressing at high level EFA issues (such as G8, G20, UNGA, African Union, ALECSO, ASEAN, EU, ISESCO, OEI) B/b: 5 high-level meetings</p> </td> <td data-bbox="967 1155 2190 1422"> <p>- Launch of UN Secretary General's "Education First" Initiative (NY, USA, 26 September 2012) - XXII Iberoamerican Summit of Heads of State and Governments (Cádiz, Spain, 16- 17 November 2012) addressed education and culture and reaffirmed education as key for future development in final Declaration - E-9 Ministerial Review Meeting (New Delhi, India, 8-10 November 2012) - ASEAN Summit (Pnom Penh, Cambodia, 18-20 November 2012) declaration affirms education as a priority area of cooperation and improving education quality as a key objective of the EAS Education Plan of Action (2011-2015) - 2012 Global EFA Meeting - GEM (Paris, 21-23 November 2012) with 20 Ministers and vice ministers - "I am Malala" event at UNESCO HQ (10 December 2012) on girls' and women's right to education - "Learning for All" Ministerial Roundtable with World Bank Group President took place during the IMF/WB Spring Meetings, 18 April 2013, Washington DC - Ministerial meeting on EFA Acceleration ("Big Push") with 17 African countries (Luanda, Angola, 18-22 October 2013) - BRICS Education Ministerial meeting during the 37th General Conference (November 2013) - GMR Launch events for 2012 and 2013 around the world</p> </td> </tr> <tr> <td data-bbox="423 1422 967 1484"> <p>PI: Increased support to EFA from non-traditional partners, including emerging donors, private sector,</p> </td> <td data-bbox="967 1422 2190 1484"> <p>- Republic of Korea: Technical and financial support in Asia Pacific region for post-2015 and various projects in Asia Pacific region, Africa for TVET project (BEAR), global citizenship education - China: 8 million dollar Chinese Funds-in-Trust support to</p> </td> </tr> </tbody> </table>	Programmed	Attained	<p>PI: Number of global and regional institutions and groups addressing at high level EFA issues (such as G8, G20, UNGA, African Union, ALECSO, ASEAN, EU, ISESCO, OEI) B/b: 5 high-level meetings</p>	<p>- Launch of UN Secretary General's "Education First" Initiative (NY, USA, 26 September 2012) - XXII Iberoamerican Summit of Heads of State and Governments (Cádiz, Spain, 16- 17 November 2012) addressed education and culture and reaffirmed education as key for future development in final Declaration - E-9 Ministerial Review Meeting (New Delhi, India, 8-10 November 2012) - ASEAN Summit (Pnom Penh, Cambodia, 18-20 November 2012) declaration affirms education as a priority area of cooperation and improving education quality as a key objective of the EAS Education Plan of Action (2011-2015) - 2012 Global EFA Meeting - GEM (Paris, 21-23 November 2012) with 20 Ministers and vice ministers - "I am Malala" event at UNESCO HQ (10 December 2012) on girls' and women's right to education - "Learning for All" Ministerial Roundtable with World Bank Group President took place during the IMF/WB Spring Meetings, 18 April 2013, Washington DC - Ministerial meeting on EFA Acceleration ("Big Push") with 17 African countries (Luanda, Angola, 18-22 October 2013) - BRICS Education Ministerial meeting during the 37th General Conference (November 2013) - GMR Launch events for 2012 and 2013 around the world</p>	<p>PI: Increased support to EFA from non-traditional partners, including emerging donors, private sector,</p>	<p>- Republic of Korea: Technical and financial support in Asia Pacific region for post-2015 and various projects in Asia Pacific region, Africa for TVET project (BEAR), global citizenship education - China: 8 million dollar Chinese Funds-in-Trust support to</p>
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Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)	
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foundations and innovative financing sources B/b: 5 new, non-traditional partners, including emerging donors, the private sector and, foundations, support EFA	teachers in Africa - India: India hosted and supported meetings on teachers' challenges of the International Task Force on Teachers for EFA (New Delhi, 29-30 May 2012), including a special day for E-9 countries (31 May), the 9th E-9 Ministerial Review Meeting (New Delhi, 8-10 November 2012) and a follow-up E-9 Technical Meeting (27-28 June 2013) to develop a workplan for 2013-2014 - Microsoft - Samsung for ESD in Viet Nam - Support for transportation from South African Airways mobilized for Regional EFA Meeting in Johannesburg (October 2012) - Support from INTEL for 2012 Global EFA Meeting (GEM) - IT related private companies from diverse countries: SK telecom; Qualcomm; Huawei, etc - ALECSO/World Bank sub-grant within the "Arab Regional Agenda for Improving Education Quality Program" (ARAIEQ), hosted by UNESCO Beirut, allowed mapping of 17 countries with regards their national evaluation systems - Collaboration with Pan-African Parliamentarians Forum for EFA advocacy initiated by UNESCO-Dakar, and continued by UNESCO Bangkok with the Asia-Pacific Parliamentarians for Education and UNESCO Santiago with the Parlatino
PI: Number of outreach activities and advocacy events organized for the GMR B/b: - 70 per year - GMR reports disseminated: printed 16,000 and 48,000 electronically	In addition to the global launch of the 2012 GMR and around 60 events held in the first three months following the publication in 2012, the GMR team has continued to promote the Report at launches and presentations in 2013. In total 70 events for the 2012 Report have been held, 40% higher compared with the 2011 GMR launch period. The launches attracted large audiences, with over 6,000 participants attending launch events for the Report, and significant engagement by ministers of education, government officials, non-government organizations, students and academics. For the first time, a regional launch of the Arabic version of the 2012 Report was organized in Cairo, Egypt, in April 2013 in partnership with the League of Arab States. The English version of the 2012 Report on Youth and skills: Putting education to work has been reprinted due to the high demand and the larger number of events that have taken place this year compared with previous Reports. The total print run of the 2012 GMR in English has reached 13,000 compared with 11,500 for the 2011 GMR. The total print run for all languages is 16,229. The Report has been downloaded 77,748 times and the Summary 22,524 times.
36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
 ER 11: Global and national commitment to education for girls and women strengthened through advocacy and appropriate multi-stakeholder partnerships which are in conformity with the objectives of the Organization	<p>UNESCO continued to promote gender equality in education through advocacy, policy dialogue, and research, capacity building by mainstreaming and highlighting gender equality aspects in planned activities and by increasing gender specific programming.</p> <p>Partnerships: UNESCO continued to seek and maintain close collaboration with key partners that work to promote girls' and women's education. The importance of broadening and enhancing partnership with key stakeholders has been well recognized at all levels of UNESCO's work from global to national. Partnerships, particularly with the private sector, such as Proctor & Gamble, Packard Foundation, GEMS Education, Nokia, Microsoft, have enabled UNESCO to mobilize extra-budgetary funds (Some \$7.4 million mobilized since 2011). These partnerships have enabled the implementation of alternative learning approaches for the hardest to reach girls and women in remote rural areas with literacy classes, and projects to promote girls' access to and retention in secondary education in Ethiopia, Kenya, Lesotho, Senegal and Tanzania, under the framework of UNESCO's Global Partnership for Girls' and Women's Education. The partnership with P&G was extended for another 3 years for an additional \$2.4 million (project under preparation in Nigeria). An MoU was signed with the Government of Pakistan for a pledged amount of \$10 million, with which, the Malala Fund to Promote Girls' Right to Education was established in December 2012). The aim of the Fund is to ensure the implementation of concrete interventions in favour of girls' education in Pakistan and elsewhere. Following formal discussions, a comprehensive project was developed for Pakistan, focussing on expanding access and improving quality of education for girls, particularly at the lower secondary level (the project will be officially launched in beginning of 2014).</p> <p>UNESCO also maintained its visibility as a key player and promoter of gender equality both at the global and regional levels by participating actively UNGEI (member of the Global Advisory Group and the Global Steering Committee, and co-chair of the EAP UNGEI), UNAGTF, and Coalition for Adolescent Girls (CAG). In particular, under the UNGEI partnership, UNESCO was involved in advocacy, capacity building, research and other activities to promote girls' education and gender equality in education. At the same time, efforts were made to identify new partners at the global level and to expand partnerships within the framework of the Global Partnership for Girls and Women's Education. New partnership was formed with UN Women and the Barefoot College, and support was provided by the governments of Egypt and Greece, while the United States ensured moral support to the Global Partnership in terms of advocacy and participation in events. UNESCO also collaborated with France to organize the education session of the first World Forum on Francophone Women (Forum mondiale des femmes francophonie) in March 2012. Discussions also were initiated during the biennium with three potential new partners including the 'Connect to Learn' Initiative. UNESCO collaborated with numerous other partners at the regional and national level. For example in Africa, UNESCO collaborated with UN Women and the Islamic Development Bank; in the Arab States with the office of the Italian Cooperation for Development and the Centre for Educational Research and Development in Lebanon; in Asia-Pacific with UNGEI, GENIA; in LAC with UN Women and other UN agencies. In Asia-Pacific, UNESCO co-chairs the UNGEI regional network. UNESCO also partnered with Macquarie University, Australia, the Australian Agency for International Development, the Ophidian Research Institute and UN Women in organizing a seminar on the prevention of Gender-Based Violence (GBV) in the Greater Mekong Sub-region (Bangkok, 17-18 May 2012). In the Arab region, UNESCO collaborated with the Italian Cooperation Office and the Centre for Educational Research in Lebanon and others in conducting gender studies; the Global Partnership for Education in organizing a Regional Teacher Workshop in Amman (9-11 December 2012) and, with NGO networks in Morocco in providing post-literacy programmes for women. In Latin America, UNESCO is the chair of the Interagency Working Group HIV/Gender/Human Rights in Chile. The</p>

36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
	<p>group was established in an effort to enhance interagency cooperation that could provide new perspectives and ensure sustainability of gender mainstreaming efforts.</p> <p>Capacity building: UNESCO initiated activities aiming at mainstreaming gender in important education issues such as teacher training, education law, policies and plans, TVET through law and policy guidelines, training kits, and promoting gender-sensitive school environments through evidence-based research and statistics. Easy-to-use sex-disaggregated statistics, evidence-based research on key issues such as school-related gender-based violence, literacy, ICT use in education for girls and women, etc. all aimed at guiding and informing policy-making and practices.</p> <p>In Africa, UNESCO focused on capacity building for institutionalizing gender training in teacher training institutes, awareness-raising among policy-makers on gender equality issues in the teacher professional development, and production of a set of modules for gender mainstreaming in teacher training institutes. Over 15 countries from West and Central Africa benefited from training seminars organized by the International Institute for Capacity Building in Africa (IICBA), which included specific modules on gender sensitive teaching approaches. UNESCO also supported Member States in reviewing and developing gender sensitive regional policy frameworks and strategies on teacher development, with the contribution from the European Union and the Japanese Funds-in-Trust (JFIT), among others.</p> <p>UNESCO also supported Member States in reviewing and developing regional policy frameworks and strategies on teacher development, with particular emphasis on gender equality. In Arab States, series of seminars were organized in Lebanon attended by MOE officials who are following up on UNESCO's recommendations on gender-sensitive training for teachers and textbook authors. This initiative attracted media attention and were featured in traditional and social media. In Palestine, with the support of Norway, UNESCO supported the Palestinian Women Research and Documentation Centre in its effort to contribute to the successful implementation of the Cross-Sectoral National Gender Strategy of the Palestinian Authority. In Asia-Pacific, UNESCO organized in collaboration with UNGEI, a capacity building workshop in Lao PDR on 'Using Evidence to Promote Gender Equality in Education.' The GENIA toolkit on promoting gender equality in education was presented to around 40 participants. Online interactive training modules on Gender Equality in Education one for teachers and one for decision makers was developed, which aims at improving teachers' and decision makers' understanding about gender issues in education and provide practical training on how to implement gender-responsive practices.</p> <p>Awareness raising and advocacy: Significant effort was made to raise public awareness on the importance of gender equality in education and women's and girls' empowerment through education at all levels. Advocacy events, publications, capacity building and other activities were organized to stimulate policy dialogue, facilitated information and experience sharing on issues regarding girls' and women's education such as the right to education, literacy, the need to provide gender-sensitive and gender-responsive education and address gender-based violence in schools, and how to address obstacles and challenges. Most of these activities reached out to a wide audience including politicians, decision- and policy-makers, specialists, NGOs, students and the general public and have contributed to strengthening commitment to education for girls and women. For example, the event "Stand Up for Malala - Girls education is a right" organized on 10 December 2012 generated considerable media coverage with over 500 articles published in 35 countries.</p> <p>Advocacy reports and briefs have also been found to be a powerful means of advocating gender issues in education and were produced both at global and regional levels. At the global level, reports and statistics were produced to support UNESCO's advocacy efforts based on evidence. In collaboration with UIS, the UNESCO Atlas on Gender Equality in Education was produced in 2012, and the advocacy report "From Access to Equality: Empowering girls and women through secondary education and literacy" was produced and launched in November 2012 on the occasion of the Global EFA Meeting. The advocacy report was developed under the framework of the UNESCO Global Partnership for Girls and Women's Education, in order to raise awareness about two neglected policy areas relating to girls education: secondary education and literacy. The argument for promoting girls' education is supported with case studies from different regions. The report was subsequently translated into French, Spanish, Arabic, and 10 other national languages in Asia (Bahasa, Burmese, Chinese, Khmer, and Urdu, Vietnamese and 4 other local languages in Pakistan) for further dissemination.</p> <p>In Asia-Pacific, UNESCO published two new issues of the gender advocacy briefs, 'Removing Gender Barriers to Literacy for Women and Girls in Asia and the Pacific', which, discusses the situation of literacy in the Asia-Pacific region, particularly among girls and women, highlighting how gaps in achieving literacy reflect broader patterns of marginalization and 'Empowering Girls and Women through Physical Education and Sport', which gives an overview on up-to-date facts and figures and offers strategies to overcome inequalities in physical education.</p> <p>In Egypt, UNESCO launched a National Campaign for Literacy and the Renaissance of Egypt 2012-2010 that placed special focus on women. In Asia-Pacific, UNESCO was particularly active in organizing and participating in advocacy events for the promotion of gender equality in education, through 1) city-wide exhibition project in Bangkok called 'Idea Cube' featuring drawings received from young people across the region; 2) Launching and coordinating the 2012 drawing contest on the theme "What can a teacher do to ensure girls and boys benefit equally from quality education?"; 3) a friendly football match 'Only Girls Can Score' organized with Right to Play, etc.</p> <p>In looking back, the 2012-2013 biennium was full of high-level advocacy events organized either by the Secretariat or in collaboration with key partners, in the effort to raise awareness around girls' and women's education globally. These included the following: -High-level advocacy event 'Stand up for Malala - Girls Education is a right' (UNESCO HQs, 10 Dec. 2012). The event was organized by UNESCO and the Government of Pakistan as a tribute to Malala Yousafzai and in support for girls' right to education. It brought together some 20 eminent personalities from around the world that joined the UNESCO's DG in making a collective commitment to end discrimination against girls and to ensure respect for their right to education. These included the President of Pakistan, the French Prime Minister, the Minister of Foreign Affairs of UAE, the former president of Finland, the Executive Director of UN Women, other ministers, religious leaders, UN officials and others. A message on behalf</p>

36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
	<p>of Malala was delivered together with video messages from the UN Secretary-General, the US Secretary of State, and the Vice-President of the European Commission. Students delivered messages in support of Malala and girls' right to education. The event was moderated by Z. Badawi from BBC and it attracted significant international media coverage and presence in social media - about 500 articles were issued in 35 countries. UNESCO and Pakistan signed a MoU and the Malala Fund for Girls' Right to Education was established with a pledged contribution of \$10 million from Pakistan.</p> <p>-1st anniversary of the UNESCO Global Partnership for Girls and Women's Education (25 May 2012, UNESCO HQs, Paris). A high level panel discussion was organized at UNESCO HQs presenting major achievements so far and individual testimonies of beneficiaries. High-profile personalities such as the Executive Director of UN Women, Michelle Bachelet, the UNESCO Special Envoy on Literacy for Development, Princess Laurentien of the Netherlands, and Etienne Faïchou, Minister for Primary and Civic Education of Chad, joined the Director-General of UNESCO in reviewing progress achieved, reinforcing commitments, and discussing strategies to scale up action and further strengthen the Partnership. Representatives of major private partners from GEMS Foundation, Procter and Gamble, Microsoft and the Packard Foundation were also present together with the Ambassadors of Nigeria and of Tanzania to UNESCO, the CEO of ENEL Green Power, the President of the Barefoot College, and the first French female astronaut. A wide audience was reached through press releases and news articles while interviews with the panellists were posted online and circulated in social media in an effort to raise visibility around girls' and women's education and literacy. A beneficiary of one of the projects, Kewe Ndiaye, a young woman from Senegal who left school at the primary level to look after her siblings, gave a live testimony about her experience during the event, explaining how the literacy programme enabled her to start learning again and how she now aspires to get a successful job as a stylist and use mobile phone and the internet to identify and communicate with clients: "...when the UNESCO programme [on literacy] started in my neighbourhood I asked myself - but why don't I enrol... to start learning again....this programme taught me many things, how to read and write, ...how to take people's contact, to be able to use my mobile [to communicate with them]...to have [them] as clients".</p> <p>-3rd International Congress on TVET (13-16 May 2012, Shanghai). In an effort to mainstream gender equality in TVET, gender equality concerns were highlighted and addressed in a special session looking at ways to promote equity and inclusion of girls and women in and through TVET. The session was also informed by the results of the UNESCO-UNEVOC online conference on Women and TVET. The recommendations of the Congress included the need for gender equality in TVET. The Congress was attended by more than 500 representatives from 107 countries.</p> <p>-Celebrating International Women's Day - Launch of the UNESCO World Atlas of Gender Equality in Education (8 March 2012, UNESCO, Paris). The Atlas is an innovative statistical tool that presents sex-disaggregated education statistics in colour-coded maps that make it easier for readers to interpret data and understand gender disparities and inequalities in education. The eAtlas, the electronic and interactive version of the publication, is available online.</p> <p>-UNESCO side-event at the 56th Session of the Commission on the Status of Women (29 Feb. 2012, UN House, New York). A high-level panel discussion was organized titled 'Rural Women: Education for Empowerment'. Participants highlighted UNESCO's efforts to provide literacy and educational opportunities for girls and women in rural areas as well as innovative approaches carried out globally by different partners. The panellists included the Director of Barefoot College, the Senior Social Affairs Officer and Gender Focal Point of the UN Economic Commission for Europe, the Executive Director of the Connect to Learn Initiative. The turnout for the event was notable with many participants, especially from Africa, Education NGOs, and students at Columbia University.</p> <p>-UNESCO hosted the Paris premier (17 April 2013) of the film "Girl Rising", produced by Intel Corporation and CNN Films with the support of UNESCO, which features 9 stories of 9 girls from 9 countries, and is part of 10x10, an international campaign for girls' education.</p> <p>- High level Panel discussion on Girls and women's education on the occasion of the 37th Session of the General Conference (8 November 2013). The side-event was organized jointly with the ODG/GE, UIS and UIL, and provided an occasion to discuss UNESCO's contributions to promoting girls' and women's education, and to outline continuing challenges and new solutions and ideas to overcome them. It was attended by high level personalities, including the Minister for Education and Gender Equality of Sweden, Minister of State for Education, Training and Standards for Higher Education of Pakistan, Minister of Education from Trinidad Tobago, Minister of Education from Oman, and Minister of Education from Cameroon, together with the Director-General of UNESCO. A market place was organized with different stands presenting updates on the projects developed under the Global Partnership for Girls' and Women's Education in five African countries and visual presentations and publications on issues such as literacy and gender and the use of ICTs in promoting gender and the updates from the on-line "World Atlas of Gender Equality in Education" developed by UNESCO Institute for Statistics was presented.</p> <p>Besides the special high-level side-events, UNESCO also regularly participated, and in many cases was involved in the organization of, the celebration of the International Women's Day on 8 March at the global level and in almost all regions. For example, in Asia Pacific region, UNESCO organised an event on the theme 'Connecting Girls: Inspiring Futures through Physical Education and Sport' in 2012 and on the theme of the year 'A promise is a promise: Time for action to end violence against women' in 2013, during which a slide show of interesting quotes, facts and figures on gender equality was played.</p> <p>UNESCO also participated in the celebration of the first and second International Day of the Girl Child on 11 October. The day was inaugurated by the UN in 2011 to advocate and demonstrate that educating girls, especially at the secondary level, is the most effective way to improve quality of life and the society at large. At the global level, UNESCO joined hands with UNGEI, UNICEF, Plan and GEFI to organize and participate in a high-level panel in New York to share UNESCO's work on girls' education.</p> <p>During the Global Action Week 2013 "Every Child Needs a Teacher", UNESCO and other UNGEI members in Asia-Pacific collaborated to produce a flyer highlighting the situation of girls with disabilities in the region and actions that policy-makers and practitioners can take. The flyer was disseminated at the Intergovernmental Meeting on the Final Review of the Implementation of the Asian and Pacific Decade of Disabled Persons (Oct 2012).</p> <p>UNESCO co-authored a discussion paper on gender and disability and further collaborated with UNGEI in producing a report on the low performance of boys in Malaysia, Mongolia, Philippines and Thailand. In the Arab region, findings from the project 'Supporting Gender Equality in Education in Lebanon' were shared with relevant stakeholders in the MOE and others. Evidence-based information was made available for policy-making in the areas of textbook analysis from the gender perspective and the elimination of gender stereotypes; school-to-work transition of young women in Lebanon; SRGBV; and, Literacy. Concrete recommendations were issued with regard to incorporating the gender perspective and promoting gender equality in education. UNESCO also participated in teach-in sessions about the UN system in Lebanese Universities, presenting gender equality as a UN and UNESCO priority.</p>

36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt						
	<p>Gender Mainstreaming /Gender Specific Programming:</p> <p>The Sector's capacity to mainstream gender in its activities, events, publications and other work was reinforced throughout the biennium. Gender was mainstreamed in the Sector's work plans and publications which were reviewed from a gender lens, engaging gender focal points, thematic coordinators and regional coordinators. Gender-specific programming was increased with more activities targeting women and girls. An example of a unique effort to support gender mainstreaming and awareness raising of UNESCO staff was the publication of the online newsletter, the "Gender Wire" published by UNESCO in Asia-Pacific region. The online newsletter aimed to promote gender equality in education by keeping readers in touch with current gender trends and issues, particularly in the region. The scope of gender-related problems addressed in Gender Wire's previous issues was beyond Asia-Pacific. However, beginning in August 2013, the focussed was narrowed to gender issues in Asia-Pacific to make content more relevant. Information and training material on gender mainstreaming were circulated and one-to-one training sessions were organized for focal points from each division. About 50-60 UNESCO publications were reviewed from a gender lens to effectively mainstream gender and highlight gender considerations. Gender specific programming was encouraged through both technical support and through the allocation of funds to specifically address gender equality concerns in priority areas such as Education Laws and Policies, TVET, Literacy, Teachers, GBV. The criticality of gender mainstreaming was reinforced in all the CapEFA projects during the CapEFA global training (June 2013).</p> <p><u>Lessons learnt/Challenges:</u></p> <p>Despite severe funding constraints, UNESCO has been able to accomplish an extensive range of activities at global, regional and national levels, which have raised UNESCO's visibility as a significant player in promoting gender equality in education. -In Africa, the decision to focus on building capacities of higher education institutions to addresses gender issues was an opportunity for UNESCO to combine ER11 with ER 6 on Higher education and have a more significant budget for activities. It also meant, the combined programmes contributed to increase sustainability of UNESCO's action as Universities involved in the development of the gender and transformative leadership continue to offer training even after UNESCO's funding ends.</p> <p>UNESCO's comparative advantage in addressing gender and education at all levels of education and through various thematic areas has also been noted by partners. UNESCO Education Sector also collaborated closely with the ODG/GE and contributed to the development of the UN-wide online gender training module on education and gender at the request of UN Women.</p> <p>Despite increased visibility and recognition, UNESCO still needs to be more articulate and focused in its programme for girls and women's education, and gender equality, especially given the considerable number of actors working in the same area. In order to sustain its achievements and further enhance its impact in the system, UNESCO should continue to expand its partnership and mobilize resources, internally and externally, for supporting gender equality programmes and projects. Gender issues are often kept silent in the name of mainstreaming. Further challenges remain to be:</p> <ul style="list-style-type: none"> - Staff awareness and capacity on gender mainstreaming still needs reinforcement so as to avoid misconceptions about gender equality and better promote girls and women's education. In particular, specific training on reporting and monitoring gender mainstreaming in the respective ED programmes will be beneficial for all staff members both in HQs and FOs. - The gender mainstreaming exercise was well received in general but it also encountered some silent resistance among staff. To overcome this obstacle, various focal points were engaged and follow-up was ensured through multiple means to promote compliance with the UNESCO Global Priority Gender Equality; - The Global Partnership for Girls' and Women's Education has been catalytic in mobilizing significant extra-budgetary sources to enable the implementation of large scale projects at country level; - Need to give more careful attention and consideration to most vulnerable and marginalized girls, such as those with disabilities who are particularly deprived of educational and other opportunities; - Need to integrate GE issues in programmes beyond literacy and basic education, such as in secondary and tertiary education; - Need to substantially increase the number of countries in the Arab Region that mainstream gender issues and Gender Equality in their education programmes; - Need for better dissemination and sharing of good practices in regard GE in education. 						
	<p style="text-align: center;">Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th data-bbox="423 1158 1005 1203" style="text-align: center;">Programmed</th> <th data-bbox="1005 1158 2190 1203" style="text-align: center;">Attained</th> </tr> </thead> <tbody> <tr> <td data-bbox="423 1203 1005 1445"> <p>PI: Increased support from multi-stakeholder partners to UNESCO activities on education for girls and women B/b: - 1 partnership in each region established</p> </td> <td data-bbox="1005 1203 2190 1445"> <p>Numerous partnerships were created during the biennium: With Member States: - Pakistan - Greece - Egypt - France With UN and multilateral organization partners: -UNGEI (Global, Asia-Pacific) -UN Adolescent Girls Task Force (Global) -UN Women (Global, Africa, Arab States, Latin America) -UNFPA (Arab States) -ILO (Arab States) -Islamic Development Bank (Africa) -Office of the Italian Cooperation for Development in Lebanon -Global Partnership in Education (Arab States) With NGO/CSOs, universities and research institutes: -Barefoot College -'Connect to Learn' Initiative -Centre for Educational Research and Development (CERD), -Rutgers University (USA) with 4 African universities from Gambia, Ghana, Liberia and Nigeria. With private sectors: -Procter & Gamble (P&G), the Packard Foundation, GEMS Education, Nokia, and Microsoft have mobilized US\$5 million since 2011. Partnership with P&G extended for another 3 years for \$2.4 million Potential new partners: -Princess Laurentien of the Netherlands - UNESCO Special Envoy on Literacy for Development.</p> </td> </tr> <tr> <td data-bbox="423 1445 1005 1484"> <p>PI: Increased awareness among the wider public on the</p> </td> <td data-bbox="1005 1445 2190 1484"> <p>9 high-level global events and many regional and national level events organized: -A side event on the occasion of the 56th</p> </td> </tr> </tbody> </table>	Programmed	Attained	<p>PI: Increased support from multi-stakeholder partners to UNESCO activities on education for girls and women B/b: - 1 partnership in each region established</p>	<p>Numerous partnerships were created during the biennium: With Member States: - Pakistan - Greece - Egypt - France With UN and multilateral organization partners: -UNGEI (Global, Asia-Pacific) -UN Adolescent Girls Task Force (Global) -UN Women (Global, Africa, Arab States, Latin America) -UNFPA (Arab States) -ILO (Arab States) -Islamic Development Bank (Africa) -Office of the Italian Cooperation for Development in Lebanon -Global Partnership in Education (Arab States) With NGO/CSOs, universities and research institutes: -Barefoot College -'Connect to Learn' Initiative -Centre for Educational Research and Development (CERD), -Rutgers University (USA) with 4 African universities from Gambia, Ghana, Liberia and Nigeria. With private sectors: -Procter & Gamble (P&G), the Packard Foundation, GEMS Education, Nokia, and Microsoft have mobilized US\$5 million since 2011. Partnership with P&G extended for another 3 years for \$2.4 million Potential new partners: -Princess Laurentien of the Netherlands - UNESCO Special Envoy on Literacy for Development.</p>	<p>PI: Increased awareness among the wider public on the</p>	<p>9 high-level global events and many regional and national level events organized: -A side event on the occasion of the 56th</p>
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Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)	
Programmed	Attained
<p>importance of education of girls and women through high-profile events B/b: - 1 global event with prominent high-profile personalities - 3 roundtables in conjunction with celebration of UN Days - 2 on-line discussions on critical aspects of girls' and women's education</p>	<p>Session of the Commission on the Status of Women (New York, 29 February 2012) - Launch of the UNESCO World Atlas of Gender Equality in Education (Paris, 8 March 2012) - A special session on Women and TVET during the 3rd International Congress on TVET (Shanghai, 13-16 May 2012) - 1st Anniversary of the Global Partnership for Girls' and Women's Education - High Level Panel Discussion (Paris, 25 May) - Launch of the Advocacy Report "From Access to Equality" during the EFA Global Education Meeting (21 November 2012) - High-Level Global Advocacy Event 'Stand up for Malala - Girls' Education is a Right' (Paris, 10 December 2012) - High-level education panel at the 1st Forum Mondiale des Femmes Francophonie with the French Government (March 2013) - Advocacy panel on the International Day of the Girl Child (New York, 11 October 2013) jointly with UNICEF and UNGEI. -Side-event on High level Panel on Girls and Women's Education on the occasion of the 37th Session of the General Conference (8 November 2013) Regional events: a friendly football match, organized with the Right to Play in Bangkok; a seminar on culture, gender-based violence, education and HIV/AIDS for Mekong Countries; an exhibition in Bangkok featuring drawings by young people; launch of the 2012, 2013 drawing contests; a high-profile event organized on the first International Day of the Girl Child with the Government of Thailand. Arab Region: 3 national seminars in Lebanon to present the finding on school-related GBV; school-to-work transition of young women; textbook analysis from a gender perspective, etc.</p>
36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
<p> ER 12: Education stakeholders informed through research and foresight studies on emerging trends and challenges in education</p>	<p>The outputs and expected results for the biennium were very much on target.</p> <p>CONTRIBUTION TO POST-2015 DEBATE</p> <p>The range of outputs (in terms of occasional papers, think pieces, and seminar proceedings) have fed into the global debate on education in the post-2015 development agenda and beyond. Analytical contributions on such key concepts as creativity, quality, progress, and global citizenship, as well as on policy orientations for the international education agenda post-2015 have informed the global debate.</p> <p>IMPROVED VISIBILITY OF UNESCO WITHIN EDUCATION RESEARCH COMMUNITY</p> <p>In addition, UNESCO gained greater visibility in 2013 among the international education research community through dedicated sessions organized at such global fora as:</p> <ul style="list-style-type: none"> - WISE: World Innovation Summit on Education (Doha, Oct 2013). - WCCES: World Congress of Comparative Education Societies (Buenos Aires, June 2013) - CIES: Council for International Education Societies (New Orleans, March 2013)
Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)	
Programmed	Attained
<p>PI: Number of forward-looking country case studies on emerging societal trends and challenges for education conducted, published and disseminated B/b: 4 case studies (one in each region)</p>	<p>I. RETHINKING EDUCATION IN A CHANGING WORLD This is the report of the February 2013 meeting of the Senior Experts' Group established by the Director General to rethink education in a changing world. The report is available on-line in English, French, and Spanish) at the following link: The Senior Experts' Group has been tasked with setting out the parameters and principles for a vision of learning for the future. While it is hoped that the work of the Senior Experts' Group will enrich the current global debate on education in the post-2015 development agenda, the ambition goes well beyond. The work of the group hopes to encourage dialogue on the fundamental principles that can guide education policy and practice for the decades ahead. II. EDUCATION RESEARCH AND FORESIGHT [ERF] OCCASIONAL PAPERS The ERF Occasional/Working Papers series proposes think pieces and discussion papers on a range of issues and concepts in education. The following eight (8) ERF Occasional Papers published on-line in English and French (Spanish soon available): 1. The Challenges of Creativity 2. Beyond the Conceptual Maze: The notion of quality in education 3. Desire and Doubt: Drivers of creativity and rationality? 4. Revisiting 'Learning: The Treasure Within' - Assessing the influence of the 1996 Delors report 5. Fragility of Power: A challenge for education 6. Higher Education Grappling with the Shocks of our Times 7. Education for Global Citizenship: A framework for discussion 8. Reflections on progress, Sustainable Development, and Citizenship III. ARTICLES PUBLISHED IN JOURNALS Five articles (5)</p>

Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)	
Programmed	Attained
	articles written by ERF staff were published in the following journals: - International Review of Education - Adult Education and Development - Revue internationale d'éducation de Sèvres - Hommes et Libertés - Worlds of Education IV. INSTITUTIONAL POSITION PAPERS PUBLISHED ON-LINE: The following UNESCO Education sector position papers were developed through ERF: 1. UNESCO Principles on Education and Development Beyond 2015" (2013). Published on-line. 2. "Education and Skills for Equitable and Sustainable Development Beyond 2015" (2012) Education Sector think piece for the Post-2015 UN Task Force. Published on UNESCO and UNDP websites.
<p>PI: Number of proceedings of international research colloquia /conferences which are jointly organized by UNESCO and international research partners</p> <p>B/b: 4-6 international colloquia/seminar proceedings prepared and disseminated</p>	<p>I. SEMINAR PROCEEDINGS: Four (4) sets of proceedings/outcomes of international/regional meetings finalized: 1. Regional Asia-Pacific consultation on education in the post 2015 agenda (Bangkok, 28 Feb-1 Mar 2013). [Outcome document published on-line]. 2. "Beyond 2015: Rethinking Learning in a Changing World", High-Level Expert Meeting (Bangkok, 26-28 Nov 2012). Organized by UNESCO ERF program in Bangkok and the Japanese National Commission. [Outcome document published on-line]. 3. "Towards EFA 2015 and Beyond - Shaping a New Vision of Education", High-Level Expert Meeting in Asia-Pacific region (Bangkok, 9-11 May 2012). Organized by the Regional Bureau in Bangkok and the Korean National Commission. [Outcome document published on-line]. 4. "Beyond 2015: Perspectives for the Role of TVET and Skills Development". International Consultation (Shanghai, 17 May 2012). Organized by UNESCO (ERF & TVET) and NORRAG. [Not available on-line] II. RESEARCH PROPOSALS: ERF assisted in the design of the following research proposal: 'Momentum for Education Beyond 2015: Improving the Quality of Learning Outcomes and Enhancing the Performance of Education Systems in the Gulf Cooperation Council Countries', [NPRP No: 6-828-5-098]. Proposal submitted by UNESCO Doha to the Qatar National Research Foundation (QNRF). Grant of USD 600,000 has been awarded the UNESCO Doha Cluster Office.</p>

Cost-effectiveness/efficiency measures for this Main Line of Action

* Most of the UNESCO events were organized as side-events taking opportunity of various high-level global events to ensure optimum participation without having to cover participation costs such as travel and accommodation of participations. For other events, financial support was sought from other partners to cover the organizational costs.


* Staff has been fully engaged in the design of research seminars, analytical work, and publications both within and beyond UNESCO.


* Partnership and collaborative efforts were optimized, including with other UNESCO entities (whether in Paris, in the regions, or in institutes), as well as with other development and/or research partners (National Commissions, UNESCO Chairs, and research networks (NORRAG, AFIRSE, EriNet, etc...)). Such partnerships enabled the ED programme to undertake substantive work despite the very limited number of professional staff and copnstrained financial resources.


I.3.1. UNESCO International Bureau of Education (IBE)



Regular Programme ¹ : staff and operational budget		Extrabudgetary resources ¹
Allocation 2012-2013: US\$ 3 450 000	Expenditure % 2012-2013: 100%	Expenditures 2012-2013: US\$ 240 408


¹The budgetary information regards unaudited figures and for extrabudgetary resources include Emergency Funds.

36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
 MLA 1 - expected result 1: National capacities strengthened for policy formulation and planning focusing on promoting the right to quality education and	<p>The IBE has supported the Ministry of Education of Colombia in the process of elaborating the national policy framework of inclusive education in partnership with the local Foundations EXE ('Empresarios por la Educación') and 'Saldarriaga Concha'. The framework will steer the implementation of inclusive education policies and programmes at national and local levels. The framework includes, among others, the methodological process sustaining its development; a comparative international perspective on inclusive education; the conceptualization around the triad inclusive curricula - schools - teachers; the identification of the main challenges facing the education system to foster inclusion; and a roadmap to promote inclusive education in the country.</p> <p>The IBE is also supporting the elaboration and implementation of the Country Programme 2012-2014 in Uruguay with a view towards designing long-term educational, curricular and</p>

36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt	
<p>gender equality, and drawing on information and communication technologies</p>	<p>teaching proposals in the next twenty years. The Ministry of Education and Culture of Uruguay and UN agencies have signed a cooperation agreement to implement the programme in June 2013.</p> <p>Within the framework of the Gulf Arab States Educational Research Centre (GASERC)-IBE Inclusive School Project 2011-2013, the IBE produced four booklets in English for the development of inclusive schools and classrooms in the Gulf Arab States. They consist of: (1) introduction to inclusive education: reviewing policies and practice; (2) promoting inclusive education: a school development guide; (3) developing inclusive classrooms: a guide for teachers; and (4) additional resources. The booklets have been reviewed and validated among partners and have been translated into Arabic for validation by the Gulf States who are planning for pilot implementation in Gulf schools. A strategy for piloting has already been developed.</p> <p>In the context of the project 'Developing new Iraqi Curricula' (2010-2013), the guidelines for writing mathematics and sciences syllabuses that were developed in December 2012 have been used to train national teams in 2013. The production of such a training tool was part of the capacity building efforts aiming at strengthening national capacities to design, manage and evaluate the curriculum reform.</p>	
Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		
Programmed		Attained
<p>PI: Number of personnel trained in quality curriculum change and management B/b: - 400</p>	<p>This amounts to a total of 800 trained personnel. (01/01/2012 to 31/12/2012) A total of 542 specialists/ministerial officers, including 50 in Bahrain, 87 in Colombia, 129 in the Dominican Republic, 49 in Nicaragua, 30 in Nigeria, 36 in Pakistan and 161 in the Diploma courses (96 in Africa and 65 in Latin America [this includes the cohort that began in 2012 and the cohort from 2011, which was still participating in the course in 2012]) 2012 Latin America-Caribbean Diploma: 41 specialists trained (all from Latin America and the Caribbean; 83% female). 2012 Africa Diploma: 47 specialists trained (44 from Africa, 3 from other regions; 47% female). (01/01/2013 to 31/12/2013) A total of 143 specialists/ministerial officers, including 47 in Bahrain and 96 in CEMAC (Economic Community of Central African States) countries, were trained in workshops. An additional 115 were trained in the Diploma courses. 2013 Latin America-Caribbean Diploma: 40 specialists are being trained (39 from Chile, Peru, Ecuador, Mexico, Haiti and Uruguay, 1 from Germany/UNESCO Port-au-Prince; 55% female). 2013 Africa Diploma: 75 specialists are being trained (72 from Africa, 3 from other regions; 41% female). (See also MLA 2 - Expected result 5).</p>	
<p>PI: Number of countries involved in capacity development activities B/b: - 30</p>	<p>57 countries have been involved in capacity development activities. (01/01/2012 to 31/12/2012) A total of at least 47 countries, including 44 countries involved in the Diploma courses (see MLA 2 - Expected result 5), 8 countries involved in customized workshops and 7 countries involved in the Gulf Arab States Educational Research Center (GASERC)-IBE project. (01/01/2013 to 31/12/2013) A total of 42 countries involved in the Diploma courses (see MLA 2 - Expected result 5), and 7 countries involved in the GASERC-IBE project</p>	
36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt	
<p> MLA 1 - expected result 3: National capacities strengthened to develop and implement teacher policies, with particular emphasis on quality and gender issues</p>	<p>Through the diploma courses (see MLA 2 - Expected result 5) the IBE is contributing to strengthening the national capacities to develop and implement teachers' policies.</p> <p>Participants in the 2012 and 2013 diploma courses (Sub-Saharan Africa and Latin America and the Caribbean) and customized workshops (Africa, Arab States, Asia, and Latin America and the Caribbean) included 58 teacher trainers working at the ministerial or related level.</p>	
Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		
Programmed		Attained
<p>PI: Number of teachers trained through learning tools and guidelines to support curriculum reform and implementation B/b: - 100</p>	<p>This amounts to a total of 107 trained. 90 teacher trainers working at the ministerial or related level are being trained in the diploma courses during 2012 (34) and customized workshops (56). Currently 17 teacher trainers working at the ministerial or related level are being trained in the 2013 diploma courses (8 in Africa and 9 in Latin America and the Caribbean).</p>	

36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt	
 <p>MLA 2 - expected result 5 Basic education, including early childhood care and education, policies, programmes and practices improved in Member States, strengthening quality, equity, inclusion and gender equality</p>	<p>2012 Latin America-Caribbean Diploma (started in August 2012): 41 specialists trained (all from Latin America and the Caribbean; 83% female). 2013 Latin America-Caribbean Diploma (started in August 2013): 40 specialists are being trained (39 from Chile, Peru, Ecuador, Mexico, Haiti and Uruguay, 1 from Germany/UNESCO Port-au-Prince; 55% female). 2012 Africa Diploma (started in November 2012): 47 specialists trained (44 from Africa, 3 from other regions; 47% female). 2013 Africa Diploma (started in December 2013): 75 specialists are being trained (72 from Africa, 3 from other regions; 41% female).</p> <p>In terms of participants' evaluation, after the 2012 Diploma online sessions 96% of participants in Latin America and the Caribbean and 90% of participants in Africa strongly agreed or agreed that they felt more comfortable and confident to apply curriculum strategies and ideas in their own context. After the 2013 Diploma face-to-face session, 100% of participants in Latin America and the Caribbean strongly agreed or agreed that their competencies in the field of curriculum design and development were strengthened. Concerning the 2013 Africa Diploma face-to-face session held in December 2013, survey data are being processed.</p> <p>A new IBE project aiming at improving learning outcomes through curriculum development has been awarded 3 millions of dollars by the Global Partnership for Education (GPE) through its Global and Regional Activities Programme Fund. The project 'Learning outcomes in early grades: Integration of teaching, learning materials and assessment' targets four African countries (Burkina Faso, Niger, Senegal and South Sudan) which all have in common poor student learning outcomes in early grades and weak basic skills acquisition, especially in reading. In addition to the focus on the curriculum itself, there will be an emphasis on teaching practices and more effective teaching and learning materials for improving pupils' reading and writing skills in the first three years of primary education. During the first half of 2013 the project's concept note was fine-tuned and developed more thoroughly through extensive consultations with national education authorities and education partners and stakeholders (including development agencies, UN agencies, NGOs, and UNESCO field offices). National teams have been officially formed by the ministries of education involved in the project. Fact-finding missions and technical meetings organized in each country allowed to gather information and feedback on the initial project proposal in order to ensure that the project scope and objectives are aligned with countries' needs and priorities. The final project document was approved and the agreement has been signed in October 2013. As first activity aiming at building capacities of curriculum developers/managers within MOEs, 9 participants from GPE countries (Burkina Faso, Niger and Senegal, 3 people from each country) took part to the Diploma in Curriculum Conception and Development from 02 to 12 December 2013 in Tanzania, Dar Es Salam.</p> <p>In 2012 the IBE supported the process of curriculum revision in South Sudan, and further assistance was pending subject to additional funding. The GPE-funded project will build upon existing efforts in this area through the provision of technical assistance in early reading and curriculum development.</p> <p>In addition, the IBE provided its expertise in curriculum to various projects and initiatives on cross-curricular issues led by UNESCO HQ: "Teaching Respect for All" (TRA) project, Intersectoral platform project on "Promoting a culture of peace and non-violence in Africa through education for peace and conflict prevention in national education systems" and "Guide for Mainstreaming Gender in Teacher Training Institutions". The TRA project aims at elaborating practical tools explaining how to address the issues related to anti-racism and tolerance in education that would build on lessons learned and current good practices in this field. The IBE is part of the "Experts group" that support the development of the proposals and of the various expected tools. When it comes to the Intersectoral platform project, the IBE is a technical partner along with IIEP. The IBE has contributed to the mapping of existing education resources for peace and conflict prevention in Spanish and Portuguese, and it has also produced technical guidelines and training modules for the curriculum part, in partnership with the IIEP, to integrate education that prevents conflict and promotes peace into the curriculum. The guidelines and the training modules are being piloted in four selected countries. In addition, at the request of HQ, the IBE has been providing technical advice to the creation of a guide for mainstreaming gender equality in teacher training institutions based on experts' knowledge and experience and case studies. Eventually, IBE's support has been sought after for a new project called "Conflict Sensitive planning, programming and curriculum in conflict-affected and fragile states: PEIC Education Program" led by the Education Above All Foundation by Her Highness Sheikha Moza Bint Nasser to promote and protect the right to education in these circumstances. The PEIC project will begin with a scoping study and the development of resource packages for Ministry of Education (MoE) planners and curriculum/textbooks/teacher training specialist staff, in at-risk or conflict-affected countries. IBE has been asked to bring its expertise to define the project and support the development of the resources related to curriculum. So far, IBE participated in the first technical meeting held in Qatar after the WISE international meeting on the 31 of October 2013 and to the project planning meeting held in Paris at the IIEP from 26-28 November.</p>	
Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		
Programmed	Attained	
<p>PI: Number of specialists trained through recognized courses ("diploma") in curriculum development B/b: - 30</p>	<p>The total of Diploma students who were being trained in the course during 2012-2013 amounts to 276 specialists. A total of 161 specialists were being trained through the Diploma courses in 2012 (65 in Latin America and 96 in Africa). (This number includes the cohort that began in 2012 and the cohort from 2011, which was still participating in the course in 2012.) The breakdown of 2012-2013 Diploma participants is as follows: 2012 Latin America-Caribbean Diploma (started in August 2012): 41 specialists trained (all from Latin America and the Caribbean; 83% female). 2013 Latin America-Caribbean Diploma (started in August 2013): 40 specialists are being trained (39 from Chile, Peru, Ecuador, Mexico, Haiti and Uruguay, 1 from Germany/UNESCO Port-au-Prince; 55% female). 2012 Africa Diploma (started in November 2012): 47 specialists trained (44 from Africa, 3 from other regions; 47% female). 2013 Africa Diploma (started in December 2013): 75 specialists are being trained (72 from Africa, 3 from other regions; 41% female).</p>	
<p>PI: % of diploma awardees that have declared improving their practice on</p>	<p>The percentage of diploma awardees that have declared improving their practice on workplace 92 % (average) In Latin America, more than 96% of the first Diploma course (2010) graduates strongly agreed or agreed that the course allowed them to put their learning into practice. 95%</p>	

Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)	
Programmed	Attained
workplace B/b: - 75%	of the 2011 trainees in Latin America and 92% of the 2011 trainees in Africa strongly agreed or agreed that the learning sessions improved their competences in the field of curriculum design and development, including new working and facilitation strategies. After the Diploma online training sessions, 95% of the participants felt more comfortable and confident to apply curriculum strategies and approaches in their own professional context. In terms of participants' evaluation, after the 2012 Diploma online sessions 96% of participants in Latin America and the Caribbean and 90% of participants in Africa strongly agreed or agreed that they felt more comfortable and confident to apply curriculum strategies and ideas in their own context. After the 2013 Diploma face-to-face session, 100% of participants in Latin America and the Caribbean strongly agreed or agreed that their competencies in the field of curriculum design and development were strengthened. Concerning the 2013 Africa Diploma face-to-face session held in December 2013, survey data are being processed.
36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
 MLA 3 - expected result 7: Capacities in Member States strengthened to integrate a holistic vision of education for sustainable development, including climate change education and education for disaster preparedness and risk reduction, into educational policies, and development plans and programmes	The IBE collaborated with UNESCO Bangkok and other UNESCO entities to produce 5 thematic training modules on ESD issues, including Climate Change, Environmental Education, Natural Disaster Reduction, Gender Sensitization, and Guidelines for incorporating ESD into the curriculum. These thematic modules were used in a series of capacity development activities with national teacher education institutions in the Asia-Pacific region, and serve as training materials in the IBE-led Diplomas in Curriculum Design and Development.
Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)	
Programmed	Attained
PI: Tools developed and used to support teachers, teacher trainers and curriculum developers to integrate ESD and climate change in the curricula of primary and secondary education B/b: - 2	The IBE collaborated with UNESCO Bangkok and other UNESCO entities to produce 5 thematic training modules on ESD issues.
36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
 MLA 3 - expected result 8: Good quality comprehensive HIV and sexuality education delivered by Member States, promoting healthy lifestyles, gender equality and human rights	<p>During January 2012-December 2013, a total of 200 new documents have been added to the UNESCO HIV and AIDS education clearinghouse. These documents provide relevant and up-to-date information about HIV and related issues such as sexuality, gender, youth, etc., that can be used by practitioners, officials at ministries of education, development agencies, civil society, researchers and other partners. A total of 47 specific requests and needs have been responded via the email address of the program (ibeaid@unesco.org) through making documents available, giving advice and proposing collaborative solutions for specific themes.</p> <p>During November 2012-April 2013, The IBE has also assisted the ministries of education in six African countries of the Economic Community of Central African States-CEMAC (Cameroon, Central African Republic, Chad, Congo, Equatorial Guinea and Gabon) through a content evaluation of teaching and learning materials (44 teacher guides and students textbooks) and self-training materials (6 tutorials and 150 radio programmes) for education programmes on sexuality and HIV and AIDS targeting primary and secondary schools teachers. This has been conducted through the delivery of six evaluation reports (one for each country) in terms of strengths and weaknesses as well as recommendations for improvement, the organization of a workshop for presenting the results of the assessment and for strengthening the capacities regarding the introduction of HIV and AIDS within the curriculum, and the production of a new tool 'SERAT (Sexual Education Review and Assessment Tool) IBE Pedagogical' for content assessment.</p> <p>During April to December 2013, a teaching, learning and teacher training material has been co-produced. Based on the results of the content evaluation which shows a lot has been done in the analyzed countries to introduce HIV and AIDS in the curriculum nevertheless the need to improve the development of psychosocial competencies in the students is common to all the countries. Therefore a practical guide for effective implementation of active learning pedagogy for the development of psychosocial competencies in HIV and AIDS education that will support teacher in their practice and training teacher trainers and inspectors to use them conveniently (practical guides will be printed and distributed in March 2014).</p> <p>During July 2012 and November 2013, IBE expertise has been provided through the co-organization of four capacity-building workshops in close collaboration with UNESCO field offices</p>


36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt	
	(Dakar, July 2012; Douala, April 2013; Yaoundé, August 2013; Douala, November 2013) to support in total 14 francophone countries of sub-Saharan Africa (Benin, Burkina Faso, Cameroon, Central African Republic, Chad, Congo, Democratic Republic of the Congo, Gabon, Guinea, Ivory Coast, Mali, Niger, Senegal and Togo).	
	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)	
	Programmed	Attained
	PI: Number of new documents and resources evaluated and included in UNESCO HIV and AIDS education clearinghouse B/b: - 200	A total of 200 new documents/resources have been evaluated and added to the UNESCO HIV and AIDS education clearinghouse, - 47 specific requests and needs have been responded through making documents available, giving advice and proposing collaborative solutions for specific themes. - 131 education professionals from ministries of education, curriculum developers, teacher trainers and teachers have been trained - 6 evaluation reports (Cameroon, Chad, Congo, Guinea, RCA, Gabon) - 1 new tool 'SERAT (Sexual Education Review and Assessment Tool) IBE Pedagogical' for content assessment - 1 teaching, learning and teacher training material developed (practical guide for effective implementation of active learning pedagogy for the development of psychosocial competencies in HIV and AIDS education)
36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt	
 MLA 4 - expected result 12: Education stakeholders informed through research and foresight studies on emerging trends and challenges in education	<p>Concerning the Global Survey on Instructional Time, the draft questionnaire was jointly designed and completed during the first months of 2012. A pilot was organized by UIS during April-May 2012. In February 2013 the UIS sent out the questionnaire within the framework of its annual Education Survey. As the replies received from countries during 2013 were not sufficient in number to allow for a reliable analysis, data analysis has been reprogrammed for 2014.</p> <p>The IBE contribution to the EFA Global Monitoring Report 2013 (theme: 'Teaching and Learning for Development') was delivered at the beginning of April. The study (titled: 'A rapid assessment of curricula for general education focusing on cross-curricular themes and generic competences or skills') presents the results of a quick mapping of a range of curriculum frameworks, policies and provisions around the world. This rapid assessment shows that cross-curricular themes related to environment and sustainability are one of the most common transversal themes in the curricula of general education. It also shows that countries increasingly emphasize generic competences or skills as broader learning outcomes that all students are expected to develop beyond the conventional subject-based learning.</p> <p>A Working Paper (in Spanish and English) has been published online; it highlights some important issues emerging from the current debates around the curriculum. The Working Paper has also been disseminated through the 'Education Policy Matters!' (Issue 22, November 2013) published by the EPR Unit-UNESCO Bangkok and the LLECE Newsletter (Issue 12, November 2013), published by UNESCO-OREALC (Santiago).</p> <p>After having piloted a draft tool (e.g. a questionnaire) for the periodic assessment of needs and priorities in the field of curriculum in the regional workshop held in Nigeria in December 2012, it has been decided to further discuss this issue during the international experts' meeting 'Key Curricular and Learning Issues in the post-2015 Education and Development Agenda', being organized by the IBE in Geneva on 23-25 September.</p> <p>The first draft of the English version of the IBE Glossary of Curriculum Terminology was finalized in April 2013 on the basis of previous glossaries created by the IBE as well as specialized terminology selected from a range of authoritative sources. This draft was then shared with several curriculum specialists and experts in the field of organizing information, who were invited to provide their feedback on the document. Based on the comments and suggestions received from 11 experts from different countries, the second version of the Glossary was made available on the IBE website at the beginning of June as a consultative document. A wide range of curriculum specialists and organizations (including, for example, the UNESCO Bangkok Office and its Education Research Institutes Network and the Network on Education Quality Monitoring in Asia and Pacific) were then invited to offer additional feedback and recommendations. During August 2013 the document was further revised on the basis of the suggestions and comments received, and the final version has been made available online at the beginning of September 2013. Overall, it has been possible to involve in the preparation of the Glossary colleagues from: UNESCO (HQs, UIL, Beirut Office, Bangkok Office and its networks); several curriculum agencies/departments (Australia, Japan, Kenya, Malaysia, Namibia, Netherlands, Republic of Korea, Singapore, and UR of Tanzania); universities (Edinburgh, Hong Kong Institute of Education, Newcastle, West Indies, and UNESCO Chair in Curriculum-University of Quebec); and other organizations (European Schoolnet and European Centre for the Development of Vocational Training-CEDEFOP). The Glossary includes 266 entries and an extensive, authoritative bibliography. It is intended to be a working reference tool that can be used in a range of activities and help to stimulate reflection among all those involved in curriculum development initiatives. Given the strong connection between concepts and practice, such a Glossary may contribute to productive reflection within national education systems, as well as regional and international contexts, on the role of curriculum terminology in promoting meaningful improvements.</p> <p>During 2012-2013, a total of 45 alerts, seven digests, and four thematic alerts (e.g. Teachers, Early Childhood Care and Education, Gender and Curriculum, and Conflict and Curriculum) were produced. Some 330 new records have been added to the IBE electronic catalogue and an additional 1,860 were revised (as of the end of October 2013), including records prepared for the new digital collection of curricula. The documentation centre has also provided feedback to more than 650 inquires over the biennium.</p> <p>The 7th edition of the World Data on Education (completed) gives access to 163 profiles of education systems around the world. In November 2012 the ASEAN-China Centre (officially launched in November 2011) asked the IBE's permission to translate into Chinese the updated profiles of the 10 ASEAN countries. The database Country Dossiers was kept updated and some 190 dossiers are available on the IBE website.</p> <p>The IBE website has been developed on a regular basis and 41 news were published in three languages during the biennium (as of the end of October 2013). An online exchange platform and forum for the alumni of the Diploma course in curriculum design and development has been created and is operational since March 2013. Starting from the beginning of October, the IBE website is being migrated into the main UNESCO website. It is expected that the website with a new layout will be published online by the end of 2013-beginning of 2014, and during 2014 the website will be progressively reorganized to reflect the Centre of Excellence Strategy currently being implemented. During the period January 2012-October</p>	

36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt	
	<p>2013, the website received 6.89 million visits (+9.5% compared to the previous 22-month period) and 4.18 million visitors (+22.3%). During the same period, IBE documents and publications were downloaded almost 504,000 times from UNESDOC, which represents a 34.5% increase compared to the previous 22-month period (e.g. about 374,000 downloads). The updated profiles of the database World Data on Education continue to be the most downloaded resources jointly with the series 'Educational Practices' and 'Thinkers on Education'. The updated profiles of the new edition have a strong focus on curriculum and curriculum matters.</p> <p>The journal Prospects continues to be widely disseminated through Consortia. In addition to the four issues published in 2012 (No. 161, Internationalization of Teacher Education; No. 162, Cultural Diversity in Education Systems: International and Comparative Perspectives; No. 163 Developing a World-class Education; No 164 Comparing Learner Performance in Southern Africa), three issues has been published in 2013 (No. 165, Education, Fragility and Conflict; No. 166, regular issue on various topics pertaining to comparative and international education; No. 167, regular issue with a special focus on the post-2015 education). Two issues of the Educational Practices Series are under final printing for publication (No. 24, Emotions and Learning and No. 25 Nurturing Creative Thinking).</p> <p>At the end of May 2013, the IBE Community of Practice (COP) in Curriculum Development has 1,627 members from 139 countries. In terms of regional and interregional exchanges, the IBE contributed to: the 'Consultative and Technical Meeting' to discuss and implement a joint UNESCO strategy for the capacity development of Francophone countries of the Economic Community of West African States (Ouagadougou, Burkina Faso, 29-30 April); and the 'Seminar on Secondary Education in Latin America and the Caribbean' (Bogota, Colombia, 29-31 May), where issues and dilemmas regarding the right to secondary education were identified by participants coming from an array of diverse backgrounds and institutions.</p>	
	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)	
	Programmed	Attained
	PI: World Data on Education country profiles updated B/b: - 60 countries;	A total of 163 profiles have been updated (the sixth edition included 161 countries/jurisdictions).
	PI: Number of studies and publications in comparative education and curriculum disseminated B/b: - 12	14 studies and publications in comparative education and curriculum disseminated. 4 issues of Prospects published in 2012 and an additional three in 2013 (and an additional one being finalized); 3 issues of the Educational Practices series (one published, two other being finalized) produced; 1 study on cross-cutting themes and generic competences produced as a contribution to the GMR 2013; 1 Working Paper on Curriculum Issues produced. Acedo, C., Adams, D. & Popa, S. (eds.) (2012). Quality and qualities: Tensions in education reforms. Comparative and International Education: A Diversity of Voices Series. Rotterdam, the Netherlands: Sense Publishers/ IBE
	PI: The journal Prospects widely disseminated and used B/b: - 200 Consortia, 5,000 academic and government institutions in 60 countries	The journal Prospects continues to be widely disseminated through 274 Consortia reaching 7,315 institutions worldwide. The journal is also disseminated in Chinese and Arabic by regional partner institutions.
	PI: Number of regional and interregional exchanges on curriculum issues and policies through the IBE's Community of Practice as well as other networks B/b: - 5	9 regional and interregional exchanges on curriculum issues and policies through the IBE's Community of Practice as well as other networks. 2 interregional and 5 regional exchanges took place in 2012. 2 regional exchanges took place in 2013: in Africa (on capacity development in Francophone countries of the Economic Community of West African States) and in Latin America (on secondary education).
Cost-effectiveness/efficiency measures for this Main Line of Action		
<p>The IBE budget and resource allocations are discussed and approved annually by the IBE Council; the implementation of activities is also monitored by the Steering Committee of the IBE Council (i.e. mid-year review). The IBE has started to implement a resource mobilization strategy to concretize its strategy of Centre of Excellence. In this regard, additional extra-budgetary resources have been mobilized from countries (UAE, Bahrain), through UNESCO HQs and from the Global Partnership for Education (GPE).</p>		


I.3.2. UNESCO International Institute for Educational Planning (IIEP)

Regular Programme ¹ : staff and operational budget		Extrabudgetary resources ¹
Allocation 2012-2013: US\$ 3 657 000	Expenditure % 2012-2013: 100%	Expenditures 2012-2013: US\$ 1 302 139


¹The budgetary information regards unaudited figures and for extrabudgetary resources include Emergency Funds.

36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
 Planners and managers have knowledge and skills to perform their tasks	<p>In 2013, IIEP reengineered its Advanced Training Programme in response to guidance from the Governing Board, findings from an external study on the cost and effectiveness of training programmes and recommendations from a review of IIEP operations conducted by UNESCO's Internal Oversight Service.</p> <p>The cost and effectiveness study which the Institute commissioned highlighted the value added of IIEP's training, with specific mention given to the contributions of the Advanced Training Programme in terms of individual capacity development. The supervisor survey that was run on beneficiary employers confirmed the relevance, use, and usefulness of IIEP's training for the development of planning capacities at the level of the ministry.</p> <p>Also noteworthy is the recent agreement by JP Morgan Chase Foundation to Foundation to make a second grant to IIEP fund additional collaboration between the Institute and the training institutions in Viet Nam and in Thailand. The objective is to reinforce their capacities to deliver training in planning and management for the modernization of their national education systems and human resource development. Developing institutional training capacity in Member States is a strategic orientation endorsed two years ago by the Governing Board.</p> <p>In the area of field operations, achievements of significant importance to countries have also been realized in: Angola, Afghanistan, Argentina, Ecuador, Jordan, Kenya, and Seychelles. Another significant development, consists in the incorporation of Pôle de Dakar to IIEP's operations in October 2013. The Pôle, which specializes in sector diagnosis, is a partner of long of IIEP. The two teams are already combining their expertise and know-how in a "new generation" sector diagnosis in Chad. With this, IIEP's dedicated outreach and presence in Africa is increased.</p> <p>The Institute collaborated closely with the Global Partnership for Education as GPE undertook to revise its Guidelines for Plan Preparation and Plan Appraisal. Significantly for IIEP, it managed to negotiate with GPE that the quality of the planning process is as relevant as the plan document itself. The new Plan Preparation Guidelines fully reflect this principle. Downstream, IIEP is also supporting GPE work through GPE-funded sector diagnosis (Chad) and through the development of national education accounts (NEAs) in selected countries in Africa and Asia. These two activities are implemented in partnership with the Pôle de Dakar and UNCIEF/WACARO (Chad) and UIS for NEAs. These two activities are significant in the sense that:</p> <ul style="list-style-type: none"> - in Chad, the aim is to develop a methodology for improved sector diagnosis, where Pôle de Dakar's RESEN is enriched with two new angles (analysis of vulnerabilities and strengths and weaknesses of the education administration, and the constraints to its effective functioning); - the NEAs provide an avenue to develop a full mapping of financial flows in the education system and have upstream benefits for policy making (e.g. mitigating the cost of education for poorer households, mobilizing better private funding for education).
Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)	
Programmed	Attained
PI: Number of persons trained B/b: 1,600	2365 as at October 2013
PI: % of women planners and managers trained through the Advanced Training Programme (ATP) and the Specialized Course Programme (SCP) B/b: 50%	ATP: 38% in both 2012 and 2013 SCP: 40% and 42% in 2012 and 2013 respectively.
PI: % African countries reached through the ATP and the SCP B/b: 50%	39 % in 2012 and 37% in 2013.
PI: % beneficiaries having received IIEP training declaring positive effect of training on workplace performance B/b: 90%	survey of Alumni postponed.

Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)	
Programmed	Attained
PI: % supervisors of IIEP trainees declaring noticeable improvement in performance B/b: 70%	95% (sample of 43. Survey implemented within the external review of the cost and effectiveness of IIEP's training programs)
PI: Nb countries receiving technical assistance B/b: 20	27

36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
 IIEP-related networks and peer networks facilitate knowledge-sharing and capacity development	<p>During the biennium, IIEP:</p> <ul style="list-style-type: none"> - redesigned RedEtis to improve the relevance of the data to the clearinghouse's community as well as their user experience (look and feel and data organization). Since the release of the "new" website, traffic increased by 130%, a clear indication that redesign was successful. - supported SACMEQ with technical support in its preparations for the fourth cross-national survey. This entailed assistance on sampling, item design and calibration, rounds of training with national teams who will be in charge of the data collection itself. The survey should start in 2014 and, through improvements sought in data entry and cleaning, it is foreseen that results from data analyses become available in time for the September 2015 UNGA.

Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)	
Programmed	Attained
PI: Number of dissemination activities to which IIEP related networks contribute B/b: - RedEtis: 5 - SACMEQ: 3	RedEtis: 0. RedEtis was redesigned. Its presence in now web focused. SACMEQ: 1. SACMEQ is focused on preparing for SACMEQ IV.
PI: Monthly unique visitors to IIEP-related network websites B/b: - RedEtis website: 6,000 - SACMEQ website:10,000	RedEtis. Since redesign web traffic increased by 130% SACMEQ: 79,000 in 2012 and 80,000 in 2013. This is linked to the release of of SACMEQ 3 results.

36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
 Education managers and planners are accessing and using research findings and IIEP resources	<p>During the biennium, IIEP completed its research programmes begun with the 8th Medium-Term Plan (2008-2013). Research was externally evaluated in late 2012 and findings showed that topics were relevant and design was sound. Findings pointed out also to a need to improve focus and dissemination. All recommendations formed the basis of IIEP's reflection as it prepared its 2014-2017 Medium-Term Strategy.</p> <p>At the end of the research cycle, the following achievements are worth recording:</p> <ul style="list-style-type: none"> - Thanks to the research on gender equality it conducted, IIEP helped Kenyan researchers and ministry officials develop policy-oriented research into gender differences in learning. Women leadership in education came into focus, resulting in the ministry structuring its approach to gender equality in leadership. This work, in turn, attracted the attention of the National Gender and Equality Commission, who drew on the experience of the ministry of education to develop an evidenced-based approach to improving women leadership in civil service. In each of these cases, IIEP relied on a pool of national researchers to facilitate the appropriation of findings (see Template 13714 for additional details). - Since it took on the issue of ethics and transparency in education in the early 2000s, the Institute's knowledge, experience, and credibility is now well-established. During the biennium, IIEP was able to influence and contribute to Transparency International's Global Corruption Report, which, in 2013 bore on Education -- a first for the global coalition. IIEP also took its messages on means to fight corruption at local level (LAO PDR developed its first teacher codes of conduct with IIEP support), but also at global levels (e.g. the 2012 Anti-Corruption Conference in Brazil where it facilitated discussion on the design and management of pro-poor incentives). - Similarly, IIEP's experience and reputation built since the early 2000s in the area of education in post-conflict/post-disaster settings meant that, in 2013, the Institute: <ol style="list-style-type: none"> 1. obtained the validation by policy makers, planners and NGOs from a number of selected countries and from the AU of a Resource Package for the integration of education for peace and conflict prevention in national education system. The package will be ready for implementation as of 2014. 2. obtained convergence by 11 Asian countries of a self-monitoring mechanism for crisis-sensitive planning. The mechanism remains to be validated. 3. worked with UNICEF on establishing a joint methodology and approach to the vulnerability analysis. This is part of a joint project with UNICEF West and Central Africa Office, GIZ and the Ministry of Education in Niger. A literature review on the risks affecting education in Niger has been developed.

36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt	
	<p>- Findings of the project on governance reforms in higher education and their effects on institutional effectiveness and efficiency were brought back to local and regional constituencies in Asia and in Africa. Dissemination was organised in face-to-face seminars as well as through an e-forum. From the debates it was clear that these events generated an improved understanding of those factors contributing to the initiation and implementation of governance reforms. Discussions confirmed that the reforms contributed to improved performance, increased research output, stopped staff depletion, improved market relevance of study programmes, and reduced reliance on state funds. The segment of the research conducted in English-speaking African countries attracted the attention of several technical and financial partners. The British Council expressed interest in building on this work to enrich its own programme in Africa.</p> <p>- The work which IIEP had conducted with UNESCO/Nairobi in assessing Kenya's 2004 Education sector HIV and AIDS policy found its way back in policy dialogue with the result that the work guided the design of the new Education sector HIV and AID policy, which was launched by the Ministry of Education on 20 November 2013.</p> <p>As noted previously, structuring information and disseminating it are essential to transfer knowledge from IIEP's research and experience back to practitioners and policy-/decision-makers in education. Hence the Institute consistent effort in extending outreach, particularly through web-based channels. The efforts have paid off, as website traffic indicates. See Template 3224 for additional information.</p> <p>The Institute is growing convinced of a need for it to move part of its interventions upstream, in recognition that education plans are in fine political document. With this in mind it organized a high-level summer school for heads of planning and senior ministry decision-makers. The underlying aims of:</p> <ul style="list-style-type: none"> o updating and enriching the expertise of Directors of Planning on how to organize and lead an effective Department of Educational Planning; and o raising the awareness of senior decision-makers of the importance of effective planning in overcoming pressing challenges in education, nationally and internationally. <p>were fully achieved, as the formal evaluation administered at the end of the summer school indicated.</p> <p>The need for such dialog and learning opportunities was evident from the fact that senior decision-makers requested to attend the full one-week event. Initial plan had them attending for the last two days. Among the forward actions mentioned as direct outcome from their participation in the Summer School, participants mentioned: better consultations; improved participatory process whether to revise the structure of planning departments or develop the planning agenda; and more simply to improve working relationships across ministries.</p>	
	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)	
	Programmed	Attained
	PI: Number of publications B/b: - 8 newsletters, 4 UNESCO publications, 15 working documents in print and electronic forms	12 publications in 2012, of which 7 e-publications 27 publications in 2013, of which 6 e-publications. Number explained by the end of the research cycle under IIEP's 2008-13 Medium-Term Strategy. 6 Newsletters. IIEP is reviewing its policy regarding the newsletter and has reduced the frequency if its publication.
	PI: Monthly unique visitors to IIEP website B/b: 22,000	170,000 in 2012; 150,000 in 2013. IIEP made sustained efforts to produce more new content for the web. Web-based events also contributed to this expansion.
	PI: Monthly unique visitors to IIEP web-based databases B/b: - Planipolis: 49,000 - SITEAL: 13,000 - RedEtis: 6,000	Planipolis: 107,000 in 2012; 107,000 in 2013 SITEAL: 6,300 in 2012; 9,520 in 2013 RedEtis: traffic increased by 130% after RedEtis was redesigned and marketed differently, including through Twitter.
	PI: Number of IIEP contributions/papers that inform policy-dialogue meetings and conferences B/b: 20	24 in 2012 and 10 in 2014.
	PI: % of IIEP book-length publications being reviewed in journals B/b: 30%	55% (5 out of 9 book-length publications) -- 2012 figure. Only 1 book was reviewed in 2013.

Cost-effectiveness/efficiency measures for this Main Line of Action

IIEP has been looking in depth in the efficiency of its training offer. As a result of a external study, the Institute re-engineered the Advanced Training Programme (ATP) with actionable measures on: overall length, relative time

Cost-effectiveness/efficiency measures for this Main Line of Action

share of the distance and residential phases, modularity of the programme, content, pedagogy, staff-time use, fee structure, and trainee IIEP's investment in distance education is another way through which it is working on the efficiency of its training. It is recognized however that a more standardized approach to distance education courses, coupled with expanded life-span of these courses, is required to achieve economies of scale.


IIEP implementation partnerships and mobilization of professional network is a dimension towards its effort to ensure efficiency and effectiveness. By seeking every opportunity to organize its meetings back-to-back with larger events, IIEP is able to (i) participate in these meetings and gain visibility, and (ii) leverage the participation of those persons attending these larger events to expand the audience of its own event. In this way, IIEP reduces its opportunity and real costs.

Overall, and in the context of the introduction of RBB, IIEP is looking into options to monitor staff time spent on projects and projects components.

I.3.3. UNESCO Institute for Lifelong Learning (UIL)


Regular Programme ¹ : staff and operational budget		Extrabudgetary resources ¹
Allocation 2012-2013: US\$ 1 380 000	Expenditure % 2012-2013: 100%	Expenditures 2012-2013: US\$ 1 353 204


¹The budgetary information regards unaudited figures and for extrabudgetary resources include Emergency Funds.

36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
 <p>MLA 1 - expected result 1: National capacities strengthened for policy formulation and planning focusing on quality and gender equality issues, and drawing on information and communication technologies</p>	<p>About 600 education specialists from five UNESCO regions were trained through UIL's interventions in policy analysis and design, planning, management, monitoring and evaluation in adult and lifelong learning. For example, the capacities of 40 policy-makers and experts from ten ministries of the Iranian government were strengthened through participation in the National Training Workshop on Innovative Concepts and Systems of Lifelong Learning, co-organized by UIL. Since 2012, eight Member States have developed comprehensive national lifelong learning policies and strategies or integrated lifelong learning principles into their national education policies, with the support of UIL.</p> <p>For the Second Global Report on Adult Learning and Education (GRALE II) with a focus on adult literacy which was finalized in August 2013, UIL provided a template to Member States to monitor progress on the "Belém Framework for Action" of the Sixth International Conference on Adult Education (CONFINTEA VI). A total of 139 Member States submitted national progress reports on governance, policies, financing, quality and participation, including information assessing the United Nations Literacy Decade (UNLD). Ninety-six Member States reported to have laws, legal regulations or other policy measures with a focus on supporting lifelong learning, while 107 countries reported to have such laws, legal regulations or other public policy measures focusing on adult education. 60 Member States reported significant progress in at least one of the areas mentioned above. Until December 2013 about 3000 copies of GRALE II were downloaded from the UIL website. By continuing the series of regional CONFINTEA Follow-up meetings 270 adult education specialists from 77 Member States were reached (50 from Africa, 50 from Asia, 170 from Europe and North America) to further improve adult education provision by implementing the Belém Framework for Action. Specific support for the BFA implementation was provided to 13 MS through the CONFINTEA Fellowship and Scholarship Programmes.</p> <p>In Latin America, two projects which resulted from the (first) regional Follow-up meeting in 2011 have been pursued: a glossary on youth and adult education was prepared (with the Organisation of Ibero-American States, OEI), and an observatory on the situation of youth and adult education in the region was developed (with the National Institute for Adult Education of Mexico, INEA).</p> <p>On behalf of the UNESCO Education Sector, UIL developed the UNESCO Guidelines for the Recognition, Validation and Accreditation (RVA) of the Outcomes of Non-formal and Informal Learning. More than 35 interventions, including national and regional capacity-building workshops for establishing lifelong learning systems, supported the implementation of the guidelines.</p> <p>The Institute initiated the International Platform for Learning Cities (IPLC). With 20 multilateral, national and private sector partners, UIL drafted Key Features of Learning Cities and organized the International Conference on Learning Cities in Beijing, China, in October 2013. The conference brought together more than 500 participants including mayors, city education executives and experts from 102 Member States in all UNESCO regions and adopted the "Beijing Declaration on Building Learning Cities" and the mentioned "Key Features of Learning Cities".</p> <p>The process of revising the "1976 Recommendation on the Development of Adult Education" was pursued by preparing a "preliminary study" on the technical and legal aspects</p>

36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt	
	<p>relating to the desirability of such a revision. The 37th General Conference in October 2013 decided to have the Recommendation revised in accordance with pertinent rules and regulations, for adoption by the next General Conference in 2015.</p> <p>Priority Gender: Throughout its programmes UIL intends to guarantee for equal representation of female and male participants (or a majority of female participants) in its workshops and seminars. This objective has so far been achieved in the large majority of seminars and workshops organized under UIL's responsibility during this biennium.</p> <p>Priority Africa: The regional CONFINTEA follow-up expert meeting for Africa was implemented successfully in Praia, Cape Verde in autumn 2012 and provided the pattern for the following regional meetings planned for Asia and the Pacific, Pan-Europe and the Arab States. Return rate of national CONFINTEA progress reports from Sub-Saharan Africa is highly satisfactory (more than 70%).</p> <p><u>CHALLENGES AND LESSONS LEARNED:</u> While the principle of lifelong learning is increasingly embraced in international education agendas and by Member States, this is also creating a double challenge for the field of adult education. First, at the conceptual level, growing efforts need to be made in order to make clear to stakeholders that adult learning is not synonymous with lifelong learning, but a significant component of it. Concomitantly, Member States need to be continuously reminded that adult learning is more than literacy. Secondly, with regard to advocacy, the advocacy for more political priority for non-formal adult education has become more difficult because lifelong learning is in focus and it is assumed that adult education is well covered - which is not the case in particular for non-formal and non-TVET-related adult learning. Hence, to reinforce advocacy and knowledge generation for the conceptual (and political) understanding of adult learning and education will be at the centre of UIL's ALE Programme. The overall challenge continues to be "moving from rhetoric to action".</p> <p>UIL has taken actions to follow-up the Pilot Workshop on Establishing Lifelong Learning Systems in Member States. The follow-up action in the African region was conducted successfully in combination with the ADEA Triennale on Education and Training. For South-East Asia the two-days follow-up seminar in Hanoi reached 150 specialists from 6 MS. A proposal for a similar workshop in 2014 in the Arab States has been granted by ISESCO in autumn 2013.</p> <p>The first-ever International Conference on Learning Cities was successfully organised despite a shortfall of programme and support staff. It is also clear that the impact of capacity-building activities takes long time and the follow-up of capacity-building activities needs to be carried out persistently. Furthermore, there is an increasing demand from Member States for UIL to develop and deliver capacity-building programmes in the field of lifelong learning policy, and for the development of national systems for RVA of outcomes of non-formal and informal learning as well as the development of NQFs. It is a great challenge for UNESCO to meet the demands of the Member States, given the acute budgetary and human resources constraints.</p>	
	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)	
	Programmed	Attained
	<p>PI: Number of personnel trained in policy analysis and design, planning, management, monitoring and evaluation in adult education and learning B/b: 160 experts trained</p>	<p>600 specialists for policy making and research in lifelong learning trained with a focus on adult learning and education, including - 15 in the Preparatory Seminar to develop a Programme on Developing Capacity for Lifelong Learning in the MENA region, - 10 experts in research network number 4 of the ASEM lifelong learning hub, - 50 experts from 18 MS in the African CONFINTEA FU Meeting, - 50 experts from 20 MS in the Asian CONFINTEA Follow-up Meeting - 170 experts from 39 MS in the Pan-European CONFINTEA Follow-up Meeting - 6 senior specialists in the 2012 CONFINTEA Fellowship Programme. - 4 senior specialists in the 2013 CONFINTEA Fellowship Programme - 150 policy-makers and researchers from Cambodia, Indonesia, Malaysia, Lao People's Democratic Republic, the Philippines, Thailand and Viet Nam in a two-day seminar in Hanoi as a follow-up of the UIL Pilot Workshop on Developing Capacity for Establishing Lifelong Learning Systems (2010). - 40 representatives from 10 ministries trained in National Training Workshop on Innovative Concepts and Systems of Lifelong Learning, organised in cooperation with UNESCO Tehran Cluster Office, the Iranian National Commission for UNESCO, and the Ministry of Education of the Islamic Republic of Iran. - 120 national decision-makers trained in Viet Nam (December 2013) in a National Workshop on Building a Learning Society: From Vision to Action to develop a national strategy to implement the Beijing Declaration on Building Learning Cities and the Key Features of Learning Cities</p>
	<p>PI: Number of interventions to provide technical assistance in advancement of lifelong learning through policy analysis and review, and through effective instruments for monitoring and evaluation B/b: 25 interventions</p>	<p>(28) interventions implemented: - From a total of 5 regional CONFINTEA VI follow-up - conferences, (4) have been implemented (for AFR, ASP, EUR, LAC); - (5-23) 19 advisory activities conducted, input provided to: ASEM Lifelong Learning conference in Copenhagen in May 2012; the international conference on lifelong learning in Istanbul in Oct 2012; the third world forum on lifelong learning in November in Marrakesh in Nov 2012, the 2nd Berlin Demography Forum; the 47th SEAMEO Council Conference; Lifelong Learning Planet Forum; the</p>

Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)	
Programmed	Attained
	International High Level Forum of Lifelong Learning Cities; Expert Symposium for Sustainable Lifelong Learning Cities in Asia and the Pacific Region; Renewing vocational education and training to tackle skill mismatch: work-based learning and apprenticeship for all; and the 9th Hungarian National and International Lifelong Learning Conference; Presentation on "UNESCO's work to improve lifelong learning through national qualifications framework", at a conference on Policy Transfer in Vocational Skills Development Cooperation, University of Zurich, April, 13-14, 2013; Lilly European Medical Meeting, 13-14 September, 2013, Milan, Italy; Key note on: Health and Lifelong Learning. Answering Global Challenges; Third Conference of the European Network for Intergenerational Learning (ENIL): Cuenca Spain, 15-18 October 2103; - (24) three rounds of international consultations for establishing the IPLC in May, July and Nov/Dec 2012, - (25) a public seminar on the role of higher education in promoting lifelong learning was organized in May 2012; - (26-27) two preparatory meetings for the International Conference on Learning Cities in 2012/13 - International Conference on Learning Cities organised (Beijing, October 2013)
PI: Number of support activities for the development or review of national lifelong learning qualifications frameworks or similar mechanisms B/b: 6 support activities	(9) support activities: (1-7) The UNESCO Guidelines were disseminated at various Conferences and Technical Assistance Workshops, namely: (1) National Qualifications Framework for Lifelong Learning and Skills Development (Community Learning Centres) Regional Conference 19-21 June, 2013, Bangkok, Thailand; (2) Asia-Europe Meeting (ASEM); (3) development of the Turkish Qualifications Framework (TQF) Istanbul, 16-17 April, 2013; (4) Regional Workshop on TVET in the Southern African Development Community (SADC), Stellenbosch, 26 to 28 November, 2013; (5) Final conference of the Transatlantic Lifelong Learning for All (TRALL, 3 to 8 November 2013, (6) Bonn DVV conference on "Technical and Vocational Skills Development in the Informal Sector", 16-17 October 2013; (7) Workshop for 18 policy makers and experts from Cambodia, Lao People's Democratic Republic, ASPBAE (Association of South Asia and the Pacific Basic and Adult Education) and SEMEAO CELLL. (8) Participation in in the Canadian Association for Prior Learning Assessment (CAPLA) Webinar with the theme "UNESCO Guidelines for RVA: Critical success factors in applying them. (9) Development of a Global Inventory of National Qualifications Frameworks by UIL.
PI: Belém Framework for Action followed up, implemented and monitored in Member States B/b: 100 member States	National Reports from 139 Member States received; (60) Member States reported on significant progress in one of the key areas of ALE: (18) Policy: Laws, regulations and other policy measures/initiatives introduced since 2009: Burkina Faso, Ethiopia, Kenya, Swaziland, Palestine, Malaysia, Thailand, Armenia, Austria, Canada, Estonia (2009-2010), Georgia (2009), Montenegro (2011), Norway (2009), Slovakia (2009), Brazil (2010), Jamaica (2011), Paraguay (2011) (8) Governance: Involving broad coalitions of governmental and non-governmental stakeholders in the planning, implementation and evaluation of adult education policies: Afghanistan, Botswana, Germany, Indonesia, Morocco, Sierra Leone, Tunisia, Zambia (30) Financing: (12) Finance Increase in ALE (2009-2010):Latvia (312%), Slovakia (143%), Philippines (25.3%), Thailand (58.5), Solomon Islands (42.9%), Colombia (16.8%), Paraguay (23.8%), Uruguay (65.4%), Belize (30.9%), Chad (68.1%), Ghana (254.5%), Sierra Leona (40.1%); (5) Finance Increase in Literacy (2009-2010); Dominican Republic (303.6%), Ghana (255.7%), Suriname (100%), Peru (18.1%), Morocco (15.6%) (9) Public expenditure on adult education as % of education Hungary 4.63%, Finland 4.63%, Luxembourg 5.09%, Malaysia 10%, New Zealand 4.86%, Brazil 3.36%, Peru 3.14%, Burkina Faso 2.54%, Uganda 2.69%; (4) Innovative and effective financing mechanisms: Germany, Republic of Korea, El Salvador, Australia (4) Participation: Expanding participation: Denmark 32.3%, Sweden 25%, Finland 23.8% Austria from 14% to 20%
PI: Number of countries where regulations reflecting the principles and recommendations of the Belém Framework for Action and/or the Nairobi Recommendation on the Development of Adult Education have been adopted and enforced B/b: 10	(18) Member States introduced laws, regulations and other policy measures/initiatives in adult education since 2009: Burkina Faso (2009), Ethiopia (2009), Kenya (2010), Swaziland (2011), Palestine (2010 Final draft), Malaysia (2011-2020), Thailand (2009), Armenia (2009), Austria (2009), Canada (2010), Estonia (2009-2010), Georgia (2009), Montenegro (2011), Norway (2009), Slovakia (2009), Brazil (2010), Jamaica (2011), Paraguay (2011) (see GRALE II, p. 44f, table 2.4)

36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt	
<p> MLA 1 - expected result 2: National capacities strengthened to plan, manage and scale up gender-sensitive, quality literacy and non-formal education policies and programmes</p>	<p>A total of 750 literacy specialists from 28 countries were trained to prepare, implement, manage and evaluate quality literacy programmes, mostly undertaken within the framework of UNESCO's Capacity Development for Education for All (CapEFA) programme and other longer-term processes. Through the UIL's scholarship programme, two specialists from Afghanistan and ten specialists from Nigeria were trained. The resulting project proposals were submitted to the Asian Development Bank in the case of Afghanistan, and integrated in the "Revitalising Adult and Youth Literacy Project" in Nigeria.</p> <p>In the framework of UIL's action research on measuring the learning outcomes in adult literacy programmes (Recherche-action sur la mesure des apprentissages des bénéficiaires des programmes d'alphabétisation - RAMAA), five country teams (Burkina Faso, Mali, Morocco, Niger and Senegal) involving approximately 50 researchers were trained. Research tools and reports on the pilot field research of Morocco, Burkina Faso and Senegal are available. In the case of Morocco, the main research report is finalized. A draft guidebook on the use of action research to improve the quality of literacy programmes in multilingual contexts has been developed.</p> <p>Capacities of 35 government and civil society representatives from seven countries in Africa (Ethiopia, Nigeria and South Sudan), the Arab Region (Egypt) and Asia (Afghanistan, Indonesia and Nepal) to improve the status of literacy facilitators were strengthened through a workshop in Addis Ababa, Ethiopia. Another 220 representatives from 14 E-9, South Asian Association for Regional Cooperation (SAARC) and LIFE countries had their capacities strengthened in effectively addressing literacy and life skills of particularly vulnerable youth and women, through two international events in New Delhi, India (July 2013) and Jakarta, Indonesia (August 2013).</p> <p>Six hundred copies of the Global LIFE Mid-term Evaluation Report 2006-2011 were made available to LIFE countries. In addition, 500 participants from European, LIFE and 41 target countries were mobilized through different advocacy events which took place around the International Literacy Day in September 2012. Around 700 participants were reached through advocacy events and network meetings with UIL's input, such as the annual meeting of the EBSN, the annual Literacy Conference (LitCam) of the Frankfurt Book Fair, the International Conference on Early Literacy Education organised by Stiftung Lesen, and the international colloquium organized at UNESCO Headquarters in the context of the International Literacy Day 2013. The second Global Report on Adult Learning and Education (GRALE), with the sub-title "Rethinking Literacy", advocates for literacy as a continuum and foundation for lifelong learning. Over 600 worldwide subscribers to UIL's Literacy and Basic Skills mailing list, mainly from LIFE countries, have received relevant research findings on literacy.</p> <p>Priority Gender: Throughout its programmes UIL intends to guarantee for equal representation of female and male participants (or a majority of female participants) in its workshops and seminars. This objective has so far been achieved in the large majority of seminars and workshops organized under UIL's responsibility during this biennium.</p> <p>Priority Africa: About 50% of the trained specialists mentioned above are from African countries. The RAMAA project is UIL's central action research and capacity development activity, addressing 5 African countries</p> <p>CHALLENGES AND LESSONS LEARNED:</p> <ul style="list-style-type: none"> - UIL is in a unique position to promote literacy as a foundation of lifelong learning and in a cross-sectorial and holistic manner. But its limited human and financial resources only allowed for modest interventions in advocacy, partnership and networking. The redesign of the Literacy and Basic Skills mailing list to encourage more exchange of knowledge among the members poses one of the challenges. - As a capacity development and action research intervention, RAMAA continues to be challenged by the need to mobilise expertise and funds in order to address the expressed need for strengthening capacities on the ground and for South-South learning. Political instability has made it difficult for some countries to keep up with the planned activities. - Cooperating with partners in organizing capacity development activities allows for synergies and matching funds. Good coordination and communication with field offices and national partners as well as involvement in longer term development processes is crucial to achieve the expected outputs and results. - Through its capacity development work (mainly the CapEFA programme), UIL has gotten closer to the ground realities in the field. This experience will help to provide more relevant services. The challenge is the continuity of capacity development activities (e.g. follow-up after workshops, seminars or scholarships) and a regular monitoring to check with partners in member states on the impact of activities. 	
Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		
Programmed	Attained	
<p>PI: Number of personnel trained to prepare, implement, manage and evaluate quality literacy programmes that are integrated in nature and able to reach large numbers of adult learners</p> <p>B/b: Participants in capacity development activities in at least 12 countries</p>	<p>2012/2013: 745 senior and middle level literacy and NFE personnel from 28 MS trained 2012 (355) 20 in RDC (January/February 2012) 25 in Mozambique (February and May 2012) 60 in South Sudan (March 2012) 80 + 2 in Afghanistan (May and July 2012) 20 in PNG (June 2012) 20 in Togo (July/ August 2012) 100 in Indonesia (November 2012) 30 in Nigeria (November 2012) 2013 (340): Nepal: 30 (March 2013) Mozambique: 44 (March 2013) Nigeria: 10 (April- June 2013) Ethiopia, South Sudan, Nigeria, Egypt, Indonesia, Afghanistan, Nepal: 35 (March/April 2013) India, Afghanistan, Bangladesh, Bhutan, Brazil, Egypt, Indonesia, Nepal, Nigeria, PNG, Sri Lanka, Timor Leste: 100 (July 2013) Indonesia: 120 (August 2013) PNG: 1 (September 2013) Five trained country teams involving altogether about 50 researchers in Burkina Faso, Mali, Morocco, Niger and Senegal</p>	
<p>PI: Number of countries supported in developing and</p>	<p>(17) countries: (1-6) A peer-learning activity on recognition, validation and accreditation of non-formal or informal</p>	

Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)	
Programmed	Attained
<p>implementing frameworks or equivalency mechanisms that allow for recognition, validation and accreditation of non-formal or informal learning B/b: 12</p>	<p>learning organised in June 2012 in New Delhi, in collaboration with the Ministry of Human Resource Development in India, policy-makers and experts from Denmark, Austria, Mauritius, Mexico, New Zealand and the United Kingdom participated in the peer-learning activity. (7-16) 10 countries in the Middle East including 150 stakeholders were given technical assistance on "Quality Frameworks for recognition of outcomes of non-formal learning" at a conference organized by the DvV on "Closing Gaps, Opening Opportunities: Adult Education and Lifelong Learning in the Middle East" in Amman, Jordan, 27-30 November, 2012. (17) In 2013, UIL shared important insights from the lifelong learning and global perspective on minimum requirements when formulating competences for adult continuing education in Germany in the context of the 16th forum on adult continuing education in Germany; UIL in cooperation with the DVV provided technical advice on recognition of non-formal and informal learning in the context of informal sector. This was undertaken in the context of the "Technical and Vocational Skills Development in the Urban Informal Sector" held in DVV international, Bonn from 15 to 17 October, 2013</p>
<p>PI: Number of partners mobilized for the acceleration of literacy efforts within the frameworks of UNLD, LIFE, EFA, Belém Framework for Action and at national, regional and global levels B/b: not available</p>	<p>- 600 partners in LIFE countries received the "Global LIFE Mid-term Evaluation Report 2006-2011: Looking Forward with LIFE" with a set of recommended actions to advance literacy efforts; the report and related background documents were also accessible online - Around 500 participants from European, LIFE and 41 target countries were mobilised through different advocacy events taking place in the context of the ILD in September 2012 - Around 700 participants were reached through advocacy events and network meetings with UIL's input, such as the annual meeting of the EBSN, the annual Literacy Conference (LitCam) of the Frankfurt Book Fair, the International Conference on Early Literacy Education organised by Stiftung Lesen, and the international colloquium organized at UNESCO Headquarters in the context of the International Literacy Day 2013. - The Literacy and Basic Skills Mailing List is one modality of exchanging news and research evidence related to the field and its subscription has expanded to 645 members where altogether 67 messages were sent out.</p>
36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
<p> MLA 4 - expected result 14: Education stakeholders informed through evidence-based research and studies on emerging trends and challenges in education</p>	<p>One-hundred-and-two documents on lifelong learning policies from 64 countries, five international organizations and one region (Europe) were collected. Research findings in the field of Recognition, Validation and Accreditation (RVA) of non-formal and informal learning have also been synthesized. An input to the Education Sector's analysis of the continued relevance of the Delors' Report was delivered.</p> <p>A study on "Key issues and policy considerations in promoting lifelong learning in selected African countries" was produced and disseminated for the Association for the Development of Education in Africa (ADEA) Triennale 2012. A synthesis report on "Building a Learning Society in Japan, the Republic of Korea and Singapore" was prepared as a reference document to national policy makers and experts of Viet Nam.</p> <p>Two policy briefs (on the status of literacy teaching personnel; on equipping vulnerable youth with literacy and life skills) and three reference publications (Conceptual Contributions on Youth and Adult Education: Towards the Construction of Shared Meanings in Diversity; Literacy and Women's Empowerment: Stories of Success and Inspiration; Literacy Programmes with a Focus on Women to Reduce Gender Disparities) were produced and disseminated. In November 2013, the title "Linking recognition practices and national qualifications frameworks (NQFs)" was published, the title "Why recognition matters" is expected to be published in 2014. UIL has further developed a "Global Inventory on National Qualifications Framework", in collaboration with the European Training Foundation and European Centre for the Development of Vocational Training (Cedefop). Electronic downloads of UIL publications amounted to 157,225 (2012-2013).</p> <p>UIL published an average of 8 web news texts per month as well as 8 Nexus newsletters in the period 2012-2013. Unique visitor numbers to UIL website in the period 2012-2013: 91,598. UIL's new communication strategy led to an increase in unique visitors to its website by 65%.</p> <p>As of December 2013, 60 new case studies in English and French were uploaded to the UIL database "LitBase" that focuses on effective literacy and numeracy practices (http://www.unesco.org/uil/litbase/). The number of unique visitors that used LitBase increased from 4200 (2012) to 7,500 per month (2013). An online survey conducted in December 2013 revealed high levels of user satisfaction: Over 90% percent of users were satisfied with the quality of case studies, three out of four are likely to recommend the use of LitBase to others.</p> <p>More than 100 significant contributions on the further development of lifelong learning concepts at international research seminars/conferences were provided by the UIL Director and staff.</p> <p>UIL's Library and Documentation Centre counts more than 62,500 documents, over 190 periodicals, and a unique collection of literacy learning materials from 60 countries in over 120 languages. Literacy posters from all over the world from UIL's special literacy collection were included in a new exhibition of literacy posters.</p>

36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt	
	<p>The Adult Learning Documentation and Information Network (ALADIN) is coordinated by UIL and organized at the end of 2013 95 documentation centres for adult education from 47 countries in all regions of the world. It shares good practices on how to most effectively improve services to adult education sectors in Member States.</p> <p>UIL's journal, the International Review of Education, has changed its name to the International Review of Education - Journal of Lifelong Learning, and revised its content in response to the increasing demand for policy-focused, comparative research in lifelong learning. Its article downloads in the period 2012-2013 amounted to 118,000.</p> <p>Global Report on Adult Learning and Education (GRALE): The Global Report on Adult Learning and Education (GRALE) is UIL's main instrument for assessing progress in the worldwide CONFINTEA follow-up process, thus mirroring the ongoing further development of adult education from a global perspective. The second edition, produced in 2013, was based on information from countries themselves ("national progress reports" from 139 countries), secondary literature and selected commissioned research papers. GRALE is structured according to the key areas identified in the Belém Framework for Action - policy, governance, financing, participation and quality, the main topic of GRALE II is literacy.</p> <p>Three years since the Belém Framework for Action, GRALE II reflects the global progress in Member States. However, more creative thinking and more research will be necessary to generate realistic assessments of existing or available resources - across all sectors and from all partners - and key data on participation.</p> <p>Two central elements to disseminate GRALE and in general the Belem Framework for Action had been the regional launches of the GRALE II (in all world regions) in partnership with the International Council for Adult Education (ICAE) and the knowledge management elements including the web-based CONFINTEA Portal and the CONFINTEA Follow-up Bulletin.</p> <p>CHALLENGES AND LESSONS LEARNED:</p> <ul style="list-style-type: none"> - The feedback on GRALE II and the request for copies demonstrates that data collection, monitoring and reference materials in ALE are still in high demand among stakeholders. While the return rate of templates as a whole was fully satisfactory, the lacking possibility of being invited to a regional conference as an incentive to submit a report (as was done prior to CONFINTEA VI when MS were invited to the regional preparatory meetings) resulted in a decrease of returned reports. In general, the possibilities of re-vitalizing the full range of actors in the field of adult learning and education requires further reflections on possible incentives. - LitBase has evolved into a rich source of knowledge: However, with the growing demand for more information on effective practices, there is a need to increase LitBase's visibility, track its use and strengthen its interactive components. - Rapid technological changes continue to have a serious impact on the library field and the library staff attended in the reporting period various trainings to keep abreast of new IT developments. Nevertheless more training and an enabling IT environment is needed in the coming years to continue moving towards hybrid library services. - The first half of the reporting period saw a limited publications output, largely due to the discontinuity in the role of Head of Publications. In 2013, output increased significantly. Due to overruns in the production process for GRALE, three book publications intended for the second half of 2013 were postponed until early 2014. 	
	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)	
	Programmed	Attained
	<p>PI: Series of publications on concepts and practice examples of lifelong learning produced and disseminated</p> <p>B/b: 60 cases added</p>	<p>60 case studies added to Litbase: 2012 = 20 case studies 2013 = 40 Case studies - average of 4,200 monthly visitors in 2012 = 50400 users annually - average of 7,500 monthly visitors in 2013 = 90000 users annually 1 compilation of literacy programmes with a focus on women (in English French and Spanish) 2 peer-reviewed publications on RVA and NQF prepared for publication, and synthesis report on recognition, validation and accreditation of non-formal and informal learning in UNESCO Member States consolidated. 3 research papers relating to NQFs disseminated. 3 policy briefs (on the status of literacy teaching personnel; on equipping vulnerable youth with literacy and life skills, on gender equality through literacy programmes) 1 reference publication (Conceptual Contributions on Youth and Adult Education: Towards the Construction of Shared Meanings in Diversity); 1 research study (Literacy and Women's Empowerment: Stories of Success and Inspiration, in English, French and Spanish).</p>
	<p>PI: Comparative studies on contemporary and emerging trends and issues in global educational development conducted, published and disseminated</p> <p>B/b: 2 comparative studies produced</p>	<p>(3) comparative studies produced: Two comparative studies prepared and disseminated to the ADEA Triennale 2012: 1) RVA of non-formal and informal learning in six African Countries, and 2) Study on key issues and policy considerations in promoting lifelong learning in selected African countries. In collaboration with UNESCO Hanoi Office, a comparative study on building a learning society in Japan, Republic of Korea and Singapore finalised.</p>
	<p>PI: Substantive contributions made by UIL to the further development of lifelong learning concepts at international research seminars/conferences</p> <p>B/b: 30 contributions made</p>	<p>01/2012-06/2013: 79 contributions made, incl. Launch of the European Agenda for Adult Learning (Brussels); Latvia's Parliament's Education Committee; annual meeting of the South-Danish Library and Cultural Association (Assens); 2 annual conferences of the European Basic Skills Network (Prague, Madrid); Fifth meeting of the EUR-Alpha Network (Brussels); EU Commissions thematic working group on Financing Adult Learning; Annual Conference of the Asian Association of Open Universities, Japan; RVA of Non-Formal and Informal Learning, Halifax; 3rd World Forum on Lifelong Learning (Marrakesh);</p>

Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)	
Programmed	Attained
	Seminar for Lifelong learning: Policy and Management, University of Deusto, Bilbao; 2012 Hangzhou International Conference on Educational Innovations; 2nd Forum of the Asia-Pacific Parliamentarians for Education FASPPED (Tehran); Annual International Conference on Lifelong Learning and Continuous Education for Sustainable Development (St Petersburg); 2nd Berlin Demography Forum; the International High Level Forum of Lifelong Learning Cities; Expert Symposium for Sustainable Lifelong Learning Cities in Asia and the Pacific Region, Changwon; Renewing vocational education and training to tackle skill mismatch, CEDEFOP; 9th Hungarian National and International LLL Conference; Research Seminar of LLAKES (Centre for Learning and Life Chances in Knowledge Economies and Societies); Annual Conference of Scotland's Learning Partnerships; The future of Adult Learning, Edinburgh, UK. 13 articles published
PI: Global Report on Adult Learning and Education produced and broadly disseminated B/b: 1 Global Report Produced 2 000 downloads in all regions	1 Global Report Produced 5 Regional launches co-organized (with ICAE) 2946 down loads in all regions (until 2 Dec 2013)


Cost-effectiveness/efficiency measures for this Main Line of Action

- Mechanisms for effective control of travel cost for participants in activities and conferences provides an opportunity to choose cheapest airtickets while overseeing offers from the organizer's as well as from the participants' perspective.
- More and more printing cost are saved by producing publications only as online versions
- Dissemination cost of the LIFE resources have faced cuts. Due to this, reports were distributed through staff's mission and resource pack was made available only in electronic version. It could have been efficient to launch the report in HQ
- Aside from staff costs, the CONFINTEA Scholarship Programme (fully funded by external donors) and the UIL Alumni Network required no project funding. Most work on ALADIN is done online and just a small budget is needed every year. With materials increasingly being available full-text online and many materials given to the library in exchange or as a gift, the library budget (including the acquisition budget) has been decreasing over the last years.
- UIL was able to get many staff missions paid by third parties and to release big savings on staff travel compared to 2010-2011. FABS and SISTER are important tools to manage funds in an efficient manner. It was a big success to roll-out FABS as short termed as it was done and to manage it with the ADM team.

I.3.4. UNESCO Institute for Information Technologies in Education (IITE)

Regular Programme ¹ : staff and operational budget		Extrabudgetary resources ¹
Allocation 2012-2013: US\$ 690 000	Expenditure % 2012-2013: 100%	Expenditures 2012-2013: US\$ 0


¹The budgetary information regards unaudited figures and for extrabudgetary resources include Emergency Funds.

36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
 National capacities strengthened in the formulation and implementation of evidence-based policies for promoting equitable access to quality	<p>* POLICY ADVOCACY AND TECHNICAL ASSISTANCE - PROVIDED THROUGH THE FOLLOWING:</p> <p>With the aim of advocating the strategies, policies and best practices of Information and Communication Technologies (ICT) application in education, IITE organized an international conference entitled "ICTs in Education: Pedagogy, Educational Resources and Quality Assurance" (November 2012, Moscow, Russia). The Conference provided Member States a forum for deliberation on the development and implementation of innovative teaching and learning methodologies for achieving Education for All (EFA) goals. The Conference became the platform for constructive dialogue on recent trends and innovative approaches in efficient use of ICT in education among policy-makers, the academic community, representatives of the private sector and potential donors.</p> <p>In the framework of the Conference, discussions also took place around the concept of "new pedagogy" which envisages technologies as a significant tool and accelerator of the process</p>

36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
<p>education for all by means of ICTs</p>	<p>for updating and enriching knowledge and skills of participants in the educational process. 148 participants from 40 Member States debated over the potential of ICT and analysed the existing experience on information resources and education technologies applications to ensure accessible education for all, including disabled people, as well as women and girls. In addition to the main topics of the Conference, inclusive education, outreach and the issues of gender equality in education were also discussed.</p> <p>During the Conference, IITE organized the Ministerial Round Table on ICT in Education. This High Level event brought together Senior Officials from Ministries of Education, authorities, rectors of teacher training universities from CIS, the Baltic States and several other countries. A total of 20 policy makers from 12 countries (Armenia, Azerbaijan, Belarus, Iran, Latvia, Lithuania, Mongolia, Moldova, Oman, Russia, Slovenia, Uzbekistan) took part in this event. During the meeting the issues of state policy-making in the field of ICT usage in education, including the elaboration of the national standards of teachers ICT competency, as well as application of open educational resources were discussed. The Conference proceedings are published and uploaded to the IITE website.</p> <p>At the invitation of the UNESCO Education Sector and International Task Force on Teachers for EFA, IITE participated in the International Task Force on Teachers for EFA Policy Dialogue Forum (Windhoek, Namibia, 28-29 November 2012). In the framework of the Forum Group "Inclusion In Teacher Policies and Practices" IITE delivered a speech and a joint presentation with Republican Institute for Education Development and Teacher Training [Sakha (Yakutya), Russian Federation] based on the results of the "Teachers of the Arctic" project and as well as several proposals appropriated to issues discussed which later were included into final recommendations of Group 3 and final documents of the Forum.</p> <p>IITE released a comprehensive publication on modern ICTs in education (in Russian), based on the results of IITE research and examination of best practices on ICT use in education in Member States during the last four years. The Publication consists of seven chapters devoted to different aspects of application of ICT in education and teacher professional development - from policy to practice. This publication will enable the Russian-speaking educational and research community of CIS obtain an overview of the experience of development of national educational policies and the most advanced tendencies in the use of ICT in education. It will contribute to the formation of a joint information and educational environment for CIS countries with a higher extent of openness, wider access and communication.</p> <p>IITE "Policy Briefs" have been successful policy advocacy instruments. Following the recommendations of its Governing Board, IITE continued publishing policy briefs and uploading them to the IITE web-portal. The policy briefs cover current trends in ICTs use for education and implications for educational planning and policy making. 2012-2013 policy brief issues highlight the following topics: "Technology-Enhanced Assessment in Education", "ICTs in Global Learning/Teaching/Training", "Personalized Learning: A New ICT-Enabled Education Approach", "Alternative Models of Education Delivery", "ICTs for Curriculum Change", "ICT and General Administration in Educational Institutions", "Alternative Models of Education Delivery", "ICTs in Museum Education", "How Technology Can Change Assessment", "Learning Analytics", "Quality management and assurance in ICT-integrated pedagogy", "ICTs in early childhood care and education", "Massive Open Online Course". The collection of IITE policy briefs is a basis of a network advocacy centre for the cutting-edge issues of ICT in education.</p> <p>IITE representatives participated at the expert workshops and meetings organized by HQ in Paris on technical assistance to UNESCO Member States related with national ICT competency standards setting based on UNESCO ICT-CFT (December 2012) and implementation of the Paris OER Declaration Project (March, 2013).</p> <p>In order to provide necessary support to the UNESCO Member States at the policy level the Recommendations and Guidelines on ICT use in primary education were developed and published by IITE. The Analytical Survey "ICT in Primary Education", Volume 2 (Policy, Recommendations, and Practices) was developed within the framework of the IITE three-year project "ICTs in primary education". The survey contains policy and recommendations, materials of learning from schools and best practices. The book is planned to be published at the beginning of 2014. The text and multimedia materials will be included into the Massive Open Online Courses (MOOC) on ICTs in primary education which is planned to be launched at the Coursera platform in 2014 in cooperation with the Open University of London.</p> <p>In November 2013, IITE took part in the ICT for Inclusion Project Advisory Group meeting organized by the European Agency for Development in Special Needs Education, in cooperation with the Ministry of National Education (MEN) of Poland. Upon invitation of the Polish MEN, IITE also participated in the international conference "Modern Technologies in Inclusive Education: Polish and International Research Results and Practice" (a presentation on ICTs for inclusive education was made and the discussion on relative issues was held).</p> <p>In the Russian Federation, IITE is represented in the Scientific-Expert Council to the Chairman of the Council of the Federation of the Federal Assembly of the Russian Federation and in the Working Group on ICT in Education of the Temporary Commission on Information Society Development, and has been participating in discussions on the topical issues of policy in the field of ICT in education and teachers professional development as well as on discussion of Concept for development of Unified Information-Educational Environment of Russian Federation.</p> <p>In January 2013 IITE took part in the Republican meeting of educators "Modern Technologies - New Opportunities for Quality Education" organized by the Ministry of Education of the Republic of Sakha (Yakutiya), Russian Federation. In the framework of this meeting IITE organized project seminar "Innovative Pedagogy and Professional development: Standards, Methods, Technologies" and round table "Providing an Accessibility of Inclusive Education for Students with Special Needs BY Means of ICTs". Participants of the events discussed relevant issues of the integration of ICTs in pedagogy to improve a quality of education. The meeting was attended by about 50 policy makers from regional and municipal authorities. It was agreed to develop and launch (upon receiving of the funding from the Government of the Republic of Sakha (Yakutiya)) the extrabudgetary project "Distance education development for inclusive education of the school students with disabilities in the remote areas". An appropriate project proposal was developed by IITE and submitted to the Ministry of Education of Republic Sakha (Yakutiya).</p>

36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
	<p>The Institute was involved in the organization of the Central Asia Symposium on ICT in Education (CASIE) held by UNESCO Bangkok (Almaty, January 2013). The Symposium brought together policy makers from Kazakhstan, Kyrgyzstan, Uzbekistan, Tajikistan, Turkmenistan, and Mongolia, as well as experts from Japan and Malaysia. The Symposium was aimed at discussing policies and initiatives to promote lifelong learning through ICT, the use of ICT for planning and managing lifelong learning policies and open and distance learning through various ICT-supported modalities. CASIE final report was prepared jointly by UNESCO Bangkok and IITE.</p> <p>A high-level expert meeting on UNESCO ICT-CFT deployment, national standards settings and the use of OER for representatives of Ministries of Education from Central Asian member states and Azerbaijan is being prepared by IITE jointly with National Commission for UNESCO of the Republic of Azerbaijan is organized to be held in the November-December 2013.</p> <p>The joint extrabudgetary project with the Intergovernmental Foundation for Educational, Scientific and Cultural Cooperation (IFESCO) "Promotion of the Use of ICTs in Technical and Vocational Education and Training (TVET) in CIS Countries and Ukraine" completed in August 2012 resulted in an analytical paper on the current situation and main tendencies of ICTs use in TVET in these countries. Ten UNESCO member-states, including Armenia, Azerbaijan, Belarus, Kazakhstan, Kyrgyzstan, the Republic of Moldova, the Russian Federation, Tajikistan, Uzbekistan and Ukraine participated in the survey. The report was published in Russian and English.</p> <p>The section on "Analytical Tool: ICTs in Education" in the General Quality Assurance Framework (GEQAF) was elaborated by the request of UNESCO HQ and became IITE input for a draft concept paper for the UN Secretary-General's Global Initiative on Education.</p> <p>IITE was awarded by the Third International Software Conference & Competition held in Tinapa, Nigeria, on 22-23 October 2013 for "Distinguished Motivation & Inspirational Support for the Software Initiatives & Activities of ISPON in Africa". The Conference was organized by the Institute of Software Practitioners of Nigeria (ISPON) in partnership with the Government of Cross River State of Nigeria and in collaboration with the National Information Technology Development Agency (NITDA) and Nigeria Computer Society (NCS). This international conference was a great and World Class Event challenged by the inspirational support of the Governor of Cross River State and the Honourable Minister of Communication Technology of Nigeria where 540 participants explored the challenges, impact and opportunities of Software Engineering and Computing to establish a functional roadmap for enhancing and adapting its benefits to Nigeria's need and the survivability of Software Nigeria.</p> <p>In December 2013, the official delegation of Latvian NatCom and MoE visited UNESCO IITE. The delegation consisted of Deputy director of the Education department of the Latvian Ministry of education and science, Director of science programmes, Secretary General a.i. of the Latvian National Commission for UNESCO and Directors of Latvian schools. Besides meetings and negotiations in IITE on different cooperation issues the delegation took part in the Conference of UNESCO ASPnet Schools on ICT in education and multicultural interactions organized by IITE and UNESCO Chair of MIOO in the framework of the annual International seminar "Dialogue of Civilization and Multicultural cooperation".</p> <p>To provide the targeted assistance of CIS countries in integrating ICT policies and strategies into national education policy as well as to promote the ICT in education in 12 CIS countries IITE has prepared in Russian and published the monograph "Information and Communication Technologies in Education". The monograph summarizes the results obtained within UNESCO IITE projects and analytical materials provided by IITE experts. The book covers the best practices of UNESCO Member States in integration of ICT in their educational systems in the context of development of knowledge society, globalization of the information environment and emergence of new technologies and alternative forms of education delivery. Based on the generalisation and extrapolation of contemporary trends in ICT in education the book presents recommendations for education policy.</p> <p>*GENDER EQUITY IN EDUCATION On 25 April 2013 and at the invitation of the International Telecommunications Union, IITE participated in the seminars devoted to the International Girls in ICT Day "A Bright Future in ICTs: Opportunities for a New Generation of Women" was held by the ITU Area Office for the CIS in Moscow, Russian Federation. The event was held in a videoconference format. Also the same day IITE organized a participation of Moscow ASPnet schools at the joint IITE and Cisco event "Girls in ICTs". At the IITE conferences in Kazan and Saint-Petersburg several presentations were dedicated to gender aspects of ICT in education, including a report "ICT as one of the leading methods of girls' education and mindset development in Tajikistan".</p> <p>* CHALLENGES, LESSONS LEARNT Despite of budget cuts IITE achieved appropriate results which meet expectations as a whole. Due to these circumstances, some of activities connected with the development and implementation of specialized training courses/educational programmes for policy makers were excluded from IITE work plan. A common vision on ICT in education should be shared within UNESCO and a UNESCO house-wide strategy in this field should be shaped and implemented. To be more targeted for promoting educational programmes on ICTs in education for Africa it seems reasonable to improve a cooperation between IITE and IICBA through the definition and implementation of joint interventions and activities oriented to concrete African countries/groups of countries based on preliminary needs study. It is necessary to find new models of cooperation with private sector and donors organizations to improve fundraising mechanisms and models in the context of strengthening the national capacities both in the formulation and implementation of evidence-based policies for promoting equitable access to quality education for all by means of ICTs (ER 1) and in teacher professional development on ICTs and the promotion of OER networks (ER 2) The IITE Governing Body has been actively involved in the evaluation process and provided support for the preparation of the improvement plan. The same time it's reasonable to use a potential, expertise and professional experience of IITE GB members more actively also for the implementation of programmatic activities where it is appropriate.</p>

Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)	
Programmed	Attained
<p>PI: Number of high-level decision-makers, top educational managers and experts trained B/b: 20 high-level decision makers</p>	<p>National level : 11 10 high-level decision makers attended the Ministerial Round table meeting(Nov. 2012) + 1 from Armenia (head of department/Ministry of education) Regional level : 7 from Ministry of Republic Sakha (Yakutiya), Russian Federation Municipal level : 41 (6 - heads of regional bodies of education management + 35 heads and deputy heads of municipal bodies of education management from Uluses of Republic Sakha (Yakutia), Russian Federation). 2 high level experts from Nepal and Uzbekistan were consulted during expert workshop in Bangkok regarding the development of the national teacher ICT competency. 3 experts from China and 3 experts from Ukraine responsible for the development of national teacher ICT competency standard were consulted. Over 10 experts registered and completed the course on Open Educational Resources, above 150 have already registered for the courses recently published at INTUIT MOOC (Massive Open Online Courses) platform since September 2013 23 top education policy makers from Russian MoE including Vice Minister took part at Round table on ICT in education with IITE GB.</p>
<p>PI: Number of countries benefiting from targeted assistance in integrating ICT policies and strategies into national education policy B/b: 5 countries</p>	<p>12 CIS countries benefitted from the IITE monograph "Information and Communication Technologies in Education", published in Russian for promotion of ICT in education in the Commonwealth of Independent States 4 countries (Azerbaijan, Armenia, Mongolia, Russian Federation) benefiting directly from targetted assistance in integration of ICT policies and strategies into national education policy 1 Analytical Survey "ICT in Primary Education", Volume 2 (Policy, Recommendations, and Practices) is available for the use by member-states.</p>
<p>PI: Number of educational programmes targeted at promoting ICTs in the Africa region B/b: 5 programmes</p>	<p>Activities postponed due to financial situation. Meantime, all IITE curricula, training materials and courses (more than 5) are available at IITE web-site for use from any member state including the one from Africa region.</p>
<p>PI: Number of countries actively using UNESCO advocacy tools and programmatic guidance on issues like gender-based ICT policies B/b: 15 countries</p>	<p>18 countries (Armenia, Azerbaijan, Belarus, Bulgaria, Estonia, Finland, Hungary, Kazakhstan, Kyrgyzstan, Latvia, Lithuania, Moldova, Russian Federation, Tajikistan, Ukraine, Uzbekistan, Slovakia, Mongolia)</p>

36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
<p> National capacities strengthened in teacher professional development on ICTs and the promotion of OER networks</p>	<p>TEACHER PROFESSIONAL DEVELOPMENT IITE developed a methodology for localization of UNESCO ICT CFT and presented it at the Ministerial Round Table on ICT in Education within IITE-2012 International Conference. The methodology was translated into Russian and improved according to recommendations of international expert community in the framework of preparation of Guidelines on UNESCO ICT-CFT adaptation which were published in English and Russian and uploaded to IITE web-portal. IITE took part at the Expert Meeting on UNESCO Guidebook for "Supporting Competency-Based Teacher Training Reforms to Facilitate ICT-Pedagogy Integration" (October, 2013, Bangkok). The participants of Nepal and Uzbekistan expressed an interest to use IITE guidelines and were supported by appropriate materials and consultations. IITE was one of the official organizers of the International Conference on the Development of e-Textbook and e-Schoolbag Standards and Applications (November, 2013, Schaghai) where IITE Guidelines on ICT-CFT adaptation and IITE approach to the development of National/Regional teachers ICT competency standards were presented. Besides the consultations regarding the use of the IITE Guidelines for the development of Chinese National standard were provided after which IITE was invited to provide a technical assistance for MoE of China. IITE took part in on-line teleconference mode at the 5th International Forum "The New Horizons of ICT in Education: (Kiev, December, 2013) with presentation of its Guidelines and development of the national standards. Besides several webinars and online consultations were provided for Ukrainian ICT-CFT working group. To promote and deploy the ICT-CFT at national level and support the development of national standards , by the request of Ministry of Education of Mongolia IITE provided technical assistance for localization of the ICT-CFT and setting of Mongolian national standard for teacher ICT competency in the framework of which a translation of ICT-CFT into Mongolian was done and draft standard was developed. In the framework of IITE "Teachers of Arctic" project a republican standard of Republic Sakha (Yakutia), Russia was developed under the coordination of IITE. Further activities in promotion of ICT-CFT are planned in the close cooperation with CI, Field Offices, institutes & centers. In order to identify the gaps in the existing teacher training programmes the comparative analysis of training courses available in the Russia in compliance with ICT-CFT has been conducted by IITE. The results in English and Russian and uploaded to IITE web-portal. The Russian version of ICT-CFT prepared and officially launched by IITE in the end of 2011 became the base for the Appendix 1 of the Teacher Professional Standard of the Russian Federation developed and approved by Russian MoE in the end of 2013. This part of the mentioned standard is based on ICT-CFT , relates to professional pedagogical ICT competency and defines the extended oriented to perspective the list of teacher ICT competencies which can be considered as a criteria for evaluation of teacher activity In the framework of "Teachers of the Arctic" Project series of lectures, seminars, webinars and master classes on practical issues of ICT in education and innovation pedagogy were provided for school teachers and administrators. These events were oriented to the improvement of competencies of more than 700 teachers and administrators from Arctic schools). The Project portal was developed and launched. The total number of registered users of the portal is nearly 18 000 . The several master classes/lectures were provided for teachers of</p>

36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
	<p>Republic Sakha (Yakutia) in the framework of this Project The two day training was provided for teachers from Republic Sakha (Yakutia) - the winners of Republican Contest for the Best teacher in the field of ICT in Education which was organized by IITE jointly with MoE of Republic Sakha (Yakutia) and Republican TTI in which more than 50 teachers from arctic schools took part. The relevant materials, articles and presentations have been selecting to compose the book on Teachers of the Arctic Project which will be published in the beginning of 2014. IITE developed and adapted Master level programmes curricula in ICT in education. Thus, English- and Russian- language curricula of the IITE International Master Programme "ICTs in Teacher Professional Development" was developed, published and uploaded to the IITE web-portal. The Russian version of the Master Programme curriculum and syllabus were discussed and approved by IITE Network of UNESCO Chairs. A model curricula and syllabi of the Master Programme adapted according to the requirements of the national educational standards of Russian Federation and the Republic of Kazakhstan, have been implemented by UNESCO Chairs of the Herzen State Pedagogical University of Russia, Russian Psychology and Pedagogy University and Kazakhstan National Pedagogical University named after Abai. Several universities use selected modules of the IITE Master Programme for teacher training. The first group of master students of Herzen University completed a training module "Social Media and Flexible Internet Learning" of the Master Programme. The adapted Curriculum of IITE Master Programme was published in Russian as well as uploaded into IITE web portal along with the English one.</p> <p>IITE in close cooperation with Cisco Systems has organized a training on initials of ICT application in education for teachers of the UNESCO Associated schools of Moscow and Kazan: 106 teachers (78 female and 28 male) from 45 schools have been trained.</p> <p>OPEN EDUCATIONAL RESOURCES</p> <p>in 2013 IITE continued the implementation of its project on OER in non-English-speaking countries. The case studies "Educational Portals and OER in the Russian Federation" and "OER in Poland" have been prepared for publication in the series of surveys on OER best practices. The country case study on OER in France will be published in 2014. The OER in Brazil book was translated into the Portuguese language. The findings of studies conducted by IITE were reported to the number of international events, and proved that these findings are common for many countries and important for further promotion of Open educational resources: EDEN Conference (May 2012, Porto) and the Annual Conference of the Asian Association of the Open Universities (October 2012, Tokyo).</p> <p>An important milestone in the implementation of the IITE project on OER in non-English-speaking countries has been its contribution to the organization of the World OER Congress (June, 2012) through holding a special session and chairing one of the ministerial meetings. As a follow-up of the Congress, the Institute translated the Paris OER Declaration and Guidelines for OER in Higher Education into the Russian language to promote OER in CIS.</p> <p>IITE contributed to the UNESCO/COL monograph "OER and Change in Higher Education: Reflections from Practice". IITE contributes to the OER Advocacy Project implemented jointly with the UNESCO HQ in cooperation with the Commonwealth of Learning (COL), the Hewlett Foundation and several UNESCO field offices. Target countries of the project: Kenya, Senegal, Indonesia, Oman and Colombia (UNESCO Paris); Grenada, St. Vincent & Grenadines, Dominica and Jamaica (UNESCO Kingston and COL); Azerbaijan (MOS and IITE). IITE developed an open online course "OER" which was uploaded to the IITE web portal and then redeveloped and delivered as MOOCs by the MESI University. Other IITE e-courses are provided as MOOCs through the partnership between IITE and INTUIT University.</p> <p>Within an IITE project the Mongolian University for Science and Technology develops a portal for teachers. The portal contains the major UNESCO documents promoting OER and ICT-CFT, as well as OER designed by Mongolian teachers.</p> <p>A proposal for extrabudgetary funding of a project on promoting of eLearning through the development of MOOC in CIS developed and submitted to the Ministry for Foreign Affairs. An expert meeting on OER and MOOC organized and held at IITE in November 2013 to discuss promising trends in the development of OER and MOOCs in CIS. A policy brief "Introduction to MOOCs: Avalanche, Illusion or Augmentation?" was published.</p> <p>A project "A Networked System of Open Indigenous Knowledge Resources for Climate Change Mitigation and Adaptation in Polar Regions" is funded by the Emergency Fund through an Intersectoral Platform for Action to Address Climate Change. Within the project IITE develops an open network system containing an containing multimedia resources for each of traditional nature use and relevant climate change adaptation strategy in the Arctic region. The most part of information used by the project experts is based on the traditional knowledge of indigenous peoples of the Arctic and subarctic regions of the Russian Federation. Published in open access and available to all inhabitants of the Arctic and subarctic regions of the planet, these information resources will contribute to the ICT-enhanced education of indigenous approaches in sustainable development. The first expert meeting and meeting with the local community were organized in the framework of regional reindeer convent and the International Workshop of EALLIN "Reindeer Herding and Youth" in Yakutsk (March 2013). The modules will be available at a special platform in the Russian and English .</p> <p>DIGITAL PEDAGOGY</p> <p>Considering adequate revision of pedagogical approaches to be a necessary prerequisite for the efficiency of ICT use in education, IITE initiated research of the main concepts of the digital pedagogy: e-didactics and pedagogical engineering. IITE activities in e-pedagogy cover novel approaches to the design of learning objectives, content and assessment. A monograph "Engineering in E-learning" was prepared and published by IITE. The main focus of the book is design, development, implementation, and assessment of e-learning experiences through the use of ICT in various formats at different levels of education.</p> <p>The analytical survey "Recognizing the Potential of ICTs in Early Childhood Education," developed within the IITE project on ICTs in Early Childhood Care and Education, was published in Russian in 2010. Since then it was translated into Russian and Slovak. In order to promote a policy dialogue IITE a session on ICTs for ECCE within the II Annual International Scientific Conference on Early Childhood Care and Education was organized on 6 and 7 December 2012.</p> <p>Aiming to establish the background for the policy dialogue and disseminate good models of ICT application in ECCE, in November 2013 IITE became the co-organizer of the Third Annual International Research-to-Practice Conference "Early Childhood Care and Education", held on November 21-23, 2013 in Moscow, the Russian Federation. On 22 November in the framework of the conference UNESCO IITE arranged a training workshop "Designing activities with digital technologies in early childhood and primary education", which was attended by 50 participants.</p> <p>One of the advanced areas was a three-year UNESCO IITE project "ICTs in Primary Education", which mobilized prominent experts from different regions of the world. As outcome of the first stage of the project "ICTs in Primary Education", an analytical report "ICTs in Primary Education: Exploring the Origins, Settings and Initiatives" was published by IITE. This study will facilitate the policy dialogue and build the foundation for effective primary education by means of ICTs. In the framework of this project the third expert meeting was organized in Moscow</p>

36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
	<p>on 11-12 November 2012, and the fourth meeting of experts within IITE project "ICTs in primary education" was held on 18-20 March 2013 in Dubai, UAE. Culmination of the project is recommendations and guidelines on ICT use in primary education, as well as MOOC developed in cooperation with the University of London at Coursera platform (to be launched in 2014).</p> <p>MEDIA AND INFORMATION LITERACY</p> <p>UNESCO Media and Information Literacy (MIL) Curriculum for Teachers was translated into Russian and published. The localization of the Curriculum was discussed at the International Media and Information Literacy Conference organized in Moscow on 25-27 June 2012 by the Russian Committee for IFAP and IITE under the aegis of the International Federation for Library Associations. The Conference adopted the Moscow Declaration on Media and Information Literacy.</p> <p>A Handbook "Pedagogies of Media and Information Literacy" has been developed in cooperation with the Finnish Society on Media Education and published by IITE. Electronic version of the publication is accessible at the IITE e-Learning portal. The Handbook has been translated into Russian and the Russian version of the Handbook has been published by IITE.</p> <p>IITE publication on "Media Literacy and New Humanism" was translated in Spanish and Russian language and published.</p> <p>The IITE results in promoting information and media literacy were presented at the All-Russian Research-to-Practice Conference "Media and Information Literacy in the Information Society" (25 April 2013, Moscow) and at the Twentieth Anniversary International Conference Crimea'2013 "Libraries and Information Resources in the Modern World of Science, Culture, Education and Business" (9-13 June 2013, Sudak).</p> <p>NETWORKING AND PARTNERSHIPS</p> <p>IITE took part in the organization of several events of ASPnet and UNESCO Chairs (Workshop of Moscow and Ukrainian ASPnet schools, November 2013, Moscow; The International Conference "The Intercultural Education and Knowledge Society Development" , Moscow, December 4-5, 2013; Workshop of ASPnet of West-North region of Russia, Saint-Petersburg, November 26, 2013).</p> <p>IITE jointly with ASPnet and UNITWIN/UNESCO Chairs has been continuing to support innovative education and training programmes in member states including the ones in the frameworks of the implementation of the IITE-ASPnet Pilot Project "Learning For the Future" (LFF) and further development of the IITE international network of UNITWIN/UNESCO Chairs on ICT in education and innovative technologies. The IITE International Master Programme "ICT in Teacher Professional Development" was adapted to the requirements of Federal Educational Standard of Russian Federation and has been implementing by UNESCO Chairs of several Russian Universities as well as State Pedagogical University of Kazakhstan. The several training courses for teachers and students of ASPnet schools have been delivering for ASPnet schools in the framework of LFF Pilot project. Among them the courses on TRIZ using problem based approach were delivered in eLearning mode; the access to training courses for professional development of ASPnet teachers corresponding to UNESCO ICT-CFT modules has been providing through LFF Project Portal; the all IITE online training courses uploaded to IITE portal are available for teachers of cluster countries; the multimedia courses of MMT for ASPnet schools are available as well. The project proposal for extrabudgetary activity on the development of a new generation of interactive multimedia "live" text-books with a participation of ASPnet teachers has been developed. The ASPnet schools and UNITWIN/UNESCO Chairs have been implementing innovative educational programmes and training courses using training materials, curricula and publications developed by IITE.</p> <p>UNESCO ASPnet</p> <p>The IITE and ASPnet Pilot Project "Learning for the Future" (LFF) launched in 2012 joined 42 UNESCO Associated Schools from 14 Member States and their partners is an effective model for the development of bilateral and multilateral cooperation of UNESCO Global Networks based on ICTs, innovations and creativity both of students and teachers. The LFF Portal provides support to school partnership on the implementation of joint projects, their communications, access to training courses and other network resources, participation at contests as well as the development of Pilot project participants community of practice. The LFF participants have been implementing joint projects in the three fields: ICTs in school to improve a quality of education, ICTs in education for sustainable development, and ICTs and New Humanism. IITE partners from public and private sectors provided support to LFF developments through donations and in-kind contributions, consultations, training courses and master classes, free access to their courseware, integration with their professional networks and communities of practices. In the framework of LFF pilot project the International Conference of UNESCO IITE, UNESCO Associated Schools, UNITWIN/UNESCO Chairs and UNEVOC Centres "Improving the Mechanisms of Cooperation between UNESCO ASPnet, UNITWIN/UNESCO Chairs and UNEVOC Centres for Sustainable Development: Challenges, Projects, Prospects" was held on 13-14 May 2013 in the city of Kazan, Russian Federation. The Conference devoted to the 60th Anniversary of the UNESCO ASPnet was attended by 183 participants from 18 UNESCO Member States, including high-level officials of the Republic of Tatarstan, General Secretaries and responsible staff members of National Commissions for UNESCO, representatives of UNEVOC, the ministries of education, science, youth and sport, national and regional ASPnet coordinators, national LFF coordinators as well as national LFF coordinators, directors and teachers of 42 schools-participants of the LFF Pilot Project . At the Conference the intermediate results of the LFF participants' activities were presented and discussed. Also, the effective mechanisms and the ways of improvement of a partnership of UNESCO global networks and their partners for the achievement of EFA goals as well as for the solution of topical issues of the sustainable development of Inclusive Knowledge Societies were defined. A new model of cooperation between ASPnet, UNESCO Chairs and UNEVOC Centers was proposed and a proposal for the new pilot project "Professional Skills For the Future" has been elaborating. The several countries participating in the LFF Pilot Project (Russia, Latvia, Ukraine) expressed their interest to use the model and experience of the LFF on the national levels for local ASPnet schools with a technical assistance of IITE.</p> <p>UNITWIN/UNESCO Chairs (IITE Network of UNESCO Chairs on ICT in Education and Innovative Pedagogy)</p> <p>The IITE Network of UNITWIN/UNESCO Chairs on ICT in education and innovative pedagogy was established in 2011 by the IITE initiative to foster the ideas and approaches of integration of ICT and pedagogy, teacher's ICT competency and the use of OER. The network is coordinated by IITE and currently unites 15 UNITWIN/UNESCO Chairs and 24 Universities from 18 countries. The Network provides an effective mechanism for cooperation in the area of teacher education and professional development based on ICTs. Through this Network IITE fosters an international dialogue on broadened concepts of a new pedagogy in multicultural environment to improve access of Member States to ongoing perspectives, relevant practices and challenges in the field of ICT in education providing the opportunity to learn about and compare the most innovative practices used.</p> <p>IITE in partnership with SUAI University and it's UNESCO Chair organized two annual International Conferences "UNESCO Chairs Partnership on ICTs use in Education" (September 2012 and May 2013). More than 100 participants from 18 countries took part at the Conference where a number of topical issues of ICT in education and innovative pedagogy including adaptation and deployment of UNESCO ICT-CFT, elaboration of effective approaches to the integration of ICTs and pedagogy, wider use of innovative methods of teacher professional</p>

36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
	<p>development, cooperation with UNESCO ASPnet and UNEVOC centers as well as a partnership with IT companies were discussed. One of the results of the Conference is a new IITE and its Network of UNITWIN/UNESCO Chairs pilot project "Knowledge and Innovations For the Future" which was proposed for development and implementation.</p> <p>The 5th Seminar "Intercultural Education and globalization: current practice and trends" of the annual cycle of the international workshops "Dialogue of Civilizations and Intercultural Cooperation" was organized in December in Moscow jointly with the UNESCO Chair "International education and the integration of migrant children in school" of MIIO.</p> <p>The 7 institutions including the one from Nigeria already expressed their interest to join IITE network next year.</p> <p>In Nov-Dec 2013 IITE representative visited 5 institutions and companies-members of UNESCO Chair on Cooperation between Higher engineering Education and Industries (Jailong University, Beijing, China) to define a plan for further cooperation with IITE.</p> <p>UNESCO UNEVOC. The prototype of specialized Portal ICT in TVET was designed. This resource is supposed to be used for uploading and delivery of training materials and courses as well as for development and support for TVET teaching staff professional community of practice. The network of National Experts on ICT in TVET from CIS countries was established in the framework of the extrabudgetary project "Promotion of ICT in TVET in CIS Countries" and has been supporting by IITE. IITE took part in the UNESCO-UNEVOC Regional Forum Europe, CIS and North America "Advancing TVET for youth employability and sustainable development", held in Moscow, the Russian Federation, on October 28-30, 2013; during the meeting IITE representative made two reports and discussed with the participants the relevant issues of ICT application for TVET development. A proposal for the new IITE-UNEVOC Centers pilot project "Professional Skills For the Future" has been elaborating.</p> <p>OTHER UNESCO ENTITIES. IITE intensifies its efforts to mobilize cooperation with other UNESCO units. The potential of cooperation with the UNESCO Asia-Pacific Regional Bureau for Education was discussed: in addition to CASIE, the parties considered the opportunities of cooperation in promotion of ICT-CFT and OER, as well as staff exchange. Thus IITE in November 2013 took part at the Expert Meeting on UNESCO Guidebook for "Supporting Competency-Based Teacher Training Reforms to Facilitate ICT-Pedagogy Integration" organized by UNESCO BKK Office in the framework of Korean Funds-in-Trust project. The cooperation with UNESCO Beijing Office is developing in the field of UNESCO ICT-CFT, Teacher ICT competency and professional development, OER and TVET. The MoU between IITE and ENRULED UNESCO Center was signed. The main fields of cooperation : ICTs for teacher training in rural areas, multicalss/multigrade teaching, adaptation and implementation of IITE Master programme, ICTs in TVET including the development of UNESCO ICT-CFT version for TVET teaching staff. MoU with the UNESCO Regional Center for Information and Telecommunication Technology (the Kingdom of Bahrain) was prepared for signature by the sides.</p> <p>PARTNERSHIP WITH PUBLIC AND PRIVATE SECTORS.</p> <p>The MoUs with GlobalLab Project -Skolkovo, INTUIT Open University, e-Nano and Institute for Education Informatization of the Russian Academy of Education (Russian Federation) regarding support of IITE initiatives, projects and activities corresponding to the main priorities and focus areas of Institute were signed. The MoUs with AutoDesk company (USA), the International Academy of Modern TRIZ (Germany), as well as with several Russian Universities including National Research Nuclear University "MIFI" were prepared for signing.</p> <p>The Education Technology Innovation Center Project launched in 2012 jointly by IITE and Microsoft Russia in the framework of MoU between parties in 2012-2013 supported IITE efforts in professional development of teachers and students of UNESCO Global Networks based on UNESCO ICT-CFT.</p> <p>The Joint HP & IITE Center for Education and Research has officially opened its doors at St.Petersburg National Research University of Information Technology, Mechanics and Optics in May 2012. The project, established within the framework of the UNESCO-HP Partnership Agreement and HP Institute of Technology program, is aimed at improving the training of world-class IT professionals and giving both students and teaching staff access to the most up-to-date scientific research and technologies.</p> <p>Coca-Cola Hellenic supported IITE events and activities related to ASPnet in the framework of the MOS Project "Living Volga" and IITE LFF Pilot project.</p> <p>Cooperation with the regional authorities was implemented within the 5th IT-Forum (June 2013, Khanty-Mansiisk). IITE in collaboration with the Institute for the Information Society organized the session on ICT in education.</p> <p>Two workshops on ICT in engineering education were organized jointly with eNano (Russia) and were attended by nearly 100 participants while more than 200 participants took part in the workshops in on-line mode .</p> <p>PUBLICATIONS in 2012-2013</p> <p>BOOKS: ICTs in Education; Guidelines on adaptation of the UNESCO ICT CFT (English and Russian); IITE International Master Programme "ICT in Teacher Professional Development" (Russian);'Multimedia in Education' Curriculum; Pedagogies of MIL. Recognizing the potential of ICT in early childhood education (Russian);MIL:Curriculum for Teachers (Russian); ICT in Primary Education; The book "ICT in Primary Education"; IITE-2012 Abstracts; Educational Portals and OER in the Russia;OER in Poland; IITE publication on OER in Brazil (Portuguese); Engineering of Learning: Conceptualizing e-Didactics; Analytical and Special reports of the Project "Promotion of the Use of ICTs in TVET in CIS countries"; Comparative analysis of training programmes implementing in Russia in compliance with UNESSCO ICT-CFT (Russian and English);OER in Non-English-Speaking Countries .</p> <p>IITE POLICY BRIEFS: How Technology Can Change Assessment;Alternative Models of Education Delivery;ICTs in Museum Education. Technology-Enhanced Assessment in Education; ICTs in Global Learning /Teaching/Training; Personalized Learning: A New ICT-Enabled Education Approach; ICTs for Curriculum Change; Quality management and assurance in ICT-integrated pedagogy; ICTs in Early Childhood Care and Education; Introduction to MOOCs: Avalanche, Illusion or Augmentation?.</p> <p>IITE WEB-SITE. To enhance the overall visibility and impact, IITE revamped the structure and content of its website to improve access to policy documents, analytical reports, training materials, collections of OER, information on IITE projects and to provide an effective forum for discussions on ICTs in education and innovative pedagogy. The new portal will reflect the priorities of the IITE Medium-Term Plan for 2014-2017 and provide new opportunities for sharing information in a more effective way, a greater flexibility for distance courses and other online communication tools. The new management tool will allow for fast updating and better service to UNESCO Member States.</p> <p><u>CHALLENGES, LESSONS LEARNT</u></p> <p>Despite of budget cuts IITE achieved appropriate results which meet expectations at a whole. Meantime, due to these circumstances such important activity as the development of set of multimedia training courses/lectures based on IITE Policy Briefs in different languages were excluded from IITE Work Plan.</p> <p>Capacity development in supporting national efforts in localization and adaptation of ICT-CFT should be strengthened at the country-level through partnership with other UNESCO offices and other UNESCO entities. It's illustrated as well by the situation when the planned High-Level expert meeting of CIS MoEs representatives on national teachers ICT competency</p>

36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt	
	<p>standards and OER was postponed from 2013 to 2014 due to problems with communications with local organizers. The same time IITE Guidelines on Adaptation of UNESCO ICT-CFT provides a clear methodological approach and set of tools for development of national/regional standards of teachers ICT competency.</p> <p>There are big demands for the adaptation/development/refinement of UNESCO ICT-CFT regarding requirements and conditions of different levels and sectors of education (higher education and its sectors ,TVET, additional education, and etc.) as well as features of teachers and teaching staff from specialized subject areas (maths, arts, ICTs and etc.) .</p> <p>A follow-up of Paris OER Declaration can be challenging in non-English-speaking countries unless cost-effectiveness of partnership is maximized. MOOC shows an excellent promise for wider dissemination of IITE results.</p> <p>ASPnet and UNESCO Chairs networks favored improved visibility of IITE's work. It's necessary to improve cooperation between UNESCO Global Networks and their partners based on ICTs. For this reason IITE has to share experience and model of IITE-ASPnet Pilot project to ASPnet country levels as well as to use them as a platform for the development and implementation of similar pilot projects for UNITWIN/UNESCO Chairs and UNESCO UNEVOC Centers.</p> <p>One of the challenges in the field of implementation of the UNESCO initiative on equality education for all is the less of clear recommendations and models on professional development of specialized categories of teachers and teaching staff. Bering in mind the great importance and relevance of UNESCO ICT-CFT, it is the need to understand that the document does not cover teachers ICT competency in the context of accessibility issues which are of primary importance for promoting equitable education for vulnerable groups of students, including those with disabilities. Taking into consideration the general world trend on the inclusive educational policy there is a strong need to develop recommendations on teachers' professional development in the field of ICT accessibility/ICT for inclusive education.</p>	
	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)	
	Programmed	Attained
	<p>PI: Number of countries implementing ICT enhanced approaches to teacher training programmes B/b: 5 countries</p>	<p>More than 5 countries (CIS countries, Mongolia, countries participating in IITE-ASPnet LFF Pilot Project, 18 countries - members of IITE Network of UNESCO Chairs on ICT in education and innovative pedagogy,)</p>
	<p>PI: Number of curriculum and training materials developed B/b: 10 set of training materials</p>	<p>11 sets of training materials in Russian and English both in on-line and hard copy versions. 1 Model Master Programme Curriculum for Teachers in English 1 Master Programme Curriculum for Teachers in Russian adapted to requirements of the Russian State Federal Educational Standard 1 Master Programme Curriculum for Teachers in Russian adapted to requirements of the State Educational Standard of Kazakhstan 1 Curriculum on MIL in Russian 1 Handbook on MIL in Russian 1 Multimedia in Education Curriculum in English (updated version) 1 training course on Open Educational Resources has been developed in Russian and translated into Mongolian for publication at Teacher OER Portal 1 handbook on pedagogical aspects of media and information literacy has been developed and is available on paper and in electronic format at IITE website.</p>
	<p>PI: Number of pre-service and in-service teachers trained under the International Advanced Training Course / Master Programme in the field of ICT for teachers, implemented in partnership with leading pedagogical universities B/b: 30 teachers</p>	<p>The curriculum of the IITE International Master programme has been developed and disseminating through IITE UNESCO Chairs Network on ICT in Educational and Innovative Pedagogy. 8 teachers-master students completed successfully the first training module of the IITE Master Programme. More than 700 teachers and school administrators from Republic Sakha (Yakutia), Russian Federation have been trained based on the modules of IITE Master Programme Curriculum and IITE training materials. The total number of registered users of Teacher of the Arctic Project Portal is near 18 000. More than 150 teachers from 42 ASPnet schools participating in the LFF Pilot Project have been training using training materials and on-line courses uploaded into LFF portal 120 teachers from 100 TVET teachers training institutions of China attended a master class based on modules of IITE Master 50 teachers were trained within the workshop on ICTs for ECCE (Russian Federation)</p>
	<p>PI: Number of countries and institutions developed an OER in the national language(s) B/b: 5 countries</p>	<p>5 countries (Russia, China, Brazil, Lithuania and Vietnam) Development of OER promoted in the Russian Federation, Brazil, Poland, France and Mongolia 1 National Portal on OER was designed, developed and launched in Mongolia 1 Recommendations on the use of OER in Higher Education (in Russian)</p>

Cost-effectiveness/efficiency measures for this Main Line of Action

In 2012, IITE was evaluated by the Internal Oversight Services (IOS), which provided a number of valuable recommendations. As a follow-up of the recommendations and in line with the Institute Improvement Plan IITE has started conscious efforts to optimize its activities are aimed to:

- Secure a minimum core of human and financial resources
- Refocus IITE's work programme
- Clarify UNESCO's strategy and house-wide division of labour in ICTs in education
- Scale up efforts at fundraising and partnership-building

Cost-effectiveness/efficiency measures for this Main Line of Action

- Improve overall operating environment

In compliance with its mandate and the Improvement Plan, to improve programme delivery, foster synergies and enhance teamwork across Institute units, the Institute was restructured in two programme sections: a) Teacher Professional Development and Networking and b) Open Educational Resources and Digital Pedagogy.

The first area covers the promotion of the use of ICT in teacher professional development in different sectors and at different levels of education through targeted initiatives and partnership with UNESCO global and regional networks as well as partners from public and private sectors. The main objective is assistance to Member States in developing standards for ICT competency in education and appropriate tools for its development and improvement, coordination and support to UNESCO global and regional network activities, as well as expanding of partnership with public and private sectors.

The section of OER and Digital Pedagogy deals with the promotion of ICTs to expand access to education and to enhance the quality of education through the use of open educational resources and open educational practices. This envisages targeted initiatives in the Member States to promote OER and Media and Information Literacy.

IITE has been working on partnership strategy. Currently, IITE is strengthening its partnership cooperation with UN agencies, NGOs, IOs, leading universities and scientific centers, academic and educational communities, IT companies as well as Global UNESCO networks, such as ASPnet, UNITWIN/UNESCO CHairs and UNESCO UNEVOC. This kind of partnership helps to get additional resources, in-kind support as well as extrabudgetary resources.

Available UNESCO allocation, funding provided by the Russian Government and extrabudgetary resources is not sufficient to enable IITE respond to its global mandate.

Although performance of the Institute has considerably improved through focusing human and financial resources on the priority activities, the opportunities to attract high-level international and Russian staff are limited by the lack of professional UNESCO posts at IITE.


Due to the complicated situation at the Organization and budget cuts it proved to be hardly feasible to ensure considerable improvement despite all the efforts taken by IITE.

In the years to come, the Institute will continue implementing the Improvement Plan. It will strengthen results-based programming, monitoring and reporting, and continue expanding its cooperation with UNESCO offices and institutes, divisions and sections in the UNESCO Secretariat.

I.3.5. UNESCO International Institute for Capacity-Building in Africa (IICBA)

Regular Programme ¹ : staff and operational budget		Extrabudgetary resources ¹
Allocation 2012-2013: US\$ 1 725 000	Expenditure % 2012-2013: 100%	Expenditures 2012-2013: US\$ 288 023

¹The budgetary information regards unaudited figures and for extrabudgetary resources include Emergency Funds.

36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
 <p>MLA I - expected result 3: National capacities strengthened to develop and implement teacher policies, with particular emphasis on quality and gender issues</p>	<p>"Results against PI and benchmarks":</p> <p>As indicated above Guinea and Uganda will be implementing new activities as a result of diagnostic studies on teacher issues conducted with support of IICBA and other partners.</p> <p>As a result of modules elaborated at IICBA in partnership with African experts, the piloting has started targeting the countries that adhered to the "Big Push" initiative</p> <p>As a result of the workshop held in Abidjan on TEIs management in ECOWAS region, draft workplans were prepared by participants to be implemented in their respective countries.</p> <p>Harmonization of teacher education curricula is in progress in ECCA countries.</p> <p>Training modules demonstrating the use of ICT & ODL in teacher education programmes have been finalized and validated and dissemination will take place during the next biennium.</p> <p><u>"Challenges and lessons learned":</u></p>

36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
	Lessons learnt - There is a need to look for partners to fund the training or Ministries and other relevant organizations to sponsor participants from their countries. Participants request financial support to implement their plan of action; such kind of financial and technical support needs to be thought about along the planning of workshops.



Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)	
Programmed	Attained
<p>PI: Number of Member States supported by IICBA that have developed a comprehensive teacher policy that addresses issues of gender, recruitment, training, deployment, career development, welfare, discharge from duty and retirement of teachers</p> <p>B/b: At least two countries will have validated their studies and started to implement policy measures to address the identified issues.</p>	<p>During the last semester, IICBA has continued to provide its support to member states such as Guinea, Uganda, Burundi and Mali. Most recently, in Kinshasa, there was a meeting to assess the progress made so far and it was concluded that there is need to conceptualize a common tool that can help the beneficiary countries to expedite the formulation of their policies.</p>
<p>PI: Number of Member States supported by IICBA that have strengthened their capacity in the management of teacher education institutions (TEIs)</p> <p>B/b: At least six countries will be using the modules on TEIs management.</p>	<p>The workshops have equipped participants with the current theory and practice in TEI management in the African context. The knowledge and skills imparted would enable participants to manage their TEIs in their respective countries with more efficiency and effectiveness. And as the intervention was planned to be a training of trainers (ToT), participants have been given the training package (the electronic copies of the four modules, powerpoint files used in the training, and other associated resources that may be needed in the training) so that they cascade the training in their return to their countries. In addition, each participant has formulated an action plan for implementation in their institutions. Twelve out of fifteen countries of ECOWAS have been covered.</p>
<p>PI: Number of Member States supported by IICBA that have developed competency-based curriculum and qualifications framework</p> <p>B/b: At least 50% of countries in ECOWAS and ECCA regions will be engaged in the process of implementing National and regional qualification frameworks</p>	<p>The activities related to the National and Regional Qualification Frameworks could not be implemented due to the budget constraints.</p>
<p>PI: Number of Member States that have promoted the use of pedagogy-based ICT and ODL to support teacher development and management</p> <p>B/b: At least 30% of countries in SADC, ECOWAS, EAC, IGAD and ECCA regions will be engaged in the process of using of pedagogy-based ICT and ODL to support teacher development and management.</p>	<p>UNESCO-IICBA completed the development and validation of 6 ICT-enhanced Teacher Development Modules for the following subject areas: African Geography, African History, Biology, Chemistry, Mathematics and Physics. Whereas the 5 modules were written by African teacher educators, the Chemistry module was written in-house by IICBA staff. The online training is planned for the next biennium. Now African teacher education institutions have a well-validated TPCK-based modules for use in their institutions.</p>
<p>PI: Number of publications and policy dialogues on teacher issues through advocacy and partnership</p> <p>B/b: Printed publications disseminated in all African Member States and beyond.</p>	<p>Two publications under "Fundamental series" are at final stage for printing. One is related to "Developing Teachers and Caregivers for Indigenous Early Childhood Care and Education in Africa" and another is on Quality Assurance of Teacher Education Programmes".</p>

Cost-effectiveness/efficiency measures for this Main Line of Action
<p>Cost-effectiveness/efficiency measures. The fact that IICBA staff wrote one of the modules has not only saved the cost for that module but also served as a guiding model for other writers. Due to financial constraints, IICBA has pooled its resources with other partners within UNESCO entities and other partners.</p>


I.3.6. UNESCO International Institute for Higher Education in Latin America and the Caribbean (IESALC)

Regular Programme ¹ : staff and operational budget		Extrabudgetary resources ¹
Allocation 2012-2013: US\$ 1 518 000	Expenditure % 2012-2013: 100%	Expenditures 2012-2013: US\$ 430 252

¹The budgetary information regards unaudited figures and for extrabudgetary resources include Emergency Funds.

36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt	
 National capacities strengthened in sector-wide policy making (analysis, formulation and assessment), planning and management	<p>All three programmed benchmarks are almost completed. Observatories have been consolidated and are regarded as useful tools for academic development on specific issues. Some other initiatives on the topic have been proposed to IESALC and are under analysis. IESALC's activities are headed towards the strengthening of higher education systems and institutions. Despite the fact that higher education in LAC covers not only universities but also other tertiary institutions, concentration has been focused mainly on universities. LAC accounts more than 10,000 HE institutions distributed among 33 Member States and 5 Associate Members. 38% of these institutions are concentrated in 7 countries (Argentina, Brazil, Colombia, Cuba, Mexico, Venezuela, Chile). Finding the solution of symetries is a priority. Building institutional capacities when dealing with information and indicators systems as well as the strengthening and consolidation of university networking has been a high priority. Information systems, both simple and complex, are key elements to support the region's most underdeveloped HE systems. Networking is fundamental for debate and permanent follow up to share academic and scientific adevances.</p>	
	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)	
	Programmed	Attained
	<p>PI: Number of Member States who benefitted from the development of nationwide key indicators on their HE trends and dynamics B/b: - 15 Member States - a web-based information system built to map Latin American and Caribbean Tertiary Education Systems (MESALC) and tested by some 200 higher education institutions</p>	<p>The period under analysis has been used to build institutional capacities within each Member State university system. The MAP has evolved to the building of an information system containing 44 indicators to assess quality of higher education. This information system will operate through sub regional branches : MERCOSUR; Andean Community, Central America, Mexico with one central coordination in chrage of IESALC. One hundred universities from the region participated in the making of the platform which will be operationalized on 2014. The platform will be available at IESALC's Web system and intends to cover all regional member States.</p>
<p>PI: Networking coordination reinforced and operationalized particularly in the construction of the LAC Academic Space (ENLACES) B/b: - about 60 university networks, Council of Rectors and other HE actors have contributed in the construction of ENLACES - about 100,000 visits have registered the ENLACES Virtual Portal</p>	<p>After RCHE'08 mandates, ENLACES has been developed through actions and activities launched by IESALC. Following the Fifth Network Meeting in Panama, the creation of CHASQUI as an orientation tool for mobility development within university institutions, attendance and joined work on recognition facing Governments and UNESCO other units have been part of ENLACES reinforcement. IESALC also launched two follow up meetings for ENLACES during the period. The Institute has ultimately participated in several meetings with representatives of regional networks, associations of Rectors as well as some Governments to definitively consolidate the Space as the dalogue platform for HE improvement and strengthening.</p>	
<p>PI: The functioning of regional HE Observatories strengthened to better serve Member States B/b: 25% increase of visitors in IESALC's website</p>	<p>Three observatories were consolidated during the biennium: Intercultural diversity; Scientific/Academic Mobility and Social Responsibility. Two of them were financed through XB (Ford Foundation). Social Responsibility was co-financed with Catholic University in Bogota (Colombia) and other private contributors (ITAIPIU; Paraguay). Publications, workshops and seminars were main outcomes of these observatories. Within IESALC Web site each observatory page was improved and prepared to receive an increasing number of visitors.</p>	
36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt	
 Capacities of Member States and university systems in higher education in Latin America and the Caribbean supported and strengthened	<p>The experience in Honduras and Ecuador well developed. Technical assistance of IESALC in HE topics is currently under development. For the future, IESALC needs to improve planning and programming criteria in order to focus its activities. Goals partially met because no activity was developed regarding institutionality for accreditation. Good evaluation of partnership. Duties and responsibilities on joined activities need to be revised to allow more institutional visibility. This type of duty may be considered as an excellent means of fund raising for similar activities.</p>	

Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)	
Programmed	Attained
<p>PI: Number of countries supported in policy review, policy advice, plan preparation and quality assurance B/b: 33 countries supported through technical assistance</p>	<p>Technical assistance was provided to Honduras and Ecuador. In the first case, IESALC used the outcomes of a national process of quality evaluation and assessment of national university system through advisory and observation missions. The country developed said processes after constitutional mandate and its outcomes were used to strengthen and improve university systems in Ecuador. IESALC attended a technical visit to Honduras at the invitation of National Autonomous University of Honduras to debate and discuss new national systems on Higher Education.</p>
<p>PI: Number of existing national and regional accreditation agencies supported B/b: at least 10 national and regional existing accreditation agencies supported</p>	<p>Not fulfilled</p>
<p>PI: Number of HEI having initiated the regional management course designed for the upper university authorities B/b: 20 HEI started the training for improving managerial skills within university environments</p>	<p>Outcome reached through joined work between IESALC and Columbus Association. 25 universities from several countries of LAC participated after they contributed to the definition of topics to be developed by workshops and seminars, especially linked to research institutional management.</p>

36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
 Inter-regional cooperation around a common Latin America and Caribbean space of knowledge in higher education fostered	<p>Best activity developed by IESALC during the biennium. Networks consolidated as well as potential partners through recognition activities. High level meeting on this issue postponed for 2014 to be cofinanced by counterparts at Governmental level. negotiations for this target in progress.</p>

Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)	
Programmed	Attained
<p>PI: Number of HEI involved in networking among themselves through the Latin America and Caribbean HE Area (ENLACES) B/b: 200 HEI expected to have developed cooperation networking liaisons among themselves</p>	<p>More than 1,500 university institutions (80 networks and Councils) from the region participated at IESALC's annual call for meetings of regional networks and councils of Rectors. Last meeting developed in Panama City on July 2013 debated on feasibility of a regional platform for mobility; ICT and open educational resources; knowledge revolution and the role of universities, among other important topics. The meeting itself consolidated as the most important event for regional networking continuity on higher education and a relevant fact to consolidate ENLACES.</p>
<p>PI: Convergence of national legislative frameworks developed for the recognition of HE studies, degrees and diplomas in LAC B/b: - 1 regional position paper signed before the end of the biennium - 5 countries facilitating mobility among HE students through national reforms introduced in legislative frameworks</p>	<p>Process ongoing. High Level regional meeting to reach regional agreement has been postponed for August 2014. 13 countries still acknowledge the 1974 UNESCO Regional Convention on recognition of studies. The meeting will be used to settle definitive regional position on the matter heading to the Global Convention on recognition.</p>


Cost-effectiveness/efficiency measures for this Main Line of Action


This Biennium was marked by a serious lack of funds. However, such circumstances did not impede in the development of the Institute's program portfolio even when minor cuts were necessarily to introduce. One of the major cost-effectiveness/efficiency measures to pinpoint is the fact that 80% of missions undertaken were done with expenses defrayed by States/Institutions targeted to our cooperation.

I.3.7. Mahatma Gandhi Institute of Education for Peace and Sustainable Development (MGIEP)

Regular Programme ¹ : staff and operational budget		Extrabudgetary resources ¹
Allocation 2012-2013: US\$ 345 000	Expenditure % 2012-2013: 100%	Expenditures 2012-2013: US\$ 0

¹The budgetary information regards unaudited figures and for extrabudgetary resources include Emergency Funds.

36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
 <p>MLA 3 - ER 7: Capacities in Member States strengthened to integrate a holistic vision of education for sustainable development, including climate change education and education for disaster preparedness and risk reduction, into educational policies, development plans and programmes</p>	<p>Assessment of progress made is satisfactory, given the challenges of setting-up a new Institute. At the EAB meeting in March 2013, a timeline was provided outlining the proposed development and the MGIEP is on target for delivering on that timeline.</p> <p>Below are updates regarding the steps taken towards full-operationalization of MGIEP.</p> <ul style="list-style-type: none"> - While the Institute was formally opened in November 2012 and the Interim Director was appointed in January 2013, MGIEP is not yet fully operational and has not begun to implement its planned activities. The Interim Director has however participated in events in the Asia-Pacific region which are related to the Institute's activities. - Prior to the establishment of a full-fledged Governing Board that will approve the Institute's work-plans, budget and staffing structure, an Expert Advisory Body (EAB) was created to advise the interim Director. Composed of five members chosen for their expertise in education for peace and sustainable development (PSD), the EAB discussed the Institute's governance issues during its first meeting in March 2013, and further defined MGIEP's role in the area of education for a culture of peace and sustainable development. The Secretariat has now identified potential eminent personalities to invite as members of the Governing Board and are holding discussions on their participation. <p>The Interim Director provided the EAB with a proposed staffing structure, an expenditure plan, proposed activities, and a budget plan. A proposed structure has been approved by HQ and a recruitment process for the established posts has been launched. A first round of appointments for mainly administrative and support staff has been made, while the next round of recruitment for programme related appointments will soon be undertaken.</p> <ul style="list-style-type: none"> - The recruitment of the Director of the Institute is at its last stages, with the successful candidate having been identified. The Secretariat is consulting the Government of India on the appointment process. - The site of the Institute, which was provided by the Government of India, had to be re-structured to comply with MOSS requirements. A great deal of equipment and building related articles had to be procured. There was an elaborate system of procurement requiring ongoing liaison and linkages with the Government of India, Ministry of Human Resources Development, and NUEPA, who were entrusted by the government to deal with the contracts related to site development and EdCIL who was to procure and supply equipment. The site only became available for occupation in July 2013 and until that time, the Director and his skeleton staff of two were based at UNESCO New Delhi Office. The site development process and acquisition of equipment for full operationalization of the Institute is still continuing. <p>In terms of logistical support from UNESCO Headquarters, the company code is yet to be fully operational. Access to systems such as some modules in SAP (TV & MM), STEPS and DUO is still awaited. Though BFM and BKI at HQ have been diligent, much of financial, human resource and logistical support is in still in the process of being integrated. A bank account for the Institute is yet to be secured, therefore all the payments are done through UNESCO New Delhi Office bank account.</p>
Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)	
Programmed	Attained
<p>PI: To be determined B/b: To be determined</p>	<p>A lot of efforts have been made throughout the biennium to set up the Institute, to prepare for its Strategy and to formally set up its Governing Body so that the Institute can be operational in the next biennium. While the Institute was formally opened in November 2012 and the Interim Director was appointed in January 2013, MGIEP is not yet fully operational and has not begun to implement its planned activities. The Interim Director has however participated in events in the Asia-Pacific region which are related to the Institute's activities. Prior to the establishment of a full-fledged Governing Board that will approve the Institute's work-plans, budget and staffing structure, an Expert Advisory Body (EAB) was created to support the interim Director. During its first meeting in March 2013, the EAB discussed the Institute's governance issues, and further defined MGIEP's role in the area of education for a culture of peace and sustainable development. The Secretariat has now identified potential eminent personalities to invite as members of the Governing Board and are holding discussions on their participation. The recruitment of the Director of the Institute is at its last stages, with the successful candidate having been identified. The Secretariat is consulting the Government</p>

Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)	
Programmed	Attained
	of India on the appointment process.
36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
 <p>MLA 3 - ER9: Education for global citizenship, with emphasis on universal values based on peace, mutual understanding and respect for human dignity, integrated into education policies, plans and programmes</p>	<p>A key mandate of the MGIEP is to be a repository of information, activities, research and events on the subject of education for peace and sustainable development for the entire Asia-Pacific region. To this end, the MGIEP Communications Team is currently involved in capturing the coordinates of key players in the region, and will reach out to governmental and non-governmental organizations, educational institutions and individuals who are playing an important role in the field.</p> <p>MGIEP Fellowship - As part of MGIEP's strategy to work with the youth in a big way, the Institute has formed an annual fellowship. This fellowship will be given to 10-20 doctoral or post-doctoral fellows every year for a period of one year. The Communications Team has created the conceptual framework as well as required communication for establishing contact with educational institutions.</p> <p>The Interim Director has made several presentations and given interviews and keynote addresses to support the visibility of MGIEP in India and abroad.</p> <p>Plans have been set in motion to carry-out the activities which were agreed at the EAB meeting, which include:</p> <ul style="list-style-type: none"> - commissioning concept papers which will form the basis of further debate and discussion in developing a programme strategy for the Institute; - conducting an Annual MGIEP lecture series should be established to provide conceptual clarity about the interlinkages between peace and sustainable development, and to revisit Mahatma Gandhi's visionary ideas of non-violence and sustainable living, and their relevance today. - establishing a programme of MGIEP fellowships to enhance MGIEP's partnership and networking role as well as its research and capacity building abilities. <p>Accordingly,</p> <ul style="list-style-type: none"> - Six concept papers have now been commissioned. They are in the process of final editing and compilation. - An MGIEP lecture has been planned to be delivered early in the next year. - A website establishment and mapping exercise is in progress. - Concept notes for MGIEP Fellowships are ready and its logistics is in process to be examined within financial and legal framework. - A training programme for staff has already started including a staff handbook around which ongoing training would be provided. - In terms of collaboration with other organizations, the MGIEP has supported a mapping and survey exercise undertaken by the UNESCO Bangkok office on Learning to Live together through Education - an exercise about evaluating the impact of peace education programmes in three countries. The MGIEP has funded the programme to be carried out in Myanmar, Thailand and Nepal - The MGIEP has also contributed in terms of finance and programme delivery to the First Global Forum on Global Citizenship in Bangkok jointly organized by the Bangkok office, headquarter, MGIEP, and APCEIU. MGIEP has delivered the youth related programme in the meeting with a view to solicit youth perspective and their contribution to the idea of Global Citizenship. <p>In 2014, it is envisaged that MGIEP will be fully equipped to launch its database and clearing house activities. It is also expected to be fully staffed with programme delivery staff so that it can operationalize its programme activities.</p>
Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)	
Programmed	Attained
PI: To be determined B/b: To be determined	To be determined









Cost-effectiveness/efficiency measures for this Main Line of Action















MGIEP and entities at Headquarters, including the Education Sector and BFM, maintain constant contact to bring MGIEP to full-operationalization status. At present, much of the equipment has been obtained, most of the site-related issues have been resolved or are in the process of being resolved, staffing structure is being implemented through a mixed approach of temporary appointments (SSA and SC contracts, Junior consultancies etc) and a recruitment process for Project Appointments, and the establishment of a database is in progress.





Part II.A. II. Natural sciences

Regular Programme ¹ : staff and operational budget		Extrabudgetary resources ¹
Allocation 2012-2013: US\$ 42 295 620	Expenditure % 2012-2013: 101%	Expenditures 2012-2013: US\$ 69 870 942



¹The budgetary information regards unaudited figures and for extrabudgetary resources include Emergency Funds.


Major Programme II	RP Allocation (US\$)	RP Expenditure (%)	XB Expenditure (US\$)	Self-assessment of results achievement	Sector's Comments (when self-assessment is above or below expectations)
Total	4 020 044	97	69 473 580		
ER 1: Strengthened and self-driven national STI systems and policies developed	111 335	100	9 947 356		
ER 2: Culture of innovation enhanced through national, regional and local innovation systems, science parks and technology business incubators	165 400	78	25 512		
ER 3: Global STI monitoring strengthened through improved monitoring, assessments and information sharing	34 362	85	142 939		
ER 4: Innovative interdisciplinary science and engineering curricula developed, including in such fields as renewable energy	204 605	96	1 200 741		
ER 5: Institutional research capacity strengthened through networked centres of excellence, South-South and North-South partnerships and university-industry alliances	239 452	100	15 166 577		
ER 6: Member States' capacities strengthened to develop models for enhancing student research leadership and career mentoring for young researchers, through university networks and professional societies, in particular for developing countries	65 600	99	689 268		
ER 7: Public awareness of science, technology and engineering raised and STI policy agendas developed with civil society, including women and youth	28 700	100	570 378		ER 7 had very little Regular Programme funds following severe budget cutbacks at the beginning of the biennium. Existing extrabudgetary resources benefitting Libya could not be disbursed because of the security situation in the country. Several achievements such as international conferences and some capacity building activities in popularization of science, granting of Science prizes and the celebration of World Science Day for Peace and Development in 2012 and 2013 in several countries were possible through partnerships.
ER 8: Local and indigenous knowledge-driven sustainable development policies and actions developed, and appropriate support provided for implementation at global, regional and local levels	93 902	99	524 216		Recognition of local & indigenous knowledge systems (LINKS) as building blocks for sustainable development (SD) advanced dramatically with a strong surge of interest in the context of climate change (from the IPCC and the UNFCCC) and of biodiversity (from the CBD, the UNCSD at Rio+20 and IPBES). UNESCO played a central role in expanding international recognition of the importance of LINKS for SD such that the outcomes exceeded the


Major Programme II	RP Allocation (US\$)	RP Expenditure (%)	XB Expenditure (US\$)	Self-assessment of results achievement	Sector's Comments (when self-assessment is above or below expectations)
					expectations identified at the start of the biennium.
ER 9: Vulnerabilities of Small Island Developing States (SIDS) addressed through science policy, practice and education	22 964	99	317 963		
ER 10: Peace-building enhanced through diplomacy and cooperation in the field of science	0	N/A	0		ER 10 had no Regular Programme funds after the budget cutbacks at the beginning of the biennium and it obtained no extrabudgetary funds. Nevertheless, using staff time and partnership for high-level international meetings, a good progress was made in raising the importance of science for peace, the role of science diplomacy in sustainable development and the importance of a strong science-policy interface in the international and regional levels.
ER 11: Effective end-to-end early warning systems for tsunamis and other sea level related hazards established by Member States at national and regional levels, including disaster preparedness and mitigation measures	102 819	100	3 247 909		
ER 12: Member States' understanding improved of ocean environment, and related processes in the global climate, and skills and national capacities developed for adaptation to climate change impacts	159 000	100	2 439 634		
ER 13: Capacities of Member States improved in ocean sciences and services to monitor, assess and manage marine resources	147 771	100	4 412 081		
ER 14: Capacities of Member States developed to protect and sustainably use oceans and coastal zones	125 000	100	1 849 982		
ER 15 Member States supported in building technical and institutional capacities, and policies and mechanisms improved for adaptation to global changes to river basins at the national, regional and global levels, based on the scientific knowledge base	305 170	99	1 619 806		
ER 16: World's freshwater resources assessed, notably through the United Nations World Water Development Report, and Member States supported in strengthening policies for water governance, including of shared waters	1 363 114	98	6 193 828		
ER 17: Effective water and sediment management strengthened through improved knowledge base and scientifically sound policy guidance for urban areas, rid and semi-arid zones and groundwater resources and aquifer systems	165 737	97	4 363 194		
ER 18: Education capacities for water management reinforced at all levels, especially taking into account Africa and gender equality issues	28 907	94	422 110		
ER 19: Use of biosphere reserves as research and learning platforms for sustainable development broadened, and implementation of the MAB Programme strengthened, including through enhanced exchange of best practices with regional and global networks	242 177	99	8 681 452		
ER 20: Earth sciences research, education and capacity-building for sustainable development enhanced, with a particular focus on Africa.	158 809	100	936 340		
ER 21: CCTU Biodiversity: Sustainable and equitable use of biodiversity and ecosystem services strengthened in collaboration with key United Nations institutions and agencies and Regional Reference Centres.	100 400	98	1 736 584		
ER 22: Biosphere reserves and natural World Heritage sites integrated, in collaboration with UN-REDD, CDM and similar climate change mitigation and adaptation financing mechanisms	0	N/A	22 384		One out of the two Performance indicators for this ER could not be fully met. REDD and REDD+ activities

Major Programme II	RP Allocation (US\$)	RP Expenditure (%)	XB Expenditure (US\$)	Self-assessment of results achievement	Sector's Comments (when self-assessment is above or below expectations)
					have proven to be more challenging than expected due to uncertainty in the development of UNFCCC methodologies. Moreover, an anticipated private sector partnership with prospects of bringing important financial contribution towards feasibility studies in UNESCO Sites related to REDD+ did not materialize during the biennium.
ER 23: Management of natural and cultural World Heritage sites, biosphere reserves and priority ecosystems of the MAB programme enhanced through a network of space science and space technology partners.	0	N/A	16 566		
ER 24: Knowledge base and policies for renewable energy, in particular solar energy, and energy efficiency and sustainable use promoted for the purpose of sustainable development, also targeting resident communities in biosphere reserves as beneficiaries of the solutions found	0	N/A	165 614		
ER 25: CCTU Natural Disasters: Natural disaster and climate change resilience, disaster risk assessment and impact mitigation enhanced and targeted scientific assistance delivered, including through participation in United Nations common country approaches	107 240	98	1 230 916		
ER 26: CCTU Natural Disasters: Scientific knowledge base and adaptation capacity of Member States for water hazards at regional and country levels improved	47 580	99	3 550 230		

Note: The budgetary information encompasses Regular Programme (RP) operational budget, Emergency Funds and extrabudgetary resources which contribute to a 36 C/5 Expected Result. Figures do not include the operational budget of Category 1 Natural Sciences Institutes.

 No information yet;  Does not meet expectations;  Partially meets expectations;  Meets expectations;  Exceeds expectations


36 C/5 Global Priority Africa Expected Results	Achievement(s) including Challenges/Lessons learnt
 National capacities strengthened to design, implement, reform and evaluate science policy in line with the implementation of the African CPA, including support to the establishment of the African STI Observatory and establishing two new AVC centres	<p>The results in the biennium contributed to the achievement of the expected result, considering the related performance indicators and benchmarks. The High Level First African Ministerial Conference on Science, Technology and Innovation for Youth Employment, Human Capital Development and Inclusive Growth, resulting in the "Nairobi Declaration" was a milestone for a renewed commitment of ministers in charge of STI in Africa to strengthen scientific research. UNESCO participated in the fifth ordinary session of the African Ministerial Conference on Science and Technology (AMCOST V) in November 2012 in Brazzaville, Congo. The meeting discussed the strategies and reports on the implementation of Africa's Science and Technology Consolidated Plan of Action (CPA), implementation of the African Union Summit and AMCOST Decisions. UNESCO attended the Expert group meeting and the first Bureau Meeting of the AMCOST V in October, 2013 and provided technical advice for finalization of the AUC Science Technology and Innovation Strategy for Africa for 2024.</p> <p>Need assessments at country level have been conducted through consultation processes to set up priorities in STI policies and develop project proposals. With funding from UNESCO and other development partners and national governments, a number of human and institution capacity building in national innovation system and STI policies for sustainable development were conducted in more than 12 African and Arab countries. UNESCO's intervention focused on production of policy briefs and training in management of national STI systems development to increase their effectiveness in STI policy design implementation, monitoring and evaluation for enhanced sustainable development. UNESCO with other UN Agencies through UN Delivering as One is providing technical assistance to the governments of Kenya, Nigeria and Rwanda in reviewing their country Medium Term Plans to leverage funding for cost effectiveness.</p> <p>In September 2013 as a follow up, 30 renowned women and four men scientists and engineers from Botswana, Cameroon, Democratic Republic of Congo, Ethiopia, Ghana, Kenya, Mauritius, Mozambique, Nigeria, Rwanda, South Africa, Tanzania, Uganda and Zimbabwe were trained in harnessing STI for economic transformation post 2015 by identifying key strategies for training women in new and emerging STI in readiness for post 2015. Strategic actions for education and skills training of the youth in SET to enhance employability were developed for implementation.</p> <p>Women in science activities were promoted to increase their access to knowledge and the strengthening of their capacities in the basic sciences and engineering for women was championed throughout Africa during the biennium. Activities focused on demonstrating women's abilities to contribute to national development through STI. Furthermore, 10 distinguished women scientists were honoured by UNESCO/L'Oreal with fellowship awards of US\$20,000 each towards completion of their PhD programmes. A new "Women in Science" group was created and launched in Tanzania.</p> <p>The AVC Centre in Togo was successfully set up and launched.</p> <p>Within UNESCO's framework of Promoting access to STI policies and access to knowledge and building capacities in the basic sciences and engineering respectively, a two day workshop was organized for 29 women and three men scientists, engineers, policy makers and academics from Cameroon, Ethiopia, Ghana, Kenya, Nigeria, South Africa, Tanzania and Zimbabwe in Sub-Sahara Africa. The workshop brought together 29 renowned women professors and distinguished women in their mid-career in science, engineering and technology, policy makers, and representatives of agencies which are mainstreaming gender programmes who shared their experiences on strategic policies and strategies for promoting women in SET while those who have supported or benefited from gender-specific programmes, like the L'Oreal Corporate Foundation, led discussion on emerging issues and made recommendations on the way forward. This was followed by honouring 10 distinguished women scientists by UNESCO/L'Oreal with a fellowships award of US\$ 20,000 each towards completion of their PhD programmes.</p> <p>UNESCO provided technical assistance to the Government of Mauritius in November 2013 at the United Nations Green Economy Workshop at the invitation of the national Authority, Maurice Ile Durable and the UN Resident Coordinator in Mauritius for Delivering as One. The overall objective was to create the platform for university leaders, policy makers, private sector practitioners, Ministers of Education and Science to exchange ideas and experiences on implementing Mauritius Vision 2020 to become a sustainable model for development based on five E's: Energy, Environment, Employment/Economy/Education and Equity. This vision includes building the needed human capital and design concrete actions to improve the impact of high-level training, research and innovation on Mauritius sustainable development and socio-economic transformation.</p> <p>UNESCO in October and November 2013 assessed the STI system and governance of three post conflict countries, Sudan, South Sudan and Somalia and three other Eastern African countries, Kenya Rwanda and Ethiopia using a revised e-base UNESCO STI Mapping tool. Five strategic issues were identified: national vision, capacity, STI governance and leadership, infrastructure and funding to provide an enabling environment for STI development and growth. Enabling environment for STI implementation and growth was a critical strategic issue for Somalia. On the other hand the need to recast the vision for Sudan to take advantage of the institutional, legal, and regulatory frameworks that have been reformed to advance STI as a tool for integrating the economy into the global market place became a strategic issue for Sudan.</p> <p>UNESCO provided technical expertise in the One UN review and development of the national MTP II of Kenya, Rwanda, Mauritius and Seychelles through delivering as one.</p> <p><u>Challenges/Lessons Learned:</u> It is challenging to maintain the high political commitment required and to strengthen further cooperation in STI, in particular South-South cooperation. In the current financial situation, the main challenge faced in a executing a number of these activities was with timely and sufficient funding. This was however mitigated by collaborating with</p>

36 C/5 Global Priority Africa Expected Results	Achievement(s) including Challenges/Lessons learnt	
	<p>other development partners in the implementation of activities. UNESCO's funds were used in leveraging funding for completion of activities. With more funds more could have been achieved in terms of numbers of beneficiary countries and people with grater knowledge in the management of STI systems, however, it is hoped that with further leveraging of extrabudgetary funds from donors more impact can be created regionally in the near future.</p> <p>Cost effectiveness: The activities have been cost effective due to the positive support of the partnering institutions who contributed towards the achievement. In the countries involved in the Delivering as One operations, UNESCO was able to leverage funds to support the programmes and activities hence making them more effective both in cost and in outcomes. Mention must be made of the support received from partners in many countries who contributed in making the activities more cost effective. This relieved the pressure on scarce funds during the biennium.</p> <p>Overall Assessment of Progress: Within the limits of the available funds and partnership with national governments, other development partners, and UN agencies, both human and institutional capacities of Member States have been strengthened in the design, implementation, reform and evaluation of science policy in line with the implementation of the African CPA. The progress for achieving Expected Result 1 meets expectation.</p> <p>The expected result directly contributes to C/4 Strategic Programme Objective 4 "Fostering policies and capacity-building in science, technology and innovation".</p>	
	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)	
	Programmed	Attained
	PI: Number of African Member States for which STI policy guidance is provided B/b: At least 5 additional African Member States	Fourteen countries (Tanzania, Nigeria, Rwanda, Kenya, Egypt, Sudan, Tunisia, Yemen, Burundi, Central African Republic, Senegal, Togo, Burkina Faso and Niger Republic) have received assistance from UNESCO in the formulation and strengthening of capacities for the governance and management of their STI policies. In particular the activities relating to the GO-SPIN platform and STIGAP training were intensified during the biennium as a means of strengthening capacities for the management of science policy instruments in Africa. Support for women in science and academies of sciences were enhanced in Tanzania and in the region generally.
	PI: Number of African Virtual Camups centres created B/b: two	New AVC Centre was set up and equipped in Togo. Capacities of staff to manage the AVC were built during the biennium.
36 C/5 Global Priority Africa Expected Results	Achievement(s) including Challenges/Lessons learnt	
 Education capacity development and research in the sciences and engineering strengthened through networking, partnerships, collaborative research and training	<p>The results achieved in this biennium contributed to the timely achievement of the expected result, considering the related performance indicators and benchmarks. In line with UNESCO's mandate in providing leadership and guidance in science education and research, a number of projects were implemented in Africa to enhance capacity in science and engineering through curricula review and pedagogical assistance in teaching of science and mathematics. Innovative teaching and learning methodologies were developed in enhancing interest in science and promoting career in science at primary, secondary and tertiary levels in a number of African countries. UNESCO also provided technical assistance to Member States in the development of new programmes in science and engineering in universities and research institutions in new and emerging areas such as nanotechnology, petrochemical engineering, solar energy technologies, space science, climate science, in response to the needs of Africa socio-economic insurgence and sustainability.</p> <p>ICTP held regional training activities in Cote d'Ivoire, Ghana, Kenya, Senegal, South Africa, Tanzania, supported five affiliated centres in Egypt, Benin, Senegal, Ghana, Cameroon, and supported 18 scientific meetings in Africa during 2012. ICTP has received a major contract from the European Commission for "Training and Preliminary Backbone Infrastructure Development" within air transport and satellite service applications in Africa. It aims at training scientists in Africa in Global Navigation Satellite System implementation, management and testing. ICTP continues to play an advisory role with the Nigerian National Assembly to improve the country's science and technology policies. The Centre is collaborating in masters programmes in High Performance Computing (HPC) at African universities, supervises the editorial services for the African Review of Physics, a peer-reviewed and on-line international e-Journal. ICTP co-coordinates with the Johannes Kepler University in Linz, Austria, the scientific network ANSOLE to foster training and research in solar energy in Africa.</p> <p>The IAP-the global network of science academies is a global network of academies of sciences (currently 105 scientific academies from around the world) established in 1993. IAP works closely with its member academies to strengthen the role that science plays in society. A series of activities is implemented towards these primary objectives, also promoting South-South and North-South cooperation (e.g., on water, science education), and the science-policy interface (e.g., through the IAP Statement on issues of global importance such as the IAP Statement on "Population and Consumption"); furthermore, IAP is increasingly working at the regional levels through the IAP Affiliated Regional Networks, including the Network of African Science Academies.</p>	


36 C/5 Global Priority Africa Expected Results	Achievement(s) including Challenges/Lessons learnt
	<p>Strengthening the capacity of Africa biologists in genomics and bioinformatics has the potential to improve agricultural productivity, increase incomes and improve food and nutritional security. Within UNESCO's framework of building capacities in the basic sciences, UNESCO in partnership with the Biosciences Eastern and Central Africa in Nairobi trained 41 African biologists from 10 African countries including 10 female biologists from Cameroon, Democratic Republic of the Congo, Ethiopia, Kenya, Madagascar, Rwanda, South Sudan, Sudan, Tanzania and Uganda in August 2012. The overall objective of the training was in fulfilment of UNESCO, AU-NEPAD and BeCA-IIRI's mission to harness the potential of the biosciences to contribute to increased agricultural productivity, education and training of the next generation of African agricultural research leaders and scientists and to promote the development and adoption of technologies to address key agricultural productivity constraints.</p> <p>The Mathematics of Planet Earth 2013 initiative exceeded expectations in terms of providing, schools, decision-makers and the general public with an opportunity to experience and grasp many aspects of mathematics, including its inter-disciplinarily, applications in life and earth sciences, its relevance on societal and environmental issues, the impact of mathematics research on thematic topics specific to Africa, the involvement of women in mathematics and global trends and perspectives on mathematics for sustainable development.</p> <p>Dissemination of scientific results and innovations has increased as a result of various initiatives including the World Library of Science which seeks to transform the world science education landscape, by creating a common ground of current, research-oriented, vetted information and curriculum across all countries. The Library contains 2,500 - 3,000 learning modules in all concepts of the life and physical sciences.</p> <p>Presentation and dissemination of research results and networking of scientists and engineers are also facilitated through awards of fellows and grants to scientists and engineers. These are done through partnerships with L'Oreal Corporate Foundation, DAAD, the African Development Bank and the African Network of Scientific and Technological Institutions (ANSTI).</p> <p>UNESCO in partnership with ANSTI, DAAD and University of Botswana organized a two day international conference in November, 2013 under the theme "Enhancing capacity in science, technology and engineering in response to emerging industrial and socio-economic needs of Africa: the role of universities". Over 130 participants from 24 countries comprising vice chancellors and deans of Science, technology and engineering universities in Africa, private sector practitioners, policy makers and development partners including the African Development Bank, from Africa, Australia, Europe and North America. There were several other scientists and engineers all over the world who streamed in live.</p> <p>For the first time, COVIDSET 2013 had a Roundtable meeting on Ministers Education, Science and Technology from Botswana, Ethiopia, South Africa, Tanzania and Mauritius to assess progress made since the first Africa Ministerial conference STI for sustainable development of the continent. The Ministers of STI provided a concrete action plan for engagement of stakeholders in STI education, research and innovation to make STI relevant to the development needs of Africa. The Ministers/Representatives pledged to enhance South-South Corporation in training, research and skills development and work with all stakeholders in making science, policy and society work for the good of Africa.</p> <p>UNESCO in partnership with OSWD and University of Energy, Sunyani, Ghana organised a three day regional conference in October, 2013. The conference brought over 200 women scientists and engineers to deliberate "Climate Change and its Impact on Africa: the Role of Science and Engineering for Combat". The conference provided a platform for stakeholders to discuss and inform policy on mitigating the effects of climate change and adapting STI to solving some of the problems of health, food security, and energy access.</p> <p>UNESCO partnered with Strathmore University Center for Applied Research in Mathematical Sciences to organize the second Strathmore International Mathematics conference in August 2013 in Nairobi, Kenya on the 'Nurturing the Future Generation of Mathematics Researchers in African Universities'. The conference provided mathematics researchers from around the world with particular focus on Africa the platform to discuss emerging developments and share research and experiences results in contemporary areas of mathematics research application as well as to promote and explore new collaborations and farther existing partnerships among the international mathematics community and in particular, young researchers in Eastern Africa.</p> <p><u>Challenges/Lessons Learned:</u> The networks were very active and Member States' interest increased. One challenge is to promote more networks of women scientists in different scientific specialties in Africa. However, the need for strengthening capacity in science and engineering in Africa is more urgent now than ever before. The continent has several countries which are among the fastest growing economies in the world, but has limited human and intuitional capacity to harness science technology and innovation for its socio-economic development and environmental sustainability. UNESCO is well placed to assist Member States in developing capacity in science, technology, engineering and innovation through technical assistance and support in education and research but has limited funding. A number of the well-articulated proposed activities in achieving the ER 2 and making impact in science and engineering education and research were not funded. The challenges for those which were funded was also limited due to the amount of funds to make significant impact.</p> <p>Cost effectiveness: Partnerships, networking and collaborations have been the hallmark for implementation of many of the activities of ER2. Leveraging UNESCO's funds through partnerships and collaborations has been very effective and efficient ways of achieving results and making impact in many of the Member States. New partnerships to enhance South-South, North-South were developed and existing ones strengthened for future joint projects. COVIDSET 2013 was a very cost effective way of disseminating the research results and attracted the interest of the many stakeholders; among them were AfDB and other private sector practitioners especially those in oil and gas exploration.</p> <p>Overall Assessment of progress: Within the limits of available funds but with close partnerships and collaborations with national governments, development partners and other scientific and engineering networks, education capacity development and research in the sciences and engineering and collaborative research and training have been strengthened. Concrete</p>


36 C/5 Global Priority Africa Expected Results	Achievement(s) including Challenges/Lessons learnt
	<p>action plans developed for harnessing new and emerging areas in STEM to accelerate social and economic transformation of the continent and in readiness for Post 2015.</p> <p>The expected result directly contributes to C/4 Strategic Programme Objective 4 "Fostering policies and capacity-building in science, technology and innovation".</p>


Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)	
Programmed	Attained
<p>PI: Number of additional institutions joining specific networks B/b: Each specific subject network to increase by 5% compared to 2011</p>	<p>The overall achievement of progress made this biennium exceeds the programmed benchmark. Implementation of each specific subject network increased well above the 5% targeted. Many additional institutions joined the various UNESCO networks, such as ANSTI, Geoscience for Women Network, the IIAP (a global network of science academies), ICTP and WAYS. Five new institutions were admitted to ANSTI.</p>

36 C/5 Global Priority Africa Expected Results	Achievement(s) including Challenges/Lessons learnt
 Policy dialogue enhanced between IOC Secretariat and African national and regional institutions and stakeholders; resources mobilized in support of African institutions and programmes in ocean observation and data and information exchange, sea level monitoring, vulnerability mapping and integrated coastal area management, and climate change adaptation	<p>Achievement: The activities implemented contributed to the achievement of the expected results, and meeting the related performance indicators and benchmarks. During the reporting period, the Intergovernmental Oceanographic Commission of UNESCO mobilized extra budgetary resources to complement the regular budget allocations facilitating the establishment of the IOC Sub-Commission for Africa and the Adjacent Island States (IOCAFRICA) as the new IOC governance structure in Africa. The IOC Coordinator in Africa was appointed as the Technical Secretary for the Sub Commission and is posted at the UNESCO Regional Office in Nairobi since March 2012. The Sub-Commission held two sessions (2-3 May 2012, Nairobi, Kenya and 3-4 April 2013, Cape Town, South Africa) during which the work plans for 2012-2013 and 2013-2015 respectively were adopted. The Sub Commission developed its Strategic Plan for the period 2014 - 2021 focusing on: (i) increasing the understanding of ocean and coastal processes around Africa, and how they impact on environment and resource; (ii) Increasing the technical capacity for monitoring and early warning for coastal and oceanic hazards; (iii) improving understanding of how the African Oceans and Coastal Areas will be impacted by changing climates; and (iv) enhancing capacities of experts and institutions in Africa for research and management of the coastal and marine resources.</p> <p>The comprehensive assessment of capacities available (human resources, infrastructure and equipment) was undertaken, and a framework proposal for the development of core coastal observing capability for Africa prepared. An assessment of coastal erosion problems in Congo and Gabon was undertaken and proposals made for remedial measures. The implementation of the Integrated Data and Information Products and Services for the Management of Oceans and Coastal Zones in Africa (ODIN AFRICA-IV) continued, with a focus on development of national and regional coastal and marine atlases, marine biodiversity databases, experts and institutions database, projects database, and institutional websites and portals. Training courses and workshops were organized covering a wide range of topics, including marine and coastal atlases development, marine biodiversity data management, websites and portals development, marine information management, and ocean modelling and prediction. The IOCAFRICA Secretariat reinforced existing international cooperation with WMO, GEF, UNDP, UNEP, and FAO.</p> <p><u>Challenges/lesson learned:</u> Though the IOC Sub Commission for Africa and the Adjacent Island States (IOCAFRICA) was only established in March 2012, and it has already held two sessions at which the Strategic Plan (2014-2021) and work plans for 2012-2013 and 2013-2015 were approved, in addition to holding the Sino-Africa Marine Science and Technology Forum. However, with the limitation of the current constraints of financial and human resources, the key challenges remain the mobilization of the financial support from the African Member States and their regional institutions for the development and implementation of programmes. The proper staffing of the Secretariat of the newly created Africa Sub-commission remains an issue.</p> <p>The expected result directly contributes to C/4 Strategic Programme Objective 4 "Fostering policies and capacity-building in science, technology and innovation".</p>

Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)	
Programmed	Attained
<p>PI: Number of individuals, institutions and/or communities receiving training B/b: at least 100</p>	<p>Seven training workshops were held, attended by 120 participants. In addition, UNESCO sponsored another ten participants to attend training organized by other programmes.</p>

36 C/5 Global Priority Africa Expected Results	Achievement(s) including Challenges/Lessons learnt
 Freshwater resources assessed, and technical cooperation provided for strengthening water governance, including of shared waters and management	<p>Achievements: The results achieved in the biennium contributed to the timely achievement of the expected result, considering the related performance indicators and benchmarks. Several initiatives and capacity building activities in support to informed decision-making for sustainable management of water resources, to reinforce flood risks management have been carried out in Africa. They include the Africa Water Cycle Coordination Initiative launched in Libreville in February 2012; training workshop on the UNESCO IWRM Guidelines at River Basin Level for river basin organizations; second Workshop on ISARM for central African countries leading to the improvement of the identification and characterization of transboundary aquifers of the region and to the preparation of an Action Plan for ISARM activities within the region; a series of sub-regional workshops on water conflict management and cooperation in SADC, IGAD and ECCAS regions within the framework of 2013 International Year of Water Cooperation and the Workshop on Water Sciences for Peace and Sustainable Development in the Eastern Nile attended by more than 100 participants (out of which 70 water experts and researchers) from the Eastern Nile Countries (Egypt, Sudan, South Sudan and Ethiopia) in May 2013. Within the framework of the international water cooperation, a strategic and high level conference on water security and cooperation with particular focus on Africa was held in Nairobi with the participation of over 150 participants from about 50 countries. Support has been provided for the celebrations of World Water Day focusing on water cooperation in Madagascar, Kenya, Comoros, Rwanda, South Sudan, Zimbabwe and Namibia. The project on Lake Chad approved under the Emergency Fund has led also to various workshops on among others water conflict management and the diagnosis and policy documents produced will contribute to better address the management of the transboundary resources, including water resources within the basin. With this regard, more than 30 senior officials of Lake Chad Basin Commission have been trained in negotiation skills on water management issues.</p> <p>Around 100 people have had their capacity improved in Namibia, Benin and South Sudan on issues related to flood risk management. A roadmap has been adopted in Namibia and Benin for the preparation of projects within the framework of national actions on flood risk management. Priorities on capacity building have been identified in the three countries. More than 50 experts from West Africa and Eastern Africa have been trained on the Africa drought monitor transferred in AGRHYMET and ICPAC. Several meetings were organized in collaboration with partners including the conference on water science, policy and governance in Africa and the fourth regional meeting of IHP National Committees of Sub-Saharan Africa, held April 2012 in Dar es Salaam; the Africa regional consultation on groundwater governance held in Nairobi in May 2012 organized in partnership with the African Ministerial Council on Water (AMCOW) and the Government of Kenya; in October 2012, a conference on sustainable management of water resources in Africa with a focus on water quality issues was jointly organized by UNESCO, DAAD and University of Maseno in Kenya; the mountains and climate change workshop jointly held with UNEP in September. In the current financial situation, for all these activities, partnership has been critical. Support has been provided to AMCOW for the operationalizing of the African Groundwater Commission by assisting the preparation of legal status for the Commission and supporting the organization of the meeting in Cairo of the Commissioners to discuss the legal documents of the Commission. Synergies between WWAP's gender equality focal point and the AMCOW task force on indicators were strengthened during World Water Week 2013, in the preparation of the Gender and Water Conference to be held in South Africa, in 2014.</p> <p>The implementation of the regional project on the Horn of Africa on drought mitigation has been completed with the completion of an advanced survey and mapping of groundwater resources in Northern and Central Turkana, in the Northwest Kenya leading to the identification of important groundwater resources. The Turkana survey results were announced by the Kenya Minister of Environment Water and Natural resources during the high level conference on water security and cooperation held in Nairobi in September 2013 and had a high media visibility. The Minister launched a national groundwater programme aiming to map the entire country. High resolution groundwater survey has been also completed for Jijiga region in Ethiopia.</p> <p>Support has been provided for holding the validation workshop of the feasibility study on the establishment of a component of FRIEND for the Congo Basin. The workshop was organized in Kinshasa in June 2013 with the support of UNESCO by CICOS, the intergovernmental river basin organization in charge of the Congo River basin. A three year project on a FRIEND Congo has been prepared for fund raising. The project would contribute to improve the understanding of the hydrological cycle of the Congo River basin which would lead to the production of reliable hydrological information needed for its management. Within the framework of the preparation of the Africa water capacity building programme led by the Nigeria National Water Institute, national baseline needs assessment studies have been conducted for nine selected countries. These studies will feed to the preparation of the capacity building programme. Twelve national baseline studies have been conducted in 12 countries within the framework of the preparation of the regional programme on the RESHYST-Africa programme on the review of hydrological norms for the design of hydraulic infrastructure within the context of climate change. These studies will be used to finalize the preparation of the regional programme.</p> <p><u>Challenges/lessons learnt:</u> The financial constraints have impacted the ability to deliver some of activities to Member States. However, active collaboration with National IHP Committees and partners has helped to implement many activities. Indeed the majority of the activities have been implemented through partnership which was very cost effective for the organization.</p> <p>The expected result directly contributes to C/4 Strategic Programme Objective 3 "Leveraging scientific knowledge for the benefit of the environment and the management of natural resources".</p>
Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)	
Programmed	Attained
PI: Number of sub-regional assessments disseminated B/b: At least two	World Water Development Report's chapter 7.1 on the 46 UNECA Member States in Africa provides an assessment of regional water resources, along and two specific case studies. This was launched during World Water Week in Marseille, France in March 2012. The Africa Drought Monitor has been transferred and operational for the drought monitoring in West Africa and in Eastern Africa with a seasonal forecast added to the tool transferred in West


Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)	
Programmed	Attained
assessments	Africa.
<p>PI: Number of IWRM workshops held and number of participants</p> <p>B/b: At least two workshops of at least ten participants each</p>	<p>Several initiatives and capacity building activities in support of IWRM have been carried out in 2012 and 2013 in Africa benefitting hundreds of participants; for instance two training sessions on IWRM Guidelines, one on ISARM for Central Africa, four on water conflict management and cooperation and water for peace and sustainable development for SADC, IGAD, ECACS sub-regions and Nile basin, three on flood risks management for Benin, South Sudan and Namibia.</p>
36 C/5 Global Priority Africa Expected Results	Achievement(s) including Challenges/Lessons learnt
 Renewable energy policies and knowledge base promoted	<p>Achievement: The results achieved during the biennium contributed to the timely achievement of the expected result, considering the related performance indicators and benchmarks.</p> <p>In renewable energy efforts continued to enhance the knowledge base and exchange of best practices and promote the related energy policies. Training of six women from Rwanda (4) and Benin (2) in Tilonia, India was supported by Indian Government and in Rwanda, funds have been granted to help the trainees implement in country-activities upon their return under the One UN framework. A network of Barefoot College engineers have been supported and in country trainings organized in Rwanda. Equipment for 100 households of Nyarugina village in Rwanda has been purchased. They will be set up by the trained women in 2014. The fourth session of the African Solar School has been organized in Dakar with the support of ISESCO, TIKa and other regional institutions. Under ISESCO support, a "Strategy for the development of renewable energy in Togo" was formulated.</p> <p>Concurrently, project proposals for the organization of two regional high level experts meetings as well as a Solar Electrification of Rural Schools initiative in Sub-Saharan African countries that includes a capacity building component were developed and submitted for funding.</p> <p>Geo-engineering with respect to solar radiation attempts to take measures that would counter the effects of global warming. Technologies and the governance mechanisms to regulate the scope of the research and the nature of the interventions are topics that need to be better understood. UNESCO in partnership with African Academy of Sciences, TWAS and the Senegalese National Academy of Science and technology organised a workshop on 'Governance of Solar Radiation Management: The African Perspectives in June 2012 in Dakar Senegal. The workshop brought together academics, policy makers and researchers to discuss policy issues in SRM research and governance in Africa. One key recommendation made was to create new opportunities for African scientists, and other academics, to network and cooperate on geo-engineering research and governance.</p> <p>Somalia's energy sector has suffered from over two decades of neglect and lack of planned investments. A UNESCO-UNDP Partnership Forum on Energy for Somalia's Future Goals for 2015 in partnership with Government of Turkey, the World Bank, the AfDB, EU and other development partners and academia to accelerate Somalia's economic development was held at the Second Istanbul Conference in June, 2012. The Forum deliberated and agreed on programmatic priorities and a tripartite partnerships framework to comprehensively address the energy needs in Somalia in order to overcome the barriers to access to energy and diversifying the energy mix. Recommendations from the four partnership fora including the Energy forum were presented at the Tripartite Plenary meeting on preparing Somalia's Future: Goals for 2015 Chaired by the United Nations Secretary General.</p> <p>UNESCO conducted a nine country scoping survey on 'Strengthening the Capacity of Academics and Policy Makers in Renewable Energy Technologies Research and Innovation and Energy Policy in East African Countries from August to November 2013. The countries involved in the study were Burundi, Djibouti, Eritrea, Kenya, Rwanda, Somalia, South Sudan Uganda and Ethiopia. Of these, Kenya, Rwanda and Djibouti were visited for focus interviews. This Renewable Energy Technologies and Energy Efficiency study provided evidence-based informational for harmonizing the institutional and policy framework of the East African renewable energy, energy efficiency, and rural electrification sectors.</p> <p><u>Challenges/lessons learnt:</u> Extrabudgetary support is starting to be mobilized to address renewable energy, although there remains a vast need for additional funding to adequately address this topic and in kind support was particularly difficult to obtain, although it was successful in the end. Using unconventional energy sources to support communities that are off the grid is a valuable contribution to national energy planning. Access to energy and energy efficiency and robust energy policies are crucial for development and UNESCO should, if feasible, continue to provide technical assistance to Member States.</p> <p>Despite substantial efforts and progress made in implementing reforms in the electricity sector, renewable energy, energy efficiency, and rural electrification sub-sectors were characterized by several challenges such as: limited power generation capacity, a widespread inefficient use of electricity and low electrification rate. This is due in part to a lack of adequate policies to drive investment, and overlapping mandates of the various actors in the sector, leading to an incoherent policy and institutional framework, the lack of a coherent institutional framework, and established standards and quality control system/mechanisms for clean energy technologies, and the difficulty of universities to adapt academic curriculum to the energy market demand.</p>

36 C/5 Global Priority Africa Expected Results	Achievement(s) including Challenges/Lessons learnt					
	<p>Cost effectiveness: This activity is cost-effective especially in partnering with Ministries, development partners and engineering networks,</p> <p>The Expected Result directly contributes to C/4 Strategic Programme Objective 4 "Fostering policies and capacity-building in science, technology and innovation".</p>					
	<p align="center">Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)</p> <table border="1" data-bbox="427 320 2190 459"> <thead> <tr> <th data-bbox="427 320 949 363">Programmed</th> <th data-bbox="954 320 2190 363">Attained</th> </tr> </thead> <tbody> <tr> <td data-bbox="427 367 949 459"> PI: Number of African Member States receiving renewable energy policy advice increased B/b: At least two new Member States </td> <td data-bbox="954 367 2190 459"> Policy advice and assistance was provided for the assessment of prospects for renewable energy sources for Togo, Somalia, Senegal and Kenya, and training has been provided for access to solar energy in rural communities in Rwanda. </td> </tr> </tbody> </table>		Programmed	Attained	PI: Number of African Member States receiving renewable energy policy advice increased B/b: At least two new Member States	Policy advice and assistance was provided for the assessment of prospects for renewable energy sources for Togo, Somalia, Senegal and Kenya, and training has been provided for access to solar energy in rural communities in Rwanda.
Programmed	Attained					
PI: Number of African Member States receiving renewable energy policy advice increased B/b: At least two new Member States	Policy advice and assistance was provided for the assessment of prospects for renewable energy sources for Togo, Somalia, Senegal and Kenya, and training has been provided for access to solar energy in rural communities in Rwanda.					
36 C/5 Global Priority Africa Expected Results	Achievement(s) including Challenges/Lessons learnt					
 Resilience of communities reinforced, with particular reference to climate change adaptation and natural disaster preparedness	<p>Achievement: The results achieved in the 2012-2013 biennium contributed to some achievement of the expected result, considering the related performance indicators and benchmarks.</p> <p>Three new biosphere reserves have been approved in Africa (Senegal, São Tomé and Príncipe and Ethiopia) where sustainable development approaches will be implemented addressing climate change issues in many cases. Thanks to efforts of the MAB programme, the biosphere reserve agenda is gaining momentum in many African countries if we judge by the number of Member State showing interest in submitting applications for biosphere reserves nominations (e.g., Angola, Botswana, Zimbabwe, Tanzania, Kenya, Rwanda, and South Africa). Focus is on training to promote successful applications and creating awareness on how biosphere reserves contribute to strengthen the communities' capacity to apply sustainable development approaches including responses to climate change. One of the main challenges is the threats due to deforestation and mining activities, particular in the Congo River basin. UNESCO completed two important projects in 2013 to assess the feasibility of establishing to establish two trans-boundary biosphere reserves: 1) straddling the borders of Cameroon, Congo and Gabon; this region one of the areas of intense mining and logging activities and 2) in the Chad Basin region which is facing climate change impacts. For this later, capacity building of the Lake Chad Basin Commission members has been built in Post Conflict to Potential Cooperation process.</p> <p>The IGCP programme is currently supporting a continental-scale project aiming at gathering knowledge on seismic active zones in Africa in the view of improving the preparedness and mitigation to earthquakes. UNESCO is also working with other Tsunami Warning Centres, Disaster Management Organisations and academia to set up an Indian Ocean Tsunami Warning and Mitigation System that would be beneficial for countries like Tanzania, Kenya, Mozambique, Madagascar and Comoros. Two others IGCP projects supported by Sida are evaluating the health and environmental impacts of mining activities in Sub-Saharan African countries, with focus on abandoned mines; the objective is to provide science-based advises to governments on mitigation measures. Studies are focusing on understanding the process through which pollutant trace elements contaminate soil, water and food chain by using experimental sites in various African countries (Burkina-Faso, Cameroon, Democratic Republic of Congo, Kenya, Namibia, Nigeria, Senegal, South Africa, and Zambia). A conference organised with the support of UNESCO and many other partners in Rwanda on the volcanic risks in the East African Rift Systems has revealed that this region is still a sensitive area that needs to be monitored continuously.</p> <p>UNESCO efforts to combat drought in the Horn of Africa has made progresses in two directions: through capacity building studies and training in Kenya, Somalia and Ethiopia on the use of modern technologies for water assessment, for the improvement of the resilience to adverse effects of climate change; and through projects on targeted specific regions to assess groundwater for the use of communities; the use of modern technologies have been successful in Ethiopia and Kenya. Continuing efforts have also been focusing on advise to Member States to overcome flooding such as in West Africa and in Namibia.</p> <p>Following a recommendation of the third regional meeting of IHP National Committees in Africa, UNESCO has embarked in the preparation of an important Pan African programme RESHYST-Africa on production of tools for the design of resilient hydraulic infrastructure in Africa within the context of climate change. For its first phase, the programme will concern West and Central African countries to revisit tools developed since 1960-70 but still used by engineers and managers despite the changes since then to ecosystems and observed climate variability. Twelve national baseline studies have been carried out in DRC, Togo, Chad, CAR, Ivory Coast, Cameroon, Niger, Rwanda, Benin, Guinea, Senegal and Congo.</p> <p><u>Challenges/lessons learnt:</u> Climate change, particularly in Africa where the scientific basis of knowledge is still in the development stage (although many UNESCO projects are contributing at this higher level), is very challenging to fund under the current financial situation.</p> <p>Cost effectiveness: Activities for all these results for Priority Africa are strongly dependent on collaboration with external partners, and many Member States are not in a position to provide financial contributions. In addition some activities have been fully or partially implemented using staff time as the only input.</p> <p>The expected result directly contributes to C/4 Strategic Programme Objective 5 "Contributing to disaster preparedness and mitigation".</p>					


Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)	
Programmed	Attained
<p>PI: Number of communities receiving training in climate change adaptation and/or disaster risk reduction</p> <p>B/b: At least 10 communities, with equal representation of women and men in each community</p>	Workshops and training have been undertaken targeting communities from drylands (Horn of Africa region); wetlands (Lake Bosomtwe, Ghana), and East African Volcanic Rift system (Rwanda) where 45 indigenous communities and scientists were trained.


Cost-effectiveness/efficiency measures for this Major Programme: Africa


In general, for Priority Africa expected results related to MP II the activities have been cost effective due to the generous support of local or regional partners such as IHP National Committees, national ministries, development banks, and the private sector. In the countries involved in Delivering as One, UNESCO was able to leverage funds. Some activities have been fully or partially implemented using staff time as the only input.


36 C/5 Global Priority Gender Equality Expected Results	Achievement(s) including Challenges/Lessons learnt
 Gender equality perspectives in science policy design strengthened, women scientists promoted as role models and young women scientists supported	<p>The first performance indicator was fully met, with several events focused on women in science as role models. Women scientists were promoted as role models at major international events including the L'Oréal-UNESCO For Women in Science Award Ceremony, in Paris, in March 2012 and 2013. The programme has continued expanding its support to women scientists and in particular the promotion of women role models in science, benefiting from strong press and media coverage. In addition it has provided 200 international, regional and national fellowships to young women researchers.</p> <p>OWSD continued to promote women scientists in the developing world through an expanded programme.</p> <p>A science and engineering week at the University of Nigeria, Nsukka promoted strong women role models in these fields and also managed to train 1,500 school students, most of them girls, in hands-on experiments in science and engineering.</p> <p>Side side-events on Women and Research were held at Rio+20 in June 2012 and during the ECOSOC session held in Geneva, July 2013.</p> <p>Women's participation was ensured at most science policy and capacity-building events organised within the science policy programme in UNESCO. In October 2012 the Director-General nominated Dr. Hayat Sindi from Saudi Arabia as UNESCO Goodwill Ambassador for Sciences with the aim that she inspire girls to undertake science careers. A special event to honour the 50th anniversary of Rachel Carson's epoch-changing book, Silent Spring, was held in December 2012, hosted by IOC. Carson herself was presented as having inspired a generation of girls to study science, particularly oceanography. A capacity building workshop on strategies for the promotion of women in science and technology in Africa, which included participation in the UNESCO/L'Oreal Fellowships award ceremony for excellence in science, took place in Johannesburg, South Africa, in collaboration with the African Network of Scientific and Technological Institutions and the L'Oreal Foundation.</p> <p>A meeting on Women in Engineering in Africa and the Arab States took place in December 2013. One roundtable, Women in Engineering in Africa: Enticing Young Women into STEM Education, examined STEM educational policies, curricula, teacher training, and female participation and identified ways to encourage more young African women to study STEM subjects. The second roundtable, Women in Engineering in the Arab States: Identifying Best Practices for Attracting Women to Careers in Engineering, shed light on factors preventing women in the Arab States from entering the workforce in greater numbers despite the large percentage of engineering students that are women. This discussion underlined the social and cultural factors that deter women from joining the engineering workforce. The outcome of this workshop is the creation of a report that identifies the existing socio-economic, cultural and educational constraints on women in engineering in Africa and in the Arab States based on the roundtable discussions.</p> <p>The second performance indicator was not met due to the financial situation, but a report on the status of women in R&D institutions in Tanzania was completed.</p> <p><u>Challenges/Lessons Learned:</u> UNESCO has a broad network of women scientists to serve as role models to younger generations of scientists, and participates in several very strong networks of women in science, but the Organisation has very limited resources and depends on external support and funding. Thus, the main challenge is to support financially the participation of women role models at international scientific events, and to improve funding for science policy work including gender equality components.</p> <p>These results contributed to 34 C/4 SPO 4 "Fostering policies and capacity-building in science, technology and innovation" outcome "Institutional and human capacities in the basic and engineering sciences and energy strengthened at all educational levels, notably in Africa, LDCs and SIDS and benefiting female students" as well as contributing to the 2008-2013 Gender Equality Action Plan expected outcomes "UNESCO-L'Oreal For Women in Science partnership continued".</p>

Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)	
Programmed	Attained
<p>PI: Number of activities with women scientists as role models B/b: At least two new activities</p>	<p>The L'Oréal-UNESCO For Women in Science Awards ceremony in March 2013 was held for the first time at La Sorbonne, Paris with the five laureates and 16 fellows as role models. In 2012 the Awards Ceremony was held at UNESCO Headquarters. Close to 200 international, regional and national fellowships were awarded during the biennium to young women researchers. The Organization for Women in Science for the Developing World (OWSD), which is housed within TWAS, selected five winners in 2012 and 2013 for its Awards to Young Women Scientists. Winners are presented with a small financial award and a certificate at the American Association for the Advancement of Science annual meetings. OWSD further expanded its work to support gender mainstreaming in science, including by publishing "Women Scientists in the Americas - their inspiring stories." The Pink Cloud Conference was organized by Microsoft in partnership with UNESCO in Florence, May 2013. A side-event on Women and Research during the ECOSOC session, Geneva, July 2013, was organized by UNESCO with CERN and the International Federation of University Women. This followed a similar side event held at Rio+20 in June 2012. During Science and Engineering Week at the University of Nigeria, Nsukka, June 2013, a woman scientist participated as a role model for the Microscience experiments (UNESCO-L'Oréal Laureate 2013) and a woman engineer role model for the engineering workshop (Prof Gloria Chukwudebe, Director, ICT Centre, Federal University of Technology Owerri and Chair, IEEE Nigeria Section). In collaboration with the International Gas Union (IGU) UNESCO held a meeting on Women in Engineering in Africa and the Arab States, in December 2013.</p>
<p>PI: Percentage of science policy products with special section on gender equality B/b: At least 3/4 of all science policy products incorporate such sections</p>	<p>The second indicator met with less success due entirely to the financial situation, but a report on the status of women in R&D institutions in Tanzania was completed and women's participation was ensured at most science policy and capacity-building events organised within the science policy programme in UNESCO.</p>

36 C/5 Global Priority Gender Equality Expected Results	Achievement(s) including Challenges/Lessons learnt
<p> Awareness of the key role of women as holders and transmitters of indigenous and local knowledge raised</p>	<p>The expected result met its objectives, as measured by the performance indicator. Under the framework of the SIDS intersectoral platform, in the Indian Ocean SIDS (Seychelles, Mauritius, Comoros, La Reunión, Maldives) and Madagascar, transmission and recognition of traditional medicine was supported through the formation of a sub-regional network of more than 17 practitioners, researchers and advocates, half of whom are women, that support each other to exchange best practice, dialogue with policy-makers and scientists, develop good practice guidelines and ethical codes, improve sustainable use of plant resources and develop appropriate education programmes, with special emphasis given to knowledge of and for women. This network was established during a meeting of practitioners, NGOs and researchers from all countries in the Seychelles in February 2013. A statement, agreed in English and French, with recommendations for ensuring safe and effective traditional medical practice in the Indian Ocean SIDS was produced. In December 2013, meetings in 3 countries brought together stakeholders, including women practitioners, to discuss challenges and priorities for the maintenance of their knowledge and practice. In Comoros, this meeting focussed primarily on women practitioners, while in Mauritius, women represented half of the practitioners identified and invited. In many cases the medical attention required by women, as well as the quality of medical treatment available to them differs from that required by and available to men. For instance, the book "Women's Knowledge: Traditional medicine and nature", published in French in 2011 (http://publishing.unesco.org/details.aspx?Code_Livre=4823) is a study of traditional medicine in the Mascarene Islands, where women were vastly outnumbered by men for centuries and often had difficulty accessing appropriate health care. The English translation is planned to be published in 2014.</p> <p>In addition, the UNESCO Chair on Water, Gender and Governance in Santo Domingo, Dominican Republic was endorsed. Once formally in place, the chair will address women's role in local knowledge related to water governance and will enlarge the network of water and gender Chairs in the region and worldwide.</p> <p><u>Challenges/Lessons Learned:</u> Due to the financial situation, originally planned activities were delayed, including women's role in local knowledge concerning water governance, which will be addressed by the newly established Chair.</p> <p>In the case of the Indian Ocean SIDS project, the funds only became available in September 2012. Consequently, the workplan had to be revised to take into account the shorter period of time available for implementation. The primary challenge was to identify and contact traditional practitioners in some of the countries where there is little or no sense amongst practitioners of their belonging to a community, where their practice is somewhat underground and where they are not used to using email or even mobile phones. A related challenge is to ensure that the practitioners themselves participate in the project, despite the eagerness of scientific and government institutions to speak and participate on their behalf.</p> <p>Lessons learned: Retaining a flexible attitude to project implementation pays off. For the Indian Ocean SIDS project, the meeting took place in February 2013 and was the opportunity for the practitioners to begin phases of a regional network. However, it was necessary to develop individually tailored implementation plans for each country, based upon the unique assets and challenges in</p>

36 C/5 Global Priority Gender Equality Expected Results	Achievement(s) including Challenges/Lessons learnt	
	<p>each, requiring time, effort and resources. It was, therefore, overly optimistic to think that this work could be completed during the last ten months of a biennium. More time is required to effect meaningful change in such a context.</p> <p>These results contributed to the 2008-2013 Gender Equality Action Plan expected outcome "Value of indigenous and local knowledge held by women, as well as women's contributions to sustainable development in SIDS, highlighted and showcased, with particular reference to natural disaster preparedness and response, biodiversity conservation and climate change".</p>	
	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)	
	Programmed	Attained
	<p>PI: Initiatives, or components thereof, highlighting women's knowledge</p> <p>B/b: At least one case study or initiative</p>	<p>A sub-regional network in the Indian Ocean SIDS and Madagascar to support the transmission and recognition of traditional medicine by female and male practitioners, with special emphasis given to knowledge of and for women, was established during a meeting of practitioners, NGOs and researchers from all countries of the sub-region in the Seychelles in February 2013.</p>
36 C/5 Global Priority Gender Equality Expected Results	Achievement(s) including Challenges/Lessons learnt	
 Gender equality issues incorporated in the WWDR4	<p>The results against performance indicators have been met, exceeding expectations, with full accomplishment in the first year of the biennium, but then going further. Not only there was a chapter devoted entirely to water and gender equality, but WWDR4 was completely mainstreamed for gender. Moreover, an "addendum" (a separate online publication) was published on the WWAP website on the occasion of the Rio+20 Summit, on water and gender equality. Finally, the next WWDR 2014, planned for launch in March 2014, has also been finalized and mainstreamed for gender.</p> <p>The discussion on gender indicators has been brought together with ongoing planning elsewhere in the Natural Sciences Sector so as to strengthen future planned work on gender indicators and policy instruments.</p> <p>A WWAP event "Water Resources and Gender Equality: What is the link?" was held at World Water Forum, Marseille, March 2012; a Gender Focal Point seminar was held at the University of Turin in May 2012; during Stockholm World Water Week August 2012 a fund-raising strategy for sex-disaggregated indicators was proposed to the AMCOW gender representatives; a WWAP lecture was presented to African Department Students, on 27 November 2012 on gender mainstreaming, the role of gender policies, and the importance of sex-disaggregated indicators.</p> <p><u>Challenges/lessons learned:</u></p> <p>There is still need to gather more gender-disaggregated data on water and gender equality. This is what WWAP will try to do in 2014. Lack of dedicated funding could have derailed the attempts to mainstream gender, equality, but the commitment of staff time, in Perugia and in Paris, ensured success.</p> <p>This contributed to 34 C/4 SPO 3 expected outcome "Principles and guidelines for science-based sustainable management of natural resources agreed upon and implemented in all regions through national policies" and SPO 4 expected outcome "Institutional and human capacities in the basic and engineering sciences and energy strengthened at all educational levels, notably in Africa, LDCs and SIDS and benefitting female students." It also contributes to the Gender Equality Action Plan for 2008-2013 outcome "Gender equality perspective integrated in the design, monitoring and evaluation of educational, training and capacity-building activities and research projects to meet the global water challenges defined by the MDGs".</p>	
	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)	
	Programmed	Attained
	<p>PI: Stand-alone publications, or chapters on water and gender equality in World Water Development Report-4</p> <p>B/b: at least one special section on GE and water</p>	<p>Not only there was a chapter devoted entirely to water and gender equality, but WWDR4 was completely mainstreamed for gender. Moreover, an "addendum" (a separate online publication) was published on the WWAP website on the occasion of the Rio+20 Summit, on water and gender equality. Finally, the next WWDR 2014 , planned for launch in March 2014, has also been finalized and mainstreamed for gender.</p>

36 C/5 Global Priority Gender Equality Expected Results	Achievement(s) including Challenges/Lessons learnt
 Gender-responsive approaches for sustainable development, including renewable energy and biodiversity conservation, fostered	<p>The benchmark was met, with one output for renewable energy, more than one for biodiversity conservation, and STI. Progress was made in the area of biodiversity conservation.</p> <p>The Man and the Biosphere (MAB) Programme updated its nomination and periodic review forms for biosphere reserves with specific sections related to the participation of women in community organizations and decision-making processes, and whether equal consideration of their interests and needs has been taken into account. Training manuals have been developed and used in courses in Tanzania to help disseminate the new gender-aware procedures. Half the recipients of the MAB Young Scientist Award in 2013 were women, and the winner of the Michel Batisse Award was also female.</p> <p>In the context of the Intergovernmental science-policy Platform on Biodiversity and Ecosystem Services (IPBES), UNESCO co-organized an expert workshop in Tokyo in June 2013 on the recognition of indigenous and local knowledge in assessments of biodiversity and ecosystem services, which reiterated the need to promote the involvement of female scientists and female indigenous and local knowledge holders in the IPBES programme of work. In addition, the IPBES Plenary in January 2013 adopted gender balance as a criterion for the selection of its Multidisciplinary Expert Panel members at the direct suggestion of UNESCO.</p> <p>Due to slow progress in fundraising the work related to renewable energy training for women in biosphere reserves made less progress than anticipated, but with funds from OneUN in Rwanda, the Barefoot Solar Engineer programme in selected African biosphere reserves was able to purchase solar equipment for 100 households in Nyarugina, exceeding the benchmark of 60 households. In order to increase the number of Barefoot College engineers in Rwanda, in country training is being organised with the support of a local NGO. Nine women from Bugeshi, Musanze sectors of Rubavu and Musanze Districts in the Northern and Western Provinces of Rwanda, were trained on installation, maintenance and Management of solar energy systems in Bugesera District - Eastern Province of Rwanda from 1 September to 30 November 2013. The trainers were women who had been trained in Tilonia, India. In addition, a "Women in Solar" seminar held in Dubai, U.A.E. in May 2013 as part of the MENASOL 2013 annual conference drew 25 women participants.</p> <p>In another area related to sustainable development, a meeting on the utilization of science and technology for sustainable development was organized in Tunis in May 2013 at which 27 of 72 participants were women.</p> <p><u>Challenges</u> include ensuring that SISTER reporting is gender-disaggregated when discussing activity participants or recipients. It is likely there was more progress than reported here. A gender-balanced representation in MAB's governance structures was promoted, although the goal of gender balance has not been met so far. In the UNDP process, UNESCO matching funds are too low to leverage enough extrabudgetary funds from the UNDP to complete planned activities. This means that delays occur in achieving the goals of these activities. Several activities made no progress due to lack of regular programme funds although proposals have been submitted for extrabudgetary funding.</p> <p>Lessons learnt: The development of phased plans under UNDP has helped in guiding expectations so that the partners can handle the process within the current financial means. Some staff require gender equality coaching to improve their reporting.</p> <p>These results contributed to the 34 C/4 OO 2 "Mobilizing science knowledge and policy for sustainable development" outcome "Lead roles exercised in United Nations inter-agency efforts pertaining to scientific dimensions of sustainable development", and to SPO 3 "Leveraging scientific knowledge for the benefit of the environment and the management of natural resources" outcome "Principles and guidelines for science-based sustainable management of natural resources agreed upon and implemented in all regions through national policies." They also contributed to the 2008-2013 Gender Equality Action Plan expected outcome "Gender-responsive approaches to biodiversity conservation and sustainable development fostered through promotion of effective participation of women in decision-making processes".</p>
Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)	
Programmed	Attained
<p>PI: Number of outputs related to sustainable development with specific mention of gender equality and/or incorporation of specific elements for women.</p> <p>B/b: At least four outputs (workshops, training, publications) including one on renewable energy, one on biodiversity conservation</p>	<p>A "Women in Solar" seminar held in Dubai, U.A.E. in May 2013 as part of the MENASOL 2013 annual conference drew 25 women participants. A meeting on the utilization of science and technology for sustainable development was organized in Tunis in May 2013 at which 27 of 72 participants were women. In the opening scientific conference of the International Year of Biodiversity 2010, the Director of UNESCO's Division for Gender Equality and the President of the Citizens Support Network for Rural Women in West Africa and Chad spoke on biodiversity and gender equality. Their papers were published in February 2013 in the e-book, Tracking Key Trends in Biodiversity Science and Policy. An international expert workshop on Indigenous and Local Knowledge in IPBES, co-organized by UNESCO/LINKS and UNU and supported by the Ministry of Environment of Japan (9-12 June 2013, Tokyo) reiterated the need to promote the involvement of female scientists and female indigenous and local knowledge holders in the IPBES programme of work. A workshop on traditional medicinal practitioners, who are primarily women, in Indian Ocean SIDS was held in the Seychelles in April 2013. A training document has been developed for Tanzania incorporating gender and culture for development as issues to be considered during the preparations of the draft UNDP document. Also in Tanzania a training manual has been tested on the latest MAB BR nomination guidelines. Seventeen of 42 people trained were women.</p>

36 C/5 Global Priority Gender Equality Expected Results	Achievement(s) including Challenges/Lessons learnt	
 Gender-responsive approaches to disaster risk reduction promoted	<p>On 13 October 2012 UNESCO celebrated International Day for Disaster Risk Reduction as a reminder that disaster resilience must be a development priority in all parts of the world. The 2012 celebration focused on the role of women and girls in reducing disasters risks, drawing attention to the fact that their efforts to protect and rebuild their communities before and after disasters are often unrecognized.</p> <p>UNESCO promoted active involvement of women scientists in leading the regional networks on landslide research and risk reduction within the International Consortium on Landslides, notably for the LAC region, Balkan countries, as well as the North Asia sub-region. The role of these networks is to promote research and capacity building, but also to focus on raising awareness of population and especially of vulnerable communities on landslide risks, in which women can play a prominent role.</p> <p>The number of women-participants at the Workshop for Regional Cooperation in Seismology and Earthquake Engineering in South and Central Asia, held in Nepal in September 2013 increased in comparison to other annual workshops within the framework of UNESCO-USGS RELSAR programme, due to a large number of women-seismologists participating from Central Asia countries.</p> <p>In an activity in the Arab Region, Qatar University's Chair on Sustainable Development taught female students about the value of natural ecosystems, in this case the ecology of floating mangroves, to disaster resilience along coastlines.</p> <p>In a capacity development activity on groundwater resources management in the Somali Region of Ethiopia 15 hydrogeologists were trained on borehole rehabilitation and maintenance with particular emphasis on inviting women-participants. The participation of women at this training was crucial, as women in local communities are the main users and maintainers of water wells.</p> <p>The IHP developed a gender component on "Gender Mainstreaming and Drought Management" within the Intersectoral Platform on Priority Africa project "Drought Monitoring at the Country Level - Towards Regional and National Drought Mitigation and Risk Management and Planning Strategies in Africa". The gender component of the project aimed to raise awareness of the impact of drought on vulnerable and disadvantaged groups, focusing particularly on women; to enable gender mainstreaming and engagement in drought policies; and to develop gender responsive approaches to biodiversity conservation and sustainable development, particularly on drought mitigation planning. In close cooperation with the number of partners a training course on the African Drought Monitor was held at AGRHYMET followed by a scientific/technical workshop and a multi-stakeholder workshop on gender mainstreaming in drought management was organized in October 2013 in Niger, involving technical experts, representatives of governments, representatives of gender and women's organizations, and youth organizations. The outcome of these two workshops will contribute to a proposal for a national drought policy.</p> <p>This expected result was partially achieved as measured by its benchmark, with only one easily-recognizable gender-specific subcomponent to a project although numerous activities mainstreamed women participants. Among the challenges identified, many activities had not integrated a gender approach for disaster mitigation efforts. Therefore the development of strategies which allow further involvement of women in DRR activities remained a challenge for the Organization. To address this, SC's Disaster Risk Reduction Cross-cutting thematic unit in close cooperation with ODG/GE organized two seminars for UNESCO staff (Headquarters and Field Offices via video- and teleconference) on how to mainstream gender component in DRR activities. An expert was invited to share her experience and tools for integration of gender elements will be developed in future based on the seminars. Other challenges included ensuring that SISTER reporting is gender-disaggregated which is not usually reflected in the progress report of specific activities. It is likely there was more progress than reported in the system.</p> <p>These results contributed to the 34 C/4 SPO 5 "Contributing to disaster preparedness and mitigation" outcome "Vulnerable and weakened communities prepared to cope with disasters through access and use of information and knowledge and to mitigate their impact" and to the 2008-2013 Gender Equality Action Plan expected outcome "Gender-responsive approach to disaster risk reduction promoted".</p>	
Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		
Programmed	Attained	
PI: Number of DRR activities with a gender-specific component B/b: At least 5	One activity from the International Hydrological Programme had a clearly identifiable gender component on "Gender Mainstreaming and Drought Management" within the Intersectoral Platform on Priority Africa project "Drought Monitoring at the Country Level - Towards Regional and National Drought Mitigation and Risk Management and Planning Strategies in Africa". The gender component of the project aimed to raise awareness of the impact of drought on vulnerable and disadvantaged groups, focusing particularly on women; to enable gender mainstreaming and engagement in drought policies; and to develop gender responsive approaches to biodiversity conservation and sustainable development, particularly on drought mitigation planning. In close cooperation with the number of partners a training course on the African Drought Monitor was held at AGRHYMET followed by a scientific/technical workshop and a multi-stakeholder workshop on gender mainstreaming in drought management was organized in October 2013 in Niger, involving technical experts, representatives of governments, representatives of gender and women's organizations, and youth organizations. The outcome of these two workshops will contribute to a proposal for a national drought policy. In addition, UNESCO promoted active involvement of women scientists in leading the regional networks on landslide research and risk reduction within the International Consortium on Landslides, notably for LAC	

Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)	
Programmed	Attained
	region, Balkan countries, as well as the North Asia sub-region. The role of these networks is to promote research and capacity building, but also to focus on raising awareness of population and especially of vulnerable communities on landslide risks, in which women can play a prominent role.


Cost-effectiveness/efficiency measures for this Major Programme: Gender Equality


Some activities were supported through extrabudgetary funding or other partnership arrangements to reduce costs, while the majority made significant use of staff time. The single most costly activity, the "For Women in Science" partnership with L'Oreal, is generously covered largely by the L'Oreal Foundation. The sector is fortunate to have a number of staff with significant experience in promoting gender equality in the natural sciences. Proposals for extrabudgetary funding were crafted in partnership with UIS based on the past experience of UNESCO in this field and it is hoped they will receive support starting in 2014.


MLA 1: Promoting STI policies and access to knowledge

Regular Programme ¹ : staff and operational budget		Extrabudgetary resources ¹
Allocation 2012-2013: US\$ 468 541	Expenditure % 2012-2013: 90%	Expenditures 2012-2013: US\$ 10 115 806

¹The budgetary information regards unaudited figures and for extrabudgetary resources include Emergency Funds.

36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
 ER 1: Strengthened and self-driven national STI systems and policies developed	<p>During the biennium more than the target number of countries benefited from capacity building actions and technical assistance in the revision, reform and development of their STI systems and policies, using UNESCO's approach to STI policy development. This was possible because of the large extra-budgetary project for Capacity-Building in STI Policy in Africa, funded by the Government of Spain. These funds were very important due to the reduced regular budget available for these activities.</p> <p>We also used the new tool, the GO-SPIN Country profile to support countries in the identification of their needs in terms of policy development in STI. This UNESCO approach also contributed to an increased impact on the national capacity to deal with STI surveys. It also promoted more integration and collaboration among several stakeholders since the GO-SPIN training activities brought together stakeholders from Ministries, national agencies of statistics, universities and research centres.</p> <p>STI policy programmes and training activities were also developed and delivered for STI stakeholders including policy-makers, scientists and representatives of civil society. In support of the African CPA, universities and centres were actively involved in STI capacity building activities at national level in more than 20 countries but also at subregional level. A certificate-based training course on capacity building for STI policies was delivered in cooperation with Manchester Business School, University of Zimbabwe and the Ministry of S&T and reserach centres of South Africa, for 11 countries of the SADC region in 2012-2013. Training activities in this field were also provided at interregional level, Asia- Africa with the support of CISTRAD in July 2013. One of the results of these training activities was the enhancing of university networking amongst unisverities and research centres. To follow up on the SADC training course on STI policies, a project proposal for a UNESCO Chair on STI policies and entrepreneurship is being prepared at the Univerisry of Zimbabwe with a subregional coverage of training and research.</p> <p>The establishment of AVC centers in Togo, Côte D'Ivoire and Benin also contributed to develop capacities of African universities.</p> <p><u>Challenges/ Lessons Learnt:</u> The main challenge remains in responding to national requests with restricted resources and limited staff support. We have several new requests for support in this area. Furthermore, developing science policy is a long process and ensuring sustainability of the projects is very important. New proposals have been developed but more financial support and/or joint activities with the partner agencies are needed in order for us to continue to respond in time and quality to the requests from MS.</p> <p>The main lesson learnt is that the role of partners and national governments are increasingly more important as the financial situation of UNESCO reduced capacity to carry-out these actions alone. The commitment of the governments allowed UNESCO to implement what was planned, and even exceed the target numbers as they supported some local expenses.</p> <p>The strategy of increasing the number of attendees from each country in STI policy capacity building activities gave good results as it augmented the national capacity to improve</p>

36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt	
	<p>ownership and reduce the need for permanent technical assistance.</p> <p>The MLA directly contributes to the C4 Strategic Programme Objective 4: "Fostering policies and capacity-building in science, technology and innovation", in particular to the expected outcome "Evidence-based national science, technology and innovation policies adopted by Member States in all regions, especially in Africa".</p>	
	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)	
	Programmed	Attained
	<p>PI: New guidelines for STI sectoral policy formulation developed and STI policy reviews undertaken</p> <p>B/b: at least two pilot countries using UNESCO guidelines for the formulation of policies; at least four national STI policy reviews undertaken in pilot LDCs</p>	<p>-New guidelines for STI policy formulation and for the Involvement of Parliamentarians on STI policy design process being developed. -Technical advice in science policy formulation and review provided through missions and consultations with STI stakeholders in more than two countries including: Botswana, Brazil, Burundi, Niger, Cap Verde, Congo, Jordan, Iraq, Kenya, Namibia, Nigeria, RDC, Rwanda, Togo, Swaziland and Zambia. - Reviews of the STI systems state of the art undertaken in the following four LDCs: Burkina Faso, Malawi, Burundi and Senegal</p>
	<p>PI: New science reform project proposals designed with national stakeholders and adopted by governments</p> <p>B/b: at least two reform proposals developed in selected countries with priority given to LDCs</p>	<p>Outlines and discussions undertaken with donors for the development of self benefiting projects, in science policy and capacity building in STI for Angola and Nigeria. Consultation meetings and outlines for project documents proposals in science policy and capacity building in STI prepared for Guinea Equatorial, Rwanda.</p>
	<p>PI: Science policy programmes and networks developed and training activities developed for STI stakeholders including policy-makers, scientists and representatives of civil society</p> <p>B/b: at least two UNESCO Chairs established; new programmes or S&T policy units in at least three universities or centres established; African CPA supported with capacity-building in science policy; one new AVC centre established</p>	<p>-UNESCO Chair in Romania on STI policies established and operational. UNESCO Chair on STI policies for food security established in Spain (Triptolemos); UNESCO Chair in Innovation for Development (Marseille, France) positively reviewed and renewed; UNESCO Chair on STI and development in EPFL, Switzerland, reviewed positively for the renewal. Project proposal in preparation by University of Zimbabwe on STI policies and entrepreneurship. -Regional and sub-regional STI policy platforms consolidated (South-East Europe; Arab region) - Capacity-building for the African SADC region completed: Certificates awarded at Conference in September 2013, South Africa. - Contribution to the design of a university-based Innovation Leadership Training programme which will include the establishment of a Centre of Excellence at the Nelson Mandela Africa Institute of Science and Technology (Tanzania). - AVC Centres established in Côte d'Ivoire, Benin and Togo.</p>
36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt	
 ER 2: Culture of innovation enhanced through national, regional and local innovation systems, science parks and technology business incubators	<p>This expected result was fully achieved in line with the benchmarks and indicators. The strong support from partner agencies, such as the International Center for South-South Cooperation on Science, Technology and Innovation (ISTIC) and the World Technopolis Association (WTA) is gratefully acknowledged.</p> <p>Within the framework of the promotion of culture of innovation, UNESCO organized three international, one regional and four national training workshops on science parks and technology business incubators governance. The training workshops have upgraded the knowledge of participants on managing knowledge-based enterprises. More than 300 managers and of science parks and civil servants from Asia, Africa, Arab States and East Europe and Latin America and the Caribbean attended the training workshops. UNESCO has also provided technical assistance in the development of science park and technology business incubator five Member States, including Colombia, The Gambia, Mongolia, Nigeria, Indonesia and the Czech Republic. At the same time to the provision of the above mentioned technical assistance, the countries have also benefited technical advices in the development of national and regional innovation from UNESCO. UNESCO also supported events to foster innovation: International Conference on Entrepreneurship and Innovation: Making Things Work Better in Dubrovnik, Croatia; Preparatory Conference of the Daejeon Global Innovation Forum in Dejeon, Republic of Korea; International Conference on Creativity and Innovation at Grassroots-ICCIG in Tianjin, China, and in Ahmadabad, India; and International Symposium on Accelerating Innovation Developing Countries.</p> <p><u>Challenges and lessons learned:</u></p> <p>To overcome the financial challenges, the activities related with capacity building and technical assistance in the development of science parks and technology business incubators were financed by sharing cost between UNESCO and beneficiary countries. The participants of training workshop paid their own travel cost and UNESCO provided them with full board and accommodation. In case of the technical assistance, UNESCO covered the travel cost and consultant fee of experts and beneficiary countries provide them with full board, accommodation and local transportation. So, the effectiveness of the regular programme funds or additional appropriation from UNESCO was at least doubled. The weakness of this strategy is that not all Member States can afford it. Another challenge is that capacity building activities that we conducted made the former trainees more competitive in the employment market. So they can easily find other jobs out of science parks and technology business incubators. To resolve this problem, we reduced the number of countries in our capacity building activities but we increased the number of participants per science park and per country. We also tested a longer training activity that is more conducive to better</p>	

36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt	
	<p>performance and stronger networks at regional and international levels (towards on job training for at least three weeks).</p> <p>The results directly contribute to the 34 C/4 Strategic Programme Objective 4: "Fostering policies and capacity-building in science, technology and innovation", in particular to the expected outcome "Evidence-based national science, technology and innovation policies adopted by Member States in all regions, especially in Africa".</p>	
	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)	
	Programmed	Attained
	<p>PI: Technical cooperation in the elaboration, evaluation or review of action plans for the national, regional and local innovation systems B/b: four countries supported in the elaboration of their national, regional or local innovation system; action plans acknowledged and utilized</p>	<p>UNESCO has provided policy advices in the elaboration and review of national and regional innovation system in Colombia, Indonesia, The Gambia, Mongolia and Nigeria. These activities have been conducted at the same time when UNESCO provided technical assistance in the development of science park and technology incubators that will be described below.</p>
	<p>PI: Capacity-building activities organized for managers of science parks and TBI B/b: two international and two regional training workshops organized to train managers of science parks and TBI</p>	<p>In cooperation with partners, UNESCO organized three international, one regional and four national training workshops on science parks and technology business incubators governance. The training workshops have upgraded the knowledge of participants on managing knowledge-based enterprises. More than 300 managers of science parks and civil servants from Asia, Africa, Arab States, East Europe and Latin America and the Caribbean attended the training workshop. UNESCO also organized training in the management and practice of innovation and entrepreneurship in Dakar that was attended by 24 participants from Burkina Faso, Niger Republic and Senegal. Activities were also conducted to strengthen entrepreneurial culture in the Arab Region through university-level Innovation Clubs. Within the framework of the promotion of culture of innovation, in cooperation with various partners UNESCO organized or supported the following events: International Conference on Entrepreneurship and Innovation: Making Things Work Better in Dubrovnik, Croatia (23-24 May 2013); Preparatory Conference of the Daejeon Global Innovation Forum in Daejeon, Republic of Korea (25-26 September 2013); International Conference on Creativity and Innovation at Grassroots-ICCIIG in Tianjin, China, (3-5 December 2012) and in Ahmadabad, India (7- 8 December 2012); and International Symposium on Accelerating Innovation Developing Countries (3-6 November 2012).</p>
	<p>PI: Technical advice provided to select developing Member States for the development of science parks and TBI B/b: four countries supported</p>	<p>UNESCO has also provided technical assistance in the development of science parks and technology business incubators to five Member States: Colombia, The Gambia, Mongolia, Nigeria, Indonesia and the Czech Republic. The technical assistances was much more focus on the elaboration or review of development plans for science parks and technology business incubators.</p>
36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt	
 ER 3: Global STI monitoring strengthened through improved monitoring, assessments and information sharing	<p>The expected results have met the benchmarks with support from extrabudgetary resources, in particular for the development of the Go-SPIN and STIGAP initiatives, as flagship programmes. As a result of the capacity-building workshops at sub-regional level held earlier in 2012 and in 2013 the country profiles, using the GO-SPIN methodology, have been prepared for eight countries, and the on-line series has been officially launched during a General Conference's side event, presenting the first volume on Botswana. Capacity-building activities with parliamentarians have also been initiated in some countries (Burkina Faso, Ivory Coast, Senegal) and will continue in 2014.</p> <p>The three week taining in CISTRAT initiated five national reports on STI indicators, in the countries represented in the workshop. The first drafts of the reports are expected to be ready in the first half of 2014.</p> <p><u>Challenges/ Lessons Learnt:</u> The main challenge is to continue developing and implementing the expected activities with limited resources and shortage of staff. To face this challenge, UNESCO is partnering with other specialized agencies such as WB, ISESCO, ADEA, AOSTI/AISTI to ensure smooth implementation of the activities. At the level of Africa, AOSTI has been collaborating for the completion of most of the country profiles developed so far.</p> <p>Another challenge is to follow the planned schedule. The Parliamentarian workshops in Burkina Faso and Senegal had to be postponed to the beginning of 2014 due to the heavy schedule of the STI parliamentarian commissions in both countries.</p>	

36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt	
	<p>A major lesson learnt is that partners are keen in programmes that improve monitoring and promote good governance and collaboration among government institutions. We have several proposals being studied for further financial support to UNESCO's GO-SPIN initiative.</p> <p>The MLA directly contributes to the C4 Strategic Programme Objective 4: "Fostering policies and capacity-building in science, technology and innovation", in particular to the expected outcome "Evidence-based national science, technology and innovation policies adopted by Member States in all regions, especially in Africa".</p>	
	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)	
	Programmed	Attained
	<p>PI: Design and launch STIGAP B/b: STIGAP launched and new approaches for international monitoring developed, tested and validated in cooperation with UIS and regional research networks; methodology tested in two regions</p>	<p>In September 2013 and in collaboration with the new category 2 center in Beijing, CISTRAT, a three week training workshop was carried out. Six countries participated (China, Vietnam, Mongolia, Indonesia, Tanzania and Nigeria). Seven participants per country were invited who work at Ministries responsible for S&T, National Institutes of Statistics, or university research centres in STI policy.</p>
	<p>PI: Number of foresight and assessment studies undertaken, and establishment of a global science policy information network (SPIN) B/b: at least two national STI indicators studies; the African STI Observatory functioning; at least ten additional countries integrated in SPIN</p>	<p>1) Eight country surveys prepared following the GO-SPIN methodology (Botswana, Burkina Faso, Burundi, Gabon, Ivory Coast, Niger, Senegal and Zimbabwe) 2) A new on-line series of Country Profiles in Science, Technology and Innovation Policy launched on 14 November 2013 at UNESCO, with the first volume on Botswana.</p>
	<p>PI: Dialogues and capacities for STI decision-making involving civil society, scientific communities and parliaments fostered B/b: two new sub-regional fora or interregional parliamentary fora on STI; capacity-building activities organised for at least two selected sub-regions and training materials disseminated online</p>	<p>1) Technical presentation with training materials for parliamentarians at the sub-regional Parliamentary workshop, organized by ISESCO in Abidjan, Ivory Coast, December 2013. 2) Concept notes, agendas and preparations for two Parliamentary workshops now planned to be held in Senegal and Burkina Faso in first quarter of 2014.</p>

Cost-effectiveness/efficiency measures for this Main Line of Action


This MLA like many others in SC had little regular programme funding available, but the Sector was able to mobilize USD 1.6 million for the STI policy work including the capacity building activities related to GO-SPIN. Extra-budgetary funds were used as much as possible and combined several capacity building activities in order to achieve more results with less financial input.

Additional appropriation and emergency funds were mobilized to support the implementation of the work. Both the additional appropriation funds and the emergency funds took time to be received but at the end we were able to commit most of the available money in the regular programme budget before the end of the Biennium. There are still activities that will be complete in the beginning of 2014 (reports and publications) but the resources from 2013 were committed already to those activities.


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

Regular Programme ¹ : staff and operational budget		Extrabudgetary resources ¹
Allocation 2012-2013: US\$ 663 057	Expenditure % 2012-2013: 98%	Expenditures 2012-2013: US\$ 17 056 586

¹The budgetary information regards unaudited figures and for extrabudgetary resources include Emergency Funds.

36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
<p> ER 4: Innovative interdisciplinary science and engineering curricula developed, including in such fields as renewable energy</p>	<p>The results achieved during this biennium contributed to the timely achievement of the expected result, considering the related performance indicators and benchmarks. Capacity building, science and engineering education was reinforced through the activities of CCTUs on Science Education, the Engineering Initiative, the IBSP and programme on renewable energy, a number of activities were supported, developed and implemented towards reviewing standards and developing interdisciplinary science and engineering curricula.</p> <p>Science education was reinforced through activities aimed at improving teachers' capacities to adopt new approaches to knowledge transmission and revision of teaching curricula. A coordinated approach was taken to interdisciplinary science teaching and curricula development through activities currently in progress with IBSP, ICTP and the Education Sector. The promotion of hands-on, problem solving approaches to teaching science has stimulated high interest among Member States especially in Africa and numerous requests were received to run training workshops for teachers. These activities continued throughout the biennium through various activities organized for teachers notably 6 teacher training workshop in active learning in optics and photonics (ALOP). Further, Cote D'Ivoire, Sudan, Niger, Nigeria, Liberia, Gabon and Congo have benefited from UNESCO's support for teachers to use innovative teaching and learning methods through the Microscience methodology; workshops and adaptation to local curriculum were organized and assistance was also provided to the country UNESCO also distributed Microscience kits to disaster-stricken areas of Congo and Ivory Coast to assist with the continuity of science teaching for the students in local schools.</p> <p>The interest in and use of interactive and ICT based teaching materials and tools remains popular. Emphasis is being put within UNESCO's programmes at Headquarters and through the Field Offices to find innovative tools to strengthen and improve science education, for example through Facebook discussions with the Open Courseware Consortium or through mobile delivery. Efforts have also centred around promoting greater awareness and access of Member States to ICTP resources on iTunes U and ICTP TV. With extra budgetary support, a Workshop series "AGORAsia" youth was also created for Asia and the Pacific which resulted in developing a regional framework and action agenda, development of course materials and content and introduced innovative teaching processes on multidisciplinary topics such as renewable energy, offered as e-learning courses to a broad spectrum of target audience from policy-makers, faculty, researchers and students. The impact of ICT on science and its delivery was also emphasized through a panel session on E.science: ICT's driving science, organized during the WSIS 2012 forum held in Geneva (May 2012).</p> <p>The Opening Week of the Mathematics of Planet Earth 2013 (MPE2013) at UNESCO Headquarters (March 2013) provided to schools, decision-makers and the general public with an opportunity to experience and grasp many aspects of mathematics, through open mathematics lab and exhibition, including its interdisciplinarity, its applications in life and earth sciences, its relevance on societal and environmental issues, the impact of mathematics research on thematic topics specific to Africa, the involvement of women in mathematics and global trends and perspectives on mathematics for sustainable development.</p> <p>Partnerships with the private sector, such as Airbus and Intel, have been vital in strengthening programme action. Others have provided critical funds for the development of projects like Hoffman-La Roche for the World Library of Science (WLoS), and PhosAgro for the PhosAgro/UNESCO/IUPAC Partnership in Green Chemistry for Life that will promote science while contributing to a safe environment.</p> <p>The First African STI Forum on Science Technology and Innovation (STI) Youth Employment Human Capital Development and Inclusive Growth was jointly organised (Nairobi, April 2012), by UNESCO and the ADB in partnership UNECA, ADEA and the AU Commission. The 2-day expert group meeting considered among other issues, best practices in strengthening measures for enhancing the linkage between STEM Education and Labour Markets in Africa, strengthening scientific research in Africa through collaborative research and institutional and human capacity building in Research for Development (R&D) and the promotion of innovation and entrepreneurship. A 1-day High level Ministerial conference followed attended by 35 Ministers of Higher Education, Science and Technology and Ministers of Finance from 31 African countries. A Ministerial Declaration was formulated and accepted by all Ministers. Among other things the Ministers committed to strengthen higher education and research institutions, including infrastructure and to increase human capital in STEM as well as knowledge production and dissemination.</p> <p>Support to Science and engineering Fairs in Mercosur and Nigeria and the Arab region has ensured greater visibility of UNESCO's efforts in this domain and stimulated interest among faculty, school teachers and students alike. In Nigeria, some 2,000 students including 1,500 girls from 15 schools benefitted from such an initiative (June 2013). UNESCO was associated with the UNESCO Intel Science Competition - Arab World 2013.</p>

36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt						
	<p>A "Framework Paper for Science, Technology, Engineering and Mathematics Education in the Context of Education for Sustainable Development in Universities in Asia and the Pacific" was created following a regional framework meeting. In the area of engineering, MoUs signed with IEEE and ASME include assistance to UNESCO in teacher training in innovative science teaching and learning methods. In this context a series of training workshops 'The Teacher In-Service Programme (TISP)' is envisaged in collaboration with IEEE which will provide a forum for IEEE volunteers to demonstrate the application of engineering, science and mathematics concepts by sharing their real-world experiences with local teachers. UNESCO worked with IEEE, WFEO, ASME, ICE, EWB and other partners from industry to start the implementation of international accreditation standards for engineering needs. In the institutional capacity building side, the establishment of a Chair for Women in Engineering (Korea), strengthening the role of women in engineering, and a further Chair in Engineering (Uruguay) are being to be set up, complementing the newly established Chair in Engineering in Israel in the support of entrepreneurship training for engineers. Two new UNESCO category 2 centres (Denmark and China), on sustainability in Engineering and Science Education were established.</p> <p>Within the framework of the CCTU for the UNESCO Engineering Initiative (UEI) several highly visible engineering events have occurred. Among these, a workshop in Women in Engineering, together with WFEO, was organised at UNESCO HQ, on 8 March, International Women's Day. Further this period was marked by the signing of MOU's with IEEE and ASME. Further, Airbus is also working with UNESCO on the "Fly your ideas" project, an international competition to attract young students. UEI is working with IEEE, WFEO and ASME to take hands-on projects in engineering to universities around the world. With the aim to strengthen the role of women in engineering, consultations have been carried out for the establishment of a Chair for Women in Engineering in Korea, and a further Chair in Engineering in Uruguay. These as well as the newly established Chair in Engineering in Israel will work on activities of entrepreneurship for engineers.</p> <p>Several meetings to prospect the cooperation between UNESCO and other agencies have been conducted with the aim to elaborate a concrete project on strengthening engineering research capacity. Universities in Africa have approached UEI to work on their engineering curricula and this will constitute one of the priority areas of focus for the initiative. Together with Asian Physics Education Network (APEN), the Jakarta Office supported Australian Association for Engineering Education Conference with the theme of "The Profession of Engineering Education: Advancing Teaching, Research and Careers." The activity also encouraged the career advancement of women and young engineers. An open day for Science and Engineering was organized at the University of Nigeria, Nsukka where around 1500 school learners and 120 undergraduate engineering students were trained in hands-on engineering activities. An international roundtable meeting was organized for Women in Engineering in Africa and the Arab States together with the International Gas Union (IGU). Two category 2 centres have been adopted at the 37th General Conference: Aalborg Centre for Problem-Based Learning in Denmark and the establishment of an International Knowledge Centre for Engineering Sciences and Technology in China.</p> <p>A workshop of experts and policy officers convened in Sarajevo discussed also on the quality of the higher educational system in SEE and the potential role of private institutions. The meeting was organized back-to-back to the regional ministerial Round Table on Science held on 23 November 2012. The document approved as outcome of the meetings represent important document for the elaboration of a road-map of activity. The UNESCO Venice Office aims to provide a neutral platform for the SEE stakeholders (representatives of the academies and universities, experts and government representatives) to discuss the role of scientific research in providing good quality of Higher Education and to improve awareness of all partners, in coordination with ongoing initiatives, in particular the UNESCO-GIQAC project which focuses on capacity building activities for quality assurance networks in the field of higher education in the regions of Central Asia and the Balkans.</p> <p>Cost-effectiveness/efficiency measures: Activities organised mainly with external funding, from partners and Member State contributions. ICTP's ongoing activities made a major contribution.</p> <p>Contribution to C/5 result(s): ER 5: Institutional research capacity strengthened through networked centres of excellence, South-South and North-South-South partnerships and university-industry alliances.</p> <p><u>Challenges/lessons learnt:</u> Regular programme funds for activity development were extremely limited. Networking with UNESCO traditional and new partners is paving the way to accomplish some of the expected results despite this situation. Some activities implemented at no cost to UNESCO with external and extrabudgetary resources. There was strong support from Member states to fund activities at the national level. Furthermore partners both scientific and industrial were keen to work closely with UNESCO to ensure the continued implementation of activities.</p>						
	<table border="1"> <thead> <tr> <th colspan="2" data-bbox="423 1233 2190 1278">Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)</th> </tr> <tr> <th data-bbox="423 1278 1128 1324">Programmed</th> <th data-bbox="1128 1278 2190 1324">Attained</th> </tr> </thead> <tbody> <tr> <td data-bbox="423 1324 1128 1489"> <p>PI: Number of universities with science and engineering programmes strengthened in interdisciplinary curriculum development and in integrating collaborative team-based research projects into the curriculum</p> <p>B/b: at least 5 universities as initial participants</p> </td> <td data-bbox="1128 1324 2190 1489"> <p>-Cote D'Ivoire, Sudan, Niger, Nigeria, Liberia, Gabon and Congo are the countries that have benefited from UNESCO's support for teachers to use innovative teaching and learning methods. -Feasibility study carried out in Malawi following request for help with curricula development. -First Science and Engineering Fair was organized at the University of Nigeria, Nsukka (UNN) to address problems in engineering education (June 2013) -120 undergraduates and teachers how to implement these hands-on activities in the classroom to ensure the continued interactive learning of young students. -Curricula that encompasses hands-on training</p> </td> </tr> </tbody> </table>	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Programmed	Attained	<p>PI: Number of universities with science and engineering programmes strengthened in interdisciplinary curriculum development and in integrating collaborative team-based research projects into the curriculum</p> <p>B/b: at least 5 universities as initial participants</p>	<p>-Cote D'Ivoire, Sudan, Niger, Nigeria, Liberia, Gabon and Congo are the countries that have benefited from UNESCO's support for teachers to use innovative teaching and learning methods. -Feasibility study carried out in Malawi following request for help with curricula development. -First Science and Engineering Fair was organized at the University of Nigeria, Nsukka (UNN) to address problems in engineering education (June 2013) -120 undergraduates and teachers how to implement these hands-on activities in the classroom to ensure the continued interactive learning of young students. -Curricula that encompasses hands-on training</p>
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	and experiments have been revised by many higher institutions like the universities in Malawi, Nigeria, Namibia, Germany, UK, the Netherlands, Greece and Denmark. -Three regional summer schools on renewable energy have been organized in Dakar (2013) benefitting 24 African countries, in Kuala Lumpur (2012 and 2013) benefitting 12 Asian countries with related training curriculums developed. - Academic consortia have been formulated in five countries involving 22 universities and institutions in Japan (5); Indonesia (4); Philippines (6); Thailand (5); Vietnam (2). Program committee collected curriculum information and requirements of the master courses in the relevant countries and will assure the quality of master level courses from the mega consortium.
<p>PI: Fora for planning and design of higher education systems, including regional accreditation standards established</p> <p>B/b: at least one regional forum per region on accreditation process for basic science and engineering programmes, faculty development training programmes, new materials for faculty development, guidelines for career advancement for young faculty, in particular women</p>	<p>-An international accreditation standard for engineering needs to be revised on a policy basis. UNESCO is working with the Institute of Electrical and Electronics Engineers (IEEE), the World Federation of Engineering Organisations (WFEO), the American Society of Mechanical Engineers (ASME) and other partners to determine the possibility of this. This goal cannot be accomplished in a biennium and is ongoing. Accreditation of universities has been discussed with different partners like WFEO and IEEE. From 17-21 June 2013 there was a Science and Engineering Fair in Nigeria. UEI worked with Engineers Without Borders (EWB) UK to train about 120 students in the engineering faculty of the University of Nigeria, Nsukka (UNN) to do 4 hands-on engineering projects. These students then went on to train around 1600 school pupils (800 of which were girls) on how to do the experiment. -Several universities have shown interest in the World Library of Science (WloS) namely: University of Nigeria, Nsukka (Nigeria), University of Sere Kunda (Gambia), University of Masuku (Gabon), Ecole normale de Burundi (Burundi), Malawi University of Science and Technology (Malawi) and Future University (Sudan). Several universities have shown interest in ICTP TV namely Malawi University of Science and Technology (Malawi) and Future University (Sudan) -- Work is ongoing with academic consortia formulated in five countries involving 22 universities and institutions to ensure the quality of master level teaching courses</p>
36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
 ER 5: Institutional research capacity strengthened through networked centres of excellence, South-South and North-South partnerships and university-industry alliances	<p>The expected results largely met their objectives. Capacity building activities towards establishing a critical mass of trained, highly skilled scientific personnel in Member States have continued with the aim of meeting the needs of developing countries in this regard and to enable the Member States to benefit from science for development. Capacity building focussed on the broad areas of the basic sciences and its applications, science education renewable energy and related interdisciplinary science. Numerous activities and joint collaboration opportunities were pursued this biennium in face of reduced resources. Within the framework of the IBSP numerous workshops and seminars were organized jointly with specialized partners, through UNESCO Headquarters and field offices as well as through the Category 2 Centres and UNESCO Chairs. Action of the Centres and Chairs has made a significant contribution to UNESCO's action at the grass roots level in Member States. The meeting of IBSP Scientific Board was held (November 2012) resulted in important recommendations to the Director-General on the opportunities for action to respond to the needs of Member States for capacity building in the basic sciences and science education in their areas.</p> <p>Working in partnership has been the most effective way to develop and implement programmes. The UNESCO-IBSP co-organized with Human Variome Project Consortium, an NGO in working relations with UNESCO, the 4th biennial meeting at UNESCO, Paris (June 2012); a roadmap for 2012-2016 was adopted and priority set for greater networking at national and regional levels to promote transfer and sharing of scientific information & ultimately build capacity for management & use of human genetic data. Further in June 2013, the celebrations of the 60 years since the discovery of DNA was marked with a celebratory event "60 years of DNA" organized at UNESCO. This marked not only the 60th anniversary of the discovery of DNA but also the 10th anniversary of the completion of the Human Genome Project, and the 10th anniversary of the adoption of the International Declaration on Human Genetic Data. The exhibition mounted for this event "From the Double Helix through the Human Genome to the Human Variome" represented the main moments in the history of genetics, and was also featured at the World Science Forum in Rio in November 2013 highlighting these historical events and the UNESCO-HVP collaboration. The IBSP through its physical sciences programme and the Trace Element Institute are focusing their efforts to the development of research, capacity-building and education among Member States, especially youth, in the field of trace elements interdisciplinary studies in line with IBSP's priority actions. The strategy put in place is to network and mobilize UNESCO's stakeholders and potential contributors. Thus, a multi-partners meeting has been implemented at the Trace Element Institute (TEU) on May 2013, in Lyon, France. Within the framework of the PhosAgro/UNESCO/IUPAC Partnership in Green Chemistry for Life, up to 10 projects will be awarded research grants during the first year. Basic monitoring prerequisites have been established for addressing priority sustainable development issues identified within twelve principles of green chemistry that concern protection of the environment, healthcare and energy savings. Currently the South Eastern Europe Network on phytochemistry and chemistry of natural products, as well as African Academy of Sciences and a network of African chemistry institutions are already engaged in this partnership. Further and as part of activities of UNESCO Chair in Telemedicine, the World Conference on Cancer of the Oesophagus organized jointly by the World Organization for Specialized Studies on Diseases of the Esophagus (OESO) was organized at UNESCO (August 2013). The conference was carried out with the cooperation of teams from the IARC (International Agency for Research on Cancer)-WHO and from several important cancer centers in the world notably the NCI (Bethesda), the MD Anderson Cancer Center (Houston), the Memorial Sloan-Kettering Cancer Center (New York), the DKFZ (Heidelberg), the Tokyo Cancer Centre, the Russian Cancer Center in Moscow.</p>

36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
	<p>This type of activity was instrumental in fostering international exchange and collaboration and this is strongly evident in the context of the SESAME project under which several high level meetings were organized during the period under review, notably three Council Meetings in May and November 2012 and in November 2013. Commitments to support the development of this project continued during this period with pledges from Iran, Israel, Jordan and Turkey (March 2012), to make voluntary contributions of US\$5 million each towards the capital investment of SESAME over the 4 years 2012-2015; this puts SESAME well on track to commissioning the machine with four day-one beamlines in 2015. Further, the European Commission (EC) and CERN announced €5 million from EC for construction under leadership of CERN of magnets for SESAME's new main ring (May 2012) and €1 million was made available from the Italian budget for 2013 for SESAME. In May 2012 the DG made her 1st official visit to SESAME in Jordan. During her visit, DG & President of SESAME Council signed a UNESCO/SESAME Communiqué to governments, international & national scientific organizations, scientific institutions & centres of excellence, all stakeholders in science, & public at large. In April 2013, China became 13th Observer country of SESAME.</p> <p>Emphasis on training of teachers for teaching sciences continued to be a priority in strengthening participation and interest of youth in science as career options. Several ALOP Workshops were implemented with the support of partners like SPIE and in close collaboration with the ICTP. Other teacher training activities were also organized in collaboration with CIMPA and the African Mathematical Union. In a total amount of 225 young scientists were trained during the period under review (155 for the ALOPs, 70 for the different other workshops, 59 were women scientists (35 % of the attendees). A Workshop on African Women in Mathematics was organized in Ouagadougou, Burkina Faso, (October 2012). This resulted in the recommendation to create a UNESCO chair on women and mathematics to improve the current situation of women in Mathematics in Africa. Through the Nairobi Office UNESCO was efficient in leveraging the needed funds for activity development for example, a 1-day sensitisation workshop in new and emerging areas of innovative research for sustainable development and networking organized in partnership with the bioinformatics training course.</p> <p>In its efforts to assist Member States in achieving their goals in human capacity development, UNESCO has been working in close consultation with the Government of Ethiopia to identify major priorities based on the gaps and needs towards 'strengthening biotechnology education and research in Ethiopia'. An experts meeting was organized at UNESCO (April 2013) and based on the outcomes a project proposal has been prepared by UNESCO-IBSP; work on mobilization of funds is set to begin in early 2014. The establishment of a National Task Team to follow up on the development and implementation of this project is envisaged. Further, efforts to strengthen and consolidate the basic sciences education and research were pursued with specialized partners and with Category 2 Centres, notably steps have been taken to establish the International Centre for Advanced Training and Research in Physics, Magurele-Bucharest, Romania, International Centre for Biotechnology, Nsukka, Nigeria in Nigeria and International Centre for Advanced Training of Scientists from Portuguese-Speaking Countries in Areas of Basic Sciences. These are set to support specialized high-end research and provide high quality facilities to stimulate scientific work and exchange in these specialized areas. In this regard the Regional Centre for Biotechnology (RCB) in India has continued to expand its scientific activity and is providing high quality training and research opportunities. Six research and training programmes have now been initiated in areas of biotechnology. As regards the International Centre for Biotechnology, Nsukka, Nigeria, the Agreement for the establishment of this Centre was signed on 15 October 2012 and action is ongoing for the recruitment of the Director for the Centre. First scientific activities are expected to be organized in 2014. Through the ICTP four HPC Computational Physics (High Performance Computing Centres) centres were created and are operational. Overall over 80 graduates from about 10 different countries have been introduced to computational science/HPC facilities and the training has proved catalytic in the start-up of new M.Sc. & PhD level training at two Universities</p> <p>Networks, especially regional networks have provided an effective basis to stimulate collaboration between scientists on areas of common interest thus contributing to common goals and to addressing common problems and concerns. One such is the SEE Regional Network on Phytochemistry (PhytoChemNet) established in 2011 on the occasion of the IYC with the encouragement of the Advisory Board of the IBSP. In order to assure continuity to this network the Venice Office supported the Meeting of its Regional Steering Committee (RSC) held in Sofia (May 2012). In another activity, the programme of activity of the SEE networks on Mathematics and Theoretical Physics SEE-MTP-NET has been evaluated. Further, the Venice Office supported the Joint Meeting on Mathematical Physics and Science Policy organized by the SEE MTP Network in Romania (September 2012), an initiative, which also involved the Category II Center of Mathematics and Physics as well as the UNESCO Chair on Science Policy recently established in Romania. More than 40 scientists coming from 10 SEE countries participated.</p> <p>Keeping the priority of gender equality central to all efforts, the Organization for Women in Science for the Developing World (OWSD), together with Women in Global Science and Technology (WISAT) undertook to prepare 7 national and regional reports on gender and STI, using benchmarking and forecasting software to produce scorecards for each of the 7 countries (Brazil, India, Indonesia, South Africa, South Korea, the US and the EU region) under study, evaluating 'Gender Equality in the Knowledge Society'. A communications plan to maximise outreach of this data was developed with the Elsevier Foundation and results were presented to a wide range of meetings and conferences including the EU Gender Summit. In Uruguay, it was proposed to launch a UNESCO Chair of Women in Engineering, and to this end discussions are ongoing with various universities. A first version of a desktop study has been prepared, analysing the situation of Women in S&T in 10 LAC countries.</p> <p>Activities in engineering education have been pursued within the framework of the UNESCO Engineering Initiative aiming to promote engineering education at the secondary and tertiary levels. Together with Asian Physics Education Network (ASPEN), the Jakarta Office supported the 12th Asia Pacific Physics Conference (APPC12) in July 2013. The activity also encourages the career advancement of women and young engineers to physics education research and innovation. Further a project supporting the Association for Engineering Education in Southeast Asia, East Asia and the Pacific (AESEAP) convening simultaneously in a combined event the AESEAP Workshop on 'International Cooperation in Engineering Education, the International Session' in 20th Annual Conference and Exposition of Korean Society for Engineering Education (KSEE), and the 23rd AESEAP Executive meeting (November 2013) in Jeju, Korea, was implemented. In the African Region, the 5th Regional Conference of Vice Chancellors and Deans of Science and technology (COVIDSET 2013) organized by UNESCO in partnership with the German Academic Exchange Service (DAAD), African Network of Scientific and Technological Institutions (ANSTI) and hosted by the University of Botswana, Gaborone (November 2013), was well attended by stakeholders: academics, legislators, private sector, development Bank, development partners and scientific</p>

36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
	<p>and engineering networks; over 130 participants from over 15 countries attended and over 1000 scientists and engineers streamed in live or accessed the conference online. A follow up 1-day Round table of Ministers of Science and technology was organized to assess the progress made since the Nairobi Declaration in April, 2012. The sessions focused on Enhancing Capacity in Science, Technology and Innovation in Response to Emerging Industrial and Socio-economic needs in Africa: The Role of Universities and research Institutes'. Four thematic reports resulted and one Conference Plan of action for dissemination online and posted on ANSTI/UNESCO websites. A side event was organized by Engineers and private sector to identify areas of partnership and collaborations to enhance Africa-led infrastructure development of the continent. An action plan detailing strategies, linkages, partnerships and resource mobilization for enhancing STI and engineering for sustainable development and economic transformation was developed. Recommendations for Post 2015 Development Agenda were made. Key among these was that UNESCO increase support to SIDS through provision of technical assistance in capacity development in education, science, technology and innovation with emphasis on encouraging SIDS to develop innovative curriculum and on the job skills training for the youth, to harness their local knowledge, human and natural resource potential for sustainable socio-economic development, youth employment and inclusive growth. Further, that it assist in the promotion of Blue Economy within the context of Green Economy and indigenous knowledge offers great potential for improved livelihoods and well-being of SIDS.</p> <p>In response to global energy needs, efforts continued to support capacity building and the exchange of information and best practices in renewable energy and energy efficiency. The 5th South East Asian Summer School on Renewable Energy was organised in Kuala Lumpur, Malaysia with the support of Commission on Science and Technology for Sustainable Development in the South (COMSAT). Addressing the knowledge base in renewable energy and energy efficiency, the 5th Asian Summer School on Renewable Energy "Advancing the Micro Power System" was organised under UNESCO/ISESCO partnership in Kuala Lumpur (July, 2012). Further, the 4th African Solar School in 2013 in Dakar (Senegal) benefitted 24 African countries. Concurrently, the 5th and 6th sessions of the Asian renewable energy schools held in 2012 and 2013 in Kuala Lumpur (Malaysia) benefitted 12 Asian countries. Related training curricula were developed as well. These activities received support from ISESCO and TIKA (Turkish International Cooperation and Development Agency). The publication of the quarterly Energy Bulletin was ensured by the International Sustainable Energy Development Centre (ISED), (UNESCO Category 2 Center).</p> <p>The development of partnership and S-S and N-S-S cooperation on renewable energy was promoted through support to five international events covering the different renewable energy forms. Under UNESCO's patronage and in cooperation with UNEP and UNIDO, the 2013 edition of the Global Sustainable Energy Day was launched by the Energy Globe Foundation as a contribution to the "2012 International Year of Sustainable Energy for All". The five international events concerned: the 21st European Biomass Conference and Exhibition (June 2013, Copenhagen, Denmark); the Mediterranean Green Energy Forum 2013 (June 2013, Fes, Morocco); the 4th World Renewable Energy Technology Congress (September 2013, New Delhi, India); the 28th European Photovoltaic Solar Energy Conference and Exhibition (September-October 2013, Paris, France) and the 12th World Wind Energy Conference 2013 (June 2013, Havana, Cuba). Fellowships were also granted to representatives from 30 developing countries by the Category 2 Centre, the International Sustainable Energy Development Center (ISED) for a one month training course on alternative and renewable energy.</p> <p>Over 200 participants to the International Forum on Renewable Energy "towards raising energy and economic efficiency" REENFOR 2013 supported by the Venice Office which coordinated the plenary session on "Energy education and training of specialists for renewable energy sector" (October 2013) with the involvement of the International Sustainable Energy Development Center of category II of UNESCO (ISED) and three UNESCO Chairs. The Venice Office is also committed to fostering the culture of green energy, sustainable development and climate change awareness. To this end the Venice Office collaborated with the coordinator of the UNESCO-UNITWIN Network for Green Chemistry MEGREC for the Mediterranean Basin, the Ca'Foscari University of Venice, for the organization of the "Workshop on Green and Sustainable Chemistry", held in June in Venice. OECD's Environment, Health and Safety Programme.</p> <p>Many of these efforts have contributed to creating a growing community of highly qualified experts in sub-Saharan African countries, better equipped and able to play a role in research and innovation towards achieving their countries development goals.</p> <p><u>Challenges/lessons learnt:</u> The main challenge remains the limited regular programme funds. The lack of seed/catalytic funding has severely reduced the capacity to involve the Organization in joint action with partners. Some activities were developed nonetheless with support from emergency funds and from Member States. Networking with UNESCO traditional and new partners enabled the accomplishment of the expected results despite this situation. Some activities were implemented at no cost to UNESCO and there was strong support from Member States to fund activities at the national level. Furthermore both scientific and industrial partners were keen to work closely with UNESCO to ensure the continued implementation of activities.</p> <p>The expected result directly contributed to 34 C/4 SPO 4 "Fostering policies and capacity-building in science, technology and innovation", specifically its outcome "institutional and human capacities in the basic and engineering sciences and energy strengthened at all educational levels, notably in Africa, LDCs and SIDS and benefitting female students".</p>

Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)	
Programmed	Attained
<p>PI: Number of capacity building activities for trainers of trainers at tertiary level in science education, including on renewable energy, involving partnerships and networks focusing on S-S and N-S-S cooperation</p> <p>B/b: at least one innovative programmes for faculty exchange developed and implemented in at least three universities of developing countries</p>	<p>24 capacity building events and activities including training of trainers activities supported & organized notably: -5 training of trainers workshops organized in Nigeria, Niger, Liberia, Gabon, Cote d'Ivoire - some 200 teacher trainers benefitted. -Technical assistance also provided to Sudan to enhance activities in Science Education notably hands-on experimentation to complement its curriculum. -6 ALOP teacher training Workshops implemented attracting some 155 teachers (35% of women) -1 teachers training seminar implemented in Burkina Faso with the CIMPA and the African Mathematical Union - over 70 African scientists participated (57 % of women). -3 regional summer schools on renewable energy organized in Senegal (2013) benefitting 24 African countries & in Malaysia (2012 & 2013) benefitted 12 Asian countries. -support provided to 3 international events under UNESCO patronage & in cooperation with UNEP & UNIDO, notably the 21st European Biomass Conference & Exhibition (Denmark, June 2013); the 28th European Photovoltaic Solar Energy Conference & Exhibition (France, September-October 2013) & the 12th World Wind Energy Conference 2013 (Cuba, June 2013). -50 young graduates & experts participated in the regional schools on Renewable Energy of Dubrovnik (2012 & 2013) -The International Conference on Natural Products Utilization: From Plants to Pharmacy Shelf (ICNPU 2013), held in Bulgaria (November, 2013). - The Category 2 Centre - Regional Centre for Biotechnology in India (RCB) organized a hands-on workshop on tools for biomolecular communication and related issues in collaboration with the Israel Structural Proteomics Center (ISPC), Weizmann Institute of Science, Israel; over 50 scientific seminars were also organized by RCB. -The RCB in India launched a Young Investigator Awards mentorship programme for outstanding PhD scientists in the Region to promote innovative research in topical areas of biotechnology. - A 1-day Seminar on Biotechnology: Prospects and Challenges for Africa organized at Nigerian Centre -1 innovative physics training programme launched by the UNESCO Chair in Mathematical-Physics of Cotonou, Benin, focussing on physics applications and education for young African talented students (participants from 6 African countries). -Workshop on African Women in Mathematics held in Ouagadougou, Burkina Faso, (October 2012)</p>
<p>PI: N-S public-private partnerships in research and entrepreneurship education established</p> <p>B/b: at least 1 collaboration developed</p>	<p>-The Airbus Fly Your Ideas competition was a collaboration between UEI and Airbus to stimulate youth into thinking about solutions for the future of sustainable aviation. -Ongoing consultations with the UNESCO Chair in Engineering in Israel to have students from Africa work with students in Israel for North-South cooperation in engineering. - Consultations are ongoing with Germany on university-industry partnerships with universities in developing countries. A plan has been set out with universities in Argentina, Brazil, China, India, Mexico, Thailand, and Viet Nam. First contacts have been made. -The development of partnership and S-S and N-S-S cooperation on renewable energy was promoted through support of 2 international events notably the Mediterranean Green Energy Forum 2013 (June 2013, Fes, Morocco) and the 4th World Renewable Energy Technology Congress (September 2013, New Delhi, India). - The International Sustainable Energy Development Center (ISED) (Cat. 2) granted fellowships to representatives from 30 developing countries for a 1-month training course in Moscow on alternative and renewable energy. -Joint Meeting on Mathematical Physics and Science Policy organized by the SEE MTP Network in Craiova (Romania, September 2012). - In collaboration with ELLTA organized the Asian Perspective on Transforming Societies through Creativity, Innovation and Entrepreneurship conference (December 2012).</p>
<p>PI: Number of new centres of excellence established, with emphasis on promoting women in science and scientific networks formed or strengthened</p> <p>B/b: at least one new centre created and at least one new network formed; two seminars, conferences and other events held for strengthening existing structures</p>	<p>-Two new Category II Centres for engineering were approved at the 37th General Conference in 2013. These are the Problem-based Learning centre at Aalborg, Denmark and the Engineering centre on large data storage and usage in China. Both Centres will work on North-South cooperation with Africa. -Steps taken to establish 3 new Category 2 Centres notably, The International Centre for Advanced Training and Research in Physics, Magurele-Bucarest, Romania (Agreement signed-November 2012), The International Centre for Biotechnology, Nsukka, Nigeria in Nigeria (Agreement signed-October 2012, First BOG and Scientific Advisory Board meetings held) and -The International Centre for Advanced Training of Scientists from Portuguese-Speaking Countries in Areas of Basic Sciences in Lisbon, Portugal (Agreement signed-November 2013) -With the aim to strengthen the role of women in engineering, consultations have been carried out for the establishment of a Chair for Women in Engineering in Korea -3 SEE networks strengthened (SEEMTP-NET, SEE-PhytoChemNet, SEE network on Natural Risk Disaster management)) - 4 HPC Computational Physics (High Performance Computing Centres) centres were created and are operational (Ethiopia, Cameroon, Ivory Coast and Nigeria). - Over 150 young scientists/experts trained in 5 workshops of SEE networks</p>

36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
<p> ER 6: Member States' capacities strengthened to develop models for enhancing student research leadership and career mentoring for young researchers, through university networks and professional societies, in particular for developing countries</p>	<p>Excellent progress was made on this expected result against almost all the benchmarks, but a few were not completely met. Capacity building in all areas of the basic sciences and science education remained a strong focus. Due attention has also been paid to the UNESCO global priorities of Africa and Gender equality. Efforts focused on stimulating the interest and training of young students and researchers through advanced and innovative training opportunities, networking and scientific competitions.</p> <p>Upgrading the capacity of teachers and training of trainers has continued through various initiatives notably the training of teachers (ALOP) workshops (5 organized in Armenia, Ethiopia, Thailand and Tunisia) and the ICTP's the Sub-Project 'TRIL for Africa' and STEP-for-Africa programmes. Promotion of active learning, hands-on methodologies have continued to be the basis of these training initiatives to change modalities of teaching science and to stimulate greater interest and enthusiasm of students to learning science at all levels. Making the training materials accessible and openly available online has enhanced the multiplying effect of these programmes and has allowed for development of teaching programmes tailored to national needs and resources. In order to ensure sustainability and replication of the training activities, especially in Africa, the CENAFFE-CARTHAGE centre in Tunis, Tunisia, is being developed as a hub of training trainers' centre, for ALOP workshops, dedicated to physicists coming mainly from sub-Saharan Africa. African participants of ICTP MLAB training activities in Africa are now also submitting plans for replicating the activities in their homes institutions. The emphasis has been on developing appropriate instrumentation under each theme with particular attention on the use of locally fabricated materials and components. These workshops provided an ideal platform for scientific networking. The UNESCO Chairs and Category 2 Centres also provided opportunities to develop much needed capacity.</p> <p>These efforts were complemented by action targeting career development of talented young students through fellowships for advanced training. Some examples of these are the fellowships provided under the Theresa McKay scheme, where more than 11 young students from Africa benefitted from training in mathematical sciences and its applications on regional concerns at the UNESCO Chair in Mathematical-Physics of Cotonou, Benin, further through collaborative action, the ICTP provided advanced training opportunities especially for students from Africa through programmes like the Sub-Project 'TRIL for Africa' through which support was provided for long term research visits of 33 scientists from sub-Saharan Africa to Italian Laboratories with resultant publication of at least 30 papers in peer reviewed journals. Through their programmes the ICTP trained more than 100 participants in Benin, Senegal, Rwanda, Lesotho and Nigeria a large number of which were teachers. Further, the ICTP STEP-for-Africa programme also provided world-class training at ICTP or at collaborating scientific Institutions in Italy, for fellows enrolled at a university in their home country towards a Ph.D degree. The results indicate that more than 80% of the fellows who obtained their Ph.D within this scheme returned to their home countries to teach and/or carry out research. This latter example has proved to be an effective way of providing advanced training while countering the negative effects of brain drain which remains a matter of great concern to many developing countries. In this regard, the Venice Office also worked on developing a different approach to the "brain drain" issue that is still crucial in the SEE region. Science and technology Diaspora being a lost in terms of high skilled human capacity, represent a valuable resource for reinforcing their research capacity and competitiveness at international level. The UNESCO Venice office is developing a funding proposal with the overall objective to improve the STI capacity as well as the "scientific/academic environment" in SEE countries using scientific Diaspora as sources of valuable resources.</p> <p>Science competitions have provided opportunities for young people to participate actively in highly visible science activities, to strive for excellence and have served to nurture innovative thinking. One example is the support provided for the organization of the International Mathematical Olympiads (IMO) (Colombia, July 2013), in which over 600 students from 100 different countries participated. These activities also provided the opportunity to showcase science and inform students and the general public on the use and benefits of science for society as well as promoting interdisciplinarity. The International Mathematical Union (IMU) and IBSP collaborated to organize the Mathematics of Planet Earth 2013 (MPE 2013) launched in March 2013 at UNESCO providing schools, decision-makers and the general public with an opportunity to experience and grasp many aspects of mathematics, its applications and its relevance on societal and environmental issues. In this context, a special issue of the revue Accromath was produced focusing on mathematical modelling of Major and Neglected diseases in Africa. UNESCO through its Engineering Initiative and its Earth Science Education Initiative in Africa worked with two regional youth networks the NGO's Young Earth Scientists (YES) Africa and South African Women in Engineering (SAWomEng) group to launch the Engineer Your Earth competition an Interdisciplinary mentoring incubator on critical issues applying science and engineering for sustainable development. It further served to reinforce existing networks and build capacity through collaboration and to support the professional development of young women early in their scientific careers. "The TWAS-Lenovo Science Prizes" (TWAS and Lenovo have instituted the TWAS-Lenovo Science Prize to be awarded to outstanding scientists in the developing world. The first edition will honour researchers in the field of physics and astronomy (2013). The Category 2 Centres and UNESCO Chairs contributed to these efforts; the Regional Centre for Biotechnology in India (Category 2 Centre) for example, launched a programme of Young Investigator Awards mentorship programme for outstanding young PhD scientists in the Region to promote innovative research in topical areas of biotechnology.</p> <p>Further emphasis has been put on specific areas of science with an aim of stimulating interest among youth, greater commitment of Member States in developing basic science teaching, research and it's applications through International Years. Information to the general public and decision makers remain a key element of these initiatives. In line with this and in response to the draft resolution submitted by Morocco, the United Nations General Assembly (UNGA) at its 66th session proclaimed 2014 as the International Year of Crystallography (IYCr2014) and requested UNESCO to lead this year-long celebration Further, and at the initiative of the African and European Physical Societies, the proposal for an International Year of Light in 2015 has been developed through a partnership of over 40 scientific societies, academies, technology platforms and unions from all continents of the globe and is being accompanied by the UNESCO IBSP.</p> <p>Inter-university collaboration has provided the opportunity for ensuring the quality of master level teaching programmes within the Consortium in several Asian countries. Academic consortia have been formulated in five countries involving 22 universities and institutions in Japan (five); Indonesia (four); Philippines (six); Thailand (five); Vietnam (two). Program committee collected curriculum information and requirements of the master courses in the relevant countries and for ensuring the quality of master level courses of the mega consortium.</p>

36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
	<p>The contribution to promoting the participation of women scientists was also adhered to; of a total of 225 young scientists trained through workshops in physics and mathematics, 57 were women scientists which represent 44 % of the trainees. Of the 10 facilitators and resource persons, 50% were women. In a collaboration between IBSP, CIMPA and the African Mathematical Union (AMU), a Workshop "African Women in Mathematics" was successfully organized in Burkina Faso (October 2012) aiming at identifying the factors hindering gender balance in mathematical sciences in the continent and at finding means to overcome these factors. A major outcome was the recommendation to create a platform for education, capacity-building, research and collaboration for African women mathematicians through a UNESCO Chair on Women and Mathematics in Africa, to be based in Ouagadougou, Burkina Faso. This will serve to encourage the interest of young girls from the region in Mathematics and contribute to promoting N-S and S-S collaboration including with institutions such as the African Mathematical Union (AMU).</p> <p><u>Challenges/lessons learnt:</u> The unavailability of sufficient regular programme funds remained the major constraint to programme development. The challenge was to mobilize the needed resources. ICTP, TWAS, external partnerships and joint action proved to be effective ways of ensuring the continued implementation of activities. Working with industry and regional specialized networks allowed for successful elaboration and execution of work and contributed to achieving the objectives set.</p> <p>The Thematic Grouping results directly contribute to C/4 Strategic Programme Objective 4 "Fostering policies and capacity-building in science, technology and innovation".</p>

Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)	
Programmed	Attained
<p>PI: Number of student competitions to solve local or regional challenges B/b: one international or regional competition carried out; two workshops for sharing experiences organized</p>	<p>- Support for the International Mathematical Olympiads held in Colombia (July 2013) involving over 600 students from 100 different countries, stimulating their abilities in mathematics and applications to societal concerns - Competition entitled "Engineer Your Earth" created with the NGO's Young Earth Scientists (YES) Africa and South African Women in Engineering (SAWomEng) group. The competition brought together creative young African innovators from engineering and the Earth Science fields to propose concrete new solutions to major environmental challenges facing sustainable development - All finalists were young women engineers, scientists and entrepreneurs. -Under the Theresa McKay scheme, more than 11 talented young students from Benin, Cameroon, Cote d'Ivoire, Senegal, Togo and Zambia are currently benefitting for an interdisciplinary training in mathematical sciences and its applications on regional concerns at the UNESCO Chair in Mathematical Physics of Cotonou, Benin; 28 % of them are women.</p>
<p>PI: Number of student leadership programmes B/b: at least three universities from different regions develop student leadership programmes; one regional student associations established or strengthened</p>	<p>-Two regional youth networks - YES South Africa and SAWomEMG worked closely with the Engineer Your Earth competition and posted information and announcements on their websites. All finalists were young women engineers, scientists and entrepreneurs. - The Regional Centre for Biotechnology in India (Category 2 Centre) launched a programme of Young Investigator Awards mentorship programme for outstanding young PhD scientists in the Region to promote innovative research in topical areas of biotechnology.</p>
<p>PI: Number of training activities provided for young researchers B/b: ten training activities; a mentoring programme for young researchers developed and implemented in three universities in developing countries</p>	<p>-Five master courses from 5 universities have been involved in the first year of master course; -A new UNESCO Master Course in Biotechnology for Asia Pacific was established with 7 participants enrolling in 2 countries -Six ALOP Workshops implemented. These teachers' training activities attracted some of 155 teacher-participants among them 35% of women trainees -One teachers' training seminar implemented in Burkina Faso, in collaboration with the CIMPA and the African Mathematical Union. More than 70 African scientists participated, with among them 40 women representing 57 % of the participants. -33 high-level specialists, scientists and technologists from Africa received ~1 year advanced training in Italian Laboratories within the TRIL subproject. - Seven students have been enrolled at the Laurea Magistralis in Physics at the University of Trieste. 3 have graduated, 1 are expected to graduate in due time, 3 had to abandon. -STEP fellows already obtained their Ph.D. Furthermore, 8 other fellows are expected to obtain their Ph.D by the end of 2013. -Two African scientists received training at ICTP MLAB for a period of one-year each; and around 11 African professionals participated and completed the hands-on "Advanced Training Course on FPGA Design and VHDL for Hardware Simulation and Synthesis" held at ICTP from October 26 to November 20, 2009.</p>

Cost-effectiveness/efficiency measures for this Main Line of Action

Reduced budget constrained implementation of some programme activities, however, strong support from Member states enabled funding of activities at the national level. Further, UNESCO was able to obtain significant support from Academies of Science and industry. Close collaboration with scientific and industrial partners has ensured an efficient and continued implementation of activities with minimal input by UNESCO. Activities were

Cost-effectiveness/efficiency measures for this Main Line of Action

organised mainly with external funding, from partners and Member State contributions. Partnering with other UN agencies was a cost effective way of leveraging funding and sourcing for common funds for implementation.


ICTP and TWAS continue to receive support from their other partners so that the drop in UNESCO funding has not diminished their strong contribution to UNESCO's programme areas.


In view of the constraints faced by all these programmes the results exceeds expectations pointing to some success in funds mobilization outside the Organization.

MLA 3: Mobilizing broad-based participation in STI


Regular Programme ¹ : staff and operational budget		Extrabudgetary resources ¹
Allocation 2012-2013: US\$ 260 764	Expenditure % 2012-2013: 99%	Expenditures 2012-2013: US\$ 1 412 556

¹The budgetary information regards unaudited figures and for extrabudgetary resources include Emergency Funds.


36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
 ER 7: Public awareness of science, technology and engineering raised and STI policy agendas developed with civil society, including women and youth	<p>Despite very little funding to support activities on popularization of science during the biennium 2012-2013, UNESCO managed to conduct and support several activities, as noted above.</p> <p>Due to lack of funds, UNESCO was not able to carry out capacity building on science centers and science museum governance nor to support STI exhibitions. However, the Organization supported a training workshop in Tehran, Islamic Republic of Iran, on October 2012, by providing assistance in the conception of the workshop and in the selection of the lecturers.</p> <p>To mobilize broad-based participation in STI, particularly of women and youth, in the Arab States, eight meetings were organized which involved more than 300 women and youth in the region. In order to enhance public awareness of science, technology and engineering in South-East Europe and Mediterranean area, UNESCO participated in the organization of the 12th International Conference Public Communication of Science and Technology that was held Florence in April 2012. To better communicate STI, the web-site of the Venice Office has been regularly updated. UNESCO also organized the celebration of the World Science Day for peace and Development.</p> <p>The management and awarding of prizes were not impacted by the financial crisis in UNESCO as they financed by donors through extrabudgetary funds, or directly financed by partners. All of mentioned prizes were awarded in this biennium. The total amount of the extrabudgetary fund is US\$3,233,640. UNESCO, in close collaboration with the Cuban Government, completed the revision of the UNESCO Carlos J. Finlay Prize for Microbiology that will be operational in the next biennium.</p> <p>These results contributed to 34 C/4 OO2 SO4 outcome "Evidence-based national science, technology and innovation policies adopted by Member States in all regions, especially Africa".</p>
Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)	
Programmed	Attained
<p>PI: Number of international and regional workshops, conferences or symposia on the contribution and popularization of science and science exhibitions</p> <p>B/b: Four regional and one international event for UNCSD; two international or regional conferences or symposia; two science exhibitions; two conferences or symposia on history of science</p>	<p>Activities for the popularization of science were impacted by the financial situation of the Organization. Nevertheless, UNESCO organized one international symposium, regional meetings in Arab States and celebrated the World Science Day. The organization also supported two international conferences and one national training workshop on popularization of science. UNESCO organized: - the international symposium on a multifunction science center and science museum was organized in Seoul, Republic of Korea on 14 and 15 November 2013. It was attended by more than 60 international and national participants. The symposium provided an overview of the various functions of science centers and science museums, and facilitated the creation of a network and the exchange of experiences among their managers; - eight meetings on broad-based participation in STI in the Arab States region, involving more than 300 women and youth; - the</p>

Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)	
Programmed	Attained
	International Conference on the Popularization of Science Bhubaneswar, India, 4-5 January 2012, in celebration of the 60th anniversary of the UNESCO Kalinga Prize for the Popularization of Science. The conference was co-organized with the Indian Government, the State of Orissa and the Kalinga Foundation and was attended by living Kalinga Prize laureates and prominent experts in science communication; - participated in the organization of the 12th International Conference Public Communication of Science and Technology that was held Florence in April 2012. The meeting involved more than 300 women and youth from the region. To better communicate STI, the web-site of the Venice Office has been regularly updated. UNESCO organized celebration of the World Science Day in 2012 and 2013: The World Science Day for Peace and Development theme was "Science for water cooperation: sharing data, knowledge and innovations" in celebration of the UN International Year of Water Cooperation 2013. The celebration included the Microscience Kits and the Robotics workshop for engineering demonstrations, the launch of audio visual science teachers' training modules in physics produced by UNESCO and CERN (in English, French and Portuguese) and a display of posters from Deyrolle Pour l'Avenir in various languages. A number of activities were celebrated worldwide by our various partners. The World of Science was published on the web.
PI: Number of technical cooperation and capacity building activities on governance of science centres and science museums B/b: Two countries assisted in the development of science centres or museums; two regional training workshops on science centres or museum governance	Due to lack of funds, no technical assistance was provided and no capacity building activities could be conducted. However, the Organization supported a training workshop in Tehran, Islamic Republic of Iran, in October 2012, by providing assistance in the conception of the workshop and in the selection of the lecturers.
PI: Number of STI policy study results, conference proceedings and manuals of STI indicators published B/b: At least 2 policy studies; 2 proceedings and 1 manual	This activity was not conducted due to the lack of funds. However, under the STGAP/GO-SPIN initiatives a manual to produce a SETI country profile was developed and it is now being applied in five countries in Africa.
PI: National and regional actions on science and gender equality for science policy-making; reference groups for women in science; young people involved in consultation B/b: One international meeting on gender equality and science; support to Young Women Researchers Network; support to the World Association of Young Scientists	In 2012, UNESCO awarded the l'Oreal UNESCO Prize For Women in Science to 5 women life scientists on 29 March 2012. They were from South Africa, Mexico, USA, UK, and Australia. A side event was organized on "Women in Science for Sustainable Development" at the Rio+20 Forum on Science, Technology and Innovation for Sustainable Development, 11 - 15 June 2012 as a contribution to the UN Conference on Sustainable Development Rio + 20. UNESCO awarded the UNESCO-Equatorial Guinea International Prize for Research in the Life Sciences. In 2013, UNESCO awarded the UNESCO Kalinga Prize for the Popularization of Science, the UNESCO-Sultan Qaboos Prize for Environmental Preservation and the l'Oreal-UNESCO Prize For Women in Science. UNESCO, in close collaboration with the Cuban Government, has completed the revision process of the UNESCO Carlos J. Finlay Prize for Microbiology that will be operational in the next biennium. It means that the Prize is now officially operational.
36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
 ER 8: Local and indigenous knowledge-driven sustainable development policies and actions developed, and appropriate support provided for implementation at global, regional and local levels	<p>The UNESCO-LINKS programme on local and indigenous knowledge has been active since 2002. Based on more than a decade of work at the global level, a significant breakthrough has been made in recent years towards the broad acknowledgement of indigenous knowledge and community-based approaches in international policies and innovation strategies. This broadening recognition is apparent across the UN system, but has been most evident in the domain of biodiversity in the framework of the CBD and IPBES, and with respect to climate change in the framework of IPCC and UNFCCC. To advance work in the indigenous and local knowledge domain, UNESCO has been instrumental in elaborating strategic reports (IPCC) and technical papers (UNFCCC, CBD), organizing key expert meetings (IPCC, IPBES, UNCSD), and providing secretariat support (IPBES).</p> <p>This increased visibility for local and indigenous knowledge in environmental governance expands opportunities for indigenous and local knowledge holders and their communities to engage with the scientific community as well as policy makers. It allows them to bring their own knowledge and concerns to the decision-making table, thus ensuring that decision-making is based upon the most complete knowledge set and that community needs and priorities are also taken into account.</p> <p>Through the piloting of community-based projects, UNESCO has also successfully demonstrated how to bridge effectively across spatial scales as well as across knowledge systems in order to enhance efforts to monitor and adapt to changing environments. Finally, UNESCO has also successfully piloted work to ensure that local and indigenous knowledge</p>

36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt	
	<p>systems is successfully passed down from generation to generation as a living resource for livelihoods, identity and heritage.</p> <p><u>Challenges and lessons learnt</u> The primary challenge has been the lack of funds and the loss of some continuity of implementation which can damage working relationships with partners. We have been quite successful in fundraising, but extrabudgetary funding cannot entirely replace regular programme funds as the latter offers the freedom to prospect new and innovative areas of work prior to formulating funding proposals. Given cutbacks in staff, the increasing administrative and reporting load is impacting implementation.</p> <p>Contribution to C/4 results: This ER contributes to the Organization's commitment in the 34 C/4 to 'repond with priority to the needs of disadvantaged and excluded groups ... including indigenous peoples'. It contributes to OO 2 on 'Mobilizing science knowledge and policy for sustainable development' and the Expected Outcome regarding 'Lead roles exercised in UN interagency efforts pertaining to scientific dimensions of sustainable development' with an emphasis on interdisciplinary approaches, 'dialogue among different cultures and knowledge systems' (para 51), and the need for 'cutting-edge science, including new scientific paradigms, such as socio-ecological resilience and adaptive management of the environment, while also taking into account local and indigenous knowledge' (para 55).</p>	
	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)	
	Programmed	Attained
	<p>PI: Acknowledgement of indigenous knowledge and community-based approaches in international policies and innovation strategies B/b: Operational engagement with UNCSD, CBD, UNFCCC and IPCC processes</p>	<p>Indigenous knowledge (IK) and community-based approaches were widely acknowledged in a variety of international processes, policies and strategies. - UNESCO promoted acknowledgement of IK within the framework of the UNCSD, first via a panel on "Indigenous knowledge and sustainable futures", co-convened with SCBD, at the international science conference "Planet Under Pressure" (26-29 March, London), and secondly via a session entitled "Indigenous Knowledge and Science" at the UNESCO-ICSU "Science Forum" (11-15 June, Rio) on the eve of Rio+20. - UNESCO engaged with the Convention on Biological Diversity by continuing its lead role on language vitality as a proxy indicator for the status and trends of indigenous and local knowledge for the safeguarding of biodiversity. Funding from WCMC was secured to further develop this UNESCO-led work. - UNESCO engaged with the UN Framework Convention on Climate Change (UNFCCC) by leading the drafting of a technical paper on methodologies for enhancing climate change adaptation through traditional knowledge in synergy with scientific knowledge. The technical paper will be the subject of a UNFCCC expert workshop in April 2014, with outcomes presented to the UNFCCC SBSTA. - UNESCO engaged with the Intergovernmental Panel on Climate Change (IPCC) to strongly profile IK in IPCC's Fifth Assessment Report (5AR). 'Weathering Uncertainty: traditional knowledge for climate change assessment and adaptation', co-published in 2012 by UNESCO and UNU with SCBD and UNDP-SGP, provided IPCC authors with key references to reinforce traditional knowledge in the 5AR draft. - UNESCO led work on IK within the framework of the Intergovernmental Platform on Biodiversity and Ecosystem Services (IPBES). An expert workshop on Indigenous and Local Knowledge in IPBES, co-organized by UNESCO and UNU and supported by Japan (June 2013, Tokyo), recommended procedures for building synergies between indigenous knowledge and science. Outcomes were prepared by UNESCO for the second Plenary meeting of the IPBES (December 2013 Antalya) as a Report of the expert workshop on the contribution of indigenous and local knowledge to the Platform (IPBES/2/INF.1). On the basis of UNESCO's uncontested lead role on ILK in IPBES, ADG/SC proposed that the Technical Support Unit for the Task Force on ILK be hosted by UNESCO in Paris.</p>
	<p>PI: Number of community-level projects established with global networking B/b: At least 30 community-level projects, including projects on women, and projects in Africa, LDCs and SIDS; one global database established on indigenous knowledge, biodiversity and climate change</p>	<p>More than 30 community-level projects were conducted, including in Africa, LDCs and SIDS, with a focus on climate change assessment and adaptation, with a global database established on indigenous knowledge (IK) and climate change including biodiversity. In the Indian Ocean SIDS, a network of projects was established focusing on women's knowledge of traditional medicinal plants and their use. - The Climate Frontlines multilingual online forum on indigenous knowledge of climate change impacts and adaptation is supported by Denmark and reaches 65,000 members. Its network of 34 community-based projects expanded to include: Coping and Resilience amongst the Bidayuh (Malaysia), Climate Change Adaptation using Pandanus and Traditional Knowledge (Micronesia), Traditional Calendars and Seasonal Variation (Philippines), and Weather Forecasting by Mbororo pastoralists (Chad). The Climate Frontlines global database on IK and climate change was expanded to include over 600 entries from the scientific and gray literature. Pacific projects were reinforced by a workshop on Traditional Calendars for informing Climate Change Policies (June 2013). The book from the Atafu project "Echoes at Fishermen's Rock: Traditional Tokelau Fishing", was translated from Tokelauan into English, and launched with support from the New Zealand</p>

Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)	
Programmed	Attained
	National Commission. - Action research, policy briefs and educational materials were prepared on "Local and Indigenous Knowledge related to Hydro-meteorological Hazard Risk Reduction and Climate Change Adaptation" in Indonesia, the Philippines and Timor-Leste. - A workshop with a regional network of traditional medicinal practitioners in Indian Ocean SIDS was held in Seychelles (February 2013), meetings of practitioners, in particular women practitioners, were held in three countries (Mauritius, Comoros and Madagascar) in December 2013 and the book 'Savoirs des Femmes' on Creole women's traditional knowledge was translated to English. - Funding was secured from France to assist in building a network of community-based projects to monitor Arctic climate change in the framework of the project 'Bridging Indigenous and Scientific Knowledge to address Global Change in the Arctic' (BRISK).
<p>PI: Number of pedagogical materials on indigenous knowledge and language in formal and non-formal education</p> <p>B/b: Five sets of pedagogical materials in five countries</p>	<p>Five sets of pedagogical material to reinforce indigenous knowledge and language in formal and non-formal education were developed, piloted and launched in 8 countries including 6 Pacific SIDS (Cook Islands, Fiji, New Zealand, Nicaragua, Niue, Samoa, Solomon Islands, Tonga), - Three sets of pedagogical materials were developed with the Mayangna people of the BOSAWAS Biosphere Reserve, Nicaragua. Major outputs include: 1) pedagogical materials on both 'People, Nature and Culture' and 'Mother-tongue Education' were piloted in Mayangna schools and revised; 2) Preschool materials were developed and printed; 3) five workshops to support transmission of indigenous knowledge and language were held with Mayangna teachers, education professionals and leaders on the use of classroom materials and the UNESCO publication "Mayangna Knowledge of the Interdependence of People and Nature: Fish and Turtles"; and 4) over 50 community meetings were held to present the materials to some 25% of Mayangna communities. - The "Learner's Resource Pack" to guide classroom use of the UNESCO resource "The Canoe Is the People" has been finalized. Creation of a web-based interactive version of the resource has been completed in both English and Maori. Organized by the Ministry of Education, a subregional training event with participation of curriculum developers and teachers from 6 Pacific countries was held in Rarotonga, Cook Islands, in December 2013. - Work is underway on a UNESCO OER-based pedagogical resource with over 40 lesson plans posted on the "Marovo Wiki" website by Marovo school teachers in the Marovo language and based on Marovo knowledge. In collaboration with the Government of Solomon Islands, an on-site workshop was held in November 2013 to finalize inputs from curriculum developers and teachers.</p>
36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
 ER 9: Vulnerabilities of Small Island Developing States (SIDS) addressed through science policy, practice and education	<p>In spite of the current severe funding constraints, ER 9 exceeded its benchmarks for the biennium, particularly within the framework of the global Sandwatch and Youth Visioning programmes, the development of science policy advice in SIDS, as well as through UNESCO's strategic contributions to the wider UN system's support for implementation under the Mauritius Strategy.</p> <p>In addition to the progress documented under the performance indicators above, continuous contributions were made towards the UN-wide interagency coordination towards implementation of the Mauritius Strategy through the UNDESA-based SIDS Inter-Agency Consultative Group (IACG). UNESCO's active participation in this forum contributed to the high visibility of UNESCO's SIDS programmes at the June 2012 Rio+20 summit. Highlights hereof included a presentation of Sandwatch at UNESCO's official side event on Oceans, while the University Consortium of Small Island States - a UNESCO UNITWIN Network - hosted an SD-Learning event on disaster risk reduction in SIDS. Through the SIDS Intersectoral Platform's regularly contributions towards the IACG, UNESCO posters, video and information relating to oceans, disaster risk reduction and culture in SIDS was provided to UNDESA exhibition on SIDS at the Rio Summit organized by UNDESA.</p> <p>Given the constraints imposed on the regular programme, implementation of activities under ER9 relied to a large extent on the development of strategic partnerships as well as extrabudgetary resources. Supported by an Emergency Fund element and targeting the development of a Pacific SIDS science, technology and innovation policy framework, a broad Pacific island subregional partnership was established by UNESCO, linking institutions, individuals and projects that share an interest in promoting the development of appropriate policy and planning frameworks for STI in the Pacific. Taking its point of departure in a 1987 high-level symposium organized by UNESCO and SPEC (precursor of the Pacific Islands Forum Secretariat), the partnership organized in November 2012 the first major subregional Pacific science, technology and innovation discussion in decades. Key collaborators and co-funders of the event are ACP-EU (which made a substantial financial contribution towards the partnership), the University of the South Pacific, the University of Papua New Guinea and the Australian National University. Participants from Africa and the Caribbean took part in the discussions, which led to the establishment of the Pacific Islands Universities Research Network in July 2013 - a new Pacific network currently in the process of developing its programme.</p> <p><u>Challenges and lessons learnt:</u></p>

36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt	
	<p>The current financial constraints have had a clear impact on the progress towards attaining ER 9. However, as is evident from the progress made, the development of new and innovative partnership structures - through which UNESCO contributes alongside other organizations towards jointly organized events and projects - is emerging as an increasingly common modality of implementation. While this development is to some extent pushed by the limited financial resources available to UNESCO at present, the further development of partnership modalities may be worth reviewing and further developing even following the normalization of UNESCO budgets. However, given cutbacks in temporary and permanent staff, including the transfer of a P4 staff to Beijing office, a big pressure was put on the remaining staff with an impact on the implementation timeframe.</p> <p>Obtaining high-level representation in such fora (Caribbean Sub-Regional Consultation Forum, 18-19 March 2013) is still a challenge and require for UNESCO to have a more coherent and continuous relationship with STI policy makers in the countries all over the region, which is very costly.</p> <p>These results contribute to 34 C/4 OO2 SO4 outcomes "Evidence-based national science, technology and innovation policies adopted by Member States in all regions, especially Africa" and "Institutional and human capacities in the basic and engineering sciences and energy strengthened at all educational levels, notably in Africa, LDCs and SIDS and benefitting female students" and SO5 outcome "Vulnerable and weakened communities prepared to cope with disasters through access and use of information and knowledge and to mitigate their impact".</p>	
Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		
	Programmed	Attained
	<p>PI: Action plans from regional and inter-regional meetings on science policy development in SIDS, including in Africa</p> <p>B/b: Action plans utilized by three SIDS</p>	<p>Action plans were developed in regional and inter-regional meetings on science policy development and utilized in more than three SIDS in the Pacific and the Caribbean. One of them resulted in the signing of an agreement by 11 Pacific universities on the establishment of the Pacific Islands Universities Research Network (PIURN) in July 2013. PIURN was jointly established in 2012 by UNESCO, the Technical Centre for Agricultural and Rural Cooperation of ACP-EU, the University of the South Pacific, the University of PNG, the Secretariat of the Pacific Community and the Australian National University. This network will guide Science, Technology and Innovation development in the Pacific. 11 universities in SIDS are actively following-up recommendations of this regional network/consortium: universities in Papua New Guinea (6), Fiji (3), French territories (2), and Samoa (1). These universities are also contributing their own resources to tackle regional problems via Research and Development. Under activity "Addressing vulnerabilities of Small Island Developing States (SIDS) in the Caribbean through science policy", the Caribbean Sub-Regional Consultation Forum was held 18-19/3/2013, with the participation of 24 delegates, of which 9 women, from 6 countries: Jamaica, Curacao, St. Marteen, Belize, Guyana and Trinidad and Tobago, as well as representatives of 3 sub-regional organizations: Caribbean Academy of Sciences, CARISCIENCES and Caribbean Science Foundation. Some 30 recommendations were proposed and are currently being reworked to be included in the draft regional strategic action plan. Curaçao has requested UNESCO for support in developing their STI policy. Funds will be raised to honor the request in the next biennium. Under activity "Support for development of regional project on broad-based participation in STI", projects were designed and submitted for funding and technical advice provided. These include the development of a Seychelles and Mauritius STI policy, as well as Mauritius Green economy (Maurice Ille Durable Strategic Development Agenda).</p>
	<p>PI: Capacity-building actions in SIDS regions on climate change adaptation and natural disaster preparedness through Sandwatch and related programmes</p> <p>B/b: Participation and follow-up training of trainers undertaken in three SIDS regions through Sandwatch and related programmes with participation of a minimum of 50% women</p>	<p>Participation and follow-up training of trainers were undertaken in AIMS, Pacific and Caribbean regions, through Sandwatch and Climate Change Educaton with participation of 50% women. Sandwatch activities have been initiated and advanced in Cape Verde, Cuba, Dominican Republic, Gambia, Guinea-Bissau, Kiribati, Puerto Rico, Saint Vincent and The Grenadines, Seychelles, Timor Leste, Turks & Caicos. The MAST (Monitoring, Analysing, Sharing and Taking action) approach was introduced for African countries through training workshops held in South Africa and Cape Verde in the framework of the Climate Change Education Inside and Outside the Classroom course, involving African SIDS (Cape Verde, Guinea-Bissau, Mauritius, Sao Tome & Principe). Women's participation in the South Africa event attained 50% while 30% of participants in the Cape Verde workshop were women, including one woman participant responsible for mainstreaming gender and vulnerable group issues into the operations of the Kogi State Community and Social Development Agency, Nigeria, and promoting gender and vulnerable group awareness amongst rural communities and government and non-governmental organizations. Through FIT projects funded by the Government of Denmark as well as with support from a Climate Change intersectoral platform project, activities have progressed significantly under the Sandwatch and Climate Frontlines programmes. The Sandwatch manual was published in Spanish (May 2012) and Portuguese (November 2012) and widely distributed. The global Sandwatch database (see below) was formally launched (March 2013) and training events have</p>

Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)	
Programmed	Attained
	taken place in October-and November 2013 with Sandwatch groups now using the database to enter their findings. Under Climate Frontlines, the UNESCO-UNU publication "Weathering Uncertainty" was launched at the 2012 Rio Science Forum. The publication has been cited 9 times in the first order drafts of the next IPCC assessment report. In addition, it has also been introduced in the UNFCCC Technical Paper on indigenous knowledge tools in adaptation.
<p>PI: Global N-S-S network on coastal monitoring and resilience B/b: Database operational, accessed and utilized in ten countries</p>	<p>The Global Database on coastal monitoring and resilience is now operational, accessed and utilized in ten countries. Both global Sandwatch and Climate Frontlines databases were advanced, with support by FIT projects funded by the Government of Denmark. Detailed trials of the Sandwatch database by Sandwatchers in eight countries was completed, hosting of the database by BrightSolid Online was completed and a global launch held at the Africa Climate Change Education Seminar in Mauritius in March 2013. Two training workshops on the database were held in Bequia at a national level (SVG) and Cape Verde at a regional level, empowering the schools to integrate their collected data. The database is now being accessed by Sandwatch groups in ten countries (Bahamas, Cape Verde, Cameroon, Comoros, Dominican Republic, Gambia, Guinea-Bissau, Kiribati, Saint Vincent and the Grenadines, Senegal). Climate Frontlines online database created and populated with community based project and discussion list information. A database of literature on climate change and indigenous knowledge currently contains over 700 entries and is pending migration to the online platform. In 2013, the outputs from a community research project were received from Federated States of Micronesia. To further support the network of projects in the Pacific, a capacity building workshop was held with the five Pacific research partners, to review and jointly discuss the results of their reports. With additional support from the UNESCO National Commission of New Zealand, a regional expert meeting on traditional calendars in the Pacific was held (Te hurihuri o te Ao (cycles of change) - traditional calendars for informing climate change policies 4-7 June 2013) . Bringing together scientific and indigenous knowledge holders, the meeting provided a rich sharing on traditional calendars and how they could be utilized in climate change adaptation planning. The outcomes of the meetings are currently being reviewed, with the aim to further developing work in the Pacific on traditional calendars and weather forecasting.</p>
36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
 ER 10: Peace-building enhanced through diplomacy and cooperation in the field of science	<p>This ER was severely affected by limited resources and very creative strategies needed to be used in order to advance some important areas such as science diplomacy and the interface between science, policy and society.</p> <p>The first approach was to mobilize the Delegations in Headquarters so that a conference could be organized on science diplomacy. Four Delegations agreed to organize two symposia on the topic and indeed IPSO experience was presented in both. During the first conference only the two Directors of IPSO spoke but at the second, larger conference scientists from Israel and Palestine presented their joint work to a large audience.</p> <p>The second approach, conducted with emergency funds available UNESCO used high-level gatherings to promote science diplomacy and the interface between science-society by organizing events and parallel sessions during those high-level events.</p> <p>Due to the limited resources available the sector re-strategized to achieve this result and instead of organizing stand-alone events, the second approach was to use existing global events such as ECOSOC's Annual Ministerial (AMR), the General Assembly's Open Working Group on Sustainable Development Goals and the World Science Forum (WSF) as platforms to promote science diplomacy, and the use of knowledge and scientific cooperation as a means of achieving peace and sustainable development. Additionally, these events were organized in collaboration with various partners to maximize resources and effort. Therefore UNESCO and ISSC organized a ministerial breakfast during the AMR to show the practicality of incorporating scientific cooperation in foreign policy and UNESCO and ICSU organized a side event General Assembly's Open Working Group on Sustainable Development Goals.</p> <p>The World Science Forum allowed us to promote a new alliance between STI and foreign relations within the context of the post 2015 development agenda. It provided us the opportunity to engage policy makers about the valued added of knowledge in policy decisions. For the first time it was held outside of Europe allowing the forum to benefit from the synergies of a new region and also contribute to the mas of knowledge and resources in the region. It also allowed UNESCO to build the capacity of Young Scientists and researchers by enabling them to organize their own session; engage parliamentarians, policy makers, scientists and members of the media about science governance issues. During the Forum a parallel session was organized on Science Diplomacy with the Hungarian Academy of Sciences and the American Association of Science, and the two directors of IPSO were invited as panelists.</p> <p>Due to the lack of funds UNESCO did not organize a large international conference on Science Diplomacy but indeed many activities were organized by Member States and by</p>

36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt	
	<p>UNESCO promoting the importance of this field. Therefore, expected result was met although the mechanisms used were different from those noted as benchmarks.</p> <p>These results contribute to 34 C/4 OO2 SO4 outcome "Evidence-based national science, technology and innovation policies adopted by Member States in all regions, especially Africa".</p>	
	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)	
	Programmed	Attained
	<p>PI: Scientific cooperation in solving common problems and fostering dialogue, cultural self-expression; and mutual understanding, especially in conflict and post-conflict countries</p> <p>B/b: One international meeting on science and international affairs; support to the Israeli-Palestinian Science Organisation</p>	<p>UNESCO has supported Member States in their organization of two symposia on science diplomacy where the IPSO experience was shared. These two meetings also resulted in a programme supported by France for the organization of summer schools that would bring researchers from Israel and Palestine together. Furthermore, SC/PCB and SC/HYD have engaged with IPSO and the German Delegation to UNESCO in order to mobilize extrabudgetary resources for the project on Water History. UNESCO in partnership with the ISSC hosted a Ministerial Roundtable breakfast on STI for Global Sustainability during the High-Level Segment of the 2013 Substantive Session of ECOSOC. The breakfast provided UNESCO and ISSC with the opportunity to engage ECOSOC members, civil society and representatives of the private sector on ways in which STI can accelerate the achievement of the MDGs and strengthen the post 2015 development agenda. It also allowed UNESCO to showcase ways in which its current programme is already contributing to these processes. Science diplomacy, south-south cooperation, and public-private partnerships were identified as the main mechanisms that can be used to strengthen the interface between science, policy and society as well as the advancement of science. UNESCO co-organized the World Science Forum by organizing five sessions and being members of the steering committee. The outcomes of these sessions contributed to the final declaration of the Forum, the mobilization of additional partners in science governance processes led by UNESCO, linked the World Science Forum to the design of the post 2015 development agenda and the promotion of new opportunities in science diplomacy to global partners. On 9 December a side event was organized in partnership with ICSU during the UN General Assembly's Open Working Group on Sustainable Development Goals. The title of the side event was Science in Support of Future Sustainable Development Goals Challenges and Opportunities. The main objective of this session was to strengthen the role of science in the ongoing discussions on the design of the sustainable development goals.</p>

Cost-effectiveness/efficiency measures for this Main Line of Action

In view of the current financial crisis, considerable effort was made to save costs on activities, missions, events and publications. To address the financial challenges, a number of partners were mobilized for the celebration for the World Science Day 2013. Colleagues from across the Natural Sciences Sector were encouraged to collaborate to ensure a full and global agenda of activities.

UNESCO-LINKS was particularly efficient in organizing regional and thematic working sessions to advance work on UNESCO's Policy on engaging with Indigenous Peoples. A work session with African indigenous peoples and field colleagues was held by piggy-backing on the Pan-African Forum for a Culture of Peace (Luanda, Angola), and a work session in Asia was organized by piggy-backing on a WWF meeting in Chiang Mai (Thailand) with indigenous peoples and field staff from Bangkok and Hanoi. A work session with indigenous peoples was also held on the margins of the WSIS event in UNESCO Headquarters.

The international workshop organized by UNESCO-LINKS with the French National Museum of Natural History (MNHN) and French National Centre for Scientific Research (CNRS), was highly cost-effective (September 2012). Indeed, UNESCO provided minimal resources (primarily in kind) and yet high-level researchers and indigenous peoples from across the circumpolar Arctic were brought together to deliberate on community-based monitoring of global change. Numerous researchers agreed to self-fund their travel and the MNHN/CNRS agreed to contribute a modest amount so as to cover local costs.

Partnership building has been pursued as widely as possible in order to maximize the utility of the limited funds available. The Pacific Science Policy dialogue is an example hereof. Through a multi-agency partnership, it is expected that considerable funding can be added to UNESCO's contribution from partners such as the Technical Centre for Agricultural and Rural Cooperation of ACP-EU which contributed \$80,000 complementing UNESCO's contribution of \$20,000.

Once personal contacts have been established in meetings such as the Caribbean Sub-Regional Consultation Forum (18-19 Marc 2013), follow up can be conducted using alternative media and V/C technologies. However, meetings every biennium are still fundamental, also due to the big turnover of staff and office-bearers in the region.

Financial challenges in the framework of the ECOSOC High-level Ministerial Breakfast was partly addressed by partnering with ICSU in order to meet our objectives and to save costs. There was a major challenge in providing sufficient financial support for the World Science Forum. To address the financial challenges we engaged our partners such as the Brazilian Academy of Sciences and the Hungarian Academy of Sciences to provide additional


Cost-effectiveness/efficiency measures for this Main Line of Action

support for the organization of the Forum. This approach to addressing the financial challenge will ensure greater buy in of our partners and sustainability of the Forum.


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

Regular Programme ¹ : staff and operational budget		Extrabudgetary resources ¹
Allocation 2012-2013: US\$ 7 457 533	Expenditure % 2012-2013: 101%	Expenditures 2012-2013: US\$ 12 177 729


¹The budgetary information regards unaudited figures and for extrabudgetary resources include Emergency Funds.


36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
 ER 11: Effective end-to-end early warning systems for tsunamis and other sea level related hazards, established by Member States at national and regional levels, including disaster preparedness and mitigation measures	<p>After IOTWS Regional Tsunami Service Provider (RTSP) operations commenced on 12 October 2011, the RTSPs of Australia, India and Indonesia are now providing primary tsunami advisory services to the National Tsunami Warning Centres of the Indian Ocean region and issued their first ocean-wide bulletins on 11 April 2012. On 31 March 2013 the Interim Advisory Service (IAS) provided by the Pacific Tsunami Warning Center (PTWC) and the Japanese Meteorological Agency (JMA) since 2005, ceased and the three RTSPs took on full operational responsibility for issuing alerts to the Indian Ocean member states.</p> <p>The Tsunami Information Center for the Tsunami Early Warning and Mitigation System in the North-eastern Atlantic, the Mediterranean and connected seas (NEAMTIC) has produced several tsunami awareness products and documents are now being translated to Arabic, French, Greek, Portuguese and Turkish. Funding for NEAMTIC was provided by the European Union DG Directorate for Humanitarian Aid & Civil Protection. The first phase of the NEAMTIC project ended on 30 April 2013. The document NEAMTIC Summary of Achievements 2010-2013 provides a full overview of the products that were developed (see http://unesdoc.unesco.org/images/0022/002206/220651e.pdf) A full summary of achievements was published and developed a number of tsunami information and awareness raising products (http://neamtic.ioc-unesco.org/). The IOC is exploring funding opportunities for a second phase of the NEAMTIC.</p> <p>The 7th Session of the Intergovernmental Coordination Group for the Tsunami and Other Coastal Hazards Warning System for the Caribbean and Adjacent Regions (ICG/CARIBE EWS-VII) was held in Willemstad, Curaçao, on 2-4 April 2012. Significant progress has been achieved in the Caribbean in the area of sea level monitoring, with 38 sea level stations available for tsunami monitoring purposes by April 2012, compared to only 19 in 2009. Seismic monitoring has also improved significantly with over 100 stations delivering real time data for tsunami monitoring. The aim of CTIC is to further support tsunami education, preparedness and outreach in a culturally and language sensitive manner for the Caribbean.</p> <p>Thanks to UNESCO Emergency Funding and funding from UNDP, the CTIC was formally established in Barbados. The Government of Barbados and UNESCO/IOC have signed a Memorandum of Understanding (MoU) effective 01 March, 2013 concerning hosting of CTIC at the Department of Emergency Management [DEM] and the joint implementation of the activities of the CTIC. The CTIC, established by the Government of Barbados following the MoU with UNESCO was launched under the auspices of the Minister of Home Affairs, the Hon. Adriel Brathwaite, on November 22, 2013.</p> <p>The 8th Session of the ICG/CARIBE-EWS was held in Port of Spain, Trinidad & Tobago, from 29 April to 1 May 2013. Steady progress continues: (i) 94% of National Contacts and Warning Focal Points had been designated; (ii) 85% implementation of the seismic network and 44% of the sea level network had been established.</p> <p>In December 2012 IOC concluded a contract with OTT under which 6 sea level stations will be installed in the Caribbean in 2013. These stations have now been installed and are providing observations in real time for tsunami monitoring and other sea level related hazard monitoring. This has increased the implementation to 52% for the sea level network in CARIBE-EWS.</p> <p>The 25th session of the ICG/PTWS was held in Vladivostok (Russia) from . The Group requested the Pacific Tsunami Warning Center (PTWC) to replace the current PTWC tsunami products for PTWS as from 1 October 2014 with the endorsed Enhanced Tsunami Products. The PTWC Enhanced Tsunami Products for the PTWS will no longer advise levels of alert to Member States, but instead provide more detailed forecast levels of tsunami threat for use by the National Tsunami Warning Centers (NTWCs). The Group also accepted China's proposal to build a South China Sea Tsunami Advisory Centre (SCSTAC) to service the approved sub-regional South China Sea Tsunami Warning and Mitigation System within the framework of the ICG/PTWS.</p>

36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt	
	<p>The IOTWS has continued to develop educational materials to raise community awareness, in association with the Jakarta Tsunami Information Centre (JTIC) outreach, preparedness and training programmes. A compilation document on Good Practices in Warning Dissemination is also in preparation. The IOTWS has held a series of capacity building workshops to assist National Tsunami Warning Centres and Disaster Management Offices to develop Standard Operating Procedures (SOPs) for tsunami warning and emergency responses. The important role of national media organizations in disseminating tsunami warnings has also been recognized, and media training modules were included in the SOP workshops.</p> <p>More than 20 brochures and school manuals were produced by the DIPECHO projects, the International Tsunami Information Center (ITIC) and the Jakarta Tsunami Information Centre (JTIC) in several languages. More than 10 trainings involving teachers were delivered in Ecuador, Colombia, Chile, Peru, Nicaragua, Haiti, Indonesia and Philippines. Anguilla (UK) became the first international TsunamiReady® non USA recognized community, through a pilot initiative lead by IOC and NOAA.</p> <p>A consultant was hired under the UNDP-IOC funded project Enhancing Resilience to Reduce Vulnerability in the Caribbean (ERC). Work plans for 2012, a five-year business plan and the terms of reference for the Board of the Caribbean Tsunami Information Centre (CTIC) were developed and approved by the 7th Session of ICG/CARIBE-EWS (Willemstad, Curaçao, 2-4 April 2012).</p> <p>Thanks to UNESCO Emergency Funding and funding from UNDP the Caribbean Tsunami Information Center was formally established in Barbados on to further support education, preparedness and outreach in a culturally and language sensitive manner</p> <p>The Great East Japan Earthquake and Tsunami on 11 March 2011 caused nearly 19,000 people to lose their lives. Since the event many national and international post-tsunami field surveys have been carried out. Performance analyses of tsunami early warning systems in place at the time of this event have also been done. As a result of these studies many efforts were undertaken in Japan to improve the warning system and enhance tsunami preparedness. Almost one year after this devastating event UNESCO/IOC co-organized with Japan and the United Nations University the international symposium on 'The Great East Japan Tsunami on 11 March 2011 and Tsunami Warning Systems: Policy Perspectives' (Tokyo, Japan, 16-17 February 2012), to examine the lessons learned from the disaster, consider its policy implications, the importance of preparedness and identify improvements for tsunami warning systems, the role of the mass media and international cooperation. The symposium was attended by 290 physical and social scientists, warning system operators, emergency and response managers, planners, journalists, policy- and decision makers. The symposium was opened by His Imperial Highness Crown Prince Naruhito, Ms Irina Bokova and Dr Konrad Osterwalder (rector of the United Nations University).</p> <p>Thanks to the contributions from the UNESCO Emergency Fund the first IOC training course on Coastal Hazard Assessment: Applications in Risk Assessment, Management and Mitigation was held, Colombo, Sri Lanka, 19-22 March 2013. The workshop provided technical specialists from relevant ministries and agencies in the Indian Ocean countries with hands-on training on the assessment of hazards, vulnerability, risk management and mitigation. The workshop promoted sustainability by encouraging active participation in the ICG/IOTWS Working Group on Risk Assessment and Reduction.</p> <p><u>Challenges/lessons learnt:</u> The financial constraints has led to the reduced secretariat support for intergovernmental coordination of the four regional tsunami warning systems, technical advice and training. The situation is particularly onerous for the North Eastern Atlantic and Mediterranean Tsunami Warning and Mitigation System (NEAMTWS) which has no sustained secretariat and coordination support. The IOC Secretariat continues to explore ExB funding support though noting that donor support is very limited for coordination and governance. Some ICGs have moved to a two-year meeting cycle. The Secretariat continues to explore the possibility of having the staff travel to ICG meetings covered by the hosting countries.</p> <p>The MLA directly contributes to C/4 Strategic Programme Objective 5 "Contributing to disaster preparedness and mitigation".</p>	
	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)	
	Programmed	Attained
	<p>PI: Improved lapse time for regional watch messages after tsunami-generating earthquakes</p> <p>B/b: less than 20 minutes in all regional warning systems</p>	<p>IOC's tsunami work is focused on coordination, while the operational responsibility lies with the national centers. The IOC has provided normative and assessment products (incl. translation and dissemination of documents) that contribute to improve performance of the systems & enhance harmonization among the 4 regional systems. In addition IOC has provided technical assistance, with due consideration to multiplication effects: 29 training courses in support of hazard assessment, standard operating procedures, exercise planning and community preparedness; about 30 publications, guides, technical expert meeting reports (or translations thereof). The Intergovernmental Coordination Group for the Indian Ocean Tsunami Warning System requested in November 2012 that the Regional Tsunami Service Providers of Australia, India and Indonesia assume full operational provision of regional tsunami services for the Indian Ocean Area of Responsibility from 31st March 2013. At the same date the interim service that the Pacific Tsunami Warning Center (Hawaii, USA) and the Japan Meteorological Agency have provided for the Indian Ocean since 2005 ceased. This marks a new era of regional cooperation for tsunami warning following seven years of development and preparation. For the Tsunami Early Warning and Mitigation System in the North-eastern Atlantic, the Mediterranean and connected seas three member states formally confirmed and announced (in July and August 2012)</p>

Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)	
Programmed	Attained
	the operational status of their national tsunami watch centres and their ability to act as Candidate Tsunami Watch Providers, pending their accreditation: the Kandilli Observatory and Earthquake Research Institute in Istanbul, Turkey; the French National Tsunami Warning Centre (hosted by the French Atomic Energy and Alternative Energy Commission); and the Athens National Observatory (Greece). These institutions are able to provide watch services and alert messages to any Member State of the region upon request. Tsunami Wave Exercises and system communication test exercises were also carried out in all four regional tsunami warning regions (Caribbean, Pacific, Indian Ocean and North East Atlantic and Mediterranean). During the biennium there were tsunami alerts issued for the Indian Ocean, Mediterranean and the Pacific and the alerts were issued within 20 minutes.
<p>PI: Number of countries at risk for tsunami developing gender sensitive tsunami community preparedness programmes</p> <p>B/b: ten</p>	Tsunami preparedness was promoted in Barbados, Dominican Republic, Ecuador, Colombia, Chile, Peru, Nicaragua, Haiti, Indonesia, Oman, New Zealand and Philippines through more than 15 training courses for local communities and school teachers. Anguilla (UK) became the first international TsunamiReady® non USA recognized community, through a pilot initiative lead by IOC and NOAA. Secondary school students from Chile, Colombia, Ecuador and Peru participated at a Sub-Regional Contest "Students on Tsunami Alert", under the auspices of a DIPECHO funded UNESCO/IOC Project. In the Mediterranean and North-eastern Atlantic, France, Greece, Italy, Portugal and Turkey are implementing or taking steps towards tsunami preparedness programmes.
36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
 ER 12: Member States' understanding improved of ocean environment and related processes in the global climate, and skills and national capacities developed for adaptation to climate change impacts	<p>IOCCP organized and co-sponsored the "International Workshop to Develop an Ocean Acidification Observing Network of Ship Surveys, Moorings, Floats and Gliders" at the University of Washington, 26-28 June 2012. The focus of this workshop was to design a methodological and global ocean acidification observing network to delineate the physical-chemical processes controlling the acidification of the oceans and its large-scale biological impacts (changes in productivity, nutrient distributions, etc.).</p> <p>IOC and IOCCP organized and co-sponsored the workshop 'Time series, moving toward Global inter-comparability in a Changing Ocean' at the Bermuda Institute of Ocean Sciences, 27-30 November 2012. The was to develop a process for building consensus for sustaining and evolving routine and systematic ocean and coastal observations in support of scientific and societal needs. As a first outcome, IOC has compiled the existing time series in fixed stations around the world and a dedicated webpage can be find at: http://www.ioccp.org/time-series-efforts</p> <p>IOC together with IOCCP and others have organized the second international workshop of the Global Ocean Acidification Observing Network (GOA-ON) (St. Andrews, Scotland, UK on 24-26 July 2013).</p> <p>The workshop output was the creation of an international partnership to facilitate the merging of regional and national efforts that monitor effects of ocean acidification into one global observing network, while identifying areas of common concern, optimizing use of resources, and improving data quality and comparability. This is aligned with paragraph 166 of the Rio+20 outcome document 'The future we want'.</p> <p>During the UNFCCC COP19, the IOC-UNESCO has lead the organization of a side event on Ocean acidification in partnership with the International Atomic Energy Agency (IAEA), the Scientific Committee on Oceanic Research (SCOR), the World Meteorological Organization (WMO), the Plymouth Marine Laboratory (PML), the International Maritime the International Organization (IMO) and the Geosphere-Biosphere Programme (IGBP). This side event, highlighted initiatives to address the challenges associated with ocean acidification, including the need for an international OA observation and monitoring network and also served as a platform for the presentation of the IOC-IGBP-SCOR Ocean Acidification Summary for Policy Makers.</p> <p>The Ocean Acidification Summary for Policy Makers (OA-SPM) is an international assessment put together by a group of experts on the latest ocean acidification research. It includes the latest peer-reviewed publications. The experts conclude that the acidity of the world's ocean may increase by around 170% by the end of the century leading to significant changes in marine ecosystems, loss of biodiversity and economic losses. The OA-SPM was launched with the occasion of the COP-19 and got a great attention from the media (including printed articles in The Economist, le Monde and others with recognition to the IOC-UNESCO).</p> <p>The IOC-led sustained observing system GOOS (Global Ocean Observing System) has been implementing a Framework for Ocean Observing in defining common observing requirements for societal benefit, coordinating observing networks through JCOMM to common standards and using best practices, and evaluating the fitness-for-purpose of the data management arrangements and information for decision that are the output of GOOS. Benefiting from Emergency Funds, GOOS has been able to maintain progress through two Steering Committee meetings, regional activities, and the development of an ongoing work plan for approval by the IOC Assembly in July 2013. Solutions have been found to distribute activities funded by US extrabudgetary sources to partner organizations - maintaining continuity but weakening the influence and role of IOC in sustained ocean observations and services.</p> <p>IOC continues to raise awareness of Ocean Acidification. Rising levels of atmospheric carbon dioxide (CO₂) are causing the ocean to acidify at rates not seen for the last 20 million years. This is affecting marine plants and animals by causing calcium carbonate, the building block of shells and skeletons and the basis of much of the ocean's phytoplankton, to dissolve. There are likely large effects on marine food webs, and potential extinction of species vital to the health and productivity of our planet. IOC has led a number of UN-Oceans organizations</p>

36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
	<p>involved in the ocean and collaborated at the UNFCCC/COP17 in organizing a side event in order to raise the profile of this important issue (see paragraph 17). More recently, IOC led a session on ocean acidification in the conference 'Planet under Pressure' (London, UK, 26 March 2012). The partnership aims at raising the awareness of the biogeochemical stresses exerted on the ocean mainly by acidification, but also by loss of oxygen and temperature rise.</p> <p>The IOC was a co-convenor of the 2nd International Symposium on the Effects of Climate Change in the World's Ocean (Yeosu, Korea, 15-19 May 2012). The main conclusions of this Symposium were reported at the STI Forum organized by ICSU together with ISSC and UNESCO as part of the UNCSD Rio+20. The proceedings of this International Symposium on the Effects of Climate Change on the World's Oceans were published in September 2013 in a volume of the ICES Journal Marine Sciences (Volume 70 Issue 5 September 2013)</p> <p>The 3rd International Symposium Oceans in a High CO2 World (Monterey, USA, 24-28 September 2012), co-organized by the IOC, SCOR and IGBP was attended by a total of 528 scientists from 34 countries (58 female speakers). Impacts of climate change/ocean acidification on marine ecosystems and their living resources continues as a main cause of concern for marine scientist and it is a main driver for ocean science, but the challenge is still the disentangling of multiple stressors acting together with climate change in the environment. The outcomes of the 3rd International Symposium Oceans in a High CO2 World were published in the form of a Summary for Policy Makers, which includes the latest peer-reviewed publications. The experts conclude that the acidity of the world's ocean may increase by around 170% by the end of the century leading to significant changes in marine ecosystems, loss of biodiversity and economic losses. The OA-SPM was launched with the occasion of the COP-19 and got a great attention from the media (including printed articles in The Economist, le Monde and others with recognition to the IOC-UNESCO).</p> <p>IOC has adopted in 2010 the project IndiSeas as part of the IOC core activities in Climate Change and hosted in 2012 its annual meeting. IndiSeas is aimed at using ecosystem indicators to evaluate the status of the world's exploited marine ecosystems in support of an ecosystem approach to fisheries, and global policy drivers such as the 2020 targets of the Convention on Biological Diversity. Key issues covered in the 2012 annual meeting relates to the selection and integration of multi-disciplinary indicators, including climate, biodiversity and human dimension indicators, and to the development of data and model-based methods to test the performance of ecosystem indicators in providing support for fisheries management.</p> <p>IOC has also hosted the 2013 annual meeting of the International project CLIOTOP (CLimate Impacts on Oceanic TOp Predators) which is now developing medium- to long-term scenarios of marine ecosystems and fisheries in the 21st century. The goal is to understand how key drivers might interact and affect the future, and move beyond simple projections to consider alternative possible futures for the oceans and envision ambitious political evolutions for sustainability.</p> <p><u>Challenges/lessons learned:</u> The financial constraints led to reduction in a number of key partnerships (including a reduced contribution to WCRP). The IOCCP will not be supported by two staff but only one consultant; the International Project Office was relocated (in cooperation with SCOR) from the IOC Secretariat to the Polish Academy of Sciences. Thanks to Emergency Funds, the IOCCP programme of work will be fully implemented. Support to the Blue Carbon Science Working Group (in collaboration with Conservation International, IUCN and UNEP) was provided from extrabudgetary funds from KIOST (Republic of Korea, project Ocean Carbon Sources and Sinks) . Two JCOMMOPS technical coordinators in Toulouse and a technical secretary for OOPC - although these posts will continue under the purview of the IOC's partnership with WMO - had to be transferred to WMO, with the USA voluntary contributions now directed to this sister agency. This ensures continuity of technical support but reduces IOC involvement and impact on these programmes.</p> <p>New partnerships are being sought, i.e. with SCOR and POGO. The EU-funded GEOWOW extrabudgetary project was negotiated to support as much as possible GOOS objectives in expansion of observations, data and information in the area of ocean ecosystems. GOOS is created and designed as a long-term sustained platform for Member State collaboration. The uncertainty in funding for GOOS beyond 2013 has created a very difficult planning situation, with scientists who are asked to volunteer their time unsure if their contribution now will be lost due to a lack of future funding. This limits IOC's ability to engage both Member States and the scientific community, and risks the loss of an operational programme to another institution (whether intergovernmental or international).</p> <p>The MLA directly contributes to C/4 Strategic Programme Objective 3 "Leveraging scientific knowledge for the benefit of the environment and the management of natural resources".</p>
Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)	
Programmed	Attained
<p>PI: Level of in situ infrastructure (e.g., floats, buoys, ship tracks) for GOOS maintained by Member States B/b: maintain 62% as measured by JCOMM based on GOOS/GCOS targets</p>	<p>The in situ ocean observation networks coordinated within JCOMM's Observations Coordination Group were maintained at 62% of their initial implementation goals, with areas of concern in surface drifting buoys and a particular drop in the tropical Pacific moorings.</p>
<p>PI: Number of peer-reviewed published regional sea level projections used in the IPCC Fifth Assessment Working</p>	<p>The IPCC 5AR Working Group I summary for policymakers report released in September 2013 mentions 'sea level' 153 times, compared to 90 times in the 2007 fourth assessment report, an increase of 70%.</p>

Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)	
Programmed	Attained
Group I Report (due in September 2013) B/b: increase of 10% on baseline of number of referred peer-reviewed published regional sea level predictions in IPCC 4AR report (2007)	
PI: Number of countries taking steps towards development of coastal adaptation strategies and implementation of national or local measures or both, including with a gender perspective B/b: increase of five countries	Five countries (Mauritania, Senegal, Gambia, Guinea-Bissau, and Cape Verde) have explored options for coastal adaptation in the context of the project on "Adaptation to Climate Change- Responding to Coastline Change in West Africa through Integrated Coastal Area Management (ACCC)", concluded in June 2012. Engagement of further countries in this work is also being pursued through IOC's engagement in the Global Framework for Climate Services.
36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
 ER 13: Capacities of Member States improved in ocean sciences and services to monitor, assess and manage marine resources	<p>IOC is actively engaged in UN Regular Process through the provision of scientific and technical support to the UN Group of Expert, the organisation of Regular Process Regional Workshops, and the development of a clearing house mechanism, together with UNEP, to fulfill the information and communication needs of the Regular Process. In addition, IOC keeps its Member States informed on recent developments, such as the constitution of a pool of experts, to which IOC Member States have been invited to designate national experts. A project proposal was developed and submitted to the Global Environment Facility (GEF) to support the implementation of the Transboundary Water Assessment of all 64 Large Marine Ecosystems (LME) and large ocean areas. IOC has successfully obtained a project grant of 1 Million USD to measure globally a number of key marine ecological, socio-economic and governance indicators. The project was initiated in March 2013 through the TWA Inception meeting organized at IOC. These scientific inputs will provide a key contribution to the World Ocean Assessment under preparation, by providing an indicator baseline for the on-going and future WOA reports. IOC participated in a number of Regular Process meetings, namely the UNGA Ad Hoc Working Group (AHWG) of the Regular Process (April 2013), the meeting of the WOA Group of Expert, and meeting of the Bureau of the AHWG (December 2013). At those meetings, further discussions with DOALOS (Secretariat of the Regular Process) and UNEP have taken place on how IOC could provide technical support to the preparation of the WOA report as well as develop a training programme targeted to developing nations for ensuring their full participation in the WOA process. These efforts will be pursued in 2014 and additional extra-budgetary resources will be sought.</p> <p>The objective of further developing research and monitoring required for the prevention of marine environment degradation and the maintenance of biodiversity and the sustainable use of marine habitats is addressed through the work plan of the IOC Intergovernmental Panel on Harmful Algal Blooms (IPHAB), including the IOC-SCOR research programme GEOHAB, which has been implemented within the limits of the reduced budget. The two IPHAB Task Teams on Biotoxins and Algal Taxonomy, two working groups co-sponsored with ICES (International Council for the Exploration of the Sea), and the four regional IOC HAB groups have met or worked by correspondence to fulfill their terms of reference. A joint IOC-ICES-PICES (North Pacific Marine Science Organization) conference on HABS and Climate Change is being prepared, and preparations have been initiated for an international workshop with industry partners to identify research needs and solutions in relation to HABS and their potential impacts on desalination of seawater. New partnerships are being sought in the Arab States for further work on HABS and desalination. GEOHAB has been in a productive period that led up to a synthesis conference held 24-26 April 2013. The GEOHAB Synthesis led to a formulation of a new global approach to HAB research to meet societal needs in a changing world. With the support of Republic of Korea, through the Yeosu Organizing Committee, a regional GEOHAB project was implemented in South-East Asia with a focus on ciguatera and other toxic benthic HAB events (May 2012-December 2013). GEOHAB Open Science Meetings were held on HABS in stratified environments in Monterey, USA, on 29-31 May 2012, on HABS in Fjords and Coastal Embayments in Victoria B.C. Canada on 29-31 May 2012, and a workshop was held in March 2013 on HABS and Climate change, all to review state of the art and focus international research efforts. Capacity development (CD) activities remain essential to the IPHAB Work Plan and CD interventions have been implemented as foreseen as they are based on extra-budgetary funds, in-kind contributions through the IOC Science and Communication Centre on Harmful Algae (IOC SCC) and cost recovery. With the support of the Government of Flanders (Belgium), the 'Harmful Algal Information System' has been upgraded to better serve both data providers and end users.</p> <p>During the past 10 years regional Ocean Data and Information Networks (ODINs) have been established in Africa, Caribbean, Indian Ocean, Western Pacific, Pacific Small Islands and Eastern Europe. Through substantial extra-budgetary funded projects (in the case of Africa) or UNESCO seed funding (other regions) these networks were able to generate human networking and, in combination with the IODE OceanTeacher project substantial human capacity was developed. Unfortunately due to the 2012 UNESCO financial crisis no seed funds could be provided to the ODINs. This has resulted in most of the networks becoming dormant in 2012. Due to the unexpected nature of the crisis it was not possible to mobilize funds yet. In terms of global activities, most planned activities could be continued thanks to in-kind contributions by member states (staff time, travel funds). In addition the substantial support provided by the Government of Flanders (direct to the IOC Project Office for IODE, Oostende and through the Flanders-UNESCO Trust Fund for Science) enabled IODE to maintain its expert meeting and training programme through 2012. However as the FUST-funded projects terminate in December 2013 new funds will need to be mobilized. Further training activities will depend upon the success of these resource mobilization efforts. The marine biodiversity component of IODE (OBIS) is especially vulnerable now as this activity depended heavily on US support. In the absence of alternative sources of sustained funding, this could result in a collapse of OBIS by mid-2014. Three proposals for extrabudgetary funding (OceanTeacher Global Academy, Caribbean Marine Atlas 2, DIPS) have been submitted successfully to the FUST (Government of Flanders). These are planned to start in 2014. Regrettably the lack of an administrative solution between UNESCO and the European Commission is hindering IOC participation in several new large scale EU funded programmes.</p>

36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt												
	<p><u>Challenges/lessons learnt:</u> Due to financial constraints, IOC will not be able to develop a training module on marine assessment, supposed to facilitate the participation of developing nations in the Regular Process. No resources are available to support the meetings of the World Ocean Assessment Group of Experts. Further development of regional data and information networks in the IOC regions cannot be assured. Grants for developing Member State participation in HAB capacity development activities could not be provided and regional expert networks could not be supported financially. Participation in meetings is done fully or partially by video conferencing. The establishment of an IOC support Centre for the Ocean Data Portal in Moscow in 2013 is now providing a mechanism for advancing this component of the IODE programme. Lack of funding will continue to have a long-lasting negative impact of participation of developing countries in IOC/IODE's regional projects which have almost all become dormant. The ODINAFRICA project will terminate in April 2014 and new funding will need to be identified to continue this important capacity development activity.</p> <p>The MLA directly contributes to C/4 Strategic Programme Objective 3 "Leveraging scientific knowledge for the benefit of the environment and the management of natural resources" and 4 'Fostering policies and capacity-building in science, technology and innovation'.</p>												
	<table border="1"> <thead> <tr> <th colspan="2" data-bbox="423 448 2190 493">Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)</th> </tr> <tr> <th data-bbox="423 493 958 537">Programmed</th> <th data-bbox="958 493 2190 537">Attained</th> </tr> </thead> <tbody> <tr> <td data-bbox="423 537 958 683"> PI: Increase in number of Member States participating in UN Regular Process for the global reporting and assessment of the state of the marine environment B/b: at least 50 countries engaged in Regular Process frameworks </td> <td data-bbox="958 537 2190 683"> 15 countries participated in the South East Pacific Regional Workshop 7 countries participated in the South Est Asia Regional Workshop 14 countries participated in the European Regional Workshop 23 Countries participated in the Carribbean Regional Workshop 12 Countries participated in the East Africa Regional Workshop 7 Countries participated in the Pacific Regional Workshop 22 countries participated in the West Africa Workshop Total so far: 100 countries 469 Experts representing 48 countries nominated to the Regular Process Pool of Expert. </td> </tr> <tr> <td data-bbox="423 683 958 847"> PI: Number of women and men expert/managers trained by Member States in Ocean Sciences and services in accordance with IOC capacity-building principles B/b: at least ten capacity-enhancing workshops and meetings of regional networks </td> <td data-bbox="958 683 2190 847"> between 1/1/12 and 31/12/2013 a total of 350 students from 70 countries were trained. 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 ER 14: Capacities of Member States to protect and sustainably use oceans and coastal zones developed	<p>OVERALL ASSESSMENT FOR THE THREE SUBCOMMISSIONS OF IOC: The three Sub-Commissions of IOC performed reasonably well considering the difficult financial situation. IOCAFRICA received funds from the Korean Funds-in-Trust for launching the newly created sub-commission and for holding a second meeting. WESTPAC is heavily supported by MS in the region; IOCARIBE has been impacted by the decrease in US funding.</p> <p>The first session of the IOC Sub-Commission for Africa and the Adjacent Island States (IOCAFRICA) was held on 2-3 May 2012 at the United Nations Offices at Nairobi, Kenya with the kind support of the Government of Korea. More than 55 participants representing 22 Member States (63% of MS) and other organizations and programmes attended the session. The delegates discussed a wide range of issues, including the functioning of the new Sub-Commission, work plan for the current biennium, and elements of the Strategic Plan which has since been developed further. The session adopted resolutions and recommendations focusing on development of the IOC Africa Strategic Plan, Strengthening of the Sub Commission, Capacity Development, and Work Plan for the 2012-2013 biennium. The Sub-Commission elected a Bureau comprising Dr Monde Mayekiso (South Africa) as the Chair and Dr Jean Folack (Cameroun), Prof Mohamed Said (Egypt) and Mr Mohamudally Beebeejaun (Mauritius) as the Vice-Chairs. Performance Indicator: 63% of MS participated in the meeting</p> <p>The 9th Session of IOC Sub-Commission for the Western Pacific (WESTPAC) took place in Busan, Republic of Korea, 9-12 May 2012. The Session recognized with great appreciation that substantial achievement has been made over the last intersessional period with joint revitalization efforts of all member states and WESTPAC Office, and expect the present momentum of the Sub-Commission could be maintained despite the staff situation at the WESTPAC Office. The Sub-Commission adopted its Programme and Budget for its next intersessional period, totalling US\$ 2.5 million from extrabudgetary support with the inclusion of newly established WESTPAC Project on the Air-Sea Interaction in the Kuroshio Extension and its Climate Impact, and two WESTPAC Working Groups respectively on Mapping the Harmful Jellyfish, and Marine Renewable Energy Technology Development in the Western</p>												

36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
	<p>Pacific; decided to plan a series of commemorative activities in 2014 in celebration of the 25th Anniversary of the Sub-Commission; requested the Executive Secretary of IOC to promote the IOC Regional Network of Training and Research Centres on Marine Science with countries who expressed their willingness and possible response to contribute to the network through the establishment of Regional Training and Research Centres on their domain of focus. The Sub-Commission elected Dr. Somkiat Khokiattiwong from Thailand, Dr. Youn-Ho Lee from Republic of Korea and Dr. Vo Si Tuan from Vietnam respectively as Chairperson, the First Vice- Chairperson and the Second Vice-Chairperson for the next intersessional period of the Sub-Commission. The 9th WESTPAC International Scientific Symposium will be hosted in Vietnam in 2014 and the 10th Session of WESTPAC will be hosted by Thailand in early 2015.</p> <p>The Sub-Commission for the Caribbean and Adjacent Regions (IOCARIBE), in cooperation with the Barbados Coastal Zone Management Unit (CZMU), co-organized a Caribbean Regional Workshop on Integrated Coastal Area Management (ICAM) for the English Speaking Caribbean States in Bridgetown, Barbados, on 16-18 March 2012. The Meeting was attended by 22 participants (73% of MS) representing Antigua & Barbuda, Barbados, Curacao, Grenada, Guyana, Jamaica, Saint Lucia and Trinidad & Tobago. The main objective of the meeting was to assist Member States in building the resilience of SIDS economies mainly dependant on coastal tourism using knowledge and expertise of the CZMU of Barbados for developing their own capacity to manage coastal areas and to conduct a national assessment for capacity building. The meeting updated the ICAM management plan for the Caribbean Small islands incorporating economic and social issues as well as recent priorities of climate change adaptation and coastal hazard management. It was also agreed to conduct national assessments of capacity, science and technology and governance structures collated into a regional assessment. The Barbados Coastal Planning System and the Barbados Coastal Zone Management Plan were presented to developers attending the meeting. The group agreed to complete a 10-year project document with a 5-year Implementation Plan to be coordinated jointly with IOC. Performance Indicator: 73% of MS participated in the meeting</p> <p>IOCAFRICA: The second session of the IOC Sub Commission for Africa and the Adjacent Island States was hosted by the South Africa Department of Environmental Affairs at the University of Western Cape, in Cape Town, South Africa from 3-4 April 2013. It was attended by more than 60 participants representing 19 member states (54% of MS) along with other partners, including UN agencies, the LME projects and NGOs. The session reviewed and revised the Draft Strategic Plan for the Sub Commission, which was prepared by an Inter-sessional Working Group established for this purpose by the first session. The Strategy outlines how the Sub Commission intends to achieve IOC's objectives, focussing on the priority issues such as climate change adaptation, water quality degradation, coastal erosion, coastal and marine hazards etc, and utilizing knowledge generation, capacity development, partnerships resource mobilization and public awareness and advocacy. Performance Indicator: 54% of MS participated in the meeting</p> <p>IOCAFRICA is carrying out a comprehensive assessment of capacities for marine sciences in Africa. It also participated in a regional meeting on Capacity Development for Southern Africa region organised by SCOR in Namibia in November 2012. The implementation of the project on Integrated Data and Information Products and Services for the Management of Ocean and Coastal Zones in Africa (ODINAFRICA-IV) continued with the development of Coastal and Marine Atlases, African Register of Marine Species, Library catalogues and literature repositories. Workshops were organized on: Coastal and Marine Atlases development (in Nairobi, Kenya and in Windhoek, Namibia), Marine Information Management (Mombasa, Kenya), development of the African Register of Marine Species (Tunis, Tunisia), and ODINAFRICA Regional Coordination (Lome, Togo and Tunis, Tunisia).</p> <p>IOCARIBE - The Twelfth Session of the IOC/UNESCO Sub-Commission for the Caribbean and Adjacent Regions (SC-IOCARIBE-XII) was held in Panama City, Panama from 9 to 12 April 2013. The Session was attended by 37 participants from twelve countries (40%) of the Caribbean Region, UN Agencies and regional organizations. The Sub-commission acknowledged the completion of the "Sustainable Management of the Shared Living Marine Resources of the Caribbean Large Marine Ecosystem and Adjacent Regions" (CLME), a \$58 million GEF funded project, as well as the preparation of the CLME Strategic Action Programme and its technical approval by the CLME Steering Committee. Performance Indicator: 40% of MS participated in the meeting</p> <p>An IOCARIBE GOOS Working Group of Experts was established with the purpose of recommending priorities and actions required for the full establishment of a coordinated, integrated, interoperable and sustainable regional ocean and coastal observing system in the IOCARIBE region. Within the framework of The Joint WMO-IOC Technical Commission for Oceanography and Marine Meteorology (JCOMM) and in partnership with the Dominican Republic National Commission for Hydrology (CHy), the Coastal Inundation Forecasting Project (CIFDP) has been designed in Dominican Republic. IODE programmes and Training capacities and facilities have been instrumental for strengthening IOCARIBE Member States capacities in marine Information management. Further actions were taken to promote and develop OceanDocs in ODINCARSA region, with the development of a Spanish version of the OceanDocs Policy Document, the promotion of OceanDocs within the Latin American IAMSLIC Group as well as the promotion of the inclusion of gray literature in OceanDocs to increase input.</p> <p>WESTPAC: Twelve regional workshops and strategic planning meetings, four regional trainings and summer schools and two joint cruises were conducted during the period June 2012-June 2014 across three key thematic areas of ocean processes in the Indo-Pacific region, namely biodiversity, food safety and ecosystem health. WESTPAC, in collaboration with the UNEP partners and the Asia - Pacific Network for Global Change Research, organized one Regional Scientific and Technical Capacity Building Workshop on the World Ocean Assessment in Bangkok, Thailand, 17-19 September 2012 with focus on building the capacity of Member States for the conduct of the integrated marine assessment; The SEAGOOS Ocean Forecasting System will be expanded, over its second phase, to cover the region of 20°S-20°N, 80°E-145°E and develop higher resolution models in a couple of selected sub-domains upon the request of participating countries;</p> <p>WESTPAC has assisted in the setting up of the IOC Regional Network of Training and Research Centres on Marine Sciences with regular trainings provided at the IOC Regional Training and Research Center on Ocean Dynamics and Climate and consultations have been made with other potential host for other regional centres. Meanwhile, regular training opportunities have been provided, respectively on marine invasive species, harmful algal blooms, toxic marine organisms and coral reef restoration;</p> <p>The WMO-IOC Regional Marine Instrument Center for the Asia-Pacific Region (RMIC/AP) was established by the World Meteorological Organization (WMO) and the Intergovernmental Oceanographic Commission (IOC) of UNESCO through WMO Congress Resolution 9 (Cg-XVI) and IOC Resolution XXVI-9. The RMIC/AP holds activities in support of the Observation Programme Area (OPA), under the auspices of the Joint WMO-IOC Technical Commission for the Oceanography and Marine Meteorology (JCOMM).</p> <p>The First Sino-Africa Forum on Marine Science and Technology was co-organized by the State Oceanic Administration of China (SOA) and the Intergovernmental Oceanographic Commission of UNESCO (IOC) through its Sub-Commission for Africa and Adjacent Island States (IOCAFRICA) on 26 and 27 November 2013 in Hangzhou, China. Forty-eight invited participants from China, Egypt, Kenya, Morocco, Nigeria, Senegal, the South Africa, Tanzania, Togo as well as the secretariat of IOC and IOCAFRICA attended the Forum.</p>

36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
	<p>Through Resolution XXV-9, the 26th Session of the Assembly endorsed the revised plan for a new activity focusing on integrated coastal research and coastal eutrophication and linking nutrient sources to coastal ecosystem effects and management in particular; an IOC Nutrients and Coastal Impacts Research Programme (N-CIRP). A key component in the implementation strategy is a three-year Joint UNEP-IOC GEF Project 'Global foundations for reducing nutrient enrichment and oxygen depletion from land based pollution' which was launched in March 2012. The project is co-financed by USA, Netherland and Philippine research institutions. The Project will deliver a strong global partnership on nutrient management; quantitative modeling approaches for nutrient loadings and their impacts in coastal waters at the global, regional and local scales; development of a policy toolbox; and execution of a nutrient reduction pilot project in the Manila Bay watershed in the Philippines and Chilika Lake in India. Due to UNESCO's financial difficulties, the IOC co-financing of the Project was for 2012 secured through the UNESCO Emergency Fund. As part of the implementation strategy for N-CIRP, IOC also actively participate in a 'Global Partnership on Nutrient Management' (GPNM) with intergovernmental organizations, nongovernmental organizations and governments. GPNM organized a side event at Rio+20 to focus on nutrient management. The Project delivered during the biennium 8 scientific publications on global data on nutrient loading, sources and effects; and on nutrient impact modelling.</p> <p>Despite the significant cut in Regular Programme funding for the 2012-2013 biennium (reduction by 75%), the ICAM programme has been able to maintain a number of activities supported through extra-budgetary resources. In the following section, under each objective, a description of achievements and future activities is provided.</p> <p>IOC's Marine Spatial Planning (MSP) Initiative: Over the past 10-12 years Marine Spatial Planning (MSP) has become the preferred approach of many countries to manage increasing conflicts among the multiple uses of their exclusive economic zones. Over the next decade another 30 countries, including the USA and the coastal countries of the EU, will develop and approve marine spatial plans that will cover about a third of the surface area of the world's EEZs. IOC has provided guidance and training to most of these MSP initiatives and is recognized as the leading international organization on MSP issues. In June 2009, IOC published the Guide: Marine Spatial Planning: a step-by-step approach toward ecosystem-based management. Over 5,000 copies have been distributed and downloaded from the IOC MSP website, and the guide has been made available in Chinese, Vietnamese, Portuguese, Russian, and since December 2013 in Spanish.</p> <p>A new IOC Guide is now in preparation thanks to the support of the Moore Foundation. The new guide will expand guidance on the practice of implementing monitoring and evaluation of MSP initiatives. As part of the project, examples of good practices of MSP performance monitoring and evaluation are being documented and made available on the IOC MSP Website: (http://www.unesco-ioc-marinesp.be/). The Guidelines will be published in January 2014 and launched at the European Maritime Day. IOC has also led the formulation of a new GEF project on LME Global Governance which will provide an essential platform for implementing MSP activities and training at the level of LME Projects.</p> <p>South Pacific Information and Data Management (SPINCAM): In the context of the South Pacific Information and Data Management in support of ICAM, SPINCAM, the first phase of this project was completed in June 2012. It has supported the development of a coastal indicator framework in each country of the Southeast Pacific region (Chile, Colombia, Ecuador, Panama and Peru), focused on environmental and socio-economic conditions. The countries have also developed a number of regional indicators on the marine environment, measured and represented through a common regional atlas hosted by the Permanent Commission for the South Pacific (CPPS). The SPINCAM countries have recognized the benefits of the project and the need for a second phase that will focus on the formulation of new regional indicators and will develop a regional information sharing mechanism, providing resources and contents on Integrated Coastal Management. In October 2012, the Government of Flanders agreed to fund the SPINCAM Phase II project which will run from 2013 to 2015. A P2 staff secondment has been provided to the Secretariat by the Government of Flanders, since June 2013 to assist with the implementation of the project, and related coastal management initiatives. The SPINCAM project has benefitted from the support of IODE with respect to the data and information management and capacity building activities. The second phase of the project will provide more emphasis on these collaborations, and increase the role of national ocean data centers. The project held its 1st Steering Committee in Santa Marta, Colombia in December 2013, together with regional indicator workshop and technical training. One of the main achievements of these meetings was the identification of a new set of ecological and socio-economic indicators that countries have agreed to measure using a common methodology. These and additional data layers will be added to the Regional Marine Atlas that is hosted by the CPPS.</p> <p>PEGASO (People for Ecosystem Based Governance in Assessing Sustainable Development of Ocean and Coast): The aim of PEGASO is to build on existing capacities and develop common novel approaches to support integrated policies for the coastal, marine and maritime realms of the Mediterranean and Black Sea Basins in ways that are consistent with and relevant to the implementation of the ICZM Protocol for the Mediterranean. IOC has led the development of a set of indicators for the implementation of the ICZM Protocol for the Mediterranean which are also widely applicable in the context of the implementation of Integrated Coastal Zone Management elsewhere. In the framework of the PEGASO project, IOC has been in charge of two main tasks, (i) developing a set of indicators for coastal and marine assessments, and (ii) developing an integrated regional assessment for the Mediterranean and the Black Sea.</p> <p>In order to promote an integrated approach and to overcome the traditional sectorial (e.g. fishery, tourism, energy) approach, it has been decided to link the PEGASO set of indicators to the ICZM policy objectives. PEGASO's set of ICZM indicators serve as not only a descriptive but also an analytical tool for the understanding of the coastal system, being it a region (the Mediterranean or the Black Sea), a country or a local coastal area. The challenge is to perform an integrated assessment, but to achieve this, cross-linkages among indicators are needed: between Indicators of Sustainable Development and Indicators of Governance, among Driver, State, Pressure, Impact and Response indicators, cross-cutting issues, themes and sectoral objectives. Particular attention needs to be paid to the cause-effect relationships, and to the processes that define these relationships at the scale at which the analysis is conducted. 26 Indicators factsheets have been developed by IOC and made available on the PEGASO website (www.pegasoproject.eu). These have been tested in a number of local case study areas (e.g. Nile Delta, North-Adriatic, Aegean Sea, and Danube Delta) in the Mediterranean and in the Black Sea, and at regional level. The results of the indicators calculation will be visible through a coastal and marine atlas, and the data shared through the PEGASO SDI. The results of the PEGASO Integrated Regional Assessment, led by IOC, will be also presented in a summary for policy-makers which will be made available in English, French and Arabic in January 2013 at the final PEGASO meeting to be held in Antalya, Turkey.</p> <p>Coastal Adaptation: In June 2012, IOC completed the implementation of the Project on Adaptation to Climate Change on the Coasts of West Africa (ACCC). Through this four-year project funded by GEF, five countries (Senegal, Mauritania, Cape Verde, Gambia, and Guinea Bissau) received financial and technical assistance to develop coastal adaptation</p>

36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt	
	<p>measures and to build adaptive capacity of coastal communities. A final regional symposium was organized in Dakar (June 2012) to present the results of the project and to plan for a second phase regional approach with potential donors. Furthermore, the ACCC project put together the first Coastal Adaptation Guidelines for Local Decision Makers, developed by African scientists for African practitioners, and available in three languages (English, French, and Portuguese). A new ACCC website (http://www.free-it-foundation.org/accc/fr) was launched in July 2012. It presents all the results achieved in the context of the project and provides access to technical resources for experts and managers. An educational video on coastal climate impacts was also produced and presented at the final Regional Symposium. A detailed project document for a second phase of the project has been prepared and distributed to the project Steering Committee. A number of potential donors have been approached.</p> <p>Guide on Coastal Risk Reduction for Local Authorities: A Technical Working Group (TWG) was established in 2011, composed of natural and social scientists, coastal engineers and coastal zone managers. The Group is tasked with preparing a guide on Coastal Risk Reduction for Local Authorities. The guide will identify best practices related to the identification and formulation of adaptation/mitigations strategies and plans that lower the risk and actual losses from marine related hazards, including climate change impacts. The Group had its final meeting in January 2013 in South Korea. Support is provided by WMO, the Republic of Korea and Flanders. In December 2013, following several revision of the draft guide, a final manuscript is now being edited prior to its publication. The Guide will be published in January 2014.</p> <p><u>Challenges/lessons learnt:</u> Pending support from the Member States of the region, the session of IOCINDIO will not take place. Establishment of Steering Committee and launch of a new initiative 'Nutrients and Coastal Impacts Research Programme' will not take place. IOC will not be able to fulfill its commitment to co-finance a UNEP-GEF Project on the global foundations for reducing nutrient enrichment and oxygen depletion from land based pollution. Marine Spatial Planning training courses in regions will not be implemented. Additional funds are being sought to complete the Coastal Hazards Mitigation Manual.</p> <p>The MLA directly contributes to C/4 Strategic Programme Objective 3 "Leveraging scientific knowledge for the benefit of the environment and the management of natural resources" and 4.4 'Fostering policies and capacity-building in science, technology and innovation'.</p>	
	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)	
	Programmed	Attained
	<p>PI: Number of countries using IOC's area-based management guidelines B/b: twenty countries</p>	<p>The benchmark will need to be measured later in the biennium. Following a training course held by WHC in September-October 2011 at the World Heritage sites of El Vizcaino and Baja California, the IOC Guidelines for Marine Spatial Planning (MSP) are being used by the Mexican National Commission for Protected Areas (Comisión Nacional de Áreas Naturales Protegidas). At least 6 countries of Latin America (Colombia, Ecuador, Panama, Chile, Peru and Brazil) are using the IOC guidelines on coastal indicators and/or marine spatial planning since these have now been translated and printed in Spanish and Portuguese. 5 countries of West Africa (Mauritania, Senegal, Gambia, Guinea Bissau, Cape Verde) are using the IOC Guidelines on coastal adaptation developed in the context of SPINCAMACCC project. In addition, 5000 copies of the IOC Marine Spatial Guide have been disseminated, these are used by national and provincial/state authorities in USA (states of Massachusetts and Washington, the National Ocean Policy Task Force), Canada/British Columbia and Coastal First Nations, UK, Norway, Sweden, Belgium & Poland, New Zealand, China, Vietnam; and Costa Rica, among other countries.</p>
	<p>PI: Level of Member States' participation in IOC Regional Subsidiary Body meetings and region specific activities B/b: at least 70% of regional constituencies attend IOC regional meetings</p>	<p>The First session of the IOC Sub-Commission for Africa and the Adjacent Island States, sponsored by KOICA/YEOSU EXPO 2012, was held in (Nairobi, Kenya, from 2- to 3 May 2012.): More than 55 participants representing 22 Member States (61 % of Member States) attended the session Ninth Intergovernmental Session of the IOC Sub-Commission for the Western Pacific (WESTPAC) (Busan, Republic of Korea, 9-12 May 2012): some 70 delegates and representatives from WESTPAC Member States attended the Session. 12 out of 20 Member States (60%) were represented in the meeting IOCAFRICA: The second session of the IOC Sub Commission for Africa and the Adjacent Island States, sponsored by KOICA/YEOSU EXPO 2012, was held in Cape Town, South Africa from 3-4 April 2013. It was attended by more than 60 participants from 19 member states (53% of Member States) along with other partners, including UN agencies, the LME projects and NGOs. IOCARIBE - The Twelfth Session of the IOC Sub-Commission for the Caribbean and Adjacent Regions was held in Panama City, Panama from 9 to 12 April 2013. The Session was attended by 37 participants from 12 Member states of the Caribbean Region (40% of Member States), UN Agencies and regional organizations. WESTPAC organised 12 regional workshops and strategic planning meetings, 4 regional trainings and summer schools and 2 joint cruises across three key thematic areas of ocean processes in the Indo-Pacific region during the period of June 2012 to June 2014. The First Sino-Africa Forum on Marine Science and Technology was co-organized by the State Oceanic Administration of China (SOA) and the Intergovernmental Oceanographic Commission of UNESCO (IOC) through its Sub-Commission for Africa and Adjacent Island States (IOCAFRICA) on 26 and 27 November 2013 in Hangzhou, China. Forty-eight invited participants from China, Egypt, Kenya, Morocco, Nigeria, Senegal, the South Africa, Tanzania, Togo as well as the secretariat of IOC and IOCAFRICA attended the Forum.</p>
	<p>PI: Number of new IOC regional training and research centres on oceanography B/b: at least one new regional training</p>	<p>The further development of the IODE OceanDataPortal was halted in 2012 as the RP funds that have been allocated were not available. As the financial crisis came unexpectedly it was not possible to mobilize Exb funds in time. Most data providers have now disconnected from the network. The work of the past 5 years will need to be re-started if and when funds become available. Due to the inactivity of the ODP it was not</p>

Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)	
Programmed	Attained
and research centre established	possible to measure use of information and data from IODE. In terms of OBIS there were 50,000 unique visitors in 2012 of which 35% were returning visitors. While it was possible, with support from the Russian Federation to establish the Partnership Centre for the IODE ODP and with staff support from Canada, to re-start ODP in 2013, the lack of funding for IODE's regional activities has resulted in negative growth figures in terms of number of IODE national coordinators and data/information centres. The WMO-IOC Regional Marine Instrument Center for the Asia-Pacific Region (RMIC/AP) was established jointly by WMO and IOC

Cost-effectiveness/efficiency measures for this Main Line of Action

As in the last part of 2011, cost-effectiveness/efficiency measures in the first half of 2012 concerned internal coordination, cost efficiency measures (e.g., more rigorous management of telephone and shipment costs, whenever possible charging project-generated costs to extrabudgetary projects, elimination of mobile phones). Use of the regular programme for temporary assistance contracts was brought virtually to zero.

Staff travel expenditure on the regular programme was kept within the 8% ceiling. New on-line videoconferencing facility has enabled some substitution for missions.

In order to ensure programme delivery under current financial constraints, IOC initiated the re-negotiation of programme partnerships: (e.g., contribution to WCRP reduced from US\$ 100K to US\$ 20K, funding to the Perth Regional Programme Office from US\$ 80K to US\$ 20K; two fixed-term JCOMMOPS staff were seconded to WMO, the OOPC project officer was hired on the vacant post of Head of Ocean Observations Section and the programme will now be hosted by WMO, two other temporary staff could be relocated and continued through partnership with SCOR and the Polish Academy of Science). Following the freeze of a number of vacant posts following their incumbent's retirement or departure, the remaining staff was reassigned to ensure adequate programme delivery under severe budgetary constraints.

The Secretariat is engaged in active pursuit of secondments and non-reimbursable loans from Member States to deal with understaffing (so far three secondments at HQ, one in Nairobi to the IOC Sub-Commission for Africa, one in Bangkok to the IOC/WESTPAC).

Particular measures were put in place, in consultation with IOC Member States, for the organization of the 45th Session of the Executive Council (Paris, 26-28 June 2012) and the 27th session of the IOC Assembly (26 June - 5 July 2013). These include:


- Reduced duration of the session with a focused agenda;
- Reduced number and pages of documents, including the conversion of the Action Paper ("pre-report") into an annotated agenda;
- Draft resolutions submitted before the session;
- Going paper-free using electronic documents;
- Reduced number of staff traveling to the session;
- Elimination of travel support for delegates.


As a result, a saving on \$30K was realized compared initial already very restrictive estimated budget and returned to the Emergency Fund.

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


Regular Programme ¹ : staff and operational budget		Extrabudgetary resources ¹
Allocation 2012-2013: US\$ 2 232 282	Expenditure % 2012-2013: 98%	Expenditures 2012-2013: US\$ 12 598 938


¹The budgetary information regards unaudited figures and for extrabudgetary resources include Emergency Funds.

36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
 ER 15: Member States supported in building technical and institutional	<p>Several teleconference sessions were organized to discuss ISI activities. Interim synthesis report was revised. Programme linkages were developed. An inception workshop was organized to discuss glacier retreat and impacts on water resources in the Andes in 2012. The inception workshop gathered over 40 experts from IHP and MAB networks as well as social scientists, and decision makers from governments of the region. Follow-up meetings took place in 2013. Programme partnership developed with on-going funded projects undertaken by other agencies. The workshop also benefitted from good press coverage. The EU Drought Dialogue Forum (pan-EU DDF) will be linked up with the International Drought Initiative and the</p>

36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt										
<p>capacities, and policies and mechanisms improved for adaptation to global changes to river basins at the national, regional and global levels, based on the scientific knowledge base</p>	<p>High Level Meeting on National Drought Policy (HMNDP) of WMO and UNCCD and other UN organizations.</p> <p>Other results included the modified Nile Forecast System as the main tool of converting the climate change scenarios to water budget scenarios.</p> <p><u>Challenges/lessons learnt:</u> The financial constraints have impacted the ability to deliver some of activities to Member States. However, active collaboration with National IHP Committees and category 2 water centres has helped to mitigate this. The success of some programmes depends entirely on the commitment of the partners. Several cost efficiency measures were introduced. While extrabudgetary resources were successfully raised, one remaining challenge is the reduced level of seed funds to raise additional resources and for how long UNESCO can continue to use external support to operate some aspects of these IHP programmes.</p> <p>The MLA directly contributes to C/4 Strategic Programme Objective 3 "Leveraging scientific knowledge for the benefit of the environment and the management of natural resources".</p>										
	<table border="1"> <thead> <tr> <th colspan="2" data-bbox="423 419 2190 464">Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)</th> </tr> <tr> <th data-bbox="423 464 1088 510">Programmed</th> <th data-bbox="1088 464 2190 510">Attained</th> </tr> </thead> <tbody> <tr> <td data-bbox="423 510 1088 730"> <p>PI: Network strengthened and guidelines established to enhance knowledge base and capacities on global changes and recommendations provided for IWRM and adaptation for river basin management</p> <p>B/b: HELP network strengthened with particular focus on Africa in association with category 2 centres and N-S and S-S cooperation; guidelines for global changes mainstreaming in national water policy for at least five countries in Africa</p> </td> <td data-bbox="1088 510 2190 730"> <p>The HELP social network is now active and has carried out discussions on the post-2015 Development Agenda. 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<p>36 C/5 Expected Results</p> <p> ER 16: World's freshwater resources assessed, notably through the United Nations World Water Development Report, and Member States supported in strengthening policies for water governance, including of shared waters</p>	<p>Achievement(s) including Challenges/Lessons learnt</p> <p>Overall, results contribute to strengthened governance and coordination on water; improved knowledge on water resources at the global level; and improved cooperation between IHP (both at Headquarters and at Regional Offices), WWAP, UNESCO-IHE and category 2 centres and UNESCO Chairs.</p> <p>IHP led the International Year of Water Cooperation 2013 and the World Water Day 2013 on Water Cooperation. The Launching event for the Year took place in Paris in February 2013, with an associated event for Youth (421 participants, one high level plenary session, 4 thematic sessions, many public events; 100 youth from over 30 countries). Awareness raised through political, scientific and public events). The Celebrations for the World Water Day 2013, coordinated by UNESCO, took place in the Hague and New York; over 790 local and national events were organized in March 2013 in connection with the World Water Day and International Year of Water Cooperation. The Water Day event in the Hague attracted significant coverage, with over 240,000 viewers of the different on-line media. The High Level International Conference on Water Cooperation in Dushanbe, took place in Tajikistan in August 2013. In September 2013, the World Water Week in Stockholm, Sweden, was devoted to the theme of Water Cooperation. Also in September 2013, the UNESCO Strategic and High-Level Meeting on Water Security and Cooperation took place in Nairobi, Kenya, and resulted in the draft workplan for the implementation of IHP-VIII. The Budapest Water Summit took place in Hungary, in October 2013. A session on Water Cooperation was organized during the 37th Session of the UNESCO General Conference in November 2013. The Closing Ceremony of the International Year of Water Cooperation took place in Mexico City in December 2014, also including a parallel event for youth.</p>										

36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt	
	<p>The fourth World Water Development Report was published, launched and disseminated. The twentieth session of the IHP Council and respective Bureaux took place. In particular, the IHP Council approved a total of eight resolutions on the future of IHP, including the IHP-VIII strategic plan, various initiatives and centre proposals. IHP organized over 40 official sessions, side-events and regional events at the sixth World Water Forum (Marseille, France, March 2012), UNCSD (Brazil, June 2012), and Stockholm World Water Week (August 2012). In the context of water cooperation, through a number of activities (training seminars, capacity building/ enhancement events, regional consultations, international conferences), IHP brought its target audiences together and allowed them to (a) increase and exchange their knowledge and experiences in the field of transboundary water management, (b) learn lessons from past practices and disseminate successful methodologies for the management of shared water resources, (c) exchange data and information related to shared water resources bodies (groundwater bodies more specifically); and (d) build networks of experts and decision makers who will work together in following real-life scenarios. IHP coordinated at the World Water Forum 2012 the Priority for Action 1.5. "Contribute to Cooperation and Peace through Water". The Conference on Traditional Knowledge for Water Resources Management (TKWRM) was held in Iran, February 2012. It also contributed to enhance Member State capacities related to TKWRM and made progress regarding institutional arrangements of the International Qanats Club.</p> <p><u>Challenges/lessons learnt:</u> Several cost effectiveness and efficiency measures were introduced, including a reduced duration of the IHP Council (from five to six days to four days); the intermediary session of the IHP Bureau took place just before the Council at no direct cost to UNESCO; reduced number and length of IHP Council and Bureau documents, including final report; the temporary cancellation of the Kovacs Colloquium, which normally precedes the Council and is a scientifically important event; participation at key international events via extrabudgetary funds; collaboration with category 2 centres and international associations to reduce costs. Some of these measures present challenges. For instance the reduced four-day format of the IHP Council implied a very condensed agenda, reducing detailed discussions on several items. While considerable extrabudgetary resources were successfully raised, the reduced level of seed funds available to raise additional resources is challenging and may translate into lost opportunities; the long-term impact of reduced funds is not yet known.</p> <p>The MLA directly contributes to C/4 Strategic Programme Objective 3 "Leveraging scientific knowledge for the benefit of the environment and the management of natural resources".</p>	
	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)	
	Programmed	Attained
	<p>PI: State of world's freshwater resources assessed, water use and management issues evaluated, critical issues, trends and problems identified and awareness raised</p> <p>B/b: WWDR4 published including reporting from regions, gender and public health</p>	<p>The 2014 edition of the World Water Development Report (WWDR5) on Water and Energy is finalized for printing. Preparations for 2015 edition of the report (on Water and Sustainable Development) have been initiated. The 2009 edition of the World Water Development Report (WWDR4) was launched at the sixth World Water Forum held in Marseille, France in March 2012. It includes sections on gender, health, a chapter on regional challenges and a stand-alone volume on case studies featuring 15 cases from five regions of UNESCO. WWAP also published one special report, three side publications and seven Stakeholder Briefing Notes. Approximately 80,000 copies of the English version of the WWDR4 have been distributed in hardcopy, CD and electronic format combined. Overview of Key Messages of the WWDR4 is available in six UN languages and Portuguese. Around 20,000 copies of side publications, overviews and summaries were distributed. Translation of complete WWDR set (WWDR1-2-3-4) is now available in Korean. The 2006 edition of the report (WWDR2) is available in Spanish and Turkish.</p>
	<p>PI: Number of publications to strengthen water governance through cultural, societal and scientific responses</p> <p>B/b: at least one publication on research methods and practices related to historical and cultural water interactions published</p>	<p>Work on cultural, societal and historical aspects of water is in preparation, with a publication ready for launching in 2014. A special side event on water, culture and history took place during the twentieth session of the IHP Council.</p>
	<p>PI: Number of training courses and publications to strengthen knowledge and capacities related to the management of transboundary surface water and aquifers</p> <p>B/b: at least two training courses organized and new guidelines prepared on Transboundary aquifer management</p>	<p>Four training modules on water and conflict resolution were organized by IHP and WWAP through their PCCP component and UNESCO-IHE. The water conflict management MSc specialization was conducted in 2012 and 2013 and launched for 2014. Various training seminars were organized for specific audiences, including 2 workshops held for SADC & IGAD regions in support of the "Water and Peace in Africa" initiative, and 2 workshops in LAC in collaboration with IUCN. Around 100 participants (decision makers, advisors to decision makers, water professionals) from more than 25 different countries benefited from these training sessions. Contributions to various Master courses at University of Roma Tre and University of Köln were made. An updated UNESCO/IGRAC Transboundary Aquifers of World Map was published. Two thematic papers on the Governance of Groundwater and the Legal Aspects of Groundwater Governance were prepared with FAO, IAH, the World Bank and experts. Regional Consultation Workshops were organized in LAC, Africa, Arab States and Asia. At 6th World Water Forum, IHP & WWAP through PCCP, coordinated Priority for Action 1.5: Contribute to cooperation and peace through water with 24 hours of sessions and the involvement of about 100 panelists from 70 institutions. The process reached 100 Solutions and a number of commitments from participating entities. In addition, as reported elsewhere, UNESCO through IHP led the coordination, on behalf</p>

Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)	
Programmed	Attained
	of UN-Water, of the Water Cooperation 2013 Campaign, which includes the International Year of Water Cooperation and the World Water Day.
36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
 ER 17: Effective water and sediment management strengthened through improved knowledge base and scientifically sound policy guidance for urban areas, arid and semi-arid zones and groundwater resources and aquifer systems	<p>Significant results have been achieved in strengthening the knowledge base and promoting innovative approaches to water quality challenges and improving awareness on water quality issues. The publication of new books on urban water enhanced Member States' capacities to effectively manage water resources in urban areas.</p> <p>Results include the increased capacity building of engineers and scientists in water resources management; improved knowledge on sedimentation and erosion on large river basins around the world under the International Sediment Initiative; increased capacity on water management in arid and semi-arid regions under Asian G-WADI Network; improved knowledge via publication of special issue for G-WADI in the journal "Sciences in Cold and Arid Regions", Asian Hydro-geological Maps and Transboundary Aquifer map for Asia. Similar progress was achieved in Latin America and in Arab States in the first half of 2013. The G-WADI website continued to disseminate web based information and was supported by a category 2 centre. G-WADI geoserver, which provides near real time satellite precipitation estimation, is updated and supported by partners. Africa G-WADI group discussed water resources needs in the region.</p> <p>The financial situation led to the increased reliance on partners and preference for the execution of low or no cost activities. Cooperation with partners at regional and international took place and were strengthened. Additional extrabudgetary funds were raised.</p> <p>The MLA directly contributes to C/4 Strategic Programme Objective 3 "Leveraging scientific knowledge for the benefit of the environment and the management of natural resources".</p>
Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)	
Programmed	Attained
<p>PI: Number of publications issued to improve capacities for sustainable urban water management, including protection of water quality and interactions with rural water management B/b: three projects on urban water management; at least two case studies on water quality; at least one policy guidance document on water supply and sanitation in rural areas</p>	<p>A new book entitled "Urban Water Conflicts" was published in UNESCO-IHP Urban Water Series (8th book in the series) and a critical review of new books in the series has been conducted, with the preparation underway and progress made in content preparation. A new activity on the use of nanotechnologies for water and wastewater treatment was launched and the UNESCO Expert Group Meeting on "Nanotechnology for Clean Water: Meeting water Challenges in Developing Countries" was organized, bringing together leading international expertise to discuss the potential of emerging and novel nanotechnologies in water applications and the role nanotechnology can play in improving access to clean water and wastewater treatment in developing countries, as well as in meeting growing water demands in water scarce areas. The knowledge base and awareness raising on water quality issues have been strengthened through several activities, including the production, in cooperation with Korean Ministry of Environment, of a UNESCO short film "Protecting Water Quality for People and the Environment". UNESCO organized an International Symposium on Emerging Pollutants in Water and Wastewater. The UNESCO-IHP International Initiative on Water Quality was established with the aim to serve as an international platform to strengthen knowledge, research and policy on water quality and promote innovative approaches to tackling water quality challenges. The establishment of the UNESCO-IHP International Initiative on Water Quality was endorsed by the IHP Intergovernmental Council. The development of environmentally clean technologies and the introduction of innovative new crops on degraded lands of the Aral Sea basin and the Republic of Karakalpakstan have been carried out. In the context of UN-sponsored work on the Aral Sea region, the capacity of the Khorezm Rural Advisory Support Service was strengthened through training on water use in agriculture for food security.</p>
<p>PI: Number of workshops and reinforced networks to enhance the knowledge base of the hydrological systems in arid and semiarid areas B/b: - G-WADI networks in all arid and semi-arid regions strengthened - at least five case studies, workshops and publications on aquifer recharge in coastal aquifers and SIDs implemented in cooperation with UNESCO Centres and Chairs</p>	<p>The first workshop following the establishment of G-WADI for Sub-Saharan Africa was organized in at AGRHYMET in Niamey, Niger, in association with the training workshop on the Africa drought monitor for West African countries. A training activity was organized on Adaptive Water Management in vulnerable basins of the drylands of Latin America and the Caribbean. A series of dialogue was established with governmental agencies of various dryland countries (Chile, Peru, Bolivia) and started implementing project deliverables, such as the Latin American Drought Atlas, the drought monitoring and early warning observatory (Chile) and soil water management strategies for the Bolivian Altiplano. More than 15 Arab water experts are involved in the Arab G-WADI Network representing key water institutions in Oman, Egypt, Sudan, Bahrain, Jordan, Morocco, Yemen, Saudi Arabia, United Arab Emirates and Lebanon. Participants from 8 Arab countries (Egypt, Sudan, Bahrain, Lebanon, Morocco, Jordan, Yemen and Oman)</p>

Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)	
Programmed	Attained
	attended the First Steering Committee meeting of Arab G-WADI which was successfully organized in Muscat, Oman on 28-29 January 2013. The Government of Oman approved hosting the secretariat of the Arab G-WADI Network. G-WADI website continued to disseminate web based information.
<p>PI: Number of case studies to improve groundwater systems management and adaptation measures</p> <p>B/b: five regional case studies produced with UNESCO Chairs and centres to demonstrate adaptation measures to climate change impacts</p>	<p>The GRAPHIC project's case study book, "Climate Change Impacts on Groundwater Resources - A Global Synthesis of Findings and Recommendations", was published in cooperation with the International Association of Hydrologists (IAH). The publication presents the scientific results and policy-relevant recommendations derived from 20 case studies that have been carried out in the framework of the GRAPHIC project over the past five years. The book was launched during a side event during the sixth World Water Forum (WWF6) and presented to a broad audience of decision makers and scientists. Series of groundwater and climate change related sessions organized during the IAH annual congress (Canada, Sept 2012). A GRAPHIC paper was published in Nature Climate Change. A series of groundwater and climate change-related sessions were organized during the IAH annual congress (Canada, Sept 2012). The database for the Map "River and Groundwater Basins of the World" at 1: 50,000,000 scale was prepared in the framework of WHYMAP; the map was launched during WWF6. A meeting was organized for the preparation of a global groundwater vulnerability map jointly by WHYMAP, IAH and GWES and hosted by BGR (Germany).</p>
36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
 ER 18: Education capacities for water management reinforced at all levels, especially taking into account Africa and gender equality issues	<p>Best practices in water education at all levels to deliver sustainable development objectives have been developed. A global synthesis of water education was developed by experts from all regions.</p> <p>The curricula tools were successfully piloted by UNESCO Field Offices in several Member States and served as a basis for the workshop in Cape Verde. Within the scope of this activity, IHP co-organized with Project WET Foundation an official session at the sixth World Water Forum and side events with ED for the launching of the ESD Multiperspective Learning Tool, with the 2012 International Year of Chemistry for the closing of the Global Water Experiment, and with IOC and MultiOne Attitude Foundation for the Race for Water. In addition, IHP has worked with the PanAfrican Parliament of the African Union to foster the status of water education in the African region by working with the Parliament Commissions in charge of Education, Water and Gender.</p> <p>Two training workshops on IWRM were organized in Africa. In other regions, a training course on Integrated Flood Analysis System in collaboration with ICHARM (Japan) and IMHEN (Vietnam) was organized in Hanoi, Vietnam in June 2012. Events organized within "Volga Day-2012" were attended by local authorities. The seminar in Nizhny Novgorod, held within the International Great Rivers Forum, was attended by the representative of the Ministry of Natural Resources and Ecology of the Russian Federation. Information was disseminated on IHP's involvement in major and high-visibility events, particularly the Sixth World Water Forum, the twentieth session of the IHP Intergovernmental Council and UNCSD. Various news items and highlights on other events organized with partner organizations as well as just-released IHP publications were posted online. More than 1,300 movies/videos are now available online on thewaterchannel.tv.</p> <p><u>Challenges and lessons learnt:</u> Lack of seed funds for the preparations of teaching materials for K-12 water education delayed achievement of the expected result. Due to the on-going financial situation, the UNESCO Water e-Newsletter was suspended in January 2012. Collaboration with category 2 centres helped implementation.</p> <p>The MLA directly contributes to C/4 Strategic Programme Objective 3 "Leveraging scientific knowledge for the benefit of the environment and the management of natural resources".</p>
Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)	
Programmed	Attained
<p>PI: Task force established and number of publications to enhance freshwater education at the tertiary and vocational education levels issues</p> <p>B/b: international education review task force on undergraduate and post-graduate water education for IWRM at the country level made operational; and policy documents produced in at least five least developed countries</p>	<p>Capacity of the higher education sector to deliver IWRM masters and training programmes were improved through an international water education workshop held in association with the Regional Centre for Integrated River Basin Management (RC-IRBM). The workshop developed modular curricula for technical and vocational education using best practice examples. This is being followed by an IWRM education implementation plan by RC-IRBM.</p>
<p>PI: Number of materials to enhance capacities for water education for schools, children and youth</p>	<p>The IHP WET materials were made available in French. Two new host institutions have been incorporated into the IHP WET programme in LAC: one in Colombia (IDEAM) and one in Paraguay (OMAPA). CDs with the Volga Kit materials</p>

Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)	
Programmed	Attained
B/b: one set of water education curricula tools, incorporating gender issues; at least two support materials for teaching of water issues	were prepared and distributed during the Volga Day in Astrakhan. The tools on learning about freshwater were produced as part of ED/ESD intersectoral collaboration and are now available in English and French. A project (with funds from the private sector and category 2 centres) on twinning pilot schools from all regions to develop collaborative projects on water was conducted in the scope of the International Year of Water Cooperation. Also in the scope of the Year, specific events on water and youth were conducted at the Launching and Closing events of the Year in Paris and Mexico and on the UNESCO Youth Forum.
PI: Number of decision makers, stakeholders and mass-media professionals benefiting from water education B/b: at least 100 decision-makers trained on global changes, impacts and adaptation strategies for sustainable management of water resources and conflict management in Sub-Saharan Africa	One thousand two hundred and fifty (1,250) African water professionals were trained in the context of FETWATER. Representatives of river basin organizations in Africa were trained on the UNESCO IWRM guidelines. UNESCO has provided technical contribution to the training held in Accra on national and transboundary water resource management in Africa. A training course on Integrated Flood Analysis System in collaboration with ICHARM (Japan) and IMHEN (Vietnam) was organized in Hanoi, Vietnam in June 2012; training course on IFAS carried out in Jakarta Indonesia from 15 to 17 January 2013. IHP provided technical support to a water course organized by CEHICA category 2 centre for media professionals.


Cost-effectiveness/efficiency measures for this Main Line of Action

Several cost effectiveness and efficiency measures were introduced, including:
 Reduced duration of the IHP Council, from five to six days in the past, to four days in 2012. The intermediary session of the IHP Bureau took place just before the Council at no additional cost to UNESCO. Reduced number and length of IHP Council and Bureau documents, including final report, reaching about 50% savings in translation costs.
 Temporary cancellation of the Kovacs Colloquium, which used to precede the Council and is a scientifically important event.
 Increased collaboration with external partners, including in the organization of key events in Paris, Nairobi and Mexico.
 Increase of extrabudgetary funds.
 Participation at the World Water Forum, UNCSD and World Water Week via extrabudgetary funds.
 Collaboration with other sectors saved costs due to the combination of efforts.


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

Regular Programme ¹ : staff and operational budget		Extrabudgetary resources ¹
Allocation 2012-2013: US\$ 725 678	Expenditure % 2012-2013: 99%	Expenditures 2012-2013: US\$ 11 558 942


¹The budgetary information regards unaudited figures and for extrabudgetary resources include Emergency Funds.


36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
 ER 19: Use of biosphere reserves as research and learning platforms for sustainable development broadened, and implementation of the MAB Programme strengthened, including through enhanced exchange of best	<p>Despite the difficult financial situation of the biennium, the MAB Programme continues delivering its service in accordance with the main indicators established. The World Network of Biosphere Reserves are increasingly used by the Member States as research and learning platforms for sustainable development. For the biennium the expected results were largely achieved against the performance indicators.</p> <p>The MAB Council in 2013 has examined 16 biosphere reserve nominations and designated 12 new biosphere reserves and 1 extension from 12 Member States. This new addition, together with the 20 biosphere reserves designated in 2012, make the World Network of Biosphere Reserves (WNBR) a total of 621 sites, including 12 transboundary sites, in 117 countries. To ensure quality and full functioning of biosphere reserves, MAB continues its rigorous Periodic Reviews for Biosphere Reserves, in accordance with the Statutory Framework of the World Network. In 2013, 58 periodic review reports from 20 Member States were examined by the Advisory Committee for Biosphere Reserves and the MAB Council, resulting in 31 concrete recommendations for improvement site management to 14 countries. Furthermore, an 'Exit Strategy' has been adopted by the MAB Council in June</p>

36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
<p>practices with regional and global networks</p>	<p>2013, to ensure that the WNBR is recognized as an important international reference, with sites demonstrating sustainable development in practice at local and national levels, as well as contributing to key international and regional conventions and initiatives such as the CBD, the Future Earth Initiative and IPBES. In parallel with the assessment of the Madrid Action Plan (2008-2013), the MAB Secretariat is leading the development of a new strategy for MAB and the WNBR for the period 2014 - 2021 (in-line with the 37 C/4).</p> <p>MAB has maintained its traditional partners that contribute to MAB related research and networking, through bilateral cooperation or regional cooperation. Extra-budgetary funding has been secured from the Jeju Island Government (Republic of Korea) for the World Network of Island and Coastal Biosphere Reserves as well as from the Menorca Island Government (Spain) for 2013. In addition, the Spanish Government provided funding for the Haiti Biosphere Reserve Project Phase 2 (2013-2014). A project for "Green Economy in Biosphere Reserves in Africa" (Ghana, Nigeria and Tanzania) funded by KOICA (Rep. of Korea) started in late 2013. The Spanish version of the UNESCO "Teaching Resource Kit for Mountain Countries" has been printed and diffused to field offices and Associated Schools Project Coordinators (ASPNet) in the Latin American region. Other examples include Flemish Government of Belgium funded Sumamad Project for MAB studies on sustainable management and conservation of marginal drylands in Africa, Arab States, Asia, Latin America; Germany's support to many biosphere reserves in developing countries, including the recent major funding to the trinational Trifinio Fraternidad Biosphere Reserve (Guatemala, Honduras, El Salvador); Japan's long term support to MAB research and biosphere reserves in Southeast Asian region and SeaBRnet; R. Korea's contribution to EABRN and related MAB research in EABRN member countries and to island biosphere reserve networking; and Spain's support to Haiti and to island biosphere reserves. It is encouraging to note that several new partnerships have been established, including with the private sector, such as Procter & Gamble, for "Strengthening of the Arganeraie Biosphere Reserve (SABR), Morocco, and CHIC Group from China on urban-rural integration and ESD related activities. Transboundary biosphere reserves are gaining momentum as a tool for peace building and regional integration. The MAB programme supported the feasibility study of two transboundary BR in central Africa (Cameroun-Congo-Gabon) and in Lake Chad area which have been endorsed by stakeholders during validation workshops organized in Yaounde in December 2013.</p> <p>The Member States continue showing their interest in the MAB Young Scientists Research Grants Awards. There have been a total 18 MAB Young Scientists Research Grant Awards (four of them funded by Austria MAB national committee), among them 11 were female researchers (60%). These young researchers are from Benin, Côte d'Ivoire, Egypt, Indonesia, India, Iran, Mali, Mexico, Nicaragua, Russian Federation, Senegal, Spain, Thailand, Togo, Ukraine. The financial situation has affected this scheme, and in 2012 only 6 Grant Awards were provided. The 2013 Michel Batisse Michel Batisse Award for Biosphere Reserve Management was attributed to Marisa Coetzee and Harry Biggs (South Africa) for their case study concerning the South African Kruger to Canyons Biosphere Reserve. The 2012 Batisse Award was granted to Elizabeth Ines Taylor Jay (Colombia) for her case study on "Improving sustainable development and coral reef conservation through community-based watershed management in the Seaflower Biosphere Reserve." Clearly, MAB is attending its attention to the needs from developing countries, in particular Africa.</p> <p>Many workshops and seminars have been held in line with the plans of thematic of regional networks and at national levels, in EuroMAB, IberoMAB, AfriMAB, SACAM, EABRN, SeaBRnet, ArabMAB, PacMaB and the World Network of Island and Coastal Biosphere Reserves, demonstrating the continued relevance of MAB programme to the Member States. Technical training also provided through MAB for institutional capacity building (Rwanda Tanzania, Southern Africa) or improvement of BR's management skills (Coastal and Island BRs network) or dedicated manuals as the one which is under development for African BRs managers with support of Germany. In application to the Barefoot College approach and with the support of India government, four women from Volcanoes BR have been trained to install, repair and maintain solar lightning units in Tilonia, India. These trained women have been gathered to provide in country trainings have been organized benefitting 9 other women. Capacity-Building for Integrated Lands and Ecosystem management adapted in Africa is going on in ERAIFT. 26 African Specialists coming from 11 African countries have completed their Masters Degrees in April 2012 and to date, 97 specialists from 21 countries have been trained (64 Master from 6th and 7th promotions and 33 PhD).</p> <p>Green economy and payment of ecosystem services is a growing topic for the WNBR. EuroMAB and AfriMAB regional meeting was held in September and October 2013 on this specific topic. This is a very important gathering where MAB community in the region can exchange experience and information. It is also the place strategize at regional level and to define priorities and actions for the next biennium. A collaborative project has been finalized within the framework of the EuroMAB group and the working group on ecosystem services to be submitted to the BIODIVERSA call in January 2014.</p> <p>Lessons learnt:</p> <p>a) The support of the Director-General to MAB Statutory Meetings by Emergency Fund, combined with the measures to reduce the meeting cost, proved to be critical for MAB to maintain its basic commitments toward statutory duties for the Member States. During the biennium, MAB has successfully organized two sessions of MAB Council and two sessions of the International Advisory Committee for Biosphere Reserves (IACBR) at UNESCO Headquarters. Without this support, it is difficult to achieve the above results as per the benchmarks set at the beginning of the biennium. It is vital to maintain the core funding for MAB's statutory duties and functions.</p> <p>b) MAB Programme and WNBR have a sound foundation thanks to the support of all its Member States, and are highly relevant to all Member States due to the particular roles of WNBR and associated MAB research in connecting the global agenda for sustainable development to local environmental, socio-economic and cultural contexts. MAB provides such learning sites that can connect UNESCO's own programmes in education, social and human sciences, culture.</p> <p>c) MAB needs to engage more closely with the ongoing process in the international agenda such as development of green economies, building inclusive knowledge societies, reforming of governance systems, responding to climate change and formulation of Post 2015 agenda. Its partnership and cooperation within UNESCO programme sectors and with</p>


36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt								
	<p>other UN agencies and academic institutions as well as NGOs. With UNESCO's new institutional link with IPBES, BR should become one important tool for monitoring and research activities.</p> <p>d) There is a need for better and closer cooperation among BR networks in large region such as in Asia Pacific to share good practices of the interdisciplinary approach to conserving biological and cultural diversity and show casing best approaches toward sustainable development in the local context and promoting national and international research in monitoring, education and training. There is also a need to have a roster of BR experts that will assist the BRs in need for expertise in different subjects.</p> <p>Contribution to C/4 outcome:</p> <p>The results under ER 19 contributed to Priority Africa, to Strategic Objective 3 'Leverage scientific knowledge for the benefit of the environment and the management of natural resources' and C/4 outcome 'Principle and guidelines for science-based sustainable management of natural resources agreed upon and implemented in all regions through national policies'.</p>								
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<p> ER 20: Earth sciences research, education and capacity-building for sustainable development and management of UNESCO sites enhanced, with a particular focus on Africa</p>	<p>The key achievements reported for the 2012-2013 biennium helped move the section towards the programmed benchmarks. The 40th anniversary celebrations of the IGCP in February provided a platform not only for celebrating the achievements of the past 40 years but also an opportunity for looking forward to the continuing development of this important international geoscience programme. A structured discussion on the future of the IGCP with a panel of international experts concentrated on how to increase the societal relevance of the IGCP and on how to further increase participation of geoscientists from the developing world, notably Africa. The 40 years of IGCP were commemorated with the publishing of the book, "Tales Set in Stone." Discussions continued at the International Geological Congress in Brisbane, Australia with the new executive committee of IUGS on ways to increase the societal relevance of the IGCP and these will continue during the remaining period of this biennium. Twenty-one African nations are involved in some of the 30 active IGCP projects, eleven of which have African scientists acting as co-leaders.</p> <p>To advance the development of the Global Geoparks Network (GGN), and as part of ongoing consultations with Member States, several consultative meetings have been held culminating in the identification of options available for developing the links between UNESCO and the GGN. These options have been subject to discussion and decisions from the 190th, 191st and 192nd meetings of the Executive Board and the 37th General Conference and, as a result of which, a Working Group has been established to agree the final</p>								

36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
	<p>proposed option. Also as part of these discussions the existing Global Geoparks have agreed to an annual contribution to UNESCO to support capacity building activities for Global Geoparks. During the biennium a total of 59 evaluation or revalidation missions were undertaken and 16 new members were admitted to the GGN from Austria, China, France, Hungary, Indonesia, Italy, Japan, the Netherlands, Portugal, Slovenia, Spain, Turkey and Uruguay.</p> <p>The African Network of Earth Science Institutions (ANESI) was launched in January 2013. Eighty representatives of heads of Earth Science Institutions in Africa gathered in Addis Ababa (Ethiopia) to launch the network to boost collaboration between different institutions in Africa. A team of six experts from the five African regions are preparing the ANESI Business Plan expected to be completed and endorsed by the African Vice-Chancellors and Deans of Science in November 2013.</p> <p>UNESCO remains involved in Earth Observation primarily through involvement with the International Centre on Space Technologies for Natural and Cultural Heritage (HIST), a category 2 centre in Beijing. Programme specialists lend Earth Science expertise to the Disaster Risk Reduction Thematic Unit. However due to staff cuts and a lack of funding progress on GARS, GEOSS and CEOS is frozen.</p> <p>The current financial constraints have impacted on the ability to fully deliver some of activities of the section. This period has also coincided with staff turnover due to retirements, staff illness and staff career breaks. Activities on remote sensing have been most affected in this regard but increased cooperation with the HIST Category 2 centre in Beijing has ensured that some activity remains ongoing. Nevertheless the section is working not only to ensure continuity but also to defining a reinvigorated and forward looking role for UNESCO's work in this field in the coming years. Strong efforts have been made towards the formalising of a relationship between UNESCO and the Global Geoparks Network which this topic having been discussed at both the 190th and 191st meetings of the Executive Board. The challenges of this task have been greatly exacerbated by the ongoing staff shortage in the section. Nevertheless efforts for fund-raising have been increased across all aspects of the section's work e.g. GGN, IGCP, Earth Science Initiative in Africa and African Network of Earth Science Institutes. Finally, the new executive committee of IUGS has taken a somewhat longer time than expected to engage with UNESCO on the future strategic development of IGCP but we remain hopeful that a working group on this issue will be established in the coming months.</p> <p>Contribution to 34 C/4 outcome(s): The results under ER 20 contributed to Strategic Programme Objective 3 'Leverage scientific knowledge for the benefit of the environment and the management of natural resources', specifically its outcome 'Principle and guidelines for science-based sustainable management of natural resources agreed upon and implemented in all regions through national policies'.</p>
Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)	
Programmed	Attained
<p>PI: Participation of developing countries, especially from Africa, in IGCP scientific research and capacity-building projects; collaboration between IGCP and MAB for resource extraction in protected areas B/b: at least 30 IGCP projects operational in fields of mineral resources, global change and geohazards with a doubling of participation of African scientists; three IGCP-MAB joint workshops or initiatives on resource extraction</p>	<p>- Fifty-six IGCP projects were operational in 2012/2013. - Three hundred African scientists participated in IGCP projects and project meetings funded by Sida with the financial support received from Sida being essential in increasing the participation of African scientists. -One new IGCP-MAB workshop on extractive industries in biosphere reserves took place in March 2013 in Brazil. Follow-up from the initial workshop on this topic continues and a second one is being planned in 2014 in Africa. Collaboration with the World Heritage Centre continues.</p>
<p>PI: Number of new geoparks created building on European and Asian experience and networking activities between geoparks nationally and regionally B/b: at least two geoparks in Africa created and the first regional network in Latin America initiated</p>	<p>Geopark development in both Africa and Latin America made progress: - A first Global Geopark application from Africa (M'Goun, Morocco) was received in 2013 (under evaluation) - EU provide 2.5 M Euro to support the development of a Geopark in Tanzania at Ngorongoro Crater. - The Latin American Geoparks Network had its first meeting in November 2012 in Uruguay, during the LAC Geoparks Workshop, and has as held a second meeting in November 2013 during the LAC Geoparks Symposium in Argentina. In addition 22 proposals for new Geoparks were submitted in 2012-13 for membership in the Global Geoparks Network, of which 16 have been accepted. To date the Network has 100 Global Geoparks in 30 Member States.</p>
<p>PI: Earth Science Education in Africa implemented with training in earth resource mapping; networking of geoscience educational centres; preparation of earth system science curricula for primary and secondary schools B/b: two regional, economic communities equipped to use modern data handling and field mapping in Africa; at least ten geoscience institutes networking on modernisation of earth science education;</p>	<p>Under the sponsorship of UNESCO, 80 representatives of heads of Earth science Institutions in Africa gathered in Addis Ababa, Ethiopia on 13 January 2013 to launch the African Network of Earth Science Institutions (ANESI) and agreed to prepare the ANESI Business Plan. The webpage has been active since January 2013. Based on summer holiday schedules and partner requirements, A Geoscience Information for Teachers workshop is being organized in February 2014 in Port Elizabeth, South Africa in partnership with the European Space Agency, the European Geoscience Union and various local partners. Geological field mapping training workshops took place, 28 students from 14 African countries attended the courses.</p>


Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)	
Programmed	Attained
curriculum for teaching geology at primary and secondary level	
<p>PI: Capacities for production and use of earth observation data built into the framework of GARS, GEOSS and CEOS programmes</p> <p>B/b: at least ten new developing countries participating in international earth observation programmes</p>	Based on retirement of responsible staff, reduction of remaining staff and limited funds, participation has been halted this biennium, with priority going to other areas of Earth science. In the future, this work may be taken on by UNESCO's Category 2 Center, HIST, which is already maneuvering within GEOSS to play a more active role in the coming years.
36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
 ER 21: Sustainable and equitable use of biodiversity and ecosystem services strengthened in collaboration with key United Nations institutions and agencies and Regional Reference Centres	<p>For the MAB components, the financial situation has not hampered the implementation of the planned activities too significantly due largely to the successful fundraising. Although some of the planned activities had to be downsized with respect to the original plans, results fully meet expectations.</p> <p>This expected result essentially speaks to the relevance and richness of UNESCO's biodiversity portfolio and its application in and implications for UNESCO-designated sites, in particular, biosphere reserves. Assessments of biodiversity and ecosystem services in biosphere reserves are being implemented and further promoted, and UNESCO's recent successful affiliation with the Intergovernmental Science-Policy Platform on Biodiversity and Ecosystem Services (IPBES) will provide a long-term enabling framework for promoting UNESCO's expertise in biodiversity science and experience with biodiversity solutions on the ground.</p> <p>Challenges encountered are related to accessing information related to the status and trends of biodiversity, of its uses and in relation to access to biodiversity and the sharing of the benefits derived from its utilization in biosphere reserve sites in a systematic manner.</p> <p>The contribution of this expected result to research in the area of biodiversity and global change finds its application in the newly established and ambitious 10-year research programme called Future Earth. UNESCO worked hand in hand with in particular ICSU and ISSC in ensuring a smooth transition of the DIVERSITAS, IGBP and IHDP Programmes into Future Earth. UNESCO's contribution to and support to Future Earth and related value added as compared to the contribution brought by its other institutional sponsors is that the Organization will pursue the mobilization of and continue building capacity for global change research in developing country, including in cooperation with the research branches of some of UNESCO Member States' development cooperation agencies.</p> <p>Now that UNESCO is institutionally affiliated with IPBES on a permanent basis, the Organisation has already brought to the Platform's attention evidence in the form of several case studies on indigenous and local knowledge in support of the knowledge generation of the Platform.</p> <p>UNESCO is well positioned to continue assisting with the operationalization of the knowledge generation function of the Platform and will continue mobilizing the involvement of and contribution to IPBES of, inter alia, the World Ocean Assessment, the World Water Development Report, the Ocean Biogeographic Information System, and the participation of the World Network of Biosphere Reserves in assessments of biodiversity and ecosystem services under IPBES.</p> <p>The many workshops implemented under the expected result have allowed to build capacity in relation to developing country experts' participation and to the publication of reports and pamphlets on biodiversity science, environmental conservation and human well-being.</p> <p>Activities under the expected result have allowed UNESCO to maximize its collaboration and synergies with other UN specialized agencies, funds and programmes active in the area of biodiversity, including the GEF, and in the context of the EMG process.</p> <p>Contribution to 34 C/4 outcome(s): The results of ER 21 contributed to 34 C/4 Strategic Programme Objective 3 'Leverage scientific knowledge for the benefit of the environment and the management of natural resources' outcome 'Principle and guidelines for science-based sustainable management of natural resources agreed upon and implemented in all regions through national policies'.</p>
Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)	
Programmed	Attained
<p>PI: Contribution to research and monitoring base underpinning Intergovernmental Science-Policy Platform on Biodiversity and Ecosystem Services (IPBES)</p>	More than 10 case studies on biodiversity and multiple knowledge systems were produced for consideration by the IPBES Plenary. Further evidence was collected in the context of the UNESCO publications and reports supporting an IPBES conceptual framework. Overall evidence about more than 20 case studies was included in UNESCO-led IPBES publications. Several case studies include reference to biosphere reserves.

Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)	
Programmed	Attained
B/b: at least two case studies on biodiversity issues and at least three policy briefs; at least two of these presented at UNCSD	
PI: Number of pilot studies on natural resource management and green economies in drylands, tropical forests, mountains, urban areas and coastal areas and islands B/b: at least five regional and thematic research networks for sustainable development operational in all world regions	UNESCO collaborated in the set-up of global and thematic networks for IPBES and for Future Earth. Both endeavors are now operational. Three thematic research workshops were done on mountains and climate change, two workshops on arid land management, two international seminars and technical training on island/coast zones.
PI: Number of workshops and publications on biodiversity sciences, environmental conservation and human well-being B/b: at least eight international workshops with results published	The UNESCO Biodiversity Initiative organized four expert workshops in the biennium: two on the IPBES conceptual framework, one on the IPBES ILK component and one on biodiversity and the SDGs. In the context of the MAB Programme, the publications and reports were produced from the three thematic research workshops on mountains and climate change, two workshops on arid land management, two international seminars and technical training on island/coast zones.
36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
 ER 22: Biosphere reserves and natural World Heritage sites integrated, in collaboration with UN-REDD, CDM and similar climate change mitigation and adaptation financing mechanisms	<p>The budget situation precluded allocation of regular programme funds originally foreseen for this ER, and it was therefore dependent upon extrabudgetary funding, no-cost activities and linking up with other activities financed through the regular programme, such as under the climate change intersectoral platform. It was in this context that the World Heritage Centre together with MAB has developed a concept note on Confronting Climate Change by Leveraging REDD+ Mitigation Initiatives in Support of UNESCO site Ecological Connectivity and several new partnerships and project proposals.</p> <p>REDD and REDD+ activities have proven to be more challenging than anticipated due to uncertainty in the development of UNFCCC methodologies and lengthy preparation modalities with potential donors. However, good progress was made at UNFCCC COP19 where the Warsaw Framework (a package of seven decisions on REDD+) were adopted recognizing that REDD+ is working on the ground around the world, delivering social and environmental benefits locally and globally.</p> <p>An anticipated private sector partnership with prospects of bringing important financial contributions towards feasibility studies in UNESCO Sites related to REDD+ unfortunately did not materialize during the biennium. Together with the challenges mentioned above, the result was that the benchmarks were only partially met. This said, there should be good prospects for mutually beneficially linkages among UNESCO sites and the international REDD+ processes in the coming years, including through private partnerships.</p> <p>The results under ER 22 contribute to 34 C/4 Strategic Programme Objective 3 'Leverage scientific knowledge for the benefit of the environment and the management of natural resources' and its outcome 'Principle and guidelines for science-based sustainable management of natural resources agreed upon and implemented in all regions through national policies', and to Strategic Objective 11 'Sustainably protecting and enhancing cultural heritage' and its outcome 'New forms of international cooperation developed to strengthen the application of the 1970 Convention'.</p>
Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)	
Programmed	Attained
PI: Number of joint research and conservation activities between BR and natural World Heritage sites B/b: at least six joint activities	The budget situation precluded allocation of regular programme funds originally foreseen for this ER, and it was therefore dependent upon extrabudgetary funding, no-cost activities and linking arrangements with other regular programme activities such as the climate change intersectoral platform. The following four joint activities can be reported on: - Joint work to identify sustainable applications of renewable energy, including biomass, in World Heritage sites and biosphere reserves conducted, thus contributing to a compilation of examples from around the world; - Development of a new large-scale joint project on using World Heritage sites and biosphere reserves as entry points for a wider, landscape level approach to planning and achieving climate change adaptation for livelihoods and biodiversity for external funding entitled "World Heritage Sites and Biosphere Reserves: Anchors for Landscape Adaptation"; - MAB and the World Heritage Centre are developing a new partnership with the Gold Standard Foundation on land use, forests and energy projects and associated certification mechanisms, including in relation to climate change, focusing on UNESCO sites; - Training manual

Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)	
Programmed	Attained
	prepared to help natural World Heritage site managers (many of whom also deal with biosphere reserves) to develop a better understanding of what climate change is, what to expect for their sites, how their sites (in particular in terms of their specific Outstanding Universal Value) might be affected, how to identify vulnerabilities and priorities, and defining possible management responses.
<p>PI: Number of initiatives between BR and natural World Heritage sites in the context of UN-REDD and UN-REDD+</p> <p>B/b: at least four initiatives operational by MAB/ICC, the World Heritage Committee or both</p>	<p>MAB and WHC engaged in a partnership with Terra Global to prepare a comprehensive report on the potential of UNESCO sites in relation to REDD+. The report presents the results of a global scale spatial analysis which evaluated 216 of 610 BRs for their Reduced Emissions from Deforestation and Degradation (REDD+) and Afforestation, Reforestation and Revegetation (ARR) carbon potential. The spatial analysis for REDD+ potential was designed to quantify forest carbon density, estimate deforestation rates and assess governance capacity for all sites for which boundary information was available. The results of the analysis were then used to estimate the quantity of potential emission reductions in order to propose two potential global REDD+ portfolios: Portfolio A presents the top ten potential global REDD+ project sites selected according to their potential emission reductions potential on a per hectare basis. Portfolio B presents the top ten potential global REDD+ project sites that contain the highest summed potential emission reduction values selected according to their absolute carbon values across their entire landscapes. This report could help UNESCO to leverage international public and private funding in future; Aside from the above-mentioned report, operational initiatives foreseen could not be implemented due to the financial situation facing the regular programme and the fact that the specific foreseen partnership with a private funding partner ready to invest US\$5 million in UNESCO sites for REDD+ feasibility studies was blocked by UNESCO management with the argument that it could entail risks to UNESCO. Overall, this made the realization of foreseen results unworkable in the short run. Finally, the policy uncertainties that still remain at the international level concerning REDD+ financing and project implementation under the UNFCCC has also muted expectations. This said, REDD+ remains an area of high potential for biosphere reserves and WH sites around the world.</p>

36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
 ER 23: Management of natural and cultural World Heritage sites, biosphere reserves and priority ecosystems of the MAB programme enhanced through a network of space science and space technology partners.	<p>Despite the retirement of the responsible programme specialist, two highly successful projects were realized under this expected result thanks to extrabudgetary fundraising and prioritization granted through the SIDS platform. Although this area was not ranked high priority when emergency funds were allocated, it continues to interest Member States and partners and could provide them with valuable information.</p> <p>The main challenge over the biennium has been the lack of dedicated funding due to financial constraints and the frozen post. This has led to a significant reduction in this area of work for the Global Earth Observation Section.</p> <p>The results under ER 23 contributed to 34 C/4 Strategic Programme Objective 3 'Leverage scientific knowledge for the benefit of the environment and the management of natural resources' and its outcome 'Principle and guidelines for science-based sustainable management of natural resources agreed upon and implemented in all regions through national policies', and to Strategic Programme Objective 11 'Sustainably protecting and enhancing cultural heritage' and its outcome 'New forms of international cooperation developed to strengthen the application of the 1970 Convention'.</p>

Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)	
Programmed	Attained
<p>PI: Joint activities with space partners to improve management, conservation, and dissemination of information about Member State's cultural and natural heritage assets and priority ecosystem conservation status</p> <p>B/b: at least 20 countries using the data generated</p>	<p>- Space agencies in the US, Japan and Europe contributed high quality images for IHP-MAB and the Climate Change platform cooperation for an exhibit on climate change in mountain regions, glaciers and biosphere reserves of the world, benefiting cases from 19 countries from all major regions of the world. - A project on using satellite imagery for environmental decision making in Caribbean SIDS was launched with Ghent University and the Belgian Science Policy Organization, involving five Caribbean countries.</p>
<p>PI: Increased commitment from space partners</p> <p>B/b: establishment of one new category 2 centre; drafting of an International Charter on "Space for Heritage"</p>	<p>- No new category 2 centre on space technology applications was established during the biennium, but one feasibility study is in process. - The International Centre on Space Technologies for Natural and Cultural Heritage (HIST), a category 2 centre under the auspices of UNESCO since 2011, became fully operational. - Work has started on an International Charter on Space for Heritage but still is in process.</p>
<p>PI: Space technologies shared with universities and outreach</p>	<p>Two international seminars were organized (HIST organized the first International Workshop on Space Technologies</p>

Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)	
Programmed	Attained
activities benefitting from space technologies B/b: two international seminars, workshops, training courses; two exhibitions for general public	for World Heritage, held 9-29 October 2012 and the Caribbean workshop on Remote sensing for environmental planning 3-5 December 2013) One exhibition for the general public (as described above, this was a major collaboration between IHP, MAB and the Climate Change platform that was on view during the 37th General Conference).
36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
 ER 24: Knowledge base and policies for renewable energy, in particular solar energy, and energy efficiency and sustainable use promoted for the purpose of sustainable development also targeting resident communities in biosphere reserves as beneficiaries of solutions found	<p>ER 24 met its performance indicators for the biennium. Efforts continued to enhance the knowledge base and promote related policies to address sustainable and environmentally sound energy solutions, without leading to specific policy documents. UNESCO's action aimed also at building national frameworks including through active participation to the Post-2015 UN Thematic Consultations on Energy and contribution to UN-Energy activities and UNSG reports on 2014-2024 Decade of "Sustainable Energy for All". UNESCO's activities involved the DG participation at the Ministerial Panel on "Building National Frameworks for Renewable Energy" (Jan. 2013, Abu Dhabi) as well as a conference on "Sustainable Energy for All" organised in Moscow as a contribution to 2012 "International Year of Sustainable Energy for All". Furthermore, UNESCO and the French institutions (ADEME and CNRS) organized under the High Patronage of the French President an international High Level Forum on "Renewable energies in the service of humanity: current challenges and prospects by 2030 and 2050" (Oct. 2013, UNESCO). A Special Edition of "Solar System Journal" was published on this occasion. The publication of the "Energy Bulletin" series is furthered by the International Sustainable Energy Development Centre (Cat.2).</p> <p>Partnership with leading governmental and intergovernmental institutions was successfully mobilised for renewable energy activities. New funding was granted by the OPEC Fund for International Development, PANASONIC and ISESCO to address the United Nations Decade 2014-2024 of "Sustainable Energy for All". The related agreements have been signed in 2013. Concurrently, financial support was provided by the Turkish International Cooperation and Development Agency (TIKA) to enhance the knowledge base in renewable energy in Member States. A partnership agreement with IRENA is well underway and other partnerships are foreseen as well.</p> <p>Partnership through south-south cooperation for knowledge transfer and capacity building is also important, as was exemplified by the cooperation with Barefoot College in India and two other NGOs, for local villages in Volcanoes Biosphere Reserve in Rwanda. There is growing interest for such cooperation between developing countries to use renewable energy technologies which should be further facilitated through the World Network of Biosphere Reserves in the coming biennium.</p> <p>Contribution to 34 C/4 outcomes: This ER contributes towards SPO 3 "Leveraging scientific knowledge for the benefit of the environment and the management of natural resources" outcome "Principles and guidelines for science-based sustainable management of natural resources agreed upon and implemented in all regions through national policies" and to SPO 4 "Fostering policies and capacity-building in science, technology and innovation" outcome "Governments assisted in the development of national policies pertaining to renewable and alternative energy management".</p>
Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)	
Programmed	Attained
PI: Support for renewable energy policies and regional entities provided with technical cooperation and policy advice B/b: at least two policy documents produced	- A high level forum was organised and a strategy/policy document on "Renewable energies in the service of humanity: current challenges and prospects by 2030 and 2050" was produced in partnership with the French institutions ADEME and CNRS. - The formulation of a renewable energy policy document "Strategy for the development of renewable energy in Togo" was initiated by ISESCO under the UNESCO-ISESCO partnership and the work is in process. - A policy document on use of renewable energies in UNESCO Sites "The way forward" was finalised.
PI: Innovative experiences and best practices identified and shared within the WNBR B/b: at least one publication on best practices: at least one learning material or tool	- Printing of a publication "Good Practices -- success stories on sustainable use of renewable energy sources in UNESCO Sites" was produced and a guideline for their replication finalised. It is also available on line. - Learning and teaching materials on renewable energy conversion, use and application were produced and benefited to national representatives at the three UNESCO regional summer schools held in Africa and South East Asia regions. - In process is a learning and information tool publication "Energy Bulletin" series, by the International Sustainable Energy Development Centre (Cat.2) of UNESCO - With support from India, UNESCO-MAB in partnership with Barefoot College and two NGOs, supported the training of four grandmothers from two villages of Volcanoes BR in Rwanda, followed by a three months in-country training of nine additional women in Bugeshi, Rwanda. UNESCO provided the solar equipment for 100 household and the school in Nyarugina village.

Cost-effectiveness/efficiency measures for this Main Line of Action

2012-2013 biennium has been difficult for all regular programmes. The dramatic reduction of regular budget has affected the implementation and delivery especially during the first half of the biennium. Thanks to the team work of colleagues involved in the six ERs of MLA6, both from the field office and the Headquarters, most of the benchmarks were achieved with good results.

Measures for efficiency mainly included: a) reduction of regular budget travel costs, b) mobilization of additional partners for UNESCO activities, c) mobilization of diverse forms of extra-budgetary resources including, in addition to standard FIT, the contribution to the MAB Fund, Additional Appropriation, co-sponsorship for meetings and travel of participants, d) reduction of length of reports e) increase in the use of secondments and high quality internships as additional work force, and f) a much stronger inter-division joint delivery (such as biodiversity and climate change work) and HQ and Field joint delivery (all MAB regional and thematic networks).


DG's trust and timely support through the use of Emergency Funding to MAB and IGCP statutory meetings and Priority Africa has been very instrumental for the implementation of MLA 6 and its ERs.


Additional support and ways to simplify the procedures for extra-budgetary resource mobilization and implementation need to be further discussed in the 37 C/5 biennium, as the present way of working is too heavy a burden for the programme staff.

MLA 7: Natural disaster risk reduction and mitigation

Regular Programme ¹ : staff and operational budget		Extrabudgetary resources ¹
Allocation 2012-2013: US\$ 222 732	Expenditure % 2012-2013: 98%	Expenditures 2012-2013: US\$ 4 781 147

¹The budgetary information regards unaudited figures and for extrabudgetary resources include Emergency Funds.

36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
 ER 25: Natural disaster and climate change resilience, disaster risk assessment and impact mitigation enhanced and targeted scientific assistance delivered, including through participation in United Nations common country approaches	<p>The expected result met or exceeded its benchmarks and overall progress was good. The results were quite often well above the set benchmarks serving more Member States than originally planned by developing their technical capacity in DRR related issues or by providing them with decision support tools to be prepared in the event of a hazard.</p> <p>In particular, the first benchmark set of at least ten countries involved in global initiatives was well above target, having at least 60 countries worldwide participating actively in at least 5 networks established. The second benchmark of three sub-regions involved in regional and sub-regional initiatives was met but not exceeded.</p> <p>More than 30 countries were supported in various topics of DRR surpassing the benchmarks of three countries affected by natural disasters and ten countries supported in disaster resilience and risk mitigation efforts.</p> <p>Finally, eleven (11) disaster-prone countries (Algeria, Egypt, El Salvador, Libya, Ethiopia, Honduras, Jordan, Morocco, Peru, Syria, Tunisia) have included DRR in their CCA/UNDAF surpassing the set benchmark of ten (10).</p> <p><u>Challenges/lessons learned:</u> The scarce financing available did not allow for seeding the way to raising extrabudgetary resources to the desirable degree. No emergency funding was requested which further limited the efforts.</p> <p>The results under this expected result directly contribute all the expected outcomes of 34 C/4 Strategic Programme Objective 5 "Contributing to disaster preparedness and mitigation".</p>
Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)	
Programmed	Attained
PI: Number of countries actively participating in the networks B/b: at least ten countries involved in global initiatives; three sub-regions involved in regional and sub-regional initiatives	The benchmarks set were on or well above the target, having at least 60 countries worldwide participating actively in at least 5 networks established. Three sub-regions were involved in sub-regional activities; in particular: 1) About 25 countries (senior level experts in seismology, geology and earthquake engineering) attended 2 International Workshops of the regional network for "Reducing Earthquake Losses in the Extended Mediterranean Region" in 2012 and 2013. 2)

Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)	
Programmed	Attained
	9 countries (earthquake engineers) participated at the international Memorial Symposium on "Protecting Lives from Earthquake and Tsunami Disasters" in 2012. 3) 22 countries (senior level experts in seismology, geology and earthquake engineering) participated at the workshop on "Earthquake & Tsunami Early Warning in the Eastern Mediterranean for the Countries Bordering the Dead Sea Fault" in 2012. 4) 40 countries actively participated in the International Consortium on Landslides (ICL) and the International Programme on Landslides network supported by UNESCO on landslide research and landslide risk reduction in 2012 and 2013. 5) Knowledge on EWS strengthened at regional and national level, procedures and legal frameworks on EWS within the Central American region were harmonized and capacity of education ministries for EWS education, within the existing DRR framework in the six selected countries, were strengthened during the biennium. 6) Approximately 30 countries in South and Central Asia regions benefited from participation of experts in seismology and earthquake engineering at the Workshop for Regional Cooperation in Seismology and Earthquake Engineering in South and Central Asia aiming at discussion of key issues associated with strong motion monitoring and engineering seismology. 6) three sub-regions were involved in sub-regional activities; in particular we had the Extended Mediterranean Region, comprised of countries from Europe, Middle East and North Africa, the Central Asia Region and the South East Region.
PI: Number of countries and institutions supported in disaster risk reduction, including outreach for women's participation B/b: at least three countries affected by natural disasters supported; ten countries supported in disaster resilience and risk mitigation efforts, including through CCA/UNDAF; ten institutions supported in disaster risk mitigation	More than 30 countries were supported in various topics of DRR; for example, Albania, Ethiopia, Honduras, Indonesia, Iraq, Kenya, Libya, Namibia, Pakistan, Papua New Guinea, Philippines, Samoa and Timor Leste were supported in issues varying from flood risk management, to drought and to avoid the disasterous effects of earthquakes. At least two African sub-regions were supported in predicting drought (via establishing the African Drought Monitor to both IGAD and ECOWAS Member States; Horn of Africa and West Africa); women leading regional/thematic programme coordination at ICL/IPL network was increased by 37%. Furthermore: 1) 30 countries were supported in earthquake risk reduction efforts through sharing of scientific data and knowledge. 2)6 countries appointed women responsables on DRR for contributing to UNESCO programmes, networks and platforms. 3) 3 global and 1 regional advocacy events aiming at mainstreaming of DRR into national action plans and priorities, such as IDRC Davos, 4-th UNISDR Global Platform Session, World Science Forum and ASIAN Ministerial conference on DRR were held. 4) Capacities of Albania were strengthened in the field of Disasters Risk Management for Cultural Heritage properties. 5) Disaster preparedness was promoted through education and awareness raising events through media and evacuation drills implemented in cooperation with the Civil Defense at four pilot schools. 6) Regional and national capacities to manage climate-related natural disaster risks in the Arab Region were strengthened in close cooperation with UNISDR regional office in Cairo. 7) Enhancement of disaster and climate change resilience, disaster risk assessment for Pacific countries through a workshop and toolkit made. 8) Resilience towards hydro-meteorological hazards and climate change Impacts is being strengthened in SE Asia through action research on the role of Local & Indigenous Knowledge for DRR and CCA.
PI: Number of disaster-prone countries including a disaster risk reduction component in CCA/UNDAF B/b: at least three countries	Eleven (11) disaster-prone countries (Algeria, Egypt, El Salvador, Libya, Ethiopia, Honduras, Jordan, Morocco, Peru, Syria, Tunisia) have included DRR in their CCA/UNDAF Furthermore: 1) UNESCO showcased its work on advocacy for the integration of DRR into the educational programmes during the 4-th Session of the UNISDR Global Platform for DRR held in Geneva on May 2013. 2) UNESCO provided support to facilitate knowledge sharing among earthquake specialists and to capacity-building for earthquake risk reduction through specialized meeting within the International Platform for Reducing Earthquake Disasters (IPRED) project. 3) A category 2 institute on seismology and earthquake engineering was approved by the Executive Board of UNESCO and is pending for final validation of the General Conference. It is the first Category 2 centre of UNESCO in the area of DRR. New centres are planned to be initiated in this area.
36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
 ER 26: Scientific knowledge base and adaptation capacity of Member States for water hazards at regional and country levels improved	For some activities the results exceeded the expectations while for other implementation limited fulfilled expectations because of lack of financial and human resources. The need to further integrate water related disaster and the DRR units are important. This activity has contributed to SPO3 expected outcome on UNESCO leadership. <u>Challenges/Lessons learned:</u> The collaboration with category 2 centres and water Chairs help us to reduce cost, nevertheless it reduces UNESCO's control of the process. The results under this expected result directly contribute to the 34 C/4 Strategic Programme Objective 3 "Leveraging scientific knowledge for the benefit of the environment and the management of natural resources", in particular to expected outcomes "UNESCO's leadership for United Nations system activities in the areas of freshwater and the oceans at the global

36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt	
	and national levels firmly established, including in United Nations system country programming exercises" and "Global monitoring reports produced periodically for the state of freshwater and the oceans", via via IHP, WWAP, UNESCO-IHE and the networks of water-related category 2 centres and UNESCO Chairs" as well as to three of the expected outcomes of Strategic Programme Objective 5 "Contributing to disaster preparedness and mitigation".	
	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)	
	Programmed	Attained
	<p>PI: Number of Member states with strengthened hydrological services and number of communities responding to GLOF, floods and drought risks</p> <p>B/b: three African countries using Drought Monitor remote sensing techniques; two guidelines developed for flood and drought management; risk and hazard maps for two mountain valleys with the highest GLOF risk</p>	<p>UNESCO in cooperation with Princeton University has upgraded the African Drought Monitor which is an operational drought monitoring system. A meeting was held in the Islamic Republic of Iran to discuss a road-map for the International Drought Initiative. Different UN organizations were invited (WMO, FAO, UNDP and the Gobar Water Partnership). The meeting results will be presented to the next Intergovernmental Council of IHP. There is a strong commitment from the Government of the I.R. of Iran to implement the proposed activities stated in the roadmap. The establishment of the African Drought Monitor in AGRYMET Niger has helped to strengthen the capacity of the institution to deal with drought at a regional level. State-of-art reports on floods forecasting early warning systems have been developed for 10 countries in the Asia Pacific highlighting comparisons between the various systems employed. UNESCO has contributed the flood management strategy developed by the Friends of Democratic Pakistan Water Sector Task force. The strategy includes an action and investment plan, under the coordination of the Asian Development Bank and has been approved by the Government of Pakistan. The strategy takes all issues relating to water resources under consideration including its critical relevance to agriculture, sustainable development and disaster prevention. UNESCO is liaising with WMO and GWP on the integrated drought management policies.</p>
	<p>PI: Tools provided for education and capacity-building concerning impacts of water hazards on water resources management, including development of adaptation strategies</p> <p>B/b: one document on floods issued, including a set of computational tools for applications</p>	<p>African Drought Monitor successfully implemented in Niger and Kenya and 20 participants from neighboring countries trained. With Princeton University the technical training of technical personal and water managers and the update of the African Drought Monitor has been finalized. A scientific/technical workshop and a training course on the African Drought Monitor was held at AGRHYMET, Niger, between 19 and 24 October 2013. An upgraded version of the African Drought Monitor was installed at AGRHYMET, Niger providing seasonal drought forecasts. The outcome of the technical/scientific workshop provided recommendations towards national drought policy plans. Together with the Regional Office in Nairobi, WMO, UNESCO category II centers in Africa and Europe and America (ICIWaRM, South Africa, Kenya, Sudan), GWP, ISPRA, AMMA and AGRHYMET, an agenda for a scientific/technical workshop has been finalized. IFI Flood Book Series has been published in cooperation with Cambridge Press entitled: Floods in a Changing Climate (Inundation Modeling; Hydrological Modeling; Risk Management and Extreme Precipitation).</p>
	<p>PI: Number of groundwater studies on hotspots in areas prone to natural hazards</p> <p>B/b: at least five country studies on strategic management of aquifer systems for access to groundwater resources in emergency situations</p>	<p>Different events on "Addressing the links between Groundwater Resources and Human Security and Natural Disasters" and "Methodological Guide for Groundwater in Emergency Situations" were organized at the 6th World Water Forum in 2012. Based on the above mentioned methodology several IHP national committees and UNESCO partners organized workshops to disseminate it worldwide. Data base and Mapping of groundwater resources completed (GWES, WHYMAP/BGR, IAH, IGRAC). A database was delivered to the Ministry of Water and Energy, Ministry of agriculture and the Somali Regional State Water Bureau. MoWE has developed a National Groundwater Information System and had trained 20 experts. Due to the high turnover, almost all trained staff have moved to new posts. Additional training was provided to over 100 early level professionals (engineers, hydrogeologists, geologists) drawn from different part of Ethiopia. The training has been conducted in collaboration with USAID, USGS, MWE, AG consultant and Addis Ababa University School of Earth Sciences. The training subjects covered were: (1) Groundwater field techniques and concepts; (2) Groundwater hydraulics; (3) Remote sensing applications for water resources; (4) Advanced groundwater hydraulics; and, (5) Remote sensing and GIS. Fifteen hydrogeologists were trained on borehole rehabilitation and maintenance with particular emphasis on women's participation. The training identified one borehole in Somali Region of Ethiopia, which was rehabilitated.</p>

Cost-effectiveness/efficiency measures for this Main Line of Action

Cooperation between various units in the Natural Sciences including the Field units, as well as intersectoral cooperation during the preparations of major events illustrates to be a great asset for providing Member States and UNESCO's partners multidisciplinary and multisectoral advices and services. In particular, during the past biennium we were able to organize several joint events (Davos, ISDR Global Platform, ECOSOC, social sciences aspects of DRR etc.) with our Education and Culture colleagues optimizing UNESCO's visibility while sharing the cost by having contributions from various sectors' budgets lines. Such cooperative activities prove to be not only

Cost-effectiveness/efficiency measures for this Main Line of Action

cost-effective, but also enhanced significantly the intersectoral cooperation in DRR over the biennium.


Furthermore, the utilization of UNESCO's extended network of Chairs and specialized Centers proves continuously to be a cost effectiveness / efficiency measure that provides reliable solutions in supporting Member States technically.



Some regular programme funds were liberated through the retirement of some incumbents. Travel was extremely limited with most missions being no cost, usually sponsored by the host. Tele- and videoconferences were also used extensively in order to minimize travel costs. Consultants contracts were made only based on the availability of extrabudgetary funds.

II.3.1. UNESCO-IHE Institute for Water Education (UNESCO-IHE)

Regular Programme ¹ : staff and operational budget		Extrabudgetary resources ¹
Allocation 2012-2013: US\$ 0	Expenditure % 2012-2013: N/A	Expenditures 2012-2013: US\$ 0

¹The budgetary information regards unaudited figures and for extrabudgetary resources include Emergency Funds.

36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt	
 Sustainable development enhanced through water education and training, primarily in developing countries	UNESCO-IHE continues to have high impact for development through educating water professionals who return to their home country. Through an alumni tracer survey conducted by UNESCO-IHE of 6500 alumni, it became evident that 97% of UNESCO-IHE alumni coming from developing countries and countries in transition return to their country and or/region of origin and are still active in a relevant job. After graduation alumni reach senior positions in their home countries and become nationally and internationally recognized experts in their fields of expertise. UNESCO-IHE alumni have great impact in improving water management issues in their countries and make up an unique link in the global water network.	
	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)	
	Programmed	Attained
	PI: Number of water sector professionals from developing countries trained at M.Sc. level B/b: Over 400 water sector professionals from developing countries trained at MSc level of which a minimum of 1/3 are women	369 total MSc degrees awarded out of which 41% were awarded to women.
	PI: Number of water sector professionals from developing countries trained in short courses B/b: Over 1,000 water sector professionals from developing countries trained in short courses of which 1/3 are women	over 1,200 professionals from developing countries and countries in transition through tailor made training, regular short courses, online courses and refresher short courses for UNESCO-IHE alumni out of which 48% were female participants.
PI: Number of partner universities in the South delivering joint M.Sc. programmes with UNESCO-IHE B/b: More than ten partner universities in the South delivering joint M.Sc. programmes with UNESCO-IHE	At the end of this biennium UNESCO-IHE has 17 different specializations that are carried out jointly with a university in the South.	

36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt	
 Research capacity in the water sector increased, focusing on MDG-related topics and primarily aimed at solving problems in developing countries	<p>The science/research programme of UNESCO-IHE has been demand driven for the needs of the South and ultimately has developed several solutions for water problems in the South. This includes high level publications such as a full length article on climate change impact assessment for inlet-interrupted coastlines published in the prestigious journal Nature, but it also includes high impact project such as the project MYWATER in which hydrological models and earth observation data are being merged for reliable information on water that can improve water resource analysis for operational water management. It is also important to mention that most of the research themes of UNESCO-IHE overlap with research theme priorities from IHP and so there are many synergies.</p>	
Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		
Programmed		Attained
PI: Number of M.Sc. theses written, all addressing water issues relevant for development B/b: A minimum of 350 MSc theses written, of which a minimum of 1/3 will be written by female students		369 MSc degrees awarded out of which 41% were awarded to women.
PI: Number of PhD theses completed by research fellows at UNESCO-IHE, all addressing water issues relevant for development B/b: A minimum of 30 PhD theses completed by research fellows at UNESCO-IHE		34 PhD theses completed by research fellows at UNESCO-IHE out of which 7 were completed by women, all addressing water issues relevant for development.
PI: Number of scientific publications in peer reviewed journals B/b: A minimum of 300 scientific publication in peer reviewed journals of which at least 15% will be written by female academic staff		427 publications in peer reviewed scientific journals in the English language out of which 20% are written by female academic staff members.
36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt	
 Capacity to support local water-related organizations increased	<p>Through providing capacity development services to knowledge institutes and water sector organizations, UNESCO-IHE continues to increase its impact and help to build sustainable organizations that are now equipped to properly manage water resources and deliver water services in developing countries and countries in transition. Besides building human and institutional capacity, the activities of the Institute during this biennium and beyond has led to many spin-offs; for instance, valorization of the research findings that led to practical solutions in the professional field (forecasting models for floods and droughts, new water treatment technology, desalination technology, innovations in water management, among others).</p>	
Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		
Programmed		Attained
PI: UNESCO-IHE serves as a global campus, with regional institutes in different regions and a network of local knowledge institutes B/b: at least two regional institutions established		UNESCO-IHE has greatly expanded its virtual global campus through the increased implementation of joint education and working in partnership. However, the Governing Board of UNESCO-IHE, during its session on 21 and 22 November 2013, requested the Chairman to write a letter to the Director-General of UNESCO, stating that after careful consideration of various options, the Governing Board came to the conclusion that it is no longer necessary to carry out a feasibility study as the original proposal of the global campus as new physical category 1 institutes will not be pursued. Instead the Institute will concentrate on strengthening its current partnerships and network.
PI: Regional capacity development networks supported B/b: at least two regional networks functional		This biennium UNESCO-IHE has been involved in building capacity of several different networks in developing countries. Most notably, UNESCO-IHE continues its work with the Nile Basin Capacity Building Network and its various regional nodes. More recently, UNESCO-IHE has acquired a new project where it is leading an effort to build the capacity of the African Sanitation Knowledge Network in an effort to contribute to sustainable sanitation solutions by creating a networking platform where experiences are shared, training courses are improved and developed via innovative learning approaches, directed to increase the problem solving capacity of its students and graduates.
PI: Number of education projects running B/b: 8 projects		Under the context of the Netherlands Initiative for Capacity Development in Higher Education programme, a Netherlands-funded development cooperation programme aimed at sustainable strengthening of higher education, UNESCO-IHE has secured 9 new projects in different developing countries both as the leading institution but also as a partner in a consortium. Among others, the projects secured

Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)	
Programmed	Attained
	include: Strengthening polytechnics to enhance delivery of quality education programmes in integrated water management at the Kenya Polytechnic University College, Scenario development in Integrated Water Resources Management: Coping with future challenges in Bangladesh, and Capacity Building for high standard education and training programmes for the water supply sector in Indonesia.

Cost-effectiveness/efficiency measures for this Main Line of Action

Research at UNESCO-IHE is in its majority has been carried out by graduate students (MSc, PhD and Postdocs) and as such it serves two important purposes: it develops the capacity of each individual student, but it is also a highly cost effective manner of carrying out relevant research for the benefit of developing countries and countries in transition. It is important to note, however, that senior UNESCO-IHE academic staff are always involved in the supervision of the junior researcher so as to ensure quality.


During this biennium, the Institute has put considerable effort in making its education programme more flexible and attractive for potential students. The result is a significant increase in joint programmes possibilities with different partner universities world-wide which were traditionally a rigid 18 months programme in Delft. Education at UNESCO-IHE has therefore become more cost effective in terms of affordability for students due to a decrease in unit price of the Master of Science programme.

Finally, a considerable part of UNESCO-IHE's mission to increase capacity in the water sector is done through the implementation of projects on the ground in developing countries and countries in transition. Realizing the high costs of travel to carry out project missions, UNESCO-IHE has in these past years, made a serious attempt to cluster its activities in certain countries/regions in order to increase its impact but also to be cost efficiency. Specifically this means combining activities from different projects, working with the same partners in different projects as well as using existing materials from past projects whenever appropriate.


II.3.2. Abdus Salam International Centre for Theoretical Physics (ICTP)


Regular Programme ¹ : staff and operational budget		Extrabudgetary resources ¹
Allocation 2012-2013: US\$ 700 400	Expenditure % 2012-2013: 100%	Expenditures 2012-2013: US\$ 0

¹The budgetary information regards unaudited figures and for extrabudgetary resources include Emergency Funds.

36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
 STI policies implemented, related capacities built, excellence promoted and regional collaboration in developing countries supported.	<p>ICTP would like to share the sad news and commemorate that Professor Paolo Budinich, the co-founder of ICTP together with Professor Abdus Salam, passed away on 14 November 2013.</p> <p>ICTP has continued its capacity building efforts by supporting numerous activities in the developing world. Eighteen activities, seminars or schools were organized outside of Trieste during 2012, 19 in 2013. The activity level remains high, the feedback ICTP receives from the global scientific community continues to be very positive. ICTP is not impacted much by the financial situation of UNESCO, as UNESCO's regular programme contribution is a very minor portion of the Centre's budget. The efforts of creating an endowment fund for ICTP are proceeding well, with significant commitments pending.</p> <p>In August 2013, ICTP hosted the 21st annual Supersymmetry and Unification of Fundamental Interactions (SUSY) International Conference, where physicists from around the world came together to discuss the past year's groundbreaking results such as the Large Hydrion Collider (LHC)'s monumental discovery of a Higgs boson. SUSY 2013 was the first SUSY conference to take place in Italy and it was one of the largest SUSY conferences ever, with 366 scientists from 54 countries participating. More than half of the represented nations were developing countries and 17 percent of participants were women. This is a major achievement for both the conference and ICTP, which strives to promote the advancement of cutting-edge scientific research for underrepresented groups.</p> <p>The efforts to create ICTP regional institutes are progressing. The institutes will have a regional function and will in a significant manner add to the activities and impact of ICTP. The institute in Sao-Paulo is operative and going very well. There is a strong interest for creation of such centres of excellence in China, Mexico, Rwanda and Turkey. ICTP has consulted with LA at UNESCO Headquarters on organizational aspects, and late in 2013 ICTP decided to pursue the option that these centres be proposed as ICTP-UNESCO Category II Institutes. Member States have begun the process to seek UNESCO approval for some of them.</p>

36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt	
	<p>ICTP in partnership with the Office of Astronomy for Development (a project of the International Astronomical Union) has launched a call for proposals for a suite of global activities aimed at using astronomy to stimulate high quality education and research at university level.</p> <p>UNESCO collaborated with ICTP and the University of Nigeria in organizing a Science and Engineering week in Nsukka, Nigeria (June 2013) which included training sessions for teachers on scientific mobile learning, hands-on experimentation using the UNESCO Global Microscience project, commemoration of the 2013 International Year of Water Cooperation and an outreach programme on engineering.</p> <p>ICTP and the Kuwait Foundation of Sciences (KFAS) have agreed to a new joint programme of support for scientists from Kuwait and the Arab world. KFAS has had a long-term cooperation with ICTP; for more than 30 years it has supported the engagement of Arab scientists in ICTP activities.</p> <p>Armenia has donated a lump sum to ICTP's endowment fund with an additional guaranteed annual contribution over the next five years. Through this funding, ICTP agrees to provide an objective perspective on Armenian scientific research, particularly in advanced studies of physics and mathematics. ICTP will act as a funding agency and decide how best to invest this money toward Armenian science. In addition, ICTP will use the money to cover travel expenses for visiting Armenian scientists and also Armenian students accepted to the Diploma Programme.</p> <p>2013 marks the thirtieth anniversary of the College on Soil Physics at ICTP which was launched in 1983 with Abdus Salam's full support. Since then, the fields of interests have widened, today including climatology, hydrology and agriculture.</p> <p>ICTP has received a major contract from the European Commission for "Training and Preliminary Backbone Infrastructure Development" within air transport and satellite service applications in Africa. It aims at training scientists in Africa in Global Navigation Satellite System implementation, management and testing. ICTP was chosen, given its expertise in GNSS-related training, research and implementation, its strong ties with research in Africa, and its contribution to building EGNOS and Galileo, EU's satellite navigation systems. The first training sessions took place mid 2013.</p>	
	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)	
	Programmed	Attained
	<p>PI: ICTP regional branch institutes created. B/b: 2 ICTP branch institutes established</p>	<p>After consultations with Headquarters, ICTP decided late in 2013 that these new regional centres should be established as ICTP/UNESCO Category 2 Centres/Institutes. The ICTP regional centre in Sao-Paulo, Brazil, is established and going very well. There is a strong interest for ICTP to establish regional centres of excellence in Mexico, China, Rwanda and Turkey.</p>
	<p>PI: Number of regional activities funded by local institutions. B/b: 3 regional activities undertaken per year with local funding.</p>	<p>When ICTP undertakes an activity in the field, local contribution of some sort is always needed. In 2013, 19 activities were undertaken outside Trieste, all having a regional character. One was a Mediterranean Youth Mathematical Championship held in Rome. (Algeria, China, Colombia, Cote-d'Ivoire, Ethiopia, Georgia, Greece, Guatemala, India (3), Pakistan, Philippines, Senegal, Singapore, South-Africa (2), Viet Nam). In 2012, 18 activities were undertaken outside Trieste, all of the having a regional character. (Brazil (2), China, Colombia, Costa-Rica, Cuba (2), Ecuador, Ghana, Haiti, India, Indonesia, Ivory Coast, Kenya, Malaysia, Nepal, Pakistan, Senegal, South-Africa, Tanzania)</p>
	<p>PI: Interdisciplinary research promoted. B/b: Interdisciplinary activities cover 10% of Scientific Programme.</p>	<p>ICTP organized 25 interdisciplinary activities during the biennium, covering 15% of the activities in the Scientific Calendar against the benchmark of 10%.</p>
	<p>PI: Programs in new research fields (Energy, Quantitative Biology, High-Performance Computing) started. B/b: Two permanent or long-term scientific appointments, six activities per year.</p>	<p>QUANTITATIVE BIOLOGY: A P3 has been hired and will take up duties early 2014. One senior postdoc joined in March 2012. 4 staff associates appointed. One workshop on Quantitative Systems Biology held in Bangalore December 2013. ENERGY: New appointments: none. Currently there are two senior postdocs and one regular postdoc working in this field. 11 associates appointed. ICTP's network for research on solar energy in Africa, ANSOLE, is coordinated in collaboration with the University of Linz, Austria. Furthermore, ICTP is taking part in Italian initiatives on research on renewable energy, part of which are located in the Trieste region. 2 scientific activities organized in 2012, 3 in 2013. HIGH PERFORMANCE COMPUTING: 2 persons appointed under PA contracts. With them, ICTP has 4 full-time experts working on High-Performance Computing. High-performance computing is at the basis of various in-house research activities, such as climate modelling and computational materials science. 7 advanced schools were organized in 2012, in 2013 four. ICTP presented its e-learning and HPC initiatives in 3 dissemination events abroad. Weekly lectures on HPC topics started at ICTP, aimed at all interested scientists. Collaboration agreement with SISSA to establish an HPC system with around 100 Tflops, this system will be the second largest in Italy. Signed agreement between ICTP and SISSA to start an international Master's in HPC for Science and Technology. Agreement signed in Abuja/Nigeria to develop and teach HPC/HPC application related courses to all graduate students of the mathematics, computer science, petroleum engineering, theoretical physics, material science departments.</p>

Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)	
Programmed	Attained
<p>PI: Publication of research in peer reviewed journals B/b: 400 scientific publications in peer review journals per year.</p>	Articles published in 2013 in peer reviewed journals by scientists affiliated with ICTP = 363. Articles published in 2012 - 399.
36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
<p> Access increased to scientific knowledge for scientists and science educators especially from developing countries.</p>	<p>During 2012-2013, ICTP organized 167 scientific activities; 11,235 scientists from 136 countries took part, with 23% of the participants being women. 37 of the activities were held as regional activities away from Trieste. 56% of the participants in 2013 were from developing countries. The number and quality of applications for participation in the activities remains high.</p> <p>ICTP's TRIL (Training and Research in Italian Laboratories) programme turned thirty in 2013. Since 1983, it has been creating lasting international connections and collaborations, reducing scientific isolation, and sustaining the careers of young scientists from developing countries. Since 1983 it has trained 1283 fellows, given out 1993 grants and opened the doors of 417 Italian laboratories to TRIL fellows.</p> <p>A documentary highlighting the ICTP's efforts to help remote villages in Africa and elsewhere to join the wireless technology revolution was recently shown during the Trieste Film Festival: http://wireless.ictp.it/video.html. "Unwired" follows a team of ICTP scientists during a mission where they installed low-cost wireless antennas and provided training at several African universities. The ICTP training encourages the use of recycled materials, and relies on renewable energy to power the instruments. The first International Workshop on Low-Cost 3D Printing for Science, Education and Sustainable Development was held in May 2013 and the ICTP 3D Printing Lab was equally initiated 2013. The SDU unit has released an e-book, Low-cost 3D Printing for Science, Education and Development.</p> <p>In its efforts to develop a substantial systematic and coherent program for on-line access to scientific information and its library, ICTP has prepared edited video coverage of the Basic Diploma program. ICTP continues to upload videos and recordings to both the iTunes U and the ICTP.TV. From 2007 till 2013, ICTP's more than 12,000 hours of online Diploma Programme lectures have received more than 1 million unique visitors. Contrary to what one might expect, the majority of visits to the web courses comes from computers connected from Italy (22%), USA (12%) and India (9%). Following close behind is China (3%) and Africa, mainly in Egypt, Algeria, Nigeria, Sudan, Ethiopia, South Africa, Kenya, Ghana and Rwanda (about 1%). These numbers suggest that the lectures, taught in English by ICTP scientists, are a useful learning resource for students both in developing and developed countries. Per year, there are about 63.000 unique visitors to ictp.tv. There are 40.000 downloads from i-Tunes U per year and 30% of these are undertaken from developing countries.</p> <p>ICTP's Science Dissemination Unit (SDU) has started the "Didactic for Development" (DxD.tv) or "Didactica para el Desarrollo" initiative, which will provide a platform for institutions from around the world to share recorded educational material. The aim of DxD.tv is to create a network of scientific and academic institutions that can offer videos of educational courses that are complete, of high quality, free, and in the institutions' native languages.</p> <p>ICTP organized an international workshop on massive open online courses (MOOC). One of the lecturers, Prof. Michael Schatz of the Georgia Institute of Technology's School of Physics, US, believes that the idea of MOOCs will be especially attractive to ICTP: "ICTP has this affiliate structure with associates (from many developing countries) coming to the Center. These associates have home institutions where they themselves are educators; the associates have face-to-face interactions with their students, and one can start thinking about how online content can help them improve these interactions and raise the level of education in their home institutions. In this regard, the future is bright and ICTP could really have a huge impact."</p> <p>ICTP's Free Electronic Journals Delivery System celebrated 10 years of existence. ICTP has agreements with some of the world's leading scientific publishers, scientists who live and work in least-developed or low-income countries can receive current scientific literature from 1033 journals. Per date, eJDS has 5106 registered users from 133 countries.</p> <p>ICTP supervises the technicalities behind and give advice and editorial services for the African Review of Physics, a peer-reviewed and on-line international e-Journal: www.aphysrev.org.</p> <p>Upon ICTP's initiative, the Union of Central American and Caribbean Universities has approved the creation of a PhD in mathematics and physics. An agreement with the Technological University of Panama paves the way for scientific exchange programmes for students and faculty and the coordination of joint conferences and work shops, amongst other activities. The agreement with the International Astronomical Union is expected to lead to a new diploma program to train African scientists to work at the SKA.</p> <p>An agreement with the University of Trieste for a Master's program in medical physics has been signed, the first students will be admitted at the start of 2014. A collaboration agreement between ICTP and SISSA is signed, under which an international Master's in High Performance Computing (HPC) for Science and Technology has been designed, start-up will be in the autumn 2014.</p> <p>Under an agreement with the African University of Science and Technology in Abuja, Nigeria, ICTP will develop and teach HPC/HPC application related courses to all graduate students</p>

36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt										
	<p>of the 5 main departments (mathematics, computer science, petroleum engineering, theoretical physics, material science. With the support from the International Science Programme of the University of Uppsala, Sweden, ICTP is organizing a PhD fellowship at the University of Trieste for a staff from Addis Ababa University, to enforce the HPC team of the M.Sc. program at the Addis Ababa University.</p> <p>The "Physics without Frontiers" team from ICTP and the University of Udine held master classes at three Algerian universities: Université des Sciences et de la Technologie d'Oran; Université de M'sila; and Constantine-I University. Students at M'sila and Oran participated in a virtual visit to the ATLAS control room at CERN. "This exposure is very important for Algerian students, because Algeria has a strong community doing theoretical physics, but work in experimental physics is almost absent," says Rachick Soualah, an Algerian national and former ICTP diploma student, now a postdoctoral fellow at the University of Udine, Italy. "Algerian scientists are planning to be part of the ATLAS collaboration, and this master class is a great way to lay the foundation for the future of experimental physics in Algeria.</p>										
	<p style="text-align: center;">Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th data-bbox="423 443 790 488">Programmed</th> <th data-bbox="790 443 2190 488">Attained</th> </tr> </thead> <tbody> <tr> <td data-bbox="423 488 790 802"> PI: Number of activities in the ICTP scientific calendar B/b: 60 activities per year </td> <td data-bbox="790 488 2190 802"> The figures for 2013 are: Regular scientific activities Number of conferences and workshops in Trieste: 74 (11 jointly with IAEA) Number of visitors: 5300 Female: 1220 (23%) Male: 4080 Number of person-months: 4660 Nations represented: 136 [Visitors from LDCs: 118 (21 nations represented)] ICTP regional training activities (19) Participants in regional activities: 620 Africa: 6 (Algerie, Cote d'Ivoire, Ethipoia, Senegal, South Africa (2); Asia: 9 (China, Georgia, India (3), Pakistan, Philippines, Singapore, Viet Nam); Europe: 2 (Greece, Italy); Latin America: 2 (Colombia, Guatemala), TOTAL ACTIVITIES ORGANIZED BY ICTP=93 TOTAL NUMBER PARTICIPANTS: 5920 Hosted activities (held at ICTP but organized by external groups) Number of conferences: 25 Participants: 1342 (this number is not included in the 5920) The figures for 2012 are: Regular scientific activities Number of conferences and workshops in Trieste: 56 (11 jointly with IAEA) Number of visitors: 4713 Female: 1194 (22%) Male: 4121 Number of person-months: 5138 Nations represented: 136 Visitors from LDCs: 240 (26 nations represented) ICTP regional training activities (18) Participants regional activities: 602 Africa: 6 (Cote d'Ivoire, Ghana, Kenya, Senegal, South Africa, Tanzania UR); Asia: 6 (China, India, Indonesia, Malaysia, Nepal, Pakistan); Latin America: 7 (Brazil 2, Colombia, Costa Rica, Cuba 2, Ecuador) TOTAL ACTIVITIES ORGANIZED BY ICTP=74 TOTAL NUMBERS PARTICIPANTS: 5315 Hosted activities (held at ICTP but organized by external groups) Number of conferences: 28 (14 activities have missing n. of participants) Participants: 670 Overall, the benchmark is exceeded. </td> </tr> <tr> <td data-bbox="423 802 790 922"> PI: Number of STEP and Diploma students. 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In addition there is edited coverage of all the lectures in both terms of the Postgraduate Diploma Programme in Mathematics.
Programmed	Attained										
PI: Number of activities in the ICTP scientific calendar B/b: 60 activities per year	The figures for 2013 are: Regular scientific activities Number of conferences and workshops in Trieste: 74 (11 jointly with IAEA) Number of visitors: 5300 Female: 1220 (23%) Male: 4080 Number of person-months: 4660 Nations represented: 136 [Visitors from LDCs: 118 (21 nations represented)] ICTP regional training activities (19) Participants in regional activities: 620 Africa: 6 (Algerie, Cote d'Ivoire, Ethipoia, Senegal, South Africa (2); Asia: 9 (China, Georgia, India (3), Pakistan, Philippines, Singapore, Viet Nam); Europe: 2 (Greece, Italy); Latin America: 2 (Colombia, Guatemala), TOTAL ACTIVITIES ORGANIZED BY ICTP=93 TOTAL NUMBER PARTICIPANTS: 5920 Hosted activities (held at ICTP but organized by external groups) Number of conferences: 25 Participants: 1342 (this number is not included in the 5920) The figures for 2012 are: Regular scientific activities Number of conferences and workshops in Trieste: 56 (11 jointly with IAEA) Number of visitors: 4713 Female: 1194 (22%) Male: 4121 Number of person-months: 5138 Nations represented: 136 Visitors from LDCs: 240 (26 nations represented) ICTP regional training activities (18) Participants regional activities: 602 Africa: 6 (Cote d'Ivoire, Ghana, Kenya, Senegal, South Africa, Tanzania UR); Asia: 6 (China, India, Indonesia, Malaysia, Nepal, Pakistan); Latin America: 7 (Brazil 2, Colombia, Costa Rica, Cuba 2, Ecuador) TOTAL ACTIVITIES ORGANIZED BY ICTP=74 TOTAL NUMBERS PARTICIPANTS: 5315 Hosted activities (held at ICTP but organized by external groups) Number of conferences: 28 (14 activities have missing n. of participants) Participants: 670 Overall, the benchmark is exceeded.										
PI: Number of STEP and Diploma students. B/b: 30 STEP students and 40 Diploma students per year	2013 figures: 25 Step fellows have organized a visit to ICTP during the year. There are 35 STEP fellows active in 2013. 40 diploma students were admitted to the academic year 2013-2014. 35 diploma students received their diploma for the 2012-2013 academic year. 2012 figures: In 2012, ICTP had 40 STEP visits, around 25 were present during the second half of 2012. Total number of Postgraduate Diploma Students admitted to the academic year 2012-2013 : 41.										
PI: Number of PhD students enrolled in the Joint ICTP/SISSA programme B/b: 8 students enrolled	2013 figures: Currently 10 students are enrolled in the joint ICTP-SISSA PhD programme. 2012 figures: 5 new students (1 in Condensed Matter, 2 in High-Energy, 2 in Maths) have been admitted in the joint ICTP/SISSA PhD program that started in Fall 2012. 6 students are pursuing their second year in the Joint ICTP/SISSA programme.										
PI: Improved internet-based techniques for scientific education and access to knowledge. B/b: Edited video coverage of all lectures of the Basic Diploma program on ICTP website.	List of ' Postgraduate Diploma Programme' videos by Course (Physics) • Mathematical Methods (PHY-MM) • Classical Mechanics (PHY-CM) • Advanced Electromagnetism (PHY-AEM) • Statistical Mechanics (PHY-SM) • Advanced Quantum Mechanics (PHY-AQM) • Solid State Physics (PHY-SSP) • Physics of the Earth System (PHY-PES) • Relativistic Quantum Mechanics (PHY-RQM) (Mathematics) • Topology (MTH-TOP) • Complex Analysis (MTH-CA) • Real Analysis (MTH-RA) • Abstract Algebra (MTH-AA) • Introduction to Number Theory (MTH-INT) • Differential Equations and Dynamical Systems (MTH-ODE) • Algebraic Topology (MTH-ALT) • Differential Geometry (MTH-DG) • Partial Differential Equations (MTH-PDE) • Differential Equations and Dynamical Systems (MTH-ODE II) • Ergodic Theory (MTH-ERG) There exists edited video coverage of all the lectures of the Basic Diploma Program (Postgraduate Diploma Programme in Physics), being the benchmark. In addition there is edited coverage of all the lectures in both terms of the Postgraduate Diploma Programme in Mathematics.										
36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt										
 Programmes on natural disaster risk reduction and mitigation and the impacts of climate change on water resources, food production	<p>ICTP's earth system physics and astrobiology research was presented at the European Geophysical Union's (EGU) General Assembly 2013 in Vienna, Austria. For more than a decade, scientists in ICTP's Earth System Physics (ESP) section have been fine-tuning a regional climate modeling system (RegCM), using specific code that simulates the Earth's climatic conditions to produce localized, detailed climate projections that can play a vital role in assessing climate impact in vulnerable regions of the world. They have developed a dynamical disease model (VECTRI), to assess malaria risk, taking into account the role of population dynamics and surface hydrology. At the EGU meeting results regarding the inter-annual variability and longer-term projections of malaria transmission in Africa were presented. A study by the ESP group should contribute to more accurate local rain monitoring in the near future. This ICTP study is the first to focus on the sensitivities of cloud and precipitation sensors at the regional scale. The study, titled "Using CloudSat cloud retrievals to differentiate satellite-derived rainfall products over West Africa", will validate seasonal forecasts over West Africa. Another activity, AfriCARP, has as its focus the improved accessibility to numerical</p>										

36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt	
<p>and health, offered with the needs of end-user groups identified and addressed.</p>	<p>weather prediction and seasonal forecast products in Africa. Initial progress on both has been according to plan.</p> <p>A series of successful workshops and schools held in Ghana, Ethiopia and Botswana have introduced students and scientists to methods to access global climate models and process the data, hands-on use of the ICTP regional climate model for more advanced scientists and students to conduct their own research in climate change on a regional scale, and advance the research into impact models for agriculture, water and disease vectors and instruct students on their use for regional forecasting and climate change impact studies.</p> <p>Under AfriHAZARD's Evaluating and Communicating Seismo-Volcanic Hazards within and between Countries in Africa, the North African Group for Earthquake and Tsunami studies Group, an ICTP network of scientists, now is officially located in the Algerian Research Centre in Geophysics. It involves more than a 100 scientists and engineers. A syllabus for a joint Master with the University of Rwanda on geo-hazards is under discussion. The planned African Ph.D. programme in geo-hazards is still under negotiation with Addis Ababa University. A ground-based station devoted to long term climatological observations and environmental monitoring has thus been successfully installed in Accra Tema, Ghana. The station is now functioning and providing high quality information on the total column content of NO₂ and O₃, which will be used for satellite data validation.</p>	
Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		
	Programmed	Attained
	<p>PI: Number of activities in this field in the ICTP scientific calendar. B/b: 4 activities per year</p>	<p>2013 figures: 14 January - 25 January Targeted Training Activity: Intraseasonal Monsoon Predictability and Prediction 25 February - 1 March College on Soil Physics - 30th Anniversary. 15 April - 26 April School on Modelling Tools and Capacity Building in Climate and Public Health Organizers. 29 April - 10 May Workshop on Mathematical Models of Climate Variability, Environmental Change and Infectious Diseases. 6 May - 7 May 2nd Workshop on Water Resources in Developing Countries : Planning and Management in a Climate Change Scenario. 3 June - 7 June Extreme Weather and Climate Events in the Southern Caucasus - Black Sea Region 17 June - 21 June Joint ICTP - IAEA Workshop on Evaluating Groundwater Pathways and Residence Times as part of Site Investigations and Post-Closure Safety Assessments for Geological Repositories. 17 June - 28 June Earthquake Tectonics and Hazards on the Continents 5 August - 14 August Fundamentals of Ocean Climate Modelling at Global and Regional Scales 2 September - 6 September Conference on Synthetic Aperture Radar: A Global Solution for Monitoring Geological Disasters 26 September - 27 September WCRP-World Climate Research Programme: 1st CORDEX Workshop on Statistical Downscaling 7 October - 11 October Joint ICTP-IAEA Advancing Modelling of Climate, Land-use, Energy and Water (CLEW) Interactions 7 October - 11 October Capacity Building Workshop on Modelling of Regional Climate and Air Quality for West-Africa 21 October - 30 October School and Workshop on Weather Regimes and Weather Types in the Tropics and Extra-tropics. 21 October - 31 October 2nd VALUE Training School: Statistical and Dynamical Downscaling of Extreme Events 28 October - 8 November Climate and Impact Modeling for Eastern Africa: Climate, Water, Agriculture and Health 9 December - 20 December School on Earthquake and Tsunami Hazard and Risk 2012 figures: 23 January - 3 February Workshop on Infectious Diseases (Arusha - United Republic of Tanzania) 7 May - 18 May Sixth ICTP Workshop on the Theory and Use of Regional Climate Models 21 May - 25 May Workshop on Atmospheric Deposition: Processes and Environmental Impacts 12 November - 16 November Workshop on Variability in the Western Tropical Pacific: Mechanisms, Teleconnections and Impacts on Sub-Seasonal, Inter-Annual and Inter-Decadal Time Scales</p>
	<p>PI: Pan-African network in climate modelling supported through visits and participation of African scientists in ICTP activities. B/b: 10 visits and 100 participants / year.</p>	<p>2013: 270 African participants: 13 -College on Soil Physics 20 -Modelling Tools and Capacity Building in Climate and Public Health Organizers 15 -Math.I Models of Climate Variability, Environmental Change and Infectious Diseases 16 -2nd Workshop on Water Resources in Developing Countries : Planning and Management in a Climate Change Scenario 1 -Extreme Weather and Climate Events in the Southern Caucasus - Black Sea Region 11 -Joint ICTP-IAEA Workshop on Evaluating Groundwater Pathways and Residence Times as part of Site Investigations and Post-Closure Safety Assessments for Geological Repositories 17 -Earthquake Tectonics and Hazards on the Continents 4 -Fundamentals of Ocean Climate Modelling at Global and Regional Scales 8 -Conference on Synthetic Aperture Radar: A Global Solution for Monitoring Geological Disasters 2 -World Climate Research Programme: 1st CORDEX Workshop on Statistical Downscaling 9 -Joint ICTP-IAEA Advancing Modelling of Climate, Land-use, Energy and Water (CLEW) Interactions 48 -Capacity Building Workshop on Modelling of Regional Climate and Air Quality for West-Africa 14 -School and Workshop on Weather Regimes and Weather Types in the Tropics and Extra-tropics 1 -2nd VALUE Training School: Statistical and Dynamical Downscaling of Extreme Events 1 -Climate and Impact Modeling for Eastern Africa: Climate, Water, Agriculture and Health 90 -School on Earthquake and Tsunami Hazard and Risk 16 visits to ESP section: 4 Algeria (2 short term visitors, 1 senior and 1 junior associate) 1 Egypt (postdoc) 4 Ethiopia (1 postdoc, 1 PhD student, 2 associates) 2 Ghana (1 junior and 1 senior associate) 1 Morocco (postdoc) 1 Niger (short term visitor) 2 Senegal (1 long term and 1 short term visitor) 1 Sudan (long term visitor) 16 STEP fellows from Africa (Cameroon 1, Cote d'Ivoire 1, Egypt 3, Ethiopia 1, Ghana 3, Kenya 1, Nigeria 2, Senegal 1, Sudan 3) 2012: 60 African participants: 16 -Workshop on Infectious Diseases (Arusha - Tanzania) 16 -Workshop on the Theory and Use of Regional Climate Models 26 -Workshop on Atmospheric Deposition: Processes and Environmental Impacts 2 -Workshop on Variability in the Western Tropical Pacific: Mechanisms, Teleconnections and Impacts on Sub-Seasonal, Inter-Annual and Inter-Decadal Time Scales 8 visits to ESP section: 2 Ethiopia (1is postdoc) 2 Senegal 1 Sudan 1 Cameroon 2</p>

Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)	
Programmed	Attained
	STEP students Ethiopia

Cost-effectiveness/efficiency measures for this Main Line of Action

ICTP underwent an external evaluation of its scientific activities in 2011. ICTP has made major strides to accommodate the recommendations made. The evaluation's overall conclusion was: ICTP is a well-performing and effective institution, combining high-quality research with relevant scientific capacity-building in developing countries. The Centre occupies a unique position in the global landscape of scientific institutions. It is both a research and capacity-building institution seeking to undertake world-class research and to bridge the gap between the developed and developing worlds. Fulfillment of these two functions requires difficult trade-offs, but ICTP has been particularly successful in striking a balance between the two. In addition, it acts as an international hub for international collaboration on physics and mathematics. Challenges moving forward relate to keeping a close watch on programme expansion, improving monitoring and reporting systems, and enhancing collaboration with UNESCO in view of creating more win-win opportunities for both institutions.

In 2012, the institution underwent an evaluation by IOS of its administrative activities, and is working to accommodate the recommendations and to continue to improve within its financial, administrative and programme management areas. Regarding programmatic results, the Audit noted that UNESCO does not effectively consolidate and report the results achieved by ICTP which, in effect, understates UNESCO's overall performance and limits the visibility of the Institute.

In 2012, ICTP has restructured the organization of some of its programmes.

A major enhancement of the Centre's computing cluster has taken place in 2012. Some computations previously done externally are being shifted to the in-house computational facilities, to 1912 cores and a theoretical calculation power of 25 Gflops.

ICTP has in 2012 implemented FABS, UNESCO's finance and budget system.

ICTP has in 2012 reviewed the presentation of ICTP in SISTER, including developing a more comprehensive set of benchmarks and performance indicators, following recommendations from IOS and the external evaluation. ICTP's results and achievements should with these be more visible both to UNESCO and the Member States.







However, the link between FABS and SISTER is not yet operational for ICTP, so that the important financial support by the Italian Government to ICTP's activities does not appear.

The ICTP Website has been further developed and improved. The many news stories represent an efficient way of informing widely about the many events, projects and recognition received.






Part II.A. III. Social and Human Sciences




Regular Programme ¹ : staff and operational budget		Extrabudgetary resources ¹
Allocation 2012-2013: US\$ 21 603 338	Expenditure % 2012-2013: 102%	Expenditures 2012-2013: US\$ 45 123 050


¹The budgetary information regards unaudited figures and for extrabudgetary resources include Emergency Funds.

Major Programme III	RP Allocation (US\$)	RP Expenditure (%)	Extra-Budgetary Expenditure (US\$)	Self-assessment of results achievement	Sector's Comments (when self-assessment is above or below expectations)
Total	2 576 456	98	45 013 850		
ER 1: Capacity of Member States enhanced at the national level to identify and address bioethical challenges, with due regard to appropriate human rights and gender equality framework	298 779	100	207 053		
ER 2: Promotion and implementation of the International Convention against Doping in Sport ensured	140 000	98	1 048 806		
ER 3: Understanding improved of the implications of social inclusion for the promotion of a culture of peace, integrating human rights and democratic principles	52 000	96	4 645 972		Due to financial constraints, some of the activities under this expected result were not implemented. For instance, the on-line teaching programme on human rights with a view to mainstreaming HRBA in Field Offices could not be developed as originally foreseen. Instead, efforts focused on ensuring that all activities apply HRBA approach, especially through the different country activities, promoting the link between research and policies.
ER 4: Social change conducive to peace and non-violence promoted through youth-led social innovation and involvement of young women and men in their communities	741 536	99	30 064 351		
ER 5: Capacities and awareness improved in Member States and at the international level for developing, implementing and monitoring policies that promote social inclusion of all groups in society, especially youth, women, migrants, and people with disabilities	826 527	98	8 849 180		
ER 6: International agendas on global environmental change informed and national policy responses enhanced by emphasis on its inherently social and human dimensions, drawing on the contributions of the social and human sciences	517 614	97	198 488		Severe resource constraints led to a much narrower programme focus than originally planned, affecting the delivery of certain objectives. Some key outputs were achieved, though in a limited scope. For instance, the plan to develop policy-relevant tools and guidelines to support national policies to respond to global environmental change was scaled down, particularly in the field.

Note: The budgetary information encompasses Regular Programme (RP) operational budget, Emergency Funds and extrabudgetary resources which contribute to a 36 C/5 Expected Result.

 No information yet;  Does not meet expectations;  Partially meets expectations;  Meets expectations;  Exceeds expectations


36 C/5 Global Priority Africa Expected Results	Achievement(s) including Challenges/Lessons learnt	
 Member States in Africa engaged in reviewing or developing their policies and programmes affecting youth	<p>In line with the UNESCO Strategy on African Youth, policy review processes were completed in Liberia, Burundi and Zambia. In Ghana a roadmap leading to the establishment of a National Youth Parliament, in the context of the implementation of the national policy, was developed, with UNESCO's support, and adopted at a national consultative forum.</p> <ul style="list-style-type: none"> • In Burkina Faso and Malawi, in collaboration with Category II Institutes, UNESCO launched a training programme on social entrepreneurship and a culture of peace, engaging 60 young women and men. In Zambia and Kenya, in collaboration with UNESCO Chairs and local youth development centres and NGOs, UNESCO rolled out a leadership programme engaging vulnerable and marginalized youth, which allowed the training of 32 youth facilitators and 150 young people from the rural communities, who then developed local projects. In Burundi, 40 youth leaders trained on social entrepreneurship implemented their business-plans. Youth-led training, youth consultations and focus groups discussions to promote non-violent youth participation in electoral processes were conducted in Ghana and Sierra Leone. <p>Furthermore, the Culture of Peace programme contributed to strengthening the capacity of young women and men through equipping them with knowledge, skills and information necessary to cultivate a culture of peace, including social and technical competencies necessary to help mitigate conflict and promote reconciliation. In 3 African countries (Liberia, Sierra Leone, and Burundi) youth participation and engagement were strengthened at the local and national levels, especially in democratic and transition processes.</p>	
Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		
Programmed		Attained
PI: Number of Member States initiating policy development or review processes to align with the African Youth Charter, based on a common methodology for FO and HQ B/b: At least 1 country initiating policy development or review processes to align with the African Youth Charter		Both the quantitative and qualitative targets were reached - 3 countries (Burundi, Zambia and Liberia) have completed national policy reviews and 2 countries (Ghana, Sierra Leone) are in progress.
36 C/5 Global Priority Africa Expected Results	Achievement(s) including Challenges/Lessons learnt	
 Member States utilise the impact measurement tool to improve policies on social inclusion	<p>In the field of social inclusion, three country studies were completed in Burkina Faso, Niger, and Senegal. The studies were aimed at assessing public policies and regulatory frameworks at four levels: constitution, legislation, policy content and formulation.</p>	
Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		
Programmed		Attained
PI: Utilisation of measurement tool to assess public policies in social inclusion B/b: At least one public policy reviewed based on recommendations emanating from country reports		3 country case studies (Burkina Faso, Niger, and Senegal) were conducted focusing on persons with disabilities.
36 C/5 Global Priority Africa Expected Results	Achievement(s) including Challenges/Lessons learnt	
 Ethically informed and regionally relevant agendas elaborated to shape problem definitions and responses in connection with environmental challenges	<p>Drawing on the contributions of the social and human sciences, including environmental ethics, progress has been made to enhance national policy responses through a series of targeted projects to work on adaptation with governments and civil societies in areas of particular vulnerability: in the Sahel. In addition, work is under way in West Africa, through the Intersectoral Platform on Climate Change, to enhance the subregional interdisciplinary knowledge base on climate change in order to support informed policy responses.</p>	

Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)	
Programmed	Attained
<p>PI: Creation of a dynamic based on the COMEST African environmental ethics working group to foster intellectual work and scientific cooperation.</p> <p>B/b: At least two meetings of the Working Group, held on the basis of extrabudgetary funding.</p>	<p>To enhance national policy responses, a series of targeted projects to work on adaptation with governments and civil societies in areas of particular vulnerability in the Sahel were carried out. The findings were presented to the MOST Forum of ECOWAS Ministers of Social Development (Accra, 16-17 December 2013).</p>
36 C/5 Global Priority Africa Expected Results	Achievement(s) including Challenges/Lessons learnt
 National bioethics committees established and function enhanced	<p>In terms of capacity building in countries, UNESCO supported the establishment of 2 new National Bioethics Committees (NBCs) in Chad and Malawi. Furthermore, 7 countries in Africa received assistance from UNESCO for their National Bioethics Committees of which 2 were specifically supported to create an action plan for their NBC (Ghana and Cote d'Ivoire).</p> <p>Many other countries benefited from these trainings by having their nationals involved as participants and beneficiaries. For instance, the ETTC conducted in Windhoek, Namibia, featured participants from Nigeria, Kenya, South Africa, and Tanzania.</p>
Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)	
Programmed	Attained
<p>PI: Number of NBCs established</p> <p>B/b: 2 new NBCs established</p>	<p>Performance indicators were reached. In terms of capacity-building and impact, 2 NBC were established in Chad and Malawi. 7 countries in Africa (Chad, Cote-d'Ivoire, Gabon, Ghana, Guinea, Malawi, Namibia,) received assistance from UNESCO for their National Bioethics Committees of which 2 were specifically supported to create an action plan for their NBC (Ghana and Cote d'Ivoire). Ethics Teachers Training Courses (ETTC) took place in Windhoek, Namibia; 22 ethics teachers trained from 5 African countries (Namibia, South Africa; Nigeria; Tanzania; Kenya)</p>

Cost-effectiveness/efficiency measures for this Major Programme: Africa

The growing demand for capacity-building and training of national bioethics committees cannot be fully met due to budget reductions; this is affecting the reach and depth of UNESCO's actions in bioethics, especially its effectiveness to "break new ground" in needy constituencies. Significant efforts were made to find efficiencies, particularly in negotiating budgets for training, and to collaborate with in-country organizers to mobilize funds from local sources.

- Partnerships at the international level were mobilized to enable the programme to deliver the expected results. Ways for previously trained stakeholders to share their experience in a systematic way should be designed, developed and decentralized.
- Funds were allocated from the Emergency Fund for the capacity building activities and considerable savings were achieved in order to maximize its use.
- Complexity of youth issues and of responses to them at national level. There is some lack of awareness that youth issues at national policy level should not be addressed in silos (by line ministries) but in a comprehensive and coordinated manner engaging all ministries around an integrated policy framework on youth. In many cases, youth issues are addressed independently by different ministries in the same country.


36 C/5 Global Priority Gender Equality Expected Results	Achievement(s) including Challenges/Lessons learnt
 Member States utilise the impact measurement tool to improve policies on social inclusion, targeting women	<p>The global priority gender equality was mainstreamed in all MP III work plans, including in capacity-building activities in bioethics, youth, social inclusion, migration and sports.</p> <p>In bioethics, due regard was paid to appropriate human-rights and gender equality frameworks, and specific gender sensitive elements were introduced, including ensuring gender balance and effective participation of women in the composition of national bioethics committees. In 2012, National Bioethics Committees addressed several topics explicitly dealing with gender equality during the training workshops organized by UNESCO.</p> <p>Particular attention was given to the promotion of the civic participation of young women, and their active participation as agents of change in all spheres of society through investment in youth-focused research, inclusive public policies and capacity building initiatives that create enabling conditions to prosper, exercise rights and engage as responsible and informed social actors. The participation, engagement and contribution of young women to cultivate a culture of peace, including social and technical competencies necessary to help mitigate conflict and promote reconciliation, was moreover strengthened at the local and national levels, especially in democratic and transition processes, through capacity-building initiatives. In Zambia and</p>

36 C/5 Global Priority Gender Equality Expected Results	Achievement(s) including Challenges/Lessons learnt						
	<p>Kenya UNESCO rolled out a leadership programme providing training for 32 youth facilitators and 150 vulnerable young women and men. In Tunisia, 500 young Tunisian women and men from schools and civil society benefitted from the training on youth citizenship based on the UNESCO gender-sensitive training manual for democracy.</p> <p>In the area of social inclusion, MP III completed nine country studies on the inclusiveness of policies with focus on persons with disabilities, including women (Burkina Faso, Niger and Senegal in the Africa region; Lebanon, Morocco and Jordan in the Arab region; Guatemala, Honduras and El Salvador in the Latin America and the Caribbean region).</p> <p>Furthermore, UNESCO contributed to the promotion of gender-specific programming, mainly in the area of eliminating violence against women and improving the security of female migrants. With extrabudgetary funds from UN Women, UNESCO led a joint project with UN Women and CODESRIA on "Women's Movement and Gender-Based Violence in the Sahel Region." The project would result in two publications on gender-based violence and on the assessment of social women/feminist movements in Senegal, Gambia and Guinea Bissau, and serve as a starting point for a series of studies covering a number of African countries.</p> <p>UNESCO and the Yunnan University produced a comparative report containing strategic and practical recommendations on migrant women's access to education and training, decent work and housing in the Yunnan and the Guangdong provinces to raise awareness of the importance to promote and respect female migrants' rights and combat violence against women. A community of practice to support policy and programme work with and for migrants and to promote coherence and coordination was also discussed. UNESCO and UN Women created the Migration Media Network composed of journalists committed to producing fact-based and non-stigmatizing material on labour migration in Post Soviet countries. UNESCO and UNICEF launched the Internal Migration in India Initiative to support the social inclusion of female and male migrants in the economic, social, political and cultural life of the country, combining research, policy and advocacy. The initiative became an informal network of 200 researchers, NGO's, policy makers and UN agencies, such as the International Organization for Migration, UN-HABITAT and UN Women, determined to raise the profile of internal migration in India and to propose policy changes and creative practices. A knowledge management tool on Gender, Youth and Migration (GYM), was launched in December 2013 in partnership with UNICEF and UN Women (http://www.unesco.org/new/fileadmin/MULTIMEDIA/FIELD/New_Delhi/images/finalpr.pdf).</p> <p>A Regional Forum "Gender Equality as a Millennium Value" (Moscow, 5-7 December 2012) established a platform for research-policy dialogues on gender equality in the context of the Millennium Development Goals (MDGs) and the post-2015 framework from global and regional perspectives. The Forum provided an opportunity to present UNESCO's work on the promotion of gender equality and women's empowerment to the partners from the Post-Soviet countries. In Haiti, a research study on the social inclusion of women was carried out and recommendations were developed to support the government in developing a gender-sensitive policy.</p> <p>Following the the fifth International Conference of Ministers and Senior Officials Responsible for Physical Education and Sport (MINEPS V) that took place in Berlin, Germany, from 28 to 30 May 2013, the "Declaration of Berlin" adopted recommendations to curb corruption in sport, share the socio-economic benefits of sport more equitably and ensure access to sport for all, including women and people living with disabilities.</p> <p>UNESCO continued its support to promote the access to sport for women and girls and to empower them through physical education as a means to develop personal qualities essential to democracy such as tolerance, solidarity, respect and leadership, and provide a means of inclusion for the most marginalised and vulnerable women and girls.</p>						
	<table border="1"> <thead> <tr> <th colspan="2" data-bbox="427 1021 2190 1066">Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)</th> </tr> <tr> <th data-bbox="427 1069 889 1114">Programmed</th> <th data-bbox="893 1069 2190 1114">Attained</th> </tr> </thead> <tbody> <tr> <td data-bbox="427 1117 889 1257"> PI: Utilisation of measurement tool to assess public policies in social inclusion B/b: At least one public policy reviewed based on recommendations emanating from country reports </td> <td data-bbox="893 1117 2190 1257"> In the area of social inclusion, MP III completed nine country studies on the inclusiveness of public policies, focusing on persons living with disabilities, including women (Burkina Faso, Niger and Senegal in the Africa region; Lebanon, Morocco and Jordan in the Arab region; Guatemala, Honduras and El Salvador in the Latin America and the Caribbean region). </td> </tr> </tbody> </table>	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Programmed	Attained	PI: Utilisation of measurement tool to assess public policies in social inclusion B/b: At least one public policy reviewed based on recommendations emanating from country reports	In the area of social inclusion, MP III completed nine country studies on the inclusiveness of public policies, focusing on persons living with disabilities, including women (Burkina Faso, Niger and Senegal in the Africa region; Lebanon, Morocco and Jordan in the Arab region; Guatemala, Honduras and El Salvador in the Latin America and the Caribbean region).
Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)							
Programmed	Attained						
PI: Utilisation of measurement tool to assess public policies in social inclusion B/b: At least one public policy reviewed based on recommendations emanating from country reports	In the area of social inclusion, MP III completed nine country studies on the inclusiveness of public policies, focusing on persons living with disabilities, including women (Burkina Faso, Niger and Senegal in the Africa region; Lebanon, Morocco and Jordan in the Arab region; Guatemala, Honduras and El Salvador in the Latin America and the Caribbean region).						
Cost-effectiveness/efficiency measures for this Major Programme: Gender Equality							
In a context of scarce resources, increasing emphasis was placed on leveraging partnerships in particular within the UN system. To achieve greater economies of scale while broadening the reach of the programme, mainstreaming gender equality was privileged more than gender equality specific programming. Recourse to extrabudgetary resources filled in significant gaps caused by the cash flow shortfall.							

MLA 1: Supporting Member States in the development of policies and advocacy in the ethics of science and technology, especially bioethics


Regular Programme ¹ : staff and operational budget		Extrabudgetary resources ¹
Allocation 2012-2013: US\$ 701 479	Expenditure % 2012-2013: 98%	Expenditures 2012-2013: US\$ 1 255 859

¹The budgetary information regards unaudited figures and for extrabudgetary resources include Emergency Funds.

36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
 ER 1: Capacity of Member States enhanced at national level to identify and address bioethical challenges with due regard to appropriate human-rights and gender equality frameworks	<p>Due to the financial crisis, the funds allocated for bioethics capacity-building in 2012-2013 were frozen in the beginning of the biennium. Funding was partially restored from the Emergency Fund for 2012. Based on this, an important effort to attain cost savings, significant in-kind contributions by many partners, and the enthusiasm of many participants, Bioethics capacity building was fully achieved.</p> <p>During the biennium 2012-2013, UNESCO organized 10 ABC trainings, mostly in Africa, with two in LAC and one in APA, most of them in 2012: Togo , Gabon, Chad, San Salvador, Ghana, Cote d'Ivoire, Guinea , Malawi. Jamaica and Malaysia in 2013. Specific technical advising to support the creation of a national bioethics committee in Argentina, Ecuador, Jamaica, Paraguay, Trinidad and Tobago, Uruguay, Peru and Brazil.</p> <p>The tremendous momentum of 2012 activities could not be maintained in 2013 because funding was so limited in all regions. Nevertheless, important tasks were successfully completed. Using the networks and partnerships developed by the Bioethics programme with external agencies, as well as internally with other sectors of UNESCO, the Programme was able to carry out number of activities, organizing specialized courses for specific, critically important audiences by UNESCO and its international and national partners: judges and journalists. Notably: A Bioethics Course for Judges was organized by UNESCO at the University of Naples (Italy) with the contributions of UNESCO Chair in Bioethics at Haifa University, American National Center of State Courts and the International Organization for Judicial Training (IOJT); a seminar and workshop were co-organized by UNESCO with the Supreme Court of Justice of Mexico and the Federal Judicial Council of Mexico; a two days Seminar organized by the Supreme Court and the Academy of Medicine of Mexico to analyse the impact of law in medicine, including a round table on bioethics, based on the Case book, one of the most popular publications produced by the program and the Chair of bioethics. The case books are a collection of judgments by Supreme Courts around the world, on lawsuits involving ethical dilemmas in healthcare.</p> <p>In collaboration with the CI sector and the Bioethics Chair in Barcelona, the Bioethics team developed a module on bioethics included in the book: Model Curricula for Journalism Education, produced by UNESCO's Communication Sector. (2013. ISBN:9789230011864. For training journalists, an e-learning module - Bioethics for Journalists in the CIS Region was developed by Moscow Office of UNESCO in partnership with UNESCO's Institute of Information and Technologies (IITE). It is available in Russian and English languages.</p> <p>Within the Ethics Teachers Training Course project, the Bioethics programme organized four trainings; Dubrovnik, Croatia (2-6 July 2012); Baku, Azerbaijan (20-25 August 2012); Vilnius, Lithuania (12-16 November 2012); and Windhoek, Namibia (19-23 November 2012). While the funds obtained from the emergency fund for this purpose originally covered three trainings, a fourth training was made possible from the cost savings made in the programme implementation.</p> <p>In total, 69 ethics teachers graduated from UNESCO's ETTTC programme in 2012, representing a wide variety of countries and educational institutions. This is a significant achievement under the current financial situation that resulted in a significant budget reductions for this activity (the programmed benchmark for 2012-2013, after the budget reductions, was to train 45 (3 trainings, 15 participants for each) teachers. The Bioethics Core Curriculum of UNESCO was a central focus of the trainings, promoting it as an educational tool, and facilitating its broad dissemination around the world.</p> <p>Under severe budgetary limitations, the Organization was able to successfully fulfill its statutory obligations by holding the 19th Session of the IBC in Paris, the 20th Session of the IBC in Seoul (Republic of Korea), the Joint Session of the IBC and IGBC in Paris, the 9th Session of the IGBC in Paris, and two sessions of the IGBC to elect its Bureau in Paris (September 2012 and November 2013). This was accomplished through implementation of exceptional cost-savings and efficiency measures, and well as through support provided by the Government of the Republic of Korea and the UNESCO Bangkok Office in organizing the 20th Session of the IBC in Seoul. Through these sessions, the IBC was able to finalize its reports on traditional medicine and on the principle of non-discrimination and non-stigmatization, and the IGBC was able to provide its input and recommendations for both reports.</p> <p>The IBC Report on Traditional Medicine Systems and their Ethical Implications, won high praise from the Member States of the IGBC (who represents the direct beneficiary of the work of the IBC, i.e. Member States). The IGBC endorsed the recommendations contained in the report, and encouraged Member States of UNESCO to take appropriate measures in this regard; the IGBC also highlighted specific paragraphs from the report as key considerations for Member States. A request was also received from an external partner in Peru to translate and distribute the IBC Report on Traditional Medicine Systems and their Ethical Implications in Spanish. In addition, the IBC's policy report on "Human Vulnerability and Personal Integrity" finalized during the previous biennium was published as a booklet in April 2013 - this report has been translated into Turkish by an external partner, and has been featured in the</p>

36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt										
	<p>Institut für Wissenschaft und Ethik's Annual Journal for Science and Ethics.</p> <p>The primary challenge for the work of the IBC was the greatly reduced financial resources which had impeded the effectiveness of the Committee, and imposed harsh conditions for the participation of IBC members in its sessions. IBC members have overall accepted these cost-savings measures, and many have also absorbed their own cost of participation - a strong testament of their commitment to the Organization. This is greatly appreciated by the Secretariat, however, it is an unsustainable situation. If budgetary funding is not restored, and these harsh conditions persist for members' participation, we will eventually not be able to ensure balanced participation of prominent bioethics experts from all parts of the world as only members from richer countries could afford to participate. Also, the reduction of budget had forced the Secretariat to eliminate meetings of the Working Groups out of necessity, and tried to facilitate continued work online. However, a key lesson learnt from this practice was that work that could be accomplished through 2 days of face-to-face meeting could now only be achieved over several weeks due to the size of the working groups, as well as the time zone differences. The push towards online collaboration must be carefully weighed against actual effectiveness of such modalities - not all innovations are applicable to all purposes.</p> <p>The Organization also successfully carried out its role as the Permanent Secretariat of the United Nations Inter-Agency Committee on Bioethics (UNIACB) throughout the biennium. The 11th and 12th Meetings of the UNIACB were held at WHO Headquarters (Geneva) in May 2012 and UNESCO Headquarters (Paris) in March 2013 respectively. Throughout the biennium, Members and Associate Members of the Committee continued to share information with each other in order to ensure a coordinated approach in bioethics within the UN framework, and discussed possible themes for joint collaboration.</p> <p>In 2013, to mark the 20th anniversary of the creation of the UNESCO Bioethics programme and the International Bioethics Committee (IBC), a brochure describing UNESCO initiatives and their results was published in English and French as part of outreach to the public, and a short video on how scientific breakthroughs can pose new risks of discrimination, was disseminated through UNESCO networks, in English, French, Arabic and Spanish. For the main event, a roundtable convened in September in Paris brought together a number of well-known experts for a public debate on the role of UNESCO Bioethics in the context of the post-2015 development goals. Other relevant achievements of the Bioethics Program:</p> <p>High Commissioner of Human Rights Organized a Seminar on the Right to enjoy the Benefits of Scientific Progress and its application and has invited to UNESCO's bioethics program to share the experience in public consultation during the seminar, and has included the Universal Declaration of Bioethics and Human Rights as one of the key instruments to address the topic of benefit sharing.</p> <p>In collaboration with the Science Sector:</p> <ul style="list-style-type: none"> • The chief of the bioethics section has been invited as a member of the Scientific Advisory Committee of the UNESCO Category 2 Center: Biotechnology at the University of Nsukka, Nigeria. • Participated in the SIDS Intersectoral platform for Traditional Medicine <p>With other international organizations: UNESCO has participated in the review of the international guidelines for ethical research review with World Medical Association (WMA) and Council for International Organizations of Medical Sciences (CIOMS).</p> <p>With regional Organizations: The European Commission has funded the project "Promoting Global Responsible research and Social and Scientific innovation"</p>										
	<table border="1"> <thead> <tr> <th colspan="2" data-bbox="423 962 2188 1007">Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)</th> </tr> <tr> <th data-bbox="423 1007 990 1053">Programmed</th> <th data-bbox="990 1007 2188 1053">Attained</th> </tr> </thead> <tbody> <tr> <td data-bbox="423 1053 990 1294"> <p>PI: Number of countries supported in building their capacities in bioethics, including the establishment of National Bioethics Committees B/b: 2 countries</p> </td> <td data-bbox="990 1053 2188 1294"> <p>27 countries were specifically supported, as follows: 16 countries received, at their request, technical advice for the establishment of a National Bioethics Committee (Argentina, Brazil, Dominican Republic, Ecuador, Nigeria, Paraguay, Trinidad and Tobago, Colombia, Tanzania, Uganda and Uruguay and 5 more) and among them, 5 countries established NBCs with UNESCO guidance (Chad, Colombia, Ecuador, Malawi, Oman). 10 trainings (benefitting mostly Africa) were designed and delivered to support newly-established National Bioethics Committees: in Chad, Cote d'Ivoire, El Salvador, Gabon, Ghana, Guinea, Jamaica, Malawi, Malaysia, and Togo; among these, 2 countries were specifically supported to create an action plan for their NBC (Ghana and Cote d'Ivoire). Malaysia joined with UNESCO to prepare a project of NBC capacity building in the next biennium using the UNESCO methodology. A network of NBCs established and sustained in LAC, supporting all NBCs of that region.</p> </td> </tr> <tr> <td data-bbox="423 1294 990 1417"> <p>PI: Number of policy documents produced by IBC and IGBC relating to identification of specific bioethical challenges and appropriate human-rights and gender-sensitive responses to them</p> </td> <td data-bbox="990 1294 2188 1417"> <p>2 policy documents issued by the IBC on "Traditional Medicine Systems and their Ethical Implications" and on "The Principle of Non-Discrimination and Non-Stigmatization". IGBC examined these documents throughout the biennium, and adopted recommendations endorsing the reports.</p> </td> </tr> <tr> <td data-bbox="423 1417 990 1481"> <p>PI: Number of universities introducing the core curriculum in medicine and other relevant schools</p> </td> <td data-bbox="990 1417 2188 1481"> <p>3 MoUs on the introduction of the Core Curriculum were signed with: Córdoba University (Argentina), Universidad de la República (Uruguay) and Gangneung-Wonju National University (Republic of Korea), and a number of activities were carried</p> </td> </tr> </tbody> </table>	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Programmed	Attained	<p>PI: Number of countries supported in building their capacities in bioethics, including the establishment of National Bioethics Committees B/b: 2 countries</p>	<p>27 countries were specifically supported, as follows: 16 countries received, at their request, technical advice for the establishment of a National Bioethics Committee (Argentina, Brazil, Dominican Republic, Ecuador, Nigeria, Paraguay, Trinidad and Tobago, Colombia, Tanzania, Uganda and Uruguay and 5 more) and among them, 5 countries established NBCs with UNESCO guidance (Chad, Colombia, Ecuador, Malawi, Oman). 10 trainings (benefitting mostly Africa) were designed and delivered to support newly-established National Bioethics Committees: in Chad, Cote d'Ivoire, El Salvador, Gabon, Ghana, Guinea, Jamaica, Malawi, Malaysia, and Togo; among these, 2 countries were specifically supported to create an action plan for their NBC (Ghana and Cote d'Ivoire). Malaysia joined with UNESCO to prepare a project of NBC capacity building in the next biennium using the UNESCO methodology. A network of NBCs established and sustained in LAC, supporting all NBCs of that region.</p>	<p>PI: Number of policy documents produced by IBC and IGBC relating to identification of specific bioethical challenges and appropriate human-rights and gender-sensitive responses to them</p>	<p>2 policy documents issued by the IBC on "Traditional Medicine Systems and their Ethical Implications" and on "The Principle of Non-Discrimination and Non-Stigmatization". IGBC examined these documents throughout the biennium, and adopted recommendations endorsing the reports.</p>	<p>PI: Number of universities introducing the core curriculum in medicine and other relevant schools</p>	<p>3 MoUs on the introduction of the Core Curriculum were signed with: Córdoba University (Argentina), Universidad de la República (Uruguay) and Gangneung-Wonju National University (Republic of Korea), and a number of activities were carried</p>
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Programmed	Attained
	out for building the capacity of Member States in the area of Bioethics education.

36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
 ER 2: Promotion and implementation of the International Convention against Doping in Sport ensured	<p>In order to increase adherence of States Parties to the Convention, the Secretariat targeted underrepresented regions. Therefore Member States from Group IV, Group V(a) and Group V(b) were particularly sensitized to adhere to the Convention. This approach brought about the increase of States Parties, reaching 176 States Parties as of 31 December 2013.</p> <p>The Secretariat greatly benefitted from the World Anti-Doping Agency's network, both at regional (Regional Anti-Doping Organizations, RADO) and national (National Anti-Doping Organizations, NADO) levels to support the advocacy and awareness raising efforts of UNESCO to accelerate the adherence of new States Parties.</p> <p>International forums and meetings in which the Secretariat participated served also as excellent opportunities in the same vein.</p> <p>Following are significant the achievements</p> <ul style="list-style-type: none"> • Refinement, update and new approach of the ADLogic monitoring system for the Convention carried out; • Organization of the Conference of Parties with an increased attendance rate of States Parties and key strategic stakeholders, including all reports in 2013 finalized; • Amendment of Annex I of the Convention through consultation process with States Parties carried out twice • Administration of the Fund for the Elimination of Doping in Sport in accordance with decisions of the Conference of Parties • Data collection and sharing good practice through the Anti-Doping Database (ADDbase) updated and accessibility being reviewed • Data collection and sharing good practice through the Anti-Doping Database (ADDbase) ownership acquired • Dissemination of valued based education programmes with anti-doping as core issue


Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)	
Programmed	Attained
PI: Number of States Parties to the International Convention against Doping in Sport B/b: (Benchmark: 175)	176 States Parties to the Convention on 31 December 2013
PI: Number of projects approved under the Fund for the Elimination of Doping in Sport B/b: (Benchmark: 38)	58 new projects approved
PI: Percentage of States Parties compliant with the International Convention against Doping in Sport B/b: (Benchmark: 65%)	76% compliance according to national reports in AD Logic.

Cost-effectiveness/efficiency measures for this Main Line of Action
<p>In Bioethics, significant efforts were made to find efficiencies, particularly in negotiating budgets for the trainings, and to collaborate with in-country organizers to mobilize funds from local sources. Current methods have also been critically analyzed in this regard, vis-à-vis possible alternative approaches to delivering trainings.</p> <p>Partnerships at the international level are being mobilized to enable the program to deliver the expected results. Funds have been allocated from the Emergency Fund for the capacity building activities and considerable savings were achieved in order to maximize its use. The IBC has also taken numerous steps to reduce the cost of its sessions and working groups, not only reducing costs of operation, but also changing working methods. There has been more effort on fundraising with various institutions and governmental entities by individual IBC members.</p> <p>In anti-doping, UNESCO greatly benefitted from the support of WADA and the detachment of a specialist during 2013. The operational part of the Convention was implemented essentially through the projects financed from the Anti-Doping Fund.</p> <p>The unique monitoring system of the Convention through the online ADLogic is the most cost efficient way for carrying out this essential task of the Secretariat of the Convention.</p>


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

Regular Programme ¹ : staff and operational budget		Extrabudgetary resources ¹
Allocation 2012-2013: US\$ 879 336	Expenditure % 2012-2013: 99%	Expenditures 2012-2013: US\$ 34 710 323

¹The budgetary information regards unaudited figures and for extrabudgetary resources include Emergency Funds.

36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
 ER 3: Understanding improved of the implications of social inclusion for the promotion of a culture of peace, integrating human rights and democratic principles	<p>Celebration of World Philosophy Day (15 November 2012) was designed to ensure the contribution of philosophy to development of global agendas on global environmental change by the choice of the theme "Future Generations", reflecting the fifteenth anniversary of the adoption by UNESCO of the Declaration on the Responsibilities of the Present Generations Towards Future Generations. In 2013, the 11th edition of the World Philosophy Day provided an opportunity to organize, on all continents, various events under the general theme of "Inclusive Societies, Sustainable Planet".</p> <p>With regard to youth, in line with the UNESCO Strategy on African Youth, policy review processes were completed in Liberia, Burundi and in Zambia, where UNESCO led an inter-agency policy review process. In Ghana, UNESCO supported the development of a roadmap for a National Youth Parliament, in line with the implementation of the national policy. In Morocco, UNESCO organized a youth consultation ("Youth University") feeding in the ongoing process for an Integrated National Strategy on Youth, whereas in Egypt a preliminary study of the main concerns of youth was developed to inform related national policy formulation.</p> <p>Partnerships with UNESCO Chairs and category 2 institutes, allowed building youth capacities in social entrepreneurship, leadership and culture of peace and engaging youth in related community action: in Burkina Faso and Malawi, UNESCO launched a pilot training programme on social entrepreneurship and a culture of peace engaging 60 young women and men. In Zambia and Kenya, through a North-South-South approach, UNESCO rolled out a leadership programme providing training for a total of 32 youth facilitators and 150 highly vulnerable young women and men from three rural communities, who are now developing follow-up community projects. Youth-led training, consultations and focus groups discussions for non-violent youth participation in electoral processes were completed in Ghana and Sierra Leone.</p> <p>In Tunisia, around 500 young women and men from schools and civil society (Scouts, UNESCO Clubs, NGOs, etc.) benefitted from training on youth citizenship based on the UNESCO gender-sensitive training manual for democracy (2011). Under the UNESCO-led UN Task force on Civic Education, support was provided to the Tunisian Ministry of Education for the elaboration of a national strategy for civic education.</p> <p>UNESCO also provided support for the formulation of public policies on youth in Myanmar, Mongolia, and Tokelau. In Indonesia, it worked to empower youth groups, particularly in disadvantaged regions, to participate in community decision making. The SIDS Youth Network was established.</p> <p>In Central America, 3 new initiatives based on the Open Schools-Open Spaces programme were carried out in Nicaragua, El Salvador, and Costa Rica. The root causes of youth movements in Latin America were examined during a Regional Seminar, held in Lima, Peru. In the Caribbean, 7 new initiatives of the Youth Path project were completed in 4 countries: St. Lucia, St. Vincent and the Grenadines, Trinidad and Tobago and Jamaica.</p> <p>The 8th UNESCO Youth Forum was held from 29 to 31 October 2013 at UNESCO Headquarters on "Youth and Social Inclusion: Civic Engagement, Dialogue and Skills Development". Over 500 young women and men, from 149 countries, came together from across the world, while over 800 young women and men joined the online debates leading to the Forum. Rather than a simple 3-day event hosted in Paris, the 8th Forum was a long participatory process engaging youth from its early conception, as well as prior to, during and after the event. Greater opportunities for capacity-building and networking were also provided throughout. 10 strategic recommendations on UNESCO's Operational Strategy on Youth 2014-2021 and 15 youth-led Action Projects receiving the 8th UNESCO Youth Forum Label, resulted from the Forum and were discussed at the 37th session of the General Conference.</p> <p>UNESCO ensured that Human Rights-Based Approach is applied to all MP III. Efforts were focused in ensuring that HQ and field activities apply HRBA approach, promoting equality, participation and inclusion. Furthermore, throughout the work carried out under this MLA, increased efforts were undertaken to apply a gender lens throughout all activities carried out at the field level and HQ. The situation, plight and challenges facing women and especially young girls were systematically addressed especially in relation to policies and programmes promoting their inclusion in all processes concerning their lives.</p>

Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)	
Programmed	Attained
<p>PI: On-line teaching programme on human rights mainstreaming HRBA in FO developed with UNESCO chairs in SHS mandates</p> <p>B/b: 2 teaching programmes</p>	Efforts were made to ensure that a Human Rights-Based Approach is applied to all programmes focusing especially on the different country activities promoting the link between scientific research and policy-making.
<p>PI: Number and scale of initiatives for the enjoyment of women's rights in conflict and post-conflict situations enhanced within the framework of the UNESCO Strategy on African Youth</p> <p>B/b: one initiative in Africa at regional level and four initiatives at national level</p>	2 training modules in Malawi and Burkina Faso focusing on youth-led social entrepreneurship and a culture of peace. In Tunisia, around 500 young women and men from schools and civil society (Scouts, UNESCO Clubs, NGOs, etc.) benefitted from the training on youth citizenship based on the UNESCO gender-sensitive training manual for democracy (2011) in several Tunisian regions (Sfax, Le Kef, Tozeur, Gafsa, Sidi Bouzid, Kairouan and Kasserine).
<p>PI: Number of studies, toolkits, mapping tools and other initiatives on challenges and opportunities related to democracy and reconciliation for building culture of peace, elaborated with and addressed to youth inter alia, especially under the Strategy on African Youth</p> <p>B/b: 2 in Africa (North and Sub-Saharan) and at least two developed in another region but targeting Africa</p>	1 toolkit (Tunisia and Egypt) 3 initiatives (Morocco and Tunisia) Toolkits /modules for training in 7 countries in sub-Saharan Africa (Zambia, Kenya, Burundi, Liberia, Sierra Leone, Senegal and Ghana) 2 training modules in Malawi and Burkina Faso focusing on youth-led social entrepreneurship and a culture of peace
<p>PI: Number of awareness-raising initiatives and of partners and networks involved to sensitize the widest possible audience on current and emerging challenges, notably through the celebration of the Youth Forum, World Philosophy Day, World Humanities Forum, Comest, IBC and SAC</p> <p>B/b: At least five</p>	The second World Humanities Forum held in 2012 in the Republic of Korea. The online Women Philosophers Journal published in 2013 - one SAC committee meeting (March 2013) - sessions of COMEST (Paris, July 2012 - Bratislava, May 2013) - sessions of IBC (Paris, September 2012 - Seoul, June 2013) which have contributed to philosophical reflection on the emerging challenges of science and technology. Celebration of World Philosophy Day in 2012. Broad-based online consultations with young women and men across the world throughout the preparation of the 8th UNESCO Youth Forum for the discussion on its strategic recommendations, as well as for its youth-led action projects which received the Forum's label.

36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
<p> ER4: Social change conducive to peace and non-violence promoted through youth-led social innovation and engagement of young women and men in their communities</p>	<p>Fostering the development of policies and strategic frameworks to address youth issues:</p> <p>In the area of policy review and formulation, UNESCO led policy review processes in Liberia, Burundi and Zambia and supported in Ghana, the development of a roadmap for a National Youth Parliament. In Morocco, youth consultations for an Integrated National Strategy on Youth were organized, whereas in Egypt a preliminary study of main youth concerns was developed to inform policy formulation. UNESCO also supported the formulation of youth policies in Myanmar, Mongolia, and Tokelau.</p> <p>In Lebanon, a national policy on youth was adopted within the framework of the joint United Nations (UNESCO, UNICEF, UNDP, ILO and UNFPA) project on "Youth Empowerment and Participation in Lebanon", during a conference on 1 December 2012 in the presence of national multi-stakeholders and international partners. UNESCO supported a series of follow-up actions in July -December 2013, including a national consultation with civil society organizations on how to engage in the monitoring of, and advocacy for, the National Youth Policy, as well as targeted advocacy and social inclusion training for youth activists.</p> <p>In Mongolia and Myanmar, UNESCO supported the development of national youth policies in collaboration with the national government and UN agencies. In Mongolia the assessment and analysis of the situation of children and youth was concluded and is informing the ongoing elaboration of the draft policy and plan of action. UNESCO also organized a residential capacity building program for youth to strengthen related management and leadership skills. In Myanmar UNESCO collaborated with the Department of Social Welfare to prepare the consultation framework and terms of reference for the policy development process, whereas in Indonesia, UNESCO focused on empowering youth groups, particularly in disadvantaged regions, to participate in community decision making. Targeted training on youth-led advocacy, leadership and civic engagement, a national validation workshop and consultations around youth policies and the UN Post-2015 Development Agenda were among the key activities developed. In the Pacific, in Tokelau, where UNESCO supported the development of a national policy on youth, the final consultations on the draft policy were held in May 2013 in view of its validation and endorsement.</p> <p>In Latin America, with a view to informing policy review processes, the root causes of the youth movements were examined during a Regional Seminar on Youth Movements, (Lima, Peru), involving 23 youth leaders, academic experts and policy makers from Argentina, Bolivia, Brazil, Colombia, Costa Rica, Chile, Nicaragua, Peru, Ecuador, Mexico, Panama, Paraguay, and Uruguay, as well as the Minister of Education and the permanent coordination of the National Secretary of Youth of Peru.</p>

36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
	<p>Creating opportunities for youth to engage as partners for development and peace in their communities</p> <p>In line with the African Youth Strategy, UNESCO contributed to building capacities for youth civic engagement, leadership, social entrepreneurship and innovation in Zambia, Kenya, Burundi, Liberia, Sierra Leone, Senegal, Ghana, Burkina Faso and Malawi. In Burkina Faso and Malawi, in collaboration with the respective Category II Institutes, UNESCO launched a training programme on social entrepreneurship and a culture of peace, engaging, in the pilot phase, 30 young women and men in Burkina Faso and 30 young women and men in Malawi. In Zambia and Kenya, applying a North-South-South approach and in collaboration with UNESCO Chairs and local youth development centres and NGOs, UNESCO rolled out a leadership programme engaging vulnerable and marginalized youth living in rural communities. The programme allowed training a total of 32 youth facilitators and 150 young women and men in rural communities in the two countries and now focuses on monitoring and accompanying the implementation of the local projects designed and led by the young trainees. In Burundi, 40 youth leaders trained on social entrepreneurship are implementing concrete business-plans. Youth-led training, youth consultations and focus groups discussions to promote non-violent youth participation in electoral processes were conducted in Ghana and Sierra Leone. In Liberia, UNESCO supported the process led by the country's Governance Commission to elaborate a "new and inclusive" history of Liberia, with the active participation of young Liberians.</p> <p>In Tunisia, UNESCO continued providing opportunities for civic education and training to young people, as a means to support the consolidation of democracy. A series of Training courses on youth citizenship were organized based on the UNESCO gender-sensitive training manual for democracy, engaging 400 young women and men: Tozeur (March 2012), Kasserine (June 2012), Gafsa (October 2012), Sidi Bouzid (December 2012), Kairouan (May 2013). In the context of the UN Task force on Civic Education, which UNESCO is leading, support was provided to the Ministry of Education for the elaboration of a national strategy for civic education.</p> <p>In Brazil, UNESCO trained over 100 youth leaders in the cities of Vitoria and Contagem in the scope of the UN joint programme "Security with Citizenship: Preventing Violence and Strengthening Citizenship with a Focus on Children, Adolescents and Youths in Vulnerable Conditions in Brazilian Communities". The project, funded by the MDG-F fund, is a joint initiative of UNESCO, UNDP, ILO, UN-Habitat, UNODC and UNICEF to reduce violence, particularly among youth, in three Brazilian municipalities selected in partnership with the Ministry of Justice. UNESCO is responsible for capacity-building initiatives on conflict resolution and youth mobilization. In Vitoria and Contagem, where activities promoted by UNESCO had already been held, young volunteers were mobilized to renovate public spaces (sport courts, public gardens, etc.) and organize local gatherings in order to reinforce the feeling of belonging and care among the inhabitants of particularly deprived neighborhoods.</p> <p>In terms of South-South cooperation and following the success of UNESCO's "Open Schools" programme in Brazil and Central America, the Ministry of Education and the Brazilian Cooperation Agency (ABC) - in cooperation with the Amizade (Friendship) NGO in Guinea-Bissau and in partnership with the Gol de Letra Foundation - built a public school, in an extremely socially vulnerable community of 40,000 people, among them children and youth. The school offers not only formal education, but also provides the local community with specific training and capacity building in entrepreneurship, education, culture, communication and sport, which enables youth to engage in their societies.</p> <p>Youth Forum</p> <p>Linking to the recommendations of the 7th UNESCO Youth Forum related to sustainability, UNESCO partnered with the initiatives of the students of the Institut d'Etudes Politique, Paris (Sciences Po) on "Paris+20 and MyCity+20". This is an example of an interdisciplinary approach, where the work on global environmental change targets youth initiatives. The results of the Paris+20 initiative were channeled to the French delegation for the Rio+20 Summit. The students from Sciences Po shared the concept with other students around the world thereby launching "MyCity+20", by which other cities were invited to follow the Paris example: Mumbai+20, New York+20, Dhaka+20, Kathmandu+20, Mexico+20, São Paulo+20, etc. UNESCO hosted sessions for the Paris+20 event and endorsed the overall concept of the "My City+20" initiative.</p> <p>Within the framework of the preparations for the 8th UNESCO Youth Forum, building on the evaluation of the previous Forum and on the youth recommendations, several broad-based online consultations were conducted engaging over 2,500 young women and men across the world to determine the thematic agenda, the format and the process for the Forum. Furthermore, the 8th UNESCO Youth Forum relied extensively, and to a much greater degree than any preceding Forum, on online consultations and discussions to ensure that this event was really shaped by youth and for youth, around their concerns, aims and needs. In addition, an online discussion platform provided a space for young women and men to share ideas and draw up a first draft of the strategic recommendations before the event. This innovation facilitated the active involvement of youth who were unable to come to Paris and the platform was used by over 800 members. The submission of more than 1500 youth-led action projects was also facilitated by an online platform which also allowed the preselection work by an International Jury. The Forum was open to all young women and men who wished to participate, and an active social media campaign was undertaken both before and during the event to reach out to youth audiences. This included the successful series of 'Close Ups', interviewing a selection of the VIP speakers at the Forum, and a day-by-day focus on specific youth themes via facebook during the Forum, among many other initiatives.</p> <p>The 8th Youth Forum was a real success, as recognized by Member States during the 37th General Conference. Its innovations included:</p> <ul style="list-style-type: none"> - a three-phases process (Pre-Forum, Forum and Post-Forum) rather than a simple event - a youth-led Forum (a Forum made by youth), at all stages of its phases (constant consultations of young women and men throughout the process, on all the aspects of the Forum: content, format, modalities of work, etc. - more action-oriented (introduction of youth-led action projects, 15 of which were selected to receive the 8th UYF label) - a wide communication campaign, namely via social media were greatly appreciated.


Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)	
Programmed	Attained
PI: Number and scale of initiatives enabling youth-led social innovation promoting social cohesion, development, peace and non-violence B/b: at least 1 national and 1 community youthled initiatives launched in each region by 2013 - at least 1 youth development and prevention of violence project initiated in Africa	More than 20 initiatives in Africa; 15 in LAC; More than 15 in ARB; 3 initiatives
PI: Level and nature of follow-up of the Youth Forum recommendations by youth and other stakeholders B/b: at least 10 initiatives launched or - implemented by youth delegates in follow up to the 7th Youth Forum by 2013 A(at least two of them in Africa) - 5 youth representation structures initiated at national or community level, including within the National Commissions for UNESCO (At least two in Africa)	More than 20 initiatives in Africa; 15 in LAC; More than 15 in ARB; 3 initiatives Another initiative was completed in line with the recommendations of the 7th UNESCO Youth Forum (UNESCO IIEP Policy Forum on "Engaging youth in planning education for social transformation" - October 2012, UNESCO HQ). 2 additional online consultations involving the 211 youth delegates who participated in the 7th UNESCO Youth Forum, as well as their networks, were organized by UNESCO.
PI: Increased investment by Member States in sport and physical education programmes that enhance social inclusion and community development B/b: - at least 3 Member States develop or extend programmes to maximize the socio-economic benefits of sport	Through the MINEPS V Conference and CIGEPS commitments, several Member States increased their awareness and investment in sport as a vehicle for social inclusion

Cost-effectiveness/efficiency measures for this Main Line of Action
Extraordinary fundraising efforts were made for the Youth Forum which proved to be a real success.
In the current budgetary context of UNESCO, the collaboration with academic partners has allowed the advancement of the work in human rights, building on staff expertise and intellectual input, without incurring any cost to the organisation.

MLA 3: Supporting Member States in responding to social transformations by building and strengthening national research systems and promoting social science knowledge networks and research capacities


Regular Programme ¹ : staff and operational budget		Extrabudgetary resources ¹
Allocation 2012-2013: US\$ 1 795 414	Expenditure % 2012-2013: 98%	Expenditures 2012-2013: US\$ 9 047 668

¹The budgetary information regards unaudited figures and for extrabudgetary resources include Emergency Funds.

36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
 ER 5: Improved capacities and awareness in Member States and at the international level for developing, implementing	<p>This assessment covers the SHS priority on social inclusion including a) the development of the programme on the assessment of the level of inclusiveness of public policies, b) UNESCO programme on migration and its contribution to UN Global Migration Group (GMG), c) the work on the Coalition of Cities Against Racism and d) MOST</p> <p>Assessment of inclusiveness of public policies</p> <p>In line with the thematic priority of the MOST Programme on "Social Inclusion" and with funding provided from the Emergency Funds, a pilot methodology was developed, which contains a detailed indicators framework and constitutes the first output of the Programme for assessment of the level of inclusiveness of public policies. It was pilot-tested in three regions and nine</p>

36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
<p>and monitoring policies that promote social inclusion of all groups in society, especially youth, women, migrants, and people with disabilities</p>	<p>countries (Burkina Faso, Niger, and Senegal in the Africa region; Lebanon, Morocco, and Jordan in the Arab region; Guatemala, Honduras, and El Salvador in the Latin America and the Caribbean region), resulting in 9 country studies.</p> <p>Migration</p> <p>UNESCO is an active member of the Global Migration Group (GMG) which was chaired by the Director-General in the 2nd quarter of 2011 and where the DG ensured the interim Chair of the GMG in the first quarter 2012. In that capacity the Director-General led the Global Migration Group Principals meeting that took place on the side of the CEB meeting in Geneva in April 2012 (the only Principals' meeting attended so far by the Secretary General). In view of the High Level Dialogue on International Migration and Development in 2013 and the ongoing discussions on the post-2015 UN development agenda, the GMG Principals agreed to undertake a review of the GMG in order to rationalize its work and respond effectively to current developments and challenges. The current focus of the GMG is on the follow up on the findings of the review, the HLD on Migration and Development (October 2013) and mainstreaming migration in the post 2015 development agenda.</p> <p>Coalition of cities against racism and discrimination</p> <p>Following a resolution of its Steering Committee, the UNESCO European Coalition of Cities against Racism (ECCAR) launched on the occasion of the celebration of the International Day for the Elimination of Racial Discrimination on 21 March 2013 a sensitization video campaign against racism and xenophobia in Europe. Several ECCAR member cities decided to send out through this campaign a joint message against racism and all forms of discrimination in our cities. The video was viewed and played by several national and international television networks, through the internet as well as the UNESCO You tube channel. http://www.youtube.com/watch?feature=player_embedded&v=yG33qh0siAl#t=0s</p> <p>One meeting of the Steering Committee of the "European Coalition of Cities against Racism" organized in Berlin on 10-12 April 2013. A general conference of ECCAR held in Nancy on 16-18 October 2013 and a very successful creation of USA Coalition of cities against racism and discrimination in Alabama in September 2013</p> <p>MOST</p> <p>The IGC Bureau meeting met from 24 to 25 September 2012 at UNESCO HQs. The Bureau members presented activities implemented by themselves within social inclusion or social transformations arising from global environmental change. The Secretariat presented a proposed consultation on the contribution of the social sciences to science, technology and innovation for sustainable development. Argentina/the President of IGC presented a consultation on social inclusion and youth.</p> <p>The thrust of the eleventh session of the IGC MOST (27-28 March 2013), which was attended by UN system representatives, policy-makers and researchers, was on reinforcing the role of MOST as a bridge between research and policy through:</p> <ul style="list-style-type: none"> - Drawing on the commitment of the Scientific Advisory Committee members to provide scientific input, in particular in terms of knowledge mobilization and identification of scientific networks; promoting scientific meetings in the area of competence of the MOST Programme centered on advancing measurement and impact of inclusive public policies; developing a clear procedure for effective and fruitful intersectoral collaboration of future reporting on the MOST Programme; - Strengthening the social science knowledge base, contributing to UN processes; proceeding with an international stakeholder consultation on the contribution of the social sciences to science, technology and innovation for sustainable development; and enhancing the MOST communication strategy. <p>The IGC of MOST adopted 17 recommendations which are posted together with the IGC report at the MOST webpage in which the MOST activity report for the 2012-2013 biennium can also be found.</p> <p>Back to back with the IGC was organized an international workshop on Measuring Social Public Policies: inclusiveness and impact, organized within the MOST Programme, which was held on 25 and 26 March, and which was reported from during the IGC. A comprehensive report with recommendations was prepared and was posted on the MOST webpage.</p> <p>PHYSICAL EDUCATION AND SPORT</p> <p>The 5th International Conference of Ministers and Senior Officials Responsible for Physical Education and Sport (MINEPS V), was organized by UNESCO in co-operation with the Government of the Federal Republic of Germany and with the support of the International Council for Sports Sciences and Physical Education (ICSSPE), in Berlin from 28 to 30 May 2013. It brought together sports ministers and other government representatives from over 130 countries. They were joined by law enforcement agencies, experts, researchers and non-governmental organizations involved in sport. Through the 'Declaration of Berlin, the Conference adopted an extensive list of recommendations to curb corruption in sport, share the socio-economic benefits of sport more equitably and ensure access to sport for all. Work has progressed on the development of a set of indicators for quality physical education and the associated basic needs model. Experts from the UN system, NGOs, and academic institutions gathered at Headquarters in June 2013 to validate the indicators and to analyze draft</p>

36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt	
	guidelines for governments and a draft toolkit for practitioners with the aim of operationalizing the core principles of these indicators, both at the upstream and grassroots levels. In implementing the commitments made at MINEPS V, specific attention will be paid to inclusive quality physical education so as to assure equal opportunities to all to participate in and through sport at all levels. This activity is designed to be carried out in co-operation with the UN country teams, notably with UNDP, UNICEF and WHO.	
	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)	
	Programmed	Attained
	<p>PI: Number of national pilot studies for the development of indicators to qualify the impact of social inclusion policies</p> <p>B/b: - a set of indicators gradually developed to evaluate and monitor the impact of social inclusion policies at the national level. The indicators will serve as a benchmark tool for future work on social inclusion</p>	<p>As indicated in the previous progress report, this indicator was reviewed to read "A set of indicators identified and a methodology developed to assess the level of inclusiveness of select public policies at the national and municipal levels".</p> <p>Results/progress: a) The pilot version of the Methodology for the Assessment of the Level of Inclusiveness of Public Policies was developed and made available to the 9 pilot countries; b) 9 country studies were conducted based on the pilot methodology.</p>
	<p>PI: Number of national reviews of social science research systems as a basis for improved policy making concerning critical development issues, particularly social inclusion and the promotion of inclusive societies</p> <p>B/b: - at least five national reviews in which the social science component is represented, jointly with the natural sciences</p>	<p>Activity frozen due to resource constraints. The feasibility of retaining performance indicators relating to social science research systems, subject to future resource mobilization, is being considered.</p>
	<p>PI: Increased investment by Member States in sport and physical education programmes that enhance social inclusion and community development</p> <p>B/b: - development of internationally agreed indicators on quality physical education and quality physical education teacher training</p>	<p>The 5th International Conference of Ministers and Senior Officials Responsible for Physical Education and Sport (MINEPS V), was organized by UNESCO in co-operation with the Government of the Federal Republic of Germany and with the support of the International Council for Sports Sciences and Physical Education (ICSSPE), in Berlin from 28 to 30 May 2013. It brought together sports ministers and other government representatives from over 130 countries. They were joined by law enforcement agencies, experts, researchers and non-governmental organizations involved in sport. Through the 'Declaration of Berlin, the Conference adopted an extensive list of recommendations to curb corruption in sport, share the socio-economic benefits of sport more equitably and ensure access to sport for all. Work has progressed on the development of a set of indicators for quality physical education and the associated basic needs model. Experts from the UN system, NGOs, and academic institutions gathered at Headquarters in June 2013 to validate the indicators and to analyze draft guidelines for governments and a draft toolkit for practitioners with the aim of operationalizing the core principles of these indicators, both at the upstream and grassroots levels. In implementing the commitments made at MINEPS V, specific attention will be paid to inclusive quality physical education so as to assure equal opportunities to all to participate in and through sport at all levels. This activity is designed to be carried out in co-operation with the UN country teams, notably with UNDP, UNICEF and WHO.</p>
	<p>PI: Number of municipalities engaged in the implementation of the regional Coalitions' ten point action plans against discrimination and quality of reports received</p> <p>B/b: - the current number of cities involved in the existing Coalitions of Cities will be maintained or increased -</p>	<p>a) One sensitization video campaign against racism and xenophobia in Europe launched by the UNESCO European Coalition of Cities against Racism (ECCAR) on 21 March 2013. b) One publication on "Fighting Racism and Discrimination - Identifying and Sharing Good Practices in the International Coalition of Cities (ICCAR)" containing 50 good practices of more than 38 cities launched in June 2012. c) One meeting of the Steering Committee of the "European Coalition of Cities against Racism" organized in Berlin on 10-12 April 2013. d) general conference of ECCAR held in NAncy on 16-18 October 2013 e) Very successful creation of USA Coalition of cities against racism and discrimination in Alabama in September 2013</p>
	<p>PI: Feedback on use and usefulness of social inclusion self-advocacy tool-kits or materials developed for vulnerable populations to be distributed by and to policy-makers</p>	<p>Due to mobilization and pooling of resources from other donors, the development and release of a higher number of outputs than originally planned was possible: a) 7 policy briefs instead of 5 initially planned were produced; b) 8 full research papers published and a summary report in full print copy published instead of the initially planned online; c) One Joint UNESCO-UNICEF Policy Event organized at no cost for the organization at the occasion of International Migrants Day (18 Dec): Launching of 3 publications on internal migration in Indian jointly with UNICEF (Workshop Report/ Workshop Research/ Policy Briefs);</p>

36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt	
 ER 6: International agendas on global environmental change informed and national policy responses enhanced by emphasis on its inherently social and human dimensions, drawing on the contributions of the social and human sciences	<p>The objective of enhancing both ethical understanding and social science knowledge about the social dimensions of global environmental change has been largely achieved at the conceptual level, and has been further enriched through active mobilization of the humanities. With the publication of the 2013 World Social Science Report, the report of COMEST on ethical principles for climate change adaptation, and several issues of the International Social Science Journal, the capacity to project ideas and influence agendas has been demonstrated. This ensures a basis for an ethical agenda for science, technology and innovation in the service of sustainable development, including within the emerging perspective of sustainability science. Successful development of a targeted funding programme by ISSC working closely with UNESCO and relying entirely on external funding, bears witness to the relevance of the ideas and to credibility of the overall approach in this regard.</p> <p>Furthermore, the connection between social science and the humanities, to which activities under the expected result have devoted significant attention, has proved productive in enriching understanding of the imaginative and social processes required to ensure transitions to sustainable green societies, including the gaps that impede science-driven social transformations.</p> <p>While specific outputs have been reconfigured due to severe resource constraints, implementation has remained on track using the opportunities offered by the intersectoral platforms and the emergency fund, with a priority focus on particularly vulnerable subregions (the Caribbean, Central Asia, the Sahel), while the activities of COMEST have also been maintained thanks to successful fundraising. In the area of ethics, results have been achieved by seeking close connections between the work of COMEST, processes initiated by the governing bodies and work in social science to which ethics can make a valuable contribution, notably the components of the World Social Science Report focusing on responsibilities and on governance. The expected result has thus made a major contribution to MOST, via its thematic pillar on global environmental change, as emphasized by the support expressed by the IGC at its session in March 2013, and thereby to MP III MLA 3.</p>	
Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		
Programmed		Attained
<p>PI: Incorporation of social and human sciences approaches to GEC in international policy agendas, as assessed by the content of the 2012 World Social Science Forum and 2013 World Social Science Report, and by analysis of UN outcome documents</p> <p>B/b: Publication of World Social Science report by end 2013.</p>		<p>The World Social Science Report 2013 - Changing Global Environments (WSSR) was published in English on 15 November 2013. In addition to being produced on time and on budget, the 600 page report, including contributions from 150 leading social scientists from all regions and disciplines, constitutes a high-quality substantive contribution to global debate on social transformations and transformative social science. While it is too early to assess the impact of the WSSR, evidence from other sources suggests a certain success in incorporating social and human sciences approaches to GEC in international policy agendas. Active promotion of a broad social approach to sustainable development challenges has coincided with extensive criticism of the narrow green economy agenda and widespread recognition, including in the Rio+20 outcome document, of the need for an improved articulation of the social and environmental dimensions of sustainability. While it would not be realistic to regard these shifts as attributable to the action undertaken within the present expected result, the outcome does nonetheless tend to validate its general thrust and purpose. Furthermore, the connection between social science and the humanities put forward at a side event at the Rio Science Forum and subsequently developed through a project on "narratives of change" has proved productive in enriching understanding of the imaginative and social processes required to ensure transitions to sustainable green societies, including the gaps that impede science-driven social transformations. On the other hand, the World Social Science Forum, originally planned in 2012 on themes relating to GEC, was delayed to 2013 due to problems encountered by the implementing partner (ISSC) in establishing its proposed partnership in China. The Forum, eventually organized in Montreal in October 2013 with an entirely new partnership, focused on "Social Transformations and Digital Technologies", and thus did not contribute directly to the present performance indicator.</p>
<p>PI: Number of new and existing social science knowledge networks that focus on GEC, including climate change and Ethics of development</p> <p>B/b: 1 new network established, and 1 existing network effectively reoriented.</p>		<p>The formal agreement on the ISSC-led programme with core funding from SIDA to support social science research on global environmental change was signed in December 2013. The programme will start operationally in the first quarter of 2014, three months behind the schedule foreseen at the beginning of the biennium. In the context of the strategic relationship with ISSC, UNESCO will be directly implicated in programme management. The proposed new network on values and power in relation to global environmental change, with funding from a group of Norwegian institutions was delayed by institutional factors in Norway over which UNESCO has no control. It is unclear at the end of the biennium whether this project can be</p>

Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)	
Programmed	Attained
	revived in 2014.
<p>PI: Development of policy-relevant tools and guidelines to support national policies to respond to global environmental change</p> <p>B/b: One set of guideline material developed on the management of environmentally driven migration adoption in two different countries of two policy briefs on ethical climate change responses drafted on the basis of wideranging consultation and appropriately designed hybrid peer-review in relevant thematic areas (e.g. vulnerability, gender sensitivity, participation, discounting, policy integration, non-discrimination).</p>	<p>The objective of developing toolkits has been downgraded due to resource constraints, particularly in the field. However, the objective of mobilizing environmental ethics to support practical policy responses has been emphasized in all decentralized activities, relying in particular on the statement of principles and responsibilities adopted by COMEST in 2011. Specific activities in this area have been significantly reshaped due to resource constraints. Nonetheless, through the Emergency Fund, projects have been implemented in the Caribbean, Central Asia and the Sahel that ensured tangible support to national adaptation policies in subregions of particular vulnerability. The contribution of environmental ethics to adaptation policies, along with mobilization of the social science knowledge base, has been systematically mainstreamed in all subregional projects.</p>












Cost-effectiveness/efficiency measures for this Main Line of Action













Severe resource constraints have led to a much narrower programme focus than originally intended. While detrimental to certain objectives originally set for the biennium (especially in ethics), this focus has ensured delivery of key outputs and thereby achievement of key results, including in the field (selected regions only, chosen by reference to their specific vulnerability to global environmental change). Particular efforts have been made to strengthen partnerships, most notably and most productively with ISSC, to maintain delivery capacity outside the constraints of UNESCO's regular budget. These efforts show encouraging signs of being sustainable. Furthermore, electronic communication has been used intensively to compensate for the inability to hold meetings, notably in the area of ethics, with reasonably satisfactory outcomes, though the limitations of virtual interaction in maintaining commitment from dispersed external experts should not be underestimated. The ad hoc solutions adopted during the biennium should certainly not be regarded as offering a viable template for the future - at least until virtual meeting technologies are dramatically improved.

Part II.A. IV. Culture

Regular Programme ¹ : staff and operational budget		Extrabudgetary resources ¹
Allocation 2012-2013: US\$ 42 053 540	Expenditure % 2012-2013: 104%	Expenditures 2012-2013: US\$ 90 687 647



¹The budgetary information regards unaudited figures and for extrabudgetary resources include Emergency Funds.


Major Programme IV	RP Allocation (US\$)	RP Expenditure (%)	Extra-Budgetary Expenditure (US\$)	Self-assessment of results achievement	Sector's Comments (when self-assessment is above or below expectations)
Total	6 913 853	99	90 103 140		
ER 1: The 1972 World Heritage Convention effectively implemented	1 204 640	100	8 111 966		
ER 2: Contribution of World Heritage properties to sustainable development enhanced	520 725	98	14 765 832		
ER 3: Cultural and natural heritage protection and promotion strengthened, especially in Africa, in post-conflict and post-disaster situations, in small island developing States (SIDS) and least developed countries (LDCs)	556 245	100	25 821 005		
ER 4: Protection of cultural properties through the effective implementation of the 1954 Convention and its two Protocols enhanced	165 550	100	201 478		
ER 5: Effective implementation of the 2001 Convention encouraged and international cooperation for the preservation of the underwater cultural heritage increased	108 273	100	828 860		
ER 6: Implementation of the 1970 Convention made effective and reinforced, and measures enabling the fight against the illicit import, export and transfer of ownership of cultural property strengthened	803 729	99	956 979		Progress in entire set of planned activities, e.g. ratification numbers, capacity-building activities, fundraising; establishment of mechanism for implementation and governance monitoring.
ER 7: Safeguarding of the intangible cultural heritage enhanced through the effective implementation of the 2003 Convention	112 000	100	1 064 981		
ER 8: The role of the governing bodies of the 2003 Convention strengthened, particularly through the effective organization of the statutory meetings	664 741	100	1 507 421		Organization of eight category 2 meeting of statutory bodies, six electronic consultations of the Bureau of the Committee; preparation of more than 140 working and information documents; over 800 participants in 7 th session of the Committee (largest ever).
ER 9: The national safeguarding capacities of Member States in particular of developing countries, strengthened	393 000	100	7 655 491		
ER 10: The 2005 Convention effectively implemented	373 700	98	2 928 494		415 applications to the IFCD processed (expected: 150), 14 new ratification with 31% from under-represented regions (expected: 10 %); all statutory meetings and exchange sessions held in a highly cost-efficient manner.
ER 11: Policies, measures and programmes pertaining to the 2005 Convention supported and strengthened at the national, regional and international levels	224 548	100	2 734 547		

Major Programme IV	RP Allocation (US\$)	RP Expenditure (%)	Extra-Budgetary Expenditure (US\$)	Self-assessment of results achievement	Sector's Comments (when self-assessment is above or below expectations)
ER 12: Information and best practices on the protection and promotion of the diversity of cultural expressions identified, disseminated and shared with States Parties to the 2005 Convention	110 000	99	71 886		
ER 13: The role of culture in sustainable development fostered through creative and cultural industries and initiatives that encourage joint projects to promote cultural innovation, production and exchange as vectors of growth	295 738	99	2 509 451		The 22 Culture for Development Indicators (CDIS) have impacted on policy developments at country level (e.g. Namibia, Cambodia); CDIS tested in 12 countries (expected: 10); 13 in-country capacity-building missions (expected: 10) including 10 from Africa (expected: 2).
ER 14: Approaches to culture and development clarified in order to guide and assist Member States in devising inclusive development policies	20 000	97	1 259 777		
ER 15: The role of culture in sustainable development better integrated into international development policies and within United Nations common country programming exercises in order to reinforce social inclusion and community cohesion, human development and economic growth	377 163	100	4 944 775		
ER 16: Contributions of cities to sustainable development enhanced	40 955	100	583 216		Despite efforts to identify extrabudgetary resources, their insufficiency hampered certain activities, in particular the artistic festivals in Africa.
ER 17: Activities in the fields of books, translation and crafts promoted	74 286	100	1 763 993		The lack of extra-budgetary resources did not allow for the implementation of certain activities, notably the Index Translatinorum.
ER 18: Social, economic and educational roles of museums as vectors for sustainable development and intercultural dialogue promoted and capacity-building in this area strengthened, in particular in developing countries	241 347	99	5 153 964		
ER 19: Indigenous and endangered languages promoted and protected	0	N/A	1 696 801		Some updates of the online Atlas of Endangered Languages were undertaken, but due to lack of extrabudgetary funds this activity was not as broad-based as set out in the benchmark.
ER 20: Heritage promoted as a vector of dialogue, cooperation and mutual understanding, especially in post-conflict countries	10 000	100	2 636 044		As this result was entirely dependent upon the availability of extrabudgetary funds, working groups have not been established in all regions as foreseen.
ER 21: Promotion and use of the general and regional histories published by UNESCO strengthened, for educational purposes	75 035	100	1 519 747		
ER 22: Knowledge of the slave trade, slavery and the African Diaspora enhanced	90 847	99	272 624		
ER 23: Conditions, capacities and arrangements for intercultural dialogue and a culture of peace strengthened locally, nationally and regionally	451 329	100	1 113 808		Initiatives such as the Plan Arabia project, the Rabindranath Tagore, Pablo Neruda and Aimé Césaire programme and arts education have not been implemented due to lack of available extra-budgetary funds.

Note: The budgetary information encompasses Regular Programme (RP) operational budget, Emergency Funds and extrabudgetary resources which contribute to a 36 C/5 Expected Result.


■ No information yet; ■ Does not meet expectations; 🟡 Partially meets expectations; 🟢 Meets expectations; 🟩 Exceeds expectations


36 C/5 Global Priority Africa Expected Results	Achievement(s) including Challenges/Lessons learnt	
 African heritage and cultural expressions better safeguarded and promoted in Member States	<p>- 51% of the World Heritage International Assistance requests approved in 2012-2013 from the World Heritage Fund are from the African region. The Regional Programme for the African region approved by the 36th session of the World Heritage Committee (2012) is being implemented through two capacity-building programmes: a three-year joint programme for cultural heritage with the African World Heritage Fund (AWHF) and the Nordic World Heritage Foundation (NWHF), and "Africa Nature" with the AWHF and IUCN, as well as support from the Flemish Government and Spain. Knowledge-sharing, targeted capacity-building workshops and field projects address the main issues at World Heritage sites in order to improve management effectiveness, with a particular focus on community benefits. A series of nomination training courses have also been conducted jointly with the AWHF in 2012-2013, involving African professionals as mentors, which has led to the submission of 9 nomination files for examination in 2014-2015.</p> <p>- The Intangible Cultural Heritage Convention had capacity-building activities under way or completed in 21 African States, with 17 countries having initiated or completed inventorying projects, and 10 having initiated safeguarding projects. The strengthened human and institutional resources to safeguard intangible cultural heritage produced increased participation of African States Parties in the Convention's international mechanisms, with a total of eight States having their periodic reports examined between 2012 and 2013, eight inscriptions to the Urgent Safeguarding List, four inscriptions to the Representative List (two of which were multi-national nominations) and the granting of three international assistance requests, one of which was emergency assistance to Mali for inventorying its intangible cultural heritage with a view to its urgent safeguarding.</p> <p>- Africa is the region with the highest ratification rate of the 2005 Convention on the Protection and Promotion of the Diversity of Cultural Expressions. 50% of the projects funded by the International Fund for Cultural Diversity (IFCD) in 2012 - 2013 are implemented by public authorities and NGOs in Africa. These projects carry great potential for structural impact on cultural policies and industries. In addition, a targeted capacity-building programme was launched by the Secretariat of the Convention and UNESCO Dakar in 2012 to identify and train key actors and stakeholders in the field of cultural and creative industries. Professionals from 25 African countries. These professionals were trained through regional workshops with the aim of build national technical and institutional capacities to boost the production, promotion, distribution and enjoyment of cultural expressions in Africa.</p> <p>- In 2012 and early 2013, support from the Emergency Fund enabled the launch of a pilot training programme in Africa. As one of the first tangible results of this programme, the number of country reports on the implementation of the Convention prepared by African countries increased by 50% in 2013.</p> <p>- The four MDG-F Joint Programmes implemented in Africa sought to develop knowledge bases on cultural and natural heritage through inclusive and community-driven processes, such as mapping and inventorying exercises, while also promoting traditional and Indigenous knowledge. Priority was given to improving capacities to safeguard and manage cultural and natural heritage by building individual capacities and strengthening the culture sector through new and improved legal and regulatory frameworks, in line with international commitments. In Senegal, for instance, the programme benefited altogether 5,960 national civil servants and enhanced capacities on heritage and natural resources management as well as copyrights. More information is available on www.unesco.org/new/mdgf/</p> <p>- Three out of the nine projects approved under the IFPC are implemented in Africa (West Africa including Mali, and South Africa), and specifically focus on developing and promoting the artistic and cultural expressions of young people, showcasing and celebrating diversity, and encouraging job creation in the performing arts and crafts and the short film industry.</p>	
Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		
Programmed	Attained	
PI: Operational and capacity building projects implemented; Promotional and awareness raising activities undertaken with key stakeholders; B/b: 4 Conservation and/or safeguarding projects New ratifications of the 1954 and 2001 Conventions in Africa At least 3 awareness raising activities undertaken	<p>- 5 conservation projects in the field of world heritage in Africa, 1 in Iraq, 3 in Afghanistan, 2 in Haiti (all extrabudgetary). - More than 120 activities, including awareness-raising initiatives were carried out in over 47 countries in 2012 within the framework of the 40th Anniversary of the 1972 Convention. - Since January 2012, two Member States (Angola and Benin) acceded to the 1954 Hague Convention, one Member State (Benin) acceded to the 1954 (First) Protocol and two Member States (Benin and Mali) ratified/acceded to the Second Protocol. - Since January 2012, one African Member State (Togo) became party to the 2001 Convention.</p>	
36 C/5 Global Priority Africa Expected Results	Achievement(s) including Challenges/Lessons learnt	
 Culture mainstreamed across Africa in national development policies inclusive of gender equality	<p>The MDG-F Joint Programmes on Culture and Development implemented in Africa addressed gender disparities by mainstreaming gender in the promotion and protection of cultural heritage resources in Namibia, developing an integrated model to mainstream gender in development planning in Mozambique, and fighting gender-based violence in 33 communities in Senegal through mechanisms involving administrative, political and religious authorities along with capacity-building workshops and human rights for 100 local women and 60 women leaders.</p>	



Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)	
Programmed	Attained
<p>PI: Culture integrated in UN joint programming exercises, including UNDAFs</p> <p>B/b: At least 5 UNDAFs integrating culture, gender equality and human rightd</p>	<p>- An Analytical Overview of culture in UNDAFs (http://www.unesco.org/new/undaf) indicates that culture entries in UNDAFs linked to social and economic development account for 55% of the total, 18% relate to governance, 17% to sustainable development and to 10% to human rights and the rule of law. - Most of the cases of cross-cutting approaches to culture in UNDAFs are related to education (50%), HIV/AIDS (31%), Gender (12%), health (4%) and youth (3%).</p>
36 C/5 Global Priority Africa Expected Results	Achievement(s) including Challenges/Lessons learnt
 Knowledge of Africa and the contribution of its diaspora increased	<p>- As a result of extrabudgetary funding provided by Brazil, the elaboration of the ninth volume of the General History of Africa was launched in Addis Ababa in May 2013 on the occasion of the fiftieth anniversary of the Organization of the African Unity and of the organization of the first experts meeting. A new Committee for the drafting of the Volume IX of the GHA was put in place in November 2013. The instalment meeting was organised in Salvador, Brazil, in November 2013.</p> <p>- The pedagogical materials for primary and secondary education have been prepared and will be reviewed by the Scientific Committee in May 2014 before submission to African ministries of education.</p> <p>- An evaluation of the teaching of the General History of Africa in higher education in Africa was undertaken. It was discussed during the Regional Conference of the use of the GHA in Higher Education held in Accra and Cape Coast, Ghana in October 2013.</p> <p>- Efforts to mobilize funding for the General History of Africa have been pursued, targeting foundations and the private sector companies. Three emissaries were designated by the Director-General to meet with those African Heads of States who have expressed their willingness to make financial contribution to the project. The emissaries will be undertaking a mission in Addis Ababa end January on the occasion of the African Union Heads of States Summit.</p>
Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)	
Programmed	Attained
<p>PI: Integratino of pedagogical materials emanaatin form the General History of Africa into school curricula (extrabudgetary)</p> <p>B/b: 3 content components for primary and secondary schools in Africa, plus teachers guides</p>	<p>- The three pedagogical contents (Curricula outline, teacher's guide and textbooks) for primary and secondary levels were elaborated and are being reviewed by Peers and then by the Scientific Committee. - Orientations have been defined at the Regional Conference organized in Ghana in October 2013 to improve the teaching of African history in African universities and to harmonize the teaching of the General History of Africa in Higher education's institutions. Discussions are on-going with the African Union to elaborate special curricula for the Pan African University. - Thanks to proactive efforts to identify financial support, additional funds were mobilized from Angola (USD 880 000) and Bukina Faso (USD 50 000) to pursue this work in addition to financing made available through the Emergency Fund. Communication and promotion actions were undertaken to promote action undertaken including among Member States, through the dissemination of materials and the organization of information meetings.</p>

Cost-effectiveness/efficiency measures for this Major Programme: Africa

Africa was at the centre of the Culture Sector's action as the largest beneficiary of the Emergency Funds , which were allotted to field capacity-building programmes under the 1970, 1972, 2003 and 2005 Conventions and to safeguarding activities in Mali, as well as to the Pedagogical Utilization of the General History of Africa and the revised Slave Route project. The participation of African stakeholders in the various mechanisms of the Conventions increased during this period, and this engagement will be key in fulfilling the Organization's responsibilities in the context of the International Decade for People of African Descent (2015-24) proclaimed by the UN General Assembly in December 2013.

36 C/5 Global Priority Gender Equality Expected Results	Achievement(s) including Challenges/Lessons learnt
 Involvement of women in the conservation and	<p>- The overall participation of women in World Heritage training workshops as trainers/experts currently stands at 42% and demonstrates an increase over time in conservation and management activities. Effective mainstreaming of gender-equality is also demonstrated by the World Heritage Education Programme. Youth fora and capacity-building activities related to youth mobilized over 770 participants during the biennium of which 63% were young women. In 2012 and 2013, two World Heritage Volunteers campaigns were carried out with an</p>

36 C/5 Global Priority Gender Equality Expected Results	Achievement(s) including Challenges/Lessons learnt											
management of tangible and intangible cultural heritage increased	<p>average of 700 young volunteers, aged 20-30 years, participating in hands-on heritage conservation projects per year, of which 56% were women, mostly from Asia and Europe regions and around 64% were students and 23% employed.</p> <p>- In the area of intangible cultural heritage, every effort has been made to achieve gender parity among the beneficiaries of the human resource strengthening in Member States within the framework of the global capacity-building strategy; women constitute more than 40% of those receiving training under this programme and are thus better equipped to carry out safeguarding activities within their respective countries. 40% of the 79 trainers-facilitators are women.</p>											
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36 C/5 Global Priority Gender Equality Expected Results	Achievement(s) including Challenges/Lessons learnt											
 Culturally appropriate and gender-responsive policies and actions at country level designed and implemented	<p>- Significant progress was made in the participation and involvement of women in the capacity-building initiatives in the area of cultural policies and cultural industries. Culturally appropriate and gender-responsive policies and actions at country level were designed and implemented. A pool of experts in the field of cultural policy and governance was established in the framework of the EU-funded technical assistance project, with women representing 50% of the selected experts. In the framework of the 2005 Convention's pilot training programme in Africa 32 specialists from 25 African countries were selected through a competitive selection process (200 applications received) to receive training on policy approaches to cultural and creative industries development as well as on Convention mechanisms such as quadrennial periodic reporting. Approximately 40% of the selected specialists are women. Further, the 18 MDG-F Culture and Development joint programmes had a strong gender equality focus. In partnership with United Nations agencies, including UN Women, UNESCO supported cultural employment opportunities for women, gender mainstreaming in policy-making and project planning, women's involvement in decision-making and inclusion of gender equality in national cultural policies. Moreover, a special "learning unit" on gender equality issues aimed to give due recognition to the contributions of African women to Africa's history and development has been created in collaboration with CI.</p> <p>- Following the revision of the application forms for projects submitted to the International Fund for Cultural Diversity (IFCD) to include gender equality-related considerations, the number of gender-sensitive and gender-responsive applications increased from 16% in 2010 to 43% in 2012. A special "learning unit" on gender equality issues that would aim to give due recognition to the contributions of African women to Africa's history and development has been approved by the Scientific Committee for the Pedagogical Use of the General History of Africa project.</p> <p>- One of the nine projects approved for co-financing under the IFPC (International Fund for the Promotion of Culture) and implemented in South Africa focuses on job creation and skills transfer activities in the float building and costume making of at least 40 people for the Cape Town Carnival, where particular attention will be given to ensuring the gender equality of the</p>											

36 C/5 Global Priority Gender Equality Expected Results	Achievement(s) including Challenges/Lessons learnt	
	crafters hired and to supporting the job creation and skills transfer of young artists.	
	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)	
	Programmed	Attained
	<p>PI: Culture integrated in United Nations joint programming exercises, including UNDAFs</p> <p>B/b: 10 UNDAFs integrating culture, gender equality and human rights 3 culturally appropriate and gender responsible policies and actions supported in the field of HIV and AIDS and maternal health (extrabudgetary resources)</p>	<p>- Most of the cases of cross-cutting approaches to culture in UNDAFs are related to education (50%), HIV/AIDS (31%), Gender (12%), health (4%) and youth (3%) (Analytical overview of Culture in the UNDAF, 2012). - Following recommendations from a workshop of 2012 held in Nigeria on this issue, a 17-minute advocacy film on ways to strengthen youth engagement in AIDS prevention in Nigeria was realized, using culturally appropriate strategies. The film was screened at UNESCO Headquarters on 28 November 2013 and in Paris in the framework of a Nollywood Festival and prompted positive media coverage.</p>
36 C/5 Global Priority Gender Equality Expected Results	Achievement(s) including Challenges/Lessons learnt	
 Indigenous women's movement and faith-based organizations engaged in reconciliation and peace-building initiatives	<p>The Culture Sector has contributed substantially to the overall UNESCO report to the eleventh session of the United Nations Permanent Forum on Indigenous Issues (UNPFII) from 7 to 18 May 2012. A special issue of World Heritage magazine was devoted entirely to indigenous peoples (No. 62, 2012, available online at http://whc.unesco.org/en/review/62/) featuring an insightful interview with Dr Myrna Cunningham from Nicaragua. Several MDG-F Joint Programmes targeted highly-marginalized groups, notably indigenous peoples. The Joint Programmes in Ecuador and Nicaragua aimed to strengthen public policies and building capacities for indigenous communities in those countries. The programme in Senegal addressed gender-based violence (GBV) in 33 communities in th country through a wide variety of mechanisms involving administrative, political and religious authorities along with capacity building workshops on GBV and human rights for 100 local women and 60 women leaders.</p>	
	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)	
	Programmed	Attained
	<p>PI: Cultural diversity and intercultural dialogue principles in regional policy agendas and United Nations priorities</p> <p>B/b: at least 1 paper on culturally appropriate strategies to fight gender-based violence produced with indigenous women's associations (extrabudgetary resources)</p>	<p>A special issue of the World Heritage Review (n° 62) was published on "World Heritage and Indigenous Peoples" in February 2012. This edition of World Heritage was devoted to the enduring relationship between a number of World Heritage sites and the indigenous peoples that inhabit them. However, the issue of gender based violence was not addressed.</p>
36 C/5 Global Priority Gender Equality Expected Results	Achievement(s) including Challenges/Lessons learnt	
 Policy-making informed by a report on Gender and Culture promoting gender equality in the fields of culture	<p>As part of its commitment to strengthening the evidence base on gender equality in the field of culture, the UNESCO Culture Sector is preparing a 'Report on Gender Equality and Culture', which will offer the first UNESCO global overview of the equal opportunities for women, men, boys and girls to access, participate in and contribute to cultural life. Based on research, policies and measures undertaken by UNESCO, governments, institutions, civil society and the international development community, the Report will provide decision-makers, governments and civil society with an evidence-based resource to better understand the gender gaps, challenges and opportunities of culture, to inform policy-making in the field and to guide UNESCO's future work in this area. A working group was established within the Culture Sector to pilot the project in close collaboration with the Division for Gender Equality. In August 2013, a call to NGOs was launched and a questionnaire was distributed to all Member States, the responses of which will further inform the Report content. The editorial timeline was protracted during the biennium due to the lack of available funding. The Report is currently being finalized and will be issued as an e-publication in April 2014.</p>	
	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)	
	Programmed	Attained
	<p>PI: Report on Gender and Culture produced and disseminated to policy markers</p> <p>B/b: One Report produced and disseminated (extrabudgetary)</p>	<p>A working group has been established within CLT to pilot the project in close collaboration with the Division for Gender Equality. A consultant specialized in gender has been contracted to undertake the initial research. However the editorial timeline was protracted during the biennium due to the lack of available funding. The Report is currently being finalized and will be issued as an e-publication in April 2014.</p>

Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)	
Programmed	Attained
resources)	


Cost-effectiveness/efficiency measures for this Major Programme: Gender Equality


The Culture Sector pursued its commitment to gender equality through the inclusion of gender-responsive components in programming, capacity-building and statutory processes. All 18 MDG-F Joint Programmes had an explicitly formulated gender component, and gender equality continues to be one of the seven policy dimensions of the Culture and Development Indicator Suite. Gender equality is also listed under the selection criteria for the revitalized International Fund for the Promotion of Culture and the International Fund for Cultural Diversity (under the 2005 Convention), and gender considerations have been systematically emphasized during statutory meetings. Member States, field offices, NGOs, research institutions and cultural networks have cooperated with the Culture Sector in the preparation of the Organization's first Report on Gender and Culture.


MLA 1: Protecting and conserving cultural and natural heritage through the effective implementation of the 1972 Convention

Regular Programme ¹ : staff and operational budget		Extrabudgetary resources ¹
Allocation 2012-2013: US\$ 10 012 468	Expenditure % 2012-2013: 100%	Expenditures 2012-2013: US\$ 48 777 075

¹The budgetary information regards unaudited figures and for extrabudgetary resources include Emergency Funds.

36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
 ER 1: The 1972 World Heritage Convention effectively implemented	<p>RESULTS</p> <p>The 36th and 37th ordinary sessions of the World Heritage Committee were organized (St Petersburg, 24 June-6 July 2012 and Phnom Penh, 16-27 June 2013) as well as the 19th session of the General Assembly (Paris, HQs, 19-21 Nov. 2013). In total, more than 100 documents were prepared and dispatched in a timely manner. Since 2012 all working documents have been made available to the general public at the same time as their distribution to the Committee members. All sessions of the Committee are webcast since 2012, thereby enhancing transparency of its work.</p> <p>The External Auditor of UNESCO, in his evaluation of the World Heritage Global Strategy, had underlined that the establishment or the revision of Tentative Lists was a critical tool for the credibility of the World Heritage List: 39 Tentative Lists were revised in 2012-2013 and 8 States Parties submitted their first Tentative Lists. In 2012-2013, the first tri-national site in Africa was inscribed (Cameroon, Central African Republic, Rep. of Congo), as well as another 5 from the Africa region (Chad, Côte d'Ivoire, Lesotho, Niger and Senegal) and 2 from the Pacific region (Fiji and Palau). Chad, Lesotho, Palestine, Qatar, Fiji and Palau had their first inscriptions. Within the framework of the experimental Upstream Process, 7 States Parties have received new forms of support and guidance in order to reduce difficulties encountered during the nomination process, and as a result one site was inscribed in Namibia in 2013.</p> <p>Consultations and awareness-raising meetings with the 5 remaining non-signatories countries have been actively pursued, and Singapore became the 190th State Party to the Convention in June 2012.</p> <p>The number of visitors on the World Heritage Centre website in 2012-2013 increased by more than 30% compared to 2010-2011. After the iPhone application on marine World Heritage sites launched on the World Oceans Day in 2012, 2 applications were launched for the World Heritage calendar in December 2012 and the World Heritage Magazine in November 2013. Both aim at promoting the protection of World Heritage sites. A comprehensive database on the state of conservation of World Heritage properties since 1979 was also launched in 2012 with support from the Flanders Government. This information system, integrated with the World Heritage Centre's current databases and currently containing more than 2,600 reports, contributes to the institutional memory of the World Heritage Convention and facilitates well-informed and consistent decision-making by the World Heritage Committee.</p> <p>CHALLENGES/LESSONS LEARNT</p> <p>Since limited funding is available for the organization of statutory meetings, the majority of the costs for the World Heritage Committee meetings have to be met by the Host Countries, and the Statement of Requirements has been amended to reflect this.</p> <p>In response to growing concerns about the working procedures under the World Heritage Convention, the Director-General convened a high-level meeting on 2-3 October 2012 at UNESCO Headquarters, gathering States Parties, Advisory Bodies and the Secretariat, to take stock of and review the future direction of the 1972 World Heritage Convention. This</p>

36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt								
	initiative led to various follow-up actions as regards the efficiency of the rules and procedures for implementing the Convention, reinforcing its credibility as well as enhancing transparent and efficient dialogue and cooperation between States parties, the Advisory Bodies and the World Heritage Centre. The progress made was again reviewed at the 19th General Assembly of States Parties (November 2013), in the presence of the Director-General.								
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PI: Effective support to the governing bodies, and to the implementation of the World Heritage Convention B/b: - 2 ordinary Committee sessions and 1 General Assembly session - adoption of the reformed implementation procedures	- The 36th and 37th sessions of the World Heritage Committee were held in St Petersburg, Russian Federation, (24 June-06 July 2012) and Phnom Penh, Cambodia (16-27 June 2013) respectively. - The 19th session of the General Assembly was held (Paris, HQs, 19-21 Nov. 2013). - The Rules of Procedure of the Committee were partially revised with a view to increase efficiency of the proceedings of the Committee (i.e. submission of amendments to draft decisions, etc.).								
PI: Integrated and comprehensive information and knowledge management system further developed and used by visitors B/b: 20% increase in the number of visitors to the WHC website	Data available for January 2012-November 2013: +35% in the number of visitors to the World Heritage Centre website compared with 2010-2011.								
PI: Under-represented countries, regions or categories better represented on the World Heritage List B/b: - 5 successful nominations from underrepresented countries, regions or categories - 5 States Parties prepare and submit their first Tentative List; 30 States Parties revise their Tentative List - 2 countries ratify the Convention	- Successful nominations: 6 from the Africa region (Chad, Côte d'Ivoire, Lesotho, Niger and Senegal, and the first trinational site in Africa in Cameroon, Central African Republic and Republic of Congo) and 2 from the Pacific region (Fiji and Palau). 6 States Parties had their first site inscribed (Chad, Lesotho, Fiji, Palau, Palestine and Qatar). - 8 States Parties submitted their first Tentative List (Rwanda, Sierra Leone, Kuwait, Palestine, Bhutan, Singapore, Antigua & Barbuda and St Vincent & the Grenadines). - 39 States Parties revised their Tentative List (3 in Africa, 5 in Arab States, 10 in Asia-Pacific, 14 in Europe & North America and 7 in Latin America & the Caribbean) - 1 new ratification (Singapore, June 2012).								
36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt								
 ER 2: Contribution of World Heritage properties to sustainable development enhanced	<p>RESULTS</p> <p>The articulation of a more holistic and integrated view, linking World Heritage to the role that local communities play in its management and protection and enhancing its contribution to sustainable development, is a marking feature of the biennium 2012-2013. The theme of the 40th Anniversary of the World Heritage Convention in 2012, the adoption of the "Kyoto Vision" at the conclusion of the Anniversary year, the recognition of best management practice at the Historic Town of Vigan World Heritage site in the Philippines, the 26 case studies of the book entitled "World Heritage-Benefits Beyond Borders", the Earth Hour campaign in 2013 strongly demonstrated that a people-centered approach to World Heritage conservation contributes to sustainable development and is the best way to ensure the long-term protection of the Outstanding Universal Value of World Heritage sites.</p> <p>Sustainable development is also a key feature of the new World Heritage and Sustainable Tourism Programme developed with and guided by a Steering Group involving UNWTO, and adopted by the 36th session (2012) of the World Heritage Committee. Four extrabudgetary projects implemented in 2012-2013 foster the links between the conservation of each site's Outstanding Universal Value, tourism planning needs and sustainable development. In 2013, UNESCO (with the support of the Netherlands Funds-in-Trust) and UNWTO have also launched an initiative that will provide policy guidance and develop a common sustainable tourism strategy for visitor management, site presentation and promotion along heritage corridors such as Silk Roads.</p> <p>The links between youth, World Heritage and sustainable development were at the heart of the 2nd South East European World Heritage Youth Forum (Zajecar, Serbia, 6-11 April 2013), of the 1st Asia Regional Forum of Site Managers and Youth NGOs (Seoul, Republic of Korea, 26-30 August 2012) and of episodes 9 to 12 of the "Patrimonto's World Heritage Adventures" cartoon series released in 2012-2013. More generally, young people have been given the opportunity to participate in World Heritage preservation through various activities, most of them being linked in 2012 with the 40th Anniversary. Through the 3 youth fora (Spain and Russian Federation, June 2012; Cambodia, June 2013) and the 5th and 6th editions of the "World Heritage Volunteers Project: Patrimonto Voluntary Action" (in partnership with CCIWS and 35 youth organizations), almost 2,000 young people from more than 50 countries have shared their cultures, created links for mutual understanding, discovered more than 60 World Heritage sites, united to preserve them and raised awareness amongst local communities about their heritage. Finally, in 2012-2013, the Eco Picture Diary Contest (in partnership with Panasonic) allowed 300,000 children from all over the world to express their ideas about how to best preserve the earth's natural resources. In addition, about 4,000 children enjoyed a rare hands-on experience of learning about environmental preservation from experienced site managers and specialists at 10 World Heritage sites.</p> <p>The World Heritage Centre has also promoted the concrete application of the Recommendation on the Historic Urban Landscape (HUL) and climate change adaptation. The application of the Recommendation on HUL was tested in 2012-2013, mainly in Eastern Africa and in the Arab region and demonstrated its potential towards setting urban development policies at the territory level. Such an approach would be promoted within the context of the reactive monitoring process for inscribed urban ensembles as well as before and during the preparation</p>								

36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt	
	<p>of nomination files, in order to make development projects consistent with the protection requirements put forward by the World Heritage Convention. A draft "Climate Change Adaptation Field Guide for Natural World Heritage Site Managers" has been developed and tested in 2012-2013 in four World Heritage sites (2 in Kenya, 2 in India). The final version will be published early 2014 in cooperation with the MAB Programme, since this field guide could be used also in Biosphere Reserves.</p> <p>In 2012-2013, the participation of women in World Heritage training workshops as trainers/experts was around 42%.</p> <p>CHALLENGES/LESSONS LEARNT</p> <p>Tourism: the extension of extrabudgetary funding for the temporary post of coordinator of the tourism programme at WHC has been extended up to December 2014. This will allow the proper management of the programme for another year.</p> <p>Cities: in view of the ineluctable development of the urban ensembles with an increasing number of projects implemented or foreseen in the buffer zones of World Heritage properties or outside them, the methodological approach related to the Recommendation on the Historic Urban Landscape is being mainstreamed in the Operational Guidelines.</p> <p>Gender: the percentage attained in 2012-2013 was due to the fact that most of the trainers were international experts. The number of female national experts remains comparatively low, especially in certain regions of Africa, Arab States and Asia.</p>	
	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)	
	Programmed	Attained
	<p>PI: Adverse impacts of tourism, urbanization and climate change on World Heritage properties mitigated in collaboration with intergovernmental organizations, policy-makers and site managers</p> <p>B/b: - 2 projects to demonstrate the link between culture and development - 4 intersectoral actions with relevant Conventions and programmes - 2 actions in cooperation with United Nations and the tourism industry concerning heritage preservation and tourism</p>	<p>- 4 extrabudgetary projects linking heritage conservation and sustainable development implemented (Egypt, Viet Nam, Portugal and Cuba). - 1 intersectoral action MAB-World Heritage is developed in relation with REDD+ (Reducing Emissions from Deforestation and Forest Degradation). - UNWTO was a member of the Steering Committee which developed the new World Heritage and Sustainable Tourism Programme. Coordination and complementarity of actions is ensured with UNWTO and ILO within the framework of the extrabudgetary project "Assisting the Government of Iraq to Develop a National Tourism Strategy". - In 2013, UNESCO (with the support of the Netherlands Funds-in-Trust) and UNWTO have also launched an initiative that would provide policy guidance and develop a common sustainable tourism strategy for visitor management, site presentation and promotion along heritage corridors such as Silk Roads. - A new Memorandum of Understanding has been signed with UNWTO for operational cooperation.</p>
	<p>PI: Number of activities with youth involvement in World Heritage conservation</p> <p>B/b: 5 activities, including 2 in Africa, LDCs and/or SIDS</p>	<p>- 7 activities have been initiated, including 2 concerning, simultaneously, Africa, LDCs and SIDS.</p>
	<p>PI: Increased number of women as trainers/experts in training workshops</p> <p>B/b: - 3 workshops/projects involving local communities and women - women constitute at least 30% of trainers/experts in training workshops</p>	<p>- Several workshops held in Central Africa consulted and informed the local communities (including women) of 3 countries about the nomination process of the Sangha Tri-National. - The participation of women in World Heritage training workshops as trainers/experts was around 42%.</p>
36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt	
<p> ER 3: Cultural and natural heritage protection and promotion strengthened, especially in Africa, in post-conflict and post-disaster situations, in small island developing States (SIDS) and least developed countries (LDCs)</p>	<p>RESULTS</p> <p>Operational projects for the safeguarding of World Heritage properties in Danger have been undertaken, through extrabudgetary funding, in Bamiyan and Jam (Afghanistan), the 5 DRC National Parks and the Medieval Monuments in Kosovo (Serbia). In total, 19 conservation projects with extrabudgetary funding are undertaken in priority countries, Africa and SIDS.</p> <p>3 sites were removed from the List of World Heritage in Danger (Rice Terraces, Shalimar Gardens and Bam) but another 12 sites were added to alert the international community to their critical conservation status. These include 2 Malian sites and all 6 Syrian sites.</p> <p>In 2012-2013, the capacities of more than 700 people have been enhanced in site management, risk preparedness or nomination processes, especially in Africa and SIDS. Following the Periodic Reporting Exercise, capacity-building programmes for the Africa, Arab States, Asia-Pacific and Latin America and Caribbean regions have been implemented or initiated in collaboration with the Advisory Bodies, regional institutions and the relevant Category 2 Centres. Within the framework of the Periodic Reporting Exercise, almost 600 people were also trained on specific key conservation and management issues. This Exercise has allowed site managers to conduct in-depth assessment of the management and state of conservation of their sites. It also enabled revising regional and national priorities and action plans, and strengthening cooperation among States Parties in order to create a solid platform for technical</p>	

36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt	
	<p>and institutional exchanges in the coming years.</p> <p>The 8 Category 2 Centres related to World Heritage stand out in many ways as a best practice within UNESCO, owing to the strong policy and strategic framework under which they operate, as well as to their inter-institutional coordination (through annual meetings) and reporting system to the statutory organs of the Convention. Since January 2012, a number of joint bilateral and trilateral initiatives (especially North-South-South) have been launched among all World Heritage Category 2 Centres.</p> <p>The 40th Anniversary year, with more than 120 events organized in 47 countries, demonstrated the commitment not only of States Parties but also of the general public to the concept of World Heritage. The closing event in Kyoto (November 2012) was a landmark event where all pertinent issues relating to the past, present and future of the Convention were discussed and led to the adoption of the "Kyoto Vision".</p> <p>Awareness is being raised about World Heritage among the wider public through the nine issues of the quarterly magazine World Heritage published in 2012-2013 and the 171,000 copies of the World Heritage Maps produced and disseminated. The 6 e-newsletters "World Heritage Information" reached 95,000 addresses each. The 6 new publications issued in the World Heritage Papers Series in 2012-2013 contributed to knowledge-sharing.</p> <p>An Open-Ended Working Group elaborated an implementation plan for the recommendations made by the External Auditor on the World Heritage Partnership Initiative (November 2011). The subsequent strategy was approved at the 37th session of the World Heritage Committee (June 2013). In 2012-2013, 7 partnerships have been extended; 6 new partnerships have been concluded and others are under discussion.</p> <p>CHALLENGES/LESSONS LEARNT</p> <p>The main challenge remains the increase in the number of sites on the World Heritage List while there is a sharp decrease in the regular programme budget and the World Heritage Fund has reached its limit. The General Assembly of States Parties (Nov. 2013) approved the creation of a sub-account within the World Heritage Fund to be used exclusively for enhancing the human capacities of the Secretariat and encouraged States Parties to make voluntary contributions to this sub-account and more generally to the World Heritage Fund. For the first time since 1987, no World Heritage Desk Diary was prepared for 2014 due to budget constraints.</p>	
	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)	
	Programmed	Attained
	<p>PI: Operational conservation projects implemented with relevant experts/partners in priority regions and countries and for properties on the Danger List</p> <p>B/b: - removal of 3 properties from the List of World Heritage in Danger - 6 conservation projects in priority regions and countries - 6 new partnerships for World Heritage conservation</p>	<p>- Removal from the World Heritage in Danger List: 3 properties (Rice Terraces in the Philippines, Shalimar Gardens in Pakistan and Bam Cultural Landscape in Iran). - 5 conservation projects in Africa, 1 in Iraq, 3 in Afghanistan, 2 in Haiti (all extrabudgetary). - 6 new partnerships signed; another 7 were extended.</p>
	<p>PI: Capacity of States Parties and other stakeholders developed through innovative partnerships</p> <p>B/b: - at least 300 people trained - partnerships with category 2 centres in all regions</p>	<p>- More than 700 people trained (main targets: Africa, SIDS, Latin America and young people) - Several joint bilateral and trilateral initiatives between category 2 centres; Bahrain Category 2 Centre funds the Regional Programme for the Arab region; African World Heritage Fund, World Heritage Institute of Training and Research for Asia and the Pacific, Zacatecas Centre conducting capacity-building workshops in Africa, Asia and Latin America regions respectively.</p>
	<p>PI: Promotional and awareness-raising activities undertaken with key stakeholders enhance the visibility of the Convention</p> <p>B/b: - 40th Anniversary of the 1972 Convention celebrated - 6 awareness-raising activities, including 3 in Africa and/or SIDS</p>	<p>More than 120 activities, including awareness-raising initiatives were carried out in over 47 countries in 2012 within the framework of the 40th Anniversary.</p>
Cost-effectiveness/efficiency measures for this Main Line of Action		
<p>Every effort was made to reduce the cost associated to the statutory obligations under the 1972 Convention. At the 36th (2012) and 37th (2013) sessions of the World Heritage Committee printed copies of the working documents were reduced to a minimum (only the 21 Committee members received a set of documents). For other States Parties, the documents were distributed on USB sticks. Additional costs were covered by the host-countries (translation and interpretation costs, overtime, live streaming etc.) and donor countries (e.g. Qatar for interpretation in Arabic and Spanish).</p>		

Cost-effectiveness/efficiency measures for this Main Line of Action


The Category 2 Centres were encouraged to take in charge the activities that could not have been otherwise implemented due to budgetary constraints. They have participated in particular in the design and financing of capacity-building regional programmes and related activities.

The Periodic Reporting Exercise took into account cost-efficiency: the questionnaire was completed on-line and most of the meetings were fully funded by the host countries. A training-of-trainers approach was implemented in the Europe region. Moreover, for the first time on-line training tools on periodic reporting processes have been elaborated and made available on the WHC website.


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

Regular Programme ¹ : staff and operational budget		Extrabudgetary resources ¹
Allocation 2012-2013: US\$ 1 250 041	Expenditure % 2012-2013: 99%	Expenditures 2012-2013: US\$ 1 987 317


¹The budgetary information regards unaudited figures and for extrabudgetary resources include Emergency Funds.

36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt	
 ER 4: Protection of cultural properties through the effective implementation of the 1954 Convention and its two Protocols enhanced	Progress was achieved in several fields: <ul style="list-style-type: none"> - increased ratification of the Hague Convention and its two Protocols; - granting of financial assistance related to emergency measures to Mali; - granting of enhanced protection to two Azerbaijani World Heritage sites and three Belgian World Heritage sites; - successful December 2013 Vienna seminar on the Hague Convention and its two Protocols for Sub-Saharan countries. <p><u>Essential challenge:</u></p> <ul style="list-style-type: none"> - insufficient human and financial resources for the implementation of the programme. 	
	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)	
	Programmed	Attained
	PI: New States Parties to the Convention and its two Protocols B/b: 6 new ratifications of either the 1954 Convention or its Protocols (at least 2 in Africa)	Since January 2012, three Member States (Angola, Benin and Palestine) acceded to the 1954 Hague Convention, three Member States (Benin, New Zealand and Palestine) acceded to the 1954 (First) Protocol and seven Member States (Benin, Cambodia, Mali, Morocco, New Zealand, Palestine and Poland) ratified/acceded to the Second Protocol.
	PI: Effective support to meetings of High Contracting Parties to the Convention, of the Parties to the Second Protocol, as well as of the Second Protocol Intergovernmental Committee B/b: - 2 ordinary meetings of the Second Protocol Intergovernmental Committee, and 1 meeting of the High Contracting Parties to the Hague Convention - 1 meeting of the Parties to the Second (1999) Protocol - 6 sites granted enhanced protection by the Second Protocol Intergovernmental Committee	- The seventh and eighth meetings of the Second Protocol Intergovernmental Committees took place in December 2012 and 2013, respectively. The seventh meeting of the Committee granted financial assistance to Mali in the amount of USD 40,500 with regard to emergency measures. The eighth meeting of the Committee granted enhanced protection to two World Heritage sites in Azerbaijan and three World Heritage sites in Belgium. - The fifth Meeting of the Parties to the Second Protocol elected six new Members of the Committee for a four-year term until 2017 (Armenia, Cambodia, Egypt, Georgia, Greece and Mali).
PI: Enhanced awareness-raising within the military and cultural heritage professionals B/b: - 10% increase in the number of visitors to the website - publication of the French version of the Article by Article Commentary on the 2nd Protocol - 1 workshop for African countries with special focus on gender	- Visitors expressed increased interest in the website. - Due to limited human resources, the preparation of the French version of the article-by-article commentary on the Second Protocol to the Hague Convention is still under way. - The Secretariat assisted in the implementation of the Hague Convention in Mali and Syria through the application of the Standard Plan of Action, which was developed to protect cultural property in such situations. - Following the adoption of resolution 2100 of the UN Security Council on 25 April 2013, whose mandate includes support for the protection of cultural heritage, the Secretariat developed training	

Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)	
Programmed	Attained
	tools for the protection of cultural property for the United Nations Multidimensional Integrated Stabilization Mission in Mali (MINUSMA). Training of the military was ensured through three training workshops (for military and civilians at the International Institute of Humanitarian Law in San Remo, Italy - May 2013, for the Lebanese army in Beirut, Lebanon - June 2013, and for African military in Vienna, Austria - December 2013).

36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
 ER 5: Effective implementation of the 2001 Convention encouraged and international cooperation for the preservation of the underwater cultural heritage increased	<p>Progress was achieved in several fields:</p> <ul style="list-style-type: none"> - increased ratification of the 2001 Convention; - capacity-building in the protection of the underwater cultural heritage; - increased awareness of the need to protect the underwater cultural heritage; - stronger co-operation of experts and universities in the field of the underwater cultural heritage archaeology; - increased actual site protection. <p><u>Essential challenge:</u></p> <ul style="list-style-type: none"> - insufficient human and financial resources for the implementation of the programme.

Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)	
Programmed	Attained
PI: Adherence of new States Parties to the Convention B/b: 6 new States Parties, at least one in Africa	Three new Member States (France, Antigua & Barbuda and Togo) have become party to the 2001 Convention since January 2012.
PI: Effective support for statutory, scientific and technical meetings B/b: - 1 session of the Meeting of States Parties - 2 meetings of the Scientific and Technical Advisory Body - 2 meetings of the working group on the Operational Guidelines	- The fourth session of the Meeting of States Parties (UNESCO Headquarters, 28 - 29 May 2013) resulted, among other things, in the adoption of the Operational Guidelines for the implementation of the 2001 Convention, the accreditation of eleven NGOs to the Convention and acknowledgment of the importance of organizing events in commemoration of the Centenary of World War I, focusing on the protection of its underwater cultural heritage. - The fourth meeting of the Scientific and Technical Advisory Body took place on 30 May 2013 and decided, among other things, to collect information for its next session in order to develop a Best Practice List of Underwater Cultural Heritage Sites regarding public access, to develop educational material as well as to initiate collaboration with the UNESCO UNITWIN Network on Underwater Archaeology in order to assess the state of submerged heritage.
PI: Capacity-building, awareness-raising activities and adaptation of national legislations in Member States B/b: - 2 regional training workshops and 2 regional awareness-raising meetings - web-based global training tool created - new public and youth website launched	- Two regional training workshops (Cuba, March 2012 and Jamaica, November 2012) and two regional awareness-raising meetings (Cambodia, May 2012 and Bahrain, October 2012) were held and contributed, among other things, to enhanced national capacity and increased awareness. - An International Workshop on the Alexandrian National Museum on Underwater Cultural Heritage held in Alexandria (Egypt) in May 2013 enabled to revive the project after its halt during the Arab Spring. - A Sub-regional Meeting on Cultural Heritage Protection Laws for the Caribbean Small Island States took place on 18 - 20 June 2013 in St. Kitts & Nevis. A model law for heritage protection for the participating Caribbean States was adopted. - The first meeting of the UNESCO UNITWIN Network on Underwater Archaeology took place in May 2013 in Turkey and gathered thirty universities and institutions specialized in underwater archaeology. - A manual on the Annex of the Convention (available in English, French and Spanish, both on-line and in a hard copy) has been published and widely distributed, as has a training manual on how to organize a foundation course. - The Ministerial Regional Meeting on the Protection of the Underwater Cultural Heritage for the Latin American and the Caribbean region took place on 16 and 17 of October 2013 in Lima (Peru). This high-level meeting addressed current issues regarding the protection and research of submerged heritage, but evaluated also its potentials for development, education, and tourism in the Caribbean and Latin American regions. - A UNESCO Foundation Course on Underwater Cultural Heritage Management was conducted in Buenos Aires and Puerto Madryn (Argentina) between 18 November and 12 December 2013. This workshop contributed to building the capacities of cultural professionals from the region to research, protect and manage their submerged heritage. - Although the new public and youth website was not launched, the existing public and youth websites were substantively improved and updated.

36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt	
 ER 6: Implementation of the 1970 Convention made effective and reinforced, and measures enabling the fight against the illicit import, export and transfer of ownership of cultural property strengthened	<p>Progress was achieved in several fields:</p> <ul style="list-style-type: none"> - increase in ratification of the 1970 Convention; - establishment of a two-level institutional machinery (the Meeting of States Parties and the Subsidiary Committee) for the monitoring of the implementation of the 1970 Convention and its improve governance; - elaboration of the first draft Operational Guidelines for the Implementation of the 1970 Convention; - increase in fund-raising; - increase in capacity-building and training in particular in developing countries, reaching out to all regions; - participation in responses to Syria and Mali; - increase in the number of laws registered in the UNESCO Database of National Cultural Heritage Laws; - increase in requests for legal advice related to the implementation of the 1970 Convention and the restitution and return of cultural property; - increase in practical and awareness-raising tools focused on target groups (for example, cultural heritage professionals, law-enforcement and youth). <p><u>Essential challenge:</u></p> <ul style="list-style-type: none"> - insufficient human and financial resources for the implementation of the programme. 	
Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		
Programmed	Attained	
<p>PI: New States Parties to the 1970 Convention B/b: - 8 to 10 new ratifications for the 1970 Convention (2 for each regional group)</p>	<p>Since January 2012 five Member States have become party to the Convention (Kazakhstan, Palestine Swaziland, Lesotho and Myanmar).</p>	
<p>PI: Increased understanding and awareness of UNESCO policy on fighting illicit traffic B/b: - 4 to 5 publications and update or creation of a new web-site on illicit traffic and restitution - 3 to 4 documentaries and clips produced - 3-5 region-specific awareness-campaigns</p>	<p>- An exhibition of stolen and retrieved cultural objects co-organized with the Italian Carabinieri inaugurated in June 2012 raised awareness on the fight against the illicit traffic in cultural property among the general public (more than 2500 visitors, one catalogue published). - The Secretariat published the Commentary of the 1970 Convention in French as well as the Arabic version of the Compendium on the return of cultural objects. The Spanish version is launched and will be published in 2014. - Almost USD 735.000 were raised in 2012-2013 for activities dedicated to the implementation of the 1970 Convention.</p>	
<p>PI: Effective support to meetings of States Parties to the 1970 Convention and capacity-building sessions efficiently organized and implemented B/b: - 1 meeting of States Parties to the Convention and 8 to 10 workshops (1 to 2 workshops by region) - 1 ordinary session of the Intergovernmental Committee for Promoting the Return of Cultural Property towards Countries of Origin or its Restitution in Case of Illicit Appropriation</p>	<p>- The Second Meeting of the Parties to the 1970 Convention established two institutional mechanisms: a bi-annual Meeting of States Parties and an annual eighteen-Member Subsidiary Committee. In conformity with 190 EX/Decision 43, an Extraordinary Meeting of States Parties to the 1970 Convention and the first meeting of the Subsidiary Committee took place at UNESCO Headquarters from 1 to 3 July 2013 to adopt its Rules of Procedure and launch the preparation of the draft Guidelines. A working group was created and met in November 2013. - 23 training programmes on the fight against the illicit traffic in cultural property took place in 2012 and 2013 in Western, Northern and Southern Africa, the Andean region and South America, Caribbean, Asia, Europe, the Gulf region and South East Europe with support from the Emergency Fund. - The Secretariat contributed to the response to the situations in Mali and Syria. As a reaction to the possibility of flow of illicit export of cultural objects from Mali and Syria, the Secretariat called the attention of neighboring countries, INTERPOL, the World Customs Organization, the French and Italian special police forces and the international art market. In February 2013, a workshop was organized in Amman (Jordan) on the fight against illicit traffic in cultural objects from Syria involving neighboring countries and partners. 2.5 million euros were obtained from the EU for the safeguarding of Syrian cultural heritage. - The Secretariat supported UNIDROIT in the organization of its "First Meeting of the Special Committee to review the practical operation of the 1995 UNIDROIT Convention" (19 June 2012) and strongly encourages the ratification of the UNIDROIT Convention. Two States (Colombia and Honduras) became party to the UNIDROIT Convention in 2012-2013. - The 18th session of the 'restitution committee' was held in June 2012 and the Secretariat provided advice in several restitution cases.</p>	
<p>PI: New national legislations, import/export certificates for cultural property, translation of national laws and certificates, examples of successful return cases of cultural property</p>	<p>The UNESCO Database of National Cultural Heritage Laws provides free access to more than 2,500 texts from more than 180 Member States. During the biennium, 172 new or revised texts, including national legislation, were added to the database, by far exceeding the benchmark. 35 texts were translated.</p>	

Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)	
Programmed	Attained
B/b: - 20 new national legislations, 4 national legislations updated or adopted, 10 import/export certificates for cultural property and 50 translations of national laws and certificates - 50 examples of successful return cases of cultural property	


Cost-effectiveness/efficiency measures for this Main Line of Action


The Secretariat made every effort to limit costs associated to the implementation of the conventions and the holding of statutory meetings. Measures such as electronic processing of working and information documents to limit paper production and keeping interpretation and translation costs to minimum contributed to cost-efficiency. In addition, the number of missions was kept to minimum when absolutely necessary.

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


Regular Programme ¹ : staff and operational budget		Extrabudgetary resources ¹
Allocation 2012-2013: US\$ 1 413 082	Expenditure % 2012-2013: 100%	Expenditures 2012-2013: US\$ 10 227 893

¹The budgetary information regards unaudited figures and for extrabudgetary resources include Emergency Funds.

36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
 ER 7: Safeguarding of the intangible cultural heritage enhanced through the effective implementation of the 2003 Convention	<p>RESULTS</p> <p>The 2003 Convention continues to be implemented effectively at the international and national levels and thereby to contribute to the safeguarding of the intangible cultural heritage globally. Sixteen new States Parties have been recorded during the biennium. The pace of ratification of the 2003 Convention is significant.</p> <p>UNESCO's direct support to safeguarding at the national level takes the form primarily of international assistance from the Intangible Cultural Heritage Fund. Implementation of international assistance-funded safeguarding activities and promotion of best practices for public awareness both depend upon the rate of submissions from States Parties and approvals by the Committee in previous biennia. Since few States were yet mobilized in that period to request international assistance, there was little to implement during the biennium.</p> <p>The Secretariat continues to devote great attention to supporting category 2 centres so that they might in the future contribute effectively to the Organization's programme. Participation of NGOs and experts in the implementation of the Convention at the international level continues to increase and mature.</p> <p>CHALLENGES/LESSONS LEARNT</p> <p>The Convention remains a very young Convention, and its effects on the ground in Member States are only beginning to be demonstrated, for instance through the periodic reports of States Parties on their national implementation. The 2013 evaluation of the impact and effectiveness of the Convention carried out by the Internal Oversight Service nevertheless identified substantial positive impacts of the Convention in the majority of States Parties and strengthened safeguarding at the national level.</p> <p>The Secretariat's direct involvement in such country-level safeguarding is limited, given that it depends largely on the initiatives of the States themselves. International assistance cannot, for instance, be deployed proactively by the Secretariat but can only be implemented once requested by the States and approved by the Committee. In this early period of the Convention's life, there is therefore a lag while the Convention's programmes ramp up. Limited human resources make it exceedingly difficult to respond in a timely manner to requests up to US\$25,000, which do not figure into an annual deadline and examination cycle.</p> <p>Moreover, the rate of submission of fundable requests for international assistance continues to be below expectations: few are submitted, and fewer are of sufficient quality to be approved. The Secretariat accordingly proposed - and the Committee decided in 2013 - to create a mechanism through which the Secretariat can provide initial technical assistance to requesting States early in the process, with the hope that this can contribute to a substantial improvement in the quality and approval rate.</p> <p>Limited human resources also make it difficult for the Secretariat to explore further partnership opportunities despite the great interest shown from potential partners. Category 2 centres, for instance, offer a potential resource to strengthen safeguarding at the national and regional level, but the Secretariat cannot devote sufficient staff time that would be necessary to</p>

36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt										
	<p>monitor their activities and consult with them on their programmes in order to increase their effectiveness. Similarly, opportunities for cooperation with other U.N. agencies such as WIPO or programmes such as Man and the Biosphere are not fully explored despite their importance.</p> <p>Several of the C/5 expected results such as increased cooperation with intergovernmental programmes and other UN agencies as well as increasing the effectiveness of civil society participation and promoting partnerships are difficult to accomplish in the face of limited human resources and ever-growing statutory demands. Similarly, the effectiveness of cooperation with category 2 centres is seriously jeopardized by the lack of staff time and attention. With regard to safeguarding activities to be funded through international assistance, the Secretariat plays a largely reactive role, dependent on the initiatives taken by States Parties; a disappointingly high proportion of requests are not of sufficient quality to allow them to be approved by the Committee or Bureau and the Secretariat is unable to provide the needed support and technical assistance to submitting States when they are preparing their requests. (Corrective measures are in place for the latter.) Nevertheless, overall the expected results are largely met, while not fully.</p>										
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 ER 8: The role of the governing bodies of the 2003 Convention strengthened, particularly through the effective organization of the statutory meetings	<p>RESULTS</p> <p>The governance of the Convention continues to mature. Between January 2012 and December 2013, the Secretariat organized eight category II meetings of the statutory bodies of the Convention and carried out six electronic consultations of the Bureau of the Committee. In doing so, the Secretariat prepared more than 140 working and information documents and provided them in English and French for the Committee, the Bureau of the Committee and the Subsidiary and the Consultative Bodies, and in six languages (including also Arabic, Chinese, Russian and Spanish) for the General Assembly. It further provided simultaneous interpretation in those same languages during the sessions.</p> <p>The 4th extraordinary Committee meeting and open-ended working group exceeded the normal schedule of the governing bodies.</p> <p>The largest part of the Secretariat's work preparing the documentation of the statutory bodies comes with the treatment of nominations to the Urgent Safeguarding List, the Representative List, the Register of Best Safeguarding Practices, requests for international assistance and periodic reports of States Parties. As the cycles for examination of most files extends from 31 March of one year to November of the following year, the number of active nominations being treated by the Secretariat at any given time is at least twice the number</p>										

36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
	<p>that will come before the Committee in that year.</p> <p>The General Assembly in 2012 extensively discussed important amendments to the Operational Directives: the principle of an annual ceiling of submissions was accepted; it is set during each Committee session for the next two cycles. While striving to examine at least one nomination per submitting State, the Committee will give priority to files from countries having no elements inscribed, best safeguarding practices selected, or international assistance greater than US\$25,000 granted, and to nominations for the Urgent Safeguarding List. The latter is thus placed at the highest level of priority for the Convention. The Assembly did not accept the Secretariat's proposal to allocate 10% (US\$615,000) of the resources of the Intangible Cultural Heritage Fund, on an exceptional basis, to help cope with statutory activities until the end of the biennium in the context of the current financial constraints. Other solutions were explored, including a larger share of support received from the host country for the 2013 session of the Committee.</p> <p>The seventh session of the Committee, foreseen for November 2012 in Grenada, was instead held in December in Paris; with more than 800 participants it was the largest Committee session ever, until the eighth session in December 2013 where the number of participants was slightly higher. Civil society participation in governance meetings continues to grow. In addition to inscribing elements, awarding international assistance and examining periodic reports, the Committee began reflection on a number of governance issues including revisions to several provisions of the Operational Directives that were examined at its eighth session. A relatively high rate of reversals by the Committee of recommendations from the Subsidiary Body in 2012 and 2013 may raise questions about the credibility of the Convention and its processes. At the eighth session, the Committee took a number of decisions - subject to approval by the fifth session of the General Assembly in 2014 - to improve the examination of nominations by conferring all evaluations to a single Evaluation Body, composed of six NGOs and six experts representing States Parties non member of the Committee.</p> <p>The present biennium showed a marked increase in States Parties' proactivity concerning international assistance, with more than 50 such requests processed for examination in 2012 (including four held over from 2011) or for 2013. A very large majority of those submitted are not sufficiently well-formulated to permit a possible approval. There is also a continuing increase in the number of States submitting nominations, proposals or requests for the first time. As noted above, such non-represented countries have the highest priority for the Convention's mechanisms. For the 2013 and 2014 cycles, the impact of the global capacity-building strategy is apparent from the fact that the Africa region is first in terms of number of submitting States.</p> <p><u>CHALLENGES/LESSONS LEARNT</u></p> <p>The 2013 evaluation by the Internal Oversight Service pointed to a number of achievements by the Convention and the overall satisfaction from Member States with the quality of the Secretariat's work, particularly in the important area of the Convention's governance.</p> <p>The decision of the General Assembly in 2012 not to confer the evaluation of Representative List nominations to the Consultative Body of NGOs and experts as proposed by the Committee had a negative impact on efforts to streamline and rationalize the processes of evaluating nominations and hence to strengthen the Convention's governance. Despite the concern expressed by the Secretariat and a number of States Parties that the present system of evaluation by the Subsidiary Body puts the credibility of the examination process in question, and despite the savings in staff time that would have been possible, the States Parties decided finally not to pursue that path. The consensus decision of the eighth session of the Committee to entrust evaluation to a single Evaluation Body, composed of six NGOs and six experts representing States Parties non member of the Committee, to be submitted to approval by the fifth session of the General Assembly in 2014, promises to provide a viable solution to this question.</p> <p>House-wide measures put in place as a result of the present financial constraints, such as the inability to use staff cost savings to hire temporary assistance, have placed additional pressures on the Secretariat. Although the sub-fund of the Intangible Cultural Heritage Fund provides a short-term cushion, the limited staffing resources have had a severe impact on both the timeliness and the quality of the Secretariat's work and its contribution to strengthening the governance of the Convention. Extrabudgetary support - particularly the loans or secondment of professional staff from several countries - represents an important response to these challenges, although limited in time and long-term efficiency; one such secondment came to an end at the close of 2012, another at the middle of 2013 and two others during the course of 2014. The decision of the General Assembly not to provide, on an exceptional basis, 10% of the intangible cultural heritage Fund to support the statutory functions of the Convention also represented a severe challenge to the Organization's delivery capacity during the biennium.</p> <p>States Parties have demonstrated increasing sensitivity to the systemic limits, and few are now submitting multiple files in a single cycle (in the past, a State might submit as many as 40 nominations in a single cycle; the average is now between 1 and 2 per submitting State). The 31 March submissions for possible examination in 2014 reflected a greater understanding from States Parties of the overall ceiling. Importantly, the eighth session of the Committee in 2013 acknowledged the necessity to reduce the number of files to be treated in 2015 from 60 (as decided in 2012) to 50, with a similar number to be treated in 2016. Nevertheless, the moderation in the number of files submitted still does not allow the Secretariat sufficient time to meet statutory deadlines. The Secretariat, in an effort to respect in a more timely manner the statutory deadlines for treating files, must consequently reduce the individual attention it can provide to nominations and reduce the detail in its communications with submitting States. This has a negative impact on the quality of the submissions, and therefore also the quality of the governing bodies' work.</p>

Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)	
Programmed	Attained
<p>PI: Meetings of the statutory bodies, the subsidiary body and consultative body for the examination of nomination files for the statutory lists effectively organized</p> <p>B/b: - 5 meetings of the statutory bodies, 4 examination meetings for advisory services and 2 information meetings</p>	<p>Eight meetings of the governing bodies were held (160% of benchmark): - Fourth session of the General Assembly of the States Parties to the Convention (4 to 8 June 2012) - Fourth extraordinary session of the Committee (8 June 2012) - Seventh session of the Committee (3 to 7 December 2012) - Eighth session of the Committee (2 to 7 December 2013) - Four meetings of the Bureau of the Committee (8 June 2012, 24 October 2012, 28 October 2013, 3 December 2013) plus six electronic consultations of the Bureau (January, May, June, November 2012 and April and July 2013) Six meetings for advisory services held (150% of benchmark): - Joint meeting of the Subsidiary and the Consultative Body (22 to 23 March 2012, 4 to 5 April 2013) - Meeting of the Subsidiary Body (17 to 21 September 2012, 24 to 28 June 2013) - Meeting of the Consultative Body (3 to 7 September 2012, 8 to 12 July 2013) One open-ended intergovernmental working group (not anticipated in benchmark): - Open ended intergovernmental working group on the right scale or scope of an element (22 and 23 October 2012) Two information meetings (100% of benchmark): - Information meeting on the 7.COM (24 October 2012) and on the 8.COM (28 October 2013)</p>
<p>PI: Participation increased in the statutory meetings by developing country experts and civil society representatives</p> <p>B/b: - 10% increase in the number of developing country experts attending Committee meetings - 10% increase in the number of civil society organizations attending Committee and General Assembly meetings</p>	<p>A total of 39 developing country experts attended the Committee's seventh session (11 States Members, of which 4 were from Africa; 28 States Parties, of which 13 were from Africa), as compared to 11 States Members and 18 States Parties attending the sixth session in 2011, representing thus an increase of 35%. These numbers were further increased in the Committee's eighth session (13 States Members, of which 7 were from Africa; 32 States Parties, of which 11 were from Africa). The overall increase for the biennium is thus 45%, far exceeding the benchmark of a 10% increase. A total of 18 NGOs and experts were invited to attend the seventh session as guests of the Committee, in the first year in which this was possible. Altogether, 65 accredited NGOs participated in the seventh session, as compared to 35 accredited NGOs and those recommended for accreditation participated in the sixth session, an 86% increase. For the eighth session, the number of invited NGOs and experts remained steady (18); 47 accredited NGOs participated. The overall increase in NGO participation for the biennium is thus 60% greater than 2011, far exceeding the benchmark of a 10% increase.</p>
<p>PI: Requests for international assistance from the Intangible Cultural Heritage Fund, nominations to the Urgent Safeguarding List and to the Representative List, as well as proposals to the Register of Best Practices processed effectively</p> <p>B/b: - 30 international assistance requests processed (including preparatory assistance), 10 from under-represented countries - 75 nominations and proposals processed (Urgent Safeguarding List, Representative List and Register of Best Practices), 20 from underrepresented countries</p>	<p>The Secretariat processed 147 files for the 2012 and 2013 cycles, distributed as follows: - 45 international assistance requests (all-inclusive); of which more than 20 are from under-represented countries - 102 nominations and proposals (Urgent Safeguarding List, Representative List, Register of Best Safeguarding Practices); of which 50 are from under-represented countries (zero or one previous inscription). For the 2014 cycle, treatment continues for 64 files, including 49 files for the Representative List, 9 for the Urgent Safeguarding List, 4 for the Register of Best Safeguarding Practices and 2 International Assistance Requests greater than US\$25,000. The benchmarks are thus consistently exceeded by a factor of almost 100% (i.e. twice as many files treated as projected).</p>
36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
<p> ER 9: The national safeguarding capacities of Member States in particular of developing countries, strengthened</p>	<p>RESULTS</p> <p>The Organization's focus on its global strategy for strengthening national capacities for safeguarding intangible heritage continues to bear important fruit. UNESCO is systematically deploying all decentralized Regular Programme resources to this end, reinforced by extrabudgetary resources in various modalities that compensate the severely limited Regular Programme funds. The Secretariat's activities in implementing this global capacity-building strategy centre on four axes: i) developing training content and materials, ii) strengthening the network of expert facilitators, iii) delivering capacity-building services to beneficiary countries and iv) monitoring and evaluation. The first two axes are essentially the responsibility of the Intangible Cultural Heritage Section, while the third is carried out by UNESCO's field offices, in cooperation with national counterparts and with on-going technical support from the Intangible Cultural Heritage Section, and the fourth involves the efforts of all. Mobilization of extrabudgetary resources is done primarily by the Section.</p> <p>During 2012-2013, capacity-building activities were underway in more than 70 States worldwide, some delivered through comprehensive multi-year project, others as specific activities. In the multi-year projects each beneficiary State receives a custom-designed complement of activities, including needs assessments, training workshops and policy consultations, over the course of 24 to 36 months. Since January 2012, 10 countries completed comprehensive projects, 26 countries are in the project planning process or waiting for donor approval and 35 are continuing the implementation of capacity-building activities under ongoing projects. (Some countries that completed projects are also currently implementing or planning follow-on projects.) A series of stocktaking meetings drew together selected expert facilitators and Field Office colleagues and offered an important opportunity for mid-course corrections. The first</p>

36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt				
	<p>was hosted by the category 2 centre in Beijing, China in November 2012 and the second by the category 2 centre in Cusco, Peru in September 2013.</p> <p>During the biennium more than 1,700 people directly participated in capacity-building activities around the world and 75 training workshops were held with a total of about 1500 workshop participants with an average of 38% male, 31% female and 31% of unknown gender.</p> <p>The Secretariat continues to draw up and update curriculum materials and training resources, based upon the feedback of those actually applying the materials in the field, and gradually expanding the range of subjects covered. Through effective mobilization of extrabudgetary resources, these materials are being made available not only in English and French, but also in Spanish, Portuguese, Arabic, Russian and other languages. The Secretariat has strengthened the network of expert facilitators by organizing two Training of Trainers workshops to reinforce facilitation capacity in Africa with the School for African Heritage (Ecole du patrimoine africain) in Porto Novo, Benin, one on the implementing the 2003 Convention for the Safeguarding of the Intangible Cultural Heritage (April 2012) and one on community-based inventories (September 2013). A third training workshop organized in collaboration with the Centre for Heritage Development in Africa (CHDA) in Mombasa, Kenya targeted African university lecturers (June 2012).</p> <p>The Secretariat also meets its statutory obligations to publish the Urgent Safeguarding List, Representative List and Register of Best Practices. An annual printed leaflet in English and French is complemented by a more detailed brochure for each of the Lists, published electronically in English and French, prior to the General Assembly meeting. In-kind support from the category 2 centre in the Republic of Korea made it possible to publish print editions of the 2010-2011 lists prior to the seventh session of the Committee in December 2012; the leaflet on the 2012 inscriptions has been published in English and French and editorial work is completed for the publications on the 2013 inscriptions.</p> <p>The Convention's knowledge management system and website, entirely supported through extrabudgetary resources, have seen a marked increase in the number of pages available (including the working documents of the General Assembly and seventh session of the Committee and the nominations for the 2012 cycle) and several important new tools introduced such as online meeting registration and an interactive calendar, although it is not possible to compare website visitor numbers before November 2011 with those during the current biennium for technical reasons.</p> <p>CHALLENGES/LESSONS LEARNT</p> <p>The severe reduction in decentralized Regular Programme resources means that, in most cases, countries that are not yet beneficiaries of the much larger extrabudgetary activities could not benefit from the Convention's global capacity-building strategy. The strategy was conceived with the idea that Regular Programme funds could fill in where extrabudgetary funds were not yet mobilized, thus ensuring a fuller participation among Member States so that at least some activity could be undertaken even while waiting for a larger, longer-term activity. This is no longer the case in the present circumstances. Efforts are deployed to mobilize extrabudgetary resources but this requires time and donor support. Donor interest continues to be strong, with sizable new contributions from several States including one that is a first-time donor to the capacity-building strategy.</p> <p>The absence of Regular Programme activity funds for this strategy at Headquarters level also reduces the Organization's flexibility and capacity to leverage extrabudgetary resources. Even if the global strategy is built upon the principle of relying on independent experts for delivery, supported by field office colleagues, opportunities have been lost for small but crucial interventions such as Section staff participation in key monitoring or stocktaking activities.</p> <p>The elaboration and revision of curriculum materials is a continuous task, and greater resources are needed for the Secretariat to provide as close a supervision and feedback on this process as would be desirable. Inasmuch as the evolution of the Operational Directives and their interpretation continues with each General Assembly and Committee meeting, the process of revision and updating will need to be fully integrated into future planning cycles and funds will need to be identified from the Intangible Cultural Heritage Fund's allocation for 'other functions of the Committee.</p> <p>The Organization's primary awareness-raising tool - the knowledge management system and website of the Convention - continues to be entirely dependent on extrabudgetary resources. This financial fragility presents a substantial risk to the effective functioning of the Convention.</p>				
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Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)	
Programmed	Attained
<p>PI: National policies for intangible cultural heritage developed and/or strengthened-</p> <p>B/b: policy efforts supported in 30 States</p>	<p>- While about 40 of the comprehensive capacity-building projects of the biennium included discussions about policy and legislation as part of the training activities, more substantive support to policy and legal revision has only recently been fully integrated into the projects. - Evidence from 9 countries was reported where policy efforts were supported effectively leading to recommendations for further work in this area (Botswana, Malawi, Zambia, Zimbabwe, Belize, Dominican Republic, Bhutan, Cambodia, Mongolia). - The benchmark was exceeded by 33% if referring to basic policy support, even if not attained if referring to more substantial policy development.</p>
<p>PI: information and promotional materials produced and disseminated via knowledge management system, including those targeting youth and women</p> <p>B/b: - 5 information materials produced and 20% increase in number of visitors to the website</p>	<p>Benchmark attained with following information materials: - 3 brochures in English & French on inscribed elements on the List of Intangible Cultural Heritage in Need of Urgent Safeguarding, the Representative List of the Intangible Cultural Heritage of Humanity and the Register of Best Safeguarding Practices for 2010 and 2011. - 2012 leaflets on inscribed elements in English & French. - 2012 basic texts on the Convention for the Safeguarding of Intangible Cultural Heritage in six languages - Catalogue on the Exhibition "Intangible Cultural Heritage for Sustainable Development" - Online exhibition on intangible cultural heritage and sustainable development. - Online publication of handbook on a best safeguarding practice (Batik education project). Due to unexpected changes done by central services, statistical data about website visitors before November 2011 are no longer retrievable. There is thus no evidence to compare the number of visitors in the previous and present biennium. Nevertheless, evidence demonstrates that the number of visitors increased from 2012 to 2013 by 25%.</p>

Cost-effectiveness/efficiency measures for this Main Line of Action

The responsibilities assigned to the Secretariat by the Convention, Operational Directives, governing bodies and the Organization far exceed currently available human resources, as has previously been recognized by the Committee and General Assembly. In particular, it is not able to fulfil all the aspirations and expectations of the States Parties. The future success of the Convention thus depends on the political will of its States Parties to ensure, on the one hand, that the quantity of work requested is in better proportion to the human resources available and, on the other hand, that budgetary resources, including extrabudgetary resources, continue to be made available to the extent possible to secure and even enhance those human resources.


The Intangible Cultural Heritage Section continues its cost-cutting measures, having already moved in 2010 and 2011 to low-paper or no-paper meetings for its advisory bodies and governing bodies. On-line evaluation of nomination files by the Subsidiary Body and Consultative Body represents a substantial reduction in staff time as compared to the off-line process used in 2009. Non-stop enhancements and improvements to the Convention's knowledge management system result in similar improvements in the quality, timeliness and efficiency of many key processes such as online registration for statutory meetings. The Section increasingly relies upon machine-assisted translation to compensate for reduced Regular Programme funds available for translating documents. Increased use of teleconferencing has compensated in part for the reduced ability and availability of Section staff to undertake missions.


Utilization of loaned and seconded professional staff also represents a cost-effective response to staffing constraints. On the other hand, this requires a substantial investment in training and integration of loaned or seconded personnel whose term of appointment is comparatively short; this means that they can serve as a temporary response to exceptional circumstances but cannot be considered a sustainable solution. At the end of the biennium, several such arrangements have already ended or will do so mid-2014; one that saw a one-year interruption will resume in January 2014 and several others are under negotiation.



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

Regular Programme ¹ : staff and operational budget		Extrabudgetary resources ¹
Allocation 2012-2013: US\$ 1 173 388	Expenditure % 2012-2013: 99%	Expenditures 2012-2013: US\$ 8 244 378

¹The budgetary information regards unaudited figures and for extrabudgetary resources include Emergency Funds.

36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt	
 ER 10: The 2005 Convention effectively implemented	<p>Among the Secretariat's primary functions, as set out in Article 24 of the Convention, are to assist the organs of the Convention and prepare the documentation of the Conference of Parties and Committee as well as the agenda of their meetings, and assist them in and report on the implementation of their decisions. The work required to fulfil these functions is year-round and in many cases leads to long-term programmes of activity deemed priority by the governing bodies (e.g. promoting the visibility and ratification of the Convention, management of the IFCD, capacity building and knowledge management) as well as new areas of activity. The latter include monitoring implementation by Parties of measures to promote the status of the artist, investigating the development of digital technologies that have an impact on the Convention, investigating the role of public service broadcasting in promoting the objectives of the Convention, assessing the impact of the involvement of civil society and finally, monitoring and reporting on the impact of specific articles of the Convention relating to preferential treatment, international consultation and coordination. This growing list of thematic priorities posed challenges to the Secretariat in the absence of the full set of human and financial resources. In this context, the seventh ordinary session of the Committee engaged in an exercise and took decisions on priority activities to be undertaken during the 2014-2015 Biennium.</p> <p>The work of the Secretariat on the International Fund for Cultural Diversity extends well beyond the expected results presented in the 36 C/5 that benchmarks the number of project applications processed (415 in comparison to 150 expected) or the number of projects successfully completed and evaluated (37 in comparison to the 30 expected). The IOS evaluation of the IFCD conducted in 2012 reported that the Secretariat ensured the most effective operation of the IFCD, within the limits of its human and financial resource capacities. To this effect, the report of the IOS evaluation concluded that "the Secretariat has made significant efforts to implement the pilot phase of the IFCD. Considerable improvements were also made for each subsequent call of applications. At the same time, with only one full-time person and two part-time persons working on the management of the Fund, the Secretariat does not have the capacity to fulfil all of the roles assigned to it, especially that of monitoring the implementation of the approved projects" (paragraph 18 of document IOS/EVS/PI/116). To this end, the Secretariat benefitted from an internal transfer (P2) within the Culture Sector and dedicated to the IFCD in February 2013.</p>	
	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)	
	Programmed	Attained
	<p>PI: Support to the governing bodies of the 2005 Convention through the timely organisation of statutory meetings B/b: - 2 ordinary Committee sessions, 1 Conference of Parties and 3 information sessions</p>	<p>- From January 2012 to December 2013, the Secretariat prepared and organized three meetings of statutory bodies of the Convention: the 6th ordinary session of the Intergovernmental Committee was held in December 2012, the 4th ordinary session of the Conference of Parties was held in June 2013 and the 7th ordinary session of the Intergovernmental Committee that was held in December 2013. All meetings were held in a highly cost-effective manner, which included reducing paper, photocopying and mailing costs. - In addition, three Exchange Sessions were organized ahead of these meetings, focusing on the results of the EU funded technical assistance programme to implement the Convention at country level in 13 developing countries, the launch of the IFCD fundraising campaign, "Your 1% Counts for Creativity" and the results of the first round of quadriennial periodic reporting. - Following the 4th ordinary session of the Conference of Parties and the 7th ordinary session of the Intergovernmental Committee, a satisfaction survey was conducted among the Parties and observers with the aim of getting objective (anonymous) feedback to streamline and improve the Secretariat's practices. The results of this survey are shared with the Parties through the Secretariat's Report.</p>
<p>PI: The International Fund for Cultural Diversity (IFCD) is managed effectively B/b: 150 IFCD applications processed and 30 projects successfully completed and evaluated</p>	<p>- The International Fund for Cultural Diversity (IFCD) ended its Pilot Phase in June 2012, during which funding was provided to 61 projects in 40 developing countries totaling USD 4 million. The 2012 IOS evaluation of the pilot phase found that the IFCD is a highly relevant and unique mechanism contributing to the implementation of the Convention by financing innovative initiatives to foster the emergence of dynamic cultural sectors in developing countries. - In conformity with decisions taken by the Conference of Parties and the Committee, a three phased communication and fundraising strategy was produced by Small World Stories, adopted by the Intergovernmental Committee in December 2012 and launched by the Conference of Parties in June 2013. At the end of 2013, contributions to the IFCD amount to over USD 6.5 million. The Conference of Parties also revised the Guidelines on the Use of the Resources of the Fund, based on the lessons learnt during the Pilot Phase and the IOS recommendations. - The third call for applications was launched in March 2012 and the fourth call for applications was launched in March 2013. - In 2012-2013, 415 applications were processed and 37 projects were successfully</p>	

Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)	
Programmed	Attained
	completed and evaluated.
PI: Increase the number of Parties to the Convention B/b: 135 Parties to the Convention, including a 10% increase in the number of countries from under-represented regions	At the end of the Biennium, there were 134 Parties to the Convention. 14 new ratifications were registered during the 2012-2013 period, 31% from under-represented regions.
36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
 ER 11: Policies, measures and programmes pertaining to the 2005 Convention supported and strengthened at the national, regional and international levels	<p>Despite the shortfall in Regular Programme funds for activities to strengthen policies, measures and programmes at the national and regional levels, the 2012-2013 biennium marked the launch of important pilot capacity-building activities by the Secretariat including:</p> <ul style="list-style-type: none"> - preparing core training materials and toolkits on developing policies for the cultural and creative industries; - establishing an Expert Facility to provide direct technical assistance and policy interventions; - delivering technical assistance. <p>The main activities and achievements of the technical assistance programme were published by the Secretariat in December 2013 in "Strengthening the Governance of Culture to Unlock Development Opportunities - Results of the UNESCO/EU Expert Facility Project", reporting on concrete outputs, such as creative industry strategies and programmes in the majority of the countries participating in the programme. In addition to such outputs, technical assistance missions facilitated processes of cooperation between the governments and civil society (required as part of the project). The missions also enabled the Secretariat (at Headquarters and in Field Offices) to pursue synergies and complementarity of action on the ground with programmes and activities of other institutions: international organizations (for example EU, OIF); national public institutions (for example British Council, Norwegian Embassy, Denmark Embassy); delegations of the European Union (in particular in DRC, Burkina Faso, Malawi, Seychelles, Viet Nam). Progress can also be monitored through information provided on the Convention website: http://www.unesco.org/new/en/culture/themes/cultural-diversity/diversity-of-cultural-expressions/programmes/technical-assistance/missions/.</p> <p>An external evaluation of the programme was conducted from May to September 2013 and is published in document CE/13/7.IGC/INF.5. The results are feeding into the preparation of a project document to raise extra-budgetary resources for a long term global capacity-building programme that involves four main activities:</p> <ul style="list-style-type: none"> - sustaining, expanding and diversifying the established pool of experts; - producing context relevant capacity-building tools and materials; - delivering capacity-building/technical assistance interventions; - sharing knowledge on policy making actions, tools and methodologies. <p>This activity is identified as an immediate and long term priority through Resolution 4.CP 7 to accelerate the implementation of the Convention at the country level.</p>
Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)	
Programmed	Attained
PI: Number of national authorities supported in developing and/or strengthening of national policies B/b: 10 technical assistance missions undertaken, including 2 in Africa, LDCs and/or SIDS	13 in-country missions were carried out, including 10 from Africa, LDCs and SIDS: Argentina, Barbados, Burkina Faso, Cambodia, Democratic Republic of the Congo, Haiti, Honduras, Kenya, Malawi, Mauritius, Niger, Seychelles and Viet Nam.
PI: Develop and maintain online database of experts to respond to requests for technical assistance B/b: 30 experts included in online database, including at least one-third women	- 30 international experts in the fields of cultural policies and cultural industries were selected through a competitive process (over 600 applications were received) and comprise the Expert Facility on the governance of culture. 50 per cent of the experts are women. - In addition, the Secretariat launched a pilot programme in Africa to identify and begin training a new generation of local specialists and strengthen their knowledge and expertise on the Convention: 32 specialists (40 per cent women) from 25 African countries were selected through a competitive process (200 applications received). The specialists received online and workshop training on policy approaches to cultural and creative industries development as well as on Convention mechanisms such as quadrennial periodic reporting.

36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt	
 ER 12: Information and best practices on the protection and promotion of the diversity of cultural expressions identified, disseminated and shared with States Parties to the 2005 Convention	<p>During the 2012-2013 Biennium, it was expected that the Secretariat receive and analyze 60 periodic reports, including from a gender perspective as well as collect and disseminate 20 best practice cases resulting from this analysis. In summary, the Secretariat undertook the following activities that implement the 36 C/5 as well as decisions of the Convention governing bodies:</p> <ul style="list-style-type: none"> - processed 65 full quadrennial periodic reports (benchmark was 60) and translated the executive summaries into English and French; - produced 18 video tutorials on the process for preparing periodic reports in different regions and from different perspectives, including those of national authorities and civil society; - produced two strategic and action-oriented analytical summaries of the Parties' reports (2012 and 2013); - collected 70 best practices, published as 'innovative models to implement the Convention' on its website (benchmark was 20); - reviewed and provided information on measures Parties had taken to promote the status of artists as a special thematic requested by the fourth ordinary session of the Conference of Parties; - organized an exchange session between Parties and experts contributing to the Secretariat's analytical summaries that was held prior to the fourth session of the Conference of Parties "in order to benefit from the knowledge gained, to stimulate the exchange of good practices and to identify issues of common interest" (Decision 6.IGC 4); - in close cooperation with the UNESCO Office in Dakar, elaborated and implemented a pilot training programme on the preparation of quadrennial periodic reports that was held in Abidjan in Spring 2013. On this basis, a programme has been prepared to launch a series of six regional training workshops on periodic reporting to be conducted in Africa, Arab States and Asia-Pacific regions in 2014-2015 (CE/13/7.IGC/5) - initiated work on a report of measures Parties have taken to promote the diversity of cultural expressions from a gender perspective to be published in 2014. <p>The initial efforts made by the Secretariat in the 2012-2013 Biennium to develop and implement three basic knowledge management tools, resulted in a 57 % increase in unique visitors over a period of twelve months (September 2012-September 2013). Extrabudgetary resources are required for the full potential of the Convention's Knowledge Management System (KMS) to be achieved.</p>	
Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		
Programmed		Attained
PI: Analysis of the periodic reports provided by State Parties B/b: 60 Parties periodic reports received and analysed, including from a gender perspective		65 reports received, processed and analysed, including from a gender perspective.
PI: Collection and dissemination of best practices B/b: 20 best practice cases, including 25% relating to women		70 best practice cases available from customised online database at the end of 2013, including 5 gender related best practices (7%).
PI: Development and reinforcement of Convention related online knowledge management resources and tools B/b: 20% increase in the number of visitors		3 customised online knowledge management tools were created for the IFCD, periodic reports, implementation of Article 21 on international consultation in 2012. Statistics produced by 'Google analytics tools' implemented by UNESCO's DIT service indicate that during the month of September 2012, the number of unique visitors was 6287. This figure rose to 11084 during the month September 2013. This resulted in a 57 % increase from 2012 to 2013.
36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt	
 ER 13: The role of culture in sustainable development fostered through creative and cultural industries and initiatives that encourage joint projects to promote cultural innovation, production and exchange as vectors of growth	<p>With support of the Spanish Government, the Secretariat developed an innovative methodology containing 22 indicators that assess and measure the contribution of culture to national development processes. In 2012-2013, this methodology was applied in twelve countries through training workshops that were organized by the Secretariat in close cooperation with UNESCO Field Offices, targeting national statistical offices, public institutions and research centers in these countries. Among the goals of these workshops was to build capacities for the generation of new data on how culture contributes to sustainable development and its application at the policy level. The 22 UNESCO Culture for Development Indicators (CDIS) are showing their positive impact in promoting concrete policy developments at the country level and demonstrating how adequate data and analysis can inform a more comprehensive approach to the inclusion of culture in development strategies as well as cultural policies for development. For example, CDIS results have triggered the inclusion of culture in the current United Nations Development Assistance Framework (UNDAF) in Namibia. They are also informing the process of elaboration of a cultural policy framework in Cambodia. Consolidated results from the twelve countries involved in the CDIS will be made public on a global database on culture and development.</p> <p>In addition to the expected results, the Secretariat coordinated the research, writing and publication of the global UN Creative Economy Report 2013 Special Edition, launched at</p>	

36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
	<p>UNESCO HQs on the 14th November 2013 and in New York on the 10 December 2013. This activity was undertaken in partnership with the UN Office for South-South Cooperation located within the UNDP. The focus of the Report, on dynamic creative economies at the local level in developing countries, brought together many of the results of the Secretariat's activities to implement the Convention including IFCD projects and policy making strategies and programmes generated through the UNESCO/EU technical assistance programme. Ten key recommendations of the Report aimed at placing creativity and innovation at the heart of new development pathways that are called for by the UN Secretary General's Task Team on the post 2015 Sustainable Development Goals. Financing for this Report was provided by the Director-General through UNESCO's multi-donor Emergency Fund.</p> <p>Due to the shortfall in Regular Programme funds for activities, only three of the five capacity-building tools foreseen have been published. The remaining two will be published in early 2014.</p>


Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)	
Programmed	Attained
<p>PI: Development of UNESCO Culture for Development Indicator Suite B/b: - 10 countries testing and implementing Indicator Suite - UNESCO culture for development indicators methodology manual translated into 3 languages and disseminated internationally</p>	<p>- 12 countries testing and implementing the Indicator Suite: Bosnia and Herzegovina, Burkina Faso, Cambodia, Colombia, Costa Rica, Ecuador, Ghana, Namibia, Peru, Swaziland, Uruguay, Viet Nam. - A draft methodology manual was produced and will be published in early 2014.</p>
<p>PI: Policy-making, data collection, and partnership tools for the cultural and creative industries B/b: - 5 UNESCO capacity-building tools targeting governments, researchers and cultural entrepreneurs elaborated and made available - indicators identified and provided to international development institutions for inclusion in their indexes</p>	<p>- 3 capacity building tools elaborated (policies for cultural and creative industries, designing IFCD projects, culture for development indicators) and disseminated in EN, FR, SP - Secretariat working with the Organization of Ibero-American states to support the inclusion of core indicators on cultural participation in their Latinobarometro as well as with the OECD's Better Life Initiative to include cultural indicators in their framework for measuring well-being and progress. - UN Creative Economy Report 2013 Special Edition produced, launched and disseminated</p>


Cost-effectiveness/efficiency measures for this Main Line of Action
<p>A number of measures were undertaken to reduce costs such as:</p> <ul style="list-style-type: none"> - reducing paper, photocopying and mailing costs related to the organization of statutory meetings: documents prepared for the sessions of the intergovernmental committee to the Convention were uploaded on the website only, with limited paper copies available. The fourth ordinary session of the Conference of Parties was paperless; - reducing hospitality costs related to statutory meetings: expenditures such as bottled water, coffee breaks and receptions have been cut, paper badges were ordered instead of laminated ones; - foregoing physical meetings, whenever possible: the Panel of Experts, which evaluates the applications submitted to the International Fund for Cultural Diversity (IFCD), works together through email exchange and teleconferences; - paper-free evaluation process of IFCD project applications: the Secretariat and the evaluators complete their evaluation reports online through a dedicated website, saving paper and increasing efficiency of consolidation and treatment of reports; - reducing its travel costs: the Secretariat took advantage of existing national and regional events to which travel was paid by the organizers to pursue its activities in the field as well as intensifying efforts to engage Field Office colleagues and provide them with all necessary materials, including promotional kits and PowerPoint Presentations.

MLA 5: Promoting the role of culture in development at global, regional and national level


Regular Programme ¹ : staff and operational budget		Extrabudgetary resources ¹
Allocation 2012-2013: US\$ 860 097	Expenditure % 2012-2013: 99%	Expenditures 2012-2013: US\$ 15 402 527


¹The budgetary information regards unaudited figures and for extrabudgetary resources include Emergency Funds.



36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt	
 ER 14: Approaches to culture and development clarified in order to guide and assist Member States in devising inclusive development policies	<p>The Culture Sector has substantially improved its advocacy to foster the inclusion of culture into national and international development policies and programmes through a very intense activity over the biennium that included the elaboration of policy and position papers, the organisation of regional and international events, and the dissemination of demonstrative evidence and results in targeted fora, in particular within the UN.</p> <p>In addition to the May 2012 UNESCO Think Piece entitled "Culture: a Driver and Enabler of Sustainable Development" (May 2012), and the e-paper on the contribution of culture to the major themes of the Rio+20 Conference, ten thematic papers on Culture and Development were produced in May 2013 and disseminated through the UNESCO Hangzhou Congress Website. These papers address the contribution of culture to the social, environmental and economic pillars of development, to peace, and discuss important issues that pertain to inclusive development, including the importance of public-private partnerships, cities, the important role and potential of heritage and creativity. The Hangzhou Declaration entitled "Placing Culture at the Heart of Sustainable Development Policies", the outcome of the Congress held in May 2013, was published into the 6 UN official languages. Finally, the 2013 Sepcial Edition of the Creative Economy Report explored the contribution of the creative sector to inclusive economic development at the local level. One area that remains a challenge and will require substantive investment is statistics.</p> <p>The results achieved fully meet the performance indicators. More detailed information can be obtained in the Culture Sector's website. They contributed to clarifying approaches toward the role of culture in development to the benefit of Member States.</p>	
	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)	
	Programmed	Attained
<p>PI: Definitions, concepts, and approaches related to Culture and Development formulated</p> <p>B/b: - at least one expert meeting convened (extrabudgetary resources) - at least two research papers and two policy papers produced - at least one comprehensive document produced to guide and assist Member States</p>	<p>- The Culture Sector has conducted internal reflections with the support of a development expert which allowed clarifying concepts and approaches related to the role of culture in development. The results were made available in a dedicated website that includes advocacy arguments, facts, figures and a wide amount of evidence and case studies, and that also provides Member States with detailed information in relation with the results of the MDG Achievement Fund on Culture and Development. - Definitions and concepts were further elaborated in a Think Piece prepared by UNESCO in May 2012 and entitled "Culture: a Driver and and Enabler of Sustainable Development", which was written as a contribution to the "UN Task Team Report on Post-2015 UN Development Agenda". - An e-paper on the contribution of culture to the major themes of the Rio+20 Conference with a wide array of case studies and data was elaborated in May 2012. - In preparation of the Hangzhou International Congress entitled "Culture: Key to Sustainable Development" (Hangzhou, China, 15 to 17 May 2013), 10 background papers addressing the 10 main themes of the Congress were prepared. - The Hangzhou Congress was successfully organized and its proceedings were also made available on a dedicated Website. - The UN Secretary-General Report for the 2013 ECOSOC Annual Ministerial Review refer in several paragraphs to the role of culture in achieving sustainable development. UNESCO was the UN entity in charge of providing and coordinating inputs on culture. - The 2013 UN Secretary-General Report on Culture and Development coordinated by UNESCO pursuant to the UN General Assembly Resolution adopted in 2011 provided also an account of the progress made by Member States and the UN entities in relation with Culture and Development, and triggered the adoption of the third UNGA Resolution on Culture and Development in December 2013. - The 2013 Special Edition of the Creative Economy Report, which focused on the contribution of the creative sector to inclusive economic development at the local level was launched at UNESCO on the occasion of the General Conference, and at the UN Headquarters in New-York.</p>	

36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt	
 ER 15: The role of culture in sustainable development better integrated into international development policies and within United Nations common country programming exercises in order to reinforce social inclusion and community cohesion, human development and economic growth	<p>UNESCO has substantially clarified its ideas and messages related to the role of culture in development, and elaborated clear messages on the nexus between culture and development. It has improved substantially its advocacy to foster the inclusion of culture into national and international development policies and programmes through a very intense activity that included the production of papers, the organisation of regional and international events, and the dissemination of results in targeted fora, in particular within the UN. In doing so, it has considerably strengthened its contribution to the UN system's work on sustainable development with regards to the role of culture in development.</p> <p>By inducing and leading cooperation mechanisms, such as in the UNDG Task Team on Culture and Development, or being assigned with the coordination of UN Secretary General's reports on Culture and Development and for the 2013 ECOSOC Annual Ministerial Review, UNESCO has taken an active part in developing and disseminating arguments on the importance of integrating culture in international sustainable development policies and operations, and succeeded in including culture in several UN documents in preparation of Rio+20, ECOSOC 2013 and Post 2015, thus leading to the adoption of the third UN General Assembly Resolution dedicated to Culture and Development in December 2013. Important highlights of these initiatives include the Hangzhou Congress "Culture: Key to Sustainable Development" (15-17 May 2013), the UN President of the General Assembly (PGA) Debate on Culture and Development (12 June 2013), and the 2013 UNDP-UNESCO Creative Economy Report, which improved the understanding of the contribution of the creative sector to inclusive economic development at the local level.</p> <p>At country level, the knowledge management results of the MDG-F Culture and Development Joint Programmes demonstrated that these programmes have had a significant institutional impact by enhancing legal and policy frameworks, notably through the elaboration of 11 laws along with 6 bylaws and recommendations (such as a 2011-2013 Sectoral Policy on Gender and Interculturalism in Ecuador, a National Indigenous People Dialogue Policy in Cambodia). The Analytical Overview of culture in UNDAFs indicates that culture entries in UNDAFs entries linked to social and economic development themes together account for 55% of the total, 18% relate to governance, 17% to sustainable development and to 10% to human rights and rule of law.</p> <p>Although the expected results have been reached and some benchmarks exceeded, this experience has shown how challenging it was to convince policy makers of the relevance of culture in the sustainable development agenda, and the need for long-term sustained advocacy, including through statistics and indicators, to achieve a higher impact of culture into the national, regional and international sustainable development policies. The ahead challenges are still considerable as regards the definition of the Post-2015 agenda, given the number of priorities that development actors and Member States wish to include. International engagement in favour of culture will require strong political engagement within from Member States.</p>	
Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		
Programmed	Attained	
<p>PI: The role of culture in sustainable development acknowledged in international development policies</p> <p>B/b: - at least 2 strategic partnerships promoting the role of culture in sustainable development established with international development entities and/or United Nations agencies - the role of culture for development addressed at the Rio+20 Conference in 2012</p>	<p>- Two Memoranda of Understanding established with the World Bank and the Smithsonian Institution have been implemented through several joint operational projects. - The Rio+20 Outcome document mentions culture in a number of paragraphs: support of cultural diversity (art. 41), recognition of the relationship between people, ecosystems and cultural heritage (art. 30); cultural tourism (art. 130 and 131); conservation of the natural and cultural heritage of human settlements, revitalization of historic districts, rehabilitation of city centres (art. 134); relationship between culture and biodiversity (art. 197); cultural heritage of indigenous peoples and local communities (art. 58j, 211,109,197). - Full engagement in the various UN mechanisms to prepare UN policies and meetings. - In addition to the two UN reports "Working Towards a Balanced and Inclusive Green Economy - A United Nations System-Wide Perspective" (January 2012) and "Realizing the Future We Want for All" (May 2012) which recognize the role of culture for sustainable development, the following UN documents contributed to advocate on culture and development: (i) The UN Secretary-General's Report and the final declaration for the 2013 ECOSOC Annual Ministerial Review, which refer in several paragraphs to the role of culture in achieving sustainable development; (ii) the 2013 UN Secretary-General's Report on Culture and Development coordinated by UNESCO pursuant to the UN General-Assembly Resolution 68/208 adopted in 2011; (iii) a third UN General-Assembly Resolution on Culture and Development (2013). - The President of the UN General Assembly convened with UNESCO a Thematic Debate on "Culture and Development" (12 June 2013, New York). It was opened by the UN Secretary-General, the President of the UN General-Assembly, the UNDP Administrator, the President of the</p>	

Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)	
Programmed	Attained
	Alliance of Civilizations and 14 government ministers, who all stressed the role of culture in achieving development goals. During the debate the G-77 plus China, the EU and the Community of Latin American and Caribbean States called for culture to be explicitly recognized as a driver and an enabler of development in the post-2015 global development agenda.
<p>PI: Culture integrated in United Nations joint programming exercises, including UNDAFs B/b: - 10 UNDAFs integrating culture, gender equality and human rights - culture-inclusive UNDAF database established - 18 joint programmes implemented and completed and related knowledge management established(extrabudgetary resources) - 3 culturally appropriate and gender responsible policies and actions supported in the field of HIV and AIDS and maternal health (extrabudgetary resources)</p>	<p>- As of 2012, 70% of UNDAFs include culture, thereby exceeding the benchmark. Cultural entries in UNDAFs entries linked to gender equality account for 12% of the total and 10% relate to human rights and rule of law. - The web-based search tool of culture entries in UNDAF is fully operational on the UNESCO Culture website. - The 18 MDG-F Joint Programmes on Culture and Development have been implemented and completed; 6 knowledge management e-publications have been issued (Knowledge Management, Africa, South East Europe, Latin America, Asia, Arab States); MDG-F web pages on UNESCO Culture website and an analytical search tool are both operational to encourage and facilitate access and use of the knowledge generated on the impact on MDGs, beneficiaries, national ownership, products and contribution to international culture conventions. - Following recommendations from a workshop held in Nigeria in 2012 , a 17 minute long film on ways to strengthen youth engagement in AIDS prevention using culturally appropriate strategies in Nigeria was produced. The film was screened at UNESCO Headquarters on 28 November 2013 and in Paris in the framework of a Nollywood Festival and prompted positive media coverage. The unavailability of extrabudgetary funds did not allow the elaboration of the culturally appropriate and gender responsive policies.</p>
<p>PI: United Nations entities and Member States contribute to technical meetings on Culture and Development B/b: - 4 regional and/or thematic experts meetings conducted (extrabudgetary resources) - conclusions adopted globally</p>	<p>- The UNESCO International Congress, "Culture: Key to Sustainable Development" was held in Hangzhou (China) from 15 to 17 May 2013 and provided a global forum to discuss the role of culture in sustainable development in view of the United Nations post-2015 development agenda. It brought together 500 participants from 82 countries including high-level governmental representatives, United Nations entities, development banks and institutions, academia, the private sector and civil society as well as prominent experts. The Hangzhou Declaration entitled "Placing Culture at the Heart of Sustainable Development Policies" was widely distributed and promoted; the following UN entities took an active part in the congress and in the one-day technical workshop that preceded the congress: UN-DESA, UNDP, UNCTAD, WIPO, UNWTO, UNIDO, UN-HABITAT, and UNEP. - ADG/CLT chaired in 2013 three teleconference technical meetings of the UNDG Task Team on Culture and Development with the participation of: UN-DESA, UNDP, UNFPA, UNIDO and ILO. - In partnership with UNESCO, the President of the UN General Assembly convened a Thematic Debate on "Culture and Development" on 12 June 2013 at UN Headquarters (New York). It was opened by the UN Secretary-General Ban Ki-moon, the President of the UN General Assembly, with the keynote speech of the UNESCO Director-General, the remarks of the UNDP Administrator, the President of the Alliance of Civilizations, and the participation of 14 government ministers, who all stressed the role of culture in achieving development goals. During the debate the G-77 plus China, the EU and the Community of Latin American and Caribbean States called for the role of culture for development to be explicitly recognized in the post-2015 global development agenda</p>
<p>PI: Advocacy, outreach and monitoring on the role of culture in development B/b: - 2 UNESCO publications produced (extrabudgetary resources) and at least 1 contribution to a United Nations publication - networks of professionals and development actors reinforced</p>	<p>- A UN Think Piece entitled "Culture: a Driver and an Enabler of Sustainable Development" was elaborated in May 2012 as a contribution to the "UN Task Team Report on Post-2015 UN Development Agenda". - UNESCO contributed to the UN-wide report "The future we want for All" where several articles referred to culture following</p>

Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)	
Programmed	Attained
	<p>UNESCO's advice and inputs. - A website on the contribution of culture to the major themes of the Rio+20 Conference with a wide array of case studies and data on culture's contribution to these major themes was elaborated in May 2012. - In preparation of the Hangzhou Congress entitled "Culture: Key to Sustainable Development" (Hangzhou, China, 15 to 17 May 2013), 10 background papers that address the 10 main themes of the Congress were prepared. - The Hangzhou Congress was successfully organized and its proceedings were made available on a dedicated Website. The Hangzhou Declaration entitled "Placing Culture at the Heart of Sustainable Development Policies", the outcome of the Congress, was published into the 6 UN official languages in June 2013. Following the Hangzhou Congress, UNESCO's network has been considerably reinforced with several civil society and international organisation disseminating the Hangzhou Congress. - The UNSG Report for the 2013 ECOSOC Annual review Meeting coordinated by UNESCO refers in several paragraphs to the role of culture in achieving sustainable development. UNESCO was the UN entity in charge of providing and coordinating input on culture. - The 2013 UN Secretary-General's Report on Culture and Development coordinated by UNESCO pursuant to the UN General Assembly Resolution 68/208 adopted in 2011 provided an account of the progress made by Member States and the UN entities in relation with Culture and Development, and laid the ground for the adoption of the third UN General Assembly Resolution on Culture and Development in December 2013. - The 2013 Special Edition of the Creative Economy Report, produced by UNESCO and UNDP, which focused on the contribution of the creative sector to inclusive economic development at the local level, was launched at UNESCO during the General Conference, and at the UN in New-York.</p>
<p>PI: Cultural diversity and intercultural dialogue principles in regional policy agendas and United Nations priorities B/b: - at least one contribution to joint initiatives of the IASG with the United Nations Forum on Indigenous Issues, to the Decade on Education for Sustainable Development, and another to EDUCAIDS - at least one paper on culturally-appropriate strategies to fight gender-based violence produced with indigenous women's associations (extrabudgetary resources)</p>	<p>- As regards joint initiatives with the United Nations Forum on Indigenous Issues, an international expert workshop was organized on 20-21 September 2012 by the Danish Agency for Culture on "World Heritage and Indigenous Peoples" in collaboration with the World Heritage Centre. The workshop reviewed the implementation of the World Heritage Convention and its consistency with the UN Declaration on the Rights of Indigenous Peoples. The Expert Workshop enabled a constructive dialogue related to issues brought forward by indigenous peoples and recommended changes to procedures and Operational Guidelines. The full report is available on line. The summary results and the "Call for Action" were subsequently presented to the World Heritage Convention's 40th anniversary closing event in Kyoto on November 2012 and to the 37th session of the World Heritage Committee in Cambodia in June 2013. Further revisions will be reviewed by the World Heritage Committee at its 39th session (2015) in line with the future UNESCO Policy on Indigenous Peoples. - A special issue of the World Heritage Review (n°62) was published on "World Heritage and Indigenous Peoples" in February 2012. This edition of World Heritage was devoted to the enduring relationship between a number of World Heritage sites and the indigenous peoples that inhabit them. - The paper on gender-based violence could not be elaborated due to the unavailability of extrabudgetary resources.</p>
36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
 ER 16: Contributions of cities to sustainable development enhanced	<p>The Creative Cities Network has been revitalized and is now fully operational thanks to the identification of extrabudgetary resources. New operational guidelines were adopted at the General Assembly of the Creative Cities held in Bologna (Italy) in September 2013 to improve the governance of the programme, its efficiency and visibility. 12 new city members were designated in 2012-2013, reaching 41 at the end of the biennium, in comparison to 29 at the end of the 2010-2011 biennium. A second city from the Arab region and the first city from Sub-Saharan Africa joined the network in 2013, thereby improving geographical representation. Several consultation meetings of the working group and of the mayors were held to discuss future strategic orientations. Promotional materials and a website were elaborated to increase the programme's visibility. Challenges include improving cooperation and interaction among cities, as cities tend to use the Creative Cities Network membership as a self-referential brand only. Cost-sharing arrangements ensured cost efficiency.</p>

36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt	
	The implementation of certain activities was hampered by the unavailability of extrabudgetary resources. This concerns in particular the artistic festivals in Africa, in spite of the efforts by the Secretariat to identify support.	
	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)	
	Programmed	Attained
	<p>PI: Strengthened cooperation between cities in industrialized and developing countries</p> <p>B/b: - at least 10 new cities, including 6 in Africa, the Arab States, the Caribbean and the Pacific, become members of the Creative Cities Network(extrabudgetary resources) - 5 network activities designed to strengthen awareness of cities' role in economic, social and cultural development(extrabudgetary resources)</p>	<p>- 12 new city members were designated in 2012-2013, reaching 41 at the end of the 2012-2013 biennium, in comparison to 29 at the end of the precedent biennium. A second city from the Arab region and the first city from Sub-Saharan Africa joined the network in 2013. - The Secretariat carried out proactive promotion and mobilization towards other African cities (Kampala, Dakar, Ouagadougou) in view of their possible designation in 2014. - New operational guidelines were adopted at the General Assembly of the Creative Cities, in Bologna (Italy), on 18-20 September 2013. Meetings of the working group in Paris and a meeting of the Mayors in Beijing have been held during the second semester 2013 to discuss strategic orientations.</p>
	<p>PI: Artistic and cultural activities in cities in developing countries contribute to development</p> <p>B/b: - 5 festivals in Africa - 5 other activities in Africa or other regions(extrabudgetary resources)</p>	<p>Although USD19,000 were made available from the Emergency Fund to support the 9th edition of the Panafrican Music Festival (FESPAM) in Congo in 2013, the event did not take place and has been postponed until 2014. However, Unfortunately, as no other extra-budgetary funds have been mobilized for artistic festivals in Africa, neither the benchmark not indicator were met.</p>
36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt	
 ER 17: Activities in the fields of books, translation and crafts promoted	These cultural exchange programmes made possible thanks to the identification of extrabudgetary funds and the establishment of partnerships contributed to the promotion of South-South cooperation and encouraged dialogue between Africa, Arab states, Asia and Europe through the mobility of artists. They generated employment opportunities and enhanced professional development in the field of handicrafts. The lack of extrabudgetary resources did not allow the implementation of certain activities, such as for instance the Index Translatinorum.	
	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)	
	Programmed	Attained
	<p>PI: Links between handicrafts, design and tourism strengthened in developing countries</p> <p>B/b: - craftspeople winning the UNESCO Award of Excellence for crafts in 3 regions and in 5 subregions(extrabudgetary resources) - initiatives to train craftswomen in at least 3 regions (extrabudgetary resources) - young designers taking part in competitions organized under Design 21 (extrabudgetary resources)</p>	<p>- 18 Aschberg fellowships have been granted in 2012 and 19 in 2013, to young artists from all regions of the world to promote their mobility. Two new artistic residencies, in Morocco and in Canada, have been included. - The programme "Promoting Cultural Heritage and Diversity through Ceramic Arts Capacity-Building" was launched in October 2012. Ceramists from Gabon, Tunisia and Morocco participated in workshops in Jingdezhen, China, and Chinese ceramic masters went to Morocco, Tunisia and Gabon. In October 2013, twelve ceramists from Gabon, Morocco and Tunisia went to Jingdezhen and participated in workshops with several Chinese master ceramists. - Under the partnership of the Foundation Culture & Diversité, 4 students (Chile, India, Lebanon, Mali) went to French institutions and 5 French (4 girls, 1 male) to Argentina, Burkina Faso and Viet Nam. For the 2013 selection, 4 French students have started their study tours to Nepal, Argentina, India and Thailand. - 17 training programmes for young artists and artisans, as well as awareness raising on crafts, were conducted in Kazakhstan, Uzbekistan, Mongolia, Viet Nam and Laos. For 2014, the programme has been extended to Africa. - The international Fund for the Promotion of Culture is now fully operational, two meetings of its Administrative Council have taken place and the Executive Officer and her assistant are recruited. 9 projects were approved by the Administrative Council of the IFPC at its Third Ordinary Session (24-25 October 2013) for funding.</p>
	<p>PI: The role of the book and measures to promote translations through the global</p>	<p>- The Jury of the World Book Capital which met in July 2012 and July 2013 designated Port</p>

Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)	
Programmed	Attained
database strengthened B/b: - initiatives to promote books in 5 developing countries(extrabudgetary resources) - two cities selected as World Book Capital - number of countries providing data to the Index Translationum(extrabudgetary resources)	Harcourt (Nigeria) as a World Book Capital for 2014 and Seoul for 2015. Port Harcourt was the first African city to be designated under this programme. The bidding for the 2016 nomination was launched in November 2013. - The Index Translationum is fully dependant on an extrabudgetary resources. Although some updates were undertaken during the biennium, progress is very slow. Funds need to be identified for its continuation.
36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
 ER 18: Social, economic and educational roles of museums as vectors for sustainable development and intercultural dialogue promoted and capacitybuilding in this area strengthened, in particular in developing countries	The museum activities made possible thanks to extrabudgetary support under this expected result improved the capacity of museums' staff in restoration, conservation, inventorying, storage of objects and collections, increased local community participation and parity men/women and raised awareness about the social and educational roles played by museums.
Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)	
Programmed	Attained
PI: Development of partnerships for museums in Africa and LDCs B/b: - 3 new partnerships and 3 high-level regional meetings - 4 operational projects	- The partnership established between UNESCO, the Islamic Museum of the Haram al Sharif in Jerusalem and the Pergamon Museum in Berlin was instrumental for the rehabilitation of the museum in Jerusalem and the training of its 5 staff. The inventory and reorganization of the storage spaces has been completed. - Partnership Agreements were concluded with the Open Air Museum in Lviv, Ukraine and with 9 museums on World Heritage Sites in Laos, Viet Nam and Cambodia and capacity-building activities implemented.
PI: Educational role of museums strengthened to attract new public, men, women, boys and girls B/b: - 4 operational projects	Following the high-level international meeting with 140 museums specialists on the new roles of museums, held in Rio de Janeiro in July 2012, an independent study on the subject was carried out and examined by the Executive Board in April 2013. The conclusion, to request UNESCO to prepare a new international standard setting instrument in the form of a Recommendation, was approved by the 37th session of the General Conference in November 2013.
PI: Inventories, basic conservation, security and store-rooms improved B/b: - 5 customized training activities with emphasis on Africa and LDCs - 5 inventories - 2 multi-language pedagogical tools	- Five new staff members (3 men and 2 women) have been recruited for the Manuscripts Centre of the Al Aqsa Mosque in Jerusalem. There is now a total of 10 Palestinian staff at the Centre, who completed 4 training modules in 2012/2013. - Customized training programmes were implemented in three LDCs including one African country: UNESCO contributed to the rehabilitation of the National Museum of Sudan through customized training activities of its staff. The sub-regional exhibition "Our Common Heritage: Exploring World Heritage Sites" was inaugurated in 8 museums in Cambodia, Laos and Viet Nam, and museum training workshops were conducted in parallel in these countries. The benchmark of 5 training programmes could therefore not be attained due the unavailability of the necessary extrabudgetary resources. - One multi-language pedagogical tool "Securing Heritage of Religious Interest" was elaborated. - In Ukraine, 2 capacity-building workshops on museum management, restoration and documentation were held in 2013.
36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
 ER 19: Indigenous and endangered languages promoted and protected	In spite of the absence of funding, some updates were made in the online Atlas of endangered languages thanks to the personal commitment of the editor-in-chief. This situation is, however, not sustainable in the long term and the programme continuity will not be possible if no extrabudgetary funding is identified. In addition to fundraising efforts, a small expert meeting on language policies was organized in the framework of of WSIS Review event in February 2013, with funding provided by CI, and a review of language policies and measures implemented in the framework of the 2005 Convention was conducted.

Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)	
Programmed	Attained
<p>PI: Targeted initiatives taken at global, regional and national levels B/b: - 2 UNESCO monitoring tools on linguistic diversity (notably endangered languages and translation flows) are updated (extrabudgetary resources) - at least 1 activity per region to monitor, safeguard or promote endangered and indigenous languages (extrabudgetary resources)</p>	<p>- After the remaining extrabudgetary funds were exhausted in early 2012, efforts were made to identify additional support for this expected result as no funds were available in the Regular Programme budget. Project proposals were submitted to donors to that effect. Various specialized organizations were contacted to establish a partnership to ensure the sustainability of the online Atlas of Endangered Languages (the Smithsonian Institution, the Foundation for Endangered Languages, the Endangered Languages Programme of the School of Oriental and African Studies, Max Planck Institute, the International Sign Languages Institute, Microsoft, Harper Collins (publishing house) but did not generate the necessary resources. In spite of this, some updates were made to the Atlas. - A review of language policies and measures implemented in the framework of the 2005 Convention was conducted at no additional cost. - In addition, the project for the Documentation of Brazilian Indigenous Languages (funded by Brazil in the previous biennium) has enabled the documentation of 13 languages with the participation of communities.</p>


Cost-effectiveness/efficiency measures for this Main Line of Action


Most of the activities have been executed under this MLA through extrabudgetary funding that was successfully mobilized throughout the biennium and enabled to attain the expected results. Significant staff time was invested in carrying out this work, in particular with regards to activities on culture and development, post-2015 and cooperation with the UN, which relied on extensive staff collaboration. In that respect, maximum cost-effectiveness was achieved.



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

Regular Programme ¹ : staff and operational budget		Extrabudgetary resources ¹
Allocation 2012-2013: US\$ 703 543	Expenditure % 2012-2013: 100%	Expenditures 2012-2013: US\$ 6 077 170

¹The budgetary information regards unaudited figures and for extrabudgetary resources include Emergency Funds.

36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
<p> ER 20: Heritage promoted as a vector of dialogue, cooperation and mutual understanding, especially in post-conflict countries as a specific component of broader initiatives to promote innovative and creative approaches to culture as a bridge to sustainable social, economic and human development</p>	<p>This expected result was fully dependent on the availability of extrabudgetary resources. Although it has not been possible to establish working groups in all the regions, cooperation in South East Europe has been significantly enhanced through various platforms involving decision and policy-makers, cultural institutions and professionals and representatives of the civil society.</p> <p>The two main ministerial cooperation initiatives and expert groups on culture in South East Europe have been merged into a new, unified ministerial platform under the name "Council of Ministers of Culture in South-Eastern Europe. Enhancing Culture for Sustainable Development", as per the decision of the Ministers of Culture of South East Europe in Ljubljana, Slovenia, on 8th April 2013). This will facilitate policy dialogue among decision-makers and regional integration. The first meeting of experts within the new platform took place in Skopje on 13 December 2013 with the participation of 9 South East European Member States and initiated the elaboration of an action plan for regional cultural cooperation.</p> <p>The four Regional Centres of Excellence for Cultural Heritage in South East Europe in the field of underwater cultural heritage (Zadar, Croatia), intangible cultural heritage (Sofia, Bulgaria), cultural heritage digitization (Skopje, Former Yugoslav Republic of Macedonia) and cultural heritage restoration (Tirana, Albania) are fully operational and have strengthened networks of experts in the region and enhanced transnational cooperation, thereby promoting dialogue at the professional level.</p> <p>The exhibition "Imagining the Balkans. Identities and Memory in the long 19th century", inaugurated on 8 April 2013 in Ljubljana on the occasion of the Conference of Culture Ministers of South East Europe, travelled to Sarajevo and Bucharest. By travelling from one museum to the other, this exhibition, part of UNESCO's global initiative "Culture: a Bridge to Development", has encouraged cooperation among cultural institutions and professionals, and has helped raise public awareness about the place of national histories in a global context</p>

36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt	
	<p>and about shared memories across South East Europe countries, thereby encouraging dialogue and regional integration.</p> <p>In the context of the initiative "Culture: A Bridge to Development", two sub-regional "Balkan Bridges Speak" events were organized in Edirne, Turkey (November 2012) and Lovech, Bulgaria (May 2013). Those encounters enabled to identify ways to promote artistic creativity in South East Europe and facilitated exchanges amongst culture professionals, municipalities, artists and civil society on cultural policies, strategies and practices that stimulate the cultural sector as a viable economic and social resource.</p>	
	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)	
	Programmed	Attained
	<p>PI: At least 5 subregional expert working groups established B/b: - at least one meeting per group(extrabudgetary resources) - one action plan per group(extrabudgetary resources)</p>	<p>- Networks of experts strengthened through the establishment and functioning of four Regional Centres of Excellence for Cultural Heritage in South East Europe. - Regional integration and cooperation improved in South East Europe through the merging of the two main ministerial cooperation initiatives and expert groups on culture within a unified ministerial platform (Council of Ministers of Culture in South-Eastern Europe). - Cooperation among cultural institutions strengthened and awareness on shared heritage raised through the travelling exhibition, 'Imagining the Balkans. Identities and Memory in the long 19th century', inaugurated in April 2013 in Ljubljana and held in Belgrade and Bucharest. - Artistic creativity and policy dialogue promoted in South East Europe through the holding of two editions (Edirne, Turkey; Lovech, Bulgaria) of the "Balkan Bridges Speak" in the context of the initiative "Culture: A Bridge to Development".</p>
36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt	
 ER 21: Promotion and use of the general and regional histories published by UNESCO strengthened, for educational purposes	<p>All these activities being fully dependent on the availability of extrabudgetary funds, much energy was invested in efforts to mobilize support to implement them. The discontinuation of the initial funding from Libya seriously disrupted the implementation of these activities. However, efforts to identify funding were successful and not only enabled activities to be carried out but also ensured their continuity for the immediate future. Support granted by the DG from the Emergency Fund proved essential in this regard. The mobilisation of Member States and partners (scholars, educators, artists) and of the Scientific Committee deserves to be underlined.</p>	
	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)	
	Programmed	Attained
	<p>PI: Teaching and information materials based on the General and Regional Histories B/b: - 2 promotional events in different regions, in particular an event highlighting women's role in history - 2 sets of teaching and information materials</p>	<p>- The Cross-reading of the General and Regional Histories was pursued during this biennium, in particular the cross-reading of Human History, covering the VII - XVI centuries, which was successfully carried out. Four main pedagogical units and an overview have been elaborated. - Regarding the promotion and use of the General and Regional Histories, UNESCO continued the digitalization and posting online of the Volumes published in different languages; the translation into Arabic of Volume IV of the History of Humanity has been initiated. UNESCO continued the production and dissemination of DVDs of the General and Regional Histories. - Under the Different Aspects of Islamic Culture, Volume III has been translated into Arabic ; the manuscript of Volume I has been submitted for publication. The preparation of Volume VI is completed and will be published in the 1st semester of 2014. - An E-Learning Tool on the role of Women in African History was elaborated in close cooperation with CI using the potential of ICTs. The E-Learning Tool was tested and presented during the UNESCO General Conference and on other occasions, including at the 50th anniversary of the Pan African Women Organization organized by UNESCO.</p>
	<p>PI: Integration of contents based on the General History of Africa into school curricula (extrabudgetary funds) B/b: - 3 content components for primary and secondary schools in Africa and 3 teachers' guides</p>	<p>- The three pedagogical contents (Curricula outline, teacher's guide and textbooks) for primary and secondary levels were elaborated and are being reviewed by Peers and then by the Scientific Committee. - Orientations have been defined at the Regional Conference organized in Ghana in October 2013 to improve the teaching of African history in African universities and to harmonize the teaching of the General History of Africa in Higher education institutions. Discussions are on-going with the African Union to elaborate special curricula for the Pan African University. - Thanks to proactive efforts to identify financial support, additional funds were mobilized from Angola (USD 880 000) and Bukina Faso (USD 50 000) to pursue this work in addition to financing made available through the Emergency Fund. Communication and promotion actions were undertaken to promote action undertaken, including among Member States, through the dissemination of materials and the organisation of information meetings. - Funds were mobilized from Brazil (USD 1.45 million) to elaborate the 9th Volume of the General History of Africa and address the new challenges of Africa and the Africa Diaspora. A new Scientific Committee was set up and met in Salvador, Brazil, in November 2013</p>

Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)	
Programmed	Attained
	to define orientations for the drafting of this Volume IX.
36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
 ER 22: Knowledge of the slave trade, slavery and the African diaspora enhanced	<p>- Despite limited human and budgetary resources available for the Slave Route project, activities progressed. The projet continues to raise interest in different parts of the world, including in the Middle East and Asia. New orientations were developed for the project in order to new emerging challenges in particular with regard to the diaspor and respond to expectations in that respect. To that end, better articulation of the project with the General History of Africa has been sought.</p> <p>- A new partnership strategy has been elaborated and has started to attract support from various partners and institutions. The project, which played a significant role in the celebration of the International Year for People of African descent in 2011, will enable UNESCO to play its role in the implementation of the Decade of People of African Descent (2015-2024) proclaimed by the UN in December 2013.</p>
Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)	
Programmed	Attained
<p>PI: Teaching materials on the slave trade and slavery developed and disseminated B/b: - 2 sets of teaching and awareness-raising materials</p>	<p>- A book entitled "The transatlantic Slave trade and Slavery: New Directions in Teaching and Learning" was published, presented and distributed to Executive Board. - The documentary film targeting young people entitled "Slave Routes: The Soul of Resistance" produced in 2011 was promoted and broadcast in different countries and discussions with young people organized in this context. - A special TV programme on the Slave trade, slavery and their consequence was recorded at UNESCO and broadcast through France Television. - New awareness raising and information materials on the Slave Route Project were produced and disseminated to partners and the general public on the occasion of special events (festivals, meetings, commomeration and cultural performances). Three exhibitions on the Project continued to travel to different regions and awareness raising events were organized around them. - The Bureau of the International Scientific Committee for the Slave Route project in Bridgetown, Barbados, in March 2013, reviewed the new orientations defined for the project and launched the elaboration of a plan of action for the 20th Anniversary of the project and the Decade for People of African Descent (2015-2024) adopted in Rio de Janeiro, Brazil, in November 2013.</p>
<p>PI: Scientific studies on the slave trade, cultural heritage and itineraries of memory linked to the slave trade and slavery strengthened B/b: - 2 studies on the slave trade and on sites of memory</p>	<p>- Plusieurs pays (Afrique, Amérique latine et Caraïbes) ont pu bénéficier, à travers des ateliers et des séminaires, de l'assistance technique de l'UNESCO pour le renforcement des capacités nationales et le partage des expériences et savoir-faire pour mettre en place un itinéraire de mémoire. - Un guide conceptuel et méthodologique a été élaboré (en cours de finalisation). Il sera mis à disposition des gestionnaires de sites et lieux de mémoire liés à l'esclavage et aux membres du Réseau des gestionnaires des sites créé en 2012. Un site internet a été mis en place pour faciliter les échanges d'information entre les membres de ce réseau international. Des modules de formation seront développés sur la base de ce guide. - Le projet La Route de l'esclave a participé à plusieurs activités (Afrique, Amérique latine, Etats arabes, etc.) en vue de sensibiliser le grand public, les jeunes en particulier, quant aux enjeux et défis du projet La Route de l'esclave. - Une nouvelle signalitique pour les sites de mémoire associés au projet est en voie de création en vue d'encourager les Etats membres à inventorier leur patrimoine material et immateriel lié à cette tragédie et à constituer des itinéraires de mémoire.</p>
36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
 ER 23: Conditions, capacities and arrangements for intercultural dialogue and a culture of peace strengthened locally, nationally and regionally	<p>L'atteinte de ce résultat escompté qui dépendait totalement de la disponibilité de fonds extrabudgétaires a constitué un défi étant donné les contraintes financières actuelles, et certaines des activités n'ont pu être mises en oeuvre. C'est le cas du Plan Arabia, du programme Rabindranath Tagore, Pablo Neruda and Aimé Césaire, et de l'Education artistique. Néanmoins, l'UNESCO s'est associée aux initiatives prises par ses partenaires et certains Etats membres chaque fois que cela était possible, en octroyant son patronage, disséminant des supports promotionnels etc. La plateforme en ligne consacrée aux Routes de la soie a pu être réalisée grâce à des financements extrabudgétaires. Le Prix Sharjah et le programme de bourses Aschberg, qui bénéficient des financements nécessaires, ont également pu être mis en œuvre.</p>
Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)	
Programmed	Attained
<p>PI: Multidisciplinary initiatives contributing to the intersectoral programme "Rabindranath Tagore, Pablo Neruda and Aimé</p>	<p>- Following the launch of the programme Rabindranath Tagore, Pablo Neruda, Aimé Césaire for a reconciled universal in September 2011, UNESCO has granted patronage to books and activities organized within the framework of this</p>

Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)	
Programmed	Attained
<p>Césaire for a Reconciled Universal" B/b: - 2 initiatives and audiences targeted for the promotion of a reconciled universal in educational, scientific and cultural environments(extrabudgetary resources)</p>	<p>programme (over 20). - Due to the unavailability of extrabudgetary funding, UNESCO's participation in events in 2013 to mark the 100th anniversary of Aimé Césaire has mainly been in-kind; this took the form of participating in a seminar organized at UNESCO by the "Institut du Tout Monde", in an event organized by the Ville d'Aubervilliers and other events organized locally/regionally. Each time, promotion materials were distributed. - An exhibition on Rabindranath Tagore organized in India received UNESCO New Delhi Office's assistance.</p>
<p>PI: Improved knowledge of cultural interaction between the Arab-Muslim world and the rest of the world B/b: - 2 activities of the Arabia Plan focused on youth and dialogue(extrabudgetary resources)</p>	<p>- The 10th and 11th edition of the UNESCO/Sharjah Prize were held in 2012 and 2013, featuring round tables, panel discussions and music concerts during the Award ceremonies. - The brochure of the 9th edition was translated and distributed on the occasion of the Award ceremony of the 10th edition of the Prize. - 4 members of the International jury were renewed; jury members recommended several measures to enhance the visibility of the Prize. - An exchange day featuring round tables was held in Morocco in December 2013 to enhance awareness about the Prize.</p>
<p>PI: Living cultures and artistic expressions foster social cohesion B/b: - steps taken in at least 5 countries to act on the Seoul Agenda(extrabudgetary resources) - 3 new DREAMS Centres(extrabudgetary resources)</p>	<p>- The first edition of the International Arts Education Week was celebrated in May 2012 at UNESCO Headquarters, with funding provided by the Republic of Korea. No extrabudgetary resources were identified for an edition in 2013, although UNESCO participated in the World Arts Education Summit held in May 2013 in Germany. - Funding was made available by the National Federation of UNESCO Associations in Japan (NFUAJ) to support DREAMS centre projects in Africa. However, no new DREAMS centres were established owing to the unavailability of extrabudgetary funding.</p>
<p>PI: Strengthening of intercultural skills/ competences as prerequisites for sustainable dialogue B/b: - guidelines and pedagogical materials developed and disseminated within networks and to UNESCO's partners</p>	<p>- Extrabudgetary funds, including from the private sector, provided the means to develop the Silk Road Online Platform and to digitize audio-visual archives and materials on the Silk Roads studies and to integrate them into the Platform. - The Online Platform was launched on the occasion of the international Forum on the Great Silk Roads organized by the National Commission of Kazakhstan (14-16 October 2013). The Forum gathered experts and member States representatives who examined how the Silk Roads could contribute to the promotion of intercultural dialogue.</p>







Cost-effectiveness/efficiency measures for this Main Line of Action




Cet axe principal d'action concernant le dialogue interculturel dépendait pour une très large part de la mise à disposition des financements extrabudgétaires nécessaires en l'absence de fonds au titre du Programme régulier. Le soutien apporté par le Fonds d'urgence ainsi que par plusieurs donateurs a permis au Secrétariat de poursuivre la mise en œuvre de certaines activités clés, et en particulier la Route de l'esclave et l'Utilisation pédagogique de l'Histoire générale de l'Afrique, dans le cadre de la Priorité Afrique. Le Secrétariat est en outre parvenu à identifier des financements extrabudgétaires pour certaines activités comme celles concernant la mise en place de la plateforme concernant les Routes de la Soie. Enfin, les initiatives prises en Europe du Sud-Est ont permis de réelles avancées sans investissement budgétaire majeur grâce à la coopération sous-régionale.

Part II.A. V. Communication and information






Regular Programme ¹ : staff and operational budget		Extrabudgetary resources ¹
Allocation 2012-2013: US\$ 23 750 808	Expenditure % 2012-2013: 100%	Expenditures 2012-2013: US\$ 19 115 021



¹The budgetary information regards unaudited figures and for extrabudgetary resources include Emergency Funds.


Major Programme V	RP Allocation (US\$)	RP Expenditure (%)	Extra-Budgetary Expenditure (US\$)	Self-assessment of results achievement	Sector's Comments (when self-assessment is above or below expectations)
Total	3 632 220	99	19 097 520		
ER 1: Freedom of expression, freedom of information and freedom of the press more broadly promoted and integrated into policies in Member States, related internationally recognized legal, safety, ethical and professional standards respected, the safety of media professionals enhanced, and the combat against impunity strengthened	1 104 194	100	5 378 223		
ER 2: The role of media enhanced to contribute to a culture of peace and to democratic governance	70 244	99	1 895 352		All the results have been achieved with a very limited budget, through the establishment of partnerships with various stakeholders. The Power of Peace Network initiative was discontinued due to lack of financial and human resources.
ER 3: Media capacities strengthened to foster dialogue and reconciliation, contribute to disaster risk reduction and provide humanitarian information	112 032	99	251 811		
ER 4: Member States supported in the development of free, independent and pluralist media, reflecting the diversity of the society	594 410	99	6 180 045		Work on community radio met the identified benchmarks, thanks to extra-budgetary funds raised during the biennium and the Emergency Fund. Nevertheless, additional resources could have led to more programmatic work in this domain. Communication for development activities fell below target, due to lack of human and financial capacity, although some results were achieved.
ER 5: Capacities of media training and journalism education institutions strengthened to reach the established criteria of excellence in training as regards journalists' investigative skills and gender equality perspectives in media	247 760	100	149 019		
ER 6: Media and Information Literacy enhanced to enable citizens to make full use of their rights to freedom of expression and information, taking into account the access and needs of both women and men	134 144	100	717 228		Work on MIL has received a boost due to strategic partnerships established with several stakeholders globally, which have led to a multiplier effect of UNESCO's efforts and activities. Media and Information Literacy and Intercultural

Major Programme V	RP Allocation (US\$)	RP Expenditure (%)	Extra-Budgetary Expenditure (US\$)	Self-assessment of results achievement	Sector's Comments (when self-assessment is above or below expectations)
					Dialogue Week in 2012 and 2013 were organized broadly involving a larger number of young journalists and information specialists trained. The MIL Curriculum piloted with technical resource from UNESCO was found as useful tool by a range of partners offering its translation into number of languages (Greek, Swedish, Japanese and Armenian) at no cost to the Organization. The Global Alliance for Partnerships on MIL made a tremendous impact to over 200 organizations agreeing to strengthen international cooperation on MIL.
ER 7: The impact of activities in the fields of education, sciences and culture enhanced through gender-sensitive Open Suite strategies (open access, free and open source software and open educational resources) and innovative ICTs	493 787	99	1 550 956		
ER 8: World's documentary heritage protected and digitized, capacity of Member States strengthened to that effect, preservation and digitization strategies and principles adopted and archives and libraries reinforced as centres of education and learning	464 156	99	255 012		
ER 9: Member States enabled to implement World Summit on the Information Society (WSIS) outcomes and develop gender-sensitive policy frameworks for universal access to information and for bridging the digital divide	411 491	100	2 719 874		

Note: The budgetary information encompasses Regular Programme (RP) operational budget, Emergency Funds and extrabudgetary resources which contribute to a 36 C/5 Expected Result.

 No information yet;  Does not meet expectations;  Partially meets expectations;  Meets expectations;  Exceeds expectations


36 C/5 Global Priority Africa Expected Results	Achievement(s) including Challenges/Lessons learnt	
 <p>A free, independent and pluralistic media landscape fostered by Member States to benefit democracy and sustainable development</p>	<p>Results are on target as regards outcomes in terms of numbers of projects. Articulation with media development indicators has been possible only where such studies have been conducted, viz Gabon. Ongoing MDI assessments in South Sudan, Togo, Cote D'Ivoire, Liberia and Uganda (which is supported by IPDC) will lay the basis for further harmonisation in future IPDC project selection. Alignment with UN country programming documents has been possible where these documents include media development, as in Tanzania. Lessons learned are that IPDC projects should continue to be embedded where possible in MDI assessment information and UNDAF orientations wherever feasible. However, UNESCO is not always in a position where there are MDI assessments and appropriate UNDAF components.</p> <p>The work has contributed to the C/4 focus on media pluralism and press freedom, and expected outcomes of "Communication and information components integrated in United Nations interagency strategies for conflict prevention, peace-building and good governance" and "Assistance provided to Member States, especially in Africa and SIDS, on pluralistic media and infrastructures supportive of democratic practices, accountability and good governance."</p> <p>The work has also contributed to the C/4 Priority Africa focus of "In all its interventions, the Organization will support networks of excellence; the transfer of experience, knowledge and best practices; cooperation and the free flow of ideas and knowledge.." as well as "Particular emphasis will be placed on women's empowerment and gender equality. Priority will also be given to addressing the specific needs of youth and populations living in rural areas."</p>	
Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		
Programmed		Attained
<p>PI: Demonstrated linkages between the media development indicators and the development interventions on pluralistic media within the context of the IPDC, United Nations system country programming exercises and national development efforts</p> <p>B/b: Number of IPDC projects, including community media projects, and inputs into a number of country programming in line with the media development indicators; country programming and project documents indicate a discerning approach to community media</p>		<p>A total of 60 projects in Africa was supported by IPDC during the biennium. This represented USD 1,102,750, and 34% of the total number of projects supported worldwide. Links to media development indicators research was evident in the one country where an MDI was completed - Gabon. The two projects supported here were: "GABON: RÉVISION ET SENSIBILISATION AU RESPECT DES CODES D'ÉTHIQUE ET DE DÉONTOLOGIE" and "GABON: AMÉLIORATION DE LA REPRÉSENTATION DU GENRE DANS LE QUOTIDIEN L'UNION". In Tanzania, where media development is in the UNDAF, one project was supported by IPDC, titled "TWINNING MLIMANI RADIO (TANZANIA) WITH SIREN FM (UK) TO SUPPORT IMPROVED PROFESSIONAL DEVELOPMENT FOR COMMUNITY MEDIA PRACTITIONERS AT THE UNIVERSITY OF DAR-ES-SALAAM"</p>
36 C/5 Global Priority Africa Expected Results	Achievement(s) including Challenges/Lessons learnt	
 <p>Learning and teaching processes enhanced through ICT content and applications</p>	<p>In order to enhance learning and teaching processes through ICT content and applications in Africa, UNESCO has produced several knowledge products such as the ICT Competency Framework for Teachers and the Guidelines for the use of OER in Higher Education. These products are available online in French and English for African Member States. Significant global events such as the 2012 World Open Educational Resources (OER) Congress bring attention to the unique UNESCO concepts of ICT and OERs in Education to African policy-makers and decision-makers.</p> <p>In the lead-up to the 2012 World OER Congress, an Africa OER Forum was organized in Pretoria, South Africa from 28 - 29 March, 2012. 52 OER practitioners and policy-makers including the Vice-Ministers of Education of South Africa and Kenya took part with representatives from Botswana, Burkina Faso, Burundi, Cameroon, Ghana, Kenya, Mauritius, Mozambique, Namibia, Rwanda, Seychelles, South Africa, Swaziland, Tanzania and Uganda. (http://www.unesco.org/new/en/communication-and-information/resources/news-and-in-focus-articles/all-news/news/africa_open_educational_resources_forum_ended_in_pretoria/)</p> <p>At the World OER Congress (www.unesco.org/oercongress) held at UNESCO Headquarters, there were representatives from 16 African Member States. The Hon. Lee Ocran, Minister of Education of Ghana, provided the keynote address and the Hon. Mariama Ali, Minister of Education of Niger served as the President of the Bureau. The OER Africa NGO was a full UNESCO partner co-organizing the Open Seminar & Exhibition of the Congress.</p> <p>It has been a challenge to ensure the full participation of all African Member States especially African LDCs or SIDS where there is very little budget or feedback to indicate awareness/development of ICT in Education or OER. The core lesson is to work with a small number of African Member States (at least 10: 5 Anglophone and 5 Francophone) in the biennium to ensure UNESCO meets expected targets despite the reduced budget.</p> <p>UNESCO has been very successful in attracting extrabudgetary funds. The 2012 World OER Congress and the 6 regional policy forums including the Africa Forum were funded by the Hewlett Foundation (USA) in partnership with the Commonwealth of Learning. This included the sponsorship of more than 50% of delegates from Africa. The Hewlett Foundation provided a second grant to support the implementation of the Paris OER Declaration including the development of national-level OER policies and associated teacher capacity-development. In</p>	


36 C/5 Global Priority Africa Expected Results	Achievement(s) including Challenges/Lessons learnt									
	2013 UNESCO worked with COL to organize a regional OER Policy Workshop in Abuja, Nigeria in July, 2013 for 9 African countries: Burkina Faso, Gambia, Ghana, Niger, Nigeria, Senegal, Cote-d'Ivoire, Sierra Leone, and Kenya. This was followed up by an OER Workshop at the 2013 Pan-Commonwealth Forum in Abuja in December, 2013. Chaired by Mr Joshua Mallet, Director of the Ghana National Center for Distance Learning, the Workshop was attended by over 70 delegates from Nigeria and many other African States.									
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36 C/5 Global Priority Africa Expected Results	Achievement(s) including Challenges/Lessons learnt									
 Media and information literacy enhanced to facilitate civic participation in development processes	<p>Budgetary limitations reduced the possibility to achieve all results. The lesson is that in a context of limited resources, two strategies are needed - more "normative" work should be identified, and extra-budgetary funds should be raised.</p> <p>It can be noted that various other activities contributing to Priority Africa were implemented during the biennium. The project 503RAF5000 "Empowering Local Radios with ICTs" contributed to media pluralism and participation in Democratic Republic of the Congo, Kenya, Lesotho, Namibia, South Africa, Tanzania and Zambia. It supported sustainable and independent media institutions by strengthening local radio stations. The project also promoted gender-sensitive reporting, gender equality and women's empowerment through radio. The Open Educational Resource "Linking generations through radio: toolkit from Africa" was published (print and epub) in English and French, with a version in Kiswahili underway. It was created to give local radio stations the knowledge, tools, and skills to get young people involved in producing radio at the local level.</p> <p>Besides, UNESCO partnered with the African Union of Broadcasters to promote gender equality in the staffing of media organizations and reporting on issues affecting women. Work was carried out in Benin and Senegal. Under this cooperation, the National Television and Broadcasting Office of Benin and the Senegalese Public Broadcasting Company (consisting 3 televisions and 4 radio stations) conducted a series of activities to pilot the UNESCO Gender-Sensitive Indicators for Media.</p> <p>The UNESCO publication reviewing community radio policy and law worldwide included several African countries, and provided valuable policy advice for African governments.</p> <p>Partnerships with the Pan-African Parliament, African Union, Federation of African Journalists, and Africa Media Initiative were able to advance awareness and policy reform on freedom of expression.</p> <p>All this work has contributed to the C/4 focus on media pluralism and press freedom, and the C/4 Priority Africa focus of "women's empowerment and gender equality. Priority will also be given to addressing the specific needs of youth and populations living in rural areas."</p>									
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Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)	
Programmed	Attained
for training excellence B/b: UNESCO Model curricula for Journalism Education and criteria of training excellence are adapted by 21 training institutions	science journalism and humanitarian journalism. A review of the 21 potential centres of excellence was conducted, and 10 of the most successful are engaged as founding members of a global initiative for excellence in journalism education. The interdisciplinary resource guide on reporting climate change in Africa was developed and plans launched to translate it into French thus enabling French speaking countries to also use it.
PI: Availability of Masters/ qualification programmes to upgrade skills and essential disciplinary knowledge B/b: Masters/ qualification programmes and training made available by 12 African journalism training institutions for media professionals at all levels	Due to resource constraints, work was not possible in this regard and the benchmark was not achieved.
PI: Curriculum enrichment material and toolkits for teacher training available on media and information literacy B/b: Number of teacher-training institutions piloting media and information literacy in their programmes	In close collaboration with field colleagues more than 15 training institutions have piloted the MIL Curriculum. More than 50% of these are from Africa. MIL policy and strategy guidelines manuscript was finalised and launched during the Global Forum on Media and Gender, 2-4 December 2013 in Bangkok, Thailand. Over 10 universities, from Africa were identified and contacted to participate in the Abuja conference titled "Promoting Media and Information Literacy as a Means to Cultural Diversity", where UNESCO launched the Global Forum for Partnerships on MIL. This incorporates the notion of MIL as a catalyst for intercultural dialogue.
PI: The guidelines provided by media organizations for user-generated content producers reflect the key elements of media and information literacy B/b: Comprehensive guidelines for user-generated content made available and adopted by major broadcasting associations	There was no funding for this specific result. However training sessions and awareness raising actions were undertaken with partners such Arab States Broadcasting Union (ASBU), URTI and the International Radio and TV Council of French Speaking Countries (CIRTEF) - reaching over 80 broadcasters.
PI: Utilization of information literacy indicators B/b: Information literacy indicators tested in pilot countries and information literacy logo used by organizations, which count youth organizations	This benchmark was not achieved, but near the end of the biennium, UNESCO launched the Assessment Framework for Media and Information Literacy, as a research instrument which can be used by African member states from 2014 onward.

Cost-effectiveness/efficiency measures for this Major Programme: Africa

There has been an attempt to harness voluntary support, such as in the contributors to the Compendium of Syllabi on Journalism Education (including African authors), and to leverage knowledge sharing in cases such as the "empowering local radios with ICTs". Partnerships such as with the Pan-African Parliament, African Union, Federation of African Journalists, and Africa Media Initiative were also ways to leverage outcomes at reduced cost to UNESCO.

36 C/5 Global Priority Gender Equality Expected Results	Achievement(s) including Challenges/Lessons learnt
 Member States supported in the application of gender-sensitive Media Development Indicators	It was not possible to pursue research into the portrayal of women in the media, or a country report done, due to a lack of funds. However, the GSIM focussing on staffing levels and roles of women and men in media, was implemented. The formation of the Global Alliance for Media and Gender, at a UNESCO held conference in Thailand in 2013, creates the infrastructure to catalyse further research. Lessons learned are that UNESCO is well placed to unite actors and initiate activities, rather than have to deliver all results itself. Contribution to C/4 was in the form of helping with "women's empowerment and gender mainstreaming in Member States and within the Organization". It also contributed to the C/4 provisions of: "identifying gaps in gender equality through the use of gender analysis and sex-disaggregated data; raising awareness about gaps; building support for change through advocacy and alliances/partnerships."

Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)	
Programmed	Attained
<p>PI: Demonstrated linkages between the gender-related categories of media development indicators and gender development interventions within the context of the IPDC, United Nations system country programming exercises and national development efforts</p> <p>B/b: Country programming and project documents indicate a high level of gender sensitivity on media development issues</p>	<p>The IPDC handbook gave stronger emphasis to gender disaggregation of beneficiaries in project applications, and a number of specifically gender-oriented projects were supported during the biennium - for example: GENDER MAINSTREAMING IN BROADCASTING ORGANISATIONS IN THE ASIA-PACIFIC REGION</p>
<p>PI: Research supported to review current aspects of women and the media and existing media policy concerning the portrayal of women in the media, in order to reinforce the application of gender-sensitive media development indicators</p> <p>B/b: Country report produced defining media-related gender gaps/ areas requiring attention</p>	<p>The Gender Sensitive Indicators for Media were piloted in 25 media organizations., including more than 20 public service broadcsaters, often with partnerships already established with CBU, ABU, AUB, OTI and COPEAM. In addition over 100 journalists, editors and media managers from 20 PSBs in as many countries improved their knowledge and skills to report on gender equality issues in media and how to formulate relevant polices and strategies through capacity building workshops supported by UNESCO.</p>
36 C/5 Global Priority Gender Equality Expected Results	Achievement(s) including Challenges/Lessons learnt
 National information policies formulated and implemented in a gender inclusive manner	<p>Empowering women through access to information and knowledge by addressing gender specific needs especially through the use and development of ICTs is being continually addressed through the implementation of OER, OA and FOSS programmes and policies. Considering the under-representation of girls and women in technologies the activities, statements and declarations aim to raise awareness on the issue of girls' and women's role and participation in the area of access to information and knowledge and increase the number of women accessing, using and developing ICTs, OERs, OA and FOSS materials. It is also expected that appropriate national stakeholders will adopt OER and OA enabling policies with a gender equity perspective. It is anticipated that the formulation of policies and strategies for digital preservation and digitization as stated in the UNESCO/UBC Vancouver Declaration of the Conference will lead to the adoption of national strategies in the area of digitization and digital preservation with a clear gender sensitive perspective. It is also expected that women and men will be part of the efforts for preservation of collective memory and knowledge in libraries and archives on equal basis.</p> <p>The formulation of gender-inclusive policies, standards and strategies in various areas of use and access to information was achieved through a gender balanced participation and implementation of activities and programmes which include the following:</p> <ul style="list-style-type: none"> - Gender balanced participation at the International Conference on Digital Preservation and Digitization (September 2012) and formulation of policies and strategies as stated in the UNESCO/UBC Vancouver Declaration of the Conference. - Gender sensitive participation at the 2012 World OER Congress and formulation of OER principles in the OER Declaration, recommending to Member states a gender equity perspective in promoting and using OER. - The Final Statement of the WSIS+10 Review Event (Paris, 25-27 February 2013) asserted the importance of empowering women through ICT in order to: 'Fully integrate gender equality perspectives in WSIS related strategies and facilitate their implementation'. - The Joint Statement of the United Nations Group on the Information Society (UNGIS) (comprised of 30 UN Agencies and currently chaired by UNESCO) on the Post-2015 Development Agenda (Geneva, 13 May 2013) recognized the importance of empowering women through ICT as critical drivers and essential tools for the creation of jobs and the delivery of basic public services, for improving access to knowledge and education, and enhancing transparency. <p>Capacity-building and strengthening skills and competencies for Gender specific activities in the area of Gender and FOSS and with a strong gender sensitive component in the participation and implementation of activities and programme was achieved through the following activities:</p> <ul style="list-style-type: none"> - The online community on Gender and FOSS, continuously growing, has attracted more than 657 experts and groups working in the field coming from IGOs, NGOs, private sector, the civil society and individuals. The community conducted and shared studies and information and collaboration and exchange of information was enhanced. A discussion paper on developing indicators for measuring the gender gap in the FOSS world prepared and will feed further discussions during next biennium activities. Participation in international debates on the subject (FOSSASIA), expanded its network and prepared for next biennium work (development of indicators). In Central Asia and Pakistan FOSS instruments and ICT platforms were developed in order to popularize their use and incite girls and boys to interact and share ideas for sustainable development through knowledge. - Over 10 multidisciplinary OA repositories that contain gender related information are linked in the GOAP, 34 Open Access journals and reports on Gender Studies and Open Access are accessible through the Global Open Access Portal (GOAP). The Policy guidelines in the area of Open Access, was gender mainstreamed. - Participation at the Internet Governance Forum in Baku, Azerbaijan (November 2012) and ensuring gender sensitive participation in the panels organized. In the field of information and ethics training workshops in 3 African countries organized with gender balanced participation. - A gender specific session organized during the WSIS+10 Review Event (Paris, 25-27 February 2013) on the topic of 'Reviewing gender equality and women's empowerment in the knowledge society: setting an agenda for WSIS+10'. The session was organized in cooperation with UN Women, APC, US State Department and highlighted the importance of increasing

36 C/5 Global Priority Gender Equality Expected Results	Achievement(s) including Challenges/Lessons learnt	
	<p>women's representation in the ICT sectors.</p> <p>- An international conference (Gwangju, Republic of Korea, 15-18 May 2013), part of the 2013 World Human Rights Cities Forum, commemorated inscriptions of 14 institutions holding items on the Memory of the World (MoW) Register relating to human rights. The conference's participants were gender balanced and focused on raising public awareness of the significance of preserving human rights records as the foundations to peace and democracy.</p> <p><u>Challenges and lessons learnt:</u> Efforts for increasing awareness raising about the role, the specific needs and the benefits for women and girls when using, accessing and developing technologies remain necessary in order to build capacities for encouraging and preserving information and knowledge. The lack of funds has slowed down additional development of Gender and FOSS activities.</p>	
	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)	
	Programmed	Attained
	<p>PI: Support for advice on information standards and the formulation of gender-inclusive national information policies</p> <p>B/b: Information/ knowledge policy and strategy templates with a gender component produced and applied in 1 country per region</p>	<p>Actions to strengthen gender-inclusive policies, standards and strategies in various areas of use and access to information have been undertaken throughout the biennium, including: Gender balanced participation at the 2012 International Conference on Digital Preservation and Digitization in the 2013 international conference commemorating inscriptions of 14 institutions holding items on the Memory of the World Register relating to human rights and at the 2012 World OER Congress. The OER Declaration recommended a gender equity perspective in promoting and using OER; The Final Statement of the 2013 WSIS+10 Review Event and the 2013 Joint Statement of the UNGIS on the Post-2015 Development Agenda asserted the importance of empowering women through ICT. Capacity-building and actions to strengthen skills and competencies with a strong gender sensitive component include: 657 experts joined the online community on Gender and FOSS. Over 10 multidisciplinary OA repositories with gender related information linked to the Global Open Access Portal and now 34 journals and reports on Gender Studies and OA are accessible through the GOAP. Gender sensitive panel participation was ensured at the 2012 IGF in Azerbaijan; In the field of information and ethics training workshops in 3 African countries were organized with gender</p>
36 C/5 Global Priority Gender Equality Expected Results	Achievement(s) including Challenges/Lessons learnt	
 UNESCO-supported training programmes offered on an equal basis to men and women	<p>The application of the Gender-Sensitive Indicators for Media placed the Organization as a pioneer in this area, enabling media institutions to identify specific gender gaps. Work in this area included internal self-assessment based on selected indicators, related capacity building and the development of gender-sensitive policies and strategies to improve equality in media institutions' staffing and content.</p> <p>Partnerships with professional associations and media organizations were fostered to increase gender equality perspectives in media content, and to boost women's equitable participation in the management structures of media, particularly in publicly-funded media. This action incorporated support for public service broadcasters to apply the UNESCO-developed gender-sensitive indicators, with a view to setting targets for gender balance and to measuring progress in this area.</p> <p>UNESCO has partnered with the African Union of Broadcasters to promote gender equality in the staffing of media organizations and reporting on issues affecting women, carrying out work in Benin and Senegal together with the National Television and Broadcasting Office of Benin and the Senegalese Public Broadcasting Company to pilot the UNESCO Gender-Sensitive Indicators for Media.</p> <p>The Global Forum on Media and Gender was held in Bangkok, Thailand, from 2-4 December 2013. A key outcome of the Forum was the setting up of a Global Alliance on Media and Gender. Prestigious organizations partnered with UNESCO in this initiative, such as UN Women, World Meteorological Organization (WMO), Islamic Educational, Scientific and Cultural Organization (ISESCO), Thailand Ministry of Education, Doha Centre for Media freedom (DCMF), World Association for Christian Communication (WACC), Panos Institute Southern Africa (PSAf), Al-Jazeera, United Nations Development Programme (UNDP), International Federation of Journalists (IFJ), Inter Press Service, Commonwealth Broadcasting Association (CBA), International Women's Media Foundation (IWMF) and many others.</p> <p>Women Make the News was celebrated each year on 8 March, to emphasize that gender equality must remain at the forefront of each society's agenda and that of the international community until gender balance is achieved at every level, including the media. The initiative promoted gender equality in media operations, at all levels of their organizational structure as well as equality in news reporting on women and men. Organizations from over 40 countries promoted the WMN in 2012 and 2013, including major broadcasting unions and associations.</p>	

36 C/5 Global Priority Gender Equality Expected Results	Achievement(s) including Challenges/Lessons learnt	
	<p>Lessons learned are that there is great interest in media and civil society to engage in activities to promote gender equality in and through media, and that the newly formed Global Alliance on Media and Gender has enormous potential to leverage this goodwill.</p> <p>Contribution to C/4 was in the form of helping with "women's empowerment and gender mainstreaming in Member States and within the Organization". It also contributed to the C/4 provisions of: "identifying gaps in gender equality through the use of gender analysis and sex-disaggregated data; raising awareness about gaps; building support for change through advocacy and alliances/partnerships."</p>	
	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)	
	Programmed	Attained
	<p>PI: Number of media training institutions offering high-quality training programmes based on the UNESCO model curricula on journalism education and striving to achieve the criteria for training excellence B/b: UNESCO Model Curricula on Journalism Education and UNESCO Criteria for Institutional Excellence in Journalism Training adapted by 40 training institutions; gender balance among trainees achieved</p>	<p>The Model curriculum continued to be adapted and adopted by training institutions worldwide. This was complemented by the publication of a Compendium of Syllabi on Journalism Education, which included a specific curriculum for a course on Gender and Journalism. In courses sponsored by UNESCO, gender balance amongst trainees was enforced.</p>
	<p>PI: Professional organisations supported to provide training opportunities, particularly safety training, for female journalists B/b: 150 women media professionals trained particularly on the safety of journalists</p>	<p>This benchmark was met, despite a shortage of Regular Programme funds, in part due to IPDC grants and in part due to a partnership with the International Federation of Journalists which resourced and implemented numerous courses.</p>
	<p>PI: Relevant training programmes made accessible to women (geographically accessible, community media projects, use of local languages and appropriate technology, etc) B/b: Number of women professionals included in training events increases to 50%</p>	<p>Over 500 women journalists, community radio practitioners policy makers and teachers have been trained on various gender and media topics. Thanks to project 503RAF5000, "Empowering local radios with ICTs", over 250 women were trained in radio editorial, programming and monitoring matters, including radio formats and gender focus, use of ICTs and radio correspondents management.</p>


Cost-effectiveness/efficiency measures for this Major Programme: Gender Equality

Partnerships were key to achievement of cost-effective delivery.

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


Regular Programme ¹ : staff and operational budget		Extrabudgetary resources ¹
Allocation 2012-2013: US\$ 1 612 577	Expenditure % 2012-2013: 100%	Expenditures 2012-2013: US\$ 7 525 386


¹The budgetary information regards unaudited figures and for extrabudgetary resources include Emergency Funds.

36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
 ER 1: Freedom of expression, freedom of	<p>Outputs and Results</p> <p>During the biennium, UNESCO has continued to promote freedom of expression and press freedom, notably through World Press Freedom Day. UNESCO continued to monitor the</p>

36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
<p>information and press freedom more broadly promoted and integrated into policies in Member States, and related internationally recognized legal, safety, ethical and professional standards respected, the safety of media professionals enhanced, and the combat against impunity strengthened</p>	<p>safety of journalists and combated impunity through the DG's condemnations of journalist killings. The Sector contributed to the UN Universal Periodic Review and the delivery of journalist safety trainings. In 2013 UNESCO Executive Board endorsed the UNESCO Work Plan on Safety of Journalists and the Issue of Impunity which is complementary to the UN Plan of Action and with a focus on South-South cooperation. To address the challenge of ensuring investigation of past crimes against journalists and prevention of others from happening, UNESCO has collaborated with specialized organizations and has raised awareness around the UN Plan of Action on Safety of Journalists and the Issue of Impunity, including the launching of national consultative process and plan of action in the first phase countries. Recognition of this role came on 18 December when, the UN General Assembly adopted a Resolution on the Safety of Journalists and the Issue of Impunity which recognizes UNESCO's overall coordination in the implementation of the UN Plan.</p> <p>During the biennium, UNESCO promoted voluntary media self-regulation mechanisms through the implementation of a project funded by the EC in Albania, Bosnia and Herzegovina, Croatia, Montenegro, Serbia, Turkey, the FYR of Macedonia and Kosovo (under UNSCR 1244),. Furthermore a research about hate speech in online media in South East Europe and Turkey has been conducted by national researchers in the 6 target countries. undertaken by media or other authorities/organizations to address the situation, their efficiency and their effect on freedom of expression.</p> <p>UNESCO continued to support professional standards in journalistic coverage of elections in different regions, with a strong focus on Arab States and Africa, in particular in Jordan, Kenya, Lebanon, Madagascar and the Caribbean.</p> <p>During the biennium, a special effort was done for fund raising projects: Joint management agreement with the EC DG Enlargement signed in December 2012 for 525,000 Euros for media Accountability in South East Europe for 2012-2015 after direct negotiations with the DG Enlargement; Finnish funded extra-budgetary project "Promoting Freedom of Expression in Egypt, Libya, Morocco, Syria, Tunisia and Yemen signed in January 2013. Total budget approved: EUR 2 340 000; Duration: 30 January 2013- 30 May 2016. Denmark donated for freedom of expression by supporting activities in Mano River states in West Africa with USD 475,000 in 2010-11 and allocated 200,00 USD more in 2012-2013. The Swedish government promoted the work in the Arab Spring countries donating 2,8 million dollars to the project entitled "Promoting an Enabling Environment for Freedom of Expression: Global Action with Special Focus on the Arab Region in 2012-2015", signed in April 2012 Canal France International (CFI) donated USD 409,515 funding in Cote d'Ivoire, Myanmar, Libya, Liberia and Palestine to support the media's role in democracy, development and dialogue. The Norwegian refugee council NRC has seconded experts to UNESCOs antenna offices in Myanmar and Liberia. Furthermore, a project on safety of journalists initiated with NRC, a secondee started in Pakistan in 2013 and is extended to 2014, and a secondee on SoJ starting in South Sudan in February 2014. More secondees have been negotiated for 2014 for safety of journalists. Helsingin Sanomat Foundation donated 50% of the UNESCO/Guillermo Cano World Press Freedom Prize in 2013. Additional donation agreed in December 2013 to continue the cooperation during 2014-2017. Furthermore, it was agreed with the HSF that they finance a research fellow for UNESCO HQ to work on Journalists Safety indicators. Several fundraising efforts were also initiated in field offices such as Egypt, Jordan, Myanmar. Fund raising efforts initiated without successful decision: Various possible partners, particularly private ones, have been mapped for further elaborating more partnerships for Freedom of Expression.</p> <p>The preparation of the World Trend Report on Media Development is its phase of finalisation. Advisory Groups meeting were held in Paris, in February 2013, at UNESCO HQ in conjunction with WSIS+10. All chapters have been received and a final edit is on-going.</p> <p>UNESCO plays a leading role in promoting freedom of expression, privacy, freedom of information and press freedom on the Internet as basic human rights. A "Global Survey on Internet Privacy and Freedom of Expression" was translated into French and Arabic, while the Arabic version of the publication "Freedom of connection, freedom of expression: the changing legal and regulatory ecology shaping the Internet" which was also produced and distributed to Arab States countries. Both publications were the basis of discussions during the first WSIS +10 Review Event (Paris, 25-27 February 2013). UNESCO held several panels relevant to online freedom of expression and privacy protection, media trends in the Arab region and worldwide, digital safety, and citizen journalism, which will serve further debate on the issues addressed by these studies.</p> <p><u>The Challenges</u></p> <p>The biggest challenges met during the biennium is the lack of resources, both financial and human. Efforts were deployed for fund-raising, special grants, "loans" of scholars, co-publishing, etc... all initiatives that can support UNESCO efforts to achieve its C5 expected results. However, it takes time to secure, manage and do special reporting on these funds and relationships, and this puts stress on a severely shrunken staffing pool.</p> <p>Concerning Internet, the challenge is posed by the expanded normative, legal and regulatory landscape posed by Internet and ICTs. There is a need to continue evidence-based Internet freedom studies such as Internet intermediaries, a combined media-ICT policy framework, social media governance and etc. Further UNESCO is expected by its Member States to</p>

36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt	
	<p>provide a comprehensive study regarding to its contribution to global Internet governance regarding Internet ethics and privacy and also a guideline framework on its Internet related work in all competence areas.</p> <p><u>Lessons learned</u></p> <p>The achievement of results can be ascribed to the numerous and successful partnerships that have been built up, particularly around World Press Freedom Day and the UN Plan of Action. It is absolutely clear that without these, the results would have been fewer and far less impactful. The lesson is that UNESCO can successfully catalyse energies in a concerted way, and by respectful relationships, can shape and guide processes. Extrabudgetary funding has been equally critical (and often interdependent with partnerships). This needs maintaining, notwithstanding the added complexities, responsibilities and workload.</p> <p>Cost effectiveness and efficiency measures</p> <p>The Division kept within budget by not filling vacant posts, but in the long run this is not a sustainable foundation for cost-effectiveness. Mission critical positions must be filled. The demands on CI FEM are increasing, such as the new Study on Internet Options required by the 2013 General Conference, and there are increased expectations of UNESCO in regard to the UN Plan of Action and online freedom of expression.</p> <p>Contribution to C/4 outcomes: The work cited in this ER contributed to the C/4 overarching objective of "Building inclusive knowledge societies through information and communication" and the Strategic Programme Objective 13 "Fostering pluralistic, free and independent media and infrastructures". In particular it contributed to realising para 122: "UNESCO will undertake advocacy for press freedom and the free flow of information, openness, inclusiveness, ethical and professional standards of all media, including Internet media and communication in cyberspace. Special attention will be paid to the protection of press freedom and the rights and safety of media and information professionals, especially within the framework of alert monitoring networks for the protection of freedom of expression."</p>	
	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)	
	Programmed	Attained
	<p>PI: Number of local activities organized on the World Press Freedom Day</p>	<p>The 2012 the World Press Freedom Day global celebration was successfully conducted in Tunis, Tunisia (3-5 May 2012). As customary, the UNESCO/Guillermo Cano World Press Freedom Prize was awarded on 3 May. The 2012 prize was awarded to Azerbaijani journalist, Eynulla Fallutayev in the Presidential Palace in Carthage during the conference. In 2013, on the 20th Anniversary of World Press Freedom Day, the main celebration took place from 2-4 May in San Jose, Costa Rica. The event was co-organized by UNESCO, Government of Costa Rica, and University for Peace in Costa Rica. The event attracted over 300 participants from every region. The global theme for 2013 was Safe to Speak: Securing Freedom of Expression in All Media. The UNESCO/Guillermo Cano World Press Freedom Prize was awarded to Reeyot Alemu, an Ethiopian journalist by the Director-General on 3 May. About 110 events took place around the world in celebration of world press freedom. Press coverage was higher this year compared to 2012. This ensures that this flagship event is a high-visibility event for UNESCO. In the social media realm, the hashtag #PressFreedom and #LibertadDePrensa were tweeted over 150,000 times, making it the top CI activity in 2013 and the global trending topic on 3 May. Over 5000 news articles in multiple languages featured WPF.</p>
	<p>PI: Number of international campaigns and capacity-building initiatives for the safety of journalists and media professionals B/b: - UNESCO's yearly WPF Prize voted by the independent jury and awarded. Local activities held on the occasion of WPF in at least 20 countries each year - strengthening of 5 regional and local alert networks and implementation of 2 international campaigns on media professionals' safety in cooperation with specialized organizations. At least 500 media professionals and government authorities (at least 50% women) trained on safety of journalists, related guidelines distributed in at least 10 countries, at least 6 of which are in Africa</p>	<p>In terms of raising global awareness of the UN Plan of Action: In addition to the earlier progress, The Executive Board endorsed the UNESCO Work Plan on Safety of Journalists and the Issue of Impunity, which highlighted UNESCO's leadership of, and complementarity to, the UN Plan of Action on the Safety of Journalists and the Issue of Impunity. The World Press Freedom Day on 3 May 2013 was another occasion which the UN Plan of Action was highlighted and made more publicly aware. A Special Session was also held during the WPF to discuss about the progress of the implementation of the UN Plan. Indicators were developed on safety, to inform national strategies and to assess impact. An email newsletter was introduced, and meetings took place to develop south-south discussions within LAC on</p>

Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)	
Programmed	Attained
	<p>safety of journalists. In terms of the first first-phase countries: In Pakistan, a national consultative meeting took place in June 2012 where they produced a draft National Plan of Action on Safety of Pakistanis Journalists and Media as well as the Islamabad Declaration that called for the protection of journalists and media workers. This was followed up by an International Conference on Safety and Security of Journalists in Pakistan in early 2013, to create a formal alliance for taking forward action. Funds are being raised from the Norwegian Refugee Council to help with human capacity to co-ordinate the Plan in Pakistan (and also, potentially, in Mexico). In South Sudan, a National Plan of Action is being drafted by the Thematic Working Group on Safety of Journalists and the Issue of Impunity that includes 20 different entities active in the promotion of safety of journalists in the country from UN agencies to donors. In Nepal, UNESCO has obtained USD 560,000 funding for the activities under UN Plan of Action from the UN Peace Funds For Nepal. A series of comprehensive activities has been designed to place from 2013 to 2014. In Iraq, a national consultative meeting is scheduled to take place in the end of this year with the aim to produce a national plan of action. In Tunisia, we have been providing training to security forces about respecting the right to freedom of expression in dealings with journalists. On UPR, submissions were made on 56 countries.</p>
<p>PI: Application of policies and regulatory frameworks conducive to freedom of expression in regard to all types of media and social communication platforms B/b: - laws, regulations and policies conducive to freedom of expression, freedom of information, press freedom and media safety drafted and adopted in at least 10 countries - adoption of regulatory frameworks conducive to editorially independent public service broadcasters in at least 5 countries (3 in Africa); new edition of international legal survey on public service broadcasting produced, internationally launched, and disseminated in at least 10 countries (including 6 in Africa)</p>	<p>There was extensive involvement in the WSIS review event in Paris in February 2013, with more than seven panels initiated dealing with online freedom of expression. UNESCO is actively involved in the WSIS +10 review process and has provided constructive inputs to the visionary documents for post-2015 agenda. There has also been high profile work at the Internet Governance Forum in 2012 and 2013, where UNESCO publications "Freedom of Connection" and "Global survey on internet privacy" were also distributed. UNESCO has organized and co-organized four events on promoting online freedom, privacy and safety issues as at the eighth IGF held in Oct 2013 in Bali, Indonesia. UNESCO has also participated and spoke at a dozen of workshops and events organized by other stakeholders at Bali IGF, and has successfully made UNESCO work visible in the forum. UNESCO has presented the initial outcome its ongoing research on Safety of Protecting Online Media Actors in Doing Journalism at the 8th IGF. UNESCO draft concept paper on Internet Universality has been translated to all UN official languages and presented to 12 international events for consultation, including IGF 2013. UNESCO has initiated research into Internet Intermediaries' role in promoting online freedom.</p>
36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
 ER 2: The role of media enhanced to contribute to a culture of peace and democratic governance	<p>Outputs and results: All outputs and related results have been achieved with very limit budget but through joining partnerships with various stakeholders. The challenge is to implement a global advocacy and build networking efforts for the future such as joining the Global Conference on Investigative Journalism.</p> <p>Through leveraging strategic partnership with civil society and the National Commission, the Sector was able to translate the UNESCO Freedom of Expression Toolkit: A Guide for Students into different languages and further disseminate the Toolkit via their networks. This Toolkit targets students and is written in an accessible language and encourages users from different region to share information and case-studies based on the universal concepts of human rights.</p> <p><u>Challenges and lessons learnt:</u> It has been challenging and time-consuming to build these partnerships and to manage to quality of the final products provided by the services of outside partners but the end results are mutually beneficial. The strength of these partnerships is also that we can leverage the partner's existing networks in addition to UNESCO's own network to enlarge our reach.</p> <p>Cost effectiveness and efficiency measures: The Division kept within budget by not filling vacant posts, but in the long run this is not a sustainable foundation for cost-effectiveness. Mission critical positions must be filled. The demands on CI FEM are increasing in the area of online freedom of expression.</p>


36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt								
	<p>Contribution to C/4 outcomes: It is evident that the achieved benchmarks and results have in particular contributed to professional standards as in para 122: "UNESCO will undertake advocacy for press freedom and the free flow of information, openness, inclusiveness, ethical and professional standards of all media, including Internet media and communication in cyberspace." The work also realised para 123: "In conflict and post-conflict areas as well as post-disaster situations, the Organization will support the development of free media and information systems thus contributing to conflict prevention and peace-building."</p>								
	<table border="1"> <thead> <tr> <th colspan="2" data-bbox="423 323 2190 368">Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)</th> </tr> <tr> <th data-bbox="423 368 1200 416">Programmed</th> <th data-bbox="1200 368 2190 416">Attained</th> </tr> </thead> <tbody> <tr> <td data-bbox="423 416 1200 608"> <p>PI: Impact of communication and media in fostering dialogue, cultural self-expression, mutual understanding, peace and reconciliation B/b: - implementation of the dialogue and exchange programme, and the conflict sensitivity programme in at least 10 countries, specifically through the framework of the Power of Peace Network (PPN) - improved reporting on cultural diversity in cooperation with at least 5 media professionals organizations and academic institutions</p> </td> <td data-bbox="1200 416 2190 608"> <p>The Power of Peace Network project has been discontinued. However, through partnership with civil society and the National Commission, the Sector was able to translate the UNESCO Freedom of Expression Toolkit: A Guide for Students into four different languages including English, French, Spanish, and Arabic. This Toolkit targets students and is written in an accessible language. It has been shared with various youth groups and school within the ASPNet.</p> </td> </tr> <tr> <td data-bbox="423 608 1200 799"> <p>PI: Number of journalists trained on the application of best practices in regard to reporting elections and to investigative journalism B/b: - at least 30 journalists (at least 50% women) trained at regional and national training workshops - election reporting manual developed and published with at least 1 global launch; at least 5 regional consultations undertaken and training workshops organized</p> </td> <td data-bbox="1200 608 2190 799"> <p>UNESCO actively participated Global Conference on Investigative Journalism in Brazil in Oct 2013. UNESCO presented t the successful book Story Base Inquiry: a manual for investigative journalists , and launched it in Spanish and Portuguese (PDF versions). UNESCO, with Transparency International, OECD and UNODC, co-organized a panel to discuss investigative reporting on corruption and crime. The Global Investigative Journalism Casebook has been printed and distributed to 41 UNESCO field offices for implementation. The Manual and Casebook have now been used for journalists training through numerous IPDC projects as well.</p> </td> </tr> </tbody> </table>	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Programmed	Attained	<p>PI: Impact of communication and media in fostering dialogue, cultural self-expression, mutual understanding, peace and reconciliation B/b: - implementation of the dialogue and exchange programme, and the conflict sensitivity programme in at least 10 countries, specifically through the framework of the Power of Peace Network (PPN) - improved reporting on cultural diversity in cooperation with at least 5 media professionals organizations and academic institutions</p>	<p>The Power of Peace Network project has been discontinued. However, through partnership with civil society and the National Commission, the Sector was able to translate the UNESCO Freedom of Expression Toolkit: A Guide for Students into four different languages including English, French, Spanish, and Arabic. This Toolkit targets students and is written in an accessible language. It has been shared with various youth groups and school within the ASPNet.</p>	<p>PI: Number of journalists trained on the application of best practices in regard to reporting elections and to investigative journalism B/b: - at least 30 journalists (at least 50% women) trained at regional and national training workshops - election reporting manual developed and published with at least 1 global launch; at least 5 regional consultations undertaken and training workshops organized</p>	<p>UNESCO actively participated Global Conference on Investigative Journalism in Brazil in Oct 2013. UNESCO presented t the successful book Story Base Inquiry: a manual for investigative journalists , and launched it in Spanish and Portuguese (PDF versions). UNESCO, with Transparency International, OECD and UNODC, co-organized a panel to discuss investigative reporting on corruption and crime. The Global Investigative Journalism Casebook has been printed and distributed to 41 UNESCO field offices for implementation. The Manual and Casebook have now been used for journalists training through numerous IPDC projects as well.</p>
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36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt								
<p> ER 3: Media capacities strengthened to foster dialogue and reconciliation, contribute to disaster risk reduction and provide humanitarian information</p>	<p>Output and results: UNESCO, at different level, has recently participated in the Philippines to the Flash Appeal for an "Emergency Support to the Recovery of Local Media and Humanitarian Information Capacity in Areas Affected by Typhoon Haiyan (Yolanda)". It consists of: -Rapid and sustainable rehabilitation of public, local and community media sectors to produce locally-relevant and accurate information (including humanitarian and disaster-sensitive information), increasing effectiveness of the early-recovery efforts. -Supporting journalists, media practitioners, and communicators to go back to work safely and professionally, with their skills upgraded to address post-disaster humanitarian information needs</p> <p>In terms of fund-raising, during the last six months, UNESCO has continued to build partnerships with different stakeholders such as the EU. The implementation of ongoing extra budgetary projects has continues as planned: • The Swedish government promoted the work in the Arab Spring countries through the project entitled "Promoting an Enabling Environment for Freedom of Expression: Global Action with Special Focus on the Arab Region in 2012-2015", first annual report submitted and annual review meeting completed in February 2013 with the donor, the second one planned for February 2014; • Canal France International (CFI) supported project in Cote d'Ivoire, Myanmar, Libya, Liberia and Palestine to promote the media's role in democracy, development and dialogue implemented according to the plan with small delays due to the political situation in Libya. The amendment for extension of the project until March 2014 agreed in principle with the donor and will be formalized in December. • The Norwegian refugee council NRC has agreed to second experts on safety of journalists for the first phase countries. In Pakistan, the secodnee's contract will be extended with 6 months, in South Sudan, the secodnee has been selected and will start in duty in January 2014. The extension is guaranteed also for Myanmar secodnment. • The implementation of the Media Accountability in South East Europe has been progressed as planned. • The implementation of the Finnish funded project "Promoting Freedom of Expression in Egypt, Libya, Morocco, Syria, Tunisia and Yemen" has started smoothly with some good results to be reported to the donor in January 2014. • The implementation of the Netherlands project in Tunisia on the training of security forces on the role of freedom of expression in a democartic society</p> <p><u>Challenges and lessons learned:</u> The achievement of results can be ascribed to the numerous and successful partnerships that have been built up. It is absolutely clear that without these, the results would have been</p>								


36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt	
	<p>fewer and far less impactful. The lesson is that UNESCO can successfully catalyse energies in a concerted way, and by respectful relationships, can shape and guide processes. Extrabudgetary funding has been equally critical (and often interdependent with partnerships). This needs maintaining, notwithstanding the added complexities, responsibilities and workload.</p> <p>Contribution to C4 outcomes: The work has contributed to the overarching objective of the 34/c4 "Building inclusive knowledge societies through information and communication" and the Strategic Programme Objective 13 "Fostering pluralistic, free and independent media and infostructures". Especially, the work has contributed to para 123: "In conflict and post-conflict areas as well as post-disaster situations, the Organization will support the development of free media and information systems thus contributing to conflict prevention and peace-building. The Organization will further help create media and information systems to respond to and mitigate the impact of disaster situations. Efforts will be made to integrate both aspects into joint United Nations inter-agency interventions."</p>	
	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)	
	Programmed	Attained
	<p>PI: Impact of media for disaster risk reduction and for humanitarian action in post-disaster environments B/b: - capacities of community radio and rural multimedia community centers reinforced and quality of training in disaster risk- reduction information dissemination enhanced in collaboration with at least 8 media professional organizations - humanitarian information disseminated to the population in at least 5 countries where the UN is providing emergency assistance</p>	<p>In the Philippines, UNESCO participated to the Emergency Support Flash Appeal to the Recovery of Local Media affected by the Typhoon Haiyan by: - Mainstreaming of UN Communication for Development best-practices and the UN Action Plan on Safety of Journalists into the international recovery effort - Rehabilitation of damaged licensed media outlets for humanitarian broadcasting -Emergency capacity building for reporters and communicators about producing lifesaving information - Establishment of new community media outlets for humanitarian information</p>
<p>PI: Number of independent media and independent media associations in post-conflict countries and countries in transition B/b: - media independence guaranteed through media legislation, freedom of information enhanced and editorial independence facilitated in at least 30% of countries in which UN peace-keeping operations are current - at least one new independent media association established or reinforced in at least 5 post-conflict countries - improved media professionalism and ethical standards implemented through training in at least five conflict and post-conflict countries, benefitting the population at large</p>	<p>- Reinforcement of independent and pluralistic media in the Manor River States, Côte d'Ivoire, and Arab region. - In Tunisia, the training of security forces was conducted on the role of freedom of expression in a democratic society</p>	
Cost-effectiveness/efficiency measures for this Main Line of Action		
<p>Cost effectiveness and efficiency measures: The Division kept within budget by not filling vacant posts, but in the long run this is not a sustainable foundation for cost-effectiveness. Mission critical positions must be filled. The demands on CI FEM are increasing on promotion of freedom of expression.</p>		

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


Regular Programme ¹ : staff and operational budget		Extrabudgetary resources ¹
Allocation 2012-2013: US\$ 1 285 318	Expenditure % 2012-2013: 97%	Expenditures 2012-2013: US\$ 7 046 292

¹The budgetary information regards unaudited figures and for extrabudgetary resources include Emergency Funds.

36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt	
 ER 4: Member States supported in the development of free, independent and pluralistic media, reflecting the diversity of society	<p>IPDC benchmarks were achieved, although funding contributions declined over the period. MDI assessments fell below benchmarks, due to lack of funding and staff capacity, combined with the complexity of completing ongoing applications at sufficient level of quality. Attempts to secure an Associate Expert to replace the person who left during the biennium did not bear fruit. However, the results achieved still contributed to C4 outcomes of enhancing media development. Learning from the experience, and to meet the challenges, a fundraising strategy is being implemented by the secretariat, and interns have been increasingly drawn in to assist with the MDIs.</p> <p>Work on community radio has been extensive and has met benchmarks and contributed to C4, thanks to extrabudgetary and Emergency Fund resources. Lessons are that additional resources could have led to more programmatic work around the knowledge resources generated, as well as multi-lingual publication versions. Communication for development activities fell below target, due to lack of human and financial capacity, although some results were still achieved. The lessons are that this area of work does not easily complement and capitalise on the strengths of the sector, not withstanding that UNESCO's approach has been to underline the value of free, pluralistic and independent media development within the C4D paradigm.</p> <p>Benchmarks were achieved in regard to Gender Sensitive Indicators for Media, and contributed to C4 in terms of Gender Priority. The lesson, however, is that the media, particularly PSBs, are slowly embracing the need to promote gender equality and women's empowerment. There is evident need for more capacity development in the area of related policy and strategy. Future interventions should continue to stress this media to long term goal.</p>	
	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)	
	Programmed	Attained
	<p>PI: Number of countries and media development initiatives supported by IPDC based on UNESCO Media Development Indicators B/b: - at least 70 developing countries supported with 150 media development initiatives through the IPDC to implement media development projects - Media Development Indicators applied in at least 10 developing countries and countries in transition to identify media development gaps</p>	<p>In 2012-2013, a total of 213 project proposals were submitted for the Bureau's consideration by media organizations worldwide. The IPDC Bureau decided to approve 148 projects in 75 countries for a total amount of US\$ 3,257,336 received from 9 donor countries. The Bureau also approved funds for the development and application of journalists' safety indicators in line with the UNESCO Work Plan on the Safety of Journalists and the Issue of Impunity. A number of strategic documents regarding IPDC's development were prepared and approved by the Bureau. These included an overall strategy for strengthening IPDC; a fundraising strategy; a communication and visibility strategy; and an information note on strengthening the MDI initiative. The third Report by the Director-General on the Safety of Journalists and the Danger of Impunity was presented at the Council session. It provided an overview of the 127 killings of journalists condemned by the Director-General during the previous two years. The Council adopted the "Decision on the Safety of Journalists and the Issue of Impunity", in which it renewed its request to the Director-General to prepare a biennial report on this matter. MDI-based assessments have been finalized in four countries - Egypt, Gabon, Nepal and Tunisia - and are ongoing in another eighteen countries. Most have received direct financial support from IPDC incl.: Bolivia, Brazil, Colombia, Curacao, the Dominican Republic, Egypt, Liberia, Libya, Myanmar, Nepal, Palestine, South Sudan, Tunisia, Uganda and Uruguay. 16 projects in-depth evaluation reports have been completed and submitted to the IPDC Council's consideration. All projects had implementation reports. The Nepal Forum of Environmental Journalists and the Kenyan Arid Lands Information Network were the co-winners of the 2012 edition of the UNESCO-IPDC Prize for Rural Communication,</p>
<p>PI: Number of countries that have recognized community radio in the regulatory system and the community media forums that applied</p>	<p>Policy advice, consultative meetings, workshops, and studies to enhance legislation in support of community media were provided to 18 countries (Bangladesh, Bhutan, Democratic Republic of Congo, Egypt, Ethiopia,</p>	

Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)	
Programmed	Attained
<p>sustainability measures B/b: - enabling regulatory provisions clarifying complementarities between private, public and community media introduced in 10 piloting countries - sustainability measures applied by community media forums in at least 10 countries</p>	<p>Gabon, India, Kenya, Liberia, Maldives, Mongolia, Nepal, Nigeria, Rwanda, Sri Lanka, Tunisia, Uganda, Uzbekistan) over the period. Technical advice was delivered to six countries to strengthen national policies governing community radio networks in line with international standards (Angola, Cameroon, Ethiopia, Mongolia, India and Uganda). With the support of Sida, 32 community radio stations in seven African countries were supported to become more inclusive and sustainable through integration with ICTs. Two technical presentations on meeting international standards were delivered to 100 community media representatives from 25 European countries during the Third European Annual Conference of the World Association of Community Radio Broadcasters, and to a public hearing at the European Parliament. Both events recommended to European Member States that international and regional standards be respected and language inclusive approaches be adopted including consultative mechanisms between community media, policy makers and regulators in the development of policies and regulations concerning community broadcasting. Community media practice in the form of skills training were provided to 11 countries (Bangladesh, Cambodia, Ecuador, Ethiopia, India, Jordan, Liberia, Mongolia, Morocco, Myanmar, Tunisia) An international comparative report was produced, covering more than 30 countries on national legislative and regulatory provisions on community broadcasting and their linkage to international standards published to strengthen informed decision making by Member States. A brochure summarizing the results and published in English and French was distributed at the CI Commission during the General Conference. A compilation of policy reflections on community media was prepared in electronic version in collaboration with the World Association of Community Radio Broadcasters.</p>
<p>PI: Number of initiatives that enhanced collaboration of UN agencies in communication for development B/b: at least 10 joint capacity-building measures for C4D integrated within common country programming documents</p>	<p>Eight country-level UN inter-agency round tables on communication for development were carried out. Seven initiatives were elaborated within the framework of the Sida funded extra-budgetary project "Empowering Local Radios with ICTs" (Dar Es Salaam, Harare, Kinshasa, Nairobi and Windhoek) on the theme "Humanitarian information and disaster risk reduction" and the 8th was hosted by UNESCO in collaboration with the UN Country Team and the UN Resident Coordinator's Office. Five of the round tables were conducted back to back with community media development workshops that have been promoted by UNESCO to UNCTs as an area for joint collaboration. Although a lack of resources prevents UNESCO from building on this work, the FAO has committed to host the 13th UN Inter-Agency Round Table on Communication for Development in 2014 (May, Rome). Technical advice has been delivered to FAO concerning the organization of the event including comments on the concept paper. Two conference calls have been hosted by UNESCO to coordinate UN agency participation in the design of the forthcoming event. DG's report "Communication for Development in the UN System" was published and presented at the 66th session of the UNGA, Second Committee. UNESCO's statement was delivered by the NYO Representative. UNESCO also delivered inputs to the side event advocating C4D by UNICEF.</p>
<p>PI: Number of public service broadcasting institutions that applied gender-sensitive media indicators and management practices B/b: gender-sensitive indicators applied by at least 20 public service broadcasters</p>	<p>More than 25 PSBs would have adapted or piloted the Gender-Sensitive Indicators for Media and are taking steps to develop relevant policies and strategies through partnerships established with CBU, ABU, AUB, OTI and COPEAM. In addition over 90 journalists, editors and media managers from 20 PSBs in as many countries and have improved their knowledge and skills to report on gender equality issues in media and how to formulate relevant policies and strategies through capacity building workshops supported by UNESCO. The launch by UNESCO of the Global Alliance for Media and Gender in Bangkok, December 2013, lays the basis for further uptake of the GSIM.</p>
36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
<p> ER 5: Capacities of media training and journalism educational institutions strengthened to reach the established criteria of excellence in training as</p>	<p>Benchmarks were exceeded for uptake and adaptation of the Model Curriculum, showing the value of UNESCO as a laboratory of ideas and clearing house. Empowerment to report science and sustainable development entailed workshops and two publications, made possible through extrabudgetary contributions as well as voluntary individual expertise contributions. It was not possible, however, to achieve the benchmark targets due to lack of resources. The work has contributed to C4, by strengthening capacities for the free flow of information in the interests of peace and development. Lessons learnt are that it is possible to draw in voluntary expertise in this area, although hard resources are still needed for programmatic work to maximise the value of publishing.</p>

36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt	
regards journalists' investigative skills and gender equality perspectives in media		
Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		
Programmed	Attained	
<p>PI: Number of countries that improved the journalism education on the basis of the UNESCO Model Curricula for Journalism Education and the number of training institutions that applied the UNESCO-developed criteria for institutional excellence</p> <p>B/b: at least 30 countries with improved journalism education based on UNESCO Model Journalism Curricula and 15 regional training institutions that adapted criteria for excellence</p>	<p>Over 34 countries are adapting the Model Curriculum in varying degrees. In addition, based on an internal review of the African potential centres of excellence/reference in journalism education, it was established that 12 centres consistently applied the UNESCO criteria for excellence, recording significant progress in their institutional development. An additional training institution -- Département des Sciences de l'Information et de la Communication (DSIC), Université Omar Bongo, Libreville, Gabon -- showed interest in these criteria, as did the Institut Panafricain d'Etude et de Recherche sur les Médias, l'Information et la Communication, Burkina faso. Several other training institutions used the UNESCO criteria to organize the Africa-UK Journalism Education Exchange Network, with support from the International Programme for the Development of Communication (IPDC). These included the Polytechnic of Namibia, the UK National Commission for UNESCO, the University of Bedfordshire and the Association of Journalism Education UK. Within this network, and during the April 2012 Conference in Luton, over 30 African and UK universities and other media training institutions took steps to establish strategic partnerships in line with the UNESCO criteria for institutional excellence. The Rabat UNESCO office facilitated an adaptation of the Model Curricula by producing a pioneering document focusing on gender mainstreaming in journalism education in Maghreb countries. It contains four modules that argue why and how gender-sensitive media training is essential for these countries to achieve their goals in terms of gender equality.</p>	
<p>PI: Number of journalism education institutions that introduced quality science journalism based on UNESCO resource guide, and increase in the number of journalists reporting on sustainable development issues with scientific perspectives</p> <p>B/b: - at least 15-20 journalism education institutions that adapted UNESCO resource guide on science journalism - at least 100-150 working journalists (of which at least 50% are women) in 30 countries using the UNESCO science reporting resources in water, bio-diversity, energy, climate change, oceanographic impacts, desertification, etc.</p>	<p>Following the successful hosting of UNESCO panels to review the Model Curricula, the Organization finally published and disseminated over 700 copies of a compendium of new syllabi. Under the title "Model Curricula for Journalism Education: A Compendium of New Syllabi", the publication was launched on 5 July 2013, during the World Journalism Education Congress (WJEC-3) at Mechelen, Brussels, and subsequently at a Business Meeting of the International Communication Division (ICD) of the AEJMC (The Association for Education in Journalism and Mass Communication) in August 2013. The compendium includes a syllabus on 'Science Journalism and Bioethics'. A French version of the whole publication is being developed, while Arabic versions of some modules are also underway. All the 20 formerly UNESCO-designated potential centres of excellence/reference are in the process of adapting the revised curricula, having received copies of the publication. In addition, A UNESCO/OSISA panel on teaching specialised literacies/journalisms focusing on Climate Change took place during the WJEC-3. More than 10 African journalism educators took part, thanks to UNESCO efforts, in addition to over 15 other participants - both journalists and journalism educators - from other countries. Furthermore, building on a similar workshop held in 2011 for West Africa, UNESCO worked with its partners UNECA and the AU to co-host a training workshop in September 2012 under the theme "Making Science and Technology Information More Accessible for Africa's Development", with over 60 science and technology journalists from various East African countries, exposing them to the findings of the results of the 2011 UNESCO study into science reporting in Africa. In addition: • In Myanmar, a workshop was held on a new approach to covering disasters, attended by journalists from 15 print and TV outlets. • In Tehran, UNESCO held a workshop attended by some 18 participants to reflect on climate change reporting by journalists. It was supported by the IPDC in association with the Iranian Association for Studies on the Information Society (IRASIS). "Reporting Climate Change in Africa: A Practical Guide for Journalists" was completed and reviewed at a workshop in Nairobi, attended by seven journalism educators from Botswana, Ghana, Namibia, Nigeria, Rwanda, South Africa, Uganda, Zambia and Zimbabwe and 10 journalists.</p>	

36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt	
 ER 6: Media and Information Literacy (MIL) enhanced to enable citizens to make full use of their rights to freedom of expression and the right to information, taking into account the access and needs of both women and men	<p>On MIL adaptation, and involvement of UNESCO Chairs and citizens groups, benchmarks were met. Partnerships benchmarks were also met, and the ground was laid for a global network of partnerships as well. These contribute to the C4. Resources remain a challenge, both financial and staffing capacity. The lesson is that there is widespread interest and enormous potential in this activity that uniquely integrates literacies at a time of accelerating access to, and generation of, information.</p> <p>A major challenge faced has been the need to have certain resources in multiple languages (and subtitle for audiovisual products) which could strengthen intercultural exchanges. This challenge is also key opportunity for this initiative which should be explored in a phase 2 of the project. For instance considerable more resources will be required to offer the online course in multiple languages including in Arabic.</p> <p>The work with public service broadcasters is handicapped by the retirement of an expert and freezing of a post, and the UGC guidelines are now being superceded by developments.</p>	
Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		
Programmed		Attained
<p>PI: Number of teacher training institutions that have integrated media and information literacy into teacher training and the established international partnerships to foster Media and Information Literacy B/b: - at least 15 national teacher training curricula integrating media and information literacy - at least 3 international partnerships established to foster Media and Information Literacy</p>		<p>Member states and/or teacher training institutions were supported to adapt/adopt the MIL Curriculum for Teachers and to integrate and used it in their formal teacher training curriculum based on the UNESCO guiding principles. In close collaboration with field colleagues, adaptation of the MIL Curriculum was completed Gabon, Morocco, Mauritania, the Philippines, Sweden and Russia, Australia, Japan, Brazil, Egypt, and Canada. More than 15 training institutions have adapted or piloted the MIL Curriculum leading to the integration of MIL in national teacher training programmes. These include Wollega, Dilla and Jimma colleges in Ethiopia; University of Queensland, Australia; Athabasca University, Canada; Miriam College and the Philippine Normal University, Philippines.</p>
<p>PI: Number of citizens' media groups and UNESCO Chairs that advocated media and information literacy as way to increase the quality of media B/b: at least 12 citizens' media groups/ UNESCO Chairs supported to foster media and information literacy in developing countries and countries in transition</p>		<p>Within the framework of the UNESCO UNITWIN/Chairs programme eight universities have been supported to promote MIL within their academic programme and university outreach. These are Autonomous University of Barcelona (Spain), University of the West Indies (Jamaica), Cairo University (Egypt), University of Sao Paulo (Brazil), Temple University (USA), Beijing Tsinghua University (China), Sidi Mohamed Ben Abdellah University (Morocco) and Queensland University of Technology (Australia). 12 other universities has join the network as associate members. These Chairs jointly organized the first Media and Information Literacy and Intercultural Dialogue Week in Spain on 22-25 May 2012 and Cairo on 21-25 April 2013. The capacity of seven citizens media groups/NGOs was strengthened to promote MIL and intercultural dialogue through regional workshop held in Cairo in January 2013. These include International Association on Media Education (MENTOR), the African Centre for Media and Information Literacy, the Doha Centre for Media Freedom, the European Association of Viewers Interests, the Birzeit University's Media Development Center, and the Center for Arab Women for Training and Research. A global mobilization of citizens' media groups was undertaken through the launch of a Global Forum for Partnerships MIL (GFPML) on 26-28 June 2013 in Nigeria. The GAPMIL adopted a Framework and Action Plan to articulate concrete partnerships to amplify MIL development and impact globally. Over 200 organizations have enlisted to GAPMIL.</p>
<p>PI: Number of public service broadcasters that applied standards for user-generated content B/b: at least 50 public service broadcasters that applied UNESCO-developed guidelines on user-generated content</p>		<p>There is no funding for this specific result. However training sessions and awareness raising actions were undertaken with partners such Arab States Broadcasting Union (ASBU), URTI and the International Radio and TV Council of French Speaking Countries (CIRTEF) - reaching over 80 broadcasters.</p>

Cost-effectiveness/efficiency measures for this Main Line of Action

Cost effectiveness and sustainability of activities can be assessed as follows:

IPDC and community radio activity could have wide replicability significance, which would have the effect of improving the ratio of costs to impact. This in turn, however, requires marginal extra investment to generate scale and multiplier effect. MDIs are costly, and a more programmatic approach to them is ensuring that they are treated as living research projects with multiple linkages to programmatic work.

In the above, and also the areas below, partnerships have been key to roll-out, and these are the guarantee of sustainability.

The journalistic education activities have achieved some scale through linkages to global fora - in particular, the World Journalism Education Congress. Drawing in voluntary expertise to the Compendium of Syllabi enhanced cost effectiveness, and economies were achieved by doing an internal review of the potential Centres of Excellence and Reference in Africa rather than hiring outside consultants who would have absorbed much of the limited funds available to this area of work.


Concerning MIL, these activities are assured insofar as they are being systemized into the ongoing work of established institutions and networks such as UNESCO, UNAOC, the MILID Network, and other stakeholders. Illustratively, the online course will be sustained through cooperation with the Queensland University of Technology and the Athabasca University in Canada. Another example worthy of note is the multimedia intercultural teaching resources tool which will be integrated into the existing online platform of the UNAOC. Finally the first MILID Yearbook was published by a partner with less than 5% contribution from UNESCO.

One may also note that to ensure greater synergies, this RP activity was integrated with Project A6 Peace and Dialogue E-portal (in non-Arabic languages) related components of Project A5: Intercultural Skills for Young Journalists. Similarly, strategic linkages with other donor initiatives are strengthening the potential impact of this project. These include inputs from UNESCO, UNAOC, the Swedish International Development Cooperation Agency and the Japanese Funds in Trust that have contributed to the development and expanded reach of the two online courses on MIL and intercultural dialogue and a multimedia intercultural MIL teaching resource tool.


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


Regular Programme ¹ : staff and operational budget		Extrabudgetary resources ¹
Allocation 2012-2013: US\$ 1 675 633	Expenditure % 2012-2013: 99%	Expenditures 2012-2013: US\$ 4 525 842

¹The budgetary information regards unaudited figures and for extrabudgetary resources include Emergency Funds.

36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
 ER 7: The impact of activities in the fields of education, sciences and culture enhanced through gender-sensitive Open Suite strategies (open access, free and open source software and open educational resources) and innovative ICTs	<p>The Open Suite strategy provided rich dividends in a number of areas including ICTs in education (CFT), Open Educational Resources and Open Access to information and knowledge repositories. The first step of the Open Suite strategy was to develop policy guidelines for Member States which was successfully completed in the biennium. Then a series of international conferences, workshops and seminars were held to promote advocacy for these guidelines and encourage Member States to adopt policies which would enhance access to educational resources and knowledge repositories. All the performance indicators and benchmarks were successfully followed and implemented.</p> <p>There were numerous <u>challenges</u> including the lack of financial resources due to the prevailing financial situation in UNESCO. In order to overcome these challenges, the sector developed strategic partnerships with key players in their respective fields of competence as well as generated extra-budgetary funding. One example of this approach is the partnership established with the Commonwealth of Learning (COL) for our work in the area of Open Educational Resources. We undertook a number of initiatives jointly with COL and also pursued a joint fund-raising strategy which paved the way for the Hewlett Foundation grant which was critical in taking forward our OER work. We are also working closely with leading players in OER and OA including Harvard University, SCIELO and others. All these partnerships have helped us to continue delivering strong results leading to fulfilling our commitments under C/4.</p>
	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)
	Programmed
<p>PI: ICT innovations applied by Member States to enhance quality of and access to</p>	<p>UNESCO has launched a strategy for the roll out of the ICT CFT in 4 countries covering 3 regions. This strategy aims to implement the ICT CFT in the target countries, based on the ICT CFT Toolkit which UNESCO developed with partner agencies (COL, Microsoft, Commonwealth Secretariat). This toolkit provides the means to contextualize the ICT CFT to meet national policy objectives and to develop Teacher Training Materials based on the</p>

Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)	
Programmed	Attained
<p>education for both women and men B/b: two innovative ICT applications in education developed and internationally shared</p>	<p>contextualized ICT CFT by harnessing OER. UNESCO CI has ensured the finalization of the Study on ICT in Education in 5 countries in the Arab States, working closely with UIS. CI/KSD shared the findings of the case study on the deployment of FOSS in primary and secondary schools in Africa at the 5th African Conference on Free and Open Source Software (FOSS) and Digital Commons (IDLELO) which was held in Abuja, Nigeria from 19th to 23rd March, 2012. CI/KSD is currently conducting 3 additional studies on Open Solutions including Open Data worldwide and specifically in the Caribbean, financially ensured through emergency funds. The FOSS programme has received funds from the PCPD and Africa Intersectoral platforms to create a World Map of UNESCO Points of Interest and the project HOPE on open source in hydrology. An ICT application on the Role of Women in African History is currently in the stage of finalization and will be launched at the 37th session of the General Conference. CI/KSD conducted 3 additional studies on Open Solutions including Open Data worldwide and specifically in the Caribbean, financially ensured through emergency funds. The FOSS programme has received funds from the PCPD and Africa Intersectoral platforms to create a World Map of UNESCO Points of Interest, which was piloted in 5 countries and the project HOPE on open source in hydrology. An ICT application on the Role of Women in African History has been launched at the 37th session of the General Conference covering 8 major historical women of Africa.</p>
<p>PI: Number of users of and resources on UNESCO's online applications and training platforms for development and sharing of e-learning policies, tools and materials B/b: - major institutions in at least 5 Member States apply guidelines for OER application and adapt UNESCO curricula available on the UNESCO OER platform - 4,250 e-learning resources on the Open Training Platform (OTP) - Average of 9,000 visits to the OTP per month</p>	<p>Following on from the very successful 2012 World Congress on Open Educational Resources (OER) with the unanimous adoption of the Paris OER Declaration, the Hewlett Foundation (USA) awarded UNESCO with a grant for \$400,000 to develop national-level OER policies and teacher-training OER materials in 5 countries. UNESCO and the Commonwealth of Learning has also developed national-level OER policies for Grenada and Saint Vincent and the Grenadines. The OER Platform has been re-developed in partnership with Infosys (India) with more than 150 openly-licensed UNESCO publications. The UNESCO OER Policy Guidelines have been translated into Vietnamese, Chinese, Portuguese, Spanish, and Russian. The deployment of the new Open Training Platform (OTP) was finalized and further developments have advanced with external private sector partners. The site generates an average of 5,000 visits per month. OTP hosting and maintenance was secured, mainly through extrabudgetary funding. Alternative hosting scenarios are being studied, in close consultation with CI/EO, BKI/CIO and other programme specialists responsible for projects requiring similar services (e.g. managed hosting), such as the OER platform. A partners (among which FAO, CTA, APC) and meeting took place in September 2013, where an improved integration of IMark and OTP has been discussed in order to improve visibility performance. In December, 2013 UNESCO launched its Open Access Repository (OAR) making more than 300 on-line books, reports, and articles freely available. The OAR will operate under a new open licensing system developed by the Creative Commons organization specifically for intergovernmental agencies. The launch follows UNESCO's decision in April 2013 to become the first United Nations agency to adopt an Open Access policy for its publications. The Organization is thus making its digital publications available without cost to millions of people around the world. This change should lead to a significant increase in the circulation of UNESCO's publications and help raise public awareness of the Organization and its work. http://www.unesco.org/new/en/media-services/single-view/news/unesco_makes_its_publications_available_free_of_charge_through_a_new_open_access_repository/back/9597/#.Uq1tvbTMrgx</p>
<p>PI: Number of major institutions applying ICT in building scientific knowledge and open access to research results B/b: - two ICT applications developed on community level data capture and analysis - three research funding bodies in Member States adopt national OA generation and dissemination frameworks - Five Member States improve national OA policies based on UNESCO recommendations - 100 major institutions effectively use and favourably evaluate the Global Open Access Portal</p>	<p>Two specific ICT application in the form of cyber physical systems learning and ICT based EIA has been developed for the benefit of the member states. These activities are funded by MOES in India and ESPA in UK. Collaboration has been initiated with Resource Exploration, USA, ICTP, Trieste and Robert Bosch Center for Cyber Physical System, Bangalore. An activity on the use of mobile for EIA has already been implemented (with private sector funding). Regional Policy forum has been successfully organized involving 24 countries in the region. Regional Capacity Building workshop was successfully organized that included invitees from 31 research institutions from Africa and beyond. An analytical study on Open Access has been prepared with specific reference to SciELO. UNESCO also gave patronage to Berlin +10 Conference on Open Access. The number of OA journals has increased to 9200, which again indicates the growth of OA world-wide. Repositories have grown to 2290. While the GOAP portal is a work in progress, its success can be measured by the number of people visiting to the site, and making use of the information available there in. The number of people in the Community of practice has reached 2290. UNESCO released the "Policy Guidelines for the Promotion and Development of Open Access" in English. UNESCO releasing the Policy Guidelines on Open Access has a significant impact on Open Access around the world, and the number of Open Access journals, repositories and policy mandates are increasing steadily. Recently the Chamber of Deputies of Argentina passed a law in support of Open Access. The French version of the policy guidelines was published in early 2013. Funding support from DG's Emergency funds were used to implement open access activities as per the strategy approved by the General Conference.</p>

36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt	
<p> ER 8: World's documentary heritage protected and digitized, capacities of Member States strengthened to that effect, preservation and digitization strategies and principles adopted and archives and libraries reinforced as centres of education and learning</p>	<p>The Executive Board accepted the recommendation formulated during the experts meeting in Warsaw and requested the secretariat to prepare an Action Plan and undertake a feasibility study to explore all the implications of preparing a standards-setting instrument on documentary heritage and both these documents were adopted by the 191st session of the Executive Board.</p> <p>In general, in spite of the resource limitations, the MOW programme has gone from strength to strenght and the Member States are in favour of providing additional resources to the programme in order to ensure its continuity and relevance at a time when the preservation of documentary heritage is becoming a matter of great significance to countries and Member States around the world.</p> <p>The MOW programme could be strengthened as one of UNESCO's flagship programmes if adequate human and financial resources could be dedicated to this very critical programme.</p> <p>The CI sector has found innovative means of funding and staffing the programme with interns and partners to ensure that the shortage of resources do not affect the delivery of the programe.</p> <p>Since the induction of 54 new inscriptions in the MOW register at the meeting of the Committee in the Republic of Korea from the 18-21 June 2013, the MOW register counts 299 inscriptions.</p> <p>Concerning the protection and digitization of the World's documentary heritage, an experts' meeting funded and hosted by Poland saw the participation of almost 50 persons from all regions of the world. The meeting had a very positive outcome and resulted in the formulation of detailed recommendations needed to strengthen the Memory of the World Programme to ensure that it maintains its role in protecting the documentary heritage of humanity as a source of knowledge. These recommendations were presented to the 191st session of the Executive Board.</p> <p>The 20th anniversary was celebrated with several activities that helped to raise the profile of documentary heritage preservation. Concrete outcomes and results include the preparation and publication of the Memory of the World book which has been well received by professionals bodies, and the exhibition around UNESCO premises which was originally planned for 1 month but was extended by 2 months. Resultant visibility for the Programme has led to an increase in the number of requests for information on the Programme.</p> <p>In cooperation with the University of British Columbia and many other partners, UNESCO organized an international conference "Memory of the World in the Digital Age: Digitization and Preservation" from 26 to 28 September 2012 in Vancouver, Canada. The conference explored the main issues affecting the digitization and preservation of digital documentary heritage. It resulted with the adoption of the UNESCO/UBC Vancouver Declaration which proposes specific recommendations to UNESCO, its Member States, professional stewardship associations and the private sector, and urges the establishment of a roadmap proposing solutions, agreements and policies for implementation by all stakeholders. The roadmap will ensure long-term access and trustworthy preservation of digitized and digitally born heritage.</p> <p>The report of the experts meeting in Warsaw and the recommendations were lauded by the Executive Board which requested the secretariat to undertake a feasibility study to explore all implications of preparing a standards-setting instrument on documentary heritage. The experts' meeting was very positive with detailed recommendations formulated for implementation by the DG and Member States. This feasibility study was presented to the 191st session of the Executive Board.</p> <p>Awareness-raising remains necessary to promote MoW/MOWCAP programmes. Establishment of more National MoW Committees to make governments aware of the documentary heritage programme is one method and this action should be further continued and enhanced.</p> <p>The MOW programme could become one of UNESCO's flagship programmes if adequate human and financial resources could be dedicated to this very critical programme. The CI sector has found innovative means of funding and staffing the programme with interns and partners to ensure that the shortage of resources do not affect the delivery of the programme.</p>	
Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		
Programmed	Attained	
<p>PI: Number of new inscription in the Memory of the World Register; number of operational committees; number of trained preservation professionals B/b: at least 30 new inscriptions in the Memory of the World Register; at least 5 new National Memory of the World Committees set up and operational; 50 preservation professionals trained</p>	<p>The number of inscriptions in the Memory of the World are steadily increasing and new inscriptions were included during the 11th Meeting of the International Advisory Committee for the Memory of the World Programme on 18-21 June in the Republic of Korea. In addition, the Memory of the World Programme has received particular attention on its 20th anniversary with the publication of the book "Memory of the World: The Treasures that Record Our History From 1700 BC to the Present Day," co-published by Harper Collins. This has added additional visibility to the programme following the first international conference on the digital preservation of documentary heritage in Vancouver in September 2011.</p>	

Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)	
Programmed	Attained
<p>PI: Number of implemented strategies that strengthen libraries and archives as contributors to building knowledge societies; number of established digital library services</p> <p>B/b: at least 5 national strategies for libraries and archives implemented; World Digital Library content expanded; at least 5 new digital library services established</p>	<p>The information accessibility initiative of UNESCO constitutes one of the key initiatives of the organization to enhance access to information and knowledge. In spite of extremely limited resources allocated to this programme due to the financial difficulties faced by the organization, a series of initiatives have been undertaken in partnership with private sector organizations in this area in the last biennium. UNESCO has published and launched the global report "Opening New Avenues for Empowerment - ICTS for Persons with Disabilities", which includes concrete recommendations for five regions of the world and a general set of recommendations for Member States.</p>
36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
<p> ER 9: Member States enabled to implement the World Summit on the Information Society (WSIS) outcomes and develop gender-sensitive policy frameworks for universal access to information and for bridging the digital divide</p>	<p>Overall, as far as ER9 is concerned, there has been tremendous progress accomplished whether it be in the development of the IFAP programme and its activities, web accessibility, especially as far as persons with disabilities are concerned and the WSIS related work of UNESCO. In spite of severe shortage of funds, all these activities and initiatives have been actively pursued through the dedication of the CI staff concerned as well as a strategic approach involving partners in all the areas covered by the work of the sector. There is no doubt whatsoever that these programmes will witness strong growth and development if adequate resources and support are provided and all commitments towards the C4 outcomes will be attained.</p> <p>The challenges remain the same: the lack of human and financial resources which will go a long way in making these programmes high-performance programmes for UNESCO.</p> <p>The international and national outreach of the Information for All Programme (IFAP) was enhanced. Recently, both Argentina and the Republic of Korea undertook activities aimed at reviving their National IFAP Committees. The National IFAP Committees of China and the Republic of Korea are also providing technical support to Mongolia in the establishment of its National IFAP Committee. It will, however, be necessary to have the required human and financial resources in order to continue to actively follow-up and consolidate these positive developments over the coming months.</p> <p>UNESCO made progress in fostering information literacy: The Organization also contributed to the European meeting on Media and Information Literacy in Education held on 27-29 February 2012, in Milano, Italy. The Organization developed activities for fostering multilingualism in cyberspace by conducting the joint study "The economic aspects of local content creation and local Internet infrastructure" together with ISOC and OECD. The result was broadly disseminated at the WSIS Forum 2012 held in May in Geneva. The recently published UNESCO supported publication "Net.LANG. Towards the Multilingual Cyberspace" also contributed to the promotion of the UNESCO 2003 Recommendation concerning the Promotion and Use of the Multilingualism and Universal Access to Cyberspace. Furthermore, in order to contribute to the Broadband Commission report 2012, UNESCO, together with EURid, developed a new world report entitled "World Report on International Domain Names (IDN) Deployment - 2012".</p> <p>This biennium has witnessed a heightened set of activities and initiatives under the WSIS banner. The WSIS+10 Review event "Towards Knowledge Societies for Peace and Sustainable Development", held in Paris from the 25-27 February had some 1450 participants from 130 countries. The event had 83 high-level sessions on diverse knowledge societies related issues. A Final Statement was also adopted by consensus which involved a multistakeholder approach and will provide a basis for UNESCO's participation in the upcoming WSIS review events as well as our strategic approach to the post 2015 agenda.</p> <p>The WSIS Forum has also been co-organized with ITU every year as scheduled as has been the case with the Internet Governance Forum where UNESCO continues to play a leadership role.</p> <p>Unfortunately due to severe resource constraints, some of the Sector's major initiatives such as the web accessibility curricula could not be developed. Active fund-raising initiatives are underway and efforts will be made to secure funding to carry this project through. CI continues to successfully represent UNESCO within UN inter-agency support team on the implementation of the UN convention on the rights of persons with disabilities.</p>
Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)	
Programmed	Attained
<p>PI: Number of established/strengthened National IFAP Committees; number of countries that apply the Information Society Policy Template</p> <p>B/b: at least 6 National IFAP Committees established/strengthened; National Information Society Policy Template applied in at least 10 Member States</p>	<p>IFAP has delivered a number of programmes and initiatives including capacity building in Latin America and the Carribeans through a series of activities. The Information Society template was presented to a workshop involving 25 countries of GRULAC in Kingston and there is widespread interest in implementing this policy template across these countries. The international and national outreach of the Information for All Programme (IFAP) has been further enhanced. IFAP has delivered a number of</p>

Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)	
Programmed	Attained
	programmes and initiatives, including capacity building and training on foundations of government information leadership in Africa, Latin America and the Caribbean through a series of workshops, with an emphasize on the Information Society policy template. IFAP's contribution in its priority areas was particularly appreciated during the WSIS +10 Review Event organized by UNESCO in February 2013.
<p>PI: Web accessibility curriculum and training resources developed and tested with/for persons with disabilities and access to information enhanced for disadvantaged groups</p> <p>B/b: web accessibility curriculum and training resources in open education format developed and tested by 10 higher education institutions; at least 4 training projects in ICT skills for young leaders to foster a culture of peace, tolerance, and sustainable development implemented</p>	<p>The information accessibility initiative of UNESCO constitutes one of the key initiatives of the organization to enhance access to information and knowledge. In spite of extremely limited resources allocated to this programme due to the financial difficulties faced by the organization, a series of initiatives have been undertaken in partnership with private sector organizations in this area in the last biennium. UNESCO has published and launched the global report "Opening New Avenues for Empowerment - ICTS for Persons with Disabilities", which includes concrete recommendations for five regions of the world and a general set of recommendations for Member States. UNESCO has developed a Model Policy on Inclusive ICTs in Education for Persons with Disabilities as part of UNESCO's contribution to the implementation of the UN Convention on the Rights of Persons with Disabilities. UNESCO hosted the 8th meeting of the United Nations Inter-Agency Support Group (IASG) for the implementation of the UN Convention on the Rights of Persons with Disabilities IASG in order to carving out the vital role that disability-inclusive development will play in the post-2015 development agenda. In the area of multilingualism on cyberspace, UNESCO together with EURid published a joint study "EURid-UNESCO World Report on International Domain Names deployment 2013". The report looks at deployment experiences of IDN ccTLDs in selected countries and explores opportunities and challenges for IDN deployment going forward.</p>
<p>PI: Number of WSIS related multi-stakeholder events and initiatives, and of WSIS online community platform and website visitors</p> <p>B/b: global WSIS Forums and UNGIS meetings co-organized with ITU and UNCTAD; UNESCO contributions to the international debate on Internet governance and policies enhanced by the organization of 6 IGF workshops (number of online community contributions increased by 50%)</p>	<p>This biennium has witnessed a heightened set of activities and initiatives under the WSIS banner. UNESCO was the first UN organization to organize a WSIS review event in February 2013. The WSIS+10 Review event "Towards Knowledge Societies for Peace and Sustainable Development", held in Paris from the 25-27 February had some 1450 participants from 130 countries. The event had 83 high-level sessions on diverse knowledge societies related issues. A Final Statement was also adopted by consensus which involved a multistakeholder approach and this will provide a basis for UNESCO's participation in the upcoming WSIS review events as well as our strategic approach to the post 2015 agenda. The WSIS Forum has also been co-organized with ITU every year as scheduled as has been the case with the Internet Governance Forum where UNESCO has always played a significant role. UNESCO published a global report entitled "Renewing the knowledge societies vision for peace and sustainable development" which maps the road for UNESCO to enhance its work in building sustainable knowledge societies. The report has been published in English, French and Arabic and several other language versions are in the pipeline.</p>

Cost-effectiveness/efficiency measures for this Main Line of Action

Given the shortage of funds for all the programmes, the CI sector has found innovative ways in developing partnerships, generating extra-budgetary funds and in-kind support to deliver on all its commitments across the board.

Part II.A. UNESCO Institute for Statistics (UIS)


Regular Programme ¹ : staff and operational budget		Extrabudgetary resources ¹
Allocation 2012-2013: US\$ 6 823 700	Expenditure % 2012-2013: 100%	Expenditures 2012-2013: US\$ 531 369



¹The budgetary information regards unaudited figures and for extrabudgetary resources include Emergency Funds.


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

Regular Programme ¹ : staff and operational budget		Extrabudgetary resources ¹
Allocation 2012-2013: US\$ 0	Expenditure % 2012-2013: N/A	Expenditures 2012-2013: US\$ 182 214

¹The budgetary information regards unaudited figures and for extrabudgetary resources include Emergency Funds.

36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
 More relevant and timely education statistics and indicators produced	<p>Results have been in line with the performance indicators set.</p> <p>The regional module approach has been leading to positive results in terms of generating locally relevant issues which then are collected through UIS channels and brought back to policymakers in the region. Nevertheless, there are certain challenges in building engagement among regional agencies. There are still more efforts needed to strengthen the use of data.</p> <p>Much effort has gone into improving education finance indicators which are collected by the UIS. An important challenge is that this often involves intensive work at the national level. Thus, we need to further build our own capacities among UIS field staff to be able to intervene at the national level, and continue to pursue opportunities to strengthen capacities in a sustainable manner.</p> <p>Educational attainment and literacy indicators have been improved in terms of coverage and building consistent time series. An important challenge has emerged in the presentation of these indicators, especially in terms of direct assessment of skills and self-reporting. This distinction needs to be maintained.</p>
Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)	
Programmed	Attained
PI: Modular education questionnaires first round results analyzed and new data collection rounds designed and implemented in two regions B/b: sub-Saharan Africa and Latin America	Results for data collections in Latin America and the Caribbean and sub-Saharan Africa analysed and published. New regional data collection in Asia is underway, and the instrument has been designed and piloted. Consultations in the Arab States on the content of such a data collection begun.
PI: Improved coverage of education finance indicators B/b: 70% of countries reporting a basic set of indicators	The coverage of education finance indicators was improved as reflected by data reported in the Global Education Digest, EFA Global Monitoring Report and UIS Data Centre achieving programmed benchmark.
PI: Improved coverage of educational attainment and literacy measures B/b: 65% (educational attainment) and 75% (literacy)	Targets for educational attainment and literacy reached. The UIS also released estimations of mean years of schooling for 103 countries (a total of 336 estimates for 1996-2013). This initial effort will be gradually extended to cover more countries and years as the UIS continues to develop the methodology required for imputation and projections. An expert group meeting to further review and validate the UIS methodology is planned for 2014.

36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt	
 <p>Appropriate methodologies and standards in the field of education statistics developed, maintained and refined</p>	<p>The transition to ISCED 2011 is moving ahead apace with many activities at the national level. There are still many remaining challenges, including the further refinement and validation of national mappings. A new operational manual will also support countries in completing their mappings.</p> <p>The fields of education classification has also advanced well, being broadly consultative and drawing upon a wide range of technical expertise in classifications. The remaining challenges are related to implementation of the classification - which is not only about reporting data, but may also involve the revision of national data collection instruments.</p> <p>The UIS has been part of the discussions related to EFA/MDG monitoring and skills, which have involved many other agencies as well. Our entry point has been measurement issues - so as policy priorities emerge, we need to be responsive in examining implications for indicators.</p>	
Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		
Programmed		Attained
PI: Greater awareness and use of ISCED by countries B/b: validate at least 50% of countries with ISCED2011 mappings		All countries have received some training on ISCED2011, including the mapping of systems. The programmed benchmark has been reached for mappings of national systems according to ISCED.
PI: Implementation of new fields of study classification B/b: Revised classification		ISCED-F, the new classification for field of education was completed with wide stakeholder participation and adopted at the 37th UNESCO General Conference. Work is underway to translate materials into all United Nations languages and provide supporting documentation to countries.
PI: Consultations conducted with stakeholders to develop conceptual frameworks for indicators on EFA/MDGs progress monitoring, technical and vocational education and higher education B/b: Priority issues identified		Consultations undertaken with stakeholders on EFA/MDGs and vocational education
36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt	
 <p>Capacities of national statisticians strengthened in the production and use of national and comparative education data</p>	<p>In 2012 the UIS initiated a revision to the existing guidelines and methods for producing National Data Quality Assessments which was expected to conclude in 2013. Due to budget constraints staff was later reassigned internally and the activity was put on hold. Although, no new assessments were carried out, the ones concluded before the revision were finalized in five countries as foreseen.</p> <p>In 2012-2013, the following Regional Workshops on Educaiton Statistics were held for</p> <ul style="list-style-type: none"> (a) South and West Asia in Bangkok, Thailand in April 2012 (b) East Asia in Bangkok, Thailand in May 2012, (c) the Arab States in Sharm El Sheikh, Egypt in October 2012, (d) South and East Africa in Addis Ababa, Ethiopia in November 2012, (e) Latin American countries participating in the World Education Indicators programme, in Lima, Peru in May 2013, (f) Central and West Africa in Dakar, Senegal in May 2013, (g) Central and South America in Antigua, Guatemala in November 2013 (h) Central Asia in Istanbul, Turkey in November 2013. <p>Some of the training and tools developed by the UIS are being extended to a number of other countries in the Arab States, Sub-Saharan Africa, Latin America and Asia with support from the UIS' network of statistical advisors based in these regions. An Excel template developed to assist countries to transform their national education finance data to meet the requirements of the UIS's education finance questionnaires has proved extremely useful and has been further elaborated for more general use. It is helping to improve the quantity and quality of education finance data submitted to the Institute.</p>	
Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		
Programmed		Attained
PI: National Data Quality Assessments conducted and the recommendations implemented by the countries B/b: In at least 5 countries		In 2012 the UIS initiated a revision to the existing guidelines and methods for producing National Data Quality Assessments which was expected to conclude in 2013. Due to budget constraints staff was later reassigned internally and the activity was put on hold. Although, no new assessments were carried out, the ones concluded before the revision were finalized in five countries as foreseen.

Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)	
Programmed	Attained
<p>PI: Training workshops conducted for education planners and policymakers on the use and analysis of data for results-based decision making covering all regions</p> <p>B/b: 5 regional workshops</p>	In 2012-2013, eight regional workshops on education statistics were conducted.
36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
 Use and analysis of education statistics promoted	<p>The UIS Data Centre was updated every year in January, May and October, according to schedule. The 2012 edition of the annual Global Education Digest was the last one. As of 2013, it has been decided to replace it with a combination of electronic/paper reporting outputs for core data and a thematic report on out of school children.</p> <p>Preparations are underway to launch a new Table Viewer called dot Stat. A number of new interactive on-line education data visualizations have been produced, including:</p> <ul style="list-style-type: none"> - info-graphic and interactive tool highlighting the gap between the supply and demand for teachers as part of celebrations surrounding EFA Action Week 2013, which focused on teachers; - interactive flow map about student mobility in higher education, which is extremely popular among users; - Mind the Gap- Gender & Education, allows users to create their own personas and explore the progress and pitfalls of girls' and women's education around the world; - interactive tool on dropout and repetition rates - French and Spanish language editions added to the eAtlas series, which is regularly updated with new data. <p>Preparation of reports on Out of school children and Higher education in Asia are underway. The UIS contributed data and analysis for the: MDG report; final evaluation report of the UN Literacy Decade; and the EFA Global Monitoring Report. The UIS has prepared information bulletins on gender and education and out of school children (with EFA GMR); an information bulletin on the demande for primary and lower secondary teachers is in preparation.</p>
Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)	
Programmed	Attained
<p>PI: UIS data are used in national publications produced for dissemination and policy use at the regional and/or at national level</p> <p>B/b: Timely release of data and GED</p>	The UIS Data Centre was updated in January, May and October on schedule. The annual Global Education Digest will be replaced with a combination of electronic/print outputs for core data and a new thematic report series
<p>PI: Greater web access to statistical data observed</p> <p>B/b: a 10% increase in accessing education statistics in UIS Data Centre</p>	The benchmark has been met - helped by the development of data visualizations which have drawn new users to UIS website
<p>PI: Promote use of education statistics</p> <p>B/b: two thematic report produced</p>	Report prepared on adult literacy; higher education in Asia report delayed until early 2014 and out of school report delayed until 2014.



Cost-effectiveness/efficiency measures for this Main Line of Action


The financial restrictions in 2013 presented a range of new challenges. In order to reduce costs we have targetted countries most in need of technical assistance in each region and sought the most cost-effective destinations for hosting the workshops; we have met our targets and are continuing to address the needs of the national statisticians who benefit from this type of training. Furthermore, some countries were able to fund their participation in the workshops and we have accepted offers to host some workshops at little or no cost to the Institute. In terms of reporting, we have leveraged partnerships with other organisations - and have developed a range of joint products with the EFA Global Monitoring Report, the Millennium Development Goals and others. We have also sought to develop tools for indicator review and calculation of indicators which have added greater efficiencies.

MLA 2: Development of international statistics on education outcomes

Regular Programme ¹ : staff and operational budget		Extrabudgetary resources ¹
Allocation 2012-2013: US\$ 0	Expenditure % 2012-2013: N/A	Expenditures 2012-2013: US\$ 0

¹The budgetary information regards unaudited figures and for extrabudgetary resources include Emergency Funds.

36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt	
 <p>Data on the distribution of literacy skills produced by more Member States and information used to design and implement education policies and programmes</p>	<p>Implementation of LAMP was considerably slowed down and the overall approach reconsidered in the view of harsh financial constraints. Thus, it was decided not to extend the programme to new countries unless there is a very strong commitment (both political and financial) of the national authorities or other implementation partners.</p> <p>Nevertheless, the "first wave" countries that managed to finalize their assessments received all the due support as planned and the results were made available to them. Their further use is up to the national authorities' discretion.</p> <p>In regards, to the new participants, out of 3 that expressed interest, one (Afghanistan) completed the field test and concluded that it is not advisable to continue with the main assessment, the other (Lao PDR) is in full implementation phase, and the last one (City of Buenos Aires) is at the initial stages of the project.</p> <p><u>Challenges/lessons learnt:</u> For long-haul projects like LAMP, which require a great deal of commitment on the part of national authorities, government changes are one of the biggest challenges. This has proved a major issue in countries like El Salvador, Jamaica, and Niger. One lesson learnt, therefore, is that it pays to involve at least one organization that is based in the country but has a special status, for instance OEI (Organizacion de Estados Iberoamericanos), an international organization, in Paraguay; or NCHRD (The National Center for Human Resources Development), a governmental organization that reports directly to the King, in Jordan.</p>	
	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)	
	Programmed	Attained
	<p>PI: LAMP results produced and internationally available for the "first wave" of countries B/b: Data for at least 4 countries in 2012</p>	All four "first wave" country summaries released by the end of June 2013.
	<p>PI: LAMP national reports produced by the corresponding national teams with UIS support for national dissemination and policy use in the "first wave" countries B/b: National reports produced by at least 4 countries</p>	Data made available to all four "first wave" countries, which have the prerogative to determine the timeline for release of their reports.
<p>PI: LAMP implementation has begun in the "second wave" of countries B/b: At least 10 countries implementing LAMP.</p>	LAMP implementation has begun in Afghanistan, Lao PDR and the City of Buenos Aires.	
36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt	
 <p>Methodologies for the assessment and monitoring of literacy developed, refined and implemented</p>	<p>The work was put on hold due to budgetary cuts.</p>	
	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)	
	Programmed	Attained
<p>PI: Replace/update reading and numeracy test items to ensure that all LAMP items can be properly adjusted/adapted for different national versions of the assessment B/b: Approximately one-third (=27) of total number are replaced</p>	The work has been put on hold due to budgetary cuts.	

Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)	
Programmed	Attained
PI: Research the impact of writing in the assessment of reading B/b: At least one study produced	The work has been put on hold due to budgetary cuts.
36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
 A framework to undertake comparative analysis and international monitoring of progress in learning outcomes established	<p>The work on a catalogue and linking regional assessments has been on hold for the most part of the biennium due to budget constraints. Upon obtaining funds in late 2013, the OLO work is back on track for 2014 with the reassignment of existing staff.</p> <p>Nevertheless, the Institute has made a considerable progress in establishing a framework to measure and improve learning outcomes for children and youth worldwide through the international Learning Metrics Task Force (LMTF) co-convened by the UIS and the Centre for Universal Education (CUE) of the Brookings Institution with financial support of the Hewlett Foundation. Up to date, the LMTH, acting via its working groups and global consultations with numerous stakeholders, produced its first report "Toward Universal Learning: What Every Child Should Learn", the second report "Toward Universal Learning: Measuring to Improve Learning"; and the final publication "Toward Universal Learning: Recommendations from the Learning Metrics Task Force" released in September 2013.</p>
Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)	
Programmed	Attained
PI: New catalogue created - at least 75 student assessment initiatives included. B/b: New service included in the UIS website	Renewed work on the catalogue will start in 2014.
PI: Methodological papers (which will include relevant data) to highlight the scope and limits of the various assessments prepared B/b: At least three papers published	Renewed work will start in 2014.
PI: A framework to produce the required linking elements and tools established and adopted B/b: adoption of the framework by at least three regional consortia	Renewed work will start in 2014.


Cost-effectiveness/efficiency measures for this Main Line of Action



Two internally reassigned staff will manage the OLO work to ensure that it advances in 2014.


MLA 3: Development of international statistics on science and technology (S&T); communication and information; and culture


Regular Programme ¹ : staff and operational budget		Extrabudgetary resources ¹
Allocation 2012-2013: US\$ 0	Expenditure % 2012-2013: N/A	Expenditures 2012-2013: US\$ 0


¹The budgetary information regards unaudited figures and for extrabudgetary resources include Emergency Funds.

36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
 Timely statistical information, and analysis on research and development and innovation statistics made available to Member States	<p>The R&D questionnaire was launched in June 2012, according to schedule. Results were released in July 2013. The first global innovation data collection was launched in August 2013.</p> <p>The UIS participated in 10 workshops with various partners (AU/NEPAD, RICYT, SC/PSB, EC). One regional workshop was organised for Gulf countries, one for Latin American countries and one in Central Asia. Technical assistance was delivered to Oman, the United Arab Emirates, Vietnam, Ecuador, China and to AU/NEPAD. Three expert meetings on various topics were attended, as well as three coordination meetings for a project to improve STI data quality in Western Balkan countries.</p> <p>The R&D electronic publication, which was created in 2012, has been maintained and updated with new data. Fact sheets with the results of the R&D data collection and on women in science have been updated and released on the website. A longer information sheet with results of the innovation pilot data collection was prepared and released on the website. A short</p>

36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt	
	report on the metadata collection was produced and published as well. Analytical work on the international mobility in collaboration with the higher education unit has started, higher education data have been included in the R&D e-publication. Work on a joint report on higher education and STI in Asia has progressed very well. Authors delivered first drafts of their chapters in June 2013, a final manuscript was delivered and peer reviewed by November 2013. The manuscript is currently undergoing final changes before it will be edited and printed in early 2014.	
	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)	
	Programmed	Attained
	PI: Response rates to the UIS R&D and innovation questionnaires B/b: more than 50% countries respond to the UIS R&D questionnaire and data on innovation from at least 25 countries available at the UIS Data Centre	25% net response rate to the R&D survey. Pilot innovation data for 12 countries are in the UIS data centre. Innovation questionnaire was launched in August 2013
	PI: Capacity building workshops carried out especially in sub-Saharan Africa and Asia B/b: at least four workshops	10 workshops with various partners, 3 UIS regional workshops, technical assistance to 5 countries and one organisation, 3 expert meetings on various topics and three coordination meetings.
	PI: S&T report is made available though the UIS website and e-mail alerts B/b: report published on the website	The R&D e-publication was released in June 2012 and updated. Analysis of the pilot innovation data collection and metadata collection were released on the UIS website. Fact sheets with the results of the R&D data collection and on women in science have been updated and released on the website. The UIS report on higher education and research in Asian universities has been written.
36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt	
 New S&T methodological tools made available to Member States	<p>A draft report with Guidelines on the conduct of R&D surveys in developing countries was prepared and distributed for peer review which provided a lot of useful comments still to be incorporated in the final product. Another draft report on methodological problems in CIS countries was prepared and thoroughly discussed. The finalized version of this paper is expected soon.</p> <p>OECD NESTI's meeting was attended in June 2012 and in April 2013, and a Task Force meeting in December 2012 and December 2013. The UIS is playing an important role in the revision of the Frascati Manual, by making sure that the perspective of developing countries gets integrated in the core of the Manual. The two papers written by a consultant on the revision of the concept of Scientific and Technological Activities (STA) have been merged into one and have been diffused under interested parties for comments.</p> <p>The area of methodological developments is the area that has suffered most from the budget restriction, since insufficient human resources were available to work closely on it and move all projects forward more quickly.</p>	
	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)	
	Programmed	Attained
	PI: Feedback on the new guidelines on S&T activities B/b: feedback received from at least 10 countries	Even before the discussion document was made public, Brazil, Colombia and the UNESCO Montevideo office already had asked for the document to give feedback. The document was discussed in a Latin American workshop and feedback was received from El Salvador and Uruguay.
	PI: Technical assistance provided in response to requests from developing countries seeking to conduct an R&D survey B/b: requests received from at least 5 developing countries	Technical assistance on R&D or innovation surveys has been delivered to Oman, the United Arab Emirates, Vietnam, Ecuador and China.
36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt	
 Data on information and	Due to staff changes, the work on ICT in education statistics was delayed by a few months. As a result, the final report on the data collection in Latin American and Caribbean countries was delayed as well, but eventually it was published on the UIS website in September 2012. The Spanish version was published online in January 2013. In March, The UIS produced an	

36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt	
<p>communication technologies in education are collected in regional modules and made available in the UIS database.</p>	<p>additional paper summarizing the results from the LAC data collection, which was written for a partner's publication (CETIC) on various topics related to ICTs in education in the LAC region. This publication was published by CETIC in English and in Portuguese and was released in September 2013.</p> <p>In 2011, a data collection was started in 5 Arab States by the CI sector in Paris, using the UIS questionnaire and after a UIS-led workshop. In April 2012, data for these countries were transferred from the CI sector to UIS. UIS has processed the data, and has written an analytical report, which was published in April 2012. The report has been translated into Arabic, and was published in September 2013. The report was officially launched in July 2013 in Amman, Jordan.</p> <p>In Asia, a joint data collection was undertaken in partnership with KERIS (Korea). Currently, data have been received for the majority of participants and the data cleaning and processing are underway. An English version of the final report is expected to be available in early 2014.</p> <p>Finally, the data collection in Africa was launched in late 2013 following a preparatory workshop for 35 participating countries held by the UIS in partnership with NIC.BR (Brazil) and KERIS (Korea). The responses are currently being collected.</p> <p>The Asia-Pacific Ministerial Forum on ICT in Education 2012 was attended, which had the participation of between 20 and 30 countries, half of them represented by the minister or Deputy-minister for education. UIS work was presented in a panel session on the power of ICT policies. During the Forum, the need for indicators and the role of UIS were highlighted.</p> <p>The UIS is an ongoing active member of the Partnership on Measuring ICT for Development. As a member the UIS presented data from the data collection carried out in the LAC and Arab States regions at the WSIS follow-up meeting in Geneva in May 2012 and at the WTIM meeting in Bangkok in September 2012. As a contributing member of the Partnership, the UIS spearheaded and organized a Partnership side event to discuss data related to UNESCO's areas of competence at the WSIS+10 meeting in Paris in February 2013, which will feed into future planning. Furthermore, UIS attended a Gender and ICT meeting in Washington in January 2013, which explored the need for more gender-related indicators and ICT and education. As a result of this meeting, UIS was involved in the development of the report with the purpose of expanding the broadening data collection on gender and ICT. This report was presented at the WTIS in Mexico City in December 2013. UIS participated in this conference to participate in a Partnership Expert meeting to meet with countries for feedback as well as during a panel presentation during WTIS to respond to questions related to the ICT4E component.</p> <p>A proposal for ICT in education indicators was submitted to the African Union as follow-up to UIS participation at the Restricted Technical Committee Meeting of the African Union on measuring education goals related to the 2nd Decade of Education for Africa (2006-2015).</p> <p>Finally, a new list of core indicators is under development, aided by the work of an intern, which will be subject to review by an expert group in 2014 and country consultation. This will also inform a new proposal for future WSIS indicators as well as for a global questionnaire in 2015.</p>	
	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)	
	Programmed	Attained
	<p>PI: Regional data collections of ICT in education data launched in Asia and another priority region B/b: at least a 50% response rate is achieved</p>	<p>The first round of ICT in education data collection in 2012 yielded 31 response from 35 participating countries (mostly Asian). The second round for 35 mainly Francophone African countries was launched in the fall of 2013.</p>
	<p>PI: Workshop on ICT in education statistics conducted in a priority region (sub-Saharan Africa or Asia, to be defined in 2011 according to needs identified) B/b: at least 90% of the countries in the region participated in the workshop</p>	<p>A workshop on ICT in education attended by 26 Asia-Pacific countries, as well as Kenya, Oman, Colombia and Dominica was held, in September 2012 in Seoul, Republic of Korea with the support of KERIS (Korea). A similar workshop for 35 African countries was held in September 2013, in Dakar, Senegal. The UIS partnered with NIC.BR (Brazil) and with KERIS (Korea) to conduct this workshop.</p>
36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt	
 <p>New statistical information on print, broadcast and online media is made available through the UIS database</p>	<p>Despite the fact that a very small team is assigned to this project, the collection of media statistics was conducted according to schedule in 2012. The 2010/2011 media pilot survey report and country profiles based on the 2012 data collection were published. The UIS media indicators reference Guide was published as well. However, due to budgetary constraints, the activities for 2013 were put on postponed.</p> <p>In addition, the team is supporting the CI sector in developing a toolkit on Media and Information Literacy indicators.</p>	

Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)	
Programmed	Attained
PI: Number of countries reporting media statistics to the UIS B/b: at least 60 countries from different regions	56 countries
PI: An item response rate B/b: 50% or more items reported by at least 75% of countries participating in the UIS media data collection	88% of participating countries provided their information
PI: Capacity building support in production and reporting media statistics provided B/b: at least one workshop is conducted for selected participants	A workshop was conducted in May 2012 for the new 28 countries joining the Working Group.
36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
 Capacities of national statisticians strengthened in the production of cultural statistics and the use of new methodological tools facilitating application of the 2009 UNESCO Framework for Culture Statistics	<p>Overall expectations were met regarding the production and release of the new methodological materials.</p> <p>Capacity building activities pertaining to the direct support of member states remained limited due to the financial constraints, however 6 missions were carried out during the biennium that were funded by the inviting member states which reflects well on the capacity and reputation of the Culture Unit and its cultural statistics programme.</p>
Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)	
Programmed	Attained
PI: At least two methodological handbooks produced B/b: two new methodological documents available on the UIS website	Two handbooks completed (Handbook for Measuring the Economic Contribution of Cultural Industries and Measuring Cultural Participation), work on a new handbook on festivals has started. The first handbook is available in both English and French and in both electronic and paper formats. The second handbook is only available in electronic format however; it is available in English, French and Spanish.
PI: Methodological handbooks presented at, at least, two regional workshops on cultural statistics to national staff responsible for culture statistics B/b: participants from at least 20 countries clearly informed about the tools presented in the handbooks	The handbooks were disseminated electronically to key stakeholders and to all Member States through a standard mail-out protocol. Hard copies of The Economic Contribution of Culture Handbook were also distributed to selected stakeholders. Copies of Handbook No. 1 were mailed to member states, international organizations and UNESCO Field Offices. Due to financial constraints, Handbook No. 2 is only made available in electronic format; however, stakeholders were notified electronically and sent the link for download.
PI: Statisticians and/or cultural officers trained on the methodological guidelines for the framework B/b: specialists from at least 30 countries trained through capacity-building workshops	In 2012, a regional workshop was carried out for 13 countries in South and East Asia in Bangkok, Thailand, and four national workshops (Mongolia, South Africa, Senegal, Serbia), training in total almost 200 stakeholders. In 2013, a workshop for 8 countries in West and South Asia was successfully conducted in New Delhi, India. In addition, further training activities were conducted in Mongolia and Colombia and with South Africa in Montreal.
PI: Direct support provided in response to the countries' requests B/b: at least 50% of countries that request assistance to produce cultural statistics receive UIS support	Training activities were provided in Senegal, Serbia and Mongolia in 2012. Technical assistance was provided to Mongolia, Colombia and South Africa during 2013.

36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
 More data on feature films and another culture topic are available in the UIS database	<p>Overall, expectations were met although the implementation of the cultural employment survey is progressing at a slower pace due to a lack of human resources. However, the team successfully developed a cultural employment metadata questionnaire, which was sent to selected countries in late 2012 as part of the test data phase of the project. A full global Meta data collection took place in the 1st part of 2013. The team was also able to hire a statistical assistant for Q4 2012 which helped to ensure that some critical work was completed in 2012.</p> <p>The Cultural Employment Metadata Questionnaire was successfully carried out. Data were collected, processed and analysed by the Culture Unit. Results of this data collection were presented at the 1st Meeting of the UIS Expert Group on Cultural Employment Statistics. The results will be used to guide the development and implementation of the Cultural Employment Statistics Pilot Questionnaire. A Pilot Survey was successfully designed and launched by November 2013.</p> <p>Regarding the Cinema Survey, the mail out was successful but delays were encountered with the data processing. Data processing and data validation were completed and a factsheet showing the most recent feature film statistics was produced and released on the UIS website in May 2013. The analytical report of the 2012 cinema survey was produced and published in August 2013. The response rate was better for Survey 2012 compared to Survey 2010.</p> <p>All outputs expected during the biennium were delivered as planned with the exception of the work concerning the production of the new report on The International Flows of Cultural Goods and Services. Contributions, both in terms of providing data and analysis, to several international publications (UNESCO Creative Economy Report, UNESCO Culture and Gender Report, WIPO Global Innovation Index Report) were made by the Culture Unit during the biennium.</p> <p>Efficiencies were made as some activities were completed under budget. In addition, technical support to member states was carried out on a case by case basis and using extra budgetary sources of financing.</p>


Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)	
Programmed	Attained
PI: Response rate to the UIS questionnaire on feature film statistics B/b: at least 50% of countries participating in the survey	Mail out completed in July 2012. Collection and processing of data completed in 2013. First phase of supplementary data collection completed. The UIS 2012 Survey of Feature Film Statistics was successfully completed and data was made available on the UIS data centre. In addition, an analysis was performed on the latest data, including some time series analysis, and was published as a UIS Information Bulletin entitled "EMERGING MARKETS AND THE DIGITALIZATION OF THE FILM INDUSTRY: An analysis of the 2012 UIS International Survey of Feature Film Statistics" in August 2013. A UIS Factsheet entitled "Feature Film Diversity" was also published in May 2013.
PI: New culture survey launched and sent to at least 193 countries/territories B/b: mail-out of the new survey completed	The methodological developmental work was completed and recommendations produced in 2012 and 2013. A metadata questionnaire was successfully launched and data on the availability and technical aspects of cultural employment sources of data (primarily household surveys in the form of LFS and Census of Population) was collected and used to support the implementation of the 2013 Pilot Survey of Cultural Employment Statistics. The data collected also provided information to help identify suitable pilot countries. An expert group meeting took place in 2013 with the results and recommendations being incorporated into the design of the 2013 Pilot Survey of Cultural Employment Statistics. The 2013 Pilot Survey of Cultural Employment Statistics was successfully implemented and launched in November 2013 with 20 countries having been selected to participate. All responses to the survey are expected to be received by February 2014. It is anticipated that the new survey will be launched in 2015.


Cost-effectiveness/efficiency measures for this Main Line of Action
<p>The Science-Culture-Communication section comprises a very small team. The team has shown a substantive degree of initiative and capacity to create, sustain and develop a significant presence of the UIS in their fields of action.</p> <p>The team benefits from the fact that it keeps itself focused on a small but critical number of areas of intervention. That allows for the development of substantive expertise (which enables the UIS to support member states) and systematic work on the areas currently covered by the team.</p> <p>The current financial situation is affecting the section deeply, especially since recruitment for some crucial vacant posts are frozen. Nevertheless, interim arrangements have been made to manage the shortage of staff, but as a result, a number of dossiers are moving considerably slower than was foreseen.</p>

MLA 4: Reinforcement of cross-cutting statistical activities

Regular Programme ¹ : staff and operational budget		Extrabudgetary resources ¹
Allocation 2012-2013: US\$ 0	Expenditure % 2012-2013: N/A	Expenditures 2012-2013: US\$ 349 156

¹The budgetary information regards unaudited figures and for extrabudgetary resources include Emergency Funds.

36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
 Quality of data produced by the UIS improved and constantly monitored	<p>As scheduled, the UIS launched six surveys over the past year. There were some minor delays with mail-outs and reminders. However, the internal processes for managing data collection activities have undergone a complete review and initiatives are underway to improve the procedures and systems. All of these surveys were included in the annual UIS Quality Reporting.</p> <p>The UIS is currently in the process of redesigning its 2014 education and attainment surveys based on ISCED 2011. The Institute is also working closely with OECD and Eurostat to implement the necessary changes in the UOE questionnaires which will be used in the joint data collection for 2014.</p> <p>To improve internal efficiency, the Institute continues to work with partners to implement SDMX for all UIS data collections and international data exchanges. Over the past year, a project involving the UIS, Eurostat and the OECD to implement an SDMX data exchange for the R&D survey was completed. Work is also underway to develop an SDMX data exchange for the joint UOE data collection, although this project is more complicated and poses higher risks primarily due to the shared nature of the data collection and processing activities. Once work on the UOE data collection is complete, the UIS will develop a similar data exchange process for its education attainment questionnaire. The UIS has also developed data capture software tools to support LAMP activities in Afghanistan and Lao PDR.</p> <p>The number of questionnaires processed by the UIS increased by 25% between 2012 and 2013 (633 to 790) and yet all internal targets for timeliness have been met. This growth in production capacity was made possible through gains in internal efficiency and, therefore, did not imply increase in staff devoted to these activities. Examples of these efficiency gains include: a new model to distribute data processing tasks; updated software systems and data processing guidelines; and a new system to track questionnaires. The UIS is preparing to implement several other initiatives that will further improve its internal efficiency.</p> <p>The development of additional quality indicators and more leading (vs lagging) indicators will be deferred indefinitely until the financial situation changes.</p> <p>Efforts to improve data quality at the national level will continue in a limited fashion.</p>
Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)	
Programmed	Attained
PI: Increased number of surveys and questionnaires included in data quality monitoring and reporting B/b: benchmark 2013: All UIS questionnaires and statistical results are included in the monitoring [2010: 3 education questionnaires and survey results are included]	Fully met. The annual UIS Quality Report which is provided to UIS senior management and the UIS Governing Board includes Data Quality reporting and monitoring information for the data collection and data processing phases of the statistical business process.
PI: Indicators designed to predict whether or not targets will be met or corrective actions are required B/b: number of indicators included in systematic monitoring	Not met. This benchmark was reprogrammed and dropped during the biennium as a result of financial constraints and programme reductions.
PI: Improved questionnaire response rates for all UIS surveys B/b: increase of 7% in the percentage of questionnaires filled out and returned to the UIS per survey	Partially met. The success of this initiative varied by survey and by region. For the questionnaire on Pre-primary to Post-secondary Non-tertiary Education: Significant gains were achieved in the following regions: Arab States, Central and Eastern Europe, South and West Asia, and Sub Saharan Africa. Loses were witnessed in Central Asia and in Latin America and the Caribbean. For the questionnaire on Tertiary Education: Significant gains were achieved in the following regions: Arab States, Central and Eastern Europe, East Asia and the Pacific, South and West Asia, and Sub Saharan Africa. Loses were witnessed only in Central Asia. For the questionnaire on Education Finance: Significant gains were achieved in the following regions:

Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)	
Programmed	Attained
	Central and Eastern Europe, Central Asia, North America and Western Europe. Loses were witnessed in East Asia and the Pacific, in South and West Asia and in Sub-Saharan Africa.
36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
 <p>UIS data-users given easier and more efficient access to the UIS data through the redesigned online Data Centre</p>	<p>The UIS has launched the beta version of its new online Data Centre. This marks the most significant change in the UIS dissemination environment in more than five years. The original platform will be maintained until March 2014 in order to provide a smooth transition for UIS website users to the beta site. Key highlights of the new Data Centre include:</p> <ul style="list-style-type: none"> - new user experience using a task-based approach to improve access to data and related visualizations; - new 'look and feel' of the entire Data Centre as well as related products such as country and regional profiles; - new search functionalities and metadata resources such as the catalogue of national innovation surveys; - new gallery of data visualizations designed to 'tell the stories' behind UIS data; - new platform to view data and redesigned structure to select tables and indicators; - data release calendar for recent and upcoming UIS data releases. <p>Most of the technical work has been accomplished using internal resources despite tight deadlines. The high quality of the outputs and the efficiency by which they were produced are a direct reflection of the skills and dedication of UIS staff. The approach to organizing this project - with a cross-cutting steering committee and a dedicated project manager - has been instrumental to achieving the goals and respecting the schedules.</p> <p>The UIS has established a roadmap to regularly add new capabilities and products to the Data Centre at a target rate of two updates per year while monitoring the response and feedback from its users. This marks a major departure from previous strategies, whereby major investments were generally made every five years. The next major update to the Data Centre is scheduled for March 2014.</p> <p>Overall, traffic to the entire UIS website continues to grow, with the number of unique visitors increasing by about 13% between September 2012 and 2013. This was primarily due to the development of new visual content designed to attract and engage a wider range of audiences.</p> <p>In addition, the UIS continues to expand the language versions of its eAtlas series, which includes editions on: R&D data; out-of-school children; teachers; and gender disparities in education. The Institute is preparing to change the technical platform in order to improve the functionality of this electronic series of publications and embed a wider range of interactive content on the UIS website and those of partners.</p> <p>To promote these electronic products as well as more traditional products (reports and fact sheets), the UIS continues to work closely with UNESCO Headquarters, field offices and partner organizations (UN agencies and NGOs). This strategy provides the UIS with expanded access to press contacts and social media channels without investing the considerable resources required to establish and maintain its own platforms. In exchange, partners gain access to high-quality statistical products.</p>
Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)	
Programmed	Attained
<p>PI: Improved user-satisfaction as measured in satisfaction surveys B/b: (benchmarks will be established through a satisfaction survey to be undertaken at the initial stages of the initiative)</p>	Fully met. Satisfaction survey undertaken at the end of 2012.
<p>PI: Improved comparative rating as measured by benchmarking UIS Data Centre against its peers B/b: (benchmarks will be defined by undertaking a benchmarking survey at the initial stages of the initiative)</p>	Fully met. Benchmarking study completed in early 2012.
<p>PI: Increased usage of Data Centre B/b: increase of 10% in the usage of redesigned data centre</p>	Fully met. Data centre usage has increased well beyond this 10% target.

Cost-effectiveness/efficiency measures for this Main Line of Action

The dissemination environment was transitioned from a commercial solution to a solution developed within the statistics industry by statistical agencies using a model of collaboration and sharing. This transition is resulting in reduced costs and increases in flexibility and time-to-market with new products and innovations.

Furthermore, this change has reduced the dependency on external consulting and private sector resources and enabled the UIS to further leverage existing internal resources to deliver on the work as opposed to external



Cost-effectiveness/efficiency measures for this Main Line of Action

consultants and contractors.

General Operating

Regular Programme ¹ : staff and operational budget		Extrabudgetary resources ¹
Allocation 2012-2013: US\$ 6 823 700	Expenditure % 2012-2013: 100%	Expenditures 2012-2013: US\$ 0

¹The budgetary information regards unaudited figures and for extrabudgetary resources include Emergency Funds.

36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt	
 UIS functions smoothly and in accordance with UNESCO rules and regulations	<p>During the biennium, the UIS Governing Board duly reviewed and approved the on-going programme and budget planning and execution. In addition, the Board adopted the 3rd medium-term strategy of the Institute that will guide the UIS activities in 2014-2021.</p> <p>Administrative and HR matters were duly taken care of.</p>	
	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)	
	Programmed	Attained
	PI: UIS Field staff and Montreal section execute their work in coordination B/b: 4 resolutions a year	The benchmark is achieved
36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt	
 UIS, supported by its Governing Board and partners, operates with sufficient means ensuring adequate dissemination of its work and coordination between its different offices	<p>Despite daring financial situation, especially, at the beginning of the biennium, a combination of cost-saving, efficiency-gaining and fund-raising efforts allowed to maintain the quality of the UIS work and further strengthen the Institute's reputation among member states and other stakeholders.</p> <p>Montreal-based and field staff worked towards achieving the common goals as determined by the UIS work programme.</p> <p>During the biennium, the UIS considerably improved dissemination of its products and outreach to users' communities. A big emphasis is made on interactive data visualization tools, electronic publications, infographics which are primarily aimed at reaching more general audiences. A lot of attention is given to making the UIS products available through partners' electronic resources providing for maximum audience coverage.</p>	

Cost-effectiveness/efficiency measures for this Main Line of Action

To ensure cost-effectiveness under the current financial circumstances, the UIS exercised extreme caution in recruitment filling only the essential posts and monitor travel carefully. Whenever possible the work was reorganized and streamlined to achieve better use of the available resources.

In addition, the UIS downsized or cancelled several of its projects in order to keep the rest of the work programme uncompromised in view of the income reduction.

Part II.A. Intersectoral Platforms


Regular Programme ¹ : staff and operational budget		Extrabudgetary resources ¹
Allocation 2012-2013: US\$ 2 888 334	Expenditure % 2012-2013: 95%	Expenditures 2012-2013: US\$ 5 176 501

¹The budgetary information regards unaudited figures and for extrabudgetary resources include Emergency Funds.

Culture of Peace and Non-violence

Regular Programme ¹ : staff and operational budget		Extrabudgetary resources ¹
Allocation 2012-2013: US\$ 364 464	Expenditure % 2012-2013: 99%	Expenditures 2012-2013: US\$ 3 097 109

¹The budgetary information regards unaudited figures and for extrabudgetary resources include Emergency Funds.

36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
 Values and principles of a culture of peace promoted and integrated into education systems, policies, plans and curricula in all regions	<p>Relevant mechanisms, discussion forums and sensitization campaigns were carried out to assess and further enhance the level of inclusion of values and principles of a culture of peace into education systems, policies and curricula are initiated or enhanced at global, regional and national levels. Capacity building was further improved, with the involvement and empowerment of young women and men as agent of dialogue and peace. Besides, concrete tools and materials were developed or under elaboration. The assessment of progress reported below combines actions from activities within extra budgetary projects, regular programme and emergency funds:</p> <ul style="list-style-type: none"> • UNESCO Global Initiative for Building a Culture of Peace through Education and Youth Empowerment mobilized 3 field offices (Bangkok, Santiago and La Havana), each providing specific inputs to help strengthening peace and non-violence through education. Mapping exercise on the operationalization of "learning to live together" in education systems has been completed in 9 out of 10 countries in ASPA - Afghanistan, Australia, Indonesia, Malaysia, Nepal, the Philippines, Republic of Korea, Sri Lanka and Thailand - and being completed in Myanmar. The regional synthesis report being finalized will be published and launched in early 2014. The findings show that while many countries have the value and the concept of LTLT reflected in national policies, and the LTLT-related skills and competences included in the curriculum, it however appears that this is not necessarily reflected in teaching and learning practices, or in assessment systems. These issues have nonetheless indicated crucial points to be addressed in the regional synthesis report as well as future steps forward. The preliminary findings were presented at the Global Forum on Global Citizenship Education held in Bangkok from 2-4 December 2013. • The fight against violence in schools and the promotion of inclusive and peaceful societies was enhanced through the "Non-Violence and Human Rights Education Consultation in Latin American and the Caribbean", launched in March 2013 within the Regional Observatory on Inclusive Education in LAC, led by CLADE (Latin American Campaign for the Right to Education in LAC and involving also IPE Buenos Aires, UNICEF, ECLAC, OEI. The Report and Recommendations issued in November 2013 outlines that the Right to Education in LAC is under risk for different reasons, namely due to poverty, with adverse effect on social cohesion, human development and peace in the region. The report gathered relevant and updated information in order to improve public policy development focused on youth, coexistence, culture of peace and gender violence reduction in schools in LAC. It also allowed capturing the current situation in six participant countries (Mexico, Guatemala, Costa Rica, Colombia, Bolivia and Paraguay). 10 relevant experiences in the field of culture of peace at school level were published in Innovemos Network led by UNESCO Santiago, and now inform educational policies and academics debates in this relevant field. A regional meeting in order to disseminate the findings and establish agreements in favour of a culture of peace was carried out in Mexico (September 2013), with the participation of 17 countries in the region. • UNESCO Associated Schools Project Network in Cuba and the Dominican Republic were mobilised to strengthening the core values of a culture of peace and non-violence among youth and teachers involved. 2500 children and youth (51% female and 49% male) participated in the production and online publication of 41 newsletters on the UNESCO Office in Havana website (www.unesco.org/havana). This enabled a wide distribution and exchange of the newsletters among the different schools, local organizations and other entities linked to the schools. 250 Cuban and Dominican teachers were trained in Nov. 2012, Dec. 2012 and Feb. 2013 through the first part of the Diploma course on Culture of Peace (from Nov. 2012-May 2013). Also, the publication and distribution in 111 schools of the Manual "A New Means of Communication and Information: School Newsletters" was achieved to help teachers to address the elaboration of school newsletters in Primary, Secondary, Technical and Higher Education levels, and the manual "Notiweb Escolar" for the sensitization of children, adolescents and youth from the 76 UNESCO Associated Schools of Cuba and 30 of Dominican Republic, along with their academic communities, on the importance of the peace culture and the efficient use of ICTs. Design and publication of the project website: http://www.unesco.org/new/es/havana/areas-ofaction/education/red-de-escuelas-asociadas-a-la


36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
	<p>unesco/proyecto-boletines-escolarespor-una-cultura-de-paz/</p> <ul style="list-style-type: none"> • "Promoting a culture of peace and non-violence in Africa through education for peace and conflict prevention" is effectively engaged and mainstreamed the objectives of both Priority Africa IP and the Programme of Action for a Culture of Peace and Non-Violence. A mapping of current policy and resources of 45 countries in sub-Saharan Africa UNESCO was achieved to develop a fuller picture of how a culture of peace is reflected in education for conflict prevention in the region. This mapping of is being complemented by a compilation of endogenous oral traditions (such as oral traditional conflict prevention and resolution practices) and elements of history of Africa from within the African region. Capacity building for (i) revision of existing policy and resources to reduce risk of conflict and (ii) development of specific policy and practice to increase peace held: Regional experts meeting in June 2013 in Addis to validate the capacity development package with the participation of policy makers, planners and NGOs from a number of selected countries and from the AU, piloting of the Resource Package and training of policy makers and planners in p in Addis-Ababa (Ethiopia) for Somalia and Ethiopia, in November 2013, and a workshop is planned in February 2014 in Douala (Cameroon) for Mozambique, Angola, Sao-Tome and Principe, Côte d'Ivoire and Cameroon. • The promotion of values and principles of a culture of peace and intercultural dialogue is further synergized under the "King Abdullah bin Abdulaziz International Programme for Dialogue". This is attended through curriculum revision/adaptation, the development of training modules tools and diploma for capacity building on intercultural dialogue and a culture of peace, the launching of sensitization and awareness raising campaigns and contests. Achievements include the elaboration of tools for the revision of school manuals free from racial, gender or religious stereotype, with three modules on gender, cultural diversity and religious diversity developed. A workshop on "Writing textbooks free from prejudice" was held from 6 to 9 May 2013 in Rabat (Morocco), to test the tool on existing textbooks and within on-going revision process in certain Arab States countries. The tool was finalized and is under translation process before publication in early 2014. • This expected result was also strengthened with significant outcomes of the Intercultural skills for youth journalists initiative to highlight the role of media and ICTs to inculcate the values and principles of intercultural dialogue and a culture of peace in journalism. A concrete plan action was agreed upon following the first MILID Week held in May 2012 in Barcelona and its implementation started. The last MILID week was held in Cairo on 23-25 April 2013, in collaboration with the University of Cairo. Online course on MIL and intercultural dialogue for teachers and policy makers was developed and launched. 80 persons were trained. A second entry-level online course for citizens is in preparation. A multimedia intercultural online MIL teaching resources tool is being developed through a partnership with the UN AoC and Filmopedagogerna (Swedish NGO). A regional workshop held in Cairo on 13-17 January 2013 trained 65 young journalists/ information specialists/researchers within media organisations and citizens' media groups. 150 young journalists from all over Africa and the Arab States will be trained on MILID during the Global Forum for Partnerships on MIL, incorporating the International Conference of MIL and Intercultural Dialogue (26-28 June 2013 in Nigeria). A publication, Media and Information Literacy Policy and Strategy Guidelines: Enabling Intercultural Dialogue, Equality, Peace and Sustainable Development is being finalised. 2 teacher training institutions have piloted the MIL Curriculum and have developed intercultural modules. 2 international adaptation by members of the MILID University Network (Queensland University of Technology and University of Athabasca) resulting in institutionalisation of two online courses on MILID. • Under Beirut Office, a Regional Training of Trainers on Intercultural Dialogue in the Arab Region was held in Oman (16-20 February 2013). A network of 36 trainers from 11 countries was created. Since the start of the project in 2012, 190 persons were trained in Iraq, Jordan, Sudan, Palestine and Tunisia. National training workshops are expected to be completed in summer 2013. Work towards the establishment of an Undergraduate Course and a Master Programme on Intercultural Dialogue in selected Universities from the Arab States is well advanced, in collaboration with the Agence Universitaire de la Francophonie and its network of 17 universities in the region. A regional conference with selected universities from 15 countries was held on 21-22 March 2013. Possibilities/opportunities/capacities/challenges of establishing this programme was discussed. A road map for future interventions was agreed upon. A committee of experts was established. Course packs and guidelines of the diploma and related courses are under development. • Youth involvement and empowerment for a culture of peace and non-violence has been continued throughout projects and activities under this Programme of Action: The Global Contest for Mutual Understanding "Pathways for a Culture of Peace" has mobilized around 1300 youth from 55 countries, with the active participation of National Commissions for UNESCO. The contest served as a forum and awareness raising mechanism where youth could express and share their vision and understanding of a peaceful world for all. Results were published in June 2013. A photo/image contest for youth (15-35 years) on concepts of peace and/or intercultural dialogue was launched in Asia. Results are expected in September 2013. A regional learning to live together media campaign was launched in Arab States and targeting youth in particular. It contributes to awareness rising through TV spots delivering strong messages of change, respect of difference, acceptance, dialogue and peace to a large audience through regional and local televisions. An international conference on "Youth and Volunteering" will take place in Jeddah, Saudi Arabia in December 2013. • Thanks to projects and activities initiated under Emergency funds and lead by SHS in collaboration with six field offices in Africa, Arab States and Latin America, relevant national institutions have adapted policies and programmes to strengthen democracy and citizenship in their legal frameworks and in practice: In Tunisia the National Strategy for youth is under implementation for the creation of 24 Human rights and citizenship clubs around schools of the country. 7 have already been established. 7 youth-led projects to support the participation in democratic process have also been selected. In Lebanon, the concept of tolerance and non-violence is disseminated in particular among young women and men in Sunni and Alawit communities to assume and to smooth points of difficulties and differences that turn the intercultural and inter community dialogue. 10 workshops were already delivered in this framework. In Sierra Leone, awareness and advocacy programmes on peace, reconciliation and social inclusion targeting young women and men is being enhanced. More than 25 community based trainers were trained in 2012 election cycle in Sierra Leone as part of Youth Ambassadors for Peace Network, to promote values of peaceful co-existence, tolerance. New sessions will take place in 2013.

36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
	<ul style="list-style-type: none"> • In Nigeria, Abuja Office implements the UN-CTITF project on "Conflict Prevention and Countering the Appeal of Terrorism in Nigeria through Education and Dialogue". The project on "Women empowerment and gender mainstreaming for a Culture of Peace and Non-Violence in Asia and the Pacific" is contributing to inform knowledge on gender-based violence in the region and the development of relevant policies and tools to be used in national contexts. • New collaboration frameworks were established or further strengthened with relevant institutions at international, regional and national level to foster intercultural dialogue, social inclusion, mutual understanding and peace: Institutional collaboration is enhanced between UNESCO and relevant stakeholders such as the King Abdullah bin Abdulaziz Centre for National Dialogue, but also the newly created King Abdullah Centre for Interreligious and Intercultural Dialogue. Cooperation was further reinforced with UN entities such as within the UNESCO-UNAOC University Network on Media and Information Literacy and Intercultural Dialogue, the Task forces and working groups mobilizing different UN agencies and other entities are created with activities implemented as "Delivery as One" in Asia and the Pacific, Tunisia, Liberia or Nigeria. OIF, ALESCO, ISESCO, Georg Eckert Institute, IARTEM, EUROCLIO, the Arab League Foundation, the Arab Institute for Human Rights, the German International Cooperation, just to name a few, collaborated in some project taking place in the field. In LAC, the Latin American Campaign for the Right to Education in LAC was mobilised in a regional campaign led by UNESCO and involving also IPE Buenos Aires, UNICEF, ECLAC, OEI and the Regional Observatory on Inclusive Education. In Asia and the Pacific, the Mahatma Gandhi Institute, the Asia-Pacific Centre on Education for International Understanding (APCEIU) or the Monash University was part of the UNESCO Global initiative for peace education. In Africa, the Lac Chad Basin Commission, but also networks of NGOs such as the REJA were involved in training campaigns. The Truth and Reconciliation Commission of Liberia took part in the pilot initiative on the implementation of the "inclusive peoples' history of Liberia". All these links reinforced cooperation and enhanced impact of activities undertaken, giving also more visibility to UNESCO with a cost effectiveness and sustainability. • Relevant studies were launched to build on the cultural dynamics within specific regional contest, to inspire the formulation of recommendations for policies, the development of tools and other frameworks to improve intercultural skills. Based on a wide research and building on expert's discussion synergized by UNESCO in the field of intercultural studies, human rights, law, etc. a publication on "Intercultural Competences. Conceptual and Operational Framework" was issued. Cultural dynamic is being studied to fight against violence in schools in LAC under the "Open Schools Programme". In the Asia and the Pacific, the influence of cultural practices is analysed with a view to help reducing the widespread of gender-based violence for women empowerment in the region. The development of exhibitions on "Writing Peace" and "Imagining the Balkans" are based thorough studies of contribution of different cultures to the world's diversity, heritage and peace, and now provide relevant sensitization and education tools for knowing more about people's cultures, languages and civilization to build mutual understanding and the rapprochement of cultures. • Projects and activities being implemented have already generated important frameworks for developing relevant tools and guidelines for a sustainable intercultural dialogue, while enhancing inclusive, democratic and peaceful societies. They also serve to capitalize already existing tools and further enhance their use and adaptation at national level: <ul style="list-style-type: none"> - The UNESCO "Roadmap Democracy and Renewal in the Arab World" (2011) is for example followed-up through the project on "Strengthening the empowerment of women and youth", and supports at national level the transition process to democracy in some Arab States. In Tunisia, this is well attended though the on-going creation of 24 "Clubs de la citoyenneté et des droits de l'homme", using the "Manuel d'apprentissage de la démocratie pour les jeunes en Tunisie" (2011). The same manual is now being adapted in Egypt, for the development of a gender-sensitive document on democracy. - A publication such as "Media and Information Literacy: Curriculum for teachers" is instrumental for the design of trainings and workshops at international, regional and national levels. It is used for the development of online contents within the framework of the University Network on MILID, but also in LAC countries within the Schools Newsletters for a culture of peace initiative, as well as in Arab States. - The recent publication "Intercultural Competences. Conceptual and Operational Framework" provides a set of recommendations for developing skills and competences for learning to live together in a globalized world. It is now used and relayed by several intercultural institutions and promoted as a pioneer work in this domain. Guidelines and training modules for further implementing them are under development. - The e-portal in development will enhance the dissemination and use of such materials and others to be finalized. • All the projects and activities engaged under the Intersectoral platform for a culture of peace and non-violence decline the concepts of "Everyday peace" and "non-violence" in a specific ways, in particular: the "Writing Peace" exhibition which demonstrates the rich diversity of worlds' cultures and the commitment of each of them to promoting peace and non-violence; the exhibition "Imagining the Balkans" traces the history of a vibrant cultural mosaic, revealing the diversity of this region's cultural heritage and the energy arising from the interweaving of influences between and within countries. Relevant activities to promote the concept of everyday peace and non-violence, involving youth in thinking and sharing their vision of it were launched through contests, youth-led-projects and initiatives such as citizenship and human rights clubs and newsletter for a culture of peace. Addressing everyday peace is also achieved through relevant studies on obstacles to its attainment, such as gender-based violence or violence in schools targeted in specific researches in LAC and ASPA. The framework of the International Decade for the Rapprochement of Cultures (2013-2022) and the launching of a consultation for the preparation of a plan of action offer further opportunities for identifying relevant initiatives for enhancing everyday peace. <p>Some magic moments within this programme includes relevant framework to promote intercultural competences, to mobilize youth and develop youth-led initiatives, but also forums for discussion of high level debates such as:</p> <ul style="list-style-type: none"> - the High Level Debate on the theme "Sustainable Peace for a Sustainable Future", held on 21 September 2012 for celebration of the International Peace Day. The proceedings are available online on UNESCO's website at: http://unesdoc.unesco.org/images/0021/002184/218442e.pdf

36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt	
	<p>- the 3rd High Panel on Peace and Dialogue among Cultures was held at UNESCO Headquarters on 19 November 2013,</p> <p>- The Panafrican Forum. Africa Source and resource for a culture of peace, Luanda, Angola (April 2013) and which served as a framework for the launch of a Pan-African Movement for a Culture of Peace in support of the campaign "Make Peace Happen" initiated by the African Union in 2010 and with the prospect of deploying synergies at local level.</p> <p>- The 2nd World Forum on Intercultural Dialogue organized by the Government of Azerbaijan, in collaboration with UNESCO, the United Nations Alliance of Civilizations, UNWTO, the Council of Europe, the Council of Europe North-South Center and ISESCO was one magic moment to highlight. It held in Baku (Azerbaijan) from 29 May to 1st June 2013 on the theme "Living together peacefully in a diverse world".</p> <p>- the 5th Forum of the Alliance of Civilizations "Responsible Leadership in Diversity and Dialogue" 26-28 February 2013, Vienna (Austria), the "Anna Lindh Mediterranean Forum: Relaunching dialogue across the Mediterranean Region", 4-6 April 2013, Marseille (France), the Conference "The Image of the Other: Interreligious and Intercultural Education - Best practices in the Mediterranean Region", organized by the King Abdullah bin Abdulaziz International Center for Interreligious and Intercultural Dialogue, KAICIID, 22 May 2013, Vienna, (Austria), etc.</p> <p>- The launching event of the International Decade for the Rapprochement of Cultures (2013-2022), with a musical concert on "The Melodies of the Great Steppes" was organized in April 2013. An International Forum around this International Decade held in Astana, Kazakhstan, in August 2013. A consultation of UNESCO's partners and stakeholders is engaged, a Plan of action for the decade is under elaboration and to be presented at the 194th EXB. This process will contribute to identify and further develop relevant initiatives and "magic moments" to build everyday peace.</p>	
	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)	
	Programmed	Attained
	<p>PI: Number of national mechanisms (such as intercultural fora, public debates and consciousness-raising campaigns launched) with a focus on encouraging participation by young women and men - to highlight the benefits of intercultural solidarity, sustainable diversity, human rights and dialogue as well as to fight discrimination and violence in everyday life</p> <p>B/b: At least five national mechanism launched each year (Provisional, to be checked by the appropriate Sector).</p>	<p>More than 10 national mechanisms are established or initiated under projects and activities engaged at global, regional and national levels to help raising awareness on the benefits of intercultural dialogue, cultural diversity and a culture of peace, for building more sustainable and inclusive societies, through: - Tools and guidelines on writing/revising textbooks developed and tested; - National surveys undertaken in 11 ASPA countries to appraise the integration of peace education into curriculum - 4 national consultations for fighting against violence in schools and promoting inclusiveness launched in LAC - Mapping of current policy and resources for integrating peace education held in 45 countries in sub Saharan Africa - National Youth strategy was supported in Tunisia, 7 citizenship and human rights clubs were created, - resources for the promotion of a culture of peace and dialogue realized in 10 countries of the Arab States and relevant undergraduate and graduate Programmes on Intercultural Dialogue are being developed, - A media campaign was launched for awareness raising and sensitization among youth on diversity and intercultural dialogue in Arab States; - Relevant tools building on national experiences and narratives were built to instil reconciliation, in South East Europe (Imagining the Balkans), in Liberia (writing of national history), or at global level (Writing Peace exhibition). - The International Decade for the Rapprochement of Cultures (2013-2022) is a timely framework for more actions at national level in the next biennium and beyond.</p>
	<p>PI: Explicit links created between organizations devoted to cultural diversity and intercultural dialogue (mainly to be found in civil society) and organizations devoted to social inclusion, sustainable development and peace</p> <p>B/b: Establishment of a number of institutional flexible mechanisms/task forces/networks working on the field of diversity, dialogue, social inclusion, sustainable development and peace (Provisional, to be checked by the appropriate Sector).</p>	<p>The projects and activities implemented under the Unit for the Intersectoral Platform for a Culture of Peace and Non-Violence have demonstrated a unique capacity to mobilize all of UNESCO's fields of competences and network of partners to effectively contribute in the implementation of the Programme of Action for a Culture of Peace and Non-Violence. Important institutional mechanisms such as partnerships, networks and task forces were established during this biennium: - At least 4 MoUs were formalized with UNAOC, KAICIID (to be submitted to the 194EXB), WPF Dialogue of Civilizations, UNOPS - More than 20 Organizations are involved in and collaborate in the implementation of intercultural projects, led by UNESCO, at international, regional and national levels to foster intercultural dialogue, social inclusion, mutual understanding and peace, reinforcing UNESCO's presence and lead role in the United Nations system (See information at IP level for more details). - More than 15 universities in the Arab Regions were mobilized and collaborates in the establishment of undergraduate and graduate programmes on intercultural dialogue - More than 5 taskforces, working groups or expert committees were established for specific projects to support their implementation. Relevant tools, which mobilize expertise from different fields were developed to enhance reflexion and debate. - At least 3 projects were implemented as</p>

Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)	
Programmed	Attained
	"delivery as one UN" and included in UNDAF processes, in Morocco, Samoa, China and Sierra Leone, which contributed to enhancing UNESCO's presence and lead role for the promotion of a culture of peace and non-violence The framework of UNESCO chairs was mobilized for the promotion of transcultural studies, interreligious dialogue and peace. 3 new chairs were created in the field of intercultural and interreligious studies and peace and conflict studies for India and Kazakhstan and 5 renewed in Cyprus, France, Italy, USA and Guatemala. - More than 25 participation Programme workplans were approved, providing suitable frameworks to further enhance conditions and modalities for mutual understanding, dialogue and peace at national and regional levels
<p>PI: Studies of different cultures undertaken, focusing on cultural dynamics in different symbolic places (schools, libraries, museums, open markets, public transport, stadiums, places of worship, etc.) and introduced in schools and public broadcasting; furthermore, special occasions such as commemorations, festivals, book fairs, sport events promoted and intercultural skills improved</p> <p>B/b: At least two pilot studies of different cultures focusing on cultural dynamics undertaken and introduced in schools and public broadcasting, along with the promotion of at least one major event to improve intercultural skills (Provisional, to be checked by the appropriate Sector).</p>	<p>- A publication on "Intercultural Competences. Conceptual and Operational Framework" was published, which significantly enriched the debate among academics and professionals on the subject, with positive articles and references on specialised websites after its publication. Relevant guidelines and training manuals were also prepared to further intercultural competences, with training sessions foreseen in 2014. - 4 surveys on violence in schools in the LAC region were undertaken, so to provide appropriate recommendations to fight this phenomenon; - 2 pilot studies were undertaken in the ASPA region, which assessed culture through a gender lens to develop policies and tools to fight against gender-based violence. Relevant reports (Eye Report), and applications were developed to help victims. - Studies of different cultures in Arab States were undertaken to develop certified resources for regional and intercultural dialogue and service learning university programmes were piloted - A South-South philosophical dialogue was initiated this biennium to shed light on philosophical thoughts from the South and their contribution to the diversity of the universal philosophy. A pedagogical manual is under preparation to help disseminated such knowledge in schools. 2 touring exhibitions were developed "Writing Peace" and "Imagining the Balkans. Identities and Memory in the long 19th century". They build on studies on the contribution of different cultures to the world's diversity and peace and on the rich heritage of the people of South East Europe for the other. Both enhance diversity, reconciliation, mutual understanding and peace and are particularly useful for pedagogical purposes - UNESCO led the writing of a "new, comprehensive and inclusive" history of Liberia to promote reconciliation and national unity. - Major events were used to improve intercultural skills and understanding: The Pan African Forum: Africa, Source and Resource for a Culture of Peace was organized" (Luanda, April 2013), 2nd World Forum on Intercultural Dialogue (Baku, Azerbaijan, 29 May-1st June 2013), events to launch the International Decade for the Rapprochement of Cultures (2013-2022): "Melodies of the Great Steppe" (15 April 2013), International Forum on the Rapprochement of Cultures (Astana, August 2013), the Vienna Conference on the Image of the Other (18 November) and the Youth Volunteering and Dialogue Conference (Jeddah, 3-5 Dec. 2013).</p>
<p>PI: Guidelines and roadmaps for sustainable intercultural dialogue developed to build inclusive democratic societies and to facilitate regional integration (South East Europe, South-East Asia, Caucasus, Indian Ocean, Central Africa, Caribbean, Andean Region, Central America, Mediterranean, etc.); number and profile of institutions using UNESCO's resources on this topic (E-Portal, learning and teaching material, roadmaps, guidelines)</p> <p>B/b: At least one International/Regional Organization and between 10 to 20 National Entities (public or private institutions) making use of UNESCO's resources on this topic (Provisional, to be checked by the appropriate Sector).</p>	<p>- UNESCO's framework on Intercultural Competences was developed and issued and is now referenced in more than 50 specialized academic and professional online resources; - The Eye-report platform was developed (www.tuslah.mn) and is an effective resource for awareness raising on GBV in China and Mongolia. It will be further used to empower youth under new projects run by UNFPA and UNESCO, as from 2014. - In the Pacific, one final report with outcome policy statements is under preparation and will be taken into consideration in the next phase of ICH capacity building programmes in the Pacific in the next C/5. - Toolkits and guidelines on writing/revising textbooks will provide a set of reference material to help remove cultural, religious and gender stereotype from school curricula at national level. - surveys undertaken on violence in schools in the LAC region will inform relevant policies and support the Open Schools Programme; - Studies undertaken on different cultures in Arab States mobilized 6000 certified resources for piloting regional intercultural dialogue and university programmes, with national universities, and</p>

Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)	
Programmed	Attained
	<p>organizations such as the AUF. - South-South philosophical dialogue initiated this biennium mobilized 12 philosophers from Africa, Latin America, Asia and Arab State, as well as the International Federation of Philosophical Societies (FISP), ISESCO and other national institutions to shed more light on philosophical thoughts from the South and their contribution to the diversity of universal philosophy. A pedagogical manual is under preparation will enhance such knowledge. - exhibitions on Writing Peace and Imaging the Balkans are relevant tools helping to promote our rich and diverse cultures and civilizations and are now displayed in relevant national and international events for sensitization and awareness raising. - Publications and online courses on MILID were developed and training and activities within the UNESCO-UNAO UNITWIN on MILID were supported. A media campaign on learning to live together was broadcast in more than 10 Arab States countries. - The "Manuel d'apprentissage de la démocratie pour les jeunes en Tunisie" (2011) now supports the national youth strategy and is being adapted in the context of Egypt for active citizenship and gender mainstreaming. - The e-portal under development will enhance the dissemination and use of such materials and others that are in the process of being finalized.</p>
<p>PI: An interactive e-portal set-up including relevant information and e-teaching and e-learning tools to strengthen capacity building to fight violence and discrimination as well as to create the conditions of social inclusion, mutual understanding and a culture of peace through a lasting dialogue</p> <p>B/b: E-portal fed with the latest and most updated relevant information, e-teaching and e-learning tools to strengthen capacity building to fight violence and discrimination as well as to create the conditions of social inclusion, mutual understanding and a culture of peace (Provisional, to be checked by the appropriate Sector).</p>	<p>The e-Portal development has been completed. Training and deployment will happen during the first months of 2014 for UNESCO staff to empower them as administrators and content providers for the website. The project team has designed the Portal structure focusing on the integration of the 10 projects within the same framework agreement and beyond. A preliminary list of resources has been collected from programme sectors, mainly on digital format for easy download and will be completed with relevant outputs from all projects of the Intersectoral Platform for a Culture of Peace and Non-Violence. Other e-platforms were developed under specific projects of this platform and enhanced e-learning courses on MILID, with a successful enrolment of 80 teachers/policy makers/professionals of the media. 35 fully completed the training and their MIL and intercultural competencies were enhanced. In Latin America, more than 200 teachers, teacher educators, trainers of journalists and communicators were trained in the development and application of methodologies for the promotion of a culture of peace and intercultural dialogue, through blended learning training courses implemented on a virtual platform and face-to-face meetings in each country. Four texts were developed and made available on the Virtual Platform implemented by UNESCO in support of training modules for trainers of teachers and journalists on Culture of peace, Development projects, Learning strategies, and Journalism for peace. They now constitute also reference materials and bibliographic sources that universities and coordinating institutions of training put at the disposal of the participants. In Asia, the Eye-Report was launched on www.tuslah.mn. It is an interactive tool that provides relevant resources to help fight against gender-based violence, with a successful use in China and Mongolia, namely through universities, high schools and post offices, but also UN agencies in the region such as UNWOMEN and UNFP.</p>
<p>PI: Various dimensions of the concepts of "everyday peace" and "non violence" - respectful of cultural diversity, human rights, dialogue and social inclusion - articulated and widely disseminated</p> <p>B/b: At least two studies and two pilot projects launched on the concept of "everyday peace" and "non violence" articulated and disseminated by the most convenient means (Provisional, to be checked by the appropriate Sector).</p>	<p>"Everyday peace" and "non-violence" were particularly enhanced through more than 10 projects, which developed relevant tools, such as exhibitions, contests, and awareness raising campaigns, online courses and youth-led activities. Important forums and events were used to share the concern, experience and added value UNESCO has in building a culture of peace and non-violence, namely through High Level Debates, Forums, Panels and conferences to further promote intercultural dialogue and sustainable peace (see information at IP level for more details). The Programme of Action for a Culture of peace and Non-Violence is implementing the concepts of "Everyday peace" and "non-violence", which were effectively materialized to enhance respect for cultural diversity, human rights, dialogue and social inclusion through: - the development of relevant tools (exhibitions such as "Writing Peace and "Imaging the Balkans") - the launching of contests and awareness</p>


Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)	
Programmed	Attained
	<p>raising campaigns were such relevant concepts were appreciated and used by youth - the development of tools, online courses and programmes for building Intercultural competences and youth-led activities were also useful to improve their contribution in everyday peace making processes, through active citizenship, Media Information Literacy and Intercultural Dialogue, fight against violence in schools and in LAC region, capacity building and gender mainstreaming in Asia and the Pacific with relevant tools such as the Eye Report; - The implementation of some 25 workplans under the Participation Programme in support of the Programme of Action for a Culture of Peace and Non-Violence was also a determinant framework to make everyday peace and non-violence a more tangible reality at regional and national levels - The enhancement of research and studies on intercultural dialogue, cultural diversity, peace building and conflict prevention was assured, with the creation of 3 new dedicated UNESCO Chairs and the renewal of the mandate of 5 of them.</p>
<p>PI: Some "magic moments", emblematic figures and intercultural sites identified - within contemporary diverse societies - which bind ordinary people to each other and enable them to experience common concerns and values irrespective of their cultural, ethnic, religious, linguistic and gender backgrounds B/b: At least one "magic moment", one emblematic figure and one "intercultural site", which bind ordinary people to each other and enable them to experience common concerns and values irrespective of their backgrounds, identified.</p>	<p>The implementation of the Programme of Action for a Culture of Peace and Non-Violence has served as a catalyst for "magic moments" to enhance commitment and concern to fundamental values to promote our contemporary and diverse societies. In this regard, important forums and events were used to share the concern, experience and added value UNESCO has in building a culture of peace and non-violence: - The High Level Debate "Sustainable Peace for a Sustainable Future" (21 September 2012) - The Global Context on Mutual Understanding and on Learning to live together - 3rd High Panel on Dialogue among civilizations, 19 November 2012, Paris (France) - 5th Forum of the Alliance of Civilizations "Responsible Leadership in Diversity and Dialogue", 26-28 February 2013, Vienna (Austria) - Panafrican Forum: Africa. Sources and Resources for a Culture of Peace (26-28 March 2013 Luanda (Angola) - 2nd Baku World Forum on Intercultural Dialogue, 29 May- 1 June 2013 Baku (Azerbaijan) - "Anna Lindh Mediterranean Forum: Relaunching dialogue across the Mediterranean Region", 4-6 April 2013, Marseille (France), - "The Image of the Other: Interreligious and Intercultural Education - Best practices in the Mediterranean Region", conference organized by the King Abdullah bin Abdulaziz International Center for Interreligious and Intercultural Dialogue, KAICIID, 22 May 2013, Vienna, (Austria), - Launching event of the International Decade for the Rapprochement of Cultures (2013-2022) in April 2013. - the Youth Volunteering and Dialogue Conference, 3-5 December 2013, Jeddah (Saudi Arabia) - A consultation for the elaboration of a plan of action for the International Decade for the Rapprochement of Cultures (2013-2022) will further help identifying relevant initiatives and "magic moments" contributing to everyday peace in the coming biennium. These moments mobilized eminent personalities, political leaders, personalities from the academia, civil society, etc. and contributed to set forward UNESCO's agenda for mutual understanding and a culture of peace through intercultural dialogue and the rapprochement of cultures.</p>
36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
 Education for a culture of peace and non-violence strengthened to achieve intercultural solidarity and intergenerational dialogue and mutual understanding in favour of reconciliation and peace-building	<p>The programme has contributed to strengthening the capacity of young women and men providing them with knowledge, skills and information necessary to foster a culture of peace, including social and technical competencies necessary to help mitigate conflict and promote reconciliation. The added-value of the programme is certainly the common objective shared by 6 field offices (in 3 regions) covering 11 countries. Youth participation and engagement has been strengthened at the local and national levels, especially in democratic and transition processes. The active involvement of all stakeholders (including civil society and young women and men) in the project, the mainstreaming of culture of peace initiatives in government plans and the mobilization of the UN system, all guarantee the sustainability of the initiative beyond the funding period.</p> <p>Activities foreseen have been carried out during this biennium, with very good results already achieved. They are a few activities that need to be completed in the coming weeks, in particular in Egypt, where the political context was unstable.</p> <p>In Liberia, the initiative on "Inclusive peoples history of Liberia" in partnership with the Governance Commission was implemented in support of a key recommendation of the Truth and Reconciliation Commission set up after years of conflict, and has been endorsed and well captured in the National Reconciliation Road Map. This was a joint programme developed by</p>

36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
	<p>the Liberian government and the UN Country Team in Liberia, and UNESCO's role in developing that component of the programme is highly regarded as potentially impactful on national reconciliation. The objective was to help writing a comprehensive and inclusive history of Liberia, in an effort to promote national reconciliation. A steering committee made of representatives from the Ministry of Education, University of Liberia, Governance Commission, the academic community and civil society, was set up, with UNESCO as an observer. Other structures including an editorial team, expert committee, etc. have also been put in place.</p> <p>In Sierra Leone, the activities undertaken, which aimed at guaranteeing violence-free elections, in the run up to the 2012 national elections, have already had some impact in communities around the country, with peace messages, intercultural dialogue and tolerance promoted as values to be upheld in rebuilding a post-conflict society. Between June and September 2013, six activities were implemented, which include: sensitization project and awareness-raising through district meetings and radio discussions; youth electoral accountability mapping survey; civic engagement fora; production of jingles and soap operas; training of trainers in electoral justice and accountability; and community dialogue sessions. The overall goal of the project is to enhance the knowledge base of youth in electoral accountability and justice, and capacitate them for civic engagement, thus contributing to their inclusion in the democratic process. The activities kicked off with a two day national dialogue, and immediately thereafter followed by the training of Youth Action Network members on civic engagement for electoral accountability and justice. The cumulative impact of this intervention has been excellent, with most of the youth benefiting from the training and related activities going back and taking action in the respective communities.</p> <p>In Burundi, 10 national trainers who benefitted from capacity-building sessions on culture of peace related themes (8) have trained 153 "Apôtres de la Paix" in four provinces. Four networks were also put in place and thanks to the PNUD financial contribution, the networking guide was printed in 300 copies for the purpose of being used by the "Apôtres de la paix" as a reference document. The impact and the sustainability of the project in preparation of the 2015 election are guaranteed by two aspects: the active participation of delegates of the communal administration in the project, and the large networking among stakeholders. Financial contribution of UNDP was received. Prospects for follow-up include the need to further identify funds to scale up this initiative in the remaining 13 provinces of the country, in view of the 2015 elections.</p> <p>In Tunisia, UNESCO supported the Ministry of Education to mainstream citizenship education in the school life. This was enhanced with the creation and implementation of 7 pilot "clubs de la citoyenneté et des droits de l'homme" in primary and secondary schools, in partnership with the Arab Institute for Human Rights (AIHR), and the elaboration of a draft National Strategy on Citizenship Education through a consultative process.</p> <p>The project allowed youth to develop competences in the field of citizenship with new approaches: participative steering committees set up in each Club (involving students, director, responsible teachers and local CSO); youth-crafted and youth-led projects underway in each Club with micro-funding by the UN Task Force on "Education citoyenne"; an inter-Clubs gathering organized in July 2013 to allow sharing and communications between youth; a pedagogical monitoring conducted with ED Rabat in September 2013 to accompany the activities implementation by the Clubs with a matrix of key competences to be developed.</p> <p>In June 2013 a draft National Strategy on Citizenship Education was consolidated in accordance with HRBA and RBA standards, in consultation with the AIHR and the Ministry of Education. Such a strategy identifies in a logical framework concrete actions to be implemented with a view to improving (a) pedagogical tools; (b) teacher training; and (c) democratic school life. (iii) In terms of UN collaboration, SHS Rabat leveraged this activity and made it a UN common project in the framework of the UN Task Force on "Education citoyenne" (composed of 6 UN agencies - HCDH, PNUD, UNESCO, UNFPA, UNHCR, UNICEF -, Ministry of Education, AIHR and NatCom), led by SHS Rabat. The TF is the coordinating committee of the project and every activity is designed through a participative process and consultation within the TF, thus avoiding duplication. Under its leadership of the TF, SHS Rabat managed to set up an inter-agency convention through which the 6 UN agencies made financial contributions to the TF common project. In other words, with UNESCO limited budget allotted to this activity, SHS Rabat managed to raise 133.500 USD more in the framework of the TF, to consolidate a common project. The project in Tunisia constitutes a good example of leveraging resources through the use of the seed funds of the Intersectoral Platform (USD 40.000) to mobilize further resources and scale up UNESCO initiative within One-UN framework.</p> <p>Prospects for follow-up includes: 8-9 November 2013: Organization with AIHR of youth Citizenship training, with an extra focus on freedom of expression, addressed to youth and managers of the 7 pilot Clubs. SHS Rabat involved CI Rabat in this activity in complementing SHS citizenship training with EMI. CI Rabat is also financially contributing to this activity. This is another example of good practice in intersectoral collaboration (both conceptually and financially).</p> <p>10 December 2013: Validation workshop with ED Rabat of the Key competences matrix developed as a guide to project implementation by the pilot Clubs. The draft has been complemented with the Task Force's remarks and the December workshop will present the draft to all partners (Ministries, UN, donors, etc.) as an educational tool that should sustain the Clubs' activities. UNDP Tunis is very interested in co-funding this activity as well.</p> <p>Mid December 2013: Conference to present the draft National Strategy on Citizenship Education, under the auspices of the Ministry of Education.</p> <p>In Egypt, experience developed among field offices is capitalized with the contextualization of the Tunisian gender-sensitive training manual on democracy-building launched in Tunisia in 2011. In terms of challenges, and while it is encouraging that this activity brought together a number of national partners, securing approvals has meant a delay in the start-up of the project. Meetings were held in Cairo with the National Commission, as well as in Paris with the Egyptian Permanent Delegate to present the objectives of the project. Preliminary authorization from the Ministry of Higher Education was received in May 13. The decision of the Egyptian Government to integrate civic education into the national curriculum is a major outcome at this stage and is an important step in the whole process of democracy-building. The 40.000 USD seed-money enabled fund-raising and the activity benefits now from extra budgetary funds (Spanish cooperation). Political instability however remains the main constraint.</p>

36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
	<p>In Lebanon, the focus was on addressing situations of conflict, through capacity building activities for youth students on a culture of peace. 10 workshops were carried out in April and May 2013 with the participation of students from different background and selected from the conflict region of Bab El Tabbaneh-Jabal Mohsen. Youth participants were very supportive of the idea of working together despite the tension in their communities. The Closing Ceremony of the Project "Promoting the Culture of Living Together among Youth in Tripoli" took place on Friday 20 September 2013 in Tripoli served to present the play developed by the project, very emotional, powerful in its impact as it built on script from youth that described their daily worries, fears, suffering and showed how they used to feel and behave towards one another before UNESCO brought them together.</p> <p>10 workshops were organized targeting 40 high schools students from the 2 conflicts areas in Tripoli and were articulated around 2 main subjects related to Interreligious Dialogue and Heritage. This project brought peace and hope for the youth in Tripoli. By targeting young women and men of Bab Al Tabbaneh and Jabal Mohsen which are two districts of Tripoli- North of Lebanon that have been for decades victims of extreme poverty, illiteracy, unemployment, environmental degradation and recently have witnessed repetitive armed conflicts and violence as a result of increased fanaticism and sectarian tensions, the project encouraged them to work together, resolve difference through dialogue and discussion. It constitutes a big challenge in this very sensitive context.</p> <p>A similar project proposal on a bigger / national scale is being prepared by the Office in Lebanon to be submitted for potential donors.</p> <p>In Latin America, UNESCO enabled the office to continue supporting in Nicaragua the "Open Schools Programme" in a school identified as being of high risk. The activity is ongoing and UNESCO is waiting for the final report from the National Commission in order to identify the results and impact achieved. The same applies in Costa Rica where the project has enabled further support one of the communities which was beneficiary of the "Open Spaces for Social Inclusion" project (2012). In Guatemala, UNESCO has been working towards the empowerment of youth. Training was provided to young delegates of the National Council of Youth. These young delegates have been recently appointed and need to strengthen their capacities in several areas including education, health, citizen's participation, environment, gender equality, prevention of violence, multiculturalism, etc. In Honduras and Panama, UNESCO commissioned two more studies/diagnosis of violence, particularly violence affecting youth. Studies on violence, particularly violence affecting youth, carried out in 2012 (in Costa Rica, Nicaragua and El Salvador) were presented in a regional seminar organized in San José on April 12th, 2013. Among the participants were representatives of national institutions of Costa Rica in charge of various programmes dealing with prevention of youth violence and the promotion of a culture of peace. Representatives of NGOs also presented their best practices in this field.</p> <p>The empowerment of youth constitutes the priority in those activities, i.e. capacity building of young delegates of the National Council of Youth on education, health, citizen's participation, environment, gender equality, prevention of violence, multiculturalism, etc. One of the achievements has been the awareness-raising among stakeholders about the need to continue addressing the issue of violence in the region, particularly violence affecting youth. The studies carried out in some of the targeted countries provide important information regarding the situation of violence affecting youth as well as recommendations regarding UNESCO's possible role in preventing violence. Many activities are on-going and UNESCO is waiting for the final reports from the stakeholders to identify the results and impact achieved.</p> <p>It is important to continue supporting Nicaragua and Costa Rica in the activities regarding the prevention of violence through activities such as the "Open Schools" programme. Indeed, Nicaragua and Costa Rica are the only Central American countries where violence among and towards youth has been kept at relatively lower levels, compared to the other countries of the sub-region such as Honduras, El Salvador and Guatemala. Therefore, it is worth to continue investing in "preventive" approaches to this type of violence. UNESCO's approach to the prevention of violence is highly appreciated in the sub-region and should be continued.</p> <p>This important MLA was also enhanced this biennium through a gender focus, with the project on "Women empowerment and gender mainstreaming for a Culture of Peace and Non-Violence in Asia and the Pacific". It aims to increase capacities among the target groups to prevent and respond to violence and create active advocacy network to promote a balanced and human rights-based view on "Gender" and "Culture" in the Pacific to achieve a Culture of Peace. In this endeavour, capacities of youth to prevent and respond to gender based violence (GBV) in China and Mongolia have increased through targeted information provided on the Eye-report website (in English, Mandarin, and Mongolian languages); through three sets of Infographics (in Mandarin and Mongolian languages) on "What is GBV", "GBV can happen to anyone", and "How to respond to GBV"; and through an App for Android and iOS smartphone platforms, allowing youth to get information including emergency contacts and other services available, and linking to the Eye-report website. Advocacy campaigns were also conducted in project pilot areas and a media event conducted in each country to bring attention to the project, explain its objectives and generate interest in the project. Additionally, a number of UN Agencies both in China and Mongolia have expressed interest in utilizing the open source material developed under the Eye-report platform for projects targeting youth in 2014 and beyond.</p> <p>In Mongolia the benchmarks set were surpassed. According to the implementing agency (Press Institute) e-mail marketing was used three times and reached the accounts of 450,000 people. Phone messaging reached 10,000 mobile phones and the public advertisement about the website was run for 96 hours at Ulaanbaatar's city center tower. At its launching in October, the Eye-report Mongolian website (www.tuslah.mn) had 299 hits, and 1148 as of 15 November 2013. Over 2000 posters created using the Infographics were posted in a variety of public places throughout Ulaanbaatar, including Universities, high schools and post offices.</p> <p>Under the Apia Office, the Consultation on Women's Empowerment for a Culture of Peace and Non Violence in the Pacific (Nadi, Fiji, from 13 - 15 June 2013) was an interagency collaboration amongst UNESCO, UNWOMEN and UNDP - Pacific Centre to design, promote and strengthen a culture of peace at the country and regional level in the Pacific. It brought together some 30 senior representatives (27 women and 7 men) from a cross section of development professionals and community representatives from governments, national and regional women's organizations, regional organizations, academic institutions and development partners from the Cook Islands, Fiji, Kiribati, Palau, Papua New Guinea, Samoa, Solomon Islands, Tonga and Vanuatu. The consultation included panel presentations from regional and international organizations, government ministries, NGOs and academies highlighting</p>


36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt	
	<p>global, regional and national initiatives to empower women to address gender based violence (GBV), increase women participation in decision making structures at all levels and acknowledging and recognizing women's various roles in promoting a culture of peace and nonviolence in the Pacific. Stakeholders also had the opportunity to share experiences, <u>challenges and lessons learnt</u> from across the Pacific region and have discussions to identify some of the key issues and ways forward. The participants formulated the outcome statement addressing gender and culture issues that could facilitate the implementation of the Pacific Regional Action Plan: Women, Peace and Security (2012-2015). Key messages identified in the outcome statement included; i) enhanced leadership of key actors, ie., individual women in Pacific communities, traditional leaders, church leaders and political leaders and parties, ii) improved education, iii) improved economic opportunities for women, iv) gender responsive justice, v) improved understanding of sexual and reproductive health and rights and access to related services, vi) enhanced understanding of the dynamic and transformative nature of culture and ICH as living heritage in the Pacific. Final report of the Nadi consultation is under preparation for presentation at the 12th Triennial Conference of Pacific Women (Rarotonga, 20 - 25 October 2013). Support was provided to the on-line manual and website of the Pacific Congregation of Churches for its campaign targeting on male leadership on violence against women.</p> <p>In China and Mongolia the open source Eye-report platform has been transferred to local partners in Mongolia. However in both China and Mongolia the platform will be expanded and used to provide information to youth under new projects run by UNFPA and UNESCO from 2014. The project has been a major success in Mongolia, with one of the anti-violence hotlines having to take on additional staff to cope with the increasing in calls after the project was launched. Feedback and interest has also been very good, including among UN Agencies who now wish to expand and use the open source platform for other projects targeting youth. The full outcome reports of China and Mongolia project are being published online.</p> <p>In the Pacific one final report including the outcome policy statements is under preparation and due for March 2014. The outcome statements need to be taken into consideration in the next phase of ICH capacity building programmes in the Pacific in the next C/5.</p> <p>The integration of the diversity of philosophical approaches to have more inclusive educational tools is particularly pursued to promote philosophical dialogue and researches among philosophers from the Arab-Muslim world and with those from other regions, enhancing thus South-South cooperation. A working group of experts was established and held their first coordination meeting in July 2012 in Marrakech. A discussion network was created and is at work for the development of philosophical and pedagogical contents to promote dialogue and peace, taking into account the knowledge produced by different philosophical thoughts, namely from the south. The SOPHITHINK Group is particularly mobilized in this framework. A second coordination meeting held in January 2013 to evaluate progress achieved and challenges encountered during the implementation of the project in the four regions concerned. It also examined the first set of materials gathered by the 4 coordinators around the topics defined in the Marrakech Dialogue. A Second Dialogue held in September 2013 for validation of contents, now being translated for publication.</p> <p>Contribution to C/5 is particularly evident here, including the IP MLA 2 as well as commitments at sectoral level under SHS and a solid mainstreaming of priority Gender Equality. The major challenge remains the mobilization of resources to scaling up this unique experience that mobilized the comparative advantage of the organization to inspire impactful initiatives underground, with effective involvement of local stakeholders as well as UN counterparts. UNESCO's lead role in the field was particularly enhanced through this framework, in particular in the One UN process, with several initiatives undertaken as "delivery as one".</p>	
	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)	
	Programmed	Attained
	<p>PI: Youth mobilized for promoting a new era for sharing experience and a sense of common values, as well as a willingness to act and change the world in a peaceful manner</p> <p>B/b: Holding of youth events on culture of peace and non-violence led by youth organizations, preferably one major event per year (Provisional, to be checked by the appropriate Sector).</p>	<p>- 7 clubs "Citoyenneté et droits de l'homme" were set up, allowing innovative and youth-led activities (7 Youth-led projects to empower their participation in democratic process selected) - 1 online training course for young journalists on MILID was developed and 1 session held and trained 80 young journalists - An international contest for Mutual Understanding "Writing Peace" was organized for youth from 14-25 years with the participation of 1300 youth from 55 countries. A regional Photo/image contest for youth (15-35 years) on learning to live together hold in Asia. - 2500 children and youth from ASPnet participated in the production and online publication of 41 newsletters. - BE THE CHANGE youth-led projects built youth capacity to understand, produce and to participate in traditional and new media related to intercultural Dialogue (5 projects were selected) - A conference on youth and volunteering mobilized around 100 young delegates from all over the world in Jeddah, Saudi Arabia (3-5 Dec. 2013) to discuss and share best practices on engaging for intercultural dialogue and peace. It also gathered the winners of the international contest for Mutual Understanding "Writing Peace" who received their award on that occasion. 80 young journalists were empowered in Media Information Literacy and intercultural Dialogue through and online training. 35 completed the programme.</p>
	<p>PI: Educational tools, including e-learning materials produced and analytical and anticipatory research undertaken on the causes, nature and new forms of violence in contemporary societies</p> <p>B/b: Relevant guidelines, roadmaps and pedagogical tools on the causes,</p>	<p>- Online courses on Media and Information Literacy and Intercultural Dialogue finalized - A learning to leave together media campaign was launched in Arab States (video spots developed) - Toolkits and guidelines for revision/adaptation of school curricula free from cultural, gender or religious stereotypes in development - Undergraduate and post graduate programmes on intercultural dialogue and peace in</p>

Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)	
Programmed	Attained
nature and new forms of violence in contemporary societies developed to enhance capacities in particular of women and youth to participate in decision-making processes (Provisional, to be checked by the appropriate Sector).	development in Arab states - A gender sensitive manual on democracy addressing young people in Egypt to be used in formal and non-formal education is in development. It will be used for teacher training on democracy - Relevant studies and reports on violence against women engaged in 11 countries in Asia - An active advocacy network to promote a balanced and human rights based view on "Gender" and "Culture" in the Pacific created to achieve a Culture of Peace resources for building intercultural competences is built - 4 national diagnoses on violence in schools were released for Costa Rica, El Salvador, Honduras and Panama. A regional report is being finalized to inform recommendations and guidelines for national policy action to overcome the phenomenon - Studies and tools to fight gender-based violence in Asia and the Pacific (Eye-Report online tool developed) - 41 Schools newsletters for a culture of peace and non-violence designed and published by ASPnet student in Cuba and Dominican Republic - Applications for MILID as well as to promote the fight against gender-based violence under development
<p>PI: Knowledge of academic and teaching staff as well as community leaders on historical reconciliation promoted in several regions, taking into account the root causes of violence, and appropriate teaching materials and methods elaborated on gender issues and violence prevention with a special use of online programmes</p> <p>B/b: Mapping of existing or ongoing mechanisms on historical reconciliation promoted worldwide, but particularly in ethnically or religiously divided societies (e.g. South Africa, Rwanda) (Provisional, to be checked by the appropriate Sector).</p>	<p>- A comprehensive mapping of current policy and resources of 45 countries in sub-Saharan Africa was developed and is being complimented by a compilation of endogenous oral traditions (such as traditional conflict prevention and resolution practices) and elements of history of Africa from within the African regions. - A reference document on "Intercultural Competences : Conceptual and Operational Framework" was developed, disseminated and enhance discussion in the academia on the topic - Capacity of youth, teacher training institutions and corporate bodies is built on MILID - Community Radio Programmes are being developed in South Sudan, using narratives collected from interviewing elders on the post-conflict and reconciliation process - Support is provided to the "inclusive people's history of Liberia" project to help writing an "inclusive history of Liberia", a key recommendation of the Truth and Reconciliation Commission set up after years of the conflict. - 2 key exhibitions were developed and contribute to cultural diversity, reconciliation, mutual understanding and peace, and form relevant sensitization and pedagogical tools, accessible online - The Eye Report as an awareness raising tool to fight gender based violence was developed</p>
<p>PI: Policy-makers, teaching staff, students, local leaders and traditional chiefs, youth associations, and relevant authorities have implemented the above-mentioned learning and teaching materials</p> <p>B/b: The learning and teaching materials are used by a large majority of the people who have been provided with (Policy-makers, teaching staff, students, local leaders and traditional chiefs, youth associations, and relevant authorities) (Provisional, to be checked by the appropriate Sector).</p>	<p>- Relevant institutions have adapted policies and programmes to strengthen democracy and citizenship in legal frameworks and in practice in Tunisia, Egypt - The concept of tolerance and non-violence is disseminated among the general public, in particular young women and men, as well as among institutions - The process of instilling human rights-infused intercultural competences is promoted. The publication produced is widely disseminated and influence debate among academics and professionals. Guidelines and principles for their implementation and relevant training modules are being developed for capacity building and policy action at national level - Touring Exhibitions produced are traveling around the world and are having very productive feedbacks. - Online courses and other material used and further adapted to local contexts. For example, 2 teacher training institutions have piloted the MIL Curriculum and have developed intercultural modules. 2 international adaptation by members of the MILID University Network (Queensland University of Technology and University of Athabasca) resulting in institutionalisation of two online courses on MILID - The Philosophical dialogue to produce relevant pedagogical is anticipated as a major step forward to enrich the diversity of thoughts in philosophy - The Eye Report is an awareness raising tool to fight gender based violence now used by relevant stakeholders and UN agencies - The Pathways to a culture of peace global contest results is inspiring youth from across the world, with wide media coverage of the laureate and on their work to build a peaceful world.</p>

36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
 Exploring opportunities offered by the media, including new social media, as a vehicle for reconciliation, tolerance and intercultural understanding	<p>With regard to the first expected result -- reaching the state where journalism training/education institutions, relevant NGOs and CBOs as well as other institutions from across Arab States, Africa, Asia, Latin America, Europe and USA have incorporated multiple MIL competencies, including intercultural competencies, into their teaching, research and/or professional orientations with a view to making young researchers and journalists guard themselves against bias in news/information gathering and reporting/dissemination -</p> <p>The following outputs were achieved. At global level, through inputs from UNESCO, the MILID University Network organised the first MILID Week in May 2012 in Barcelona. The MILID Week has become an integral part of this activity, enriched by the Network's diversity of representation of twelve universities, NGOs, and other civil society actors. The MILID University Network have developed and agreed on a concrete plan action. This includes launching research on MIL and intercultural dialogue. The event has led to greater awareness of and advocacy for MIL and intercultural dialogue, and will be further deepened through the implementation of the plan of action. The second MILID week was held in Cairo on 23-25 April 2013 - in collaboration with the University of Cairo. The first Yearbook on MILID will be launched during MILID Week through a partnership with the Nordic Information Centre for Media and Communication Research (NORDICOM).</p> <p>A regional workshop held in Cairo on 13-17 January 2013 trained 65 young journalists/ information specialists/researchers within media organisations and citizens' media groups (e.g. the Doha Centre for Media Freedom, the Birzeit University's Media Development Centre, and the Centre for Arab Women for Training and Research). The workshop was organised by the University of Cairo and the UNESCO/UNAOC MILID Network. It was originally designed for 25 persons but due to overwhelming demands the number of participants had to be significantly increased.</p> <p>Online course on MIL and intercultural dialogue for teachers and policy makers was developed and has been launched by the MILID Network. The initial cohort of trainees was to consist of 50 persons. When the course was launched over 400 persons applied underscoring the need for this course. This is more than eight times the targeted numbers. The partners agreed to increase the number of trainees from 50 to 80 persons. Work has commenced on a second entry-level online course for citizens, in general. This course has been delayed and will be finalised by February 2014. Both courses are based on the MIL Curriculum for Teachers and FOE Toolkit published by UNESCO. A multimedia intercultural online MIL teaching resources tool is being developed through a partnership with the United Nations Alliance of Civilization and Filmopedagogerna (Swedish NGO). This will lead to the preparation of a multimedia intercultural online MIL teaching resources tool which will increase easy access by teachers to OER and intercultural material, lesson plans, etc., which are readily adaptable. This project has been delayed.</p> <p>A publication, Media and Information Literacy Policy and Strategy Guidelines: Enabling Intercultural Dialogue was published. The publication seeks to theoretically and practically elaborate MIL as catalytic in intercultural dialogue, particularly by focusing on how citizens (women/men and boys/girls), including journalism educators, media professionals and other civic actors can enlist MIL to promote communication practices that are sensitive to cultural diversity and intercultural dialogue. Among other aspects of MIL, this publication contain editorial guidelines on cultural diversity and intercultural dialogue that will be piloted in newsrooms globally, in addition to being incorporated into journalism curricula at training institutions, especially the 20 UNESCO-designated potential centres of excellence in journalism in Africa. In turn, this project is linked to an ongoing RP activity involving the updating of the UNESCO Model Curricula for Journalism Education. As part of that process, a compendium of new specialised syllabi was launched at the 3rd World Journalism Education Congress (WJEC-3) on 5 July in Mechelen, Belgium. The compendium has a syllabus on Intercultural Journalism, thereby helping to contribute towards the realisation of Expected Result 2 of this Saudi Arabian-funded project, particularly in terms of linking the teaching of journalism to issues of cultural diversity and intercultural dialogue.</p> <p>In Latin America (Andean Region), more than 200 teachers, teacher educators, trainers of journalists and communicators community areas of border of the 5 countries in the Region, more than 60% women, were trained in the development and application of methodologies for the promotion of a culture of peace and intercultural dialogue, through blended learning training course implemented through virtual platform and face-to-face meetings in each country.</p> <p>Four texts in support of training modules for trainers of teachers and journalists on were developed: Culture of peace, Development projects, Learning strategies, and Journalism for peace. These texts of support were added to materials and bibliographic sources that universities and coordinating institutions of training, put at the disposal of the participants. These materials were placed on the Virtual Platform, implemented by UNESCO.</p> <p>Collaboration was enhanced with local institutions such as FLACSO in Esmeraldas Ecuador; UTPL and University of Piura in Peru; Universidad Javeriana in Cali Colombia, Universidad Jesuita in Táchira Venezuela; and the Foundation Machaqa Amawta in El Alto Bolivia, who fulfilled an important role in the call and identification of the participants, and in general in the coordination of the programme in the border areas, ensuring the development of the culture of peace in the curriculum with focus on sustainable development, intercultural dialogue and gender.</p> <p>One of the difficulties remaining to be overcome in the Andean Region, is the access and management of ICT, particularly in the use of the virtual platform by teachers. This difficulty was overcome in some countries through the creation of a network on Facebook.</p> <p>Institutions coordinators ensured that each participant has supported and the institutional backing of his school, which secured a greater impact of the programme and projects with a focus on the culture of peace, sustainable development, gender and intercultural dialogue, in collaboration with local community and alternative media.</p> <p>For the closing of the project, held in Quito on 28 and 29 November 2013, the Andean meeting of Culture of Peace, which brought together more than 100 participants between coordinators and delegates of the training programmes in the five Andean countries. Progress, learning, experiences and lessons learned from the project were presented at this meeting. It took place also, the SG campaigns: "UNETE" led by ONUmujeres, and "Free and different" led by OACDH.</p> <p>The office counts with a systematization of the project which will be published soon. Partnerships with ministries, universities and NGOs, and the permanent intersectoral coordination, support and monitoring of the UNESCO Quito, was key to the success of the program.</p>

36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
	<p>Besides, UNESCO Associated Schools Project Network in Cuba and the Dominican Republic were mobilised to strengthening the core values of a culture of peace and non-violence among youth and teachers involved. 2500 children and youth (51% female and 49% male) participated in the production and online publication of 41 newsletters on the UNESCO Office in Havana website (www.unesco.org/havana). This enabled a wide distribution and exchange of the newsletters among the different schools, local organizations and other entities linked to the schools. 250 Cuban and Dominican teachers were trained in Nov. 2012, Dec. 2012 and Feb. 2013 through the first part of the Diploma course on Culture of Peace (from Nov. 2012- May 2013). Also, the publication and distribution in 111 schools of the Manual "A New Means of Communication and Information: School Newsletters" was achieved to help teachers to address the elaboration of school newsletters in Primary, Secondary, Technical and Higher Education levels, and the manual "Notiweb Escolar" for the sensitization of children, adolescents and youth from the 76 UNESCO Associated Schools of Cuba and 30 of Dominican Republic, along with their academic communities, on the importance of the peace culture and the efficient use of ICTs. Design and publication of the project website: http://www.unesco.org/new/es/havana/areas-ofaction/education/red-de-escuelas-asociadas-la-unesco/proyecto-boletines-escolarespor-una-cultura-de-paz/.</p> <p>Furthermore, institutional capacities was strengthened to implement the 2005 Convention, in particular addressing the audiovisual sector, as well as local capacities to create and disseminate own creative audiovisual productions, in particular by women. 51 experts from the Caribbean and the Diaspora attended a dedicated workshop in Trinidad and Tobago during the during the 8th edition of the tfff/13. 21 were women.</p> <p>In Africa, to help promoting the use of ICT in peace education, promotion, reporting and monitoring as well as in giving voice to women and students in northern Uganda in promotion of a culture of peace and tolerance, educative, engaging and interactive multimedia programmes were developed. 12 educative programmes are being produced to be used by local radio stations and also to be included in the Toolkit to be used for training workshops with main stakeholders. The latest training and mentoring produced 7 stories that have been reviewed and include subjects such as missing persons in Uganda, the oil curse, cattle sales, Crimean-Congo Hemorrhagic Fever, Road Conditions Hindering School Travel, Corruption among administrative officers or High taxes hinder cross-border trade. The finalized and mentored stories will be published on the Media Development Platform of United Press International.</p> <p>Journalists and citizen reporters were trained in reportage that promotes peace-building and tolerance: 3 Training sessions were held, one in Gulu, one in Lira and one in Arua. A 3 day training on Information and Communication Technologies (ICTs) and peace journalist from 18 July to 20 July 2013 in Pader, Uganda. The training drew participation of 20 journalists including editors and reporters from various community media houses who had previously attended a series of introductory peace reporting workshops conducted during the month of April and May 2013 in Arua, Gulu, and Lira districts in Northern Uganda. It aimed at equipping participants with skills on the use of Information and Communication Technologies (ICTs) in Peace Journalism and Conflict Sensitive Reporting. The training contributes towards enhanced media and information literacy and facilitated civic participation in the development processes. The impact of the trainings, contributing towards reconciliation and tolerance will be measured by an online mentoring programme on the quality of the articles/programmes produced by the trainees.</p> <p>Online platform was developed, and ICT used by journalists, students and women groups for peace-building purposes and tolerance purposes. This strengthened cooperation with United Press International. An online monitoring tool was developed to assist newly trained journalists and citizen reporters to receive mentoring on productions regarding peace and tolerance. Seven stories on Conflict Sensitive Reporting are in the process of being reviewed to be published on the Media Development Platform of United Press International.</p> <p>Two series of 3-day training workshops took place in Soroti and Pader for reporters, presenters and journalists on Citizen Journalism and the use of ICT. Furthermore, mentoring of 10 journalists was provided through the UPI Media Development Platform. These interventions contribute towards the use of ICT in peace education by the 20 trainees, promotion a culture of peace and tolerance through the media articles produced. The improved reporting skills of young journalists contribute towards advance cultural understanding, diversity and peace through community journalism.</p> <p>In South Sudan, the work achieved this biennium was geared towards enhanced understanding and increased mobilization and social interactions within mixed communities through the local creation of drama and programmes. In this regard, the importance of tradition and cultural expressions in the process of peace and nation building was discussed in 9 community based meetings so far. Project introduction meetings were successfully conducted in the three communities targeting specific stake holders (Chiefs, sub-chiefs, Headmen, Youth leaders, Women groups, church leaders and important clan elders). These events aimed at gaining local ownership of the project and receiving input from the targeted stakeholders in regards to local traditions and customs. In Ombasi (Yei), 16 people (9 Male & 7 Female) attended the meeting. Authorities and communities welcomed project interventions. A formal project introduction letter was signed between the implementing partner, War Child Holland and the community represented by the Boma Administrative officer. The training sessions, six in total, brought together 16 youth in Juba and 15 in Yei that discussed the objectives of the project and their roles in the implementation process. The focus of their discussions were the individuals role in creating a culture for peace, the traditions and cultural expressions that lead to reconciliation as well as the effect of conflict in their lives. Young People in Central Equatoria State and Eastern Equatoria State are now empowered to actively engage with their communities through participatory media, to learn about issues related to conflict and history, and become agents of change to promote a culture of peace in their communities. In total 711 people have been involved and exposed to the stories and interviews of people from different ethnic groups. 16 Young People (11 male and 5 female) from Kator (Juba) and 15 young people (9 male and 6 female) from Peremasu (Yei) of ages between 15 to 21 years attended and completed a five days training covering the objectives of the project , their roles in the implementation process, how to use flip cameras, interviewing, downloading and editing of clips and making a video; communication skills, how to relate with community members as young people, cultural storytelling, reflecting on stories before , during and after the war and community screenings. 39 (8 f, 31 m) and 17 (7f, 10m) community members from Yei (Peremasu) and Juba (Kator) respectively were interviewed and all signed the consent forms before their video</p>

36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt								
	<p>clips were recorded.</p> <p>In Arab States the Learning to live together media campaign EXB project contributed to support MS in raising awareness of public media on Cultural Dialogue. A Media Campaign on Intercultural Dialogue was therefore launched in the Arab States in 2013 to spread the message of cultural dialogue which is accepting others, tolerance and coexistence leading to peace, stability and development, and to maximize its reach.</p> <p>The campaign targets group of youth (ages 13-25), with a focus on media as vehicles that are viewed by youth and represent their interests, passions and drive. The campaign produced a clear logo with a slogan that represents its aims and is already being used throughout the project, in communication, stationary, and all outputs of the project. A series of television public announcement or TV spots carrying strong messages of change, acceptance have been produced and is now being disseminated to a large audience in the Arab States through regional and local televisions. A professional Youth Friendly Interactive Arabic Facebook Page to deliver the messages of the programme is under process and is expected to be delivered in April 2013. A CD including 4-5 songs around the themes and messages of the programme delivered by the UNESCO Choir is under progress and is expected to be disseminated in the spring of 2013. A Facebook page of trainers including peace and dialogue messages has been produced and is now in use. A schedule of 12 TV appearances for the project team and partners has been developed. 6 appearances have already been delivered.</p> <p>A Seminar for media professionals is being prepared and will take place in February 2014 in Egypt. It will include 35 Media professionals for building their capacity and orientation.</p> <p>All activities engaged are fully in support of relevant C/5 workplan elements, with intersectoral synergies put together for more effectiveness and impact in the delivery. Major challenge remains the capitalization of the working methodology developed under this IP and the mobilization of additional resources to further the work started in the next biennium. Priorities Africa and Gender equality were well enhanced under this framework, with effective results as highlighted in the narrative above.</p>								
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	of peace and non-violence were designed and published by ASPnet student in Cuba and Dominican Republic, contributing to their empowerment in the use of ICTs
36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
 Science and culture diplomacy approaches developed and promoted to raise awareness about the contribution of all civilizations to humanity's progress through exchange and cross-fertilization of ideas	<p>3 main initiatives were engaged this biennium to develop and promote science and culture diplomacy approaches to raise awareness about the contribution of all civilizations to humanity's progress through exchange and cross-fertilization of ideas.</p> <p>The travelling exhibition "Imagining the Balkans", was developed by UNESCO with the support and participation of the International Council of Museums (ICOM). It was inaugurated in Ljubljana in April 2013, in the presence of the UNESCO Director-General. It was also presented in Belgrade at the Historical Museum of Serbia, on 9 September 2013, in the presence of Bratislav Petkovic, Minister of Culture and Media, Serbia and numerous professionals and experts from the museum community in SEE. The exhibit was then shown at the National History Museum of Romania (MNIR), Bucharest on 28 November 2013, in the presence of Daniel-Constantin Barbu, Minister of Culture of Romania; Ernest Oberländer-Târnoveanu, MNIR General Director; and, Yolanda Valle-Neff, Director of the UNESCO Regional Bureau for Science and Culture in Europe, Venice (Italy). The exhibit will continue to tour in the SEE region in 2013-2014. The international steering committee comprises relevant Ministry representatives and Holocaust experts from each of the six successor states (Bosnia and Herzegovina, Croatia, Montenegro, Serbia, Slovenia, and The former Yugoslav Republic of Macedonia), UNESCO, as well as representatives of the following internationally recognized institutions: Shoah Memorial (France), The Topography of Terror (Germany), Holocaust Memorial Museum (USA), with the participation as Observers of the National Fund for Victims of National Socialism (Austria) and the Auschwitz-Birkenau Memorial and State Museum (Poland).</p> <p>UNESCO organized at the Auschwitz-Birkenau Memorial and State Museum on 3-4 July 2013, a fourth meeting of the international steering committee in charge of coordinating, under the auspices of UNESCO, the establishment of a renovated joint exhibit space within the ex-Yugoslav pavilion (Block 17). The meeting was opened by Piotr M. A. Cywinski, Director of the Auschwitz-Birkenau Memorial and State Museum, and by Anthony Krause, Head of the Culture Unit of the UNESCO Venice Office. The experts were able for the first time to present and confront a preliminary selection of items (approx. 60 items per country) and texts, and discuss common approaches for the contents of the joint exhibit. The experts also used the opportunity to consult archives and visit other recently renovated national pavilions (Belgium, France, Hungary, Israel, Netherlands, Roma, Russian Federation). The experts will meet again in February 2014 in Zagreb, Croatia, with a reviewed selection of texts and items, in order to prepare and finalize a first draft consolidated scenario of the exhibit. The final report of the meeting gives an overview of principles and guidelines commonly approved. A small editorial committee has been established.</p> <p>Great visibility was given to the two aforementioned activities (web, press, media coverage). Each venue of the travelling exhibit has been accompanied by wide-reaching cultural and public events (cultural weeks), targeting youth in particular. The UNESCO website has given extensive coverage to the activities. Member States and National Commissions have been extremely responsive. Also, the exhibit has been accompanied by the production of a beautiful catalogue, available in English and in local languages, and by a small leaflet of the exhibit available on the web. Both activities have been presented as major achievements in the UN Secretary-General's Report on Culture of Peace in view of the 68th UNGA "Follow-up to the Declaration and Programme of Action on a Culture of Peace" (A/68/216).</p> <p>In this same spirit, the 2nd World Forum on Intercultural Dialogue was organized by the Government of Azerbaijan, in collaboration with UNESCO, the United Nations Alliance of Civilizations, UNWTO, the Council of Europe, the Council of Europe North-South Center and ISESCO. It held in Baku (Azerbaijan) from 29 May to 1st June 2013 on the theme "Living together peacefully in a diverse world". The Forum gathered delegates from around the world around workshops, side-events and special sessions including "Cultural corridors in Southeast Europe, Black Sea and Caucasus regions", "Intercultural Dialogue through History Teaching: Best Practices and Challenges", "Promoting intercultural dialogue between Muslim and Western world", "Tourism as a key driver of mutual understanding and tolerance among peoples and cultures", "Intercultural dialogue: Faith and Science", but also special ceremonies such as "Do one thing for Diversity and Inclusion", the "Intercultural Innovation Award ceremony for Central Asia, Black Sea and Mediterranean regions" and the "Living Together Peacefully in a Diverse World" Prize. A Ministerial Meeting gathered ministers and delegation of ministries in charge for culture and tourism around two special sessions on "How can culture and creativity build intercultural confidence?" and on "Common ground for intercultural dialogue: heritage and cultural tourism".</p> <p>UNESCO's participation in this Forum was marked by a workshop on "Building intercultural competences for the 21st century", held on 30 May 2013. Rooted in the Organization's longstanding experience in promoting intercultural sensitivity and solidarity with a view to fighting intolerance, stereotyping, discrimination and violence through its fields of competence, it gathered some experts from different regions on this topic to discuss and provide recommendations for the design of a general framework for addressing new global challenges and threats undermining humankind's cohesion. It was a follow-up to the expert meeting on "Building competences to develop policies and programmes for intercultural dialogue respectful of human rights" held at UNESCO Headquarters on 10 April 2013. The new publication entitled "Intercultural Competences: Conceptual and operational framework" issued by UNESCO (2013) was presented during the Baku Forum and is available online at: http://unesdoc.unesco.org/images/0021/002197/219768e.pdf. New guidelines and training tools to build human rights infused intercultural competences are under development within these activities pertaining to the project on "Building competences to develop policies and programmes for intercultural dialogue respectful of human rights" and funded by the government of Denmark.</p> <p>This Forum was also the occasion for UNESCO to display its touring exhibition on "Writing Peace", for thinking and sharing peace across time and space, elaborated within the framework of the "Abdullah bin Abdulaziz International Programme for a Culture of Peace and Dialogue" funded by the Kingdom of Saudi Arabia. This exhibition was first presented during the celebration of the 2012 International Peace Day at the United Nations Headquarters in New York. Its trilingual catalogue (English, French and Arabic) is now available online</p>

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	<p>at: http://unesdoc.unesco.org/images/0021/002176/217691m.pdf. Further to its success and the creative interaction it generates, 10 sets of this exhibition are currently being reproduced for international display, through some UNESCO Regional Offices for sensitization and awareness raising activities around the theme of peace and non-violence. This is a very timely initiative within the International Decade for the Rapprochement of Cultures (2013-2022). 3 sets have already been produced. As an evolving tool, it invites to discover and extend the written forms of "peace" in some of the world current writing systems, and encourages enriching this interactive exhibition. The exhibition was already displayed in New York, and Almaty (2012) in Luanda, Angola, (March 2013) and it is presently touring in Azerbaijan, following the 2nd World Forum on Intercultural Dialogue mentioned above. This initiative shows a combination of different contributions and support received to enhance visibility and impact at lesser cost to the Organization.</p> <p>To improve human resource capacity in the area intercultural and intercommunity dialogue in the Arab, UNESCO Beirut Office is piloting BE THE CHANGE youth-led projects in collaboration with the Ministry of Education and Higher Education in Lebanon and the UNESCO Lebanese National Commission and the Arab Thought Foundation. The aim of this pilot is to encourage young people to be the change they want to see in their schools and communities; to promote messages of peace and dialogue; to encourage youth on participation and freedom of expression; and to give youth a venue for expressing their needs and dreams in their communities. The pilot will be documented, evaluated, and amended as to be scaled up in other countries of the region. Relevant outputs and deliverables include the following: Review of current media training initiatives in universities regarding intercultural dialogue; support to youth-led media projects on intercultural dialogue in selected Arab States (4 youth led projects were supported in Lebanon and 1 in Sudan). This initiative is also part of the "Abdullah bin Abdulaziz International Programme for a Culture of Peace and Dialogue".</p> <p>The Jeddah Conference on Youth Volunteering and Dialogue held from 3-5 December 2013 highlighted the role and contribution of youth as actors for the promotion and dissemination of best practices for dialogue, mutual understanding, reconciliation and peace. All these outputs and many more other to be finalized will be displayed on the e-portal on dialogue, currently being developed, with a view to enhance their accessibility and use by a larger audience.</p> <p>The intersectoral initiative for empowering stakeholders in the Lac Chad Basin for the peaceful management of transboundary resources was also well developed.</p> <p>Les capacités de négociation et de coopération des membres du Secrétariat Exécutif et des points focaux nationaux de la CBLTD ont été renforcés par une formation au processus "Post Conflict to Cooperation Potential - PCCP" à Douala (Cameroun) 19- 21 Juin 2013. Dix-huit participants venant de tous les pays membres de la CBLT ont été représentés (Cameroun, Tchad, République Centrafricaine, Niger et Nigéria) à l'exception de la Lybie. Cette formation a été extrêmement appréciée et les participants ont unanimement demandé à ce que d'autres sessions soient organisées. Ce projet a permis de toucher les diverses catégories d'acteurs impliqués dans la gestion du Lac Tchad aussi bien sur le terrain que lors de réunions: ministères publics, scientifiques, société civile, communautés locales, collectivités décentralisées, peuples autochtones et d'instaurer un dialogue entre eux sur leur vision de la gestion transfrontière du lac Tchad. Au bout du processus, qui s'est terminé par la validation de l'étude de faisabilité de l'inscription du Lac Tchad sur la liste du patrimoine mondial et comme RB transfrontière, il s'est dégagé un consensus et une vision commune sur les grands principes de gestion à asseoir traduite dans la feuille de route.</p> <p>Un document faisant la synthèse des connaissances sur le lac Tchad et un document de plaidoyer envers les décideurs ont été produits. 6 messages politiques pour la gestion transfrontière durable du Lac Tchad ont été définis. Ce projet a permis un renforcement de la collaboration de l'UNESCO et de la CBLT. Le Lac Tchad est sujet à divers projets d'exploitation pétrolière et le projet de RBT et WH devrait aider le pays faire leur choix pour la durabilité. La participation des communautés locales n'a pas été très importante et peu de femmes ont été impliquées dans ce projet.</p> <p>All these initiatives concretely contributed to the achievement of relevant C/5 MLAs of the Intersectoral Platforms (CoP, Africa and PCPD), but also of MLAs at Sector levels (CLT, SHS and SC more particularly).</p> <p>The main challenge is the capitalization of the achievements made and the design of forward looking initiatives in the next biennium, despite the formal abolition of IPs.</p>				
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	Conference on Youth Volunteering and Dialogue was a suitable framework for sharing of good practices on the promotion of dialogue, reconciliation and peace among youth from across the world.

Cost-effectiveness/efficiency measures for this Intersectoral Platform

Through a Steering Committee mobilising all sectors and involving different field offices, all UNESCO's fields of competences are engaged in the implementation of clusters of projects for making everyday peace a tangible reality for all. This could not have been achieved without funding mobilized for intersectoral and interdisciplinary work within 17 projects, approved with a global envelop of USD 1,246,964 (USD 364,464 coming from Regular Programme, of which Additional Appropriation of USD 24,964 and USD 882,500 under Emergency Funds). Implementation phase started in late October 2012. During this biennium, additional funds were also mobilized under the CAP, namely through the "Abdullah bin Abdulaziz International Programme for a Culture of Peace and Dialogue" supported by Saudi Arabia with USD 5,000,000 and its 10 projects undertaken this biennium in its Phase I (USD 2,950,000) to reinforce the Organization's commitment to promoting intercultural dialogue, cooperation and peace, as well as the project on "Building competences to develop policies and programmes for intercultural dialogue respectful of human rights" (USD 426,500), funded by the Government of Denmark. Other resources were secured under the United Nations Counter Terrorism Initiative Task Force for implementing a pilot project on "Conflict Prevention and Countering the Appeal of Terrorism in Nigeria through Education and Dialogue" (USD 313,500), but also through the Government of Kazakhstan with Additional Appropriation of USD 24,964 for the organization of a High Level Debate on "Sustainable Peace for a Sustainable Future", (21 September 2012, UN Headquarters in New York). The contribution of the Government of Azerbaijan is also worth acknowledging in this context, with the full coverage of all the costs related to the participation of UNESCO Secretariat's delegation to the 2nd World Forum on Intercultural Dialogue (Baku, Azerbaijan, 29 May to 1st June 2013). Also, more than 25 Participation Programme activities also contributed to this work during this biennium.

As a result, UNESCO's longstanding engagement in the promotion of intercultural dialogue and a culture of peace was particularly enhanced through its Programme of Action for a Culture of Peace and Non-Violence, which provided a new framework for designing and testing innovating approaches and working methods to reinforce the transformative forces of education, the sciences, culture, communication and information to create harmonious and inclusive knowledge societies in all the regions of the world. The strategy used to address this global concern in daily contexts as well as in policy frameworks as an antidote to violence was organized under four thematic areas aligned with UNESCO's following main axes: i) strengthening formal and non-formal education to achieve intercultural skills such as empathy, solidarity and hospitality reflecting the diversity of contemporary societies in a genuine and lasting dialogue; ii) fostering social cohesion and inclusion, pluralist and democratic participation and human rights, notably through the empowerment of women and youth; iii) harnessing the media and ICTs to foster peace, non-violence, tolerance and intercultural dialogue; and iv) promoting heritage and contemporary creativity as tools of resilience and harmonious interaction.

In this context, the need to promote a lasting intercultural dialogue and to identify obstacles that hinder it (such as ignorance, indifference, prejudice, etc.) as well as to target special groups such as opinion makers, and particularly youth and women was considered very urgent. A more holistic view was encouraged, whereby interreligious dialogue was considered as an essential part of the broader intercultural dialogue. UNESCO's fields of competence - education, sciences, culture, communication and information - offered an added value to deal with such a complex issue in synergy with diverse partners.

Activities under Emergency Funds and Regular Programme have particularly strengthened. New collaboration frameworks were established or further strengthened with relevant institutions at international, regional and national level to foster intercultural dialogue, social inclusion, mutual understanding and peace. Links with relevant experts and organizations on cultural diversity, intercultural dialogue and devoted to promoting social inclusion, sustainable development and peace are created throughout the project and activities within the Programme of Action for a Culture of Peace and Non-Violence. Member States commitment and involvement was effective and contributed to enhance the implementation capacity, namely in collaboration with ministries and National commissions for UNESCO. Furthermore, this Programme provided a relevant framework for the designing and testing of innovating approaches and working methods that improved UNESCO's intersectoral capacity to making dialogue, peace and non-violence, a concrete dimension of the political agendas to address the challenges of our increasingly globalized world with an emphasis on South/South cooperation. Its dedicated Intersectoral Platform within the Bureau for Strategic Planning succeeded in synergizing different Sectors and relevant field offices, as well as other Intersectoral Platforms for focused actions.

UNESCO's presence and relevance within the UN country teams was also reinforced with projects implemented as "Delivery as one" or within specific Task Forces involving different UN agencies under both national initiatives such as in Tunisia, Burundi or Liberia, but also regional work for women empowerment in Asia and the Pacific. This cooperation was particularly useful to help to avoiding duplication and facilitate synergies. For example, UNESCO Apia Office project on women empowerment for a culture of peace and non-violence in the Pacific as "Delivery as one", synergized UN Organization's contribution to the Regional Priority Gender Equality and MDG3. The same goes for the Task Force "Education Citoyenne" led by UNESCO Rabat office and mobilizing six UN agencies in support of the Tunisian National Youth Strategy. Activities implemented also contributed to reinforce UNESCO's comparative advantage in the field, while providing a suitable framework for collaboration with other regional and national actors in the fields of intercultural dialogue and culture of peace.

This Programme of Action served as a wonderful framework to enhance bilateral cooperation in favour of intercultural dialogue and a culture of peace, namely through the "Abdullah bin Abdulaziz International Programme for a Culture of Peace and Dialogue" funded by Saudi Arabia "to spread a culture of peace and non-violence, as well as tolerance in Member States". 10 extrabudgetary projects engaged in this context helped generating a new array of dialogue-based conceptual and operational frameworks and tools. Experts, youth and civil society activists as well as scholars were mobilized through the holding of conferences, capacity-building workshops and awareness-raising campaigns towards learning to live together in peace. Achievements include the production of the "Writing Peace" touring exhibition that stimulated debates on the contribution of different civilizations to peace (Catalogue: <http://unesdoc.unesco.org/images/0021/002176/217691m.pdf>); the "UNESCO Global Contest for Mutual Understanding: Pathways to peace" that mobilized about 1350 youth from 56 countries; the launch in the Arab States of the "Learning to live together media campaign" to spread messages of peace and dialogue; as well as the elaboration of tools and guidelines to assist Member States in the revision of textbooks and curricula free from gender, cultural or religious stereotypes. Dialogue and e-training platforms were also created to advance media information literacy and intercultural dialogue, in cooperation with UNAOC, but also to nurture South-South philosophical dialogue with a new pedagogical manual for primary and secondary education under finalization. To improve capacities for promoting intercultural dialogue in selected universities in the Arab States, certified resources on intercultural dialogue were inventoried or developed, in collaboration with the Agence Universitaire de la Francophonie. To further strengthen youth's role and contribution as actors and volunteers for dialogue and peace, a "Youth Volunteering and Dialogue" conference was held in December 2013, in Jeddah with great success as testified by the abundant media coverage and the strongly positive feedback from the young participants. All

Cost-effectiveness/efficiency measures for this Intersectoral Platform

these outcomes will be further disseminated through the Peace and Dialogue E-Portal under construction, specially developed to that effect.

The development of human rights-infused intercultural competences is also acknowledgeable, under a Danish funded project on for designing human rights infused intercultural competences, now nurturing the debate among professionals and the academia. Further action to infuse such competence in daily reality is underway, through the development of relevant guidelines and training modules for capacity building workshops to be initiated in the next biennium.

Among the various challenges, financial constraints faced by the Organization during this biennium considerably reduced the scope of planned activities. This situation however furthered the capacity to explore new partnerships, so to maintain UNESCO's pro-activeness on these important themes. For instance, the opportunity of the collaboration between UNESCO and the Government of Azerbaijan was scaled-up with the collaboration in the preparation and successful organization the 2nd World Conference on Intercultural Dialogue. New avenues for enhanced action are being considered, namely with the renewal of the MoU with UNAOC and the consideration given for future cooperation with KAICIID, among other prominent partners.

Institutional mutation remains a critical point, in an effort to further synergize the work initiated under Intersectoral Platforms, given their abolition at the end of this biennium. New operation mechanisms would therefore need to be invented to work-out intersectoral cooperation on this field, building on the experience already capitalized and the opportunities of linking this theme with the Human and Social Sciences Sector and the work on social transformations as a whole. UNESCO's work to promote intercultural and interreligious dialogue, understanding and cooperation for peace is already quite strong, as demonstrated by the multiple requests received by Member States, international organizations and civil society calling for the follow-up of many of the projects and activities engaged through an adaptation to their own context, owing to their invaluable contribution to the so-called "invisible transformations" that would positively transform our plural societies in quest for unity-in-diversity.

This intersectoral working mechanism, with the support of some seed money, has proven to be very effective in a much reduced timeframe. Cost effectiveness was also ensured through the Participation Programme, where more than 25 projects supported the Programme of Action for a culture of peace and non-violence. The same goes for the UNESCO Chairs where 3 new proposals were created in India and Kazakhstan and 5 renewed in their mission.

The Programme of Action for a Culture of Peace and Non-Violence and its dedicated Intersectoral Platform effectively contributed to achieving MLAs and ERs as designed in the 36C/5 (paragraphs 07008-070029). This was a unique framework with specific inputs to the work of the Organization in all its fields of competences to: i) strengthening formal and non-formal education to achieve intercultural skills such as empathy, solidarity and hospitality reflecting the diversity of contemporary societies in a genuine and lasting dialogue; ii) fostering social cohesion and inclusion, pluralist and democratic participation and human rights, notably through the empowerment of women and youth; iii) harnessing the media and ICTs to foster peace, non-violence, tolerance and intercultural dialogue; and iv) promoting heritage and contemporary creativity as tools of resilience and harmonious interaction.

Global priorities Gender Equality and Africa were substantially impacted by the work of this IP. Indeed, all projects initiated under this programme had to integrate them. As such, a gender perspective was highlighted and implemented in through an interdisciplinary approach, to achieve a dedicated thematic cluster: "Women and youth empowerment for democratic participation, new citizenship/identity, and social cohesion". While gender equality is effectively mainstreamed in all projects, it was particularly optimized in 3 intersectoral initiatives: (i) Women empowerment and gender mainstreaming for a Culture of Peace and Non-Violence in Asia and the Pacific, "strengthening the empowerment of young women and men and their engagement, particularly in democratic processes, in order to promote intercultural dialogue and social inclusion" and "Toolkit on revision/adaptation of curricula, school textbooks and other learning materials to remove cultural, religious and gender biased stereotypes". National and regional consultations were held, relevant tools such as the Eye-Report were developed to raise awareness and equip women at risk with relevant resource to preserve or restore their right to be free from gender based violence. Dedicated applications for iPhone and iPad are being finalized. Regional working groups were set-up and relevant action plan for enhance collaboration in this field designed.

The advancement of the work under Priority Africa was attended through the different fields of competences of UNESCO, with project developed and approved as cost sharing which enable the mapping of the inclusion of principles and values of peace in education in 45 countries in Sub Saharan Africa. Strengthening young women and you participation in democratic process is also enhance in Africa through projects and activities in Burundi, Liberia and Sierra Leone. Besides, media professionals and the local population at large is empowered to the development and use of community radio programmes to enhance their capacity to manage post conflict and reconciliation processes, namely in South Sudan and Northern Uganda. Countering the appeal of terrorism is the main focus of a project in Nigeria led by the Abuja Office within the framework of the UN-CTITF. Also, the Platform attended the process for designing a new strategy for the Priority Africa and lead the drafting of its Flagship One related to the promotion of a Culture of peace in Africa, with offers a stronger framework to implement this priority in the 37C/5 and to follow-up with main outcomes of the regional forums to build a culture of peace in Africa (Abidjan Forum in 2012 and Luanda Forum in 2013).

It is certainly too early to assess more precisely the work and impact of this IP, but it can be felt already by actors on the ground looking for a clear potential for replicable and further scaling up of similar experiences. This would capitalize the Organization's future contributions to intercultural and interreligious dialogue and culture of peace and non-violence, themes inscribed every year to the United Nations General Assembly's Agenda Item on "Culture of Peace". The International Decade for the Rapprochement of Cultures (2013-2022) is a timely framework for follow-up actions in the 37C/5, both under RP, EF, but also for which extrabudgetary resources still need to be mobilized. The creation of a dedicated Special Account may be incentive in this regard.

Despite the very challenging task of assessing impact of initiatives related such theoretical issues as intercultural dialogue and a culture of peace and non-violence and which general need a rather long-term perspective, some indicators of key achievements are however already perceptible. The promotion of intercultural sensitivity and solidarity, with a view to fighting intolerance, stereotyping, discrimination and violence as well as the bridging of cross-cultural divides and promotion of mutual understanding is one of them. Indeed, UNESCO's leadership, relevance and comparative advantage in intercultural dialogue through this important Programme was widely referenced in the reports of the United Nation's Secretary-General to the 68th United Nations General Assembly. Documents A/68/216 (paragraphs 13, 16, 49, 53 and 54) and A/68/286 (paragraphs 9 and 36) under agenda item "Culture of Peace", in line with pertinent UN resolutions (A/RES/104 in follow-up to the Declaration and Programme of Action for a Culture of Peace and A/RES/106 on the "Promotion of interreligious and intercultural dialogue, understanding and cooperation for peace" could be consulted for further detail. As a consequence, UNESCO's profile has been raised and the Organization's initiatives for peace and dialogue were widely praised by governments and civil society organizations. Just as an example, the Declaration and related documents from the Jeddah youth conference were widely disseminated and directly sent to the UN Secretary-General. The Writing

Cost-effectiveness/efficiency measures for this Intersectoral Platform


Peace exhibition was first presented at the margin of the 67th United Nations General Assembly. Besides, UNESCO is fully in charge of implementing UN-funded projects in Nigeria and Burkina Faso to counter the appeal of terrorism, building on its unique experience in using the soft power of intercultural dialogue.


The International Decade for the Rapprochement of Cultures led by UNESCO offers a new horizon to further this synergy to build more peaceful and inclusive societies.


UNESCO's Contribution to Climate Change Mitigation and Adaptation


Regular Programme ¹ : staff and operational budget		Extrabudgetary resources ¹
Allocation 2012-2013: US\$ 548 370	Expenditure % 2012-2013: 92%	Expenditures 2012-2013: US\$ 515 898

¹The budgetary information regards unaudited figures and for extrabudgetary resources include Emergency Funds.

36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt	
 Interdisciplinary climate change knowledge base strengthened	<p>The Global Framework for Climate Services (GFCS) is positioned to become an important endeavor for climate change knowledge-based service delivery and for the strengthening of the climate change knowledge-base in general in the coming years. Spearheaded by WMO, UNESCO has successfully mobilized several of its programmes and platform projects with the view of assisting in the design and implementation of the GFCS.</p> <p>Progress are good against the benchmarks, as several UNESCO programmes are fully involved in the GFCS and more than ten countries have been or are supported to establish or expand science capacity development programmes, and more than five UN collaboration partnerships have been implemented and maintained.</p> <p>Three key platform activities launched to enhance the climate knowledge base that include collaboration among IHP, IOC, MAB and MOST. Outputs include regional and global cooperation on Climate Change Impacts in Major Mountainous Regions of the World: Multidisciplinary Network for Adaptation Strategies (Africa, Asia, Latin America, and Europe)", that will help position as a key international player on climate change in mountains and that will result in in recommendations for policy advisers and decision makers of Member States of the major mountainous regions of the world. Valuable information is gathered through the project, "A Networked System of Open Indigenous Knowledge Resources for Climate Change Mitigation and Adaptation in Polar Regions", in one of the regions of the world that is experiencing among the most rapid and profound climate changes (i.e. the Arctic). The knowledge base on the use of renewable energy for climate change mitigation using UNESCO Sites have been enhanced through the establishment of a dedicated web site and work to identify and share good practices.</p> <p><u>Challenges and lessons learnt</u> include the fact the platform received funding well into the biennium and that in order to achieve multiplication effects additional external funds will be required. Some of these challenges were subsequently mitigated and cost effectiveness achieved through collaboration with external, including private sector partners (e.g. the Global Sustainable Electricity Partnership, REN21 and Iberdrola).</p>	
	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)	
	Programmed	Attained
<p>PI: Degree to which UNESCO is involved with the Global Framework for Climate Services (GFCS) through IOC, MAB, IHP and MOST collaboration at the HQ and Field levels, as well as through partnerships with other UN bodies and Member States, B/b: UNESCO fully involved in the GFCS</p>	<p>UNESCO is well engaged with the GFCS, notably through IHP and IOC. The Director-General delivered a message of support to the Extraordinary Session of the World Meteorological Congress, held in Geneva in October 2012, regarding the further implementation of the GFCS. UNESCO participated at the UNFCCC side event in Doha on the GFCS. UNESCO also attended and sponsored participants at the GFCS Regional workshop on Climate Services at the national level for the Caribbean held in Trinidad and Tobago, 29-31 May 2013. UNESCO also contributed to the GFCS Operational Climate Services: A dialogue on practical action (Geneva, 1 July 2013) as well as to the First Meeting of the Intergovernmental Board on Climate Services of the GFCS (Geneva 2-6 July 2013).</p>	
<p>PI: UNESCO international and intergovernmental programmes involved with the Global Framework for Climate Services (GFCS) B/b: At least two UNESCO programmes fully involved in the GFCS</p>	<p>IHP and IOC are particularly well involved with the GFCS. For example, IOC leads the implementation of the Global Ocean Observing System, providing marine environmental information for climate forecasts and projections. In research, modelling and prediction - IOC is working with partners to sponsor the World Climate Research Programme. It is also addressing issues of scientific uncertainty in the climate system and the impacts</p>	

Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)	
Programmed	Attained
	of climate change on ecosystems. Through IHP, UNESCO has contributed to the 'water exemplar' of the Water User Interface Platform (Water UIP) within the framework of the GFCS, and UNESCO has also made a technical contribution to the 'Operational Climate Services: A dialogue on practical action' for which IHP in consultation with member states and WMO have organized the technical session on 'water'. IOC is leading a Climate Change Platform project on the establishment of regional UNESCO Climate Change Resilience and Adaptation Forum linked to the GFCS. The first meeting of the UNESCO Climate Change Resilience and Adaptation Forum was held in conjunction with the GFCS Regional workshop on Climate Services at the national level for the Caribbean held in Trinidad and Tobago, 29-31 May 2013. IHP is working on the 'user interface' of the GFCS related to water.
PI: Science capacity development programmes created or expanded B/b: At least ten countries supported to establish or expand programmes	Several of the 10 projects funded through the Climate Change Platform contribute towards science capacity development in Member States, including in Africa and SIDS, notably the projects on "Climate Change Impacts in Major Mountainous Regions of the World: Multidisciplinary Network for Adaptation Strategies (Africa, Asia, Latin America, and Europe)" and on "A Networked System of Open Indigenous Knowledge Resources for Climate Change Mitigation and Adaptation in Polar Regions". More than ten countries supported, including through participation at UNESCO workshops and seminars.
PI: Climate science knowledge base collaboration enhanced with UN partners B/b: At least five UN collaboration partnerships implemented	Collaboration enhanced through UNESCO's engagement with the GFCS, which now involves a good number of UN partners, such as the UNESCO regional climate change resilience and adaptation forum. Other frameworks for cooperation include GOOS (The Global Ocean Observing System), Sandwatch, RENFORUS (Renewable Energy Futures for UNESCO Sites), ProVia (Programme of Research on Climate Change Vulnerability, Impacts and Adaptation) and the Climate Change Platform Project on "Climate Change Impacts in Major Mountainous Regions of the World: Multidisciplinary Network for Adaptation Strategies (Africa, Asia, Latin America, and Europe)".
36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
 Information for and resilience to the impacts of climate change of vulnerable Member States, their environment and local communities enhanced through the Climate Change Adaptation Forum	The development of the Climate Change Resilience and Adaptation Forum took a good step forward through the first regional Forum that was held in conjunction with a GFCS workshop on Climate Services at the National Level for the Caribbean, Trinidad & Tobago, 29-31 May, 2013. A regional workshop for Africa is being prepared for 2014, which should increase the number of participating countries. Although UNESCO is accredited as a Multilateral Implementing Entity (MIE) with the Adaptation Fund, the availability of funding for regional projects have proved to be limited. Strategic partnerships with other funding bodies are therefore being sought in order to provide full support to Member States in their climate change adaptation fund raising efforts.
Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)	
Programmed	Attained
PI: Number of countries assisted in their fundraising for adaptation efforts B/b: Ten countries assisted	The UNESCO Climate Change Resilience and Adaptation Forum is being developed in cooperation with WMO with the objective to bring together UNESCO stakeholders, including from biosphere reserves and World Heritage Sites to discuss climate change resilience and adaptation measures at the regional levels and to interact with the meteorological community on the provision and use of climate services under the overarching process of developing a Global Framework for Climate Services (GFCS). The first regional Forum event was held in conjunction with a GFCS workshop on Climate Services at the National Level for the Caribbean, Trinidad & Tobago, 29-31 May, 2013. Experts were hired to compile outputs, analyze progress and recommend next steps following expert workshops on (i) Indigenous and scientific knowledge for weather forecasting as a basis for climate change adaptation in sub-Saharan Africa (N'Djamena, Chad, 10 to 11 September 2013); and (ii) "Te hurihuri o te Ao- cycles of change: Traditional calendars for informing climate change policies (Auckland, 4-7 June 2013). For this work, high level experts were hired in the meteorological sciences (M. Sivakumar, World Meteorological Organization) and anthropology (C. Mondragon, University of Mexico). Major issues addressed include: (i) how to improve understandings of indigenous knowledge of weather/climate, and its potential to contribute to climate change assessment and adaptation; (ii) how to strengthen dialogue among indigenous peoples, scientists and decision-makers; and (iii) how to reinforce project relevance to national and global climate

Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)	
Programmed	Attained
	change adaptation efforts including the Global Framework for Climate Services. Final reports from the two experts are to be received in early 2014 including adaptation activity elements for external funding and recommendations on financing opportunities for the future that could be available for Member States in their efforts for adaptation.
PI: Number of countries engaged in the UNESCO Climate Change Adaptation Forum. B/b: Twenty-five countries, primarily SIDS and in Africa, engaged in the UNESCO Climate Change Adaptation Forum	The UNESCO Climate Change Resilience and Adaptation Forum is being developed in cooperation with WMO with the objective to bring together UNESCO stakeholders, including from biosphere reserves and World Heritage sites to discuss climate change resilience and adaptation measures at the regional levels and to interact with the meteorological community on the provision and use of climate services under the overarching process of developing a Global Framework for Climate Services (GFCS). The first regional Forum event was held in conjunction with a GFCS workshop on Climate Services at the National Level for the Caribbean, Trinidad & Tobago, 29-31 May, 2013. A regional workshop for Africa is also considered (now for 2014). The benchmark of engaging twenty-five countries in the Forum will only be reached in conjunction with the Africa regional workshop. Work on engaging indigenous communities and their experiences for adaptation has been undertaken with a focus on Africa, SIDS and the Arctic.
PI: The extent to which ethical and gender considerations reflected in the Forum B/b: All relevant UNESCO supported Forum activities have integrated ethical and gender dimensions	The Adaptation Forum is developed as an interdisciplinary activity with important ethical and gender dimensions. It could be noted here that the first regional Adaptation Forum meeting that took place in Trinidad & Tobago, 29-31 May, 2013 benefited from the results of the Conference organized by SHS on Climate Change Adaptation in the Caribbean: Science, Ethics and Policies, 8-9 March 2011, Basseterre, Saint Kitts and Nevis.
36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
 Climate change education and public awareness for sustainable development strengthened in Member States	Results reached are above the programmed benchmark of at least ten countries supported to develop policies, plans and programmes on climate change education and public awareness for sustainable development. The benchmark of training at least 150 journalists in science journalism, with a focus on climate change was met. Outputs includes UNESCO's newly published teacher education climate change materials as well as the new, 2nd edition of the Sandwatch manual. A custom-designed prototype global Sandwatch database allowing Sandwatch groups to enter, analyse and share data has also been produced. Preparations undertaken for important events to enhance media coverage of climate change issues. The establishment of the Sub Regional Centre for Training on Climate Change Leadership for the MERCOSUR region is an important step for promoting a new generation of climate aware decision makers and leaders. Cost-effectiveness has been achieved through partnership with other organizations. The challenges faced included the timing of the availability funds granted to the platform. The new UNESCO "MODEL CURRICULUM FOR JOURNALISM EDUCATION: A COMPENDIUM OF NEW SYLLABI", published in 2013 with an entire chapter dedicated to environment and climate change was an important step forward to enhance climate change reporting in the future. UNESCO Guidebook for African Journalists to be published in early January 2014.
Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)	
Programmed	Attained
PI: number of countries supported to develop policies, plans and programmes on climate change education for sustainable development B/b: At least ten countries	The results reached are well above the programmed benchmark of at least ten countries supported to to develop policies, plans and programmes on climate change education and public awareness for sustainable development. - Sandwatch project: preparations under way of two regional Climate Change Education for Sustainable Development teacher educator capacity development events in Africa (South Africa October 2013 and Cape Verde November 2013), with participation from South/East and West African SIDS and coastal countries, respectively (at least 15 countries in total). - Sub Regional Centre for Training on Climate Change Leadership for the MERCOSUR region established with and initial focus on Argentina, Brazil, Chile, Paraguay and Uruguay. -Initiated in November 2012 and based on UNESCO's newly published teacher education climate change materials as well as the new, 2nd edition of the Sandwatch manual, the project marks the first formal effort at merging Sandwatch's field-based approach with UNESCO's teacher education materials. In May 2013, two expert consultants completed the development of a short, fully integrated course merging core elements of these two resources. This set of materials will form the core of the course material contents.
PI: functional climate literacy of media professionals improved B/b: At least 150 journalists trained in science journalism, with a focus on climate change At least ten journalism training/education institutions undertaking curricula review to incorporate elements of climate mitigation	The benchmark of training at least 150 journalists in science journalism, with a focus on climate change, was met through: - Two five-day national media training workshops will be conducted in Pakistan and Bangladesh end June/ early July 2013 to train 20 journalists / country on climate change; - Four national media training workshops have already been held in Bangladesh, India, Pakistan and Sri Lanka to train more than 100

Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)	
Programmed	Attained
and adaptation into curricula	journalists to report in a more accurate and informed way on CC-related issues. Project to strengthen climate change mitigation and adaptation in the Sahel and West Africa includes that 40 researchers from at least 5 research institutions and about 5 policymakers will participate in the climate change workshop scheduled to take place in September, 2013. - Media professionals were targeted for sensitization alongside a climate change workshop for the Sahel and West Africa.
PI: journalism curricula developed to incorporate the climate change mitigation and adaptation sensitive reporting B/b: At least ten journalism training/education institutions undertaking curricula review, especially in Africa and SIDS	UNESCO worked with leading journalism experts to develop specialised syllabi at no cost to the Organisation. As such, a new resource publication, entitled "MODEL CURRICULUM FOR JOURNALISM EDUCATION: A COMPENDIUM OF NEW SYLLABI", was published in 2013 with an entire chapter dedicated to environment and climate change. In addition, an Africa-regional WJEC-3PrepCom on teaching journalistic specialisms in Africa, supported by OSISA in partnership with UNESCO, will look at issues of specialised reporting, including that on climate change. Climate Change in Africa: A Guidebook for Journalists will be published in early 2014 as part of UNESCO's overall effort to raise awareness of the interdisciplinary core of climate change, and how journalists can reflect that in their practices.
PI: The quantity of climate change reporting increased B/b: At least 25 more media institutions in Africa covering climate change more frequently, using the science media reporting At least 10 North-South and South-South content exchange partnerships established among media institutions to enhance reporting of climate change	- Project to strengthen climate change mitigation and adaptation in the Sahel and West Africa, including through media interventions contributed to enhancing climate change reporting and work on the new UNESCO "MODEL CURRICULUM FOR JOURNALISM EDUCATION: A COMPENDIUM OF NEW SYLLABI" involved the active participation of media institutions in Africa as well as North-South and South-South partnerships. Climate Change in Africa: A Guidebook for Journalists will be published in early 2014 as part of UNESCO's overall effort to raise awareness of the interdisciplinary core of climate change, and how journalists can reflect that in their practices.
36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
 Global climate change field observatory of UNESCO sites expanded	The programmed benchmarks are satisfactorily being met: over 50% of UNESCO Sites are assessed to be active in climate change knowledge, mitigation and adaptation initiatives; more than 25 UNESCO sites used for UN-wide climate change activities; demonstration projects about to be launched in UNESCO sites related to renewable energy; and more than five thematic and regional UNESCO site networks established or reinforced on climate change. Good progress made to establish an observatory on the sustainable use and applications of renewable energy sources in UNESCO Sites through the platform financed initiative on Renewable Energy Futures for UNESCO Sites. Successful collaboration with the Global Sustainable Electricity Partnership (that includes the 13 largest electricity companies) was initiated for reasons of cost-efficiency and outreach. Due to the timing of funds available for the Platform, activities requiring funding have been somewhat delayed compared to the initially planning.
Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)	
Programmed	Attained
PI: Number of UNESCO sites engaged in climate change knowledge, mitigation and adaptation initiatives B/b: Over 50% of UNESCO Sites in SIDS and Africa active in climate change knowledge, mitigation and adaptation initiatives	There are currently 621 biosphere reserves in 117 countries, including 12 transboundary sites and the World Heritage List includes 962 properties forming part of the cultural and natural heritage which the World Heritage Committee considers as having outstanding universal value, the majority of these sites are engaged in climate change knowledge, mitigation and adaptation initiatives, including in Africa and in SIDS. Through the Climate Change Platform funded initiative on 'Renewable Energy Futures for UNESCO Sites', some 90 UNESCO sites identified for their interest and potential good practices related to climate change mitigation and adaptation, notably in the context of the sustainable use and applications of renewable energy. See: http://www.renforum.net/
PI: Number of UNESCO sites used for UN-wide climate change activities B/b: 25 UNESCO sites used	More than 25 UNESCO Sites used for UN-wide climate change activities and supported by funding bodies such as the GEF. Some examples include: Yasuni Biosphere Reserve (Ecuador), Tehuacan-Cuicatlan Biosphere Reserve (Mexico). Sierra Gorda Biosphere Reserve (Mexico), Maya Biosphere Reserve (Guatemala), Camili Biosphere Reserve (Turkey), Danube Delta Biosphere Reserve (Romanian / Ukraine), Baa atoll Biosphere Reserve (Maldives), Gulf of Mannar Biosphere Reserve (India), Giam Siak Kecil-Bukit Batu Biosphere Reserve (Indonesia), Kien Giang Biosphere Reserve (Viet Nam) and Socotra Archipelago Biosphere Reserve (Yemen). UNESCO will promote the active use of UNESCO sites in the framework of the GFCS and the UNESCO Climate Change Adaptation Forum.

Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)	
Programmed	Attained
<p>PI: Demonstration projects launched in UNESCO sites related to REDD and REDD+ and renewable energy B/b: At least five projects launched</p>	<p>UN-REDD and UN-REDD+ activities have proven to be more challenging than anticipated due to uncertainty in the development of UNFCCC methodologies and lengthy preparation modalities with potential donors. MAB and WHC have engaged in a partnership with Terra Global to prepare a comprehensive report on the potential of UNESCO sites in relation to REDD+. The report presents the results of a global scale spatial analysis which evaluated 216 of 610 BRs (some are also WH), for their Reduced Emissions from Deforestation and Degradation (REDD+) and Afforestation, Reforestation and Revegetation (ARR) carbon potential. The spatial analysis for REDD+ potential was designed to quantify forest carbon density, estimate deforestation rates and assess governance capacity for all sites for which boundary information was available. The results of the analysis were then used to estimate the quantity of potential emission reductions in order to propose two potential global REDD+ portfolios: Portfolio A presents the top 10 potential global REDD+ project sites selected according to their potential emission reductions potential on a per hectare basis. Portfolio B presents the top 10 potential global REDD+ project sites selected according to their absolute carbon values across their entire landscapes such that the top 10 sites are those that contain the highest summed potential emission reduction values. This report will help UNESCO to lever significant international public and private funding. - Some 90 UNESCO sites identified for their interest and potential good practices related to climate change mitigation and adaptation, notably in the context of the sustainable use and applications of renewable energy under the RENFORUS Initiative. A publication on good practices and success stories on sustainable and renewable energies in UNESCO Sites were prepared. See: http://www.renforus.net/</p>
<p>PI: Thematic And Regional Networking Established or reinforced among UNESCO sites on climate change B/b: At least five networks established or reinforced</p>	<p>More than five networks established or reinforced on climate change issues, including the World Network of Island and Coastal Biosphere Reserves (WNICBR); the South and Central Asia MAB Network; the Ibero-American MAB Network; the AfriMAB Network; the ArabMAB Network and the Southeast Asian Biosphere Reserve Network. Through the Climate Change Platform funded thematic initiative on 'Renewable Energy Futures for UNESCO Sites', UNESCO sites are encouraged to network on good practices related to renewable energy and energy conservation.</p>


Cost-effectiveness/efficiency measures for this Intersectoral Platform

Cooperation with external partners in the public and private sectors have been encouraged in order to create synergies and cost-sharing in order to enhance cost-effectiveness and efficiency. A large majority of the platform funded projects were successful in this regard.



UNESCO's contribution to the fight against HIV and AIDS

Regular Programme ¹ : staff and operational budget		Extrabudgetary resources ¹
Allocation 2012-2013: US\$ 500 000	Expenditure % 2012-2013: 92%	Expenditures 2012-2013: US\$ 0

¹The budgetary information regards unaudited figures and for extrabudgetary resources include Emergency Funds.

36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
<p> Capacities of Member States enhanced to design, implement and assess rights-based, scientifically accurate, culturally appropriate, gender-responsive and age-specific HIV education, communication and</p>	<p>UNESCO's Intersectoral Platform (IP) on HIV and AIDS sought to make an intersectoral and multidisciplinary contribution to the global AIDS response, with a view to promoting universal access to comprehensive HIV programmes for prevention, treatment, care and support. With these aims in mind, two multisectoral activities were developed. The first sought to strengthen Member States' responses to HIV and AIDS amongst key populations through the provision of higher-quality technical support, and specifically through the development of a training programme to strengthen its work with adolescents and young people from key populations at risk of exposure to HIV (AYKP). The second sought to support the development and implementation of Virtual Classrooms - an ICT-delivered resource and learning space, combining web, social media and mobile telephony - that focus on improving HIV and sexuality education related knowledge, skills and values among young people.</p> <p>While it is still too early to measure long-term impact, the Intersectoral Platform activities have already led to impressive results at the country level and globally. The first IP activity has produced a notable shift in the way that programming for key populations is undertaken both within UNESCO and in the context of the broader UNAIDS Joint Programme. 100% of UNESCO staff working on HIV in the four regions (covering over 70 countries worldwide) have learned crucial skills for effective programming with key populations, as attested to by the</p>

36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
<p>information programmes for universal access</p>	<p>quality of 2014-2015 workplans. The activity has also resulted in an enhanced understanding of the multisectoral nature of work with key populations, and paved the way for future joint initiatives with UN agencies and NGOs.</p> <p>As a result of the second IP activity, in each country the investments in research, training and partnerships has led to the establishment of a concrete infrastructure that allows UNESCO to exploit its unique capacities in communications, culture and education to use technology to promote social development, health and knowledge. For example, 198 million people are now able to access multimedia information on sexual and reproductive health through the partnership with the Chinese search engine Baidu, thereby empowering them to access the information needed to make important decisions about their sexual and reproductive health. In Zimbabwe, 10,000 university students are receiving information, data and motivational messages on sexual health and HIV thanks to the partnership developed with two NGOs to build interactive SMS capability for health programmes.</p> <p>In the context of the first IP activity, UNESCO sought to strengthen Member States' responses to HIV and AIDS amongst key populations through the provision of higher-quality technical support, and specifically through the development of a training programme to strengthen its work with adolescents and young people from key populations at risk of exposure to HIV (AYKP). Training modules were developed internally by the UNESCO Bangkok Office, based on a short course titled "Understanding the focus on young key affected populations in concentrated and low prevalence HIV epidemics" and with inputs provided by a working group at UNESCO HQ during a workshop in November 2012. Subsequently three regional training workshops were conducted for staff from UNESCO and other UNAIDS co-sponsors: in February 2012 in Bangkok for UNESCO staff working on HIV/AIDS from Asia-Pacific (AP) and Eastern Europe and Central Asia (EECA); in June in Johannesburg for the ESA region and in October in Panama City for the LAC region. The overall goal of the training workshops was to improve the quality and impact of technical assistance that UNESCO and other UNAIDS cosponsors provide in support of member states' responses to HIV and AIDS. For each workshop, documents were adapted to the socio-cultural context and the specific needs of Member States in the region. 88 people were trained including 56 UNESCO staff from over 50 Regional and National Offices covering over 70 countries in five regions. All UNESCO Offices developed work plans including activities targeting one or several key populations.</p> <p>In addition to the AYKP training initiative, UNESCO supported the translation, publication and dissemination of the 8th booklet in the Good Policy and Practice in HIV and Health Education series, which focuses on education sector responses to homophobic bullying. In response to specific requests from national commissions and other member state entities, the booklet is now available in English, French, Korean, Italian, Polish, Portuguese, with other versions including Russian under discussion. UN Secretary General Ban Ki-moon accepted to write the foreword of the Korean version.</p> <p>Recognizing how the spread of Internet, mobile and smart phones, and social media has revolutionized the ways in which people seek, access, share and interact with information today, the second prong of the Intersectoral Platform seeks to support the development and implementation of Virtual Classroom - an ICT-delivered resource and learning space, combining web, social media and mobile telephony, that focus on improving HIV and sexuality education related knowledge, skills and values among young people. "The Virtual Classroom" activity has been implemented in four countries: China, Jamaica, Zimbabwe, Russian Federation to establish innovative online platforms that increase the availability of reliable, correct and appropriate information to targeted groups of young people, in language and formats that is relevant to their needs.</p> <p>Subsequent to a series of country level situation assessments that included focus-group discussions with young people about their sexual health knowledge and their use of ICT, the four countries participated in a planning meeting held in Paris in December 2012 to develop the common global approaches, and their own detailed country plans. All countries identified national level partners and a framework for the overarching content and messages was developed. This content was modified in each country based on the knowledge needs of each target audience group in order to be culturally relevant whilst retaining scientific accuracy.</p> <p>Each country is using locally relevant ICT that young people themselves have identified as an desirable and effective way of receiving information. Partnerships have been developed with a focus on public-private partnerships that give unique opportunities for UNESCO to reach audiences in a way not previously possible.</p> <p>For example in China, the communications and education sectors worked collaboratively to build a partnership with Baidu (the major internet search engine which has a total reach of 198 million people) and the Communication University of China (Research Center on Health Communication and Public Media). Through this partnership, a sub-channel called 'YouthKnows' on the popular "Baidu Knows" question and answer channel has been established where thousands of users' questions on HIV and sexual health are being answered and where additional creative approaches have been used to encourage young people to participate in de</p> <p>In Zimbabwe, UNESCO has developed a partnership with a national NGO working with university students and an international NGO that builds interactive SMS capability for health programmes. The project is currently reaching 10,000 university students in six universities with facts, data and motivational messages about sexual health and HIV. The project has now integrated an inter-active component meaning that students can ask questions by SMS (at no cost to themselves), reply to quizzes and other approaches that encourage greater participation in reflecting on the issues.</p> <p>In each country, the investments in research, training and partnerships has led to the establishment of a concrete infrastructure that allows UNESCO to exploit its unique capacities in communications, culture and education to use technology to promote social development, health and knowledge. These partnerships and the platforms will be sustained into the future and in each country the process of mobilizing further extra-budgetary resources has already begun (in some cases successfully) to continue and expand the projects.</p>

Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)	
Programmed	Attained
PI: Percentage of young women and men, aged 10-24 years, who demonstrate desired levels of knowledge on transmission of HIV and reject major misconceptions about HIV transmission B/b: tbc	Zimbabwe: 52% of young women and 47% of young men Recent data (post-2002) not available for China, Russia or Jamaica.
PI: Number of countries that provided life skills-based HIV education in school settings within the last academic year B/b: tbc	Three countries out of four targeted through IP prong 2 (China, Zimbabwe, Jamaica).
PI: Number of countries in which social media platforms were developed and strengthened to increase access to quality HIV and AIDS education, communication and information B/b: tbc	Four countries: China, Zimbabwe, Jamaica and the Russian Federation.
36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
 Multidisciplinary and intersectoral responses of Member States promoted so countries can develop, disseminate and support the use of gender-responsive evidence-based policies and practices on HIV and education	<p>In the context of the first Intersectoral Platform activity, UNESCO worked very closely with the UNAIDS Secretariat and other UNAIDS cosponsors including UNDP, UNICEF, UNFPA and UNODC as well as civil society organizations. In each regional workshop representatives from these agencies attended as participants and/or co-facilitated sessions. Young people from local CBOs and NGOs were invited as resources persons. They included young people living with HIV, young LGBT people, and young people engaged in sex work. The opportunity to interact with young people from key populations had a powerful impact on participants. A UNICEF representative from Kenya said about the testimony of a young transgender woman and sex worker (Snowy) who was involved in the workshop in ESA: "Memories of Snowy in her awesome presentation are still fresh in my mind ad will last definitely long in my life and change my approach to human sexuality".</p> <p>In the context of the "Virtual Classroom" activity, young people have been engaged pro-actively in the development of content for the platforms in all four countries, improving their knowledge on HIV/SRH and also their ability to communicate this knowledge to other young people. In China, the partnership with BaiduKnows, the largest search engine in the country, has been launched giving access to video and text information to its 198m, users. User-created videos are an integral part of this web-channel making it a participatory experience. In Zimbabwe, the partnership with the national mobile phone network has been agreed and the short-code required for delivery of interactive SMS project was approved in November. The project will continue into 2014, delivering messages to university students in partnership with SayWhat, a youth-led HIV and SRH NGO. In Jamaica, a collaborative partnership has led to the first stages of establishment of a new information website, with linked social media strands. The project is focusing on training young people to write and deliver appropriate information through ICTs, meaning that this investment from UNESCO has created the opportunity for a large group of young people to develop their skills and build a sustainable platform for interacting with their peers, with support from HIV/SRH focused NGOs and UN agencies. In each of the four target countries, strong collaborations have been developed with private companies and civil society organizations (eg. Baidu search engine in China, mobile network companies in Zimbabwe, Jamaica national family planning board) which will enable continuation of the project. In Russia, the sexuality education website has increased in scope and engaged more users as a result of the social media interactions.</p>
Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)	
Programmed	Attained
PI: Number of countries with a multisectoral strategy that addresses HIV in the school setting B/b: tbc	19 out of 30 countries reviewed in the UNESCO 2012 Global Progress Survey have a multisectoral strategy that addresses HIV in the school setting.
PI: Number of countries supported to develop and/or implement HIV-related policies that integrate the needs of women and girls, and/or address gender inequalities and inequities B/b: tbc	In the context of the IP, UN staff from 70 countries received training with a significant focus on gender and inequality which is expected to influence good policy development and effect change at national level. Of these 70 countries, UNESCO is working in 65 countries to support national development of comprehensive sexuality education policies and programmes that specifically integrate the needs of women and girls, and/or address gender inequalities and inequities. Regional breakdown: 21 countries in East & Southern Africa, 14 countries in West and Central Africa, 15 countries in Latin America and the Caribbean, 10 countries in Asia-Pacific, 5 countries in Eastern Europe and Central Asia.
36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
 Capacities of Member States	In the context of the first Intersectoral Platform activity, the training programme developed by UNESCO was focused on the needs of adolescents and young people from key populations at risk of exposure to HIV (AYKP), and on sensitizing UNESCO and UN staff to enhance programming with and for these key populations. AYKP include young men who have sex with men (MSM), young transgender people, young people who inject drugs, sexually exploited adolescents and young people involved in sex work, and young people living with HIV. The

36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt	
<p>enhanced to effectively address HIV-related stigma and discrimination in order to establish an environment that is more respectful of the rights, dignity and needs of vulnerable populations, including women and girls and young people, and people living with HIV</p>	<p>training specifically addresses issues around HIV-related stigma and discrimination, as well as the rights, dignity and needs of women and girls, young people and people living with HIV. In each region UNESCO produced documents that for the first time compiled information on existing legal frameworks on PLHIV, same-sex relationships, drug use and age of consent.</p> <p>Within the framework of its global initiative to prevent and address homophobic violence in educational institutions, in November 2013 UNESCO organized in collaboration with the South African NGO Gay and Lesbian Memory in Action the first regional conference on homophobic violence in schools in Southern Africa. It brought together over 85 representatives from government, civil society and academia from Botswana, Lesotho, Namibia, South Africa, Swaziland, Zambia and Zimbabwe. The conference was also the opportunity to discuss a collaborative multi-country study on the scope and nature of homophobic violence in schools that will be conducted by GALA, UNESCO and HIVOs in Botswana, Lesotho, Namibia, South Africa & Swaziland. It will be the first time such a study will be conducted in Africa.</p> <p>Similarly, the second IP activity ensured that UNESCO staff, partners and young people benefitted from capacity building training in ICT usage and communication techniques, as well as in HIV prevention education with a specific focus on issues related to gender equality and stigma and discrimination. All the projects address gender as a key factor in HIV prevention and sexual health, and each project has looked at specific gender norms to identify and tackle harmful stereotypes or practices. The projects are based on principles of human rights, respect and equality, which are all essential ingredients in success HIV and SRH programmes.</p>	
Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		
Programmed		Attained
<p>PI: Number of countries that have non-discrimination laws or regulations which specify protections for most-at-risk affected populations (MARPs) or other vulnerable population groups, including young people B/b: tbc</p>		<p>In the context of the IP, UN staff from 70 countries received training with a significant focus on non-discrimination, laws and regulations in relation to HIV which is expected to influence laws and regulations at national level. Impact cannot yet be measured.</p>
<p>PI: Number of countries supported to develop and/or implement HIV-related policies that specifically address gender-based violence; engagement of men and boys; and/or other actions promoting gender equality B/b: tbc</p>		<p>In the context of the IP, UN staff from 70 countries received training with a significant focus on gender, violence and the engagement of men and boys. Among these 70 countries, UNESCO is supporting 65 countries to develop comprehensive sexuality education programmes that specifically address gender based violence, gender equality and the involvement of men and boys. Regional breakdown: 21 countries in East & Southern Africa, 14 countries in West and Central Africa, 15 countries in Latin America and the Caribbean, 10 countries in Asia-Pacific, 5 countries in Eastern Europe and Central Asia.</p>


Cost-effectiveness/efficiency measures for this Intersectoral Platform

It is expected that both the Virtual Classroom platforms and the AYKP training will continue to be used in coming years despite discontinuation of the intersectoral platform modality.

UNESCO's Contribution to the Mauritius Strategy for the further implementation of the 1994 Barbados Programme of Action for the Sustainable Development of Small Island Developing States (SIDS)


Regular Programme ¹ : staff and operational budget		Extrabudgetary resources ¹
Allocation 2012-2013: US\$ 395 000	Expenditure % 2012-2013: 94%	Expenditures 2012-2013: US\$ 352 147

¹The budgetary information regards unaudited figures and for extrabudgetary resources include Emergency Funds.


36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
 Resilience of communities reinforced in SIDS, with	<p>The implementation of seven fully intersectoral projects under the SIDS Intersectoral Platform during 2012-2013 constitutes a solid UNESCO contribution towards addressing SIDS vulnerabilities within UNESCO's mandate areas. Implementation of the projects is guided by the preparatory process in the lead-up to the 3rd International SIDS Conference to be held in Samoa in 2014, through close liaisons between the UNESCO SIDS Focal Point and the UNDESA SIDS Unit and other key UN partners.</p>

36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
<p>particular reference to climate change adaptation and natural disaster preparedness, through evidence-based policies, education and capacity development and the mobilization of civil society</p>	<p>In spite of the current severe funding constraints, extensive progress was made towards addressing vulnerabilities of SIDS through science policy, practice and education during the biennium, particularly within the framework of the global Sandwatch, Youth Visioning and Climate Frontlines programmes, the development of science policy advice in SIDS, as well as through UNESCO's strategic contributions to the wider UN system's support for implementation under the Mauritius Strategy. Given the constraints imposed on the regular programme, implementation of activities relied to a large extent on the development of strategic partnerships as well as extrabudgetary resources.</p> <p>The expansion of SIDS participation in existing UNESCO natural disaster preparedness and early warning programmes was advanced through IOC. The 7th Session of the Intergovernmental Coordination Group for the Tsunami and Other Coastal Hazards Warning System for the Caribbean and Adjacent Regions (ICG/CARIBE EWS-VII) was held in Willemstad, Curacao, on 2-4 April 2012. Significant progress has been achieved in the Caribbean in the area of sea level monitoring, with 38 sea level stations available for tsunami monitoring purposes by April 2012, compared to only 19 in 2009. Seismic monitoring has also improved significantly with over 100 stations delivering real time data for tsunami monitoring. The Pacific Tsunami Warning and Mitigation System (PTWS), it is focusing on the development of new experimental tsunami forecast products were introduced as part of the basin-wide exercise PacWave11, which included maps indicating the level(s) of threat for each country.</p> <p>These results contribute to 34C/4 SPO5 expected outcome "Vulnerable and weakened communities prepared to cope with disaster through access and use of information and knowledge and to mitigate their impacts.</p> <p>Under the project, "Using the 'magic' of satellite images as support for an educational package: Understanding Climate Change Effects on SIDS", a graphic publication highlighting important cases of remote sensing perspectives on environmental challenges and climate changes, coming out of the workshop organized in December in Jamaica will be published by UNESCO by the end of February 2014. Opportunities to distribute these educational products through schools participating in Sandwatch have been explored, as well as the chance for Sandwatch schools to provide the 'place' perspective to complement the 'space' imagery. With Ghent University, UNESCO has applied for a second round of funding from BELSPO to continue the work done in the Caribbean. The online data sharing platform for SIDS could be applied around the world once it is set-up based on the experience and data provided by Caribbean SIDS partners.</p> <p>In the Pacific, the UNESCO-IOC works with Fiji, Samoa, Tonga and Vanuatu, among other Pacific States, to develop National Tsunami Response Plans and SOPs for key agencies, using a common format and structure to streamline such plans across the region. This project is being implemented in collaboration with SOPAC Division of SPC. In 2013, the UNESCO-IOC extended support to Kiribati and Tuvalu, among its newest members, for capacity-building related to tsunamis. It also assisted Solomon Islands in reviewing its Tsunami Support Plan through a national tsunami simulation exercise conducted in the wake of the tsunami that hit Santa Cruz Island in February 2013 resulting in the loss of 10 human lives. UNESCO-IOC has also developed and distributed a video documentary on the 2009 tsunami in Samoa, American Samoa and Tonga.</p> <p>Previous and current biennia work of UNESCO-IOC led to (i) over 110 seismic stations which permit the effective location of earthquakes; (ii) over 50 coastal and oceanic stations monitor sea level and permit the detection and forecasting of tsunamis; (iii) The Pacific Tsunami Warning Center and West Coast & Alaska Tsunami Warning Center provide tsunami alerts; (iv) 30 of the 32 Member States have designated and engaged Tsunami Warning Focal Points and Tsunami National Contacts; (v) Several countries have now conducted tsunami hazard assessments and devised evacuation maps; and (vi) Communication tests are conducted monthly.</p>
Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)	
Programmed	Attained
<p>PI: SIDS engagement with UNESCO's climate change-related activities further strengthened, through the expansion of SIDS participation in Climate Frontlines and related interagency partnerships</p> <p>B/b: Research projects on local climate change observations and adaptation strategies undertaken in five SIDS At least two activities undertaken in the context of UN interagency partnerships on climate change</p>	<p>Through FIT projects funded by the Government of Denmark, activities have given significant results under the interagency partnership Climate Frontlines, including the publication and launch of the UNESCO-UNU interagency collaborative publication "Weathering Uncertainty" at the Rio Science Forum. Climate Frontlines field projects have been concluded in eight SIDS countries. In June 2013, participants from five Pacific SIDS took part in the regional Pacific discussion "Te Hurihuri O te Ao - Cycles of Change" on the role and potential of traditional calendars in informing climate change policies. All five are currently preparing case study papers for inclusion in a programmes peer-reviewed Climate Fronlines publication scheduled for 2014.</p>
<p>PI: SIDS perspectives clearly reflected in inputs to the Intergovernmental Panel on Climate Change's Fifth Assessment Report (AR5)</p> <p>B/b: Submission to AR5 contains data and information sourced from SIDS and reflecting SIDS priorities</p>	<p>The UNESCO-UNU publication "Weathering Uncertainty" has been made available to lead/coordinating authors of the IPCC's 5th assessment report (AR). Several lead and coordinating authors have acknowledged receipt and have requested further information in view of including material based on its contents. "Weathering Uncertainty", which is quoted 9 times in the second order draft of the 5th AR, contains a dedicated small islands section and a comprehensive small islands / SIDS climate change bibliography.</p>

Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)	
Programmed	Attained
<p>PI: UNESCO's climate change education initiatives, including Sandwatch, further consolidated and expanded in SIDS B/b: New programmes implemented in five SIDS covering at least two regions</p>	<p>Under the project, "Using the 'magic' of satellite images as support for an educational package: Understanding Climate Change Effects on SIDS", in partnership with the University of Ghent (Belgium), the Belgian Federal Science Policy Office the project, and led by SC/EES/GEO, a workshop on promoting the use of satellite data to support national environmental and climate change decision-making in the Caribbean was held in Kingston, Jamaica (December 2013), and involved nearly 40 participants from 7 countries. Highly enthusiastic experts from Universities, national environmental planning agencies, UNEP and experts on climate change met and agreed on a series of remote sensing case studies to collaborate on so as to highlight the perspectives that remote sensing provides on environmental challenges and climate change. Initial preparations for the development of an educational tool linked to the webportal dedicated to the case studies, are being held between the Ghent University and the University of the West Indies, the University Consortium of Small Island State in particular. Through Danish FIT funded project as well as with support from a Climate Change intersectoral platform project, the Sandwatch manual, already available in English and French, was published in Spanish (May 2012) and Portuguese (November 2012) and widely distributed. In 2013 UNESCO, the Sandwatch Foundation and Rhodes University partnered to create a course that aims to empower secondary school teachers to teach elements of climate change inside and outside the classroom. Now, the Climate Change Education Inside and Outside the Classroom has been successfully trialed in South Africa (October 2013) and Cape Verde (November 2013) with positive feedbacks from participants. Trials of the global Sandwatch database were carried out in at least eight SIDS in the Indian Ocean and the Caribbean during 2012, and a full-scale global launch of the database was organized in Mauritius on 20 March 2013 in conjunction with a UNESCO Climate Change Education in Africa conference. Training events focusing on the database were held in Bequia (national) and Cape Verde (regional), respectively, during October and November 2013.</p>
<p>PI: SIDS participation in existing UNESCO natural disaster preparedness and early warning programmes expanded B/b: Activities undertaken in at least five new SIDS</p>	<p>Through IOC, substantial progress has been made with respect to promoting integrated and sustained tsunami monitoring and warning systems in the Pacific Ocean, with tsunami warning system already strengthened in Fiji, Tonga and Vanuatu and work ongoing in Kiribati, Nauru and Tuvalu. Engagement with PICs through regional workshops and other events organised by collaborating partners such as SPC-SOPAC, SPREP and WMO has given further opportunity to provide briefings/updates on PTWS activities such as the proposed new products/services, upcoming ICG for PTWS XXV Session and PacWave 2013 Exercise. In the Caribbean, 2 dedicated trainings were provided to Tsunami Warning Centers in Haiti and Dominican Republic in 2012. The most recent Caribbean Tsunami Exercise, on March 20, 2013 had a participation rate of 94% of the Member States and Territories, with broad media coverage and almost 50,000 people participating at different levels. Almost all Tsunami Warning Focal Points have activation and response processes and more than half of the members have tsunami emergency response plans.</p>
<p>PI: Targeted follow-up on SIDS priorities arising from the United Nations Conference on Sustainable Development (Rio+20) through the development of intersectoral action addressing SIDS vulnerabilities B/b: At least one new intersectoral initiative addressing SIDS vulnerabilities launched</p>	<p>The implementation of seven fully intersectoral projects during 2012-2013 constitutes a solid UNESCO contribution towards addressing SIDS vulnerabilities. Implementation of the projects is guided by the preparatory process in the lead-up to the third International SIDS Conference to be held in Samoa in 2014, through close liaison between the UNESCO SIDS Focal Point and the UNDESA SIDS Unit and other key UN partners. The SIDS Platform project "Islands of the Future" - under which regional and interregional youth preparatory meetings were held in June, July and August 2013 in the AIMS, Caribbean and the Pacific regions - secures a strong voice for SIDS youth in the preparatory process leading up to the the 2014 SIDS conference, as well as in subsequent follow-up activities - ensuring that SIDS youth actively contribute to addressing key SIDS vulnerabilities. Likewise, the "Using the Magic" project directly addresses SIDS vulnerability to climate change through the employment of satellite imaging in a range of educational contexts. In parallel, the Action Plan developed under the project "Strengthening island cultural and biological diversity through UNESCO biosphere Rrserves and World Heritage sites" lays the foundation for a network across the Caribbean SIDS that promotes biosphere reserves as innovative spaces for conserving biological and cultural diversity, while adding value to local socio-economical activities. Also, the project "Reinforcing Pacific Island Languages and Traditional Knowledge through Open Education Resources (OER)" responded to needs and demands from Pacific SIDS by developing several educational resources specific to Pacific language, environments and heritage. Other major milestones have been achieved in the framework of the Open Suite (Open Educational Resources, Open Access to scientific information and Free and Open Source Software) Strategies in the Caribbean. A booklet "Islands of the Future - Building resilience in a changing world" was published in English in November 2013. It provides an overview of UNESCO's contributions to the Mauritius strategy during the last 4 biennia. This booklet was distributed by the Director-General to representatives of SIDS Member States who met with her several occasions during the 37th General</p>

Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)	
Programmed	Attained
	Conference. It will also be widely distributed at the International Year celebrations and the Samoa SIDS Conference (1-4 September 2014), as well as other related events.
36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
 SIDS efforts towards sustainable development supported through the safeguarding and reinforcement of island cultural and natural heritage, including local and indigenous knowledge and practices	<p>The implementation of seven fully intersectoral projects under the SIDS Intersectoral Platform during 2012-2013 constitutes a solid UNESCO contribution towards addressing SIDS vulnerabilities within UNESCO's mandate areas. Implementation of the projects is guided by the preparatory process in the lead-up to the 3rd International SIDS Conference to be held in Samoa in 2014, through close liaisons between the UNESCO SIDS Focal Point and the UNDESA SIDS Unit and other key UN partners. In spite of the current severe funding constraints, extensive progress was made towards safeguarding and reinforcement of island cultural and natural heritage, including local and indigenous knowledge and practices during the biennium. Given the constraints imposed on the regular programme, implementation of activities relied partially on the development of strategic partnerships, extrabudgetary resources, as well as linkages with Emergency Fund elements.</p> <p>In the Caribbean, a major achievement was attained with the adoption of the St. Kitts and Nevis Declaration and an Action Plan, containing commitments and plans for the development of biosphere reserves and a biosphere reserve network in the Caribbean. The efforts of the Caribbean SIDS to create BRs in their respective countries need to be supported with additional resources, including extrabudgetary. Most governments expressed their interest and commitment to participate in such an extrabudgetary-funded follow-up project.</p> <p>In Timor-Leste, workshops, meetings, exhibitions as well as the production of a paper ("Assessment of laws and policies affecting women and youth in Timor-Leste") were undertaken. The project helped to (i) ensure that all stakeholders (women, men and youth as well as government officials) contribute inputs and benefit from the project; (ii) provide community members information on traditional knowledge related to fishing methods and coastal ecosystems; (iii) help increase awareness and build capacity of teachers and students on coastal monitoring, conservation and climate change adaptation based on the "Sandwatch" concept; (iv) allow women and youth to provide recommendations regarding existing laws, regulations and official programmes related to social and economic inclusion of women and youths; (v) reinforce pottery production in the village of Dair, where participants gained increased knowledge on developing local products for local economies; and (vi) raise awareness around creative industries using sustainable cultural materials.</p> <p>Under the "Supporting Traditional Medicinal Knowledge in the Indian Ocean SIDS", a two-year project was planned, however intersectoral projects were only approved in late July 2012 and funding only became available in September of that year, in effect losing some 40% of the time for implementation. This has proved a major challenge. An extra 6-8 months in which to implement would have made a very significant difference to results on the ground. Consequently, workplans were revised to take into account the shorter period of time available for implementation. For instance, initial contacts with relevant scientists, researchers, institutes and organizations throughout were made in late 2012 in the Indian Ocean region, serving to identify the best practitioners to participate in the planning meeting held in the Seychelles from 31 January-2 February 2013. The primary challenge was to identify and contact traditional practitioners in some of the countries where there is little or no sense amongst practitioners of their belonging to a community, where their practice is somewhat underground and where they are not used to using email or even mobile phones. A related - and continuing challenge - is to ensure that the practitioners themselves participate in the project, despite the eagerness of scientific and government institutions to speak and participate on their behalf. A network of practitioners has now emerged, with development of a web-based online platform under way to facilitate regular exchange. The project was really beginning to take shape in December 2013 and partners on the ground were getting in a position to be able to implement just when funding ended. As it is, work still needs to be done to increase the understanding of Traditional Medicinal practice in some of these islands. The project is complex with each country facing unique challenges and different policy and institutional contexts. Some countries require significant capacity-building to arrive at a basic level of organised activity. Time is therefore required to identify challenges in each instance and to address those sensitively and appropriately. We have also had to identify key stakeholders, assess their capacities and encourage them to network. The involvement of the Government as a facilitator goes a long way to improving dialogue and to the establishing of standards and codes of proper practice by the practitioners themselves .</p> <p>Under the "Reinforcing Pacific Island Languages and Traditional Knowledge through OER" project, new UNESCO OER resources based on indigenous Pacific language educational resources were developed in 2012-2013 and launched in Solomon Islands, Vanuatu and Cook Islands during the second half of 2013. Further work is required during 2014-15 biennium in order to finalize and disseminate the OER resources initiated under this project. A Pacific-wide launch of the tested and revised TCITP Learner's Resource is planned at the Pacific Educators Forum from 1-3 April 2014 in the Cook Islands. Waikato University is working on a Maori language version of the Resource Pack as a contribution to New Zealand's Maori curriculum, alongside the online Maori language version of TCITP. The teacher's manual and lessons plans for the Marovo Encyclopedia will be finalized in Marovo and English in early 2014, and then produced and disseminated to schools across the Solomons as well as to the University of the South Pacific. The teacher's manual for the LINKS posters on indigenous knowledge will be finalized and produced by mid-2014. Printing and dissemination of the resource on Chief Roi Mata's Domain is foreseen. Financial resources for all of the above activities still need to be identified.</p> <p>Reflecting the intersectoral nature of the projects, the results contribute to multiple 34C/4 SPO outcomes including SPO 1 "Member States in all regions assisted in integrating ICTs in teaching and learning processes at all levels."; SPO3 "Principles and guidelines for science-based sustainable management of natural resources agreed upon and implemented in all regions through national policies"; SPO 9 "Principles of cultural diversity integrated into policies, mechanisms and practices at national and regional levels" and "Awareness about the cultural contribution of indigenous peoples to sustainable development enhanced"</p>

Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)	
Programmed	Attained
<p>PI: SIDS engagement with UNESCO's cultural conventions mobilized and reinforced, with new inscriptions on the World Heritage and Intangible Heritage lists</p> <p>B/b: Four new World Heritage sites in SIDS submitted for inscription Convention on Intangible Heritage ratified by four SIDS Institutional capacity-building activities related to the Intangible Heritage Convention undertaken in five SIDS</p>	<p>A "Conference for Biosphere Reserves in the Caribbean" was held in St. Kitts and Nevis (March 2013). Ministers and delegates of 12 Caribbean countries participated and approved the Declaration and Action Plan, with commitments and plans for the development of BR. In Timor-Leste, over 50% women attended 2 workshops (May-June 2013) on Intangible Heritage. "Assessment of laws and policies affecting women and youth in Timor-Leste" was produced. Research on marine ecological knowledge was conducted in (April 2013). Awareness was raised and capacity of teachers and students built on coastal monitoring, conservation and climate change adaptation based on the "Sandwatch" concept; pottery production reinforced, knowledge increased on developing local products for local economies and awareness around creative industries using sustainable cultural materials. Belize, Jamaica and Trinidad & Tobago benefitted from a project as part of UNESCO's global strategy on capacity building to safeguard Intangible Cultural Heritage (ICH). Funded by Japan, this project includes an assessment of the policy development process in the respective countries, development and implementation of a framework for community based inventory of their living heritage, including pilot inventory activities. National workshops on the implementation of the 2003 Convention were held in Belize (November 2012) and Jamaica (December) with participation of governmental officials, NGOs and community practitioners. Pacific islands initiated national policies and strategies to strengthen ICH safeguarding at country level. Capacity-building on the ICH Convention and community-based ICH inventorying was conducted in Samoa and PNG. Technical assistance was provided to Timor Leste, Cook Islands, Federated States of Micronesia, Fiji, Kiribati, Nauru, Palau, Solomon Islands, Tonga, Vanuatu. Two workshops on "Caribbean Training Course in the Preparation of Nomination Dossiers 2012-2013" were held in Jamaica (June 2012) and Antigua & Barbuda (March 2013). As a result, 3 draft nominations were submitted from Bahrain, Fiji and Palau for technical review in September 2013, and one received in January 2014 (currently under review). Nomination files received on or before February 2014 will be considered for inscription of the WH List by the WH Committee during 2014. Two sites in the Pacific are currently also working on the nominations, while several State Parties are working towards the tentative lists.</p>
<p>PI: SIDS in two or more regions participating in intersectoral projects focusing on the ICT-assisted transmission of local and indigenous knowledge in formal and non-formal educational contexts</p> <p>B/b: Intersectoral projects focusing on the ICT-assisted transmission of local and indigenous knowledge in formal and non-formal educational contexts implemented in two regions</p>	<p>Under the project "Supporting Traditional Medicinal Knowledge in the Indian Ocean SIDS", a meeting was held in Seychelles in February 2013 and facilitated traditional medical practitioners in three Indian Ocean SIDS exchanging best practice and developing policy-statements and best-practice guidelines, including ethical dimensions. A position statement was developed. As follow-up, three small-scale projects have been initiated with traditional practitioners in Comoros, Madagascar and Mauritius, which enhance networking, awareness raising and contribute to the elaboration of best practice guidelines. To assist communication amongst Indian Ocean SIDS, a region-wide web-based practitioners' network has been initiated and will be further reinforced. An information brochure is also in preparation and the UNESCO book "Savoirs des Femmes: médecine traditionnelle et nature" (Pourchez 2012) has been translated into English for wider distribution and outreach. Under "Reinforcing Pacific Island Languages and Traditional Knowledge through OER", several resources specific to Pacific language, environments and heritage were developed for UNESCO's OER platform: (i) a Learners' Resource Pack (teacher's manual and student workbooks) to accompany classroom use of the interactive multimedia resource "The Canoe Is the People: Indigenous Navigation in the Pacific (TCITP)", developed in collaboration with the Cook Islands Ministry of Education; (ii) a series of lesson plans in vernacular languages based on the UNESCO publication "Reef and Rainforest: An environmental encyclopedia of Marovo Lagoon, Solomon Islands", in collaboration with the Solomon Islands Ministry of Education; (iii) a teacher's manual for classroom use of the LINKS poster series (7) on indigenous knowledge available in 6 Pacific languages (Bislama (Vanuatu), Fiji, Kiribati, Samoa, Tonga, Tuvalu); and (iv) a digital version of the "Chief Roi Mata's Domain" educational materials including teacher and student components for download, distribution via CD, or hard-copy, in collaboration with the Vanuatu Ministry of Education. A workshop to launch the TCITP resource pack was held in Rarotonga, Cook Islands in December 2013 with curriculum developers and teachers from Cook Islands, Fiji, New Zealand, Niue, Samoa and Tonga. A workshop with teachers and principals was held in Marovo Lagoon, Solomon Islands in November 2013 to consolidate work on lesson plans and develop a bilingual Marovo-English Teacher's Manual.</p>

36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt	
 Capacity built in SIDS for the development and implementation of policies and practices that reinforce educational, economic and livelihood opportunities for island youth, both women and men, with particular reference to ESD, TVET, STI, media and information, and cultural industries	<p>The implementation of seven fully intersectoral projects under the SIDS Intersectoral Platform during 2012-2013 constitutes a solid UNESCO contribution towards addressing SIDS vulnerabilities within UNESCO's mandate areas. Implementation of the projects is guided by the preparatory process in the lead-up to the third International SIDS Conference to be held in Samoa in 2014, through close liaisons between the UNESCO SIDS Focal Point and the UNDESA SIDS Unit and other key UN partners. In spite of the current severe funding constraints, extensive progress was made towards building capacity for the development and implementation of policies and practices that reinforce educational, economic and livelihood opportunities for island youth during the biennium. Given the constraints imposed on the regular programme, implementation of activities relied partially on the development of strategic partnerships, extrabudgetary resources, as well as linkages with Emergency Fund elements.</p> <p>The Apia Office-led project "Islands of the Future" - an inter-regional effort at mobilizing the voice of SIDS youth in the lead-up to the Third International Conference on SIDS and 20-year Review of the Barbados Programme of Action to be held in Samoa during 1-4 September 2014 - leveraged support from across the UN system. The project enabled UNESCO to lead and coordinate an interagency effort at securing a strong voice for youth at the Samoa meeting under the heading "My World My SIDS", through the organization of three regional preparatory youth workshops held in the Pacific, the Caribbean and the Indian Ocean during June-July 2013, and an inter-regional youth preparatory meeting in August 2013.</p> <p>Representing a significant milestone in the development of SIDS higher education networks, a broad Pacific island subregional partnership was established by UNESCO, linking institutions, individuals and projects that share an interest in promoting the development of appropriate policy and planning frameworks for STI in the Pacific. More than 30 participants took part in the discussions, representing ten Pacific universities (seven at vice-chancellor level) as well as other stakeholders and experts from the Pacific, the Caribbean (representing the University Consortium of Small Island States - UCSIS) and Africa. The meeting concluded with the formal establishment of the Pacific Islands University Research Network, linking ten Pacific higher education and research institutions with institutional relations to organizations and institutions in the Caribbean and Africa.</p> <p>Under the Youth Visioning for Island Living programme, opportunities for youth to organize and advance their ambitions were granted through the successful completion of five youth-led HIV/AIDS awareness projects in Guinea-Bissau, Haiti, Jamaica, Mauritius and Papua New Guinea. In the five countries, youth organizations designed, implemented and evaluated project activities under guidance from UNESCO's Youth Visioning for Island Living programme.</p> <p>Under the "Enhancing Open Suite Strategies in Caribbean SIDS" project, several milestones were reached in the advancement of Open Suite (Open Educational Resources, Open Access to scientific information and Free and Open Source Software) Strategies in the Caribbean. This included the roll-out of OER policies in three countries (Saint Vincent and Grenadines, Grenada and Antigua) as well as the development of a publication report on the state of the art and prospects for integrating FOSS (free and open source software), OS (open strategies) and OD (open data) in existing national information frameworks and strategies as well as national development programs in 17 Caribbean countries.</p> <p>Reflecting the intersectoral nature of the projects, the results contribute to multiple 34C/4 SPO outcomes including SPO 1 "Member States in all regions assisted in developing comprehensive education sector HIV and AIDS responses"; SPO 2 "Scientific knowledge translated into national science policies supporting sustainable development in all regions"; SPO3 "Principles and guidelines for science-based sustainable management of natural resources agreed upon and implemented in all regions through national policies"; SPO 7 " Science policies and establishment of national research systems promoted benefiting from South-South cooperation".</p>	
	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)	
	Programmed	Attained
	<p>PI: Engagement with key SIDS higher education networks reinforced and expanded through new interregional cooperation agreements</p> <p>B/b: New cooperation arrangement with the University Consortium of Small Island States launched and implemented; at least one additional network activity implemented At least one international student leadership programme launched At least one activity involving two SIDS regions</p>	<p>Through support from Emergency Fund element, a Pacific science policy and university networking dialogue event was successfully held at the University of the South Pacific main campus in Suva, Fiji, during 5-7 November 2012. More than 30 participants took part in the discussions, representing ten Pacific universities (seven at vice-chancellor level) as well as other stakeholders and experts from the Pacific, the Caribbean (representing the University Consortium of Small Island States - UCSIS) and Africa. A Communique was released detailing the main decisions taken, which included the formal establishment of the Pacific Islands University Research Network. With support from the Government of Spain and UNDESA, UCSIS prepared the global launch of its interdisciplinary joint island sustainability masters' programme, with an expected launch during the first half of 2014.</p>
	<p>PI: Training programmes for young researchers established and implemented</p> <p>B/b: Training programme undertaken in two SIDS regions</p>	<p>Support has been given to a meeting of young scientists on on the occasion of the Euroscience Open Forum ESOF 2012 (Dublin 10-14 July 2012), attended by - among other participants - Mr Vishwamitra Oree, from the Dept of Electrical and Electronic Engineering, University of Mauritius. The meeting provided a platform for discussion of challenges shared in common by a mobile, international research workforce. The international consortium created and collaboration started between national associations with other researcher associations such as the Global Young Academy (GYA), Eurodoc, and the World Association of Young Scientists (WAYS).</p>

Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)	
Programmed	Attained
	As noted in the benchmark above, with support from the Government of Spain and UNDESA, UCSIS prepared the global launch of its interdisciplinary joint island sustainability masters' programme , with an expected launch during the first half of 2014.
<p>PI: Expansion and consolidation of activities targeting the development of opportunities for SIDS youth</p> <p>B/b: New initiative launched based on UNESCO's Youth Visioning for Islands Living and YouthXchange and other youth-focused programmes</p>	Now in the advanced stages of implementation, the Apia Office-led project "Islands of the Future" - an inter-regional effort at mobilizing the voice of SIDS youth in the lead-up to the Third International Conference on SIDS and 20-year Review of the Barbados Programme of Action to be held in Samoa during 1-4 September 2014 - leveraged support from across the UN system . The project enabled UNESCO to lead and coordinate an interagency effort at securing a strong voice for youth at the Samoa meeting under the heading "My World My SIDS" , through the organization of three preparatory youth workshops held in the Pacific, the Caribbean and the Indian Ocean during June-July 2013. Under Youth Visioning for Island Living, 2 projects were implemented in full: - In Jamaica, Children First youth organization conducted a series of MSM empowerment sessions, where 66 peer educators have been trained. - In Mauritius, through ANFEN association, out-of-school youth were provided with personal and professional development training on health and HIV/AIDS issues to empower them to adopt safe behaviours and encourage them to enroll as active partners in the fight against HIV/AIDS. 3 further HIV/AIDS projects - in Haiti, Papua New Guines and Guinea-Bissau - are under implementation.
<p>PI: Development and implementation of SIDS-specific intersectoral programmes enhancing access to information and development of local media in SIDS</p> <p>B/b: Capacity development activities for SIDS media professionals organized Community radio and rural multimedia community centres in SIDS reviewed and reinforced</p>	An innovative adaptation of the UNESCO model Media Information Literacy (MIL) Curriculum was spearheaded through two international online MIL courses developed in cooperation with the MILID Network. One of the courses was launched in February 2013 which enrolled participants from East Timor, Cook Islands, Haiti, St Lucia, Trinidad and Tobago and Jamaica. Policy makers in St Lucia piloted the draft MIL Policy and Strategy Guidelines at a UNESCO supported workshop on MIL for policy makers in the Organisation of Eastern Caribbean States (July 2013). The Gender Sensitive Indicators for Media (GSIM) was published in 2012. Partnership with the Caribbean Broadcasting Union and the Asia Pacific Broadcasting Union has resulted in self-assessment case studies in four media houses in Trinidad and Tobago, Barbados, Jamaica and the Maldives. In furtherance of this process, the GSIM was piloted in 4 media organizations in the same countries to stimulate gender related policy and strategy development in these organizations. Open Educational Resources Policies were rolled out in Antigua and Barbuda, Grenada and St. Vincent and the Grenadines. ICTs in Education Policies were strengthened through series of consultative workshops and technical guidance. This enabling instruments strengthened open access to educational materials including textbook in these three SIDS countries. A publication report on the state of the art and prospects for integrating FOSS, OS and OD in existing national information frameworks and strategies as well as national development programs in 17 Caribbean countries was developed and shared. In 2012, an IPDC project in the Dominican Republic enabled 60 journalists and media professionals (including professors from journalism education schools) to attend a specialist training workshop in environmental reporting, equipping them with the skills and knowledge to enhance their reporting on environmental issues such as climate change, deforestation, pollution and biodiversity preservation. Barbados, Fiji, Guyana, Jamaica, Madagascar, Papua New Guinea, Saint Kitts and Nevis, Seychelles and Singapore benefited from participation in the international conference Memory of the World in the Digital Age: Digitization and Preservation (26-28 September 2012, Vancouver) whose recommendations concern measures leading to the establishment of a global platform for stakeholders from government, heritage institutions, government and industry to discuss these issues.

Cost-effectiveness/efficiency measures for this Intersectoral Platform

In spite of the current severe funding constraints, as well as the late availability of funds (in September 2012) considerable achievements were made towards addressing SIDS related-issues during the biennium, with implementation of all projects as planned.

Partnership building has been pursued as widely as possible in order to maximize the utility of the limited funds available. The Pacific Science Policy dialogue and establishment of the Pacific Islands Universities Research Network is an example hereof. Through a multi-agency partnership, considerable funding was leveraged via UNESCO's contribution from partners such as the Technical Centre for Agricultural and Rural Cooperation of ACP-EU, which contributed \$80,000 complementing UNESCO's contribution of \$20,000. Sandwatch is another successful and cost-effective example: the success of Sandwatch comes from its practical approach which attracts

Cost-effectiveness/efficiency measures for this Intersectoral Platform


schools, youth groups, non-governmental and community-based organizations, who constituted over time an active and strong network of volunteers ready to support each other and share experiences. The project has reached a milestone this biennium with the development and the launch of the Sandwatch International Database in March 2013 at the Experts Meeting on Climate Change Education for Sustainable Development in Mauritius. This database represents an important resource which will further strengthen the contribution of Sandwatch participating countries towards global coastal and climate change observations.



Also the seven interdisciplinary, multi-sector projects (of 13 proposed) funded under the SIDS platform were successfully implemented through the joint action of Programmes, Field Offices and SIDS partners. The selected projects were the result of a motivated competitive bidding process engaging all UNESCO's programme sectors as well as field offices in all SIDS regions, the projects have been designed to respond to key SIDS priorities spanning the full range of UNESCO's field of competence - from the development of custom-designed Open Educational Resources in the Pacific and the Caribbean; the use of satellite imagery for climate change education; the building of networks among traditional medicinal practitioners in the Indian Ocean; development of community heritage-based initiatives in East Timor; development of new Caribbean biosphere reserves; as well as an interregional youth Initiative - Islands of the Future - which will help feed the voice of SIDS youth through to the Samoa 2014 meeting. Most of these projects succeeded to find other (extrabudgetary) sources of funding to complete their projects.

Priority Africa and its implementation by UNESCO

Regular Programme ¹ : staff and operational budget		Extrabudgetary resources ¹
Allocation 2012-2013: US\$ 575 500	Expenditure % 2012-2013: 97%	Expenditures 2012-2013: US\$ 590 206

¹The budgetary information regards unaudited figures and for extrabudgetary resources include Emergency Funds.

36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
 A priority Africa Action Plan, including: objectives, activities, implementation strategy and allocated resources, drawn up and implemented by Field Offices and UNESCO institutes, in close cooperation with other agencies in the United Nations system and other partners	<p>The key achievement of the Platform is the establishment of a plan of action consisting of intersectoral special projects for priority Africa organized around 4 thematic issues: education for a culture of peace and non-violence in Africa; strengthening the links between education and culture for sustainable development; mobilization of science, technology and innovation (STI) for sustainable development and promoting the training, employment and social integration of young people. Within this framework, 10 projects were implemented under the priority Africa intersectoral platform. The projects were elaborated intersectorally in association with field offices taking into consideration regional priorities, aligned to the African Union decisions, associating Governments, Regional Economic Commissions and organizations of regional integration, regional institutions and other partners in their implementation.</p>
Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)	
Programmed	Attained
PI: Number of major intersectoral projects included in the Priority Africa Action Plan and reflected in the work plans	11 projects received funding to enable the implementation. These projects were implemented jointly with UNESCO's partners under the overall coordination of the Intersectoral Platform Priority Africa
PI: Resource mobilization strategy for Priority Africa put in place with accountability vested in the programme sectors and offices in the subregion B/b: funds mobilized	Resource mobilization strategy for Priority Africa was included as part of the Operational strategy for Priority Africa approved by the General Conference. Funds were mobilised with various partners within the framework of the implementation of Intersectoral platform. Full list of donors can be provided if needed.

36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt	
 <p>Special programmes and projects on the main lines of action identified and included in UNESCO's strategy for Africa supported and/or implemented jointly with UNESCO's partners, with coordination by and technical assistance from the Africa platform</p>	<p>In the area of culture of peace and non-violence in Africa, assistance was provided to Member States in providing a mapping of existing resources on education for peace and conflict prevention in 45 countries in Sub-Saharan Africa and guidelines for integration in Educational systems. Capacity of the Intergovernmental Commission of Lake Chad Basin (CBLT) was also reinforced on cross-border conflict prevention, in relation to sustainable management of natural resources in the region.</p> <p>In addressing employment and social integration of young people in Africa, some training focusing on building skills of young women and men through social entrepreneurship and promotion of a culture of peace was done. In relation to this, the capacity of UNESCO Category II centres implementing the training, namely, CIEFFA based in Burkina Faso for young girls education and the GCYDCA based in Malawi for youth development, was reinforced.</p> <p>Concerning the promotion of the links between education and culture, addressing youth employment, a High Level Ministerial Meeting was organized in November 2013 in Praia (Cabo Verde). The outcome of the meeting was the Praia declaration which advocates for the formulation of country specific strategies on promoting youth employment in the creative sector to address the high unemployment rate in the continent.</p> <p>In the area of science, technology and innovation (STI), scientific tools/material related to seasonal drought forecasting for water resources management were developed to address food security challenges and the well-being of women. Specialized engineering software on hydrology (HOPE) for water management and a resource Guide for journalists on reporting on climate change, were also developed. Training of specialists on drought monitoring was also done at AGRHYMET, Niger. Some e-learning tools, targeting young people, were also developed focusing on the knowledge of the role of women in African history.</p> <p>Technical assistance is being provided by UNESCO to Member States through the implementation of joint projects.</p> <p>EX4 report on priority Africa was submitted regularly to the Organization's governing bodies.</p>	
Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		
Programmed		Attained
PI: Three or four specific regional or subregional programmes/projects drawn up, validated by Member States or regional organizations and extrabudgetary funds sought B/b: funds mobilisation		11 projects have received funding and additional efforts are made to mobilise more funds.
PI: Technical assistance provided by UNESCO to Member States and to major specialized agencies of the African Union for the implementation of the programmes/projects accepted under the platform B/b: joint projects		-Technical assistance is being provided by UNESCO to Member States.
PI: Progress reports on project implementation submitted regularly to the Organization's governing bodies and meetings held to exchange experiential data on project/programme implementation B/b: Extra-budgetary projects elaborated and funds mobilized ;		Several extrabudgetary projects were developed within the framework of the Priority Africa, and funds were also mobilized accordingly. A full list of donors can be provided.
36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt	
 <p>Priority Africa activities monitoring the implementation of plans of action (African Union decisions) systematically reviewed</p>	<p>Africa Department submitted contribution to EX/4 on UNESCO projects in Africa during the 2012-2013 biennium. The intersectoral projects developed within the Africa platform, were selected for funding taking into consideration their alignment with the needs expressed by Member States and in African Union decisions</p> <p><u>Challenges</u>, not limited to financial issues:</p> <p>Besides the delayed funding allocation for the implementation of the projects, some challenges included having large intersectoral project teams for coordination and implementation of projects. Mobilization of additional funding for sustainability of projects remains a challenge.</p>	

Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)	
Programmed	Attained
PI: Annual report on the impact of UNESCO cooperation in Africa, by sector, submitted to the governing bodies B/b: report	Africa Department submitted contribution to EX/4 on UNESCO projects in Africa for the year 2012 and 2013; These activities were developed in alignment to requests by member states and AU decisions relevant to UNESCO.
PI: Regular statistical analyses of the budget allocated for Africa and for various themes on Africa B/b: Financial report	Statistical analysis on budget allocated to Africa and within the framework of the Priority Africa Platform were compiled regularly. The financial reports were generated from SISTER.
PI: Monitoring of the alignment of UNESCO activities in Africa with the needs expressed by Member States and in African Union decisions	The intersectoral projects developed and selected for funding were aligned with the needs expressed by Member States and in African Union decisions.


Cost-effectiveness/efficiency measures for this Main Line of Action


Regarding the cost-effectiveness/efficiency measures, there is a challenge of having large intersectoral project teams for coordination and implementation of some projects.


UNESCO's Support to Countries in Post-Conflict and Post-Disaster Situations

Regular Programme ¹ : staff and operational budget		Extrabudgetary resources ¹
Allocation 2012-2013: US\$ 505 000	Expenditure % 2012-2013: 100%	Expenditures 2012-2013: US\$ 621 141

¹The budgetary information regards unaudited figures and for extrabudgetary resources include Emergency Funds.

36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
 <p>An overarching in-house PCPD strategy put in place to strengthen responses through the Field network and at Headquarters, with efficient and timely staffing and administrative support mechanisms, elaborated and implemented.</p>	<p>During the reporting period, the PCPD Platform secretariat (BFC) continued to provide core administrative and financial support to PCPD project antennas operating in Myanmar, Gaza, Somalia, Tripoli and Tunis, as well as the new national offices in South Sudan and Côte d'Ivoire. The establishment of an Intersectoral Platform Standby Pool for PCPD response has allowed for a rapid release of funds in support of UNESCO activities in Gaza, Mali and Somalia.</p> <p>An overarching PCPD strategy must fully align and support the ongoing field reform process, and be well informed through clear analyses and mapping of UNESCO activities and capacities in PCPD situations, from the humanitarian and early recovery phase through to preventive actions through Peacebuilding and Disaster Risk Reduction. Given the impending organisational changes (transfer of PCPD unit from BFC to ODG, discontinuation of BFC and of the PCPD Platform), the decision has been made to finalise the strategic framework in the first months of the 37C5 biennium.</p>
Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)	
Programmed	Attained
PI: Strategic framework for PCPD responses prepared for DG approval within the framework of the PCPD Intersectoral Platform through consultation with all concerned sectors and services	A number of consultations and discussions have taken place, but given the impending organisational changes (transfer of PCPD unit from BFC to ODG, discontinuation of BFC and of the PCPD Platform), the decision has been made to finalise the strategic framework in the first months of the 37C5 biennium.

Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)	
Programmed	Attained
B/b: At least three intersectoral implementation plans elaborated and put into action through relevant field offices and HQ sectors and services.	
PI: Number of staff from HQ, Field Offices, Category I Institutes trained on PCPD strategy and response during the biennium B/b: At least 50 staff further trained or updated on PCPD strategy and response.	In view of financial constraints, no new staff trainings were organized in this reporting period, in favor of the use of RP funds only for operational support to field offices in PCPD situations. At the same time, the PCPD Platform continues to support an Intranet knowledge network with 394 registered members and over a 1000 PCPD-related documents and project templates, managed on a no-cost basis through the training and supervision of qualified interns. Further significant site upgrades will be contingent on improvements in the financial situation.
PI: Number of administrative/financial mechanisms revised or newly implemented to facilitate more timely and efficient PCPD response operation B/b: At least two administrative/financial mechanisms revised or newly implemented	The establishment of an Intersectoral Platform Standby Pool for PCPD response has allowed for a rapid release of funds in support of UNESCO activities in Gaza, Mali, Somalia and Syria. BFC continued to provide core logistical support to PCPD project antennas operating in Myanmar, Gaza, Somalia, Tripoli and Tunis, as well as the opening of national offices in South Sudan and Côte d'Ivoire. To reinforce intersectoral programming approaches, 8 new PCPD field activities totaling \$1,040,000 have been implemented, following a peer review of 43 project submissions submitted by 27 field offices.
36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
 Effective contributions to the relevant United Nations post-crisis coordination mechanisms, joint needs assessments, multi-donor and other post-crisis funding modalities made, with UNESCO's projects prioritized and funds mobilized within UN humanitarian and early recovery transition appeals.	<p>UNESCO participated in two assessment frameworks in the MENA region namely the Syria Regional Response Plan addressing the Syrian refugee crisis; and the UN in Libya Strategic Framework 2012-2014. In this reporting period, UNESCO completed implementation of the Lebanon Recovery Fund and Iraq Trust Fund, the latter amounting to US\$60 million across twenty projects within UNESCO post-crisis fields of competence. Also, in 2012, UNESCO took part in seven OCHA Humanitarian Appeals, notably the Horn of Africa drought response, as well as Pakistan, Cuba and the Central African Republic. Projects have also been included within the 2013 Humanitarian Appeals in South Sudan and Palestine. UNESCO has received \$181,000 in CERF Funds to provide psychosocial support to children, following the April 2012 munitions explosion in Brazzaville, Congo. 2012 has marked the first time that UNESCO has been included within the OCHA Water, Sanitation and Hygiene (WASH) Cluster: through initiatives for "rapid groundwater development for emergency water and sanitation services" in the Horn of Africa. Under the "Conflict Resolution & Peacebuilding" window of the MDG Achievement Fund, UNESCO is implementing US\$5.6 million through nine joint UN Country Team activities in Brazil, Chile, Costa Rica, Guatemala, Haiti, Lebanon, FYROM, Mexico, Panama. Four UN Peacebuilding Fund projects totalling US\$2.7 million were completed in the Central African Republic and in Liberia.</p> <p>As can be seen from the result related to the integration into UN post-crisis responses, UNESCO took part in a number of assessment frameworks and humanitarian appeals, receiving funds from various multi-partner trust funds, including MDG-Achievement Fund, Peacebuilding Fund and CERF. Several Project Offices were set up which are functioning on the principle of full cost recovery, making fundraising their central role. BFC, together with BSP/CFS has contributed to these successes by facilitating headquarters procedures related to fundraising, project implementation, and donor relations.</p>
Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)	
Programmed	Attained
PI: Number of post-crisis joint needs assessment or other prioritization mechanisms at country level in which UNESCO participates. B/b: Participation in at least four joint needs assessment or related prioritization mechanisms at UNCT level.	UNESCO participated in two assessment frameworks in the MENA region namely the Syria Regional Response Plan addressing the Syrian refugee crisis; and the UN in Libya Strategic Framework 2012-2014. UNESCO completed implementation of the Lebanon Recovery Fund and Iraq Trust Fund, the latter amounting to US\$60 million across twenty projects within UNESCO post-crisis fields of competence. Also, in 2012, UNESCO took part in seven OCHA Humanitarian Appeals, notably the Horn of Africa drought response, as well as Pakistan, Cuba and the Central African Republic. Projects have also been included within the 2013 Humanitarian Appeals in South Sudan and Palestine. UNESCO has received \$181,000 in CERF Funds to provide psychosocial support to children, following the April 2012 munitions explosion in Brazzaville, Congo. 2012 has marked the first time that UNESCO has been included within the OCHA Water, Sanitation and Hygiene (WASH) Cluster: through initiatives for "rapid groundwater development for emergency water and sanitation services" in the Horn of Africa. Under the "Conflict Resolution & Peacebuilding" window of the MDG Achievement Fund, UNESCO is implementing US\$5.6 million through nine joint UN Country Team activities in Brazil, Chile, Costa Rica, Guatemala, Haiti, Lebanon, FYROM, Mexico, Panama. Four UN Peacebuilding Fund projects totalling US\$2.7 million were completed in the Central African Republic and in Liberia. The Organization undertook two cultural assessment missions in Somalia

Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)	
Programmed	Attained
	and Mali (notably Timbuktu).
<p>PI: Number of UNESCO projects funded and under implementation following inclusion in OCHA Humanitarian Appeal processes, including through Central Emergency Response Fund (CERF).</p> <p>B/b: At least 10 UNESCO projects funded and under implementation through OCHA Humanitarian Appeal processes and CERF.</p>	<p>Over the reporting period, UNESCO took part in 18 humanitarian appeals and a number of assessment frameworks, receiving funds from various multi-partner trust funds, including MDG-Achievement Fund, Peacebuilding Fund and CERF. Several Project Offices were set up which are functioning on the principle of full cost recovery, making fundraising their central role. BFC, together with BSP/CFS has contributed to these successes by facilitating headquarters procedures related to fundraising, project implementation, and donor relations. In 2012 and 2013, UNESCO field offices participated via humanitarian project submissions in 18 OCHA Humanitarian Appeals: for South Sudan, Syria, the Syria Regional Refugee Response, Palestine, Kenya, Cuba, Central African Republic, Pakistan, and Somalia. These projects are addressing UNESCO's fields of competence in Education, Water & Sanitation, and Early Recovery and Livelihoods, notably in the fields of TVET, Psychosocial support, Cultural Heritage (Syria) and Education under Attack.</p>
<p>PI: Number of implemented UNESCO activities funded through Peacebuilding Fund, OCHA Central Emergency Response Fund, UNDP-Spain MDG Achievement Fund (Peacebuilding and Conflict Resolution Thematic Window) or other multi-donor trust funds.</p> <p>B/b: At least ten UNESCO activities under implementation through these funding channels.</p>	<p>The UN Peacebuilding Fund has allocated \$2.3 million to UNESCO in 2013. This includes a joint project on gender and youth violence in Guatemala, to be implemented by UNDP, UNESCO, UNFPA, UNODC and UN Women. During this period, UNESCO also has begun implementation of \$2.44 million from the Iraq UNDAF Fund. In South Sudan, UNESCO leads the inception activity of a major Disarmament, Demobilization, and Reintegration Programme (DDR), piloting a TVET and lifeskills training to support the reintegration of South Sudanese ex-combatants back into society. The "Conflict Resolution & Peacebuilding" thematic window of the MDG Achievement Fund (MDG-F) is nearing completion, for which UNESCO received US \$5.6 million in funds for Brazil, Chile, Costa Rica, Guatemala, Haiti, Lebanon, Macedonia, Mexico, Panama.</p>
36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
 Post-Crisis countries supported in the fields of disaster risk reduction, conflict prevention and peace building, with clear programming linkages between the relief, recovery and sustainable development phases.	<p>UNESCO is further evolving as a key specialized actor in post-Natural Disaster settings: notably through fresh groundwater initiatives in the Horn of Africa as well as DRR activities in Chile, Myanmar, Namibia, Haiti, the LAC region, and in the extension of global Tsunami early warning systems. UNESCO's technical capacities in drought and floods response appear to be an area of potential growth and funding opportunities during the humanitarian phase of new crises. Moreover, UNESCO is implementing 9 projects totalling US\$5.6 million through the "Conflict Resolution & Peacebuilding" window of the MDG Achievement Fund. Four projects totalling US\$2.7 million through the UN Peacebuilding Fund are nearing completion, as UNESCO continues to contribute to Peacebuilding in a wide range of countries, including the DDR programme in South Sudan, and in Afghanistan, Iraq, Libya and Palestine.</p> <p>Fundraising through peacebuilding mechanisms over the past biennium has been more successful than through traditional humanitarian funding mechanisms.</p>
Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)	
Programmed	Attained
<p>PI: Number of post-disaster activities that support national capacity building in the field of Disaster Risk Reduction implemented.</p> <p>B/b: At least five new activities under implementation.</p>	<p>UNESCO is evolving as a key specialized actor in post-Disaster settings: notably groundwater initiatives in the Horn of Africa, DRR, and in the extension of global Tsunami early warning systems. UNESCO's technical capacities in drought and floods response appear to be an area of potential growth and new funding opportunities during the humanitarian phase of crisis. UNESCO played a key role in Pakistan's upgrade of floods forecasting and EWS, as well as in the development of the national water sector strategy. UNESCO represented the UN on the Friends of a Democratic Pakistan's Water TF. One UNESCO project (\$3.7m Japan) has allowed for major upgrades to floods forecasting using remote sensing technologies. UNESCO has helped combat drought and famine in the Horn of Africa (Ethiopia, Kenya, Somalia), applying new remote sensing technologies to identify and tap emergency groundwater. Similar technologies also were successfully deployed by UNESCO in Iraq. UNESCO's project for six LAC countries through EC funds strengthened ED ministry capacity in multi-hazard EWS education (droughts, hurricanes, floods, earthquakes, volcanic eruption and tsunamis and other high impact hazards). The PCPD IP funded two DRR activities during this biennium, in Namibia "An Integrated Approach to DRR post-floods-Phase I" (\$120k). and in Vietnam "Strengthening Intersectoral Capacity for a comprehensive Natural Disaster Preparedness and Response" (\$285k). The success of the latter initiative enabled fundraising of an additional \$1million in extrabudgetary funding</p>

Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)	
Programmed	Attained
<p>PI: Number of conflict prevention and peace-building initiatives implemented in PCPD countries.</p> <p>B/b: At least five new activities under implementation.</p>	<p>The UN Peacebuilding Fund has allocated \$2.3million to UNESCO in 2013. This includes a joint project on gender and youth violence in Guatemala, to be implemented by UNDP, UNESCO, UNFPA, UNODC and UN Women. During this period, UNESCO also has begun implementation of USD2.44 million from the Iraq UNDAF Fund. In South Sudan, UNESCO leads the inception activity of a major Disarmament, Demobilization, and Reintegration Programme (DDR), piloting a TVET and lifeskills training to support the reintegration of South Sudanese ex-combatants back into society. The "Conflict Resolution & Peacebuilding" thematic window of the MDG Achievement Fund (MDG-F) is nearing completion, for which UNESCO received US \$5.6 million in funds for 9 countries. The PCPD Intersectoral Platform directly funding four Peacebuilding activities during this biennium. These are: "Radio and Drama for Literacy and Culture of Peace in South Sudan" (\$130,000), "Educating Young Girls for Peace in Mano River Region" (\$150k); "Promotion des valeurs de droits humains, des principes democratiques et des droits de la presse au sein des forces de l'ordre et du secteur des media en Tunisie" (\$100,000) ; and "Education and access to information in conflict-affected areas of KPK and bordering areas of Pakistan and Afghanistan" (\$100,000). The successful implementation of the latter activity enabled fundraising of an additional \$1million in funding, which enabled scaling up of the project.</p>

Cost-effectiveness/efficiency measures for this Intersectoral Platform

A number of essential activities were postponed or cancelled due to financial constraints, notably further staff training on post-crisis programming. The PCPD Platform supports an Intranet knowledge network with 400 registered members and over a thousand PCPD-related documents and project templates. The PCPD Platform secretariat also maintains a PCPD Web Portal. Both sites are presently managed on a minimal or no-cost basis through the training and supervision of qualified interns. Further significant site upgrades will be contingent on improvements in the financial situation.

At the field operational level, the PCPD Platform continues to focus on strengthening extrabudgetary funds mobilization and in-kind partnerships, notably through staff secondment partners like the Norwegian Refugee Council.

The establishment of an Intersectoral Platform Standby Pool for PCPD response has allowed for a rapid release of funds in support of UNESCO activities, which helped raise the profile of UNESCO, and acted as seed funding to attract further extrabudgetary funds. This was the case in Myanmar and Libya, where a minimal investment and core logistical support provided to those project offices resulted in significant extrabudgetary funding. Another example are the intersectoral PCPD project activities, which were implemented in 8 countries. The projects in Vietnam (\$285000) and in Pakistan (\$100,000) each helped raise \$1 million of additional funding.

Part II.A. Field Office implementation of decentralized programmes (BFC)



Regular Programme ¹ : staff and operational budget		Extrabudgetary resources ¹
Allocation 2012-2013: US\$ 81 755 009	Expenditure % 2012-2013: 96%	Expenditures 2012-2013: US\$ 4 703 684




¹The budgetary information regards unaudited figures and for extrabudgetary resources include Emergency Funds.


Part II.A. Field Office implementation of decentralized programmes (BFC)




Regular Programme ¹ : staff and operational budget		Extrabudgetary resources ¹
Allocation 2012-2013: US\$ 80 162 142	Expenditure % 2012-2013: 97%	Expenditures 2012-2013: US\$ 3 711 643

¹The budgetary information regards unaudited figures and for extrabudgetary resources include Emergency Funds.

36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt						
 The first phase of UNESCO's reform of its field presence network implemented	<p>The process has been made more difficult due to the tight financial outlook for the coming 2014-2015-biennium and investments have been conservative not to engage in costs that cannot be sustained in the coming biennium. However, a grant from the Emergency Funds have made the above mentioned implementation of the first phase possible.</p> <p>Staff has been transferred either from HQ or from former cluster offices to regional offices. The process is however not finalized and the difficult financial situation slows down the process. The five multisectoral regional offices were established in Africa by end of 2013 in Dakar, Abuja, Nairobi, Yaounde and Harare.</p>						
	<p align="center">Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)</p> <table border="1"> <thead> <tr> <th>Programmed</th> <th>Attained</th> </tr> </thead> <tbody> <tr> <td> PI: Establishment of field offices according to the new structure B/b: 5 regional offices established before end of 2013 </td> <td>5 regional offices established in Africa by end of 2013; 2 national offices have been established; cluster offices have been transformed into national offices </td> </tr> <tr> <td> PI: Staff moved accordingly to new reform B/b: Regional offices have multi-sectoral coverage by international programme specialists </td> <td>5 regional offices established in Africa by end of 2013; 2 national offices have been established; cluster offices have been transformed into national offices </td> </tr> </tbody> </table>	Programmed	Attained	PI: Establishment of field offices according to the new structure B/b: 5 regional offices established before end of 2013	5 regional offices established in Africa by end of 2013; 2 national offices have been established; cluster offices have been transformed into national offices	PI: Staff moved accordingly to new reform B/b: Regional offices have multi-sectoral coverage by international programme specialists	5 regional offices established in Africa by end of 2013; 2 national offices have been established; cluster offices have been transformed into national offices
Programmed	Attained						
PI: Establishment of field offices according to the new structure B/b: 5 regional offices established before end of 2013	5 regional offices established in Africa by end of 2013; 2 national offices have been established; cluster offices have been transformed into national offices						
PI: Staff moved accordingly to new reform B/b: Regional offices have multi-sectoral coverage by international programme specialists	5 regional offices established in Africa by end of 2013; 2 national offices have been established; cluster offices have been transformed into national offices						
36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt						
 Performance assessment of all directors and heads of field offices completed	Performance of all Directors/Heads of field offices was assessed by end of 2013						
	<p align="center">Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)</p> <table border="1"> <thead> <tr> <th>Programmed</th> <th>Attained</th> </tr> </thead> <tbody> <tr> <td> PI: Objectives and results set B/b: N/A </td> <td>Performance of all Directors/Heads of field offices was assessed by end of 2013 </td> </tr> </tbody> </table>	Programmed	Attained	PI: Objectives and results set B/b: N/A	Performance of all Directors/Heads of field offices was assessed by end of 2013		
Programmed	Attained						
PI: Objectives and results set B/b: N/A	Performance of all Directors/Heads of field offices was assessed by end of 2013						

36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt	
 Operating budgets of field offices monitored and their management and administration improved	This result was implemented and monitored by BFM	
	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)	
	Programmed	Attained
	PI: Respect of overall budgets B/b: N/A	Budgets were respected - implementation and monitoring carried out by BFM
	PI: Respect of ceilings given in WPs relating to travel, temporary assistance and other Objects of Expenditure B/b: N/A	Implemented and monitored by BFM
36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt	
 Capacity and skills of field staff improved	Information shared regularly with field offices; meetings of all Directors/Heads of field offices held throughout the duration of the 37th General Conference. A pilot project based in Dakar has proved to be of great importance for the information dissemination among programme staff working in African field offices	
	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)	
	Programmed	Attained
	PI: Share information with field offices B/b: N/A	Together with BKI an improved HQ-Field and Field-Field information structure has been established
36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt	
 Acceptable level of security and safety of UNESCO personnel and premises ensured, commensurate with security conditions and risk assessments	<p>BFC ensured in a sustainable manner that UNESCO Field Offices reach acceptable levels of security and safety standards. Effective and pro-active support and backstopping was provided in crisis situations. Support was provided to international UNESCO staff and families in security emergency situations. Policy and logistic assistance was also provided by BFC to the offices with a view to raising further the security measures.</p> <p>BFC continued to monitor closely MOSS compliance of field offices with objective of having periodic UNDSS security assessments. One of the challenges is the response rate from the field offices which delays significantly completion of this type of exercise.</p> <p>Field Offices were supported in development of business continuity plans with template model developed by BFC</p> <p>Advice provided to senior management on programme criticality and appropriateness of deployment of missions/activities to high risk areas.</p> <p>BFC managed the field security budget in cost-effective and sustainable manner by monitoring closely the security requirements, appropriate procurement procedures and justifications. BFC is responsible for implementations of MORSS (Minimum Operating Residential Security Measures) through monitoring of implementation of these measures by staff, ensuring compliance with recommended UNDSS measures and their cost-effectiveness. All field security requirements were met from the allocated budget.</p> <p>BFC maintains and updates personnel statistics for multiple purposes: emergency contingency/Malicious Acts insurance policy/distribution of locally shared security costs.</p> <p>Advice provided to senior management on programme criticality and appropriateness of deployment of missions/activities to high risk areas.</p> <p>BFC continued to enforce the mandatory requirements regarding security trainings and security clearance. In line with the new UNDSS policy on security training (developed with active UNESCO's involvement) specific instructions were issued regarding validity of UNDSS mandatory training courses and their re-certification and applicability. Ongoing work with other services on integration of</p> <p>The new Field Security intranet page is continuously updated. Effective and timely dissemination of the security guidelines and procedures was carried out.</p>	

36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt	
	<p>With regard to the inter-agency coordination in the area of field security, UNESCO Field Security Coordinator co-chaired the Inter-Agency Security Management Network (IASMN) and the Steering Group of IASMN as well in working groups on development of common security and safety policies, review of JFA security activities and MORSS. BFC was a member of HLCM/FB Network's Working Group on Security Costs. UNESCO's participation in several inter-agency mechanisms provided greater opportunity to reflect organization's position in UN system wide policies.</p> <p>UNESCO has the obligation to ensure safety and security of personnel and assets and follows established by UNDSS recommendations/policies and practices and therefore need to maintain the required level of security protection commensurate with the security conditions in the duty station and compliant with prevailing risk mitigation actions. Nevertheless the field security budget is being permanently monitored and revised to reflect actual anticipated needs. Funds are being provided for security related expenses on a case by case basis to avoid allocations exceeding actual costs - these are made after review of the substantial need (UNDSS recommendations), adequate application of rules and procedures governing contracting, procurement; care is being taken that resources are utilised in the most cost efficient manner and alternative solutions are being sought for ensuring security in less costly manner.</p>	
	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)	
	Programmed	Attained
	<p>PI: Improved compliance with DSS standards (MOSS, MORSS) in line with the UNSMS security risk management policy, conducive to safer and more secure working and living conditions of staff B/b: N/A</p>	<p>Continuous monitoring of MOSS compliance of the field offices (as a prerequisite for fund allocation for security improvement measures)/. Backstopping/ advice to field offices in prioritization of recommendations; support in security risk assessments. Backstopping in establishment of new field offices and/or moves to new premises. Timely reimbursement of residential security measures through payroll to all entitled international staff in the field including monitoring of implementation and cost effectiveness of measures.</p>
	<p>PI: Field Security Budget managed and monitored in a sustainable and cost-effective manner B/b: N/A</p>	<p>Field security budget is being permanently monitored and revised to reflect actual anticipated needs. Funds are being provided for security related expenses on a case by case basis to avoid allocations exceeding actual costs - these are made after review of the substantial need (UNDSS recommendations), adequate application of rules and procedures governing contracting, procurement; care is being taken that resources are utilised in the most cost efficient manner and alternative solutions are being sought for ensuring security in less costly manner. All field security requirements implemented within the budget allocation framework.</p>
	<p>PI: Timely response to security emergencies B/b: N/A</p>	<p>Support provided in crisis situations (in particular Mali, Gaza, Egypt, Lebanon, South Sudan); coordinated BFC/HRM/BFM action taken. Timely coordinated backstopping to safety/medical emergencies.</p>
36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt	
 Abilities of all UNESCO personnel enhanced and made sustainable regarding field security and safety matters	<p>Effective and timely dissemination of the security guidelines and procedures was carried out.</p> <p>Staff compliance with the security clearance procedures and training remains a challenge and controls at the AO levels when approving official travel should be reinforced. Ensuring that security aspects are included in all travel instructions/policies/procedures. Policy advice was provided to the Field Offices in the area of field security. Security briefings are provided to newly appointed/reassigned staff at HQ and in the field.</p>	
	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)	
	Programmed	Attained
	<p>PI: Enhanced security awareness among staff in the field and at HQs of field security policy, guidelines, respective responsibilities, accountability; security training programmes B/b: N/A</p>	<p>Completion of the mandatory training by all concerned personnel. review of the instructions related to UNDSS security training programmes, periodicity of re-certification. Revision together with HRM of relevant HR manual provisions. Travel/aviation safety requirements implemented by staff and monitored.</p>
	<p>PI: Strengthened capacity of all UNESCO personnel to effectively handle their security and safety responsibilities B/b: N/A</p>	<p>Application by UNESCO personnel of the relevant procedures/ adequate reaction in case of security emergencies.</p>

36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt	
 Integration into United Nations post-conflict and post-disaster responses ensured	<p>Over the reporting period, UNESCO took part in 18 humanitarian appeals and a number of assessment frameworks, receiving funds from various multi-partner trust funds, including MDG-Achievement Fund, Peacebuilding Fund and CERF. Several Project Offices were set up which are functioning on the principle of full cost recovery, making fundraising their central role. BFC, together with BSP/CFS has contributed to these successes by facilitating headquarters procedures related to fundraising, project implementation, and donor relations.</p> <p>In 2012 and 2013, UNESCO field offices participated via humanitarian project submissions in 18 OCHA Humanitarian Appeals: for South Sudan, Syria, the Syria Regional Refugee Response, Palestine, Kenya, Cuba, Central African Republic, Pakistan, and Somalia. These projects are addressing UNESCO's fields of competence in Education, Water & Sanitation, and Early Recovery and Livelihoods, notably in the fields of TVET, Psychosocial support, Cultural Heritage (Syria) and Education under Attack.</p>	
Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		
Programmed		Attained
PI: Close collaboration with other UN agencies B/b: N/A	UNESCO is an active UNCT member in all post-conflict and post-disaster affected countries where we are running operations. The Organization took part in 18 humanitarian appeals and a number of assessment frameworks, receiving funds from various multi-partner trust funds, including MDG-Achievement Fund, Peacebuilding Fund and CERF.	
36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt	
 Staff capacities for post-conflict and post-disaster situations reinforced, based on lessons learnt	<p>In view of financial constraints, rather than organizing new staff trainings in this reporting period, RP funds were used only for operational support to field offices in PCPD situations. At the same time, UNESCO continued supporting an Intranet knowledge network with 394 registered members and over a 1000 PCPD-related documents and project templates, managed on a no-cost basis through the training and supervision of qualified interns. Further significant site upgrades will be contingent on improvements in the financial situation.</p>	
Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		
Programmed		Attained
PI: Staff to undertake the required security training B/b: N/A	BFC PCPD sharepoint website contains a rich volume of files which can enhance the capacity of colleagues working on these files. Furthermore the PCPD intersectoral platform is in close contact with all appropriate staff, and ensures that they receive a thorough briefing.	
36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt	
 Capacity for fund-raising for post-conflict and post-disaster interventions enhanced	<p>UNESCO took part in a number of assessment frameworks and humanitarian appeals, receiving funds from various multi-partner trust funds, including MDG-Achievement Fund, Peacebuilding Fund and CERF. Several Project Offices were set up which are functioning on the principle of full cost recovery, making fundraising their central role. BFC, together with BSP/CFS has contributed to these successes by facilitating headquarters procedures related to fundraising, project implementation, and donor relations.</p>	
Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		
Programmed		Attained
PI: Signing of new projects B/b: N/A	<p>Over the reporting period, UNESCO took part in 18 humanitarian appeals and a number of assessment frameworks, receiving funds from various multi-partner trust funds, including MDG-Achievement Fund, Peacebuilding Fund and CERF. Several Project Offices were set up which are functioning on the principle of full cost recovery, making fundraising their central role. BFC, together with BSP/CFS has contributed to these successes by facilitating headquarters procedures related to fundraising, project implementation, and donor relations. The UN Peacebuilding Fund has allocated \$2.3 million to UNESCO in 2013. During this period, UNESCO also has begun implementation of \$2.44 million from the Iraq UNDAF Fund.</p>	

Cost-effectiveness/efficiency measures for this Chapter

The implementation of the field reform process in Africa has been made more difficult due to the tight financial outlook for the coming 2014-2015-biennium and investments have been conservative not to engage in costs that

Cost-effectiveness/efficiency measures for this Chapter

cannot be sustained in the coming biennium. However, a grant from the Emergency Funds have made the above mentioned implementation of the first phase possible.

All field security requirements of the field offices were met from allocated financial resources as a result of continuous monitoring and assessment of actual needs.

The process of transfer of staff to regional offices is yet to be completed as the difficult financial situation slows down the process.

A number of essential activities were postponed or cancelled due to financial constraints, notably further staff training on post-crisis programming. BFC therefore supported an intranet knowledge network with 400 registered members and over a thousand PCPD-related documents and project templates. BFC also maintained a PCPD Web Portal. Both sites are presently managed on a minimal or no-cost basis through the training and supervision of qualified interns. Further significant site upgrades will be contingent on improvements in the financial situation.


At the field operational level, the Organization continues to focus on strengthening extrabudgetary funds mobilization and in-kind partnerships, notably through staff secondment partners like the Norwegian Refugee Council.

The establishment of an Intersectoral Platform Standby Pool for PCPD response has allowed for a rapid release of funds in support of UNESCO activities, which helped raise the profile of UNESCO, and act as seed funds to attract further extrabudgetary funding. This was the case in Myanmar and Libya, where a minimal investment and core logistical support provided to those project offices resulted in significant extrabudgetary funding. Another example are the intersectoral PCPD project activities, which were implemented in 8 countries. The projects in Vietnam (\$285000) and in Pakistan (\$100,000) each helped raise \$1 million of additional funding.

Part II.A. Supplementary Funding for the Field Network Reform (BFC)

Regular Programme ¹ : staff and operational budget		Extrabudgetary resources ¹
Allocation 2012-2013: US\$ 1 592 867	Expenditure % 2012-2013: 68%	Expenditures 2012-2013: US\$ 992 041

¹The budgetary information regards unaudited figures and for extrabudgetary resources include Emergency Funds.

36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
 Design and implement a full structure for regional offices	The first phase of the field reform focused on Africa has been implemented by end of 2013. The network is functional. 5 multisectoral regional offices were established in Dakar, Abuja, Harare, Nairobi and Yaounde.


Cost-effectiveness/efficiency measures for this Chapter


The new field network in Africa has been implemented under challenging financial climate and use of funds has been fully optimized.


Part II.B. Chapter 1. Coordination and monitoring of action to benefit Africa


Regular Programme ¹ : staff and operational budget		Extrabudgetary resources ¹
Allocation 2012-2013: US\$ 4 848 613	Expenditure % 2012-2013: 104%	Expenditures 2012-2013: US\$ 523 248

¹The budgetary information regards unaudited figures and for extrabudgetary resources include Emergency Funds.

36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
 Impact of UNESCO's programmes in Africa increased and strengthened through improved identification of Africa's priority development needs and joint/shared implementation, in particular with the AU and agencies of the United Nations system and/or regional, subregional, national and local intermediaries/partners	<p>Developing an Operational Strategy for Priority Africa, approved by the 37th session of the General Conference, has been one of the major achievements to increase and strengthen the impact of UNESCO's programmes in Africa through improved identification of Africa's priority development needs and joint/shared implementation and taking into account the recommendations contained in the evaluation of Priority Africa conducted in June 2012. The Strategy is enshrined in the short- and medium-term documents (37 C/5 and 37 C/4) and sets out a forward-looking vision for the continent, by paying attention to trends and to the germs of change that will influence its development in the decade ahead.</p> <p>It was formulated after consultations, as from 2011, of Member States and their representatives to the Organization, the African Union, the regional economic communities, civil society, specialized institutions, Africa's development partners and members of the UNESCO Secretariat, especially those in the field. The Strategy also includes six Flagship Programmes and an implementation Action Plan.</p> <p>The "Intersectoral platform for Priority Africa and its implementation", under ADG/AFR lead, has played a key role for intersectoral coordination, crucial to collective ownership in terms of the design, implementation and evaluation of programmes for Africa as a global priority.</p>
Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)	
Programmed	Attained
<p>PI: Unified coordination and cooperation mechanism comprising UNESCO, AU/NEPAD, RECs and IGOs and enabling (i) harmonized identification of development needs and objectives, (ii) pooling of partnership networks and means of action and, (iii) joint or associated implementation of activities in place and operational</p> <p>B/b: • Préparation et participation aux Sommets de l'UA • Réunion de consultation avec l'UA/NEPAD et les CERs • Contribution à la préparation et participation à la Conférence sur "science, technologie et innovation pour le développement en Afrique" (STI) • Liaison avec le Bureau de liaison d'Addis-Abeba</p>	<p>• Participation aux 18ème, 19ème, 20ème et 21ème Sommets de l'UA (Janvier et juillet 2012, janvier et mai 2013, Addis Abeba). Le 18ème Sommet a été précédé d'une réunion de consultation avec les CERs. Identification d'axes d'action communs avec l'UA/NEPAD. • Organisation du Forum international de réflexion "Culture de la paix en Afrique de l'Ouest : un impératif de développement économique et une exigence de cohésion sociale" (Abidjan, Côte d'Ivoire, 4-5 juin 2012) • Organisation du Forum panafricain : "sources et ressources pour une culture de la paix", Luanda, Angola, 26-28 mars 2013. • Organisation du "Forum africain sur la science, la technologie et l'innovation pour l'emploi des jeunes, le développement du capital humain et la croissance inclusive" (Nairobi, Kenya, 1-3 avril 2012)</p>
<p>PI: Integrated cooperation and regional integration mechanisms established and operating around each subregional office in Africa, in particular through PEER and the RECs, IGOs, institutes, centres, chairs and National Commissions in their area</p> <p>B/b: Partenaires mobilisés dans le cadre de PEER</p>	<p>Following the agreement of AFR Department on 16/11/2012 that the administration of the PEER Programme be integrated within the administration of UNESCO Regional Office in Nairobi (ADG/AFR/CEP/12/109) and the subsequent confirmation by the Director-General 08/03/2013 on memo ADG/AFR/CEP/12/128 that the remaining three (3) staff of PEER be fully integrated into the Regional Office, the Programme has been fully integrated within the Regional Office and its staff assigned to duties within the structures of that office. As such conflict/post conflict actions in the sub-region are solely taken within the framework of the Regional Office' action/activities, which enjoys full support and coordination with Headquarters.</p>

Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)	
Programmed	Attained
<p>PI: Active substantive and technical participation and leadership in joint programmes, and regional coordination mechanisms of the United Nations system in Africa, in particular regard to the coordination of thematic groups and subgroups for which UNESCO is responsible</p> <p>B/b: Mission à Genève pour relancer la coopération avec les Agences UN jusqu'en fin 2012; Rapports élaborés</p>	<p>The AFR Department assures the coordination of the UN S&T Cluster in support to the AU NEPAD implementation of the CPA. A Cluster Business plan was developed and will be endorsed at the Cluster meeting in August. UNESCO AFR and UNECA (Vice Coordinator) of the Cluster have developed a programme for the contribution of the Cluster to the AU Ten Year Building Programme. These reports were presented to the 13th RCM Meeting held in Addis Ababa on 14-15 November 2012 and where UNESCO participated.</p>
36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
 Intersectoral coordination, crucial to collective ownership in terms of the design, implementation and evaluation of programmes for Africa as a "global priority", (i) boosted through the restructuring, reactivation and enhancement of existing coordination mechanisms, and (ii) strengthened by the introduction of innovative mechanisms, in particular promising special projects and programmes	<p>The platform allowed the reactivation and enhancement of existing coordination mechanisms, involving programme specialists at HQ and Field Offices, and allowed the development of special projects and programmes. In this respect, a special focus has been put on the area of Science, Technology and Innovation and Culture of Peace in Africa, having youth as main target, and a portfolio of 10 intersectoral projects has been implemented.</p> <p>The Africa Department has in particular developed an advocacy and capacity building action in these two areas, such as the organization of the Ministerial Conference on "Science, Technology and Innovation for the development in Africa" (Nairobi 2012) and the elaboration of a conceptual framework for the creation of a Global Alliance for STI (in cooperation with Natural Science sector). In the area of Culture of Peace, a special approach have been put in place, highlighting the role of sources and resources of Africa for peace and reconciliation, through (i) the elaboration and adoption of a Plan of Action for a Culture of Peace in Africa (Forums in Abidjan 2012 and in Luanda in 2013), (ii) the development of public awareness national campaigns (Angola, Liberia) and (iii) the creation of continental civil society networks (Network of Foundation and Research Institutions for the promotion of a culture of Peace in Africa - Addis 2013 and ongoing proposals for the establishment of similar networks in the areas of woman and youth). The Africa Union Commission, Governments (Angola, Côte d'Ivoire, Liberia) and civil society organizations, including private sector, have been fully involved in this approach. The cooperation activities with African Union Commission were nurtured and strengthened in close collaboration with Addis Office.</p>
Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)	
Programmed	Attained
<p>PI: Priority programmes, decisions of UNESCO's governing bodies concerning Africa, and those of joint UNESCO-African Union commissions taken duly into account in work plans and reported on regularly to Member States</p> <p>B/b: Réunions dans le cadre de la plateforme intersectorielle Afrique et projets phares élaborés</p>	<p>La plateforme intersectorielle de la Priorité Afrique regroupe 11 projets Intersectoriels financés par le département Afrique à hauteur de 1.196.666 dollars US. Ces 11 projets ont été évalués, retenus et approuvés par la Directrice Générale. 1.Drought Monitoring at the Country Level - Towards Regional and National Drought Mitigation and Risk Management and Planning Strategies in Africa; 2.Diplomatie scientifique et culturelle: "Synthèse / Policy brief" sur les ressources transfrontalières en Afrique et le cas d'étude du Lac Tchad ; 3.Promoting, updating and developing specialized engineering software through UNESCO Hydro Open-source software Platform of Experts (HOPE) for tertiary education; 4.Resource Guide on climate change reporting: a multidisciplinary perspective; 5.Africa Water Resources Capacity Building Programme (AWaCaB); 6.Promoting a culture of peace and non-violence in Africa through education for peace and conflict prevention; 7.Strengthening culture in education systems in Africa through the use of cross border languages; 8.Strengthening capacities for youth-led social entrepreneurship and promotion of a culture of peace in Africa; 9.The Role of Women in African History: An E-Learning Tool; 10.Engaging Youth in post-conflict reconstruction in Côte d'Ivoire; *11.Interactive Community Media for a culture of peace and non violence in South Sudan and Northern Uganda (to coordinate with lead IP Culture of Peace); *The project : " Interactive Community Media for a culture of peace and non violence in South Sudan and Northern Uganda" cofinance by the Intersectoral Platform Priority Africa and coordinate with lead IP Culture of Peace. Le rapport sur la mise en œuvre desdits 11 projets est effectué dans le cadre de la plateforme intersectorielle.</p>
<p>PI: Activities of the intersectoral platform on Africa as a framework for "Priority Africa" implementation and evaluation energized and allocated greater resources</p>	<p>Les onze (11) projets approuvés par la directrice Générale, ont bénéficié d'un financement global de 1 196 666 USD.</p>
<p>PI: A portfolio of promising, special intersectoral projects in</p>	<p>Les projets concernant les Sciences,l'Éducation et la Culture de la paix ont été développés en collaboration avec</p>

Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)	
Programmed	Attained
science, technology and innovation, science education, culture for development and culture of peace developed and promoted among partners	lesdits partenaires
36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
 Relations with Member States in Africa consolidated and networks of bilateral, multilateral and civil society and private sector partnerships to support Global Priority Africa established and mobilized at the intra-African and international levels	<p>Pour ce qui concerne la coopération avec les Etats membres et les réseaux d'organisation de la société civile ainsi que le partenariat avec le secteur privé, les résultats atteints sont multiples. Au niveau politique, ceci se traduit par un capital confiance et le soutien exprimé à l'UNESCO, via la Directrice générale, par la Présidente en exercice de l'Union africaine, ainsi que par les réponses positives des Etats d'Afrique à l'appel de contribution volontaire au fonds multi-donneurs d'urgence (Congo, Cameroun, Gabon, Namibie, Tchad) et à l'accueil de réunions par des Etats (contribution en nature) tels que le Kenya et l'Angola. En termes de plaidoyers communs, cela se traduit aussi par les contributions financières (Angola, Burkina Faso, Brésil) et actions en faveur de l'Histoire générale d'Afrique et d'autres projets phares tels que le rôle des femmes dans le processus de développement. La coopération avec les Etats membres s'est renforcée par la mise en œuvre d'activités communes, tels que celles dans le cadre de la célébration d'anniversaires approuvés par la Conférence générale (le 50ème anniversaire de l'Organisation Panafricaine des Femmes (OPF/PAWO 2012), le 350ème anniversaire de la reine Njinga Mbande, centième anniversaire d'Aimée Césaire) et l'organisation annuelle, en partenariat avec le groupe africain, de la Semaine de l'Afrique (Conférence Ki-Zerbo 2013). Dans le cadre de l'élargissement de la coopération avec les organisations de la société civile africaine, des ONG prioritaires ont établi des relations officielles avec l'organisation ou signé des accords de partenariat (OCPA, CERDOTOLA, FAS,). Des partenariats avec les ONG et le secteur privés ont permis de financer des activités au siège et sur le terrain (CEPS avec Air France, Groupe Azalaï et ASKY - Forum sur la culture de la paix en Afrique de l'Ouest - Abidjan 2012 / AIED - Journée internationale de la paix 2012).</p> <p>Cooperation with UNESCO Category II Centres and Institutes has been strengthened in the area of youth and women (CIEFFA/Ouagadougou Center for young girls education and the GCYDCA/Lilongwe Center for youth development) and in the area of water management and climate change (Institutes for Water and environmental engineering in Burkina Faso and Serbia).</p>
Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)	
Programmed	Attained
<p>PI: Interest, support, ownership and participation in and for UNESCO's initiatives and programmes for Africa by Member States, the Africa group and civil society increased</p> <p>B/b: Réunions régulières de consultation, participation du Département aux réunions du groupe africain, organisation de la semaine africaine comme activité conjointe. Renforcement de la coopération avec la société civile.</p>	<p>Réunions régulières de consultation, participation du Département aux réunions du groupe africain, organisation de la semaine africaine comme activité conjointe en 2012 et 2013 ; - Dix-huit (18) visites officielles de la Directrice générale sur le continent africain - Une centaine d'audiences de la Directrice générale au Siège avec les représentants des Etats membres africains - Contribution de 5 Etats membres africains au fonds d'urgence de l'UNESCO - Renforcement de l'appui des Etats Membres et des partenaires et société civile aux efforts de l'UNESCO pour réaliser les actions qui lui ont été confiés par les Etats et décision de plaidoyer commun et d'activités conjointes autour de thématiques spécifiques et projets porteurs d'intégration tels que l'utilisation pédagogique de l'Histoire générale de l'Afrique, la culture de la paix. - Quatre (4) ONGs majeurs établissent des relations avec l'UNESCO</p>
<p>PI: An action plan/strategy to mobilize substantive, technical and financial intra-African and international partnerships developed and implemented</p> <p>B/b: Stratégie en cours d'élaboration en vue d'approches ciblées pour le renforcement du partenariat avec les ONGs, les OIGS, les partenaires au financement.</p>	<p>Stratégie élaborée en vue d'approches ciblées pour le renforcement du partenariat avec les ONGs, les OIGS, les partenaires au financement</p>
<p>PI: One training workshop per subregion on regional integration organized and projects set up by African National Commissions in the framework of North-South-South cooperation</p>	<p>Aucune activité n'a pu être développée dans ce cadre ni par AFR ni en coopération avec ERI ou BSP comme pour le biennium passé en raison des contraintes budgétaires</p>

36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
 Visibility of UNESCO's action in Africa strengthened	<p>Visibility of UNESCO's action in Africa has been strengthened through the impact of the above mentioned activities and other major events organized in cooperation with Permanent Delegations and visible on the Africa website and in the medias.</p> <p>AFR was not able to continue producing the publication: Listening to Africa. On the other side, the following publications were produced and distributed to Member States, National Commissions and key partners.</p> <p>-A Brochure entitled "Priority Africa at UNESCO", an operational strategy for its implementation 2014-2021; -Africa Sources and Resources for a Culture of Peace and the Proceedings of the Pan-African Forum</p>


Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)	
Programmed	Attained
PI: A number of studies on specific problems of concern/interest to Africa produced and distributed	Les études et publications planifiées dans ce cadre ont été différées à cause des difficultés financières.
PI: A number of publications on UNESCO's relations/cooperation with Africa produced and distributed	AFR was not able to continue producing the publication: Listening to Africa. On the other side, the following publications were produced and distributed to Member States, National Commissions and key partners. -A Brochure entitled "Priority Africa at UNESCO", an operational strategy for its implementation 2014-2021; -Africa Sources and Resources for a Culture of Peace and the Proceedings of the Pan-African Forum
PI: Viewing of the AFR website increased B/b: Website alimenté et tenu à jour	Le nombre de visites sur le portail du Département Afrique est en constante augmentation. L'analyse des chiffres montre une augmentation de 63,48% des nouvelles visites sur le site Web, la plupart des visites provenant de France. De plus, 35144 pages ont été consultées depuis le 1 janvier 2012. L'article Africa4peace a particulièrement attiré les visiteurs.



Cost-effectiveness/efficiency measures for this Main Line of Action
<p>Afin de prolonger l'impact sur la durée des axes d'action initiés pendant le biennium 2012/2013 (STI, culture de paix, jeunesse) et soutenir la mise en œuvre des Programmes phares de la Stratégie opérationnelle de la priorité Afrique, la mobilisation de fonds extrabudgétaires et de partenariats doit être l'une des priorités principales du Département Afrique dans les deux biennia à venir.</p> <p>Difficultés, enseignements et prospectives</p> <p>La collaboration intersectorielle entre les services du Siège et ceux du terrain a été particulièrement fructueuse et bénéfique. Elle a notamment contribué au partage des expériences (réussites et échecs) tout en confortant l'esprit d'équipe.</p> <p>Les activités de mobilisation de ressources extrabudgétaire, en particulier de fonds Africains, restent à être mieux ciblées à l'avenir.</p>


Part II.B. Chapter 2. Coordination and monitoring of action to benefit Gender Equality


Regular Programme ¹ : staff and operational budget		Extrabudgetary resources ¹
Allocation 2012-2013: US\$ 1 563 919	Expenditure % 2012-2013: 100%	Expenditures 2012-2013: US\$ 767 784

¹The budgetary information regards unaudited figures and for extrabudgetary resources include Emergency Funds.

36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
 Gender equality and women's empowerment promoted in all UNESCO programmes at all stages through gender mainstreaming and gender specific programming ensuring compliance with the strategic orientations and the programming frameworks and priorities set by the governing bodies, actions/results identified in GEAP as well as with the Director-General's directives	<p>In this reporting period, UNESCO continued to implement its Priority Gender Equality (GE) through two approaches: gender-specific and gender-mainstreamed initiatives, as well as through policy advice and dialogue, high-level advocacy, capacity development, coordination and networking, building new or reinforcing existing partnerships.</p> <p>One of the main activities of the Organization during this reporting period has been the drafting of the Priority Gender Equality Action Plan for 2014-2021 (GEAP II), which has been developed through wide-ranging consultations with UNESCO staff, Member States and the network of United Nations agencies. It was adopted by the General Conference at its 37th session as a companion document to the new Medium-Term Strategy 2014-2021 (37 C/4) and the Programme and Budget 2014-2017 (37 C/5).</p> <p>This second Priority Gender Equality Action Plan is based on GEAP I (2008-2013) lessons as well as on the Internal Oversight Service (IOS) Review's and the International Labor Organization (ILO) Participatory Audit. It has for main goal to ensure a comprehensive and coherent approach to the promotion of gender equality within UNESCO and with Member States through the presentation of strategic action by programme sector contributing to gender equality and matching expected results and performance indicators; processes for coordination, implementation, monitoring and reporting on action in support of Gender Equality; clear realistic targets and plans for implementation; structures and levels of responsibility for reaching the expected results.</p> <p>Also submitted to the General Conference at the 37th session, the third "Report by the Director-General on UNESCO Actions Promoting Women's Empowerment and Gender Equality" (37 C/INF.18) was prepared through another organization-wide effort. This report describes specific initiatives and results achieved; highlights capacity-building and advocacy initiatives; identifies key challenges and lessons learned; provides recommendations for the future.</p> <p>The multi-faceted UNESCO actions in support of women's empowerment and gender equality at the country level continue to produce positive results [Reports on the results achieved appear in the strategic assessment of each Major Programme].</p> <p>As part of its monitoring function, ODG/GE reviews all workplans in SISTER at the beginning of each biennium and provides a quantitative as well as a qualitative analysis identifying trends in terms of Gender Equality and giving recommendations for improvement. For that matter, ODG/GE developed a framework for monitoring, systematic and purposive recording and building a knowledge base on gender equality-related actions and initiatives at the field level. This framework: provides a tool for comprehensive assessment and recording of UNESCO's gender-specific and, at a later stage, gender-mainstreamed projects/initiatives; serves as a platform for purposive collection of monitoring findings; fosters exchange on Priority GE among staff; generates policy recommendations in the area of gender equality; develops a culture of results orientation for gender mainstreaming; (vi) strengthens and broadens monitoring capacities; develops a collection of visual recording of testimonials from beneficiaries of UNESCO's gender equality initiatives in the field.</p> <p>Also during this reporting period, UNESCO developed and introduced in SISTER a management tool for resource tracking - the Gender Equality Marker (GEM). This tool is a mandatory requirement for all United Nations agencies under the United Nations System-Wide Action Plan (UN-SWAP) and is based on a coding system intended to measure the extent to which activities contribute to the promotion of gender equality. GEM is based on a four-point scale containing indicators for the degree of the contribution of the activities as uploaded in SISTER - starting with 0 (does not contribute to gender equality), through 1 (gender-sensitive) and 2 (gender-responsive) to 3 (gender-transformative).</p>
Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)	
Programmed	Attained
PI: Number of gender responsive programmes	Although it is reasonable to assume that progress has been made in the formulation of gender responsive programmes in all major

Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)	
Programmed	Attained
and initiatives in all Sectors, Field Offices and Institutes B/b: 20 per cent increase. Quality criteria existence of gender analysis, gender-specific results and specific budget allocation for GE	programmes, field offices and Institutes, the actual rate of increase is not reported in SISTER monitoring by the programmes, FOs and Institutes themselves. In the absence of this information from self-monitoring, ODG/GE is not in a position to verify the actual rate of achievement of this benchmark.
36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
 Requisite staff and institutional capacities built for gender mainstreamed and gender-specific programming, advocacy and policy advice	<p>To ensure awareness to gender mainstreaming and gender specific programming, the Division has continued to provide trainings dedicated to staff.</p> <p>In line with a recommendation of the Internal Oversight Service Review, UNESCO conducted a capacity-mapping exercise of UNESCO staff. An online survey collected data based on self-assessment by staff regarding their knowledge and experience in gender equality-related work. The results of the exercise aim to: identify and locate the existing capacities in major programmes, central services, field offices, and category 1 institutes which are an integral part of UNESCO (completed); prepare a two-year capacity development and knowledge management plan for Priority GE (completed); and renew the term of gender focal points (GFPs) in line with the existing capacities (in progress). Revised terms of reference (TORs) for GFPs were developed to reinforce their role and responsibilities in upholding the renewed commitment of the Organization towards Priority Gender Equality.</p> <p>In the reporting period, Gender Equality training was offered to: senior management team; BREDA office in Dakar; Disaster Risk Reduction Thematic Unit in the Science Sector; Senior faculty members and administrators at the UNESCO-IHE Institute of Water.</p> <p>As mentioned in expected result 1, a Gender Equality Marker has been developed to help staff in the headquarters and field offices rating their workplans according to how much they contribute to Gender Equality. Additional training has been given on how to use this marker properly, enabling the Division to track progress on the topic.</p>
Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)	
Programmed	Attained
PI: Number of work plans, UNESCO strategic and policy documents mainstreaming gender B/b: increase in the number and quality of gender mainstreamed work plans, references made to gender equality in strategic and policy documents	Although it is reasonable to assume that progress has been made to achieve the stated benchmarks, ODG/GE was not in a position to undertake the monitoring of all MP workplans under 36 C/5 to verify the rate of progress and hence the achievement of the benchmark.
36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
 UNESCO's strategic contribution to the UN inter-agency cooperation in the area of gender equality and the empowerment of women articulated and integrated at the global, regional and country levels	<p>Externally, UNESCO continued to engage proactively and effectively with the United Nations system, and in particular with UN Women. UNESCO participated in the UN Women-led process of developing a United Nations system-wide basic on-line training course on GE for all United Nations staff. This course, as well as a special handbook for Gender Focal Points in the United Nations system, is based on UNESCO's pioneering work in these areas. UNESCO also led - with funding from UN Women - the development of an online interactive eLearning module on "gender equality and education" for the United Nations system-wide basic e-course on GE.</p> <p>During the biennium, and in collaboration with UN Women, UNESCO has successfully advocated for the integration of gender equality perspectives into Rio+20 and the post-2015 reflections and agenda. UNESCO presented its first report against the UN-SWAP for implementation of the CEB Policy on Gender Equality and the Empowerment of Women (CEB/2006/2). Overall, against UN-SWAP's 15 performance indicators, UNESCO exceeds requirements for four, meets requirements for one, approaches requirements in another nine performance indicators, and information is missing for one of the indicators. A comparative analysis of UNESCO's performance by UN Women highlights the following: UNESCO's ongoing work on integrating a gender equality marker in SISTER software is considered a most significant step forward in resource tracking; UNESCO is commended for its mandatory training on gender equality.</p> <p>During the 56th session of the Commission on the Status of Women (CSW) in New York in March 2012, UNESCO organized a side event on the education of rural girls and women. At the 57th session of CSW in March 2013, UNESCO organized two side events. Both side events were related to the priority theme of the CSW, namely The Elimination and prevention of all forms of violence against women and girls. Side events in 2012 and 2013 were well attended with over 100 participants from UN agencies, government representatives, NGOs and academics. In 2013, the first side event focused on "The Prevention of Gender-Based Violence through Education". The second side event focused on "The Safety of Women Journalists".</p>

Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)	
Programmed	Attained
<p>PI: Number of UN information material and tools where UNESCO's contribution has been reflected/integrated, especially in gender equality in education and culture B/b: increase in the references made to Gender equality in education and culture documents</p>	Benchmark attained, for example UNESCO contribution to the development of UN e-learning programme clearly recognised.
36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
<p> Member States support and undertake initiatives in favor of gender equality and the empowerment of women</p>	<p>ODG/GE is working hand in hand with Member States on two key issues: prevention of sexual and gender-based violence (SGBV), and women's participation and leadership in UNESCO domains, with the help of relevant sectors, field offices and, if deemed necessary, in collaboration with other UN agencies and research and civil society networks. Several pilot programmes have been undertaken including a project on the involvement of students on the prevention of SGBV in the North and South Kivu Regions of the DRC, and a project on prevention of SGBV and promotion of women's political participation in Madagascar. Both of these projects involved production of teaching modules for higher education institutions, and training of trainers for community education and sensitization.</p> <p>Work on these three following initiatives continued: In West Africa, a programme in collaboration with Rutgers University, African university partners and UNESCO's BRED A office is in progress, aiming to provide training for women's transformative political leadership. This training is also developed for women in the Arab Region, especially in countries undergoing democratic transitions, starting with Egypt and Tunisia. Since then, the Division has sent a request to the donor to change the focus from Egypt to Morocco. Work is also underway to adapt UNESCO Gender Equality training modules for universities and large private sector companies in Turkey in collaboration with Koc University in Turkey. This latter initiative, for which considerable progress has been achieved in its planning, is expected to result in an on-going financial contribution to the Division for other activities.</p> <p>As a complement to UNESCO's regular activities, the Participation Programme has also been a critical tool for the implementation of the Priority Gender Equality and for advancement of women's empowerment through reinforcing partnerships with Member States and with international non-governmental organizations. ODG/GE analyses all requests that focus on women's empowerment as well as gender equality and provides recommendations for the approval or improvement of proposals.</p> <p>Throughout this reporting period ODG/GE organized and coordinated a number of high-level events in collaboration with Member States, programme sectors and external partners for awareness raising and advocacy. The key events among those include:</p> <ul style="list-style-type: none"> • Events for International Women's Day 2012- including two Conferences on women engineers and trafficking in women, as well as artistic exhibitions and concerts; • Events for the celebration of the International Women's Day 2013, with a concert and artistic exhibitions of artists from 8 Member States representing different regional groups. • The first anniversary celebration of the Global Partnership on 25th May 2012, with high level panelists and guests, which enabled to continue the support the projects already funded by the private sector (e.g. in Senegal, Tanzania, Kenya, Ethiopia and Lesotho) and generated interest from new private sector partners (e.g. Barefoot College). The Division developed a comprehensive framework to monitor the Global Partnership projects with ED. • On 20 November 2012, UNESCO organized the world premiere screening of the documentary-film "Lily's Journey: Stories of Women's Social and Economic Empowerment in the 21st Century" presenting the intertwined stories of women and men for the achievement of all of the United Nations Millennium Development Goals (MDGs). • For the International Day for the Elimination of Violence against Women (25 November 2012), ODG/GE organized the conference "Trafficking of women: exploring effective policies and mechanisms to prevent it through education" in collaboration with the Delegation of the Kingdom of the Netherlands to UNESCO and all programme sectors. • Under the auspices of UNESCO and in cooperation with the Institute Destrée, an international conference was organized on 3 and 4 December 2012 at UNESCO Headquarters on "Millennia 2015 - Women Actors of Development for the Global Challenges". • High-level event "Stand Up for Malala - Girls' education is a right" held on 10 December 2012 with the participation of the President of Pakistan, Prime Minister of France, UN Women Executive Head and former President of Chile Michelle Bachelet, former President of Finland Tarja Halonen, among others, generated considerable media coverage with over 500 articles published in 35 countries and as well as covering by television channels and social media. A new agreement was signed with Pakistan for a pledged amount of \$10 million for girls' education.
Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)	
Programmed	Attained
<p>PI: Number of Member States involved in new UNESCO-led GE initiatives B/b: 10-15 Member States, particularly in sub-Saharan Africa</p>	Benchmark approached with work in progress in DRC, Ghana, Liberia, Gambia, Madagascar, Nigeria, Tanzania, Kenya, Angola among others.

36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt	
 New partnerships with various stakeholders, including the private sector, to promote gender equality and the empowerment of women established and implemented	<p>During this biennium, research centers on women and gender equality have been developed and highlighted in collaboration with the ODG/GE and partnerships with academic, policy-making and civil society networks. In this area, UNESCO's work with the Regional Research and Documentation Centre on Women, Gender and Peace Building for the Great Lakes Region in Kinshasa focused on drafting a Plan of Action for the Centre, and to establish budgets for the final six months of 2012 and for all of 2013. UNESCO also supported Member States of the Great Lakes Region in establishing their National Associate Centers through planning meetings with Ministries concerned, and training for the establishment of virtual libraries. For the Palestinian Women's Research and Documentation Centre (PWRDC) in Ramallah, UNESCO worked with the Palestinian Authority and the Norwegian Representative Office in Palestine to carry out an evaluation of the Centre. The evaluation report has led to a decision to restructure the Centre, and UNESCO is involved in elaborating a new strategic plan to ensure that PWRDC responds to local needs in terms of research and documentation, and supports gender equality programming within Palestine and in the Arab Region.</p> <p>Considerable progress has also been achieved with regard to the establishment of the first regional Centre on the Elimination of Female Genital Mutilation/Cutting in Nairobi, in collaboration with the Government of Kenya, WHO and UNFPA.</p> <p>As mentioned in expected result 4, UNESCO has established partnerships with universities in the Democratic Republic of the Congo and Madagascar to introduce new courses and modules on gender equality, focusing on the prevention of gender-based violence and women's political participation. UNESCO also established partnerships with four universities in West Africa: Universities of Ghana, the Gambia, Liberia and Nigeria, to develop transformative leadership training for women. In June 2013, a Letter of Cooperation was signed with Koc University in Turkey to organize training for gender equality for the private sector across the country. In a second phase, this collaboration will extend to other countries in the region.</p> <p>Within the World Summit on the Information Society (WSIS) +10 Review meeting co-organized with UN Women, ITU, UNCTAD and UNDP from 25 to 27 February 2013, the Division organized two special sessions on gender equality. The first session was co-organized with UN Women, Intel, IT for Change, International Chamber of Commerce (ICC)/ Business Action to Support the Information Society (BASIS), and Women of Uganda Network (WOUGNET). It focused on the identification of key trends, achievements, obstacles and gaps on governance and policy, infrastructures, capacities, content, for women and gender equality in ICT Sector. During the second session, organized in collaboration with UNCTAD, US State Department, Government of Kenya, Association for Progressive Communications (APC), and Research ICT Africa, participants drafted recommendations for post-2015 agenda in the area of gender equality, women's empowerment and ICTs.</p> <p>Currently, new partnerships with Alcatel and Women in Public Service initiative are underway.</p>	
Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		
Programmed		Attained
PI: Visibility of UNESCO actions promoting gender equality and the empowerment of women, especially at the country level, increased B/b: one additional GE specific partnership		Benchmark attained. Partnership with ALCATEL and Women in Public Service initiative in progress.

Cost-effectiveness/efficiency measures for this Main Line of Action


In the current financial situation of the Organization, progress on implementing Priority Gender Equality has largely been achieved through the mobilization of extra-budgetary funds for gender-specific initiatives. Efforts are made to ensure that resources in programme sectors - regular budget and extra-budgetary - are focused on achieving maximum impact, and, in the Secretariat, on creating sustainable structures and capacity for advancing gender equality.


For ODG/GE, the central unit responsible for coordination and monitoring of this priority in the Secretariat, the impact of the financial situation has been significant with a 80% reduction in its regular budget. This budgetary shortfall has been partially mitigated by the provision of limited funds from the Emergency Fund along with the fact that the work of the Division is based mainly on the expertise of its staff. In this reporting period, ODG/GE has functioned with reduced staff[1] due to the transfer of a P4-level staff to SHS in February. In the last quarter of 2013, ODG/GE was able to function due to the presence of an Associate Expert whose term came to an end in October 2013 but was kept on a short term contract until end December 2013 and the assistance of long and short-term interns. As cost-saving mechanisms, as in previous reporting periods, ODG/GE has continued to use virtual participation in meetings, has kept travel to the basic minimum and has stopped all publications until further notice.


Part II.B. Chapter 3. Strategic planning, programme monitoring and budget preparation

Regular Programme ¹ : staff and operational budget		Extrabudgetary resources ¹
Allocation 2012-2013: US\$ 7 348 301	Expenditure % 2012-2013: 102%	Expenditures 2012-2013: US\$ 2 146 206

¹The budgetary information regards unaudited figures and for extrabudgetary resources include Emergency Funds.

36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
 Draft Medium-Term Strategy for 2014-2021 (37 C/4) and the Draft Programme and Budget for 2014-2015 (37 C/5) (2014-2017 for programme and 2014-2015 for budget) prepared	<p>In accordance with the General Conference 36 C/Resolution 1 and 36 C/Resolution 112, BSP launched the preparation of the preliminary proposals concerning 37 C/4 and 37 C/5 as of January 2012:</p> <ol style="list-style-type: none"> 1. The Questionnaires were prepared and made available on-line as well as dispatched through regular mail. All replies received by the deadline were analysed and synthesized (see 190 EX/19 Part I B and C) 2. Two regional DG consultations with Member States and National Commissions were conducted (in Africa and in Asia and the Pacific) (see reports in 190 EX/19 part I A); preparations for the other three to be held in September are underway. 3. The Director-General's Preliminary proposals of DG concerning 37 C/4 and 37 C/5 were prepared and submitted to the Executive Board for consideration at its 190th session. (cf. 190 EX/19). 4. Immediately after the end of the Executive Board 190th session, BSP launched the preparation of draft documents 37 C/4 and 37 C/5 in accordance with 190 EX/Decision 19; 5. Further to the Executive Board's request, BSP coordinated the organization of consultation meetings with Member States related to UNESCO's possible role in a number of key thematic areas: "empowering youth for peace and sustainable development"; "social inclusion, social transformations, social innovation"; "science and technologies for knowledge societies" and "freshwater". <p>Full-fledged drafts 37 C/4 and 37 C/5 were submitted to the 191st session of the Executive Board. In its 191 EX/Decision 15, the Executive Board decided to recommend that the General Conference adopt a number of amendments and adjustments in relation to both 37 C/4 and 37 C/5, which will be compiled in document 37 C/11 and 37 C/6 respectively. In addition, the Executive Board addressed a number of requests to the Director-General, inviting her to report to the 192nd session on the follow-up actions.</p> <p>For the special session of the Executive Board (4 July 2013) and the working group, BSP ensured also the timely preparation of all required documents.</p> <p>In follow up to the Executive Board decision 187 EX/ 17 III (A), BSP prepared and submitted to the 192nd session of the Executive Board a document containing a proposal for the organization of the regional consultation meetings, including format, structure, costs and expected outcomes, with a view of allowing more informed and focused outcomes (document 192 EX/5 Part IIIB). For the next round of consultations which is expected to take place in the first semester of 2016, the a new format was proposed conceived in a more innovative, effective and cost efficient manner, moving gradually from in-person meetings to ICT-facilitated discussions and remote participation meetings. Stressing the importance and added value of the Director-General's consultations with Member States in determining the orientation and programme priorities of the C/4 and C/5 documents, the Executive Board invited the Director-General to consult further with National Commissions and Member States on the proposed consultation modalities and the format of the questionnaire and to submit to it at an appropriate session in the 2014-2015 biennium a fully-fledged roadmap and costed plan for the 2016 consultations on the preparation of document 39 C/5 (cf. 192 Ex/Decision 5 Part IIIB).</p> <p><u>Challenges and Lessons learnt:</u></p> <p>The preparation of the future Medium-Term Strategy and Programme and Budget is particularly complex in the actual uncertain financial context. All options and scenarios are being envisaged and weighed.</p> <p>This challenge was addressed in the last quarter of 2013, namely with BSP preparing a revised implementation plan based on the expected cash flow situation for 2014-2015.</p> <p>The other challenge is the full transition to RBB. BSP had steered the reflection early on in 2012, and developed a phased implementation plan in consultation with all concerned units so as to ensure a well-prepared transition to RBB particularly with a view to its full application when preparing the Budget for 2016-2017. The Executive Board was kept informed of progress in that regard, and invited the Secretariat to pursue its work in 2014.</p>
Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)	
Programmed	Attained
PI: Endorsement by the Executive Board of the Draft 37 C/5 and the Draft 37 C/4	First phase completed successfully. Document 190 EX/19 submitted to Executive Board for decision. Preparations for the second phase started immediately after the end of the Executive Board session. BSP

Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)	
Programmed	Attained
<p>B/b: Phase 1 : Based on the Preliminary proposal submitted to the Executive Board, orientations and decisions for draft 37 C/4 and draft 37 C/5 provided Phase 2 : Draft 37 C/4 and draft 37 C/5 endorsed by the Executive Board and sent for adoption to the General Conference</p>	<p>launched the preparation of draft documents 37 C/4 and 37 C/5 in accordance with 190 EX/Decision 19. The Executive Board examined the proposed documents and formulated its decisions 191 EX/Decision 15, and subsequent 5 X EX/Decision 2. Phase 2 completed successfully: As a follow-up to these decisions, BSP prepared an "Income and expenditure plan as well as the restructuring plan based on the expected cashflow of \$507 million for 2014-2015" (192 EX/16 Part I). At its 192nd session, the Executive Board endorsed the plan and formulated a number of recommendations (cf. 192 EX/Decision 16 Part I).</p>
<p>PI: Adoption of Draft C/4 and Draft C/5 by the 37th General Conference B/b: Phase 3: GC resolution including adoption of budget for 2014-2017</p>	<p>Phase 3 completed successfully: As requested by 192 EX/1Decision 16, the Secretariat submitted the "Revised implementation plan for document 37 C/5 based on the expected cash flow situation for 2014-2015: (37 C/5 Add.2 Rev.) to the 37th General Conference which endorsed it along with the adoption of Draft 37 C/5. The 37th General Conference adopted also Draft 37 C/4, as amended by the Executive Board (documents 37 C/11 and Corr.Rev.2 and Add.) and invited the Director-General to prepare a revised version of the 37 C/4 to be submitted for examination by the Executive Board at its 194th session (Spring 2014) (cf. 37 GC/Resolution 1).</p>
36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
<p> Programming, monitoring and reporting functions carried out in line with UNESCO's results-based approach and in compliance with the strategic orientations and the programming framework and priorities set by the governing bodies and with the Director-General's directives</p>	<p>In accordance with Director-General's decision to review workplans and the programme implementation closely first on a quarterly and thereafter on a six months basis, BSP has conducted the analysis of the workplans at four successive intervals: end of January 2012; end of March 2012; end of June 2012 and end of December 2012. Instructions given to the Sectors/Bureaux drew particular attention to the Organization's need to pursue the 18 targets set forth in the Roadmap document (189 EX/15 Part I Add). Accordingly, workplans were revised and adjustments made. The overall objectives are to: enhance programmatic focus and strategic prioritization; adhere to decentralization rates as approved in the 36 C/5; reduce costs; mobilize additional funds. Based on observed positive developments and improvements in the workplans and implementation, the budget allotments were approved by the Director-General. The same process was followed for the first six months of 2013. BSP, in cooperation with IOS, continues deploying efforts towards improving the quality of monitoring and reporting. A time-bound action plan was submitted to that end, and approved at the 190th Executive Board (cf. 190 EX/INF. 21). BSP prepared documents 190 EX/4 and 191 EX/4 which present the Director-General report on the execution of the programme adopted by the General Conference for the first 6 and 12 months of the biennium respectively. The format and content of the reports were improved to enable easy reading and a more strategic decision-making process by the Executive Board members. The documents, both in their structure and content, were welcomed by the Member States as reflected in 190 EX/Decision 4 and 191 EX/Decision 4. The importance for maintaining a high quality and a certain degree of analytical focus and evidence-based reporting, as in 190 EX/4, was stressed; in 192 EX/Decision 4, while expressing its satisfaction with the structure of the report, the analytical approach and the quality of information and evidence presented in it, the Executive Board invited the DG to further improve the monitoring framework, and to propose to it at its 194th session, a new format adapted to the RBB approach. In response to the Executive Board decisions, BSP and IOS launched in October 2013 a review of results reporting processes with the objective to further improve EX/4 and C/3, and draw recommendations on possible new format for reporting. In sum, all efforts deployed and measures put in place throughout the whole biennium to improve the programming, monitoring and reporting processes have led to satisfactory results. With the transition towards RBB, work will still be pursued during 2014 to adapt all programming, monitoring and reporting processes accordingly..</p> <p><u>Challenges and Lessons learnt:</u> Lack of, or insufficient resources devoted to monitoring and evaluation remain a hurdle for the development of a full comprehensive system. Transition towards RBB may add another complexity.</p>

Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)	
Programmed	Attained
<p>PI: Degree to which workplans are aligned with governing bodies decisions, and Member States priorities B/b: BSP analysis and recommendations on a regular basis</p>	<p>The sizeable improvement in workplans revealed in the BSP end of June analysis was pursued in the BSP end-December analysis and budget allotments were approved by the Director-General and made for 6 months. This trend was observed during the second semester of 2012. A number of unfunded workplans were examined and approved for funding through the Emergency Fund. Analysis of workplans in SISTER, especially those executed through Emergency funds, and formulation of recommendations to the DG were undertaken on a regular basis during 2013.</p>
<p>PI: % of Executive Board Members who express satisfaction with the quality of reports on programme implementation B/b: 75% (baseline: 5%)</p>	<p>The Executive Board expressed its satisfaction with the format, structure and content of the report (190 EX/Decisions and 190 EX/INF.24). Members for the first time noted that the quality of information, which had become more analytical, enabled the debate on substantive issues and guided the members in their monitoring tasks. Regarding the programme execution report (191 EX/4 Part I), Member States expressed their satisfaction with the useful and relevant executive summary, and the inclusion of the two global priorities Africa and gender equality, while calling for the same analytically focused and evidence-based reporting as demonstrated in document 190 EX/4 (cf. 191 EX/Decision 4). Following the same approach as for the previous EX/4, BSP prepared document 192 EX/4 which presented the DG report on the implementation of the programme during the first 18 months of the biennium, and challenges to be addressed. At their 192nd session, Members of the Executive Board expressed satisfaction [...] with the continued efforts to improve the structure of the report, the analytical approach and the quality of information and evidence presented in it" (cf. 192 EX/Decision 4). In total, and in view of the fact that decisions by the Executive Board are taken by consensus, it's fair to say that improvements both in the format and the content of the EX/4 have been appreciated by all Members of the Executive Board (PI reached =100% at the end of the biennium).</p>
36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
<p> Volume of extrabudgetary resources stabilized, with a higher ratio of un-earmarked resources, through the enhancement and diversification of channels and methods for resource mobilization, including public-private sector partnerships and innovative financing approaches</p>	<p>Progress is advancing as expected and the improvements made at planning level, notably under the Complementary Additional Programme (CAP) for 2012-2013, as well as on the deployment of the mobilization strategy at headquarters and field level as well as the Emergency Fund allowed the Organization to increase by 6.7% the funds mobilized. All traditional donors renewed their support to UNESCO through extrabudgetary funding and among them Switzerland and Sweden increased their contribution. New funds-in-trust agreements have been signed with emerging countries such as Republic of Korea, China (US\$ 8 million to support education in Africa), Malaysia, Angola, Cameroon, Indonesia, Mozambique, Pakistan, India, Azerbaijan, Kuwait and Thailand. UNESCO has also concluded agreements with a broad range of private partners and notably from the United Arab Emirates with GEMS Education to support the development of a learning platform for principals in Ghana, Kenya and India, with the Hamdan bin Rashid Al-Maktoum Award for Distinguished Academic Performance in support of Capacity-Building for Teachers; from Brazil with Petra Energia on Support for Scientific and Technological Development in Brazil, from Japan with Panasonic on supporting the UNESCO's core mandate and priority programmes, with a particular focus on World Heritage sites; from Korea with Samsung supporting the Silk Road programme; from France with GDF Suez Foundation for the transfer of the exhibition Open UNESCO; from China with CHIC Group Ltd (China) to conduct a Biosphere Integrated Rural Urbanization Programme, with the Phoenix TV Holdings Ltd. in the area of Culture of Peace, the Wanda Group in supporting Culture and Development, the Nanjing Municipality on City Heritage protection and preservation, the Zhongkun Investment Group on Sustainable Tourism</p> <p><u>Challenges and Lessons learnt:</u> The challenges remain to further diversify and expand the bases of UNESCO's donors. Mobilization efforts will be intensified for attracting more contributions from emerging countries, including for stimulating south-south and triangular cooperation, as well as with private sector, including through the provision of enhanced information about funding opportunities in UNESCO's programme areas.</p>
Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)	
Programmed	Attained
<p>PI: Increased unearmarked voluntary contributions received by UNESCO, notably under the Emergency Multi donor Fund and other special accounts B/b: Shortfall in 35 C/5 and 36 C/5 partially met through un earmarked contributions to Emergency Fund.</p>	<p>With the establishment of the Emergency Multi donor fund, UNESCO has received US\$ 74,993,705 (as at 31 December 2013) from 24 different donors. These contributions were provided on an unearmarked basis to support the priorities and reform initiatives under UNESCO's Approved Programme and Budget documents for 2010-2011 and 2012-2013 (35 C/5 and 36 C/5).</p>
<p>PI: Expanded UNESCO donor's base including contributions and pledges from countries from the south to the Emergency Multi donor Fund and signing of funds-in trust agreements with emerging donors and private sector B/b: Contributions to Emergency Fund include new bilateral donors to</p>	<p>The creation of the fund has also helped to expand and diversify UNESCO's donor's base including contribution and pledges from countries from the south in addition to the UNESCO's traditional donors. At the end of the biennium, the total amount of voluntary contributions mobilized (signed agreements) is of US\$ 553,339,631. The comparison of the pattern of voluntary contributions mobilized by UNESCO</p>


Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)	
Programmed	Attained
UNESCO and donors which make unearmarked contributions to UNESCO for the first time. Funds-in-trust agreements signed with emerging countries such as China and Republic of Korea. Increase in number of agreements concluded with the private sector.	during the present biennium with the amount of funds mobilized during the previous biennium (US\$ 518,596,866), shows that the flow of extrabudgetary resources increases by 6.7% despite the current financial crises.
PI: Design of a specific strategy for engagement with private sector B/b: Strategy for cooperation with private sector endorsed by Executive Board.	As requested by the Members States, a strategy for engagement with private sector was developed in the context of the wider comprehensive partnership strategy (190 EX/21 Part II). The strategy was approved by the Executive Board with specific targets and expected results for working with the private sector and all other categories of partners.
36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
 Overall coordination, guidance and backstopping provided to the intersectoral platforms, including serving as the lead for the intersectoral and interdisciplinary programme of action for a culture of peace and non-violence, the integrated comprehensive strategy on the category 2 institutes and centres, as well as other themes and policy issues of a strategic nature	<p>In January 2012, a call for the development of intersectoral projects was launched by BSP through a memo outlining the criteria and guidelines for the development and funding of all intersectoral projects by the six intersectoral platforms approved in the 36 C/5. Following this call for proposals, the six Intersectoral Platforms (IPs) developed and selected their intersectoral projects for funding through an innovative, inclusive and transparent process, based on the guidelines and criteria, and which envisaged a peer review process for all intersectoral projects, involving the various members of each IP at HQ and in the field as well as representatives of the two global priorities (GE and AFR). All intersectoral projects were posted on the intranet for all interested staff and parties to follow and offer comments. All intersectoral projects were then ranked through the peer review/evaluation teams, against the criteria originally defined. In the case of the HIV/AIDS platform, a slightly different - but not less inclusive and transparent - approach was followed whereby all initial proposals were shared with the Multisectoral Consultative Group, HIV focal points network and Field Office Directors. This yielded two proposals outlined below necessitating a funding of US\$ 250,000 each. Each proposal involves at least three Programme Sectors and multiple Field Offices, with the bulk of resources for regional and country level activities. In total, 198 intersectoral projects were submitted, out of which some 55 intersectoral projects were shortlisted. After their review and revision, as needed, areas for joint collaboration among the various IPs were identified and mechanisms developed to enhance synergies during the implementation phase. The open process helped enhance the focus of the intersectoral projects and of UNESCO's approach to intersectorality in general. The final list of 55 intersectoral projects for a total of US\$ 5.86 million was reviewed and endorsed by the Programme Management Committee (PMC) and approved by the Director-General. This included US\$ 2.8 million from the Regular Programme and US\$ 2,998,166 of which US\$ 1,476,166 benefits Africa from the Emergency Fund. The Director-General approved the allocation of funds from the Emergency Fund to the Intersectoral Platforms so as to enable the IPs to attain the expected results approved in the 36 C/5. Implementation has since started under each IP and requires to be closely monitored to ensure continued progress. Information on the progress achieved in implementing the approved IP projects is provided in 192 EX/4 under the lead sector/unit.</p> <p>A strategic assessment on programme implementation and results achieved by the Intersectoral Platforms for the 2012-2013 biennium is provided in 192 EX/4. BSP coordinated UNESCO's contribution to implementing the relevant areas of the Istanbul Programme of Action for the LDCs for 2011-2020. This included providing UNESCO's contribution to the 2012 and 2013 annual reports of the UNGA on the implementation of the Istanbul Programme of Action for the LDCs, participating in inter-agency meetings and working groups coordinated by UN-OHRLLS to follow up on specific action areas in the Istanbul Programme of Action, and maintaining the website on the LDCs. BSP coordinated UNESCO's contribution to the UNGA reports on the implementation of the UN Counter-Terrorism Strategy, as well as conflict prevention projects in Nigeria and Burkina Faso that were submitted and approved for funding through the Integrated Assistance for Countering Terrorism (I-ACT) initiative.</p> <p>During the last biennium, UNESCO's longstanding engagement in the promotion of intercultural dialogue and a culture of peace was enhanced through its Programme of Action for a Culture of Peace and Non-Violence, implemented under the Intersectoral platform for a Culture of Peace and Non-Violence. This provided a new framework for designing and testing innovating approaches and working methods to reinforce the transformative forces of education, the sciences, culture, communication and information to create harmonious and inclusive knowledge societies in all the regions of the world. The need to promote a lasting intercultural dialogue and to identify obstacles that hinder it (such as ignorance, indifference, prejudice, etc.) as well as to target special groups such as opinion makers, and particularly youth and women was considered very urgent and effectively attended through all UNESCO's fields of competence - education, sciences, culture, communication and information - which offered an added value to deal with such a complex issue in synergy with diverse partners. This Platform provided a relevant framework for designing and testing of innovating approaches and working methods that improved UNESCO's intersectoral capacity to making dialogue, peace and non-violence a concrete dimension of the political agendas, so to address the challenges of our increasingly globalized world, with an emphasis on South/South cooperation. Its dedicated Intersectoral Platform within the Bureau for Strategic Planning succeeded in synergizing different Sectors and relevant field offices, as well as other Intersectoral Platforms for more focused actions. Activities under EF and RP also strengthened collaboration with relevant institutions at international, regional and national level to foster intercultural dialogue, social inclusion, mutual understanding and peace. Links were created with relevant experts and organizations on cultural diversity, intercultural dialogue and devoted to promoting social inclusion, sustainable development and peace. Member States commitment and involvement was effective and contributed to enhance the implementation capacity, namely in collaboration with ministries and National commissions for UNESCO, as well as to ensure effective appropriation of the tools developed. UNESCO's presence and relevance within the UN country teams was also reinforced with projects implemented as "Delivery as one" or within specific Task Forces involving different UN agencies under both national initiatives such as in Tunisia, Burundi or Liberia, but also regional work for women empowerment in Asia and the Pacific. This cooperation was particularly useful to help avoiding duplication and facilitate synergies. For example, UNESCO Apia Office project on women empowerment for a culture of peace and non-violence in the Pacific synergized UN Organization's contribution to the Regional Priority Gender Equality and MDG3. The same goes for the Task Force "Education Citoyenne" led by UNESCO Rabat office</p>

36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
	<p>and mobilizing six UN agencies in support of the Tunisian National Youth Strategy.</p> <p>This IP and the Programme of Action for a Culture of Peace and Non-Violence it implemented offered a wonderful framework to enhance bilateral cooperation in favour of intercultural dialogue and a culture of peace, such as under "Abdullah bin Abdulaziz International Programme for a Culture of Peace and Dialogue" funded by Saudi Arabia and its ten projects, which helped generating a new array of dialogue-based conceptual and operational frameworks and tools. Experts, youth and civil society activists as well as scholars were mobilized through the holding of conferences, capacity-building workshops and awareness-raising campaigns towards learning to live together in peace. Achievements include the production of the "Writing Peace" touring exhibition that stimulated debates on the contribution of different civilizations to peace (Catalogue: http://unesdoc.unesco.org/images/0021/002176/217691m.pdf); the "UNESCO Global Contest for Mutual Understanding: Pathways for peace" that mobilized about 1350 youth from 56 countries; the launch in the Arab States of the "Learning to live together media campaign" to spread messages of peace and dialogue; as well as the elaboration of tools and guidelines to assist Member States in the revision of textbooks and curricula free from gender, cultural or religious stereotypes. Dialogue and e-training platforms were also created to advance media information literacy and intercultural dialogue, in cooperation with UNAOC, but also to nurture South-South philosophical dialogue with a new pedagogical manual for primary and secondary education, under finalization. To improve capacities for promoting intercultural dialogue in selected universities in the Arab States, certified resources on intercultural dialogue were inventoried or developed, in collaboration with the Agence Universitaire de la Francophonie. To further strengthen youth's role and contribution as actors and volunteers for dialogue and peace, a "Youth Volunteering and Dialogue" conference was held in December 2013, in Jeddah with great success as testified by the abundant media coverage and the strongly positive feedbacks from the young participants. All these outcomes will be further disseminated through the Peace and Dialogue E-Portal under construction, especially developed to that effect. A Conceptual and Operational Framework was developed to instil human rights-infused intercultural competences was developed under a Danish funded project, and is nurturing the debate among professionals and the academia. Further action to disseminate such competences is engaged, with the elaboration of relevant guidelines and training modules for capacity building workshops to be initiated in the next biennium. UNESCO's leadership on intercultural dialogue and culture of peace was enhanced and acknowledged, as referenced in the reports of the United Nations Secretary-General to the 67th and 68th UNGA. For example, documents A/68/216 and A/68/286 under agenda item "Culture of Peace", in line with pertinent UN resolutions (A/RES/67/104 in follow-up to the Declaration and Programme of Action for a Culture of Peace and A/RES/67/106 on the "Promotion of interreligious and intercultural dialogue, understanding and cooperation for peace" widely mention UNESCO's work in these domains. As a consequence, UNESCO's profile has been raised and the Organization's initiatives for peace and dialogue were widely praised by governments and civil society organizations. Just as an example, the Declaration and related documents from the Jeddah youth conference were widely disseminated and directly sent to the UN Secretary-General. The Writing Peace exhibition was first presented at the margin of the 67th United Nations General Assembly. Besides, UNESCO was entrusted with implementing UN-funded projects in Nigeria and Burkina Faso to counter the appeal of terrorism, building of the Organization's unique experience in using the soft power of intercultural dialogue. Several projects undertaken under this Programme of Action are implemented as "Delivery as One" in support of democratic participation (Tunisia), women empowerment and fight against gender-based violence (Asia and the Pacific), etc.</p> <p>The Director-General's High Panel on Peace and Dialogue among Cultures met on 19th November 2012 at UNESCO Headquarters. It was the third time that a distinguished circle of eminent thinkers and policy-makers from around the world were invited to reflect upon new approaches to peace-making in a globalized world. The thematic focus for their debates this time was: "Building Peace: UNESCO's Role in the Next Decade - with special emphasis on engaging youth in building sustainable peace and societies". The challenge of the one-day meeting was to forge a new strategic vision for working for and with youth in the pursuit of sustainable peace. The distinguished participants engaged in debates on issues and questions such as the need to forge global youth partnerships in the pursuit of sustainable peace - and with what implications for education? How to build a global constituency that cares for diversity, dialogue, understanding, respect and cooperation? Which core principles should underpin future intergenerational alliances for peace? The planned summary of the major findings of the High Panel meeting has been delayed because of financial constraints, but it is hoped to bring it out within the first half of 2014.</p> <p>Global coordination, monitoring and reporting on all Category 2 Institutes and centres has been enhanced. All of the recommendations identified by IOS in their joint audit and evaluation of the management framework for Category 2 Institutes and centres, completed in December 2011 (document 189 EX/16) were implemented by BSP. This includes the biennial mapping exercise for the 2010-2011 biennium of all 81 Category 2 Institutes and centres, drawing on information provided by sectoral focal points in liaison with the directors and staff of Category 2 Institutes and centres. This mapping, which followed the format set out in 35 C/Resolution 103 and in 186 EX/Decision 14, included information on the designated Sector focal point for each Institute and centre; the thematic specialization and geographic coverage of all Category 2 Institutes and centres; information on the contribution of each entity to UNESCO's C/5 programme results at the MLA level; information on all costs incurred as a result of interaction with Category 2 Institutes and centres; and the identification of best practices in promoting South-South, North-South and North-South-South triangular cooperation. The results of this mapping were presented to the 189th session of UNESCO's Executive Board in 189 EX/INF.5 and the detailed fact sheets for each and every Institute and centre were made available on UNESCO's global Category 2 Institutes and Centres website at: http://www.unesco.org/new/en/bureau-of-strategic-planning/resources/category-2-institutes/. In addition, a Review Committee was established with all members of senior management, IOS and LA to coordinate the renewal review assessment process so as to ensure the continued relevance of all Category 2 Institutes and centres and to identify the criteria and procedures for the renewal of agreements, and to provide guidance to Sector focal points for measures to be taken concerning Category 2 Institutes and Centres that are not fully operational; provide a platform for Sectors to discuss common issues and share experiences; provide recommendations to the Director-General on how to refine and improve the operationalization of the Integrated Comprehensive Strategy. This Committee met on 11 July and 17 August 2012. The results of these meetings are contained in 190 EX/18 Part I, which was prepared by BSP, in consultation with the Review Committee members, and provides information on the progress that has been achieved in operationalizing the Integrated Comprehensive Strategy for Category 2 Institutes and Centres (35 C/22 and Corr.), and implementing the recommendations of the Internal Oversight Service's (IOS) joint audit and evaluation of the management framework for Category 2 Institutes and Centres, completed in December 2011 (the main conclusions of this report were published in the 2011 Annual Report of IOS, document 189 EX/16). It also provides a set of specific recommendations on how the network of Category 2 Institutes and Centres could be strengthened so as to utilize it as a reliable, low cost means of pursuing UNESCO's core programmatic objectives, while at the same time reducing the financial and administrative impact on the Organization's limited resources. In addition, Sector strategies have been developed in consultation with BSP on how Sectors interact and engage with their network of Category 2 Institutes and Centres. A</p>

36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
	<p>global Category 2 Institutes and Centres website has also been developed by BSP and is being constantly updated. A number of Sectors have also developed their own specific WebPages on their specific Category 2 Institutes and Centres networks, which are hyperlinked with BSP's website. As a follow-up to the decision by the Executive Board at its 190th session (190 EX/Dec.18 (I)), the reporting information was provided based on the elements from Category 2 Institutes and Centres specific feature, and integrated in SISTER. The assessment of the overall estimated cost implications of category 2 institutes and centres has been conducted and preliminary findings further presented to the Executive Board at its 191st session. Consultations were first undertaken with the SISTER Steering Committee to (i) initiate the development and creation in SISTER of a dedicated reporting line and (ii) conduct several training sessions for sectoral focal points aimed at using new feature; then more broadly to (iii) monitor the integration of data by responsible focal points; and (iv) calculate the full cost of category 2 institutes and centres. A systematic review was conducted in all programme sectors, administration and central services involved (IOS, LA, BSP, GBS, MSS/CLD and MSS/BKI) to estimate the total number of staff involved at various levels in interaction with category 2 institutes and centres and the resulting overall staff costs. By its 190 EX/Decision 18 (I) the Executive Board recommended that the General Conference amends the integrated comprehensive strategy for category 2 institutes and centres, and this with the aim to further strengthen category 2 status renewal procedures, improve alignment of category 2 institutes/centres' operations with UNESCO's results-based management approach and sectoral strategies, strengthen the monitoring and reporting requirements of the network, and reduce the cost to UNESCO of maintaining this network in terms of human and financial resources. Thus the revised strategy was further prepared and submitted to the General Conference at its 37th session. It reflected the consolidated proposals for the strategy itself and for the model agreement, as well as for the related ruling guidelines for the creation of institutes and centres and for the guidelines for the renewal assessment procedures. The revised strategy was approved by 37 C/Resolution 93 superseding as such all relevant prior resolutions by the General Conference on the subject. It is currently in the progress of being implemented.</p> <p>BSP continued to coordinate the preparatory process for the Organization's participation in the Rio+20 Conference by, inter alia ensuring intersectoral cooperation and coordination, convening periodic meetings of the in-house Rio+20 Steering Committee, providing backstopping to the programme Sectors on the substantial, political and logistical preparations of the Conference, liaising with the UNESCO Office in New York, UNESCO Brasilia Office, and the UN Rio+20 Secretariat. BSP also assisted the UNESCO Delegation during the Rio+20 Conference, where a Science Forum, (SC) and two official side events, one on Education for Sustainable Development (ED) and one on the Ocean (SC/IOC), were organized. BSP, in cooperation with ERI, set up an intersectoral Rio+20 website to which all Sectors contributed constantly with up-to date content. BSP and SC/IOC coordinated the publication Healthy Ocean, healthy people with the input from all Sectors, which was launched at the official Rio+20 ocean event. BSP also distributed the publication From Green Economies to Green Societies which it had coordinated earlier with all Sectors, and coordinated UNESCO's contribution to the UN publication "Working towards a Balanced and Inclusive Green Economy," which was also launched at Rio+20. BSP coordinated the inputs to follow-up reports of the Conference, such as the Global Sustainable Development Report and the SG report on mainstreaming of sustainable development within the UN System.</p> <p>BSP coordinated UNESCO's input to the Post-2015 Development Agenda, through inter alia ensuring intersectoral cooperation and coordination, convening periodic meetings of the in-house Steering Committee on Post-2015, preparing documents for the Executive Board, providing back-stopping to the programme sectors, liaising with the UNESCO Office in New York, active participation in all relevant UN inter-agency mechanisms - such as the UNTT on Post-2015 and its sub-groups - providing feedback to relevant papers as well as reports. Technical inputs were provided especially for the TST Issues Briefs of the Open Working Group (OWG) on the SDGs. BSP successfully proposed and coordinated the preparation of a TST Issues Brief on 'Science, technology and innovation, knowledge-sharing and capacity-building' for the OWG on the SDGs. In cooperation with CLT, BSP set the course for a Global Thematic Consultation on Culture and Development. During the 37th General Conference, BSP organized a Leaders' Forum on the theme 'UNESCO mobilizing for and contributing to the post-2015 agenda through education, the sciences, culture and communication and information,' BSP, in co-operation with ERI set up an intersectoral Post-2015 website.</p> <p><u>Challenges and Lessons learnt:</u></p> <p>The 55 intersectoral projects approved by the Director-General were developed through a very consultative, transparent and innovative process with colleagues in the field and from a range of different Sectors. The resulting intersectoral projects are very innovative and seek to address real world issues by bringing together UNESCO's unique multisectoral expertise. The criteria used to develop the intersectoral projects as well as the process itself could serve as model for the development of UNESCO's future projects.</p> <p>The Intersectoral Platform has proven to be an effective mechanism to conduct specific activities to illustrate how the principles of the culture of peace can inform policy design and implementation, while maintaining regular collaboration with all Sectors and Field Offices, so as to foster a lasting ownership of these principles throughout the Organization. In this regard, the Platform played its role to ensure coordination, coherence, consistency, advocacy and visibility.</p> <p>Financial constraints faced by the Organization during this biennium considerably reduced the scope of planned activities. However, seed money received under EF and RP provided UNESCO staff in the field with arguments to propose relevant actions to be implemented as "Delivery as One" at UN Country Team. Besides, UNESCO's comparative advantage was highlighted through the organization of joint events with relevant stakeholders and partners, without additional cost. Besides, these constraints furthered the capacity to explore new partnerships, so to maintain UNESCO's pro-activeness on these important themes. For instance, funds from Kazakhstan were mobilized through additional appropriation, in support of the International Peace Day 2012. Kazakhstan also provided resources to help advancing work in the framework of the International Decade for the Rapprochement of Cultures (2013-2022), including with a launch forum that held in August 2013 in Astana. Besides, collaboration with the Government of Azerbaijan was strengthened with the preparation and successful holding of the 2nd World Conference on Intercultural Dialogue (Baku, 29 May-02 June 2013). New avenues for enhanced action are being considered, namely with UNAOC, while future cooperation with KAICIID is envisaged. 3 new UNESCO chairs were established in India and Kazakhstan. UNESCO also participated in more than ten high-level events in which the Organization could promote its vision and ideals for better mutual understanding and peaceful coexistence.</p> <p>Institutional mutation remains a critical point, in a world where hate messages spread very fast and peace messages very slowly. UNESCO needed a visible structure to be the leader for this cause by associating a number of governmental and non-governmental voices raised on this global concern, rather than being a mere follower. The phasing-out at the end of the 2012-2013 biennium of IPs may alter the dynamic created. Therefore, to effectively maintain intersectoral cooperation in favour of dialogue, the rapprochement of cultures and peace and</p>

36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt	
	<p>of culture -themes that are growing high in the international agenda), new operation mechanisms would need to be established. The experience capitalized under this IP shall further nurture and help linking with relevant themes of Human and Social Sciences, and the work on social transformations as a whole. The International Decade for the Rapprochement of Cultures (2013-2022), offers a new avenue for maintaining UNESCO's pro-activeness on such themes pertaining to intercultural and interreligious dialogue for reconciliation, mutual understanding and peace in the coming biennium, and for which a Plan of action is being designed for presentation at the 194th EXB.</p> <p>In regards to the Category 2 Institutes and Centres, there has been a lot of progress is improving the coordination and management of the network. This challenge is ensuring that the network provides a reliable, low cost means of pursuing UNESCO's core programmatic objectives, while at the same time reducing the financial and administrative impact on the Organization's limited resources. Developing the first ever assessment of costs of category 2 institutes and centres to UNESCO was a challenge as no available methodology existed as yet in this regard. The type and depth of activities carried out is different for every entity. The data depend on (i) the date of the establishment of category 2 institutes and centres, as for entities established a long time ago there was little institutional memory left; (ii) the cooperation modalities set out in the agreement signed by UNESCO with a Member State or group of Member States concerned; (iii) the existence of UNESCO sector-specific strategies on engagement with relevant category 2 institutes and centres; and (iv) the complexity associated with data collection and the relatively short time-frame assigned for the production of a new reporting application on the full network of 82 institutes and centres. At its 37th session the General Conference approved the establishment of 17 new institutes and centre under the auspices of UNESCO (category 2) bringing their total number to 99. The significantly growing number of category 2 institutes/centres remains a challenge. While this rapidly expanding network attests to Member States' enthusiasm and commitment to contributing through this modality to the achievement of UNESCO's objectives, its management places a strain on UNESCO's financial, administrative and human resources.</p> <p>Ensuring permanent communication between the Sectors and involved UNESCO offices has proven to be key for the successful preparation of UNESCO's participation in the Rio+20 Conference. The high attendance of the events organized by UNESCO at the conference testimony that UNESCO's work in sustainable development is perceived as important by many stakeholders and that these events provide a good platform for exchange. Setting-up an intersectoral website has proven to be a good means to convey a common message and to showcase UNESCO's work in the area of sustainable development in a holistic manner. It would be important to continue updating the website.</p> <p>Due to the financial situation of the Organization, the IPs will not be continued in the 2014-2017 quadrennial programme and budget cycle. Further reflection, building on the lessons learned from the IPs, is needed to develop appropriate mechanisms to ensure that UNESCO's strategic objectives are implemented in an interdisciplinary manner so as to effectively address today's multifaceted challenges.</p>	
	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)	
	Programmed	Attained
	<p>PI: Intersectoral projects developed following the guidelines and criteria developed by BSP and in line with the expected results defined in the 36 C/5</p> <p>B/b: Contribution of all intersectoral projects to the expected results defined in the 36 C/5 and in SISTER</p>	<p>55 intersectoral projects for a total of US\$ 5.86 million reviewed and endorsed by the Programme Management Committee (PMC) and approved by the Director-General. Project implementation has now begun.</p>
	<p>PI: Leadership and effective implementation of the Interdisciplinary Programme of Action for a Culture of peace and non-violence both through regular programme and extrabudgetary funds as well as the effective monitoring for the approval and implementation of an International decade for the rapprochement of cultures (2013-2022)</p> <p>B/b: At least 5 regular programme activities properly developed and coordinated At least 5 extrabudgetary project properly developed and implemented - Follow-up of the 36th General Conference's resolution 40 ensured and the Decade approved by UNGA, - Consultation with relevant partners conducted, Plan of action completed and approved Mobilization for activities in support to the Plan of action started.</p>	<p>The leadership for the effective implementation of the Programme of Action for a Culture of Peace and Non-Violence was ensured. An Intersectoral Platform Peer Review Committee was established and coordination with other Intersectoral Platforms carried out. As a result, 17 intersectoral projects for a total amount of US\$ 1,246,964 were approved and started under Regular Programme and Emergency Funds, of which additional appropriation of US\$ 24,964. 11 extrabudgetary projects were initiated with and are in good progress. Additional funds were mobilized within the joint UNESCO/UN counter-terrorism initiative and with Kazakhstan authorities and activities planned have started or are completed. UNESCO's contribution to promoting a culture of peace, intercultural and interreligious dialogue and for countering the appeal of terrorism is now well harmonized and included in a coherent manner within the UN Secretary-General's relevant reports to the UNGA. The leadership ensured by BSP under this Programme of action also contributed to the follow-up to the 36th General Conference's resolution 40 "Proclamation of an international decade for the rapprochement of cultures (2013-2022)". The consultation process for drafting a Plan of Action was launched.</p>
	<p>PI: Global coordination, monitoring, reporting and renewal assessment of all Category 2 Institutes and Centres strengthened</p> <p>B/b: Review Committee established, guidance provided to Sectors and recommendations provided to the DG. All Sector strategies completed and made available online Biennial</p>	<p>- Sector strategies completed - Biennial mapping prepared - Global Category 2 Institutes and Centres website developed - Strategic policy document prepared and submitted to the 190th session of the Executive Board on progress achieved in implementing IOS's recommendations and guidance provided on how to improve the strategy for consideration</p>


Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)	
Programmed	Attained
mapping prepared and presented to the Governing Bodies Global Category 2 Institutes and Centres website developed; Strategic policy documents prepared in consultation with members of the Review Committee and submitted to the Governing Bodies. The specific feature on Category 2 Institutes and Centres implemented in SISTER.	by UNESCO's Governing Bodies - Review Committee established - The first round of information pertaining to the full cost of the Category 2 Institutes and Centres is provided - The revised integrated comprehensive strategy for category 2 institutes and centres under the auspices of UNESCO approved by the General Conference (37th session, November 2013) and implemented


36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
 Foresight activities related to emerging trends and challenges at the global and regional levels undertaken, integrated into programming of all Sectors and results widely disseminated	<p>The UNESCO "Future Forums" and "Future Lectures" have gained significant recognition and popularity as one of UNESCO's most innovative and state-of-the-art platforms for anticipatory thinking in the five programme sector themes. These events have helped Member States and the Secretariat to understand the power of futures thinking for policy and decision-making processes, as well as in programme management and implementation. In particular an effort has been made to use cutting-edge foresight approaches to advance UNESCO's role as a laboratory of ideas and to enhance capabilities as well as thought leadership. The methods and issues raised by the UNESCO Foresight events have contributed to UNESCO's strategic contributions to various international fora such as Rio+20 and the discussions occurring as part of effort to articulate new post-2015 agendas. Emphasis on Priority Africa as a UNESCO global priority has benefitted from the Future Forums organized in March 2013 and December 2013. UNESCO's commitment and distinctive perspective with respect to the on-going WSIS process was clearly demonstrated by a Future Forum that was part of the WSIS+10 Review Meeting. This high-level event evoked debate on key analytical and policy questions related to discontinuity of systems and models for thinking about the future. Future Forums and Lectures aim to use the future to enhance existing reform efforts and develop new models of societal transformation. These processes are being complemented by the holding of Futures Literacy UNESCO Knowledge Laboratories (Uknowlabs). These collective intelligence workshops do not only gather evidence regarding who is using the future and how, but also build foresight capacity while addressing locally pertinent questions about the future. Taking a learning-by-doing approach to the discipline of anticipation, these Uknowlabs offer a rigorous process for conducting research and creating new knowledge about critical strategic issues.</p> <p>The establishment of the first UNESCO Chair in Anticipatory Systems at the University of Trento (Italy) in 2013 resonates strongly with three important issues. First it confirms that there is a growing interest and support for the emerging Discipline of Anticipation. Second it underscores UNESCO's role and success as a laboratory of ideas (see www.projectanticipation.org). Third, it has generated strong interest around the world in academic and practitioner communities, a clear signal of UNESCO's role in creating and sustaining networks. In collaboration with the Foresight Section, the Chair's project aims to develop the "discipline of anticipation" in order to enhance the theory and practice of anticipatory strategies and techniques. A number of university programmes working on foresight and futures studies have subsequently approached UNESCO with the interest of setting up UNESCO Chairs. The Chief of Foresight has also contributed an article entitled "Changing the conditions of change by learning to use the future differently" to the seminal "World Social Science Report 2013". This article makes the case for investing in humanity's capacity to "use the future" differently as a critical requirement for addressing today's challenges of sustainability, solidarity and peace.</p> <p>The extra-budgetary project "Networking to Improve Global/Local Anticipatory Capacities - A Scoping Exercise" funded by The Rockefeller Foundation and being implemented by UNESCO Foresight has: made a major contribution to data collection regarding anticipatory systems and networks; provided new insights with respect to critical policy issues for member states; built up decision-making capabilities both within and outside UNESCO; assisted with the creation and discovery of networks that use the future for decision making; and enabled significant strides towards the identification and legitimation of a global sense-making framework (shared discourse) regarding the use of the future at both theoretical and practical levels). The achievements of this project are outlined in another SISTER report - XB FABS code 570GLO0018.</p> <p>The achievements of this Anticipatory Capacities Project (ACP) were the result of a wide range of practical initiatives including the creation of a high-level Steering Committee composed of leading members of the global foresight community. Steering Committee members met three times (February, May and October 2013). These meetings facilitated the specification of a two-pronged approach to meeting the ACP objectives - one aimed at ensuring high-level research outcomes and the other at providing the experimental implementation through actual events of the search for evidence of anticipatory systems and networks. Quality assurance has been strictly maintained through the inclusion of a peer-reviewed evaluation methodology implanted from the outset of the ACP.</p> <p>UNESCO Foresight has continued to cultivate and maintain its extended network in the global foresight community and has also been able to diversify this network in a variety of ways. The many events organized as part of the ACP cultivated a range of new connections as well as providing an efficient venue for the construction of shared sense-making around the use of the future. Throughout the process participants have been invited to share their experiences, tools and expertise in the development of anticipatory capacities. They have done so with enthusiasm and have demonstrated high levels of engagement through follow-up activities and clear expressions of their commitment to UNESCO's effort to articulate a new global/local discourse for using the future. This willingness to engage with UNESCO Foresight in the construction of a language for sharing the fruits of efforts to build the theory and practice of anticipation is a crucial sign that UNESCO's leadership in this area resonates with the challenges and discoveries of the present.</p> <p>UNESCO Foresight's Future Lecture Series "Foresight Frontiers" (one organized in March 2013 and another in October 2013), as well as the Future Seminar on Horizon Scanning (October 2013) have also served as effective vehicles for sharing the latest developments in the field of future studies from around the world, exploring how to advance the capacity of decision makers to use the future to understand the complex emergent present.</p>

36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
	<p>Across all its activities, UNESCO Foresight has benefitted from close cooperation with Member States through their Permanent Delegations, National Commissions and a range of NGO partners. These collaborations and partnerships, ranging from direct involvement in funding, such as the contribution by Nigeria to a Future Forum, to significant contributions by CGEE of Brazil for events in Brasilia, Sao Paulo and Rio. The close involvement and strong support from a wide range of constituencies is testimony to the need for UNESCO's advanced approach to foresight and anticipation. By using different venues, topics and collaborators to spark anticipatory conversations that seek and reveal collective intelligence, UNESCO Foresight has been able to initiate and sustain a range of new and old networks, involving representatives from Permanent Delegations, UNESCO Secretariat, scientific and academic communities, NGOs, etc.</p> <p>The list of UNESCO Foresight's partners is increasing and going beyond the above traditional networks. For example, with funding from the UNDP, UNESCO Foresight designed and conducted an Advanced Futures Literacy Course for Policy Makers in Bogota, Colombia with ORMET (Red de Observatorios Regionales de Mercado de Trabajo), in November 2013. This Futures Literacy UNESCO Knowledge Laboratory was designed to provide local policymakers and UNDP staff with a learning-by-doing process for acquiring Futures Literacy. Participants learned to use anticipatory systems to identify and analyze today's emergent phenomena for policy purposes and gained a deeper understanding of the latest development in the field of foresight, including the different tools and networks that are advancing the field. The course has also invented, designed and discussed prototype anticipatory systems projects for Colombia. Follow-up work is being negotiated with the Colombian Ministry of Labor. Another example is UNESCO Foresight's work with the Ecuadorian NGO Grupo FARO (http://www.grupofaro.org/). Grupo Faro approached UNESCO Foresight to help with the design and planning of their Manabi Será initiative for building foresight capacities for local citizens and policymakers as they tackle the challenges of societal transformation. A design seminar was organized in UNESCO HQ and has led to the content preparations for Grupo FARO's plan of action and implementation (currently ongoing).</p> <p><u>Challenges and Lessons learnt:</u></p> <p>The visibility of UNESCO's work and vision for foresight has increased through the numerous contributions of the Foresight Section to various international, regional and national fora. The Chief of the Foresight Section has been invited to a large number of international fora, conferences and technical meetings to present and discuss UNESCO's work, and to launch an open invitation for collaboration and partnership. The sustainability of these achievements will depend on buttressing the resources of the Foresight Section (currently composed of a very small team, one P5 and one P2) with additional staff and funding from both within and outside the existing budget.</p> <p>UNESCO Foresight has worked with every sector within UNESCO and with the wide range of collaborators with the aim of championing UNESCO's leadership role as a laboratory of ideas, capacity builder and catalyst for cutting-edge global knowledge. The work has generated outcomes and follow-through in a number of different categories according to action-research and impact matrix perspectives, including: process-as-product; data generation, collection and diffusion; learning-by-doing capacity enhancement; discovery of context and policy specific questions; network creation and extension; and more, dependent on the specific partner and activity. The methods adopted by UNESCO Foresight, including the integration of dynamic assessment, ensure an evidence-based approach to understanding contributions to decision-making processes. In particular UNESCO Foresight has focused on the search side of decision-making, providing new avenues for the use of the future in decision-making. All of the work of UNESCO Foresight is conceived as cumulative and contributing to an evolving process aimed at sustained learning. As a result the achievements of the period 2011-2013 are inscribed in an on-going effort to ensure that UNESCO plays its role as a global leader and innovator in creating the conditions for peace and sustainable development. This brief progress report makes the case that UNESCO Foresight is building the anticipatory capacities of its partners (both internal and external) by organizing events/activities that establish sustainable long-term content, processes and networks. The knowledge gained by partners through the various activities organized by UNESCO has been used and applied by them in their own respective domains, as exemplified by the continuous ongoing collaboration and follow-through with UNESCO Foresight.</p>

Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)	
Programmed	Attained
<p>PI: Number of UNESCO Future Forums, Seminars and Lectures B/b: 3 Future Forums and 2 Future Lectures organized</p>	<p>The outcomes of the Future Forums organized - including the UNESCO Leaders' Forum held on the 36th session of the General Conference - yielded contributions to the Rio+20 process and the formulation of the C/4. The outcomes included substantive discussions among national policymakers and other stakeholders that have shaped the Organization's reflection on its future agenda. New developments in the futures field presented during the Future Lecture on "Perspectives on Strategic Foresight" has also underlined the potential leadership role of UNESCO in building foresight capacities at the international level, especially in promoting intersectorality and interdisciplinarity within the Organization's fields of competence. An awareness and acknowledgement of futures thinking as an essential part of strategic planning has been demonstrated in various Future Forums. Within the framework of WSIS+10, the Future Forum on "Exploring the Dynamics of Knowledge Societies" highlighted the importance of policy leadership and political will in encouraging the development of futures thinking, as well as new models and metrics, to anticipate the knowledge societies of the future and prepare during the present. The Priority Africa agenda was reinforced by the holding of two Future Forums that delved into using various models of African futures.</p>
<p>PI: Intersectoral priorities and related strategic goals developed B/b: Contribution to Rio+20 and the Leaders' Forum;</p>	<p>Meetings, presentations and seminars on the developments in the discipline of anticipation and Futures Literacy have been conducted by the new Chief of Section among different Programme Sectors and colleagues. UNESCO Futures Literacy Workshops conducted with BSP, SC, SHS and IOS. The UNESCO Futures Lectures on "Perspectives on Strategic Foresight"</p>

Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)	
Programmed	Attained
The promotion of a culture of peace and intercultural dialogue; Perspectives on strategic foresight for decision-making	and "Foresight Frontiers: Thinking the World Post-2015" have paved the way for a better awareness and understanding of various foresight methodologies and tools. A Future Seminar entitled "Exploring the Attributes, Role and Organization of Horizon Scanning - With Case Studies from Africa, Asia and Europe" was held on 14 October 2013. An Advanced Futures Literacy Course for Policy Makers, financed by UNDP Bogota (Colombia), was designed and conducted by UNESCO Foresight on 25-26 November 2013. This was all the more strengthened through a collective intelligence process during a series of meetings held under the banner of Scoping Exercise financed by The Rockefeller Foundation.
<p>PI: Methodological knowledge about foresight approaches deepened among staff of Programme Sectors and Field Offices</p> <p>B/b: Meetings, presentations and seminars on foresight methods and approaches organized; UNESCO Futures Literacy Workshops conducted with BSP, SC, SHS and IOS</p>	Six Future Forums and five Future Lectures were organized during the period assessed: 1) "The Arab Spring - a Year After - Egyptian Perspectives", in collaboration with the Permanent Delegation of the Arab Republic of Egypt to UNESCO, 24 January; 2) Global Water Futures 2050+, 12 April; 3) Paris-Nishan Forum on "Confucianism and New Humanism in a Globalized World", co-organized with the Confucius Institute Headquarters, 16 April; 4) Future Lecture "Towards a Sufficiency Economy: A New Ethical Paradigm for Sustainability, In Homage to the Philosophy on "Sufficiency Economy" by His Majesty King Bhumibol Adulyadej of Thailand, in collaboration with the Permanent Delegation of Thailand, 11 June; 5) Future Lecture "Perspectives on Strategic Foresight", 1 October; 6) UNESCO Future Forum - Exploring the Dynamics of Knowledge Societies: Using the Future to Shape Transformative Policies, within the framework of the WSIS+10 Review Meeting, 27 February 2013; 7) UNESCO Future Forum - Imagining Africa's Future: Beyond Models of Catch-up and Convergence, 11 March 2013; 8) The UNESCO Future Lecture Series "Foresight Frontiers: Thinking the World Post-2015", 25 March 2013; 9) The UNESCO Future Lecture Series "Foresight Frontiers" (Part Two), 14 October 2013; 10) Future Seminar: Exploring the Attributes, Role and Organization of Horizon Scanning - With Case Studies from Africa, Asia and Europe, 14 October 2013; 11) UNESCO Future Forum on Decolonizing African Futures: Exploring and Realigning Alternative Systems, 6 December 2013.

36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
 UNESCO's programmatic contribution in the context of the United Nations reform and United Nations inter-agency cooperation articulated and strengthened at the country, regional and global levels, including through the administration of dedicated programme resources and staff capacity-building programmes	<p>UNESCO continues to be a proactive participant in the UN system coordination mechanisms at global/inter-agency level, including in the Chief Executives Board (CEB) and its three pillars, the High-Level Committees on Programme and Management (HLCP and HLCM) and the UN Development Group (UNDG), advancing its perspectives and areas of interests as a specialized agency of the UN system. UNESCO (co)lead and/or coordinated in particular the following:</p> <ul style="list-style-type: none"> • At a time when UN system-wide harmonization efforts are high on the collective agenda of the UN system, UNESCO has been solicited frequently in the UNDG for prominent leadership and/ or coordination roles. UNESCO, through BSP, has been playing a key role in the major UNDG activities of last biennium geared at UN reform and greater system-wide harmonization (see below). UNESCO is represented on a permanent basis in the UNDG Advisory Group at the Principals and ASG/ADG-levels, and contributes to the Advisory Group's designated functions. • UNESCO has chaired a UNDG inter-agency review and task team which elaborated an inter-agency agreement on the future funding of the Resident Coordinator system, as called for in ECOSOC resolution 2011/7 and General Assembly resolution 67/226 on the quadrennial comprehensive policy review of UN operational activities for development (QCPR). The task team's work resulted in the adoption of a landmark cost-sharing agreement that is now being implemented with the aim of ensuring fair and predictable funding of the Resident Coordinator system as a key pillar of UN joint action at regional and country levels. The cost-sharing agreements emerging from this review have been (and will be) reported by the UNDG Chair to CEB and by the UN Secretary-General to ECOSOC. • After the UN Delivering as One initiative had been piloted in 2007, its good practises are now consolidated and taken forward system-wide through "Standard Operating Procedures" for Delivering as One, in response to the 2012 QCPR, which acknowledged the achievements made through Delivering as One, notably through common programmes and pooled funding mechanisms. As member of a UNDG High-Level Group designated to formulate 'standard operational procedures' for countries opting to implement Delivering as One, UNESCO has been involved in developing these tools, and has been co-leading the work in the area of harmonized business operations. The development of standard operational procedures is an important step in further scaling up the increased coherence, relevance, effectiveness and efficiency of the United Nations development system at country, regional and HQ-levels. • UNESCO has in January 2013 chaired and hosted the meeting of the Steering Committee of the "Expanded Funding Window" for Delivering as One, which has been the single most important pooled fund mechanism in supporting One Funds at country-level. After a positive evaluation the funding modality is now taken forward through the new 'Delivering Results Together (DRT)- Fund, to which UNESCO acts as Steering Committee member. • In the context of the increasing collective effort of the UN system to strengthen its operational transparency, including in response to the International Aid Transparency Initiative (IATI), UNESCO contributes to an inter-agency working group and system-wide reflection on transparency, which aims at enabling increased access by stakeholders to quality information of UN system organization. • As a member of the UNDG-Human Rights Mainstreaming Mechanism (UNDG-HRM), UNESCO contributed to integrating human rights principles and international standards into UN operational activities for development. It contributed namely to implementing component 3 of the Multi-Donor Trust Fund (MDTF), developed to service the activities of the UNDG - Human Rights Mainstreaming Mechanism (HRM), which provided catalytic support to countries in strengthen their national systems on human rights. This Fund has been extended for

36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt				
	<p>another 3 years, until 31 Dec. 2016.</p> <ul style="list-style-type: none"> In the spirit of the CEB's work, and as defined in the Roadmap, UNESCO contributed to strengthening the impact, effectiveness and efficiency of a UN that works and delivers 'as One' by reviewing and updating its partnership agreements with its UN partners. The Director-General signed four new MoUs during the biennium: UN-Women, ITU, WMO and UNWTO. A number of other MoUs are currently under negotiation, including with UNV, UNDP, UNEP, ILO, WFP, UNIDO and DPKO. <p>UNESCO provides coordination and/or (co-)leadership functions in a number of programmatic UN system-wide initiatives (see also report of Programme Sectors):</p> <ul style="list-style-type: none"> Since 2013, UNESCO has served as the Secretariat of the United Nations Secretary-General's Global Education First Initiative (GEFI), helping to mobilize greater political and financial support for education and raise the profile of education on the global agenda. Special emphasis has been given to spurring increased commitments by governments and development partners to tackle the biggest bottlenecks to access and learning in the final sprint to 2015. Through the Initiative, UNESCO has also heightened awareness of the role of education in fostering global citizenship. In 2011 UNESCO was officially appointed by UN-Water to lead, together with UNECE, the preparations for and the activities of the International Year of Water Cooperation (IYWC) and the World Water Day in 2013. In February 2013, the Director-General launched the United Nations International Year of Water Cooperation in the presence of the Chairperson of UN-Water and other high-level personalities. With respect to the establishment of the Scientific Advisory Board (SAB) of the UN Secretary-General, for which UNESCO provides the Secretariat, the Director-General has undertaken broad consultations with the heads of other UN organizations and scientific organizations. The results of the consultation process were submitted by the Director-General to the UN Secretary-General who appointed the members of the SAB. UNESCO's Director-General has further informed the Heads of CEB member organizations about the Terms of Reference and the membership of the SAB, as approved by the UN Secretary-General and invited CEB member organizations with a mandate in science-related matters to designate focal points of their organizations to follow the work of the Board and to take part in its Inaugural meeting in January 2014. Together with UNDP, FAO and UNEP, UNESCO is a member of the collaborative partnership arrangement of IPBES, and has participated in all phases of IPBES creation. The Organization was designated at the IPBES second plenary meeting (Antalya, 9-14 December 2013) to host the Technical Support Unit for the IPBES Task Force on Indigenous and Local Knowledge. Building on the projects of the UNDP/Spain MDG Achievement Fund (MDG-F), UNESCO has suggested to the undg the establishment of an inter-agency Task Team on Culture and Development, to further strengthen the inclusion of culture components in development programmes, including in CCA/UNDAFs at country level. The undg has endorsed the establishment of the Task Team in 2012-2013, and its continuation is presently proposed to the full undg. UNESCO's has played a major role in the elaboration and first roll-out of the UN Plan of Action on the Safety of Journalists. UNESCO also continues to be a key player in the UN Broadband Commission, to which the Director-General serves as Vice Chair. <p>At the regional and country levels, UNESCO continues to strengthen its involvement in Regional undg Teams and United Nations Country Teams (detailed reporting on these activities can be found in 194 EX/4 Add.). Field Offices engaged in common country programming exercises were supported through targeted decentralizations from the pooled portion of the 36 C/5 2% funds, based on a thorough review and approval process by BSP of the budget requests submitted by Field Offices. While allocations are relatively limited, in particular under the 36 C/5 as a function of reduced activity budgets, decentralizations have been instrumental to help to ensuring UNESCO's presence in UNDAF processes and related UN reform processes, as well as facilitated the preparation of UNESCO Country Programming Documents (UCPDs).</p> <p><u>Challenges and Lessons learnt:</u></p> <ul style="list-style-type: none"> As many donors scale down or withdraw funding for Delivering as One and the UN Resident Coordinator system, participating UN organizations will have to contribute increasingly to ensuring the minimum funding requirements; UN reform and coordination activities are implemented with a minimum of staff, and require often high staff time investments, including at the most senior levels of the Organization. The number of 2% funding requests as well as the amounts requested exceed at times the rather limited amount of funds available. The fast-changing nature of the UNDAF roll-out schedule (which at the request of UN Country Teams might be advanced, cancelled or postponed for a multitude of reasons, including for better alignment with national processes) limits the possibility of projecting needs. 				
	<p style="text-align: center;">Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)</p> <table border="1" style="width: 100%;"> <thead> <tr> <th data-bbox="423 1182 1025 1225">Programmed</th> <th data-bbox="1025 1182 2190 1225">Attained</th> </tr> </thead> <tbody> <tr> <td data-bbox="423 1225 1025 1347"> PI: Number of UN programmatic initiatives for which UNESCO is entrusted a leadership role B/b: Co-leadership of at least 1 UN reform initiative and 1 inter-agency programmatic initiative </td> <td data-bbox="1025 1225 2190 1347"> UNESCO has been entrusted (co-)lead and coordination roles in UN reform initiatives geared at increased system-wide coherence, as well as in various UN system-wide programmatic initiatives. </td> </tr> </tbody> </table>	Programmed	Attained	PI: Number of UN programmatic initiatives for which UNESCO is entrusted a leadership role B/b: Co-leadership of at least 1 UN reform initiative and 1 inter-agency programmatic initiative	UNESCO has been entrusted (co-)lead and coordination roles in UN reform initiatives geared at increased system-wide coherence, as well as in various UN system-wide programmatic initiatives.
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36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt				
 Staff capacities strengthened in results-	RBM: Efforts have been pursued to reinforce the institutional capacities in the Results-Based Management approach to further enhance the results-orientation of the Organisation. To ensure a common understanding and consistency of UNESCO's RBM approach, training courses and capacity building workshops including an advanced version have been organised, in line with				

36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
<p>based management, the System of Information on Strategies, Tasks and Evaluation of Results (SISTER), the mobilization and management of extrabudgetary resources and United Nations reform/United Nations Development Assistance Framework (UNDAF) approaches</p>	<p>the strategic orientations, policies and the priorities established in the 34 C/4, 35 C/5, 36 C/5, 37 C/4 and 37 C/5, targeting the full range of the UNESCO family. Given the current financial constraints, an interactive e-learning RBM introduction is currently being designed to respond to the needs in particular of Field Office and Category 1 Institutes and Centres colleagues. Furthermore, in line with IOS recommendations, a "RBM for managers" workshop has been designed to improve the quality of evidence-based result-oriented monitoring and reporting. The significance throughout the programme cycle at both the C/5 and Workplan levels for the Results-Chain, built on the principle of aggregation of results, and in particular providing the rationale of the intervention logic, with the underlying assumptions and causal sequence, has been further emphasized. This includes the definition of performance indicators and associated baseline and/or quantitative and qualitative targets for results and key outputs/deliverables. The importance of the development of a monitoring framework which reflects the Results-Chain at the planning stage, and also the coherence and linkages between monitoring information at different levels has been underlined and specific guidance provided. To that effect a Result Framework (output/deliverable and result table) has been designed to ensure that this framework is clearly defined from the outset and monitored when implementing. It has been incorporated in the revised Extrabudgetary Project Document (Enclosed model project document http://intranet.unesco.org/exbhelpdesk) and has been implemented in SISTER for the 37 C/5 for both the C/5 expected results and Workplans. In particular, the importance of informing on achievements viewed from the key stakeholders and especially the direct beneficiaries' perspective is emphasized. Moreover, has been underscored the responsibilities of each officer and supervisors when validating first the Workplans and their pertinence to the C/5 and C/4 and thereafter when proceeding with monitoring and reporting. This chain of responsibility and accountability has been formalized through SISTER to ensure the programmatic coherence at the Field Office, Category 1 Institute and Centre (or country/regional) and Sectoral levels as well as effective prioritization. In addition, in line with the RBM approach and with the recommendations of the Executive Board, an effort was made to improve the presentation and content of the Director-General's EX/4 report to the Executive Board, focusing increasingly on an assessment of results, outcomes and impacts, as well as of challenges and lessons learnt and cost-effectiveness/efficiency measures. At the 190th session of the Executive Board reporting of achievements was provided by MLA C/5 result, assisting the Organization in advancing towards RBB. Hence, both aspects regarding programme implementation, that is progress assessments on results attainment and budget execution rates of Regular Programme core operational costs and extrabudgetary resources, were associated for the first time for each C/5 result.</p> <p>In addition to introductory courses attended by 72 participants, 6 RBM training/coaching workshops have been organised for 82 participants; 2 RBM for managers discussion/workshop have been organised for 37 participants and 35 participants have attended 2 Advanced RBM workshops.</p> <p>As follow-up to the training sessions and to facilitate the translation of theory into practice, coaching has been provided for the formulation of Workplans and other programme related documents. 41 36 and 17 37 C/5 Workplans (RP and XB) and the UIL 2012 progress report were reviewed by the responsible officers to improve their results-orientation. Along the same lines, the Report by the Governing Board of UIL on the activities of the Institute for 2012-2013 was revised. Furthermore, the Results Frameworks of the 6 UIL and 4 IICBA entities for the 36 C/5 were finalized in line with the RBM Principles. Additionally, the 189 EX/4 for SC has been revised. Moreover, UIL's Medium-Term Strategy (2014-2021) has been revised to increase its result orientation. Along the same lines, the IFCD (CLT 2005 convention) RBM framework was revised ensuring also its alignment and linkages with UNESCO's Programming Documents (Draft 37 C/5 and C/4). In addition, regarding the 37 C/4 and C/5 Draft documents all C/4 Expected Outcomes and 77 C/5 Expected Results information were revised to increase their result-orientation. Along the same lines, the Gender Equality Action Plan (GEAP) II for 2014-2021 was revised to increase coherence, harmonisation and results-orientation. In addition, 10 Results Frameworks for the 37 C/5 Expected Results were developed. The clear delineation between expected results and outputs/deliverables in these Results Frameworks, allows on one hand to place beneficiaries and the Secretariat in front of their respective responsibility and accountability and on the other hand to serve as a Framework for Field Offices/Category 1 Institutes and Centres when defining Workplans thereby increasing the consistency and coherence between programme levels (C/5 and associated Workplans). This should facilitate future EX/4 reporting in particularly increasing both its result-orientation and the analytical assessments.</p> <p>It is worth emphasizing that all participants to the RBM workshops become part of the RBM Focal Points Network. Information and updates are continuously provided to maintain the network active and informed.</p> <p>Several Member States responded to the invitation to attend RBM presentations. 42 members of 25 Permanent Delegations participated to an RBM presentation, bringing the total number of participants to 182 of which 89 members of 37 Permanent Delegations since the beginning in September 2008.</p> <p>Furthermore, RBM Presentation has also begun to be provided to other key stakeholders like Category 2 Institutes and Centres, in particular a one day RBM presentation was provided to members of the World Heritage Category 2 Institutes/Centres and another to Intangible Heritage Category 2 Institutes and Centres.</p> <p>IEE Action point 1 (i).</p> <p>In addition to the above, as it is essential that performance information serves as the basis for Secretariat's analysis and decisions, periodic programme implementation reviews are carried out by Sector ADGs/Bureau Directors, with particular attention paid to low-performing activities. Reviews may entail reprogramming actions, including the reallocation of funds where performance is low and/or the development of exit strategies. As a consequence the first 3 Roadmap Targets related to Programme concentration and focus have been achieved. Furthermore, IOS is currently undertaking an audit on the monitoring processes of activities/projects encompassing collection, analysis and monitoring of data as well as the use of performance information by Programme Sectors. This audit should contribute to defining steps to improve further monitoring of activities and projects. Additionally, a joint BSP/IOS study has been launched to review and increase evidence based result oriented monitoring and reporting including through the use of a collecting tool for capturing beneficiary feedback at C/5 and Workplans levels. Interested Member States are being kept informed of this initiative and will be interviewed to gather their feedback. Moreover, the IATI initiative under the leadership of MSS/BKI has been launched which should allow to increase transparency by providing further information to stakeholders regarding programmes, activities and projects.</p> <p>SISTER: Resulting from the invitation sent to Permanent Delegations and National Commissions to participate to SISTER presentation sessions, 44 members of 25 Permanent Delegations and 1 member of the National Commission of 1 country have participated since January 2012 (described hereunder), bringing the total number of participants to 65 of which 63 from 37 Permanent Delegations since the beginning in March 2010.</p> <p>Regarding SISTER, in the first six months, in addition to introductory courses/demonstrations attended by 84 participants, 13 SISTER training have been organised for 98 participants. Over 95% of participants of the formal group trainings have indicated their intent to put in practice the newly acquired skills, the email exchanges in follow-up to the trainings confirm the</p>

36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
	<p>high number of staff putting into practice the skills acquired during the training hence contributing to improving the quality of SISTER reports that serve as a basis for informed decision-making by responsible officers and management.</p> <p>In the first 6 months, over 3,000 user requests from Headquarters, Field Offices and Category 1 Institute colleagues have been responded to. Email and phone exchanges with all Programme Sectors and Programme-related and Corporate Services EOs and AOs on the preparation of programming and monitoring reports facilitated data extraction by users. This participated in ensuring that data was completed and reliable, allowing SISTER reports to serve as the basis for informed decision making by responsible officers and top management. Furthermore, since the beginning of 2012, over 2,210 UNESCO Staff Members (of which more than 1,090 from Field Offices or Category 1 Institutes) connected in all more than 117,500 times (of which more than 47,000 from Field Offices or Category 1 Institutes), and over 33 different Member States connected in all more than 210 times to SISTER for the 36 C/5. The governance of the SISTER project has been transferred to MSS/BKI as of 01/08/2012. Please refer to Part II.B. Chapter 4. Organization-wide knowledge management "6644000000 (Template N°: 46)".</p> <p>SISTER for the 36 C/5 was used to facilitate the preparation and management of the Organization's RP and XB Workplans, including extrabudgetary Outlines for the 36 C/5 CAP. Hence, a number of the recommendations contained in the quarterly analysis of the Workplans were based on the SISTER substantive reports and statistics in particular regarding the contribution of Sector activities to C/5 results, Global Priorities and other key/targeted issues as well as monitoring Roadmap targets 1 to 3. Reports on other budgetary and/or substantive issues have also been prepared on-request for UNESCO management. Decisions taken as well as information provided in the "Information Meeting of the Executive Board with the Director-General" were partly based on SISTER data. Finally, the information entered in SISTER served as the basis for the 190 EX/4, 191 EX/4, 192 EX/4 and 194 EX/4 statutory reports.</p> <p>In the first 6 months requirements of new SISTER developments were defined with key stakeholders to ensure that SISTER is continuously improved; responds to the evolving needs of different Sectors, Services, top management, Member States and permits informed decision-making. The key developments introduced regard the EX/4 and in particular the streamlining of the process; introducing the Workplan and result assessment feature; updating the format of the EX/4 online report to provide the "attained benchmark" data and for the first time present the RP and XB resources by C/5 result, demonstrating UNESCO's advancement towards RBB. Other key developments regard: Premises of an alert mechanism on financial execution rates of both RP and XB resources; Roadmap targets 1 to 3 tables; Team screen and associated Team Dashboard; Emergency Funds features; Additional Appropriation features; FABS-SISTER interfaces improvement; C/5 Online report; Workplan Implemented by staff only feature). Furthermore, continuing XB CAP Outlines and XB Projects in 2012-2013 have been carried-forward from the 35 C/5 allowing to prepare the 36 C/5 CAP; to ensure alignment between the RP and XB resources and hence to have within SISTER a comprehensive view of both Regular Programme and extrabudgetary Workplans. The integration of the Category 1 Institutes/Centres was being finalised including the specific interface between FABS and SISTER. Thereafter, will require to be implemented the future link with PerfoWeb/Cornerstone thus ensuring that all three pillars of the RBM approach that is results, resources and staff performance are encompassed in SISTER.</p> <p>Since 01/08/2012, date of change of SISTER governance from BSP to MSS/BKI, the evolutions are to be approved and prioritised by the SISTER User Group of which BSP is a member. Thus far, a number of core evolutions prioritised by the User Group such as a number of the extrabudgetary process improvements remain to be implemented with the exception of the evolution regarding Category 2 Institutes/Centres. Regarding the latter although it was not implemented in time for 191st session of the Executive Board, the resulting document was provided to the satisfaction of Board members at its 192nd session. Furthermore, the finalisation of Category 1 Institutes integration awaits further guidance from BFM as well as the SISTER/FABS budgetary alignment relating to extrabudgetary resources. The latter should be resolved in time for the 194 EX/4 exercise. To accelerate implementation, the SISTER User Group has established several SISTER Sub-working groups regarding specific key issues such as 37 C/5 requirements; XB simplification process; SISTER/FABS alignment; Search/Report feature. Regarding the requirements to be defined for the 37 C/5 Version of SISTER, several Sub-working groups have been established; in particular one regards substantive features. This sub-working group under BSP/KPM lead has submitted its final report on 14/06/2013; ensuring that all new requirements would serve to push forward the RBM and RBB agendas. A number of improvements have been recommended by the SISTER sub-working groups and agreed by the SISTER User Group regarding in particular Results Frameworks, extrabudgetary resources, user-interface simplification, FABS/SISTER alignment. In light of these decisions, the SISTER for 37 C/5 version is being progressively implemented. Particular attention will continue to be required regarding Category 1 Institutes/Centres integration, FABS/SISTER budgetary alignment relating to extrabudgetary resources and link to Performance assessment tool.</p> <p>Mobilisation and management of extrabudgetary resources: To improve the quality of project design (a key factor for smooth implementation, monitoring and reporting), a new template for project document has been prepared with a much sharper results focus. Progress and final narrative reports have been also updated accordingly with a strong focus on RBM, risk management, sustainability, and other major factors. Efforts to boost UNESCO's capacity in project planning and resource mobilization have also been made through the organization of dedicated training as recommended by the External Auditor in his Audit on the Complementary Additional Programme in 2011 (reference: 187 EX/35). The training provided by the Division for Cooperation with Extrabudgetary Funding Sources, focuses on programming, project design, and resource mobilization techniques.</p> <p>Since the Audit, 9 sessions have been organized and 148 colleagues have participated from different Sectors at UNESCO Headquarters. 22 staff were trained in the UNESCO Rabat Office, and a further 24 staff were trained in the UNESCO Jakarta Office in July. In October 2013, training was provided to 21 colleagues in TWAS, ICTP and the Venice Office respectively, a two day RBM/resource mobilization workshop was organized for in Rabat for 24 colleagues, and training was provided to 10 colleagues in the UNESCO Abuja Office in December 2013.</p> <p>The aforementioned audit on the CAP also calls for a single document to be compiled covering inter alia general principles for mobilizing voluntary contributions, methods for approaching donors (who does what and how), clearance procedures, agreements and practicalities of project management and monitoring. The new 'Practical Guide to UNESCO's Extrabudgetary Activities' constitutes such a document. The English language version is already available on the Extrabudgetary Helpdesk on UNESCO's intranet site. A French language version of the guide was made available in October 2013. The Guide is a living document. It will be updated as appropriate in electronic format on the Extrabudgetary Helpdesk.</p> <p>A number of concrete measures have also been taken to strengthen the evaluation of extrabudgetary projects by IOS and BSP. A joint guidance note has been issued to clarify the</p>

36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt	
	<p>applicable procedures. IOS has issued guidelines on the development of TOR for external evaluations. A new template has been issued for self-evaluation. IOS has launched an initiative to take stock of the evaluations of extrabudgetary projects and a single email address has been created for the receipt of such evaluations.</p> <p><u>Challenges and Lessons learnt:</u> Due to the current financial situation, the contracts of the RBM team members were discontinued. Consequently, it was not feasible to undertake RBM workshops and coaching at the same rhythm as last biennium. Hence, a number of RBM training requests could not be responded to. Furthermore, even though, for each session, follow-up of the training/coaching is being ensured so that the relevant actions are taken by the Responsible Officers/participants to improve the quality of the programmatic dimensions of at least one Workplan either under their direct responsibility or for which they are part of the team, not enough trainees dedicate sufficient time to this task. Worthwhile noting, there is an increase in participants' requests for coaching when Workshops take place around certain Programme Management Milestones such preparations of C/5, Workplans or EX/4 reports. To continue progressing on the path to RBM and RBB a limited focused number of "SMART" impact-oriented expected results for each C/5 entity needs to be defined along with performance indicators and associated baselines and quantitative and/or qualitative targets. In certain cases, the indicators defined at the Workplans level will require to be reviewed to increase coherence with those defined at the C/5 Furthermore, the Results-Chain providing the rationale for the intervention logic, with the underlying assumptions and causal sequence needs to be further emphasized throughout the programme cycle at both the C/5 and Workplan levels. The transition from output-reporting to a more analytical impact-oriented EX/4 represents a culture change in the Organization, which is work-in-progress and necessitates efforts at all levels. Despite the increasing number of staff revising their programmes as a follow-up to RBM training, efforts need to be pursued in this regard. The new Result Framework which has been implemented in the 37 C/5 SISTER for both C/5 expected results and Workplans should assist regarding these two aspects as well as the continuation of the RBM managers and advanced RBM workshops. As it is essential that comprehensive performance information serves as the basis for Secretariat's analysis and decisions, periodic programme implementation reviews should be carried out based further on both aspects, that is progress assessments on results attainment and budget execution rates of Regular Programme and extrabudgetary resources.</p> <p>Due to the current financial situation, the contracts of the SISTER team members were changed to half-time and have been discontinued end-July 2012. Since then, the user training and assistance functions have been ensured by two MSS/BKI colleagues on a half-time basis. Consequently, transfer of knowledge was ensured during June and July 2012, thereby decreasing certain services such as the update of SISTER Help Materials. Although the new governance mechanisms have been put in place (i.e. Change Advisory Board; User Group), a number of core evolutions prioritised remain to be implemented. Furthermore, the finalisation of Category 1 Institutes and Centres integration awaits further guidance from BFM as well as the SISTER/FABS budgetary alignment relating to extrabudgetary resources. To accelerate implementation, the SISTER User Group has established several SISTER Sub-working groups regarding specific key issues such as 37 C/5 requirements; XB simplification process; SISTER/FABS alignment; Search/Report feature. In light of the decisions taken, the SISTER 37 C/5 version is being progressively implemented. Particular attention will continue to be required regarding Category 1 Institutes and Centres integration, FABS/SISTER budgetary alignment relating to extrabudgetary resources and link to Performance assessment tool. The challenge of maintaining the balance between a user-friendly system and the need for new functionalities has been addressed as much as possible. Until end-July 2012, users expressed continuing satisfaction with the system and were intensively using it. Furthermore, certain information entered during the programming phase in particular those which serve as the basis for the extraction of certain reports like the "Geographical scope" will continue to require analysis and revision with the Sectors and the Field Offices to ensure the reliability and credibility of the SISTER reports. The SISTER project has been transferred to MSS/BKI as of 01/08/2012. Please refer to Part II.B. Chapter 4. Organization-wide knowledge management "664400000 (Template N°: 46)".</p>	
	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)	
	Programmed	Attained
	<p>PI: Recognition by Member States of the improvement of results evidence-based reporting B/b: Debates in Commissions and Ad Hoc working Group focus on core issues, that is achievements and challenges/lessons learnt rather than on format (187th EB session: Satisfaction on Format although remains inconsistency on quality and timeframe among Sectors, recognized improvement towards results-based reporting)</p>	<p>From BSP/PB colleagues Workplans assessment quality is continuously improving although further efforts have to be undertaken. Member States (MS) have recognized the considerable progress made regarding the EX/4 Document. From the 190th session of the Executive Board (ExB) reporting of achievements was provided by C/5 result across all funding sources, assisting the Organization in advancing towards RBB. Hence, both aspects regarding programme implementation, that is progress assessments on results attainment and budget execution rates of Regular Programme core operational costs and extrabudgetary resources, were associated for the first time for each C/5 result. The ExB expressed its satisfaction with the format, structure and content of the report (190 EX/Decisions and 190 EX/INF.24). Members for the first time specified that the quality of information, which had become more analytical, would facilitate the debate on substantive issues and guide the members in their monitoring tasks. At its 191 and 192 sessions the ExB requested to further base on analysis and evidence when reporting on the progress made towards the achievement of 36 C/5 expected results. In that regard, work is underway to design a collecting tool for capturing beneficiary feedback at C/5 and Workplans levels.</p>
	<p>PI: N° of reports and statistics produced which inform management on substantive and/or</p>	<p>The 4 Workplans analyses were based on SISTER information (end-January, end-March,</p>

Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)	
Programmed	Attained
<p>budgetary aspects of C/5 and Workplans encompassing both the Regular Programme (including staff costs) and Extrabudgetary resources (including of Category 1 Institutes/Centres)</p> <p>B/b: - At least quarterly reports/statistics. (Baseline: 3). UIS, IBE, IITE, IICBA, IESALC, IIEP, UIL, ICTP and IHE use SISTER for reporting to their Governing Boards. (Baseline: UIS, IITE, IICBA). - At least for the recommendations to the DG on the monitoring of the 36 C/5 workplans and for those on the 37 C/5 workplans approval. - References to the SISTER Country report by these stakeholders. (Baseline: 0). - References to SISTER information in general in reports or interventions undertaken by these stakeholders. (Baseline: 2 external auditors and Denmark)</p>	<p>end-June and end-December 2012). Information provided to Executive Board Ad Hoc Working Group regarding programme implementation as well as Member States information meeting (e.g. road map targets 1-3 and Emergency Fund information) based on SISTER data. External audit on travel Management and Participation Programme conclusions were partly based on SISTER information/processes. Update of information regarding Participation Programme thanks to a Country Report on "Cuba" by Permanent Delegation. All Sectors/Services have used SISTER to extract progress reports of activities/XB projects to prepare the 190, 191, 192 EX/4 and 194 EX/4 reports. Member States particularly appreciated the increased transparency resulting from their access to SISTER and its reports (190 EX/Decisions). Was welcomed for instance the reports regarding: Emergency Funds attribution; Mobilized funds by themes; programmes by Benefiting Country. At its subsequent sessions, Member States requested to ensure the alignment of budgetary data between SISTER and FABS in particular regarding the extrabudgetary resources. The latter should be resolved in time for the 194 EX/4 exercise.</p>

Cost-effectiveness/efficiency measures for this Chapter

Following the opportunity offered by Member States through their Permanent Delegations and by outside partners to organize and finance future-oriented debates, the Foresight Programme has conducted Future Forums and Lectures on a wide range of themes. International experts have also supported the Foresight Programme by agreeing to participate as panellists in these discussions with minimal financial subsidy from UNESCO (The Tapscott Group and IESE Barcelona). This partnership building demonstrates the growing support for foresight and anticipation approaches that feeds into strategic planning and intersectorality in UNESCO's fields of competence. A significant number of audiences from the different networks of UNESCO (representatives from Permanent Delegations, UNESCO Secretariat, scientific and academic communities, NGOs, among others) have participated in these activities.

The visibility of UNESCO's work and vision for foresight has increased through the numerous contributions of the Foresight Programme to various international and regional fora at no cost to UNESCO. These include missions upon the invitation of the following: World Future Society, Association of Professional Futurists, European Foresight Platform, Imperial College of London, German Development Institute, Norwegian Ministry of Education and Research, Innovation Norway, Osons la France, Huawei Vision Forum, Royal Society of London, German Federal Ministry of Education and Research (BMBF), the Ontario Ministry of Education, Azerbaijan Future Studies Society, and the World Future Studies Federation.

UNESCO's leadership and relevance within the UN System and beyond was also confirmed with activities under the Programme of Action for a Culture of Peace and Non-Violence, which shows great opportunities for enhancing intersectorality and also to mobilize additional resources and partnerships, offering a clear potential for replicable and further scaling up of similar experience at reduced cost. This is important to capitalize the Organization's future contributions to intercultural and interreligious dialogue and culture of peace and non-violence, themes inscribed every year to the United Nations General Assembly's Agenda Item as "Follow-up to the Declaration and Programme of Action for a Culture of Peace" and "Promotion of Interreligious and Intercultural, Understanding and Cooperation for Peace" and more recently, on the International decade for the rapprochement of cultures (2013-2022).



A joint RBM training/coaching and XB Resource mobilisation workshop took place on a pilot basis in November 2013 at Rabat with 24 participants. Participants overall welcomed this joint workshop noting that it could prove worthwhile to extend it by one day.

In the first 6 months, SISTER demonstrations have replaced SISTER Trainings for Field Offices which has allowed to proceed at no cost.

Part II.B. Chapter 4. Organization-wide knowledge management

Regular Programme ¹ : staff and operational budget		Extrabudgetary resources ¹
Allocation 2012-2013: US\$ 4 937 180	Expenditure % 2012-2013: 100%	Expenditures 2012-2013: US\$ 292 559

¹The budgetary information regards unaudited figures and for extrabudgetary resources include Emergency Funds.

36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
 Strategic vision for knowledge and information management elaborated including requirements for knowledge dissemination	<p>The Knowledge Management & Information Communications Technology Strategy was finalized in 2012 and was aimed to address all KM and ICT user needs and expectations in a comprehensive and integrated manner. The strategy is aligned to the strategic framework for KM & ICT agreed within the UN system (HLCM). The strategy has been reviewed at the end of 2013 to take into account the 37 C/5 and C/4.</p> <p>For the implementation of the strategy an Action Plan was developed and implemented. Significant progress has been made on process simplification and improvement of existing systems or introduction of new systems and the introduction of financial and Human Resource dashboards for management information as well as on simplified reporting for programme specialists.</p> <p>The outcomes of the Action Plan have been analyzed and substantial benefits can be reported at the end of 2013 including efficiency gains, monetary gains, shortened process times and qualitative benefits such as improved data quality, transparency and management information.</p>
Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)	
Programmed	Attained
PI: Document and presentation describing the agreed KM & ICT strategy B/b: UN IT strategy	The Knowledge Management (KM) and Information and Communications Technology (ICT) Strategy was finalized and presented to the Senior Management Team. The strategy lays the mission and vision for knowledge and information communications technology management and an action plan for its implementation was designed and implemented.
36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
 Governance and decision-making process for investments in knowledge and information management defined and implemented across the Organization	<p>The newly implemented governance bodise : KM & ICT Working Group and Advisory Board are being instrumental in driving change, decision making and priority setting with due regard to user input.</p>
Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)	
Programmed	Attained
PI: Document and presentation describing UNESCO's KM & ICT governance model B/b: JIU report on UN agencies IT governance implementations	The Knowledge Management & Information Communications Technology Working Group and Advisory Board were implemented along with new policies and procedures to improve governance and decision making.

Cost-effectiveness/efficiency measures for this Chapter

MSS/BKI has been an active facilitator and contributor to the Roadmap objectives from an ICT support perspective and cost efficiency initiatives were identified in the context of TASCO.

The ICT Working Group and Advisory Board is operational and several ICT policies have been issued.

The ICT procurement policy was issued with the aim to standardize ICT equipment, applications and services across the Organization and so further achieve cost efficiency and effectiveness.


Service contracts for mobile telephony or for the global telecommunications network were renegotiated and would yield cost savings in the range of 1.3 million EUR per biennium.

To sustain these efforts and achievement in the longer term, functional reporting lines have been defined for KM & ICT across the Secretariat and this to ensure that resources are coordinated and work practices across harmonized.


Part II.B. Chapter 5. External relations and public information

Regular Programme ¹ : staff and operational budget		Extrabudgetary resources ¹
Allocation 2012-2013: US\$ 23 124 723	Expenditure % 2012-2013: 110%	Expenditures 2012-2013: US\$ 2 991 573


¹The budgetary information regards unaudited figures and for extrabudgetary resources include Emergency Funds.


36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
 ER 1: Cooperation increased with Member States, particularly through their Permanent Delegations to UNESCO and the established groups of Member States at UNESCO so that Permanent Delegations and Observers are well informed about UNESCO's activities through regular and sectoral thematic information meetings and a customized website.	<p>DURING PERIOD CONSIDERED, ERI/MSO DIVISION HAS CARRIED OUT INTENSE ACTIVITIES ON PURSUING ITS EFFORTS TO FURTHER ENHANCE THE CLOSE COOPERATION WITH MEMBER STATES AND IGOs, AND TO PROVIDE UPDATED INFORMATION ON THE STATUS OF THIS COOPERATION. THESE INCREASED EFFORTS INCLUDE: THE PREPARATION OF OFFICIAL FIELD VISITS OF THE DIRECTOR-GENERAL AT THE INVITATION OF MEMBER STATES:</p> <ul style="list-style-type: none"> - ORGANIZATION OF REGULAR SECTORAL INFORMATION MEETINGS WITH PERMANENT DELEGATES TO UNESCO - ORGANIZATION OF PERIODIC DG CONSULTATION MEETINGS WITH MEMBER STATES ON STRATEGIC ISSUES IN NEXT C/4 C/5 EXERCISES - QUARTERLY ORIENTATION SEMINARS FOR NEW PERMANENT DELEGATES TO UNESCO AND THEIR DEPUTIES - SUPPORT PROVIDED TO REGIONAL, ELECTORAL AND INTERREGIONAL GROUPS (G77, NAM) - REGULAR UPDATE OF DATA ON THE DEDICATED WEBSITE FOR MEMBER STATES AND NATIONAL COMMISSIONS (unesco.int) - PREPARATION AND/OR SIGNATURE OF MOUs WITH INTERGOVERNMENTAL ORGANIZATIONS (ISESCO, ASEAN, CARICOM) AND UN SYSTEM AGENCIES (UNV, WMO, UNIDO) - CONTRIBUTIONS TO UNGA, ECOSOC REPORTS ENHANCING THE VISIBILITY OF UNESCO IN THE UN SYSTEM AND POST-2015 DEVELOPEMENT AGENDA, IN COORDINATION WITH SECTORS AND NEW YORK AND GENEVA LIAISON OFFICES - SUPPORT TO THE PHASE II OF CEB REVIEW PROCESS CO-CHAIRLED BY UNESCO'S DG AND UNFPA EXECUTIVE DIRECTOR AT UNSG REQUEST.
Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)	
Programmed	Attained
PI: 24 Information meetings organised throughout the biennium, in collaboration with ODG and Programme Sectors	ERI HAS BEEN MONITORING CLOSELY WITH CONCERNED PERMANENT DELAGATIONS, NATIONAL COMMISSIONS AND FIELD OFFICES THE PREPARATION OF DG'S OFFICIAL VISITS TO MEMBER STATES AT THEIR INVITATION. REGULAR FOLLOW UP ACTIONS ARE DISCUSSED WITH PROGRAMME SECTORS. THE NUMBER OF INFORMATION AND CONSULTATION MEETINGS WITH MEMBER STATES HAS INCREASED DURING THE PERIOD CONSIDERED AND FOCUSED PRIMARILY ON PRIORITY ISSUES & ON THE ELABORATION OF THE NEW MEDIUM-TERM STRATEGY FOR 2014-2021 AND THE BUDGET AND PROGRAMME FOR 2014-



Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)	
Programmed	Attained
	2017 (37 C/4 and C/5) TO BE DISCUSSED BY THE GOVERNING BODIES. DUE TO A HIGHER RHYTHM OF MEETINGS WITHIN REGIONAL GROUPS THIS YEAR, ERI HAVE RAPIDLY EXHAUSTED BOTH AMOUNTS OF 42 000 USD ALLOCATED FOR THE WHOLE BIENNIUM FOR THIS ACTIVITY (6645003009 RGA) AND NOW ALSO THE REPLENISHMENT OF 50 000 USD FROM THE EMERGENCY FUND (494GLO0007.1.3ERG) USED TO COVER INTERPRETATION COSTS OF THESE REGIONAL GROUPS' MEETINGS. THESE GROUPING HAVE BEEN INFORMED OF TE SCARCITY OF FUNDS IN THE CURRENT BUDGETARY CONTEXT AND INVITED TO LIMIT TO THE EXTENT POSSIBLE THESE COSTS OR TO MAKE THEIR OWN ARRANGEMENTS FOR MEETINGS WHERE THE SECRETARIAT TAKES NO PART. IT IS EXPECTED THAT THE NUMBER OF MEETINGS WILL INCREASE ON THE EVE OF THE 192TH SESSION OF THE EXECUTIVE BOARD AND 37TH SESSION OF THE GENERAL CONFERENCE AND THE ELECTORAL PERIOD AHEAD.


36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
 ER 2: Director-General's official visits to Member States and Intergovernmental Organizations are organized more strategically in collaboration with the relevant Sectors and Services.	<p>DURING PERIOD CONSIDERED, ERI/MSO DIVISION HAS CARRIED OUT INTENSE ACTIVITIES ON PURSUING ITS EFFORTS TO FURTHER ENHANCE THE CLOSE COOPERATION WITH MEMBER STATES AND IGOs, AND TO PROVIDE UPDATED INFORMATION ON THE STATUS OF THIS COOPERATION. THESE INCREASED EFFORTS INCLUDE: THE PREPARATION OF OFFICIAL FIELD VISITS OF THE DIRECTOR-GENERAL AT THE INVITATION OF MEMBER STATES:</p> <ul style="list-style-type: none"> - ORGANIZATION OF REGULAR SECTORAL INFORMATION MEETINGS WITH PERMANENT DELEGATES TO UNESCO - ORGANIZATION OF PERIODIC DG CONSULTATION MEETINGS WITH MEMBER STATES ON STRATEGIC ISSUES IN NEXT C/4 C/5 EXERCISES - QUATERLY ORIENTATION SEMINARS FOR NEW PERMANENT DELEGATES TO UNESCO AND THEIR DEPUTIES - SUPPORT PROVIDED TO REGIONAL, ELECTORAL AND INTERREGIONAL GROUPS (G77, NAM) - REGULAR UPDATE OF DATA ON THE DEDICATED WEBSITE FOR MEMBER STATES AND NATIONAL COMMISSIONS (unesco.int) - PREPARATION AND/OR SIGNATURE OF MOUs WITH INTERGOVERNMENTAL ORGANIZATIONS (ISESCO, ASEAN, CARICOM) AND UN SYSTEM AGENCIES (UNV, WMO, UNIDO) - CONTRIBUTIONS TO UNGA, ECOSOC REPORTS ENHANCING THE VISIBILITY OF UNESCO IN THE UN SYSTEM AND POST-2015 DEVELOPEMENT AGENDA, IN COORDINATION WITH SECTORS AND NEW YORK AND GENEVA LIAISON OFFICES - SUPPORT TO THE PHASE II OF CEB REVIEW PROCESS CO-CHAIRRED BY UNESCO'S DG AND UNFPA EXECUTIVE DIRECTOR AT UNSG REQUEST.


Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)	
Programmed	Attained
PI: Briefings harmonised and improved	DG's MISSIONS TO MEMBER STATES ARE PLANNED WITH CARE IN ORDER TO ENSURE PROPER REGIONAL BALANCE AND GROUPED WHENEVER POSSIBLE IN ORDER TO BE MORE COST EFFECTIVE. NATURALLY THEY DEPEND LARGELY ON INVITATIONS RECEIVED AND SUITABILITY OF DATES FOR INVITING GOVERNMENT. THE OVERALL PLANNING TOOK INTO ACCOUNT MAJOR UN AND INTERGOVERNMENTAL CONFERENCES THE DG NEEDS TO ATTEND.

36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
 ER 3: UNESCO's involvement in the United Nations system enhanced, including through the coordination of substansive inputs to major International meetings and to United Nations documents and reports.	<p>UNESCO relations with the UN were reinforced during this biennium. In close cooperation with Programme Sectors and BSP, ERI contributed actively to the collective efforts to further enhance UNESCO's profile and involvement in the UN system. This included prominent roles of the DG in sectoral activities such as her designation as the Executive Secretary of the Global Education First Initiative (GEFI) Steering Committee and the lead of the new Secretary-General's Scientific Advisory Board (SAB). In addition, at the request of the UN Secretary-General, the Director-General co-chaired (with UNFPA Executive Director) the second phase of the CEB review on its role and functioning and led this exercise to its successful conclusion.</p>

Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)	
Programmed	Attained
<p>PI: Input coordinated with programme sectors and ODG B/b: Once/year/report</p>	<p>UNESCO WHICH CO-CHAIRS THE PHASE II OF CEB REFORM HAS GREATLY CONTRIBUTED IN FINALISING THE LIST OF PRIORITIES AND TERMS OF REFERENCES DISCUSSED BY UN HEADS OF AGENCIES. FURTHER CONSULTATIONS WITH UN PRINCIPALS ARE UNDERWAY TO FINALIZE THE REPORT TO BE APPROVED BY UNSG AT NEXT CEB FALL SESSION (NOVEMBER 2013) COORDINATION OF SECTORAL INPUTS TO UNGA AND SECTORAL INPUTS TO UNGA AND ECOSOC REPORTS WAS ENSURED AS WELL AS IMPORTANT SIDE EVENTS TO PUSH FOR MORE CULTURE AND SCIENCE VISIBILITY IN POST-2015 DEVELOPMENT AGENDA ACTIVE NEGOTIATIONS LED TO THE SUCCESSFUL SIGNATURE OF A PLAN OF ACTION WITH ISESCO; MOUs WILL BE SIGNED BEFORE THE END OF THE YEAR WITH UNIDO, CARICOM AND ASEAN.</p>
36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
<p> ER 4: Cooperation with other specialized agencies and intergovernmental organizations developed, preparation and implementation of joint projects and monitoring of cooperation agreements strengthened.</p>	<p>New Memoranda of Understanding were signed with ITU, UN-Women, UNHCR, WMO and UNWTO outlining the main areas of cooperation between UNESCO and these organizations in order to avoid duplication. New agreements with with several IGOs, including ASEAN, EC, ISESCO, CARICOM and the Ibero-American Youth Organization were also signed.</p>
Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)	
Programmed	Attained
<p>PI: meetings co-organised with other entities</p>	<p>The Launch of the Secretary-General new Global Education First Initiative (GEFI) - for which UNESCO is hosting the Secretariat - offered a unique opportunity for UNESCO to shape the education agenda globally, regional and at the national level and to reaffirm its position as lead coordinating agency for education. It also helped raising awareness and put education higher on the global political agenda. The designation of the Director-General as the Executive Secretary of the GEFI Steering Committee should also be underlined as it is the result of UNESCO's intensive participation in the UN work at all levels. Ensuring the proper participation of all UN agencies and other entities involved in the GEFI proved to be a challenging work. It requires better communication and improved understanding of their respective roles among the different stakeholders. The CEB meeting provided an opportunity for the DG to meet with her UN counterparts and exchange on several topics of mutual interest in an "informal" setting. It was also an opportunity to reaffirm UNESCO's specific mandate and to ensure that the Organization is playing a lead role in forthcoming major events, including in particular the inter-agency discussions on the post-2015 development agenda. The establishment of the new Secretary-General's Scientific Advisory Board (SAB) which was launched during the 68th session of the General Assembly, and for which UNESCO will host the Secretariat, is another accomplishment which should be underlined. Five new Memoranda of Understanding have been signed with ITU, UN-Women, UNHCR, WMO and UNWTO outlining the main areas of cooperation between UNESCO and these organizations in order to avoid duplication. Revised Partnership Agreements with the World Food Programme (WFP), UNFPA and the UN-Volunteers Programme are in the process of finalization. A new Framework agreement was also signed between UNESCO and ISESCO on 5 June 2012 to reinforce the longstanding cooperation between both institutions, through carrying out a more focused programme of cooperation in the form of extrabudgetary projects.</p>


36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt	
 ER 5: Effective contribution of National Commissions and related networks to the preparation, implementation and evaluation of UNESCO's programmes secured, through an active involvement of National Commissions for the mobilization of UNESCO partners and for the visibility of UNESCO and for partnerships with Parliamentarians, UNESCO Clubs movement, cities and local authorities.	<p>In order to enhance the longstanding cooperation with the National Commissions, the Executive Board set up in 2012 an open-ended tripartite working group composed of representatives of National Commissions, Permanent Delegations and UNESCO Secretariat. The Action Plan produced by this tripartite working group and endorsed by the Executive Board and the General Conference at its 37th session (doc.37 C/50), became another important legal document which should guide the future action with regard to the National Commissions. To follow up the recommendations contained in the Action Plan, Member States are invited to enhance the legal framework, review the status and structure, and ensure the stability of their National Commissions; National Commissions are encouraged to establish and expand the network of partners in their countries and develop partnerships among National Commissions; the Secretariat and National Commissions are requested to improve communication and information sharing, develop best practices and strengthen training programmes, and enhance the management and implementation of the Participation Programme.</p> <p>Une première étape de la mise en oeuvre des recommandations de ce Plan d'Action a été l'organisation d'une série de 11 séminaires régionaux et sous-régionaux organisés pour les commissions nationales d'Asie et Pacifique, de l'Amérique latine et des Caraïbes, des pays arabes, de l'Afrique en 2012-2013. Cette série de séminaires a permis de noter de manière concrète les besoins et défis des commissions nationales manière globale et régionale, mais également spécifique pour chaque pays. 120 commissions nationales (pays) sur 199 ont pu bénéficier d'une formation dans le cadre du programme de renforcement des capacités des commissions nationales</p>	
Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		
Programmed		Attained
PI: REgional and Subregional consultations of National Commissions on the preparation of the draft 37 C/5 as well as regional conference of National Commissions	Five regional consultations of the Director-General with Member States and National Commissions on the preparation of the Draft Medium-Term Strategy for 2014-2021 (37 C/4) and the Draft Programme and Budget for 2012-2013 (37 C/5) were organized in June and September 2012, with the generous support of the host countries (Cote d'Ivoire, Viet Nam, Slovakia, Uruguay and Oman) and in the presence of 154 Member States, Associate Members and their National Commissions. The Director-General attended the Consultations in Abidjan and Montevideo. The recommendations on UNESCO's future priorities included in the reports of these Consultations were submitted to the 190th session of the Executive Board. These recommendations were largely taken into account by the DG while formulating her preliminary proposals on the draft 37 C/4 and the draft 37 C/5.	
PI: Number of meetings of the informal Tripartite Working Group (TWG)	Following the decisions of the Executive Board (189 EX/Decision 16 and 190 EX/Decision 37), the open-ended tripartite working group, composed of the Permanent Delegations, National Commissions and the Secretariat, met successively in October 2012 and in February 2013 at UNESCO HQ to discuss steps and measures to be undertaken with a view to enhancing this cooperation, taking stock of the main conclusions of the comprehensive review conducted by IOS throughout 2011. 110 Member States participated in this exercise and contributed to its deliberation. The tripartite working group approved the Group's Report which includes a Draft Plan of Action incorporating 14 concrete findings and recommendations, with specific responsibilities of the parties concerned and timelines for implementing the recommendations. This report and draft action plan was submitted to the 191st session the Executive Board (191 EX/33), which endorsed it and decided to submit it to the 37th General Conference for adoption. The General Conference adopted this action plan and invited the DG and the Member States to implement it according to the timelines and responsibilities stipulated in document 37 C/50 Annex, With this new Action Plan, Member State's governments, National Commissions and the Secretariat should work together to strengthen UNESCO's cooperation with National Commissions in the years to come. To follow up the recommendations contained in the Action Plan, Member States are invited to enhance the legal framework, review the status and structure, and ensure the stability of their National Commissions; National Commissions are encouraged to establish and expand network of partners in their countries and develop partnerships among National Commissions; the Secretariat and National Commissions are requested to improve communication and information sharing, develop best practices and strengthen training programmes, and enhance the management and implementation of the Participation Programme.	
36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt	
 ER 6: Cooperation between National Commissions and	Compte tenu de l'analyse des résultats du processus de formation pour les Secrétaires généraux des commissions nationales dans les années précédentes et de la situation financière actuelle de l'Organisation, le choix a été fait en faveur d'une formation plus personnalisée et plus axées sur les réalités du terrain. Les séminaires interrégionaux de formation au Siège pour les nouveaux Secrétaires généraux se sont avérés peu efficace en raison de leur format trop concentré et contenu trop général. Par conséquent, l'Organisation de nouveaux	

36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt	
<p>UNESCO field networks encouraged within the United Nations common country programming and annual reporting on the cooperation with National Commissions, using, inter alia, information provided by the latter on the impact of their activities, mobilization of partners and/or funds, and programmatic contribution.</p>	<p>formats de formation plus ciblé pour les commissions nationales tels que des téléconférences et visites des secrétaires généraux au Siège. En effet, le format des téléconférences d'une demi-journée s'est avéré très utile, par exemple avec les commissions d'El Salvador et de Honduras où le personnel de ces commissions ainsi que des Ministères de tutelle a activement participé.</p> <p>Des visites ciblées des secrétaires généraux des commissions nationales du Canada et du Portugal au Siège ont été organisées. Ce format de formation plus personnalisé répond à la recommandation 13 du groupe de travail tripartite</p> <p>Cette expérience a contribué aussi à poser les jalons de la mise en œuvre de la recommandation 10 du groupe tripartite relative à la révision et la réactualisation des "Directives pour les relations et la coopération entre les bureaux hors Siège de l'UNESCO et les commissions nationales pour l'UNESCO", approuvées par le Conseil exécutif en avril 2006 (174 EX/34 Annexe).</p> <p>Concernant la communication avec les Etats membres et les ComNats, un site Internet, www.unesco.int, avec toute l'information et tous les documents répondant aux besoins des commissions nationales a été créé. Cette initiative s'inscrit dans notre volonté d'améliorer la communication et la transparence entre l'Organisation et les Etats membres, notamment avec les commissions nationales. Complémentaire des sites existants, ce nouveau site web offre des contenus spécifiques répondant à leurs attentes. En outre, une partie de ce site est entièrement dédiée aux activités des commissions nationales (sous la rubrique Actualités des commissions nationales) afin de faciliter les échanges de bonnes pratiques et la diffusion d'information entre les commissions nationales elles-mêmes et avec le Secrétariat de l'UNESCO. De plus, une lettre mensuelle est adressée aux commissions nationales afin de les tenir informées des derniers développements et des événements majeurs à venir</p>	
	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)	
	Programmed	Attained
	<p>PI: Training and information seminars for new Secretaries-General NatComs improved</p>	<p>In line with the Draft Plan of Action and recommendations of the tripartite working group, the Secretariat made important efforts to strengthen capacities of National Commissions and improve communication with them. In this context, several training events were organized in cooperation with Member States concerned for members of National Commissions, such as capacity-building workshop for East African National Commissions (October 2012 in Bujumbura, Burundi); subregional seminar for Southern African National Commissions (November 2012 in Windhoek, Namibia); video conferences with members of El Salvador and Honduras Governments and National Commissions (November 2012 and February 2013); training seminar for Central Asian National Commissions (December 2012 in Bishkek, Kyrgyzstan); regional training workshop for Asian National Commissions (March-April 2013 in Dhaka, Bangladesh). Pacific Member States (14-18 May 2013, Honiara, Solomon Islands), Caribbean Member States (21-23 May 2013, Kingston, Jamaica), Arab region in cooperation with ISESCO (12-13 June 2013, Rabat, Morocco), Latin America (3-5 September, Quito, Ecuador) and Africa (24-26 July 2013, Gaborone, Botswana and 11-13 September, Dakar, Senega). At the invitation of the host countries, missions were conducted in Kuwait in October 2013 and in Morocco, January 2014 to review and advise on the status and the structure of their National Commissions with a view to improving their future functioning. Training and information materials which were produced helped National Commissions to enhance working capacities, increase visibility and promote best practices. 23 issues of the electronic monthly letters were produced and news from National Commissions were regularly posted on UNESCO's websites for larger information and visibility.</p>
	<p>PI: consultation and interface with NatComs increased</p>	<p>Concernant la communication avec les Etats membres et les ComNats, un site Internet, www.unesco.int, avec toute l'information et tous les documents répondant aux besoins des commissions nationales a été créé. Cette initiative s'inscrit dans notre volonté d'améliorer la communication et la transparence entre l'Organisation et les Etats membres, notamment avec les commissions nationales. Complémentaire des sites existants, ce nouveau site web offre des contenus spécifiques répondant à leurs attentes. En outre, une partie de ce site est entièrement dédiée aux activités des commissions nationales (sous la rubrique Actualités des commissions nationales) afin de faciliter les échanges de bonnes pratiques et la diffusion d'information entre les commissions nationales elles-mêmes et avec le Secrétariat de l'UNESCO. De plus, une lettre mensuelle est adressée aux commissions nationales afin de les tenir informées des derniers développements et des événements majeurs à venir</p>
36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt	
<p> ER 7: Statutory framework for cooperation with NGOs and foundations improved and simplified</p>	<p>Pursuant to the adoption of the Directives (36 C/Res. 108), all UNESCO's NGO partners were reclassified beginning 2012 according to the two new partnership categories (63 in association and 284 in consultation). The reclassification was submitted to the Executive Board at its 189th session. Currently, UNESCO is enjoying official partnerships with 373 international NGOs and 23 foundations and similar institutions (see document 37 C/INF.6).</p> <p>A more rigorous and transparent process of evaluation of new requests for admission has been put in place, as well as an online form prepared and made available together with extensive information on how to become an NGO in official partnership with UNESCO.</p> <p>From January 2012 to June 2013, the database has regularly been updated.</p>	


36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt										
	<p>Measures have been taken to transfer back to UNESCO the database, previously managed by the Union of International Associations, so as to render it more efficient and less-costing. Meantime, the creation of a new database platform is under way to be integrated into the current UNESCO web platform.</p> <p>Efforts have been made to promote a greater geographical diversity, both in the network of NGOs in official partnerships as well as in their collective cooperation with UNESCO. Among the new 10 NGOs and 2 foundations admitted to official partnership during the period considered, there is a broader geographical diversification than in the past; Africa is well represented as well as Asia and Latin America. In addition, in accordance with the new Directives, among the 10 organizations elected to the Liaison Committee at the International Conference of NGOs (12-14 December 2012), there are currently, for the first time, NGOs representing different regions of the world (5 out of the 6 defined by UNESCO).</p> <p>The contribution of NGOs in the programming cycle of the Organization has also been an important pillar of the biennium's achievements. Thus, an unprecedented number of NGOs (93) participated in the first phase of the consultation process by answering to the questionnaires on C/4 and C/5. The NGO-UNESCO Liaison Committee participated, as an observer, in the Director-General's regional consultations with Member States and their National Commissions on the C/4 and C/5 documents. Moreover, the International Conference of NGOs approved a final collective contribution to the elaboration of C/4 and C/5, which is presented at the 191st session of the Executive Board (document 191 EX/31).</p>										
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 ER 8: Participation of non-governmental partners in the work of the governing bodies strengthened.	<p>Despite time constraints, UNESCO was able to carry out the reclassification of all NGO partners in a very short timeframe to ensure an efficient and timely implementation of the Directives and submit it to the Executive Board at its 189th session. The exercise, which was led by the Section for NGOs and involved all Programme Sectors, has in fact resulted in an increased number of organizations benefiting from associate status (63 instead of 22) and - more importantly - a greater geographic diversification in this core group, with at least one NGO based in each region.</p> <p>Similarly, among the new 10 NGOs and 2 foundations admitted to official partnership during the considered period, there is a broader geographical diversification than in the past; Africa is better represented as well as Asia and Latin America, although major efforts need to be done to this end.</p> <p>The contribution of NGOs in the programming cycle of the Organization has also been an important pillar of the first part of the biennium's achievements. Thus, an unprecedented number of NGOs (93) participate in the first phase of the consultation process by answering to the questionnaires on C/4 and C/5, as a result on the one hand of simplified questionnaires</p>										


36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt	
	<p>including a section dedicated to UNESCO's cooperation with NGOs and, on the other of an increased effort of communication and awareness-raising among NGOs. In addition, the International Conference of NGOs (12-14 December 2012) approved a final collective contribution to the elaboration of C/4 and C/5, which was submitted to DG and was presented at the 191st session of the Executive Board.</p> <p>Nearly 300 representatives of a hundred NGOs attended the 37th session of the General Conference, which represents an increase of 20 % compared to the previous session of 2011. The space dedicated to NGOs was also a great success. Every day, nearly forty NGOs circulated there and participated in meetings held daily on the work of the Conference. Thirty NGOs ensured stands and had the opportunity to present their activities. This space was an important showcase that helped raise awareness of partnership with NGOs, but it was also a place for exchanges and interaction between NGOs.</p> <p>It should also be mentioned that during the biennium, the Committee on Non-Governmental Partners (NGP), driven by its new terms of reference (188 EX/Decision 12), met four times and endeavored to maintain and further develop relations with civil society, including NGOs. Thus, more than 100 NGOs participated in each meeting. On one hand, it fulfilled its statutory obligations related to the reclassification of NGOs in official partnership. On the other hand, it organized thematic debates on the following topics: "Cooperation between UNESCO and NGOs in the context of Education for All (EFA)", "Cooperation between UNESCO and NGOs within the framework of the Global Priority Africa", "UNESCO's cooperation with NGOs in the field of water", and "The action of UNESCO in the field of youth: What role for NGOs?". Refocused on specific UNESCO programmes, these thematic debates provided all participants with a better understanding of the various projects and practices implemented within the framework of UNESCO's programmes in cooperation with NGOs. Representatives of Member States, the Secretariat and the NGOs present were also given the opportunity to learn about and assess the cooperation with NGOs, to identify weaknesses or, conversely, successes, and to develop a common reflection on the possibilities of collaboration and future projects.</p> <p>Finally, a more rigorous and transparent process of evaluation of new requests for admission have been implemented with a greater involvement of all stakeholders concerned - sectors, field offices, Legal adviser, national commissions, etc. a new form for applications for admission has also been made available in English and French online, which should facilitate and expedite the admission process and also allow a more thorough assessment of the potential of the proposed partnership. Additional efforts shall nevertheless be made to expedite the selection process of admission of new NGOs whilst at the same time keeping it rigorous and transparent.</p>	
	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)	
	Programmed	Attained
	<p>PI: Consultation with NGOs for the draft £& C/5 reinforced and rationalized</p>	<p>All UNESCO's NGO partners were invited to contribute individually to the consultation on next C/4 and C/5 by answering to the questionnaires prepared to this effect. An information meeting for NGOs was organized in cooperation between ERI and BSP to provide guidance to NGOs on the process of elaboration of the C/4 and C/5. The meeting was broadcasted live over the Internet, and measures were taken to enable those NGO representatives who could not attend to ask electronically questions in advance, as well as live during the meeting. It should also be noted that the NGO-UNESCO Liaison Committee participated, as an observer, in the Director-General's regional consultations with Member States and their National Commissions on the C/4 and C/5 documents. Finally, at the International Conference of NGOs (12-14 December 2012) NGOs had the opportunity to discuss the preliminary proposals of the Director-General on C/4 and C/5 and approved a final collective contribution to the elaboration of these documents, which was submitted to DG and was presented at the 191st session of the Executive Board.</p>
	<p>PI: Strengthened cooperation with the NGO-UNESCO Liaison Committee</p>	<p>Member States of EXB appreciated the new mobilization of NGOs in their collective action and the refocusing of this action on the Organization's priorities for the realization of specific projects that are particularly relevant to UNESCO's programme priorities. The NGO-UNESCO Liaison Committee and the Secretariat worked closely to organize the International Conference of NGOs held from 12 to 14 December 2012 which was marked by significant participation from NGOs - 129 NGO partners represented compared to 70 at the previous conference - as well as by interest from other NGO observers and Member States. The success of the Conference was the result of a renewed dialogue and of the tireless efforts that the Secretariat and the Liaison Committee have made to give a new visibility to this partnership. The newly elected NGO-UNESCO Liaison Committee fixed the strategy lines and plan of action for the collective cooperation of NGOs in 2013-2014. Thus, the Committee in close cooperation with the Secretariat coordinated the organization of the first Forum of NGOs at UNESCO Headquarters in September 2013, bringing together approximately 100 NGOs to discuss the theme "Which Education Goals for Tomorrow's Citizens of the World: Is Quality Enough?". Three other forums should be held in the field in 2014 in order to mobilize regional and national NGOs. An open space dedicated to NGOs, located in the heart of the public areas of the General Conference, on the ground floor of Fontenoy building, was organized in cooperation with the Liaison Committee during the 37th session of the General Conference. It will be both an information point and a meeting place.</p>
	<p>PI: Collective consultations with NGOs to the meetings and conferences of UNESCO strengthened</p>	<p>A monthly written communication specifically targeting NGOs (which actually reacted very positively to this initiative) was initiated aiming at sharing information on major UNESCO activities and events and better involving NGOs in their elaboration and implementation. As an example, NGOs were involved in the event organized by UNESCO on the occasion of the International Day of Persons with Disabilities on 3 December. A working session was devoted to NGOs' action and activities in this field with the participation of several NGOs. A forum on the website www.unesco.int specifically devoted to NGOs activities, publications and any other relevant information concerning partner organizations, was</p>


Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)	
Programmed	Attained
	created in 20012 and is regularly updated. NGOs also regularly massively attended the sessions of the EXB Committee on non-governmental partners (NGP) and participated actively to the thematic discussions organized respectively on cooperation with the framework of Education for All, global Priority Africa and water cooperation. Other specific cooperation between UNESCO and NGO partners at programme implementation level are reported at sectoral level in doc. EX/4 (ex. the CCNGO on EFA met in October 2012).

36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
 ER 9: Resulting from the communication plan, the public at large has access to and consults information about UNESCO's programme priorities which contribute to enhanced public awareness of the Organization's mandate and action.	<p>Globally we have made important improvements in:</p> <ul style="list-style-type: none"> - numbers of language versions produced by partner institutions or publishers - numbers of downloads of our publications, and - numbers of publications presented to the Board where overall numbers have increased but less from HQ and more from Field Offices <p>This represents a new benchmark against which we can measure the new Open Access policy.</p>


Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)	
Programmed	Attained
PI: Publication Plan produced in cooperation with Programme Sectors and DG	Globally we have made important improvements in: - numbers of language versions produced by partner institutions or publishers - numbers of downloads of our publications, and - numbers of publications presented to the Board where overall numbers have increased but less from HQ and more from Field Offices This represents a new benchmark against which we can measure the new Open Access policy.

36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
 ER 10: UNESCO's activities and priorities given increased and more positive coverage in leading national and international media outlets including a better knowledge of UNESCO's image in the media and partnerships established with major news organizations.	<p>Over the biennium the media relations section produced and distributed 276 press releases and 70 media advisories. It also published a monthly calendar of events for Paris-based media, organised more than two dozen media briefings/breakfasts and press conferences and set up an average of about 20 interviews each month with leading print and broadcast media. Journalists were successfully mobilised for several major events at Headquarters and elsewhere (World Heritage Committee meetings, Intangible Heritage Committee meetings, Press Freedom Day celebrations, World Radio Day, Jazz Day and the launches of annual reports including the GMR and the World Water Report. Two workshops on UNESCO were organised for journalists: in 2012 with a group of Portuguese journalists (funded by the National Commission) and in 2013, with a group of leading journalists from the Arab region (funded by Saudi Arabia).</p> <p>Results: Results achieved were on target. As mentioned above, the statistical bases were changed to focus only on those articles in which UNESCO was part of the news story (this allowed to exclude the thousands of stories in which UNESCO is only mentioned as a secondary reference, as in many of the stories on World Heritage sites). Using this new filter, the section monitored a total of 31,239 stories about UNESCO published in the world's top media outlets. Reflecting the location of the world's major media sources, over 65 percent of these stories were published in Europe; 20 percent appeared in North American media; and 7.5 percent were published in Latin America.</p> <p><u>Challenges and lessons learned:</u> A more selective, proactive and targetted approach is required for the distribution of press releases, taking into account their relevance to national or international audiences, links to current events, and UNESCO's priority areas. Press releases also need modernising to make them more user friendly for journalists working in today's multi-media environments.</p> <p>Timeliness continues to be a problem, with press releases and statements often delayed by lengthy validation procedures and difficulties in accessing essential information.</p> <p>Cost effectiveness/efficiency measures: Over the biennium the media relations section has made deep spending cuts, abolishing external translations, halting most newspaper and wire service subscriptions, and strictly limiting missions.</p> <p>Contribution to C5 results: Overall UNESCO's image in the media is very positive, making a significant contribution to the Organization's visibility. The vast majority of stories/reports present the organization as a reliable source of information, especially statistical data on education, a moral authority in its various domains of activity and the custodian of the world's</p>


36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt	
	most prestigious heritage. s) and benchmark(s), challenges/lessons learnt, and contribution to C/4 outcome(s)	
	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)	
	Programmed	Attained
	<p>PI: Number of articles about or referring to UNESCO in print, on-line and broadcast media increased B/b: 200 000 articles annually</p>	<p>Over the biennium the media relations section produced and distributed 276 press releases and 70 media advisories. It also published a monthly calendar of events for Paris-based media, organised more than two dozen media briefings/breakfasts and press conferences and set up an average of about 20 interviews each month with leading print and broadcast media. Journalists were successfully mobilised for several major events at Headquarters and elsewhere (World Heritage Committee meetings, Intangible Heritage Committee meetings, Press Freedom Day celebrations, World Radio Day, Jazz Day and the launches of annual reports including the GMR and the World Water Report. Two workshops on UNESCO were organised for journalists: in 2012 with a group of Portuguese journalists (funded by the National Commission) and in 2013, with a group of leading journalists from the Arab region (funded by Saudi Arabia). Results achieved were on target. The statistical bases were changed to focus only on those articles in which UNESCO was part of the news story (this allowed to exclude the thousands of stories in which UNESCO is only mentioned as a secondary reference, as in many of the stories on World Heritage sites). Using this new filter, the section monitored a total of 31,239 stories about UNESCO published in the world's top media outlets. Reflecting the location of the world's major media sources, over 65 percent of these stories were published in Europe; 20 percent appeared in North American media; and 7.5 percent were published in Latin America. A more selective, proactive and targetted approach is required for the distribution of press releases, taking into account their relevance to national or international audiences, links to current events, and UNESCO's priority areas. Press releases also need modernising to make them more user friendly for journalists working in today's multi-media environments. Timeliness continues to be a problem, with press releases and statements often delayed by lengthy validation procedures and difficulties in accessing essential information. Overall UNESCO's image in the media is very positive, making a significant contribution to the Organization's visibility. The vast majority of stories/reports present the organization as a reliable source of information, especially statistical data on education, a moral authority in its various domains of activity and the custodian of the world's most prestigious heritage.</p>
36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt	
 ER 11: Enhanced visibility of UNESCO through increased use of UNESCO's audiovisual materials - including videos and photos by media networks, television and other multimedia information sources.	<p>Outputs: 37 video clips; 65 video interviews; 33 video messages from the Director-General and Assistant Directors-General; 4 radio interviews. Photos: 143 events photographed at Headquarters. Video coverage: 26 events.</p> <p>Results: the 37 videos produced for UNESCO's YouTube channel and website were viewed 25275 times. Video interviews were seen 5557 times. 6 of the 25 DG Video message have been posted on You Tube and seen 6529 (no data for the remaining video messages), the DG's message for the World Press Freedom Day was viewed 2,759 times. 4 894 photos distributed; 143 events photographed. The B-rolls were downloaded by diverse news media outlets and web sites 178 times, and distributed to TV Agencies. This figure does not include the distribution of this material to news agencies such as Reuters, AP, the EBU and Unifeed, which also relay our products</p> <p><u>Challenges and lessons learnt:</u> Video production, especially concerning b-roll, is very much related to UNESCO's event calendar and international news. The promotional video with the Director-General for Jazz Day worked very well, with 2287 views (which is remarkable for a video message). This may be a model to follow for other big events.</p> <p>The public service announcement on the Journeys to School exhibition also did very well, with 11,133 views. All news concerning Mali was another best seller for the audiovisual unit during this period, reinforcing DPI's conviction that production, must, wherever possible, be tied to current events.</p> <p>The restructuring and re-design problems that have afflicted the Photobank have underscored the necessity of moving to an automatic distribution service online as quickly as possible.</p>	

Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)	
Programmed	Attained
<p>PI: Presence of UNESCO in news media increased: image ameliorated</p> <p>B/b: increase Number of videos and photos published in 2010-2011</p>	<p>Outputs: 37 video clips; 65 video interviews; 33 video messages from the Director-General and Assistant Directors-General; 4 radio interviews. Photos: 143 events photographed at Headquarters. Video coverage: 26 events. Results: the 37 videos produced for UNESCO's YouTube channel and website were viewed 25275 times. Video interviews were seen 5557 times. 6 of the 25 DG Video message have been posted on You Tube and seen 6529 (no data for the remaining video messages), the DG's message for the World Press Freedom Day was viewed 2,759 times. 4 894 photos distributed; 143 events photographed. The B-rolls were downloaded by diverse news media outlets and web sites 178 times, and distributed to TV Agencies. This figure does not include the distribution of this material to news agencies such as Reuters, AP, the EBU and Unifeed, which also relay our products Challenges and lessons learnt: Video production, especially concerning b-roll, is very much related to UNESCO's event calendar and international news. The promotional video with the Director-General for Jazz Day worked very well, with 2287 views (which is remarkable for a video message). This may be a model to follow for other big events. The public service announcement on the Journeys to School exhibition also did very well, with 11,133 views. All news concerning Mali was another best seller for the audiovisual unit during this period, reinforcing DPI's conviction that production, must, wherever possible, be tied to current events. The restructuring and re-design problems that have afflicted the Photobank have underscored the necessity of moving to an automatic distribution service online as quickly as possible.</p>
36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
<p> ER 12: Visibility of UNESCO enhanced internationally (image and recognition) through the organization of corporate and cultural events based on extended partnerships with governments, the civil society, the private sector and the media and through a more coherent strategy for governing UNESCO Prizes.</p>	<p>/ all Delegations requested were properly treated and promoted</p> <p>2/the requests for event management of the Sectors were duly served and opportunities were brought to them;</p> <p>Media partnerships were set up for events with SIPA press, ARTE, National Geographic, the Swedish Radio supported by private sponsors when necessary (Intel, Transdev, Renault, Nature et Découvertes)</p> <p>A specific mention shall be made for the Journeys to School exhibition" seen by 60 000 persons during the 2 months exhibition at the UN HQ in New York, plus additional public in Paris, Boston, Nantes and Brussels. the important press coverage obtained also drastically impacted the Organisation visibility for Education;</p> <p>3/The events calendar electronic distribution list expanded to reach 20 000 persons. Tests were made in particular to quantify the impact of UNESCO event communication outlet, showing that the events calendar for example fills between 18 and 28% of the room I according to the nature of the event.</p> <p>Social networks campaigns were set up linked to events, partnership events and Prizes;</p> <p>In terms of public, the objective of increasing UNESCO visibility and image building among the young people was fulfilled in particular through partnership like, the Cesar Academy (2 000 students), the Université de la terre (7000 students), Earthworkshop (2 000), Model UN (2700),...</p> <p>4/ the visitor service reached in January the objective of 70% students with an average of 1500 persons having followed guided tours with the team. specific visits were organized around themes like Girls education for major groups of 300 students.</p> <p>The main challenge is to handle partnerships and opportunities with a reduced team. Opportunities are significant when UNESCO partner with a renown media and a private company on a project..</p> <p>benchmark(s), challenges/lessons learnt, and contribution to C/4 outcome(s)</p>
Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)	
Programmed	Attained
<p>PI: Number and quality of special events, tours and other engagements that open both UNESCO's Paris headquarters and its offices in other countries to the general public, promoting the mission and mandate of the Organization to civil society</p> <p>B/b: benchmark will be the number and quality of special events at the end of 2011</p>	<p>1/ all Delegations requests were properly treated and promoted 2/the requests for event management of the Sectors were duly served and opportunities were brought to them; Media partnerships were set up for events with SIPA press, ARTE, National Geographic, the Swedish Radio supported by private sponsors when necessary (Intel, Transdev, Renault, Nature et Découvertes) A specific mention shall be made for the Journeys to School exhibition" seen by 60 000 persons during the 2 months exhibition at the UN HQ in New York, plus additional public in Paris, Boston, Nantes and Brussels. the important press coverage obtained also drastically impacted the Organisation visibility for Education; 3/The events calendar electronic distribution list expanded to reach 20 000 persons. Tests were made in particular to quantify the impact of UNESCO event communication outlet, showing that the events calendar for example fills between 18 and 28% of the room I according to the nature of the event. Social networks campaigns were set up linked to events, partnership events and Prizes; In terms of public, the objective of increasing UNESCO visibility and image building among the young people was fulfilled in particular through partnership like, the Cesar Academy (2 000 students), the Université de la terre (7000 students), Earthworkshop (2</p>

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36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
 ER 13: Publications programme enhanced and a coherent set of communication materials prepared and distributed by Sectors and Services and UNESCO branding and merchandizing capacities improved, with a better evaluation of the impact of UNESCO's name and logo and an improved strategy for their use.	<p>Globally we have made important improvements in:</p> <ul style="list-style-type: none"> - numbers of language versions produced by partner institutions or publishers - numbers of downloads of our publications, and - numbers of publications presented to the Board where overall numbers have increased but less from HQ and more from Field Offices <p>This represents a new benchmark against which we can measure the new Open Access policy.</p> <p>Increasingly the figures on logo use are positive. The figures on the negative use of the UNESCO logo are proof of better reporting and not an increase in misuse.</p> <p>There are more and more requests from conventions for guidelines for their respective stakeholders and this is proof of the need to communicate cohesion.</p> <p>The gift shop has diversified its products and has developed new branding partnerships.</p>

Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)	
Programmed	Attained
<p>PI: Number, quality and relevance of publications in both traditional print media and online enhanced by reinforcing their focus on programme priorities. UNESCO's visibility through partnerships and institutional networks ensured by its graphic identity and branding.</p> <p>B/b: benchmark will be set by the Publications Board.</p>	<p>Globally we have made important improvements in: - numbers of language versions produced by partner institutions or publishers - numbers of downloads of our publications, and - numbers of publications presented to the Board where overall numbers have increased but less from HQ and more from Field Offices This represents a new benchmark against which we can measure the new Open Access policy. Increasingly the figures on logo use are positive. The figures on the negative use of the UNESCO logo are proof of better reporting and not an increase in misuse. There are more and more requests from conventions for guidelines for their respective stakeholders and this is proof of the need to communicate cohesion. The gift shop has diversified its products and has developed new branding partnerships.</p>

36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
 ER 14: Dissemination of knowledge and information facilitated via the integrated web content management platform.	<p>Over the biennium Web Services were able to successfully implement the new Integrated Web Platform, based on a custom Drupal farm that highly improved the position of the Organization in the web and reached a larger public. The continuous work on improving the quality of the content and the synergy with the modern tool for indexing and sharing information made possible to double our statistics.</p> <p>The creation of a migration policy has been postponed because of the complexity of the task; the choice has been made to focus the effort on developing a tool that is more flexible and allows support of modern communication channels such as social media, mobiles and visual communication.</p> <p>Outputs and results for social media, in all 6 languages, have met or exceeded benchmark indicators, obtaining good ranking within the UN system, despite shortage of staff and funds. Stronger efforts must be made to optimize UNESCO's content in the age of social & mobile media: shorter & more direct, more visual, and easily understandable by the general public.</p> <p>Reaching these outstanding results has been really challenging mostly because of the shortage of staff and funds resources. Nevertheless, real progress has been made - contributing to C/5 results by making UNESCO more visible to the General Public and key stakeholder groups.</p>

Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)	
Programmed	Attained
<p>PI: 1 New web content management platform deployed and numerous unlinked current systems phased out 2 Increase in our global audience of online users and followers Measures of likes, linkbacks, friends, followers, et al as provided by GoogleAnalytics, Facebook, Weibo, Twitter, YouTube, Fotopedia, et al. 3 Increase in the quantity, quality and multilingualism of news, events, and activities posted Log of produced content in each area and in each language provided by Web CMS Implementation of new web communication products. Most web communication products available in all 6 languages.</p> <p>B/b: The final version of the new web content management platform in place. Protocol for the handling of the unlinked content in place. Accomplishment of a significant growth in UNESCO Social media channels and improved ranking compared to other agencies in the UN system. Extension of the Social media channels used by UNESCO. Implementation of new web communication products. Most web communication products available in all 6 languages.</p>	<p>Over the biennium Web Services were able to successfully implement the new Integrated Web Platform, based on a custom Drupal farm that highly improved the position of the Organization in the web and reached a larger public. The continuous work on improving the quality of the content and the synergy with the modern tool for indexing and sharing information made possible to double our statistics. The creation of a migration policy has been postponed because of the complexity of the task; the choice has been made to focus the effort on developing a tool that is more flexible and allows support of modern communication channels such as social media, mobiles and visual communication. Outputs and results for social media, in all 6 languages, have met or exceeded benchmark indicators, obtaining good ranking within the UN system, despite shortage of staff and funds. Stronger efforts must be made to optimize UNESCO's content in the age of social & mobile media: shorter & more direct, more visual, and easily understandable by the general public. Reaching these outstanding results has been really challenging mostly because of the shortage of staff and funds resources. Nevertheless, real progress has been made - contributing to C/5 results by making UNESCO more visible to the General Public and key stakeholder groups.</p>

Cost-effectiveness/efficiency measures for this Chapter



Despite the financial cuts and the reduction in staff, the Sector has succeeded in keeping its level of its programme delivery.


Missions have been reduced and mostly paid for by partners; newspaper subscriptions reduced to a minimum; press kits developed in electronic form to avoid printing and to cut paper use. Translations done internally, except in special circumstances.

Part II.C. Chapter 1. Participation Programme

Regular Programme ¹ : staff and operational budget		Extrabudgetary resources ¹
Allocation 2012-2013: US\$ 12 780 677	Expenditure % 2012-2013: 98%	Expenditures 2012-2013: US\$ 0

¹The budgetary information regards unaudited figures and for extrabudgetary resources include Emergency Funds.



36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt	
 Formulation, evaluation and follow-up of requests improved in such a way as to enhance complementarity between the activities planned as part of the Programme and Budget and those supported under the Participation Programme, ensuring conformity with the major priorities of the Medium-Term Strategy (C/4) and the Programme and Budget (C/5)	<p>During the considered period, the PP approval process for this biennium has been finalized in early June 2013, within 14 months instead of 18 months for the previous biennia. The General Conference voted the new Resolution on the PP in accepting all our proposals concerning the presentation et the improvement of the quality of the submitted PP projects for 2014-2015.</p> <p>The PPE Section encountered some problems relating to the timely submission of the required financial and evaluation reports as well as the transfer of the approved funds to some countries due to technical problems (return of funds, wrong bank details etc.). The quality of a number of financial reports is unsatisfactory and the PP Section spent a lot of time and energy to help member States in improving this situation. Many efforts were made in order to resolve some difficult cases as Mozambique, Colombia in order to deblock the approved funds. Despite our efforts, and numerous reminders, Pakistan failed to make the required reimbursement and the approved funds for this country were not transferred.</p>	
	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)	
	Programmed	Attained
	<p>PI: 1. Ensure active communication with Member States with a view to ensuring better formulation of PP projects. 2. Send the 30 reference points to Member States to streamline the submission process. 3. Speed up the approval process in convening more frequently the Intersectoral Committee for the Participation Programme mission.</p> <p>B/b: ensure a constructive communication with Member States in order to help them in preparing and presenting their PP requests</p>	<p>Following the 7 June last meeting of the Intersectoral Committee for the PP, the Section PPE has been in constant contact with the Permanent Delegations and Natcoms as well as Field Offices concerned in informing & guiding them throughout this final phase of the PP process and notably the implementation process of PP projects, payments modalities and possible waivers relating to extension of implementation deadlines. In particular, further efforts were made in order to explain the new modalities concerning the formulation and presentation of PP requests for 2014-2015.</p>
36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt	
 Implementation of adjustable strategies to meet the special and urgent needs of some groups of countries with common characteristics improved	<p>Taking into account the DG's CL and in particular the priorities defined by the governing bodies, especially the relations with the major programmes, the activities in favour of Africa, LDC's, SIDS, post-conflict countries, women and youth, the Intersectoral Committee on the Participation Programme at its discussions gave priority exclusively to the above priorities and target groups of countries. A number of requests submitted by high annual GDP countries were not discussed by the PP Intersectoral Committee.</p> <p>In this context, during its ten meetings the Intersectoral Committee has recommended to DG's final approval 584 requests of which 193 from Africa, 68 requests from SIDS countries and 323 from LDCs, developing countries, post conflict and post-disaster countries, middle income countries and countries in transition. More efforts were made in coordinating the presentation of these requests to the Committee in close cooperation with Permanent Delegations, Natcoms, PP Focal points within Programme Sectors, Field Offices and PCPD Platform.</p>	


36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt	
	The DG has approved also 9 Emergency assistance requests for a total amount of \$841 820 of which 10 requests for African countries and 7 for PCPD countries.	
	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)	
	Programmed	Attained
	<p>PI: 1. Special attention and priority to be given to Africa, LDCs, SIDS, developing countries, post-conflict & post-disaster countries, middle income countries & countries in transition. 2. Ensure better coordination with PCPD Platform prior to the approval of Emergency Assistance requests.</p> <p>B/b: ensure an equitable balance in PP funds distribution in taking into account the economic development indicators (annual GDP per capita)</p>	The Intersectoral Committee on the Participation Programme has taken into account the priority groups of countries defined by the governing bodies, especially the activities in favour of Africa, LDC's, SIDS, developing countries, post-conflict & post-disaster countries, middle income countries & countries in transition. A regular consultation was maintained with PCPD Platform in coordinating the treatment of Emergency assistance requests and prior to their approval by the DG.
36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt	
 Participation Programme impact and accountability mechanisms strengthened through enhanced information and communication with Member States at all stages of Programme execution	<p>The above-mentioned sub-regional seminars were an excellent occasion too explain the PP principles and regulations to a number of representatives of more than 60 Member States. On those occasions Chief PPE explained in details the new modalities including the new electronic submission of requests, the 2-phase submission and the introduction of an appropriate selection criterion for the next biennium. As regards the scrutiny of the financial reports by UNESCO's Field Offices, several countries voiced their strong doubt at the perspective that their financial reports could be validated by Field Offices as recommended by the External Auditor. They felt that if this recommendation were to be implemented, the whole PP process is more likely to be blocked and a number of conflicts/tension between the Natcoms and FO are to be expected in the future.</p> <p>Moreover, during the debate which followed the presentation of the PP new modalities at the Meeting of National Commissions on the occasion of the 37th session of the General Conference, a number of Member States expressed their satisfaction with the management of this programme but also voiced some reservations and concerns about some new modalities such as the upcoming electronic submission of requests, the two-phase submission of requests or the decrease of financial support to the operational functioning of National Commission under the PP in the future. Member States were provided with relevant explanations on the new modalities aimed at further optimizing the whole PP process, mainly by improving the PP projects formulation, registration, evaluation, implementation as well as the reporting obligations.</p>	
	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)	
	Programmed	Attained
	<p>PI: 1. Ensure detailed presentations on the PP principles and procedures during the information seminars for recently-appointed Secretaries-General of National Commissions in Paris and in the field. 2. Liaise with programme sectors to ensure rapid & substantive analysis of the received evaluation reports. 3. Provide relevant information & advice to Member States to better prepare their financial reports.</p> <p>B/b: improvement of the quality of the financial and evaluation reports</p>	As regards the communication with Member States, full sessions on the PP rules and regulations and, in particular, the new modalities of the PP for 2014-2015 were organized within the framework of the sub-regional seminars in Gaborone, Quito and Dakar. In addition, a substantive presentation on the PP rules and regulations was held in the margins of the 37th session of the General Conference at the National Commissions Meeting. Programme Sectors have been reminded to pay more attention to the evaluation reports in considering their impact and relevance to the Organization's global priorities and key programmes. Continued efforts were made in advising Member States in preparing and submitting their financial reports to the Secretariat.
Cost-effectiveness/efficiency measures for this Chapter		
All the approval letters and other official correspondence were systematically forwarded by e-mail both for the sake of promptness and cost-effectiveness.		

Part II.C. Chapter 2. Fellowships Programme

Regular Programme ¹ : staff and operational budget		Extrabudgetary resources ¹
Allocation 2012-2013: US\$ 1 295 852	Expenditure % 2012-2013: 87%	Expenditures 2012-2013: US\$ 1 333 541

¹The budgetary information regards unaudited figures and for extrabudgetary resources include Emergency Funds.



36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt	
 National capacities enhanced in areas of UNESCO's programme priorities	<p>Both the cash extrabudgetary contributions and the cost-sharing Co-Sponsored fellowships programmes have contributed to the sustainability of fellowships in areas closely aligned to the priorities of UNESCO Programme, following abolishing the fellowships programme entirely funded by the Regular Programme. The cost-sharing arrangements with donors ensured the increase of fellowships opportunities in favor of developing countries, especially least developed countries. Thus, if only 136 fellowships have been funded by cash extrabudgetary contributions, the cost-sharing arrangements between the Regular Programme and donors ensure awarding additional 329 fellowships, for an in-kind contributions amounting to US\$ 5,795,000.</p>	
Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		
	Programmed	Attained
	<p>PI: Dispatch of Announcement Letters to the National Commissions of beneficiary Member States requesting them to submit candidatures according to definite criteria and conditions.</p> <p>B/b: The extrabudgetary contributions in cash and in-kind ensures sustainability of the fellowships activities to achieve the expected results.</p>	<p>As planned, both the fellowships entirely funded by extrabudgetary resources and the cost-sharing between the Regular Programme and donors, in priority areas of UNESCO Programme, have contributed to capacity development in developing countries, especially least developed countries. The final estimation of the cash contribution from extrabudgetary resources amounts to US\$ 1,265,992 while the in-kind extrabudgetary contribution of donors, through cost-sharing with the Regular Programme, amounts to US\$ 5,795,000. The fellowships programme has given priority to the main UNESCO priorities: 57 % for women and 46 % for Africa.</p>
36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt	
 Fellowship beneficiaries empowered in programme priority areas through sharing of knowledge and upgrading of skills at graduate and post graduate levels	<p>The awarded fellowships are closely aligned to the priorities of UNESCO Programme defined in the C/4; the two main priorities have been strictly respected: women have benefitted of 57 % of the awarded fellowships while Africa benefitted of 46 %.</p>	
Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		
	Programmed	Attained
	<p>PI: Registration of submitted candidatures in SISTER and selection by Programme Sectors</p> <p>B/b: Payments will be used to ensure implementation monitoring.</p>	<p>granted amounts of money, under both extrabudgetary fellowships programmes and the Co-Sponsored fellowships programmes, have been paid in instalments contingent to submission of progress and final reports co-signed with the academic supervisors of fellows, to ensure monitoring the implementation of the approved study/research programmes.</p>

36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt	
 Thematic areas aligned to strategic programme objectives and biennial sectoral priorities	<p>465 fellowships have been awarded to beneficiaries, mainly from developing countries, especially least developed countries. All awarded fellowships are closely aligned to the priorities of the Organization's Programme as defined in C/4. As two main priorities, women obtained 57 % of the awarded fellowships and Africa got 46 %.</p> <p>As planned, fellowships opportunities in favor of beneficiaries from developing countries, especially least developed countries, were increased through cost-sharing with donors to fund Co-Sponsored fellowships programmes. These programmes are very efficient and cost-effective since UNESCO contribution is limited to payment of fellow's travel to host academic institutions while donors pay the remaining costs of study and training including tuition fees.</p> <p><u>Challenges/lessons learnt:</u></p> <p>During the 2012-2013 biennium, the financial rate of execution until 31.12.2013 is 90 % for the following reasons:</p> <ol style="list-style-type: none"> 1. The rigorous administration of international travel of fellows to host academic institutions which produced some savings. Other savings were achieved in running costs: papers and other stationery articles, telephone, fax, airmail, freight, equipments, etc. 2. Some fellows declined the fellowship offers after accepting them and in a moment where it was too late to replace them by others from the reserve lists. 3. Some donors at the moment of selection have selected less beneficiaries than expected. <p>Thus, even though the rigorous administration of travel costs through most economic and direct flights is positive and should be always followed, a more strict monitoring and intensification of contacts with donors may decrease the discrepancy between the original offer and the actual list of selected candidates.</p>	
Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		
Programmed	Attained	
<p>PI: monitoring and submission of progress and final reports and evaluation of the results achieved.</p> <p>B/b: Submission of progress and final reports is a means of success of implementation monitoring.</p>	<p>The submission of progress and final reports is used as a means for monitoring the implementation of the approved study/research programmes. Copies of these reports are sent to donors and to programme sectors for their contribution in the evaluation of the success of the concerned fellowships programme.</p>	
Cost-effectiveness/efficiency measures for this Chapter		
<p>The Co-Sponsored fellowships programmes are cost-effective and efficient since UNESCO contribution is limited to paying the costs of travel to academic institutions through most economic and direct flights while donors pay the remaining costs of study and training, including accommodation and tuition fees.</p>		

Part I.A. Governing Bodies

Regular Programme ¹ : staff and operational budget		Extrabudgetary resources ¹
Allocation 2012-2013: US\$ 10 901 164	Expenditure % 2012-2013: 93%	Expenditures 2012-2013: US\$ 0

¹The budgetary information regards unaudited figures and for extrabudgetary resources include Emergency Funds.

36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt	
 Cost effectiveness of the Governing Bodies improved	Sessions held within deadlines with no overrun	
	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)	
	Programmed	Attained
	PI: Budget expenditures contained and outstanding running deficit absorbed B/b: expenditure from previous years' equivalent sessions	Achieved
	PI: Costs previously under Part III (ADM/CLD) amounting to some \$200,000, for temporary assistance relating to translation, absorbed (for the EXB) B/b: previous budget records	Achieved
	PI: New more cost-efficient methodologies for record-keeping explored B/b: na	ongoing, following the instructions of the Governing Bodies
PI: Further progress achieved toward reducing paper consumption in Governing Body meetings B/b: previous trends	Remarkable ongoing progress	
36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt	
 Services to Members States optimized	Sessions held within deadlines with no overrun	
	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)	
	Programmed	Attained
	PI: Documentation quality maintained while volume reduced by 5% (for the GC) and 10% (for the EXB) B/b: na	achieved beyond expectations, despite a large agenda
PI: Further progress achieved in organizational efficiencies through tight agenda-building and time planning B/b: past statistics	achieved as far as time planning is concerned (reduction of two working days compared to previous session)	

Cost-effectiveness/efficiency measures for this Chapter

Satisfactory

Part I.B. Chapter 1. Directorate

Regular Programme ¹ : staff and operational budget		Extrabudgetary resources ¹
Allocation 2012-2013: US\$ 2 630 313	Expenditure % 2012-2013: 100%	Expenditures 2012-2013: US\$ -50

¹The budgetary information regards unaudited figures and for extrabudgetary resources include Emergency Funds.

Part I.B. Chapter 2. Executive Office of the Director-General


Regular Programme ¹ : staff and operational budget		Extrabudgetary resources ¹
Allocation 2012-2013: US\$ 6 363 020	Expenditure % 2012-2013: 101%	Expenditures 2012-2013: US\$ 1 105 317

¹The budgetary information regards unaudited figures and for extrabudgetary resources include Emergency Funds.


Part I.B. Chapter 3. Internal Oversight


Regular Programme ¹ : staff and operational budget		Extrabudgetary resources ¹
Allocation 2012-2013: US\$ 5 109 849	Expenditure % 2012-2013: 99%	Expenditures 2012-2013: US\$ 127 247

¹The budgetary information regards unaudited figures and for extrabudgetary resources include Emergency Funds.

36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
 Risk management, control, compliance and value-for-money mechanisms strengthened	<p>Outputs and Results:</p> <p>IOS issued final reports on 25 audits and five advisory engagements during the biennium that were directly relevant to the expected result. The audit engagements covered programme management (e.g., UNESCO Chairs, Special Accounts, ED Sector, WHC and Cost Recovery), UNESCO's two Category I Science Institutes, and seven field offices. Internal audit also contributed to a range of organization-wide initiatives to reduce costs and streamline business processes. Investigations were completed for 93 allegations during the biennium resulting in 19 disciplinary actions including nine separations.</p> <p>Recommendations resulting from these engagements address risk and control issues as well as systemic and specific opportunities to improve efficiency and effectiveness. Recommendations implemented during the period have resulted in improved programme/project management, financial control, budget transparency and value for money. Examples include the following:</p>

36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
	<ul style="list-style-type: none"> • An audit of the UNESCO Chairs programme identified the need to better align chairs with current UNESCO priorities. Senior managers improved the programmatic relevance of chairs, taking action to terminate or realign over 100 inactive or obsolete chairs, and improved the ongoing engagement between and among the chairs and their UNESCO counterparts to achieve better programme results. • An audit of UNESCO special accounts identified instances where large balances of extrabudgetary funds were idle or underused. In responding to the audit, senior management developed workplans to either accelerate implementation or to reprogramme the funds. • An audit of UNESCO cost recovery policy identified slow adoption of the policy and significant under-recovery of the costs of Regular Programme staff working on extrabudgetary projects. To make the cost recovery policy more effective, management has established two working groups relating to the policy and associated work processes which have accelerated implementation of this policy. • A review of UNESCO's Partnership with the Foundation for UNESCO for the Education of Children in Need noted widespread non-compliance with the partnership agreement by both UNESCO and the partner Foundation and recommended that management determine a clear purpose for the partnership (i.e., visibility, fundraising and/or programme implementation) in deciding its future. Management directed a more proactive engagement with the partner as a first step towards addressing the situation and negotiations with the partner are underway. • Audits of two Category I science institutes identified opportunities to improve the financial control framework and to better integrate programmatic results of the institutes in UNESCO's RBM framework. The issues raised provide inputs for a new cooperation agreement with one institute and will substantially strengthen UNESCO's overall results reporting in collaboration with both institutes. • IOS undertook an initial study of Results Basis Budgeting (RBB) using the World Heritage Center as a prototype. Results and lessons from this study indicated a broad set of decision points to be addressed by management in adopting RBB, and IOS recommended that an implementation plan be developed with appropriate participation in order to take this initiative forward. The results of this study also contributed to a recommendation that WHC become an early adopter of RBB in order to support informed decision making and improve transparency in its use of resources. • A stocktake of IT projects in UNESCO identified 83 planned and ongoing projects, some of which were duplicative, as well as a need for better priority setting. Senior management established an IT governance board and introduced a corporate policy for IT acquisition and development. • Field office audits showed challenges in the current budget situation including long-term vacancies in key positions and identified opportunities to address these through such measures as improved backstopping, updated financial management guidance and more effective handover for interim managers. • An audit of 53 critical authorizations in FABS showed that access was too broad. These findings were incorporated into a project to redesign user roles to limit such access and maintain effective segregation of duties. • An advisory engagement to identify cost savings in the Sector for Management of Support Services for delivering the 37 C/5 showed that its Regular Programme budget had been substantially reduced through staff attrition, increased chargebacks to sectors and the transfer of posts to other funding sources. Based on the audit, more is to be done to improve efficiency and service delivery by introducing service standards and adopting mixed models of service delivery based less on in-house capacity and progressing towards core staff supplemented by external service companies. • An audit of programme meetings and conferences concluded that the meetings generally aligned with the approved programmes and, following the budgetary shortfall, a range of ad hoc cost-savings measures had been introduced by the various sectors organizing the meetings. Steps are underway to improve the planning process for meetings and to share and institutionalize cost-savings measures among the sectors. Action is also being taken to strengthen information management, post-event assessment and cost estimates of support services for meetings. • An audit of the working methods of Culture conventions concluded that the current situation is unsustainable as support from the regular programme budget decreases and the workload of the convention secretariats increases. Potential cost-saving measures to address the above situation include (i) reducing and synchronizing the frequency, duration and agenda of the governing bodies meetings, (ii) developing a common support-service platform across the culture conventions and (iii) improving resource mobilization. • An audit of the World Heritage Centre concluded that administrative controls were good and brought forward two recurring and long-standing issues, namely the need for better activity costing and the growing disparity between limited resources and increasing activities. WHC's early adoption of the UNESCO-wide Results based budgeting initiative should improve activity costing and priority setting. • An audit of the performance management of UNESCO staff identified a high level of non-compliance with one-third of the staff working without expected results for the biennium and two-thirds without having engaged in the required mid-term reviews with their supervisors. The audit recommended measures to bring the current performance cycle back on track and avoid such situations in the future. <p><u>Challenges and lessons learnt:</u></p> <ul style="list-style-type: none"> • Clear purpose and programmatic alignment of partnerships should be periodically assessed. • Evaluation of large-scale extrabudgetary projects is needed for both learning and results reporting. • Results reporting of Category I institutes needs to be better integrated in UNESCO's RBM framework. • Unclear IT governance and standards for acquisition and development contribute to inefficiencies such as duplicative systems and investment in lower priority initiatives. • Interim arrangements including responsive backstopping, compliance monitoring and updated procedural guidance are needed for field offices with long-term vacancies in AO posts. • Ambiguous accountabilities can contribute to slow implementation of extrabudgetary projects. • Gaps in effective supervision and performance management of staff weaken the Organization's accountability framework. <p>Contribution to C/5 Result:</p>

36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt	
	Improvements are noted above in results reporting, IT governance, and budgetary control. Progress continues in implementing open audit recommendations in such areas as programme management (e.g., Chairs and Category 2 institutes), financial management (e.g., budgeted and actual staff costs), printed materials, protocol services, field security, project/programme monitoring and performance management of staff. Contributions to organization-wide cost reduction and efficiency initiatives included a range of specific measures drawn from past audits and current analyses to respond to budget constraints and to promote operational efficiencies in delivering UNESCO's programme.	
	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)	
	Programmed	Attained
	<p>PI: Number of significant instances resulting from IOS products and services and development of learning and accountability (e.g., recommendations, technical assistance, tools and guidelines) at Headquarters and field offices</p> <p>B/b: At least 5 significant instances involving Headquarters and field offices</p>	<ul style="list-style-type: none"> • Better management of partnership risks and enhanced programme delivery through audit of UNESCO Chairs. • Improved financial control through re-configured access to critical treasury authorizations in IT systems. • More systematic evaluation of extrabudgetary projects to enhance learning and demonstrate results. • Improved management control and budget transparency of staff cost savings. • Improved Information Technology governance of UNESCO's IT strategy, acquisition and development, business continuity and security. • Increased efficiency by combining the administrative functions (e.g., meetings, conferences and cultural events at Headquarters; administrative functions of IICBA with the Addis Ababa Office). • Better monitoring of the financial implementation of extrabudgetary projects through a revised methodology using calendar-year implementation plans without carry-forward of unspent allotments. • Increased resources by ensuring compliance with standard PSC rate unless otherwise authorized on a case-by-case basis. • Improved reporting of programme results (e.g., UNESCO's Category 1 Science Institutes). • More effective engagement with Category 2 Institutes and Centres. • Enhanced compliance and accountability through systematic enquiry and resolution of allegations of fraud and misconduct.
36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt	
 Strategic management of the Organization, policy & programme development, and programme delivery informed by evaluations and audits	<p>During the reporting period IOS EVS issued 9 new evaluation/review reports and 11 reviews of decentralized bodies (six ED Category I centers (IBE, IITE, IICBA, IESALC, UIL and IIEP), the IOCARIBE Secretariat ,UNESCO IHE Institute for Water Management and 3 field offices) and continued the follow up on the implementation of previous evaluation recommendations. In addition to the improvements in the evaluation culture and increasingly results based reflections at programme sectors and services that have been are triggered as a result of the evaluation processes, a number of significant changes and improvements were achieved as the results of implementation of evaluation recommendations.</p> <p>Selected action plans responding to recommendations are made available on the IOS website and the process for recommendations follow-up has been further improved, including through a central database for follow up and analysis.</p> <ul style="list-style-type: none"> • The IEE follow up process which has been coordinated by IOS allowed the Executive Board a close monitoring of the implementation of all IEE recommendations. A series of reform efforts have led to improvements within the areas identified in the IEE among the 5 Strategic Directions that steer the DGs overall reform efforts. The most notable highlights towards achievement of the envisaged objectives are the further efforts undertaken towards achieving greater strategic and programme focus of the draft 37 C/4 and 37 C/5; the advancements, including staff transfers, in the field reform in Africa; the consolidation of UNESCO's strengthened position in the UN; and a strengthened policy framework for partnerships through the establishment of expected results and targets for the different categories of partners. • The Review of UNESCO Liaison Offices led to the redefinition of their respective roles and functions; • Findings and recommendations from Strategic Programme Objective evaluations informed efforts to reorient programmes such as MOST and IFAP; and helped the sectors to strengthen focus and improve the delivery of their mandates • The Evaluation of UNESCO Prizes prompted a revision of the strategy on prizes, stricter application criteria for eligibility of prizes and the establishment of a new Feasibility Study Framework to strengthen Prize alignment with UNESCO priorities; • The Evaluation of Priority Africa led to a strategic reflection process in particular on clarifying the roles and responsibilities of different UNESCO entities and for strengthening of capacities in the field; and all recommendations of the evaluation were integrated into the Operational Strategy for Priority Africa that was presented to the 192nd session of the Executive Board. • In follow-up to the Review of Cooperation of UNESCO Secretariat with National Commissions of UNESCO, the tripartite working group has developed an action plan to follow-up on the IOS review (190 EX/Decision 37) which is a positive development to further strengthen National Commissions, • The Evaluation of Category I Institutes supported the ED sector in its ongoing reform process to improve the cooperation and streamline coordination between HQ and the Institutes. 	

36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt	
	<p>The collaborative effort between IOS and the Education sector has triggered changes in the modalities of collaboration between the Sector and the Institutes and is likely to lead to several important strategic changes both at HQ and Institute level. Furthermore it resulted in a number of changes in the Institutes statutes that have been adopted at the 37th General Conference aiming at strengthening governance frameworks and improving efficiency.</p> <ul style="list-style-type: none"> • Evaluation review of Moscow Office: in line with the recommendations of the report the organization is moving forward in further integrating the Moscow Office and IITE, and repositioning UNESCO's presence in the CIS Region. • Evaluation of Priority Gender Equality: in line with the recommendations of the report the new Gender Equality Action Plan (GEAP II) presented to the 192nd of the Executive Board and the 37th session of the General conference reflects all recommendations presented in the report. • The evaluation of UNESCO's Normative Work in Culture is still ongoing with among other the aim to streamline and improve the working methods of the Culture sector's Conventions. <p>Key challenges include: A need for improved guidance on evaluation, especially on the subject of self-evaluation; training materials on self-evaluation should be developed and (online) training on self-evaluation should be established. In this respect several guidance materials have recently been updated and improved such as the Guidelines for Developing Terms of Reference (April 2013) and a Guidance Note on the Evaluation of UNESCO's Extrabudgetary Activities. Furthermore the diagnostic study on the (self) evaluation of extrabudgetary projects helped to improve the quality of evaluations of extrabudgetary projects through updated and improved guidelines, rules and procedures for evaluations of extrabudgetary activities, as well as improved communication and backstopping on evaluations of extrabudgetary activities, which remains work in progress and requires gradual .</p>	
	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)	
	Programmed	Attained
	<p>PI: Percentage of recommendations that have been accepted and fully implemented B/b: at least 75% implementation rate within 18 months of the finalisation of the respective reports</p>	<p>By end-2013, approximately 80% of all IOS recommendations have been implemented within 18 months. Further Action Plans have been established for recently completed evaluations and the open recommendations are being monitored by IOS.</p>
	<p>PI: Number of significant instances of IOS products and services resulting in the reorientation of programmes identified as ineffective B/b: at least 4 significant instances of programmes being reoriented</p>	<p>Key examples of improvements in programmes, projects and operations are provided under the Assessment of Progress detailed below.</p>
36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt	
 Accountability and adherence to rules and regulations in UNESCO strengthened	<p>Investigations were completed for 93 allegations during the biennium resulting in 19 disciplinary actions including nine separations.</p>	
	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)	
	Programmed	Attained
	<p>PI: Percentage of complaints received which are acknowledged and cases opened within 10 working days B/b: 100% of complaints received are acknowledged within 10 working days</p>	<p>100% of the complaints received by the investigation section were acknowledged and screening was initiated within 10 working days.</p>
	<p>PI: Percentage of investigations completed within an effective timeframe B/b: at least 90% completed less than 5 months after receipt of allegation</p>	<p>Average duration of investigations during 2012 was 139 days. This increased during 2013 to 147 days due to the nature of the cases. However, during the period of July-December 2013, 10 out of 15 cases were closed within 150 days after receipt of allegation.</p>

Cost-effectiveness/efficiency measures for this Chapter

Expanded use of interns to support (a) internal audit activity, (b) investigative administration and increase timeliness of case closure and (c) ongoing project to inventory and provide quality assurance of extrabudgetary evaluations.



Skype interviews used more widely to support evaluations while reducing travel costs, a focus on conducting evaluations internally with only limited external support for quality assurance and validation of findings has proven a cost efficient modus operandi.



Enhanced data extraction and analysis at Headquarters to reduce audit fieldwork duration in improve planning as FABS is now fully deployed in field offices.


Part I.B. Chapter 4. International Standard and Legal Affairs

Regular Programme ¹ : staff and operational budget		Extrabudgetary resources ¹
Allocation 2012-2013: US\$ 3 917 320	Expenditure % 2012-2013: 99%	Expenditures 2012-2013: US\$ 0

¹The budgetary information regards unaudited figures and for extrabudgetary resources include Emergency Funds.

36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt				
 Quality legal advice provided to the Organization and its governing bodies	<ul style="list-style-type: none"> - Vérification de la conformité des documents rédigés pour les 189e, 190e, 191e, 192e et 193e sessions du Conseil exécutif et préparation des documents de travail du Comité sur les conventions et recommandations (CR) - Fourniture d'avis juridiques sur le champ lors du Bureau, des plénières et des réunions des différents comités et commissions des 189e, 190e, 191e, 192e et 193e sessions du Conseil - Secrétariat du Comité CR assuré par l'Office lors des 189e, 190e, 191e et 192e sessions du Conseil - Vérification de la conformité des documents rédigés pour la 37e session de la Conférence générale et préparation des documents de travail pour le Comité de vérification des pouvoirs (CRE) et du Comité juridique (LEG) - Fourniture d'avis juridiques sur le champ lors du Bureau, des plénières et des réunions des différents comités et commissions de la 37e session de la Conférence générale - Secrétariat du Comité CRE et du Comité LEG assuré par l'Office lors de la 37e session de la Conférence générale <p><u>Défis</u></p> <ul style="list-style-type: none"> - LA doit continuer à offrir des prestations de qualité avec des ressources humaines insuffisantes, tout en faisant face à une demande de services accrue 				
	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)				
	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%;">Programmed</th> <th style="width: 50%;">Attained</th> </tr> </thead> <tbody> <tr> <td>PI: *** B/b: ***</td> <td style="text-align: center;">****</td> </tr> </tbody> </table>	Programmed	Attained	PI: *** B/b: ***	****
Programmed	Attained				
PI: *** B/b: ***	****				
36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt				
 Organization's rights effectively protected	<ul style="list-style-type: none"> - Actions de rappel des privilèges et immunités en réponse aux différents actes de procédures judiciaires notifiés à l'Organisation, y compris ceux notifiés aux bureaux hors-Siège - Contribution à la protection du nom et emblème de l'UNESCO lors de la conclusion de projets d'accords, notamment avec des partenaires privés dans le cadre d'opérations de patronage ou de financements extrabudgétaires, mais aussi dans le cadre des directives opérationnelles relatives à la mise en œuvre et à l'application des conventions - Amélioration de la rédaction d'un large éventail d'accords conclus par l'Organisation avec les Etats membres, les organisations intergouvernementales, mais aussi avec des partenaires privés, y compris dans le cadre de passation de marchés - Représentation de l'Organisation auprès du Tribunal administratif de l'OIT pour défendre ses intérêts dans des litiges avec des fonctionnaires en sus des conseils juridiques destinés à aider la Directrice générale à régler les contentieux en cours devant le Conseil d'appel - Représentation de l'Organisation pour défendre ses intérêts dans le cadre de différends résultants de contrats ou d'autres différends de droit privé dans lesquels l'UNESCO est partie, 				

36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt	
	<p>- Vérification de la stricte application des règles et procédures internes concernant les activités de l'Organisation et le personnel, par la fourniture de nombreux avis juridiques aux services internes tels que MSS et HRM</p> <p><u>Défis</u> - LA doit continuer à offrir des prestations de qualité avec des ressources humaines insuffisantes, tout en faisant face à une demande de services accrue</p>	
	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)	
	Programmed	Attained
	PI: *** B/b: ***	****
36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt	
 Internal rules of the Organization relating to activities, funds and property of the Organization revised and improved to enhance the protection of the interests of the Organization	<p>- Participation active et fourniture d'avis juridiques aux services internes lors de la révision du volume I du Manuel administratif - Assistance continue à HRM pour une meilleure formulation des circulaires administratives en matière de personnel et des points du Manuel des ressources humaines</p> <p><u>Défis</u> - LA doit continuer à offrir des prestations de qualité avec des ressources humaines insuffisantes, tout en faisant face à une demande de services accrue</p>	
	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)	
	Programmed	Attained
	PI: *** B/b: ***	****
36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt	
 Informed legal advice provided on the establishment and operation of the intergovernmental bodies in charge of the implementation of conventions and newly established bodies	<p>Vérification de la conformité juridique des documents de travail et fourniture d'avis juridiques sur le champ lors du Bureau et des plénières des sessions des organes suivants :</p> <ul style="list-style-type: none"> - à la 2e réunion ordinaire et à la Réunion extraordinaire des États parties à la Convention de 1970 concernant les mesures à prendre pour interdire et empêcher l'importation, l'exportation et le transfert de propriété illicites des biens culturels ainsi qu'à la 1ère réunion du Comité subsidiaire - à la 19e session de l'Assemblée générale des États parties à la Convention concernant la protection du patrimoine mondial, culturel et naturel et aux 36e et 37e sessions ordinaires du Comité du patrimoine mondial - à la 10e réunion ordinaire des Hautes parties à la Convention de La Haye de 1954 pour la protection des biens culturels en cas de conflit armé et à la 5e session ordinaire de la Réunion des États parties au Deuxième Protocole de 1999 relatif à la Convention de La Haye de 1954 ainsi qu'à la 7e session ordinaire du Comité pour la protection des biens culturels en cas de conflit armé - à la 4e session ordinaire de la Conférence des États parties à la Convention de 2001 sur la protection du patrimoine subaquatique - à la 4e session de l'Assemblée générale des États parties à la Convention de 2003 pour la sauvegarde du patrimoine immatériel ainsi qu'à la 4e session extraordinaire et aux 7e et 8e sessions ordinaires du Comité intergouvernemental de sauvegarde du patrimoine culturel immatériel - à la 4e session ordinaire de la Conférence des Parties de la Convention de 2005 sur la protection et la promotion de la diversité des expressions culturelles et aux 6e et 7e sessions ordinaires du Comité intergouvernemental pour la protection et la promotion de la diversité des expressions culturelles - à la 4e session ordinaire de la Conférence des États parties à la Convention internationale de 2005 contre le dopage dans le sport <p><u>Défis</u> - LA doit continuer à offrir des prestations de qualité avec des ressources humaines insuffisantes, tout en faisant face à une demande de services accrue.</p>	
	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)	
	Programmed	Attained

Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)	
Programmed	Attained
PI: *** B/b: ***	****
36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
 Monitoring of the Organization's standard-setting instruments coordinated	<ul style="list-style-type: none"> - Meilleure harmonisation des avis juridiques lors de la préparation des documents de travail des sessions des organes institutionnels de suivi des différentes conventions, en particulier des Conventions de 1954, 1970, 1972, 2001, 2003 et 2005. - Renforcement de la vérification auprès de chaque secteur de programme ou institut concerné du respect des procédures adoptées par le Conseil exécutif à sa 177e session sur le suivi de l'application des 3 conventions (celles de 1960, 1970 et 1989) et des 11 recommandations déclarées prioritaires pour lesquelles aucun mécanisme institutionnel spécifique de suivi n'est prévu et rapport aux 189e, 190e, 191e et 192e sessions du Conseil exécutif à ce sujet - Présentation au Conseil exécutif et à la Conférence générale du 4e Rapport global de la Directrice générale sur les instruments normatifs de l'Organisation - Actualisation régulière des informations relatives au suivi des conventions et recommandations sur le site Textes normatifs et mise en ligne de l'intégralité des textes fondamentaux de l'Organisation en format HTML dans les deux langues de travail de l'Organisation ainsi qu'en espagnol.
Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)	
Programmed	Attained
PI: *** B/b: ***	****



Cost-effectiveness/efficiency measures for this Chapter

Au cours des 24 mois de l'exercice budgétaire 2012-2013, l'Office des normes internationales et des affaires juridiques (LA) a continué de mettre l'accent sur la protection des intérêts de l'UNESCO et sur la coordination du suivi des instruments normatifs de l'Organisation. En effet, LA a défendu les intérêts de l'Organisation (protection contre toute utilisation non autorisée de son nom et l'emblème ou contre toute prétention juridiquement injustifiée, rappel de ses privilèges et immunités etc.) et a maintenu une assistance juridique continue aux secteurs et aux Bureaux hors-Siège, notamment pour vérifier et améliorer un large éventail de projets d'accords/contrats conclus par l'Organisation. L'Office a également soutenu juridiquement les services internes en particulier HRM dans la rédaction des circulaires administratives et de ses avis en matière de contestation du personnel. De plus, LA a participé activement aux travaux des organes intergouvernementaux chargés de la mise en œuvre des conventions, à savoir ceux des conventions de 1954, 1970, 1972, 2003 et 2005, et ce, en fournissant de nombreux avis juridiques au secrétariat des conventions. Pour ce qui est de la coordination de l'action normative, l'Office a continué de veiller, dans le cadre du premier mandat du Comité sur les conventions et recommandations du Conseil exécutif (CR), à la mise en œuvre des procédures de suivi adoptées en 2007 par le Conseil (s'appliquant aux conventions de 1960, 1970 et 1989 ainsi qu'à 11 recommandations déclarées prioritaires par la Conférence générale en 2007). Par ailleurs, l'Office a continué à donner de nombreux avis juridiques aux 189e, 190e, 191e, 192e et 193e sessions du Conseil exécutif et a préparé plusieurs documents à son attention dans le cadre des travaux de son Comité CR. De plus, l'Office a continué à donner de nombreux avis juridiques à la 37e session de la Conférence générale et a préparé plusieurs documents à son attention dans le cadre des travaux de ses Comités CRE et LEG. En conclusion, LA a dû faire face à de nombreuses demandes d'avis juridiques dans un contexte insuffisant de ressources humaines et ce, tout en maintenant une qualité satisfaisante de ses avis et prestations juridiques.

Part I.B. Chapter 5. Ethics Office

Regular Programme ¹ : staff and operational budget		Extrabudgetary resources ¹
Allocation 2012-2013: US\$ 782 561	Expenditure % 2012-2013: 98%	Expenditures 2012-2013: US\$ 50 484

¹The budgetary information regards unaudited figures and for extrabudgetary resources include Emergency Funds.

36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt	
 Financial disclosure policy and conflict of interest rules implemented and disseminated	<p>During the biennium, the policy on the Declaration of Interest and Financial Disclosure Programme was approved by the Director-General, following a stringent consultation process with relevant internal stakeholders (the Bureau of Human Resources Management; the Office of International Standards and Legal Affairs; the Advisory Council on Personal Policies; and both Staff Associations).</p> <p>The purpose of this policy is to reduce the risk of conflict of interest arising from the financial holdings or outside activities of some employees, while striking the right balance between their private interests and their obligations to the Organization.</p>	
Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		
Programmed		Attained
PI: New policy on financial disclosure, according to which some staff members will have to report to the employer about their personal finances, with a definition on conflict of interest. B/b: 100 (0)		Policy on the Declaration of Interest and Financial Disclosure Programme was approved by the Director-General
36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt	
 Training module on ethics delivered both at Headquarters and in the Field Offices (includes category 1 institutes)	<p>The expected result number 2 has not been reached, when it comes to the number of employees trained in the field.</p> <p>There still are 13 offices that haven't received the ethics training and 2 institutes and centres (Accra, Abuja, Brazzaville, Bamako, Bujumbura, Dakar, Kinshasa, Nairobi, Khartoum, Apia, Dakha, Guatemala, Port-au Prince, International Institute for Higher Education in Latin America and the Caribbean (IESALC) and UNESCO European Centre for Higher Education (CEPES).</p>	
Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		
Programmed		Attained
PI: All employees of UNESCO, whether at Headquarters or in the field, have participated to the training on ethics. B/b: 3980 (2400)		1157 employees were trained between 1 January 2012 and 31 December 2013. In total at the end of the biennium, 3015 have received the training on Ethics. In addition, about 219 employees have received the training on the UNESCO anti-harassment policy. While all the employees at the Headquarters were provided the opportunity to receive the training on Ethics, there are still a number of employees in the field that remain to be trained.

Cost-effectiveness/efficiency measures for this Chapter

Expected Result 1 :

The 'Declaration of Interest and Financial Disclosure Programme (FDP)' was approved to enter into force by 2013. The eligible employees expected to complete an FDP questionnaire (their disclosures) will have to do it during next biennium. The UNESCO Ethics Office aims to keep the whole Programme in-house, from the design and implementation of the software, to the analysis of the disclosures made by UNESCO employees. There should be

Cost-effectiveness/efficiency measures for this Chapter

no financial costs in the immediate future. However, in the long-term, it might be beneficial to invest in better software to facilitate the reporting and the analysis with regards to employees' disclosures.

Expected Result 2 :

In order to be cost-effective, the training on Ethics was internally tailored to the needs of UNESCO by the Ethics Office and has a certain number of elements, which makes it unique compared to the training delivered in other international organizations. First, it is important to note that it is a face-to-face training, internally delivered by the two staff members of the Ethics Office. This approach was also adopted by the Ethics Office as it was felt that a delicate and sensitive topic such as ethics, which relates to the daily professional life of each employee, requires real interactions and further discussions with the practitioners. Besides, it also allows the Ethics Office to take the ethical temperature in UNESCO offices, and to best address the concerns of the employees.

Part I.C. Participation in the Joint Machinery of the United Nations System (JUNM)

Regular Programme ¹ : staff and operational budget		Extrabudgetary resources ¹
Allocation 2012-2013: US\$ 10 463 648	Expenditure % 2012-2013: 99%	Expenditures 2012-2013: US\$ 0

¹The budgetary information regards unaudited figures and for extrabudgetary resources include Emergency Funds.

International Civil Service Commission

Regular Programme ¹ : staff and operational budget		Extrabudgetary resources ¹
Allocation 2012-2013: US\$ 578 720	Expenditure % 2012-2013: 100%	Expenditures 2012-2013: US\$ 0

¹The budgetary information regards unaudited figures and for extrabudgetary resources include Emergency Funds.

United Nations System High-Level Committee on Management.


Regular Programme ¹ : staff and operational budget		Extrabudgetary resources ¹
Allocation 2012-2013: US\$ 182 244	Expenditure % 2012-2013: 98%	Expenditures 2012-2013: US\$ 0

¹The budgetary information regards unaudited figures and for extrabudgetary resources include Emergency Funds.

United Nations Joint Inspection Unit.

Regular Programme ¹ : staff and operational budget		Extrabudgetary resources ¹
Allocation 2012-2013: US\$ 272 897	Expenditure % 2012-2013: 100%	Expenditures 2012-2013: US\$ 0

¹The budgetary information regards unaudited figures and for extrabudgetary resources include Emergency Funds.

36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
 Improved control and management mechanism.	With IOS serving as UNESCO's focal point for the JIU, and 24 studies completed and eight involving UNESCO participation currently ongoing, effective engagement with the JIU has substantial resource implications across the Organization. UNESCO participates effectively in these studies with particular attention to those involving matters of direct importance to the Organization.
Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)	
Programmed	Attained
PI: number of improved	The JIU has completed 24 reports and notes relevant to UNESCO during the biennium. These mostly address thematic areas across the UN system but also include one specific study of UNESCO's administration and management. UNESCO participated effectively in each system-wide study and has taken steps to

Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)	
Programmed	Attained
mechanism B/b: at least two per year	implement applicable recommendations. In all cases, actions taken by UNESCO and the recommendation status is reported annually to the JIU and made available on-line to Member States. Specific examples include benchmarking of IT governance practices in UN organizations, development and management of ERP systems, staff recruitment practices, administration of sick leave, control on UNLPs, and use of long-term agreements for procurement and contracting. Such benchmarking studies facilitate UNESCO's alignment with best practices. The study of UNESCO raised the issue of complex governance arrangements contributing to the decision to further assess this theme through a series of measures.


Cost-effectiveness/efficiency measures for this Chapter

In all cases, JIU reports are distributed to the relevant managers and recommendations are monitored to achieve benefits from the Organization's investment in JIU studies. Automated recommendation tracking and follow-up has been instituted to reduce administrative time and costs.

Statutory contribution of the UN Department of Safety and Security.

Regular Programme ¹ : staff and operational budget		Extrabudgetary resources ¹
Allocation 2012-2013: US\$ 2 365 428	Expenditure % 2012-2013: 100%	Expenditures 2012-2013: US\$ 0

¹The budgetary information regards unaudited figures and for extrabudgetary resources include Emergency Funds.

36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
 UNESCO's membership in the common UN security management system	As per agreed inter-agency arrangements UNESCO complied with its statutory obligation towards UN joint machinery; payment of the contribution to the jointly shared core UNDSS budget which ensures ensure continuity of UNDSS services and support which are imperative to operations at the field level.
Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)	
Programmed	Attained
PI: Timely payment of annual UNESCO's contributions for 2012 and 2013 B/b: N/A	In line with exchanges between the Director-General and UN Secretary-General regarding payment of the statutory contribution for 2012-2013 the payment of this biennial contribution was differed to 2013. The bill was settled in July 2013



Cost-effectiveness/efficiency measures for this Chapter

The volume of the overall jointly shared UNDSS budget corresponds to the cost of operations at the field level in support of organizations carrying out activities as well as to overall policy support, training, aviation safety, crisis management (and psychological support to staff in crisis situations), development of tools such as security clearance/security incident reporting. These activities, their impact and efficiency are currently being reviewed by a dedicated inter-agency working group of which UNESCO (BFC) is a member, with a view to ensuring best delivery within the current budget frame. Decisions were taken at the inter-agency level to maintain the overall UNDSS jointly financed budget at nominal zero growth level.


Security requirements of staff members in the field.

Regular Programme ¹ : staff and operational budget		Extrabudgetary resources ¹
Allocation 2012-2013: US\$ 6 664 889	Expenditure % 2012-2013: 99%	Expenditures 2012-2013: US\$ 0

¹The budgetary information regards unaudited figures and for extrabudgetary resources include Emergency Funds.

36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt	
 Safe security conditions of field staff and personnel	<p>BFC ensured in sustainable manner that UNESCO Field Offices reach acceptable levels of security and safety standards . Effective and pro-active support and backstopping was provided in crisis situations. Support was provided to international UNESCO staff and families in security emergency situations. Policy and logistic assistance was also provided by BFC to the offices with a view to raising further the security measures.</p> <p>One of the <u>challenges</u> is the response rate from the field offices which delays significantly completion of this type of exercise.</p> <p>Field Offices were supported in development of business continuity plans with template model developed by BFC</p> <p>Advice provided to senior management on programme criticality and appropriateness of deployment of missions/activities to high risk areas.</p> <p>BFC managed the field security budget in cost-effective and sustainable manner by monitoring closely the security requirements, appropriate procurement procedures and justifications. BFC is responsible for implementations of MORSS (Minimum Operating Residential Security Measures) through monitoring of implementation of these measures by staff, ensuring compliance with recommended UNDSS measures and their cost-effectiveness. Close monitoring of the costs is constantly exercised by BFC and despite challenging budgetary situation all field security related requirements were met within the allocated budget frame.</p> <p>BFC maintains and updates personnel statistics for multiple purposes: emergency contingency/Malicious Acts insurance policy/distribution of locally shared security costs.</p>	
	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)	
	Programmed	Attained
	<p>PI: Enhanced compliance with DSS standards (MOSS, MORSS) in line with the UNSMS security risk management policy, conducive to safer and more secure working and living conditions of staff</p> <p>B/b: N/A</p>	<p>Continuous monitoring of MOSS compliance of the field offices (as a prerequisite for fund allocation for security improvement measures)/. Backstopping/ advice to field offices in prioritization of recommendations; support in security risk assessments. Backstopping in establishment of new field offices and/or moves to new premises. Timely reimbursement of residential security measures through payroll to all entitled international staff in the field including monitoring of implementation and cost effectiveness of measures.</p>
	<p>PI: Development and support in implementation of contingency plans (including pandemic)</p> <p>B/b: N/A</p>	<p>Policy and technical support to field offices. Development of business continuity plans/ contingency plans.</p>
<p>PI: Timely response to security emergencies, coordinated house wide support to the Field Offices and personnel</p> <p>B/b: N/A</p>	<p>Support provided in crisis security/safety situations; coordinated BFC/HRM/BFM action taken;</p>	
36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt	
 Field security awareness	<p>Advice provided to senior management on programme criticality and appropriateness of deployment of missions/activities to high risk areas.</p> <p>BFC continued to enforce the mandatory requirements regarding security trainings and security clearance. In line with the new UNDSS policy on security training (developed with active UNESCO's involvement) specific instructions were issued regarding validity of UNDSS mandatory training courses and their re-certification and applicability. Ongoing work with other services on integration of UNDSS information tools into UNESCO travel modules.</p> <p>Maintenance of the existing field security intranet page. Effective and timely dissemination of the security guidelines and procedures was carried out.</p> <p>Policy advice was provided to the Field Offices in the area of field security. Security briefings are provided to newly appointed/reassigned staff at HQ and in the field.</p>	

Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)	
Programmed	Attained
<p>PI: Enhanced security awareness among staff in the field and at HQs of field security policy, guidelines, respective responsibilities, accountability; security training programmes B/b: N/A</p>	<p>Completion of the mandatory training by all concerned personnel. review of the instructions related to UNDSS security training programmes, periodicity of re-certification. Revision together with HRM of relevant HR manual provisions</p>
<p>PI: Strengthened capacity of all UNESCO personnel to effectively handle their security and safety responsibilities B/b: N/A</p>	<p>Application by UNESCO personnel of the relevant procedures/ adequate reaction in case of security emergencies</p>

36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
<p> Field security policy making</p>	<p>With regard to the inter-agency coordination in the area of field security, UNESCO Field Security Coordinator continued to co-chair the Inter-Agency Security Management Network (IASMN) and the Steering Group of IASMN and participated in working groups on development of common security and safety policies, review of JFA security activities and MORSS. BFC continues to be a member of HLCM/FB Network's Working Group on Security Costs.</p> <p>Effective and timely dissemination of the security guidelines and procedures was carried out.</p> <p>Staff compliance with the security clearance procedures and training remains a challenge and controls at the AO levels when approving official travel should be reinforced. Ensuring that security aspects are included in all travel instructions/policies/procedures.</p>

Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)	
Programmed	Attained
<p>PI: Effective UNESCO participation in the inter-agency, field security policy making; B/b: N/A</p>	<p>UNESCO position reflected in the system wide policies and standards. UNESCO co-chairing of the Inter-Agency Security Management Network (IASMN) providing opportunity for better involvement in policy design and development</p>
<p>PI: Development and promulgation of the established UN system wide policies and UNESCO's specific practices and guidelines B/b: N/A</p>	<p>Field Offices and HQs personnel aware and implementing prevailing UNSMS policies and instructions/ effective distribution among staff including via UNESCO intranet. Development of UNESCO specific instructions and inclusion of security aspects in all relevant UNESCO internal policies and procedures (Administrative Manual and HR Manual). Ensuring that security aspects are included in all travel instructions/policies/procedures. Revision together with HRM of relevant HR manual provisions</p>

Cost-effectiveness/efficiency measures for this Chapter
<p>UNESCO has the obligation to ensure safety and security of personnel and assets and follows established by UNDSS recommendations/policies and practices and therefore need to maintain the required level of security protection commensurate with the security conditions in the duty station and compliant with prevailing risk mitigation actions. Nevertheless the field security budget is being permanently monitored and revised to reflect actual anticipated needs. Funds are being provided for security related expenses on a case by case basis to avoid allocations exceeding actual costs - these are made after review of the substantial need (UNDSS recommendations), adequate application of rules and procedures governing contracting, procurement; care is being taken that resources are utilised in the most cost efficient manner and alternative solutions are being sought for ensuring security in less costly manner.</p> <p>Despite the challenging budget situation all field security requirements were met within the allocated budget framework.</p>

Administrative Tribunal of the International Labour Organization.



Regular Programme ¹ : staff and operational budget		Extrabudgetary resources ¹
Allocation 2012-2013: US\$ 269 304	Expenditure % 2012-2013: 83%	Expenditures 2012-2013: US\$ 0

¹The budgetary information regards unaudited figures and for extrabudgetary resources include Emergency Funds.

Malicious Acts Insurance Policy.

Regular Programme ¹ : staff and operational budget		Extrabudgetary resources ¹
Allocation 2012-2013: US\$ 112 718	Expenditure % 2012-2013: 100%	Expenditures 2012-2013: US\$ 0

¹The budgetary information regards unaudited figures and for extrabudgetary resources include Emergency Funds.

36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt	
 Updated comprehensive staff data for MAIP premium purposes	Establishment of the comprehensive list of all UNESCO personnel worldwide (all types of contractual arrangements) allows better picture of the concentration of staff in high risk areas - serves as reference list for emergency situations.	
	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)	
	Programmed	Attained
	PI: Maintenance of updated database of all personnel covered by the MAIP B/b: N/A	2012 and 2013 versions of the UNESCO database of personnel worldwide completed and submitted to the United Nations in november 2012 and November 2013 respectively.
36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt	
 Timely payment of the UNESCO MAIP premium	Bills fully settled	
	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)	
	Programmed	Attained
	PI: Timely payment of annual UNESCO's MAIP premiums for 2012 and 2013 B/b: N/A	2012 and 2013 premiums settled by UNESCO in September 2012 and September 2013 respectively.
Cost-effectiveness/efficiency measures for this Chapter		
Bills fully settled - MAIP premium re-negotiated by UN on behalf of participating UN organizations at advantageous conditons resulting in 2012 and 2013 bills for UNESCO being lower than originally estimated (based on past expenditure trend).		

Part III.A. Human resources management



Regular Programme ¹ : staff and operational budget		Extrabudgetary resources ¹
Allocation 2012-2013: US\$ 27 821 002	Expenditure % 2012-2013: 100%	Expenditures 2012-2013: US\$ 764 029



¹The budgetary information regards unaudited figures and for extrabudgetary resources include Emergency Funds.



Part III.A. Human resources management

Regular Programme ¹ : staff and operational budget		Extrabudgetary resources ¹
Allocation 2012-2013: US\$ 3 395 381	Expenditure % 2012-2013: 96%	Expenditures 2012-2013: US\$ 636 932

¹The budgetary information regards unaudited figures and for extrabudgetary resources include Emergency Funds.

36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt	
 Action plan for the human resources management strategy for 2011-2016 developed and implemented	<p>During the period under consideration, the Bureau of Human Resources Management (HRM) pursued the priority actions outlined in the Action Plan of the HR Management Strategy for 2011/2016. As reported in the progress reports on the implementation of the HR Strategy and the Information Document submitted to the 190th and 191st Executive Boards and the 37th General Conference (ref. 190 EX/5 Part IV, 191 EX/5 Part IV & 37 C/INF.11), some of the activities listed in the Action Plan have been paced in line with the financial resources available. Work during this period focused on the streamlining and development of IT tools and the related review and updating of HR policies and processes.</p> <p>A review of the Action Plan will be undertaken in early 2014 following the 37 C/4 and 37 C/5, ensuring that it continues to be relevant and meets the Organization's needs.</p>	
	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)	
	Programmed	Attained
	PI: Implementation of a streamlined staffing process covering external appointments to internal appointments/mobility changes	E-Recruitment tool implemented on 27 June 2012 at HQ and roll-out to Field Offices in progress. A new HR planning tool is also being put in place for 2014.
	PI: Succession planning mechanism for specific profiles and skills implemented and a candidate pool established	Development & implementation due in 2014.
	PI: Improved competency-based interviews	Competency-based interview protocols developed.
	PI: Redesigned vacancy notices, new e-recruitment tool introduced	Implemented. New e-recruitment tool 'Careers' launched at HQ on 27 June 2012.
	PI: Implementation of geographical mobility policy	Updated Geographical Mobility policy implemented on 30/10/2013
36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt	
 Equitable geographical distribution and gender balance improved, in particular at the senior management levels	<p>As a consequence of the cashflow situation, there was a limited number of recruitments during the biennium; this coupled with the number of retirements helps explain the current trends with regard to Geographical Distribution and Gender Balance in the Secretariat. However, in light of the number of mandatory retirements planned in 2014/2015, opportunities could arise to improve geographical distribution and representation of women at the senior management level. Sustained efforts are required.</p>	

Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)	
Programmed	Attained
PI: Implement approved Action Plan for the improvement of geographical distribution B/b: Targets detailed in Action Plan	As at 1 December 2013, 79% of Member States are represented in the Secretariat. The Action Plan target aims at 85% of represented Member States by end-2015.
PI: Implement approved Gender Action Plan targeting 50% representation at all professional levels in particular at the senior management level B/b: Targets detailed in Action Plan	As at 1 December, 34% of Director level staff and 37% of P5 level staff are women.
36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
 Effective and financially sound social security schemes for staff ensured	<p>The change in Governance Structure is a milestone for the Fund as it will ensure that decision-making on MBF issue is to the greatest benefit of the Fund ensuring its long-term viability, while addressing the potential conflict of interests resulting from beneficiaries of the Fund. It also facilitates faster decision-making while maintaining the voice of the participants. In this way, the objective was achieved and fully meets expectations.</p> <p>The constructive dialogue on funding options, specifically of the After Service Health Insurance (ASHI) liability paves the way future positive developments once a report on this subject is received from the General Assembly of the United Nations and the Organization is in a better financial position.</p>
Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)	
Programmed	Attained
PI: Implement plan design, governance and funding mechanisms of the Medical Benefits Funds, as approved by the Director-General upon recommendation of the MBF Board of Management	A proposal for a revised governance structure was presented to the General Assembly of Participants, which did not express a position on the issue. Consequently, the 37th General Conference approved a proposal based on the recommendations of an external consulting company and vetted by the Board of the Medical Benefits Fund. Recommendations were made to the 37th General Conference to change the current funding structure of the MBF, specifically with reference to the After Service Health Insurance (ASHI) liability, but given the current financial position of the Organization, no agreement could be reached about the Funding source and the timing on when the funding should commence.
36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
 Learning and development plan elaborated, implemented and monitored	<p>While there was a suspension in budget allocation with regard to training and learning for 2012/2013, certain training programmes and activities continued with no cost implication. This included FABS and IPSAS, SISTER, IT training, Ethics, RBM, Performance Management etc. Some Field Offices have made use of experts on mission to have small workshops for the staff. At HQ language training programmes have been organised in the 6 official languages on a cost-sharing basis for staff members and staff of the permanent delegations.</p> <p>An E-learning platform was launched in Sept. 2013 providing over 120 e-learning modules to all staff at HQ and the Field, including trainings on competency development and leadership skills. Some of the modules obtained were shared by other UN Agencies, at no cost, to UNESCO.</p>
Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)	
Programmed	Attained
PI: Ensure deliverance of established corporate training plan, as approved by the Director-General	No Corporate Training Plan was developed due to lack of budget allocation.
PI: Implementation of learning and development activities and initiatives	Certain training programmes with no cost implication were implemented at HQ. This included FABS and IPSAS, SISTER, IT training, Ethics, RBM, Performance Management. Self-learning CD-Roms were issued and made available on-line. Some Field Offices have made use of experts on mission to have small workshops for the staff. At HQ language training programmes have been organised in the 6 official languages on a cost-sharing basis for staff members and staff of the permanent delegations. However, with the launch of the Learning Management System in Sept. 2013 (e-learning platform), all staff, at HQ and Field, have access to over 120 learning modules in English and French.

36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt	
 Culture of results introduced in performance management	<p>Much progress has been made with regard to Career Development & Performance Management components. The first phase of the career management tool has been launched, including the learning platform for the development of managerial and behavioral competencies. The review of the performance management policy is being finalized as well as the new performance management tool. The tool is being tested and will be ready for implementation for the 2014-2015 performance assessment cycle. Competency assessment will be implemented as a feedback mechanism and used for identifying strengths and areas for development.</p>	
Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		
Programmed		Attained
PI: Career development/counseling service implemented and delivery of learning opportunities with traditional and on-the-job training of management and leadership competencies	<p>The Career Management Tool was launched in October 2013, which allows each staff member to enter their profile, which will be used in career development. As of January 2014, 43% of staff members have completed their profile. Career counselling has been an on-going exercise and staff are guided on development activities that will assist in achieving their career goals. Conscious of providing cost-effective training, a learning platform was launched in September 2013 providing e-learning modules to all staff in all duty stations. 120 learning activities are available on the learning platform covering amongst other things modules on managerial competencies.</p>	
PI: Performance tool reviewed and streamlined to reflect a culture of performance management	<p>A new tool is in the process of being finalised to be implemented at the start of the new biennium. The existing Performance Management Policy has been reviewed and is under discussion with ACPP, to be implemented at the same time as the launching of the new tool.</p>	
PI: 180 degrees feedback for supervisors implemented	<p>Competency Assessment will be part of the Career Management Tool. It will be used as a feedback mechanism for staff to identify strengths as well as areas for development. This competency assessment exercise will be implemented alongside the performance management cycle.</p>	
PI: Monitoring of implementation of the performance management and feedback mechanism	<p>Monitoring by HRM of the implementation/compliance rate of the performance assessment exercise has been an on-going process throughout the biennium.</p>	
PI: Implementation of a recognition system for outstanding performance	<p>Once the new Performance Management System and the Competency Assessment is operational, the recognition programme will be considered as part of the activities outlined in the Action Plan of the HR Management Strategy 2011/2016.</p>	
36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt	
 Administrative actions relating to recruitment, appointments and benefits/entitlements administration efficiently processed	<p>Implementation of the new E-recruitment system (July 2012) to streamline advertisements, identification of pools of qualified candidates, the monitoring of service delivered and in particular, the objective of reducing the time to complete the recruitment process (targeted to 180 days). The new system has been in use for over a year and the target of reducing the recruitment process has been already achieved. The system is currently being rolled-out to the Field offices.</p> <p>HRM, with technical support from BKI, continues to review its administrative processes with a view to streamlining and automating the most frequent/labour-intensive/paper oriented processes in order to eliminate the latter. To that effect, a number of specific automated workflows were developed and have been implemented in 2013 with others under development and/or in testing phase.</p>	
Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		
Programmed		Attained
PI: Recruitment process reduced to 180 days	<p>Before the implementation of the new e-recruitment tool (launched in July 2012) the recruitment process could last 8 to 10 months average (300 days). With the implementation of the new system, it was expected to reduce to 180 days, from the closing date of the advertisement to the Director-General's decision. The new system has been in use for over one year and the target of reducing the recruitment process has been already achieved.</p>	
PI: Development of streamlined, generic advertisements	<p>Implemented</p>	
PI: Targeted recruitment pool to identify quality	<p>This action has been postponed to a later date which is indicated in the Action Plan of the HR Management Strategy 2011/2016 seeing</p>	

Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)	
Programmed	Attained
candidates	that only mission critical posts approved by the DG are being advertised due to the financial context of the Organization.
PI: Streamline service provisions and establish a monitoring mechanism to ensure appropriate and standard service delivery	With the introduction of the new e-recruitment tool, service provisions and monitoring mechanisms have been streamlined, for example, managers have direct access to the system to manage their posts; and new recommendation format has been automatized.
PI: Delegation of authority reviewed within the Bureau with the purpose of reducing layers while ensuring appropriate accountability	An analysis was carried out internally amongst the various Sections/Units in HRM. In light of the restructuring proposals, it will be tabled again & reviewed in 2014.

Cost-effectiveness/efficiency measures for this Chapter

A key achievement during this reporting period was the implementation of the new E-recruitment tool 'Careers' in July 2012 which is contributing to the streamlining of the recruitment process including preparation of vacancy announcements and prescreening of applications. This has already had a positive impact on the time taken to recruit a position. The tool in use now for over one year has already achieved its target of reducing the average time taken in a recruitment process. It has also generated some savings in human resources and administrative costs e.g. one P1/P2 function in charge of pre-screening, three half days of one GS staff responsible for printing and assembling CV's etc. as well as the massive reduction in the paper trail. The new tool also incorporates a new Consultant Roster which enhances the transparency and competitiveness of the consultant selection process.

Web-based tools were purchased in 2012 in support of planning, mobility, career development, performance and learning. The first two modules - competencies & learning - were launched in September 2013 (MyTalent). In light of the suspension of the 2012/2013 training allocation, the e-learning platform was deemed essential to implement on a priority basis. The tool provides all staff - at HQ and the Field - with over 120 e-learning modules (some existing, some new/shared free of charge by other UN Agencies). The performance management tool has been developed to coincide with the revised policy and performance assessment cycle for 2014/2015. It is due to be launched early 2014. These web-based tools/mechanisms should further rationalize and streamline HR process and procedures.


HRM, with technical support from BKI, continues to review its administrative processes with a view to streamlining and automating the most frequent/labour-intensive/paper oriented processes in order to eliminate the latter. A number of specific automated workflows have been developed and implemented with others under development/testing.

A number of HR-related cost-cutting measures were developed & implemented during 2012/2013 (e.g. education grant advances, mission travel, pre-assignment mission and interview travel); as well as the "20%" reduction in honorary fees & reduced DSA of individual consultants.

Staff Training and Career support Programme

Regular Programme ¹ : staff and operational budget		Extrabudgetary resources ¹
Allocation 2012-2013: US\$ 0	Expenditure % 2012-2013: N/A	Expenditures 2012-2013: US\$ 127 097

¹The budgetary information regards unaudited figures and for extrabudgetary resources include Emergency Funds.

36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt	
 Learning and development plan elaborated, implemented and monitored	<p>Despite the financial situation, we have tried to implement as much training as possible at no cost. Staff have been encouraged to make us of the e-learning modules which have been developed to acquire the competencies that they need.</p> <p>With the launch of the Learning Management System (e-learning platform), we have been able to make available to staff over 120 learning modules. We signed MOUs with UNHCR and GFC Learning, so that we could access their learning content and publish them on our LMS, at no cost.</p>	
	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)	
	Programmed	Attained
	<p>PI: Implementation leadership and management training programme B/b: Number of training sessions and participants training.</p>	No budget was allocated for the implementation of the Leadership and Management training programme
<p>PI: Development and implementation of management competency modules B/b: Number of modules developed and participants trained</p>	Despite the lack of financial resources Sectors and Corporate Services have continued to implement certain training programmes which were at no cost to Organisation. Those include, RBM training, Performance Management, Ethics, language training, use of new informatic tools and FABS training. We have further promoted the self-learning CDROMs developed, which are also available on-line and staff member have resorted to this form of training to address any competency development needs. The multi-media centre has been increasingly used for self-led learning. With the launch of the new Learning Management System, 120 learning modules were also made available for self-learning in English and French	

Cost-effectiveness/efficiency measures for this Chapter

There was no budget allocation for training/learning during this biennium. We have however been able to implement learning activities at no cost. Through research, negotiation and development of partnerships with other international organizations, we have been able to make available training to all staff of UNESCO. The LMS is very effective in ensuring that training reaches a wider population at no additional cost.

Part III.B. Financial management



Regular Programme ¹ : staff and operational budget		Extrabudgetary resources ¹
Allocation 2012-2013: US\$ 13 491 042	Expenditure % 2012-2013: 102%	Expenditures 2012-2013: US\$ 314 245



¹The budgetary information regards unaudited figures and for extrabudgetary resources include Emergency Funds.


Part III.B.1. Financial Management

Regular Programme ¹ : staff and operational budget		Extrabudgetary resources ¹
Allocation 2012-2013: US\$ 218 188	Expenditure % 2012-2013: 99%	Expenditures 2012-2013: US\$ 314 245

¹The budgetary information regards unaudited figures and for extrabudgetary resources include Emergency Funds.

36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt	
 Informed decision-making by the Director-General and Governing bodies facilitated by timely financial and budgetary monitoring and reporting on regular budget and extrabudgetary resources with particular emphasis on management of risks	<ol style="list-style-type: none"> Advice / implementation of mechanisms for managing cash flow and 37 C/5 \$188M deficit following the suspension of US funding 31 October 2011 - resulting in \$136M reduction of expenditure from approved budget and closure of biennium within the funds available and without a cashflow deficit SMT financial management dashboard developed with emphasis on analytical content and in order to provide a better risks and opportunities analysis. Management Chart redesigned for EX / 192 with more analytical content , integrated view across funding sources and with historical trends, simplified and focused on key financial management issues. The HACT Advisory Group has launched a global assessment in order to revise the framework, resulting in UNESCO postponing revision of related manual items. The Field Office Manual will be completed in 2014 with the incorporation of the ivory note (issued January 2014) on Enhanced Delegation of Authority to UNESCO Field Offices and Revised Reporting Lines. 	
	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)	
	Programmed	Attained
	PI: Development of Field Office Manual including operational guidelines on harmonised UN business practices, incorporating lessons learnt from pilot HACT countries B/b: none	<ol style="list-style-type: none"> Achieved reduction in 36 C/5 expenditure in order to close the biennium without a cashflow deficit Improved analytical reporting in EX4 to Executive Board and SMT financial reports Revisions of Field Manual for incorporation of HACT delayed as the framework is undergoing a UN wide revision.
36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt	
 Risk-based budgetary and financial internal control systems strengthened across the Organization,	<ol style="list-style-type: none"> Elaboration of Accountability framework identifying risk and control mechanisms throughout the organization postponed in the context of the organisational review. Self Assessment tool for Statement of Internal control (SIC) was further developed for the 2013 exercise, based on UNESCO leadership of UN wide working group on SIC All major financial policies underpinning the internal control framework have been drafted or revisited to take on board the changing environment. These new policies on travel, contracting/procurement, issues such as fraud management, are now anchored in daily practice. A one-stop-shop for contracting was implemented and the Contracts Committee mandate & membership were redefined, with the publication of 12 Manual Items under a global procurement/contracting strategy and introducing a new process for mandatory 	

36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt	
	<p>compliance review of high risk/value contracts.</p> <p>4.As reported to the 192 / EX -" 64 recommendations were pending at 31 May 2012 and 74 were made in 2012 and 2013, to give a total of 138 recommendations . 75 recommendations were pending or partly implemented as at 31 May 2013 , of which 56% were made in 2012-2013 and 7% were made in 2008 " . A further 15 recommendation's were made in relation to the Financial Statements, of which 4 were implemented immediately</p>	
	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)	
	Programmed	Attained
	<p>PI: 1.Implementation of internal and external audit recommendations within 12 months 2. Development of an accountability framework clearly identifying risk and control mechanisms throughout the organisation</p> <p>B/b: None</p>	<p>1. Elaboration of Accountability framework identifying risk and control mechanisms throughout the organization postponed n the context of the organisational review. 2. Self Assessment tool for Statement of Internal control (SIC) was further developed for the 2013 exercise, based on UNESCO leadership of UN wide working group on SIC 3. As reported to the 192 / EX -" 64 recommendations were pending at 31 May 2012 and 74 were made in 2012 and 2013, to give a total of 138 recommendations . 75 recommendations were pending or partly implemented as at 31 May 2013 , of which 56% were made in 2012-2013 and 7% were made in 2008 " . A further 15 recommendation's were made in relation to the Financial Statements, of which 4 were implemented immediately.</p>
36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt	
 <p>Transparent and high quality audited financial statements produced in accordance with IPSAS and presented to the Governing bodies with a clean audit opinion</p>	<p>IPSAS (International Public Sector Accounting Standard) compliant financial statements were produced for 2010 ,2011 and 2012 and received an unqualified or "clean" opinion from the External Auditors. The 2012 Financial statements are available on the UNESCO website and give a true and fair view of the financial position of the organisation as at 31st December as well as its its financial performance during the year in terms of cost of programme delivery and the amounts and the resources of revenue. The cash flow statement and comparison of the budget and actual amounts for the same periods also form part of these statements. The Director General's report on these provides an overview of these as well as of: budgetary performance ; organisational background, objectives and strategy ; significant events; and of internal control and financial risk management.</p>	
	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)	
	Programmed	Attained
	<p>PI: Production of IPSAS compliant financial statements for 2011 and 2012</p> <p>B/b: 2010 Audit opinion</p>	<p>•IPSAS compliant financial statements produced for 2011 and 2012 and adopted by the 37th General Conference •Unqualified audit opinion achieved since 2010 •2012 Financial Statements published in PDF format and available on UNESCO websites (external, member states and staff)</p>
36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt	
 <p>Effective operational reporting lines established from Administrative Officers to the CFO, with particular attention to the Field Office network</p>	<p>This will be implemented furhter to the outcome of the current on going in house restructuring.</p>	
	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)	
	Programmed	Attained
	<p>PI: 1.Development of accountability agreement including reporting and support guidelines by December 2012 2. Regular quarterly meetings of AO Forum, incorporating Field Office AO presence</p> <p>B/b: None</p>	<p>Following the on going restructuring of the EO / AO function as well as the implementation of the Field AO structure there is need to revise and further develop the accountability framework in 2014. There were regular meetings of AOs in HQ - with periodic inclusion of Field AOS - under the EO / AO reform process and Field AO structure review, to discuss and propose process simplification. Field AOs.</p>

36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt	
 Operational guidance and overall coordination provided to Field Offices on the implementation of measures agreed upon in the context of harmonized business practices in the UN system framework	See ER 1	
Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		
Programmed		Attained
PI: Development of Field Office Manual including operational guidelines on harmonised UN business practices, incorporating lessons learnt from pilot HACT countries B/b: none		See ER1


Cost-effectiveness/efficiency measures for this Chapter

See ER 1

Part III.B.2. - Corporate wide insurance premiums

Regular Programme ¹ : staff and operational budget		Extrabudgetary resources ¹
Allocation 2012-2013: US\$ 377 512	Expenditure % 2012-2013: 100%	Expenditures 2012-2013: US\$ 0

¹The budgetary information regards unaudited figures and for extrabudgetary resources include Emergency Funds.

36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt	
 Gestion efficace des contrats d'assurance pour toute l'Organisation.	Police d'assurance au meilleur rapport qualité prix implementée et payée.	
Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		
Programmed		Attained
PI: S'assurer que l'assurance soit au meilleur rapport qualité prix		PAYment processed on time.

Cost-effectiveness/efficiency measures for this Chapter

Police d'assurance au meilleur rapport qualité prix implementée et payée.

Part III.C. Support services management



Regular Programme ¹ : staff and operational budget		Extrabudgetary resources ¹
Allocation 2012-2013: US\$ 61 831 536	Expenditure % 2012-2013: 100%	Expenditures 2012-2013: US\$ 1 242 039




¹The budgetary information regards unaudited figures and for extrabudgetary resources include Emergency Funds.

Part III.C. Chapter 1. Coordination, IT infrastructure, systems and communications management

Regular Programme ¹ : staff and operational budget		Extrabudgetary resources ¹
Allocation 2012-2013: US\$ 14 236 652	Expenditure % 2012-2013: 101%	Expenditures 2012-2013: US\$ 914 268

¹The budgetary information regards unaudited figures and for extrabudgetary resources include Emergency Funds.

36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt	
 Outsourcing modalities for services implemented where relevant	<p>With regards to MSS core services and BKI in particular, the services of International Computing Center (UNICC) for email, collaboration tools and web hosting were considered but then abandoned as deemed too expensive. In turn, other alternatives were also considered e.g. Amazon for web hosting but not concluded due to the complexity of the current environment . With regards to email and collaboration tools UNESCO was observer to UN-wide initiative on the feasibility of outsourcing these services to the Cloud, an approach already been taken by UNICEF and UNDP with Microsoft . Google and Microsoft have offered these services at no charge to UNESCO and the offer was at study.</p> <p>With regards to MSS non core services and URS in particular, the financial recovery plan put in place has produced the positive and expected results and at the end of 2013 the URS have found the path for financial stability which is yet to be accompanied and sustained by a set of corrective measures that were identified in 2013 and set for scheduled implementation.</p>	
	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)	
	Programmed	Attained
<p>PI: cost and quality of services service levels B/b: baseline data on cost, quality and user satisfaction</p>	<p>For the core activities of MSS relating to Knowledge Management (KM) & Information and Communication Technologies (ICT) an outsourcing strategy was defined. In this context, research was conducted in order to evaluate outsourcing opportunities from both cost and quality perspectives. For other non core activities of MSS or auxiliary services and in particular with regard to the restaurant services (URS) a plan has been put in place with the objective to address major difficulties that came to the surface in 2012.</p>	
36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt	
 IT security policy, business continuity and disaster recovery plan developed for IT systems, services and infrastructure,	<p>User awareness on T security matters and issued was given priority attention and action. Security alerts on the most common threats were regularly brought to the attention of the users.</p> <p>As regards to Business Continuity, investments needed in disaster recovery were evaluated</p>	

Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)	
Programmed	Attained
PI: Validated document available for IT Security policy Validated document available for Business Continuity plan with recommendations for disaster recovery B/b: UN compliance	The Information Technology Security Policy was developed and issued accompanied by user awareness measures that included communication on IT security issues, IT security training, as well as, an enhanced user password policy. As a corollary, a Business Continuity Plan focused on ICT risks and a Disaster Recovery Plan were developed.
36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
 Unified communications network with Voice over Internet Protocol (VoIP) technology developed encompassing both HQs and the Field Offices and Multimedia capabilities integrated into Electronic Records Management system	Planned investment in a unified communications network had to be abandoned due to financial constraints. The growing demand for video/audio conferencing tools was met through cloud-based service solutions contracted to provide audio and web-conferencing facilities at reasonable prices
Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)	
Programmed	Attained
PI: Project executed and services available B/b: existing services	Planned investment in a unified communications network had to be abandoned due to financial constraints.
36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
 Organizational knowledge management in line with the IT strategic plan supported by electronic records management,	The electronic records management system was successfully implemented and the records migrated to the new system, as scheduled.
Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)	
Programmed	Attained
PI: KM and IT plan Electronic records management tool implemented B/b: current situation	An electronic records management tool was implemented in 2013.
36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
 "Greening" UNESCO supported and carbon footprint reduced	Efforts to integrate greening initiatives into UNESCO's operational practices in facilities and travel management continued. However, the compilation of data for the purpose of the annual carbon footprint inventory is cumbersome and remained an area of concern. To facilitate and streamline this process in the future and as regards carbon footprint relating to travel, the active collaboration of the travel agency was sought and achieved.

Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)	
Programmed	Attained
PI: Initiatives and actions at the sector level towards to mitigate of the carbon footprint of MSS operations are implemented in a coordinated manner B/b: Previous GHG data	MSS actively coordinated the Secretariat efforts to integrate greening initiatives into UNESCO's operational practices in facilities and travel management.

Cost-effectiveness/efficiency measures for this Chapter

The structure of MSS was aligned with the targets of the Roadmap for the implementation of the 36 C/5 and, notably, its target 12 which called for a reduction of 15% in Corporate Services.


MSS has succeeded in formulating integrated approaches to the support services, rationalizing and concentrating these so as to avoid duplication, achieve greater coherence in the management of the different services, ensure synergies and, ultimately, reduce administrative costs.




Major service contracts were renegotiated for lower fees while continuing adequate levels of service and framework agreements for the acquisition of common goods and services further developed so as to serve as tool and basis for enhanced cost and process efficiency

Part III.C. Chapter 2. Conferences, languages and documents services management

Regular Programme ¹ : staff and operational budget		Extrabudgetary resources ¹
Allocation 2012-2013: US\$ 17 744 830	Expenditure % 2012-2013: 100%	Expenditures 2012-2013: US\$ 327 771

¹The budgetary information regards unaudited figures and for extrabudgetary resources include Emergency Funds.

36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
 ER 12: Conference, interpretation and translation services as well as document production and distribution services (including e-distribution) provided in a more coherent and timely manner	<p>Conference, interpretation and translation services as well as document production and distribution services were provided in a timely manner despite the complex environment marked by scarce financial and human resources.</p> <p>Services for conferences and cultural events management were merged to better respond to clients needs and expectations in a coherent and integrated manner.</p>
Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)	
Programmed	Attained
PI: no more than 3 complaints received per service B/b: service considered satisfactory if number of complaints does not exceed 3 per service	<p>Conference, interpretation and translation services as well as document production and distribution services were provided in a timely manner despite the complex environment marked by scarce financial and human resources. Services for conferences and cultural events management were merged to better respond to clients needs and expectations in a coherent and integrated manner.</p>

36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt	
 ER 13: Service level agreement established with at least three significant translation clients	No service level agreements were established and focus shifted and priority was given to ensuring continuity of services over a period marked by financial constraints and scarcity of resources.	
	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)	
	Programmed	Attained
	PI: establishment of three service level agreements B/b: 3 service level agreements	No service level agreements were established and focus shifted and priority was given to ensuring continuity of services over a period marked by financial constraints and scarcity of resources.
36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt	
 ER 14: E-distribution developed	Progress has been made in further progressing towards e-distribution of documents and in awareness among users of the need for such a change	
	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)	
	Programmed	Attained
	PI: review and rationalization of distribution lists to facilitate switch to e-distribution appropriate IT mechanisms developed B/b: e-distribution developed for statutory distribution of publications	Progress has been made in further progressing towards e-distribution of documents and in awareness among users of the need for such a change
36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt	
 ER 15: "Greening" UNESCO supported and carbon footprint reduced	Paper consumption was largely reduced and the quality label for printing retained.	
	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)	
	Programmed	Attained
	PI: reduced consumption of paper maintenance of quality label for printing B/b: actual consumption of paper reduced quality label maintained	Paper consumption was largely reduced and the quality label for printing retained.

Cost-effectiveness/efficiency measures for this Chapter

The Division was reorganized with the aim of streamlining processes, modernizing procedures and reducing costs.

A series of measures were implemented such as the:

- discontinuation of in-house offset printing ;
- centralized stock management of publications;
- merge of mail and distribution services;
- creation of a single entry point for conference and cultural events services;
- gradual reduction in print-runs and distribution of information materials;
- transition to e-pub format for certain types of information materials;
- increased recourse to outsourcing.



Cost-effectiveness/efficiency measures for this Chapter




All the above measures, allowed to provide in time and quality the services expected by the users and despite the dire financial circumstances




Part III.C. Chapter 3. Common services management including procurement, Headquarters security and utilities

Regular Programme ¹ : staff and operational budget		Extrabudgetary resources ¹
Allocation 2012-2013: US\$ 29 850 054	Expenditure % 2012-2013: 100%	Expenditures 2012-2013: US\$ 0

¹The budgetary information regards unaudited figures and for extrabudgetary resources include Emergency Funds.

36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt	
 Maintenance, upkeep and operation of the technical facilities and installations at Headquarters ensured at a satisfactory level; risks and negative effects of austerity minimized	Building maintenance, safety and security activities were reviewed to cope with the reduced budgets and resources allocated to priorities and to ensure business continuity.	
Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		
Programmed		Attained
PI: Provide services to users of Headquarters buildings. B/b: Services to users of the Headquarters buildings at an efficient and satisfactory level.		The impact of the budget reductions on building maintenance, safety and security was hard felt during the last semester of 2013. All efforts were made to mitigate risks and ensure a safe, secure, accesible and more energy-efficient work environment fou UNESCO personnel and visitors
36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt	
 Cost-sharing developed for optimal use of human and financial resources	The office space optimization plan has facilitated the introduction of new parameters and a refined measurement of the exploitation charges cost-sharing arrangements within the Secretariat	
Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		
Programmed		Attained
PI: Provide services to users of Headquarters buildings. B/b: Services to users of the Headquarters buildings at an efficient and satisfactory level.		The office space optimization plan has facilitated the introduction of new parameters and refined measurement and cost-sharing of the common exploitation charges of Headquarters.

<p>36 C/5 Expected Results</p>	<p>Achievement(s) including Challenges/Lessons learnt</p>	
<p> Safety and security measures assessed and updated to current situations</p>	<p>The following activities were achieved during the biennium: 1. completion of the planned perimeter security works foreseen in Phase 2 of the Medium-term Security Plan, 2. the Forward Security Post Fontenoy project was re-launched and supplementary extra-budgetary funds secured (authorized by the Headquarters Committee 07/2013), 3. the replacement of pedestrian entry at 125 Suffren, 4. fire safety works Building I - transfer of fire alarm bays to secure basement locals and the renovation of a new central alarm local for Buildings VI and VIbis in collaboration with MSS/B.</p> <p>The local authorities granted a full clearance and favorable authorization for Building V (Bonvin) high rise (IGH) classed W I IGH.</p>	
<p>Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)</p>		
<p>Programmed</p>		<p>Attained</p>
<p>PI: Operation of the security and safety installations maintained risks minimized B/b: Operations of the security and safety installations maintained at proper level. Utilities at necessary level</p>		<p>Safety and security measures were reassessed to cope with risks while remaining within the budget allocations available that were used in totality.</p>
<p>36 C/5 Expected Results</p>	<p>Achievement(s) including Challenges/Lessons learnt</p>	
<p> Facilities and installations maintained at a satisfactory level in compliance with host country norms and within budgetary allocations.</p>	<p>Works continued within the reduced budget allocations and these used in line with the priorities set in the Capital Master Plan with particular attention to fire safety (detection, exits, signing and evacuation) , waterproofing, elevators, electrical systems and compliance with local hygiene norms.</p>	
<p>Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)</p>		
<p>Programmed</p>		<p>Attained</p>
<p>PI: Headquarters buildings are maintained in accordance with host country norms. B/b: Headquarters premises are maintained to health and safety standards for users.</p>		<p>Facilities and installations maintenance activities were reassessed to cope with risks while remaining within the budget allocations available that were used in totality.</p>
<p>36 C/5 Expected Results</p>	<p>Achievement(s) including Challenges/Lessons learnt</p>	
<p> Capital Master Plan in Fontenoy and Miollis/Bonvin sites implemented within the limits of resources available.</p>	<p>Works continued in line with the CMP priorities with particular attention to fire safety (detection, exits, signing and evacuation) for all sites, as well as the transfer of fire alarm bays to secure basement locals in Building I - and the renovation of a new central alarm local for Buildings VI and VIbis.</p>	

36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt	
 Procurement processes simplified and Long Term Agreements (LTA's) in place for most frequent and routine purchases at Headquarters	<p>The re-organization of MSS (DG/note/13/8, 04/06/13) was implemented, with the transfer of procurement services (ex-DCS/PRO) to MSS/OPS. The broader use of Long Term Agreements (LTA) for recurrent goods and services and this for the further aggregation of spend and standardization was set as a priority and a number of LTAs concluded while others set for the various stages of competition.</p>	
Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		
Programmed		Attained
<p>PI: Provide simplified procedures on procurement of recurrent items, including LTAs. B/b: Routine procurement services provided efficiently and at satisfactory levels to the Organization.</p>		<p>Long Term Agreements (LTA) were concluded for recurrent goods and services and this for the further aggregation of spend and standardization.</p>
36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt	
 Technical skills in procurement improved Organization-wide to ensure that decentralized procurement flows in strict application of rules and regulations	<p>Technical skills in procurement and its improvement remained an area of concern. The needs have been identified and plans set to address shortcomings and have key staff involved in procurement gaining the UN certification in public procurement.</p>	
Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		
Programmed		Attained
<p>PI: Provides technical and administrative support and advice on the procurement services of goods, works and services in line with administrative procedures. B/b: Procurement services ensuring technical and administrative support and advice at satisfactory levels with a focus on transparency and conformity of Administrative procedures.</p>		<p>Technical skills in procurement and its improvement remained an area of concern. The needs have been identified and plans set to address shortcomings.</p>
36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt	
 Property management processes and procedures at Headquarters are consistent with International Public Sector Accounting Standards (IPSAS)	<p>A UNESCO Headquarters house-wide stock take and inventory of UNESCO assets and items of property at Headquarters were conducted in compliance with International Public Sector Accounting Standards (IPSAS)</p>	
Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		
Programmed		Attained
<p>PI: Maintain an up to date inventory register of UNESCO assets. B/b: Current inventory register of UNESCO assets for</p>		<p>House wide stock take and inventory of UNESCO assets and items of property at Headquarters were conducted in compliance with International Public Sector Accounting Standards (IPSAS)</p>

Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)	
Programmed	Attained
reporting in line with IPSAS standards.	

Cost-effectiveness/efficiency measures for this Main Line of Action

The impact of the 2012-13 budget reductions was hard felt by MSS but economies were identified to ensure that activities and urgent priorities could be accomplished. Workplans were constantly being reviewed to cope with the limited funds and under-staffing.

Activities considered non-essential were identified and abandoned or postponed.

The use of temporary assistance was drastically reduced

The Operations section (MSS/OPS) was created in June 2013 and led thereon efforts to introduce sustainable cost efficiency measures but yet much remained yet to be achieved

Reserve for reclassifications/merit-based promotions

Regular Programme ¹ : staff and operational budget		Extrabudgetary resources ¹
Allocation 2012-2013: US\$ 0	Expenditure % 2012-2013: N/A	Expenditures 2012-2013: US\$ 0

¹The budgetary information regards unaudited figures and for extrabudgetary resources include Emergency Funds.

Part IV. Loan Repayments for the Renovation of the Headquarters Premises and the IBE Building

Regular Programme ¹ : staff and operational budget		Extrabudgetary resources ¹
Allocation 2012-2013: US\$ 14 074 000	Expenditure % 2012-2013: 100%	Expenditures 2012-2013: US\$ 0

¹The budgetary information regards unaudited figures and for extrabudgetary resources include Emergency Funds.

Part IV. Loan Repayments for the Renovation of the Headquarters Premises


Regular Programme ¹ : staff and operational budget		Extrabudgetary resources ¹
Allocation 2012-2013: US\$ 13 784 000	Expenditure % 2012-2013: 100%	Expenditures 2012-2013: US\$ 0

¹The budgetary information regards unaudited figures and for extrabudgetary resources include Emergency Funds.

Part IV. Loan Repayments for the IBE Building

Regular Programme ¹ : staff and operational budget		Extrabudgetary resources ¹
Allocation 2012-2013: US\$ 290 000	Expenditure % 2012-2013: 99%	Expenditures 2012-2013: US\$ 0

¹The budgetary information regards unaudited figures and takes into account organizational restructurings and for extrabudgetary resources include Emergency Funds.

36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
 Timely payment of loan for office building	Payment were made in line with the agreement
Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)	
Programmed	Attained
PI: Loan payment in line with loan agreement schedule	Payment were made in line with the agreement

Cost-effectiveness/efficiency measures for this Chapter

Payment were made in line with the agreement

Part V. Anticipated Cost Increases


Regular Programme ¹ : staff and operational budget		Extrabudgetary resources ¹
Allocation 2012-2013: US\$ 0	Expenditure % 2012-2013: N/A	Expenditures 2012-2013: US\$ 0

¹The budgetary information regards unaudited figures and for extrabudgetary resources include Emergency Funds.

Part V. Anticipated Cost Increases

Regular Programme ¹ : staff and operational budget		Extrabudgetary resources ¹
Allocation 2012-2013: US\$ 0	Expenditure % 2012-2013: N/A	Expenditures 2012-2013: US\$ 0

¹The budgetary information regards unaudited figures and for extrabudgetary resources include Emergency Funds.

36 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
 Statutory staff cost movements managed within budget provided	The provision was dealt with in the overall context of budget forecast for 2012-2013
Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)	
Programmed	Attained
PI: Statutory staff cost movements managed within budget provided	The staff cost budget was managed successfully within the available funds

Cost-effectiveness/efficiency measures for this Chapter

Due to financial constraints facing the Organization, the budget provision for the Cost increases was managed within the overall budget available. Through this operation, it was possible to cover all the requirements relating to cost increases despite the substantial reduction in this provision compared to 36 C/5 Approved.