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Educational, Scientific and
Cultural Organization

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EXECUTION OF THE PROGRAMME ADOPTED BY THE GENERAL CONFERENCE

PART I (A)

PROGRAMME IMPLEMENTATION REPORT (PIR)

(1 JANUARY 2014-31 DECEMBER 2015)

SUMMARY

The Programme Implementation Report (PIR) is prepared in accordance with 38 C/Resolution 99. It is intended to inform the Members of the Executive Board of progress in the execution of the programme adopted by the General Conference during the first 24 months of the 2014-2017 quadrennium.

This report provides an analytical assessment of programme implementation and progress in the delivery of outputs by the five Major Programmes, the UIS and the two Global Priorities, Africa and Gender Equality, covering the period January 2014 to December 2015. Progress is assessed by Expected Result against related performance indicators and targets, in the context of the $507M Expenditure Plan.

The report is complemented by information available online through SISTER 37 C/5 which presents an account of progress towards the attainment of the targets related to the performance indicators for each 37 C/5 Expected Result.

Action expected of the Executive Board: Proposed decision in paragraph 152.

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EXECUTIVE SUMMARY

1. Pursuant to 38 C/Resolution 99, the Director-General presents herein the Programme Implementation Report (PIR) which summarizes the status of programme implementation for the first twenty-four months of the 2014-2017 quadrennium.

2. The present report provides an analytical assessment of programme performance in terms of progress towards the delivery of activities and outputs for the five Major Programmes, the UIS and the two Global Priorities, Africa and Gender Equality, including information on the volume of extrabudgetary resources mobilized figures for each of the 37 C/5 expected results. Progress is assessed against related performance indicators and targets as revised in light of the $507M Expenditure Plan.

3. The report is complemented by more detailed information available online directly through SISTER (37 C/5), which presents an account of progress towards the attainment of the targets defined for the performance indicators for each 37 C/5 expected result.

Overview of major achievements

4. Overall, programme implementation is on track with a high likelihood of achievement of the expected results, set under the $507 Expenditure Plan, by the end of 2017.

5. With regard to **Major Programme I**, UNESCO has been at the forefront of global consultations on the future education agenda over the past three years which culminated in the World Education Forum (Incheon, May 2015). With the Incheon Declaration adopted at the Forum, the international community committed to a single education agenda, which subsequently led to the adoption of the Sustainable Development Goal 4 (SDG 4) on education and its related targets. UNESCO has been entrusted UNESCO to continue its mandated role to lead and coordinate Education 2030.

6. During 2014-2015, significant resources were invested in supporting countries most at risk of not achieving the EFA goals by 2015, with particular attention given to Africa. The promotion of gender equality and girls' and women's education remained high on the Education Sector's agenda, with emphasis on four priority thematic areas. UNESCO's support provided under the umbrella of the Global Partnership for Girls' and Women's Education 'Better Life, Better Future' has contributed to gender mainstreaming, with particular attention to the promotion of literacy and empowerment through access to sexual and reproductive health information, and skills for employment.

7. UNESCO's Education Sector has continued to fulfil its function of setting norms and standards and monitoring their implementation. UNESCO's actions contributed to the adoption of the Revised Convention on the Recognition of Studies, Certificates, Diplomas, Degrees and Other Academic Qualifications in Higher Education in African States (December 2014), and the adoption of the revised Recommendation on Adult Education and Learning (2015) and revised Recommendation on Technical and Vocational Education and Training (2015).

8. Under **Major Programme II** (MP II), UNESCO intensified its work in all thematic areas with reduced regular programme resources, which were mitigated, to a certain extent, by extrabudgetary funding. Key achievements include: support for science, technology and innovation (STI) policy formulation and implementation at national and sub-regional levels, including through the Global Observatory of STI Policy Instruments (GO-SPIN); most successful implementation of the International Year of Crystallography (IYCr) 2014 and of the International Year of Light and Light-based Technologies (IYL) 2015; publication of two World Water Assessment Reports and of the *UNESCO Science Report: Towards 2030*; the adoption of the MAB Strategy 2015-2025; the ratification of the new International Geoscience and Geoparks Programme and the label "UNESCO Global Geopark"; contributions to the 2030 Agenda, particularly the adopted SDGs on water,

oceans, biodiversity and the cross-cutting nature of science, technology and innovation (STI); and events leading up to, and at the UNFCCC COP 21, and the inclusion of references related to the oceans, water, gender equality, indigenous peoples and other topics in the resulting Paris Agreement on Climate Change. The meetings of the United Nations Secretary-General's Scientific Advisory Board were particularly useful to support the 2030 Agenda and COP 21. The Organization demonstrated its ability to deliver at scale in certain areas, by, for example, strengthening capacities of more than 7,800 professionals in water related areas during the biennium.

9.   The **Intergovernmental Oceanographic Commission** (**IOC)** continued its work programme pertaining to health of the ocean, safety of people in the ocean at its coast, and societal capacity to face the consequences of climate change and variability. By working with its United Nations partners and in co-leadership with FAO and UNEP, the IOC has been at the forefront of the development of the new stand-alone sustainable development goal (SDG 14) related to the ocean. In accordance with its mandate, IOC now leads the development of science-based indicators for the Goal's targets.

10.   The IOC-led global assessment of the status and changing condition of transboundary coastal water systems will allow the Global Environmental Facility (GEF), policy-makers and international organizations to set science-based priorities for financial resource allocation. More than 40 countries around the world are now using the newly published IOC *Guidelines for Marine Spatial Planning* (MSP) as a tool to plan sustainable economic development and ecosystem resilience in their national waters. The *Coastal Blue Carbon Manual* and the UN *World Ocean Assessment* were published with IOC extensive contribution. In 2015, the three "youngest" IOC regional tsunami warning systems in Caribbean, Indian Ocean and the North-East Atlantic, Mediterranean and connected seas celebrated their 10-year anniversary, and the Pacific Tsunami Warning System celebrated its 50-year anniversary. All these systems are now operational.

11.   The 2014-2015 biennium was a period of transition and consolidation on three levels for **Major Programme III** (MP III). Globally, the 2030 Agenda for Sustainable Development has enshrined sustainability in a set of ambitious and transformative goals anchored in human rights, targeting universality of application and committing to "leaving no one behind", all of which are the values upheld and objectives pursued by MP III. Institutionally, UNESCO continued its internal realignment and restructuring in the context of the new financial reality, articulating a sharper focus and redoubling prioritization efforts with Member States. The Social and Human Sciences Sector undertook a reassessment of its core programmes, in response to the twin guiding references of: (i) the social dimensions of the 2030 Agenda, notably the targets on social inclusion, eradication of extreme poverty, reduction of inequalities and the consolidation of peaceful and resilient societies; and (ii) Strategic Objective 6 of the Medium-Term Strategy "Supporting inclusive social development, fostering intercultural dialogue for the rapprochement of cultures and promoting ethical principles".

12.   Key achievements of Major Programme III include: advancement of the research-policy nexus in social policies at regional level, in particular in Latin America and East Africa, as well as at national level; wide mobilization of stakeholders in support of the International Decade for the Rapprochement of Cultures; successful organization of the 9th UNESCO Youth Forum; provision of policy advice for social inclusion and fight against poverty and discrimination at national and sub-regional levels, in Africa, Asia and Latin America; policy advice, capacity-building and institutional development in the area of bioethics, as well as for the development and review of transversal and inclusive public policies in many countries around the globe, including with regard to youth. The fifth session of the Conference of Parties to the International Convention against Doping in Sport endorsed practical measures for improved monitoring of the obligations of States Parties, and for the assessment of national anti-doping frameworks.

13.   As regards **Major Programme IV**, culture was included in nine SDGs of the 2030 Agenda, thus firmly recognizing the role of cultural heritage, cultural industries and creativity as enablers of sustainable development. Action to support the implementation of the Agenda has been taken, for

instance through the holding of the International Conference on Culture for Sustainable Cities in Hangzhou, China, in December 2015, which adopted the Hangzhou Outcomes intended to advance the strategic role of culture for sustainable urban development in view of the "New Urban Agenda" to be adopted at the Habitat-III Conference in October 2016. The implementation of the culture conventions continued to be the central priority of the Culture Sector, with a focus on capacity-building and policy support. The normative framework was further reinforced by the adoption at the 38th session of the General Conference of the new UNESCO Recommendation on Museums and Collections.
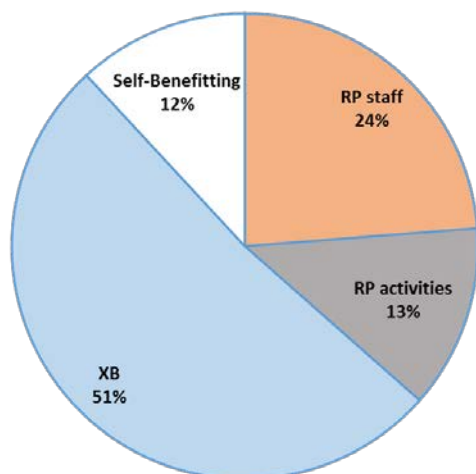
14.   Systematic attacks against cultural heritage in conflict situations continued to pose significant challenges to the Culture Sector and its capacity to respond. At its recent 38th session, the General Conference adopted the strategy that aims at strengthening the ability of UNESCO to assist Member States in preventing and responding to the loss of cultural heritage during conflicts, and in facilitating the integration of culture into humanitarian, security and peace-building processes. In parallel, policy advice and technical assistance were provided to help Member States implement the United Nations Security Council of Resolutions 2199 and 2253 on the fight against illicit trafficking of cultural objects. Technical support was also extended in crisis-affected countries, e.g. Syria, Iraq, Libya, Mali and Yemen through UNESCO field offices, and substantial efforts were invested to forge new partnerships and identify sources for additional financial support.

15.   Within **Major Programme V**, the Communication and Information Sector (CI) continued to make positive inroads to promoting freedom of expression and media development, and the building of knowledge societies through universal access to and preservation of information and communication technologies (ICTs) globally. The International Programme for the Development of Communication (IPDC), the Information for All Programme (IFAP) and the Memory of the World (MoW) Programme continue to be key drivers of this process. The role of ICTs in promoting development and the UNGA consensus on the WSIS+10 Review Outcomes reflected UNESCO's important contribution including to shaping the Sustainable Development Goals agenda and the pathway to achieving the 2030 agenda.

16.   The Sector reaped benefits from an accelerated drive to raise extrabudgetary funds and from efforts to strengthen partnerships with United Nations agencies, NGOs, category 2 institutes and centres and UNESCO Chairs and was able to achieve the reduced performance indicators and benchmarks within its expected results. Nevertheless, CI continues to meet constraints in managing an increasing workload. To support the existing staff complement, the Sector has relied on the use of secondments and "loans" of scholars. Additional resources for direct programme delivery would have permitted the Sector to have a greater impact, particularly at the field level, and to provide technical knowhow in multiple languages.

**Total Expenditure 2014-2015 for the five major programmes
(Regular programme and extrabudgetary resources)**

By source of funding   *By region*
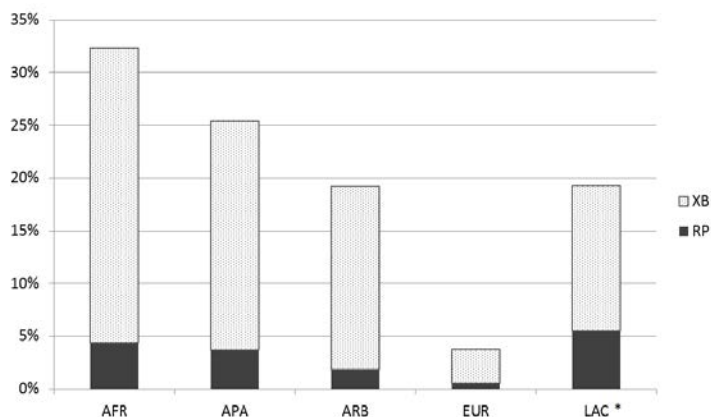
* Excluding Brasilia Office self-benefiting projects

Challenges and remedial actions

17. Internally, the gap between the financial and human resources available and the increasing number of requests from Member States for UNESCO's support continues to pose significant problems for full and high quality programme delivery in certain programme areas. In addition, the lack of specialists, in particular in field offices, has limited or delayed the provision of support in some areas. External factors such as deterioration of security, fluctuating political contexts and/or emergency health situations in some countries and regions hampered programme implementation.

18. Remedial actions taken by the Secretariat include: further focus and concentration on priority areas, and countries most in need; creating programmatic synergies, including with UNESCO category 1 institutes; streamlining processes and adjusting the Secretariat structures; enhancing the efforts for extrabudgetary resource mobilization, including through improved communication and information; strengthening collaboration and cooperation with external partners; mobilizing Member States to provide professional secondments; and increasing involvement in programme delivery of category 2 centres.

MAJOR PROGRAMME I: EDUCATION

I. Overall strategic assessment

Key achievements

UNESCO's leadership and coordination role in setting the global education agenda

19.   UNESCO has been at the forefront of global consultations on the future education agenda over the past three years, starting from the global thematic Consultation on Education in the post-2015 development agenda (Dakar, March 2013), the Global Education Meeting (Muscat, May 2014) and to five regional conferences, which culminated in the World Education Forum (WEF) held in May 2015. The WEF hosted by the Republic of Korea and organized by UNESCO together with the co-convening agencies, brought together some 1,600 participants including 120 ministers of education from 160 countries, United Nations agencies, international donor agencies, and more than 130 non-governmental organizations. With the Incheon Declaration adopted at the Forum, the international community committed to a single education agenda, which subsequently led to the adoption of the Sustainable Development Goal 4 (SDG 4) on education and its related targets. The Declaration entrusts UNESCO to continue its mandated role to lead and coordinate Education 2030.

20.   In alignment with the targets of SDG 4, UNESCO has been leading the development of the Education 2030 Framework for Action which provides guidance for implementing Education 2030. The Framework that has been developed through a highly consultative process throughout the biennium was adopted at a high-level meeting held in the margins of the 38th session of the General Conference of UNESCO. The Framework was adopted by 184 Member States by acclamation and with standing ovations. The implementation of Education 2030 will be monitored by UNESCO's *Global Education Monitoring Report*, which has a new mandate to monitor SDG 4 and its related targets. The report has accordingly changed its title and logo after publishing the last of the EFA *Global Monitoring Report* series in 2015.

21.   UNESCO has been actively involved in international fora in order to generate sustained political commitment, financing and partnerships in support of Education 2030. On the occasion of the Third International Conference on Financing for Development (Addis Ababa, 13-16 July 2015), UNESCO actively advocated for increasing investments in education through the high-level event: "Making the Investment Case for Education". In addition, the Director-General of UNESCO is one of the co-conveners of the high-level Commission on the Financing of Global Education Opportunity that was launched by the Norwegian Prime Minister and the United Nations Secretary-General at the Education for Development Summit (Oslo, 6-7 July 2015), which aims at strengthening the case for investment in education.

Promoting gender equality in education and girls' and women's education

22.   Throughout the biennium, UNESCO has maintained and increased its efforts to keep the promotion of gender equality and girls' and women's education high on its agenda, with emphasis on four priority thematic areas and with particular attention to priority Africa. Under the umbrella of the Global Partnership for Girls' and Women's Education "Better Life, Better Future", gender mainstreaming with particular attention to the promotion of literacy and empowerment through access to sexual and reproductive health information has been made possible with UNESCO's technical assistance at policy and programme levels in Ethiopia, Nigeria, Senegal and United Republic of Tanzania.

23.   UNESCO and the Government of Pakistan launched the Girls' Right to Education programme, under the Malala Funds-in-Trust agreement. With UNESCO's support, the programme aims at getting 50,000 more girls in the hardest-to-reach areas of Pakistan enrolled in primary schools, increase their retention and improve learning outcomes. During this period, UNESCO also

sealed a partnership with UNFPA and UN Women with the signing of a joint programme agreement to empower adolescent girls and young women through education. This joint initiative aims to reach out to the most disadvantaged girls and young women in Mali, Nepal, Niger, Pakistan, South Sudan and United Republic of Tanzania and to create enabling environments, including through the use of information, communication and technologies (ICTs).

24. Efforts to mainstream gender equality in TVET have been intensified over the past two years, particularly within the framework of the Better Education for Africa's Rise (BEAR) project and CapEFA. UNESCO has undertaken policy reviews and capacity-building activities addressing gender inequality issues in relation to access to skills development and employment opportunities in 22 countries, half of which are in Africa. In terms of ensuring gender mainstreaming in teacher training, UNESCO published a Guide for gender equality in the policy and practice of teacher education that has been translated into Arabic and Spanish and is currently being adapted in the Asia and the Pacific region, in the Arab States and in Latin America and the Caribbean. Female teacher training and gender mainstreaming in the teaching profession is also the focus of the UNESCO Hainan Funds-in-Trust programme operating in Africa and the Asia and the Pacific region, launched in September 2015. UNESCO will further increase the visibility of the importance of girls' and women's education through the newly established "UNESCO Prize for girls' and women's education", approved by the Executive Board at its 197th session.

Global Citizenship Education (GCED) and Preventing Violent Extremism

25. Over the past two years, UNESCO has been able to demonstrate its leadership in GCED. UNESCO has been working with international key stakeholders to define core key learning outcomes of GCED, which can serve as priorities for measurement, as well as indicators for measuring GCED learning outcomes in the context of Education 2030. UNESCO has developed a resource that provides pedagogical guidance on GCED for educators, curriculum developers, trainers, policy makers and education stakeholders and has conducted subregional orientation workshops to help countries develop capacities and identify strategic entry points for the effective integration of GCED.

26. The recent increase of recruitment and radicalization of youth on social media, in communities and in schools has renewed and strengthened UNESCO's engagement in promoting education as an essential tool to help prevent violent extremism. In that connection, UNESCO is in the process of developing a practical guide for teachers and educators of upper primary and lower/upper secondary students on countering violent extremism and radicalization. In addition, UNESCO and the Permanent Mission of the United States, with the support of Australia, Austria, Bulgaria, Canada, France, Kenya, Saudi Arabia, Turkey and the United Arab Emirates organized a high-level event on preventing violent extremism through education during the 38th General Conference. The event brought together around 200 participants, including 30 ministers of education, who firmly stressed UNESCO's relevance in the current global context.

Education for Sustainable Development (ESD)

27. UNESCO organized the World Conference on Education for Sustainable Development (WCESD) to mark the end of the United Nations Decade of ESD (2005-2014), of which UNESCO was the global lead agency. As a follow-up to the Decade, the Global Action Programme (GAP) on ESD was developed. Since early 2015, UNESCO coordinates the GAP and supports Member States to implement activities within GAP's five Priority Action Areas.

28. At the United Nations Climate Change Conference COP 21 (Paris, 30 November-12 December 2015), UNESCO promoted the importance of education, in particular regarding ESD and TVET. On the occasion of the Thematic Day on Education at COP 21 a series of events were hosted by UNESCO which debated climate changes and the implications of education policies in these two areas. UNESCO also held a two-day seminar to mobilize schools for climate change actions, together with 55 UNESCO's Associated Schools Project Network (ASPnet).

29. UNESCO and UNESCO-UNEVOC also mobilized the Inter-Agency Working Group on Greening TVET and Skills (IAWG) for three events organized during the COP 21 Thematic Day on Education. The IAWG agreed to jointly develop common projects that will promote promising practices in mobilizing local communities to accelerate transition to green economy and tapping indigenous knowledge.

Norms and Standards

30. UNESCO has continued to fulfill its function of setting norms and standards and monitoring their implementation over the past two years. One of the most notable achievements is the adoption of the Revised Convention on the Recognition of Studies, Certificates, Diplomas, Degrees and Other Academic Qualifications in Higher Education in African States, at the International Conference of States in Addis Ababa, Ethiopia, in December 2014. UNESCO is also working to develop a global convention on the recognition of higher education qualifications. At the 38th session of the General Conference, two revised normative instruments were adopted, namely the Recommendation on Adult Learning and Education and the Recommendation on Technical and Vocational Education and Training. In addition, UNESCO held the twelfth session of the Joint UNESCO-ILO Committee of Experts on the Application of the Recommendations concerning Teaching Personnel (CEART) that focused on the monitoring and promotion of the Recommendation concerning the Status of Teachers (1966) and the Recommendation concerning the Status of Higher Education Teaching Personnel (1997).

Funds mobilized and partnerships established

31. New partnerships in 2014-2015 reinforced the Sector's four thematic priority areas. Sweden provided a contribution of $33 million to education for large-scale country interventions, namely through the CapEFA programme, a three times increase from the previous contribution received. CapEFA received an increase of 29% in its contributions in 2014-2015 compared to 2013-2014 (from $12 million to $15.6 million), demonstrating the confidence of the partners in the work of UNESCO.

32. UNESCO has established new partnerships in support of UNESCO's Global Priorities, Africa and Gender Equality. An agreement was signed with the OPEC Fund for International Development ($1 million) to enhance teacher education in Madagascar, Rwanda, Somalia and Uganda. Furthermore, the second phase of the Chinese funds-in-trust projects promoting the use of ICTs in teacher training in five African countries has started ($4.3 million); and Shenzhen municipal government (China) is providing support to higher education in Africa and Asia ($2 million). Through a partnership with Ericsson, UNESCO will promote education of women and girls through mobile learning in Myanmar ($1.4 million). A new agreement was signed with the Republic of Korea, for a total amount US $6 million, to support a three-year project aiming at fostering human and social development of Member States in Africa through the use of ICT-based innovative approaches, including mobile learning.

33. The Education Sector, together with field offices, mobilized resources for programmes in post-conflict post-disaster countries. The Government of Kuwait allocated $5.5 million and the Saudi Fund for Development signed a funding agreement of $4 million in support of enhancing access to and the quality of education for youth affected by the Syrian crisis in Jordan, Iraq, Lebanon and Syria. Other contributions include €12.3 million from the European Union and $2 million from Finland for reforming TVET in Iraq; additional funding of $4 million through an agreement with the "Education Above All Foundation to support the education system in Iraq; and $9.3 million from Sweden for the ongoing programme on enhancement of literacy in Afghanistan. An agreement of $1 million was signed with Food and Agricultural Organization (FAO) to address education needs of pastoralist communities in South Sudan.

II. Assessment by Expected Result

ER 1: National capacities strengthened to develop and implement policies and plans within a lifelong learning framework

Regular Programme and Extrabudgetary resources in 2014-2015 (in thousands USD)						
Regular budget (staff and activities)			Extrabudgetary resources			Assessment of implementation of workplans
Allocation (incl. donations)	Expenditure	Exp. Rate %	Expenditure	Funds mobilized	37 C/5 funding targets	
12,798	12,708	99%	22,181	40,404	25,000	🟢

Expenditure by region (RP and XB)

Status of workplans implementation by region (RP+XB)
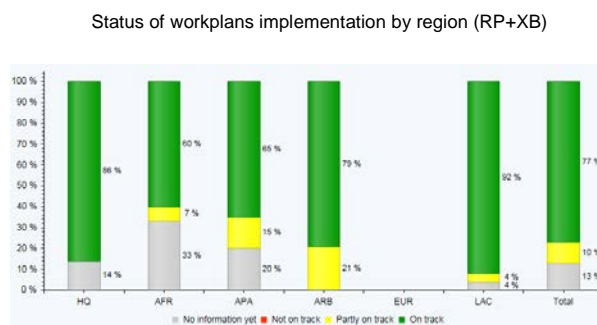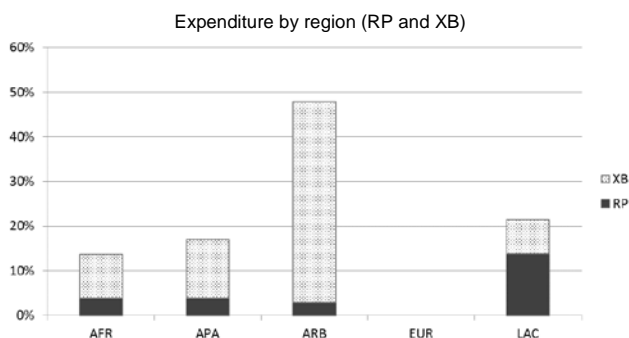
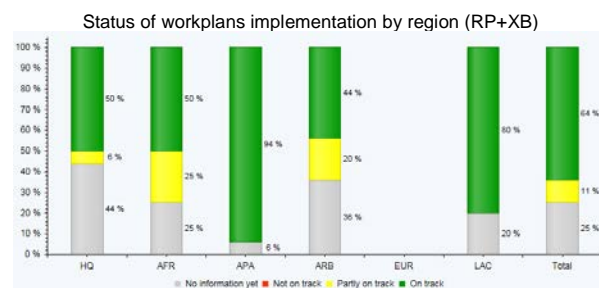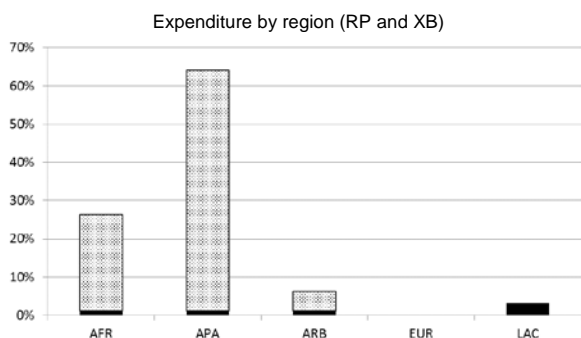Implementation is "On track" for 77% of workplans

$507M Expenditure Plan Performance Indicators (PI) and Targets (T)	Assessment of progress as at 31/12/2015	Likelihood that target will be attained
PI: Number of countries supported by UNESCO where education policies have been reviewed to integrate a lifelong learning perspective. **T 2014-2015:** 20	Technical assistance to MS focused mainly on two broad areas: a) the national assessments of EFA; and b) contributions to the drafting of sector analysis, some of them in the wider context of the preparation of GPE proposals. Technical assistance in this domain was provided to a total of 62 countries, of which 18 in LAC, 20 in AFR, 4 in ARB, and 20 in APA.	High
PI: Number of countries supported by UNESCO where national education blueprints, sector-wide strategies and plans have been revised. **T 2014-2015:** 8	10 major education policy reviews were completed during the biennium: 2 in APA (Bhutan and Thailand), 3 in LAC (Guatemala, Perú, and St. Kitts and Nevis), 1 in EUR (Albania), and 4 in AFR (Burkina Faso, Mali, Senegal, and Zambia).	High
PI: Number of crisis-affected countries benefiting from emergency or reconstruction support. **T 2014-2015:** 20	The Education Sector has provided emergency or reconstruction support to 10 Member States. Although this number is far below the target of 20 this is an area of work that depends on the emergence of crisis and thus the targets are based on past trends. It is worth mentioning, however, that UNESCO has played a major role in the Syria crisis, with activities also in Lebanon, Jordan and Iraq.	High

Challenges and risks in implementation and remedial actions

Key challenges	Remedial actions
The main identified challenges were the external factor related to dramatic changes in policy contexts and crisis: A number of activities have been postponed or experiencing important delays. This is the case of Yemen, where the prevailing security situation prevented UNESCO from fielding any technical missions during 2014; South Sudan, where no implementation was carried out due to the political crisis; Thailand, where the political situation has provoked a major delay in implementation, with the main activity only resumed in mid-2015; Mali, where political instability and insecurity in the North still prevail; and Haiti, where a constant turnover of the senior government officials has led to delays in the programme implementation. The main internal challenges faced during the reporting period are (i) scarcity of funding to provide full-scale and sustainable support to its field offices and Member States (ii) the lack of fast tracked procedures (administrative and financial flexibility) for rapid and more effective action, and (iii) the lack of human resources especially for the PCPD Desk.	Two major courses of action have been identified to address the internal challenges. First, the growing mobilization of in-house expertise whereby staff members from across the Sector and work in more collaborative manner on policy reviews has increased coherence and effectiveness of UNESCO's interventions. Second, efforts were made to enhance cross-fertilization across regions, which Headquarters will continue to encourage through the development of global activities with the involvement of the regions (e.g. Country case studies were conducted by the respective regional offices with the methodological guidance provided by Headquarters).

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

Regular Programme and Extrabudgetary resources in 2014-2015 (in thousands USD)						
Regular budget (staff and activities)			Extrabudgetary resources			Assessment of implementation of workplans
Allocation (incl. donations)	Expenditure	Exp. Rate %	Expenditure	Funds mobilized	37 C/5 funding targets	
9,602	9,515	99%	25,769	19,484	4,000	🟢

Expenditure by region (RP and XB)

Status of workplans implementation by region (RP+XB)

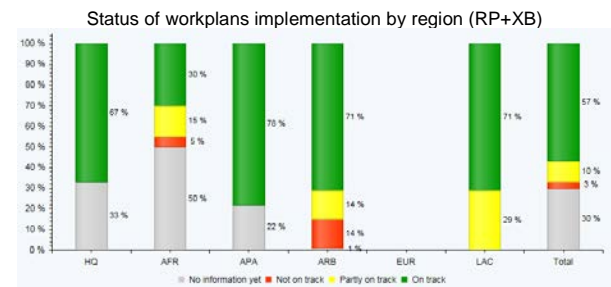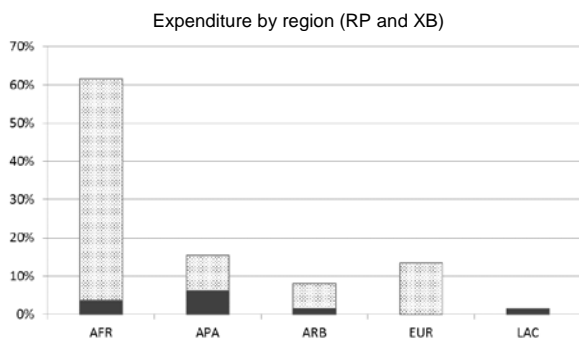Implementation is "On track" for 64% of workplans

$507M Expenditure Plan Performance Indicators (PI) and Targets (T)	Assessment of progress as at 31/12/2015	Likelihood that target will be attained
PI: Number of countries supported by UNESCO in the implementation and scaling-up of gender-responsive literacy programmes. **T 2014-2015**: 15 countries.	15 additional countries supported to reinforce their national policies and plans for literacy, many of which address the gender concern.	High
PI: Number of countries supported by UNESCO which have developed quality literacy programmes for out-of-school children. **T 2014-2015**: 6 countries.	18 countries were supported to focus on out-of-school children and youth through building capacity of national education systems and developing relevant policies, including equivalency programmes, as well as providing flexible learning opportunities.	High

Challenges and risks in implementation and remedial actions

Key challenges	Remedial actions
Main challenges include the following: in many countries, making adult and youth literacy a real national priority and maintaining interest of partners in this field; adapting the evolving concept of literacy relevant to contemporary societies in managing policy and programme cycles; at all levels, intersectoral collaboration and partnerships between stakeholders, particularly between a government and civil society organizations; and the volatile, political, and/or security situations in countries, such as Afghanistan, Egypt, Nigeria, Pakistan, South Sudan and Somalia.	As a response, UNESCO uses different opportunities to raise the literacy profile and enhance an evidence base to mobilize stronger political will and resources. As the honest broker, UNESCO also facilitated dialogue and collaboration across different sectors and constituencies, through convening meetings and operational activities. UNESCO remains flexible in adjusting its workplans to find alternative means to achieve expected results in countries with particular situations.

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

Regular Programme and Extrabudgetary resources in 2014-2015 (in thousands USD)						
Regular budget (staff and activities)			Extrabudgetary resources			Assessment of implementation of workplans
Allocation (incl. donations)	Expenditure	Exp. Rate %	Expenditure	Funds mobilized	37 C/5 funding targets	
7,932	7,862	99%	12,690	28,040	20,000	🟢

Expenditure by region (RP and XB)

Status of workplans implementation by region (RP+XB)

Implementation is "On track" for 57% of workplans

$507M Expenditure Plan Performance Indicators (PI) and Targets (T)	Assessment of progress as at 31/12/2015	Likelihood that target will be attained
PI: Number of countries whose systems have transformed towards supporting youth transitions and building skills for work and life. **T 2014-2015**: 10 countries including 5 policy reviews having used UNESCO's policy reviews, advice and capacity development to initiate the development of policy transformed towards supporting youth transitions and based on the principles of inclusion, gender equality and sustainability.	14 countries used TVET policy reviews, advice and capacity development to support youth transitions. Liberia, Madagascar and Mali adopted new policies. SIDS benefitted from regional dialogue. 8 countries used UNESCO support to forecast skills supply and demand: Algeria, Dominican Republic, Israel, Jordan, Lebanon, Morocco, Palestine and Tunisia.	High
PI: Number of instruments and guidelines prepared by UNESCO to advance and monitor global TVET developments **T 2014-2015**: – A final proposal of the Revised Recommendation is submitted to the 38th session of the General Conference. – A proposal of a specific set of indicators on TVET prepared and disseminated. – Draft World Reference Levels (WRL) of learning outcomes developed.	– The Recommendation concerning TVET was adopted by the 38th General Conference. – The work of the Interagency Working Group on TVET indicators helped to inform Education 2030 indicators on the TVET related targets. – A comparative analysis of the use of level descriptors has been published. – Future work on WRL will involve in-depth stakeholder consultations and a participatory approach.	High
PI: Number of UNEVOC Centres participating in programmes and contributing to the production of knowledge products. **T 2014-2015**:	28 UNEVOC Centres have produced knowledge products including promising practices, case studies and validated reports for the World TVET Database. The UNEVOC Manual of Operating Procedures provides for period review and should ensure active	High

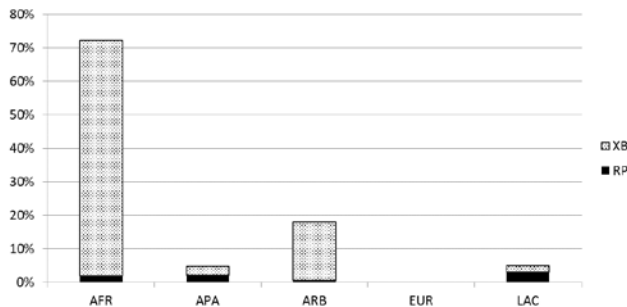|		
25 UNEVOC Centres engaged in producing knowledge products on youth skills development and greening TVET.	engagement in knowledge production including in the priority areas of youth skills and greening TVET.	

Challenges and risks in implementation and remedial actions

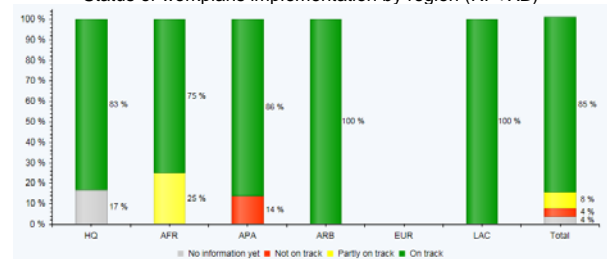| Key challenges	Remedial actions
Two important challenges that constrain timely and full implementation of the work on the conceptual clarification of TVET and the monitoring of skills development: (i) the complexity of the TVET field itself, and (ii) coordinating the various initiatives run under different agendas (UNESCO work on indicators, post-2015 agenda, etc.).	Sustained conceptual work on TVET through networks and partnerships and for the monitoring of skills development is ongoing. Ensuring that TVET is conceptualized in coherent manner across UNESCO's activities will reinforce our intellectual leadership and standard setting roles in this thematic area.

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

Regular Programme and Extrabudgetary resources in 2014-2015 (in thousands USD)						
Regular budget (staff and activities)			Extrabudgetary resources			Assessment of implementation of workplans
Allocation (incl. donations)	Expenditure	Exp. Rate %	Expenditure	Funds mobilized	37 C/5 funding targets	
6,175	6,138	99%	11,073	1,837	2,000	

Expenditure by region (RP and XB)

Status of workplans implementation by region (RP+XB)

Implementation is "On track" for 85% of workplans

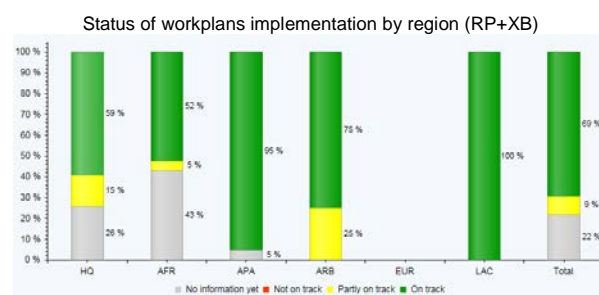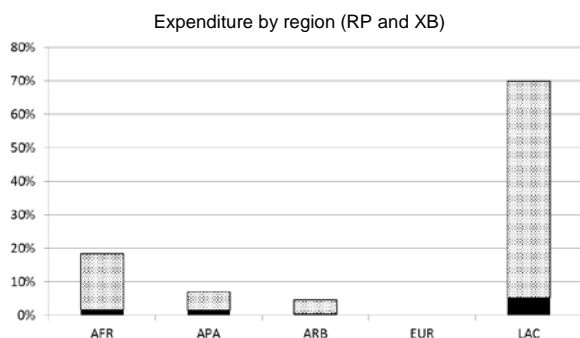| $507M Expenditure Plan Performance Indicators (PI) and Targets (T)	Assessment of progress as at 31/12/2015	Likelihood that target will be attained
PI: Number of countries adhering to UNESCO's normative higher education instruments and supported in the implementation of these instruments. **T 2014-2015**: – 7 countries adhere to the revised Arusha Convention. – 1 International Conference of States (ICS). – 1 report on the global convention presented to 38th session of the General Conference.	– An International Conference of States (ICS) was convened in 2014 to adopt the revised Arusha (now Addis) Africa region Recognition Convention. To date 17 countries have signed the new Convention with a number well advanced towards ratification. – Three countries have ratified the revised Asia-Pacific "Tokyo" Convention – A report on the Global Recognition Convention was presented to the 38th session of the General Conference. The GC approved for the Secretariat to elaborate the Convention. – Preparation for the revision of the LAC Convention began with a high-level meeting in the region.	High
PI: International and regional conferences organized with UNESCO's support on key policy issues in higher education, including on technology-driven teaching and learning models. **T 2014-2015**: 1 international conference/meeting.	– 2 regional conferences were held in Africa on developments in African higher education and on developing a culture of quality assurance in HE. – A regional conference in the Arab States focused on Quality Assurance from the perspective of Governance and Management of HEIs – A regional conference on Entrepreneurial Education was held in the Asia and the Pacific region as well as the 13th Regional Convention Committee meeting and Workshop. – A high-level policy forum was held on Online,	High

	Open and Flexible Higher Education and a Global e-forum on quality assurance and best practices in higher education quality assurance.	
PI: Number of countries to which UNESCO provided policy advice and which have engaged in the improvement of their higher education systems. **T 2014-2015**: 8 countries supported.	Policy advice and capacity-building in quality assurance practices in higher education was provided to 10 countries in Central Africa and 8 UEMOA countries involving 120 specialists from the regions. Capacity-building workshops for the Asia and the Pacific region also benefitted 25 countries in the region.	High

Challenges and risks in implementation and remedial actions

Key challenges	Remedial actions
Key challenges for the revised normative instruments are (1) increasing the number of State Parties to the Conventions to ensure that they enter into force, (2) ensuring that signatories to the respective Conventions put in place the necessary national mechanisms and structures to facilitate the fair recognition of qualifications (3) raising awareness and profile of the Conventions with key stakeholders such as higher education institutions. More technical assistance is required on the ground to support the implementation of the Conventions' provisions both pre- and post-ratification. The sharing of good practices and experiences (in areas such as quality enhancement processes, the effective use of ICTs for widening access and improving teaching and learning) is often hampered by financial constraints. The lack of HED specialists in some regional offices limits or delays provision of assistance to Member States.	Concerted efforts are needed at regional and subregional levels to advocate the importance of the normative instruments as an essential element in the reform and quality assurance agenda of higher education systems. Greater use of e-sharing and e-fora to be used to share experiences and practices in the above.

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

Regular Programme and Extrabudgetary resources in 2014-2015 (in thousands USD)						
Regular budget (staff and activities)			Extrabudgetary resources			Assessment of implementation of workplans
Allocation (incl. donations)	Expenditure	Exp. Rate %	Expenditure	Funds mobilized	37 C/5 funding targets	
10,971	10,882	99%	32,730	47,120	5,000	🟢

Expenditure by region (RP and XB)

Status of workplans implementation by region (RP+XB)

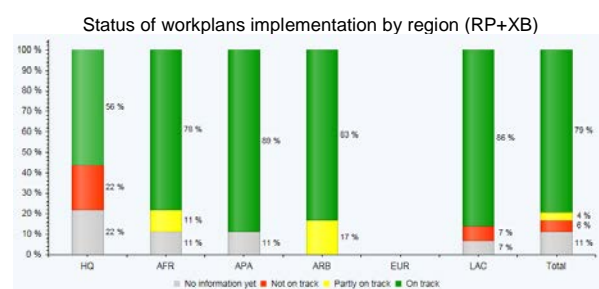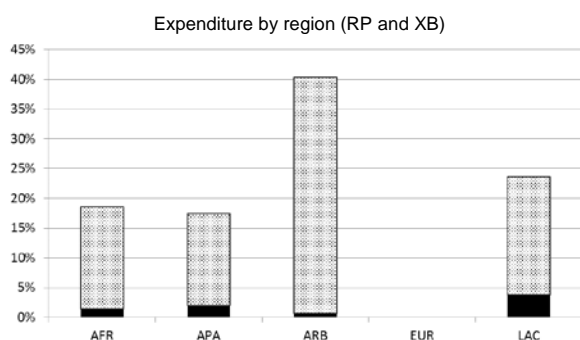Implementation is "On track" for 69% of workplans

$507M Expenditure Plan Performance Indicators (PI) and Targets (T)	Assessment of progress as at 31/12/2015	Likelihood that target will be attained
PI: Number of countries which, based on UNESCO's support, have developed and/or reviewed teacher policies, paying strong attention to equity and gender issues. **T 2014-2015**: Major technical support provided to at least 10 Member States.	Total of 52 countries engaged and benefitted from UNESCO's high-level technical assistance; 13 African countries; 26 Asia-Pacific, 5 Arab States, 8 Latin American countries. In ECOWAS countries, a common regional qualification framework and references for Basic Education Teachers was validated.	High
PI: Number of countries which, based on UNESCO's support, have developed and/or reviewed teacher training and continuous professional development. **T 2014-2015**: Major technical support provided to at least 10 Member States.	22 African countries and 6 LAC countries benefitted the post-graduate diploma-level capacity-building training course. 3 countries in Arab region benefitted from teacher training and continuous professional development in the context of heightened emergencies and crisis situations. In Peru, more than 17,000 teachers trained through a virtual training programme.	High
PI: Number of teacher training institutions (TTI) in sub- Saharan Africa which have been reinforced and are fully operational. **T 2014-2015**: 15 sub-Saharan African Member States.	13 Africa countries have benefitted from technical assistance for institutional capacity development and have piloted the "Guide for gender equality in the policy and practice of teacher Education" in teacher training institutes (TTIs), and TTIs have been engaged in the development of the "Teacher Education for Sustainability: Effective Teaching and Learning Guide".	High

Challenges and risks in implementation and remedial actions

Key challenges	Remedial actions
The limited number of staff was the major challenge in implementing activities in the most efficient manner. Region-specific challenges reported include, political instability in the Arab and Asia and the Pacific; outbreak of Ebola in Africa; and ensuring that the new agenda is aligned to regional/national priorities.	Important extrabudgetary funds and strengthened collaboration between Headquarters and the Institutes in partnership with the EFA Teacher Task Force ensured better synergies between UNESCO's programme and the main action areas of the TTF and broader country coverage.

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

Regular Programme and Extrabudgetary resources in 2014-2015 (in thousands USD)						
Regular budget (staff and activities)			Extrabudgetary resources			Assessment of implementation of workplans
Allocation (incl. donations)	Expenditure	Exp. Rate %	Expenditure	Funds mobilized	37 C/5 funding targets	
3,578	3,555	99%	6,011	3,110	1,500	◤

Expenditure by region (RP and XB)

Status of workplans implementation by region (RP+XB)

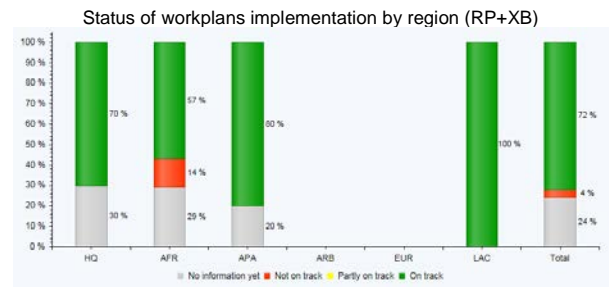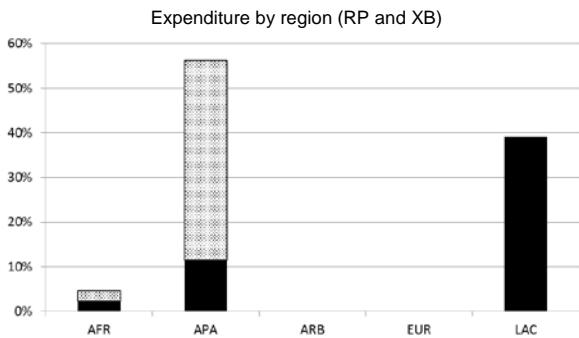Implementation is "On track" for 79% of workplans

$507M Expenditure Plan Performance Indicators (PI) and Targets (T)	Assessment of progress as at 31/12/2015	Likelihood that target will be attained
PI: Number of countries engaged and/or benefitted from building and sharing of knowledge around quality of learning. **T 2014-2015**: 4 Member States.	Through the elaboration of case studies on inclusive learning, 11 Member States (4 in Africa: Chad, Côte d'Ivoire, United Republic of Tanzania and Zambia; 6 in Asia: (Bangladesh, India, Nepal, the Philippines, Thailand and Viet Nam; and 1 in LAC (Haiti) were engaged in addressing quality inclusive learning.	High
PI: Number of countries supported where a comprehensive and inclusive curriculum to support competency-based learning was developed. **T 2014-2015**: 6 Member States.	39 countries were involved in the post-graduate diploma in curriculum design and development.	High
PI: Number of countries which developed and/or strengthened national assessment tools for measuring learning outcomes in light of the global framework and national benchmarks for competence-based learning. **T 2014-2015**: 12 Member States.	15 LAC countries participated in the Third Regional Comparative and Explanatory Study (TERCE) 9 Asian countries (Afghanistan, Bhutan, India, Lao PDR, Malaysia, Nepal, Pakistan, Sri-Lanka and Viet Nam) benefited from UNESCO's support in strengthening their student learning assessment systems.	Medium

Challenges and risks in implementation and remedial actions

Key challenges	Remedial actions
The Expected Result on learning is new in the 37 C/5 and encompasses a wide range of issues. The limited amount of regular programme funds underscores the importance of leveraging resources through careful selection of projects; building strategic partnerships; and raising extrabudgetary funds to supplement work through the regular programme budget. Specific challenge at the country level includes the need to adjust UNESCO's programmes to the needs and situation of each country involved. It is especially important to work with partner organizations with the necessary capacity and commitment required to complete the projects, and at times it can be difficult to expediently process funds and establish partnership agreements. The breadth and depth of ER 6 demonstrate that a strategic choice on how and where to invest time and staff resources is essential for this quadrennial. UNESCO activities in this area could potentially be more useful to MS with a clearer, more centralized strategy for curriculum and assessment-related work that cuts across all levels of UNESCO's work. Such a strategy will allow increased coherence and consistency of the programme activities, and can help maximize UNESCO's programme impact in more visible and efficient manner. The activities at the global and regional levels necessitate clear communication on the purpose and scope of each project, and perhaps more importantly, information on how various projects might fit together and complement one another. This is especially the case in relation to the upcoming need to develop more and better curriculum and assessments of learning to monitor progress towards proposed global education targets.	Despite the challenges, with close and regular exchanges, synergies have been created within UNESCO to foster knowledge production and dissemination across regions. Successes to date also include several major extrabudgetary projects relevant to improving assessment systems (amounting to some $1.1 million – e.g. Asia-Pacific raised $944,061 from Global Partnership for Education Global and Regional Activities Programme (GPE-GRA Programme), $220,000 from Malaysian Funds-in-Trust, $10,000 from Korea Institute for Curriculum and Evaluation). Programme specialists at Headquarters, regional offices and the institutes have been most extensively called upon to support and provide technical support to countries in various fields. Partners continued to welcome UNESCO's efforts in fostering international dialogue around quality and inclusive learning and assessment. UNESCO therefore should continue to mobilize expertise and resources across regions by strengthening South-South and North-South-South cooperation.

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

Regular Programme and Extrabudgetary resources in 2014-2015 (in thousands USD)						
Regular budget (staff and activities)			Extrabudgetary resources			Assessment of implementation of workplans
Allocation (incl. donations)	Expenditure	Exp. Rate %	Expenditure	Funds mobilized	37 C/5 funding targets	
3,440	3,406	99%	1,944	9,618	2,500	🟢

Expenditure by region (RP and XB)

Status of workplans implementation by region (RP+XB)

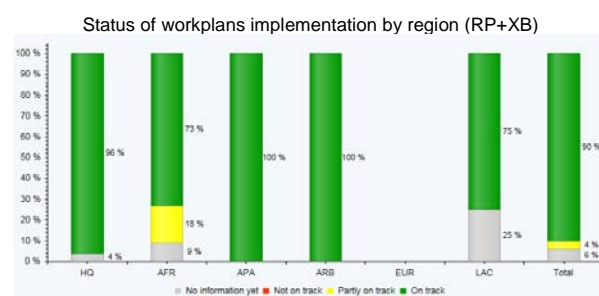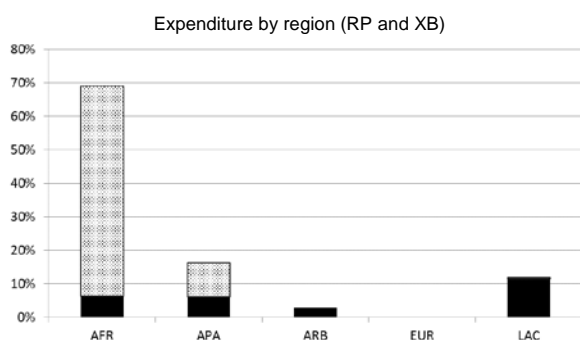Implementation is "On track" for 72% of workplans

$507M Expenditure Plan Performance Indicators (PI) and Targets (T)	Assessment of progress as at 31/12/2015	Likelihood that target will be attained
PI: Number of MS supported in developing or updating ICT in education policies to leverage ICTs to accelerate the achievement of EFA goals and to shape the post-2015 education agenda. **T 2014-2015**: – 8 States supported by UNESCO, where ICT in education policies have been newly developed or reviewed and updated. – 3 regional ministerial forums.	Supported 11 States to complete the development ICT in education policies, 11 states to develop strategies on teacher training in ICT. UNESCO mobilized funds and launched mobile learning programmes in Gabon, Myanmar, Thailand. UNESCO convened the International Conference and released the Qingdao Declaration on leveraging ICT. 2 global Mobile Learning Weeks and 2 regional forums were organized	High
PI: Number of MS that are supported by UNESCO in developing and implementing ICT programmes in teacher training and professional development **T 2014-2015**: 5 States.	UNESCO provided training and technical assistance to Bahrain, Indonesia, Kenya, Oman, Philippines, Qatar, and to develop national policy for open educational resources, of which 4 were completed.	High

Challenges and risks in implementation and remedial actions

Key challenges	Remedial actions
The Education Sector has limited capacities in responding to the increasing requests from Member States to support the development of ICT in education policies and strategies. The challenge remains in improving the cooperation and division of labour with the CI sector.	– Development of reliable partnership with national commissions and other local implementing agencies. – Proactive strategies and action to raise extrabudgetary funds and resources, and increased coordination between regular and extrabudgetary project activities. – Development of ED's Strategy for ICT in Education to coordinate programme across offices and increased communication.

ER 8: Member States integrate peace and human rights education components in education policies and practices

Regular Programme and Extrabudgetary resources in 2014-2015 (in thousands USD)						
Regular budget (staff and activities)			Extrabudgetary resources			Assessment of implementation of workplans
Allocation (incl. donations)	Expenditure	Exp. Rate %	Expenditure	Funds mobilized	37 C/5 funding targets	
4,344	4,314	99%	2,917	1,657	500	🟢

Expenditure by region (RP and XB)

Status of workplans implementation by region (RP+XB)
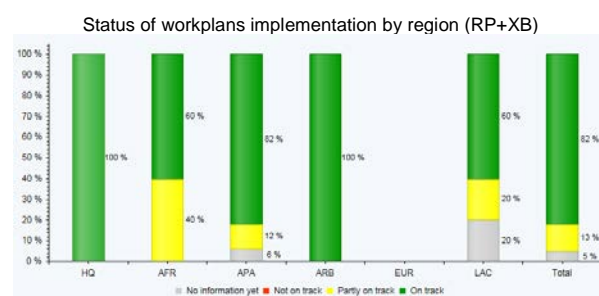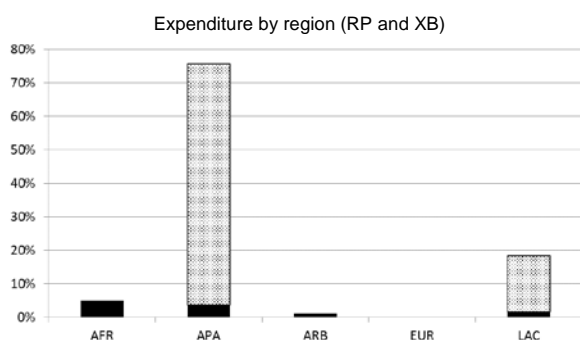
Implementation is "On track" for 90% of workplans

$507M Expenditure Plan Performance Indicators (PI) and Targets (T)	Assessment of progress as at 31/12/2015	Likelihood that target will be attained
PI: Number of countries supported which have integrated education for peace and human rights (global citizenship) in their education policy and programmes. **T 2014-2015**: At least 10 new countries include education for peace, human rights and global citizenship in ED policies and programmes.	6 countries piloted Teaching Respect for All; Capacities of curriculum developers in peace education strengthened (8 AFR countries); countries used guidelines to reform peace education (2 in LAC, 2 in APA, 2 in ARB); 7 African countries' capacity developed on holocaust and genocide education. Awareness raised on preventing violent extremism through education through advocacy and policy dialogue.	Medium
PI: Qualitative assessment of learning outcomes in education for global citizenship documented. **T 2014-2015**: Creation of the assessment tool and use by 5 countries.	Draft indicators identified decision by Independent Expert Advisory Group 2016.	High
PI: Number of ASPnet members supported which have delivered quality programmes and projects on peace, human rights and other UNESCO and United Nations priorities. **T 2014-2015**: 10% of ASPnet members.	46% ASPnet members took part in first ASPnet in Action online collaborative platform.	High

Challenges and risks in implementation and remedial actions

Key challenges	Remedial actions
Manifestations of violent extremism, such as terrorist attacks engaging young people, have increased demand for UNESCO's response through GCED.	To respond to these demands in most appropriate and efficient way UNESCO is making efforts to mobilize extrabudgetary resources and seeks to expand partnerships with stakeholders to increase cover and scope of its work; Close cooperation with FOs is key to effectively implement global guidelines and tools while this requires additional resources. Much to learn from local and national experiences to inform global understandings of PHRE; Requests from ASPnet National Coordinators to support projects and activities at the national or regional level have continued to grow.

ER 9: Capacities of Member States strengthened to integrate ESD into education and learning, and ESD strengthened in the international policy agenda

Regular Programme and Extrabudgetary resources in 2014-2015 (in thousands USD)						
Regular budget (staff and activities)			Extrabudgetary resources			Assessment of implementation of workplans
Allocation (incl. donations)	Expenditure	Exp. Rate %	Expenditure	Funds mobilized	37 C/5 funding targets	
4,443	4,415	99%	10,468	7,640	4,000	🟢

Expenditure by region (RP and XB)

Status of workplans implementation by region (RP+XB)

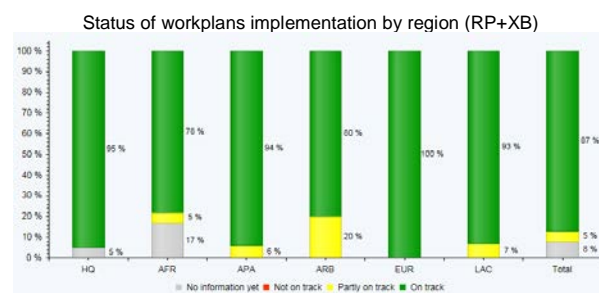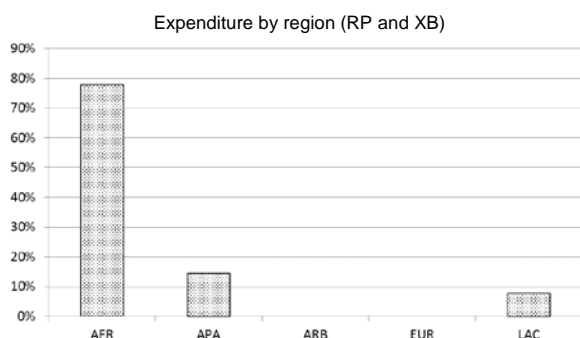Implementation is "On track" for 82% of workplans

$507M Expenditure Plan Performance Indicators (PI) and Targets (T)	Assessment of progress as at 31/12/2015	Likelihood that target will be attained
PI: Launch of a post-DESD programme framework. **T 2014-2015**: 1 programme framework.	Global Action Programme (GAP) on ESD launched at 2014 World ESD Conference with more than 360 commitments from stakeholders from 80 countries. At the end of 2015, a total of some 490 commitments received.	High
PI: Number of references to ESD in policy documents at the international level. **T 2014-2015**: 2.	11 references – Aichi-Nagoya Declaration on ESD; UNGA Resolutions A/RES/69/211 and A/RES/70/209; SDG Target 4.7; Incheon Declaration; Education 2030 Framework for Action; 2015-2025 MAB Strategy; SAMOA Pathway; Biodiversity Communication, Education and Public Awareness COP 12 Decision XII/2; COP20 Lima Ministerial Declaration on Education and Awareness-raising of Climate; COP 21 Paris Agreement	High
PI: Number of countries supported to integrate a holistic approach of ESD into the curriculum with a focus on climate change, disaster risk reduction and biodiversity. **T 2014-2015**: 15.	56 countries including Bangladesh, Brazil, Cambodia, Chile, Costa Rica, Cuba, DR Congo, Ecuador, Egypt, Ethiopia, Fiji, India, Indonesia, Jordan, Kuwait, Lebanon, Mexico, Mongolia, Oman, Pakistan, Namibia, Nepal, Peru, Philippines, South Africa, United Republic of Tanzania, Thailand, Tonga, Viet Nam received technical support in policy, planning, curriculum, teacher training and learning materials development.	High

Challenges and risks in implementation and remedial actions

Key challenges	Remedial actions
Challenges in realizing the full potential of ESD include: the need for further alignment of education and sustainable development sectors; the need for more work towards institutionalizing ESD to ensure strong political support for implementing ESD on a systemic level; and finally, the need for more research, innovation, monitoring and evaluation to develop and prove the effectiveness of ESD good practices. Securing political commitment for the Global Action Programme is a lengthy process, requiring on-going communication with relevant Key Partners, actors and stakeholders. However, efforts are necessary to sustain, further strengthen and scale up commitments among the different Partner Networks and other major ESD stakeholders.	While there are challenges ahead, the solid foundation developed during the Decade support a wide range of global to local responses – to help sustain momentum on ESD into the future. The World Conference preparations and the launch of the GAP were fully utilized to mobilize partners from education and sustainable development sectors. GAP implementation focuses on scaling up ESD actions. Country-level interventions provide an important means to strengthen political commitment and capacities to systematically use education to address global challenges. A GAP ESD Clearinghouse was launched to enhance the availability of good practice examples. A GAP monitoring scheme will be put in place and relevant research will be encouraged. All activities are implemented in a cost-effective manner, aligning regular programme and extrabudgetary projects to complement each other. Through the GAP, UNESCO will remain at the forefront of building on the Decade and leading ESD into the future.

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

Regular Programme and Extrabudgetary resources in 2014-2015 (in thousands USD)						Assessment of implementation of workplans
Regular budget (staff and activities)			Extrabudgetary resources			
Allocation (incl. donations)	Expenditure	Exp. Rate %	Expenditure	Funds mobilized	37 C/5 funding targets	
730	723	99%	36,413	20,837	2,000	🟢

Expenditure by region (RP and XB)

Status of workplans implementation by region (RP+XB)

Implementation is "On track" for 87% of workplans

$507M Expenditure Plan Performance Indicators (PI) and Targets (T)	Assessment of progress as at 31/12/2015	Likelihood that target will be attained
PI: Number of countries with a multisectoral strategy that addresses HIV in the school setting *(Source: GARPR #7.1/NCPI a.i.1.3).* **T 2014-2015**: 91% (168/182) of countries include the education sector in their multisectoral strategy.	On the basis 2012 National Composite Policy Index (NCPI) reporting, over 140 countries had strategies that address HIV in the school setting. Results of 2014 NCPI reporting still under analysis. In the 2014-2015 biennium, UNESCO actively supported over 66 countries to strengthen implementation of their strategies to address HIV in the school setting, including through support on comprehensive sexuality education (CSE).	High
PI: Number of countries where at least 50% of schools provided life skills-based HIV and sexuality education within the previous academic year. **T 2014-2015**: At least 64% of UNAIDS high-impact countries in Africa (16 out of 25).	The indicator has recently been integrated in national EMIS systems and data is pending analysis. However, on the basis of the recent report on the global status of school-based CSE, almost 80% of the 48 countries assessed have policies or strategies which support CSE, and 21 Eastern and Southern African countries either provide or are in the process of integrating CSE in curricula.	High

PI: Number of countries with education sector rules and guidelines for staff and students related to physical safety, stigma and discrimination and sexual harassment and abuse that have been communicated to relevant stakeholders in educational institutions. **T 2014-2015**: At least 48% of UNAIDS high-impact countries in Africa (12 out of 25)	This indicator has recently been integrated in national EMIS systems and data is pending analysis. However, support provided to over 66 countries on CSE encompasses work to address violence, stigma and discrimination and a road map and global guidance document on school-related gender-based violence has been produced and will be rolled-out at country level in 2016.	High

Challenges and risks in implementation and remedial actions

Key challenges	Remedial actions
While interest and support for CSE and SRH services has been increasing, recent progress against HIV and AIDS has meant this area is decreasing in priority. This has led to a decline in funding for UNAIDS. For UNESCO – whose work is positioned more broadly on issues relating to health education, CSE, SRH and the right to education for all – this decreased prioritization does not pose a risk to the overall relevance of the programme. In the area of broader school health, despite broad recognition of the potential of the education sector to meaningfully impact the health outcomes of learners, ensuring that this is followed-up by concrete action and resources continues to be a challenge. Nonetheless, there is a growing push by bilateral donors and other development partners to intensify efforts to bring the education and health sectors more closely together, working in partnership to address key development challenges and towards the achievement of the 2030 SDG agenda.	A reduction in UNAIDS funding to all 11 cosponsors was announced in November 2015. UNESCO responded promptly to redesign its global programme to be fit-for-purpose in light of the reduced funding reality. This has resulted in reduced staffing and activity funding for the 2016-2017 biennium, but nonetheless leaves UNESCO well-positioned to continue delivering towards the C/5 and other extrabudgetary commitments, and the realization of ER10.

ER 11: Future education agenda and global education policies shaped, drawing on relevant research and foresight studies conducted by UNESCO's and other institutions

Regular Programme and Extrabudgetary resources in 2014-2015 (in thousands USD)						
Regular budget (staff and activities)			Extrabudgetary resources			Assessment of implementation of workplans
Allocation (incl. donations)	Expenditure	Exp. Rate %	Expenditure	Funds mobilized	37 C/5 funding targets	
569	565	99%	265	2,641	200	🟢

Status of workplans implementation by region (RP+XB)

Implementation is "On track" for 100% of workplans

$507M Expenditure Plan Performance Indicators (PI) and Targets (T)	Assessment of progress as at 31/12/2015	Likelihood that target will be attained
PI: Number of comparative analyses and case studies on emerging challenges for education and learning conducted at national and regional levels, published and disseminated. **T 2014-2015**: – 5 foresight studies (including those planned by Institutes). – 3 global reports/studies on trends. – 1 regional research project.	2 new volumes published as part of the "Education on the Move" series: Unleashing the Potential: Transforming TVET, and Charting the Course of HIV and Education. 7 issues of "Prospects Quarterly Review of Comparative Education" (IBE) and 7 issues of International Review of Education Journal of Lifelong Learning (UIL). Research conducted by Headquarters, seven category 1 institutes and the Bangkok office.	High
PI: Number of proceedings of international/ regional research colloquia organized jointly by UNESCO and research partners. **T 2014-2015**: 4 global conferences or policy forums.	"Rethinking Education: Towards a global common good?" was prepared in particular for the post-2015 agenda. It provided a powerful momentum to explore issues related to the purpose of education and the organization of learning in the 21st century. IIEP organizes yearly a Policy Forum – "Academic and Research Integrity" (2014) and "Planning Higher Education Integrity (2015).	Medium

Challenges and risks in implementation and remedial actions

Key challenges	Remedial actions
The main challenge in implementing this expected result is to ensure overall coherence and synergy among the UNESCO institutes, regional bureaus and sections that have a research mandate in education policies, in the face of different reporting lines and the diversity of institutional settings.	Efforts aiming at information sharing and collaborative research have been made by the Education Research and Foresight team to promote greater synergy and coherence in research work across the sector

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

Regular Programme and Extrabudgetary resources in 2014-2015 (in thousands USD)						Assessment of implementation of workplans
Regular budget (staff and activities)			Extrabudgetary resources			
Allocation (incl. donations)	Expenditure	Exp. Rate %	Expenditure	Funds mobilized	37 C/5 funding targets	
397	389	98%	9,411	10,048	-	🟢

Expenditure by region (RP and XB)
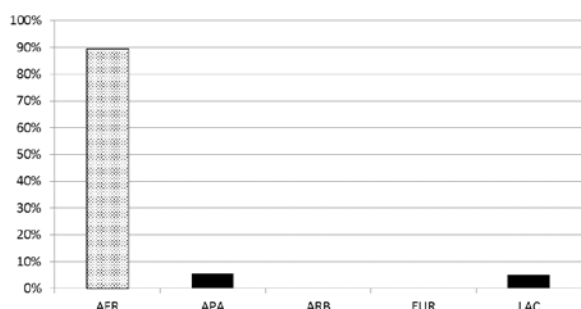
Status of workplans implementation by region (RP+XB)

Implementation is "On track" for 67% of workplans

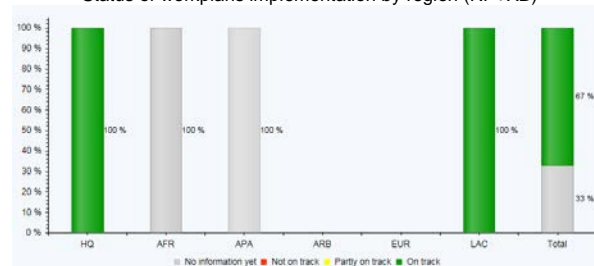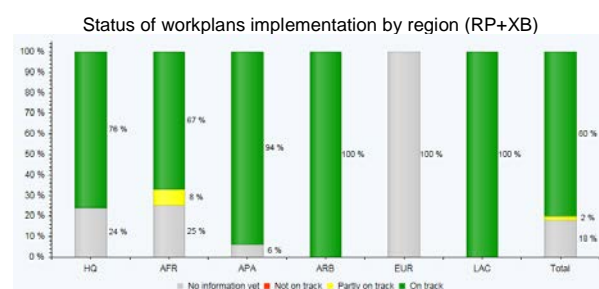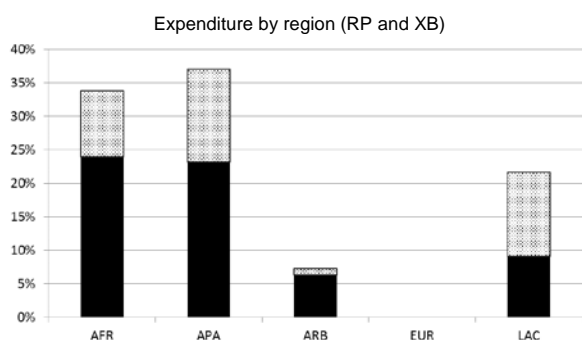| $507M Expenditure Plan Performance Indicators (PI) and Targets (T)	Assessment of progress as at 31/12/2015	Likelihood that target will be attained
PI: Number of countries reporting on their compliance with the normative instruments on the right to education. **T 2014-2015**: – Existing database. – Training manual doesn't exist as of yet. – Regular reports on implementation.	The biennium has been marked by two important milestones: the launching of the Database on the right to education, and the development of the strategy on standard-setting instruments to enhance visibility, cooperation, monitoring and implementation of ED normative instrument. The database currently includes information of 195 Member States.	High
PI: Number of countries piloting UNESCO's analytical framework to review their national education laws. **T 2014-2015**: Guidelines for Law review completed and pilot-tested in at least 2 MS.	The Guidelines for reviewing national legislation and policies in the field of RTE have been published and made available online. 2 countries (Nepal and Haiti) have completed the piloting. with excellent results.	High
PI: Number of GMR launch events and media articles related to the Report, together with examples of policy influence. **T 2014-2015**: 70 launch events.	During this period, both the 2013/14 and 2015 Reports were launched. The global launch of the 2015 GMR was organized across three continents on 9 April 2015, attended by many high-level experts, personalities and Ministers. Some 71 launches were held in 2015. The media coverage of the 2015 GMR reached 101 countries. The GMR recorded numerous examples of global and national policy impact.	High

Challenges and risks in implementation and remedial actions

Key challenges	Remedial actions
Challenges relate to the importance of further collaborating with ROs and FOs and the need for an even more strengthened interaction with various actors. Another key challenge is to address the mismatch between the resources devoted to these activities and the work required to respond fully to the needs and especially the requests by governing bodies and the related statutory work. Some activities were delayed notably due to additional major unscheduled activities. Similarly, the launching of the 9th consultation was also delayed due to a decision taken by the board to consult again the Members of the Executive Board. The work on the online platform hosting the guidelines for the 9th consultation was also delayed due to this decision. The publication of the compendium was delayed due to financial constraints; the Guidelines on the review of legislation and policies in the field of right to education were implemented only in two countries because of costs. Regarding the Database, its maintenance requires important resources and constitutes a challenge. An action plan is being prepared in order to cope with the situation. All the activities carried out so far are cost-effective and cost-efficient; the work has been carried out with minimum funds and very short staffing.	Two main remedial actions have been taken: – the development of a comprehensive strategy; and – a fundraising campaign among Member States.
While the GMR continues to grow in scope and outreach, its role in the post-2015 framework has required special attention in order to establish its future mandate.	The GMR Team has been reaching out to work in cooperation with different actors both within UNESCO and in the United Nations system at large to solidify its future mandate.

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

Regular Programme and Extrabudgetary resources in 2014-2015 (in thousands USD)						
Regular budget (staff and activities)			Extrabudgetary resources			Assessment of implementation of workplans
Allocation (incl. donations)	Expenditure	Exp. Rate %	Expenditure	Funds mobilized	37 C/5 funding targets	
10,922	10,850	99%	17,204	6,898	4,000	🟢

Expenditure by region (RP and XB)

Status of workplans implementation by region (RP+XB)

Implementation is "On track" for 80% of workplans

$507M Expenditure Plan Performance Indicators (PI) and Targets (T)	Assessment of progress as at 31/12/2015	Likelihood that target will be attained
PI: Increased support to EFA from education stakeholders, notably governments, international and regional organizations, civil society and private sector. **T 2014-2015**: All EFA partners – Member States, United Nations agencies, civil society, private sector – participate in 2014 GEM and in preparations for 2015.	GEM meeting (May 2014, Oman) brought together some 300 participants, representing MS, EFA convening agencies, Global Partnership for Education, bilateral and multilateral agencies and other partners. Education 2030 Framework for Action was adopted by 184 MS at the high-level meeting held in the margins of the 38th General Conference (2015).	High
PI: World Education Forum 2015 effectively organized in the Republic of Korea. **T 2014-2015**: – World Education Forum 2015 successfully organized with participation of at least 5 heads of agencies, 5 Heads-of-State and 100 ministers of education. – Post-2015 education agenda agreed and Framework for Action adopted.	WEF hosted by Korea, co-convened by 6 United Nations agencies and organized by UNESCO brought together some 1600 participants including 120 Ministers of Education from 160 countries, United Nations agencies, international donors, and about 130 NGOs. With Incheon Declaration adopted at WEF, the international community committed to single education agenda, subsequently leading to SDG 4 on education and its related targets.	High
PI: Education issues prominently included in international, regional and national political agendas (such as G8, G20, UNGA, African Union, ALECSO, ASEAN, EU, ISESCO, OEI). **T 2014-2015**: 5 high-level meetings will address education issues.	At the 3rd International Conference on Financing for Development UNESCO advocated for increasing investments in education. The Director-General is one of co-conveners of the Commission on Financing of Global Education Opportunity, launched by Norwegian Prime Minister and United Nations SG at Education Development Summit in Oslo (July 2015).	High

Challenges and risks in implementation and remedial actions

Key challenges	Remedial actions
The key challenge has been to mobilize the wide-ranging partners and stakeholders to collectively agree on a set of goals, while ensuring that the process is participatory and inclusive.	UNESCO capitalized on its convening power to bring together all the partners and stakeholders. UNESCO's technical expertise in the various fields of education allowed the Organization to propose technically sound directions for the future goals and targets. The engagement of a number of Member States (i.e. Oman and Republic of Korea) to champion the agenda by hosting international meetings further facilitated the participatory and inclusive consultations.

MAJOR PROGRAMME II: NATURAL SCIENCES

I.   Overall strategic assessment

Key achievements

34.   Despite the difficult resource situation, Major Programme II (MP II) achieved important milestones. The International Year of Crystallography (IYCr) was successfully co-led by UNESCO in 2014, which also celebrated the International Year of Small Island Developing States (SIDS) and the Third International Conference on SIDS held in Apia, Samoa. MP II coordinated UNESCO's contributions and subsequent to the UNGA adoption of "The Samoa Pathway", began developing the UNESCO SIDS Action Plan. 2015 saw the success of the International Year of Light and Light-based Technologies (IYL), co-led by UNESCO, as well as the adoption of the 2030 Agenda and its SDGs, and the adoption of the Paris Agreement on Climate Change at COP 21, with full participation of UNESCO.

35.   The Ministerial Roundtable Breakfast on Sciences for Sustainable Development, organized by UNESCO for the High-Level Segment of ECOSOC and the High-Level Political Forum in July 2015 in New York, were instrumental in ensuring the recognition of the role of science in the 2030 Agenda, as were high-level events with members of the United Nations Secretary-General's Scientific Advisory Board (SAB) during the United Nations General Assembly, and around COP 21. Throughout the biennium MPII contributed to various ongoing processes that led to the 2030 Agenda. The SAB was fully supported in its meetings by the Sector.

36.   A strengthened science-policy interface was supported through the full operationalization of the Intergovernmental science-policy Platform on Biodiversity and Ecosystem Services (IPBES), including through UNESCO serving as the Technical Support Unit for the IPBES Task Force (TF) on Indigenous and Local Knowledge (ILK). The Organization hosted expert meetings and prepared the document on ILK for the third and fourth plenaries of IPBES. UNESCO's work on both ILK and for SIDS has been widely recognized and demand for it exceeds current delivery capacity.

37.   The *UNESCO Science Report Towards 2030* was launched on World Science Day 2015 at UNESCO Headquarters. Support to effective STI policy and governance was provided through the Global Observatory of STI Policy Instruments (GO-SPIN) to eight Member States: (Israel, Malawi, Rwanda, Zimbabwe, Equatorial Guinea, Mozambique, Niger, Senegal); support to other 18 countries was provided for STI policy implementation and science popularization. Partnerships in science for development were forged around the World Science Forum, World Science Day, the UNESCO-L'Oréal For Women in Science partnership, and the design and operationalization of the Future Earth initiative on integrated global change research. The SAGA (STEM and Gender Advancement) project developed a list of STI gender objectives and a first draft toolkit on STEM indicators and policies, to focus future work on increasing the participation of women in science.

38.   UNESCO continued to support capacity-building, and the exchange of scientific knowledge and best practices in the field of renewable energy. A fellowship programme was set up with the support of the International Sustainable Energy Development Centre in Moscow. In the framework of the IYCr, the International Basic Sciences Programme (IBSP) contributed to the implementation of Open Laboratories in Crystallography in more than 25 countries. The IYL, for which the Abdus Salam International Centre for Theoretical Physics (ICTP) served as the global secretariat, has been an immense success with several major activities, from STEM education to basic sciences research, via science communication and awareness programmes. The PhosAgro-UNESCO-IUPAC research grants scheme "Green Chemistry for Life" awarded its first two rounds of grants. IBSP is coordinating together with the World Academy of Sciences (TWAS) a major project proposal of a complete set of doctoral training programmes in Angola, which is expected to be launched in 2016.

39. Capacity-building continued through TWAS, ICTP and the field offices. ICTP's fiftieth anniversary in October 2014 saw the launch of the ICTP Strategy Plan 2014-19. A particular focus was the importance of SESAME (the Synchrotron-Light for Experimental Science and Applications in the Middle East) supported jointly by IBSP and ICTP, to the development of science in the Middle East.

40. UNESCO contributed to the first two Africa Engineering Weeks in 2014 and 2015. During Mobile Learning Week in February 2015, Intel and UNESCO launched the Young Women in Engineering in Africa Acceleration Programme. Engineering education has been strengthened by familiarizing Member States to incorporate problem-based learning for engineering into their curricula with the category 2 centre in Denmark. The International Knowledge Centre for Engineering Sciences and Technology in Beijing was launched.

41. Over the last quarter of 2015, the Intergovernmental Oceanographic Commission (IOC) placed much programmatic and outreach focus around climate change and COP 21. Beyond its normal programmatic activities around climate change (systematic observations, ocean acidification, coastal blue carbon, building developing countries' adaptive capacities through integrated coastal area management, etc.), IOC engaged in considerable mobilization of scientific and civil society institutions around ocean and climate science and awareness-building. This effort built on the work done in the celebrations of the World Ocean Day (8 June 2015) and the conference "Our Common Future Under Climate Change" (July 2015) both held at UNESCO. The World Ocean Day had attendance from Heads of State and over 1,200 policy makers, civil society, and youth representatives. IOC promoted the key messages issued at these events throughout its COP 21 participation. This included: eight official UNFCCC side events targeted at negotiators and policy-makers; three flagship events hosted in the civil society zone of the Bourget to mobilize and build ocean and climate awareness among the general public (near 1,000 attendees, 80,000 twitter visualizations); two exhibits at the Bourget featuring scientific and policy-oriented publications; and high-level participation of IOC's Executive Secretary to highlight IOC's contributions in ocean observation to the UNFCCC's Subsidiary Body for Scientific and Technological Advice (SBSTA).

42. Ocean science is becoming a key development factor for humankind. There are many challenges in managing the Ocean in a sustainable manner. IOC is up to facing these challenges through refocusing and reinvigorating its programmes with the aim of increasing awareness and mobilizing the scientific capacities of its Member States to address the challenges defined by the SDGs, the Samoa Pathway, the Sendai Framework and the Paris Agreement on Climate. The scientific conference 'Our Common Future under Climate Change' in Barcelona in November 2014 summarized the ocean science needed. Through the Intergovernmental Panel on Harmful Algae Blooms (HAB) and the GlobalHABinitiative, the IOC offers direct assistance and a decadal research agenda for Member States to protect public health and ecosystems services.

43. IOC lead and coordinate the Global Ocean Observing System (GOOS). GOOS embraces not only ocean physics, but also biology and ecosystems, and the new GOOS panel on these topics will help to directly support ocean health and sustainability. Ocean data exchange is the backbone of any observing systems. The IOC International Oceanographic Data and Information Exchange (IODE) Program celebrated the tenth anniversary of its office in Ostend, Belgium. With extrabudgetary support from Member States, and in particular the Government of Flanders (Kingdom of Belgium), the IODE programme started the development of a global network of Regional Training Centres in North America & Caribbean, Europe, Africa, Indian Ocean and Western Pacific region. The IOC-IODE Ocean Biogeographic Information System is a database of global marine animal and plant distributions. It currently holds 45 million observations of over 100,000 marine species. It is a key source of information for IPBES and for the emerging work of United Nations system on protection of ocean life beyond national jurisdiction. The operationability of the regional tsunami warning systems can be demonstrated by the most recent example: on 16 September 2015, after a magnitude-8.3 earthquake, a tsunami advisory was generated by the USA Pacific Tsunami Warning Center in Honolulu. It was ably turned into a local warning by the

Chilean Navy with more than a million people evacuated from the coastal area of risk around the Chilean city of Coquimbo and massive loss of life averted. Thanks to excellent support of India and Australia, and strong cooperation with IOC partners, such as the ICSU Scientific Committee on Oceanic Research, IOC launched on 4 December 2015, in Goa, India, the Second International Indian Ocean Expedition. This is almost a historic reincarnation of the first Expedition of 1960s, which was one of the motivations for the very establishment of IOC.

44. In June 2015 the IOC Assembly adopted the new IOC Capacity Development Strategy. Building on its recognition by UNCLOS, Rio+20 and SDG 14 as the competent body in marine scientific research and transfer of marine technology, the Strategy highlights the need for cooperation and coordination between regional and global programmes.

45. The General Conference, at its 38th session, ratified the creation of the International Geoscience and Geoparks Programme and the label "UNESCO Global Geopark". This is the first new designation since the 1970s. The African Network of Earth Sciences Institutions has begun providing mobility grants to postdocs and awarding postdoc grants for outstanding women scientists in Africa.

46. UNESCO was highly visible at the third World Conference on Disaster Risk Reduction (DRR) held in Sendai, Japan in March 2015, exhibiting its intersectoral delivery modality. UNESCO trained more than 500 experts and awareness was raised for approximately 1,500 people on DRR. Two technical documents to support policy-making were developed and eleven tools for science-based decision-making were developed. The newly established International Platform for Earthquake Early Warning Systems, the first of its kind under the United Nations, shall link with the tsunami and landslide work of the Organization.

47. Following an extensive, transparent process the MAB Strategy 2015-2015 was adopted by the 27th MAB Council and then approved by the General Conference at its 38th session. Thirty-three new biosphere reserves (BR), including three transboundary ones, were adopted by the 26th and 27th MAB Council, while three BR voluntarily withdrew, demonstrating that the Periodic Review process with its exit strategy is successful in maintaining the high quality of BR. The World Network of Biosphere Reserves now includes 651 sites covering over 10.2 million square kilometres of terrestrial, coastal and marine areas that are home to 172 million people.

48. All activities of the International Hydrological Programme (IHP) aimed to enhance Member States' water security and reinforce their ability to implement SDG 6. This included: strengthened drought and flood forecasting, especially in Africa; advancing the science-policy interface of the impacts of climate change on different natural resources through the joint meeting of the IPCC and IHP during COP 21; managing water resources in arid and semi-arid regions; establishing a network of 113 experts (47% women) from 41 countries to study pathogens affecting water and sanitation services for people in rural and urban areas; and defining guidelines on ecohydrology demonstration sites.

49. The IHP was strengthened through new initiatives including a task force on urban water issues, the formally-approved "UNESCO water family" concept and joining the international initiative #WaterisClimate. UNESCO holds the vice-chairpersonship of UN-WATER and reinforced active involvement and leadership in United Nations initiatives, including its role in the successful adoption of SDG 6 on water. The results of the International Year of Water Cooperation, coordinated by IHP, were presented to the United Nations General Assembly. IHP and the UNESCO water family were active at COP 21 on Water and Climate Day, with eight events, in addition to the international conference "Water, Megacities and Global Change". Over 7,800 professionals, of whom over 41% were women, were trained through the UNESCO water family, including UNESCO-IHE. The 2014 and 2015 World Water Development Reports were launched by the World Water Assessment Programme (WWAP), which also produced a series of tools on sex-disaggregated indicators for water assessment, monitoring and reporting. UNESCO was a partner in the "Gender Dimensions of Weather and Climate Services" conference held in Geneva in 2014,

which led to recommendations on gender equality for the Global Framework for Climate Services and collaboration with France and other partners to highlight gender equality and women's empowerment at COP 21.

50.   The 2030 Agenda presents a strong opportunity to MP II to showcase the relevance of its programmes, with special recognition of IHP for SDG 6; IBSP, science policy and capacity-building for SDG 9; IOC, IHP and MAB for SDG 13; IOC for SDG 14; and IOC and MAB for SDG 15. The Paris Agreement on Climate Change also provides opportunities for the natural sciences programmes to demonstrate their high value to Member States for climate adaptation and mitigation, particularly as it for the first time recognizes the role and impact of the ocean, freshwater, gender equality and indigenous peoples in these processes.

Funds mobilized and partnerships established

51.   MP II mobilized approximately $85 million over the biennium. Excluding the target for UNESCO-IHE which cannot be measured by UNESCO's financial system, MP II's target was exceeded, with 111% success. Significant new funding was provided by Sweden's Sida, to four research projects in the area of science-policy interface, two in the earth sciences in Africa and two in the water sciences. Other major donors now include the African Development Bank, Australia, China, Flanders, Japan, Malaysia, Norway, Republic of Korea and the OPEC Fund for International Development. The IOC and IHP initiated discussions on a modality to implement GEF-funded projects on behalf of UNEP and UNDP. The Global Geoparks Network is on track to donate $1,000 per Geopark per year to a UNESCO special account.

52.   IOC has strived to maintain the global tsunami system, through meetings for governance and technical working groups, as well as training courses on tsunami preparedness and awareness, improving standard operating procedures and hazard assessments. Tsunami wave exercises are commonly held in all ocean basins. A solution for the continuation of the work of the Caribbean Tsunami Information System was recently found with the help of the Government of Barbados. Tsunami warning systems require adequate national investments. For example, the cost of setting up the Indian Ocean Tsunami Warning System over the past 10 years has been of the order of $450 million with most of the funds provided by Australia, India and Indonesia. Annual maintenance amounts to $50-$100 million. In early 2015 the Sultanate of Oman began operating its National Multi Hazard Early Warning System. It was developed with the technical support of IOC under an Oman-UNESCO Funds-in-Trust agreement signed in 2009.

53.   Building on its first successful experiences with the sailing race community (e.g. Barcelona World Race 2014), the IOC further reinforced its links to the civil society, which has begun to see IOC as a key partner due to its high-level scientific networks and its capacity to have access to the best international experts to ensure the high quality of scientific information. In 2014 IOC launched with NGOs and partner research institutes a platform called the "Ocean and Climate Platform" (http://www.ocean-climate.org) that contributed considerably the visibility of the Ocean in the COP 21 negotiations.

Impact of the financial situation on programme delivery

54.   All programme areas were negatively impacted by the funding shortfall and consequent post reductions, which required additional workload by staff throughout 2015, given the key events during the year. The reduction in fixed posts particularly affected work in engineering, which no longer has a senior programme specialist position. To cut costs IBSP, IGCP, IHP, IOC and MAB held shorter and fewer meetings, and printed fewer documents in fewer languages for their meetings.

55.   The financial situation negatively impacted the number of beneficiary Member States that could be supported in areas such as STI policy support, science education, DRR, development of new MAB research and capacity-building projects, as well in the provision of MAB technical training and outreach communication. IHP is understaffed, as reported by the IHP Finance

Committee, the audit of the Division and in the external evaluation of IHP-VII. However, the number of members of the UNESCO water network, notably category 2 centres and UNESCO Chairs, has almost doubled over five years. The Division was reorganized to improve coordination of the water network, while the implementation of IHP-VIII objectives had to be prioritized by a high-level dedicated panel set by the IHP Council. Some goals were postponed, limits set to the geographical coverage of activities, and the thematic scope and number of beneficiaries reduced. While the mobilization of extrabudgetary funds is on target, the current staffing situation has also limited the mobilization of additional funds and the capacity to implement funds already mobilized.

56.   IOC was particularly affected by the financial situation with a reduction in its regular budget affecting its leadership in key global programmes. IOC has given priority to programme implementation and programmatic staffing and where possible reduced its coordination and administration functions. Programme activities were cut across the board as defined by the IOC Governing Bodies. The operational activity budget cuts have put the IOC's core mission in jeopardy as regards its critical role in long-term sustained systems that provide monitoring and observations of the ocean, and in the management, transformation and dissemination of data and information to help Member States mitigate ocean-related risks. Some mitigation has been possible following the approval by the 196th session of the UNESCO Executive Board of the IOC budget reinforcement with $1.1 million through the reprogramming exercise. These funds were provided in the last quarter of the biennium. While IOC continues to explore new funding opportunities, sufficient core regular funding remains essential to ensure that IOC can function effectively.

Overall challenges encountered in implementation and remedial actions

57.   Some activities were discontinued or postponed due to lack of sufficient human and financial resources. For example in DRR, the trend of building partnerships that have multiple benefits for our programming and reach continued. Partnering with local universities promotes sustainability and often results in the delivery of better results than the expected ones due to the involvement of students, and working with NGOs allows for wider reach at the community level.

58.   Remedial measures in all areas included greater efforts at extrabudgetary resource mobilization; strengthening partnership development including benefiting from ODAs; and mobilizing Member States to provide professional secondment and JPO positions to Headquarters and field offices. Non-optimal remedial actions included higher reliance on interns, short-term junior consultants, and volunteers; higher prioritization of tasks; and stronger collaboration and cooperation with external partners. A secondment was obtained from the government of Switzerland to work on science diplomacy. The greater involvement of category 1 and 2 centres has increased significantly to compensate for the shortage of human and financial resources, which has resulted in a significant increase in the work for coordination done by the Secretariat.

59.   Finally, the security or health situation in some regions precluded activity work as planned. This was partly addressed by supporting local scientists to travel abroad to receive the planned training, as was the case for some long-standing Libyan projects, and for newer projects in Nigeria and Chad. The Ebola breakout led to postponement of planned training.

60.   While the high relevance of IOC is demonstrated by its success stories, the increasing number of Member States and expanding responsibilities and tasks, requires it to continue to rise to the ever increasing challenges and prove its value. Limited resources call for sharper prioritization, while maintaining the participation of leading scientists and attracting the young, coming ones, as well as science managers. The change in the Commission's membership from the initial 40 Member States with reasonably developed capacity to do ocean research to 147 Member States (with a considerable number of SIDS), most of them requiring increase in human and infrastructure capacity, constitute both a challenge and a great opportunity. This requires a renewal or broadening of national focal points as well as a more robust communication strategy to ensure effective and efficient governing process at regional and global levels, increased awareness of the societal benefits and risks from the ocean, including the cost-benefit analysis to demonstrate the
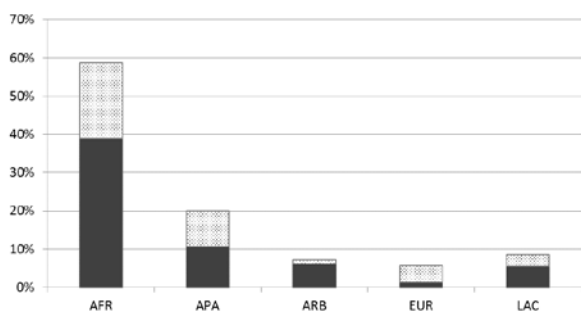
returns on governments' investments in the development of ocean science and sustained ocean observations and services. This work is under way and the new team of Officers of the Commission (elected in June 2015) and the Secretariat will be presenting concrete proposals to the IOC Member States at the June 2016 session of the Executive Council.
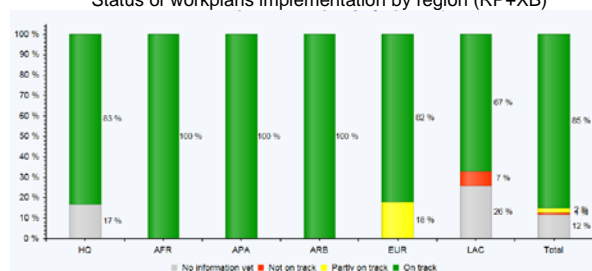
II. Assessment by Expected Result

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

Regular Programme and Extrabudgetary resources in 2014-2015 (in thousands USD)						
Regular budget (staff and activities)			Extrabudgetary resources			Assessment of implementation of workplans
Allocation (incl. donations)	Expenditure	Exp. Rate %	Expenditure	Funds mobilized	37 C/5 funding targets	
10,899	11,248	103%	9,165	7,705	8,700	🟢

Expenditure by region (RP and XB)

Status of workplans implementation by region (RP+XB)

Implementation is "On track" for 85% of workplans

$507M Expenditure Plan Performance indicators (PI) and Targets (T)	Assessment of progress as at 31/12/2015	Likelihood that target will be attained
PI: Number of assisted Member States which have adopted STI policies, policy instruments and governance tools for the development of their STI systems. **T 2014–2015:** At least 8.	Provision of direct assistance: 10 countries. Provision of assistance through training: 8 countries. Science popularization activities implemented in 3 countries. Innovation related assistance pursued in 8 countries.	High
PI: Number of concrete approaches in action among the ones recognized and commonly pursued in the United Nations and in relation to which UNESCO provides a clear and value-adding contribution demonstrating and contributing to the strengthening of the science-policy interface at multiple levels. **T 2014-2015:** – At least two work streams of the UNSG Scientific Advisory Board (SAB) launched and the related outputs delivered; – At least two substantive IPBES meetings organized or co-organized by UNESCO in the context of the IPBES programme of work 2014-2018; – The Future Earth (FE) governing board, science committee and engagement committee fully in place and its science agenda developed and agreed; – At least two meetings of the STI Alliance for Global Sustainability co-organized and co-	4 work streams of the SAB designated and fully implemented with 2 meetings of the SAB successfully held on the basis of raised extrabudgetary resources. 4 high-level events with participation of SAB members successfully held at the United Nations in NY, in the context of ECOSOC and the United Nations Commission on Science and Technology for Development, and during COP21. 3 expert meetings of IPBES successfully organized and held with extrabudgetary resources. The FE Governing Council, Science Committee and Engagement Committee fully in place, the governance architecture of FE adopted and the FE science agenda developed and endorsed. 2 meetings of the FE Science and Engagement Committees and of the Alliance/Governing Council of FE successfully held. 2 peer-reviewed articles on sustainability	High

hosted by UNESCO; – One scientific paper illustrating UNESCO's contribution to sustainability science published; – A report compiling relevant case studies relying on UNESCO's ISPs and networks of sites developed, published and disseminated online; – At least two global events on the contribution of STI to sustainable development organized in the context of relevant high-level meetings such as ECOSOC and the United Nations Commission on Science and Technology for Development.	science and UNESCO's role therein published, and extrabudgetary project with SHS initiated. Information on UNESCO-designated sites reported within the sub-global assessment of biodiversity and ecosystem services to which UNESCO is a key partner.	
PI 3: Number of actions at multiple levels promoting sustainable development in SIDS; and mobilizing local and indigenous knowledge systems (LINKS) in environmental assessments **T 2014-2015:** – UNESCO activities coordinated in SIDS regions to celebrate the International Year of SIDS; – SIDS priorities reviewed in light of Samoa outcomes and UNESCO action plan established; – 3 global processes supported to recognize and promote synergies between LINKS and science in environmental assessments; – 2 demonstration projects for LINKS transmission reinforced.	SIDS Action Plan elaborated based on Samoa Pathway outcome. Indigenous and local knowledge (ILK) was anchored in (i) IPBES assessments on pollination, Africa and Europe, (ii) IPCC's 5th Assessment Report and (iii) UNFCCC COP 21 through a pre-COP Conference on Indigenous Peoples and Climate Change. Mayangna knowledge transmission reinforced with school tools and teacher training in Nicaragua.	High
PI 4: Number of supported Member States which have improved the use of renewable energy for energy access and/or national development plans. **T 2014-2015:** At least 3 Member States.	Expert workshops organized in 2 Member States and benefiting 10 additional countries. A project was implemented benefiting 5 sub-Saharan countries.	High
PI 5: Number of regional and global initiatives on STI for development initiated by or with UNESCO, nurturing the debate and providing best practices for STI policy-makers. **T 2014-2015:** At least 3 global meetings; the World Science Report (2015); at least 2 regional meetings.	The World Science Day 2015 successfully held. The World Science Forum 2015 successfully held. The World Science Report 2015 published.	High

Challenges and risks in implementation and remedial actions

Key challenges	Remedial actions
The UNESCO-L'Oréal For Women in Science partnership has shifted the balance of cooperation between the partners.	Talks are under way to ensure that the Prize ceremony will return to UNESCO. Moreover, an ambitious proposal for activities mobilizing UNESCO-L'Oréal Laureates, Fellows and Young Talents between two consecutive sessions of the Prize ceremony is being developed jointly and will be submitted to the Board of the L'Oréal Foundation in March 2016. UNESCO-DPI and the L'Oréal Foundation have agreed on a joint communication plan to promote the current and planned joint activities.
Allocation of adequate expert human resources to expand the GO-SPIN initiative.	An ambitious proposal for extrabudgetary funding has been developed to address this challenge and is being discussed with interested Member States.

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

Regular Programme and Extrabudgetary resources in 2014-2015 (in thousands USD)						
Regular budget (staff and activities)			Extrabudgetary resources			Assessment of implementation of workplans
Allocation (incl. donations)	Expenditure	Exp. Rate %	Expenditure	Funds mobilized	37 C/5 funding targets	
2,357	2,410	102%	25,108	33,099	13,000	🟢

Expenditure by region (RP and XB)

Status of workplans implementation by region (RP+XB)

Implementation is "On track" for 82% of workplans

$507M Expenditure Plan Performance Indicators (PI) and targets (T)	Assessment of progress as at 31/12/2015	Likelihood that target will be attained
PI: Number of beneficiary Member States having contributed to and/or promoted the sustainable use of renewable energy sources, including in the context of the 2014-2024 United Nations Decade of "Sustainable Energy for All". **Target 2014-2015:** At least 15.	24 beneficiary countries from 4 regions (Africa, Asia, Eastern Europe and LAC).	High
PI: Interdisciplinary science education initiatives, including innovative methods of teaching at all levels introduced in a number of Member States. **Target 2014-2015:** 9.	Interdisciplinary science education initiatives were introduced in 16 countries in Africa, and 12 interdisciplinary initiatives implemented. In 2015, TWAS trained 460 Ph.D. fellowships with 13 partners in 8 countries, and over 150 postdoctoral fellowships with 16 partners in 9 countries. Joint education activities between ICTP and IBSP, such as the ALOP training programme, have been implemented in 8 African countries.	High
PI: Number of Countries especially in Africa having strengthened capacity to deliver science through collaborative action and networking. **Target 2014-2015:** 6.	22 countries have been strengthened in science communication and delivery through the IYCr and the IYL, among them 8 African countries. ICTP and IBSP helped to create one C2C in Rwanda. ICTP trained 28 students in Ph.D. programmes, 75 students passed their diploma and 51 active STEP fellows, among them 28% were Africans which contribute to strengthen their capacity to deliver science.	High

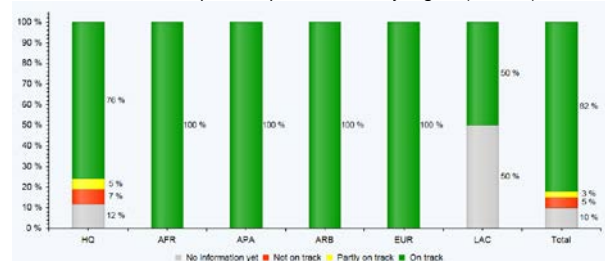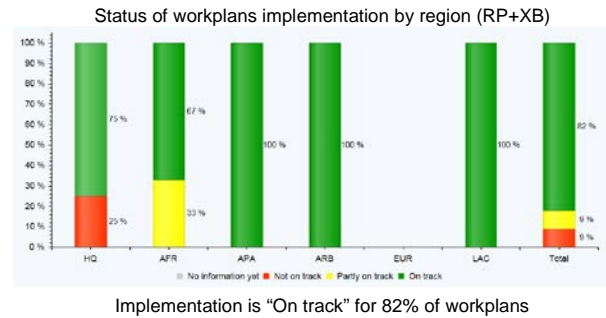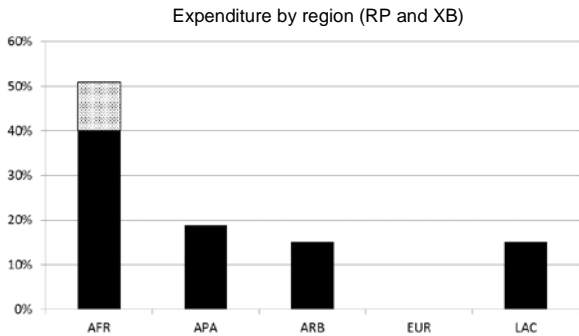## Challenges and risks in implementation and remedial actions

Key challenges	Remedial actions
Increasing use of renewable energy requires expanded capacity-building as well as regional and international partnerships and cooperation.	Further resource mobilization needs to be undertaken to extend the scope of activities particularly in developing countries.
Significant lack of human and financial resources to smoothly implement the huge basic sciences programmes (mathematics, physics, chemistry, life science, science education, biotechnologies) that nurture field offices in terms of programmes and fine-tuned activities.	– Increased mobilization of extrabudgetary and Additional Appropriation resources to run the programme in a decent manner. – Increased collaborative work and action, and mobilization of new partnership, such as the IYL consortium, the AIMS network, APSA, the Daniel Iagolnitzer Foundation etc.
The Ebola breakout in west Africa and the security issue in Nigeria near the Chadian border prevented a smooth delivery of activities in the region (2 ALOP cancelled in Chad and Nigeria)	Postponement of the teacher training workshops or new locations have been found.
Governmental instability in Libya hindered the implementation of several long-standing Libyan programmes.	The strategy for the biotechnology programme was to set up the important meeting and training sessions outside Libya or through video-conference. The delivery of equipment is still pending the improvement of the local situation.

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

Regular Programme and Extrabudgetary resources in 2014-2015 (in thousands USD)						
Regular budget (staff and activities)			Extrabudgetary resources			Assessment of implementation of workplans
Allocation (incl. donations)	Expenditure	Exp. Rate %	Expenditure	Funds mobilized	37 C/5 funding targets	
1,112	1,156	104%	28	198	2,000	🟢

Expenditure by region (RP and XB)

Status of workplans implementation by region (RP+XB)

Implementation is "On track" for 82% of workplans

$507M Expenditure Plan Performance Indicators (PI) and targets (T)	Assessment of progress as at 31/12/2015	Likelihood that target will be attained
PI: Number of universities in Member States which increased their awareness-raising and capacity-building of engineering. **Target 2014-2015:** At least 1 university in each of the regions: Arab States, Africa, Europe and North America, Latin America and the Caribbean, Asia and the Pacific.	Awareness-raising activities took place in universities in South Africa, Pakistan, Egypt, Argentina, Malaysia, Zimbabwe, Kenya, Denmark, Brazil, Nigeria, Congo, Mozambique and Angola. Engineering Week activities were held in 15 countries in Africa. Activities took place also in Cairo, Argentina and the USA.	High
PI: Number of Member States actively involved in gathering engineering data increased. **Target 2014-2015:** At least 2 countries in each of the regions: Arab States, Africa, Europe and North America, Latin America and the Caribbean, Asia and the Pacific.	Awareness to collect and thus engage in engineering data collection has been shown in Nigeria, Zimbabwe and Kenya in Africa; Argentina and Brazil in LAC; Kuwait, and Egypt for Arab States; Denmark, UK and USA for Europe and North America, and Australia, China, Japan, Malaysia and Pakistan in Asia.	High

Challenges and risks in implementation and remedial actions

Key challenges	Remedial actions
Lack of human and financial resources for engineering programme led to reduced activity size and expectations.	Use of networks and experts (category 2 centres and UNESCO Chairs) to form working groups to address key issues. Financially, partners funded projects through in-kind contributions and by funding events. Governments were also very generous in their support and funding for the UNESCO African Engineering Weeks.
Lack of institutional engineering organizations and boards in many developing countries which hinders data collection.	A 4-year strategy paper was prepared on institutional capacity-building to be started in Ethiopia and thereafter in other African countries.

ER 4: Scientific understanding of ocean and coastal processes bolstered and used by Member States to improve the management of the human relationship with the ocean

| Regular Programme and Extrabudgetary resources in 2014-2015 (in thousands USD)						
Regular budget (staff and activities)			Extrabudgetary resources			Assessment of implementation of workplans
Allocation (incl. donations)	Expenditure	Exp. Rate %	Expenditure	Funds mobilized	37 C/5 funding targets	
2,999	3,096	103%	1,715	4,805	5,880	🟢

Expenditure by region (RP and XB)
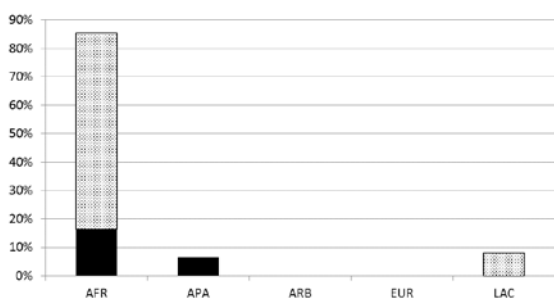
Status of workplans implementation by region (RP+XB)
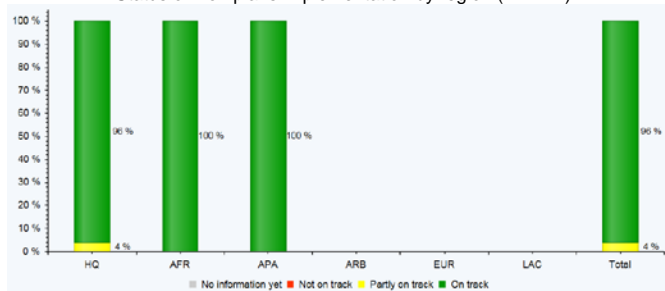
Implementation is "On track" for 96% of workplans

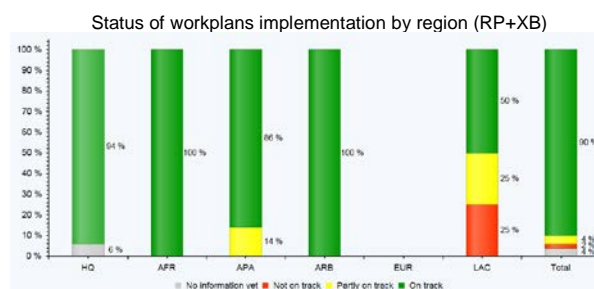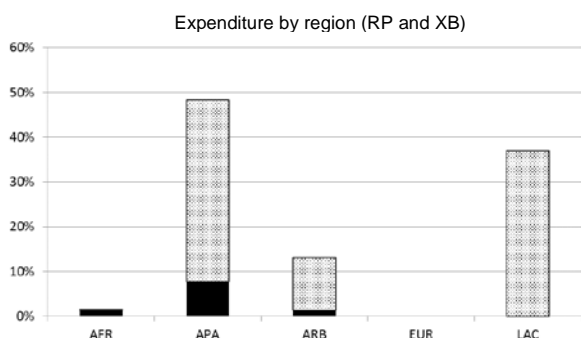| $507M Expenditure Plan Performance Indicators (PI) and Targets (T)	Assessment of progress as at 31/12/2015	Likelihood that target will be attained
PI: (i) Number of international agreements on standards and methodologies established and implemented; (ii) Increase in data sharing among the international carbon programmes and institutions. **T 2014-2015:** (i) Publication of best practices guides, and implementation of methodologies by at least 10 national research institutions; (ii) Increase in ocean carbon data in the Surface Ocean CO2 database (SOCAT) by 15% at the end of 2015.	(i) Blue Carbon Manual used in +10 countries. (ii) 3rd issue of Surface Ocean CO2 Atlas: 14.5 mill surface water fCO2 values + 4.4 mill additional fCO2 values (+30%) The Global Ocean Acidification Observing Network (GOA-ON) is fully established and operative. Website http://goa-on.org. Time series community of practice established and first global report in draft to be printed early 2016.	High
PI: Continued and diversified Member State investment, sustaining implementation levels for in situ and space observations of the ocean for climate and weather. **T 2014-2015:** Status of ocean observation implementation goals sustained or improved from 62%. Number of Member States contributing to sustained basin-scale ocean observing networks and technical coordination increased by 15%.	MS investment in global observing networks sustained at about 65% of climate targets. Projects (some independent and some funded through IOC CAP) are starting to determine more efficient and integrated ways of delivering required observations. JCOMMOPS budget increase of 10% due to new contributions.	High

PI: (i) Number of institutions sharing data and information through the IODE network of data centres and marine libraries, (ii) number of data records available through OBIS and ODP portals, e-repository OceanDocs, and (iii) number of publications mentioning OBIS. **T 2014-2015:** (i) 90 institutions participating in the IODE network and related portals; (ii) records in the OBIS database increased to 38.5M; number of datasets in the OceanDataPortal increased to 200; (iii) number of bibliographic records in the OceanDocs e-repository increased to 6000, 200 citations by the end of 2015.	(i) 105 institutions participating in the IODE network and related portals. (ii) records in the OBIS database increased to 45 M; number of datasets in the OceanDataPortal increased to 183; number of bibliographic records in the OceanDocs e-repository increased to 6625 (iii) 200 citations by the end of 2015.	High

Challenges and risks in implementation and remedial actions

Key Challenges	**Remedial actions**
Challenges are that we have to rely on the collaboration from and between member states. Changing economic situations and government funding can cause, and have caused disruptions in programme implementation. A major challenge was staffing the work program of GOOS in a time of thematic expansion.	The recruitment of the OBIS project manager and the success in mobilizing additional financial resources have enabled the further growth of the IOC project office for IODE which will further enhance our capacity to deliver results to Member States. There is some concern regarding the IODE Ocean Data Portal due to a resource issue at the Partnership Centre for the ODP in Obninsk. This will need to be addressed in 2016. The GOOS workplan was achieved through large in kind contributions from some key Member States.

ER 5: Risks and impacts of tsunamis and other ocean-related hazards reduced, climate change adaptation and mitigation measures taken, and policies for healthy ocean ecosystems developed and implemented by Member States

Regular Programme and Extrabudgetary resources in 2014-2015 (in thousands USD)						
Regular budget (staff and activities)			Extrabudgetary resources			Assessment of implementation of workplans
Allocation (incl. donations)	Expenditure	Exp. Rate %	Expenditure	Funds mobilized	37 C/5 funding targets	
2,803	2,898	103%	5,523	4,531	14,050	🟢

Expenditure by region (RP and XB)

Status of workplans implementation by region (RP+XB)

Implementation is "On track" for 90% of workplans

$507M Expenditure Plan Performance Indicators (PI) and Targets (T)	Assessment of progress as at 31/12/2015	Likelihood that target will be attained
PI: (i) Harmonized and standardized monitoring and warning systems for coastal hazards in all four regions; (ii) Harmonized mitigation and adaptation plans in most vulnerable countries impacted by coastal hazards. **T 2014-2015:** (i) Sea level and seismic detection components harmonized across all regional tsunami warning systems. (ii) at least 2 workshops on coastal hazard assessments within an overall risk assessment, management and mitigation framework implemented.	Intergovernmental coordination of Global Tsunami Warning System sustained. 4 regional warning systems and 10 warning centres in process of harmonizing operations. 2 regional sea level and seismic inventories established. 3 workshops on coastal hazard assessment implemented. 1 tsunami wave exercise for NEAM region achieved.	High
PI: Improved monitoring and management of harmful algal bloom events and their impacts. **T 2014-2015:** At least 6 capacity-enhancing activities implemented, at least 35 national research institutions participating in the implementation of activities and at least 4 science workshops advancing international research.	11 capacity developing events +35 inst. participating 6 scientific workshops CAP: A Global HAB Status Report in prep.	High
PI: (i) First report of the World Ocean Assessment (WOA) delivered with IOC's technical and scientific support (ii) Number of WOA Regional workshops and training courses organized with the assistance of IOC	WOA report completed and endorsed by United Nations General Assembly. 2 regional WOA training workshops organized with IOC participation 66 regional coastal baseline assessments completed via IOC ExB TWAP project. No resources were obtained to develop a	Medium

(iii) Number of regional marine ecosystem assessments conducted, and contributing to the WOA. **T 2014-2015:** At least 3 WOA regional workshops training courses organized with the assistance of IOC; The first edition of WOA report delivered by the beginning of 2015; at least 64 inter-comparable marine ecosystem assessments produced at regional/LME level.	specific training module for WOA. Further discussions are needed to take place in order to agree on the training methodology (with UNEP).	

Challenges and risks in implementation and remedial actions

Key Challenges	Remedial actions
The main risks affecting coordination of the four tsunami warning systems are limited resources. Diminishing engagement of some Member States in the systems is a result of reduced national funding availability and a sense of complacency that has developed since the Tsunami Service providers in the Indian Ocean and Mediterranean became operational. This reduces and slows coordination, interoperability and system harmonization efforts, in particular in the Caribbean and NEAMS regions. Continued provision of capacity enhancement opportunities for HAB management requires resources; regular update and publication of a Global HAB Status Report requires renewed sponsorship by Member States.	Additional extrabudgetary resources are being sought. Opportunistic funding and partnerships with other organizations are pursued. IOC raises and maintains awareness of the tsunami hazard through national tsunami contacts. Further enhancement of the regional tsunami warning system websites will also make information more accessible. The regional tsunami information centres which focuses on tsunami education and information can also help with awareness-raising.

ER 6: Member States' institutional capacities reinforced to protect and sustainably manage ocean and coastal resources

Regular Programme and Extrabudgetary resources in 2014-2015 (in thousands USD)						
Regular budget (staff and activities)			Extrabudgetary resources			Assessment of implementation of workplans
Allocation (incl. donations)	Expenditure	Exp. Rate %	Expenditure	Funds mobilized	37 C/5 funding targets	
3,493	3,577	102%	4,256	9,176	7,300	🟢

Expenditure by region (RP and XB)
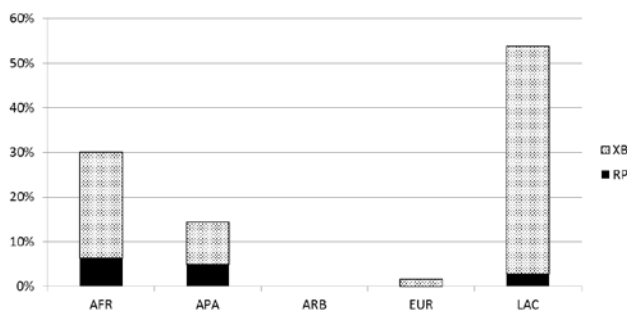
Status of workplans implementation by region (RP+XB)

Implementation is "On track" for 81% of workplans

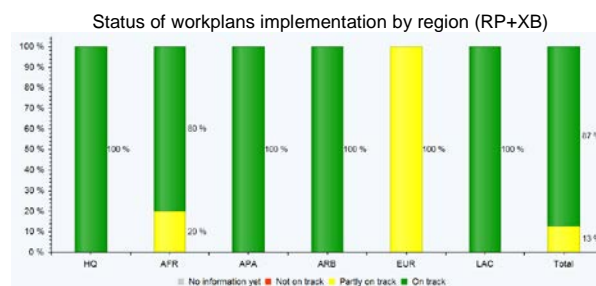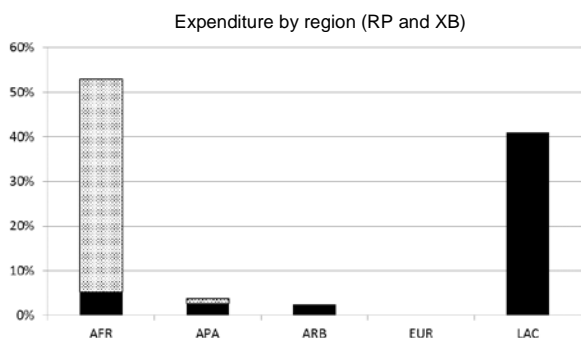| $507M Expenditure Plan Performance Indicators (PI) and Targets (T)	Assessment of progress as at 31/12/2015	Likelihood that target will be attained
PI: Number of Member States that implement work plans (priorities set based on needs and available resources) of governing and subsidiary bodies. **T 2014-2015:** 50% of IOC Member States.	Targets attained. 30 MS and 16 Territories for IOCARIBE. 26 MS for IOCAFRICA. 24 MS for WESTPAC, 94 MS attending IOC Assembly. 23 MS/organizations contributing financial resources to collaborative science frameworks under IOC.	High
PI: Number of countries using IOC's ecosystem based management guidelines and coastal hazards/climate change adaptation tools in the development, management and evaluation of their national programmes. **T 2014-2015:** At least 20 MS reported to implement IOC guidelines and 12 MS involved in regional projects.	At least 30 countries reported to use the IOC Marine Spatial Planning Guidelines (Step by Step approach). 3 training courses organized in MSP (Africa, Caribbean, South America) with over 50 MSP practitioners from 23 countries.	High
PI: Number of trained scientists using their skills to support national authorities. **T 2014-2015:** At least 200 (measured through online IOC alumni system).	The number of students trained has already exceeded the targets: 224 in 2014; 459 in 2015.	High
PI: Number of MS participating and contributing information to the Global Ocean Science Report (GOSR). **T 2014-2015:** At least 30 MS responding to the IOC survey on national ocean science capacity.	29 (4 more expected). Global Ocean Science Report Survey data compiled, stored and analysed.	High

Challenges and risks in implementation and remedial actions

Key Challenges	Remedial actions
The IOC MS endorsed a new capacity development at the 28th session of the IOC assembly that calls for investing in scientific institutional and human resources, enhancing access to scientific tools, reinforcing IOC's capabilities to provide services to MS, enhancing the communication between scientific and policy-makers communities, and expanding ocean literacy in civil society. The strategy needs to be transformed into an operational plan that effectively delivers support on the ground, and elevate IOC's impact to the scale required. New global frameworks under Agenda 2030, SIDS SAMOA or UNFCCC also call for capacity development in marine scientific research and transfer of marine technology, and IOC will be challenged to respond to these new demands given its current operational capacity. The complexity of the GOSR survey has limited the number of MS responses	IOC Regional Subsidiary bodies need to champion the IOC CD strategy and develop consistent programmatic and regionally relevant CD workplans. These should be based on the needs assessments, conducted in a consistent manner, and should build on ongoing activities and making use of existing training and education facilities. More intense coordination and communication is required between global programme managers and regional sub-commission secretariats to ensure that global programmes take into account the needs of the regional sub-commissions while the regions must become more actively involved in global programmes to address global issues (such as climate change). It will be important to measure the effectiveness and impact of the new strategy on a regular basis in order to identify and address any weaknesses, and to further fine-tune the strategy. GOSR will provide useful information for reporting on status of capacities in regions and at MS level. It may be necessary to simplify the GOSR survey to motivate a wider range of MS to respond, or to provide assistance to MS in collating the necessary information

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

Regular Programme and Extrabudgetary resources in 2014-2015 (in thousands USD)						
Regular budget (staff and activities)			Extrabudgetary resources			Assessment of implementation of workplans
Allocation (incl. donations)	Expenditure	Exp. Rate %	Expenditure	Funds mobilized	37 C/5 funding targets	
2,055	2,122	103%	449	1,406	1,600	●

Expenditure by region (RP and XB)

Status of workplans implementation by region (RP+XB)

Implementation is "On track" for 87% of workplans

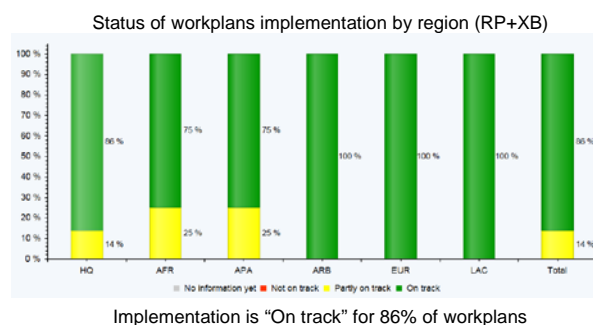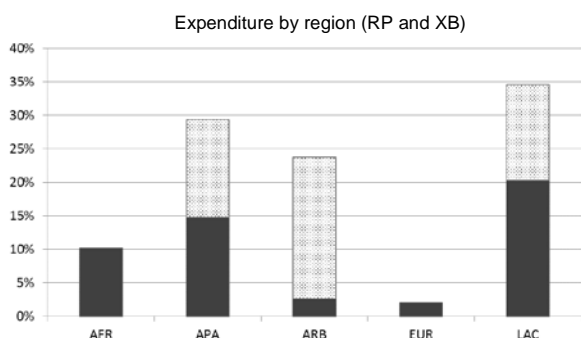| $507M Expenditure Plan Performance Indicators (PI) and targets (T)	Assessment of progress as at 31/12/2015	Likelihood that target will be attained
PI: Percentage of developing Member States who have scientists actively engaged in N-S and S-S cooperation though IGCP projects focused on key thematic areas of geohazards, use of mineral resources and climate change. **Target 2014-2015:** 40% of Member States that have participating scientists in IGCP project are developing countries.	Currently exceeding 50% of Member States with scientists in IGCP projects from developing countries.	High
PI: The number of Member States that have institutes contributing to the Earth Science Initiative in Africa developed through the Africa Network of Earth Science Institutes (ANESI). **Target 2014-2015:** At least 10 additional Member States.	Currently 12 African countries benefiting from ANESI.	High
PI: Number of Member States which have integrated Earth Science in school curricula. **Target 2014-2015:** Zero for this biennium.	Work on this is progressing.	High
PI: The number of Member States with Global Geoparks. **Target 2014-2015:** At least 10 Member States with new Global Geoparks created with targeted development of new Global Geoparks in regions of the world currently under-represented.	14 Member States have 20 new Global Geoparks (France, Japan (2), China (4), Austria, Denmark, Portugal, Canada, Spain (3), Morocco, Cyprus, Greece, Iceland, Indonesia, Italy).	High

PI: Number of supported Member States which have improved management of UNSECO-designated and affiliated sites and the environment through accessing Earth observation data. **Target 2014-2015:** At least 2 developing countries.	2 Member States: Cambodia, Sri Lanka.	High
PI: Advancement of international cooperation in biodiversity sciences to address biodiversity loss and to bridge the gap between science and policy in Member States (MS) through international mechanisms, including the establishment of category 2 centres and the contribution of UNESCO programmes involving biodiversity and ecosystem services (BES). **Target 2014-2015:** Consideration by MS of a comprehensive analysis of knowledge and data gaps in relation to BES. Consideration by MS of the UNESCO-IPBES procedure to recognize relevant indigenous and local knowledge (ILK) on BES. At least 2 new sub-global assessments on BES in MS. At least 2 category 2 centres on BES established in MS. At least 10 MS refer to UNESCO's technical contribution in relation to areas of the CBD Programme of Work.	This area was moved to ER 1, PI 2 during the biennium. Please see reporting there.	Medium

Challenges and risks in implementation and remedial actions

Key challenges	Remedial actions
Challenges during the past year for IGCP have largely been related to the relatively small amount of funding available from regular programme funds for IGCP projects.	IUGS agreed to keep their contribution constant and this, plus additional contributions from China, have helped offset the decrease in UNESCO funds
For Global Geoparks the main challenges have largely been related to the funding of the meetings of the Working Group on Geoparks.	The small amount of regular programme funds used for this purpose was supplemented by Additional Appropriations funds
One of the major challenges for the Earth Science Education Initiative in Africa was the funding	Funding received from the Swedish International Development Cooperation Agency (Sida) to support the Earth Science Education Initiative in Africa has been an important development in its progress.

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

Regular Programme and Extrabudgetary resources in 2014-2015 (in thousands USD)						
Regular budget (staff and activities)			Extrabudgetary resources			Assessment of implementation of workplans
Allocation (incl. donations)	Expenditure	Exp. Rate %	Expenditure	Funds mobilized	37 C/5 funding targets	
2,562	2,654	104%	951	1,557	2,000	🟢

Expenditure by region (RP and XB)

Status of workplans implementation by region (RP+XB)

Implementation is "On track" for 86% of workplans

$507M Expenditure Plan Performance Indicators (PI) and Targets (T)	Assessment of progress as at 31/12/2015	Likelihood that target will be attained
PI: Number of new partnerships established by supported Member States to advocate the importance of DRR. **T 2014-2015:** At least 2 new partnerships established at global and regional levels.	4 new partnerships established (3 at international and 1 at regional levels).	High
PI: Number of supported Members States which have enhanced resilience and increased capacity in DRR. **T 2014-2015:** At least 20 countries, out of which at least 4 in Africa.	More than 70 countries supported out of which more than 7 in Africa.	High

Challenges and risks in implementation and remedial actions

Key challenges	Remedial actions
Key challenges identified are quite often specific to the local context, sometimes being of cultural nature, other times concerning cooperation with other agencies within the UNDAF framework.	Colleagues have shown cultural sensitivity and adaptability. In general it is beneficial to have more time for project planning in order to fully understand of issues including partnerships and how this relates to the budget structure.
Poor performance by the hired consultant.	Monitoring of project activities and tight management of the programme minimized this risk
Limited finances.	Combining regular programme funds and working intersectorally helps; as does raising extrabudgetary funds by approaching other partners and donors, using the One UN/UNDAF mechanisms.

Abolishment of 2 SC posts within the restructuring and redeployment exercise limited implementation capacity.	Colleagues have been resilient in dealing with limited personnel, using volunteers, secondments and interns to provide necessary support.

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

Regular Programme and Extrabudgetary resources in 2014-2015 (in thousands USD)						Assessment of implementation of workplans
Regular budget (staff and activities)			Extrabudgetary resources			
Allocation (incl. donations)	Expenditure	Exp. Rate %	Expenditure	Funds mobilized	37 C/5 funding targets	
6,166	6,385	104%	6,461	4,748	4,500	●

Expenditure by region (RP and XB)

Status of workplans implementation by region (RP+XB)

Implementation is "On track" for 89% of workplans

$507M Expenditure Plan Performance Indicators (PI) and targets (T)	Assessment of progress as at 31/12/2015	Likelihood that target will be attained
PI: Number of new biosphere reserves (BR) joining the UNESCO World Network of BR (WNBR), a network of sustainable development learning sites. **T 2014-2015:** At least 25 new BR created, 3 of them transboundary, particularly in developing countries or LDCs.	30 new BRs, including 3 transboundary sites, have been approved by the 26th and 27th session of the MAB Council. 3 countries joined the WNBR: Albania, the Former Yugoslav Republic of Macedonia and Myanmar. 2 BR were withdrawn.	High
PI: Percentage of supported BR that have implemented the recommendations of the Madrid Action Plan (MAP) and function according to Seville strategy principles and statutory framework criteria. **T 2014-2015:** At least 40% of all pre-Seville BR transformed and remaining sites supported by UNESCO projects in order to achieve this goal.	MAB Council examined 129 periodic reviews and 71 follow-up, including 20 sites which had never submitted periodic review reports. 43% of sites of the WNBR are meeting criteria.	High
PI: Percentage of supported Member States which have developed and implemented an action plan in support of the MAB strategy (2014-2021). **T 2014-2015:** N/A.	N/A in 2014; the MAB strategy has been approved by 27th session of MAB-ICC and adopted by General Conference at its 38th session.	High

| **PI:** Number of research programmes/projects conducted in BR promoting sustainability science and sustainable development. **T 2014-2015:** At least one research programme/project by region or thematic network.	A number of research projects are implemented in Europe, ASPAC, Africa and LAC. These projects are addressing sustainable management and use (green economy activities) of biodiversity in socio-ecosystems including forests, savannahs and coastal and marine areas. Several research programmes are carried out by ERAIFT students in Central Africa BRs (Yangambi, Luki).	High
PI: A new strategy document for the MAB Programme and its WNBR (2015-2025) approved by the MAB International Coordinating Council (ICC) in 2015. **T 2014-2015:** Approval of draft strategy document by the MAB ICC at its 27th session (2015).	MAB strategy 2015-2025 has been approved by the 26th session of the MAB Council and adopted by the General Conference at its 38th session.	High

Challenges in implementation and remedial actions

| **Key challenges**	**Remedial actions**
The decrease of financial resources under RP and the lack of human resources is still a challenge and impacts the overall delivery of the programme.	Cooperation with other UNESCO programmes and with affiliated institutions (category 2 centres), has helped reach scale advantages by pooling of resources.
Collaboration mechanisms with government agencies, lack of capacity of counterparts, new legislative measures have caused delays in delivery of projects.	In order to mitigate this delay, the project team worked to anticipate all possible work, prior to the contract establishment and invited third parties to carry out the field implementation of activities.
Successful regional networking requires sustained commitment and engagement at the local, national and regional levels, and stable financing.	The MAB Secretariat is enhancing its support to the active mobilization of UNESCO field offices and MAB National Committees and through fundraising for this purpose.
The implementation of the MAB strategy will require strong partnerships with a large range of stakeholders including the UNESCO/MAB Secretariat, Member States and local governments, MAB national committees, the scientific community, local communities, NGOs, private companies and donors.	The Fourth World Congress of Biosphere Reserves (Lima, Peru, 14-18 March 2016) will be an opportunity for the MAB community to renew its commitments, strengthen partnerships and showcase MAB to potential donors.

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

Regular Programme and Extrabudgetary resources in 2014-2015 (in thousands USD)						
Regular budget (staff and activities)			Extrabudgetary resources			Assessment of implementation of workplans
Allocation (incl. donations)	Expenditure	Exp. Rate %	Expenditure	Funds mobilized	37 C/5 funding targets	
9,817	10,105	103%	12,872	11,255	9,000	🟢

Expenditure by region (RP and XB)
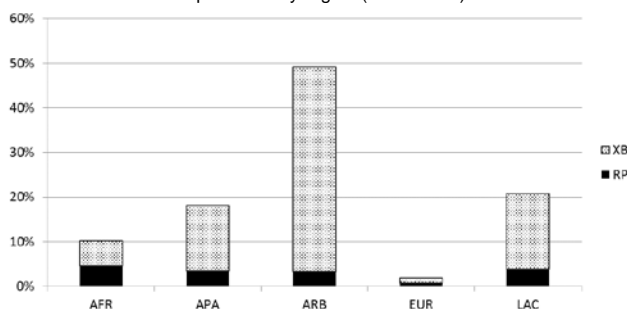
Status of workplans implementation by region (RP+XB)
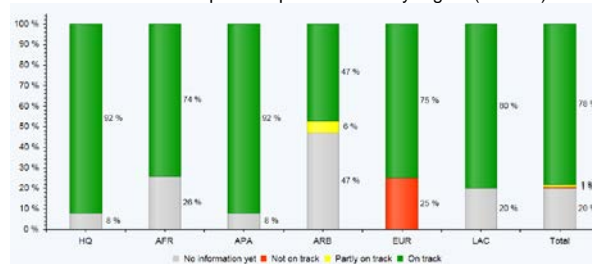
Implementation is "On track" for 78% of workplans

$507M Expenditure Plan Performance indicators (PI) and Targets (T)	Assessment of progress as at 31/12/2015	Likelihood that the target will be attained
PI: Number of supported institutions which have developed research and training programmes on floods and drought risk management related to climatic extremes. **T 2014-2015:** At least 14 institutions in 2 regions.	The International Drought Initiative organized training courses in Africa, Asia and the Pacific and LAC involving more than 15 institutions; research activities on floods and droughts were organized in Arab States and Japan. Training courses with different partners were organized in Thailand, Iran, Chile and Serbia. And IPCC joint meeting was held at UNESCO Headquarters.	High
PI: Member States have improved groundwater governance at local, national and transboundary levels. **T 2014-2015:** – 5 Member States participating in the groundwater monitoring network. – 15 Member States applied the methodology for the transboundary aquifers assessment.	– 25 Member States participating in the Global Groundwater Monitoring Network (GGMN). – 15 Member States applied the methodology prepared by IHP to assess transboundary water.	High
PI: Number of Member States benefiting from innovative tools and approaches which have addressed water scarcity and quality. **T 2014-2015:** At least 30 Member States in all regions.	33 Member States from all regions, benefited from innovative tools and approaches to address water quality and scarcity.	High
PI: Number of supported urban areas which have developed innovative and integrated approaches to water management. **T 2014-2015:** At least 20 urban areas.	32 urban areas in 30 Member States.	High

PI: Number of supported Member States which have applied guidelines of and contributed to the Integrated Water and Ecosystems Resource Management. **T 2014-2015:** At least 2 Member States.	15 Member States have applied guidelines and are contributing to Integrated Water and Ecosystems Resources Management.	High
PI: Number of supported Member States which have strengthened water education approaches at all levels for water security. **T 2014-2015:** – At least 10 Member States, particularly in Africa ; – 0 networks.	At least 35 with a number of special events organized for Africa.	High

Challenges and risks in implementation and remedial actions

Key challenges	**Remedial actions**
The decrease of financial and human resources is still a challenge and impacts the overall delivery of the programme, while heavy administrative procedures impact on the ability to increase the extrabudgetary portfolio.	Efforts to expand the current portfolio of extrabudgetary projects to reinforce delivery of results to Member States have resulted in the establishment of a programmatic cooperation mechanism with GEF and UNDP that resulted in a number of new extrabudgetary projects that could be enhanced in the coming years, particularly by increasing the IHP themes that can be supported by these funds.
Raising the visibility inside UNESCO is as important as doing it outside UNESCO.	Information meetings with Member States and coordination meetings with UNESCO colleagues will be organized.

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

Regular Programme and Extrabudgetary resources in 2014-2015 (in thousands USD)						
Regular budget (staff and activities)			Extrabudgetary resources			Assessment of implementation of workplans
Allocation (incl. donations)	Expenditure	Exp. Rate %	Expenditure	Funds mobilized	37 C/5 funding targets	
3,267	3,350	103%	4,329	5,564	11,000	🟢

Expenditure by region (RP and XB)

Status of workplans implementation by region (RP+XB)

Implementation is "On track" for 79% of workplans

$507M Expenditure Plan Performance indicators (PI) and Targets (T)	Assessment of progress as at 31/12/2015	Likelihood that the target will be attained
PI: Number of resolutions aimed at supporting Member States to enhance water governance through cooperation mechanisms at the national, regional and international levels. **T 2014-2015:** At least 5 Intergovernmental resolutions issued by the IHP Council.	8 resolutions were issued by the Council, 5 have been implemented, 2 are on progress and 1 has been put on hold due to a Member State's situation.	High
PI: Number of students graduated or professionals trained through the UNESCO water family at the primary, secondary bachelor, master and Ph.D. levels or postgraduate or non-formal courses with skills to address water security challenges and number of technicians trained to assist in water services and infrastructure. **T 2014-2015:** At least 750 notably from developing countries, at least 20% of them being women.	More than 7,886 persons trained with around 41% of women participation.	High
PI: Number of water-related global assessments with data relevant for policy-makers. **T 2014-2015:** At least 2 World Water Development Reports and associated case studies delivered by the UNESCO-led WWAP on water security themes.	2 WWDR (2014 and 2015) each with a volume containing case studies on themes related to water security.	High
PI: Number of UNESCO water family institutions actively engaged in a comprehensive global framework to reinforce synergies among them on water science, education and innovation.	Not applicable.	High

T 2014-2015: (not applicable; this activity is scheduled to start in 2016-2017).		
PI: Number of experts contributing to improve the analysing and synthesizing of scientific and technological information to support decisions by policy-makers and the curricular content. **T 2014-2015:** (not applicable; this activity is scheduled to start in 2016-2017).	Not applicable.	High

Challenges and risks in implementation and remedial actions

Key challenges	Remedial actions
The reduced format of the IHP Council (3 days) and of the Bureau (2 days) is no longer sustainable due to the increase in their cost rather than further cost saving, the inability to discuss the programme, and for Member States to interact.	The duration of the IHP governing bodies will be extended as requested by Member States.
Lack of and movement of staff caused delays in implementing the draft Communication and Outreach Strategy and establishing a regular informative e-mail circular to IHP Council members.	Close collaboration with the Sector communications team helped establish solutions and substantial enhancements. Regular meetings enhanced the internal communication of IHP, further increasing the programme's visibility.
The major challenge is the production of annual WWDR, which requires handling two reports and communication campaigns simultaneously while starting the third report.	The new WWAP manager is designing a strategy to address this.

MAJOR PROGRAMME III: SOCIAL AND HUMAN SCIENCES

I.   Overall strategic assessment

Key achievements

61.   The key achievements highlighted below were attained while paving the way for a revitalization of approaches, partnerships and outcomes in the biennia ahead. The diversity of activities is drawn together by a common thread: mobilizing knowledge and values in dialogue with our stakeholders to equip societies to better understand the challenges they face and transform themselves in response.

Laboratory of ideas and generating innovative proposals and policy advice

62.   In pursuit of the research-policy nexus in social policies, the 10th Forum of Ministers of Social Development for Latin America (3-4 October 2014) was held in Ecuador and adopted the Quito Declaration and the 1st Forum of Ministers of Social Development for East Africa (Nairobi, 24-26 February 2015) concluded with the "Nairobi Declaration on Social Justice". Five MOST schools were organized during the reporting period (Guatemala, Morocco, Tunisia, Mongolia, and Russian Federation).

63.   The ninth edition of the UNESCO Youth Forum (26-28 October 2015) succeeded in involving around 500 young women and men from 159 Member States and, for the first time, the innovative foresight approach was used by means of "Future Knowledge Labs". The conclusions of the Forum were presented in Plenary on 3 November 2015, as well as during each Programme Commission of the General Conference, at the Commonwealth Youth Forum and in COP 21 and the associated Youth Forum (COY 11).

64.   Efforts were pursued to mobilize different stakeholders and partners to support the objectives of the International Decade for the Rapprochement of Cultures during the Third World Forum on Intercultural Dialogue (Baku, Azerbaijan, 18-19 May 2015). The Academic Forum of UNESCO Chairs on Intercultural and Interreligious Dialogue, organized on that occasion, brought together, for the first time, over 35 UNESCO Chairs to engage in state-of-the-art exchanges on trends in current research in intercultural and interreligious dialogue. The publication "Agree to Differ" was launched at the Third Baku Forum and provides a range of perspectives on the "rapprochement of cultures". As a follow-up to the Forum, the Executive Committee of the UNITWIN Chairs on Interreligious Dialogue for Intercultural Understanding met at Headquarters in December 2015. SHS also participated in the fifth Congress of Leaders of World and Traditional Religions on "Dialogue of Religious Leaders and Politicians for Peace and Development" (Astana, Republic of Kazakhstan, 10-11 June 2015). The Congress brought together about 600 participants to discuss the responsibility to humanity of religious and political leaders, new trends and the prospects of interaction between religion and politics, and the influence of religion on young people.

65.   UNESCO contributed to the development and diffusion of global foresight theory and practice. "Futures Literacy Knowledge Laboratories", sponsored by Norway, hosting countries and the Rockefeller Foundation, were held in Sierra Leone, South Africa, Myanmar, the Philippines, Belgium, Canada, France and Germany. In cooperation with ALECSO, a conference was organized on "Thinking about the Future in the Arab World: Current Realities and Future Prospects", in September 2015, in Tunis. SHS also delivered a revised proposal to the African Development Bank regarding a project for developing innovative, real-time indicators of resilience through a set of experimental pilot Futures Literacy Knowledge Laboratories in the Sahel.

Policy advice for policy development and developing institutional and human capacities

66.   In line with the UNESCO Operational Strategy on Youth (2014-2021), MP III expanded its outreach in providing upstream policy advice for the development and review of transversal and inclusive public policies on youth. Thirteen countries (Mongolia, Timor-Leste, Kenya, Niger, Congo, Guinea Bissau, South Sudan, Israel, Jordan, Lebanon, Morocco, Palestine, Tunisia) benefited from policy advice and technical support, engaging young women and men at different stages of the policy process. Policy-makers and youth organizations were supported with some knowledge and tools for the development, implementation, monitoring and evaluation of public policies in ten countries in Africa (Botswana, Kenya, Rwanda, Seychelles, Somalia, South Africa, South Sudan, Uganda, United Republic of Tanzania and Zambia) and six countries within NET-MED Youth Project (Israel, Jordan, Lebanon, Morocco, Palestine and Tunisia).

67.   Initiatives to promote social inclusion and the fight against poverty and discrimination of the most disadvantaged groups were undertaken in Burkina Faso, Mali and Senegal. In Namibia, South Africa, Lesotho and Swaziland, UNESCO provided policy advice to local authorities through the development of a subregional poverty reduction strategy to complement national policy efforts in favour of socially-excluded and vulnerable groups. Initiatives on the social inclusiveness of policies addressing people with disabilities were undertaken in Lebanon, Palestine, Morocco and Guatemala. In Indonesia, UNESCO collaborated with Trinity College Dublin and the University of Melbourne to organize a workshop on "support to policy-making for social inclusion of disadvantaged groups in South-East Asia".

68.   UNESCO focused on the revitalization for the International Coalition of Cities against Racism (ICCAR), which provides a platform for mobilizing and empowering local governments for effective policy responses to the challenges of discrimination and exclusion in cities, along with key city stakeholders. This led to the establishment of an interregional agreement for collaboration between the European Coalition and the Latin American-Caribbean Coalition, the adoption of regional declarations renewing cities' commitments to the struggle against racism and discrimination (such as the European Coalition Declaration on "Welcoming Cities" focusing on refugees and the Asia-Pacific Coalition Declaration on social inclusion focusing on persons with disabilities), as well as the production of guidance tools such as the toolkit for equality published by the European Coalition and the special edition of the Journal "Diversity" dedicated to the Canadian Coalition.

69.   In bioethics, UNESCO maintained its efforts to build capacities at country level: ten Assisting Bioethics Committees (ABC) training courses were delivered in eight countries (Chad, Comoros, Ecuador, El Salvador, Gabon, Guinea, Malaysia, Togo) involving 185 people from National Bioethics Committees (NBCs); technical assistance was provided in eight countries (Argentina, Botswana, Colombia, Ecuador, El Salvador, Kazakhstan, Kuwait, and Peru); and a subregional workshop was held in Kuwait to promote the establishment of NBCs with the participation of Lebanon, Jordan and Tunisia. The Omani NBC organized its 1st International Conference in Bioethics, in collaboration with UNESCO. Ethics teacher training courses (ETTCs) were held in Argentina, Bangladesh, China, Croatia, India, Jordan, Kazakhstan, Kenya, Lebanon, Oman, South Africa and Tunisia, with 304 participants from 38 countries. To enhance impact, an online network of ETTC alumni was launched; 20 experts from across the globe were trained and added to the roster of ETTC trainers, and a general revision of the methodology was launched. Fifteen universities in nine countries introduced the Bioethics Core Curriculum. A training course on bioethics for journalists, including an online bioethics handbook, was launched in Latin America. Two online distance learning courses on ethics by UNESCO Redbioética were completed, involving 360 students from 23 countries in the Latin America and the Caribbean region.

Normative action

70.   The International Convention against Doping in Sport celebrated its tenth anniversary on a high note, having attained almost universal membership (183 States Parties) within its first decade

– the fastest drafted and fastest ratified Convention within UNESCO. The fifth Conference of Parties brought together more than 350 participants from over 115 countries. The Conference endorsed practical measures for improved monitoring obligations of States Parties, increased visibility and setting standards for the assessment of national anti-doping public policy. It also welcomed an update on the Fund for the Elimination of Doping in Sport. The Fund was able to support 59 projects submitted by 49 countries during the last biennium, bringing to a total of 100 States Parties benefitting from 179 small grants since 2008. An updated MoU was signed with the World Anti-Doping Agency (WADA) with the potential of enhanced joint deliverables.1.

71.   The General Conference, at its 38th session, adopted the revised International Charter of Physical Education, Physical Activity and Sport and supported the development of a common framework for the follow-up of the Declaration and the Charter. The General Conference also invited the Director-General to start preparing, in consultation with Member States, a preliminary text of a non-binding declaration on ethical principles in relation to climate change, taking into consideration the outcome of the twenty-first and twenty-second sessions of the Conference of Parties to the United Nations Framework Convention on Climate Change (UNFCCC).

72.   The International Bioethics Committee (IBC) issued its reports on the principle of benefit-sharing, and on updating its reflection on the human genome and human rights and recommended updating UNESCO declarations related to the human genome in light of recent technological advancements in the field.

Funds mobilized and partnerships established

73.   In the 2014-2015 biennium, the Sector enhanced its efforts to mobilize extrabudgetary resources for the delivery of the programme, securing financial and in-kind contributions from a number of partners and Member States. The Sector benefitted from a strengthened partnership with the EU in the field of youth (Youth Net-Med project) and in ethics (SATORI project). Continued support in the area of culture of peace and intercultural dialogue was received from Saudi Arabia, Azerbaijan and Kazakhstan. A partnership agreement was signed with the Al Hilal Saudi Football Club. A framework agreement was signed with Perfect World (China) and the MiSK Foundation (Saudi Arabia) in support of UNESCO Youth Forums. Other countries and partners provided invaluable in-kind contributions such as hosting important programme meetings. Furthermore, the Sector implemented self-benefiting projects amounting to $30.5 million through the Brasilia Office.

Impact of the financial situation on programme delivery

74.   The financial situation imposed an overall 28% decrease in the budget for SHS which translated into significant reductions in human resources and programme activities. This resulted in diminished expertise across all programme areas. SHS could not ensure its presence in all the multisectoral regional offices under the Africa field reform. This had serious repercussions on the implementation of Global Priority Africa. Some key field offices were similarly affected in other regions (e.g. Kingston and Apia Offices). To redress the situation in the 38 C/5 Expenditure Plan of $518 million, SHS created new staff positions to fill the gaps in Africa (Abuja, Harare and Yaoundé) as well as in Kingston and Apia.

75.   The 37 C/5 expected results performance indicators and targets were downscaled, impacting priority programmes. Country-level activities were significantly affected because the decentralized operational budget was reduced by 50%, even though the Sector tried to increase the decentralization rates per region. MP III's contribution to Priority Africa flagships was compromised by these budget reductions. Although there were good intentions in document 37 C/5 to enhance the gender equality dimension of MP III, the level of available resources did not allow for any upscaling of activities. Furthermore, the implementation of the UNESCO Operational Strategy on Youth (2014-2021) is proceeding at a slower pace than planned due to lack of resources.

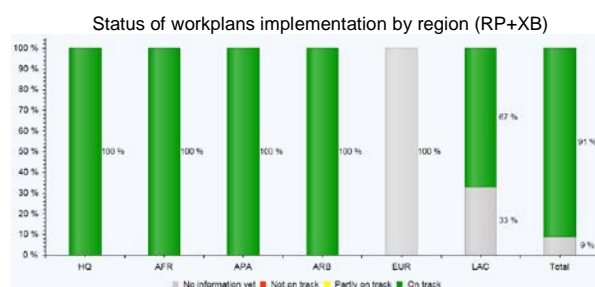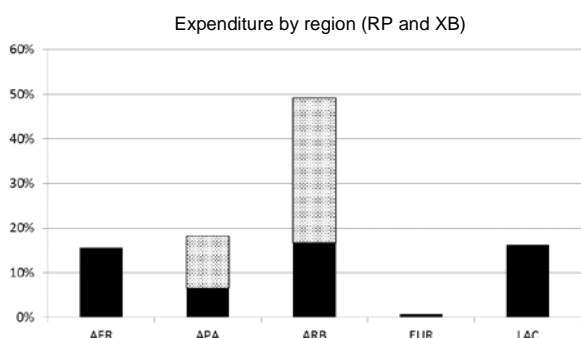**Overall challenges encountered in implementation and remedial actions**

76.   Documents 37 C/4 and 37 C/5 brought about a new vision for Major Programme III, integrating social transformations and intercultural dialogue, with a foresight dimension. This provided the basis for greater relevance and outreach of the social and human sciences in addressing the needs of Member States. Unfortunately, the first biennium of documents 37 C/4 and 37 C/5 coincided with significant reductions in financial and human resources, thus impeding the full-scale implementation of the programme. However, the SHS Sector seized the opportunity to consolidate further its programme by integrating, in the 38 C/5, the History and Memory for Dialogue Section (previously in CLT) to maximize synergies with intercultural dialogue, which is now led by a full-fledged section in SHS. A new strategy for the MOST Programme is being finalized which will embrace a fresh perspective to recast core activities, by and within regions, in line with the criteria of relevance to current challenges, efficiency and high-level visibility for enhanced and sustained impact.

77.   Traditionally it has proven difficult to mobilize large-scale extrabudgetary projects for MP III, but the Sector will further explore the feasibility of launching multisectoral project proposals in order to attract extrabudgetary resources and partnerships, including strengthened collaboration with the United Nations system. SHS will also prioritize the strengthening of its capacities in communications and outreach during the 2016-2017 biennium.

II.   Assessment by Expected Result

ER 1: Future-oriented social science and humanities research on social transformations and intercultural dialogue enhanced through the uses of sustainability science as well as fully inclusive human rights-based and gender-sensitive initiatives to strengthen national social science policy and international scientific cooperation

Regular Programme and Extrabudgetary resources in 2014-2015 (in thousands USD)						
Regular budget (staff and activities)			Extrabudgetary resources			Assessment of implementation of workplans
Allocation (incl. donations)	Expenditure	Exp. Rate %	Expenditure	Funds mobilized	37 C/5 funding targets	
4,000	3,969	99%	775	1,652	2,500	🟢

Expenditure by region (RP and XB)

Status of workplans implementation by region (RP+XB)

Implementation is "On track" for 91% of workplans

$507M Expenditure Plan Performance indicators (PI) and Targets (T)	Assessment of progress as at 31/12/2015	Likelihood that the target will be attained
PI: Improved interdisciplinary social science and humanities cooperation through a strengthened MOST programme. **T 2014–2015:** Established MOST Liaison Committees to cover at least 25 countries	The target originally set in the 37 C/5 workplans has been reviewed and essentially abandoned as irrelevant. It has not been taken over into the 38 C/5 workplans. Implementation has focused on working bilaterally with selected Member States to encourage the consolidation of existing national committees and the creation of new ones, on the basis of guidelines adopted by the MOST governing bodies.	Low
PI: Innovative interdisciplinary research programming at national level in areas related to social transformations, social inclusion and intercultural dialogue **T 2014-2015:** Established partnership with at least one national network through the MOST Liaison committees in each region to foster engagement of national research communities in an integrated and anticipatory manner, aiming to involve at least 4 international research networks under the aegis of MOST with funding from national and international research programmes	Objective significantly reshaped due to SHS/TSD restructuring, with activities specifically related to intercultural dialogue located in the 38 C/5 workplans under ERs 2 and 3. Nonetheless, significant progress has been made in achieving other aspects of the objective through partnership with ISSC, CLACSO and CODESRIA	Medium
PI: Inclusive international dialogue around alternative futures promoted through mobilization of foresight techniques, critical philosophical	World Philosophy Day was held twice during the biennium, in November 2014 and November 2015. Substantial progress has also been made towards planning for the 2017	High

thinking and social innovation **T 2014–2015:** At least two initiatives including the celebration of World Philosophy Day	World Humanities Conference (6-12 August 2017). The planning group has met twice (in June and November 2015), a specific website is up and running and preliminary communication is ongoing.	

Challenges and risks in implementation and remedial actions

Key challenges	Remedial actions
While the MOST Programme has produced some results in some regions, a fresh perspective is needed to recast core activities, by and within regions, in line with the criteria of relevance to current challenges, efficiency and high-level visibility for enhanced and sustained impact.	A comprehensive draft strategy for the MOST Programme is under development
Mobilization of national actors to achieve international MOST objectives agreed by the IGC remains difficult.	New approach to MOST National Liaison Committees as requested by IGC.
Progress in ensuring the visibility of philosophy in public debate remains limited	With effect from the 38 C/5 workplans, philosophy and humanities are explicitly included in the MOST programme, particularly with respect to planning for the 2017 World Humanities Conference.

ER 2: Initiatives based on human rights approach in education, culture, the sciences, communication and information developed that support social transformations for the emergence of more inclusive societies and greater intercultural dialogue

Regular Programme and Extrabudgetary resources in 2014-2015 (in thousands USD)						
Regular budget (staff and activities)			Extrabudgetary resources			Assessment of implementation of workplans
Allocation (incl. donations)	Expenditure	Exp. Rate %	Expenditure	Funds mobilized	37 C/5 funding targets	
2,116	2,095	99%	1,092	1,109	2,000	🟢

Expenditure by region (RP and XB)

Status of workplans implementation by region (RP+XB)

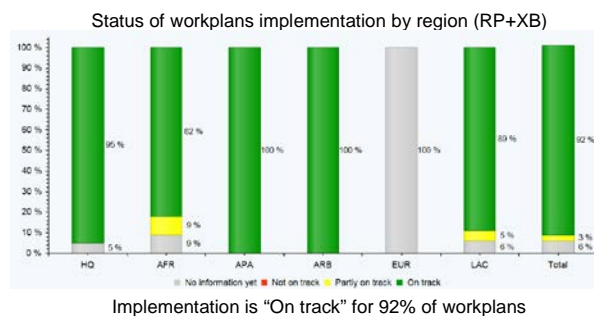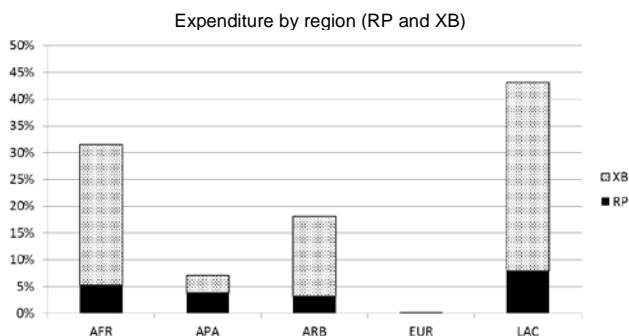Implementation is "On track" for 82% of workplans

$507M Expenditure Plan Performance indicators (PI) and Targets (T)	Assessment of progress as at 31/12/2015	Likelihood that the target will be attained
PI: Number of initiatives undertaken, preferably addressing the challenges regarding the post-2015 agenda **Target 2014-2015:** 3 initiatives in coordination with other Major Programmes	3 initiatives launched: – on intercultural dialogue in the context of the United Nations Decade for Rapprochement of Cultures – on inequalities and social justice, through the 2015 World Social Science Forum and 2016 World Social Science Report – on policy inclusiveness through the development of the Inclusive Policy Lab	High
PI: Human rights-mainstreamed across UNESCO programmes with priority given to programming in UNDAF rollout and PCPD countries **Target 2014-2015:** – 2 Sectors/departments of UNESCO apply HRBA in their workplans and in elaborating UNESCO Country Programming Documents (UCPD) – Increase in the references made to human rights principles and standards in relevant workplans, reports, UCPDs and UPR analytical recommendations – HRBA modules adapted for online use	UCPD documents of Cuba and India mainstreamed human rights throughout all sectors. HRBA training provided to Brasilia Office staff and HRBA counselling to NET-MED Youth national focal points. A tool "From Words to Action" on human rights induced approaches to intercultural dialogue was produced and widely disseminated	High
PI: Coordination within UNESCO of contributions to the United Nations Development Group Human Rights mainstreaming mechanisms enhanced **Target 2014-2015:** 30 UPR analytical submissions to the High Commissioner of Human Rights	84 UPR submissions to the High Commissioner of Human Rights UNESCO input provided to the UNDG guidance note on Human Rights for Resident Coordinators	High

Challenges and risks in implementation and remedial actions

Key challenges	Remedial actions
Ability to deliver with respect to objectives relating to global dialogue requires positioning MOST as a recognized platform within the United Nations system, in a crowded institutional field and starting from a low base of recognition. Reinforce coordination of UNESCO's work on human rights and consequent input to inter-agency processes and outputs.	Close cooperation is under way, in particular with UNDESA and UNRISD, to clarify the role of MOST with respect to the 2030 Agenda, building also on the positive decisions of the Executive Board and General Conference in this regard and on the explicit reference to SDG 16 as a MOST focus in the comprehensive strategy for MOST adopted in January 2016 by the IGC Bureau. It would be crucial to invest in 2016-2017 in elaborating a new Organization-wide strategic framework for action aligned to current priorities and challenges. Such a framework would become the cornerstone for transforming the conceptual interconnections across programmes into operational synergies. A good example of such collaboration is the work on the Universal Periodic Review (UPR) where there is room for improvement in terms of informing strategic documents, including the UCPDs.

ER 3: Capacities of decision-makers, civil society organizations and other key stakeholders strengthened, to design and implement innovative proposals for the development of public policies in favour of social inclusion and intercultural dialogue, particularly targeting disadvantaged populations

Regular Programme and Extrabudgetary resources in 2014-2015 (in thousands USD)						
Regular budget (staff and activities)			Extrabudgetary resources			Assessment of implementation of workplans
Allocation (incl. donations)	Expenditure	Exp. Rate %	Expenditure	Funds mobilized	37 C/5 funding targets	
5,017	4,980	99%	14,482	14,266	24,194	🟢

Expenditure by region (RP and XB)

Status of workplans implementation by region (RP+XB)

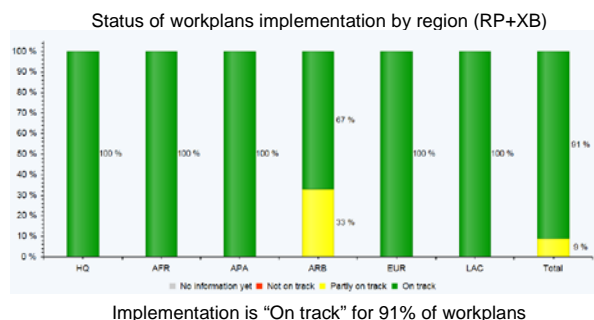Implementation is "On track" for 92% of workplans

$507M Expenditure Plan Performance indicators (PI) and Targets (T)	Assessment of progress as at 31/12/2015	Likelihood that the target will be attained
PI: Methodological instruments relying on available tools and good practices identified to assess levels of inclusiveness and social sustainability of public policy and regulatory frameworks drawing upon recommendations of human rights monitoring mechanisms, including the Universal Periodic Review, in UNESCO's areas of competence **Target 2014-2015:** State of the art study or publication of methodologies developed or adapted for measuring social inclusion to guide policy formulation done in collaboration with partners and benefiting from in-kind contribution	State of the art developed and translated to be widely diffused in 2016.	High
PI: National and/or municipal policy assessments having integrated a gender equality dimension and putting forward social inclusiveness policy recommendations conducted in a coordinated and participatory manner, and roadmaps for policy formulation or reform endorsed by the authorities **Target 2014-2015:** Social policies assessment and review carried out, applying foresight, in at least 10 countries at national or municipal level, including support to UNDAF and UNESCO Country Programming Documents (UCPD) outcomes on social inclusion to ensure their inclusiveness, operating preferably with MOST Liaison Committees and UNESCO Chairs	Reviews undertaken and recommendations developed in more than 20 countries in ASPAC, AFR, LAC and Arab region following several regional Policy dialogue workshops.	High

Challenges and risks in implementation and remedial actions

Key challenges	Remedial actions
The major challenge remains the shortage of reliable data that can hamper good policy-making, as well as the lack of civic and political participation of the most disadvantaged groups.	Regular contact will be reinforced with United Nations agencies, line ministries, parliamentary committees, NGOs, research centres and media.
Another challenge is the lack of resources, both financial and human	Efforts will be made to seek extrabudgetary resources and develop partnerships.

ER 4: Capacities of Member States strengthened to manage bioethical challenges and engage fully in debates on bioethics and on identification of the ethical, legal and social implications of cutting-edge science, emerging technologies and their application for sustainable development

Regular Programme and Extrabudgetary resources in 2014-2015 (in thousands USD)						
Regular budget (staff and activities)			Extrabudgetary resources			Assessment of implementation of workplans
Allocation (incl. donations)	Expenditure	Exp. Rate %	Expenditure	Funds mobilized	37 C/5 funding targets	
4,955	4,919	99%	269	718	2,000	🟢

Expenditure by region (RP and XB)

Status of workplans implementation by region (RP+XB)

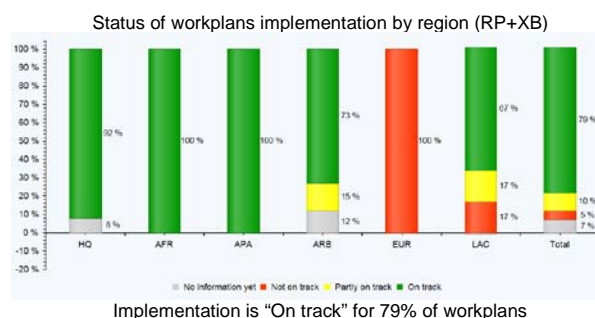Implementation is "On track" for 91% of workplans

$507M Expenditure Plan Performance indicators (PI) and Targets (T)	Assessment of progress as at 31/12/2015	Likelihood that the target will be attained
PI: Number of supported countries which have established and/or reinforced their bioethics capacities **Target 2014-2015:** – 6 countries; – 8 capacity-building trainings for ethics teacher and national bioethics committees (Assisting Bioethics Committee and Ethics Education Program frameworks); – 2 National Bioethics Committees established; – 7 Universities introducing the Core Curriculum; – 1 new bioethics training course developed and launched for strategic stakeholders (judges and journalists).	– 8+ countries; – 10 Ethics Teacher Training Courses reaching 220+ beneficiaries from 30 countries; 7 Universities signed MoU; – 1 new National Bioethics Committee; – 10 ABC trainings were held benefitting 8 countries and 185 persons; – 4 countries were assisted with their action plans; technical advice was offered to 11; – a subregional workshop in Kuwait and a 1st International Conference in Bioethics in Oman organized.	High
PI: Number of reports with specific policy guidance produced as a result of global reflections on the ethical, legal and social implications of science and technology, with particular emphasis on bioethics. **Target 2014-2015:** 2 Reports, each taking into account Human Rights and Gender Equality perspectives IBC: 1 COMEST: 1	4 reports containing specific policy guidance (two each by IBC and COMEST) were finalized by experts bodies, through a process engaging all members.	High

Challenges and risks in implementation and remedial actions

Key challenges	Remedial actions
To increase the number of experts on the roster for capacity-building interventions, given the increasing demand from Member States. The experts on the roster volunteer their time, which is an in-kind contribution to the programme.	A recruitment effort/training was organized in February 2015, and 10 new trainers were added to the roster for capacity-building.

ER 5: Capacities of Member States strengthened to design and implement multi-stakeholder and inclusive public youth policies and young women and men engaged in community building and democratic processes

Regular Programme and Extrabudgetary resources in 2014-2015 (in thousands USD)						Assessment of implementation of workplans
Regular budget (staff and activities)			Extrabudgetary resources			
Allocation (incl. donations)	Expenditure	Exp. Rate %	Expenditure	Funds mobilized	37 C/5 funding targets	
6,881	6,827	99%	15,434	25,626	20,000	🟢

Expenditure by region (RP and XB)

Status of workplans implementation by region (RP+XB)

Implementation is "On track" for 79% of workplans

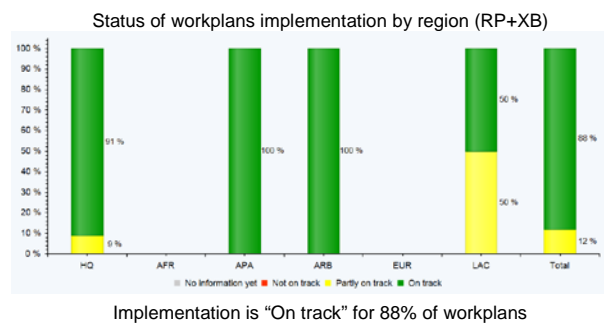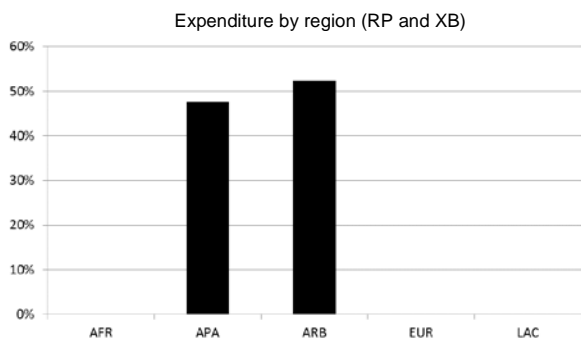| $507M Expenditure Plan Performance indicators (PI) and Targets (T)	Assessment of progress as at 31/12/2015	Likelihood that the target will be attained
PI: Number of supported Member States that initiate a multi-stakeholder and inclusive process of formulation and/or review of their public policies on youth, including a gender equality dimension, with the participation of young women and men. **T 2014-2015:** At least 7 countries (at least 3 in Africa and 1 per other region) initiate a multi-stakeholder and inclusive process of formulation and/or evidence-based review of their public policies on youth. – At least 4 out of the 7 foreseen public policies on youth include a gender equality dimension – Representative national youth-led entities enabling youth engagement in public policy development on youth are initiated or strengthened in 7 countries (at least 3 countries in Africa and 1 per other region)	13 countries (Mongolia, Timor-Leste, Kenya, Niger, Congo, Guinea Bissau, South Sudan, as well as, within the NET-MED Youth Project, Israel, Jordan, Lebanon, Morocco, Palestine, Tunisia) benefited from policy advice and technical support for the elaboration, implementation or review of national youth policies engaging young women and men at different stages of the policy process	High
PI: Number of youth-led projects supporting national development and community building and enabling youth civic engagement. **T 2014-2015:** – 15 youth-led social innovative or entrepreneurial projects (of which 3 in Africa), in follow-up to the UNESCO Youth Forum across UNESCO's areas of competence – 15 community-building projects (of which 6 in Africa) led by vulnerable youth including youth affected by violence across UNESCO's areas of competence	11 youth-led social innovative or entrepreneurial projects (of which 3 in Africa), in follow-up to the 8th UNESCO Youth Forum across UNESCO's areas of competence. It was hard to monitor other follow-up action besides the action projects, in terms of community-building projects. This should be easier once the monitoring and reporting mechanism on the Operational Strategy on Youth is in place	Medium

PI: Improved participation of youth, in particular young women, from countries in transition in democratic processes. **T 2014-2015:** – Level of participation increased in at least 2 countries in transition (where applicable in UNDAF or UCPD) – At least 40% of the participants in the actions undertaken are young women	Level of participation increased in 1 country: Tunisia, where more than 50% of the participants were young women. Preparatory work has been carried out in 3 countries in transition: in Morocco Mauritania (manual launched) and in Egypt. Civic engagement of youth increased in Mongolia.	High
PI: Coordination within UNESCO and contribution to the United Nations collaborative work on youth, in particular through the Interagency Network on Youth Development, enhanced **T 2014-2015:** – UNESCO-wide implementation plan for the UNESCO Youth Programme, presenting activities, timelines and resources, developed, updated, monitored and evaluated; – At least 10 United Nations collaborative activities, projects and initiatives where UNESCO's contribution has been reflected and integrated including in UNDAFs and UCPDs.	While the matrix for the implementation plan was developed, based on IOS and BSP consultations, a results-based monitoring framework for the Strategy implementation, judged more pertinent and efficient, will be finalized by March 2016. Since the previous reporting UNESCO's input and contribution have been integrated in 1 additional global UN collaborative initiative on youth	High

Challenges and risks in implementation and remedial actions

Key challenges	Remedial actions
The major challenge remains the shortage of Regular Programme resources, as well as of staff capacity, both at Headquarters and in field offices	Active mobilization of extrabudgetary resources and partnerships, as well as pooling of resources with Programme Sectors in UNESCO and with sister United Nations agencies within the United Nations system.

ER 6: Multi-stakeholder and inclusive public policies designed and implemented by Member States in the field of physical education, sports and anti-doping

Regular Programme and Extrabudgetary resources in 2014-2015 (in thousands USD)						
Regular budget (staff and activities)			Extrabudgetary resources			Assessment of implementation of workplans
Allocation (incl. donations)	Expenditure	Exp. Rate %	Expenditure	Funds mobilized	37 C/5 funding targets	
1,230	1,221	99%	2,871	7,035	2,500	◣

Expenditure by region (RP and XB)

Status of workplans implementation by region (RP+XB)

Implementation is "On track" for 88% of workplans

$507M Expenditure Plan Performance indicators (PI) and Targets (T)	Assessment of progress as at 31/12/2015	Likelihood that the target will be attained
PI: Guidelines for establishing national policy frameworks that guarantee access to sport for all, gender equality and improve the situation of physical education at school introduced in Member States. **T 2014-2015:** 6 countries have held national stakeholder meetings 6 regional or subregional follow-up meetings analyse MINEPS V implementation	3 regional and subregional meetings were held. No specific national stakeholder meetings can be reported. A common framework for assessing national sport policies can be designed following the adoption of the new Charter on Physical Education, Physical Activity and Sport	Medium
PI: International platform for sharing information between sport bodies, governments and other relevant stakeholders to address corruption in sport and the manipulation of sport competitions operational and training tools put at disposal of authorities **T 2014-2015:** One platform or information-sharing mechanism operational	A platform for sport organizations, run by the IOC is operational.	Medium
PI: National anti-doping policies enacted in accordance with the 2005 International Convention against Doping in Sport **T 2014-2015:** 180 States Parties to the Convention – 70% of States Parties have achieved the compliance level – 45 projects approved under the Fund	183 States Parties 70% have achieved compliance level 54 Projects under the Fund	High

Challenges in implementation and remedial actions

Key challenges	Remedial actions
The key challenge is UNESCO's capacity to keep up to the expectations raised among Member States for the forthcoming biennium which will see an enhanced monitoring of the Anti-Doping Convention and the holding of MINEPS VI Conference. These activities rely on extrabudgetary and in-kind contributions	Fundraising and negotiation of in-kind contributions, including reinforced human resources

MAJOR PROGRAMME IV: CULTURE

I.   Overall strategic assessment

Key achievements

78.   The biennium was marked by two principal challenges: the need to consolidate the place of culture in the draft 2030 Agenda for Sustainable Development during the final stages of negotiations and to prepare for its implementation through the culture conventions, and the multiplication of deliberate attacks against cultural heritage in conflicts. Despite this fast-changing international environment which has challenged the response capacity of the Secretariat, UNESCO managed to strategically position culture in the current international debates on sustainable development, security and human rights, thereby helping to reaffirm its leadership in these two priority matters.

2030 Agenda for Sustainable Development

79.   Culture is included in nine SDGs and associated targets of the adopted 2030 Agenda, reflecting the role of cultural heritage, cultural industries and creativity in the three pillars of sustainable development. One target is explicitly dedicated to cultural and natural heritage in SDG 11 on sustainable cities, a domain of strategic importance for UNESCO. It is also worth noting that one target under SDG 16 addresses the recovery and return of stolen assets, thereby providing an important entry point for UNESCO's work in the prevention of illicit trafficking of cultural property, of particular relevance owing to the enhanced role that the Organization is called to play in response to conflicts. In its subsequent Resolution A/C.2/70/L.59 adopted in December 2015, the United Nations General Assembly decided that consideration will be given to the contribution of culture to sustainable development in the follow-up and review framework of the 2030 Agenda.

80.   The inclusion of culture in the 2030 Agenda represents an important breakthrough, made possible thanks to intense advocacy efforts, wide consultation including at the country level and normative and operational leadership exercised through the conventions. UNESCO Culture Sector is fully engaged in supporting the implementation of the 2030 Agenda, in particular through the Initiative on Culture and Sustainable Urban Development. In this regard, an International Conference on Culture for Sustainable Cities in Hangzhou, China, in December 2015, discussed the draft *UNESCO Global Report on Culture and Sustainable Urban Development* and adopted the *Hangzhou Outcomes* intended to advance the strategic role of culture for sustainable urban development through cultural heritage and the cultural and creative industries. The results of the Conference will shape UNESCO's contribution, through the implementation of the culture conventions, to the "New Urban Agenda" to be adopted at the Habitat-III Conference in October 2016.

Normative action

81.   Encouraging results emerged from the implementation of the conventions. Capacity-building programmes reached out to all the regions, targeting Africa as a priority. At the policy level, many States Parties reported having included key provisions of the conventions in their policy and legislative frameworks addressing not only conventions' sectoral priorities but also cross-cutting domains, such as employment, tourism, education, cultural rights, gender equality, youth and environmental protection. This demonstrates the far-ranging relevance of the conventions and their centrality in contributing to the achievement of the SDGs. The General Assembly of the 1972 Convention adopted a Policy for the Integration of a Sustainable Development Perspective into the World Heritage Processes. The Committee of the 2003 Convention examined draft amendments to the Operational Directives on sustainable development and adopted 12 ethical principles for safeguarding intangible cultural heritage, placing the role of communities and the need to respect their consent at the core of the Convention. The first *Global Monitoring Report* of the 2005

Convention was published in December 2015, thereby representing an important step in benchmarking policy impact, ten years after the adoption of this instrument. The 1970 Convention is now supported by a fully operational governance system completed with the adoption of the Operational Guidelines and of a Fund. The normative framework was further reinforced by the adoption at the 38th session of the General Conference of the new UNESCO Recommendation on Museums and Collections.

Protecting culture in conflicts

82.   In response to the acceleration of intentional destructions of cultural heritage and the increase of illicit trafficking of cultural property, the Secretariat elaborated a strategy pursuing two intertwined objectives: to strengthen the ability of UNESCO to assist Member States in preventing and responding to the loss of cultural heritage during conflicts, and in facilitating the integration of culture into humanitarian, security and peace-building processes. This strategy, adopted by the General Conference at its 38th session, is based on broad consultations with Member States, other key partners and institutions. A multi-donor special account was also established to support action. Discussions were initiated with existing and potential partners under the Global Coalition "Unite for Heritage", including with concerned United Nations entities, with a view to operationalize the strategy, notably through the establishment of a Rapid Response Mechanism and the review of options to integrate cultural property protection into security and peace-building frameworks. The Secretariat has also provided policy advice and technical assistance to Member States for the effective implementation of United Nations Security Council Resolution 2199 adopted in March 2015. Technical support was also extended in relation to Syria, Iraq, Libya, Mali and Yemen through field offices, focusing on activities identified in the respective Emergency Response Action Plans. Sustained fundraising efforts will be required to continue such assistance.

Funds mobilized and partnerships established in 2015

83.   Since the 196 EX/4 Programme Implementation Report examined in spring 2015, several partnerships were concluded to reinforce the conventions, heritage and conflicts activities and the 2030 Agenda. In the area of conflicts, an agreement was signed with the Qatar Development Fund for $2 million to the Heritage Emergency Fund as part of an overall pledge of $10 million. A $2.5 million partnership was concluded with the Yong Xin Hua Yun Cultural Industry Group for the development of cultural and creative industries, the Creative Cities Network and the safeguarding of intangible cultural heritage. The Zhi Zheng Art Museum in Shenzhen signed a $1 million agreement for the creation of a high-level forum on museums; the implementation of the new UNESCO Recommendation on Museums and Collections; and reinforcing the role of museums in the implementation of the 1970 Convention. The European Union funded a €1.5 million programme on Heritage Routes for Sustainable Tourism Development, as well as the second phase of the Central African World Heritage Forests Initiative, to the value of €5 million. The city of Hangzhou provided $500,000 for projects under the Initiative on Culture and Sustainable Urban Development, including the elaboration of the draft *UNESCO Global Report on Culture and Sustainable Urban Development*, reinforced by a grant from Spain to support UNESCO's contribution to the Habitat-III Conference, including the publication of the report for €450,000. Other smaller-scale financial or in-kind partnerships were concluded, and several existing agreements extended.

Impact of the financial situation on programme delivery

84.   In response to the persisting budgetary constraints, the Culture Sector's programme delivery focused on the implementation of the cultural conventions. The regular budget allocated to programme activities at Headquarters was exclusively used to finance the statutory meetings. The high fixed costs of these meetings had an adverse effect on the amounts available for capacity-building and activities in the field with only $2.4 million available for the biennium. While supplementary resources in the form of additional appropriations ($4.9 million) or funds from the reprogramming exercises have allowed the Sector to invest some resources in addressing emergencies, the Secretariat, and in particular field offices, remained heavily dependent on the

extrabudgetary funding, including to implement urgent activities addressing emergency needs. This impacted negatively on the Sector's reactiveness. It is hoped that the recently established Heritage Emergency Fund will be endowed with sufficient resources, as predictable and stable funding prospects are essential to retain leadership in this domain. The Culture Sector continues to explore alternative funding sources, including from the private sector, with a view to compensate for the current trend of diminishing extrabudgetary support f0rom traditional governmental donors.

Overall challenges encountered in implementation and remedial actions
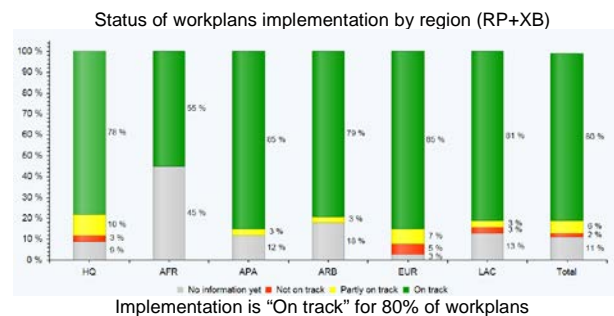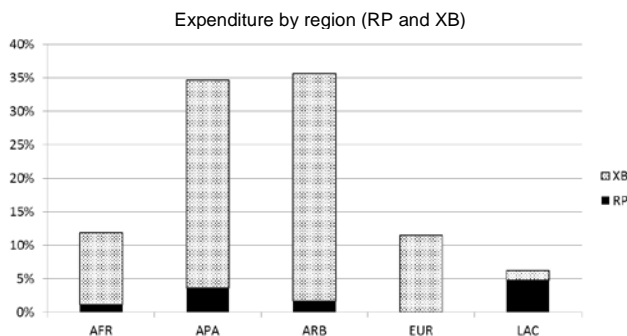
85.   The challenges faced during the biennium were of a financial and structural nature. The budgetary constraints combined with a widening gap between the resources available and the additional requests emanating from the conventions' governing bodies have created an unstable and unsustainable environment, as documented in the IOS audit and evaluation reports. The Secretariat has taken remedial action to pool resources, streamline processes and reduce costs, but this situation is no longer sustainable. With the cost of the statutory duties of the conventions at around $6 million of the Regular Programme each biennium – excluding the staff costs –, the Sector has very little margin of manoeuvre within the budget envelope to fund operational activities at country level, thereby considerably reducing UNESCO's action, visibility and impact at country level.

86.   The Culture Sector has also experienced challenges in providing timely emergency response to conflict situations due to the unpredictable nature and level of extrabudgetary resources as indicated above. An Emergency and Preparedness Response Unit was created to help address these issues by bridging the gap between the need to ensure mobilization and policy coherence across the Secretariat and the lack of adequate structural and financial mechanisms to do so. Governing bodies of the conventions also need to reflect on ways to develop a more integrated implementation and what mechanisms to prioritize in response to conflicts. In that respect, the holding of joint meetings of cultural conventions' bodies – Chairpersons of the six Intergovernmental Committees in the margin of the World Heritage Committee meeting in Bonn, in July 2015, and bureaux of the 1954 and 1970 Committees in December 2015 – is a positive step forward.

II. Assessment by Expected Result

ER 1: Tangible heritage identified, protected, monitored and sustainably managed by Member States, in particular through the effective implementation of the 1972 Convention

Regular Programme and Extrabudgetary resources in 2014-2015 (in thousands USD)						
Regular budget (staff and activities)			Extrabudgetary resources			Assessment of implementation of workplans
Allocation (incl. donations)	Expenditure	Exp. Rate %	Expenditure	Funds mobilized	37 C/5 funding targets	
17,664	18,217	103%	42,770	63,759	26,000	🟢

Expenditure by region (RP and XB)

Status of workplans implementation by region (RP+XB)

Implementation is "On track" for 80% of workplans

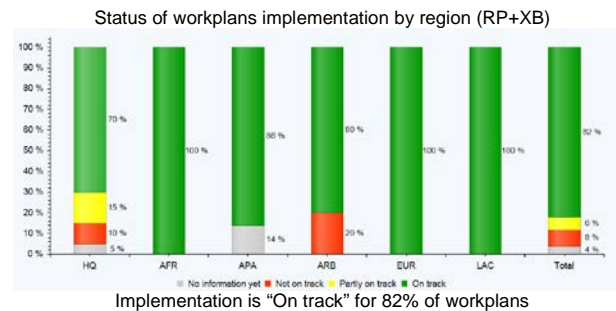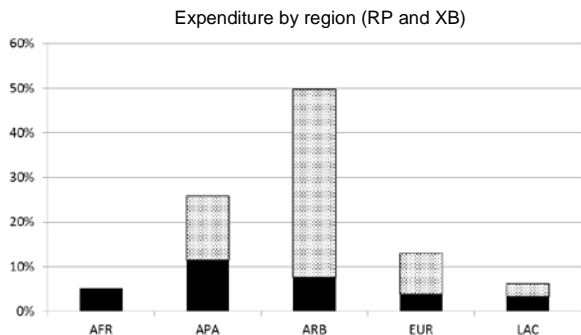| $507M Expenditure Plan Performance Indicators (PI) and Targets (T)	Assessment of progress: 01/01/2014 to 31/12/2015	Likelihood that target will be attained
PI: Governing bodies of the 1972 Convention supported through the effective organization of statutory meetings. **T 2014-2015:** 2 ordinary sessions of the Intergovernmental Committee and one session of the General Assembly organized.	2 ordinary sessions of the Committee held (38th session, Doha, June 2014 and 39th session, Bonn, July 2015) for which host countries absorbed supplementary costs. 1 extraordinary session of the Committee held (11th session, November 2015). The Committee addressed the recommendations of the Audit of the working methods of the conventions, which seek to streamline and rationalize various statutory processes and achieve cost efficiency. 1 extraordinary session of the General Assembly held (November 2014). It adopted a new model for the conduct of the election of the members of the Committee, which was applied for the first time during the ordinary session of the General Assembly organized in November 2015.	High
PI: Number of World Heritage properties where capacity of staff/stakeholders is enhanced, including in collaboration with category 2 institutes and centres. **T 2014-2015:** At least 120 sites.	119 World Heritage properties benefited from capacity-building activities at the national or regional level, often in collaboration with the World Heritage-related category 2 centres in heritage conservation and sustainable management with the participation of local communities.	High
PI: Number of States Parties which develop new or revised Tentative Lists and percentage of nomination dossiers conforming to prescribed	(T 1): 47 States Parties revised their Tentative Lists and another 3 are submitted their first Tentative List, with advice from the Secretariat	High

$507M Expenditure Plan Performance Indicators (PI) and Targets (T)	Assessment of progress: 01/01/2014 to 31/12/2015	Likelihood that target will be attained
requirements. **T 2014-2015:** (T 1): 40 States Parties develop new or revised Tentative Lists. (T 2): 70% of nomination dossiers conforming to prescribed requirements. (T 3): 15% of dossiers conforming to prescribed requirements coming from underrepresented or non-represented States Parties.	and the Advisory Bodies. (T 2): On average, 83% of the nomination dossiers received by 1 February were considered complete and in conformity with the provisions of the Operational Guidelines. (T 3): On average, 19% of dossiers conforming to prescribed requirements came from underrepresented or non-represented States Parties.	
PI: Number of World Heritage properties which contribute to sustainable development. **T 2014-2015:** (T 1): At least 6 case studies in each region demonstrating how management of World Heritage properties contributes to sustainable development. (T 2): At least 14 World Heritage properties in priority regions or countries benefit from specific conservation projects linked to topics such as Danger List, conflicts, disasters, tourism management, urbanization and climate change.	(T 1): At least 2 projects by region demonstrate how management of World Heritage properties contributes to sustainable development (16 in Africa, 4 in Arab States, 12 in Asia-Pacific, 2 in Europe, 3 in Latin America and the Caribbean). (T 2): Projects concerning 43 World Heritage sites in priority regions or countries and linked to sites on the Danger List, conflicts, natural disasters, tourism management, urbanization and climate change demonstrate the relevance of the work of the 1972 Convention in addressing those challenges.	High
PI: Number of stakeholders contributing to conservation, thematic priorities and awareness-raising. **T 2014-2015:** (T 1): 6 partnerships (new or renewed) for conservation involving youth education, sites in danger, Africa or communities. (T 2): 700 participants in Heritage Volunteers campaigns.	(T 1): 6 partnerships concluded or renewed relate to danger sites (1), communities (1) or youth education (4). (T 2): Through the 2014-2015 Heritage Volunteers campaigns, around 1,480 young people were engaged at 61 World Heritage sites where they participated in hands-on preventive conservation activities and information sessions on issues related to world heritage, together with local communities.	High
PI: Number of World Heritage properties where the balanced contribution of women and men to conservation is demonstrated. **T 2014-2015:** At least 6 sites.	13 World Heritage sites feature a balanced contribution of women and men to conservation.	High

Challenges and risks in implementation and remedial actions

Key challenges	Remedial actions
The main challenge remains the growing number of sites on the World Heritage List (the symbolic threshold of 1,000 sites was attained in June 2014) as well as the increasing threats on inscribed sites. This translates into increased workload and expectations in a context of diminishing predictable and reliable resources (Regular Programme and World Heritage Fund).	The General Assembly of States Parties (November 2013) approved the creation of sub-accounts within the World Heritage Fund, but the voluntary contributions of $53,321 received during the biennium fall far short of the target of at least $1 million per year. Consultations between the Secretariat and States Parties started mid-2014 about cost saving measures and resource mobilization that could contribute to the sustainability of the Fund.
The increase in workload and expectations from States Parties is not sustained by adequate staffing, especially in the field of natural heritage.	States Parties were mobilized to address staffing shortfalls: 3 secondments were provided to the World Heritage Centre in 2014-2015, namely 2 from Turkey and 1 from Singapore, and negotiations are ongoing to obtain Junior Programme Officers or secondments. But further support is required on a lasting basis, especially in the field of natural heritage.

ER 2: Policy dialogue promoted to combat illicit import, export and transfer of ownership of cultural property through enhanced, strengthened and more efficient international cooperation, including the implementation of the 1970 Convention and enhanced capacities of museums

Regular Programme and Extrabudgetary resources in 2014-2015 (in thousands USD)						Assessment of implementation of workplans
Regular budget (staff and activities)			Extrabudgetary resources			
Allocation (incl. donations)	Expenditure	Exp. Rate %	Expenditure	Funds mobilized	37 C/5 funding targets	
5,201	5,367	103%	2,396	2,041	5,000	●

Expenditure by region (RP and XB)

Status of workplans implementation by region (RP+XB)

Implementation is "On track" for 82% of workplans

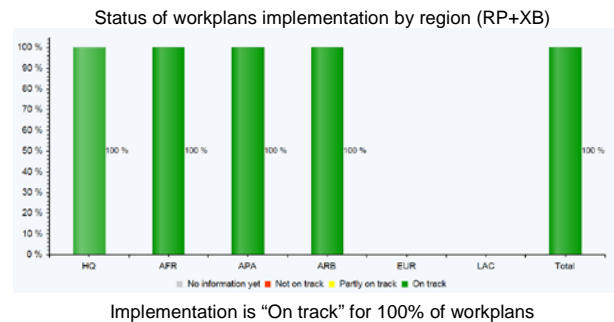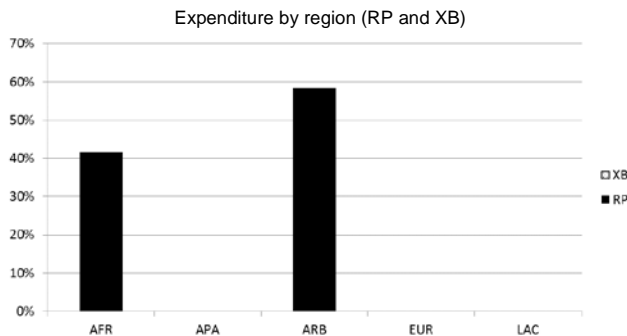| $507M Expenditure Plan Performance Indicators (PI) and Targets (T)	Assessment of progress: 01/01/2014 to 31/12/2015	Likelihood that target will be attained
PI: Governing bodies supported through the effective organization of statutory meetings. **T 2014-2015:** 4 statutory meetings.	2nd and 3rd sessions of the Subsidiary Committee of the 1970 Convention and 19th session of the "Return and Restitution Committee" held successfully. The 3rd Meeting of States Parties adopted the Operational Guidelines of the Convention and approved the creation of a Fund.	High
PI: Number of successful cases of return and restitution of cultural property considered. **T 2014-2015:** At least 2 new cases for return or restitution submitted to the ICPRCP or resolved by the Secretariat.	Advised on and facilitated the return of six statues to Cambodia. The Secretariat provided advice on restitution cases to be submitted to the "Return and Restitution Committee" and information on alternative means of dispute resolutions (notably Turkey, Libya, Israel and Zambia).	High
PI: Number of new States Parties to the 1970 Conventions. **T 2014-2015:** 6 new ratifications.	5 Member States (Bahrain, Chile Luxembourg, Austria and Lao PDR) ratified the 1970 Convention.	High
PI: Number of different stakeholders contributing to protection, thematic priorities and awareness-raising. **T 2014-2015:** – Substantive involvement of both State and non-State stakeholders in at least 2 major events.	24 capacity-building workshops targeting 91 countries in all regions were organized, with over 900 participants trained with the involvement of State and non-State stakeholders. The Secretariat organized 2 major international symposiums in Bangkok and Port-Vila on illicit trafficking in South-East Asia and the Pacific, and participated in 15 training activities organized by partners. It	High

$507M Expenditure Plan Performance Indicators (PI) and Targets (T)	Assessment of progress: 01/01/2014 to 31/12/2015	Likelihood that target will be attained
– 20 capacity-building workshops.	developed 5 outreach partnerships, produced and disseminated 6 awareness-raising videos and 3 publications, conducted 3 outreach campaigns in Latin America, Maghreb, Iraq and Syria and 1 social media campaign on Iraq and Syria.	
PI: Number of experts/participants in human and institutional capacity workshops related to the implementation of the 1970 Convention and to the role of museums by gender. **T 2014-2015:** 20% increase in the participation of women.	The participation of women in the 1970 Convention training workshops increased by 20% in comparison to the baseline, representing 38%. As regards museums, out of 26 capacity-building workshops conducted, an estimated 54% of participants were women.	High
PI: Number of reports on the implementation of the 1970 Convention at the national level provided by Parties analysed and monitored. **T 2014-2015:** At least 30 national reports.	56 were reports received and analysed by the Secretariat.	High
PI: Social, economic and educational roles of museums as vectors for sustainable development and intercultural dialogue promoted and capacities of museum professionals developed. **T 2014-2015:** – High-level forum on museums initiated, fundraising and possible 2 meetings of the forum held and policy advice paper from the forum (extrabudgetary). – Text of a legal instrument in the form of a Recommendation prepared and 2 meetings organized, 1 for experts and 1 for representatives of Member States (extrabudgetary). – 3 customized training activities with emphasis on Africa and LDCs (extrabudgetary). – 3 inventories improved (extrabudgetary).	A partnership agreement was signed in December 2015 to establish the High-Level Forum on Museums. An intergovernmental meeting of experts for the elaboration of the new UNESCO Recommendation on the Protection and Promotion of Museums and Collections was held in May 2015 and the new instrument was adopted during the 38th session of the General Conference (financed under extrabudgetary funding). All above activities were financed through extrabudgetary funding. 34 capacity-building workshops for museums and professionals funded under extrabudgetary resources were organized (15 in Asia-Pacific, 8 in Arab States, 10 in Europe). 3 customized training activities were carried out with emphasis on Africa and LDCs. 3 inventories were improved (two in Arab States and 1 in Europe). Existing publications on museums were produced in 6 additional languages and 3 new publications were elaborated. 7 exhibitions and 30 related educational activities were undertaken in Asia.	High

Challenges and risks in implementation and remedial actions

Key challenges	Remedial actions
Progress towards the expected results for the biennium and the quadrennium remained on track despite the scarce human and financial resources at the disposal of the 1970 Convention Secretariat. The Regular Programme budget was used to ensure minimum service related to the organization of statutory meetings. All capacity-building and awareness-raising activities were implemented thanks to funds raised by the Secretariat.	The Secretariat has continued to mobilize support (both financial and in-kind) from Member States, the non-profit and private sectors to implement operational activities and to compensate staffing shortfalls. A Fund was created under the 1970 Convention with a view to encourage and manage extrabudgetary resources. 3 posts are under recruitment (one P-1/2 post, one Young Professional and one P-5 Chief of the new Moveable Heritage and Museum Section).
Although the funds necessary to meet the 2014-2015 targets were successfully raised, the Secretariat's activities in this field remain exclusively dependant on mobilizing further significant resources.	It is hoped that the establishment of the High-level panel and its role to operationalise the new Recommendation will generate interest and help identify new partnership opportunities for this area of work, on which the Secretariat continues to be solicited.

ER 3: Global strategic and forward looking directions developed and applied through the effective implementation of the 1954 Convention and its two Protocols and multiplier effect achieved

Regular Programme and Extrabudgetary resources in 2014-2015 (in thousands USD)						Assessment of implementation of workplans
Regular budget (staff and activities)			Extrabudgetary resources			
Allocation (incl. donations)	Expenditure	Exp. Rate %	Expenditure	Funds mobilized	37 C/5 funding targets	
2,397	2,492	104%	230	389	500	🟢

Expenditure by region (RP and XB)

Status of workplans implementation by region (RP+XB)

Implementation is "On track" for 100% of workplans

$507M Expenditure Plan Performance Indicators (PI) and Targets (T)	Assessment of progress: 01/01/2014 to 31/12/2015	Likelihood that target will be attained
PI: Number of statutory meetings organized. **T 2014-2015:** 4 statutory meetings.	4 meetings held (9th and 10th Meeting of the Committee; 11th Meeting of the High Contracting Parties; 6th Meeting of the Parties) which took decisions on the creation of a new distinctive emblem for cultural property under enhanced protection; the creation of a Special Account to enhance human resources; the elaboration by the International Committee of the Blue Shield of a report on situations where cultural property is at risk in the context of an armed conflict.	High
PI: Number of international or other assistance under the Second Protocol provided. **T 2014-2015:** 2 grants.	No request for assistance from the Fund was received in 2014. In 2015, Libya submitted an informal request for $50,000 for advice. The Committee encouraged Parties to submit requests at its meetings.	Medium
PI: Number of new cultural properties entered on the List of Cultural Property under Enhanced Protection and number of tentative lists submitted. **T 2014-2015:** – 3 cultural properties entered on the List. – 5 tentative lists submitted.	In 2014, no new property was inscribed on the Enhanced Protection List, and no tentative list was received. In 2015, 4 requests for Enhanced Protection were submitted from Egypt, Mali and Bosnia and Herzegovina (2 requests). Mali submitted its tentative list of 3 properties for which it intends to request Enhanced Protection.	Medium
PI: Number of national capacities reinforced through technical advice. **T 2014-2015:** 30 pieces of advice provided with regard to national implementation measures (peacetime	Technical advice was provided to Member States on more than 30 occasions. In particular, the Secretariat provided the Czech, Egyptian, Mexican and Nigerian authorities with advice with regard to Enhanced Protection.	High

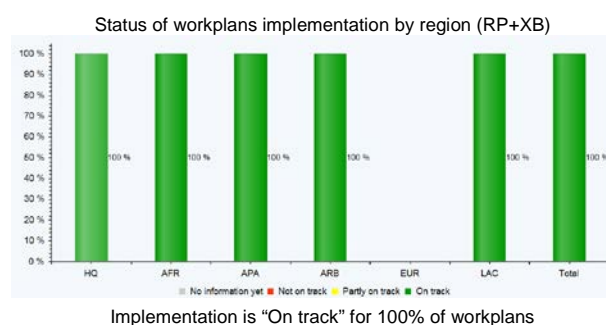| $507M Expenditure Plan Performance Indicators (PI) and Targets (T)	Assessment of progress: 01/01/2014 to 31/12/2015	Likelihood that target will be attained
preparatory measures, training of specialized personnel, submission of requests for the granting of enhanced protection and international or other assistance, etc.).		
PI: Number of awareness-raising activities and trainings. **T 2014-2015:** – 2 best practices promoted through information sharing (website, etc.). – 2 awareness-raising and training activities organized/tools made available (protection measures, training of the military, etc.). – Partnership with the International Committee of the Red Cross (ICRC) reinforced.	Several best practices on national implementation of the Hague Convention and its Protocols were published on the website. 2 awareness-raising activities were organized in Liberia and Togo in 2015 by the UNESCO Office in Abuja. The UNESCO Office in Beirut organized training on the protection of cultural heritage for UNIFIL military officers in Lebanon. Several other projects were initiated in 2015: the development of training materials on the protection of cultural heritage in the event of armed conflict for the military with the UNESCO Chair at the University of Newcastle (UK), and the drafting of a military manual on the protection of cultural heritage in the event of armed conflict in collaboration with the San Remo International Institute of Humanitarian Law. UNESCO, ICRC and the Blue Shield met to establish a discussion platform on all matters related to the protection of cultural property in the event of armed conflict, including communication in case of emergency.	High
PI: Nomination of properties for inscription on the World Heritage List which include optional elements related to the granting of enhanced protection under the 1999 Second Protocol to the 1954 Hague Convention. **T 2014-2015:** 3 properties nominated.	No such property has been nominated. The inclusion of optional elements into the relevant nomination forms is still in progress.	Medium
PI: Number of new States Parties to the 1954 (and its 2 Protocols) Convention. **T 2014-2015:** – 5 new ratifications of the Convention and both Protocols (at least four each in Africa). – 1 consultation organized and materials made available for the promotion of the 1954 Hague Convention and its 2 Protocols.	Since 1 January 2014, New Zealand, Morocco and South Africa have become party to the Second Protocol (1999). Ethiopia became party to the 1954 Hague Convention and its First Protocol. The Secretariat has continued to actively encourage States to become party to the 1954 Convention and its two Protocols.	Medium
PI: Number of various stakeholders contributing to protection, thematic priorities and awareness-raising. **T 2014-2015:** Substantive involvement of both State and non-State stakeholders in at least 2 major international events.	In 2015, the Secretariat organized an experts meeting with non-State stakeholders on the application of the Responsibility to Protect to the protection of cultural heritage. The meeting resulted in the adoption of recommendations on "safe havens" and "protected cultural zones".	High

$507M Expenditure Plan Performance Indicators (PI) and Targets (T)	Assessment of progress: 01/01/2014 to 31/12/2015	Likelihood that target will be attained
PI: Number of reports on the national implementation of the Hague Convention and its 2 Protocols. **T 2014-2015:** 0.	The next reports are due in 2016. An electronic form for reporting by the High Contracting Parties was endorsed at the 10th Meeting of the Committee.	High

Challenges and risks in implementation and remedial actions

Key challenges	Remedial actions
As for other conventions, the regular budget is used primarily for the statutory meetings. Capacity-building and awareness-raising activities are currently possible when extrabudgetary funding is made available. The absence of such activities is impacting negatively on UNESCO's ability to assist national authorities in developing strategies to protect cultural properties within their territories in the event of armed conflict.	The 6th Meeting of the Parties created a Special Account for human resources of the Secretariat of the 1954 Hague Convention and its two Protocols. The Secretariat regularly encourages potential donors to make financial contributions and/or make human resources available on a lasting basis. Azerbaijan provided an Associate expert in June 2014 for two years, and Cyprus seconded a professional for a period of one year, beginning in September 2015.

ER 4: **Global strategic and forward looking directions developed and applied thought the effective implementation of the 2001 Convention and multiplier effect achieved**

Regular Programme and Extrabudgetary resources in 2014-2015 (in thousands USD)						
Regular budget (staff and activities)			Extrabudgetary resources			Assessment of implementation of workplans
Allocation (incl. donations)	Expenditure	Exp. Rate %	Expenditure	Funds mobilized	37 C/5 funding targets	
1,700	1,764	104%	356	200	6,000	🟢

Expenditure by region (RP and XB)

Status of workplans implementation by region (RP+XB)
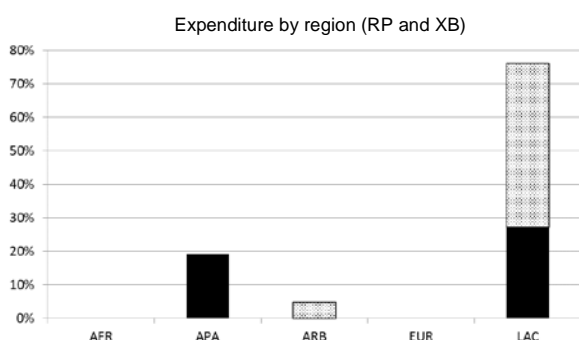
Implementation is "On track" for 100% of workplans

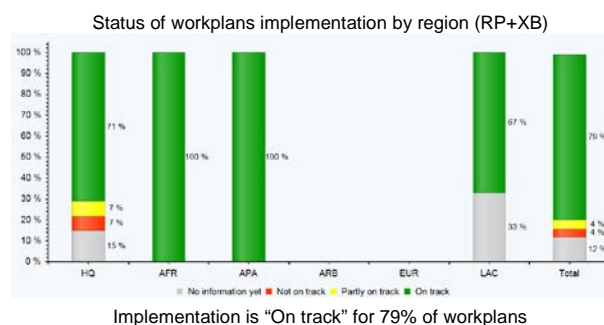| $507M Expenditure Plan Performance Indicators (PI) and Targets (T)	Assessment of progress: 01/01/2014 to 31/12/2015	Likelihood that target will be attained
PI: Governing bodies of the 2001 Convention supported through the effective organization of statutory meetings. **T 2014-2015:** Meeting of States Parties [1], and Scientific and Technical Advisory Body [2] meetings organized.	5th Meeting of States Parties (preceded by an Exchange Day), 5th and 6th meetings of the Scientific and Technical Advisory Body (STAB) held. The STAB responded to requests for technical assistance by sending missions to Haiti (September 2015), Madagascar (June 2015) and Panama (October 2015).	High
PI: Number of States Parties to the 2001 Convention increased. **T 2014-2015:** 5 new ratifications.	Since January 2014, 8 States have ratified the Convention (Algeria, Bahrain, Guatemala, Guyana, Hungary, Madagascar, Saudi Arabia, South Africa). To encourage ratification, regional and national meetings were organized in 2014 in the Bahamas, in Uruguay and in Samoa and in 2015 in Kenya and Madagascar. The visibility of the Convention was raised through events at the UN in New York, at the Samoa United Nations meeting on SIDS in 2014 and at the COP21 in 2015.	High
PI: Access to underwater cultural heritage increased, number of stakeholders aware and contributing to protection high, youth educated and involved. **T 2014-2015:** Involvement of State and non-State stakeholders increased, capacity enhanced.	2 scientific conferences (in Hawaii/USA and in Bruges/Belgium) were held in June 2014, and a third UNITWIN Universities meeting on underwater heritage was organized in May 2015. Several awareness-raising tools were elaborated (education kit on "Heritage and Reconciliation" on the occasion of the commemoration of the First World War; iPad application for children; a card series on underwater heritage).	High
PI: Effective implementation of the Convention by its	A second Foundation Training Course was organized with the Netherlands authorities in 2014 in St Eustatius. In 2015, the Secretariat	Medium

$507M Expenditure Plan Performance Indicators (PI) and Targets (T)	Assessment of progress: 01/01/2014 to 31/12/2015	Likelihood that target will be attained
States Parties, full harmonization of national laws. **T 2014-2015:** Awareness of the implementation obligations increased.	organized a two-week regional training for GRULAC in Colombia in November 2015, a Second Workshop on Underwater Archaeology for the African Countries in Kemer, Turkey in May 2015 and a Third Training Workshop on Underwater Archaeology for African Countries in Mombasa, Kenya in December 2015.	

Challenges and risks in implementation and remedial actions

Key challenges	Remedial actions
Progress towards the targets and benchmarks for the quadrennium were broadly on track in 2014 and 2015 for fixed statutory meetings; efforts have been made to increase ratifications of the instrument through awareness-raising, regional meetings and scientific conferences within the available resources. Challenges persist in terms of staff and financial resources to service the Convention, including for capacity-building and other activities.	The Secretariat pursues its efforts to mobilize both financial and in-kind support from Member States and the private sector to implement the statutory and the operational programme activities and to compensate for staffing shortfalls. A significant part of staff time is therefore invested in fundraising and the identification of new partnerships. A recruitment of one P-1/2 Professional is foreseen in 2016.

ER 5: **Access to knowledge enhanced through the promotion of shared history and memory for reconciliation and dialogue**

Regular Programme and Extrabudgetary resources in 2014-2015 (in thousands USD)						
Regular budget (staff and activities)			Extrabudgetary resources			Assessment of implementation of workplans
Allocation (incl. donations)	Expenditure	Exp. Rate %	Expenditure	Funds mobilized	37 C/5 funding targets	
1,755	1,817	104%	1,762	3,142	-	🟢

Expenditure by region (RP and XB)

Status of workplans implementation by region (RP+XB)

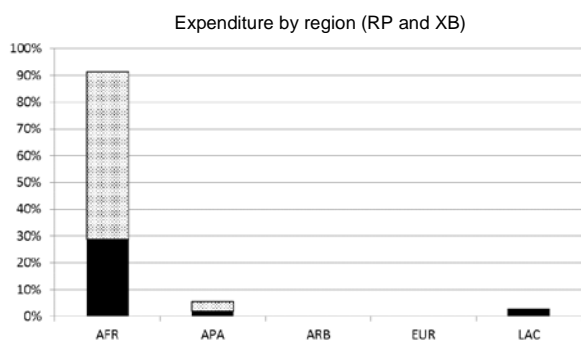Implementation is "On track" for 79% of workplans

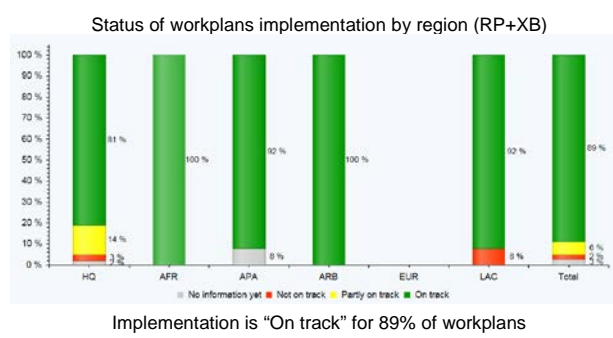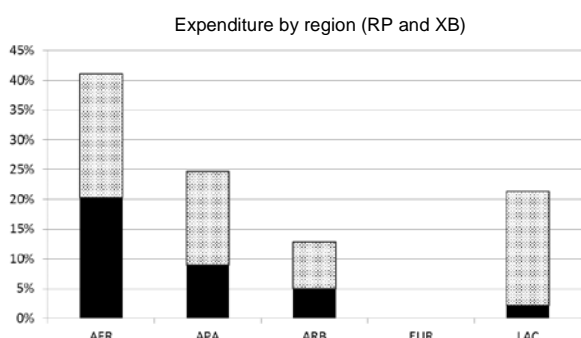| $507M Expenditure Plan Performance Indicators (PI) and Targets (T)	Assessment of progress: 01/01/2014 to 31/12/2015	Likelihood that target will be attained
PI: Number of institutions, research studies, networks and events which contribute to a better knowledge and awareness-raising on the slave trade and slavery. **T 2014-2015:** At least 10 institutions, 2 research studies, 2 networks developed and 10 events organized.	An international network of managers of sites of memory was put in place, bringing together 15 institutions promoting itineraries of memory. A methodological guide to reinforce the capacities of managers of sites of memory was finalized. An Internet platform was created to facilitate exchange of information and experiences among professionals in this field. More than 50 other events were organized in different regions by UNESCO partners to celebrate the twentieth anniversary of the Slave Route project. A 10 Year Agenda was published to mark the International Decade for People of African descent (2015-2024).	High
PI: Number of pedagogic materials based on the *General History of Africa* developed and used in African schools. **T 2014-2015:** 3 curriculum outlines, 3 teachers' guides and 3 textbooks for primary and secondary schools developed and used in African countries.	3 types of pedagogic contents (curriculum outlines, teachers' guide and textbooks) were elaborated for each of the 3 age groups (10-12; 13-16; 17-19) for primary and secondary levels and were finalised, peer-reviewed and validated by the International Scientific Committee of the project.	Medium
PI: Number of chapters of the Volumes IX drafted and validated by the Scientific Committee. **T 2014-2015:** At least 100 chapters written.	The structure of Volume IX of the *General History of Africa* consisting of three books was defined; the editorial teams and authors were designated by the International Scientific Committee. Conceptual and practical guidelines were developed to help the editors and authors elaborate the volume. Around 210 authors were contacted for the drafting of the chapters. 217 chapters are being written and 27 chapters are already finalized.	Medium

$507M Expenditure Plan Performance Indicators (PI) and Targets (T)	Assessment of progress: 01/01/2014 to 31/12/2015	Likelihood that target will be attained
PI: Number of partners who promote the contribution of Arab and Islamic world to the general progress of humanity. **T 2014-2015:** At least 40 partners.	Volumes I and VI on the *Different Aspects of Islamic Culture* were elaborated with more than 100 partner contributors. Manuscripts were finalized, revised and are ready for publication. A promotional event was organized in June 2014 at Headquarter to launch Volume I and brought around 30 partners (eminent scholars and personalities from different parts of the world) to discuss the role that this volume could play in disseminating better knowledge of Islam.	High
PI: Number of partners who join the Network of Silk Roads Online Platform and promote knowledge on the Silk Roads. **T 2014-2015:** At least 20 partners join the Network.	22 Member States designated focal points to be part of the international network for the Silk Roads Online Platform and to provide content and participate in activities promoting Silk Roads. They met in Xi'an, China in May 2015 to define the modalities of functioning of the Network and an Action Plan for the coming 3 years.	High
PI: Number of partners involved in the cross reading of the General and Regional Histories for the purpose of intercultural dialogue and education. **T 2014-2015:** 20.	15 experts including contributors to the Histories collection were identified to participate in an international conference on the Cross-reading of History to be organized in 2016. Orientations for developing innovative educational materials on the shared histories of South-East Asia were defined in an experts meeting held in Bangkok in September 2014.	Medium

Challenges and risks in implementation and remedial actions

Key challenges	Remedial actions
Significant extrabudgetary funding continues to be needed to ensure the continuity of these projects.	A fundraising strategy was elaborated to mobilize resources from different donors (governments, private sectors, foundations, etc.). Missions to key Member States were undertaken and meetings held with authorities to mobilize further support. Contacts are maintained with other potential donors such as the African Development Bank and the private sector.
The Success of the *General History of Africa* ultimately depends on the political will of African governments to integrate the contents into national curricula.	An awareness-raising campaign is being prepared to be implemented in African States with the assistance of the African Union. A Coalition of Artists for the *General History of Africa* was put in place to promote the project in particular among youth. A guide for the integration of the contents into national curricula will be elaborated to assist Members States in this endeavour.

ER 6: **National capacities strengthened and utilized to safeguard the intangible cultural heritage, including indigenous and endangered languages, through the effective implementation of the 2003 Convention**

Regular Programme and Extrabudgetary resources in 2014-2015 (in thousands USD)						
Regular budget (staff and activities)			Extrabudgetary resources			Assessment of implementation of workplans
Allocation (incl. donations)	Expenditure	Exp. Rate %	Expenditure	Funds mobilized	37 C/5 funding targets	
10,180	10,568	104%	7,964	15,658	10,000	🟢

Expenditure by region (RP and XB)

Status of workplans implementation by region (RP+XB)

Implementation is "On track" for 89% of workplans

$507M Expenditure Plan Performance Indicators (PI) and Targets (T)	Assessment of Progress: 01/01/2014 to 31/12/2015	Likelihood that target will be attained
PI: Governing bodies of the 2003 Convention exercise sound governance thanks to effective organization of their statutory meetings. **T 2014-2015:** General Assembly [1], Committee [2] and Advisory Bodies [5] meetings organized.	General Assembly [1], Committee [2] and Advisory Bodies [6] meetings held. Important revisions were adopted or proposed for the Operational Directives, notably the creation of a new "Evaluation Body" (six experts representing States Parties to the Convention non-members of the Committee and an accredited NGO) and a new chapter on the safeguarding of intangible cultural heritage and sustainable development at the national level.	High
PI: Number of supported Member States utilizing strengthened human and institutional resources for intangible cultural heritage and integrating ICH into national policies. **T 2014-2015:** Policies developed or revised in 24 States and human and institutional resources strengthened in 43 States.	Policies developed or revised in 15 out of 39 countries that benefitted from policy support and support ongoing in 24 of them. Human and institutional resources strengthened in 55 countries through the implementation of the global capacity-building strategy (of which 18 in Africa) and capacity-building activities ongoing in 27 countries (of which 10 in Africa). New projects were initiated in 3 countries (of which 2 in Africa). Important achievements are the development of a policy guidance note for advising experts, dedicated training materials on policy development, safeguarding, gender and sustainable development as well as the introduction of in depth needs assessments in the project elaboration phase.	Medium

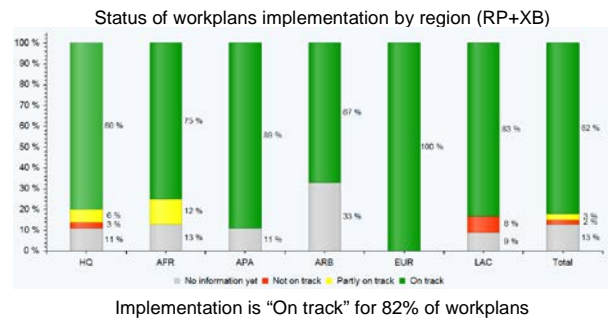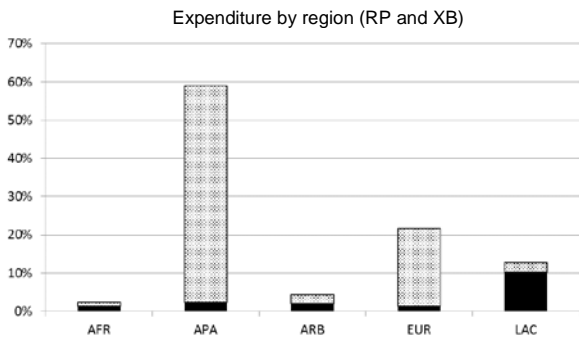| $507M Expenditure Plan Performance Indicators (PI) and Targets (T)	Assessment of Progress: 01/01/2014 to 31/12/2015	Likelihood that target will be attained
PI: Percentage of UNESCO-trained female cultural professionals who then contribute to national-level decision-making processes in the field of culture. **T 2014-2015:** 10% of UNESCO-trained female cultural professionals then contribute to national-level decision-making processes in the field of culture.	Data-gathering mechanism under development. A follow-up and evaluation mechanism is being finalized to allow UNESCO to track effects of capacity-building activities, including data on whether female cultural professionals who participate in training (42% of total trainees) later contribute their newly gained knowledge to national decision-making processes.	Low
PI: Number of safeguarding plans for intangible cultural heritage, including indigenous languages and endangered languages, developed and/or implemented by Member States. **T 2014-2015:** 100 plans developed and/or implemented.	140 safeguarding plans incorporated in submitted nominations and requests for international assistance. To strengthen the quality of the safeguarding plans included in international assistance requests, the Secretariat prepared aide-mémoires and provided individualized feedback to States as well as technical assistance through the provision of experts.	High
PI: Number of international assistance requests submitted and effectively implemented by Member States, nominations submitted by Member States and best practices submitted by Member States and disseminated by them and other stakeholders. **T 2014-2015:** – 30 international assistance requests processed and 10 projects implemented. – 65 nominations processed and 1 best practice promoted.	42 international assistance requests processed and 4 International Assistance implemented; 103 nominations processed and one best safeguarding practice promoted. The Secretariat streamlined procedures for treating nominations, requests and proposals and is now focusing its attention on assessing technical completeness of files. This has permitted steady progress in reducing the backlog of unprocessed files (particularly international assistance requests) and in reducing persistent delays in treatment.	Medium
PI: Number of periodic reports on the implementation of the Convention at the national levels submitted by States Parties and examined by Committee, and number addressing gender issues and describing policies promoting equal access to and participation in cultural life. **T 2014-2015:** 75 reports, of which 30 address gender issues and describe policies promoting equal access to and participation in cultural life.	52 periodic reports on implementation at the national level and eleven on Urgent Safeguarding List inscribed elements examined by the Committee; 27 of them address gender issues. The low submission rate is a recurring problem. For the first time, the Committee made an explicit encouragement to States Parties to fulfil their reporting requirements before submitting new nominations. The Secretariat systematically encourages States to address gender issues and to give special attention to describing policy impacts, particularly those that concern equal access to and participation in cultural life.	Medium

$507M Expenditure Plan Performance Indicators (PI) and Targets (T)	Assessment of Progress: 01/01/2014 to 31/12/2015	Likelihood that target will be attained
PI: Number of States Parties to the Convention increased. **T 2014-2015:** 10 new ratifications; of which 2 from Africa.	5 new ratifications (Bahamas, Bahrain, Kuwait, Marshall Islands and Myanmar), none from Africa. With 163 States Parties at present, the pace of new ratifications is slowing. The Secretariat provides technical assistance to States to encourage ratification.	Medium
PI: Number of organizations within and outside the United Nations system, civil society, and the private sector contributing to programme delivery. **T 2014-2015:** – 22 NGOs accredited; 40 renewed. – 3 category 2 centres fully contributing to supporting UNESCO's programme for effective implementation of the 2003 Convention.	22 NGOs accredited, and renewal recommended for 59; no category 2 centres yet contributing fully to programme objectives. The Secretariat provides substantial support to civil society and State institutions such as category 2 centres to facilitate their contributions to implementing the Convention.	Medium
PI: Number of stakeholders involved in the implementation of the Convention contributing information to the knowledge-management system. **T 2014-2015:** – At least 400 stakeholders contributing. – 150 new pages dedicated to capacity-building and policy benchmarking.	265 stakeholders contributing information to the system; 121 new pages related to capacity-building and benchmarking. The knowledge-management system provides support to all aspects of the Convention's implementation. A fully renovated website was launched with the objective to improve browsing experience and provide more user-friendly interfaces. However, the primary contributors remain UNESCO staff and the number of external stakeholders contributing is less than hoped.	Medium

Challenges and risks in implementation and remedial actions

Key challenges	Remedial actions
Progress towards the expected results for the quadrennium remained on pace in the first two years, although this was achieved through frontloading the use of resources to ensure minimum service during the biennium. The planned outputs for the quadrennium cannot, however, be guaranteed for 2016-2017 unless additional resources (human and financial) become available. The greatest challenge remains the severe mismatch between available resources under the Regular Programme and the steady increase in workload and expectations on the part of States Parties, as highlighted in the IOS Audit of Working Methods of the Culture Conventions.	Although extrabudgetary support is experiencing a clear decline, in particular in terms of earmarked contributions for the capacity-building programme and contributions to the sub-fund for enhancing human resources of the Secretariat, the Secretariat continues to implement and further develop the capacity-building programme and to compensate in part for staffing shortfalls. Currently relying on a number of staff under various temporary assignments (40% of the staff when excluding service contracts), the Section does not have at its disposal, as for other conventions, a sustainable workforce adapted to the statutory functions that it must perform.

ER 7: National capacities strengthened and utilized for the development of policies and measures to promote the diversity of cultural expressions, in particular through the effective implementation of the 2005 Convention

Regular Programme and Extrabudgetary resources in 2014-2015 (in thousands USD)						
Regular budget (staff and activities)			Extrabudgetary resources			Assessment of implementation of workplans
Allocation (incl. donations)	Expenditure	Exp. Rate %	Expenditure	Funds mobilized	37 C/5 funding targets	
7,645	7,931	104%	8,716	11,167	4,500	🟢

Expenditure by region (RP and XB)

Status of workplans implementation by region (RP+XB)

Implementation is "On track" for 82% of workplans

$507M Expenditure Plan Performance Indicators (PI) and Targets (T)	Assessment of Progress: 01/01/2014 to 31/12/2015	Likelihood that target will be attained
PI: Governing bodies of the 2005 Convention exercise sound governance through the effective organization of statutory meetings. **T 2014-2015:** Conference of Parties [1] and Intergovernmental Committee [2] organized.	The 8th and 9th sessions of the Committee and 5th Conference of Parties were successfully organized within a significantly reduced timeframe (2.5-3 days each). Revisions to the Operational Guidelines on periodic reporting were approved, 13 new projects received financing under the IFCD and new activities were defined including training modules for trade negotiators and preferential treatment. In-depth debate was held on the impact of new technologies and a decision was taken to draft Operational Guidelines on digital issues. Decisions were taken to involve civil society organisations more closely in the work of the governing bodies. The Secretariat organized 2 exchange sessions prior to the Conference of Parties on digital issues and impact of Articles 16 and 21. 3 Satisfaction Surveys were issued.	High
PI: National policies and measures introduced and human and institutional resources strengthened to promote the diversity of cultural expressions, including cultural goods, services and activities. **T 2014-2015:** Policies and measures developed or revised and human and institutional resources strengthened in 10 States.	Activities implemented were financed through extrabudgetary resources from the EU. This included in-country technical assistance to four countries and remote assistance to nine countries. Among the outputs are: the introduction of new policies and action plans and the creation of new agencies and governance models that involve new partnerships between the State and civil society stakeholders.	High
PI: International assistance requests submitted, processed and projects effectively implemented and monitored (IFCD).	291 funding requests were processed, 78 projects were implemented and monitored. 13 new projects were approved for financing until 2017.	High

$507M Expenditure Plan Performance Indicators (PI) and Targets (T)	Assessment of Progress: 01/01/2014 to 31/12/2015	Likelihood that target will be attained
T 2014-2015: 200 international assistance requests processed and 50 projects implemented and monitored.		
PI: Number of quadrennial periodic reports on the implementation of the Convention at the country level submitted, processed and analysed by the Secretariat and examined by the governing bodies. Number of reports addressing gender issues. **T 2014-2015:** – 50 reports processed and analysed. – 25 best practices collected and disseminated, including 10 addressing women's participation in the creation, production and dissemination of cultural goods and services.	12 periodic reports received, 13 best practices collected and disseminated (of which none address women). The challenges reported include the lack of data required for evidence-based policy-making; limited capacity to assess and monitor the impact of policies and measures for the diversity of cultural expressions. A three-year project on the implementation of the 2005 Convention was approved for funding by Sweden (Sida) and aims to raise the level and quality of knowledge available, and bridge capacity gaps.	Medium
PI: Number of Parties to the Convention increased. **T 2014-2015:** 7 new Parties.	7 new Parties to the Convention.	High
PI: Number of stakeholders involved in the implementation of the Convention contributing to information to the knowledge-management system. **T 2014-2015:** – 40 stakeholders contributing. – 50 pages dedicated to provide knowledge to support capacity-building activities including policy-making actions, tools and methodologies.	The framework for the Knowledge Management System was launched at the end of 2014. 50 new pages dedicated to capacity-building were developed. 34 stakeholders contributing to knowledge management through the preparation of new methodological guides, training modules for use in capacity development activities informed by the results of technical assistance missions.	High
PI: Number of organizations within and outside the United Nations system, civil society, and the private sector contributing to programme delivery. **T 2014-2015:** 2 formal partnerships established or renewed; 10 civil society organizations participate in the governance mechanisms of the Convention.	2 new partnerships negotiated with the Hertie School of Governance to work on developing an indicator framework to monitor the state of implementation of the Convention (data collection, analysis and presentation) under funding from Sweden and with the University of Laval to undertake research on the impact of Articles 16 and 21. 10 civil society organizations participated in the 8th Committee session that adopted a decision to have civil society as a main item on the agenda of the 9th session. This number increased to 31 NGOs participating in the 9th session of the Committee.	High
PI: Cities in industrialized and developing countries collaborate to enhance creativity and creative economies. **T 2014-2015:** – At least 20 new cities, including 7 in Africa, the Arab States, the Caribbean and the Pacific, become members of the Creative Cities Network (extrabudgetary). – 4 network activities jointly designed to	75 new Creative Cities designated, including 39 cities from 32 countries not previously represented. 2 Annual meetings of the UNESCO Creative Cities Network were organized. 1 International Conference on Digital Books and Future Technologies (Shenzhen, China) was held in November 2014.	High

$507M Expenditure Plan Performance Indicators (PI) and Targets (T)	Assessment of Progress: 01/01/2014 to 31/12/2015	Likelihood that target will be attained
strengthen the role of cities in economic, social and cultural development (extrabudgetary). – 2 joint events organized by World Book Capitals on books (extrabudgetary).		
PI: Creativity, arts and design used as tool for sustainable development, especially in developing countries. **T 2014-2015:** – At least 16 cultural projects financed under the International Fund for the Promotion of Culture at least 70% of which in developing countries. (extrabudgetary). – 2 partnership agreements concluded or renewed, foreseeing North-South or South-South cooperation, and ensuring at least 35 awarded fellowships in the field of arts and design (extrabudgetary).	18 IFPC projects were successfully implemented, of which 56% were from developing countries. The Aschberg Bursaries and partnership agreements were suspended in 2014. The programme was redesigned to implement activities on preferential treatment for and mobility of artists, key priorities under the 2005 Convention.	High
PI: Young people's capacities for cultural expression and creativity, dialogue and social cohesion strengthened through the arts. **T 2014-2015:** Preparations for the third World Conference on Arts Education achieved with extrabudgetary funds.	No extrabudgetary funds raised for this activity.	Low

Challenges and risks in implementation and remedial actions

Key challenges	Remedial actions
The main challenge is to secure extrabudgetary funds and required expertise to implement existing and new priorities identified by the governing bodies to implement the Convention through capacity development and knowledge management activities. New activities and areas of work have been added to the work-plan for the quadrennium through decisions of the governing bodies, for which extrabudgetary funds are being sought. This includes the development of a new technical assistance programme and training materials for trade negotiators on the Convention as well as preparations for new operational guidelines on digital issues.	Performance indicators and targets were adjusted taking into account the reduced budget for activities according to the priorities set by the governing bodies of the Convention. The Secretariat continues to seek financial and in-kind support from Member States, especially to secure additional resources (both human and financial) to continue the technical assistance programme to strengthen the system of governance for culture in developing countries during the quadrennial that was supported by the European Union and was finalized in June 2015.
Additional challenges to address are the stagnating voluntary contributions to the IFCD and the rate of Parties with overdue periodic reports.	In order to address the challenges to the IFCD, a new mechanism for soliciting voluntary contributions from Member States was designed and launched at the end of 2015. Sida funding for capacity-building for periodic reports was secured to provide assistance to countries that have not yet submitted their reports. In addition, the periodic reporting framework was revised taking into account the challenges Parties face when completing their reports.

MAJOR PROGRAMME V: COMMUNICATION AND INFORMATION

I.   Overall strategic assessment

Key achievements

87.   To evaluate and celebrate press freedom globally, an average of 80 events were held in 2014 and 2015 to commemorate World Press Freedom Day. UNESCO has a leadership role regarding the United Nations Plan of Action on the Safety of Journalists, and the International Day to End Impunity for Crimes Against Journalists. Activities to enhance the safety of journalists were complemented by the annual International Day to End Impunity for Crimes against Journalists (IDEI), which was commemorated in more than 20 countries. The event also served as an excellent occasion to launch the UNESCO report, "World Trends in Freedom of Expression and Media Development – Special Digital Focus 2015". International instruments and standards on safety of journalists have been strengthened, including through the UNESCO Executive Board Decision on Safety of Journalists and the Issue of Impunity (196 EX/Dec.31). The *Connecting-the-Dots* Outcome Document, containing 38 options for UNESCO's future action and jointly agreed on by the multi-stakeholder community in March 2015, was endorsed by UNESCO's 38th General Conference (38C/Res.56) as a comprehensive agenda for UNESCO's approach to Internet issues.

88.   In 2015, UNESCO named renowned journalist and CNN Chief International Correspondent Christiane Amanpour as its Goodwill Ambassador for Freedom of Expression and Journalist Safety. As a board member of the Committee to Protect Journalists, the Centre for Public Integrity and the International Women's Media Foundation, she has used her profile to raise awareness of key global issues.

89.   The fifty-eighth and fifty-ninth IPDC Bureau Meetings approved 151 new media development projects for a total amount of $2,523,393. UNESCO continued to implement several extrabudgetary projects to create an enabling environment for freedom of expression in the Arab States region. Good community media practices and policies were fostered through an international seminar entitled "Community media sustainability: Strengthening policies and funding" held at UNESCO Headquarters in 2015. The first phase of the project "Empowering Local Radio Stations with ICTs" came to an end. In its final year of implementation, the project consolidated the capacities of 32 local radio stations in the targeted countries: to provide low-income populations, especially women and girls, access to information and foster their active participation in the public debate on development issues of local concern. World Radio Day (WRD) 2015 saw unprecedented visibility. In 2015 alone, a total of 329 events were registered across 83 different countries and UNESCO delivered record-breaking 132 media interviews for the occasion. UNESCO continued to promote uptake of the Gender-Sensitive Indicators for Media (GSIM) leading many actions to promote gender equality in and through media. An entry level Massively Open Online Course on Media and Information Literacy (MIL MOOC) for young girls and boys, focusing on intercultural dialogue and gender equality, was launched in February 2014. Over 25 youth organizations from as many countries have been engaged in MIL through this MOOC.

90.   The UNESCO Programme for Open Educational Resources (OER) contributed to the development of national-level OER policies in Bahrain, Oman, and Kenya and conducted multiple national and regional awareness seminars with decision- and policy-makers. Significant OER projects in Nigeria and Indonesia achieved milestones with the launch of enabling institutional policies, portals, well-documented automated processes, staff capacity-building, and the promotion of results and research papers at key regional and global events. The UNESCO OER publications were re-released with the UNESCO Creative Commons Attribution (BY) ShareAlike (SA) open license and now available in seven languages. Two new OER Research Chairs were appointed in Slovenia and Mexico. UNESCO was recognized with an Award for Organizational Excellence at the 2015 Annual Conference of the Open Education Consortium. Furthermore, the ICT

Competency Framework for Teachers (ICT CFT) Harnessing Initiative has allowed for the development and use of OER materials to support the contextualization of the ICT CFT at the institutional and/or governmental level through national consultations in seven countries in three continents, with a focus on Africa.

91.   The General Conference at its 38th session declared 28 September as the International Access to Information Day. While the promotion of information and transparency is clearly an ongoing activity throughout the year, a day marked by collaboration is important for advocacy, thus giving a consolidated message on the need for greater access to information so as to raise public awareness.

92.   The YouthMobile initiative has successfully been rolled out in 15 countries worldwide and has partnered with relevant private sector initiatives for a global outreach, such as Technovation Challenge, Telefonica's Mobile4change and the World Summit Youth Awards. More than 600 direct beneficiaries were trained to intermediate-level skills in open source mobile apps development, including in South Sudan, Kenya, Rwanda, Afghanistan, Cambodia and Lebanon. Open Source tools were deployed for university libraries and school safety assessment. UNESCO has succeeded in supporting a number of countries to establish their OA policies and initiatives.

93.   In 2014 and 2015, within the framework of its Open Access (OA) to Scientific Research Programme, UNESCO organized 6 major events involving 96 countries, and published 11 volumes of capacity-building manuals and themed publications on OA. UNESCO also developed three Self-Directed Learning tools and 2 other publications on Open Access and supported 18 countries in Africa and Asia to celebrate Open Access Week. Furthermore, 62 national level institutes have developed mandates and policies on OA with UNESCO's support. In order to enhance usage of ICTs for science UNESCO has developed practical solutions by integrating sensor generated data, modelled data and crowd-sourced information to support cities in better coping with climate-linked disasters.

94.   In 2014, UNESCO organized the international conference "From Exclusion to Empowerment: Role of ICTs for Persons with Disabilities" in New Delhi, which brought together 700 participants from 80 countries to discuss knowledge and solution sharing and the establishment of new partnerships. The outcome document, the New Delhi Declaration, was subsequently endorsed by General Conference in 2015 (38C/Res.59). The regional conference for Central America "Multilingualism in Cyberspace: Indigenous Languages for Empowerment" brought together regional partners to discuss the next steps towards establishment of UNESCO World Atlas of Languages. UNESCO initiated a regional project to pilot Media and Information Literacy Assessment Framework in seven Latin American and the Caribbean countries. The General Conference approved an establishment of the Global Centre for Excellence for the Empowerment of Persons with Disabilities through Information and Communication Technologies (ICTs) in Kuwait City, Kuwait, as a category 2 centre under the auspices of UNESCO (38C/Res.58).

95.   The Guidelines on the Inclusion of Learners with Disabilities in Open and Distance Learning (ODL) were finalized in November. They will be launched in early 2016 in English, French and Arabic versions. They aim to promote the systematic inclusion and use of accessibility aspects via open solutions (Open Educational Resources – OER, Free and Open Source Software - FOSS and Open Access to Scientific Information – OA) in Open and Distance Learning (ODL). They also highlight the key roles and obligations of educational stakeholders – Governments, Institutions as well as Quality Assurance and Recognition bodies in making accessibility a reality for learners with disabilities.

96.   For the period 2013-2015, the Memory of the World (MOW) Programme, supported six capacity-building activities, which are crucial for increasing awareness of documentary heritage preservation, as well as increasing the number of successful nominations. More particularly, there were two regional training workshops for the Arab States region, organized jointly with the National Commission for UNESCO of Oman and Lebanon, three workshops for the Asia Pacific region, in

Cambodia, Kyrgyz Republic, and Timor-Leste. UNESCO, in collaboration with the Trinidad and Tobago National Commission for UNESCO, organized a Pan-Caribbean Consultative Workshop on (MOW) with participants from 10 Caribbean countries. Member States submitted 100 nominations for consideration and possible inscription in the MOW international register. The MOW Register Sub-committee retained 88 nominations to be submitted to the IAC for further consideration and recommendations out of which 47 nominations were approved for inscription on the MOW international register in the 2013-2015 nomination cycle. An intergovernmental Special Committee meeting of experts (category II) was convened at UNESCO Headquarters, in Paris (1-2 July 2015) with the participation of 115 experts from 46 Member States, in order to discuss and finalize the draft text of a UNESCO Recommendation concerning the Preservation of, and Access to Documentary Heritage, including in Digital Form. The [Recommendation,](#) was submitted for adoption by the General Conference at its 38th session (38 C/Res.55), and thus become the first UNESCO normative document documentary heritage preservation to guide public policies in this domain for the decades to come.

97.   Concerning the comprehensive Internet Study on Internet-related Issues, over 200 contributions were received from all regions. During the United Nations General Assembly High-Level Forum on a Culture of Peace, held in New York, on 9 September, 2015, United Nations Secretary-General Ban Ki-Moon drew the attention of global leaders to the Conference "Youth and the Internet: Fighting Radicalization and Extremism", initiated by IFAP. During this conference, held at UNESCO Headquarters on 16-17 June, 2015, the UNESCO Director-General launched UNESCO's new integrated Framework of Action – Empowering Youth to Build Peace. This conference also brought together a wide cross section of stakeholders to share experiences on policy interventions, projects and processes for supporting the use of the Internet as a tool to fight violent extremism and youth radicalism.

98.   The eleventh meeting of the Broadband Commission for Digital Development took place in Paris on 26 and 27 February 2015 and allowed the Commissioners to have the opportunity to share the objectives and work of the Commission while at the same time learn of concerns of the Member States, information gaps, and the evolving needs of educators in a fast-changing digital environment. The Broadband Commission when they met in New York on September 2015 made significant progress to include ICT related issues into the newly formulated sustainable development goals (SDGs). While the Millennium Development Goals (MDGs) included very little reference to technology, broadband or ICT, the approved SDGs are considerably more detailed, and cover 17 goals with more than 150 targets.

99.   The 2015 WSIS Forum took place from 25 to 29 May 2015 in Geneva (Switzerland) under the theme "Innovating Together: Enabling ICTs for Sustainable Development". It was organized by the ITU, UNESCO, UNDP and UNCTAD. As 2015 was a turning point when Members States adopted the sustainable development agenda, all the sessions of the Forum contributed to establishing a link between ICT and SDGs.

Funds mobilized and partnerships established

100. As a whole, the Sector was impacted by the need to keep within the reduced budget. It has to be noted that through a dynamic partnership with United Nations agencies, NGOs, and the use of secondments, the implementation of Major Programme V was successful. Partnerships with other donors/agencies allowed for cost-sharing. Finally, extrabudgetary activities have attracted other donors and had a snowball effect in fundraising. Strategic partnerships with the private sector and alliances with centres of excellence, including our category 2 institutes, were leveraged.

101. Partnerships with the European Union and the Hewlett Foundation were mobilized for extrabudgetary funding to support the ICT Competency Framework (ICT CFT) Harnessing OER project. This funding also supported general advocacy and capacity-building in the area of OER, as a follow-up to the World OER Congress organized by UNESCO in 2012. Partnerships and collaboration established with ICT world-class initiatives youth oriented, have effectively

contributed to complement regular programme funds for UNESCO initiatives such as the YouthMobile: Netexplo Forum, Telefonica Educacion Digital, ITU, AfDB and the Rwanda Development Board. Private sector partnerships included: Tencent (China), Zain (South Sudan), Samsung (Nigeria).

102. Following a successful fundraising strategy, an example of one large funded project with partners involved was the EU-Funded "Networks of Mediterranean Youth project (NET-MED Youth)", which is being implemented with other Programme Sectors of UNESCO. The project was launched in early 2014 with the aim of developing knowledge, skills and tools to empower young women and men in the Western and Eastern Basins of the Mediterranean. The media component of this intersectoral project built analytical capacities and facilitated youth-led research to monitor youth's representation in media, and generated knowledge about young people's media consumption habits and their perceptions about diverse media platforms.

103. Based on successful work by UNESCO in 2014-2015, the European Union also renewed its partnership with UNESCO in December 2015 to strengthen freedom of expression, access to information and free, independent and pluralistic media by contributing for 36 months with €1,500,000 to a new project "Building trust in South East Europe and Turkey". This project is a direct follow-up to the project "Media Accountability in South East Europe".

104. There was also success during the biennium with the Sweden-funded projects "Promoting an Enabling Environment for Freedom of Expression: Global Action with Special Focus on the Arab Region" and "Promoting Democracy and Freedom of Expression", and the Finnish-funded "Promoting Freedom of Expression in Egypt, Libya, Morocco, Syria, Tunisia and Yemen. This project with a global focus, also promoted synergies with other ongoing projects in the 18 target countries across four regions – Latin America, Asia, Africa and the Arab States. Funds were also received to scale up the successful radio project implemented in 2012-2013 "Empowering Local Radios with ICTs", with an additional contribution in by Sweden of $4.5 million to expand the project in Democratic Republic of the Congo, Kenya, Lesotho, Namibia, South Africa, United Republic of Tanzania and Zambia.

Impact of the financial situation on programme delivery

105. Limited financial resources constrained the ability of staff to adequately implement the programme. Staff continue to multi-task and carry an increasing work load. Additional resources for direct programme delivery would also have permitted the Sector to have a greater impact, particularly at the field level, and to provide services such as publications in additional United Nations languages.

Overall challenges encountered in implementation and remedial actions

106. The biggest challenges of 2014 and 2015 were the lack of resources, both financial and human. Efforts were deployed for fundraising, special grants, "loans" of scholars, use of interns, co-publishing, etc. However, it takes time to secure, manage and do special reporting on these funds and build relationships. Implementation of activities at the country level continues to be challenging due to various factors including lack of awareness, functioning of the media landscape, and deterioration of the security and political situation in some cases. However, regional activities were undertaken in neighbouring countries to gather participants from countries severely affected by conflict.

107. Concerning the Internet, there is a challenge raised by the expanded normative, legal and regulatory landscape. Limited resources and expertise were constraints here also. Funds were raised for external experts.

108. The focus of many activities is directly or indirectly relevant to Global Priority Africa. Specific contributions have been through the Global Initiative on Excellence of Journalism, and through

work with African media on coverage of climate change. Shortage of funds has been partly ameliorated by forging of partnerships. IPDC also allocated a special amount for media-ebola projects.

109. The achievement of results can be ascribed to the numerous and successful partnerships that have been built up, highlighting the lesson is that UNESCO can successfully catalyse energies in a concerted way. Extrabudgetary funding has been equally critical (and often interdependent with partnerships). This needs maintaining, notwithstanding the added complexities, responsibilities and workload.

II.   Assessment by Expected Result

ER1:   The environment for freedom of expression, press freedom, journalistic safety and self-regulation strengthened, for both online and offline, especially in PCPD countries and countries in transition, through favourable policies, practices and support to national media institutions including through IPDC

Regular Programme and Extrabudgetary resources in 2014-2015 (in thousands USD)						
Regular budget (staff and activities)			Extrabudgetary resources			Assessment of implementation of workplans
Allocation (incl. donations)	Expenditure	Exp. Rate %	Expenditure	Funds mobilized	37 C/5 funding targets	
6,972	7,129	102%	9,394	15,344	3,000	🟢

Expenditure by region (RP and XB)

Status of workplans implementation by region (RP+XB)
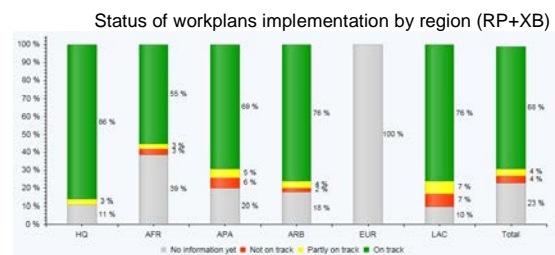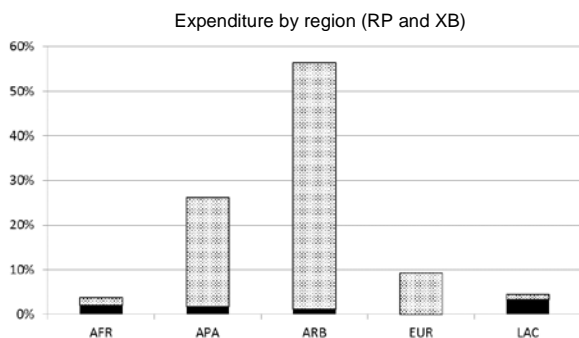
Implementation is "On track" for 68% of workplans

Performance Indicators (PI) and Targets (T)	Assessment of Progress as at 31/12/2015	Likelihood that target will be attained
PI: Press freedom, including on the Internet, promoted by Member States. International campaign of sensitization of freedom of expression by professional organizations working in the field of press freedom **T 2014-2015:** (1) One major event organized as well as local activities. (2) Press freedom, including on the Internet, promoted worldwide, notably through 10 major international fora, as well as UNESCO's yearly World Press Freedom Prize. (3) Major event organized as well as local activities held on the occasion of WPFD in at least 160 countries; (4) Awareness campaign in mainstream media and social media, including: 100 local, regional and international professional organizations working in the field of press freedom actively engaged in the International campaign on freedom of expression through social media and a dedicated website on press freedom. (5) Adoption of a concept on Internet Universality **CAP Target 2014-2015:** 60%	(1) Local activities on the issue of press Freedom of Expression took place in over 100 countries. With WPFD, a major event was successfully organized in Riga; (2) Meetings were held at over 20 major events, promoting Freedom of Expression in traditional media, as well as online; Attended events include WSIS, The Internet Governance Forum, Netmundial and many more. (3) Over 200 local initiatives were organized in conjunction with the WPFD in Riga. This effort was strongly supported by the Secretariat. Furthermore, WPFD received substantial media coverage in many regions and countries. UNESCO received reasonable credit for this United Nations Day, and the Director-General's and Secretary-General's messages were quoted by the press. (4) WPFD generated more than 7 million tweets and retweets and more than 2,000 articles; A vigorous and successful effort was made to engage our program partners and the global public, through the influential accounts of personalities and organizations, UNESCO Goodwill Ambassador Christiane Amanpour, and other press freedom figures. (5) Adoption of the ROAM concept: rights-based, openness, access, and multi-	High

Performance Indicators (PI) and Targets (T)	Assessment of Progress as at 31/12/2015	Likelihood that target will be attained
	stakeholders; The 38th General Conference endorsed the concept of Internet universality. Furthermore, in 2015 the Secretariat organized the global multi-stakeholder conference CONNECTing the Dots: Options for Future action, at UNESCO Headquarters to discuss crucial issues including freedom of expression and privacy online.	
PI: Policies and norms conducive to freedom of expression, freedom of information, press freedom and media independence strengthened **T 2014-2015:** (1) (These dimensions strengthened in 25 countries, including support for media during elections in at least 5 countries; (2) Media independence supported through media legislation and editorial independence facilitated in at least 10 countries, especially in Africa **CAP Target 2014-2015:** 40%	(1) Training of media professionals were organized in 15 countries on reporting accurately, professionally and independently on elections as per international best-practices, including specialized sessions on investigative reporting, gender-sensitive reporting during elections including conflict-sensitive reporting; Additionally, UNESCO provided in-house (ownership and expertise) support to pilot media entities to improve the quality of the election reporting. (2) The reinforcement of media independence was supported through capacity-building of regulation mechanisms in 20 countries, particularly through extrabudgetary projects in north Africa. UNESCO organized a series of seminars, regionals workshops, trainings and conferences press to sensitize journalists to issues of press freedom and freedom of expression (FOE) in Egypt, Morocco, Tunisia and Libya.	Medium
PI: Self-regulation based media accountability systems supported in collaboration with media associations and journalists' capacity strengthened **T 2014-2015:** (1) Professional and ethical standards reinforced in at least 15 countries in collaboration with media associations, including at least 6 countries in transition; (2) Investigative journalism capacity is strengthened in at least 5 countries **CAP Target 2014-2015:** 25%	(1) Media accountability as well ethical guidelines (on hate speech) were reinforced in 15 countries; In South East Europe, regional trainings on self-regulation, access to information and hate speech were held and representatives from the five media councils discussed initial findings of a needs-assessment of the current state of the press councils and self-regulation in the region. UNESCO cooperated with and facilitated resource mobilization from various donors including the European Union, which resulted in two policy-guideline documents and a new project "Building Trust in Media in South East Europe", which was signed in December 2015. (2) Investigative journalism trainings were held in 15 countries. Furthermore, UNESCO attended the global conference on investigative journalism. Efforts were made to collaborate with field offices in Abuja, Accra and Beijing to facilitate the continuing use of the UNESCO Model Curricula for Journalism Education as well as its successor – the Compendium of New Syllabi.	High

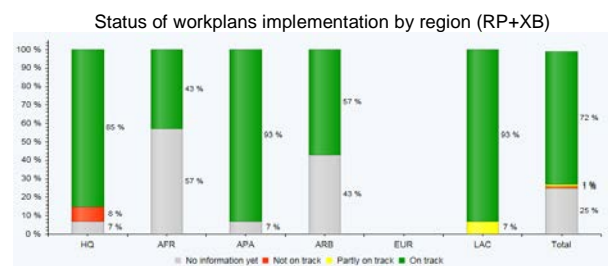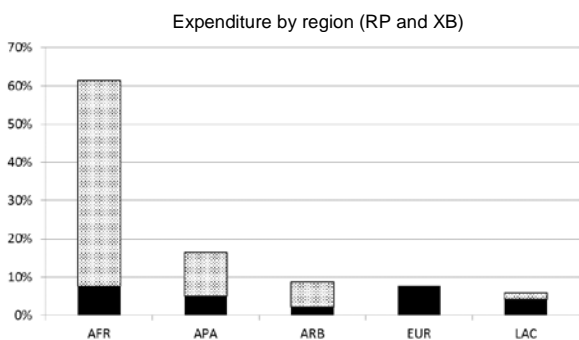| Performance Indicators (PI) and Targets (T)	Assessment of Progress as at 31/12/2015	Likelihood that target will be attained
PI: 7 first phase countries implementing the United Nations Plan of Action on the Safety of Journalists and the Issue of Impunity. Contribution to the Universal Periodic Review (UPR), via submission of relevant information **T 2014-2015:** (1) The Plan should be implemented in at least 7 countries and reinforcement of the coordination mechanism done at the international level; (2) the Action Plan and gender dimensions promoted in at least 15 additional countries, at least 6 of which are in Africa; (3) Contribution to the UPR process of the UN Human Rights Council via submission of relevant information about at least 45 countries **CAP Target 2014-2015:** 40%	(1) Regional coordination mechanisms to tackle the issues of the Safety of Journalists and the continued impunity of crimes against journalists were supported in Latin America and in more than 10 countries throughout Africa and Asia. (2) The United Nations Plan of Action on the Safety of Journalists and the Issue of Impunity is in the process of being implemented in more than 15 countries. During this process special attention was paid to implement measures to prevent violence against female journalists in 15 countries, 6 if which are located in Africa (South Sudan, Kenya, Somalia, Rwanda, Senegal, Mali); International standards on safety of journalists have been greatly strengthened through the UNESCO Executive Board decision on Safety of Journalists and the Issue of Impunity at its 196th session and the adoption of a new United Nations Security Council Resolution 2222 (2015) on protection of journalists. (3) Concerning the Universal Periodic Review Process (UPR), UNESCO submitted information related to freedom of expression to OHCHR of 14 countries.	High
PI: Support for IPDC projects and strengthening knowledge-driven media development **T 2014-2015:** At least 100 media development projects supported by IPDC in at least 80 developing countries across all regions **CAP Target 2014-2015:** 95%	During the time period relevant to this report 151 media development projects were supported by IPDC. Projects were implemented in more than 80 countries developing countries across all regions.	High
PI: Assessment of national media landscapes based on UNESCO's Media Development Indicators completed and integrated within programmes to strengthen media development in these countries **T 2014-2015:** In at least 7 countries **CAP Target 2014-2015:** 10%	4 Media Development Indicators were completed and launched. In 7 more countries the implementation of Media Development Indicators is still ongoing. Three Journalism Safety indicators were finalized.	High
PI: Adoption by journalism institutions of new syllabi which is based on the UNESCO model curricula, on journalism and science, development and democratic governance, and/or new reporting techniques	6 new syllabi and one specific training during the COP 21 on media and climate change	Medium

Performance Indicators (PI) and Targets (T)	Assessment of Progress as at 31/12/2015	Likelihood that target will be attained
T 2014-2015: At least 6 new syllabi addressing issues of democratic governance, sustainable development and peace are produced by journalism institutions and promoted as supplements to the model curricula, particularly in African countries **CAP Target 2014-2015:** 10%		

Challenges and risks in implementation and remedial actions

Key challenges	Remedial actions
The biggest challenges of 2014 and 2015 were the lack of resources, both financial and human. Efforts were deployed for fundraising, special grants, "loans"" of scholars, co-publishing, etc. However, it takes time to secure, manage and do special reporting on these funds and build relationships.	The Division kept within budget by downgrading some vacant posts. It has to be noted that through a dynamic partnership with United Nations agencies, NGOs, and use of secondees or "loans", the implementation of programme was possible. Partnerships with other donors/agencies allowed for cost-sharing. Finally, extrabudgetary activities attracted other donors and had a snowball effect in fund-raising.
Implementation of activities at the country level continues to be challenging due to various factors including lack of awareness, functioning of the media landscape, deterioration of security and political situation.	The achievement of results can be ascribed to the numerous and successful partnerships that have been built up. It is clear that without these partnerships, the results would have been fewer and far less impactful. Furthermore, some activities were re-planned according to the security conditions in some countries.
Concerning Internet, the challenge is posed by the expanded normative, legal and regulatory landscape posed by Internet and ICTs.	UNESCO has engaged in a series of publications to understand the complexity of Internet environment: the study "Keystones to Foster Inclusive Knowledge Society" and Internet Universality Framework have been presented at a number of international and regional events including WSIS and IGF meetings, and have informed a number of global and regional processes. Two other important studies "Countering Online Hate Speech" and "Principles for Governing the Internet" were published in 2015 as the new editions of the UNESCO publication series on Internet Freedom. Three new titles "Protecting Journalism Sources in the Digital Age", "Online Licensing and Free Expression", and "Balancing privacy and transparency" are currently under way.

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

Regular Programme and Extrabudgetary resources in 2014-2015 (in thousands USD)						Assessment of implementation of workplans
Regular budget (staff and activities)			Extrabudgetary resources			
Allocation (incl. donations)	Expenditure	Exp. Rate %	Expenditure	Funds mobilized	37 C/5 funding targets	
5,516	5,581	101%	7,183	12,919	15,000	🟢

Expenditure by region (RP and XB)

Status of workplans implementation by region (RP+XB)

Implementation is "On track" for 72% of workplans

Performance Indicators (PI) and Targets (T)	Assessment of Progress as at 31/12/2015	Likelihood that target will be attained
PI: Number of community radio stations that adapted programming guidelines to strengthen women and young people's representation **T 2014-2015:** At least 10 community radio stations, mostly in AFR **CAP Target 2014-2015:** 25%	20 community radio stations applied the guidelines for inclusion of youth in programming. The guidelines to strengthen women's participation were elaborated.	High
PI: Number of regulatory bodies that introduce/strengthen community media sustainability policies **T 2014-2015:** At least 2 regulatory bodies **CAP Target 2014-2015:** 25%	Community media sustainable policies were advocated for by the Ethiopian Broadcasting Authority together with UNESCO. A diverse group of regulators formulated a comprehensive set of recommendations at UNESCO's international seminar. This group included regulators from Benin, Ghana, Tunisia, Morocco, Argentina, Costa Rica and France.	High
PI: Number of countries piloting community media funding models **T 2014-2015:** 1 country **CAP Target 2014-2015:** 40%	Community media sustainable policies were advocated for by the Ethiopian Broadcasting Authority together with UNESCO.	Medium

PI: Number of countries celebrating World Radio Day (WRD) on 13 February each year **T 2014-2015:** At least 40 countries **CAP Target 2014-2015: 10%**	World Radio Day was observed in 155 locations in 2014 and 83 countries in 2015. World Radio Day (WRD) is a top performer celebration led by UNESCO. Whether the number of interviews given by UNESCO staff for WRD, the website statistics, the social media statistics or the number of partnerships built, UNESCO broke records in its history of international days' observance with both WRD 2014 and 2015.	High
PI: Number of international/regional associations of media organizations promoting UNESCO's Gender Sensitive Media Indicators **T 2014-2015:** At least 3 international/regional associations promote the GSIM **CAP Target 2014-2015:** 10%	3 international associations promoted GSIM: the Caribbean Broadcasting Union (CBU), the Southern African Broadcasting Association (SABA) and the Eurovision News Exchange Network for South East Europe (ERNO).	High
PI: Number of media institutions and journalism schools applying GSIM **T 2014-2015:** At least 2 media institutions and 5 journalism schools, particularly in Africa **CAP Target 2014-2015:** 10%	4 media institutions and 5 journalism schools are applying the GSIM: the Djibouti Association of Journalists, the Association of Mongolian Journalists, la radiodiffusion Télévision Congolaise (RTC), les Organes de presses de Gabon, the Harare Polytechnic, the Namibia Polytechnic, Malawi Institute of Journalism Education, Zambia Institute for Communication, and the University of China (UNESCO Chair)	High
PI: Number of media partners contributing to the action "Women Make the News"" **T 2014-2015:** At least 10 media partners **CAP Target 2014-2015:** 10%	13 media organizations contributed to WMN in 2014 and 32 in 2015. Further to the 2014 WMN celebration, 10 media organizations appointed focal points for WMN and GAMAG. During the 2015 WMN initiative, 9 media partners pledged to commit to achieve that 30% of all sources interviewed to be women and to work towards 50%.	High
PI: A global mechanism for partnership on gender and media strengthened **T 2014-2015:** Action plan by the Global Alliance on Gender and Media executed by relevant partners **CAP Target 2014-2015:** 10%	The Action plan is being executed. The Steering Committee of GAMAG was established with 20 members from key stakeholder sectors such as media professionals, their unions, media organizations, civil society organizations, youth representatives, etc. Regional chapters were launched in APA, LAC and Europe and North America regions. Partnership was established with IAMCR for a research agenda at academic level.	High
PI: Number of teacher training curricula integrating Media and Information Literacy (MIL) **T 2014-2015:** At least 1 teacher training curricula integrating MIL, especially in AFR, and one youth association **CAP Target 2014-2015:** 10%	The Sidi Mohamed Ben Abdallah University in Morocco has taken steps to integrate MIL in the language and linguistic programme in the university. Also India, Kazakhstan, Slovakia and Turkey have been piloting the MIL Curriculum and translating it into national languages. For the other numerous MIL outputs, kindly consult activity No. 815 in Sister for the 37 C/5, "Media and Information Literacy Competencies".	High

PI: Number of Member States developing MIL-related national policies and strategies **T 2014-2015:** At least 2 Member States initiate MIL-related national policies and strategies **CAP Target 2014-2015:** 10%	2 Member States held national consultations on the formulation of MIL policies: India, Nigeria.	High

Challenges and risks in implementation and remedial actions

Key challenges	Remedial actions
Not all areas of media pluralism are presently tackled by this ER, and coverage of all geographical regions is not possible, due to lack of funds and staff. The Section within CI dealing with this area is the one with the lowest RP allocation and Professional staff.	Efforts to fundraise and obtain extrabudgetary resources were intensified, with little impact thus far.

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

Regular Programme and Extrabudgetary resources in 2014-2015 (in thousands USD)						
Regular budget (staff and activities)			Extrabudgetary resources			Assessment of implementation of workplans
Allocation (incl. donations)	Expenditure	Exp. Rate %	Expenditure	Funds mobilized	37 C/5 funding targets	
5,886	5,981	102%	2,466	3,035	-	◣

Expenditure by region (RP and XB)

Status of workplans implementation by region (RP+XB)
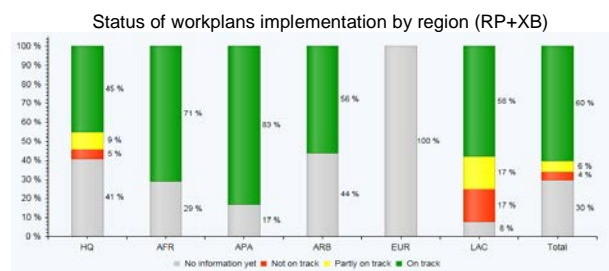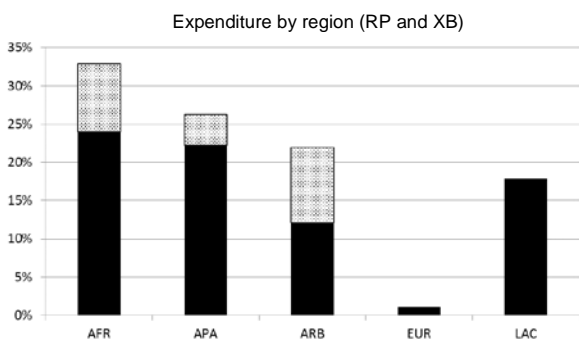
Implementation is "On track" for 60% of workplans

Performance Indicators (PI) and Targets (T)	Assessment of Progress as at 31/12/2015	Likelihood that target will be attained
PI: Number of Member States formulating policy frameworks on universal access to information and knowledge using ICTs and Open Solutions, and on the provisions contained in the normative instrument "Recommendations concerning the Promotion and Use of Multilingualism and Universal Access to Cyberspace" **T 2014-2015:** (1) At least 10 new Member States adopting national level OER policies; (2) ICT CFT based teachers training become part of national education policies in at least 10 countries; (3) Number of journals in DOAJ increased by 200 and Open Access Repositories listed in DOAR increased by 90; (4) At least 2 Member States enacted National policies on FOSS, Open Data, Open Cloud, and/or Open Source; (5) At least 7 Member States implementing the Recommendation on multilingualism in Cyberspace in national policies, Strategies, initiatives and legislation **CAP Target 2014-2015:** 40%	(1) Bahrain, Oman, and Kenya were assisted by UNESCO to develop national-level OER policies. Furthermore, UNESCO developed model institutional policies for key national universities in Nigeria and Indonesia. The consolidated report on the implementation of the 2003 recommendation has been endorsed by the General Conference at its 38th session providing evidence on measures taken to implement the normative instrument in 21 countries. (2) ICT CFT based teachers training became part of national education policies in 7 countries (3) 64 National level institutes established OA. UNESCO's action also has encouraged institutions to sign Berlin declaration on OA; The number of journals could be increased by 1996 and the number of open repositories could be increased by 330. (4) 2 member countries (Mexico and Slovenia) received UNESCO support in enacting their Open Access policy (5) UNESCO General Conference endorsed New Delhi Declaration calling Members States to introduce information and ICT accessibility related policies and measures; UNESCO supported national consultative mechanism in Iran to introduced the information and ICT accessibility for persons with disabilities.	Medium

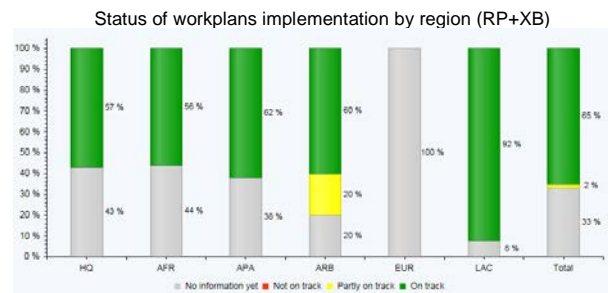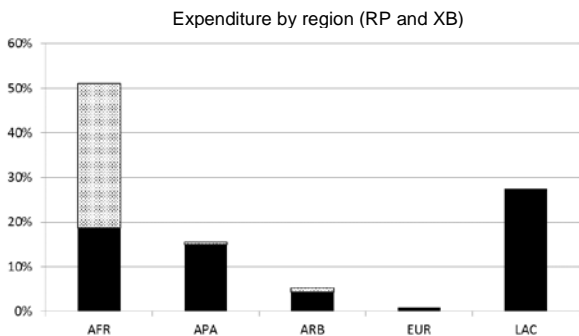| Performance Indicators (PI) and Targets (T)	Assessment of Progress as at 31/12/2015	Likelihood that target will be attained
	Information Accessible for Educational professionals was finalized and disseminated in 23 languages worldwide to carry out capacity-building work.	
PI: Number of Member States institutional capacities strengthened to access, develop and share knowledge resources including through broadband-enhanced ICTs, mobile devices and Open Solutions, with special emphasis on teachers, learners, researchers, information professionals or scientists **T 2014-2015:** (1) At least 5 Member States implementing national-level, scalable OER repositories with a critical mass of teachers confidently developing and sharing teaching and learning materials; (2) Information and ICT accessibility training resources in OER format developed and tested by 7 national education institutions; (3) At least 2 Ministries of Education, and Youth launching initiatives to develop mobile applications for sustainable development and youth employment; (4) 7 educational institutions in developing Member States adopted a programme on information sharing through mobile application development targeting adolescents, and with a strong focus on girls; (5) At least 2 Member States developing Media and Information Literacy-related action plans based on evidence-based data; (6) 4 Member States implementing participatory Disaster Risk Reduction (DRR) and green economy strategies based on Free Open source (FOSS) tools and openly licensed GIS data **CAP Target 2014-2015:** 25%	(1) 5 Member States with teacher training institutions implemented national-level, scalable OER repositories (2) Information and ICT accessibility training resources in OER format were developed and tested by 4 national education institutions (3) Training initiatives were launched in collaboration with Ministries in South Sudan and Kenya. (4) 9 institutions adopted training programmes on mobile apps development, with a focus on girls (5) Regional coordination mechanisms supported in Latin America and the Caribbean to carry out national Information and Media Literacy Assessment in 7 countries (6) In collaboration with Natural Science, a UNESCO developed collaborative Methodology for Assessing School Safety Vulnerability was deployed in El Salvador	Medium
PI: Number of teachers effectively harnessing ICT in their professional practice to promote quality learning environments **T 2014-2015:** At least 5 Teacher Education Institutions use the ICT Competency Framework for Teachers (ICT CFT) **CAP Target 2014-2015:** 25%	600 teachers effectively harnessed ICT in their professional practice to promote quality learning environments 5 teacher Education Institutions used the ICT Competency Framework for Teachers (ICT CFT)	High

Performance Indicators (PI) and Targets (T)	Assessment of Progress as at 31/12/2015	Likelihood that target will be attained
PI: Policy support initiatives for open, distance, flexible and online (e-learning) education capitalizing on open solutions **T 2014-2015:** (1) At least 2 policy support tools for open, distance, flexible and online (e-learning) learning developed (2) Dynamic community-based inter-regional policy tool bringing together best practices and policy advise for open, distance, flexible and online (e-learning) education **CAP Target 2014-2015:** 25%	(1) Policy tool: Guidelines on the Inclusion of Learners with Disabilities in Open and Distance Learning (ODL) finalized (2) UNESCO has finalized the guidelines entitled "Learning for All: Guidelines on the Inclusion of Learners with Disabilities in Open and Distance Learning". This document addresses the role and obligations of stakeholders – governments, institutions, teachers, instructional designers, and quality assurance (QA) and qualifications recognition bodies, as well as industries and developers, families and persons with disabilities.	Medium

Challenges and risks in implementation and remedial actions

Key challenges	Remedial actions
The biggest challenge that the sector had to face in 2014 and 2015 was the financial restraints and limited funds.	Harnessing extrabudgetary resources synergy with ongoing initiatives

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

Regular Programme and Extrabudgetary resources in 2014-2015 (in thousands USD)						
Regular budget (staff and activities)			Extrabudgetary resources			Assessment of implementation of workplans
Allocation (incl. donations)	Expenditure	Exp. Rate %	Expenditure	Funds mobilized	37 C/5 funding targets	
5,953	6,053	102%	2,654	2,152	220	◤

Expenditure by region (RP and XB)

Status of workplans implementation by region (RP+XB)

Implementation is "On track" for 65% of workplans

Performance Indicators (PI) and Targets (T)	Assessment of Progress as at 31/12/2015	Likelihood that target will be attained
PI: Safeguarding, preservation and accessibility of documentary heritage enhanced in Member States through the Memory of the World programme and a Recommendation **T 2014-2015:** (1) At least 40 new inscriptions on Memory of the World Register (2) At least 10 new National Memory of the World Committees and registers set up and operational (3) A draft Recommendation on preservation and access to documentary heritage elaborated **CAP Target 2014-2015:** 25%	(1) There was a growing interest of Member States towards the Memory of the World Programme. 100 nominations were submitted for consideration and possible inscription on the MoW International Register during the 2014-2015 nomination cycle. The MoW Register Sub-committee retained 88 nominations to be further considered by the International Advisory Committee (IAC) out of which 47 nominations were approved for inscription on the Memory of the World International Register in October 2015. (2) At least 10 new National Memory of the World Committees and registers set up and operational. (3) Following 37 C/Resolution 53 of the 37th session of the General Conference requesting UNESCO to prepare a draft Recommendation on preservation of, and access to documentary heritage, an intergovernmental Special Committee meeting of experts (category II) was convened at UNESCO Headquarters, in Paris (1-2 July 2015) with the participation of 115 experts from 46 Member States in order to discuss and finalize the draft text of a UNESCO normative instrument in this field. The Recommendation was successfully finalized and submitted for adoption to the 38th session of the General Conference and thus on 11 November 2015 become the first UNESCO normative document on documentary heritage preservation to	High

	guide public policies in this domain.	
PI: Member States' libraries and archives contributing to the preservation of documentary heritage **T 2014-2015:** At least 2 new digital library services established by Member States **CAP Target 2014-2015:** 10%	A tool for handling Amharic script was developed and successfully deployed in 9 University libraries in Ethiopia	High
PI: WSIS stakeholders implementing the World Summit on the Information Society (WSIS) outcomes through knowledge-sharing and multi-stakeholder partnerships **T 2014-2015:** (1) WSIS stakeholders actively contributing to international cooperation in the fields of ICTs through knowledge-sharing and multi-stakeholder partnerships building (2) 10 governments submit WSIS+10 Review reports; (3) Governments, civil society organizations and private sector participate in all WSIS Review meetings **CAP Target 2014-2015:** 10%	A high-level awareness raising event organized to promote information accessibility within "Access" line to support the development of information and ICT accessibility policies and measures among WSIS stakeholders. (1) 2 WSIS Fora in 2014 and 2015 with more than 1500 participants each were co-organized, plus UNESCO also fully contributed to the UNGA WSIS+10 Review process, which also brought many 100 stakeholders together through an additional series of four multi-stakeholder meetings, plus the final adoption of the Outcome Document by the UNGA. (2) 15 governments submitted reports (3) The two WSIS+10 Review meeting gathered more than 1500 multi-stakeholder participants	High
PI: The international debate on Internet Governance (IG) prominently includes issues in UNESCO's field of competence **T 2014-2015:** Global Internet Governance agenda and debate includes issues in UNESCO's field of competence in relevant fora **CAP Target 2014-2015:** 10%	Glossary on Internet Governance terms in Arabic developed for the IG community. UNESCO organized 3 workshops and one Open Forum at each of the IGFs, plus it contributed and participated in another more than 20 meetings/workshops in its field of competence. The Internet-related study "Keystones to foster inclusive knowledge Societies – Access to information and knowledge, Freedom of Expression, Privacy, and Ethics on a Global Internet" –and its inclusive preparatory process, including the CONNECTing the DOTS conference, were additional milestones in placing UNESCO themes centrally on the international agenda. The adoption by the General Conference of the recommendations for future actions of the Internet Universality concept and ROAM principles are additional highlights of this biennium's achievements.	High
PI: Multi-stakeholder implementation of WSIS outcomes enhanced through the strengthening of United Nations partnerships and networks **T 2014-2015:** United Nations partnerships and networks strengthened through high-level and working level meetings in 2014 and 2015 **CAP Target 2014-2015:** 10%	4 UNGIS High-level and 5 working level physical meetings were organized; UNGIS also prepared a joint statement by its 30 Organizations on ICTs for the SDGs, which was endorsed by the United Nations' Chief Executive Board – a first in the UNGIS-UN history.	High

PI: Number of IFAP National Committees established or strengthened by Member States, particularly in Africa and SIDS Member States, to assess and operationalize responses to national policy needs in the IFAP priority areas through strategies, policies and projects **T 2014-2015:** At least 5 National IFAP Committees, of which 3 are in Africa and/or SIDS **CAP Target 2014-2015:** 25%	5 New National IFAP Committees or National Focal Points have been established or strengthened in Gabon, the Dominican Republic, San Salvador, South Africa and Thailand. In addition, UNESCO Offices in Beijing, Cairo, Harare, Nairobi, Tehran and San Jose continue to play key roles in supporting cooperation with National IFAP Committees or Focal Points in the countries they cover.	High
PI: Number of formal partnerships established with IGOs, INGOs, private sector and academic institutions to promote cooperation, outreach formulation and implementation of policies in the 6 IFAP priority areas **T 2014-2015:** At least 2 formal partnerships; -Cooperative programme of work elaborated /funded and activities implemented. **CAP Target 2014-2015:** 40%	Regional coordination mechanisms supported in Latin America and the Caribbean to carry out national Information and Media Literacy Assessment in 7 countries. 5 cooperative programs of work have been established or intensified leading to organization of co-funded events, developing of policy resources and the implementation of capacity-building programs. Support provided to consultative mechanism on multilingualism in cyberspace in Khanty-Mansïsk region in 2015 and global consultations in Paris in 2014.	High
PI: Number of Member States which have integrated UNESCO policy development resources/activities (declarations, guidelines, studies, capacity-building initiatives) in IFAP priority areas into their national information policies **T 2014-2015:** 2 Member States integrated information policies resources in their national information strategies **CAP Target 2014-2015:** 25%	Policy roadmaps on Open solutions have been developed in at least 3 LAC SIDS as a follow-up to IFAP organized studies and events. Representatives and institutions from at least 53 Member States have committed to implement various declarations developed in the framework of IFAP's activities.	High
PI: Number of MS implementing strategies and actions related to the Ethical dimensions of the Information and Knowledge Societies **T 2014-2015:** One SIDS and one developing country in Africa implementing strategies and actions in the Ethical dimensions **CAP Target 2014-2015:** 10%	Information ethics conferences have been organized in 4 African countries with the full support and participation of national authorities. In addition, government representatives from at least 14 African countries have also participated in these events and expressed commitment to integrating these into national policy and practices. In the LAC region 2 regional events have been organized in concert with 2 national authorities attended by representatives of 16 governments.	High

Challenges and risks in implementation and remedial actions

Key challenges	Remedial actions
The main challenge that the sector had to face in 2014 and 2015 was the financial restrains and limited funds.	Develop partnerships and seek extrabudgetary funds.

UNESCO INSTITUTE FOR STATISTICS (UIS)

Key achievements and challenges in 2014-2015

110. The sustainable development goals (SDGs) will remain just that – a set of goals – without accurate data that countries can use to monitor progress and develop evidence-based policies. In response, the UNESCO Institute for Statistics (UIS) is leading efforts to develop and produce the frameworks and indicators needed to monitor the new global education goal (SDG 4) as well as key targets related to science, culture and communication.

111. Clearly, no single organization can provide all the data required to monitor the SDGs. In response, the UIS has taken a strategic approach by evaluating the statistical needs of countries and the international community and using this information to re-align its activities and services – from data collection to capacity-building.

112. In the field of **education**, the UIS took a proactive approach by convening a technical advisory group to help the international education community identify the indicators needed to monitor SDG 4 and help get all children in school and learning by 2030. For SDG 4, the UIS continues to improve the quality of its core set of indicators – such as sex-disaggregated participation rates, teacher shortage projections and education finance data – while developing new indicators and sources of information on the quality of education, equity issues and learning outcomes. In particular, there is a critical need for global measures of learning that countries can use to improve the outcomes of their children and youth and monitor progress. Given the importance and complexity of this work, the UIS Director has developed a series of new initiatives in collaboration with partners and donors while directly overseeing their implementation.

113. In the field of **science**, the UIS is the only statistical agency to collect data on research and development in countries at all stages of development. Over the past biennium, the Institute moved from a biennial to an annual data collection while significantly expanding its database with a new global survey on innovation. Consequently, the UIS is prepared to monitor a key target of SDG 9 which calls for the enhancement of scientific research and innovation especially in developing countries.

114. In the field of **culture**, the UIS has made a tremendous leap forward by developing and launching a global survey on cultural employment. These data will support international and national policymaking initiatives designed to strengthen the role of culture in promoting sustainable and inclusive economic growth.

115. In the field of **communication**, the UIS is about to launch a new global survey on the use of information and communication technologies in education. The results can be used to help monitor key targets of SDG 4 related to education quality and lifelong learning.

116. Overall, the SDGs represent a tremendous opportunity and challenge for the UIS. The Institute has the technical expertise, reputation and drive to break new ground. The challenge lies in securing the resources needed to produce the data.

117. In the current funding climate, it is increasingly difficult to raise multi-year support for all of the phases required to produce the data – from methodological development to data collection, processing and dissemination. Donors are increasingly focusing on earmarked agreements, which cannot adequately support a statistical agency. No statistical agency, especially a global institute, can divide its core services into earmarked projects. It is, therefore, essential to secure greater support from UNESCO and partners, especially those with the mandate to support and monitor the new global education goal.

118. In 2014-15, the UIS generated income of about $24.5 million and expenditures reached levels of approximately $23.2 million for the biennium. The UNESCO contribution amounted to

about 32% of this total income while the following donors provided support to the Institute: the Governments of Australia, Canada and Quebec, Norway, Sweden, United Kingdom; the World Bank through its Development Grant Facility; the Hewlett Foundation; and the Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ). In addition, the Institute was the recipient of a $2.3 million grant from the Global Partnership for Education (GPE) in 2013 to support the Institute's work in the areas of reading assessment, education finance and out-of-school children for the period 2013 to 2016. The ongoing support of all of these donors is critical to the Institute as it seeks to establish new agreements with a wider range of partners.

119. By maintaining a series of austerity measures (such as the freezing the recruitment of vacant posts, reduction of administrative costs and travel, decrease in the number of training workshops or reduction in related costs by selecting more economical venues for these training and capacity-building events, suspension of certain activities, etc.), the UIS has managed to maintain most of its core services, with some exceptions such as its global media survey, while branching into new areas described above.

120. For all of these initiatives, the UIS must secure additional resources in order to respond to the rising demands for high-quality data. The statistical needs and expectations arising with the SDGs represent both an opportunity and risk to the longer-term role and reputation of the UIS and UNESCO at large.

Global Priority Africa

Summary Strategic Assessment

121. The Africa Department, in line with its Operational Strategy for Priority Africa, coordinated closely with the Programme Sectors and Africa field offices, providing guidance and support for the implementation of the six flagship programmes. High-level advice and facilitation were provided, in particular, regarding the implementation and follow-up of the AU's decisions (for example, School of Peace in Côte d'Ivoire, Luanda Biennale on Culture of Peace) and outcomes of high-level meetings and missions in Africa (for example the Director-General's visit to Mali which led to the decision to support the Peace Process). The Department also participated actively technically and in leadership terms in joint programmes and in the United Nations system's regional coordination mechanisms in Africa.

122. Other support to Member States and field offices included providing visibility to their activities through the Department's website, for example during the Africa Week 2015 and mobilization of partners such as Royal Air Maroc and the Office Chérifien des Phosphates (OCP). The Department has in particular been very active in the coordination of activities related to the promotion of a culture of peace and non-violence, as illustrated, for example in the strategic and technical support provided to the Special Envoy Forest Whitaker, as part of the Whitaker Peace and Development Initiative and in the setting up of dynamic networks in Africa.

123. Another forward-looking activity concerns the initiation, with SHS, of the Futures' Forums for Africa, including the organization by the Department of a forum on the theme of 'Emergence in Africa: what future for the Continent?', in December 2015, at Headquarters, with the participation of eminent personalities, including the launch on the same day of a publication entitled *African Futures: Towards a Sustainable Emergence*, prefaced by the Director-General, and jointly produced by the Department and the African Futures Institute. A publication on *African Women, Pan-Africanism and African Renaissance* highlighting the role of African women in the building up of Pan-Africanism and African Renaissance was launched during the General Conference.

Flagship 1: Promoting a Culture of Peace and Non-Violence

124. UNESCO established three networks in 2014 – t*he "Network of Foundations and Research Institutions for the promotion of a Culture of Peace in Africa*" (Yamoussoukro); the "*Women for a Culture of Peace in Africa*", (Brussels); and the "*Youth Network for a Culture of Peace in Africa*" (Libreville). Twenty youth from this latter Network participated substantively in UNESCO's conference on "Youth and the Internet", in Paris (June 2015). Following the AU's decision on the culture of peace in Africa, adopted in January 2015, UNESCO participated in May and November 2015 in the preparatory and information meetings for the co-organization, with the Government of Republic of Angola, of a biannual Pan-African Forum for a Culture of Peace planned for 2016 in Luanda. It also initiated a feasibility study on the creation of a 'School of Peace' in Côte d'Ivoire, approved during the 198th session of the UNESCO Executive Board. UNESCO also contributed to the organization of a symposium on "The African Initiative for Peace through Interreligious and Intercultural Dialogue" organized by the Republic of Benin in May 2015. The national peace and reconciliation process in Mali designed through the Peace Agreement of 15 May and 20 June 2015 was enhanced by UNESCO, notably through the reconstruction process of the mausoleums in Timbuktu.

125. In order to enhance awareness of the common heritage of African people, facilitate regional integration and contribute to the construction of an African citizenship and identity, pedagogical materials for African primary and secondary schools were elaborated on the basis of the *General History of Africa* (GHA). UNESCO General Conference has also established the African World Heritage Day, for the celebration of which Africa Department is fully mobilized. In the same vein, UNESCO launched in October 2015 a Coalition of Artists for the *General History of Africa*, which targets the youth and the public at large and aims at raising awareness about the importance of

learning African history. An international conference and a network of foundations and research institutions for the promotion of a culture of peace were held in Soyo (Angola), in September 2015.

126. In West Africa, many teachers and teacher trainers have been trained on the ECOWAS manual on peace education, translated in 27 ECOWAS local languages. A digital version is now available in English, French and Portuguese. Community radios are being used to relay messages of peace and reconciliation. The United Nations Counter-Terrorism Implementation Task Force and UNESCO promoted inter-faith and inter-ethnic dialogue and cultural understanding involving young people in Nigeria and Burkina Faso. In Central Africa, specific youth training on peace education, citizenship and the electoral process was launched in Burundi. UNESCO is also cooperating with United Nations agencies to promote transboundary dialogue for conflict prevention and management, in particular in North Cameroon and through transboundary biosphere reserve initiatives. In East Africa, activities were carried out within the Global Citizenship Education initiative. United Republic of Tanzania is advocating for the protection of rights of Albinos and ending FGM practices with strong support mobilized from Maasai leaders. In Southern Africa, UNESCO is reinforcing tolerance, the fight against xenophobia and peaceful coexistence in Namibia and South Africa through community radio programmes and a media campaign on gender-based violence and human rights.

Flagship 2: Strengthening education systems for sustainable development in Africa: improving equity, quality and relevance

127. UNESCO provided technical support for capacity strengthening in sector-wide policies and planning, focusing on areas such as sector reviews and plans in preparation of GPE requests or its implementation (Central African Republic, Chad, Congo) and establishment of EMIS and improvement of data collection and analysis, including use of education policy simulation model (Burundi, Cameroon, Côte d'Ivoire, Ghana, Togo, Guinea Bissau, Nigeria and United Republic of Tanzania). As a direct outcome of the Kigali meeting, technical backstopping for national EFA 2015 Reviews was provided, resulting in an EFA assessment report, 38 national reports and the organization of 16 national consultations. A regional consultation on Education 2030 Framework for Action for West and Central Africa was also organized for 25 countries, in November 2015 in Dakar, Senegal.

128. In TVET, progress was made through projects such as BEAR (Better Education for Africa Rise) in the SADC region. Synergy was reinforced between UEMOA and ECOWAS as regards TVET, higher education and STI (Kigali discussion, February 2015). Thematic work has been achieved in line with national and regional qualification frameworks. A new methodology and tool (DIPEFE) for national diagnosis aimed at enhancing Youth transition from school/training to work has been developed and published. Regional cooperation and capacity-building in developing, implementing and analysing youth skills and greening policies was also carried out. This capacity strengthening also benefitted two regional networks – RAIFFET (Réseau Africain des Instituts de Formation de Formateurs de l'Enseignement Technique) and RAFPRO (Réseau Africain des Institutions et Fonds de Formation Professionnelle) – and 11 countries in West and Central Africa. 250 copies of "It's Time to Work (ITTW)" toolkit, a career guidance tool for TVET for a green economy has been disseminated in 7 SADC countries.

129. A subregional workshop for the Sahel region (Senegal, May 2015) addressed the links between TVET, literacy and non-formal education (NFE) and shared results of studies conducted in the region. The Africa Department participated in the workshop through support in partnership development. Activities in literacy and skills development, including through use of ICTs, targeting girls and young women, have been implemented in Senegal, Nigeria and United Republic of Tanzania. In Namibia, 20 primary education teachers were trained on literacy and reading through alternative learning practices in the lower primary grades. A harmonized curriculum framework for bilingual education in a multilingual and multicultural context as well as a reference resource park for teacher-training institutions on literacy and non-formal education content were developed for francophone countries in ECOWAS region.

130. In teacher education, a *Teacher Policy Development Guide for Africa* was published. The Pan-African Teacher Education and Development (PACTED) Road Map developed by the AU, with support from UNESCO, the International Taskforce on Teachers for EFA and other partners, has been adopted by the ECOWAS Minsters responsible for Higher Education & Scientific Research during their November 2014 meeting. In 2015, UNESCO launched the development of a curriculum framework for basic education teacher-training institutions in West and Central Africa. The curriculum, earlier adopted by SADC countries, is being considered for adaptation by the East African Community.

131. A landmark event was organized, in cooperation with AU, to adopt the 2014 Revised Convention on the Recognition of Studies, Certificates, Diplomas, Degrees and Other Qualifications in Higher Education (Addis Convention, December 2014). In collaboration with the Association of African Universities (AAU) and the German Academic Exchange Service (DAAD), UNESCO developed a framework for quality assurance in Africa, and a critical mass of 70 quality assurance specialists from eight UEMOA countries have had their capacities strengthened on internal and external quality assurance. A framework as well as guidelines for resource mobilization and innovative approaches for financing higher education in Africa were developed and published jointly by UNESCO and AAU, and the capacities of more than 150 African higher education experts have been enhanced.

Flagship 3: Harnessing STI and knowledge for the sustainable socio-economic development of Africa

132. Technical assistance was provided for designing policy instruments, consultation on STI policy and formulating STI legislation in more than seven African countries, with support from the Spanish Agency for International Development Cooperation (AECID). The second Ministerial Forum for Ministers of Science and Technology (S&T) in Africa affirmed their support to harness science for accelerated economic transformation in Africa post-2015, with emphasis on enhancing youth employment through education and technical skills training (Rabat, October 2014) while Ministers of S&T of Indian Ocean SIDS developed strategies for climate change disaster prevention through sustainability science. In July 2015, in collaboration with the Government of Ghana, a high-level meeting on Mobilizing STI for Africa's Sustainable Development Post 2015 saw the participation of more than 150 participants from 20 African countries.

133. SIDA provided funding to upscale GO-SPIN in selected countries (2015-2016). Mid-career African bioscientists were trained in genomics, resulting in over 100 high-level experts in genomics and bioinformatics in Eastern Africa. An online course in geology for ECOWAS countries was developed to train young African geological science students and to enhance environmental sustainability. Efforts to promote women's participation in science and engineering were done in partnership with both L'Oréal and Elsevier Foundations, through the award of fellowships to distinguished female scientists to pursue high-level research.

134. UNESCO continues to implement its capacity-building programmes through supporting, strengthening and extending its networks of research institutes to enhance short-term and long-term education and training in emerging areas of nanotechnology, climate change science, and engineering. Capacity-building in renewable energy policy and technologies in Africa was furthered in partnership with Panasonic and the OPEC Fund for International Development to train experts and policy makers from several countries to implement a solar electrification system in 75 rural schools. Youth Mobile Project empowered young women and men to develop and disseminate relevant mobile applications designed to address local issues of sustainable development. On the margins of the COP 21, a conference on indigenous knowledge and climate change in sub-Saharan Africa as well as Youth Forum on STI took place at UNESCO Headquarters.

Flagship 4: Fostering science for the sustainable management of Africa's natural resources and disaster risk reduction

135. The UNESCO-SIDA partnership (2014-2017) provided a new impetus to the Earth Science Education Initiative in Africa and to the Africa Drought Monitor, put in place in West Africa, which will be expanded to Southern Africa. IGAD countries have benefited from new tools on seasonal forecasts and floods. Through the Transboundary Water Assessment Programme, African countries used an adapted methodology for the characterization and assessment of trans-boundary aquifers; after the completion of the programme, an improved Integrated Shared Aquifer Resource Management (ISARM)-IGAD transboundary aquifer map will be available. A more detailed methodology has been applied to the Stampriet aquifer shared by Botswana, Namibia and South Africa. Within the Africa capacity-building programme, eight water capacity needs assessments have been finalized. An IHP Africa water platform has been put in place. Over 50 experts from Africa were trained on atlas and information portal development, marine instrumentation, ocean modelling and forecasting, marine biogeography and biodiversity. Four regional training centres were established in Kenya, Mozambique, Senegal and South Africa as part of the Ocean Teacher Global Academy, to provide more opportunities for marine science training.

136. The MAB programme and BR network in Africa (AfriMAB) were continuously strengthened and expanded through capacity-building and technical support from the MAB Secretariat; special attention was given to transboundary sites. The Green Economy in Biosphere Reserves project, funded by Koica, is being implemented in three BR (United Republic of Tanzania, Ghana, and Nigeria). Three new African BR have been approved (two in South Africa and one in Ethiopia). In 2014, 33 Master's students and 23 Ph.D. students from 23 African countries were trained at ERAIFT (Regional School for Integrated Management of Forests and Tropical Territories, DRC). ERAIFT became a UNESCO category 2 centre following endorsement by the General Conference at its 38th session. The UNESCO BR and World Heritage (WH) project (Lake Chad) was approved by the African Development Bank for funding through the Lake Chad Basin Commission. UNESCO and the African World Heritage Fund (AWHF) organized a Risk Preparedness Training Workshop for 15 participants from cultural and natural World Heritage sites from lusophone African countries in Cabo Verde in February-March 2015. Two case study reports on sediment dynamics have been presented for dissemination during the International conference on African Large River Basin Hydrology, held in Tunisia, in October 2015.

Flagship 5: Harnessing the Power of Culture for Sustainable Development and Peace in a Context of Regional Integration

137. With culture being increasingly acknowledged as an enabler and a driver of sustainable development, UNESCO has worked to assist African countries in improving their institutional and legal frameworks pertaining to culture, in particular through the implementation of the culture conventions by deploying targeted technical assistance to develop or revise cultural policies as well as to build capacities among government officials and professionals working in the culture and heritage sectors. For instance, under the 1972 Convention 36 workshops were organized in Africa with 1,224 participants and under the 2001 Convention two workshops were organized for 35 professionals from African countries. The 2003 Convention followed a comprehensive longer-term capacity-building approach conducting multi-year projects in 20 African countries combining training, advisory services and stakeholder consultation. Six additional African countries benefitted from specific short-term support. A total of 340 persons were trained of which more than 40% are women. Moreover, an intergovernmental committee was organized in Namibia in 2015 and Ethiopia volunteered to host it in 2016, which will bring the number to four out of 11 committee sessions hosted by African countries since the Convention has been in existence. Under the 2005 Convention, technical assistance was provided that led to the creation of new policies in seven African countries and $663,000 funded, through the IFCD, eight projects in 12 countries in Africa, covering a wide range of areas, from the development and implementation of cultural policies, to

capacity-building of cultural entrepreneurs, mapping of cultural industries and the creation of new cultural industry business models.

138. Furthermore, technical assistance and capacity-building have been provided to encourage the ratification of the conventions related to cultural heritage. In this regard, 62 participants were involved in awareness-raising activities about the 1954 Convention in Togo and Liberia and three African countries[1] ratified the 2001 and the 1954 Conventions, including the two Protocols to the latter. In terms of training, UNESCO supported African Member States in the safeguarding of their tangible and intangible heritage, in the fight against illicit trafficking of cultural goods and the protection of cultural property in the event of armed conflict through a variety of initiatives carried out in collaboration with partners such as the International Union for Conservation of Nature (UICN), the African World Heritage Fund (AWHF) and the United Cities and Local Governments (UCLG).

139. As regards the promotion of the values of cultural heritage, in particular among youth, UNESCO invested in the development of educational material and the implementation of awareness-raising initiatives. Under the 1972 Convention, 15 African Member States participated in activities carried out in the framework of the World Heritage Educational Programme, four World Heritage education initiatives involving African youth specifically from 85 countries were undertaken and 11 youth action camps which mobilized over a 100 international volunteers were carried out in World Heritage sites in nine African countries.

Flagship 6: Promoting an Environment Conducive to Freedom of Expression and Media Development

140. Progress has been made in strengthening the emergence of inclusive, open and democratic knowledge societies, building efforts to increase freedom of expression and enabling access to information and strengthening capacities particularly in the field of ICTs in Africa. Celebration of the World Press Freedom Day took place across most African countries in 2014 and 2015. Activities linked to the United Nations Plan of Action on the Safety of Journalists and the Issue of Impunity have been promoted across the continent, including Kenya, United Republic of Tanzania, South Sudan, Somalia, Nigeria, Gabon and Zimbabwe, where dedicated training and conferences were organized and follow up ensured, e.g. the Media Sector Working Group operating in South Sudan and report on safeguarding media freedom and safety of journalists in South Sudan published in December 2015. A manual on techniques and methods for safety of journalists during conflict was also developed. About 60 African community radio stations have been supported to strengthen the capacity of radio instructors and broadcasters including women and young people, in the framework of the SIDA-funded project on "Empowering Local Radios with ICTs". Capacity on elections reporting was built in Malawi and Burkina Faso while training in editorial and self-regulation practices was undertaken in Zimbabwe. Within the context of IPDC's special initiatives, a comprehensive Media Development Indicators (MDIs) assessment was successfully completed in South Sudan. New MDI assessments were launched in Madagascar and Swaziland. In Gabon, revision of the new media law was supported for securing provisions of press freedom. The National Internet Governance Forum (IGF) took place in Rwanda in October 2015 to enable media stakeholders to contribute towards freedom of expression.

141. UNESCO co-organized, in cooperation with the Organisation internationale de la Francophonie (OIF), training for 32 journalists from Comoros in November 2014, to reinforce democratic reporting practices for the 2015 elections. In the field of journalism education and the Global Initiative for Excellence in Journalism Education, efforts were made to facilitate the continuing use of the UNESCO Model Curricula for Journalism Education as well as its successor – the Compendium of New Syllabi – and to integrate African journalism educators into Orbicom,

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[1]   Ethiopia became party to the 1954 Hague Convention for the Protection of Cultural Property in the Event of Armed Conflict and its 1954 (First) Protocol; Madagascar became party to the 2001 Convention on the Protection of the Underwater Cultural Heritage; and South Africa became party to the 2001 Convention and to the Second Protocol to the Hague Convention of 1954.

the network of UNESCO Chairs on communication. A number of capacity-building workshops took place in many of the countries in Africa focusing mainly on gender equality, capacity development in science journalism, investigative journalism, democratic governance, environmental information and, how to address questions related to climate change in the context of the post Rio+20 and post-2015 development agenda. Nairobi and Dakar Regional Offices have trained over 530 journalists, among whom 340 women on science and development, investigative journalism and democratic governance. In Senegal, 73 programmes were produced on the theme of climate change and food security, with the concept of gender as the overarching theme. Using the guidebook "Climate Change in Africa: A Guidebook for Journalists", UNESCO collaborated with the French Agency for Media Cooperation (CFI) to train 18 African journalists. They subsequently reported on the International Scientific Conference and the COP 21 events in July and December 2015 respectively. In Comoros, the Association des Médias Audiovisuelles des Comoros was supported to train young radio presenters in producing and broadcasting radio programmes, based on the UNESCO's radio toolkit – Linking Generations through Radio – on all three islands (August and September 2015).

Challenges and lessons learnt

142. The implementation of the flagship programmes suffered from budget restrictions and reduced activities resulting from the prioritization exercise. Limited human resources in the field offices is also a further challenge. To address these setbacks, the Africa Department strengthened its role in terms of strategic facilitation and backstopping, including mobilization of financial and in-kind resources through its in-house knowledge of African regional, subregional and national institutions, and also with the active collaboration of Headquarters sectors, corporate services and field offices. It also coordinated with HRM to materialize proposals from Member States to second staff to the field offices.

Global Priority Gender Equality

Summary Strategic Assessment

143. The Division for Gender Equality in the Office of the Director-General (ODG/GE) continued to provide strategic guidance and overall technical support to programme sectors, central services, field offices, institutes and centres for the systematic and effective implementation of the Gender Equality Action Plan for 2014-2021 (GEAP II). To strengthen in-house capacities for the implementation of GEAP II, the Division provided training and technical advice to all units of the Secretariat, including through gender equality clinics. A comprehensive quantitative and qualitative analysis of all workpants (WPs) was undertaken in 2014 and 2015 and its results, along with specific recommendations for the improvement of WPs, were shared with the Senior Management Team (SMT) and the Gender Focal Point (GFP) Network. Follow-up reviews of the WPs were conducted to track change and gather good examples to serve as models for programme specialists. ODG/GE has been closely monitoring the use of the Gender Equality Marker in SISTER and continues to organize regular training sessions.

144. Within the accountability framework of GEAP II, the Gender Focal Point Network was renewed in November 2014 and it now counts 150 GFPs in HQ, FOs and institutes. GE-specific criteria is now included in the performance assessments of the SMT members and Directors/Heads of field offices and institutes.

145. UNESCO has continued to engage in high-level advocacy and networking initiatives in order to ensure the successful implementation of Global Priority GE and become a visible actor at the international, regional and country levels in promoting gender equality in all its areas of competence. Enhanced collaboration with a wide range of stakeholders has been promoted or reinforced. The Organization continued to make a strategic contribution to the United Nations system, including the submission of the second and third UN-SWAP reports to UN Women and the active participation in the fifty-eighth and fifty-ninth sessions of the Commission on the Status of Women (CSW). In March 2014 and 2015, ODG/GE organized the UNESCO Conferences to celebrate International Women's Day as well as artistic exhibitions at headquarters and organized several CSW side events in collaboration with ED and CI in New York. In 2015, ODG/GE coordinated the launch of the Joint Programme on Empowering Adolescent Girls and Young Women through Education with UN Women, UNFPA and the World Bank, proactively collaborated with ED for the organization of the Mobile Learning Week in Paris, jointly with UN Women on the theme of leveraging technology to empower women and girls, and the World Education Forum in Incheon.

Major Programme I: Education

146. UNESCO launched a joint programme with UN Women and UNFPA and World Bank, aimed at empowering adolescent girls and young women through a comprehensive and multisectoral approach to education, health, skills development and use of technology. UNESCO co-organized high-profile policy and advocacy events, including: CEDAW's General Discussion on Girls/Women's Right to Education, with OHCHR; the International Partners' Meeting on Social-related gender based violence (SRGBV), with UNGEI and France, to confirm global commitments; the ECOSOC Ministerial roundtable with UN Women, Bangladesh and Denmark, to raise awareness on how violence and discrimination prevent girls from accessing schools and learning. Member States (e.g. Ethiopia, Nepal, Nigeria, Pakistan, Mali, Niger, Senegal and United Republic of Tanzania) benefitted from technical support at both policy and programme levels in the context of the Global Partnership for Girls and Women's Education. Tools were developed to promote and implement gender-responsive policies and teaching practices, in particular in Africa. A gender review of national EFA 2015 review reports was conducted and gender analysis of outcomes of regional learning assessments were undertaken. The Gender Summary of the 2015 *EFA Global Monitoring Report* provides detailed evidence of how much has been achieved in the past 15 years towards gender parity and reducing all forms of gender inequalities in education.

Major Programme II: Natural Sciences

147. UNESCO created role models and provided over 370 fellowships for women to pursue science careers through the OWSD, the Elsevier Foundation Awards for Early-Career Women Scientists in the Developing World and the L'Oréal-UNESCO For Women in Science partnership. The United Nations Secretary-General's Scientific Advisory Body has 46% women and UNESCO has increased women in its scientific conferences to 39%. UNESCO created a new network: the African Women in Mathematics Association. The international conference "The Gender Dimensions of Weather and Climate Services" messages to increase the number of women scientists contributing to climate science and to ensure climate services reach women users led to UNESCO's participation in the French Senate's round table "Women and the Fight against Climate Change". Over 400 girls received mentoring in STEM, including through the Scientific Camps of Excellence in Kenya. New projects by WWAP, TWAS/ANSTI and SAGA on gender equality indicators, data and policy instruments in water or science have gained new support and partners. In particular through the results of SAGA project, Member States are further empowered to better understand the impacts of programmes on women and science, and improve their policy frameworks towards gender equality in STI.

Major Programme III: Social and Human Sciences

148. Gender-sensitive policy making/planning for social inclusion was promoted through workshops and policy reviews in Indonesia, Malaysia, Thailand and Panama. A MOST school on "Gender Equality as a Global Priority in UNESCO" was organized in Morocco. Several Gender sensitive capacity-building initiatives were undertaken in Lebanon, Palestine, Burkina Faso, Mali, Senegal, Brazil and the Community of Independent States. Community radios on female and male migrants' rights and opportunities were developed in India. Recommendations to end violence against the most disadvantaged women and men, including persons with disabilities, were incorporated into China's Family violence draft law. A fund-in-trust project was launched in Malaysia, Timor-Leste and Cambodia to assist policy-makers in developing inclusive public policies that benefit women and men alike. The bioethics training themes/content included specific gender equality components. Work has progressed for a global framework on youth policy development emphasizing the need to integrate gender lenses. The 9th UNESCO Youth Forum in October 2015 brought together over 500 young delegates from all over the world, 60 percent of which were female participants, to focus on issues related to climate change and the post-2015 sustainable development agenda. Quality Physical Education Policy Guidelines were designed to support Member States in developing inclusive policy to ensure physical literacy of girls and boys.

Major Programme IV: Culture

149. A key message to emerge from the UNESCO, UNDP and UNFPA co-led Culture and Development Dialogues of 2014 was that as a driver and enabler of sustainable development, as a sector of activity and as a dynamic resource for social transformation, culture is key to furthering women's empowerment and achieving gender equality. The first UNESCO report on Gender Equality: Heritage and Creativity (available in Chinese, English, French and Spanish) highlighted the key role of culture and creative industries to promote women's employment and gender equality, encouraged the development of policies promoting the contribution of women to cultural life, so that in many instances gender equality is incorporated in national policy framework as cross-cutting theme of importance for sustainable development. The 2003 and the 2005 Conventions introduced guidance in the periodic reporting frameworks and evidence from the 2003 Convention shows that the number of States providing gender-specific information in their reports is increasing. Work is under way to develop indicators where no baseline was previously available, such as the number of supported Member States that have introduced capacity-building policies aimed at broadening the creative horizons of women and girls. A training unit on gender and intangible cultural heritage has been developed.

Major Programme V: Communication and Information

150. UNESCO has continued to promote gender equality in and through the media with a two-pronged approach, through mainstreaming gender equality within its programmes, as well as through gender specific actions and activities by supporting media institutions to apply the Gender Sensitive Indicators in Media (GSIM) and the launch and meetings of regional chapters of the Global Alliance on Media and Gender (GAMAG). Gender equality issues were the focus of World Radio Day in 2015. The "Empowering Local Radio with ICTs" project in Africa contributed to increase radio programmes dedicated to women's issues. The need to protect female journalists was also addressed during the World Press Freedom Day celebrations in 2015. Over 1,000 girls enrolled in a Massive Open Online Course on Media and Information Literacy (MIL). Through the YouthMobile Initiative, young women in Kenya and South Sudan released locally relevant mobile apps addressing women's literacy and peace messaging. The "Women in African History: An E-Learning Tool", launched in 2013, has been introduced in classrooms in Kenya, Ethiopia, and United Republic of Tanzania – with two additional modules developed by the Dakar Office on women figures from the region (Senegal and Mali). In addition, public policies are being stimulated through research initiatives such as the Global Survey of Media and Gender.

Major challenges and lessons learnt

151. The implementation of GEAP II continued to be affected by limited financial and human resources, making it difficult to organize capacity-building/training activities, especially for the field staff. Participation in high-level advocacy and networking initiatives has also been affected. These challenges have been mitigated by relying on extrabudgetary funding for specific events and dedicated funds-in-trust for pilot initiatives. Strengthened accountability and responsibility frameworks under GEAP II, regular review of RB and XB workplans and the introduction of the Gender Equality Marker in SISTER, combined with continuous training, represent key elements to further institutionalize Priority GE within the processes and the programmes of the Secretariat and it is expected that their contribution will mitigate some of the remaining challenges.

Proposed decision

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

The Executive Board,

1. Recalling 34 C/Resolution 89, 196 EX/Decision 4 (I), and 38 C/Resolution 99,

2. Having examined document 199 EX/4 Part I (A) entitled "Programme Implementation Report (PIR) for 2014-2015",

3. Expresses its appreciation to the Director-General for the quality of information and evidence presented in it;

4. Notes with satisfaction the progress made towards the achievements of outputs, and the measures taken to ensure programme delivery despite the financial situation;

5. Invites the Director-General to continue her efforts to ensure the efficient implementation of the programme;

6. Requests the Director-General to present to it at its 201st session a Programme Implementation Report (PIR) covering the period 2014-2016, in accordance with 38 C/Resolution 99.