

191 EX/4 Part 1 Annex Report: SISTER 36 C/5 - Monitoring of Programme Implementation for Regular Programme and Extrabudgetary Resources as at 31/12/2012¹

¹The budgetary information regards unaudited figures and encompasses for the Regular Programme only the operational budget and for extrabudgetary resources only the extrabudgetary projects identified as on-going in 2012-2013 by Sectors/Services.

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Part II.A. I. Education

Regular Programme ¹ : operational budget only		Extrabudgetary resources ¹	
Allocation 2012-2013: US\$ 28 161 128	Expenditures 2012-2013: US\$ 13 953 030	Allotment 2012-2013: US\$ 149 654 409	Expenditures 2012-2013: US\$ 100 520 830

	Total RP workplans in SISTER/FABS linked to C/5 results						Total XB Projects in SISTER/FABS linked to C/5 results (including Emergency Funds)					
	N°	Allocation 2012-2013 US\$	Expenditure 2012 US\$	Exp. % 2012-2013	Allotment 2012 US\$	Exp. % 2012	N°	Total Allocation US\$	Allotment 2012 US\$	Expenditure 2012 US\$	Exp. % 2012	
Part II.A. I. Education	248	13 049 328	6 657 690	51	8 340 356	80	466	616 287 728	146 252 732	98 903 307	68	
ER 1: National capacities strengthened for policy formulation and planning focusing on promoting the right to quality education and gender equality, and drawing on information and communication technologies	49	2 412 914	1 232 740	51	1 455 689	85	90	118 882 706	43 165 636	27 586 150	64	
ER 2: National capacities strengthened to plan, manage and scale up gender-sensitive, quality literacy and non-formal education policies and programmes	30	1 427 483	799 373	56	971 752	82	49	70 945 658	28 399 226	22 268 135	78	
ER 3: National capacities strengthened to develop and implement teacher policies, with particular emphasis on quality and gender issues	27	1 700 822	772 917	45	983 911	79	34	22 361 604	6 635 966	3 537 591	53	
ER 4: Capacities in Member States strengthened and comprehensive and evidence-based policies for technical and vocational education and training developed, and assistance provided for their implementation	25	1 519 649	696 986	46	840 931	83	34	38 218 983	5 982 603	4 299 895	72	
ER 5: Basic education including early childhood care and education, policies, programmes and practices improved in Member States, strengthening quality, equity, inclusion and gender equality	36	1 702 118	842 948	50	1 177 230	72	61	94 275 840	14 362 086	7 910 236	55	
ER 6: Capacities in Member States strengthened to ensure more equitable access to quality higher education and research, including through innovative modes of provision	21	1 013 390	342 010	34	642 657	53	25	32 005 039	6 146 182	3 024 016	49	
ER 7: Capacities in Member States strengthened to integrate a holistic vision of education for sustainable development, including climate change education and education for disaster preparedness and risk reduction, into educational policies, development plans and programmes	22	804 909	484 804	60	514 470	94	33	13 086 418	5 235 864	2 906 809	56	
ER 8: Good quality comprehensive HIV and sexuality education delivered by Member States, promoting healthy lifestyles, gender equality and human rights	8	311 085	146 502	47	182 359	80	98	159 778 794	20 596 234	16 426 908	80	
ER 9: Education for global citizenship, with emphasis on universal values based on peace, mutual understanding and respect for human dignity integrated into education policies, plan and programmes.	8	497 143	192 299	39	263 024	73	28	11 574 970	6 266 215	4 344 718	69	
ER 10: Political and financial commitment mobilized at the global, regional and national levels towards the achievement of the EFA goals, and monitoring mechanisms of EFA strengthened	14	1 391 815	1 039 674	75	1 125 950	92	12	54 930 386	9 254 640	6 542 544	71	
ER 11: Global and national commitment to education for girls and women strengthened through advocacy and appropriate multi-stakeholder partnerships which are in conformity with the objectives of the Organization	3	88 000	40 743	46	85 550	48	0	0	0	0	N/A	
ER 12: Education stakeholders informed through research and foresight studies on emerging trends and challenges in education	5	180 000	66 694	37	96 833	69	2	227 330	208 080	56 305	27	

36 C/5 Global Priority Africa Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
Effective leadership and technical support provided through the Education and Human Resources Development Sub-Cluster (EHRSC) for the implementation of its Business Plan in support of the AU's Second Decade for Education Plan of Action	PI: Annual Joint meetings co-presided by UNESCO and the AU/HRST B/b: 2 (1 annual meetings per year)	1 annual meeting with AU/HRST 1 PACTED meeting organized within the context of COMEDAFR 1 Regional EFA consultation meeting organized	<p>1. RCM Education Business Plan Finalised and approved by the Education and Human Resources sub-cluster RCM Business</p> <p>The UNESCO team (Addis Liaison Office (LO) and IICBA and the UN partners through their consultations have created an enabling working environment for the implementation of the critical issues in Education as they relate to the priorities of the African Union. In this light, seven priority areas of support were considered for 2012: Gender and culture, Education Management Information System (EMIS), Teacher Development, Revitalisation of Higher Education, Technical and Vocational Education and Training (TVET), Curriculum and Early Childhood Development (ECD). Contributions to their implementation are expected to come from all partners - UNESCO (Field Offices in Africa, BRED A, HQ, Addis LO and IICBA), AUC (HRST), NEPAD, UNICEF, UNFPA, WFP, UNFPA, ILO, and ADEA.</p> <p>Those areas were incorporated in the RCM Education Business Plan for 2012 and 2013. Following the submission of the Plan to the Education and Human Resources sub - Cluster (EHRSC) an agreement was reached for its merging with the Youth Development Plan. The AUC was also briefed on the on-going UNESCO reform and the to be adopted communication channels in Africa.</p> <p>2. Review of the AU MDG2 2012 report completed Following a request from the ECA, UNESCO took the lead for the reviewing of the AU 2012 MDG2 report on education, commissioned by the AUC, ECA, AfDB, and UNDP in the context of the monitoring of the MDGs in Africa. The review looked at both the quality and the scope of the findings and recommendations on the education progress and was a result of a coordinated effort between BRED A, Addis LO, IICBA, UIS and HQs. It is important that in the future that UNESCO positions itself to not only review but be also responsible for the elaboration of the report itself.</p> <p>3. PACTED Roadmap elaborated and adopted by the COMEDAF V UNESCO lead also the process for the adoption of an Action Plan at the closing of the ADEA Triennial in Ouagadougou (Burkina Faso 18/02/2012) by the partners (UNICEF, ADEA, Education International, the Pan African Council for Teachers, Commonwealth Secretariat and the International Task Force on Teachers for EFA), meant to define PACTED more as process then just as a meeting. As a result, the roadmap and the monitoring and evaluation framework developed by the Task Force and PACTED partners were adopted by the Ministers and included in COMEDAF V (April 2012) resolutions.</p>
	PI: Nnumber of key priorities of the Business Plan fully met B/b: 10 key activities (baseline: 0)	PACTED Roadmap and Monitoring and Evaluation framework adopted by the African Union during the Fifth Conference of Ministers of Education of the African Union (COMEDAF V)	
Policy advice and technical assistance provided for the adoption of the Quality education framework by a number of African countries on teacher issues, competency based curriculum and learning outcomes	PI: Number of countries initiating the process of adoption of quality education framework B/b: 4-5 countries (Baseline: 0)	Country piloting conducted in Gabon and South Africa. Further discussions ongoing for new pilot countries in 2013.	<p>1. Capacity of ECOWAS countries in implementing quality ECCE programmes enhanced Over 2012, quality was tackled in all education sub-sectors, as a whole and as a cross cutting theme. In terms of ECCE, 8 countries were supported for (i) the implementation of the recommendation of the world conference on ECCE; (ii) the elaboration/improvement of ECCE policy; (iii) Elaboration of Indigenous curriculum for ECCE and (iv) elaboration of the Pedagogical guide for the use of Bouba et Zaza. In addition the BRED A continued its collaboration with the ADEA working group on</p>
	PI: Number of countries with indicators to measure teacher quality and learning outcomes integrated in their EMIS	Support was provided for diagnostic studies in view of elaborating teacher policies and professional development plans. Six new countries (Guinea Conakry, Congo, Mauritania, Mozambique, Niger and Uganda) have started the process, in addition to the four	

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	B/b: 4-5 countries	countries (Benin, Burundi, Lesotho and Mali) which completed their diagnosis. In Burkina-Faso and Sierra Leone, UNESCO is assisting the countries to develop and implement their teacher education policy.	<p>ECCE. The Methodological and pedagogical guide of the use of Bouba and Zaza was developed and validated. And a sub-regional technical meeting was planned to be held early 2013. The following outputs were achieved :</p> <ul style="list-style-type: none"> • ECCE policy support guide and Indicators developed • Cooperation with the WGECCE of ADEA enhanced • Bouba and Zaza methodological Guide developed. <p>2. Post graduate training programme in curriculum design and development for ECOWAS French speaking countries developed and launched</p> <p>A consultative partnership meeting was organized with the 9 ECOWAS French speaking countries (Burkina, Benin, Guinea, Ivory Coast, Mali, Niger, Senegal, Togo) in order to plan the next elaboration and launch of the French edition of PGDCDD. A participatory needs assessment was conducted focusing on 3 pillars: (i) Curriculum relevance, (ii) Ability of teachers to teach the student centered and competency based approach and (iii) Assessment of the strategies which linked the curriculum and teacher training. Countries shared some of the challenges they face, as school supervision and system management which make the difference in the learning achievements. The activity was jointly implemented by ED/TEP, IBE and BREDA. The following outputs were generated:</p> <ul style="list-style-type: none"> • Situation analysis of Curriculum development and teacher training programmes of the 9 francophone ECOWAS countries available • IBE training resource pack translated • PGDCDD in the francophone countries planned and Road Map for its implementation Programme developed • Partnership mobilized for the implementation of the programme • Documentary film developed on the countries position and strategies. <p>3. Second edition of the PGDCDD programme for African English speaking countries launched</p> <p>Activities centered around the preparation of the second edition of the Post Graduate Diploma for curriculum design and development (PGDCDD). Consultations and exchanges were organized with African countries through their Ministries of Education and UNESCO National Commissions, which resulted in the launching in Tanzania of the second edition of the PGDCDD. The MOU was also revised in the light of the renewed configuration of the second edition. The launch was a result of a joint collaboration between ED/TEP, IBE, BREDA Tanzanian Institute for Education. 47 applicants have registered not only from Africa but also from Latin America and Europe. This activity has also further enhanced the Institutional capacities of the Open University of Tanzania and the Tanzanian Institute for Education in delivering distance education for Post graduate students in the area of curriculum development.</p> <p>4. Process for establishing quality assurance systems in Higher Education institutions initiated</p> <p>The UNESCO Dakar Office provided policy and technical support to Senegal for the establishment of its National Quality Assurance Authority. A regional conference was organized in cooperation with the German Inter-university organization (DAAD) and IIEP. This conference was attended by 120 participants from Ministries of Higher Education (HED) of</p>

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			<p>all Francophone African countries and regional organizations and resulted in the creation of a partnership for capacity building on Quality Assurance to Francophone African Universities and Ministries of Higher Education in the area of governance and quality assurance in HED. A three year programme was agreed upon by UNESCO and DAAD. In 2012, great emphasis was given to the revitalization of UNESCO's regional programme on HED, guided by the recommendations of the World Conference on Higher Education of 2009. In this respect focus was given to: 1) providing policy advice to Ministries of Higher education that are to embark on the Licence-Master- Doctorat reform (Réforme LMD) particularly in Francophone African countries; 2) Providing technical support to Ministries of Higher Education and Higher Education Institutions with regard to institutionalizing quality assurance mechanism and culture within universities and higher education institutes; 3) Conducting policy studies in the areas of quality assurance; 4) Developing partnership with other regional and international organizations in order to support countries in implementing adequate HED reforms.</p> <p>5. Support was provided for diagnostic studies in view of elaborating teacher policies and professional development plans. Six new countries (Guinea Conakry, Congo, Mauritania, Mozambique, Niger and Uganda) have started the process, in addition to the four countries (Benin, Burundi, Lesotho and Mali) which completed their diagnosis. In Burkina-Faso and Sierra Leone, UNESCO is assisting the countries to develop and implement their teacher education policy. Preparation for the online training on ICT/Open Distance Learning in teacher education for master trainers from Cameroon, Gambia, Ghana, Liberia, Nigeria, Senegal and Sierra Leone has started.</p>
Partnerships mobilized and technical support provided for the definition and adoption of TVET Regional Qualification Frameworks and its operationalization in the ECOWAS region and the SADC regions respectively	<p>PI: Regional Qualification Frameworks (RQF) formulated and proposed for validation B/b: 2 frameworks (baseline 1)</p>	<p>- Formulation process in progress in the ECOWAS sub-region: During the 4th ECOWAS meeting held in Abuja (Oct 2012), Experts and Ministers of Education of the 15 countries were sensitized and endorsed the strengthening of the ongoing IATT work on the NQF/RQF for the ECOWAS sub-region; The participants acknowledged the socio-economic advantages and implications of instituting the NQF and RQF and unanimously validated the keys recommendations made by the IATT work. The sub-regional survey and the road map on NQF/RQF were unanimously validated by the 15 member States. - In SADC sub-region, concertation took place at international level and a concept note has been developed to clarify the specific objectives and modality of the peer learning and dialogue opportunity between SADC and the European Union on qualifications frameworks (implementation targeted in early 2013).</p>	<p>The main results are strongly aligned with the main and keys performance indicators targeted by the programme and in particular for the ECOWAS sub-region: i) Knowledge sharing at regional level for the development of NQF/RQF by Member states increased during the 2d half of 2012 ii) IATT has been substantially consolidated in a sustainable way with ECOWAS through its officialization and has provided Member States of ECOWAS sub-region with analysis, clarification, recommendations and tools for implementation at both sub-regional and national levels.</p> <p>i) The increase knowledge sharing on NQF/RQF at regional level:</p> <p>At regional and international levels, TVET programmes contributed to relevant results for the Global Priority Africa mainly through the work achieved through participation and contribution to the organization of major regional and international events on TVET, notably the OIF-CONFEMEN Assises (Ouagadougou, Sept 2012), the 5th International Conferences on Quality Assurance in Higher Education in Africa (ICQAHEA) and its Capacity Building Workshop on Development of Competencies and Qualification Frameworks for TVET in Africa. They contributed successfully to define new paradigms for Member States of Africa on TVET, including NQF/RQF as a key area that was part of the debate. These events were opportunities for Member States to inform (or to be more informed), to enhance their knowledge sharing and to update their strategy for the development and/or implementation of</p>
	<p>PI: Number of partners engaged in the National Qualification Frameworks/Regional Qualification Frameworks (NQF/RQF) formulation process B/b: 5 partners (baseline 2)</p>	<p>- In the follow up of the 4th IATT consultative meeting (May 2012), the IATT has been strengthened: Consultations, joint planning and dialogue have been strengthened between partners in support to the ECOWAS action plan on TVET and to increase the mobilization of partners to consolidate the Inter-Agency Task Team (IATT). The joint roadmap was revised and updated with ECOWAS Secretariat and Partners (Cotonou, Sept 2012). - The institutionalization of the IATT and replication at country level has been unanimously validated by the 15 Member States of the ECOWAS sub-region. This will ensure sustainability and potential increasing participation</p>	

36 C/5 Global Priority Africa Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
		of partners. - ECOWAS financed and organized the 4th ECOWAS meeting held in Abuja (Oct 2012) where UNESCO played a key role for advocacy on IATT and NQF/RQF developments.	<p>NQF/RQF. Clarification on the concept and process was effectively provided to Member States.</p> <p>ii) IATT has been substantially consolidated in a sustainable way with ECOWAS through its officialization and has provided Member States of ECOWAS sub-region with analysis, clarification, recommendations and tools for implementation at both sub-regional and national levels.</p> <p>At sub-regional and national levels, the work conducted on NQF/RQF this semester concentrated on the ECOWAS sub-region to follow up on the results and consolidation of the previous half part of the year. Work has been initiated in the SADC sub-region for implementation in early 2013:</p> <p>A) In the ECOWAS sub-region, the programme has effectively contributed to meet the further implementation of the "Abuja Process" in the ECOWAS Sub-region by improving the knowledge development and sharing on TVET both at national and regional levels (through RP and EXB/CapEFA funds). The actions conducted have provided outputs and results that enhance quality of TVET systems with better linkages with the world of work and for better employment of youths and adults. The main elements are strongly in link with the main and keys areas initially targeted by the programmes:</p> <p>Ai) The Sub-Regional partnerships mechanism (IATT) in TVET has been strengthened: Consultations, joint planning and dialogue have been strengthened between partners in support to the ECOWAS action plan on TVET and to increase the mobilization of partners to consolidate the Inter-Agency Task Team (IATT) through regular dialogue and sharing of knowledge. Discussions and consultations took place about strengthened collaboration with UEMOA Secretariat and countries, along with participation, contribution and/or organization of major events such the OIF-CONFEMEN Assises (Sept 2012) and the 4th ECOWAS meeting of Experts and Ministers of Education. The joint roadmap was revised in 2012 during the technical meeting of ECOWAS (Cotonou, sept 2012) with resource persons and the IATT. The roadmap emphasised items such as development of an ECOWAS TVET Strategy; Capacity Building; partnerships; development and implementation of RQF and NQF; as well as TVET Knowledge and Management Information System.</p> <p>i)</p> <p>Aii) The institutionalization of the IATT and replication at country level have been validated by about 90 TVET experts and representatives of Education Ministers of the 15 countries of the ECOWAS sub-region: The 4th Education ECOWAS Experts and Ministers of Education held in Abuja (October 2012) endorsed the institutionalization of the IATT at the ECOWAS level. This will ensure sustainability and enhancing of the process; One joint programme on TVET and Employment is under development in Senegal in the IATT spirit.</p> <p>Aiii) Thematic work has been achieved on NQF/RQF within clarification for the NQF/RQF process (guidelines for Ministers finalized; support to the experts and Ministers meetings) at both national and regional levels (road maps finalized). During the 4th ECOWAS meeting held in Abuja</p>

36 C/5 Global Priority Africa Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
			<p>(Oct 2012), Experts and Ministers of Education of the 15 countries endorsed the strengthening of the ongoing IATT work on the Regional and National Qualifications Framework for the ECOWAS sub-region; The participants acknowledged the socio-economic advantages and implications of instituting the NQF and RQF and unanimously validated the key recommendations formulated by the IATT conclusions.</p> <p>B) In SADC sub-region, concertation took place on NQF/RQF at international level and a concept note has been developed to clarify the specific objectives and modality of the peer learning and dialogue opportunity between SADC and the European Union on qualifications frameworks (implementation targeted in early 2013).</p>

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

The programme is effective and efficient, especially through the partnership built among UN and non-UNs agencies for its implementation:

i) The process of the Inter-Agency Task Team (IATT) on TVET improves regional coordination and thematic alignment while it simultaneously includes technical support; For example the results achieved during the IATT-ECOWAS meetings (Sept in Cotonou and October in Abuja) included partnership development and work-sessions on NQF/RQF. These synergies increase programme efficiency and relevance.

ii) Partnership with other agencies have improved the cost-efficiency of the implementation. For example, for the TVET programme, the IATT/ECOWAS meetings (Sept in Cotonou and October in Abuja) were financed by ECOWAS

36 C/5 Global Priority Gender Equality Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
National capacities strengthened in designing and managing literacy policies and programmes targeting women and girls	PI: Number of gender-based literacy programmes supported by UNESCO B/b: 100% of related programmes	35 countries out of 42 with critical literacy challenges, have submitted their national plans on literacy to UNESCO for review. The plans are being reviewed, particularly to ensure, inter alia, that they are gender-sensitive/responsive.	<ul style="list-style-type: none"> •UNESCO's work on literacy naturally focuses on women and girls who constitute the majority of the world's illiterate population. •UNESCO mobilized 42 countries with critical literacy challenges (including LIFE, E-9 and other priority countries accounting for almost 85% of the world's 775 million illiterate adults) in order to increase their commitment to accelerate literacy provision (e.g. National Literacy Action Plans of 35 countries with severe literacy challenges was initiated to ensure they are of good quality, relevant and gender-sensitive). These countries have demonstrated firm political will and administrative readiness to scale up gender-sensitive literacy programmes aligned to national development goals and have requested technical support from UNESCO for the design, development and implementation of effective literacy programmes, which takes into account the requirements of girls and women who represent today the majority of illiterate youth and adults. •UNESCO secured high political will for literacy and NFE resulting in major progress at country level (e.g. Bangladesh took steps to develop a NFE Act and to integrate NFE-MIS in the central EMIS of the Ministry of Education, Lao PDR developed a draft NFE policy). •Large-scale literacy programmes were implemented (e.g. the Programme for Literacy Enhancement in Afghanistan, providing reading material and training to neo-literate young girls and boys, scaling up literacy and developing post-literacy programmes for girls and women in Morocco).
	PI: Number of LIFE countries that have integrated a GE perspective in curricula and learning materials B/b: 60% of LIFE countries	In over 20 LIFE countries, efforts have continued within the literacy and CapEFA programmes to scale-up the review National Literacy Action Plans and develop specific strategies and programmes for girls and women to help remove the barriers to their access to basic education/learning.	

36 C/5 Global Priority Gender Equality Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
			<ul style="list-style-type: none"> • Various events gave visibility to effective literacy practices and helped strengthen commitment and efforts to promote literate environments, especially for women and girls (e.g. the High-Level International Round Table on Literacy (Sep. 2012) bringing together 200 participants, including 14 Ministers and Vice-ministers of Education). • Technical assistance was provided to policy-makers, literacy facilitators and media personnel to support the development of national strategies, training material, etc. • Evidence-based publications were prepared (e.g. two volumes on "Emerging Trends in Literacy" analysing good policies and practices on literacy in Latin America and emphasizing female literacy, 'Removing Gender Barrier to Literacy' in Asia). <p>Examples of UNESCO's work in LIFE countries:</p> <ul style="list-style-type: none"> - Iraq has developed new literacy curricula (literacy; numeracy; and life skills, including a revision of gender bias and ensuring gender balance in the new literacy textbooks and established 120 Community Learning Centers targeting mostly women, with tailored literacy and life skills training; - the Ministry of Education and Culture of Indonesia has integrated the GE perspective in many of their technical guidelines. They have also developed policies, strategies, programmes and activities on gender mainstreaming and women's empowerment, aimed to improve access and quality of non-formal education programmes that is gender responsive; - In Pakistan, 150 Community Learning Centres in three Provinces (50 each in Sindh, Punjab and Khyber-Pakhtunkhwa) were established to impart literacy skills to 4500 adult rural females and making them literate with the support of mobile phones (the 3rd phase of the 4 year project); - in Morocco, in view of assisting women and girls to sustain literacy and to continue learning, post literacy material are developed for them.
Gender-sensitive teacher policies developed in Member States	<p>PI: Number of countries where new and/or revised teacher education and training policies reflect a tangible gender dimension</p> <p>B/b: 10</p>	Eight countries are engaged in developing or revising national teacher policy frameworks with UNESCO's assistance (Burundi, Cambodia, Ethiopia, Guinea, Lesotho, Malaysia, Sierra Leone, Uganda)	<p>With two thirds of illiterate adults being women, UNESCO ensures its responses to Literacy focus on women and girls and that they promote gender-responsive approaches.</p> <ul style="list-style-type: none"> • UNESCO mobilized 42 Member States with critical literacy challenges (including LIFE, E-9 and other priority countries accounting for almost 85% of the world's 775 million illiterate adults) in order to increase their commitment to advancing literacy an accelerated pace. For example, UNESCO initiated the review of National Literacy Action Plans of 35 countries with severe literacy challenges demonstrating political commitment and administrative willingness to scale up literacy programmes, to ensure they are gender-sensitive, of good quality and aligned to national development goals. • Through advocacy, UNESCO secured high political will for literacy and NFE resulting in several Member States taking major steps to expand literacy and NFE. For example, in Asia, Bangladesh has taken important steps to develop a NFE Act and to integrate NFE-MIS in the central EMIS of the Ministry of Education and Lao PDR developed a draft NFE policy. In LAC, advocacy among Ministries of Education of the Andean countries helped to identify common needs, such as the need to incorporate intercultural and gender approaches in education policy with gender-sensitive literacy policies and developed in the countries of Andean

36 C/5 Global Priority Gender Equality Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
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			<p>Region. In the Arab States, work in Iraq, Egypt, Lebanon and Morocco is in progress to accelerate efforts through the development of national strategies and campaigns for Literacy and NFE, with a focus on girls and women.</p> <ul style="list-style-type: none"> • Various events, organized at global, regional and national levels gave visibility to effective literacy practices and prompted Member States and development partners to strengthen their commitment and intensify collective efforts to promote literate environments, especially for women and girls. For example, the High-Level International Round Table on Literacy "Reaching the 2015 Literacy Target: Delivering on the promise" organised in September 2012 brought around 200 representatives from development partners and countries, including 14 Ministers and Vice ministers of Education and succeeded in drawing attention worldwide on the current literacy challenges and in mobilising Member States with high illiteracy rate to reinforce their efforts from now to 2015 to get closer to the set goals and to plan actions beyond 2015, towards achieving universal literacy. • Large-scale literacy programmes were implemented such as the Programme for Literacy Enhancement in Afghanistan, through which reading material and skills development training are provided to neo-literate girls and boys aged 15-24 to sustain literacy; establishing additional number of CLCs, strengthening Community Resource Centres and supporting mobile-based learning in Pakistan; scaling up literacy programmes and developing post-literacy programmes for girls and women in Morocco. • Providing technical assistance to develop national strategies and training material for policy-makers, literacy facilitators and media personnel. • Disseminating promotional material (brochures videos, press releases, messages) to support national literacy campaigns (e.g. in the Arab States) emphasizing the need for accelerating literacy and scaling up process for global peace and development. For example, two volumes on "Emerging Trends in Literacy" are being finalized and will be published soon based on the analysis of good policies and practices on literacy in Latin America, emphasising female literacy. In Asia, the publication 'Removing Gender Barrier to Literacy' was developed and used in advocacy efforts.
Teachers better trained in gender-sensitive teaching and learning approaches	<p>PI: Number of countries where teacher education and training curricula are revised to integrate gender-sensitive learning approaches B/b: N/A</p>	<p>The UNESCO Guide for Mainstreaming Gender in Teacher Training Institutions is being developed and it will be pilot tested in six countries (Cape Verde, Equatorial Guinea, Ghana, Guinea Bissau, Kenya and Lesotho)</p>	<ul style="list-style-type: none"> • A tool for Mainstreaming Gender in Teacher Training Institutions is being developed with support from experts from various regions to ensure relevance and cultural sensitivity. The Gender Experts Group meeting was held in Paris in December 2012, which prepared a zero draft of the Guide. It will be available for pilot-testing in the coming months in the following countries: Cape Verde, Ghana, Guinea Equatorial/Bissau, Kenya and Lesotho. • In Asia-Pacific, UNESCO is developing training modules on gender equality for teachers aiming to improve their understanding about gender equality issues in education and provide practical training on how to implement gender-responsive practices. For example, an e-course is being developed to enable policy planners and teachers to understand and address gender equality issues in education.
	<p>PI: Number of countries implementing teacher training programmes that address HIV and AIDS and gender B/b: 5</p>	<p>Six countries received support in developing strategies to support learners and teachers (Belarus, Kyrgyzstan, Russia, Tajikistan, Tanzania, and Ukraine).</p>	

36 C/5 Global Priority Gender Equality Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
			<ul style="list-style-type: none"> •In the Arab Region, in the context of the new Regional Teacher Initiative, gender equality was identified as a major pillar for developing a common Teacher Policy Framework for the Region. •In Africa, Gender-sensitive training was provided for teachers of science and mathematics to increase access and advancement of girls and women in these areas.
Quality of secondary education enhanced to expand equal access and ensure retention of girls and boys	PI: Number of countries where education content and provision for formal and non-formal learning (secondary general and technical/vocational) is gender-sensitive B/b: 5	N/A yet	<ul style="list-style-type: none"> •UNESCO has pursued its actions to support its Member States to address the quality of their education systems. The General Education Quality Diagnosis/Analysis and Monitoring Framework (GEQAF) has been developed by UNESCO to help countries analyse constraints hampering the delivery of quality education in their countries. The Framework has been piloted in India, Gabon and South Africa. The results of the application of the Framework in two Indian States (Madhya Pradesh and Meghalaya) were presented at 9th E-9 Ministerial Review Meeting held on 8-10 November 2012 in New Delhi, India and which was well received by E-9 delegations. The E-9 Ministerial Review Meeting, in its Outcome Document, endorsed UNESCO's systemic approach to addressing the challenges of education quality and welcomed the development of the Framework as a useful instrument. The Framework is now available in five languages (Arabic, English, French, Hindi and Spanish). It is being translated into Portuguese and the Centre for International Cooperation in Education Development (CICED) in Moscow is preparing to translate the Framework into Russian. The web-version of the Framework with supporting materials has been launched. •The programmes and projects promoting basic education, especially in Africa, continue to demonstrate the critical need to address the education challenges for girls and women through targeted approaches but within a holistic development framework. Mainstreaming gender in national education systems and building national capacity to achieve gender equality in education was a core priority. All UNESCO's activities in the area of basic education ensured gender mainstreaming by giving particular attention to the use of gender-sensitive language in material and publications, gender balance in meeting participants, as well as proactively linking the activities to gender-specific programming efforts of the organizations, such as bringing ECCE into the gender discussion of partners. •In Lebanon, textbook review from a gender perspective was completed and the analytical report was presented during a workshop ministry of education officials. More than 60 specialists and 45 trainers of trainers were trained on textbook analysis from gender perspective and on developing gender-sensitive textbooks. •Activities contributed to developing the capacities of Member States by raising awareness on the importance of policies and programmes targeting women and girls. Online training courses on gender equality in education for teachers and policy-makers were initiated and will be completed in 2013. E.g. an MOU was signed with the Islamic Development Bank to develop a teacher training curriculum for Math and Sciences to increase girls' access to these subjects in Niger. •Gender equality was promoted through advocacy and policy dialogue. For example, a new research into the gendered dimensions of learning
	PI: Number of countries where systems to monitor access and assess learning achievements of girls and boys in secondary education (general and technical/vocational) are put in place B/b: N/A	The General Education Quality Diagnosis/Analysis and Monitoring Framework (GEQAF) has been developed and was piloted in 3 countries (India, Gabon and South Africa)	

36 C/5 Global Priority Gender Equality Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
			<p>and occupational achievement was initiated in partnership with the Korean Women's Development Institute.</p> <ul style="list-style-type: none"> • Targeted programmes on increasing and sustaining girls' access to education either in terms of geographical locations or specific subject matters (e.g. maths, science) ensured the relevance of the programme and have been leading to concrete results. In Africa, strategies were developed to reinforce girls' access to secondary and higher Education in Ethiopia and a gender-transformative and leadership curriculum outline was developed for ECOWAS English speaking countries. In Tanzania and Ethiopia girls were empowered to be responsible actors in development issues while improving their academic performance and retention in schools. Strong emphasis was placed on improving girls' access to math and science education. For example, in Malawi, a summer camp promoting access to math and sciences for adolescent girls was organized and teachers were trained in gender-sensitive pedagogy. • The use of different media like radio was shown to have a great role to play in raising the awareness of the community towards the value of girls' education and other social and cultural barriers. • <u>Challenges and lessons learnt:</u> a number of challenges encountered towards the development of a gender responsive, inclusive and high quality basic education in the Member States include lack of high level political commitment, inadequate financial resources, competing development priorities, limited institutional capacity, lack of trained personnel, lack of awareness.
National TVET policies reviewed to ensure adequate skills acquisition for employment for girls and boys alike	PI: Number of countries adopting inclusive TVET policies B/b: 10	Policy review reports were prepared by UNESCO and validated by national stakeholders for three countries (Cambodia, El Salvador and Lao PDR). A gender-responsive TVET policy in Zanzibar was reviewed and the plan of action on Tanzania was developed.	<ul style="list-style-type: none"> • UNESCO has undertaken a set of regional and country thematic studies on gender mainstreaming in TVET in Arab Gulf countries and in Tanzania in Eastern Africa. Gender mainstreaming in TVET has also been a key theme of the moderated discussions conducted by UNESCO-UNEVOC and a special session on women and TVET during the 3rd International Congress on TVET (Shanghai, May 2012). The findings are reflected in the "Shanghai Consensus" document which called to "Improve gender equality by promoting equal access of females and males to TVET programmes, particularly in fields where there is strong labour market demand, and by ensuring that TVET curricula and materials avoid stereotyping by gender". • In providing upstream policy advice and capacity building in a number of countries, UNESCO is paying special attention to gender-related issues and more particularly the inclusion of girls in national TVET programmes and their transition from school to work. • The IFAD-UNESCO research project on "Learning knowledge and skills for agriculture and rural livelihoods" on Cambodia, Egypt and Ethiopia focused on gender-equality. • The work undertaken by UNESCO in partnership with other international organizations to define relevant indicators for monitoring and evaluating TVET policies and systems is systematically considering disaggregation of data by sex. • Regional and country thematic studies on gender mainstreaming in TVET were undertaken in Tanzania and in Arab Gulf countries. • Research on Gender-Based Violence (GBV) was undertaken in order to inform responses through education. In South Africa, UNESCO worked with UN Women on eliminating GBV in schools using mobile gaming
	PI: Number of countries with policies integrating strategies for preventing gender-based violence in schools B/b: at least 1	At least two countries are working on responses to Gender-Based Violence (GBV) through education (DRC, Lebanon). South Africa is supported in addressing GBV in schools using mobile gaming technology.	

36 C/5 Global Priority Gender Equality Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
			technology.
National capacities strengthened to prepare and manage inclusive, rights-based education sector plans and policies that are gender sensitive and assure equitable access to education	PI: Number of countries where national reports reflect sex-disaggregated statistics on access to education for all levels of education B/b: N/A	N/A yet	<ul style="list-style-type: none"> • Draft education law and policy review guidelines were developed with a focus on legal provisions for gender equality. The guidelines will seek to identify and address gender gaps in national education laws and policies so that the provisions for gender equality become an integral part of national legal systems. The guidelines will soon be pilot-tested in Myanmar within the current Comprehensive Education Sector Review. • 9 case studies on using mobile technologies to support literacy education with specific focus on women and girls were developed, in order to explore and inform innovative approaches to support literacy programmes, especially for women and girls • 2 regional expert meetings on mobile learning for the empowerment of women and young girls were organized in Africa and Asia • 1 Study on the formulation and implementation of policy experiences of inter-sectoral strategies in the Andean Region countries was undertaken in order to generate knowledge and information about mainstreaming gender policies in education at country level
	PI: Number of countries with national educational plans and policies developed or reviewed according to the principles of gender equity B/b: 10	Seven countries are engaged in developing or revising national teacher policy frameworks with UNESCO's assistance (Burundi, Cambodia, Ethiopia, Guinea, Lesotho, Malaysia, Uganda) The ICT in education policy was reviewed in one country (Malaysia)	
Education systems' responses to HIV and AIDS are gender-sensitive	PI: Number of countries adopting education sector strategies and workplace policies on HIV and AIDS that are gender-sensitive B/b: N/A	- Regional initiative launched and in process to develop high-level political commitment to sexual and reproductive health for young people, involving 21 ESA countries. - 17 countries were supported to develop and/or review country policies and programmes, and advocate or implement key actions - Policies and strategies to implement and scale up sexuality education in 28 Asia Pacific countries were reviewed.	<ul style="list-style-type: none"> • 17 countries (Angola, Lesotho, Uganda, Zambia, Tanzania, Ethiopia, Namibia, Burundi, Swaziland, Kenya, Zimbabwe, Madagascar, Mozambique, South Africa, Malawi, Botswana, Rwanda) where UNESCO technical support resources were used to develop and/or review country policies and programmes, and advocate or implement key actions. • Capacity of MoEs to provide and Teachers living with HIV to access services in 4 countries (Ghana, Ivory Coast, Liberia, and Togo) developed, a workshop report including elements for a draft policy framework available. • Guatemala, UNESCO with the Ministry of Education, SCSPR, TV Maya and Coordination Unit Window Peace building, have developed a communication strategy to support the implementation of gender violence prevention and social unrest. • Policies and strategies to implement and scale up sexuality education in 28 Asia Pacific countries were reviewed. • A booklet on 'Gender Equality, HIV and Education' was published supporting UNESCO's advocacy efforts and technical support to Member States. • Capacities were developed through training workshops (e.g. in Myanmar and Cambodia, the training of trainers programme "Connections: Empowering Women to talk about sexual and reproductive health", a workshop on alphabetization, HIV and gender was held in Senegal). • Raising awareness about homophobia and promoting research and outreach on men who have sex with men (MSM) (e.g. strengthening capacities to respond to homophobic bullying in China, Cambodia, Thailand and Vietnam. The Beijing Teacher Workshop on Homophobic Bullying was held and a survey undertaken amongst participants showed that half of the teachers had already made efforts to incorporate the topic in their work). • Regional initiative launched and in process to develop high-level political commitment to sexual and reproductive health for young people, involving 21 ESA countries.

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

- The gender perspective was mainstreamed in key planned activities with minimum additional financial costs.
- Scaled-up projects were implemented mostly with extra-budgetary funds

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

Regular Programme ¹ : operational budget only		Extrabudgetary resources ¹	
Allocation 2012-2013: US\$ 8 627 668	Expenditures 2012-2013: US\$ 4 032 369	Allotment 2012-2013: US\$ 84 183 431	Expenditures 2012-2013: US\$ 57 691 771

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
ER 1: National capacities strengthened for policy formulation and planning focusing on promoting the right to quality education, and gender equality, and drawing on information and communication technologies.	PI: Number of countries supported in education policy, planning and management B/b: 15 Member States	UNESCO provided advocacy and technical assistance to several Member States in order to support evidence-based policy and plan formulation, implementation and monitoring, among them are: Africa Benin, Burundi, Chad, Comoros, DRC, Ethiopia, Guinea Bissau, Kenya, Mauritania, Morocco, Tunisia, Tanzania, Uganda, Zimbabwe Asia and the Pacific Afghanistan, Mongolia, Malaysia, Myanmar, Pakistan, Uzbekistan, Vietnam Arab States Algeria, Mauritania, Morocco, Tunisia, Saudi Arabia, UAE, Yemen Latin America Bolivia, Ecuador, Guatemala, Haiti	During the first half of the 2012, the main activities undertaken towards this expected result (ER-1) can be grouped into four categories: (1) National education policy review and capacity development for education planning and management; (2) Support in the implementation of innovative programmes in ICTs in education; (3) Thematic studies/policy guidelines quality, gender issues or ICT in education; (4) Support in in disaster risk education, needs assessment and planning for reconstruction and related capacity development.
	PI: Number of countries supported in the implementation of innovative programmes in ICTs in education B/b: 5 Member States	5 countries (Antigua, Barbuda, Trinidad and Tobago, and Maldives and Malaysia) were supported in developing their ICT in education policies and implementation of innovative programmes in ICTs in education.	(1) National education policy review and capacity development for education planning and management; HQ - Support to the EFA 2015 Reviews through the development of the concept note and the implementation guidelines following a wide consultative process with FOs, Institutes and HQ.
	PI: Number of thematic studies or policy guidelines produced including on quality, gender issues or ICTs in education B/b: 5 thematic studies or policy guidelines	- A report entitled "Technology, broadband connectivity and school education: What works well and why" - UNESCO Working Papers (for each region: Africa, Asia, Europe, Latin America, and North America) Mobile learning policies Using mobile technologies to support teachers' development -The Policy Guidelines for Mobile learning -The use of mobile technologies to support teacher development has been pilot tested in Mexico, Nigeria, Pakistan, and Senegal. - The first draft of nine case studies on using mobile technologies to support literacy education with specific focuses on women and girls. -The framework of UNESCO Guidebook for Applying ICT-CFT	- Completion of the Malaysia Policy Review, jointly with UNESCO/Bangkok. - Jointly with IIEP, finalized the Capacity Development Guidelines (CDG) in educational planning and resource management, targeting the education staff in the field. - In support of strengthening national capacities in educational planning and management, the publication entitled "Towards Effective Capacity Development: Capacity Needs Assessment Methodology for planning and managing education" was technically finalized and currently at the printing stage. - The first draft entitled "Review of Education Sector Dialogue Mechanisms, case studies: Occupied Palestinian Territory, Haiti, Democratic Republic of Congo" has been finalized.
	PI: Number of conflict- and disaster-affected countries supported in disaster risk education, needs assessment and planning for reconstruction and related capacity development B/b: 10 Member States	Technical backstopping, including resource mobilization was provided for Congo Brazzaville, Egypt, Iraq, Lebanon, Jordan, Liberia, Libya, Myanmar, Syria, Vietnam and Yemen.	- User Manual of "Education Policy & Strategy Simulation Model" (Version 2.9b and 2.9c) been finalized and currently at the layout and formatting phase. - Signed agreement with DevInfo with a view to providing sustainable support on OpenEMIS to Member States. - Country support to the areas of education policy review and capacity development for education planning and management (DRC, Ethiopia, Haiti, Malaysia, Mauritania, Mongolia, Myanmar, Tunisia, Sudan and Uzbekistan). Asia - Strengthened technical capacity for evidence-based policy formulation and planning for national and sub-national levels (Malaysia, Mongolia, Myanmar, Pakistan, the Central Asia countries, Viet Nam).

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
			<p>- Enhanced networking and partnerships on education policy and management (Asia-Pacific Education Institutes Network (ERI-NET); increased awareness and understanding of policy makers of critical issues and challenges related to education development (Pacific island countries, Central Asia, Viet Nam).</p> <p>- Platforms established for policy dialogues (regional level, Afghanistan, Central Asia, Pacific island countries, Pakistan).</p> <p>- Strengthened knowledge base on education policy and planning (regional: e.g. Asia-Pacific Education System Profiles, e-Platform on National Education Systems and Policies in Asia-Pacific).</p> <p>- Enhanced understanding of the concept of quality education and national capacity to conduct quality analysis among DPRK officials.</p> <p>- Results from the SABER pilot in East Asia (UNESCO and World Bank) also generated deeper understanding of the need for a more holistic assessment framework for education system performance.</p> <p>- The regional high-level expert meeting (Bangkok) initiated the process towards shaping the post-2015 education development and cooperation agenda as well as possible future orientations for education in the region.</p> <p>Arab</p> <p>- A seminar was organized in the Maghreb cluster with planning experts from the 4 countries in order to discuss the current state of planning. Consequently, a set of priority areas have been identified: 1) a situation analysis on the state of education planning in the Maghreb countries; 2) elaborating a repository of competences framework for planners, 3) conducting training (with the technical support of IIEP and COPE) for education planners in the 4 countries; 4) providing technical support for setting up or improving EMIS in the 4 countries; and 5) establishing a platform for experience and reference material sharing among education planners in these countries.</p> <p>- Diagnostic missions have been undertaken to Tunisia, Mauritania and Morocco and skills for education planners have been analyzed. The repository of skills will be presented to the CapEFA coordination meeting in January 2013.</p> <p>- In the framework of the regional CapEFA programme, with an aim at establishing an institutional network of training centers in educational planning and management (EPM), UNESCO/Beirut, UNESCO/Amman, UNESCO/Rabat and UNESCO/Doha have been engaged in the capacity development initiatives to ensure and strengthen national education planning capacities in the Arab region. A series of training workshops in various EPM areas are being carried out in Amman, Doha and Rabat.</p> <p>- With a view to strengthening capacities in policy analysis, educational and statistical data, two training workshops were organized at NCHRD in Jordan and at RCEP in UAE, targeting ministry officials in GCC and Yemen.</p> <p>Africa</p> <p>- CEEAC (Economic Community of Central African States) common strategy (10 countries) on EMIS and capacity development plan for annual statistical abstracts developed.</p> <p>- Recommendations of Data Quality Assessment Framework (DQAF) of the SADC (Southern African Development Community) group of countries (11 countries) collectively examined, priority areas for capacity development determined through identification of modules to be developed with regional institutions, and roadmaps for national action plans for sector-wide EMIS prepared.</p> <p>- TVET-related data and teacher diagnostic data needs identified for</p>

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
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			<p>incorporation into sector wide DQAF and EMIS in Guinea Bissau and Benin.</p> <ul style="list-style-type: none"> - EFA Mid-Decade Assessment completed in Kenya and initiated in Uganda and Tanzania. - Education sector analysis including the development of simulation models completed in Gabon, Comoros, Burundi, Sao Tome, Sierra Leone and Benin. - Masters 1 training course on Education Policy & Management (PSGSE) - fifth francophone cohort (Congo, Guinea Conakry, Mali, Niger, DRC, Senegal, Chad) completed and 6th Cohort initiated. First Anglophone Cohort (Gambia) completed. - Tanzania: capacity needs assessment followed by capacity development plan for M&E of education policies and plans developed within the framework of the UNDAF. - Chad: an Intermediate Education Strategy (2013-2015) was developed and GPE proposal submitted (UNESCO & UNICEF as co-lead), and an inter-ministerial education statistical platform was developed. - In DRC, UNESCO has continued supporting the Sector Planning work since 2010-2011 especially in the preparation of the GPE proposal. It has just been granted USD 100 million in Nov 2012 by GPE on the basis of the sub-sector plan for basic education developed with the support of UNESCO entities (namely National Office and HQ). - Senegal: EMIS support in data production chain with proposed action frameworks for TVET, NFE and Higher Ed, and complementary modules for these sub-sectors developed for StatEduc. - Zimbabwe: EMIS support through 93 ministry Staff (decentralised) trained as trainers on education data collection & analysis. <p>Latin America</p> <ul style="list-style-type: none"> - 1 e-network operational: a regional electronic network for 50 Education Planners and policy makers in the Caribbean region. - A course about management on education was successfully implemented with 28 participants from Central America: Costa Rica, El Salvador, Honduras, Nicaragua and Panama. - Project: "Capacity Building on Information Planning and Management": carried out in Bolivia. <p>(2) Support in the implementation of innovative programmes in ICTs in education HQ</p> <ul style="list-style-type: none"> - Five Member States ((Antigua, Barbuda, Trinidad and Tobago, and Maldives and Malaysia) were supported in developing their ICT in education policies and implementation of innovative programmes in ICTs in education. In Malaysia, a policy review was carried and recommendations on ICT in Education Policy and Master Plan were implemented. Antigua and Trinidad & Tobago were supported in developing and implementing their national ICTs in Education Policies and Master Plans. - ICT in education policy: Ministerial Meeting on Technology in Education in Asia, jointly with UNESCO/Bangkok and another one in preparation in Africa jointly with ADEA. - Open Education Resource (OER): Project proposals on assisting Member States to develop OER policies have been established jointly with CI Sector and the Commonwealth of Learning and approved by the William and Flora Hewlett Foundation. <p>Asia</p>

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
			<p>- National Capacity was strengthened for teachers and teacher educators to integrate ICT into school teaching and learning in a more pedagogical in Bangladesh, DPRK, Malaysia, Uzbekistan and Viet Nam.</p> <p>Latin America</p> <p>- Kingston cluster: ICTS in Education Tool-Kit for designing ICT policies and Master Plans: Tool-kit applied in at least 10 countries 20 officials trained.</p> <p>(3) Thematic studies/policy guidelines quality, gender issues or ICT in education HQ</p> <p>- A report entitled Technology, broadband connectivity and school education: What works well and why, has been prepared as the report of the UNESCO Hosted Working Group on Education of Broadband Commission for Digital Development.</p> <p>- UNESCO Working Papers on Mobile Learning: 5 papers on mobile learning policies Africa, Asia, Europe, Latin America, and North America; and 5 papers on using mobile technologies to support teachers' development in Asia, Africa, Europe, Latin America, and North.</p> <p>- The Policy Guidelines for Mobile learning has been formulated.</p> <p>- The use of mobile technologies to support teacher development has been pilot tested in Mexico, Nigeria, Pakistan, and Senegal.</p> <p>- The first draft of nine case studies on using mobile technologies to support literacy education with specific focuses on women and girls have been completed.</p> <p>- The framework of UNESCO Guidebook for Applying ICT-CFT to Help Member States Develop National ICT Competency Standards for Teachers has been formulated.</p> <p>- Case studies on mobile phone literacy: 2 Regional expert meetings on mobile learning for the empowerment of women and young girls in Asia and Africa have been organized.</p> <p>Africa</p> <p>- Draft 1 of Handbook for planning extended basic education reform elaborated.</p> <p>- Draft methodological guide on EMIS for Mozambique elaborated.</p> <p>- EXB/ Study on Household Expenses in Education in 15 African countries completed and available online.</p> <p>- Methodological guide for Sector Wide Analysis completed and available online.</p> <p>- Guidance note on Local Management of Learning Outcomes developed.</p> <p>- Study on simulation modeling and costing of TVET in Senegal elaborated.</p> <p>Asia</p> <p>- ICT in education policy review for ASEAN countries (BGK).</p> <p>- Comprehensive ED Sector Review, Myanmar BGK.</p> <p>- Development of microplanning toolkit, ED Policy Analysis Handbook, (BGK).</p> <p>- Web-based country ed profiles, NESPAP eLibrary; ed system review series (BGK).</p> <p>- Training modules ICT Competency Framework for Teachers developed, implemented thru nat cap building workshops (BGK, HAN).</p> <p>- ICT in ed policy review for ASEAN countries (BGK). Support at nat/reg levels to develop/adapt ICT indicators (UIS, SABER, China).</p> <p>Latin America</p> <p>- Study on formulation and implementation of policy experiences of inter-sectoral</p>

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
			<p>strategies in the Andean Region countries: To generate knowledge and information about mainstreaming gender policies in education at country level (Quito Office).</p> <ul style="list-style-type: none"> - Research on internal exclusion within the education systems published to advocate for better equality and social distribution of learning (Brazil Office). <p>Europe</p> <ul style="list-style-type: none"> - 9 set of training materials were developed, 5 policy briefs were published, 5 studies on OER, Media and Information Literacy, ICT in Primary were published. <p>(4) Support in disaster risk education needs assessment and planning for reconstruction and related capacity development:</p> <p>HQ</p> <ul style="list-style-type: none"> - During this reporting period (January to December ED/THE/PCPD Desk) has supported (Technical backstopping, including resource mobilization) UNESCO Field Offices responding to new and ongoing emergencies in 8 countries (Congo Brazzaville, Egypt, Lebanon, Jordan, Liberia, Libya, Syria and Yemen). - In close coordination with Cairo Office, the PCPD desk is providing support to strengthen the quality education through the use of the INEE standards in Egypt and Libya. The activities have been implemented in 9 months despite the prevailing security and political situations. Some 500 policy-makers and technical staff of MoE have received training. - With regard to the ongoing support to the development of a national teacher education strategy and its implementation as a response to the Ivorian post-electoral crisis in Eastern Liberia, in close coordination with Accra Office, the PCPD desk is conducting a series of teacher training targeting junior secondary level. 87 teachers have received training. <p>INEE and ED Cluster</p> <ul style="list-style-type: none"> - During the reporting period, the PCPD Desk continued to ensure UNESCO representation in the INEE Steering Group and was actively engaged in the development of INEE strategic planning for the coming years. Through such a presence, UNESCO continues to be member and participate in the INEE Steering Group (March 2012) and to co-chair the sub-Working Group on applications of the INEE Minimum Standards (last meeting in Geneva in April 2012). The PCPD Desk also participated in different INEE task teams on Youth, Quality Education as well as on Arabic Language Community. UNESCO is also hosting the INEE Knowledge Management and Information Manager. <p>Asia</p> <ul style="list-style-type: none"> - Support to Central Asia countries through CA Forum "Learning to Live Together", Kyrgyzstan (ATA); - The Pacific climate change and disaster risk management ed framework presented with info paper on ESD at the Pacific Island Forum Education Ministers Meeting; - Kiribati in the draft climate change & disaster integration framework, workshop on climate change & disaster ed. - Work with MOET, Vietnam, identified need to strengthen management capacity in disaster risk management & reduction (DRR). <p>Arab</p> <ul style="list-style-type: none"> - Capacity development workshops in education planning and management for Libya, Syrian refugees in Lebanon and Jordan.

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	Programmed	Attained	
			<ul style="list-style-type: none"> - Stakeholders meeting in Yemen, INEE standards in Gaza and Lebanon. - Support for education planning and EMIS in Iraq. - In response to an urgent request for support made by Egypt's new authorities, a series of internal consultations have been carried out within the Education Sector, in cooperation with UNESCO/Cairo, UNESCO/Beirut and UNEVOC. Consequently, a concept note has been formulated. A high-level ED Sector scoping mission was planned in December, which has been postponed to January 2013 due to the prevailing security situation. The support will focus on strengthening national capacities in sector-wide planning and policy formulation, TVET policies and literacy programmes. - In close coordination with UNESCO/Cairo, support has been provided to improve quality of education through the use of the INEE standards in Egypt and Libya. The activities have been implemented in 9 months despite the prevailing security and political situations. Some 500 policy-makers and technical staff of MoE received training. <p>-----</p> <p><u>Challenges</u></p> <ul style="list-style-type: none"> - Scarcity of funding has not been conducive to providing full-scale and sustainable support to its field offices and Member States. - Some of the ICT in education project activities have been jointly implemented with private companies. Maintaining a neutral stance and avoiding a commercially driven approach have been challenges in cooperating with private companies. - The main challenges faced by the PCPD Desk during the reporting period are (i) the restructuring of the sector generated by the UNESCO budgetary cut and its implications; (ii) the lack of fast tracked procedures (administrative and financial flexibility) for rapid and more effective action, and (iii) the lack of human resources for the PCPD Desk. Despite the fact that the scope of UNESCO's engagement in PCPD contexts has been widen since 2008, the PCPD Desk lacks the basic human resources. - High turn-over within ministry teams rendering capacity development efforts less sustainable. Need to move more towards institutional capacity development in partnership with institutions at country and regional level. - Challenge of responding to increased demands from countries to go beyond data and analytical phase to accompany throughout entire planning, M&E and sector management cycles. - Package approach (from support to quality data, sector analysis, simulation modeling and capacity development in planning) has provided greater coherence in our support at country level, both in terms of what different UNESCO "entities" are providing, as well as in the sequencing of support at country level. It has also enabled national capacities to be developed across all planning stages. - Internal partnerships with Institutes have allowed for greater technical support according to evolving needs of countries, and can be further strengthened
ER 2: National capacities strengthened to plan, manage and scale up gender-sensitive, quality literacy and non-formal education policies and programmes	PI: Number of Member States (including Literacy Initiative for Empowerment [LIFE] and E-9 countries) that have developed or are preparing development-relevant, gender-responsive literacy and non-formal education policies that are an integral part	Forty two Member States (including LIFE, E-9 and other priority countries) with critical literacy challenges have been mobilised for increasing their literacy levels in an accelerated pace. These countries account for almost 85 per cent of the world's 775 million illiterate adults. Thirty five countries have already shared with UNESCO their national action plans for	Outputs: Focusing on countries facing major challenges in redressing illiteracy, in 2012 some 42 Member States which together accounts for over 85 per cent of the world's 775 million illiterate adults have been mobilised to scale up effective literacy programmes. Given the financial constrains, the strategy was to capitalise on the 2012 International Literacy Day (ILD) celebrations and the awarding of the Literacy Prizes, to draw attention of the international community

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
	of national education policies and plans B/b: 5 Member States	literacy. Consultations are in progress for further review to ensure quality, gender responsiveness and development relevance. Efforts are also taken to ensure that literacy action plans are integral part of national education policies and plans.	on the persistence of illiteracy in knowledge societies and its impact on individuals, societies and nations. The High-Level International Round Table on Literacy "Reaching the 2015 Literacy Target: Delivering on the promise" was therefore organised on 6-7 September 2012 at UNESCO Headquarters in Paris, in conjunction with the ILD celebrations, to: i) take stock of literacy progress made, ii) identify needs and possible actions to scale up efforts over the next three years, and iii)) reflect on a post-2015 literacy vision and action. The round table brought around 200 representatives from development partners and countries, including 14 Ministers and Vice ministers of Education. The Secretariat was composed of the Section for Literacy and Non-Formal Education of the Division for Basic Learning and Skills Development and the Institute for Lifelong Learning (UIL). Demonstrating strong political will and commitment 33 countries shared their National literacy Action Plans to accelerate their efforts towards scaling up development-relevant, gender responsive literacy programmes. Consultations with these Member States are on-going to ensure effective implementation of the plans.
	PI: Number of Member States, especially in Africa, having scaled up or scaling up literacy and non-formal education programmes with UNESCO's support, with particular attention to adolescent girls and women B/b: 10 Member States	Thirty-five countries facing literacy challenges participated in the High-level International Round Table on Literacy organised by UNESCO in September 2012, out of which seventeen were from Africa, with Benin, Burkina Faso, Côte d'Ivoire, Guinea-Bissau, Eritrea, Mali, Nigeria, Senegal, Sierra Leone and Togo were represented by Ministers, Vice Ministers of Education or high level representatives, demonstrating political will and commitment to scale up literacy efforts and plan actions beyond 2015. Member States in other regions have also taken major steps for expanding literacy and NFE, such as i) in the Arab States, work in Iraq, Egypt, Lebanon and Morocco is in progress to accelerate efforts through national strategies and campaigns for Literacy and NFE, with a focus on girls and women, ii) in Asia, important activities to enhance literacy, NFE and Adult Learning are being carried out with UNESCO's support in Afghanistan, Bangladesh, India, Indonesia, Lao PDR, Pakistan, and Timor-Leste. Similarly, in Latin America, technical meetings with the Ministries of Education of Bolivia, Venezuela, Colombian and Ecuador, have contributed in strengthening intercultural and gender perspectives in literacy and post-literacy policies Effective policies and practices from Argentina, Brazil, Paraguay and Mexico, emphasising female literacy have been systematised and, literacy policies and programmes have been developed in the countries of Andean Region	In addition, progress has been made towards the preparation of the UNLD final evaluation through numerous consultations with Member States and development partners to collect and compile and to envision plans and actions beyond 2015. In Arab States UNESCO Offices (Cairo, Iraq, and Doha) are working closely with Member States on activities such as: launching of National Literacy Campaigns in Egypt and Iraq, progressing and scaling up literacy programmes, building on CapEFA achievements and developing post literacy programmes for girls and women in Morocco, developing Literacy and NFE Strategy in Lebanon. This involved advocacy for securing high political will for literacy and NFE, technical assistance for developing national strategies as well as development and dissemination of media kits, training materials and resources and capacity development of policy makers in literacy planning. In addition Regional Networks were strengthened and the Literacy Enhancement Arab Program (LEAP) was developed as a platform for sharing experiences and developing joint programs. A significant number of literacy and NFE programmes are implemented with UNESCO's support in the Asia and the Pacific region. Large scale literacy programmes are being carried out in Afghanistan (Programme for Literacy Enhancement providing reading material to sustain literacy and skills development training to neo-literate youth aged 15-24), Pakistan (establishing additional number of CLCs, strengthening Community Resource Centres and supporting mobile-based learning) and Indonesia (finalising the Pedagogy of Adult Learning Guidelines and training to increase skills and knowledge of CLC facilitators). Bangladesh has taken important steps to develop a NFE Act 2012 and to integrate NFE-MIS in the central EIMS of the Ministry of Education, the Government of Lao PDR developed a draft NFE policy, Nepal organised a couple of validation workshops on capacity assessment and implementation planning, Timor-Leste is focusing on quality improvement of equivalency programmes and India, in partnership with UNESCO Institute of Lifelong Learning, organised the Conference on 'Prior Learning: A Key to Lifelong Learning' on 29-30 June 2012 in New Delhi where the 'UNESCO Guidelines for the Recognition, Validation and Accreditation of the Outcomes of Non-formal and Informal Learning' was released Furthermore, Parenting Education materials ("Parenting Education Guidebook" and "Facilitators' Handbook for Parenting Education") are being adapted in six countries (Bangladesh, Kazakhstan, Myanmar, Pakistan, Samoa and Vietnam) promoting good parenting education. Also, Bangkok office is preparing for a
	PI: Number of advocacy and policy materials in support of development-relevant, gender-responsive literacy and non-formal education prepared B/b: - 2 volumes of Emerging Trends in Literacy	Promotional activities were organised at UNESCO Headquarters in conjunction with the commemoration of the 2012 International Literacy (ILD) to enhance advocacy for reinvigorated efforts towards redressing global illiteracy. Thus, the High-level International Round Table on Literacy provided participating countries, literacy experts and development partners a platform to discuss the current literacy challenges, their impact on national and global development and the way forward. The Awarding of the UNESCO Literacy Prizes gave visibility to prize-winning programmes and highlighted the need for expanding the outreach of such effective practices. Press conferences, messages and promotional communication materials prepared for the event emphasized the need for accelerating literacy scaling up process for global peace and development. In addition, advocacy and promotional activities were carried out and supporting material developed at regional and national levels, such as dissemination of advocacy materials in Iraq, Lebanon, Morocco, literacy media Kits in Egypt, newsletters, particularly for parliamentarians, policy makers and literacy personnel in Pakistan, handbook on how to	

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		<p>create a learning society in Vietnam, Development analysis of good policies and practices on literacy in Latin America, based on information from eight countries. The production of the two volumes of "Emerging Trends in Literacy" is at its final stage, expecting them to be published in early 2013</p>	<p>policy research project on lifelong learning and employability and the Hanoi office has been developing an advocacy handbook on how to create a learning society to advocate for lifelong learning. A substantial amount of advocacy, training and knowledge sharing materials and training programmes were developed to back up the activities.</p> <p>In the Latin America and the Caribbean region technical meetings with the Ministries of Education of the Andean countries (Ecuador, Bolivia, Colombia and Venezuela) helped to identify common needs of the countries, such as the need to systematize the results of literacy and post-literacy programs in each country, and share the impacts, progress and lessons learned among all the countries in the region, and the need to incorporate intercultural and gender approaches in education policy. Also, specific needs were identified such as the issue of intra- and intercultural education in Bolivia, education for the good life in Ecuador, education for success in Colombia, and education for democracy and supreme happiness in Venezuela. Projects and programs on literacy and post literacy activities developed with support from UNESCO and other development partners (NGOs and international agencies) in the countries of Andean Region are based on current national policies, strengthening gender-responsive and inter cultural approaches.</p> <p>UNESCO Santiago has started the first phase of the initiative "Guiding criteria to improve the quality of the curriculum for young people and adults in Latin America and the Caribbean", gathering information from eight countries: Costa Rica, El Salvador, Guatemala, Mexico, Paraguay, Peru, Dominican Republic and Uruguay, which represents 42% of the countries of Latin America. The systematization of available information (from secondary sources) will cover all countries in the region. UNESCO Santiago is also supporting the creation of an Observatory for Youth and Adult Education in the region. In this framework, the office has organized a technical meeting in Santiago (September 2012) convened jointly by UIL, OREALC, UNESCO Santiago and the National Institute for Adult Education (INEA), Mexico, with the participation of various regional bodies concerned with youth and adult education. During the meeting the final design of the Observatory was presented, analyzed and agreement was reached on its institutional structure. The Observatory is under its final design phase and initial data entry. It will be launched in January 2013.</p> <p>Results: The activities and promotional events carried out in 2012, at global, regional and national levels, contributed to:</p> <ul style="list-style-type: none"> - Giving greater visibility to effective literacy practices, particularly the prize-winning literacy programmes, - Launching of National literacy Campaigns (Arab States) and development of national NFE Act/policies (Asia) - Systemising literacy results and sharing progress and lessons learned from literacy and post literacy programmes (LAC) - Sharing of National Literacy Action Plans of some 35 countries with severe literacy challenges demonstrating political commitment and administrative willingness to scale up gender-sensitive literacy programmes aligned to national development goals; - The Adoption of the "Paris Communiqué on Scaling up Literacy"; - Mobilisation of Member States and development partners for strengthening their commitment and intensifying collective efforts to promote literate environments and "Literacy for All" towards the 2015 target date for EFA and the Millennium Development Goals (MDGs) and beyond, in particular in 42 countries, which are presently reviewing their national literacy action plans in

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			<p>consultation; -Development and dissemination of promotional materials (messages, videos, press realise, brochures) in all regions</p> <p>Challenges and lessons learnt: Considering the scarce resources to adequately address the need for progress in literacy, aggressive fund raising and partnership strategies are required for UNESCO to play its lead role in promoting and sustaining literacy and literate environments for all. It is also necessary to set up a literacy platform for providing relevant information on effective practices on a regular basis and narrow down the knowledge gap for effective policy/decision making. A number of field offices reported that lack of capacity of their respective government is one of the major challenges when implementing projects. The security situation, particularly in Arab States (Yemen, Sudan, and Egypt) slowed down the implementation of the Literacy work. Also, countries have varying degrees of understanding of the "quality" dimension of literacy programmes. In the 21st century context it is critical to develop holistic programmes which go beyond the basic literacy skills (reading, writing and counting) and integrate, within a lifelong learning framework, a broader set of skills to enable learners to cope in dynamic and complex knowledge societies of the 21st century. Sustainability of literacy can only be ensured through effective programmes, trained teachers, appropriate materials and continued learning opportunities which require adequate human and financial resources. The resource gap is a major constraint to sustain the momentum generated through the High Level Round Table for rapid interventions at different levels in the 42 countries seeking UNESCO's technical support, which in turn, require substantial amount of additional resources towards accelerating the pace of scaling up literacy. Inadequate capacity in the department of NFE has been widely recognized as an issue.</p> <p>Cost-effectiveness/efficiency measures: Given the financial constraints and budget cuts in 2012, the pooling of the budget of the different activities allowed UNESCO to consolidate its resources and achieve the expected results. Thus one major global event was organised which not only succeeded in drawing attention worldwide on the current literacy challenges, but also succeeded in mobilising the Member States with high illiteracy rate to reinforce their efforts from now to 2015 to get closer to the set goals and to plan actions beyond 2015, towards achieving universal literacy..</p> <p>The above-mentioned activities contribute duly to ER 2 of 36 C/5. In 2013 as UNESCO will be supporting at least 12 countries with severe literacy challenges to redress illiteracy and scale up development-relevant and gender-responsive literacy programmes, this ER will be achieved.</p>
ER 3: National capacities strengthened to develop and implement teacher policies, with particular emphasis on quality and gender issues	<p>PI: Number of countries supported by UNESCO in developing and/or revising and implementing teacher policies, strategies, plans and qualification frameworks, paying strong attention to gender issues</p> <p>B/b: 15 Member States</p>	<p>Africa: 23 Sub-Saharan countries are currently being supported. Arab States: 19 Arab countries supported ASPAC: More than 15 countries were supported LAC: UNESCO Santiago has developed the Second Phase of the Regional Strategy on Teachers. This design considers the elaboration of five technical documents related to specific knowledge gaps on teachers in the region. UNESCO LIMA supported the participation of 17 national institutions in designing the System of Continuous Training for teachers in Peru. UNESCO Montevideo has supported the organization of 5</p>	<p>Africa:</p> <p>1. Policy diagnostic studies have been initiated in Benin, Uganda, Mali, Guinea Conakry, Mauritania, Lesotho, Burundi, Mozambique, Congo and Niger. Benin, Lesotho and Burundi have completed their studies, had their reports validated and are currently reflecting on the teacher policy drafting process. The first Annual Diagnostic Studies Results Sharing Workshop has been prepared in the second half of 2012. It will be held in January, 21 to 23, 2013, bringing together the ten countries engaged in the studies. The aim is to encourage African countries develop effective South-south collaboration among them, sharing</p>

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		subregional workshops in Argentina in order to disseminate training materials with the participation of 400 teachers. These materials were introduced in the plan "conectar igualdad" one computer in each library of the Teacher Training Institutes (approx.. number of Public Institutes: 1.500)	diagnostic study results as well as teacher policy elaboration experiences, lessons learnt and best practices. 2.A national workshop to launch the process of harmonization of training programs for teachers in ECCAS countries was conducted in Douala, Cameroon in November 2012. The workshop brought together Central African country representatives to enable them to produce capacity development tools for Primary and Secondary school teachers.
	PI: Number of teacher training institutions supported by UNESCO that have reinforced the use of ICTs in their management, administration and pedagogical policies and practices B/b: 12 teacher training institutions, with a focus on those in UNESCO's target countries	Africa: ECOWAS countries in West Africa are designing and putting online teacher education and professional development courses, using Open-source system. Namibia is strengthening and consolidating institutional management capacities of leaders and managers of teacher education institutions and has acquired equipment for teacher education institutions to enhance teaching and learning through the use of ICTs in education. Implementation started in February 2011 and has been carried out through 2012. Namibia and Angola are working on ODL Policy and Modules. Preparation for the online training on ICT/ODL in teacher education for Master trainers from Ghana, Gambia, Sierra Leone, Liberia and Senegal. Nigeria and Cameroon are ongoing. Arab States: Commission for Developing the Teaching Profession (CDTP); Palestine, Ministries of Education of 5 Maghreb countries, Ministry of Education of Jordan ASPAC: Programmed benchmark were fully met LAC: UNESCO Havana has organized the workshop "Training of Mathematics and Physics Teachers: physics experimental preparation, use of computing resources and development of new texts for the disciplines of mathematics and physics". September 2012. (46 Teachers)	3.In the Democratic Republic of Congo, a diagnostic analysis of training schools for primary teachers was conducted with the Ministry of Primary, Secondary and Vocational Education; the Ministry of Public Service; civil society; educational partners and the technical and financial partners. Following this analysis, a document entitled "Revalorization of the teaching profession in the DRC: evaluation of training and professional status of primary school teachers" was produced and is available at the Ministry of EPSP. 4.In Namibia, the review of the ODL and ICT in Education policies, based on the MIL survey, with special focus on teachers' professional development, agreed on concrete recommendations as per policy decisions, and proposed the implementation of four key actions that can make Namibia leap forward. 5.Preparation for the online training on ICT/ODL in teacher education for Master trainers from Cameroon, Gambia, Ghana, Liberia, Nigeria, Senegal and Sierra Leone has commenced. 6.World Teachers Day (WTD) 2012 was celebrated in Senegal, Niger, Burkina Faso, Gambia, and in the different sub-regions in coordination with HQ to "take a stand for teachers". 7.The Teachers Unit at UNESCO BREDIA has been closely associated with the Pan African Conference on Teacher Development (PACTED) in a joint venture with the African Union Commission, the International Task Force on Teachers for EFA, ADEA, UNICEF and other partners in sharing best practices and lessons learned.
	PI: Number of sub-Saharan African countries with a teacher policy and innovative teacher programme developed B/b: 12 Member States	Sub-Saharan Africa: Ten countries are engaged in teacher policy diagnostic studies: Benin, Uganda, Mali, Guinea Conakry, Mauritania, Lesotho, Burundi, Mozambique, Congo and Niger. Benin, Lesotho and Burundi have completed their studies, had their reports validated and are currently reflecting on the teacher policy drafting process. Two countries, Sierra Leone and Namibia, have developed innovative programmes. All other regions except Africa : Not appropriate	8.In Burkina Faso, 30 teacher trainers from Institute of Sciences (IDS), the National Institute of Social Work Education (INFTS) and the Ecole Normale Supérieure, University of Koudougou (ENS/UK) were trained to meet their targets in teacher training, design and implementation of curricula. Likewise, a diagnostic study on capacity building needs in management was conducted in central and decentralized structures in charge of teacher training. A Capacity Development Advisory Group and a Capacity Assessment Team were also in place, in line with the CapEFA programme and funding. 9.Niger saw the capacity of MoE strengthened in development and implementation of NFE MIS. 10.In Mali, Japanese funds supported girls' and women's access to teacher training institutions. 11.In Sierra Leone, through the CapEFA Programme, the Ministry of Education, Science and Technology developed and approved a National Policy on Teacher Training and Development; a Bill for the Establishment of a National Teaching Service Commission; and the publication of a Code of Conduct for Teachers. Furthermore, a capacity assessment exercise of the teacher education sub-sector led to the development of concrete action plans. 12.The development of teacher regional and national qualification frameworks have started in ECOWAS, ECCAS and EAC countries. Some of the most important challenges are the lack of quality assurance mechanisms, accessibility and security issues especially in remote and rural areas, and institutionalizing project achievements into local or national policies.

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			<p>Arab States:</p> <p>Efforts in the Region were made towards assisting Ministries of Education and other relevant education agencies in improving their policy formulation and implementation with regard to Teachers. Several UNESCO Offices in the Region pulled forces together for greater synergy, as well as with other relevant international, regional and national agencies. Cost-effective solutions were found and there was increased visibility for UNESCO in the Region.</p> <p>Among the main achievements are the following:</p> <ol style="list-style-type: none"> 1. UNESCO Beirut, UNESCO Doha and UNESCO Amman jointly launched a new initiative on "Enhancing Teacher Policy and Practice in the Arab States". 2. UNESCO Office in Ramallah continued its efforts towards supporting the Palestinian National Teacher Strategy (TES, 2008) especially through disseminating Professional Standards for Teachers through workshops for Directorates and schools. The National Standards for Teachers were completed, as well as guides for new teachers and for the implementation of the standards. A draft of standards for school principals was also finalized. Standards for beginners and expert teachers were also finalized and printed. The Commission for Developing the Teaching Profession (CDTP) supported by UNESCO completed the draft of licensing schemes for teachers, which was submitted to the MOE. At the same time, data mapping for teachers and information needs survey were carried out that focused also on the collection of gender disaggregated data for Palestine. The CDTP website was upgraded and other means were also considered to disseminate the Teacher Standards, licensing schemes and new recruitment policy (i.e. TV shows episodes, Radio spots). 3. UNESCO Office in Rabat, in cooperation with UNFPA Rabat, has supported a Meeting of Maghreb Ministries of Education (6-7 December, Rabat, Morocco) on promoting education for health, including sexual and reproductive health. The meeting aimed to explore how schools and teachers can be better supported (especially in in-service contexts) towards promoting health education, based on the development of competencies such as assessing risks, informed decision making and responsible behaviors. The meeting was part of efforts in the Region to put in place appropriate support programmes for HIV and AIDS. Following this meeting, guidelines and training modules will be developed starting with the first quarter of 2013. 4. UNESCO Office in Amman concentrated its attention on emergency support to safeguard education quality for Syrians in Jordan. In cooperation with the Inter-Agency Network for Emergency Education (INEE), a training of 20 officials was planned to take place in the first quarter of 2013. A contract was signed in this respect with QRTA whose experts will finalize the training materials to be submitted for validation to the MOE Training Department. 5. Efforts to train teachers and principals were made for Syrian refugee students in Lebanon based on cooperation between UNESCO Beirut, INEE and IQRA' with a focus on schools in the Bekaa Valley. 6. All UNESCO Offices in the Region have also paid special attention to celebrating the World Teacher Day through special events and Media coverage. <p>Among the main challenges faced are the following:</p> <ul style="list-style-type: none"> - Owing to the political instability in many of the countries in the Region, planning and conducting meetings/workshops was increasingly difficult. Several planned meetings had to be postponed to later dates. - Owing to the diminished UNESCO budgets, planning for meaningful implementation proved equally difficult. However, solutions were identified, such as pulling together funds and efforts, as in the case of the Regional Teacher

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			<p>workshop that was conducted in Amman on 9-11 December 2012 based on the cooperation between UNESCO Beirut, UNESCO Doha and UNESCO Amman.</p> <p>- Several activities had to be delayed owing to the difficulties Ministries of Education in the Region face with regard to attracting qualified personnel (i.e. the QAQT project in Palestine based on Extrabudgetary funds).</p> <p>ASPAC:</p> <ul style="list-style-type: none"> • There was substantial progress in the promotion of teacher education in favor of EFA and ESD. A consolidation report on gaps in pre-service teacher education from the perspective of inclusive education was developed to showcase four case studies in China, Nepal, Lao PDR and Thailand under a JFIT-funded project. Advocacy materials are being developed on four main areas: policy, curriculum, materials development, and methodology. Teachers' understanding and skills to integrate EFA/ESD concepts and values into their teaching practices have been enhanced. • There has been increasing awareness of the ICT-CFT among member states, and training modules and examples of ICT-based PBL are shared and disseminated. • A draft teacher policy for Cambodia is available which will be finalized after a series of sub-national and national consultation workshops. When completed, the policy will be helpful in addressing the quality of teachers in the country. • A proposal to conduct policy research on ECCE practitioners' status and professional development has been prepared in collaboration with UNICEF and Lao MOES. • Work on teacher training in Solomon Islands, Tuvalu, Vanuatu, Samoa and Kiribati is underway, with more concrete results to be available in early 2013. One of the most important challenges is how to institutionalize project achievements into local or national policies, so that all these projects and activities can be implemented in a sustainable way. For the Pacific region, the geographical dispersion of some island countries and the difficulties with travel are major challenges. <p>LAC</p> <p>UNESCO Santiago has designed the Second Phase of the Regional Strategy on Teachers in LAC, jointly with their technical secretariat (CEPPE UC, Centro on Education Policy and Practice, Universidad Católica de Chile). The terms of reference for the various activities have been developed and a work schedule established. In order to harmonize the regional strategy and the global strategy led by the Task Force on Teachers, UNESCO Santiago helped in the organization of the LAC Regional Meeting of the Task Force on Teachers for EFA, organized in Jamaica in November 2012. In this framework, and as part of the new phase of planned activities, some countries will participate directly in planning exercises to put in practice UNESCO recommendations made during the first phase of the regional strategy. Panama will be the first country to start with this challenge, following an agreement reached with the national authorities, academics and teachers' unions.</p> <p>UNESCO Montevideo has contributed to the production of materials on Teachers Learning in Networks (DAR in Spanish). Activities have been carried out in Argentina and Paraguay in collaboration with programs led by the</p>

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			<p>Ministries of Education. Both countries have selected researchers and instructors from higher education institutions to take part. Additionally, 6 workbooks were produced and put online (http://www.unesco.org.uy/educacion). These materials have been incorporated in some 1500 teacher training institutes in Argentina. In Paraguay, the material is used for professional development and support in the classroom, and is available on internet and consulted often. This is seen as an innovative program in Argentina, Paraguay and Uruguay, and is institutionally supported by MoUs signed with the Ministries of Education, National Universities or National Agencies. The initiatives are in line with the EFA/PRELAC and the Teacher Strategy for the region. These activities/programs represent successful cases of program development from the pilot phase in a country and their incorporation into national practices and policies. They represent also the potential to develop well-designed interventions from one country to a cluster. In order to maintain cost effectiveness and efficiency, human and financial resources were mobilized from the Ministries involved.</p> <p>UNESCO Havana has supported the organization of workshops in the framework of curriculum improvement for teacher education institutions in Cuba. Textbooks and materials were elaborated and are being reviewed e.g. "Manual for Mathematics-Physics UCP", "Teaching Mathematics", "Fundamentals of Physics "; "Teaching Physics", Mechanics and Molecular Physics (I) and Electromagnetism. Pre-service teacher training is carried out at the universities.</p> <p>UNESCO Lima supported the participation of 17 national institutions in designing the continuous professional development programme for teachers; the preparation of a Curriculum Framework for Basic Education and a report with recommendations to improve the system.</p> <p>Some challenges include involving more countries to directly support planning processes, accomplishing work agenda on time and mobilizing resources.</p>
ER 4: Capacities in Member States strengthened and comprehensive and evidence-based policies for technical and vocational education and training developed, and assistance provided for their implementation	<p>PI: Number of countries having used UNESCO's policy reviews to initiate the development of policy based on the principles of inclusion, gender equality and sustainability B/b: 15 Member States</p>	<p>5 countries In 2012, three TVET policy reviews (Cambodia, El Salvador and Lao PDR) have been validated after intensive consultation with national stakeholders and these are being used to advance TVET in concerned countries based on the principles of inclusion, gender equality and sustainability. Policy dialogue in Malawi and Benin, following policy reviews in the last biennium, is further enhanced in the framework of G20 process led jointly by UNESCO and ILO.</p>	<p>UNESCO is implementing the Strategy for TVET (2010 to 2015) which comprises the following three core areas: 1) Provide upstream policy advice and develop capacity at the country level, 2) Facilitate conceptual clarification and improve the monitoring of TVET, 3) Act as a clearing house and inform the global TVET debate.</p> <p>Through UNESCO's work in 2012 at global, regional and national levels, Member States are developing more comprehensive TVET policies aligned to their development challenges and grounded on a stronger evidence base. During the reporting period, the Organization has provided direct policy support to around 20 countries. UNESCO strengthens Member States' capacities to develop evidence-based policies through its analytical framework for policy reviews developed within the framework of the Strategy and the capacity development approach adopted by the CapEFA programme. UNESCO is also promoting knowledge sharing and peer learning approaches at regional level for example in reviewing the TVET and labour market information systems in Latin America, the integration of entrepreneurship skills in Arab Region, the transition from school to work and the vocationalisation of secondary education in the Asia-Pacific region and the qualifications frameworks in ECOWAS region in Sub-Saharan Africa.</p>
	<p>PI: Number of countries setting up or enhancing existing frameworks for the monitoring and evaluation of TVET systems and policy innovations B/b: 15 Member States</p>	<p>12 countries participated in the regional study on TVET information systems in Latin America. 3 countries through Cap-EFA are enhancing their frameworks for monitoring and evaluation (Madagascar, Cote d'Ivoire and Afghanistan)</p>	
	<p>PI: Number of users of the UNESCO-UNEVOC educational resources platform on TVET B/b: 20% increase in users</p>	<p>The UNEVOC Website has been relaunched in the new UNESCO design in May 2012. It now allows for easier integration of attractive and dynamic content on all pages by way of powerful content tagging mechanisms. From 1 January to 6 June 2012 the UNEVOC homepage received 3 million hits and had 118, 615 distinct visitors, and increase of</p>	

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		<p>almost 23% compared to the period 7-12/2011. From 1 July to 6 December 2012 the UNEVOC homepage recieved 4 million hits and had approx 90,000 visitors.</p>	<p>Representatives of 107 countries participated in the Third International Congress on TVET, which provided opportunities for knowledge sharing and capacity development and advanced the TVET agenda internationally. The Third International Congress on TVET, held in partnership with other international organisations, has contributed to better conceptualisation of the contribution of TVET to sustainable development, and awareness raising regarding the roles of TVET in addressing the youth unemployment challenge and responding to the skills needs of individuals and enterprises. Pre-Congress consultations were held in Arab States and the Caribbean regions. The Congress helped to fill information and knowledge gaps on TVET policy options, strategies and practices, and strengthened regional and international cooperation. A special session was held in the Congress on the future of the normative instruments concerning TVET. UNESCO succeeded in bringing together key organisations working in the field to plan the Congress and in mobilising them to conduct joint initiatives such as the definition of key indicators for monitoring and evaluation of TVET and on Greening TVET.</p> <p>International cooperation has also been strengthened through significant progress in revitalising the UNEVOC Network which has been re-organised into regional and sub-regional clusters with a better coordination mechanism. UNESCO-UNEVOC has also intensified and expanded its on-line services to cover facilitated discussion on key TVET issues, a world TVET database and the identification of good practices in TVET.</p> <p>PROGRESS BY CORE AREAS OF THE STRATEGY FOR TVET</p> <p>CORE AREA 1: PROVIDE UPSTREAM POLICY ADVICE AND DEVELOP CAPACITY AT THE COUNTRY LEVEL</p> <p>In 2012, three TVET policy reviews (Cambodia, El Salvador and Lao PDR) have been validated after intensive consultation with national stakeholders and these are being used to advance TVET in concerned countries based on the principles of inclusion, gender equality and sustainability. New TVET policy reviews are underway in Zanzibar (United Republic of Tanzania) and an expert mission in St Kitts and Nevis is planned for early 2013.</p> <p>Policy dialogue in Malawi and Benin, following policy reviews in the last biennium, is further enhanced in the framework of G20 process led jointly by UNESCO and ILO. The Organization is also implementing capacity development programmes in TVET in six countries (Afghanistan, Benin, Cote d'Ivoire, Liberia, Madagascar and Malawi), through the Capacity Development for EFA (CapEFA) programme. The key outcomes of this support are, among others, agreement on a national approach for curricula design, frameworks for entrepreneurship skills development, TVET statistics and data improvement, and new institutional frameworks and quality assurance arrangements.</p> <p>With extra-budgetary funding from the Republic of Korea, UNESCO HQ is coordinating the BEAR project in 5 SADC countries (Botswana, Democratic Republic of Congo, Malawi, Namibia and Zambia). The International Fund for Agricultural Development (IFAD) has provided financial support for a research project on learning knowledge and skills for agriculture and rural livelihoods in</p>

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			<p>Cambodia, Egypt and Ethiopia. The Taskforce for Teachers for EFA is financing research on TVET Teachers policies and practices in 10 countries in the Arab Region.</p> <p>UNESCO-UNEVOC has also engaged through capacity development activities and support to UNEVOC centres in 5 priority countries (Afghanistan, Cambodia, Lao PDR, Myanmar and South Sudan). For example, UNESCO-UNEVOC supported the Afghan National Development Strategy (ANDS) and the establishment of the Afghan National Technical and Vocational Research Centre (ANTVRC), and the DDR programme in South Sudan to help former combatants to integrate into mainstream society.</p> <p>CORE AREA 2: FACILITATE CONCEPTUAL CLARIFICATION AND IMPROVE THE MONITORING OF TVET</p> <p>A report of the Interagency Group on TVET Indicators has been prepared and the indicators will be piloted in two countries. A special session on 'Skills measurement and monitoring' was organized by UIS in the framework of the Third International Congress on TVET. A post-Congress event on 'Beyond 2015: Perspectives for the role of TVET and skills development' was convened jointly by UNESCO and NORRAG (Network for Policy Research, Review and Advice on Education and Training). Experts in the UNESCO-NORRAG meeting raised several points relevant to conceptual clarification and the meaning of terms such as 'skills', 'skills development', 'technical and vocational skills development', 'training', 'learning', and 'lifelong learning', including the transversal nature of skills.</p> <p>CORE AREA 3: ACT AS A CLEARING HOUSE AND INFORM THE GLOBAL TVET DEBATE</p> <p>The Third International Congress on Technical and Vocational Education and Training (TVET) was organized by UNESCO and hosted by the Government of the People's Republic of China in Shanghai from 14 to 16 May 2012. The Congress focused on how to transform and expand TVET to ensure that all young people and adults can develop the skills needed for work and life. It met its objectives which were to: 1. Identify and discuss present and future challenges facing TVET and explore appropriate responses; 2. Build better understandings of and share knowledge on improving the contributions of TVET to sustainable development; 3. Inform perspectives for international cooperation in the field, and define strategic directions for joint future work and support to TVET at the national, regional and international levels.</p> <p>Over 540 representatives from 107 governments, including 40 Ministers and high officials attended, plus around 200 observers from the host country. Participants included political leaders, governmental and non-governmental organizations, industry leaders and entrepreneurs. The main messages of the Congress were summarized in the Shanghai Consensus and the General Report which are available in 6 languages.</p> <p>A draft of the report on Global Issues and Trends in TVET was presented in Shanghai to a selected panel of experts representing different regions, academia and practitioners. Progress has been made in taking account of the</p>

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			<p>feedback from the peer review session in Shanghai and where necessary elaborating new sections. The Report will now appear in the Education Sector Series and the format requires a new introduction/overview chapter which is currently under preparation prior to management review.</p> <p>UNESCO's TVET specialists across the Organisation have also made significant contributions to numerous launch events of the 2012 Global Monitoring Report on Youth, Skills and Work.</p> <p>The IFAD-UNESCO project on Learning Knowledge and Skills for Agriculture and Rural Livelihoods is being jointly implemented with the Section for Literacy and Non-formal Education (ED/BLS/LNF) aims to improve the conditions of employment of youth, especially females. Through ethnographic research the project aims to understand how young people develop the skills and knowledge they need for rural livelihoods. The first workshops in the three case study countries (Cambodia, Egypt and Ethiopia) will take place in the first quarter of 2013. This project was presented to and discussed by expert participants in the IIEP Policy Forum on Youth Engagement held in Paris.</p> <p>In collaboration with the Task Force on Teachers for EFA, the UNESCO-UNEVOC International Centre, and UNESCO Beirut, the TVET Section have launched an initiative to conduct a regional study titled "Policies and Practices on TVET Teachers and Instructors in the Arab Region". Ten Arab countries have confirmed their participation in the study. Progress has been made in selecting 10 national experts and an international expert. An inception workshop will be held in Paris in February 2013.</p> <p>The UNESCO-UNEVOC homepage has been redesigned and relaunched. A pilot version of the World TVET database was launched by UNEVOC with 50 draft country reports prepared and these are now being validated by Member States. UNEVOC is leading the identification of good practices in TVET.</p> <p>OUTPUTS</p> <p>The Third International Congress on TVET contributed to advancing each of the core areas of the Strategy for TVET and UNESCO's contribution to the global debate on TVET, with 107 countries represented including 40 ministers and high officials. The Congress focussed on how to transform and expand TVET to ensure that all young people and adults can develop the skills needed for work and life. The Congress included a discussion on the future of the normative instruments concerning TVET which contributed to the Secretariat's review of the instruments. The organisation and content of the Congress sessions received positive feedback and the outcomes of the Congress have been widely disseminated in the form of recommendations in the 'Shanghai Consensus' and the General Report of the Congress.</p> <p>In the Arab States, 66 Directors and curriculum specialists of Secondary Education and TVET shared experiences in the integration of entrepreneurship education in education and training. In the Asia and Pacific Region, the TVET component of education system reviews in Malaysia and Myanmar have been conducted and policy advice has been provided on national qualifications frameworks, quality assurance guidelines, developing staff for guidance and counselling, and the vocationalisation of secondary education. Among other</p>

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			<p>work, country case studies on the vocationalisation of secondary education have been conducted in China, Malaysia, Republic of Korea, Uzbekistan and Thailand and knowledge sharing and peer learning event was been organised at regional level in December 2012.</p> <p>At an operational level, in Timor Leste, UNESCO is supporting the development and operationalization of Community Learning Centres (CLCs). Four trainings on vocational livelihoods, entrepreneurial and business skills were provided. As a result the Government is expanding UNESCO model of operations to five new CLCs.</p> <p>In the Latin America and Caribbean region, policy advice and capacity development activities have included themes such as gender mainstreaming, intercultural approaches, and linking TVET to literacy programmes. UNESCO Quito has been providing policy advice in Ecuador and Bolivia on gender mainstreaming in TVET and an intercultural approach to TVET. UNESCO Guatemala has organised training workshops on gender issues in TVET. UNESCO Brazil has been working to improve the capacity of curriculum developers to reform upper secondary education in Brazil and has supported the training of personnel for the health sector. A regional study on TVET information systems in Latin America and the Caribbean has been prepared.</p> <p>Through conferences and online discussions the UNESCO-UNEVOC International Centre has facilitated thematic debates on topics such as 'Greening TVET', TVET teachers, and ICTs and TVET. The profiles of 186 UNEVOC Centres have been updated and a strategic plan for the UNEVOC Network has been developed. A UNEVOC network meeting was held in Bonn in September 2012 and 53 UNEVOC Centres were represented at the 10th Anniversary UNESCO-UNEVOC International Forum. These meetings have helped to revitalise the UNEVOC Network which has been organised into regional and sub-regional clusters, each with a coordinator. The world databank on TVET is developing and promising practices on TVET have been identified for e-dissemination.</p> <p>RESULTS</p> <p>In 2012, UNESCOs work has contributed towards capacity development, conceptual clarification and the global debate on the role of TVET for addressing the skills needs of individuals and enterprises, improved regional and international cooperation in TVET, filling information and knowledge gaps on TVET strategies and practices, and strengthening the evidence base for TVET policy development at all levels. In Africa for example, there is now strengthened collaboration between IATT and ADEA on the process of the African Union for the development of regional indicators on TVET and LMIS.</p> <p>The Third International Congress was a major success which gave countries the opportunity to work on the full range of TVET issues. The main messages of the Congress can be summarised as: 1. Profound transformations are needed in the conceptualisation, governance, funding and organisation of TVET; 2. TVET is at the heart of strategies for inclusive, equitable and sustainable development; 3.</p>

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			<p>TVET should be considered in relation to specific country contexts, while recognizing its universal dimension. The focus on 'transforming', rather than 'reforming' TVET has been appreciated by counterparts and is contributing to the development of more comprehensive approaches to policy review and development in this field.</p> <p>The Recommendations contained in the Shanghai Consensus provide a valuable framework for follow up actions by governments and other TVET stakeholders in Member States, by the international community, including multi- and bilateral actors as well as private institutions and civil society, and for the Director General of UNESCO. Several follow up discussions have already taken place and the Congress has mobilized international interest for TVET and skills development which is expected to lead to increased financial support. The Congress provided participants with a strong push for developing TVET in the countries, making it easier for them, as well as for other important national and regional stakeholders, to advocate for TVET and to raise resources.</p> <p>Following the Secretariat's review of the normative instruments the 190th Session of the Executive Board requested the Secretariat to submit to the 191st session a preliminary study on the technical and legal aspects of the desirability of making revisions to the 2001 Revised Recommendation concerning Technical and Vocational Education. A mid-term review of the TVET Strategy has been conducted.</p> <p>Capacity development for EFA (CapEFA) programme activities are proceeding in Afghanistan, Benin, Cote d'Ivoire, Liberia, Madagascar and Malawi. The key outcomes of this support are, among others, agreement on a national approach for curricula design, frameworks for entrepreneurship skills development, TVET statistics and data improvement, and new institutional frameworks and quality assurance arrangements.</p> <p>UNESCO-BREDA made two formal contributions to the ADEA Triennale on TVET to inform about sub-regional processes in TVET in ECOWAS and SADC subregions and it was negotiated and agreed between UNESCO and ADEA that the outcomes of the ADEA Triennale would serve as the input from Africa to the Third International Congress. In addition, the regional report on TVET in Africa was finalized by UNESCO-BREDA to inform the preparation of the Third International Congress.</p> <p>There are several examples of impact on transforming TVET policies such as the progress in developing TVET policies and strategies in Benin and Malawi following the policy reviews, and the progress in implementing the sub-regional strategy on TVET in SADC region as a result of CapEFA programme.</p> <p>The impact of the strategy can also be measured through better cooperation of agencies active in the field, regionally and internationally. In this regard the success of the Interagency Group on TVET in bringing together key organisations working in the field, conducting joint initiatives such as the work on indicators and more important acting together to organise the Third International Congress. The Interagency Group is a key cooperative mechanism for sustaining the momentum of Congress outcomes as well as for the mid-term review of the Strategy for TVET.</p>

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			<p>Measuring the impact of the UNESCO Strategy for TVET is challenging because of the complexity of TVET systems and the difficulties to reach outcomes in such short period. The impact depends also on other factors such as political stability, policy commitments and a conducive institutional environment. It is therefore important to note that whilst there is an obvious need to monitor the impact of the Strategy and actions, UNESCO is often not immediately responsible for impacting on target groups but the impact is often achieved through facilitation, networking and knowledge sharing. All this calls for a better definition of the result chain and setting-up relevant monitoring and evaluation tools including ex-post evaluations.</p> <p>CHALLENGES AND LESSONS LEARNT</p> <p>The year 2012 was very successful for UNESCO's work on TVET, despite minimal human and financial resources for TVET across the Organisation due partly to the UNESCO's budget shortfall. The resource challenge is especially affecting UNESCO Bangkok, where there has not been a dedicated TVET specialist since July 2012. As an interim measure the TVET portfolio has been shared between three education specialists in Bangkok. In Africa it is expected that the situation will stabilise after the field office reforms have been implemented. In Latin America and the Caribbean implementation capacities in TVET of UNESCO offices are also limited. In general, enhanced coordination and improved technical backstopping in TVET is needed. Whilst increased use is now being made of distance technologies and web-based communication tools, including the UNESCO-UNEVOC e-forum, this does not fully compensate for the resource constraints.</p> <p>Progress has been made by UNESCO-UNEVOC in the development of the world TVET databank and the identification of promising practices. The validation of country and good practice case studies by Member States can however be a slow process involving multiple ministries and agencies.</p>

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

- Full utilization of existing technical resources for substantive backstopping, including well-planned joint missions fielded by IIEP, HQ, respective field offices.
- Fully acknowledging that both technical and financial resources are scarce under the current financial shortfall in the organization, we have been able to carry out various educational planning tasks through off-site substantive backstopping and guidance through Skype meetings and other technologies.
- Running costs of the INESM collaborative inter-agency portal on Education Simulation Models were rationalized through the migration of the website back to UNESCO IT infrastructures.
- Cost effectiveness measures have been consistently applied including scrutinizing the budget estimates, use of partnerships, cost sharing, use of interns and seconded staff, use of in-house expertise.
- Cost co-sharing strategies have been used between HQs and Field Offices, and between regular and extra-budgetary projects. Given only US\$50,000 allocated to the regular ICT in education project, the activities have been implemented in a most cost effective manner. As the regular budget for the biennium has been running out, additional funds need to earmarked to the RP to deliver the planned ICT in education activities.
- Activities combined with partners (AFD, ADEA, UNICEF, etc) including local partners, between UNESCO Offices and Institutes (use of internal expertise), including EXB projects notably CapEFA which has enabled for joint technical support and missions.
- Availability of online documents has immensely reduced costs in terms of distribution and allows for a greater number of countries/institutions having access to them.

MLA 2: Building quality inclusive education systems

Regular Programme ¹ : operational budget only		Extrabudgetary resources ¹	
Allocation 2012-2013: US\$ 3 035 508	Expenditures 2012-2013: US\$ 1 463 663	Allotment 2012-2013: US\$ 20 508 268	Expenditures 2012-2013: US\$ 10 934 252

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ER 5: Basic education, including early childhood care and education policies, programmes and practices improved in Member States, strengthening quality, equity, inclusion and gender equality	PI: Number of countries that are strengthening and monitoring the adequacy and quality of their ECCE services with UNESCO support B/b: - 10 countries - Multi-agency HCIDI	- 3 global level HECDI meetings and 1 regional level consultation (Arab States) organized. - More than 20 countries supported (Arab States, LAC+, AFR) through capacity building seminars and technical advisory services to ministries of education on ECCE policy and strategy development and expansion and quality improvement of provisions. - More than 15 countries Arab States participated in a regional activities to enhance knowledge and exchange experiences and to draft regional Framework on ECCE Monitoring of Quality and Adequacy. -1 regional network on ECCE established (Arab ECCE working Group) and collaboration enhanced with 2 regional networks (Africa: ADEA and Asia-Pacific; ARNEC) - 29 country reports (summaries) uploaded on ECCE webpage - 3 global advocacy materials produced for the GAW 2012 and national GAW events organized in more than 15 countries around the world - 2 sets of regional level training materials produced (Africa, Asia-Pacific) - Countries were supported to develop their policies and strategies in ECCE	Outputs and Results: In ECCE, steady progress was made in 2012 with concrete outputs at both global and regional levels. At the global level, expertise in the partner organizations and among individual experts was mobilized to generate the basis for constructing the Holistic Early Childhood Development Index (HECDI). As a result, an integrated list of potential indicators for constructing HECDI was compiled. Partnership building was actively pursued with Member States and partner organizations to pilot the HECDI, which involve assessing data availability and explaining the importance of holistic indicators of child development. Close working relationships with the World Bank, UNICEF and OECD were built as a way to build on partners' work and further develop the HECDI. The production of two new documents, a guide to child development indicators summarize the work on indicators completed by the HECDI group, and an overview of indicators of quality started in the latter half of the 2012. Partner organizations continued to appreciate UNESCO's leadership in implementing and coordinating this global project, especially as the HECDI processes helped map and coordinate early childhood indicator projects by different organizations. At the regional level, UNESCO continued to support governments to develop and strengthen ECCE policies and provisions, as well as to facilitate knowledge and information sharing through networking and collaboration with partners. In the Arab region, a regional working group on ECCE was established and capacity building activities were organized. Policy makers in the region have been sensitized on the importance of ECCE. Close collaboration with ARNEC was further strengthened to promote holistic and comprehensive ECCE in the region through advocacy, research and capacity building activities, such as the community-based parenting education programme implemented in seven countries (Bangladesh, Myanmar, Pakistan, Samoa, Viet Nam, Kazakhstan and Mongolia) by UNESCO Bangkok. In Africa, under the framework of the ADEA working Group on ECCE, UNESCO produced the ECCE policy support guide and Indicators and the Methodological and pedagogical guide of the use of Boubou et Zaza was finalized. Support to southern African countries was extended to develop their policies and strategies in ECCE. A Sub regional conference organized in SADC brought together stakeholders from 4 countries (Namibia, Botswana, South Africa and Angola) to address the issue of learning needs for San communities in Namibia. Various advocacy materials were developed during the course of the year, in particular, the set of advocacy resource materials produced for the Global Action Week (GAW) on EFA Goal 1 allowed common advocacy messages to be disseminated by UNESCO. Many countries organized national level advocacy events in collaboration with UNESCO FOs. UNESCO's work for GAW on EFA Goal 1 has been appreciated by partner organizations, particularly the Global Campaign for Education and the Consultative Group on Early Childhood Care and Development. 29 countries submitted a progress report to date
	PI: Number of countries that have equitable quality improvement efforts in basic education with UNESCO support B/b: - 10 countries - Comprehensive education quality framework developed and in use	- Piloting of GEQAF started in 3 countries (India, Gabon, South Africa). - 240 primary school teachers trained for the Teaching Certificate in Primary Education (Belize). - Technical support provided to curriculum development and reforms at primary and secondary levels (Guadalupe, Africa, Zimbabwe) - Technical support provided to countries for institutional capacity building of teacher training institutes (Tanzania, ECOWAS French-speaking countries; Asia-Pacific).	
	PI: Number of countries that UNESCO has supported to improve inclusion in basic education B/b: -10 countries - Report on the inclusion of Roma children	- A guide to address exclusion prepared in 4 languages - More than 30 APA countries supported in evidence-based inclusive quality based education policies, programmes and practices. - An advocacy report on girls and women's education published with 9 country studies/ - 4 countries in Africa supported to accelerate girls access to secondary and higher education, in the field of math and sciences, and gender-sensitive teacher training -A report on mathematics education in 14 countries and the analysis of challenges published - 8 LAC countries and 4 Member States on inclusion in education and children's right. - Global partnership established for the implementation of Article 24 of the CRPD. - Sub-regional conference in SADC organized bringing together stakeholders from 4 countries to address the issue of learning needs for San communities in Namibia.	

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			<p>since the World Conference on ECCE. UNESCO hosted the Annual Consultation of the Consultative Group on ECCD (November 2012) and strengthened its engagement in the global partnership on ECCE. The Parenting Education Guidebook and Facilitators' Handbook for Parenting Education in the CLCs, including a "Resource Pack", were developed to support the implementation of the parenting education programme, with a short accompanying video. In LAC region, innovative education experiences in inclusive education and ECCE were systematized and disseminated through the Innovemos Network website and the UNESCO perspective on inclusive education and on ECCE was also disseminated through the region. In the efforts to promote inclusion and equity in education, UNESCO continued to promote and support countries in implementing and monitoring evidence-based, inclusive, quality basic education. Key thematic areas addressed at different levels of UNESCO's work have been gender, multilingual education, and disabilities. Regional networks have played quite an instrumental role in promoting UNESCO's targeted work. A guide to assessing and analysing education systems to address exclusion was prepared in four languages (English, French, Spanish and Arabic). The process to establish a Regional Observatory of Inclusive Education in the Latin America region was launched with the participation of UNESCO (OREALC/UNESCO Santiago; IPE/UNESCO Buenos Aires; IBE Geneva); CEPAL, OEI and Campaña Latinoamericana por el Derecho a la Educación. Support was provided to the first Regional Workshop for the Development of UNESCO's Policy on Indigenous Peoples (Santiago, 3 to 5 September 2012). Representatives of indigenous peoples in the region, UNESCO specialists, and Chilean government representatives participated in the Regional Workshop which will inform the UNESCO's policy on Indigenous Peoples in the areas of education, science, culture and communication and information. In Africa, operational activities were implemented in Burundi, notably the "Street children education strategy". UNESCO Bangkok collaborated with the MLE Working Group and expanded the MLE database on the use of local languages in schools across Asia-Pacific. UNESCO Bangkok's "Why Language Matters for the MDGs," which is a key publication to raise awareness of the importance of language issues in development process, has been widely distributed. Technical support was provided in strengthening MTB-MLE in Timor-Leste and India.</p> <p>Mainstreaming gender in national education systems and building national capacity to achieve EFA goal 5 have been a core priority. A global advocacy report on girls and women's education "From Access to Equality: Empowering girls and women through literacy and secondary education" was produced under the framework of the UNESCO's Global Partnership for Girls and Women's Education. The report in English and French, featuring 9 country case studies, was launched by the Director-General on 21 November 2012 on the occasion of the Global Education Meeting (GEM). In the Asia-Pacific region, gender equality has been promoted through advocacy and policy dialogue. Some recent publications include 'Removing Gender Barrier to Literacy' and 'Empowering Girls and Women through Physical Education and Sport'. Training and capacity building through online training courses on gender equality in education for teachers and policy makers have been initiated and expected to be completed in 2013. A new research into the gendered dimensions of learning and occupational achievement was initiated in partnership with the Korean Women's Development Institute. Networking at both global and regional level on</p>

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			<p>promoting girls' education and gender equality has been actively pursued through UNESCO's active and regular participation in the United Nations Girls' Education Initiative (UNGEI) and other related partnerships, such as the one on combating/preventing gender-based violence (GBV) and violence against children (VAC). Against the backdrop of Malala incident in Pakistan, UNESCO Pakistan organized a public forum and numerous other awareness raising activities to underline the need for educating girls. In Africa, strategies were developed in Ethiopia to reinforce girls' access to secondary and higher Education, and gender transformative and leadership curriculum outline was developed for ECOWAS English speaking countries. Support was provided to Tanzania and Ethiopia through the project to empower girls to be responsible actors in development issues, while contributing to improving their academic performance and retention in schools.</p> <p>Bringing children with disabilities into schools continues to be a major challenge in many countries, in particular making schools inclusive so that these children can access education in an inclusive environment. At the global level, a number of successful joint events were organized on the right to education for persons with disabilities as a way to demonstrate to the wider community the strengthened commitment of UNESCO to work to promote and ensure the right to education for everyone and to create inclusive societies through education. The 2012 UNESCO/Emir of Kuwait Prize for the Promotion of Quality Education for Persons with Intellectual Disability was awarded, and information on the work of the winner was disseminated around the world through UNESCO's portal to raise awareness on the right to inclusive education for persons with disabilities, as well as to increase the visibility of the Prize. UNESCO New Delhi and the Indian Association of Rehabilitation Professionals (IARP) organized an International Conference on "Global Commitments towards Inclusive Development of Persons with Disabilities" with 200 professionals from 10 countries. This event was crucial in promoting international best practices and strategies for ensuring rights-based inclusive education for children with disabilities.</p> <p>UNESCO Bangkok collaborated with a Japanese university in documenting case studies and best practices related to the inclusion of children with disabilities from 8 countries in the region. In Latin America, the implementation of the Regional System of Education Information of Disabled Students (SIRIED) has responded to a great need in the region concerning the collection of trustworthy information aimed at orienting policies and fund allocation. The participation of five countries has allowed the sustainability of the project and its appropriation by civil servants responsible for special education and by the statisticians of the Ministries. This situation will allow for the extension of this work to a regional level during 2013. With the national and regional level initiatives expanding, a major development at the global level was the initiative to reactivate the flagship on education of people with disabilities. Following a side-event co-organized with UNICEF during the 5th Conference of State Parties to the Convention on the Rights of People with Disabilities (12 September 2012), UNESCO joined the Education Working Group of the Global Partnership for Children with Disabilities (GPCwd), which was launched in September 2012. An online community on 'Building inclusive societies for persons with Disabilities' was developed under the WSIS Knowledge Community platform, in collaboration with the Communication Sector, with one of the thematic areas being education. A special event on the occasion of the International Day for Persons with Disabilities (3 December 2012) was co-organized by the</p>

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			<p>Education Sector and the Communication Sector, and for the first time, a message by the Director-General was issued on the occasion of the International Day. The event highlighted the main activities of the organization in promoting the rights of persons with disabilities. Through these activities focusing on the right to education of people with disabilities, UNESCO gave impetus to raising the profile on this particular issue that had long been neglected in the work of EFA and inclusive education.</p> <p>In the specific areas of promoting quality basic education, the generic version of the General Education Quality Diagnosis/Analysis and Monitoring Framework (GEQAF) was completed, uploaded online and made available in four languages (English, French, Arabic and Spanish). The country piloting was conducted in India, Gabon and South Africa. Consultations with 8 other countries (Columbia, Egypt, Nigeria, Oman, Peru, and Russia and two CIS countries) were initiated for piloting in 2013. In Africa, priority was placed on supporting countries to improve the curriculum framework design and development. In Zimbabwe, a roadmap was developed to support the curriculum review process and a national team was put in place to start the exercise. The second edition of the Post Graduate diploma for curriculum design and Development (PGDCDD) was launched (November 2012) with 47 students enrolled as second cohort. The programme has become well known beyond the African boundaries and has attracted the participation of trainees from Arab States, Latin America and the Caribbean and North America. In view of expanding the programme and covering the entire region, UNESCO Dakar organized a meeting gathering 9 ECOWAS French speaking countries, to plan the next elaboration and launch of the French edition of PGDCDD. This has led to the elaboration of a roadmap outlining the implementation of the programme in these countries. Partnership was also mobilized for technical and financial support to the programme. The regional offices also actively engaged themselves in the areas of secondary education. For example, technical support was provided to Myanmar under the Cap EFA Programme and the country's Comprehensive Education Sector Review (CESR) exercise and analytical work conducted by UNESCO Bangkok. Given the country's intention to reform certain aspects of its secondary education sub-sector, a comparative analysis of this sub-sector in the ASEAN+6 countries was carried out. This analysis revealed a number of differences between the secondary education sub-sector in Myanmar and that of the other countries. In the next phase of the CESR exercise, technical support will be provided with a view to supporting policy reform in the secondary education sub-sector of Myanmar. UNESCO Bangkok has also prepared a paper on secondary education discussing policy options for improving secondary education financing. UNESCO's work on secondary Education in Africa also gave strong focus to improving girls' access to math and science education in secondary education. For example, in Malawi, a summer camp for adolescent girls to promote the access of math and sciences was organized and teachers were trained in gender sensitive pedagogy in math and sciences. To further reinforce the ongoing efforts, an MOU was signed with the Islamic Development Bank to develop a teacher training curriculum for Math and Sciences, for Girls in Niger (US\$150,000).</p> <p><u>Challenges and lessons learnt:</u> HQs, regional offices and FOs have all faced a number of challenges towards the development of a gender responsive, inclusive and high quality basic education in the Member States. Some of these challenges include lack of high level political commitment, inadequate</p>

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			<p>financial resources, competing development priorities, limited institutional capacity, lack of trained personnel and lack of awareness. Regional experience points to the importance of commitment and involvement of FOs in the common activities such as "ONE UNESCO", with harmonized and coordinated actions as the key to the success of UNESCO's activities on the ground.</p> <p>While most countries have developed legal frameworks to guarantee children's right to education, many still struggle to enforce these legal provisions due to financial, social and cultural barriers. Difficulties in particular lie in terms of making legal provisions for early childhood education, multilingual education, alternative schooling and inclusive education. Some countries are facing even tougher challenges due to ongoing armed conflict and ethnic and sectarian violence. At the same time, the collaboration with partners, such as National Commissions, Permanent Delegations, UN Agencies has proven to be very fruitful in all activity areas of the programme. Continuous dialogue, exchange and cooperation are crucial among a wide range of stakeholders.</p> <p>For ECCE, determining the best strategic focus for UNESCO's ECCE work will need to be the major concern for 2013, especially given the limited resources and the fact that there are other partner organizations who are also working in the area of ECCE with much more capacity in terms of resources and expertise. Specific challenges to implementing extra-budgetary projects in a timely manner in situation of conflict will need to be better addressed. UNESCO's role should ideally build on others' efforts and be uniquely positioned to take advantage of UNESCO's strengths and mandate, such as monitoring progress towards EFA Goals, ensuring links between ECCE, inclusive education, gender, disabilities, support to the development of children most at risk of exclusion and multi-stakeholder coordination at global and regional levels.</p> <p>The programmes and projects in the field, especially in Africa, continue to demonstrate the critical need to address the education challenges for girls and women, with targeted approach but within a holistic development framework. The use of different media like radio and dialogue were shown to also have a great role to play in raising the awareness of the community towards the value of girls' education and other social and cultural barriers.</p> <p>In light of the increasing number of requests received for support to education for persons with disabilities, UNESCO needs to continue to step up its effort to respond to the needs of Member States by engaging with partners to ensure the implementation of the right to education for persons with disabilities, making good use of online platforms, and seeking collaboration with advanced countries in the areas of inclusive education for people with disabilities. It is hoped that these initiatives will also help steer discussions on the post-2015 agenda, ensuring that focus is placed on the rights of people with disabilities.</p> <p>To ensure that we are building on the efforts of partner organizations and responding to the needs in the field, emphasis should be on the communication and convening power of UNESCO. The experience from the Asia-Pacific also shows that the mobilization of civil society organizations (CSOs) and media can go a long way in raising public awareness.</p> <p>The timely piloting of the GEQAF at country level continued to be a challenge and has taken longer than anticipated for some countries to decide on dates for piloting as they try to fit the exercise in their ongoing or planned activities.</p>

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			Contribution to C/4 outcomes: These activities contribute to UNESCO's Programme and Budget (36/C5), Main line of action 2 "Building quality inclusive education systems", Expected Result 5 Despite the financial constraints, the programme work continued to contribute towards building quality inclusive education systems, by supporting the development of holistic ECCE systems (through the HECDI) and providing resources that countries can use towards building and implementing quality education. All the activities under this ER5 have made conscious efforts to ensure gender mainstreaming by giving particular attention to the use of gender sensitive language in materials, ensuring gender balance in meeting participants, as well as proactively linking the activities to gender-specific programming efforts of the various organizations, such as bringing ECCE into the gender discussion of partners as well as promoting gender analysis into publication reviews and editorial support to studies and materials shared by field offices. Targeted programmes on increasing and sustaining girls' access to education either in terms of geographical locations or of subject matters have ensured the relevance of the programme and have been leading to concrete results. The programmes overall have also continued to contribute to developing the capacities of Member States by raising awareness of the importance of policies and programmes targeting women and girls and by providing technical support to mainstream gender in literacy policies.
ER 6: Capacities in Member States strengthened to ensure more equitable access to quality higher education and research, including through innovative modes of provision	PI: Number of countries supported to scale-up access to equitable, gender-and development-responsive access to quality higher education through innovative modes of provision B/b: - 10 countries - 1 compendium of publications on innovative methods for scaling up equitable access to development-response quality higher education	10 countries in Asia(such as Afghanistan, Cambodia, Vietnam), 8 UEMOA countries in Africa and also South Sudan, 1 in Arab states (Sudan), and 1 in Caribbean (Haiti). Publication on Ranking is in the process.	A.Promoting policy dialogue and sharing good practices for policy formulation and reform Within the framework of promoting policy-dialogue, policy-formulation and reform, during the course of 2012 UNESCO contributed significantly to improve access and quality of higher education by developing effective partnerships and providing technical assistance to developing countries. In order to sustain Africa's global partnerships, the UNESCO-ADEA partnership was reinforced through the elaboration of an action-plan. The UNESCO/COL Policy Forum for Asia and the Pacific: Policy and Practices in Open Educational Resources was organized. Active participation and contribution was brought to international/regional workshops and meetings on open distance learning (ODL) and Open Educational Resources (OER) organized by Korea National Open University (KNOU), Commonwealth of Learning (COL) and Korea Education & Research Information Service (KERIS), and also to the EHEA Ministerial Conference and at 2 BFuG Board meetings. The UNESCO/DAAD Conference was organized: Strengthening Regional Cooperation in Quality assurance in West & Central Africa.
	PI: Number of countries supported by UNESCO that have developed quality assurance systems and other accountability tools B/b: - 10% increase	Senegal, and the 6 regional and 1 international networks on quality assurance have developed accountability tools. 10 target core groups are being identified and established in the Caribbean.	
	PI: Global policy debates on critical issues in higher education enriched B/b: - 2 global fora on key policy challenges in higher education - 2 UNITWIN networks initiated on global higher education research trends - All UNESCO chairs reviewed	UNESCO-ADEA; UNESCO/COL Policy Forum for Asia and the Pacific: Policy and Practices in Open Educational Resources; UNESCO/DAAD Conference: Strengthening Regional Cooperation in Quality assurance in West & Central Africa; Meeting on Elaboration of a Feasibility Study on a Global Convention for the Recognition of Qualifications concerning Higher Education; Internationalization and Quality assurance in tertiary Education:Issues and challenges, held in November in Jamaica.	
			UNESCO provided policy advice and technical support to Ministries of Higher Education in Afghanistan, Cambodia, Haiti, Sudan, South Sudan, and Senegal (Directorate of Higher Education) within the context of establishing the national authority for quality assurance in higher education. An information management system (IMS); "cahier de charge" for the Creation of virtual higher education institute for UEMOA countries was elaborated; also a road map for the creation of Centers of Excellence in technology within Higher Education Institutions of the Economic Community of East and Central Africa (ECEA). The preparatory work: "Enhancing Quality and Quality Assurance in HED systems of the Arab States" is being prepared to take place in 2013; system's assessment exercise was carried out for

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			<p>Magrebian countries and an action plan is under preparation with a focus on quality assurance and orientation towards the labour market, and to more than 10 countries in the Asia and the Pacific region such as Afghanistan, Cambodia, Vietnam, etc. Support is provided to the initiative "Inclusion in Higher Education in Chile" led by Universidad de Santiago de Chile, and to the Second Caribbean Conference on Higher Education which will focus on Science Technology and Innovation, quality assurance, access and equity, relevance, policies.</p> <p>Regional and International Conventions and Recommendations in Higher Education Further consultations have taken place with subsequent revisions to the Subsidiary text to the Lisbon Convention on the use of Quality Frameworks in the recognition process; the ENIC Bureau met and approved the Subsidiary Text; 2 states confirmed their intention to ratify the Tokyo Convention in 2013; Preparations underway for the 20th Joint Meeting of the ENIC/NARIC Networks and the Lisbon Convention Committee.</p> <p>Elaboration of a Feasibility Study on a Global Convention for the Recognition of Qualifications concerning Higher Education and related implementation activities The Feasibility was elaborated and submitted by the consultants in November 2012 in China. The Study also included the summaries of the regional inputs prepared by the respective regional experts. Some revisions to the study have been requested by January 2013.</p> <p>Portal on Higher Education Institutions In November 2012, the Portal of Recognized Higher Education Institutions provided detailed information on 42 countries. Since late 2011, twenty-five countries have confirmed their interest to join the Portal, nominated their Focal Point, and/or submitted the country information. These include: Bangladesh, Barbados, Central African Republic, Denmark, Dominica, Ecuador, France, Gambia, Guatemala, Guinea-Bissau, Guyana, India, Indonesia, Iraq, Iran (Islamic Republic of), Israel, Italy, Kazakhstan, Mauritius, the Philippines, Poland, Saint Vincent and the Grenadines, Sri Lanka, Suriname, Zambia. New information will be uploaded and current pages will be updated as soon as the Section for Higher Education can access the web pages of the UNESCO Portal of Recognized Higher Education Institutions.</p> <p>Inter-institutional cooperation and networking During the course of 2012 some 47 proposals for the establishment of new UNESCO Chairs were received from 30 Member States. 25 new UNESCO Chairs were established in priority areas ESD, teacher education; quality education, water; climate change and environment; culture of peace and human rights; 86 activity reports by Chairs were processed and are ready for publication on the UNITWIN portal; the agreements of 10 Chairs and Networks were renewed, and 15 new Chairholders appointed. An action plan for the implementation of IOS recommendations in the audit report on the UNITWIN/UNESCO Chairs Programme was developed, addressing the main recommendations (identification and closure of inactive Chairs; strengthening interaction between UNESCO and Chairs; and improving</p>

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			<p>Programme communication); the Intersectoral Committee for UNITWIN was reactivated.</p> <p>B.Capacity Building for Enhancement of Quality Higher Education Programmes</p> <p>Global Initiative for Capacity in Quality Assurance in Developing Countries and Countries in Transition (GIQAC): The Global Initiative for Quality Assurance and Capacity (GIQAC) funded by the World Bank and implemented by UNESCO continued during the course of 2012. The activities implemented by the seven networks included: policy dialogue, regional & sub-regional workshops on "Internal and External QA Agencies", scoping studies, distant courses, development, expansion maintenance of websites and databases, on-line forums, internship Programmes, mutual recognition projects, peer review, development of quality information systems toolkit, development and implementation of EQA training courses, master list of bona fide accrediting agencies, production of modules which were released to the public, impact study of cross-border QA.</p> <p>UNIVERSALIA Ltd.was contracted to undertake the external evaluation of the project, to assess the quality of the main outputs and outcomes of the project in developing countries (2007-2012). The main findings (18) are intended to be used to enhance the project's relevance, efficiency and effectiveness & shape the features of the project for a second phase.</p> <p>Under the review period, GIQAC Phase II started and 2 projects were prepared for the following regions:</p> <p>a) Caribbean, by allocation of Funds from Republic of Korea, which aims at establishing Country Core Groups and reinforcing existing Country Core Groups of the Caribbean Area Network for Quality Assurance in Tertiary Education (CANQATE). The country core groups will act as branches of the Network on the ground in order to advance the mobilization, operation and capacity of Member States for quality assurance in higher education in the region,</p> <p>b) Africa by allocation of funds from France for which the implementation workplan is in the making.</p> <p>Use of ICT to expand access and improve quality of higher education: UNESCO through GIQAC phase II, will train a critical mass of specialists in quality assurance for each region to serve as multipliers; and to support a global environment for cross-regional learning in quality assurance. The implementation of webinars involving and benefiting all GIQAC partners will contribute to reaching this goal The development and implementation of a GIQAC webinar (an online seminar) on 'Internationalisation and Quality Assurance: Capitalizing on Global Trends'. The webinar will create an opportunity for the pool of experts that has been convened through GIQAC to work more closely together for cross-regional exchange and knowledge-sharing, for the benefit of all the networks and experts involved in GIQAC.</p> <p>Consultations are going on with the Sub-Technical Working Group on Higher Education (STEG-HE) which was established following extensive advocacy to bring different higher education institutions/stakeholders in Cambodia.</p>

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			<p>Progress on Quality Assurance and Accreditation is expected to gain momentum through the work of STWG-HE in 2013. Also workshops on raising awareness of the importance of QA in higher education by APQN (Asia-Pacific Quality Network).</p> <p>C. Institutional Capacity strengthening and relevance of higher education programmes:</p> <p>i) Institutionalizing governance and quality assurance within higher education institutions: UNESCO developed a partnership with the German Inter-university cooperation agency (DAAD) in order to organize a conference on governance and quality assurance in higher education institutions from West and Central African countries. Interests were expressed by the African Development Bank (ADB) and UEMOA in providing technical and financial support to its countries. Association of African Universities, CAMES, GUNI Africa and Inter-University Council of East Africa and AfriQAN have agreed to join efforts to implement the joint road map.</p> <p>ii) Effective Partnership building to promote gender in Higher education and other domains A road map for the implementation of the programme on gender and transformative leadership in African universities was developed. An outline of the curriculum was elaborated. It includes 9 modules which are in the process of elaboration by gender specialists from the Universities of Ghana, the Gambia and Liberia in close collaboration with Rutgers University, FAWE, ECOWAS and Action Aid International. UNESCO and Rutgers University are coordinating and providing technical support throughout the different phase of the elaboration of the curriculum.</p> <p>iii) Higher Education and Environment and Sustainable Development: UNESCO organized an Asia-Pacific Regional Workshops on Public-Private Partnerships in higher education and TVET and youth employment. Researchers from 7 education research institutes/universities and other experts participated and shared their preliminary findings on the issues. UNESCO Bangkok organized a UNESCO-APEID meeting on Entrepreneurship Education in cooperation with Zhejiang University.</p>

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

Despite the resource constraints, UNESCO offices have been using various cost-effective/efficient measures. Most UNESCO events/activities were organized in collaboration with the national and international partners on a cost-sharing basis. Normally, limited UNESCO funds are used to pilot new ideas and funds are mobilized to further disseminate and scale up the initiatives. More and more UNESCO offices are working with new partners such as academia, foundations, national and regional networks, and the private sector. - Participation of both national and international partners in the commemoration of the global EFA week at national level have ensured a nationwide coverage. Efficiency has also been ensured through selection of implementation partners on a competitive basis. Other solutions such as the choice of low-cost venues for meetings and events were also used. In order to sustain partners' interests in contributing and collaborating with UNESCO's programme there is a need for a strong and continuous communication strategy on promoting UNESCO's work.

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

Regular Programme ¹ : operational budget only		Extrabudgetary resources ¹	
Allocation 2012-2013: US\$ 1 803 137	Expenditures 2012-2013: US\$ 833 726	Allotment 2012-2013: US\$ 32 098 313	Expenditures 2012-2013: US\$ 23 678 435

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
ER 7: Capacities in Member States strengthened to integrate a holistic vision of education for sustainable development, including climate change education and education for disaster preparedness and risk reduction, into educational policies, development plans and programmes	PI: Number of countries supported to develop policies, plans and programmes on climate change education for sustainable development B/b: 10 countries	Global: Climate Change Education for Sustainable Development (CCESD) capacity building underway in 5 pilot countries; CCESD secondary teacher education course piloted in 10 countries Africa - ongoing work with 2 countries Arab States - ongoing work with 4 countries Asia Pacific - ongoing work with 10 target countries Latin America & Caribbean - ongoing with 1 country, as well as 1 regional CCESD programme developed and 4 case studies underway	RESULTS DESD Advocacy, Coordination and Monitoring in order to integrate a holistic vision of ESD into educational policies, plans and programmes The presence of ESD at the international level and in policies of Member States continues to grow. At the international level, evidence of this includes references to ESD in the preparations of and the follow up to Rio+20. There are significant references to ESD in the outcome document of the conference, including the commitment to continue and strengthen ESD beyond the end of the UN Decade of ESD (DESD). ESD is also increasingly present in the preparations for the post-2015 development agenda. The increasing presence of ESD internationally can to a significant degree be traced back to UNESCO's focused advocacy work on ESD which argues for the relevance of ESD both to the quality education and the sustainable development agendas. The importance of education in sustainable development was one of the Organization's main messages at Rio. Furthermore, as chair of the Interagency Committee for the DESD, UNESCO facilitated a one-UN voice on ESD regarding Rio, building on the work of the previous chair. This included partnering with an initiative of the Rio+20 Secretariat to build momentum for ESD in higher education. At regional and national level, ESD advocacy duly links to the ongoing and anticipated education and sustainable development priorities of Member States. The number of countries requesting and receiving targeted support from UNESCO on ESD through its Field Offices is growing. A further indicator for the growth of ESD both at international and national levels is the large demand and positive feedback for UNESCO's ESD materials, both through the general UNESCO website and at the websites of Field Offices. The second of three reports on the DESD was presented by UNESCO at Rio+20 and has received good reviews from Member States. It was taken up and disseminated also by the communications department of the Rio+20 Secretariat. Preparations for the third global report are under way, complemented by regional activities, notably involving 10 countries in Asia-Pacific, on monitoring and evaluation. The UNESCO ESD website has remained among the top 5 websites consulted on the Education portal during the reporting period (with more than 160 000 pages viewed in English, and more than 180 000 pages viewed for the 3 other languages of the website - French, Spanish and Arabic). UNESCO work with media professionals on ESD at the country level has contributed to the visibility of ESD. As evidenced by the request for information UNESCO receives, interest
	PI: Number of countries supported to address biodiversity and disaster preparedness issues through ESD in educational policies, development plans and programmes B/b: 20 countries	Global: Participants from 6 countries participated in UNESCO's Biodiversity Learning workshop and committed to follow-up activities; Case studies on DRR in curricula from 30 countries prepared Africa - ongoing support to 5 countries on environmental education and awareness; training on DRR provided to education planners and curriculum developers in 14 countries Asia Pacific - ongoing support to 7 countries on DRR, and 2 countries on biodiversity Latin America & Caribbean - ongoing support to 22 countries on DRR	
	PI: Number of teacher training institutions that have incorporated ESD modules and principles to promote innovative learning and teaching to address climate change, biodiversity and disaster preparedness B/b: 20 teacher training institutions	Global - 56 teacher training institutions from 40 countries participated in the 2012 biennial meeting of the International Network of Teacher Education Institutions associated with the UNESCO Chair on Reorienting Teacher Education to Address Sustainable Development. CCESD was the focus of the meeting, and all participating institutions committed to further integrate CCESD in their work. Africa - ongoing with 3 networks Arab States - ongoing with 2 networks Latin America & Caribbean - ongoing with 3 networks	

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			<p>in the post-DESD preparations, which UNESCO has launched in the reporting period, is growing, as is interest in the UNESCO World Conference on ESD (Japan, 2014), whose preparations are well underway.</p> <p>Climate Change Education for Sustainable Development and Disaster Risk Reduction Support to Member States on Climate Change Education for Sustainable Development (CCESD) and Disaster Risk Reduction (DRR) has been significantly enhanced in the reporting period. This is in line with UNESCO's current focus in ESD on CCESD, DRR and biodiversity, and Member States' increasing demand in these fields. The surveys that are undertaken to determine the precise nature of the intervention show that there is a clear need for UNESCO assistance. Moreover, UNESCO has been approached by UN partners who would like to replicate its activities in other countries.</p> <p>Positive feedback from beneficiaries was received on UNESCO's country level capacity building on CCESD and DRR, needs assessment surveys, recommendations on how to integrate CCESD into teacher education and curricula, support to media professionals to enhance ESD beyond formal education, and the mobilization of ASPnet schools in these fields. Important progress has been made in the regions and at country level in integrating ESD into education, frequently with a focus on CCESD and DRR, depending on the national priorities. New partners are being gained and a large number of beneficiaries have been reached. Examples include 103,000 students in Guatemala developed graduation projects on ESD; 2,000 teachers in Latin America trained in ESD; 40 policy makers in Nepal trained in DRR; sustainable school activities expanded in China and Indonesia; policy makers from 14 Western African countries trained; setting up of a DESD Task Force in Angola; support to teacher educators in the Arab region.</p> <p>UNESCO's CCESD materials continue to generate positive feedback, including various requests for translation and adaptation. An online UNESCO Climate Change Education clearinghouse, and complementary regional databases, has facilitated knowledge and experience sharing regarding good practices on climate change and ESD.</p> <p>As the greening TVET agenda is becoming increasingly important in the light of climate change, UNESCO ensured that ESD had a presence at the World Congress on TVET in Shanghai in May 2012. Furthermore, a tool is being developed to support TVET institutions in the SADC sub-region on 'greening TVET'.</p> <p>Together with UN partners, UNESCO supported the integration of education into COP 18 in Doha, Qatar. The Doha Work Programme on Article 6 of the UNFCCC, to which UNESCO contributed, provides an important basis for future CCESD work.</p> <p>Addressing Biodiversity through ESD The UNESCO International Biodiversity Learning Workshop: Multiple Perspective Approaches to Biodiversity Education, which took place at UNESCO in May 2012, organized by UNESCO in cooperation with the Secretariat of the Convention of Biological Diversity, targeted in particular ASPnet teachers and coordinators and had participants from Indonesia, Lebanon, Turkey, Namibia, Peru and Brazil, as well as from several</p>

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			<p>NGOs and UN partners. It led to commitments of a number of participants to follow-up activities, which have included teacher training workshops as well as the development of learning materials. UNESCO participated in discussions and events related to Communication, Education and Public Awareness (CEPA) activities around biodiversity during the 11th Convention on Biological Diversity Conference of Parties in Hyderabad (India). UNESCO contributed to raising the profile of ESD and its role in providing pathways for achieving the first Aichi target on Biodiversity to ensure that 'by 2020 at the latest, people [be] aware of the values of biodiversity and the steps they can take to conserve and use it sustainably'. Notably, the International Conference on Biodiversity and Education for Sustainable Development, organized by the Centre for Environment Education India, UNESCO and other agencies, produced an outcome document which was presented jointly by the Indian Minister of Environment and Forests and French Minister of Environment to the Executive Secretary of the Convention on Biological Diversity.</p> <p>CHALLENGES AND LESSONS LEARNT</p> <p>DESD Advocacy, Coordination and Monitoring for integrating a holistic vision of ESD into educational policies, plans and programmes</p> <p>As the global community moves towards the target date for the MDGs and the EFA objectives in 2015, and the end of the DESD approaches in 2014, it will be crucial to enhance advocacy efforts for ESD and carry them out in a highly strategic manner, with different, yet related and compatible sets of arguments for different stakeholder groups. The evidence-based case must be made that ESD is crucial for achieving quality education. Similarly, the evidence-based case must be made that ESD is crucial for pursuing sustainable development and in particular the Rio commitments. Based on the successful advocacy work towards Rio+20, simple, creative, easy-to-understand messages regarding the relevance of ESD need to be developed. Furthermore, the 3 themes of climate change, disaster risk reduction and biodiversity provide a good focus for these enhanced communication efforts.</p> <p>As ESD stakeholders move towards 2014 and prepare for post-DESD work, UNESCO's leadership will be ever more important. A key challenge in this regard will be the development of a programme framework for post-2014 that is inclusive and holistic, but also has a clear focus regarding activities on the ground.</p> <p>Close relationships established with Ministries of Education are guaranteeing continuity and impact of the activities implemented at country level. Existing networks (such as ASPnet, UNESCO Chairs, UNESCO Biosphere Reserves) and new networks must continue to be harnessed to facilitate an exchange of good practices between countries. UNESCO is participating in and initiating important processes on ESD at country level. The focus on "key topics" such as climate change and DRR has helped to position ESD higher on the agenda of vulnerable countries and to move from a focus on purely environmental issues to a more complex and holistic vision and approach to ESD. The focus on teacher training has helped to put ESD into practice at the classroom level.</p> <p>A particular challenge relates to UNESCO's reporting on the DESD. While UNESCO's reporting is much appreciated, comprehensive data</p>

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			<p>collection has proven difficult, given the available funds and the different needs and interests of stakeholders. A coherent and realistic approach when preparing the final DESD report will be required. This implies focusing on ESD's contribution to the wider global agenda (in education and in sustainable development) and on concrete DESD success stories.</p> <p>Climate Change Education for Sustainable Development and DRR UNESCO's work at country level has shown that there is a continued need for concrete technical assistance regarding CCESD and DRR. As UNESCO concentrates on pilot projects, a clear strategy for rolling out and scaling up these pilots needs to be an important component of implementation. Solid guidelines on how to integrate CCESD and DRR at country level are needed. Advocacy for CCESD needs to be enhanced on the basis of the outcomes of COP 18 in Doha, Qatar. Specific lessons learnt regarding implementation include the need to take into account the long consultation process that is required to ensure full participation and ownership of all relevant national and local partners. Collaboration with other UN partners - such as with UNICEF on DRR - proves very fruitful at international and national level when the work of the partners is complementary.</p> <p>Addressing Biodiversity through ESD UNESCO is in a unique position to provide leadership in biodiversity education and learning on the basis of its work on ESD. This has been recognized by several Biodiversity Conference of Parties decisions, as well as by the Secretariat of the Convention on Biological Diversity and other UN agencies. Feedback gathered during the Biodiversity Learning workshop, the Biodiversity COP 11 meeting, as well as from UN partners shows that UNESCO's contribution to biodiversity within ESD is highly valued and much in demand. Country level support in this area should be enhanced.</p> <p>Programme implementation Generally, while UNESCO has made every effort to implement activities as planned, this has been a challenge at times due to the current budgetary situation. Several activities were complemented by extrabudgetary funds, others were revised and other implementation modalities were sought.</p> <p>CONTRIBUTION TO C/4 OUTCOME The various activities have substantially contributed to the implementation of the C/4. ESD brings together education and sustainable development and is thus central to the mandate of the Organization. The activities in particular contributed to provide advice and training to policy-makers on how to integrate ESD into education plans and curricula; to develop materials on ESD; to monitor progress in the implementation of the DESD; to communicate good ESD practices; to bring together ESD practitioners and encourage networking; and to advocate for ESD at the international level.</p>
ER 8: Good quality comprehensive HIV and sexuality education delivered by Member	PI: Number of countries where HIV education is part of the curriculum in	Reporting on this indicator and benchmark will come from the Global AIDS Response Progress Report (GARPR, formerly	RESULTS

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	Programmed	Attained	
States, promoting healthy lifestyles, gender equality and human rights	primary schools, secondary schools and teacher training (UNGASS indicator 2/NCPI Aii 2.1) B/b: HIV education is part of the curriculum in primary schools, secondary schools and teacher training in at least 9 of the 17 countries that have the largest number of young people living with HIV	UNGASS). Consolidated global data for the year 2012 will be available in Autumn 2013.	<p>1. BUILDING COUNTRY CAPACITY FOR EFFECTIVE AND SUSTAINABLE EDUCATION RESPONSES TO HIV</p> <p>In the Africa Region, the capacity of national authorities in the domain of comprehensive sexuality education (CSE) was enhanced through a variety of actions, including advocacy with national authorities in Ghana, Sierra Leone, Senegal, Mali, Namibia, Kenya, Uganda, Rwanda and Zimbabwe, among others. UNESCO contributed to an increased capacity to assess the status and quality of HIV and sexuality education through the Sexuality Education Analysis and Review Tool (SERAT), which was launched in 7 new countries (Sierra Leone, Liberia, Nigeria, Mali, Cameroon, Congo, Gabon) and also applied in Cape Verde, Guinea Bissau, DRC, and Ghana. The HIV workplace policy originally formulated for Eastern and Southern Africa (ESA) was adapted to the needs of West and Central Africa (WCA) countries in consultation with PLHIV, MoEs, and teacher unions from 13 WCA countries and finalized with the ILO and UNPD.</p> <p>In Eastern and Southern Africa (ESA), activities focused on building political commitment towards CSE, notably through the commission of a diagnostic report on the status of HIV and sexuality education issues affecting young people in 21 countries in the region. Furthermore, significant progress was made towards the finalization of an M&E framework for the education sector following the successful completion of the SADC field test for the feasibility and technical merit of a set of HIV and AIDS-sensitive indicators in EMIS. A regional report has been produced and will be presented at 2013 meeting involving all SADC countries. In Zimbabwe, a total of 2,168 national, provincial and district level EMIS personnel, including cluster school heads, District Education Officers and Provincial Education Officers were trained on data collection and analysis following the revision of the data collection tool (School Census Form). In Namibia the integration of and reporting on HIV- and AIDS-sensitive indicators has been pilot-tested in the education sector (EMIS system), and UNESCO has contributed to the MoE's efforts to strengthen CSE in the context of the on-going school curriculum review. In Kenya, the 2004 Education Sector policy on HIV and AIDS is currently under revision through a consultative process led by the MoE. The revised draft policy on HIV and AIDS has been presented to the senior management for their inputs and a high level consultative forum for key stakeholders is planned for January 2013 to ratify the draft revised policy. In Zimbabwe, the MoE's Life Skills-based HIV and Sexuality Education Strategic Plan categorically identified the importance of establishing a dedicated HIV and AIDS Management Unit as a key strategy for effective education sector response. Botswana has also identified this aspect as a key action for strengthening the education sector response to HIV and AIDS. Similarly, in partnership with UNESCO, the Rwandan MoE organized a national dissemination forum attended by 112 participants from MoE senior management, ministries and key stakeholders, which recommended that a revised education sector policy on HIV and AIDS should include sexuality and reproductive health issues, provision of VCT services to the young people, and training of teachers to effectively implement HIV and AIDS related information.</p> <p>In Latin America and the Caribbean, support and collaboration with the MoEs of Guatemala, Jamaica, Dominica and Peru have led to improved</p>
	PI: Percentage of young women and men, aged 10-24 years, who correctly identify ways of preventing the sexual transmission of HIV and who reject major misconceptions about HIV transmission (UNGASS indicator 13) B/b: at least 80% of young people, aged 10-24, demonstrate desired levels of knowledge in at least 9 of the 17 countries that have the largest number of young people living with HIV	Reporting on this indicator and benchmark will come from the Global AIDS Response Progress Report (GARPR, formerly UNGASS). Consolidated global data for the year 2012 will be available in Autumn 2013.	
	PI: Number of countries with a multisectoral strategy that addresses HIV in the school setting (UNGASS indicator 2/NCPI Ai3) B/b: at least 60 countries have a multisectoral strategy that addresses HIV in the school setting	Reporting on this indicator and benchmark will come from the Global AIDS Response Progress Report (GARPR, formerly UNGASS). Consolidated global data for the year 2012 will be available in Autumn 2013.	

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	Programmed	Attained	
			<p>capacities in the application of results-based management, monitoring and evaluation techniques for the review/inclusion of HIV/AIDS issues in national education systems and education planning. Similarly, through the provision of training and technical assistance, UNESCO helped enhance the capacities of several European states to respond to HIV through their education systems.</p> <p>In the Asia and Pacific region, UNESCO contributed to an enhanced country capacity for education system responses to HIV, in particular through collaboration with MoEs and other government entities. The governments of Indonesia and the Philippines confirmed their intention to use the International Technical Guidance on Sexuality Education (ITGSE) for the development of national guidelines as part of their efforts to reduce sexual transmission of HIV, and the Philippines have already used the ITGSE in the development of their new K-12 curricula for 2012-2017.</p> <p>UNESCO's engagement with partners has enabled joint support to strategic planning, leading to collaboration on strategic frameworks in Cambodia (Strategic Framework and Costed Operational Plan 2013-2016 on HIV response amongst MSM and Transgender), Thailand (National Strategic Plan on AIDS, National AIDS Spending Assessment), and the Philippines (Joint UN Program on HIV for Most At Risk Populations 2012-2014). In China, a joint work plan for 2012-2013 was developed collectively with the HIV joint programme team and shared with the Chinese government.</p> <p>In Cambodia, the revised curriculum on Life Skills on HIV preventive education, sexual and reproductive health (LSHEP) was finalized by the MoE, and associated training courses were conducted at national, provincial and district levels. In India, UNESCO supported a series of meetings held with government agencies and NGOs on the integration of sexuality education into governmental programmes, and state-level consultations were held.</p> <p>Finally, UNESCO is collaborating on a review of legal and policy issues in the APA region which shape young people's access to HIV and sexual and reproductive health services, with co-funding from UNFPA and UNDP, and results are anticipated in early 2013. UNESCO also led a session at the ESCAP High-level intergovernmental meeting on removing legal and policy barriers to HIV services for young people, at which 260 delegates from 34 countries participated.</p> <p>In Eastern Europe and Central Asia, UNESCO contributed to enhanced country capacities in the Ukraine, Uzbekistan, Kazakhstan, Kyrgyzstan and Tajikistan, through training and technical assistance. The ministries of Kyrgyzstan and Tajikistan have endorsed national recommendations on HIV policy adapted from the 2011 UNESCO/ILO regional document 'Practical Recommendations on HIV Policy Implementation in Education Sector'. UNESCO also contributed to the assessment of the Uzbekistan National Strategic Program (NSP) on HIV for 2007-2011 and HIV prevention education was included in the new National Strategic Programme (NSP) on HIV and AIDS for 2012-2016 following UNESCO's recommendations.</p> <p>2. STRENGTHENING COMPREHENSIVE HIV AND SEXUALITY</p>

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
			<p>EDUCATION</p> <p>In the Africa Region, significant progress has been made in providing technical and financial support for countries to incorporate, revise and/or enhance comprehensive sexuality education (CSE). Specifically, support was provided in: Kenya, Zimbabwe, Lesotho, Uganda, South Africa, Tanzania, Zambia, Namibia, Malawi, South Sudan, Cameroon, Chad, CAR, Congo, DRC, Gabon, Mali, Cape Verde, Nigeria. A five day ESA sub-regional workshop on CSE was conducted and a total of 11 curricula developers and 16 education and HIV experts mainly from Tanzania, Madagascar, Seychelles, Comoros and Mauritius were trained. As a result of the capacity building of the curricula developers in the area of CSE, Tanzania is currently working to incorporate CSE into the 2013-2014 education curricula, which will lead to CSE being taught in primary and secondary school reaching an estimated 10 million young people (aged 5 - 18) in the formal education system.</p> <p>Sexuality education is currently being considered for inclusion in Uganda's new secondary school curriculum. UNESCO also provided technical and financial support to the Uganda MoE in support of teacher training in CSE, with 64 secondary school teachers trained from each of the secondary schools where the sexuality education pilot is being tested. In Lesotho, Reproductive Health and HIV/AIDS-Lifeskills Course Book for Teacher Trainees has been developed and printed by Lesotho College of Education with UNESCO support, and it is expected that by 2013 200 life skills teachers will have been trained, reaching about 403 (20%) schools. Progress was also made towards the development of the CSERAT tool, for the use of civil society and non-formal education programmes in collaboration with IPPF.</p> <p>In Latin America and the Caribbean, UNESCO support for the Regional Community of Practice on Sexuality Education continues to have positive results: UNESCO organized an August 2012 meeting of the group which included representatives from Ministries of Education and Health from 10 countries, and an upcoming meeting is planned in Lima in 2013. Specific focus has been given to the UNAIDS High Impact Countries Jamaica, Brazil and Haiti. In Jamaica, UNESCO participated in UNJT activities to develop draft referral protocols to facilitate the access of students to sexual and reproductive health services. In Brazil, UNESCO participated in UNJT activities in Amazonia. UNESCO has also worked on various initiatives to advance teacher training in HIV and AIDS in Cuba, Ecuador, Bolivia, and Colombia. In Haiti, implementation has been slowed due to country conditions (see "challenges and lessons learnt"), however, a new strategy for the 2012-2013 school year was developed to work more directly with peer educators, teachers and school directors in vulnerable rural areas.</p> <p>In the Asia and Pacific Region, comprehensive HIV and sexuality education has been strengthened through training workshops, curriculum development, research and reporting. UNESCO hosted a regional training of trainers in partnership with other UN partners for the NewGen Asia leadership course for young people. A UNESCO/UNICEF/UNFPA short course curriculum on Young Key Affected Populations (YKAP) was revised, and a regional course was held in Thailand in August 2012 including participants from Brunei Darussalam, Cambodia, Fiji, India,</p>

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			<p>Indonesia, Malaysia, Mongolia, Nepal, Pakistan, Papua New Guinea, Thailand and Timor Leste. The curriculum has been successful, with additional country level trainings and training of trainers sessions held, and country requests have been received from Afghanistan, Bangladesh and Timor-Leste for national YKAP courses. UNESCO Yangon also successfully mobilized funds from UNAIDS/Myanmar to support YKAP leadership training in Mandalay.</p> <p>In Viet Nam, a research report on HIV education and prevention was produced by UNESCO in collaboration with the CCIHP, the Museum of Ethnology and MOET. A dissemination workshop and a training workshop were held, with funding from the One Plan Fund, attended by around 90 participants including NGOs, government officials, representatives from bilateral agencies, university students and social workers.</p> <p>In the Pacific, an attitudinal survey was undertaken in Nauru, Niue, Palau and Samoa focusing on principals, teachers, parents and students. A draft report is currently being edited and strategies explored to ensure that the countries adopt the survey recommendations and develop the curriculum.</p> <p>In Eastern Europe and Central Asia, UNESCO contributed to a variety of training initiatives. Over 100 education institutions in Kazakhstan, Kyrgyzstan and Tajikistan were equipped with e-courses and manuals on HIV knowledge and prevention. UNESCO training materials were used to train over 300 educators in Central Asian countries. In Ukraine, UNESCO supports teacher training through the development of a model teacher training e-course on HIV prevention & sexuality education, which was endorsed by the MoE, in addition to the provision of technical assistance in the context of a project with the EC and GFTAM to develop teacher training modules, standards and advocacy kits for educators and parents. A 7-day training of trainers session on sexuality education was held in Mongolia, and a 5-day training module was developed in the Mongolian language for future use.</p> <p>Finally, 60 master trainers from the Iraq MoE have been trained on evaluation/inclusion of HIV/AIDS prevention in the field of literacy and non-formal education, and 40 additional master trainers are scheduled for training in 2013.</p> <p>3. ADVANCING GENDER EQUALITY AND PROMOTING HUMAN RIGHTS</p> <p>In the Africa region, support was provided towards activities of the High Level Task Force for Women Girls and Gender Equality and HIV, and for the development and dissemination of a programme aimed at reducing gender-based violence in South African schools using mobile gaming technology. A workshop on alphabetization, HIV and gender was held in Senegal, and two workshops were held to train UNESCO HIV focal points and NPOs in HIV programming and gender, including gender-based violence and formulating gender-responsive curricula. Harare Cluster countries contributed some stories and photos for the Education Sector Responses to Homophobic Bullying Booklet 8 under the Good policy and practice in HIV and Health Education series.</p>

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			<p>In Latin America and the Caribbean, UNESCO has stepped-up efforts to support LAC countries address homophobic bullying, including through the production of a Spanish translation of "the Education Sector's Response to Homophobic Bullying". In partnership with the UNDP, UNESCO Santiago is supporting a multi-country study on the prevalence of homophobic bullying in Peru, Chile and Guatemala, scheduled for early 2013. Within the context of the Mexican UNCT, UNESCO has furthermore contributed to sexuality education initiatives in the states of Oaxaca and Chiapas, with a specific focus on gender equality and indigenous communities.</p> <p>In the Asia-Pacific Region, UNESCO has made significant strides towards raising awareness on homophobia, and promoting research and outreach on MSM (men who have sex with men). Knowledge and capacities in response to homophobic bullying were strengthened in China, Cambodia, Thailand and Vietnam, and research was undertaken in Thailand on homophobic bullying and health-seeking behaviors among Thai MSM/TG and on sexuality among Vietnamese youth. In Myanmar, UNESCO conducted a program to build research skills for ten MSM, and research on risk and vulnerabilities among young Burmese MSM is underway. UNESCO Bangkok provided technical advice that informed an on-line survey on homophobic bullying, the results of which were used for an IDAHO advocacy event which received considerable media attention. The Beijing Teacher Workshop on Homophobic Bullying was held in November, and a survey was undertaken amongst participants showing that half of the teachers have already made efforts to incorporate the topic in their work.</p> <p>Additionally, in Myanmar and Cambodia, three sessions of the training of trainers programme "Connections: Empowering Women to talk about sexual and reproductive health".</p> <p><u>CHALLENGES AND LESSONS LEARNT:</u></p> <p>A frequently noted challenge relates to the difficulty of identifying partners for joint activities and especially for co-funding. The importance of primary prevention in the education sector is not sufficiently recognized by international organizations and donors, and there is a perception that donor interest tends to focus on key populations to the detriment of broad educational measures for HIV prevention. Despite this, cooperation with numerous partners continues to advance and significant additional extrabudgetary funding has been secured for work in East and Southern Africa (\$6.8 million from SIDA and €100,000 from GIZ) and West and Central Africa (\$1.2 million from OFID), plus \$250,000 for work on menstruation education from P&G, and £28,000 for follow-up work to the GPS. It should also be noted that while UNESCO contribution to national level activities is more modest than investments by other agencies, the perceived strong relationship of UNESCO with MoEs is considered an asset and an important point of access for policy discussions.</p> <p>The specific situations of certain countries has also led to certain challenges. Implementation in Haiti, a UNAIDS High Impact Country, has been slowed due to a variety of factors such as reconstruction difficulties, political instability, and public health crises. Nonetheless, progress continues, including through work with the UN Joint Team. In other</p>

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			<p>countries, the issues of homophobia and sexuality education remain especially sensitive issues, adding to the complexity of research and outreach efforts.</p> <p>Lastly, staff turnover and long recruitment delays continue to lead to strains for implementation capacity for many teams.</p> <p>CONTRIBUTION TO C/4 OUTCOMES:</p> <p>Activities under MLA3 ER8 contribute primarily to C/4 Strategic Programme Objective 2, expected outcome "Member States in all regions assisted in developing comprehensive education sector HIV and AIDS responses". However, they also contribute to key aspects of other SPO2 outcomes, such as quality education, peace and human rights education, and teacher training. Finally, activities under MLA3 ER8 include a particularly strong focus on gender equality and Africa, the Organizations' two Global Priorities for the current Medium Term Strategy.</p>
ER9: Education for global citizenship, with emphasis on universal values based on peace, mutual understanding and respect for human dignity, integrated into education policies, plans and programmes	<p>PI: Number of countries having integrated global citizenship-related components in their national policies</p> <p>B/b: 50 countries</p>	<p>Increased focus on the integration of peace and human rights education at a national level as a result of advocacy, technical support and cooperation with partners is notable in a number of member states. Elaboration and publication of ECOWAS Reference Manual on peace, human rights and citizenship Education for 15 West African countries (published in French, English and Portuguese). Training of 15 trainers of trainers in each of the 15 ECOWAS countries for the appropriation of the Reference Manual. Capacity development of 30 Directors of planning and curriculum developers for the integration of conflicts prevention in national ED policies and in teacher training curricula. 14 countries participated in first ever regional consultation on Holocaust education and genocide prevention involving fourteen Sub-Saharan countries was held and those countries committed to exploring the inclusion of these topics with peace education, civics or other educational initiatives at national level. Consultation and ongoing work with three Arab Spring Countries towards awareness raising and reaching a mechanism in integrating human value, tolerance and global citizenship in learning contents.</p>	<p>Overall progress on Expected Result 9 has been positive although budget constraints affecting the organization have had a significant impact. With the launch of the new UN SG education initiative which includes a focus on fostering global citizenship, it is anticipated that this area will gain increased global attention in remainder of this biennium and beyond. Education for global citizenship has been strengthened through a range activities initiated at headquarters and in different regions in collaboration with external partners within the UN, government, civil society and the private sector. The Organization has adopted a range of approaches including advocacy, technical support, resource production, consultations, capacity development, teacher training and research to ensure that education in this area is strengthened an increasing number of countries. Funding from both regular and extra-budgetary sources have been used to promote the development of policy and programmes in this area. The work has contributed to UNESCO's work in mainstreaming priority Africa and Gender as indicated below.</p> <p>(a) Number of countries having integrated global citizenship-related components in their national policies</p> <p>Peace education: There is increasing global recognition of the need to look beyond traditional education subjects, particular in post-conflict setting where the need for peace education is essential to prevent future conflicts. UNESCO is strengthening its advocacy, technical support and capacity development of key stakeholders in the field of peace education and will further strengthen its work in this area in 2013.</p> <p>In Africa, UNESCO's regional office has led the development of important work in this field. UNESCO has produced a Reference Manual on peace, human rights and citizenship education for 15 West African countries (ECOWAS), coupled with 15 'trainers of trainers' in each of the 15 ECOWAS countries for the appropriation use of the Reference Manual. Additionally, the capacities of 30 directors of planning and curriculum developers for the integration of conflicts prevention in national ED policies and in teacher training curriculums have been developed. In</p>
	<p>PI: Number of new educational institutions joining the ASPnet from underserved regions and their involvement in South-South and South/North twinning and partnership arrangements on education for values, citizenship, human rights, tolerance and peace</p> <p>B/b: - 20% increase of ASPnet member institutions in the regions currently underserved by the Network - 5 twinning arrangements</p>	<p>Since 01/01/2012, 516 new member schools have been registered and certificates delivered. The ASPnet database is up to date as concerns new ASPnet National Coordinators and activities. ASPnet member institutions have implemented school-based activities on education for values, citizenship, human rights, tolerance and dialogue for reconciliation and peace, as well as education for sustainable development. With the development of the first online collaborative platform, that provides educational resources and encourages schools, teachers and young people to take action on important environmental issues affecting their own or other.</p>	
	<p>PI: Number of countries actively using</p>	<p>A functioning Domestic Violence Prevention and Response</p>	

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	<p>UNESCO advocacy tools and programmatic guidance on issues like school violence, gender-based cyber-bullying and attacks on education B/b: 15 countries</p>	<p>Model established in the 3 pilot counties. Capacity of local governments, key stakeholders and social workers improved to protect women against domestic violence in Asia-Pacific region. Finalized studies, and guidelines on issues related Gender and school violence. Lebanon conducted a national Study on gender based Violence. Curriculum developers in Lebanon and Iraq are sensitized on gender issues Tool for measuring peaceful co-existence rolled out in schools in Chile. In partnership with UN sister agencies UNICEF, UNHCR and civil society groups UNESCO has continued its advocacy work to prevent attacks on education during.</p>	<p>Central Africa, a study of education policies and strategies for preventing conflicts and natural disasters has been underway. A workshop reinforcing planning capacity for directors and developers of curricula will be organized by UNESCO Yaoundé and Dakar in March 2013, based on the results of the study and the planning tool developed by IIEP.</p> <p>Technical support has been given to South Sudan in the review of its curriculum for the inclusion of peace education as part of broader life skills programme. Kenya is in the process of developing an education sector policy on peace education, integrating the elements related to human rights education. UNESCO contributed to the initiative of developing a peace education impact assessment tool and framework in cooperation with the Ministry of Education.</p> <p>In 2013, a new project supported through the Inter-sectoral platforms for Culture of Peace and Africa will seek to support the capacity of member states in Africa to include peace education with their national policies and programmes. Discussions are already underway with the Africa Union to gain their support for this important initiative.</p> <p>In Kazakhstan UNESCO Almaty successfully organized the "Central Asian Forum on Post-conflict Education - Learning to Live Together" in June 2012. The forum aimed, and succeeded, at developing recommendations on national response strategies and education plans in post-conflict situation for specific target groups. Good practices on peace, non-violence issues in post-conflict situation were analyzed and disseminated. In regard to target groups, the focus was on teaching and learning with regard to conflict management and rehabilitation with components on human rights, peace building and gender responsive education, as well as protection and preventive education for vulnerable groups. The outcome of this Forum was presented to the APEID International Conference held in Bangkok end of November under the theme, "Learning to Live Together: the heart of education".</p> <p>UNESCO has successfully developed its leadership globally in the field of Holocaust remembrance and education and held the first ever regional consultation on Holocaust education in sub-Saharan Africa with the participation of 14 countries. The organization of a second regional conference is underway to be held in the Latin American region in April 2013. Existing cooperation has been strengthened and new partnerships, for example with the Office of the Special Adviser on Genocide prevention, are expanding UNESCO's reach in the field.</p> <p>Contribution of a chapter in a publication entitled Education for Global Citizenship by the Qatari Education Above All launched in New York during the UNGA and widely distributed. UNESCO also drafted the lead article on its work in the area of peace education for Peace Education Network Newsletter which reaches more than 4,500 readers.</p> <p>Civic education: In the Arab region, two regional meetings were organized on mechanisms to integrate civic, values in education and to establish a culture of dialogue in Education for participation of educators, experts. This resulted in sensitizing key experts. UNESCO Iraq is</p>

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			<p>implementing a Civic education project which includes various components (textbooks, developing resources, and capacity building and teacher training.</p> <p>UNESCO is implementing a programme funded by Saudi Arabia on Culture of Dialogue and Peace. The programme includes several components to promote culture of dialogue and peace through education, culture and communication. This has resulted in the sensitization of the public and media on cultural dialogue and peace. It has also led to the creation of University courses on cultural dialogue. The same project is supporting the development a toolkit to review and revision of textbooks and other teaching and learning resources to address negative stereotypes and promote mutual understanding, respect and tolerance through these vital teaching and learning materials. The production of this toolkit is advancing and will be piloted during the first quarter of 2013.</p> <p>In Japan, support to communities affected by the devastating earthquake and tsunami in in March 2011 has enabled children, their teachers and the wider community to support recovery and resilience to future disasters is underway through summer camps, community activities, redevelopment of school playgrounds and workshops for children.</p> <p>A pedagogical approach on the child as global citizen was drafted and will be piloted before the finalization and a wider dissemination in 2013. This tool was presented on the occasion of the Seminar on the Child's Right to Respect in Practice (20 November, UNESCO HQ), jointly organized with the Permanent Delegation of Poland to UNESCO on the occasion of the Universal Children's Day and in the framework of the Janusz Korczak Year.</p> <p>Human rights education: UNESCO has continued to play a leading role, in close cooperation with OHCHR to promote the World Programme for Human Rights Education (WPHRE). UNESCO and OHCHR collaborated on the preparation of 2nd phase booklets in six UN languages, as well as of the self-assessment tool for governments on human rights education in primary and secondary schools (in English and French, ready in December 2012).</p> <p>The 5th Consultation on the implementation of the normative instrument in this area - 1974 Recommendation - has begun, covering the period of 2009 until 2012. In August 2012, a Circular Letter signed by DG was sent out to Member States with copy to Permanent Delegations, National Commissions, Field Offices together with a questionnaire prepared by the Secretariat for this purpose. The discussion on the results of the 5th Consultation is planned for the 192nd session of the Executive Board in 2013.</p> <p>A focus has been maintained on multilingual education and the value given to protecting and promoting teaching in children's mother tongue. Some countries in Latin America and in the Asia Pacific integrated and mother tongue instruction within a multilingual education (MLE) approach at ECCE or primary education.</p>

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			<p>Cooperation with partners and Member States has continued to address the struggle against intolerance and discrimination. UNESCO cooperates with OSCE/ODIHR and Council of Europe to develop the joint publication "Guidelines for Educators on Countering Intolerance and Discrimination against Muslims. Three events have been jointly organized involving education policy makers, teachers and educators and NGOs fighting discrimination.</p> <p>Through extra-budgetary projects supported by Member States including USA and Brazil UNESCO has developed resources to address racial, ethnic and xenophobic discrimination within education policy and practice. These guidelines for policy makers and educational professionals and the teaching resources are being finalized and will be tested in 5-10 countries in the second quarter of 2013. Two online platforms targeting (i) youth and (ii) educational professionals are in the initial development stage and will be launched globally in 2013 providing a forum to share ideas and resources on this critical issue.</p> <p>Values education is a great challenge for Africa, given the values crisis namely amongst the youth. In West Africa, BREDA has elaborated a concept note on values education and drafted a questionnaire that will be sent out to Ministries of education early January 2013 to collect information on policies and practices concerning values education and mode of provision. The emphasis will be put on the teaching of values education through Physical Education and Sport. On the basis of the concept note and the results of the questionnaire, strategies and modalities for teaching values education will be proposed. A workshop with policy makers is being planned for 2013.</p> <p>(b) Number of new educational institutions joining the ASPnet</p> <p>ASPnet remain an important mechanism through which education on human rights and global citizenship is promoted and increased at a country level. The network has continued to grow and provide innovation and quality in education. Since 01/01/2012, 516 new member schools have been registered. Preparation of the 60th anniversary of ASPnet is underway with the support of the Republic of Korea.</p> <p>Through an innovative online project funded by the Government of Japan, an online collaborative platform 'ASPnet in Action' has been developed. The platform, which in the first phase is concentrating on the issue of biodiversity links education and action to foster global citizenship at both a local and global level. In future years, the platform will be expanded to include a range of areas including peace and human rights to encourage schools, teachers and students to gain knowledge of different issues and develop skills to take action to positively address these key challenges faced globally.</p> <p>(c) Number of countries actively using UNESCO advocacy tools and programmatic guidance on issues like school violence, gender-based cyber-bullying and attacks on education</p> <p>Children not only have a right to go to school, but also they should be</p>

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			<p>safe in school. In Latin America UNESCO has been developing work to ensure peaceful co-existence in schools. An instrument "Matrix-UNESCO on Indicators for Peaceful Coexistence" was applied in 90 Chilean schools. This intervention has enabled the development of a particular support tool for decision making, responding to calls from various Ministers for having technical tools to intervene in the complex areas of education systems. The action will help improving the management skills of national policies, projects and educational practices by defining and implementing technical tools. At local level, each school finished the implementation plan producing its own improvement plan. The results of the implementation of the assessment tool in 90 schools in Chile will contribute substantially to the design of programs and policies. The application includes the installation of local capacities at school level so that sustainability is highly likely, depending on the willingness of school authorities. To broaden the impact of this activity, a report was made and it is available in Spanish.</p> <p>Through the Intersectoral Platform for Culture of Peace, UNESCO Santiago has designed a project oriented to fill the gap of knowledge, information and data on school coexistence in the region. To carry out this action, UNESCO will be supported by the "Latin American Campaign for the Right to Education", which is leading the Latin American Observatory on Inclusive Education. A regional consultation among LAC countries and a report will be prepared.</p> <p>Children's experience of school should be violence free; however, research has shown that as many as more than thirty countries around the world have been affected by widespread attacks on schools . UNESCO has played a key role in the Global Coalition to Protect Education from Attack (GCPEA). The Coalition launched "Lessons in war: Military Use of Schools and Other Education Institutions during Conflict" and hosted a "Roundtable on Restricting the Military Use of Education Institutions" in November in in Switzerland. There were some 34 participants including representatives from 12 states. UNESCO has established close cooperation with the Office of the Special Representative of the Secretary General on Children in Armed Conflict.</p> <p>Gender based violence at school and in the community is a major human rights issue and UNESCO has undertaken some work to address it in a number of countries. In Lebanon a national study conducted in gender based violence at school and universities. In the Democratic Republic of Congo various activities have sought to prevent this violation, for example in a research methodology on sexual violence is developed and shared with university researchers in Kinshasa; in Goma 28 students and junior researchers were trained in the use of the methodology and a document summarizing the results of the study was produced and made available to the Ministry of Gender, Child and Family and with key partners in the fight against sexual violence.</p> <p>In China, UNESCO has worked on a project to "prevent and respond" to domestic violence in China through a multi-sectoral approach. A handbook on anti-domestic violence for community and social workers was prepared. It addresses the general management and coordination</p>

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			<p>capacity of local women's federation and its staff and complements to the training materials developed by other participating agencies under this Joint Programme. This Handbook has drawn experience from YEM and ACWF's ongoing efforts of developing one 'women's family' for every community. It will be used by the ACWF in building the capacity of women's federation staff in other non-pilot sites in China beyond the project cycle. Increased advocacy on issues related to domestic violence against women in particular among policy makers and legislator.</p> <p>The Wenhui Award for Educational Innovation was successfully conducted and the results were shared and disseminated. The Chinese National Commission has agreed to continue the Award beyond the original 3-year timeframe.</p> <p>The right to education is universal and all children, regardless of who or where they live, this includes children who have been forced to flee their homes and are IDPs or refugees. UNESCO is carrying out policy advocacy activities on Afghan refugee children in Pakistan (provinces of Khyber Pakhtunkhwa and Boluchistan) on which the Government of Boluchistan responded positively. However, in other parts of the country, it has been difficult to negotiate with the stakeholders due to the sensitive nature of its concept.</p> <p>Cooperation and partnerships: Cooperation and partnerships are an essential part of the work to promote this area of education, and many important and exciting initiatives are underway in the field, however, cooperation between HQ and Field Offices has been ad hoc and needs to be systematically increased in the remaining half of the biennium and in future years. Coordination with other UN agencies and national/local counterparts although valuable can also be challenging as it can be time consuming and complex.</p> <p>Education for global citizenship has not traditionally been seen as central to EFA efforts and as such is often considered as non-essential and not a key priority for many countries. Working with Member States to advocate for increased attention to this area is critical.</p> <p>CONTRIBUTION TO C/4 OUTCOME The work has contributed to the implementation of the C/4. The activities at all levels have supported key stakeholders in strengthening or contributing directly to increased integration of a variety of components of education for global citizenship into national education policy and plans.</p>

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

Use of consultants and travel have been greatly monitored.
The budget from Inter-Sectoral Platforms and extra budgetary funds have been supporting the work in this field.

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

Regular Programme ¹ : operational budget only		Extrabudgetary resources ¹	
Allocation 2012-2013: US\$ 1 929 815	Expenditures 2012-2013: US\$ 1 370 329	Allotment 2012-2013: US\$ 9 462 720	Expenditures 2012-2013: US\$ 6 598 849

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
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ER 10: Political and financial commitment mobilized at the global, regional and national levels towards the achievement of the EFA goals, and monitoring mechanisms of EFA strengthened	<p>PI: Number of global and regional institutions and groups addressing at high level EFA issues (such as G8, G20, UNGA, African Union, ALECSO, ASEAN, EU, ISESCO, OEI)</p> <p>B/b: 5 high-level meetings</p>	<p>Launch of UN Secretary General's "Education First" Initiative (NY, USA, 26 September 2012) XXII Iberoamerican Summit of Heads of State and Governments (Cádiz, Spain, 16- 17 November 2012) addressed education and culture and reaffirmed education as key for future development in final Declaration ASEAN Summit (Phnom Penh, Cambodia, 18-20 November 2012) declaration affirms education as a priority area of cooperation and improving education quality as a key objective of the EAS Education Plan of Action (2011-2015) High Level GMR Launch events in Paris, Johannesburg/Soweto etc on 16 October 2012 Pan-African Parliamentarians Forum effectively mobilized for EFA advocacy "I am Malala" event at UNESCO HQ (10 December 2012) on girl's and women's right to education E-9 Ministerial Review Meeting (New Delhi, India, 8-10 November 2012) 2012 GEM (Paris, 21-23 November 2012) with 25 Ministers and vice ministers</p>	<p>UNESCO has significantly improved the efficiency and visibility of its EFA coordination through the new structures and working modalities introduced by the EFA coordination reform.</p> <p>The selection process by region of Member States for the EFA Steering Committee and GEM has strengthened the engagement and participation of countries in the EFA discussions and most notably attracted and included countries from Group I and II in a new way. As a result of the minister's participation in the GEM, Ukraine has for example decided to host the first-ever regional EFA meeting in Eastern Europe in 2013. All EFA partners are now represented in the EFA Steering Committee and participated in its meetings and electronic consultations; as well as in the GEM.</p> <p>Regional EFA coordination meetings took place in the Arab region, and in Sub-Saharan Africa (the first one since 2000) and have resulted in important decisions concerning the "last big push", countries resolve to undertake national EFA 2015 reviews and proposals for a post-2015 education agenda. The close cooperation between HQ and the Regional Bureaux has considerably improved the quality of the EFA meetings, including through the preparation of regional reports which were presented at the GEM. They were all translated into two or more languages and are available on the UNESCO EFA Website. Regional Meetings for Asia Pacific and for the LAC regions are scheduled for early 2013 and preparations are under way. Due to the close collaboration of the EFA teams in HQ and the four Regional bureaux, all regional meetings address similar issues: (1) key elements for speeding up EFA progress; (2) innovative approaches and practices that have shown promising results in terms of attainment of EFA goals at the country level; (3) development of national EFA acceleration outlines by identifying bottlenecks, prioritized actions and feasible interventions; (4) key steps and procedures for carrying out national EFA reviews; and (5) inputs on education for the future and towards the post-2015 development agenda.</p> <p>EFA Regional Consultation Meeting in Africa (16 to 19th Oct., Johannesburg, South Africa)</p> <p>Despite the late initiation of preparation of the EFA meeting, 35 countries have participated and around 15 countries have financed the participation of a second participant, which is an indication of the importance given to the regional consultation. Team work among UNESCO Regional Offices Education Specialists in Africa including LO in Addis and IICBA, and with the HQ EFA Team, were key for the high quality of meeting. A pre-meeting country questionnaire for the consultation on the EFA Status, the Acceleration priorities and Post 2015 was strategic and very cost effective given the wealth of information provided which informed the meeting, the African GEM</p>
	<p>PI: Increased support to EFA from non-traditional partners, including emerging donors, private sector, foundations and innovative financing sources</p> <p>B/b: 5 new, non-traditional partners, including emerging donors, the private sector and, foundations, support EFA</p>	<p>Technical and financial support from Korea in Asia Pacific region (including FIT to UNESCO Bangkok), but also Africa (TVET) Japanese FIT support to UNESCO BGK China support to teachers in Africa project India hosted and supported meetings on teachers' challenges of the International Task Force on Teachers for EFA (New Delhi, 29-30 May 2012), including a special day for E-9 countries (31 May), and the 9th E-9 Ministerial Review Meeting (New Delhi, 8-10 November 2012) Financial and technical support from MICROSOFT and funding/tickets from South African Airways mobilised for Regional EFA Meeting in Johannesburg (October 2012), and from INTEL for 2012 GEM Arab inter-agency meeting was held in parallel of the EFA regional forum in October 2012 (UNESCO, UNICEF, the World Bank, ALECSO, ABEGS, ISESCO, and LAS) and decided on the Creation of a regional inter-agency coordination committee; Development of an EFA regional report by 2014; organization of the EFA regional conference in mid-2014, and participation of agencies in national steering committees to prepare the EFA national review. CIDA (Canada) and GIZ (Germany) provide 100,000 US\$ each to the UNESCO-UNICEF consultation on education in the Post-2015 agenda</p>	
	<p>PI: Number of outreach activities and advocacy events organized for the GMR</p> <p>B/b: - 70 per year - GMR reports disseminated: printed 16,000 and 48,000 electronically</p>	<p>Since the Launch on October 16, 2012, (2 months period) the GMR has had 53 launches or organized events around the Report findings, compared to 50 events in all of 2011 (12 month period), with more events to come in 2013. Since the Launch on October 16, 2012, the GMR has distributed nearly 5,000 printed Reports and it has been downloaded 15,153 times (already in the 2 month period).</p>	

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			<p>report but also future initiatives. 27 Country briefs facilitated the process for the prioritization of interventions at regional and sub-regional level, and are now also being used to orient policy discussions at national and sub-regional levels.</p> <p>EFA Arab regional forum (15-16 October 2012, Sharm EL Sheikh, Egypt)</p> <p>The overall objective of the meeting was to encourage countries to plan and implement the 2015 EFA assessment and contribute to setting the post-2015 agenda. The main outcomes of the forum focused on the launch of the EFA assessment and brought initial indications for the post-2015 agenda.</p> <p>Asia Pacific EFA events</p> <p>UNESCO Bangkok organized and participated in a range of meetings, including a Thematic Working Group on Education for All (TWG on EFA) meeting on 30 April 2012; a Regional expert consultative meeting, 9-11 May 2012 and a Asia-Pacific Regional Network for Early Childhood (ARNEC) Steering Committee meeting on 7-8 May 2012. Due to funding constraints, the benchmarked regional meeting of national EFA coordinators that is normally held each year, was postponed to early 2013.</p> <p>EFA/PRELAC</p> <p>In the Framework of the EFA/PRELAC (Regional Education Project for Latin America and the Caribbean) work plan, UNESCO Santiago prepared an Analytical Report about the State of the Education in Latin American and the Caribbean to be presented at the next EPT/PRELAC Intergovernmental Committee meeting (a high level meeting, with the participation of Ministries of Education) to be held in México, 29-30 January 2013.</p> <p>Global EFA Meeting (GEM)</p> <p>The new major annual EFA meeting GEM was held at UNESCO headquarters from 21-23 November 2012. Consisting of a Senior Officials' Meeting and a High-Level Ministerial Meeting, GEM brought together around 240 representatives of Member States, EFA convening agencies, civil society, the private sector, research institutes and foundations. To increase countries' ownership and accountability, UNESCO regional groups were asked to nominate eight countries to represent their region at the GEM in 2012 and 2013. As some groups nominated more than 8 countries, altogether 47 countries represented their respective regions. 25 delegations were headed by a minister or a vice-minister. 8 countries' and several NGOs' participation was funded by UNESCO. The GEM was prepared in a highly participatory manner with the regional groups taking more ownership and accountability, in particular the regional groups responsible for nominating their respective region's representatives. Based on the 2012 EFA Global Monitoring Report (GMR) and four regional EFA reports prepared by UNESCO's regional bureau for Education, the meeting reviewed progress towards achieving EFA; identified bottlenecks and successful policies; discussed concrete actions for a last big push to reach the EFA goals by 2015 and key steps in the EFA process up to 2015. A number of side-events on priority themes were organized by EFA partners. The GEM Statement adopted by the Ministerial meeting called for a last big push to achieve EFA by 2015, agreed to a process</p>

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			<p>to prepare the National EFA 2015 Reviews, and urged UNESCO to take leadership in global consultations on the post-2015 EFA agenda. The meeting documents have been translated into the working languages of the meeting (EN, FR, ES, AR) and are available on the UNESCO website.</p> <p>Collective consultation of NGOs on EFA (CCNGO/EFA) The Sixth Meeting of UNESCO's CCNGO/EFA, a network of over 250 education and youth NGOs, was held at UNESCO Headquarters from 24-26 October 2012. About 110 participants representing regional, national and international CCNGO/EFA members came together. The participation of 19 NGO participants from the global South was funded by UNESCO and that of another 20 African participants by the Global Campaign for Education. In addition, some 20 representatives of non-member NGOs attended as observers. The meeting discussed and reflected on the achievements, challenges and the future of EFA, with particular focus on how to approach 2015 and how to shape the post-2015 international education agenda. The meeting also adopted new Working Procedures for the CCNGO and elected a new Coordination Group according to these Working Procedures. It was also an opportunity for NGOs and UNESCO to define better strategic collaboration. An Open Space session gave participants an opportunity to present their activities and interact with each other and UNESCO staff in an informal setting.</p> <p>In preparation of the meeting, UNESCO commissioned a mapping of international actions to define the post-2015 education and development agenda, and an online consultation to collect the views of the CCNGO/EFA membership on the current situation of EFA, on post-2015 process and agenda and civil society expectations was carried out. The results were presented in regional and an international summaries to inform the discussions and make them more effective and focused. The mapping and consultation reports are available on the UNESCO website.</p> <p>The final statement "Pushing EFA Through 2015" calls for a last "Big Push" to achieve EFA by 2015 and makes a number of recommendations regarding the post-2015 agenda. The document has contributed to the outcomes of the E-9 meeting and the GEM.</p> <p>The CCNGO/EFA newsletter was published in May and July, in four languages: English, French, Spanish and Arabic. It was disseminated by email to around 300 addressees in all regions and posted on the website. A number of CCNGO/EFA member organizations in different regions further disseminated the newsletter through their networks.</p> <p>E-9 Initiative The Ninth E-9 Ministerial Review Meeting was held in New Delhi, India, from 9-10 November 2012. The focus of the meeting was "Inclusive, Relevant and Quality Education for All" and participants discussed challenges and shared successes in this respect. Participants also identified key areas for E-9 cooperation and discussed UNESCO's GEQAF as a tool for mapping major challenges and constraints to the equitable delivery of quality education and effective learning to all. The meeting also marked the hand-over of the E-9 Presidency from Nigeria to India for the coming biennium. Pakistan offered to hold the next Ministerial Review Meeting (in 2014) and will thus take over the presidency after India.</p>

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			<p>Participants included ministers from India, Nigeria and Pakistan and vice-ministers from China and Indonesia. Bangladesh, Brazil, China, Egypt and Indonesia sent representatives from their ministries, embassies and National Commissions for UNESCO. Mexico did unfortunately not participate.</p> <p>In their final statement "The New Delhi Commitment: Delivering Inclusive, Relevant Quality Education for All" Ministers renewed their commitment and cooperation to achieve EFA and to strengthen technical cooperation between their countries through joint activities. In order to follow up on the collaboration, concrete action plans will be elaborated and a meeting will be held in June 2013 to finalize the action plans.</p> <p>UNESCO/UNICEF Global Thematic Consultation on Education in the Post-2015 Development Agenda</p> <p>UNESCO and UNICEF are leading, in the broader framework of UN-led MDG consultation, a Global Education Consultation. It is closely interlinked with the EFA process and consultations on the post-2015 EFA agenda and consultations on the future education agenda have taken place in the Arab and Africa Region EFA meetings (see above) as well as the CCNGO/EFA meeting. The LAC and APA regional EFA meetings in early 2013 will also feed into this process. During the Global Education for All Meeting (Paris - 21-23 November), a side-event dialogue on education in the post-2015 development agenda was organized and facilitated by the co-leads.</p> <p>An Education Online Platform and ensuing e-discussions were launched in December 2012. Running through to March 2013, and leveraging technology and social media tools to engage participants, the moderated e-discussions cover 4 specific areas: (1) Equitable Access to Education (10-24 Dec, 2012); (2) Quality of Learning (8-21 Jan, 2013); (3) Global Citizenship, Skills and Jobs (23 Jan-6 Feb); (4) Governance and Financing of Education (10-24 Feb).</p> <p>A Global Meeting will be held in Dakar, Senegal from 18-19 March, 2013 to provide a face-to-face dialogue opportunity for key stakeholders. At this meeting, the results of the on-going consultations (regional consultations, e-discussions, review of existing literature and resources) and draft recommendations will be discussed with decision makers from government, the HLP and other key education stakeholders. The expectation is that key recommendations will be defined during the meeting and taken forward by these decision-makers to champion in the intergovernmental discussions to follow over the next two years.</p> <p>UN Secretary General's Global Education First Initiative (GEFI)</p> <p>The major development in advocacy for EFA was the launch of the UN Secretary General's Global Education First Initiative (GEFI). UNESCO played an important part in the preparing the initiative and seconded a staff to the UNSG's office. The DG is the Executive Secretary of the initiative's High Level Steering Committee. UNESCO is responsible for the content and vision of the initiative which is a very positive opportunity to strengthen EFA advocacy by involving heads of state and world leaders in the work for providing quality education to all. The initiative has received much attention and has been debated and positively received e.g. by the Executive Board, the GEM and the EFA Steering Committee. The launch of the initiative during the UN General</p>

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			<p>Assembly in September 2012 received much media attention and brought together a number of Heads of States and world leaders, including the Prime Ministers of Denmark, Australia and Timor-Leste, as well as the UN Secretary General and the heads of the EFA convening Agencies. As GEFI is consistent with EFA goals and principles, it was decided not to organize any High Level Forum in 2012.</p> <p>EFA website Within the framework of the new global EFA coordination structure, the website has been revised to reflect the new mechanisms and to make the site more user-friendly. In this respect, the website has been restructured, updated and translated into three languages: French, Spanish and Arabic. All the reports of past HLG, WG, CCNGO/EFA and E-9 meetings have been systematically archived in the central system UNESDOC and downloaded on the website via a unique link for an easy access to information.</p> <p>Global Action Week (GAW) Global Action Week is a worldwide annual campaign organized by the Global Campaign for Education (GCE), and supported by UNESCO, to raise awareness of the importance of Education for All. In 2012, the theme of the GAW was early childhood care and education (ECCE). The main GAW action and highlight was the 'Big Picture' competition which collected children's drawings, paintings and pictures representing their aspirations for education and for their lives. A dedicated GAW website was established and was made available, for the first time, in four languages: English, French, Spanish and Arabic, with links to the four Regional Bureau websites. Numerous activities organized by UNESCO field offices and headquarters and GCE were promoted through the website. More than 100 countries took part in activities including debates, round tables and community actions organized by UNESCO Field offices in Bangkok, Beirut and Santiago with local institutions and social organizations. A message from the Director-General was sent to all Ministers of Education and another message prepared for GCE's global report on ECCE, "Rights from the Start", published during GAW. GCE gave strong visibility to UNESCO's support through its website and notably communicated to its coalitions and partners that pictures and photos collected during the week would be "handed over" to Ms Bokova at UNESCO.</p> <p>In May 2012, UNESCO and the GCE organized a joint event at UNESCO Headquarters where the Chairperson of the GCE handed over to the Director-General, selected Big Picture drawings and inaugurated an exhibition with drawings from 48 countries. This event gave high visibility to UNESCO as it was publicized as the "final destination" of thousands of drawings prepared during GAW events throughout the world.</p>
ER 11: Global and national commitment to education for girls and	PI: Increased support from multi-stakeholder partners to UNESCO	- Ongoing partnerships with Procter & Gamble (P&G), the Packard Foundation, GEMS Education, Nokia, Microsoft have mobilized \$5 million	UNESCO continued to promote gender equality in education through advocacy, policy dialogue, research, capacity building by

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women strengthened through advocacy and appropriate multi-stakeholder partnerships which are in conformity with the objectives of the Organization	<p>activities on education for girls and women B/b: - 1 partnership in each region established</p> <p>PI: Increased awareness among the wider public on the importance of education of girls and women through high-profile events B/b: - 1 global event with prominent high-profile personalities - 3 roundtables in conjunction with celebration of UN Days - 2 on-line discussions on critical aspects of girls' and women's education</p>	<p>since 2011. The partnership with P&G has been extended for another 3 years for \$2.4 million - MOU signed with the Government of Pakistan (pledged \$10 million) - Two new partnerships established with UN Women and the Barefoot College - Three potential new partners: 'Connect to Learn' Initiative, ENEL Green Power, GDF Suez Africa: UN Women, Islamic Development Bank/ Arab States: Office of the Italian Cooperation for Development in Lebanon, UN agencies (UNFPA, ILO), Centre for Educational Research and Development (CERD)/ Asia-Pacific: UNGEI, APPEAL Cooperation Programme, GENIA/ Latin America and the Caribbean: UN Women and other UN agencies</p> <p>More than 15 advocacy events were organized at the global, regional or national level. (Global events: High-level advocacy event 'Stand up for Malala - Girls' Education is a Right' (Paris, 10 December); Launch of the advocacy report 'From Access to Equality' during the Global EFA Meeting (Paris, November); 1st Anniversary of the Global Partnership for Girls' and Women's Education (Paris, 25 May); special session on women and TVET during the 3rd International Congress on TVET (Shanghai, 13-16 May); Launch of the UNESCO World Atlas of Gender Equality in Education on International Women's Day (Paris, 8 March); side event on the occasion of the 56th Session of the Commission on the Status of Women (New York, 29 February) (Regional events: a friendly football match, organized with the Right to Play in Bangkok; a seminar on culture, gender-based violence, education and HIV/AIDS for participants from 7 countries of the Greater Mekong Sub-Region; an exhibition in Bangkok featuring drawings by young people; launch of the 2012 drawing contest; a high-profile event organized on the first International Day of the Girl Child with the Government of Thailand. In the Arab Region: 3 national seminars in Lebanon to present the finding on school-related GBV; school-to-work transition of young women; textbook analysis from a gender perspective).</p>	<p>mainstreaming and highlighting gender equality aspects in planned activities and by increasing gender specific programming. Partnerships were broadened to include the private sector, UN agencies, NGOs and others. A MoU was signed with Pakistan for a pledged amount of \$10 million; the partnership with Procter&Gamble has been extended for three more years for the additional amount of \$2.4 million. Partnerships are also ongoing with the Packard Foundation, GEMS Education, Nokia, Microsoft that have mobilized some \$7.4 million since 2011. Partnerships, particularly with the private sector, enabled UNESCO to mobilize extra-budgetary funds and to implement large scale projects specifically targeting girls and women. New agreements were signed with UN Women and Barefoot College. Efforts were made to increase public awareness about gender equality in education through advocacy events, publications, capacity building and other activities. UNESCO's events stimulated policy dialogue, facilitated information and experience sharing on issues regarding girls' and women's education. E.g. a seminar was organized on issues related to culture, GBV, education and HIV/AIDS facilitated collaboration among 45 participants from the Greater Mekong Sub-region; reached out to a wide audience including politicians, decision-and policy-makers, specialists, NGOs, students and the general public and have contributed to strengthening commitment to education for girls and women. E.g. the seminars organized in Lebanon were attended by MOE officials who are following up on UNESCO's recommendations on gender-sensitive training for teachers and textbook authors; attracted media attention and were featured in traditional and social media. E.g. the event 'Stand Up for Malala - Girls' education is a right' generated considerable media coverage with over 500 articles published in 35 countries and it was also covered by TV channels and social media.</p> <p>The Sector's capacity to mainstream gender in its activities, events, publications and other work is being reinforced. Workplans and publications were reviewed to address gender equality issues. Gender-specific programming was increased with more activities targeting women and girls. Reports and statistics were produced to support UNESCO's advocacy efforts based on evidence (e.g. UNESCO Atlas on Gender Equality in Education and the report 'From Access to Equality: Empowering Girls and Women through Literacy and Secondary Education'). UNESCO initiated activities aimed at mainstreaming gender in priority areas (e.g. teachers, education laws and policies, literacy, TVET, SRGBV). Education law and policy review guidelines, teacher training kits, policy briefs are being developed. Easy to use sex-disaggregated statistics were produced, research on key issues was undertaken with the aim to highlight gender equality concerns and to guide and inform gender-sensitive and gender-transformative policy-making.</p> <p>Partnerships: UNESCO attaches great importance to broadening and enhancing partnership with key stakeholders in promoting girls' and women's education. At the global level UNESCO participates in Global Initiatives and Partnerships such as UNGEI, the UN Adolescent Girls Task Force, the Coalition of Adolescent Girls and others. A MoU was signed with Pakistan for a pledged amount of \$10 million. New</p>

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			<p>partnerships were established with UN Women and the Barefoot College, while partnerships are ongoing with the Packard Foundation, GEMS Education, Nokia, Procter&Gamble supporting activities in Africa in the framework of UNESCO's Global Partnership for Girls' and Women's Education (some \$7.4 million mobilized since 2011). These partnerships enabled the implementation of alternative learning approaches for the hardest to reach girls and women in remote rural areas with literacy classes, and projects to promote girls' access to and retention in secondary education in Ethiopia, Kenya, Lesotho, Senegal and Tanzania. The partnership with P&G was extended for another 3 years for an additional \$2.4 million. Discussions are on-going with three potential new partners including the 'Connect to Learn' Initiative, ENEL Green Power and GDF Suez.</p> <p>UNESCO collaborates with numerous other partners at the regional or national level. For example in Africa, UNESCO collaborated with UN Women and the Islamic Development Bank; in the Arab States with the office of the Italian Cooperation for Development and the Centre for Educational Research and Development in Lebanon; in Asia-Pacific with UNGEI, GENIA; in LAC with UN Women and other UN agencies. In Asia-Pacific, UNESCO co-chairs the UNGEI regional network. As a member of UNGEI, UNESCO is involved in advocacy, capacity building, research and other activities to promote girls' education and gender equality in education. Partnership with UNGEI, which brings together many other UN and non-UN players in raising public awareness on gender issues in education through advocacy and other events. UNESCO also partnered with Macquarie University, Australia, the Australian Agency for International Development, the Ophidian Research Institute and UN Women in organizing a seminar on the prevention of Gender-Based Violence (GBV) in the Greater Mekong Sub-region (Bangkok, 17-18 May 2012). Participants explored questions of culture, knowledge and social transformation and their relation to GBV. The seminar facilitated collaboration between 45 participants working on issues related to culture, GBV, education and HIV/AIDS in countries in the Sub-region (Cambodia, China, Myanmar, Lao PDR, Thailand, the Philippines and Vietnam). As a result of this partnership, a regional community of practice has emerged which will continue to work in this area with a focus on interventions through the education system. In the Arab region, UNESCO collaborated with the Italian Cooperation Office and the Centre for Educational Research in Lebanon and others in conducting gender studies; the Global Partnership for Education in organizing a Regional Teacher Workshop in Amman (9-11 December 2012) and, with NGO networks in Morocco in providing post-literacy programmes for women. In Latin America, UNESCO is the chair of the Interagency Working Group HIV/Gender/Human Rights in Chile. The group was recently established in an effort to enhance interagency cooperation that could provide new perspectives and ensure sustainability of gender mainstreaming efforts.</p> <p>Awareness Raising: Efforts to raise public awareness about the importance of gender equality in education were intensified. UNESCO organized high-level global, regional and national advocacy events,</p>

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			<p>developed and disseminated relevant publications and research findings, including sex-disaggregated education statistics and qualitative research, with concrete evidence-based recommendations, aiming to raise awareness and sensitize decision- and policy makers and the general public about the importance of gender equality in education.</p> <p>6 global events were organized:</p> <ul style="list-style-type: none"> •High-level advocacy event 'Stand up for Malala - Girls Education is a right' (UNESCO HQs, 10 Dec. 2012). The event was organized by UNESCO and the Government of Pakistan as a tribute to Malala Yousafzai and in support for girls' right to education. It brought together some 20 eminent personalities from around the world that joined the UNESCO's DG in making a collective commitment to end discrimination against girls and to ensure respect for their right to education. These included the President of Pakistan, the French Prime Minister, the Minister of Foreign Affairs of UAE, the former president of Finland, the Executive Director of UN Women, other ministers, religious leaders, UN officials and others. A message on behalf of Malala was delivered together with video messages from the UN Secretary-General, the US Secretary of State, and the Vice-President of the European Commission. Students delivered messages in support of Malala and girls' right to education. The event was moderated by Z. Badawi from BBC and it attracted significant international media coverage and presence in social media - about 500 articles were issued in 35 countries. UNESCO and Pakistan signed a MoU and the Malala Fund for Girls' Right to Education was established with a pledged contribution of \$10 million from Pakistan. The Fund will ensure the implementation of concrete interventions in favour of girls' education in Pakistan and elsewhere. Discussions have been initiated in order to identify priority areas of intervention to promote and support the development of quality education opportunities for girls. •Launch of the report 'From Access to Equality: Empowering Girls and Women through Literacy and Gender Equality' (UNESCO HQs, Nov. 2012). The report, launched during the Global EFA Meeting, was developed within the framework of the UNESCO Global Partnership for Girls' and Women's Education in order to raise awareness about two neglected policy areas girls' secondary education and women's literacy. The argument for promoting girls' and women's education is supported with evidence and case-studies from different regions. •1st anniversary of the UNESCO Global Partnership for Girls' and Women's Education (UNESCO HQs, 25 May 2012). A high-level panel discussion was organized presenting major achievements so far and individual testimonies of beneficiaries. High-profile personalities such as the Executive Director of UN Women, Princess Laurentien of the Netherlands, the Minister for Primary and Civic Education of Chad, and others joined the UNESCO's DG in reviewing progress achieved, reinforcing commitments, and discussing strategies to scale up action and further strengthen the Partnership. Representatives of major partners from GEMS Foundation, Procter&Gamble, Microsoft and the Packard Foundation were also present together with the Ambassadors of Nigeria and Tanzania to UNESCO, ENEL Green Power, the Barefoot College and the first French female astronaut. A wide audience was reached through press releases and news articles. A

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			<p>beneficiary of one of the projects, K. Ndiaye, a young woman who left school at the primary level to look after her siblings, gave a live testimony about her experience, explaining how the UNESCO literacy programme enabled her to go back to school and now she aspires to be a fashion designer.</p> <ul style="list-style-type: none"> •3rd International Congress on TVET (13-16 May 2012, Shanghai). In an effort to mainstream gender equality in TVET, gender equality concerns were highlighted and addressed in a special session looking at ways to promote equity and inclusion of girls and women in and through TVET. The session was also informed by the results of the UNESCO-UNEVOC online conference on Women and TVET. The recommendations of the Congress included the need for gender equality in TVET. The Congress was attended by more than 500 representatives from 107 countries. •Celebrating International Women's Day - Launch of the UNESCO World Atlas of Gender Equality in Education (8 March 2012, UNESCO, Paris). The Atlas is an innovative statistical tool that presents sex-disaggregated education statistics in colour-coded maps that make it easier for readers to interpret data and understand gender disparities and inequalities in education. The eAtlas, the electronic and interactive version of the publication, is available online. •UNESCO side-event at the 56th Session of the Commission on the Status of Women (29 Feb. 2012, UN House, New York). A high-level panel discussion was organized titled 'Rural Women: Education for Empowerment'. Participants highlighted UNESCO's efforts to provide literacy and educational opportunities for girls and women in rural areas as well as innovative approaches carried out globally by different partners. The panellists included the Director of Barefoot College, the Senior Social Affairs Officer and Gender Focal Point of the UN Economic Commission for Europe, the Executive Director of the Connect to Learn Initiative. The turnout for the event was notable with many participants, especially from Africa, Education NGOs, and students at Columbia University. <p>In Asia-Pacific, on International Women's Day UNESCO organized an event titled 'Connecting Girls: Inspiring Futures through Physical Education and Sport' and issued an advocacy brief on this topic, together with 5 case-studies from India, Sri Lanka, Myanmar, Cambodia and Indonesia; an advocacy brief on 'Removing Gender Barriers to Literacy for Women and Girls in Asia and the Pacific' that analyses the obstacles to literacy for women and girls, and the monthly e-newsletter 'Gender Wire', highlighting current gender trends and issues. Also, in collaboration with the regional UNGEI group, UNESCO (i) organized an exhibition in Bangkok featuring drawings received from young people across the region as part of the 2011 drawing contest (ii) disseminated the 2012 calendar featuring these drawings (iii) launched and coordinated the 2012 drawing contest (iv) organized a friendly football match 'Only Girls can Score' with the organization Right to Play (iv) participated in an event organized with the Government of Thailand on the 1st International Day of the Girl Child (11 Oct), expressing UNESCO commitment to ensuring gender equality and girls' education. The statement issued by UNGEI members, including UNESCO, calls on countries to ensure equal access to compulsory education for all girls and boys. UNESCO and other UNGEI members collaborated to</p>

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	Programmed	Attained	
			<p>produce a flyer highlighting the situation of girls with disabilities in the region and actions that policy-makers and practitioners can take. The flyer was disseminated at the Intergovernmental Meeting on the Final Review of the Implementation of the Asian and Pacific Decade of Disabled Persons (Oct 2012). UNESCO is co-authoring a discussion paper on gender and disability and further collaborated with UNGEI in producing a report on the low performance of boys in Malaysia, Mongolia, Philippines and Thailand and in organizing a capacity building workshop in Lao PDR on 'Using Evidence to Promote Gender Equality in Education.' The GENIA toolkit on promoting gender equality in education was presented to around 40 participants. An e-course is being developed to enable policy planners and teachers to understand and address gender equality issues in education.</p> <p>In the Arab region, findings from the project 'Supporting Gender Equality in Education in Lebanon' were shared with relevant stakeholders in the MOE and others. Evidence-based information was made available for policy-making in the areas of textbook analysis from the gender perspective and the elimination of gender stereotypes; school-to-work transition of young women in Lebanon; SRGBV; and, Literacy. Concrete recommendations were issued with regard to incorporating the gender perspective and promoting gender equality in education. UNESCO also participated in teach-in sessions about the UN system in Lebanese Universities, presenting gender equality as a UN and UNESCO priority.</p> <p>Gender Mainstreaming /Gender Specific Programming: Gender was mainstreamed in the Sector's workplans and publications which were reviewed from a gender lens, engaging gender focal points, thematic coordinators and regional coordinators. Information and training material on gender mainstreaming were circulated and one-to-one training sessions were organized for focal points from each division. About 50 forthcoming UNESCO publications were reviewed from a gender lens to effectively mainstream gender and highlight gender considerations. Gender specific programming was encouraged through both technical support and through the allocation of funds to specifically address gender equality concerns in priority areas such as Education Laws and Policies, TVET, Literacy, Teachers, GBV: TVET: To mainstream gender equality in TVET policy dialogue, gender equality concerns were highlighted and addressed in a special session of the 3rd International Congress on TVET (Shanghai, May 2012) looking at ways to promote equity and inclusion of girls and women in and through TVET. The session was also informed by the results of the UNESCO-UNEVOC online conference on Women and TVET. The recommendations of the Congress included the need for gender equality in TVET.</p> <p>Education Laws and Policies: the first draft of the education law and policy review framework was developed with a focus on legal provisions for gender equality. The framework will seek to identify and address gender gaps in national legislations so that the provisions for gender equality become an integral part of national legal systems. The framework will soon be pilot-tested in Myanmar as part of the ongoing Comprehensive Education Sector Review.</p> <p>SRGBV: the research framework for a study on SRGBV has been drafted and the study will be launched soon, aiming to come up with</p>

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
			<p>comprehensive policy recommendations of preventing and addressing the phenomenon in and through education.</p> <p>Teachers: an experts meeting was held (UNESCO HQs, 17-19 Dec 2012) during which the structure of a UNESCO guide for mainstreaming gender in teacher training institutions was determined. The contents are being developed with technical inputs from experts on teacher training and gender equality, representing various regions to ensure geographical balance and cultural sensitivity.</p> <p>Arab region: The textbook review from a gender perspective was completed and the analytical report was presented during a workshop for Lebanese MOE officials. More than 60 specialists and 45 trainers of trainers were trained on textbook analysis from gender perspective and on developing gender-sensitive textbooks. The Literacy Strategy for Women was developed at the request of MOE and the national study on SRGBV was presented in a national seminar. In the context of the new Regional Teacher Initiative, gender equality was identified as a major pillar for developing a common Teacher Policy Framework for the Region. Literacy programmes were developed in Maghreb countries. In Morocco 80 women were awarded subsidies for their participation in post-literacy programmes that are carried out with the support of an NGO network. A literacy manual was developed based on learners' needs, especially women.</p> <p>Asia-Pacific: UNESCO is developing training modules on Gender Equality in Education for teachers and decision-makers aiming to improve their understanding about gender equality issues in education and provide practical training on how to implement gender-responsive practices.</p> <p>LAC: UNESCO contributed to capacity building of members of the Peer Support Group of the UNDG LAC with the organization of a workshop on Mainstreaming Gender in UNDAF and other planning processes. Representatives of 9 UN agencies at regional level took part in the workshop (UNICEF, UNFPA, UNDP, UN WOMAN, PAJO, WFP, FAO, UNESCO, OIT).</p>
ER 12: Education stakeholders informed through research and foresight studies on emerging trends and challenges in education	<p>PI: Number of forward-looking country case studies on emerging societal trends and challenges for education conducted, published and disseminated</p> <p>B/b: 4 case studies (one in each region)</p>	<p>Four (4) UNESCO Education Research and Foresight Occasional Papers published in English and French: - Haddad (2012). The Challenges of Creativity - Tawil, Akkari & Macedo (2012). Beyond the Conceptual Maze: The notion of quality in education - Aubin & Haddad (2012). Desire and Doubt: Drivers of creativity and rationality? - Tawil & Cougoureux (in press). Learning: The Treasure Within - Assessing the influence of the Delors report Three (3) articles published or in press: - Haddad (2012) "Teaching: A profession with a future". Worlds of Education, Education International. - Haddad (2012) "Que faut-il enseigner et comment évaluer les connaissances ?". Hommes et Libertés, No. 159, pp. 43-45. - Haddad (in press). 'Savoir pour agir, Agir pour Savoir, Savoir et Agir Ensemble: Vers un humanisme du savoir, de l'action et de la coopération'. International review of Education. Springer & UNESCO Institute for Lifelong Learning. UNESCO Education Sector Think Piece published: "Education and Skills for Equitable and Sustainable Development Beyond 2015" UNESCO Education Sector think piece for the post-2015 UN Task Force - drafted by ERF with input from GMR, EFA and TVET teams. [Published on-line on UNESCO & UNDP websites].</p>	<p>1. RETHINKING EDUCATION IN A CHANGING WORLD</p> <p>Aim and expected outcome: The project aims to lay the foundations for a renewed vision of education by revisiting the way in which education and learning are framed in the 1972 Faure and 1996 Delors reports, in light of societal transformations currently underway. The expected outcome for 2013 is a synthetic vision document which, while building on a fresh rereading of the vision of the education outlined in the 1972 and 1996 publications, provides orientation for further research and foresight on education in a changing world, and the possible development of a new world report on education and learning.</p> <p>Modalities: A Senior Expert Group has been established and is to be chaired by the UN Secretary-General's Special Adviser on Post-2015 Development Planning, Amina Mohamed. The first meeting of this Senior Expert Group is being organized at HQ (Paris, 12 - 14 Feb, 2013). During March-June 2013, the work of the Senior Expert Group shall be enriched by a complementary dynamic of analysis, including through a group of UNESCO Chairs. A panel to present preliminary</p>
	<p>PI: Number of proceedings of</p>	<p>One set of proceedings of round regional expert meeting published on-</p>	

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
international research colloquia /conferences which are jointly organized by UNESCO and international research partners B/b: 4-6 international colloquia/seminar proceedings prepared and disseminated	line: "Towards EFA 2015 and Beyond - Shaping a New Vision of Education" High-Level's Expert Meeting in Asia-Pacific region (Bangkok, 9-11 May 2012) Organized by UNESCO ERF in Bangkok and the Korean National Commission. [Outcome document published on-line] Two (2) sets of proceedings of international/regional meetings finalized but not yet published: "Beyond 2015: Perspectives for the role of TVET and skills development" International Consultation (Shanghai, 17 May 2012) Organized by UNESCO (ERF & TVET) and NORRAG. [Report finalized but not published] "Beyond 2015: Rethinking Learning in a Changing World" High-Level Expert Meeting (Bangkok, 26-28 Nov 2012). Organized by UNESCO ERF program in Bangkok and the Japanese National Commission [Draft outcome document being finalized]. Two (2) Research Proposals submitted: Vieille Internationale de la Recherche Contemporaine en Education [2013-2017] Canadian Social Science Research Council Submitted by the University of Quebec in Montreal (UQAM) in partnership with UNESCO. Momentum for Education Beyond 2015: Improving the Quality of Learning Outcomes and Enhancing the Performance of Education Systems in the Gulf Cooperation Council Countries [NPRP No: 6-828-5-098] Qatar National Research Foundation (QNRF) Proposal submitted by UNESCO Doha with support from ED/ERF.	<p>results is being planned for the World Congress of Comparative Education Societies (Buenos Aires, 17-21 June 2013). A 2nd meeting of the Senior Expert Group (date to be determined) will be organized in July 2013 in order to finalize a concise vision document containing a set of recommendations to be presented and debated at the 37th session of the UNESCO General Conference (November 2013).</p> <p>Research Papers and Think Pieces:</p> <p>UNESCO Education Research and Foresight Occasional Papers published on-line in 2013:</p> <ul style="list-style-type: none"> • The Challenges of Creativity • Beyond the conceptual maze: The notion of quality in education • Desire and Doubt: Drivers of creativity and rationality • Revisiting Learning - The Treasure Within: Assessing the influence of the 1996 Delors Report <p>International Review of Education:</p> <ul style="list-style-type: none"> • Towards a humanism of Knowledge, Action and Cooperation [Forthcoming] <p>2. CONTRIBUTING TO SHAPING THE POST-2015 INTERNATIONAL EDUCATION AGENDA</p> <p>Regional consultations:</p> <ul style="list-style-type: none"> • In Asia-Pacific region, two high-level experts meeting were organized throughout the year, supported by National Commissions of Japan and Republic of Korea. The outcome document of the first consultation (Bangkok, 9 - 11 May 2012) is published online[1] and the outcome document of the second consultation (Bangkok, 26 - 28 Nov 2012) is being finalized. In view of taking an inclusive approach, UNESCO requested young people from the Asia-Pacific region to make films on their thoughts and ideas on the kind of learning needed to provide them with the skills in an increasingly connected and constantly changing world. The winning video was shared shown at meeting held in November 2012. <p>Global consultations:</p> <ul style="list-style-type: none"> • "Beyond 2015: Perspectives for the role of TVET and skills development" (Shanghai, May 2012) UNESCO (ERF & TVET) and NORRAG. • UNESCO and UNICEF are co-leading the thematic online consultations on post-2015 education agenda. UNESCO has provided technical input to the conceptualization of the four thematic areas[3] of the consultation. • 'Education Post-2015' (Paris, 22 November 2012). UNESCO- 	

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
			<p>UNICEF consultation organized as a side event at the Global EFA Meeting (GEM). The summary report has been shared with participants.</p> <p>Papers and Think Pieces:</p> <ul style="list-style-type: none"> • UNESCO Education Sector think piece for the post-2015 UN Task Force entitled "Education and Skills for Equitable and Sustainable Development Beyond 2015" published online on UNESCO and UNDP/DESA websites. • Internal think piece entitled "Reflections on the Post-2015 International Education Agenda" (June 2012) drafted and used for sector-wide consultation (unpublished). • First draft of "UNESCO Principles for Education and Development Beyond 2015" produced based on on-going sector-wide consultation.

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

Most of the projects/events were implemented with extra-budgetary funds using no or minimum funds from the regular programme
Events were organized on the occasion of key international celebrations, taking opportunity of the presence of existing participants to minimize travel costs.
The gender component was mainstreamed in key planned activities with minimum additional financial costs.
UNESCO's internal human resources have been providing high-level technical expertise in global and regional discussions, especially those pertaining to EFA and post-2015 discussions.

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

Regular Programme ¹ : operational budget only		Extrabudgetary resources ¹	
Allocation 2012-2013: US\$ 3 450 000	Expenditures 2012-2013: US\$ 1 707 800	Allotment 2012-2013: US\$ 250 000	Expenditures 2012-2013: US\$ 30 517

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
MLA 1 - expected result 1: National capacities strengthened for policy formulation and planning focusing on promoting the right to quality education and gender equality, and drawing on information and communication technologies	PI: Number of personnel trained in quality curriculum change and management B/b: - 400	A total of 542 specialists/ministerial officers, including 50 in Bahrain, 87 in Colombia, 129 in the Dominican Republic, 49 in Nicaragua, 30 in Nigeria and 36 in Pakistan, and an additional 161 specialists being trained in the Diploma courses (96 in Africa and 65 in Latin America, see MLA 2 - Expected result 5)	<p>The IBE is supporting the Ministry of Education of Colombia in the process of definition of a national policy framework on inclusive education, a participatory process that also includes other partners (Organization of Iberoamerican States) and local private foundations (EXE and Saldarriaga Concha). From April onwards, the IBE support mainly consisted of: (i) facilitation of two policy dialogue meetings focusing on an inclusive policy agenda in Colombia and involving 67 participants (including policy makers, curriculum developers, inclusive education experts, teacher trainers and educators); (ii) contribution to the elaboration of the inclusive education policy document bringing in the international comparative perspective; (iii) support to four focal experts groups; (iv) facilitation of two capacity development workshops involving regional education coordinators (20 participants); and (v) and participation (keynote speech) in the National Forum of Education, an important event where educators from all over the country discussed key issues related to the national education agenda. The Minister of Education expressed satisfaction for the assistance provided by IBE. From June onwards, the IBE is also supporting the elaboration of the Uruguay Country Programme 2012-2014 whose objective is to lay the foundations of a long-term educational and curricular agreement engaging diverse stakeholders, including the Ministry of Education and Culture and in partnership with UN agencies. The IBE participated in the Stakeholders Workshop Dialogue focusing on the educational agenda towards 2030 (80 participants).</p> <p>Within the framework of GASERC-IBE Inclusive School Project (2011-2012) outlines of resource guides are being prepared (in English and also to be made available in Arabic) within the inclusive education policy framework elaborated for the Gulf States. To inform the elaboration of the resource guides, the study on outstanding inclusive education practices at school and classroom levels has been finalized. A total of 56 practices were gathered from all UNESCO regions (9 from Africa, 9 from Arab States, 11 from Asia, 14 from Western Europe/North America, and 13 from Latin America and the Caribbean). In the case of Iraq (Developing new Iraqi Curricula project, 2010-2013), during the second half of 2012 a coordination meeting with the UNESCO Iraq team has been organized. It was decided to focus on capacity building activities in view of strengthening national capacities to design, manage and evaluate the curriculum reform. The Iraqi Curriculum Framework has been translated in Arabic and Kurdish for its official launching through a media campaign and dissemination. A technical workshop took place in Doha (Qatar) in November 2012 during which guidelines for developing mathematics, science, biology, chemistry and physics syllabuses were produced.</p> <p>The IBE has provided technical assistance and expertise in curriculum</p>
	PI: Number of countries involved in capacity development activities B/b: - 30	A total of at least 47 countries, including 44 countries involved in the Diploma courses (see MLA 2 - Expected result 5), 8 countries involved in customized workshops and 7 countries involved in the Gulf Arab States Educational Research Center (GASERC)-IBE project.	

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
			issues within the framework of the 'South Sudan Education Sector Curriculum Reform Seminar: New Curricula for South Sudan', managed by UNESCO IIEP within the broader extra-budgetary project Cooperation Program for the Initial Action for the Development of South Sudanese Education Sector. This activity aims at enhancing the capacities of central and state level decision makers in curriculum design and development in order to lead to the collective development of an action plan for a South Sudan comprehensive curriculum reform process. The meeting took place in July in order to: (i) review the existing curriculum to identify ways to enhance its contribution to quality learning outcomes; (ii) develop the capacities of central and state levels decision makers and curriculum specialists with an emphasis on integration of human rights education and life skills in the curriculum; and (iii) develop a draft action plan for the South Sudan curriculum review. The main outcome of the meeting has been the draft action plan. National authorities expressed their interest in receiving further support from IBE within the capacity building process (depending on the availability of financial resources).
MLA 1 - expected result 3: National capacities strengthened to develop and implement teacher policies, with particular emphasis on quality and gender issues	PI: Number of teachers trained through learning tools and guidelines to support curriculum reform and implementation B/b: - 100	90 teacher trainers working at the ministerial or related level are being trained in the 2012 diploma courses (34) and customized workshops (56).	Through the diploma courses (see MLA 2 - Expected result 5) the IBE is contributing to strengthening the national capacities to develop and implement teachers' policies. Participants in the 2012 diploma courses (Sub-saharan Africa and Latin America) and customized workshops (Africa, Arab States, Asia, and Latin America and the Caribbean) include 90 teacher trainers working at the ministerial or related level.
MLA 2 - expected result 5 Basic education, including early childhood care and education, policies, programmes and practices improved in Member States, strengthening quality, equity, inclusion and gender equality	PI: Number of specialists trained through recognized courses ("diploma") in curriculum development B/b: - 30 PI: % of diploma awardees that have declared improving their practice on workplace B/b: - 75%	A total of 161 specialists are being trained through two Diploma courses (65 in Latin America and 96 in Africa). In Latin America, more than 96% of the first Diploma course (2010) graduates strongly agreed or agreed that the course allowed them to put their learning into practice. 95% of the 2011 trainees in Latin America and 92% of the 2011 trainees in Africa strongly agreed or agreed that the learning sessions improved their competences in the field of curriculum design and development, including new working and facilitation strategies. After the Diploma online training sessions, 95% of the participants felt more comfortable and confident to apply curriculum strategies and approaches in their own professional context.	24 participants from 5 countries of Latin America and the Caribbean are being trained in the second Diploma course (started in 2011) and 41 from 7 countries in the third course (started in August 2012). 49 participants from 18 African countries and 3 participants from other countries are being trained in the first Diploma course (started in 2011) and 47 from 15 African countries and 3 from other countries in the second course (started in November 2012). In terms of participants' evaluation, in Latin America more than 96% of the first Diploma course graduates strongly agreed or agreed that the training allowed them to put their learning into practice; 95% of the 2011 trainees in Latin America and 92% of the 2011 trainees in Africa strongly agreed or agreed that the learning sessions improved their competences in the field of curriculum design and development, including new working and facilitation strategies. Additional follow-up assessments regarding the impact of the learning into the practice has been carried out in the second semester of 2012. During 2012 the IBE has also organized customized workshops in Bahrain on citizenship and human rights education (60 participants), in Colombia (87 participants) and Nicaragua (49 participants) on inclusive education, in the Dominican Republic on competency-based curriculum development (129 participants), in Nigeria on curriculum innovation and capacity building (30 participants), and in Pakistan on curriculum and textbook development (36).
MLA 3 - expected result 7: Capacities in Member States strengthened to integrate a holistic vision of education for sustainable development, including climate	PI: Tools developed and used to support teachers, teacher trainers and curriculum developers to integrate ESD and climate change	under reprogramming	Initially planned for the 36 C/5, however the envisaged contribution is likely to be reprogrammed in light of the current situation.

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
change education and education for disaster preparedness and risk reduction, into educational policies, and development plans and programmes	in the curricula of primary and secondary education B/b: - 2		
MLA 3 - expected result 8: Good quality comprehensive HIV and sexuality education delivered by Member States, promoting healthy lifestyles, gender equality and human rights	PI: Number of new documents and resources evaluated and included in UNESCO HIV and AIDS education clearinghouse B/b: - 200	112 new documents/resources have been evaluated and added to the UNESCO HIV and AIDS education clearinghouse.	During 2012, a total of 112 new documents have been added to the UNESCO HIV and AIDS education clearinghouse. These documents provide relevant and up-to-date information about HIV and related issues such as sexuality, gender, youth etc.
MLA 4 - expected result 12: Education stakeholders informed through research and foresight studies on emerging trends and challenges in education	PI: World Data on Education country profiles updated B/b: - 60 countries;	As of the end of October, 162 profiles have been updated so far (the sixth WDE edition included 161 countries/jurisdictions).	With regard to the Global Survey on Instructional Time, the overall feedback from the pilot was that the information requested in the questionnaire is generally available and that countries would need more specific and clear directions to find and report the data. Those countries that used the IBE datasheets found them useful in locating sources of information. The launching of the survey on instructional time is still planned for the beginning of 2013, and data analysis is likely to take place during the second half of 2013. A draft tool for the periodic assessment of needs and priorities in the field of curriculum (e.g. questionnaire) has been prepared and was piloted in the regional workshop "Curriculum innovation and teacher capacity building in West African countries" (11-13 December 2012), hosted by the government of Nigeria and organized with the IBE's support. The preparation of a curriculum glossary with the related specialized terminology started in June and will continue in 2013. It has not been completed given the 50% reduction of staff at the documentation centre. Concerning the seventh edition of World Data on Education (WDE), 162 profiles have been updated so far (the sixth WDE edition included 161 countries/jurisdictions). In November 2012 the ASEAN-China Centre (ACC, officially launched in November 2011) asked the IBE's permission to translate into Chinese the updated profiles of the 10 ASEAN countries (e.g. Brunei Darussalam, Cambodia, Indonesia, Lao PDR, Malaysia, Myanmar, Philippines, Thailand, Singapore and Vietnam). The Country Dossiers were kept updated (some 190 dossiers are available on the IBE website). As of the end of October 2012, a total of 19 alerts (including revisions of the special issues on Gender and Curriculum, and Conflict and Curriculum) and three digest were produced. Alerts are now produced on a two-week basis, given the 50% reduction of staff at the documentation centre. More than 350 new records have been added to the IBE electronic catalogue, and an additional 622 were revised. The documentation centre has also provided feedback to about 350 enquires. The IBE website has been developed on a regular basis and 19 news have been published. IBE's web analytical tools have been updated to a different version to better assess traffic and optimize web usage. During January-October, the website received 2.91 million visits (+4% compared to the same period in 2011) and 1.71 million visitors (+18.9%). During January-October, IBE documents and publications were downloaded over 256,000 times from UNESDOC, which represents a
	PI: Number of studies and publications in comparative education and curriculum disseminated B/b: - 12	As of the end of October, 4 issues of Prospects (three published and one being finalized) and 2 issues of the Educational Practices series (one published, another being finalized) have been produced.	
	PI: The journal Prospects widely disseminated and used B/b: - 200 Consortia, 5,000 academic and government institutions in 60 countries	The journal Prospects continues to be widely disseminated through Consortia	
	PI: Number of regional and interregional exchanges on curriculum issues and policies through the IBE's Community of Practice as well as other networks B/b: - 5	Two interregional and 5 regional exchanges took place	

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
			<p>38% increase compared to the same period in 2011 (WDE updated profiles represented slightly more than 10% of total downloads from UNESDOC, corresponding to more than 26,500 downloads). The journal Prospects continues to be widely disseminated through Consortia. Three issues have been published (No. 161, Internationalization of Teacher Education; No. 162, Cultural Diversity in Education Systems: International and Comparative Perspectives; and No. 163 Developing a World-class Education) and one issue is being finalized (No 164 Comparing Learner Performance in Southern Africa). One issue of the Educational Practices Series has been published (No. 23, Effective Pedagogy in Social Sciences), and another one is under preparation (No. 24, Emotions and Learning). The edited volume "Quality and Qualities: Tensions in Education Reforms" (series 'Comparative and International Education: A Diversity of Voices', Sense Publishers) was also published.</p> <p>As of November 2012, the IBE Community of Practice (COP) in Curriculum Development has 1,603 members from 139 countries. COP members from four UNESCO regions produced a total of 19 case studies which will be used as training materials in the Diploma courses. In terms of regional and interregional exchanges, the IBE contributed to: the third Chinese-European Conference on Curriculum Development of Basic Education sponsored (Guilin, China, March 2012); the third International Workshop on Curriculum Innovation and Reform (Thessaloniki, Greece, April 2012); the international congress "Inclusive Education: Horizon of Possibilities" (Mexico, June 2012); the meeting "National and Regional Qualification Frameworks in the Teaching Profession (Dakar, Senegal, June 2012); the Pan-African Conference on Teacher Development (Paris, September 2012); the meeting "Capacity Building of Teachers and Teacher Trainers to Support Curriculum Reforms for Quality EFA" (Paris, September 2012); and the ninth "E-9 Senior Officials Meeting and the Ministerial Review Meeting" (New Delhi, India, November 2012).</p>

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

The IBE budget and resource allocations are discussed and approved annually by the IBE Council; the implementation of activities is also monitored by the Steering Committee of the IBE Council (i.e. mid-year review).

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

Regular Programme ¹ : operational budget only		Extrabudgetary resources ¹	
Allocation 2012-2013: US\$ 3 657 000	Expenditures 2012-2013: US\$ 1 828 575	Allotment 2012-2013: US\$ 1 228 487	Expenditures 2012-2013: US\$ 891 646

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
Planners and managers have knowledge and skills to perform their tasks	PI: Number of persons trained B/b: 1,600	835 as at October 2012.	IIEP ringfenced its budget dedicated to capacity development in recognition of it being a crucial determinant of change in practice at country level. This translates in over half the benchmark being achieved in number of persons trained for year 2012.
	PI: % of women planners and managers	39%	

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
	trained through the Advanced Training Programme (ATP) and the Specialized Course Programme (SCP) B/b: 50%		<p>The Institute aligned with the Organization's Priority Africa, whether through training or the composition of its technical assistance portfolio:</p> <ul style="list-style-type: none"> - IIEP's comprehensive training programme, the ATP, reached 45% of African countries, and the of the training offer covered 51% of them. - As for the TA portfolio managed by the Paris Office, it covered 53% of African countries. <p>Training evaluations are positive in terms of learning experience. A pilot survey of distance education courses ran in 2011 indicated that:</p> <ul style="list-style-type: none"> - Participants use and apply the knowledge acquired throughout the course to their daily work (96%), - Participants had the opportunity to transfer the knowledge acquired to other staff of their institution (80%), and - There has been some institutional effect from their taking the course (94%). <p>This encourages IIEP to pursue its investment in distance education as one strong strategic orientation. How to do that while offering a comprehensive training and supporting Member States in developing their educational planning capacities through other modalities will be informed, in part, through the findings of an upcoming study on the cost and effectiveness of IIEP's training.</p> <p>Request for technical assistance from IIEP is high, actually exceeding the Institute's capacity to meet demand. While pursuing its support to plan preparation (South Sudan, Sudan), requests increasingly related to plan implementation. In Afghanistan IIEP is supporting the development and implementation of a training programme at provincial level; in Angola, the Institute was tasked with support to eight provincial plans; in Sudan support is being provided for the development of 17 plans; in South Sudan, the Institute is tackling the capacity development needs of 10 states. Should support at sub-national level become a trend, and considering the labour intensiveness of the technical support provided, IIEP will be faced with the following alternative: (i) reduce the number of countries where it is engaged, or (ii) devise alternative approaches to support sub-national levels.</p> <p>Within the framework of the elaboration of IIEP's next Medium-Term Strategy, fresh thinking is needed on the orientations and implementation strategies that will allow the Institute to pursue its capacity development mission with Member States. What forms of training, and for whom? What balance between formal training and on-the-job coaching? How best to accompany Ministries of Education in elaborating and implementing meaningful capacity development strategies in educational planning and management to develop relevant education systems?</p> <p>As for all other dimensions of programme implementation, partnerships have a prominent position in the Institute's strategic orientations. They add leverage, expand programme reach, and deepen results. In 2012, the Institute specifically targeted the Global Partnership for Education (GPE) with which it has been closely collaborating with a view to releasing the GPE's new Plan Preparation and Appraisal Guidelines. The draft document is now being promoted for use and is expected to be finalized during the spring of 2013. It is already available from the GPE's website.</p>
	PI: % African countries reached through the ATP and the SCP B/b: 50%	45%	
	PI: % beneficiaries having received IIEP training declaring positive effect of training on workplace performance B/b: 90%	Data collection planned in 2013	
	PI: % supervisors of IIEP trainees declaring noticeable improvement in performance B/b: 70%	Data collection planned in 2013	
	PI: Nb countries receiving technical assistance B/b: 20	23	
IIEP-related networks and peer networks facilitate knowledge-sharing and capacity development	PI: Number of dissemination activities to which IIEP related networks contribute B/b: - RedEtis: 5 - SACMEQ: 3	SACMEQ: 6	<p>SACMEQ is strongly positioned as an authoritative source of information on the evolution of the quality of education in Africa. The interest in the results generated through the work of the Consortium is attested among other indications, by the numbers of visitors to the website. Throughout 2012, IIEP has been supporting the preparation of the fourth cross-national survey, the objective being to provide information on the quality of education and reporting on progress towards EFA and MDG targets by and beyond 2015.</p> <p>RedEtis is an over 4,000-strong community of registered users interested in the topics of education, work, and social inclusion. RedEtis is currently being enhanced: targeted conversations have been had with representatives of governments, training institutions, and researchers in order to improve the relevance of the information available on the eponymous clearinghouse. Meanwhile, additional information is being</p>
	PI: Monthly unique visitors to IIEP-related network websites B/b: - RedEtis website: 6,000 - SACMEQ website: 10,000	SACMEQ : 79,000	

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
			posted, including 651 new publication summaries and 400 analytical entries on programmes currently running in Latin America -- to mention only those sections that are most visited on the clearinghouse.
Education managers and planners are accessing and using research findings and IIEP resources	PI: Number of publications B/b: - 8 newsletters, 4 UNESCO publications, 15 working documents in print and electronic forms	1 newsletter -- IIEP is diminishing the number of newsletter issues as part of the reflection on its publication policy. 12 publications	Year 2012 marked the beginning of the transition towards the next Medium-Term Strategy. As such, it has been a year for a reflection and stock-taking processes, which will continue in 2013. The most significant piece of reflection is the mid-term evaluation of IIEP's research portfolio. The objective of the exercise was to determine the quality of the research programmes and their likelihood to (i) contribute to policy dialogue and (ii) contribute to IIEP's broader capacity development mission. The evaluation's findings are generally positive. Two sets of findings are more particularly significant: - In spite of relevant topics and research designs, research findings are not likely to be used to the utmost possible for policy dialogue at country level. Communication and dissemination strategies need to be better articulated in the early stage of project design. Additional provision should be made for national discussion and dissemination of findings. - IIEP's resources are finite, and the size of the portfolio results in these resources being stretched thin. There is merit in investing more in fewer research programmes, and therefore revisit downwards the size of the research portfolio. Meanwhile, the Institute adjusted its programme implementation to the decreased budgetary envelop available for research and dissemination. The 15% traffic increase on the Institute's website is an indication of the interest and perceived relevance of the information made available.
	PI: Monthly unique visitors to IIEP website B/b: 22,000	170,000	
	PI: Monthly unique visitors to IIEP web-based databases B/b: - Planipolis: 49,000 - SITEAL: 13,000 - RedEtis: 6,000	Planipolis: 107,000 SITEAL: 6,300	
	PI: Number of IIEP contributions/papers that inform policy-dialogue meetings and conferences B/b: 20	24	
	PI: % of IIEP book-length publications being reviewed in journals B/b: 30%	55% (5 out of 9 publications)	

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

A cost and effectiveness study of IIEP's training offerings is underway, and is expected to become available during the first quarter of 2013. Findings will guide decision-making for resource allocation for the next programming period.

Concerning publications, the Institute regularly reviews its processes to ensure better quality control, and reduced costs. Findings of the research evaluation which IIEP commissioned within the framework of its M&E system, while guiding the design of the research programmes for 2014, will also influence the way in which IIEP produces its publications. This should be reduced in number and pushed further up the value chain.

Travel is closely monitored to ensure the optimal balance between effectiveness and efficiency. Missions are mostly generated from the implementation of technical assistance-type activities. It is IIEP's continued experience that regular presence in the field is one of the critical success factors in project implementation. Regular on-site presence allows to keep momentum and address any shortcoming that may be occurring.

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

Regular Programme ¹ : operational budget only		Extrabudgetary resources ¹	
Allocation 2012-2013: US\$ 1 380 000	Expenditures 2012-2013: US\$ 683 100	Allotment 2012-2013: US\$ 1 026 394	Expenditures 2012-2013: US\$ 547 223

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
MLA 1 - expected result 1: National capacities	PI: Number of personnel trained in policy analysis and design, planning,	75 specialists for policy making and research in lifelong learning trained with a focus on adult learning and education, including 15 in	National capacities for policy formulation and planning in adult learning and education are strengthened through several interrelated processes in the

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
strengthened for policy formulation and planning focusing on quality and gender equality issues, and drawing on information and communication technologies	management, monitoring and evaluation in adult education and learning B/b: 160 experts trained	the Preparatory Seminar to develop a Programme on Developing Capacity for Lifelong Learning in the MENA region, 10 experts in research network number 4 of the ASEM lifelong learning hub, 40 in African FU Meeting, 6 in 2012 CONFINTEA Fellowship Programme .	<p>CONFINTEA VI follow-up process: a) the regular tri-annual post-CONFINTEA progress reporting process, which helps Member states to take stock of and review relevant developments in adult learning and education, so that on the one hand, the data base on adult education policy, concepts and practice is improving at both levels, nationally and globally and, on the other hand, a range of governmental, non-governmental and private institutions become involved in the reporting process, and are informed about recent developments in the mentioned areas; b) the series of regional or sub-regional CONFINTEA follow-up meetings, which generate lessons learnt from successful policy practice in the region and provides insights to key policy makers; c) the provision of direct support to experts and senior government officials through the CONFINTEA fellowships and scholarships.</p> <p>Until June 2012, 140 Member States submitted their national post-CONFINTEA VI progress reports, assessing the state of adult education policies, financing, quality and participation, including information assessing the United Nations Literacy Decade. The return rate of 140 reports shows that the CONFINTEA process is quite well rooted in Member States. The progress reports will provide the core data source for the second edition of the Global Report on Adult Learning and Education (GRALE), which is scheduled for publication in mid-2013. As a key instrument for monitoring the implementation of the Belém Framework for Action, GRALE will focus on demonstrating progress and presenting developments in the field of adult learning and education since CONFINTEA VI. In October 2012 the GRALE Editorial Board reviewed the draft chapters of the report, discussed strategies for and possible means of dissemination and promotion of GRALE.</p> <p>The interest of regional partners in cooperating for regional meetings (and partly even providing funds to that end) shows that they welcome UIL's role and support in assessing developments and discussing relevant issues and the way forward at regional level. UIL's support to the regional CONFINTEA follow-up builds on mobilizing stakeholders. After implementing the (second) regional meeting for Africa (Cape Verde, November 2012), it becomes obvious that such mobilization is crucial for the success of the CONFINTEA follow-up. The flexible strategy used for organizing these meetings that allows for a variety of formats in accordance with regional Conditions and needs is helpful. Preparations for the next regional meetings in the series, planned for mid-2013 for the Caribbean (Jamaica, in cooperation with UNESC Office in Kingston) and late 2013 for Europe (Lithuania), will be undertaken against the background of the successful African approach, bringing together directors of adult education, ALE focal points and experts for a constructive exchange and agreement on critical action points for the region. Europe will profit from the support by and partnership with the EU, culminating in a meeting in the context of Lithuania's EU presidency in the second half of 2013. For Asia and the Pacific, negotiations are under way for a regional meeting in the Republic of Korea in 2014, in cooperation with the National Institute for Lifelong Education (NILE). For the Arab States perspectives for a follow-up conference are still being explored, although ISESCO had shown specific interest in supporting the CONFINTEA VI Follow-up and a funding proposal was submitted in June.</p> <p>In Latin America, two projects which resulted from the (first) regional meeting in 2011 have been pursued: the development of a glossary on youth and adult education (with the Organisation of Ibero-American States, OEI), and the establishment of an observatory on the situation of youth and adult education in the region (with the National Institute for Adult Education of Mexico, INEA). The</p>
	PI: Number of interventions to provide technical assistance in advancement of lifelong learning through policy analysis and review, and through effective instruments for monitoring and evaluation B/b: 25 interventions	From a total of five regional CONFINTEA VI follow-up conferences, two have been implemented (for LAC and AFR); 13 advisory activities conducted including; substantive technical input provided to: ASEM Lifelong Learning conference in Copenhagen in May 2012; the international conference on lifelong learning in Istanbul in Oct 2012; the third world forum on lifelong learning in November in Marrakesh in Nov 2012. In addition, three rounds of international consultations for establishing the UNESCO Global Learning Cities Network in May, July and Nov/Dec 2012 were organized, and the draft framework and a set of indicators of the Global Learning City Index were prepared. Also, a public seminar on the role of higher education in promoting lifelong learning was organized in May 2012 and a final report was disseminated. 1 public seminar on the role of higher education in promoting lifelong learning organised and final report produced and disseminated	
	PI: Number of support activities for the development or review of national lifelong learning qualifications frameworks or similar mechanisms B/b: 6 support activities	24 draft country reports on National Qualifications Frameworks (NQFs) prepared for the international inventory on NQFs, and the inventory will provide resources for supporting activities to be organized.	
	PI: Belém Framework for Action followed up, implemented and monitored in Member States B/b: 100 member States	142 national CONFINTEA VI progress reports received, 129 of them using the common template developed to facilitate analysis, which is currently undertaken. GRALE 2012 chapters drafted, final complete version expected for early 2013	
	PI: Number of countries where regulations reflecting the principles and recommendations of the Belém Framework for Action and/or the Nairobi Recommendation on the Development of Adult Education have been adopted and enforced B/b: 10	Depends on in-depth analysis from national progress reports for GRALE which is not yet finalized.	

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
			<p>glossary is planned to be available in Spanish and Portuguese in early 2013. The Observatory shall be launched in the second week of January 2013.</p> <p>In October 2012, six senior government officials and experts in adult education from Indonesia, Malawi, Mexico, Myanmar, Namibia and Tanzania were trained at UIL in the four-week intensive CONFINTEA Fellowship Programme. They improved their capacities to design and strengthen adult learning and education policies and programmes in their countries, and to design national strategies for the implementation of the Belém Framework for Action. Three additional experts from Afghanistan, India and South Africa were supported through the less structured CONFINTEA scholarships at UIL so that they could pursue their specific research interests in the field of adult learning and education in order to improve national conditions.</p> <p>The process of organising the potential revision and update of the "Recommendation on the Development of Adult Education", which were adopted by UNESCO's General Conference in Nairobi in 1976, was initiated with the submission to the 36th session of the General Conference of a report on the monitoring of the Recommendation. On the basis of this report, an action plan for the concrete revision and update of the Recommendation was prepared and adopted by the Executive Board. A revised version of the 1976 Recommendation will represent a modernised official international standard-setting instrument on adult education. The Executive Board also decided that the regular monitoring of the 1976 Recommendation, undertaken in accordance with UNESCO's rules on monitoring its conventions and recommendations, will from now on be based on monitoring the implementation of the Belém Framework for Action, of which the main instrument is the preparation of the Global Report on Adult Learning and Education (GRALE). To pursue the action plan adopted by the Executive Board, a group of five experts from all world regions (except for the Arab States) met at UIL in July 2012 to explore and clarify technical and legal aspects of a potential revision. While the experts acknowledged the forward-looking and emancipatory spirit of the 1976 Recommendation, which has not lost its critical substance, they also underlined the need to re-formulate substantial parts in the light of the changed reality and new challenges for adult learning and education. To mobilize support and contributions from key stakeholders in adult learning and education world-wide, including representatives from governments, civil society, research institutions and national, regional and international networks, UIL organised an online consultation forum and subsequently consolidated all input into a "preliminary study" on the technical and legal aspects relating to the desirability of revising the 1976 Recommendation, which will be submitted to the 191st session of the Executive Board (spring session) and, pending its adoption, a resolution will subsequently be submitted to the General Conference (37 C).</p> <p>As a strategic follow-up of CONFINTEA VI, UIL, on behalf of UNESCO Education Sector, has taken the initiative to work with Member States to develop the UNESCO Guidelines for the Recognition, Validation and Accreditation (RVA) of the Outcomes of Non-formal and Informal Learning. The UNESCO Guidelines have been dispatched, with an official note from the ADG ED, to all 195 Member States. They were also presented in several high-profile international conferences and meetings. Through these efforts, an increasing number of UNESCO Member States have been integrating RVA as one of the key pillars of lifelong learning policy and strategy.</p>

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
			<p>In responding to Member States' call for adopting more effective and operational approaches to promoting lifelong learning for all, UIL has taken the initiative to prepare the establishment of the UNESCO Global Learning Cities Network (UNESCO GLCN) and the development of the Global Learning City Index. In 2012, UIL has successfully mobilized 18 founding partners for establishing the UNESCO GLCN, ranging from international and national agencies such as the UN-Habitat, European Commission and ministries of education of Member States, to private corporations such as Intel and Cisco Systems. For making concrete preparation, one informal consultation, one international consultation and two technical meetings for establishing the network and development the Global Learning City Index have been organized in May, June and Nov/Dec 2012. A road map for the up-coming preparatory work has been elaborated, i.e. planning of the first global learning cities conference (launch conference of the network) due to take place in November 2013. Through these efforts the UNESCO GLCN has been accepted by a large number of organizations and experts, and the preparation of the establishment of the UNESCO GLCN has progressed according to plan.</p> <p>CHALLENGES AND LESSONS LEARNED: UIL has taken actions to follow-up the Pilot Workshop on Establishing Lifelong Learning Systems in Member States. The follow-up action in the African region was conducted successfully in combination with the ADEA Triennale on Education and Training. Some of the participants are playing very active roles in policy and research of lifelong learning in their countries. However, the impact of capacity-building activities take long time and the follow-up of capacity-building activities needs to be carried out persistently. Furthermore, there is an increasing demand from Member States for UIL to develop and deliver capacity-building programmes in the field of lifelong learning policy formation, and the development of national systems for RVA of outcomes of non-formal and informal learning as well as the development of NQFs.</p> <p>The achievement of and lessons learned from the UIL Pilot Capacity Building Workshop on building lifelong learning systems show that an effective capacity building programme offers a unique opportunity for policy-makers, practitioners and academics to share experiences and embrace lifelong learning as the organizing principle for transforming education systems. To follow-up the 2010 pilot lifelong learning capacity-building workshop in Africa, the results of a research study on key issues and policy considerations in promoting lifelong learning in the five African countries involved (Ethiopia, Kenya, Namibia, Rwanda and Tanzania) was presented at the ADEA Triennale, held in February 2012 in Burkina Faso. Furthermore, UIL and the UNESCO Category II Regional Centre for Education Planning (RCEP) co-organized a Preparatory Seminar at RCEP in Sharjah, United Arab Emirates, on Developing Capacity for Establishing Lifelong Learning Systems in Selected MENA Countries, with participants from Egypt, Kuwait, Palestine, the Kingdom of Saudi Arabia and United Arab Emirates. In addition, to implement the UNESCO Guidelines on RVA, UIL has provided technical assistance and capacity-building facilitating policy dialogue, networks, and sharing of experiences between the Member States.</p> <p>As a research institute for lifelong learning, policy and action-oriented research should be a priority. However, high quality research outcomes depend on staff experience, time-allocation and financial resources. Given the multiple tasks of staff members and financial constraints, it is a challenge for staff members to concentrate on research activities to deliver high-quality outcomes.</p>

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
			Due to the global financial crisis and austerity measures, some founding partners are facing difficulties in providing an initial grant to support the establishment of the GLCN. With an overall estimated budget of over 1 million USD to cover staff costs (5 full-time posts), website development and consultative committee meetings for setting-up the UNESCO GLCN fundraising remains a major challenge.
MLA 1 - expected result 2: National capacities strengthened to plan, manage and scale up gender-sensitive, quality literacy and non-formal education policies and programmes	<p>PI: Number of personnel trained to prepare, implement, manage and evaluate quality literacy programmes that are integrated in nature and able to reach large numbers of adult learners B/b: Participants in capacity development activities in at least 12 countries</p>	20 in DRC (January/February 2012) 25 in Mozambique (February and May 2012) 60 in South Sudan (March 2012) 80 + 2 in Afghanistan (May and July 2012) 20 in PNG (June 2012) 20 in Togo (July/ August 2012) 100 in Indonesia with participants from 9 countries (LIFE and ASEAN+ countries) (November 2012) 30 in Nigeria (November 2012) Five trained country teams involving altogether about 50 researchers in Burkina faso, Mali, Morocco, Niger and Senegal	<p>Outputs/ results:</p> <ul style="list-style-type: none"> - In 2012 around 600 copies of the Global LIFE Mid-term Evaluation Report 2006-2011: Looking Forward with LIFE were made available to key stakeholders, mainly in LIFE countries, to share lessons and promote recommended actions resulting from the mid-term evaluation (http://uil.unesco.org/home/programme-areas/literacy-and-basic-skills/life-literacy-initiative-for-empowerment/life-mid-term-evaluation-report-package/). - Around 500 participants from European, LIFE and 41 target countries countries were mobilised through different advocacy events taking place in the context of the ILD in September 2012. - Over 230 subscribers of UIL's mailing list from all around the world, mainly LIFE countries, have been reached with relevant research findings on literacy In 2012 around 600 copies of the Global LIFE Mid-term Evaluation Report 2006-2011: Looking Forward with LIFE were made available to key A number of advocacy events, mainly in the context of the International Literacy Day (8th September) were not only used to stress UIL's approach - In contribution to the evaluation of the UNLD, UIL published an article in the Journal of the German Institute for Adult Education (DIE) (Hanemann, U. (2012) Eine Bilanz: Die Weltalphabetisierungsddekade 2003-2012, in: the DIE - Zeitschrift für Erwachsenenbildung, IV/2012, p. 45-48). - UIL strengthened its network of European partners through participating in the 2012 annual conference of the European Basic Skills Network (ESBN), which was coordinated by the Norwegian VOX and hosted by the Ministry of Education of the Czech Republic (30 May to 01 June in Prague). - Another opportunity for networking was the annual international LitCam Conference in the Frankfurt International Book Fair, of which UIL is a co-organising partner. - In 2012 five trained country teams involving approximately 50 researchers in Burkina Faso, Mali, Morocco, Niger and Senegal, their research instruments and reports. An international workshop in April 2012 conducted with the five country teams reviewed the progress of the country processes. With the participation of OECD, UIS and University of Liège, Belgium, the overall approach to developing competence frameworks and subsequent instruments developed were reviewed. A team of experts have been providing guidance and feedback, both from a distance and through field visits. - The draft of an action-research guidebook on literacy in multilingual contexts which is being written by UIL, UNESCO Dakar and three specialists (from Ethiopia, Niger, and Senegal) who have used action research to improve curricula, training of trainers and the development of a literate environment. - A proposal outline for the Global and Regional Activities Programme was developed with the working title "Integrated and inter-generational approaches to improving the quality of literacy teaching and learning practices supported by evidence of neuroscience". - 20 new case studies on literacy were added to LitBase with a focus on under-represented world regions and themes. Four of the programmes receiving the 2012 UNESCO International Literacy Prize or an Honourable Mention are covered
	<p>PI: Number of countries supported in developing and implementing frameworks or equivalency mechanisms that allow for recognition, validation and accreditation of non-formal or informal learning B/b: 12</p>	A peer-learning activity on recognition, validation and accreditation of non-formal or informal learning organised in June 2012 in New Delhi, in collaboration with the Ministry of Human Resource Development in India, policy-makers and experts from 6 countries participated in the peer-learning activity (Denmark, Austria, Mauritius, Mexico, New Zealand and the United Kingdom). In the MENA region, 4 countries (Jordan, Syria, Palestine and Lebanon) have taken steps towards integrating lifelong learning perspectives and learning outcomes approaches into curriculum and assessment standards for recognising adult learning achievements.	
	<p>PI: Number of partners mobilized for the acceleration of literacy efforts within the frameworks of UNLD, LIFE, EFA, Belém Framework for Action and at national, regional and global levels B/b: not available</p>	- 600 partners in LIFE countries received the "Global LIFE Mid-term Evaluation Report 2006-2011: Looking Forward with LIFE" with a set of recommended actions to advance literacy efforts; the report and related background documents were also accessible online - Around 500 participants from European, LIFE and 41 target countries countries were mobilised through different advocacy events taking place in the context of the ILD in September 2012	

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
			<p>in the Effective Literacy & Numeracy Practices Database. An average of 4,200 monthly visitors were recorded to UIL's LitBase. LitBase has become a trendsetter for other UNESCO units such as UNEVOC in Bonn.</p> <ul style="list-style-type: none"> - In 2012, capacities of literacy, NFE and education-sector personnel in a number of LIFE and target countries have been strengthened through UIL's technical assistance. Within the CapEFA Programme, UIL supported a) Mozambique (February and May 2012) with the capacity needs assessment and development of a work plan; b) Democratic Republic of Congo with the revision of a normative framework for the non-formal education sub-sector; c) Nepal with the capacity assessment and development of a work plan; d) Papua New Guinea with the development of a curriculum framework for an Adult Basic Education Programme; and e) Togo with the development of a manual on the training of literacy facilitators. - The ongoing South Sudanese language-in-education policy discussion benefitted from UIL's expertise by sharing research findings at a conference organized by The British Council in collaboration with the Department for International Development (DfID) and the Republic of South Sudan, and held in Juba in March 2012. A publication of the paper presented at the conference is forthcoming (Glanz, C. (2012) and will be titled "Why and how to invest in African languages, multilingual and multicultural education in Africa". - South Sudan has received continuous backstopping by UIL during and following the four month consultancy services of a UIL colleague at UNESCO Antenna in Juba (December 2011 to March 2012). - More than 80 Afghan literacy specialists strengthened their capacities in literacy curriculum development supported by UIL's related inputs at a national workshop in Kabul in May 2012. As a follow-up, two Afghan literacy specialists, who spent two weeks at UIL in July 2012 within the CONFINTEA scholarship programme, were supported to develop a draft literacy curriculum framework for Afghanistan and to discuss this afterwards with the key stakeholders and decision-makers at the Ministry for Education for approval. - Invited by the Indonesian Ministry of Education and Culture as resource persons to an international seminar on Improving Literacy Based on Mother Tongue and ICTs which took place in Jakarta 31 October to 03 November 2012, two UIL staff contributed to conceptual clarity on the topic. Around 100 participants from Indonesia and 8 other E-9 and ASEAN countries attended this seminar. - UIL has also been providing technical advice to design and plan the "revitalizing Adult and Youth Literacy in Nigeria, 2012-2015" project, which is coordinated by UNESCO Abuja - Technical advice provided by UIL has enriched a family learning project which CREFAL piloted in 11 schools in 7 states in Mexico in 2011-2012. A publication resulted from this experience with a contribution from UIL providing the international perspective of family literacy. - In 2012 UIL integrated the literacy and life skills for vulnerable youth theme in the CONFINTEA VI follow-up expert meeting in Africa (Praia, November 2012). 50 participants were sensitized for the need to develop effective strategies to meet the learning needs of vulnerable youth. The research study on 'Literacy and Basic Life Skills for Vulnerable Youth: Review of Policies and Practices' and activities in Africa was shared by UIL with 40 participants from different African countries at the "2012 Regional Workshop on Enhancing Delivery Capacities of Youth Employment Schemes in African countries" (Lagos, October 2012) organized by the African Development Bank Institute (Bernhardt, A. (2012) Literacy and Life Skills Education for Youth).

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
			<p>Challenges and lessons learnt/ Cost-effectiveness/ efficiency measures:</p> <ul style="list-style-type: none"> - A well designed strategy to disseminate the Global LIFE Mid-term Report and a systematic approach to use UIL missions and events for this purpose has contributed to a cost-effective distribution. It was particularly useful to ship a number of reports to Paris to reach out to participants of the high-level literacy event at UNESCO HQs in the context of the ILD (Sept. 2012). The challenge is to establish a follow up mechanism on the recommended actions resulting from the report because UIL is no more responsible for the coordination of LIFE. - The five countries participating in the RAMAA project (Burkina Faso, Mali, Morocco, Niger and Senegal) are at different phases of implementing the research. This has its advantages as countries which are slower can learn from those that are more advanced in the process. The complexity of thematic area and the enormous need for contextualized capacity building have shown that UNESCO's leadership and international technical assistance as well as the technical collaboration between the countries are of high relevance. The political crisis in Mali has affected the country team's ability to work on the project. In Niger as well as in Senegal a change of political leadership has resulted in a financial bottleneck for the research teams. UNESCO is thus undertaking advocacy at the level of the Ministers. - One major challenge has been to find specialists for involved consultancy work and delays at our end due to other (unforeseen) commitments. - LitBase has evolved into a rich source of knowledge: However, the dissemination is not yet efficient enough. Since the development of case studies is highly dependent on the availability of interns, it is a challenge to ensure a continuous production of new cases. Translation costs (mainly English to French) could be reduced by contracting related services in Africa (that previously were contracted in Hamburg). - Through our capacity development work (mainly the CapEFA programme), UIL has gotten closer to the ground realities in the field. This experience will help us provide more relevant services. The challenge is the continuity of our capacity development activities (e.g. follow-up after workshops, seminars or scholarships) and a regular monitoring to check with partners in member states on the impact of our activities.
<p>MLA 4 - expected result 14: Education stakeholders informed through evidence-based research and studies on emerging trends and challenges in education</p>	<p>PI: Series of publications on concepts and practice examples of lifelong learning produced and disseminated B/b: 60 cases added</p>	<p>20 new case studies uploaded to Litbase (http://www.unesco.org/uil/litbase/) 2 peer-reviewed publications on RVA and NQF prepared for publication, and synthesis report on recognition, validation and accreditation of non-formal and informal learning in UNESCO Member States consolidated. 3 research papers relating to NQFs disseminated.</p>	<p>UIL has increased its research capacity and profile, in particular, in analyzing national lifelong learning policies and strategies, synthesizing diverse research findings in the field of RVA of non-formal and informal learning. In the context of a policy review and research project, in 2012, a total of 102 documents on lifelong learning policies from 64 countries, five international organizations and one region (Europe) have been collected and mapped. A concise input to the analysis of the continued relevance of the Delors' report was delivered on the request of the Education Sector of UNESCO Headquarters. These documents provide a good base for further policy research. At the request of UNESCO Ha Noi Office, UIL has prepared the Synthesis Report on Building a Learning Society in Japan, the Republic of Korea and Singapore as a reference document to policy makers and experts of Viet Nam in their efforts to develop a national strategy for building a learning society. In strengthening the research on RVA and national qualifications framework (NQF), 2 peer-reviewed publications on international perspectives and practices have furthermore been finalized. A synthesis report on RVA of the outcomes of non-formal and informal learning in UNESCO Member States has been consolidated and 3 research papers relating to NQFs have been disseminated.</p>
	<p>PI: Comparative studies on contemporary and emerging trends and issues in global educational development conducted, published and disseminated B/b: 2 comparative studies produced</p>	<p>Two comparative studies prepared and disseminated to the ADEA Triennale 2012: 1) RVA of non-formal and informal learning in six African Countries, and 2) Study on key issues and policy considerations in promoting lifelong learning in selected African countries. In collaboration with UNESCO Hanoi Office, a comparative study on building a learning society in Japan, Republic of Korea and Singapore finalised.</p>	
	<p>PI: Substantive contributions made by UIL to the further development of lifelong learning concepts at international research seminars/conferences</p>	<p>2012: Launch of the European Agenda for Adult Learning (Brussels); Implementing a high-quality validation process (Oslo); Swedish annual conference on adult education; Latvia's Parliament's Education Committee; annual meeting of the South-Danish Library and Cultural Association (Assens); annual</p>	

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
	B/b: 30 contributions made	conference of the European Basic Skills Network (Prague); Fifth meeting of the EUR-Alpha Network (Brussels); EU Commissions thematic working group on Financing Adult Learning; Final project conference of the EquNET project (Towards Equitable Access in Higher Education); Annual Conference of the Asian Association of Open Universities, The Open University of Japan, Chiba; Recognition, Validation and Accreditation of Non-Formal and Informal Learning, Halifax; 3rd World Forum on Lifelong Learning (Marrakesh); Seminar for Lifelong learning: Policy and Management, University of Deusto, Bilbao; 2012 Hangzhou International Conference on Educational Innovations; 2nd Forum of the Asia-Pacific Parliamentarians for Education FASPPED (Tehran); ASEM Forum on Lifelong Learning 2012: LEARNING UNLIMITED (Copenhagen); Annual International Conference on Lifelong Learning and Continuous Education for Sustainable Development (St Petersburg)	<p>Global Report on Adult Learning and Education (GRALE): Until June 2012, 140 Member States submitted their national progress reports in preparation of GRALE 2012, including information assessing the United Nations Literacy Decade. The key difference between GRALE 2009 and GRALE 2012 lies in their overall functions. The first edition aimed to provide an overview of trends, and to be a reference document and an advocacy tool. As a key instrument for monitoring the implementation of the Belém Framework for Action, the second edition will focus on demonstrating progress and presenting developments in the field of adult learning and education since CONFINTEA VI. The GRALE Editorial Board met in October 2012 to discuss the draft chapters of the report and collect feedback for improvement, to debate strategies for and possible means of dissemination and promotion of GRALE, and to brainstorm on possible themes for the next issue of GRALE in 2015. The final draft is expected by the end of March 2013.</p> <p>CHALLENGES AND LESSONS LEARNED: The GRALE 2012 reporting template was meant as a means to facilitate the CONFINTEA reporting process with the intention to assist Member States while respecting their diversity: reporting builds mainly on quantitative data and closed questions, open questions were offered especially to those MS that can offer a wealth of experiences and practices as a supplementary resource and for illustrative purposes. Experience shows that progress with regard to validity and uniformity of data is still rather mixed. As a consequence the template will still need further refinement. While the return rate of templates as a whole is fully satisfactory, the lacking possibility of being invited to a regional conference as an incentive to submit a report (as was done prior to CONFINTEA VI when MS were invited to the regional preparatory meetings) resulted in a decrease of returned reports. In general, the possibilities of re-vitalizing the full range of actors in the field of adult learning and education requires further reflections on possible incentives.</p>
	<p>PI: Global Report on Adult Learning and Education produced and broadly disseminated</p> <p>B/b: 1 Global Report Produced 2 000 downloads in all regions</p>	All draft chapters for GRALE 2012 prepared	

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

Mechanisms for effective control of travel cost for participants in activities and conferences provides an opportunity to chose cheapest ATKs while overseeing offers from the organizer's as well as from the participants' perspective; more and more printing cost are saved by producing online versions only (e.g. CONFINTEA FU Bulletin)

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

Regular Programme ¹ : operational budget only		Extrabudgetary resources ¹	
Allocation 2012-2013: US\$ 690 000	Expenditures 2012-2013: US\$ 341 600	Allotment 2012-2013: US\$ 0	Expenditures 2012-2013: US\$ 0

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
National capacities strengthened in the formulation and implementation of evidence-based policies for promoting equitable access to quality education for all by means of ICTs	PI: Number of high-level decision-makers, top educational managers and experts trained B/b: 20 high-level decision makers	10 high-level decision makers attended the Ministerial Round table meeting(Nov. 2012)	IITE has obtained good results despite financial difficulties and delay with funds allocation in 2012. One activity concerning promotion of ICTs in Africa was postponed due to financial difficulties. Key challenges for IITE is its financial sustainability. IITE has prepared several project proposals, including one on teacher training to the Russian Government for funding.
	PI: Number of countries benefiting from targeted assistance in integrating ICT policies and strategies into national education policy B/b: 5 countries	3 countries (Azerbaijan, Armenia, Mongolia)	
	PI: Number of educational programmes targeted at promoting ICTs in the Africa region B/b: 5 programmes	Activities postponed due to financial situation	
	PI: Number of countries actively using UNESCO advocacy tools and programmatic guidance on issues like gender-based ICT policies B/b: 15 countries	16 countries (Armenia, Azerbaijan, Belarus, Bulgaria, Estonia, Finland, Hungary, Kazakhstan, Kyrgyzstan, Latvia, Lithuania, Moldova, Russian Federation, Tajikistan, Ukraine and Uzbekistan)	
National capacities strengthened in teacher professional development on ICTs and the promotion of OER networks	PI: Number of countries implementing ICT enhanced approaches to teacher training programmes B/b: 5 countries	3 countries, Mongolia, Azerbaijan and Russia are working on this project	IITE has developed a methodology for localization of the ICT Competency Framework for Teachers (ICT-CFT), which was shared with HQ. The results obtained through case studies on Open Education Resources (OER) were presented at the World Congress on OER and received a positive responses from professional communities.
	PI: Number of curriculum and training materials developed B/b: 10 set of training materials	9 set of training materials developed	
	PI: Number of pre-service and in-service teachers trained under the International Advanced Training Course / Master Programme in the field of ICT for teachers, implemented in partnership with leading pedagogical universities B/b: 30 teachers	The curriculum of the International Master programme is developed & disseminated through UNESCO Chairs	
	PI: Number of countries and institutions developed an OER in the national language(s) B/b: 5 countries	5 countries (China, Brazil, Poland, France, Vietnam)	

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

IITE has been working on partnership strategy. Currently, IITE is strengthening its partnership cooperation with UN agencies, academic communities, IT companies as well as UNESCO networks, such as ASPnet and UNITWIN. Such partnerships contribute to additional resources, in-kind support as well as extrabudgetary resources.

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

Regular Programme ¹ : operational budget only		Extrabudgetary resources ¹	
Allocation 2012-2013: US\$ 1 725 000	Expenditures 2012-2013: US\$ 853 850	Allotment 2012-2013: US\$ 345 255	Expenditures 2012-2013: US\$ 32 503

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
MLA I - expected result 3: National capacities strengthened to develop and implement teacher policies, with particular emphasis on quality and gender issues	PI: Number of Member States supported by IICBA that have developed a comprehensive teacher policy that addresses issues of gender, recruitment, training, deployment, career development, welfare, discharge from duty and retirement of teachers B/b: At least two countries will have validated their studies and started to implement policy measures to address the identified issues.	Burundi and Lesotho have finalized their studies on the diagnostic of teacher issues and now they are implementing the policies that were adopted during the validation seminar of the studies.	<p>The programme activities carried by IICBA during the first year of the biennium 2012 & 2013 was focused on -Teacher Policy Development and Capacity Building; Research and Development; ICT in Education and Distance Teacher Education.</p> <p>Under the teacher policy development and capacity building area, IICBA developed the following activities.</p> <p>Firstly, IICBA is in the process of developing an Advanced Programme on Teacher Policy Development and Capacity Building. The activity is still in the planning stage. Discussions with the Education Sector at HQ as well as with the IOS team evaluation took place and valuable suggestions and recommendations were gathered. A revised programme document that incorporates the suggestions and recommendations will be finalised soon.</p> <p>Secondly, IICBA organised a four-day workshop on Teacher Policy Development and Implementation for the countries of the Southern Africa Development Community (SADC) in Johannesburg, South Africa, from 09-12 July 2012. High level experts on teacher related issues from twelve of the fourteen countries invited from the sub-region attended the workshop. These were: Botswana, Lesotho, Madagascar, Malawi, Mauritius, Mozambique, Namibia, Seychelles, South Africa, Swaziland, Zambia, and Zimbabwe. The only two countries missing were Angola and DRC. Tanzania had participated in the similar workshop conducted in Kampala, Uganda, in January 2012.</p> <p>The Johannesburg workshop is a follow up to the two workshops conducted in Accra, Ghana in July 2011 for the ECOWAS countries and in Kampala, Uganda for the EAC/IGAD countries in January 2012. The workshop is considered important as the issue of teachers shall have to be dealt within the context of a comprehensive policy at both the national and sub-regional levels. A policy instrument that clearly states the requirements for becoming a teacher (and staying as one through a person's long term career path) and stipulates the mechanisms of ensuring the well being and welfare of teachers is a very important document that will regulate the relationship between teachers, students, parents, the community and the state in connection with the teaching and learning process taking place in our schools. Such a document has to be drawn with all the stakeholders participating in the process of its formulation through consultative meetings, debates and advocacy work. It is also believed that one of the reasons for the ad hoc basis with which teacher issues are handled in many countries is the absence of a clearly articulated policy document in relation to the recruitment, training, placement, mobility, and career development of teachers to guide the contribution of stakeholders at various levels.</p> <p>The workshop was organised with the belief that ministry of education staff who deal with teacher issues and overall educational planning work would benefit from discussions with colleagues from countries in their sub-region to harmonize and/or streamline their policy development and implementation processes. The workshop could</p>
	PI: Number of Member States supported by IICBA that have strengthened their capacity in the management of teacher education institutions (TEIs) B/b: At least six countries will be using the modules on TEIs management.	.	
	PI: Number of Member States supported by IICBA that have developed competency-based curriculum and qualifications framework B/b: At least 50% of countries in ECOWAS and ECCA regions will be engaged in the process of implementing National and regional qualification frameworks	.	
	PI: Number of Member States that have promoted the use of pedagogy-based ICT and ODL to support teacher development and management B/b: At least 30% of countries in SADC, ECOWAS, EAC, IGAD and ECCA regions will be engaged in the process of using of pedagogy-based ICT and ODL to support teacher development and management.	.	
	PI: Number of publications and policy dialogues on teacher issues through advocacy and partnership B/b: Printed publications disseminated in all African Member States and beyond.	Two publications are under preparation.	

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
			<p>also serve as a forum to raise teacher issues and pool resources in the sub-region to come up with a policy framework for common use with certain modifications to suit the conditions of individual countries. IICBA intends to organise a similar workshop for the countries of the ECCAS, thereby covering all the countries in sub-Saharan Africa.</p> <p>IICBA was also involved in the validation workshops related to teacher issues diagnostic undertaken in Burundi and Lesotho. Other countries being supported by IICBA in teacher issues diagnostic are Mali and Mozambique.</p> <p>In relation to IICBA's gender mainstreaming strategy, sixteen participants from Burundi, Djibouti, Ethiopia, Kenya, Rwanda, Sudan, South Sudan, Tanzania and Uganda attended the first workshop. Each country team developed a plan of action to be implemented in their respective countries.</p> <p>Lessons learnt - There is a need to look for partners to fund the training or Ministries and other relevant organizations to sponsor participants from their countries. Participants request financial support to implement their plan of action; such kind of financial and technical support needs to be thought about along the planning of workshops. IICBA is also involved in the project named "Gender Sensitive Teacher Training and Principals for Girls and Women Access, Participation and Academic Advancement in Mathematics, Sciences and Technology Education". IICBA is also in the process of implementing a project on the retention of girls in lower secondary education funded by the Italian Government. A similar project under funding of the Government of Japan is under negotiation.</p> <p>Regarding Research and Development activities, IICBA has been working in the Development of Indigenous Early Childhood Care and Education (ECCE) Curriculum Framework and Modules for Teachers and Caregivers in Africa. So far, 11 countries are involved in the elaboration of the indigenous ECCE modules. The countries are: Burkina Faso, Cameroon, Ethiopia, Ghana, Kenya, Lesotho, Mauritius, Nigeria, Senegal, Sierra Leone and Uganda. A module validation workshop was conducted in Abuja in April 2012. Final validated modules are being received in IICBA and the pilots should start as from the third or fourth quarter of 2012. - Outputs: Seven validated modules produced for use in Africa.</p> <p>Under Research and Development activities, IICBA also participated in the study of INSET in collaboration with BRENDA, Teacher Education Section at HQ as well as the Commonwealth Secretariat and ADEA working group in teaching profession. At least 8 Country reports (Central African Republic, Ghana, Madagascar, Mozambique, Niger, Nigeria, Senegal and Zambia) and a synthesis report of teacher education and training to advocate policy reforms in Teacher Education in SSA were finalized. All draft country case studies have been received and deliberated upon by the lead consultants in anticipation of a validation workshop planned for February 2013. Coordinating among the different partners given UNESCO limited resources after the commencement of its implementation in 2011 has been a major challenge. Funds were contributed by partners like Commonwealth Secretariat, BRENDA, and TED of HQ.</p> <p>Concerning ICT in Education and Distance Teacher Education, two activities were undertaken. One in "Enhancing the Capacity of Teacher Education Policy Makers in Mapping and Planning for Implementation of National ICT in Education Strategies for Africa" and another one in "the Development of ICT-enhanced Teacher Development (ICTeTD) Training Syllabuses for African Teacher Education Institutions (TEIs)".</p>

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
			<p>Regarding the second activity, the syllabuses are the major outputs and results. The major challenge in the first quarter of the year was that the project did not have sufficient budget to kick-off. In the second quarter, the budget was raised from 10,000 to 40,000USD. Now identifying appropriate writers of modules is under process. One of the modules (for Chemistry teachers) is under preparation by the Responsible Officer.</p> <p>A Call for writers of modules was advertised in IICBA's website and communicated through various networks. Applicants for 4 modules out of six have been secured.</p> <p><u>Challenges and lessons learnt:</u> Some subject areas like African History and Geography have not yet been applied for maybe due to scarcity of professional in the field.</p>

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

In most activities, Cost-effectiveness/efficiency was achieved by collaborating with other partners within UNESCO family such as related sections at HQ, and FO as well as external partners such as ADEA, the Commonwealth Secretariat, OIF, AU, etc.

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

Regular Programme ¹ : operational budget only		Extrabudgetary resources ¹	
Allocation 2012-2013: US\$ 1 518 000	Expenditures 2012-2013: US\$ 821 660	Allotment 2012-2013: US\$ 551 541	Expenditures 2012-2013: US\$ 145 478

Part II.A. II. Natural sciences

Regular Programme ¹ : operational budget only		Extrabudgetary resources ¹	
Allocation 2012-2013: US\$ 5 238 227	Expenditures 2012-2013: US\$ 2 779 296	Allotment 2012-2013: US\$ 63 571 466	Expenditures 2012-2013: US\$ 42 192 398

	Total RP workplans in SISTER/FABS linked to C/5 results						Total XB Projects in SISTER/FABS linked to C/5 results (including Emergency Funds)				
	N°	Allocation 2012-2013 US\$	Expenditure 2012 US\$	Exp. % 2012- 2013	Allotment 2012 US\$	Exp. % 2012	N°	Total Allocation US\$	Allotment 2012 US\$	Expenditure 2012 US\$	Exp. % 2012
Part II.A. II. Natural sciences	252	2 940 202	1 672 371	57	2 422 223	69	321	265 132 279	63 005 251	41 954 614	67
ER 1: Strengthened and self-driven national STI systems and policies developed	11	111 335	82 722	74	111 335	74	34	38 914 134	9 534 019	5 699 889	60
ER 2: Culture of innovation enhanced through national, regional and local innovation systems, science parks and technology business incubators	4	125 400	43 855	35	100 400	44	1	112 841	22 577	22 577	100
ER 3: Global STI monitoring strengthened through improved monitoring, assessments and information sharing	7	34 362	25 651	75	33 362	77	4	2 715 620	145 075	39 802	27
ER 4: Innovative interdisciplinary science and engineering curricula developed, including in such fields as renewable energy	14	52 400	30 415	58	52 400	58	7	1 999 491	1 015 615	336 802	33
ER 5: Institutional research capacity strengthened through networked centres of excellence, South-South and North-South partnerships and university-industry alliances	12	124 616	90 041	72	121 216	74	18	74 772 083	12 975 829	11 017 731	85
ER 6: Member States' capacities strengthened to develop models for enhancing student research leadership and career mentoring for young researchers, through university networks and professional societies, in particular for developing countries	6	45 600	23 723	52	45 600	52	4	2 726 229	477 046	446 525	94
ER 7: Public awareness of science, technology and engineering raised and STI policy agendas developed with civil society, including women and youth	8	3 700	1 066	29	3 700	29	7	3 100 000	629 010	366 282	58
ER 8: Local and indigenous knowledge-driven sustainable development policies and actions developed, and appropriate support provided for implementation at global, regional and local levels	7	93 902	50 947	54	91 902	55	10	1 475 685	525 077	247 987	47
ER 9: Vulnerabilities of Small Island Developing States (SIDS) addressed through science policy, practice and education	5	23 000	14 324	62	21 200	68	6	731 939	279 532	134 102	48
ER 10: Peace-building enhanced through diplomacy and cooperation in the field of science	1	0	0	N/A	0	N/A	0	0	0	0	N/A
ER 11: Effective end-to-end early warning systems for tsunamis and other sea level related hazards established by Member States at national and regional levels, including disaster preparedness and mitigation measures	11	101 097	41 434	41	72 797	57	24	8 758 163	3 944 901	2 232 489	57
ER 12: Member States' understanding improved of ocean environment, and related processes in the global climate, and skills and national capacities developed for adaptation to climate change impacts	8	159 000	55 006	35	84 000	65	19	6 133 893	2 406 791	1 007 295	42
ER 13: Capacities of Member States improved in ocean sciences and services to monitor, assess and manage marine resources	7	147 770	47 640	32	93 770	51	19	8 206 167	2 597 170	1 514 814	58
ER 14: Capacities of Member States developed to protect and sustainably use oceans and coastal zones	6	125 000	36 158	29	73 000	50	13	5 241 502	1 815 284	866 277	48
ER 15 Member States supported in building technical and institutional capacities, and policies and mechanisms improved for adaptation to global changes to river basins at the national, regional and global levels, based on the scientific knowledge base	20	357 159	148 156	41	235 230	63	16	4 033 176	1 250 057	496 305	40
ER 16: World's freshwater resources assessed, notably through the United Nations World Water Development Report, and Member States supported in strengthening policies for water governance, including of shared waters	17	741 566	533 792	72	668 566	80	16	49 064 438	4 146 588	3 427 648	83

	Total RP workplans in SISTER/FABS linked to C/5 results						Total XB Projects in SISTER/FABS linked to C/5 results (including Emergency Funds)				
	N°	Allocation 2012-2013 US\$	Expenditure 2012 US\$	Exp. % 2012-2013	Allotment 2012 US\$	Exp. % 2012	N°	Total Allocation US\$	Allotment 2012 US\$	Expenditure 2012 US\$	Exp. % 2012
ER 17: Effective water and sediment management strengthened through improved knowledge base and scientifically sound policy guidance for urban areas, rid and semi-arid zones and groundwater resources and aquifer systems	17	160 339	136 341	85	150 339	91	17	15 087 376	4 939 286	3 342 554	68
ER 18: Education capacities for water management reinforced at all levels, especially taking into account Africa and gender equality issues	10	28 500	10 316	36	14 000	74	13	2 099 444	492 550	277 413	56
ER 19: Use of biosphere reserves as research and learning platforms for sustainable development broadened, and implementation of the MAB Programme strengthened, including through enhanced exchange of best practices with regional and global networks	34	217 145	83 817	39	195 429	43	46	25 232 384	9 011 295	5 210 660	58
ER 20: Earth sciences research, education and capacity-building for sustainable development enhanced, with a particular focus on Africa.	12	105 871	76 646	72	97 171	79	10	680 302	342 561	151 242	44
ER 21: CCTU Biodiversity: Sustainable and equitable use of biodiversity and ecosystem services strengthened in collaboration with key United Nations institutions and agencies and Regional Reference Centres.	9	30 000	30 000	100	30 000	100	12	3 703 256	1 463 096	1 058 082	72
ER 22: Biosphere reserves and natural World Heritage sites integrated, in collaboration with UN-REDD, CDM and similar climate change mitigation and adaptation financing mechanisms	1	0	0	N/A	0	N/A	3	849 246	105 760	95 485	90
ER 23: Management of natural and cultural World Heritage sites, biosphere reserves and priority ecosystems of the MAB programme enhanced through a network of space science and space technology partners.	1	0	0	N/A	0	N/A	3	63 801	16 764	16 764	100
ER 24: Knowledge base and policies for renewable energy, in particular solar energy, and energy efficiency and sustainable use promoted for the purpose of sustainable development, also targeting resident communities in biosphere reserves as beneficiaries of the solutions found	5	0	0	N/A	0	N/A	2	186 677	156 905	122 617	78
ER 25: CCTU Natural Disasters: Natural disaster and climate change resilience, disaster risk assessment and impact mitigation enhanced and targeted scientific assistance delivered, including through participation in United Nations common country approaches	13	107 240	85 063	79	100 540	85	10	5 127 387	1 166 819	817 924	70
ER 26: CCTU Natural Disasters: Scientific knowledge base and adaptation capacity of Member States for water hazards at regional and country levels improved	6	45 200	25 258	56	26 266	96	7	4 117 045	3 545 644	3 005 348	85

36 C/5 Global Priority Africa Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
National capacities strengthened to design, implement, reform and evaluate science policy in line with the implementation of the African CPA, including support to the establishment of the African STI Observatory and establishing two new AVC centres	PI: Number of African Member States for which STI policy guidance is provided B/b: At least 5 additional African Member States	Four countries (Burundi, Central African Republic, Senegal and Togo) have received assistance from UNESCO for their STI policy.	<p>The results achieved in the first year of the biennium contributed to the timely achievement of the expected result, considering the related performance indicators and benchmarks.</p> <p>With support from extrabudgetary resources, UNESCO's intervention focused on work with countries, in particular African countries, that are included in the Capacity-Building project funded by the Government of Spain. Consultations have resulted in setting the priority activities in STI policy for these countries and the development of project proposals. Other key output was the "Nairobi Declaration" by which ministers in charge of STI in Africa committed to strengthen scientific research in Africa through the promotion of scientific networks and collaborative research at the national, regional and intra-regional levels. It also announced further support to higher educational institutions including funding mechanisms to generate knowledge and develop entrepreneurship.</p> <p>Key outputs are the development of methodologies for the monitoring and revision of the STI policy systems and the recommendations provided for STI policy formulation and review in selected countries in Africa. Finally, UNESCO participated to the fifth ordinary session of the African Ministerial Conference on Science and Technology (AMCOST V) in November 2012 in Brazzaville, Congo. The meeting discussed the strategies and reports on the implementation of Africa's Science and Technology Consolidated Plan of Action (CPA), implementation of the African Union Summit and AMCOST Decisions. During the AMCOST V, the S&T Ministers recommended that the recently established African Observatory collaborate closely with the new global flagship initiatives of UNESCO, the Science, Technology and Innovation Global Assessment Programme (STIGAP) and the Global Observatory on Science, Technology and Innovation Policy Instruments (GO-SPIN). AMCOSTV further endorsed the Nairobi Ministerial Declaration.</p> <p><u>Challenges/Lessons Learned:</u> It is challenging to maintain the high political commitment required and to strengthen further cooperation in STI, in particular South-South cooperation. The main challenge remains in responding to national requests with restricted resources.</p> <p>The expected result directly contributes to C/4 Strategic Programme Objective 4 "Fostering policies and capacity-building in science, technology and innovation".</p>
	PI: Number of African Virtual Camups centres created B/b: two	Proposals for new AVC have been developed and submitted for external funding.	
Education capacity development and research in the sciences and engineering strengthened through networking, partnerships, collaborative research and training	PI: Number of additional institutions joining specific networks B/b: Each specific subject network to increase by 5% compared to 2011	Many institutions joined the various UNESCO networks, such as ANSTI, Geoscience for Women Network, the IIAP (a global network of science academies), ICTP and WAYS.	<p>The results achieved in the first year of the biennium contributed to the timely achievement of the expected result, considering the related performance indicators and benchmarks.</p> <p>ICTP held regional training activities in Cote d'Ivoire, Ghana, Kenya, Senegal, South Africa, Tanzania, supported five affiliated centres in Egypt, Benin, Senegal, Ghana, Cameroon, and supported 18 scientific meetings in Africa during 2012. ICTP has received a major contract from the European Commission for "Training and Preliminary Backbone Infrastructure Development" within air transport and satellite service applications in Africa. It aims at training scientists in Africa in Global Navigation Satellite System implementation, management and testing. ICTP continues to play an advisory role with the Nigerian National Assembly to improve the country's science and technology policies. The Centre is collaborating in masters programs in High Performance Computing (HPC) at African universities, supervises the editorial services for the African Review of Physics, a peer-reviewed and on-line international e-Journal. ICTP co-coordinates with the Johannes Kepler University in Linz, Austria, the scientific network ANSOLE to foster training and research in solar energy in Africa.</p>

36 C/5 Global Priority Africa Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
			<p>The IAP-the global network of science academies is a global network of academies of sciences (currently 105 scientific academies from around the world) established in 1993. IAP works closely with its member academies to strengthen the role that science plays in society. A series of activities is implemented towards these primary objectives, also promoting South-South and North-South cooperation (e.g., on water, science education), and the science-policy interface (e.g., through the IAP Statement on issues of global importance such as the IAP Statement on "Population and Consumption"); furthermore, IAP is increasingly working at the regional levels through the IAP Affiliated Regional Networks, including the Network of African Science Academies (NASAC).</p> <p><u>Challenges/Lessons Learned:</u> The networks are very active and Member States' interest has increased. One challenge is to promote more networks of women scientists in different scientific specialties in Africa.</p> <p>The expected result directly contributes to C/4 Strategic Programme Objective 4 "Fostering policies and capacity-building in science, technology and innovation".</p>
<p>Policy dialogue enhanced between IOC Secretariat and African national and regional institutions and stakeholders; resources mobilized in support of African institutions and programmes in ocean observation and data and information exchange, sea level monitoring, vulnerability mapping and integrated coastal area management, and climate change adaptation</p>	<p>PI: Number of individuals, institutions and/or communities receiving training B/b: at least 100</p>	<p>Three training workshops were held, attended by 80 participants. In addition, UNESCO sponsored another ten participants to attend training organized by other programmes.</p>	<p>The results achieved in the first year of the biennium contributed to the achievement of the expected result, considering the related performance indicators and benchmarks.</p> <p>The IOC Regional Office for Africa commenced operations in March 2012, with the appointment of an IOC Coordinator for Africa. The first session of the IOC Sub Commission for Africa and the Adjacent Island States held 2-3 May 2012 in Nairobi, Kenya (55 participants representing 22 Member States and other organizations/programmes), approved work plan for 2012-2013, and elements of the Strategic Plan endorsed. Republic of Korea government funded the organization of the session and a symposium on development of coastal observations held in Benin in August 2012. Development of national coastal atlases, marine biodiversity database, and institutional library catalogues and e-repositories continued with support from ODINAFRICA. The project on Adaptation to Climate Change in West Africa was completed with pilot projects implemented in Cape Verde, The Gambia, Guinea Bissau, Mauritania and Senegal. A project on enhancement of oceanography capacity in Western Africa has been approved for funding by Spain. The comprehensive capacity assessment initiative is on-going. The collaboration developed/strengthened with other organizations/projects such as the African LME projects, the secretariats of the Abidjan and Nairobi Conventions of the UNEP Regional Seas programme, WIOMSA and ICPAC ensured optimal utilization while implementing projects that address common concerns.</p> <p><u>Challenges/Lessons Learned:</u> As the IOC Sub Commission for Africa & the Adjacent Island States (IOCAFRICA) was only established in March 2012, and it approved its work plan for 2012-2013 and endorsed elements of its Strategic Plan only in May 2012, there was not much time to develop a working rhythm and implement activities. Despite this, good work was undertaken.</p> <p>The expected result directly contributes to C/4 Strategic Programme Objective 4 "Fostering policies and capacity-building in science, technology and innovation".</p>
<p>Freshwater resources assessed, and technical cooperation provided for strengthening water governance, including of shared waters and management</p>	<p>PI: Number of sub-regional assessments disseminated B/b: At least two assessments</p>	<p>The World Water Development Report's chapter 7.1 on the 46 UNECA Member States in Africa provides an assessment of regional water resources, along and two specific case studies. This was launched during World Water</p>	<p>The results achieved in the first year of the biennium contributed to the timely achievement of the expected result, considering the related performance indicators and benchmarks.</p> <p>Several initiatives and capacity building activities in support to informed decision-making for sustainable management of water resources have been carried out in</p>

36 C/5 Global Priority Africa Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
		Week in Marseille, France in March 2012.	
	<p>PI: Number of IWRM workshops held and number of participants</p> <p>B/b: At least two workshops of at least ten participants each</p>	<p>Several initiatives and capacity building activities support of IWRM have been carried out in 2012 in Africa, including two training sessions on IWRM Guidelines and one on ISARM for Central Africa.</p>	<p>Africa. They include the Africa Water Cycle Coordination Initiative launched in Libreville in February 2012; training workshop on the UNESCO IWRM Guidelines at River Basin Level; 2nd Workshop on ISARM for central Africa countries leading to the improvement of the identification and characterization of transboundary aquifers of the region and to the preparation of an Action Plan for ISARM activities within the region.</p> <p>Strengthening water component of school and university curricula have been reinforced especially in Cape Verde, Angola, Mozambique and São Tomé and Príncipe. A water education for schools network has been established following the water education workshop held in Cape Verde 7-9 May 2012.</p> <p>Several meetings were organized in collaboration with partners including for instance the conference on water science, policy and governance in Africa and the 4th regional meeting of IHP national committees of Sub-Saharan Africa, held from 23-27 April 2012 in Dar es Salaam; the Africa regional consultation on groundwater governance held in Nairobi 29-31 May 2012 organized in partnership with AMCOW and the Government of Kenya; in October, a conference on sustainable management of water resources in Africa with a focus on water quality issues was jointly organized by UNESCO, DAAD and University of Maseno in Kenya. In the current financial situation, for all these activities, partnership has been critical.</p> <p>High resolution groundwater survey has been completed for Jijiga region in Ethiopia leading to the identification of an important aquifer system and for Turkana region in Kenya.</p> <p>Feasibility study for the African centre on global change and water resources research hosted by the University of Kuwa Zulu Natal in South Africa has been conducted and related documents will be submitted to the next Executive Board.</p> <p>A project on Lake Chad has been approved under the Emergency Fund. This project will contribute to better management of the transboundary resources, including water resources.</p> <p><u>Challenges/lessons learnt:</u> The financial constraints have impacted the ability to deliver some of activities to Member States. However, active collaboration with National IHP Committees and partners has helped to implement a lot of activities.</p> <p>The expected result directly contributes to C/4 Strategic Programme Objective 3 "Leveraging scientific knowledge for the benefit of the environment and the management of natural resources".</p>
Renewable energy policies and knowledge base promoted	<p>PI: Number of African Member States receiving renewable energy policy advice increased</p> <p>B/b: At least two new Member States</p>	<p>Policy advice and assistance was provided for the assessment of prospects for renewable energy sources for Togo.</p>	<p>The results achieved in the first year of the biennium contributed to the timely achievement of the expected result, considering the related performance indicators and benchmarks.</p> <p>In renewable energy efforts continued to enhance the knowledge base and exchange of best practices and promote the related energy policies. Training of six women from Rwanda (4) and Benin (2) in Tilonia India was supported by Indian Government and in Rwanda, funds have been granted to help the trainees implement in country-activities upon their return under the One UN framework. The organisation of the fourth session of African Solar School to be held in 2013, was initiated and will benefit from the support of ISESCO, TIKa and other regional institutions. Under ISESCO support, a "Strategy for the development of renewable</p>

36 C/5 Global Priority Africa Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
			<p>energy in Togo" was formulated.</p> <p>Concurrently, project proposals for the organisation of two regional high level experts meetings as well as a Solar Electrification of Rural Schools initiative in Sub-Saharan African countries that includes a capacity building component were developed and submitted for funding.</p> <p><u>Challenges/lessons learnt:</u> Extrabudgetary support is starting to be mobilized to address renewable energy, although there remains a vast need for additional funding to adequately address this topic and in kind support was particularly difficult to obtain, although it was successful in the end. Using unconventional energy sources to support communities that are off the grid is a valuable contribution to national energy planning.</p> <p>The Expected Result directly contributes to C/4 Strategic Programme Objective 4 "Fostering policies and capacity-building in science, technology and innovation".</p>
Resilience of communities reinforced, with particular reference to climate change adaptation and natural disaster preparedness	<p>PI: Number of communities receiving training in climate change adaptation and/or disaster risk reduction</p> <p>B/b: At least 10 communities, with equal representation of women and men in each community</p>	Workshops and training have been undertaken targeting communities from drylands (Horn of Africa region) and wetlands (Lake Bosomtwe, Ghana where 26 indigenous communities were trained).	<p>The results achieved in the first year of the biennium contributed to some achievement of the expected result, considering the related performance indicators and benchmarks.</p> <p>Three new biosphere reserves have been approved in Africa (Senegal, São Tomé and Príncipe and Ethiopia) where sustainable development approaches will be implemented addressing climate change issues in many cases. A project to support the establishment of a transboundary biosphere reserve between Gabon, Congo and Cameroun has been approved under emergency funds. This project is located in the Congo Basin where forest conservation for REDD+ is a key element for addressing climate change impacts. The Sustainable Management of Lake Bosomtwe in the Ashanti Region of Ghana also addresses climate change through its focus on sustainable water management and landscape management for conservation in the basin.</p> <p>The IGCP programme is currently supporting a continental-scale project aiming at gathering knowledge on seismic active zones in Africa in the view of improving the preparedness and mitigation to earthquakes; two others IGCP projects are evaluating the health and environmental impacts of mining activities in Sub-Saharan African countries, with focus on abandoned mines; the objective is to provide science-based advises to governments on mitigation measures.</p> <p><u>Challenges/lessons learnt:</u> Climate change, particularly in Africa where the scientific basis of knowledge is still in the development stage (although many UNESCO projects are contributing at this higher level), is very challenging to fund under the current financial situation.</p> <p>The expected result directly contributes to C/4 Strategic Programme Objective 5 "Contributing to disaster preparedness and mitigation".</p>

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

Partnership is more than ever needed to achieve our objectives in Africa. With the Organisation's leadership in STI, water issues, capacity building or sustainable management in UNESCO-designated sites, the Organisation has been able to mobilise partners by using its resources as seed money to convene international or regional events or to implement country based activities. In addition to that, some activities have been fully or partially implemented using staff time as the only input.

36 C/5 Global Priority Gender Equality Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
Gender equality perspectives in science policy design strengthened, women scientists promoted as role models and young women scientists supported	PI: Number of activities with women scientists as role models B/b: At least two new activities	International Women's Day was celebrated by events on women in engineering, in marine science and in the sciences more broadly. In October 2012 the Director-General nominated Dr. Hayat Sindi from Saudi Arabia as UNESCO Goodwill Ambassador for Sciences with the aim that she inspire girls to undertake science careers. A special event to honour the 50th anniversary of Rachel Carson's epoch-changing book, Silent Spring, was held in December 2012, hosted by IOC. Carson herself was presented as having inspired a generation of girls to study science, particularly oceanography. A capacity building workshop on strategies for promotion of women in science and technology in Africa, which included participation in the UNESCO/L'Oreal Fellowships award ceremony for excellence in science, took place in Johannesburg, South Africa in collaboration with the African Network of Scientific and Technological Institutions and the L'Oreal Foundation.	<p>The main results have been the mainstreaming of gender in science policy design, implementation and evaluation. The first indicator was fully met, with several events focused on women in science as role models. The second indicator met with less success due entirely to the financial situation.</p> <p>The main challenge is to obtain funds to organize a specific conference on women and science at a larger scale.</p> <p>Contributes to 34 C/4 SPO 4 expected outcome "Institutional and human capacities in the basic and engineering sciences and energy strengthened at all educational levels, notably in Africa, LDCs and benefiting female students."</p>
	PI: Percentage of science policy products with special section on gender equality B/b: At least 3/4 of all science policy products incorporate such sections	Two demonstration projects in Tanzania to serve as advocacy work for Women in Science have been completed. These were undertaken and completed in a rural area that benefitted women as part an advocacy work to promote the Women in Science Association in Tanzania. A Report on the status of women in R&D institutions in Tanzania was completed.	
Awareness of the key role of women as holders and transmitters of indigenous and local knowledge raised	PI: Initiatives, or components thereof, highlighting women's knowledge B/b: At least one case study or initiative	The UNESCO Chair on Water, Gender and Governance in Santo Domingo, Dominican Republic was endorsed. Once formally in place, the chair will enlarge the network of water and gender Chairs in the region and worldwide.	<p>Due to the financial situation, originally planned activities have been delayed. Women's role in local knowledge concerning water governance will be addressed in this newly established Chair.</p> <p>The challenge remains the lack of funding.</p> <p>Contributes to 34 C/4 SPO 4 expected outcome "Institutional and human capacities in the basic and engineering sciences and energy strengthened at all educational levels, notably in Africa, LDCs and benefiting female students."</p>
Gender equality issues incorporated in the WWDR4	PI: Stand-alone publications, or chapters on water and gender equality in World Water Development Report-4 B/b: at least one special section on GE and water	An addendum to Chapter 35 of the WWDR4, 'Water and Gender', was published in August 2012. WWAP event "Water Resources and Gender Equality: What is the link?" held at World Water Forum, Marseille, March 2012. Gender Focal Point seminar held at the University of Turin in May 2012. During Stockholm World Water Week August 2012 a fund-raising strategy for sex-disaggregated indicators was proposed to the AMCOW gender representatives. WWAP lecture to African Department Students, on 27 November 2012 on gender mainstreaming, the role of gender policies, and the importance of sex-disaggregated indicators.	<p>This expected result was fully accomplished in the first year of the biennium. The discussion on gender indicators has been brought together with ongoing planning elsewhere in the Sector so as to strengthen future planned work on gender indicators and policy instruments.</p> <p>Contributes to 34 C/4 SPO 3 expected outcome Principles and guidelines for science-based sustainable management of natural resources agreed upon and implemented in all regions through national policies." and SPO 4 expected outcome "Institutional and human capacities in the basic and engineering sciences and energy strengthened at all educational levels, notably in Africa, LDCs and SIDS and benefiting female students."</p>
Gender-responsive approaches for sustainable development, including renewable energy and biodiversity conservation, fostered	PI: Number of outputs related to sustainable development with specific mention of gender equality and/or incorporation of specific elements for women. B/b: At least four outputs (workshops, training, publications) including one on renewable energy, one on	A UNESCO-supported workshop undertaken in collaboration with the African Mathematical Union and CIMPA on African Women in Mathematics held in Ouagadougou, Burkina Faso, in October 2012 was attended by over 70 African mathematicians, including 40 women. The panel identified factors hindering the promotion of women in mathematics; as well as solutions to overcome them. One suggestion is the creation of a UNESCO Chair on women and mathematics to improve the current situation. UNESCO took advantage of parallel sessions of a planned MENASOL conference to organize a Women and Renewable Energy Seminar to discuss the increased	<p>Number of outputs has met biennium minimum and more events are planned, but due to funding the scope has been scaled back.</p> <p>Contributes to 34 C/4 SPO 3 expected outcome Principles and guidelines for science-based sustainable management of natural resources agreed upon and implemented in all regions through national policies." and SPO 4 expected outcome "Institutional and human capacities in the basic and engineering sciences and energy strengthened at all educational levels, notably in Africa, LDCs and SIDS and benefiting female students."</p>

36 C/5 Global Priority Gender Equality Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
	biodiversity conservation	participation of women and youth. Nine women scientists out of 21 participants participated in a workshop on "Enhancing Science and Technology for better development of biosphere reserves" which was organized in Tunis, Tunisia in November 2012. UNESCO's participation in the interim secretariat for IPBES was directly responsible for gender equality being made one of the requirements for the membership of the Multidisciplinary Expert Panel for IPBES.	
Gender-responsive approaches to disaster risk reduction promoted	PI: Number of DRR activities with a gender-specific component B/b: At least 5	IOC set benchmarks for participation by women in one TEWS activity (Caribbean). Approximately twenty women senior scientists from the Extended Mediterranean Region participated in the International workshop on Seismicity and Earthquake Engineering, in the framework of the programme for Reducing Earthquake Losses in the Extended Mediterranean Region (RELEMR). On 13 October 2012 UNESCO celebrated the International Day for Disaster Reduction focused on the role of women and girls in reducing disasters risks.	<p>UNESCO continued to encourage advocacy for the integration of gender equality approaches in disaster risk reduction. The participation of women scientist has been promoted by UNESCO in order to give further visibility to women scientist in national, regional and international institutions concerned with disaster risk reduction, such as national geological and seismological institutions, universities, and disaster risk reduction local authorities.</p> <p>Contributes to 34 C/5 SPO 5 expected outcomes "Vulnerable and weakened communities prepared to cope with disasters through access and use of information and knowledge and to mitigate their impact" and "Contributions made to the development of national strategies for natural and human-induced disaster prevention and vulnerability reduction and included in United Nations system common country programming efforts."</p>

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

In some cases alternative means of activity implementation were found through partnerships with NGOs and the private sector. Some proposed science education activities attempted to link with the Global Compact for Girl's and Women's Education, in a very positive intersectoral collaboration, but in the end donor interests did not match.

MLA 1: Promoting STI policies and access to knowledge

Regular Programme ¹ : operational budget only		Extrabudgetary resources ¹	
Allocation 2012-2013: US\$ 460 997	Expenditures 2012-2013: US\$ 237 553	Allotment 2012-2013: US\$ 9 701 671	Expenditures 2012-2013: US\$ 5 762 268

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
ER 1: Strengthened and self-driven national STI systems and policies developed	<p>PI: New guidelines for STI sectoral policy formulation developed and STI policy reviews undertaken B/b: at least two pilot countries using UNESCO guidelines for the formulation of policies; at least four national STI policy reviews undertaken in pilot LDCs</p>	<p>Guidelines and support for the development of STI policies and strategies provided in pilot countries (e.g. Brazil, Cape Verde, Jordan and Namibia). At regional level, STI policies development and implementation, as well as initiatives in STI indicators and methodologies to measure the impact of STI activities promoted at conferences (e.g. AMCOST V and the South East European Ministerial Round Table for STI). Training on monitoring and review of STI policy systems conducted (officials from Botswana, Malawi, Mozambique, Tanzania, Zambia and Zimbabwe). Training for policy-makers in West African countries under preparation.</p>	<p>The expected results meet the benchmarks with support from extrabudgetary resources mainly for projects at national level, with focus on Africa as priority region for UNESCO. Several countries have received UNESCO's support for the development of STI policies and strategies and are following UNESCO's guidelines and recommendations. Two new project proposals have been developed and have received confirmation for funding (Togo and Western Balkan countries). A STI policy Chair (Romania) and new policy research groups have been created in universities. Capacity-building had been of main focus in the activities led under this expected result (SADC training, Harare training).</p> <p><u>Challenges/ Lessons Learnt:</u> The main challenge remains in responding to national requests with restricted resources considering that the development of science policy and reform programmes and organizing training to reduce the lack of capacities in this field are costly exercises. As mentioned in earlier reporting, a viable solution to face this last challenge is to ensure the development of sustainable training programmes in STI policies in universities and educational institutions. Consultations for partnerships in this area are on-going with institutions such as UNU-Merit, ISTIC, OECD, WIPO and WTO.</p> <p>The expected result directly contributes to the C/4 Strategic Programme Objective 4: "Fostering policies and capacity-building in science, technology and innovation", in particular to the expected outcome "Evidence-based national science, technology and innovation policies adopted by Member States in all regions, especially in Africa".</p>
	<p>PI: New science reform project proposals designed with national stakeholders and adopted by governments B/b: at least two reform proposals developed in selected countries with priority given to LDCs</p>	<p>Funding mobilized from the Islamic Development Bank for the project proposal prepared in the first semester for the development of science policy in Togo. The action plan for its implementation is under preparation. Proposal validated for the assessment of the state of data development in research and development and innovation indicators in the Western Balkan Countries.</p>	
	<p>PI: Science policy programmes and networks developed and training activities developed for STI stakeholders including policy-makers, scientists and representatives of civil society B/b: at least two UNESCO Chairs established; new programmes or S&T policy units in at least three universities or centres established; African CPA supported with capacity-building in science policy; one new AVC centre established</p>	<p>A UNESCO Chair on Science and Innovation Policies was established in Bucarest, Romania, July 2012, and a potential new Chair in Spain, the Triptolemos Chair on Agro-alimentary innovation and entrepreneurship, was evaluated in September 2012. STI Policy Research Groups initiated in the University of Zimbabwe and the Nelson Mandela African Institute of S&T in Tanzania. A capacity-building programme in STI policy was developed for policy-makers in the SADC region, with the first training session held in Pretoria, South Africa, 1-5 October 2012. AVC e-learning centre in Abomey-Kalavi University (Benin) was strengthened through training in May 2012 and feasibility study accomplished for the creation of a national Virtual Campus. Proposal submitted for funding.</p>	
ER 2: Culture of innovation enhanced through national, regional and local innovation systems, science parks and technology business incubators	<p>PI: Technical cooperation in the elaboration, evaluation or review of action plans for the national, regional and local innovation systems B/b: four countries supported in the elaboration of their national, regional or local innovation system; action plans acknowledged and utilized</p>	<p>Technical advice has been provided in the elaboration of the development plan for the national innovation system in Indonesia.</p>	<p>Important partnerships such as with the World Technopolis Association (WTA), International Network of Small and Medium Enterprises (INSME), ISTIC, Honey Bee Foundation and other partners have enabled us to reach the achievement of this first year's results in this thematic area. A series of training workshop on science parks and technology business incubators governance have been successfully conducted in 2012: (i) international training workshop in Daejeon, Republic of Korea, 14-16 November 2012; (ii) East and South-East Europe regional training workshop in Gliwice, Poland, from 10 to 12 September 2012; and (iii) Indonesian national training workshop in Jakarta from 19-21 November 2012. An international training workshop on managing the innovation economy - challenges and opportunities for SMEs was also organized in</p>
	<p>PI: Capacity-building activities organized for managers of science parks and TBI B/b: two international and two regional training workshops organized to train</p>	<p>Managers of science parks were trained at two international workshops on Science Parks and Technology Business Incubators (Poland, 10 - 12 September 2012 for countries in the region) and (Republic of Korea, 14-16 November 2012). At national level, Indonesian managers were</p>	

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
	managers of science parks and TBI PI: Technical advice provided to select developing Member States for the development of science parks and TBI B/b: four countries supported	trained in Technology Business Incubator Governance at a workshop in Jakarta, 19 - 21 November 2012. Technical advice was provided at national level, including: Republic of Congo: agreement with the Ministry of S&T for the establishment of the technopole in Pointe Noire and on-going recruitment of international consultant; The Gambia and Niger: on-going consultations with ministries to plan advisory missions in the countries for the establishment of science parks; Sudan and Tunisia: meetings on S&T and entrepreneurship were held in at the University of Khartoum in February and at the Future University in Khartoum in December, and at Tunis technopole in November 2012.	Daejeon, Republic of Korea on 25 May 2012. UNESCO in cooperation with the Malaysian Innovation Foundation and the Malaysian Ministry of Science, Technology and Innovation has also organized an International Symposium on Accelerating Innovation Developing Countries in Kuala Lumpur, Malaysia, 3-5 November 2012. In cooperation with ISTIC, UNESCO also organized a Training Workshop on Technopreneurship for South Countries, held in Penang, Malaysia from 15-19 October 2012. UNESCO has also supported the organization of the International Conference on Creativity and Innovation at Grassroots-ICCIG, 3-5 December 2012 in Tianjin, China and 7-8 December 2012 in Ahmadabad, India. Meetings on S&T and entrepreneurship were held in at the University of Khartoum in February and at the Future University in Khartoum in December, and at Tunis technopole in November 2012. Extrabudgetary funds, including from the Republic of Korea and the Spanish Fund for Capacity-Building, has contributed as well. In the case of Congo, support is provided for the creation of a technopole and advisory missions for the development of science parks are under discussion with authorities in The Gambia and Niger. <u>Challenges/ Lessons Learnt:</u> The main challenge remains in responding to requests for assistance with limited resources. The expected result directly contributes to the C4 Strategic Programme Objective 4: "Fostering policies and capacity-building in science, technology and innovation".
ER 3: Global STI monitoring strengthened through improved monitoring, assessments and information sharing	PI: Design and launch STIGAP B/b: STIGAP launched and new approaches for international monitoring developed, tested and validated in cooperation with UIS and regional research networks; methodology tested in two regions PI: Number of foresight and assessment studies undertaken, and establishment of a global science policy information network (SPIN) B/b: at least two national STI indicators studies; the African STI Observatory functioning; at least ten additional countries integrated in SPIN PI: Dialogues and capacities for STI decision-making involving civil society, scientific communities and parliaments fostered B/b: two new sub-regional fora or interregional parliamentary fora on STI; capacity-building activities organised for at least two selected sub-regions and training	At the regional level, funds were approved late in 2012 from UNESCO's Emergency Fund for the Science, Technology and Innovation Global Assessment Programme (STIGAP) in the Asia-Pacific Region for implementation in cooperation with the International Center for Science and Technology Strategy (CISTRAT) in Beijing, China and the Science and Technology Policy Institute (STEPI) in the Republic of Korea to be started. Studies at country level are in preparation for three countries (Namibia, Senegal and Tanzania). A template for country profiles was developed as basis to set standards for STI reviews at country level and for the GO-SPIN platform. Four countries in the SADC region (Botswana, Malawi, Zambia and Zimbabwe) received training workshops on the elaboration of SETI Country profiles. Publication of proceedings and information sharing on STI was promoted through a STEPAN regional network meeting in Sri Lanka. A capacity-building activity was planned with the Workshop on Surveys on STI Policy, Governance, Instruments and Indicators is scheduled to take place in Senegal in February 2013 and a parliamentary meeting on the promotion of STI organized in collaboration with ISESCO in Cairo, October 2012, with over 30 parliamentarians.	Despite the difficulties of mobilizing resources for the implementation of these two main initiatives, STIGAP and Go-SPIN, activities have been implemented to meet the benchmarks, notably related to capacity-building. New proposals were developed and submitted to additional donors and partnerships are under negotiation with agencies working in the field of monitoring, assessments and indicators (ERAWATCH, AIISTI, ASTI etc). To promote evidence based STI policy making, particularly to strengthen the dissemination of STI policy data and information, UNESCO has supported the establishment of the International Research and Training Centre for S&T Strategy (CISTRAT) in Beijing as a category 2 centre under the auspices of UNESCO. The focus of the Centre falls on conducting research, offering professional training, providing policy advice, facilitating technology transfers and promoting international cooperation and exchanges in STI policy. The Centre was officially launched on 24 September 2012. CISTRAT organized the first international training workshop on science and technology strategy formulation held in Beijing, 11-29 September 2012. Within the same framework, UNESCO also organized a two-day workshop in Harare (Zimbabwe) on 6-8 November 2012 to introduce countries in the region (Botswana, Malawi, Zambia and Zimbabwe) to a new survey it had developed within a project to develop the Global Observatory of STI Policy Instruments (GO-SPIN). The project on the EOLSS is progressing well and the next phase in 2013 will consist of using the existing chapters in

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
	materials disseminated online		<p>the encyclopedia to create learning materials.</p> <p><u>Challenges/ Lessons Learnt:</u> The main challenge remains in responding to requests for assistance with restricted resources.</p> <p>The expected result directly contributes to the C/4 Strategic Programme Objective 4: "Fostering policies and capacity-building in science, technology and innovation".</p>

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

Due to the difficult financial situation it was necessary to mobilize the support of partners and networks in order to cover operational costs, in particular mission costs. Very few mission were paid by extrabudgetary funds, most were no cost missions.

The support of partners and our networks also related to human capacity, as due to a lower human capacity due to frozen posts technical expertise from partners and networks was mobilized.

For this year the Division was successful, but it remains as the challenge for 2013. Efforts will need to be continued.

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

Regular Programme ¹ : operational budget only		Extrabudgetary resources ¹	
Allocation 2012-2013: US\$ 406 216	Expenditures 2012-2013: US\$ 228 413	Allotment 2012-2013: US\$ 14 468 490	Expenditures 2012-2013: US\$ 11 801 058

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
ER 4: Innovative interdisciplinary science and engineering curricula developed, including in such fields as renewable energy	<p>PI: Number of universities with science and engineering programmes strengthened in interdisciplinary curriculum development and in integrating collaborative team-based research projects into the curriculum</p> <p>B/b: at least 5 universities as initial participants</p>	<p>Academic consortia formulated in five countries involving 21 universities in Japan (five); Indonesia (three); Philippines (six); Thailand (five); Vietnam (two). New curriculum to introduce nanotechnology in all college sciences majors prepared (Cairo); this has been accepted by Future University in Sudan and is being considered by Supreme Council of Universities in Egypt. Another curriculum for a higher industrial Diploma in nanotechnology developed and is under consideration of the Egyptian Ministry of Higher Education for approval and use in 19 Egyptian Universities.</p>	<p>The results achieved in the first year of the biennium contributed to the timely achievement of the expected result, considering the related performance indicators and benchmarks. Capacity building, science and engineering education were reinforced through the activities of the cross-cutting thematic units on i) Science Education and ii) the Engineering Initiative, as well as the IBSP and renewable energy, for which a number of activities were supported, developed and implemented towards reviewing standards and developing interdisciplinary science and engineering curricula.</p> <p>Science education was reinforced through activities aimed at improving teacher capacities to adopt new approaches to knowledge transmission, and revision of teaching curricula. As such, within the scope of the project "Capacity building of teachers and educators, development of teacher/educator guides, preparation of teaching learning module and hands on activity" for the Maldives, the project planning meeting was held to programme material development and capacity building activities. Activities under the project were initiated</p>
	<p>PI: Fora for planning and design of higher education systems, including regional accreditation standards established</p> <p>B/b: at least one regional forum per region on accreditation process for basic science and engineering programmes, faculty development training programmes, new materials for faculty development, guidelines</p>	<p>UNESCO is working with IEEE, the WFEO, the ASME and other partners to determine the possibility of international accreditation standards for Engineering. Higher education systems and restructuring the engineering curriculum has been discussed with universities in Malawi, Nigeria, Namibia, Germany, Greece and Denmark.</p>	

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
	for career advancement for young faculty, in particular women		<p>following consultation with Maldivian authorities and relevant stakeholders. Relevant sections of the National Curriculum Framework and science textbooks of grades four to six in the Maldives were analyzed and reviewed to develop a framework of the 'educational material'. Action to build capacity of teachers and educators and strengthen teacher training institutions will follow including distance learning/on line modules and delivery mechanism to expand and sustain the initiative.</p> <p>Building regional linkages between academic institutions has also provided the basis for strengthening and improving science teaching. In this context academic consortia have been developed in five countries in the Asia and Pacific Region (Japan, Indonesia, Philippines, Thailand and Viet Nam) involving 21 institutions to handle the on-site operation of the UNESCO Biotechnology School in Asia. Some national governments participated in student support. The first cohort of the academic year 2012 enrolled in September 2012. A total of eight slots for Cambodian and Lao participants into the programme were secured in Indonesia, Thailand and Vietnam.</p> <p>The proposal of new curricula in science teaching also placed emphasis on new areas of science such as the new curriculum to introduce nanotechnology in all college science majors prepared through UNESCO Cairo Office. This was accepted by the Future University in Khartoum, Sudan and started in the Fall 2012. It is also being considered by the Supreme Council of Universities in Cairo, Egypt and is expected to be adopted by a number of universities for a pilot demonstration and assessment. Another curriculum has been prepared for a higher industrial diploma in nanotechnology and delivered to the Egyptian Ministry of Higher Education for approval and deployment through 19 Egyptian Universities. A group of 30 faculty members have been nominated to undergo the nanosciences training program including 10 women. So far, all activities have been implemented at no cost to UNESCO but programming funds will be important for success during the implementation phase.</p> <p>Engineering was given greater emphasis through the action of the UNESCO Engineering Initiative. Emphasis was given to evaluation of the status of engineering globally; the Organization actively participated in meetings in Greece, Nairobi, and South Africa (for the SADC region) to address the issue of the "Needs and Numbers" in engineering in Africa. Participants included 16 countries and institutions seeking to address and improve on the number of young people studying engineering by revising their curricula. Other issues given high priority was higher education systems and restructuring of engineering curriculum to make it more appealing and hands-on for students. These issues have been discussed with universities in Malawi, Nigeria, Namibia, Germany, Greece and Denmark. Accreditation of universities has also been discussed with different partners including WFEO and IEEE. Further, UNESCO worked with IEEE, WFEO, the American Society of Mechanical Engineers (ASME) and other partners to determine the possibility of developing international accreditation standards for engineering needs.</p>

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
			<p>With the aim to strengthen the role of women in engineering, consultations have been carried out for the establishment of a Chair for Women in Engineering in Korea, and a further Chair in Engineering in Uruguay. These as well as the newly established Chair in Engineering in Israel will work on activities to support entrepreneurship training for engineers.</p> <p>Efforts continued to support capacity building and the exchange of information and best practices in renewable energy and energy efficiency. The fifth South East Asian Summer School on Renewable Energy was organised in Kuala Lumpur, Malaysia, organised with the support of Commission on Science and Technology for Sustainable Development in the South (COMSAT). Preparatory work was also made for the organisation of the fourth session of the African Solar School to be held in Bamako, Mali. To address the exchange of scientific knowledge and best practices, the publication of the quarterly Energy Bulletin is furthered by the International Sustainable Energy Development Centre (ISED), a UNESCO Category 2 Center.</p> <p>The expected result directly contributes to C/4 Strategic Programme Objective 4 "Fostering policies and capacity-building in science, technology and innovation", specifically the expected outcome "Institutional and human capacities in the basic and engineering sciences and energy strengthened at all educational levels, notably in Africa, LDCs and SIDS and benefiting female students."</p> <p><u>Challenges/Lessons Learnt:</u> Reduced budget constrained implementation of some programme activities, while the global financial crisis made acquisition of extrabudgetary funding difficult. However, there is strong support from Member States to fund activities at the national level. Furthermore both scientific and industrial partners were keen to work closely with UNESCO to ensure the continued implementation of activities.</p>
ER 5: Institutional research capacity strengthened through networked centres of excellence, South-South and North-South partnerships and university-industry alliances	<p>PI: Number of capacity building activities for trainers at tertiary level in science education, including on renewable energy, involving partnerships and networks focusing on S-S and N-S-S cooperation</p> <p>B/b: at least one innovative programmes for faculty exchange developed and implemented in at least three universities of developing countries</p>	<p>Four teacher training activities were organized in Congo Brazzaville, Cote d'Ivoire, Haiti and Sudan within the framework of the Microscience Project. Two teacher training workshops were held in active learning in optics and photonics were held in Armenia and Tunisia. The fifth South East Asian Summer School on Renewable Energy was organised in Malaysia with support of ISESCO and COMSAT. Under UNESCO patronage and in cooperation with UNEP and UNIDO, the Energy Globe Foundation launched a global online campaign focused on energy efficiency and best practice. Support was provided to three international events that served as platforms for international partnership, cooperation and exchange of best practices on renewable energy science, technologies and their applications.</p>	<p>The results achieved in the first year of the biennium contributed to the timely achievement of the expected result, considering the related performance indicators and benchmarks. The Science Education CCTU coordinated approach to interdisciplinary science teaching and curricula development made progress through activities currently in progress with IBSP, ICTP and the Education Sector with support of the private sector, extrabudgetary funds and funding from concerned Member States.</p> <p>The role and use of ICTs and mobile technology in promoting and teaching science was enhanced through activities developed in partnership with the private sector including Intel, Microsoft, Nature Publishing Group and Roche. Tools such as Facebook have been effectively used such as the site established under UNESCO Montevideo Office's "Educacion en Ciencias", a pilot initiative with more than 120 members and 700 users on average.</p>
	<p>PI: N-S public-private partnerships in research and entrepreneurship education</p>	<p>One Chair in Engineering was established in Israel and two newly proposed chairs in this field will work on entrepreneurship</p>	

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
	established B/b: at least 1 collaboration developed	for engineers. Other discussions were ongoing with partners in Nigeria and India, notably through the Category 2 Centres. Activities were developed with IEEE (planned African Ministerial Meeting for Engineering and ICTs), WFEO (Women in Engineering meeting), Airbus (Fly Your Ideas competition), and ASME (Engineering for Change platform developed). Collaboration has also been developed with Intel for Science and Engineering Fairs in USA (May 2012), Dubai (December 2012) and with Microsoft for hands-on engineering teaching.	Strengthening of teaching methodologies using Microscience technology was promoted through training of teachers and increased establishment of pilot schools. Sudan was a good example: the number of pilot schools using the UNESCO's Microscience approach increased from 15 to 34. The success and accessibility of this technology was evident in its use in post-disaster and post-conflict situations; in this context training workshops were organized in Haiti, Congo Brazzaville and Cote d'Ivoire.
	PI: Number of new centres of excellence established, with emphasis on promoting women in science and scientific networks formed or strengthened B/b: at least one new centre created and at least one new network formed; two seminars, conferences and other events held for strengthening existing structures	Two Category 2 Centres were established, one in Nsukka, Nigeria (Biotechnology) and one in Magurele-Bucharest, Romania (Physics). Activities were supported to strengthen the South-East European Regional Network on Phytochemistry (PhytoChemNet) established in 2011 on the occasion of the IYC - Network meeting held. Collaboration with ANSTI and the L'Oreal Foundation with emphasis on women scientists consultative events organized. Academic consortia were formulated in five countries (Indonesia, Japan, Philippines, Thailand and Vietnam). The joint Communiqué from UNESCO and SESAME addressed to governments and the scientific community at large reinforced international commitment to the SESAME project. An important step forward in advanced training of users has been made at the SESAME Users' Meeting.	<p>Further the promotion of hands-on, problem solving approaches to teaching science was emphasized and continued through various activities including two teacher training workshops on active learning in optics and photonics (ALOP) held in Tunisia (March 2012) and in Armenia (November 2012). More than 60 teacher-participants, among them 17 women, from seven countries participated. For greater sustainability the CENAFFE-CARTHAGE centre in Tunis, Tunisia, is being developed as a hub for training of trainers, for ALOP workshops, dedicated to physicists mainly from sub-Saharan Africa. Further, close collaboration has been developed with a Network of African Physicists, NET 45, in optics and photonics which is associated with ICTP.</p> <p>Through an endorsement letter for funding to ICSU, the Capacity and Networking Project (CANP 2012) workshop in mathematics and didactics (August 2012) in San Jose, Costa Rica was supported. The Mathematics Education Network of Central America and the Caribbean was created during this event organized mainly by the International Commission on Mathematical Instruction (ICMI) following the experience of the Capacity and Networking Project first edition in Mali (Africa) in 2011 funded by UNESCO IBSP. This was important in promoting collaboration and bringing together specialists for strengthening education in mathematics. In a successful collaboration of IBSP, the CIMPA and the African Mathematical Union, a Workshop on African Women in Mathematics was held in Ouagadougou, Burkina Faso (October 2012). More than 70 African mathematicians, including 40 women, participated in this event. The panel identified factors hindering the promotion of women in mathematics; as well as solutions to overcome this.</p> <p>Networking provided the basis for knowledge sharing and strengthening of regional capacity. The South-Eastern European Regional Network on Phytochemistry (PhytoChemNet) now includes experts from Bulgaria, Croatia, Greece, Macedonia, Greece and Serbia; the network strategy and first joint proposals on the sustainable utilization of medicinal and aromatic plants in the region have been developed.</p> <p>A capacity building workshop was organized on strategies for promoting women in science and technology in Africa concurrently with the ten UNESCO-L'Oreal Fellowships award ceremony in Johannesburg, South Africa. This was in collaboration with the African Network of Scientific and Technological Institutions (ANSTI)</p>

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	Programmed	Attained	
			<p>and the L'Oreal Foundation. The objective was to bring together women scientists and engineers to discuss the status of women in science and engineering in Africa and to deliberate on the effective ways of increasing women's access to science and engineering for enhanced employment opportunities and inclusive growth.</p> <p>In a drive to foster innovation and entrepreneurship, a new Chair for engineering will be established in Uruguay and a Chair has been proposed for Women in Engineering in the Republic of Korea. This Chair, as well as the newly established Chair in Engineering in Israel, will work on entrepreneurship skills for engineers.</p> <p>Collaboration with private partners has provided crucial support for development of activities. A number have been developed with IEEE, WFEO, Airbus, and ASME as well as EWB and ICE to achieve the requests of the partners. Collaboration with Intel and Microsoft has also ensured that technology advances can be coupled with hands-on teaching of engineering. Collaboration with La Roche Hoffman has resulted in support for the start-up phase of the World Library of Science (WLoS).</p> <p>The eighth meeting of the IBSP Scientific Board was held at UNESCO (November 2012) providing inputs and recommendations on the future IBSP strategy and actions. Activities aimed at promoting SS and triangular collaboration and strengthening capacity in the basic sciences were supported and implemented through collaboration with specialized partners and Member States.</p> <p>In this context and within the framework of the SESAME project, Iran, Israel, Jordan and Turkey signed formal statements committing themselves to provide US\$ 5 M each for SESAME's capital investment over the four years 2012-2015; this puts SESAME well on track to commissioning the machine with four day-one beamlines in 2015. The 21st SESAME Council Meeting (November 2012) identified principal budgetary parameters for up-dating SESAME's Strategic Plan (2013-2017). In November 2012, the 10th Users' Meeting brought together 120 participants from the region and Africa; the first meeting of the Interim Users' Executive Committee was also held. The Director-General reconfirmed and developed UNESCO's commitment to future cooperation with SESAME during her visit of the Centre. In the joint UNESCO-SESAME Communiqué the attention of the international scientific community has been drawn to the opportunities for developing cooperation with SESAME, a centre which constitutes a unique platform for cooperation in science in the Middle East and neighbouring countries. The network of science institutions cooperating with SESAME has been enlarged and reinforced and been stongly endorsed by scientific media.</p> <p>Support for international collaboration was prioritized, including for the organization Human Variome Project (HVP) fourth Biennial meeting which was held at UNESCO (June, 2012). The IBSP is working with Member States, scientific unions, organizations and research centres to facilitate their involvement in this global initiative</p>

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			<p>and to identify potential host institutions with the aim of developing national and regional networks to promote transfer and sharing of scientific information and ultimately build capacity for management and use of human genetic data. The HVP Chinese Node announced that the China Country Development Programme for the HVP would be provide grants of up to US\$ 75,000 to projects in the developing world promoting knowledge exchange across national boundaries in human genetics and genomics.</p> <p>In order to foster regional collaboration through centres of excellence and build indigenous capacity for research, an Agreement between UNESCO and the Federal Republic of Nigeria for the establishment of the International Centre for Biotechnology as a Category 2 Centre in Nsukka, Nigeria, was signed (October 2012). An agreement was also signed for establishment of the International Centre for Advanced Training and Research in Physics under the auspices of UNESCO (category 2) in Magurele-Bucharest, Romania (November 2012). This Category 2 Centre will serve as a hub for international networking and collaboration in physics and applied mathematics in close collaboration with the ICTP and the regional South-Eastern Europe Network in Mathematical and Theoretical Physics (SEENET-MTP). In addition to provide facilities and opportunities for advanced training and research for scientists from South, Central and Eastern European countries, the Centre will also have the mandate to promote women in science as well as scientific capacities in least developed countries in Africa throughout its programmes.</p> <p>UNESCO provided its support to three major international events (the "International Biomass Conference and Exhibition"; the "World Renewable Energy Congress" and the "Photovoltaic Solar Energy Conference and Exhibition") and organization under UNESCO Patronage of a "Global Sustainable Action Day" dedicated to sustainability and energy efficiency. These events served as platforms for international partnership, cooperation and exchange of best practices on renewable energy science, technologies and their applications.</p> <p>The expected result directly contributes to C/4 Strategic Programme Objective 4 "Fostering policies and capacity-building in science, technology and innovation", specifically the expected outcome "Institutional and human capacities in the basic and engineering sciences and energy strengthened at all educational levels, notably in Africa, LDCs and SIDS and benefiting female students."</p> <p><u>Challenges/Lessons Learnt:</u> Reduced budget constrained implementation of some programme activities, However, there is strong support from Member states to fund activities at the national level. Furthermore, collaboration with private partners has provided crucial support for development of activities.</p>
ER 6: Member States' capacities	PI: Number of student competitions to solve	A competition to bring together creative young African innovators	The results achieved in the first year of the biennium contributed to

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
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strengthened to develop models for enhancing student research leadership and career mentoring for young researchers, through university networks and professional societies, in particular for developing countries	local or regional challenges B/b: one international or regional competition carried out; two workshops for sharing experiences organized	from engineering and the Earth science fields was developed jointly by the UNESCO Engineering Initiative and Earth Science Education in Africa Initiative. The UNESCO Intel Science and Engineering Competition - Arab World 2012 supported and organized. Collaborative action began between UEI and Airbus, following an agreement for Airbus to partner with UNESCO, to run the "Fly Your Ideas" Competition to raise the interest of young scientists.	<p>the timely achievement of the expected result, considering the related performance indicators and benchmarks.</p> <p>With the objective of promoting the popularization of science among youth and to stimulate critical thinking, UNESCO encouraged the organisation of science competitions such as the UNESCO Intel Science Competition - Arab World 2012, a pan-Arab science competition organized by Intel Corporation, the United Arab Emirates Ministry of Education, under the Patronage of UNESCO (December 2012, UAE). More than 120 students from 10 Arab countries (Egypt, Jordan, Kuwait, Lebanon, Morocco, Oman, Palestine, Saudi Arabia, Tunisia and the United Arab Emirates) participated in this event. The Director General nominated Ms. Hayat Sindi, from Saudi Arabia as UNESCO Goodwill Ambassador for Sciences (October 2012); she is an ideal role model and will serve to inspire girls to consider science careers.</p> <p>Further, the UNESCO Engineering Initiative (UEI) and Earth Science Education in Africa Initiative launched a competition to bring together creative young African innovators from engineering and the Earth science fields to propose concrete new solutions to major environmental challenges facing sustainable development in their communities. Specialized partners are assisting in the dissemination of information on this competition.</p> <p>The interdisciplinary approach to engineering applications was emphasized through UEI working closely with the Division of Water Sciences in the preparatory phase for the International Year of Water Cooperation 2013, the activities of which will include a global project on water engineering for students around the world. The UEI is also working with Engineers Without Borders (EWB), UK to develop projects on sending engineers into rural areas in Africa and other developing countries to work on infrastructure development. The EWB and the Institute of Civil Engineers (ICE) UK will also collaborate with ASME and IEEE on the Engineering4Change platform.</p> <p>Developing collaboration with private partnerships has provided critical support for engineering activity development. In this context a new partnership with Airbus will also look at encouraging young students in aeronautical engineering through a Fly Your Ideas Competition. This will stimulate innovative thinking on ways to improve flying in the future. This competition is run closely by Airbus and UEI and will be elaborated into a partnership concentrating on stimulating youth in engineering as well as in entrepreneurship.</p> <p>Promoting of innovative thinking in young researchers was further emphasized within programmes developed at the Regional Centre for Biotechnology in India (Category 2 Centre) which launched a programme of Young Investigator Awards mentorship programme for outstanding young PhD scientists in the region to promote innovative research in topical areas of biotechnology.</p>
	PI: Number of student leadership programmes B/b: at least three universities from different regions develop student leadership programmes; one regional student associations established or strengthened	An activity aimed at bringing together creative young African innovators from engineering and the Earth science fields was launched.	
	PI: Number of training activities provided for young researchers B/b: ten training activities; a mentoring programme for young researchers developed and implemented in three universities in developing countries	Preparatory work was undertaken for the organization of one mobile based activity in science learning for young researchers in Nigeria that should take place in 2013. The Regional Centre for Biotechnology in India (a Category 2 Centre) launched a programme of Young Investigator Awards mentorship programme.	

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			<p>In renewable energy efforts continued to support capacity building and promote energy policies as well as the exchange of information and best practices in renewable energy and energy efficiency. In this context, the "fifth South East Asian Summer School on Renewable Energy" was organised in Malaysia with support of ISESCO and COMSAT and a regional school on sustainable energy governance in designated sites organised jointly with UNDP in Dubrovnik. Preparatory work was also made for the organisation of the fourth session of African Solar School to be held in Bamako, Mali.</p> <p>The expected result directly contributes to C/4 Strategic Programme Objective 4 "Fostering policies and capacity-building in science, technology and innovation", specifically the expected outcome "Institutional and human capacities in the basic and engineering sciences and energy strengthened at all educational levels, notably in Africa, LDCs and SIDS and benefitting female students."</p> <p><u>Challenges/Lessons Learnt:</u> Reduced budget constrained implementation of some programme activities however, there is strong support from Member states to fund activities at the national level. Furthermore close collaboration with Member States and partners, both scientific and industrial, ensured the continued implementation of activities.</p>

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

Many activities were effectively implemented through the support of Member States and partners. Leveraging UNESCO funds with other agencies and contributions from Member States was also very cost effective and provided increased visibility for the organization. Member States made substantial contributions towards implementation of national activities.

Establishment of new partnerships with industry also has proved effective in development of activities from inception to completion.

MLA 3: Mobilizing broad-based participation in STI

Regular Programme ¹ : operational budget only		Extrabudgetary resources ¹	
Allocation 2012-2013: US\$ 210 902	Expenditures 2012-2013: US\$ 111 119	Allotment 2012-2013: US\$ 1 433 619	Expenditures 2012-2013: US\$ 748 371

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
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ER 7: Public awareness of science, technology and engineering raised and STI policy agendas developed with civil society, including women and youth	<p>PI: Number of international and regional workshops, conferences or symposia on the contribution and popularization of science and science exhibitions</p> <p>B/b: Four regional and one international event for UNCSD; two international or regional conferences or symposia; two science exhibitions; two conferences or symposia on history of science</p>	<p>Celebrated the 60th anniversary of the UNESCO Kalinga Prize for the Popularization of Science by organizing an International Conference on the Popularization of Science in Bhubaneswar, India, 4-5 January 2012. The conference was co-organized with the Indian Government, the State of Orissa and the Kalinga Foundation and was attended by living Kalinga Prize laureates and prominent experts in science communication. The Conference focused on current challenges and opportunities for science communication. UNESCO Venice Office co-organized the international public communication of science and technology (PCST) conference 2012. UNESCO co-organized the</p>	<p>This expected result was affected by the lack of funds but as in other areas, partnerships were very important to achieve some sound results. That is particularly true for science communication-related indicators.</p> <p><u>Challenges and lessons learnt:</u></p> <p>Due to UNESCO's participation in the scientific committee for the Journées Hurbert Curien 2012, "Science Communication: International Perspectives, Issues and Strategies", its scope was expanded to international level and it was a strong success. This was cost effective</p>

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	Programmed	Attained	
		Journées Hurbert Curien 2012, Science Communication: International Perspectives, Issues and Strategies, held Nancy, France 4-7 September 2012. It was attended by representatives from over 60 countries.	given that the only inputs were staff time and UNESCO patronage, yet the event reached a large influential audience in science communication and achieved good press coverage. Despite no funds on this activity, we were able to demonstrate positive results. Contacts were made that will enable future work by the Sector in this area, and a new topic, how to evaluate and assess communication tool successes, was found to be a gap that could be filled by UNESCO once funding permits.
	PI: Number of technical cooperation and capacity building activities on governance of science centres and science museums B/b: Two countries assisted in the development of science centres or museums; two regional training workshops on science centres or museum governance	Not yet implemented due to lack of funding.	On gender and youth we were able to involve our networks and to raise gender and youth in the STI arena in several of our meetings, with the impact of mainstreaming gender and youth in science policy design, implementation and evaluation.
	PI: Number of STI policy study results, conference proceedings and manuals of STI indicators published B/b: At least 2 policy studies; 2 proceedings and 1 manual	This activity was not conducted due to the lack of funds. However, under the STGAP/GO-SPIN initiatives a manual to produce a SETI country profile was developed and it is now being applied in five countries in Africa.	The main challenge is to get funds to organize a specific conference at a larger scale on gender and youth. We are planning to hold an international conference on youth in Rio de Janeiro just prior the World Science Forum in November 2013, in partnership with the Brazilian Academy of Science and other Brazilian Institutions.
	PI: National and regional actions on science and gender equality for science policy-making; reference groups for women in science; young people involved in consultation B/b: One international meeting on gender equality and science; support to Young Women Researchers Network; support to the World Association of Young Scientists	On gender: Five exceptional women scientists received in March 2012 the L'Oréal-UNESCO For Women in Science Award and 15 young women received UNESCO/L'Oréal international Fellowships. Even though the planned international meeting on gender and science was not organized due to the lack of funds, nevertheless efforts were made to guarantee the gender mainstreaming and participation of women, particularly young women researchers, in various Science Policy Fora such as: 1. First Africa Forum on STI for Youth Employment, Human Capital Development and Inclusive Growth. Nairobi, Kenya, 1-3 April 2012. 2. AU Parliamentarian Workshop on Science, Technology and Innovation, 16-18 October 2012 in Cairo, Egypt. On youth: As for our work with youth it was accomplished by linking the Network of Young researchers to scientific events, particularly in the context of Rio+20 preparation and also during the first African Forum in Nairobi, that had youth as the central focus of the programme.	The ER directly contributes to the C/4 Strategic Programme Objective 4: "Fostering policies and capacity-building in science, technology and innovation".
ER 8: Local and indigenous knowledge-driven sustainable development policies and actions developed, and appropriate support provided for implementation at global, regional and local levels	PI: Acknowledgement of indigenous knowledge and community-based approaches in international policies and innovation strategies B/b: Operational engagement with UNCSD, CBD, UNFCCC and IPCC processes	The LINKS programme made significant, visible contributions to international processes: --It leads development of the traditional knowledge stream under IPBES. --A regional meeting held in Santiago de Chile with indigenous organizations and UNESCO staff advanced work on UNESCO's policy on engaging with indigenous peoples. --Two reports on emerging trends in the use of ICTs were commissioned as part of the ten year review of the WSIS process. Summaries will be presented at the WSIS+10 meeting to be held at UNESCO Headquarters in February 2013. - A panel on "Indigenous knowledge and sustainable futures" was co-convened with the Secretariat of the Convention on Biological Diversity (SCBD) at the international conference "Planet Under Pressure" (March, London) - A plenary session entitled "Indigenous Knowledge (IK) and Science" was held at the UNESCO-ICSU "Science Forum" (June, Rio de Janeiro) in conjunction with UNCSD. - The UNESCO-UNU book "Weathering Uncertainty: traditional knowledge for climate change	The progress made during 2012 has already made a major contribution towards the attainment of the 36 C/5 ER. However, more must be done during the next year to meet all the programmed benchmarks. A particular highlight is the selection of the LINKS programme to lead the development of the traditional knowledge stream under the newly formed Intergovernmental Platform on Biodiversity and Ecosystem Services (IPBES). In this context, an information document, "Consideration of initial elements: recognizing indigenous and local knowledge and building synergies with science", was produced and will be presented to the First Plenary of IPBES in January 2013. Further key successes include successful fundraising for the Mayangna project, Climate Frontlines, a new project to support transmission of traditional medical knowledge in the Indian Ocean SIDS, collaborations with the Sustainable Arctic Observing Network and WMO. Fundraising efforts continue to support on-going collaboration with SCBD and UNEP-

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
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		assessment and adaptation" was published, contributing to the Fifth IPCC Assessment Report.	WCMC.
	<p>PI: Number of community-level projects established with global networking B/b: At least 30 community-level projects, including projects on women, and projects in Africa, LDCs and SIDS; one global database established on indigenous knowledge, biodiversity and climate change</p>	<p>The Climate Frontlines multilingual online forum on indigenous knowledge of climate change impacts and adaptation is supported by the Government of Denmark and reaches 64,000 members. In June, the forum ran a consultation with indigenous communities on geo-engineering for climate mitigation with the SCBD. Two new projects include Coping and Resilience amongst the Bidayuh of Malaysia and Climate Change Adaptation using Pandanus and Traditional Knowledge. Extrabudgetary funding was successfully secured from the French Agence national de la Recherche (ANR) to advance work on community-based monitoring of climate change in the circumpolar Arctic. The unique publication "Echoes at Fishermen's Rock: Traditional Tokelau Fishing", was successfully translated from the original Tokelauan and published in English, with support from the New Zealand National Commission for UNESCO.</p>	<p>In the framework of the collaboration with the Mayangna people of the BOSAWAS Biosphere Reserve, Nicaragua, the outputs contribute to reinforce the transmission of indigenous knowledge by increasing awareness of and interest in the importance of Mayangna knowledge amongst Mayangna students, teachers and community leaders. Community meetings provided an opportunity for Mayangna community leaders to discuss the importance of mother-language education and to consider indigenous knowledge that is in danger of being lost. The pedagogical materials are popular with the students and teachers alike, with reports of high engagement and motivation on their part. The presentation at the 13th Congress of the International Society of Ethnobiology in Montpellier, France, provided an opportunity to share ideas for reinforcing indigenous knowledge transmission with people working in other biosphere reserves.</p>
	<p>PI: Number of pedagogical materials on indigenous knowledge and language in formal and non-formal education B/b: Five sets of pedagogical materials in five countries</p>	<p>In a project supported by the Royal Embassy of Norway in Nicaragua and the Swiss Embassy in Nicaragua, pedagogical materials were piloted in 14 Mayangna schools in Nicaragua throughout the year. On-going training workshops were held for teachers and education professionals, including Ministry of Education staff; and meetings were held with community members. Further extrabudgetary funds were obtained from the Royal Embassy of Norway in Guatemala to revise and produce a tested version of the materials in 2013 and 2014.</p>	<p>The LINKS programme, in its capacity as UNESCO focal point for engaging with indigenous peoples, made progress on developing a house-wide policy to guide UNESCO's work with indigenous peoples, including coordinating, with Santiago de Chile Office, a regional LAC meeting. The Section represented UNESCO at the UN Permanent Forum on Indigenous Issues, making interventions on the progress made under World Heritage, on a policy on engaging with indigenous peoples, and on projects that contribute to implementing the UN Declaration on the Rights of Indigenous Peoples.</p> <p>During 2012, UNESCO-LINKS activities in the framework of the Climate Frontlines project profiled very prominently in the international arena the importance of indigenous knowledge and community-based approaches in international policies and innovation strategies relating to the science-policy interface, sustainable development, climate change and biodiversity use and conservation. The inclusion of a plenary session on indigenous knowledge and science at the UNESCO-ICSU Science Forum in Rio, in the run-up to Rio+20, is in itself an important indicator of the current prominence of this issue in international debates on sustainable development. Through the launch of the UNESCO-UNU book "Weathering Uncertainty" on indigenous knowledge and climate change assessment and adaptation, UNESCO made an important, timely and highly visible contribution to IPCC's ongoing process to develop its Fifth Assessment Report.</p> <p><u>Challenges and lessons learnt:</u> The primary challenge during this year has been the lack of funds and the loss of some continuity of implementation which can damage working relationships with partners. We have engaged in fundraising, but the challenge is likely to continue. Given cutbacks in temporary staff, the increasing administrative and reporting load is threatening to impact implementation.</p> <p>The ER directly contributes to the C/4 Strategic Programme Objective 4: "Fostering policies and capacity-building in science, technology and innovation".</p>

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
ER 9: Vulnerabilities of Small Island Developing States (SIDS) addressed through science policy, practice and education	<p>PI: Action plans from regional and inter-regional meetings on science policy development in SIDS, including in Africa B/b: Action plans utilized by three SIDS</p>	<p>Through support from the Emergency Fund , work is ongoing in the Pacific, where a Pacific science policy and university networking dialogue event was successfully held at the University of the South Pacific main campus in Suva, Fiji, 5-7 November. More than 30 participants took part in the discussions, representing ten Pacific universities as well as other stakeholders. Participants included the vice-chancellors of seven Pacific universities. A Communique was released detailing the main decisions taken. Discussions with partners on follow-up is ongoing. Preparations are under way for a subregional Caribbean science policy workshop to be held in February/March 2013, providing inputs to the third LAC Forum in STI Policies. In Africa, two extrabudgetary projects on gender in science and STI for sustainable development have been developed.</p>	<p>The progress made in the first 12 months of the biennium have made major contributions towards the attainment of ER 9, particularly within the framework of the global Sandwatch and Youth Visioning programmes, the development of science policy advice in SIDS, as well as through UNESCO's strategic contributions to the wider UN system's support for implementation under the Mauritius Strategy, in spite of severe financial constraints. This work will be continued in the forthcoming months in order to deepen and expand upon these cumulative contributions.</p> <p>In addition to the progress documented under the performance indicators above, continuous contributions were made towards the UN-wide interagency coordination towards implementation of the Mauritius Strategy through the UNDESA-based SIDS Inter-Agency Consultative Group (IACG). UNESCO's active participation in this forum contributed to the high visibility of UNESCO's SIDS programmes at Rio+20 in June. Highlights included a presentation of Sandwatch at UNESCO's official side event on Oceans, while the University Consortium of Small Island States - a UNESCO UNITWIN Network - hosted an SD-Learning event on disaster risk reduction in SIDS. Through the SIDS Intersectoral Platform's regularly contributions towards the IACG, UNESCO posters, video and information relating to oceans, disaster risk reduction and culture in SIDS was provided to UNDESA exhibition on SIDS at Rio+20 organized by UNDESA. Finally, in the context of the Climate Frontlines programme, the UNESCO-UNU publication "Weathering Uncertainty: traditional knowledge for climate change assessment and adaptation" was launched at the UNESCO Rio Science Forum. The publication contains a dedicated section on small island climate change knowledge and strategies.</p> <p>Implementation of activities relied to a large extent on the development of strategic partnerships as well as extrabudgetary resources. Supported by an Emergency Fund element and targeting the development of a Pacific SIDS science, technology and innovation policy framework, a broad Pacific island subregional partnership was established by UNESCO, linking institutions, individuals and projects that share an interest in promoting the development of appropriate policy and planning frameworks for STI in the Pacific. Taking its point of departure from a 1987 high-level symposium organized by UNESCO and SPEC (precursor of the Pacific Islands Forum Secretariat), the partnership organized in November the first major subregional Pacific science, technology and innovation discussion in decades. Key collaborators and co-funders of the event are ACP-EU (which made a substantial financial contribution towards the partnership), the University of the South Pacific, the University of Papua New Guinea and the Australian National University.</p> <p>Progress on the Sandwatch and Climate Frontlines projects was made possible by ongoing funding from the Government of Denmark, allowing the publication of Spanish and Portuguese language second editions of the Sandwatch manual. These publications have substantially extended the reach of the Sandwatch programme in particular to the Lusophone community of countries with new programmes being established in</p>
	<p>PI: Capacity-building actions in SIDS regions on climate change adaptation and natural disaster preparedness through Sandwatch and related programmes B/b: Participation and follow-up training of trainers undertaken in three SIDS regions through Sandwatch and related programmes with participation of a minimum of 50% women</p>	<p>Through FIT projects funded by the Government of Denmark as well as with support from a Climate Change Intersectoral Platform project, activities have progressed significantly under the Sandwatch and Climate Frontlines programmes. The Sandwatch manual was published in Spanish (May) and Portuguese (November) and widely distributed. The global Sandwatch database (see below) was trialed in preparation for full-scale launch and training events to take place later in 2013. Under Climate Frontlines, the UNESCO-UNU publication "Weathering Uncertainty" was launched at the Rio Science Forum. In the Pacific posters highlighting local and indigenous knowledge have been translated into five Pacific island languages and are currently being distributed.</p>	
	<p>PI: Global N-S-S network on coastal monitoring and resilience B/b: Database operational, accessed and utilized in ten countries</p>	<p>Work on the development of global Sandwatch and Climate Frontlines databases progressed on schedule, supported by the Government of Denmark. Detailed, second-stage trials of the Sandwatch database by Sandwatchers in eight countries was completed, and arrangements for hosting and design were concluded, with migration of the database to BrightSolid Online at end-2012 and a global launch was planned that will be held in the first quarter of 2013. Initial preparatory work for the Climate Frontlines database was completed.</p>	

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	Programmed	Attained	
			<p>Mozambique and Cape Verde. It has also allowed the incorporation of the new edition's climate change activities into well-established national Sandwatch programmes such as that of the Dominican Republic. Also of key significance for Sandwatch's contribution to global climate change monitoring was the progress made on the development of the global Sandwatch database.</p> <p>Under the Youth Visioning for Island Living programme, a new round of youth-led and implemented projects under the overall theme of HIV-AIDS awareness are under elaboration with funding from UBRAF, with projects already under way in Jamaica and Mauritius. A Youth Visioning project on climate change in Samoa was concluded.</p> <p><u>Challenges and lessons learnt:</u></p> <p>The current financial constraints has had a clear impact on progress. However, as is evident from the progress made, the development of new and innovative partnership structures - through which UNESCO contributes alongside other organizations towards jointly organized events and projects - is emerging as an increasingly common modality of implementation. While this development is to some extent pushed by the limited financial resources available to UNESCO at present, the further development of partnership modalities may be worth reviewing and further developing even following the normalization of UNESCO budgets. However, given cutbacks in temporary staff, the increasing administrative and reporting load is threatening to impact implementation. A particular challenge was faced in the Pacific, where distribution of a poster series on local and indigenous knowledge was hampered by logistic constraints.</p> <p>The ER directly contributes to the C/4 Strategic Programme Objective 4: "Fostering policies and capacity-building in science, technology and innovation".</p>
ER 10: Peace-building enhanced through diplomacy and cooperation in the field of science	<p>PI: Scientific cooperation in solving common problems and fostering dialogue, cultural self-expression; and mutual understanding, especially in conflict and post-conflict countries</p> <p>B/b: One international meeting on science and international affairs; support to the Israeli-Palestinian Science Organisation</p>	<p>Planning was done for an international meeting on science diplomacy to take place in the first half of 2013 at UNESCO Headquarters, organized in cooperation with TWAS, ICSU and ICSS. The work of UNESCO and partners in bringing the voice of scientists, and creating space for scientists to interact with policy-makers in government and private sector during the Rio+20 preparatory process and during the Conference are good examples of the role that UNESCO plays in promoting the role of science in sustainable development and the need for science to inform decision-making processes at international level. As for our support to IPSO initiatives, UNESCO has been able to engage some donors. Concrete activities were planned with France and Brazil for 2013 and it is hoped that other countries will be also interested in supporting these initiatives.</p>	<p>Science Diplomacy is becoming a very important part of UNESCO work at international level. Good examples of that capacity can be seen in our involvement of engaging in common conversation scientists, governments and the private sector during Rio+20 and also during the preparatory phase of this Conference. To follow up on this, UNESCO is organizing an international meeting in 2013. This meeting will also contribute to the preparation of ECOSOC 2013 and for the discussions for the post-2015 Agenda.</p> <p><u>Challenges/Lessons learnt:</u></p> <p>The challenge was the mobilization of partners that could support some of the meetings that took place before and during Rio+20. We were able to fundraise so that important keynote speakers could participate in UNESCO's round-tables and conferences.</p> <p>The lesson learnt is that organizations and governments are open to discuss with scientists important development challenges in particular global sustainability. We should continue our work in this area.</p>

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
			The expected result directly contributes to the C/4 Strategic Programme Objective 4: "Fostering policies and capacity-building in science, technology and innovation".

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

The cost effectiveness/efficiency measures in this MLA included the organization of back to back meetings so that costs of travel would be reduced, and to utilize other conferences and international meetings organized by other organizations to promote UNESCO messages. Having UNESCO staff involved in the organization of such events enabled the role of UNESCO to be highlighted without any direct financial contribution to the meetings.

Partnership building has been pursued as widely as possible in order to maximize the utility of the limited funds available, as demonstrated by the Pacific Science Policy dialogue. Through a multi-agency partnership, it is expected that considerable funding can be added to UNESCO's contribution from partners such as the Technical Centre for Agricultural and Rural Cooperation of ACP-EU.

Considerable effort was made to save costs on missions, events and publications. UNESCO-LINKS is particularly grateful to the Stockholm Resilience Centre and the Swedish Biodiversity Centre for covering mission costs to allow UNESCO to participate in the international workshop "Dialogue on Knowledge for the 21st Century: Indigenous knowledge, Science and connecting diverse knowledge systems" (10-13 April 2012, Usdub, Panama). UNESCO-LINKS was also able to save considerable costs for the session co-convened by UNESCO at the UNESCO-ICSU Science Forum by organizing the participation of high-level indigenous speakers who were already present in Rio for other UNCSD-associated events. For the publication "Weathering Uncertainty" costs were reduced by developing an on-line version (with only limited hard copies printed for the launch event) and by replacing the planned launch cocktail with a no-cost launch that was integrated into the Indigenous Knowledge and Science panel session.

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

Regular Programme ¹ : operational budget only		Extrabudgetary resources ¹	
Allocation 2012-2013: US\$ 896 992	Expenditures 2012-2013: US\$ 350 239	Allotment 2012-2013: US\$ 11 330 361	Expenditures 2012-2013: US\$ 5 858 659

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
ER 11: Effective end-to-end early warning systems for tsunamis and other sea level related hazards, established by Member States at national and regional levels, including disaster preparedness and mitigation measures	<p>PI: Improved lapse time for regional watch messages after tsunami-generating earthquakes</p> <p>B/b: less than 20 minutes in all regional warning systems</p>	<p>After the Regional Tsunami Service Provider (RTSP) operations for the Indian Ocean Tsunami Warning System (IOTWS) commenced on 12 October 2011, the RTSPs of Australia, India and Indonesia issued their first ocean-wide bulletins on 11 April 2012. The ICG/IOTWS requested in November 2012 that the RTSP of Australia, India and Indonesia assume full operational provision of regional tsunami services for the Indian Ocean Area of Responsibility as of 31 March 2013. At the same date the interim service that the Pacific Tsunami Warning Center (Hawaii, USA) and the Japan Meteorological Agency have provided for the Indian Ocean since 2005 will cease. This marks a new era of regional cooperation for tsunami warnings following seven years of development and preparation. For the Tsunami Early Warning and Mitigation System in the North-eastern Atlantic, the Mediterranean and connected seas, three Member States formally confirmed and announced (in July and August 2012) the operational status of their national tsunami watch centres and their ability to act as Candidate Tsunami Watch Providers, pending their accreditation. Tsunami Wave Exercises and system communication test exercises were also carried out in all four regional tsunami warning regions. During the time period there have been tsunami events in the Indian Ocean and the Pacific and the</p>	<p>1a. Promote integrated and sustained monitoring and warning systems for coastal and marine natural hazards (for example hurricanes, tsunami, storm surges), in close coordination with other relevant intergovernmental organizations, where appropriate, using enhanced coastal and ocean networks, including education and training activities.</p> <p>After IOTWS Regional Tsunami Service Provider (RTSP) operations commenced on 12 October 2011, the RTSPs of Australia, India and Indonesia are now providing primary tsunami advisory services to the National Tsunami Warning Centres of the Indian Ocean region and issued their first ocean-wide bulletins on 11 April 2012. The Interim Advisory Service (IAS) provided by the Pacific Tsunami Warning Center (PTWC) and the Japanese Meteorological Agency (JMA) since 2005 continued to run in parallel until the end of 2012.</p> <p>The Tsunami Information Center for the Tsunami Early Warning and Mitigation System in the North-eastern Atlantic, the Mediterranean and connected seas has produced several tsunami awareness products and documents are now being translated to Arabic, French, Greek, Portuguese and Turkish.</p>

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
		alerts have been issued within 20 minutes.	
	<p>PI: Number of countries at risk for tsunami developing gender sensitive tsunami community preparedness programmes</p> <p>B/b: ten</p>	<p>Tsunami preparedness was promoted in the Dominican Republic, Ecuador, Colombia, Chile, Peru, Nicaragua, Haiti, Indonesia and the Philippines through more than ten training courses for local communities and school teachers. Anguilla (UK) became the first international TsunamiReady® non USA recognized community, through a pilot initiative lead by IOC and NOAA. Secondary school students from Chile, Colombia, Ecuador and Peru participated at a Sub-Regional Contest "Students on Tsunami Alert", under the auspices of a DIPECHO funded UNESCO/IOC Project. In the Mediterranean and North-eastern Atlantic, France, Greece, Italy, Portugal and Turkey are implementing or taking steps towards tsunami preparedness programmes.</p>	<p>The 7th Session of the Intergovernmental Coordination Group for the Tsunami and Other Coastal Hazards Warning System for the Caribbean and Adjacent Regions (ICG/CARIBE EWS-VII) was held in Willemstad, Curacao, on 2-4 April 2012. Significant progress has been achieved in the Caribbean for sea level monitoring, with 38 sea level stations available for tsunami monitoring purposes by April 2012, compared to only 19 in 2009. Seismic monitoring has also improved significantly with over 100 stations delivering real time data for tsunami monitoring.</p> <p>The Pacific Tsunami Warning and Mitigation System (PTWS) is focusing on the development of new experimental tsunami forecast products were introduced as part of the basin-wide exercise PacWave11, which included maps indicating the level(s) of threat for each country.</p> <p>1b. Educate communities at risk with respect to natural-hazard impact prevention, preparedness and mitigation measures</p> <p>The IOTWS has continued to develop educational materials to raise community awareness, in association with the Jakarta Tsunami Information Centre (JTIC) outreach, preparedness and training programmes. A compilation document on Good Practices in Warning Dissemination is also in preparation. The IOTWS held a series of capacity building workshops to assist National Tsunami Warning Centres and Disaster Management Offices to develop Standard Operating Procedures (SOPs) for tsunami warning and emergency responses. The important role of national media organizations in disseminating tsunami warnings has also been recognized, and media training modules have been included in the SOP workshops.</p> <p>More than 20 brochures and school manuals have been produced by the DIPECHO projects, the International Tsunami Information Center (ITIC) and the Jakarta Tsunami Information Centre (JTIC) in several languages. More than 10 training sessions involving teachers were delivered in Ecuador, Colombia, Chile, Peru, Nicaragua, Haiti, Indonesia and the Philippines. Anguilla (UK) became the first international TsunamiReady® non USA recognized community, through a pilot initiative lead by IOC and NOAA.</p> <p>A consultant has been hired under the UNDP-IOC funded project Enhancing Resilience to Reduce Vulnerability in the Caribbean (ERC). Work plans for 2012, a five-year business plan and the terms of reference for the Board of the Caribbean Tsunami Information Centre (CTIC) have been developed and approved by the 7th Session of ICG/CARIBE-EWS (Willemstad, Curaçao, 2-4 april 2012).</p> <p>The Great East Japan Earthquake and Tsunami on 11 March 2011 caused nearly 19,000 people to lose their lives. Since the event, many national and international post-tsunami field surveys have been carried out. Performance analyses of tsunami early warning systems in place at the time of this event have also been done. As a result of these studies many efforts are now underway in Japan to improve the warning system and enhance tsunami preparedness. Almost one year after this devastating event UNESCO/IOC co-organized with Japan and the United Nations University the international symposium on 'The Great East Japan Tsunami on 11 March 2011 and</p>

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
			<p>Tsunami Warning Systems: Policy Perspectives' (Tokyo, Japan, 16-17 February 2012), to examine the lessons learned from the disaster, consider its policy implications, the importance of preparedness and identify improvements for tsunami warning systems, the role of the mass media and international cooperation. The symposium was attended by 290 physical and social scientists, warning system operators, emergency and response managers, planners, journalists, policy- and decision makers. The symposium was opened by His Imperial Highness Crown Prince Naruhito, Ms Irina Bokova and Dr Konrad Osterwalder, Rector of United Nations University.</p> <p>1c. Contribute to develop Member States' capacities for coastal hazard assessment</p> <p>Thanks to the Emergency Fund, the planned hazard assessments for the Indian Ocean and the Caribbean will go ahead at a reduced budget levels.</p> <p>A hazard assessment workshop for the Indian Ocean is now planned for March 2013 in Sri Lanka.</p> <p><u>Challenges/lessons learnt:</u> The financial constraints has led to the reduced secretariat support for intergovernmental coordination of the four regional tsunami warning systems, technical advice and training. The situation is particularly onerous for the NEAMTWS, making it difficult to implement the EU-funded project that supposes matching co-financing. The same difficulty is encountered in fund-raising in general. The Secretariat is seeking secondments of experts from new donor countries, some ICGs may be moving to a two-year meeting cycle. The The Secretariat will explore the possibility of having the staff travel to ICG meetings covered by the hosting countries.</p> <p>The MLA directly contributes to C/4 Strategic Programme Objective 5 "Contributing to disaster preparedness and mitigation".</p>
ER 12: Member States' understanding improved of ocean environment and related processes in the global climate, and skills and national capacities developed for adaptation to climate change impacts	<p>PI: Level of in situ infrastructure (e.g., floats, buoys, ship tracks) for GOOS maintained by Member States B/b: maintain 62% as measured by JCOMM based on GOOS/GCOS targets</p>	<p>The in situ ocean observation networks coordinated within and with JCOMM's Observations Programme Area remain sustained at 62% of their initial implementation goals, even as the sustainability of certain components such as the tropical Pacific moorings, is in question.</p>	<p>2a. Increase the understanding of the oceans's role in climate variability and climate change</p> <p>IOCCP organized and co-sponsored the "International Workshop to Develop an Ocean Acidification Observing Network of Ship Surveys, Moorings, Floats and Gliders" at the University of Washington, 26-28 June 2012. The focus of this workshop was to design a methodological and global ocean acidification observing network to delineate the physical-chemical processes controlling the acidification of the oceans and its large-scale biological impacts (changes in productivity, nutrient distributions, etc.).</p> <p>2b. Contribute to the better prediction of climate through ocean observation and process studies, at regional and global scales</p> <p>2c. Increase the understanding of the impacts of climate change and variability on marine ecosystems and their living resources</p>
	<p>PI: Number of peer-reviewed published regional sea level projections used in the IPCC Fifth Assessment Working Group I Report (due in September 2013) B/b: increase of 10% on baseline of number of referred peer-reviewed published regional sea level predictions in IPCC 4AR report</p>	<p>As the IPCC Fifth Assessment Report will only be released in September 2013, the specific performance indicator will need to be measured later in the biennium. However, the IPCC Special Report on "Managing the Risks of Extreme Events and Disasters to Advance Climate Change Adaptation" (SREX, 2012) mentions 'sea level' on page 106.</p>	

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
	(2007)		
	<p>PI: Number of countries taking steps towards development of coastal adaptation strategies and implementation of national or local measures or both, including with a gender perspective</p> <p>B/b: increase of five countries</p>	<p>Five countries (Mauritania, Senegal, Gambia, Guinea-Bissau, and Cape Verde) have explored options for coastal adaptation in the context of the project on "Adaptation to Climate Change: Responding to Coastline Change in West Africa through Integrated Coastal Area Management (ACCC)", concluded in June 2012. A second phase of the project is under preparation to implement measures identified.</p>	<p>IOC continues to raise awareness of the important issue of ocean acidification. Rising levels of atmospheric carbon dioxide (CO₂) are causing the ocean to acidify at rates not seen for the last 20 million years. This is affecting marine plants and animals by causing calcium carbonate, the building block of shells and skeletons and the basis of much of the ocean's phytoplankton, to dissolve. There are likely large effects on marine food webs, and potential extinction of species vital to the health and productivity of our planet. IOC has led a number of UN-Oceans organizations involved in the ocean and collaborated at the UNFCCC/COP17 in organizing a side event in order to raise the profile of this important issue. More recently, IOC led a session on ocean acidification in the conference 'Planet under Pressure' (London, UK, 26 March 2012). The partnership aims at raising the awareness of the biogeochemical stresses exerted on the ocean mainly by acidification, but also by loss of oxygen and temperature rise.</p> <p>The IOC was a co-convener of the 2nd International Symposium on the Effects of Climate Change in the World's Ocean (Yeosu, Korea, 15-19 May 2012). The main conclusions of this Symposium were reported at the STI Forum organized by ICSU together with ISSC and UNESCO in conjunction with UNCSD Rio+20.</p> <p>The 3rd International Symposium Oceans in a High CO₂ World (Monterey, CA, USA, 24-28 September 2012), co-organized by the IOC, SCOR and IGBP was attended by a total of 528 scientists from 34 countries (58 female speakers). Impacts of climate change/oceanacidification on marine ecosystems and their living resources continues as a main cause of concern for marine scientist and it is a main driver for ocean science, but the challenge is still the disentangling of multiple stressors acting together with climate change in the environment.</p> <p><u>Challenges/lessons learnt:</u> The financial constraints led to reduction in a number of key partnerships (including a reduced contribution to WCRP). The IOCCP will not be supported by two staff but only one consultant; the International Project Office was relocated (in cooperation with SCOR) from the IOC Secretariat to the Polish Academy of Sciences. Thanks to Emergency Funds, the IOCCP programme of work will be fully implemented, but it will not be possible to provide financial support to the Blue Carbon Science Working Group (in collaboration with Conservation International, IUCN and UNEP). Two JCOMMOPS technical coordinators in Toulouse and a technical secretary for OOPC - although these posts will continue under the purview of the IOC's partnership with WMO - had to be transferred to WMO, with the USA voluntary contributions now directed to this sister agency. This ensures continuity of technical support but reduces IOC involvement and impact on these programmes.</p> <p>New partnerships are being sought, i.a. with SCOR and POGO. The EU-funded GEOWOW extrabudgetary project was negotiated to support as much as possible GOOS objectives in expansion of observations, data and information in the area of ocean ecosystems.</p> <p>The MLA directly contributes to C/4 Strategic Programme Objective 3 "Leveraging scientific knowledge for the benefit of the environment and the</p>

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
			management of natural resources".
ER 13: Capacities of Member States improved in ocean sciences and services to monitor, assess and manage marine resources	<p>PI: Increase in number of Member States participating in UN Regular Process for the global reporting and assessment of the state of the marine environment B/b: at least 50 countries engaged in Regular Process frameworks</p>	15 countries participated in the South East Pacific Regional Workshop 7 countries participated in the South Est Asia Regional Workshop 14 countries participated in the European Regional Workshop 23 Countries participated in the Carribean Regional Workshop 12 Countries participated in the East Africa Regional Workshop Total so far: 71 countries 255 Experts representing 29 countries nominated to the Regular Process Pool of Experts.	<p>3a. Actively contribute to the Regular Process for Global Reporting and Assessment of the State of the Marine Environment, including Socioeconomic Aspects</p> <p>IOC is actively engaged in UN Regular Process through the provision of scientific and technical support to the UN Group of Expert, the organisation of Regular Process Regional Workshops, and the development of a clearing house mechanism, together with UNEP, to fulfill the information and communication needs of the Regular Process. In addition, IOC is keeping its Member States informed on recent developments, such as the constitution of a pool of experts, to which IOC Member States have been invited to designate national experts.</p> <p>IOC is the lead agency in support of GESAMP Working Group on 'Sources, Fate and Effects of Micro-plastics in the Environment - A Global Assessment' which is funded from extrabudgetary sources (PlasticsEurope). The inception meeting was held at IOC Headquarters in Paris, France on 13-15 March 2012. Decisions were made on the content, timeline, expected products and audience, which will provide scientific and technical guidelines on microplastics valuable for the Regular Process.</p> <p>3b. Further develop the research and monitoring required for the prevention of marine environment degradation and the maintenance of biodiversity and the sustainable use of marine habitats</p> <p>The work plan of the IOC Intergovernmental Panel on Harmful Algal Blooms (IPHAB), including the IOC-SCOR research programme GEOHAB, has been implemented within the limits of the reduced budget. The two IPHAB Task Teams on Biotoxins and Algal Taxonomy, two working groups co-sponsored with ICES (International Council for the Exploration of the Sea), and the four regional IOC HAB groups have met or worked by correspondence to fulfill their terms of reference. A joint IOC-ICES-PICES (North Pacific Marine Science Organization) conference on HABs and Climate Change is being prepared, and preparation have been initiated for an international workshop with industry partners to identify research needs and solutions in relation to HABs and their potential impacts on desalination of seawater. GEOHAB is in a productive period leading up to a synthesis conference in 2013. With the support of Republic of Korea, through the Yeosu Organizing Committee, a regional GEOHAB project was launched in May 2012 in South-East Asia with a focus on ciguatera and other toxic benthic HAB events. A GEOHAB Open Science Meeting was held on HABs in stratified environments on 29-31 May 2012 and another on HABs in Fjords and Coastal Embayments in Victoria, B.C., Canada on 29-31 May</p>
	<p>PI: Number of women and men expert/managers trained by Member States in Ocean Sciences and services in accordance with IOC capacity-building principles B/b: at least ten capacity-enhancing workshops and meetings of regional networks</p>	Concernning participation in training courses for the network of oceanographic data centres and marine libraries, the data are as follows: 107 countries participating in training; 1,216 students trained, of which 468 women.	
	<p>PI: Increase in the number of agencies and institutions using information and data from IODE and OBIS B/b: ten percent above 2010-2011 levels</p>	No new National Oceanographic Data Centres (NODCs) were established in 2012. There was no follow-up by Morocco or Poland on their interest to join the network. There are now 84 national coordinators for data management, and 53 national coordinators for marine information management (the slight decline in national coordinators for marine information management is due to the retirement of two coordinators, who have not yet been replaced).	
	<p>PI: Volume of data and information available through the IOC/IODE data and information systems, OceanDataPortal and OceanDocs B/b: twenty percent above 2010-2011 levels</p>	The further development of the IODE OceanDataPortal was halted in 2012 as the Regular Programme funds that have been allocated were not available. As the financial crisis came unexpectedly it was not possible to mobilize extrabudgetary funds in time. Most data providers have now disconnected from the network. The work of the past five years will need to be re-started if and when funds become available.	

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
			<p>2012, both to review state of the art and focus international research efforts. Capacity development (CD) activities remain essential to the IPHAB Work Plan and CD interventions have been implemented as foreseen as they are based on extrabudgetary funds, in-kind contributions through the IOC Science and Communication Centre on Harmful Algae (IOC SCC) and cost recovery. With the support of the Government of Flanders (Belgium), the 'Harmful Algal Information System' has been upgraded to better serve both data providers and end users.</p> <p>3c . Over the past 10 years regional Ocean Data and Information Networks (ODINs) have been established in Africa, Caribbean, Indian Ocean, Western Pacific, Pacific Small Islands and Eastern Europe. Through substantial extra-budgetary funded projects (in the case of Africa) or UNESCO seed funding (other regions) these networks were able to generate human networking and, in combination with the IODE OceanTeacher project substantial human capacity was developed. Unfortunately due to the 2012 UNESCO financial crisis no seed funds could be provided to the ODINs. This has resulted in most of the networks becoming dormant in 2012. Due to the unexpected nature of the crisis it was not possible to mobilize funds in 2012.</p> <p>In terms of global activities, most planned activities could be continued thanks to in-kind contributions by Member States (staff time, travel funds). In addition the substantial support provided by the Government of Flanders (directly to the IOC Project Office for IODE in Oostende and through the Flanders-UNESCO Trust Fund for Science) enabled IODE to maintain its expert meeting and training programme through 2012. However as the FUST-funded projects terminate in December 2013 new funds will need to be mobilized. Further training activities will depend upon the success of these resource mobilization efforts. The marine biodiversity component of IODE (OBIS) is especially vulnerable now as this activity depended heavily on US support. A recent call (2012) for contributions to the IOC special account resulted in only one financial contribution. Absence of contributions during 2013 will result in a collapse of OBIS by mid-2014.</p> <p>Challenges/lessons learnt: Due to financial constraints, IOC will not be able to develop a training module on marine assessment, supposed to facilitate the participation of developing nations in the Regular Process. No resources are available to support the meetings of the World Ocean Assessment Group of Experts. Further development of regional data and information networks in the IOC regions cannot be assured. New partnerships are being sought in the Arab States for the Harmful Algal Bloom Programme and desalination. Participation in meetings is done fully or partially by video conferencing. The proposed establishment of an IOC support Centre for the Ocean Data Portal in Moscow in 2013 is expected to provide a mechanism for advancing this component of the IODE programme.</p> <p>The MLA directly contributes to C/4 Strategic Programme Objective 3 "Leveraging scientific knowledge for the benefit of the environment and the management of natural resources" and 4 'Fostering policies and capacity-building in science, technology and innovation'.</p>

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
ER 14: Capacities of Member States to protect and sustainably use oceans and coastal zones developed	<p>PI: Number of countries using IOC's area-based management guidelines B/b: twenty countries</p>	<p>The benchmark will need to be measured later in the biennium. Following a training course held by the World Heritage Centre in September-October 2011 at the World Heritage sites of El Vizcaino and Baja California, Mexico, the IOC Guidelines for Marine Spatial Planning are being used by the Mexican National Commission for Protected Areas (Comisión Nacional de Áreas Naturales Protegidas).</p>	<p>4a. Enhance regional cooperation and involvement of the Member States through capacity-building and transfer of technology</p> <p>The first session of the IOC Sub-Commission for Africa and the Adjacent Island States (IOCAFRICA) was held on 2-3 May 2012 at the United Nations Offices at Nairobi, Kenya with the generous support of the Government of Korea. More than 55 participants representing 22 Member States and other organizations and programmes attended the session. The delegates discussed a wide range of issues, including the functioning of the new Sub-Commission, work plan for the current biennium, and elements of the Strategic Plan which has since been developed further. The session adopted resolutions and recommendations focusing on development of the IOC Africa Strategic Plan, Strengthening of the Sub Commission, Capacity Development, and Work Plan for the 2012-2013 biennium. The Sub-Commission elected a Bureau comprising Dr Monde Mayekiso (South Africa) as the Chair and Dr Jean Folack (Cameroun), Prof Mohamed Said (Egypt) and Mr Mohamudally Beebeejaun (Mauritius) as the Vice-Chairs. The Bureau is finalizing the draft Strategic Plan for consideration by the Sub-Commission before it is presented to the 27th Session of the Assembly in 2013.</p> <p>The 9th Session of IOC Sub-Commission for the Western Pacific (WESTPAC) took place in Busan, Republic of Korea, 9-12 May 2012. The Session recognized with great appreciation that substantial achievement has been made over the last intersessional period with joint revitalization efforts of all Member States and WESTPAC Office, and voiced its expectation that the present momentum of the Sub-Commission could be longstanding, despite the understaffed situation at the WESTPAC Office. The Sub-Commission adopted its Programme and Budget for its next intersessional period, totalling US\$ 2.5 million from extrabudgetary support with the inclusion of a newly established WESTPAC Project on the Air-Sea Interaction in the Kuroshio Extension and its Climate Impact, and two WESTPAC Working Groups respectively on Mapping Harmful Jellyfish, and Marine Renewable Energy Technology Development in the Western Pacific; decided to plan a series of commemorative activities in 2014 in celebration of the 25th Anniversary of the Sub-Commission; requested the Executive Secretary of IOC to promote the IOC Regional Network of Training and Research Centres on Marine Science with countries that expressed their willingness and possible response to contribute to the network through the establishment of Regional Training and Research Centres in their domain of focus. The Sub-Commission elected, by acclamation, Dr. Somkiat Khokiattiwong from Thailand, Dr. Youn-Ho Lee from Republic of Korea and Dr. Vo Si Tuan from Vietnam respectively as Chairperson, the First Vice-Chairperson and the Second Vice-Chairperson for the next intersessional period of the Sub-Commission.</p> <p>The Sub-Commission for the Caribbean and Adjacent Regions (IOCARIBE), in cooperation with the Barbados Coastal Zone Management Unit (CZMU), co-organized a Caribbean Regional Workshop on Integrated Coastal Area Management (ICAM) for the English Speaking Caribbean States in</p>
	<p>PI: Level of Member States' participation in IOC Regional Subsidiary Body meetings and region specific activities B/b: at least 70% of regional constituencies attend IOC regional meetings</p>	<p>The first session of the IOC Sub-Commission for Africa and the Adjacent Island States (Nairobi, Kenya, 2-3 May 2012): More than 55 participants representing 22 Member States attended the session. Ninth Intergovernmental Session of the IOC Sub-Commission for the Western Pacific (WESTPAC) (Busan, Republic of Korea, 9-12 May 2012): 70 delegates and representatives from WESTPAC Member States attended the Session.</p>	
	<p>PI: Number of new IOC regional training and research centres on oceanography B/b: at least one new regional training and research centre established</p>	<p>One centre was established by the Chinese State Oceanic Administration in Qingdao as part of the IOC Regional Network of Training and Research Centres on Marine Sciences in the Western Pacific.</p>	

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
			<p>Bridgetown, Barbados, on 16-18 March 2012. The Meeting was attended by 22 participants representing Antigua and Barbuda, Barbados, Curacao, Grenada, Guyana, Jamaica, Saint Lucia and Trinidad and Tobago. The main objective of the meeting was to assist Member States in building the resilience of SIDS economies, mainly dependant on coastal tourism using knowledge and expertise of the CZMU of Barbados for developing their own capacity to manage coastal areas and to conduct a national assessment for capacity building. The meeting updated the ICAM management plan for the Caribbean Small islands incorporating economic and social issues as well as recent priorities of climate change adaptation and coastal hazard management. It was also agreed to conduct national assessments of capacity, science and technology and governance structures collated into a regional assessment. The Barbados Coastal Planning System and the Barbados Coastal Zone Management Plan were presented to developers attending the meeting. The group agreed to complete a 10-year project document with a five-year Implementation Plan to be coordinated jointly with IOC.</p> <p>4b. Facilitate science related to ocean and coastal resource management</p> <p>Through Resolution XXV-9, the 26th Session of the Assembly endorsed the revised plan for a new activity focussing on integrated coastal research and coastal eutrophication and linking nutrient sources to coastal ecosystem effects and management in particular; an IOC Nutrients and Coastal Impacts Research Programme (N-CIRP). A key component in the implementation strategy is a three-year Joint UNEP-IOC GEF Project 'Global foundations for reducing nutrient enrichment and oxygen depletion from land based pollution' which was launched in March 2012. The project is co-financed by American, Dutch and Philippine research institutions. The Project will deliver a strong global partnership on nutrient management; quantitative modelling approaches for nutrient loadings and their impacts in coastal waters at the global, regional and local scales; development of a policy toolbox; and execution of a nutrient reduction pilot project in the Manila Bay watershed in The Philippines and Chilika Lake in India. Due to UNESCO's financial difficulties, the IOC co-financing of the Project was for 2012 secured through the UNESCO Emergency Fund. As part of the implementation strategy for N-CIRP, IOC also actively participated in a 'Global Partnership on Nutrient Management' (GPNM) with intergovernmental organizations, nongovernmental organizations and governments.</p> <p>4c. Enhance development and implementation of decision-support tools that improve integrated ocean and coastal management</p> <p>Following the consideration of the ICAM Revised Strategy (Document IOC-XXVI/2 Annex 11), the 26th Session of the Assembly endorsed the following programmes objectives for the IOC/ICAM Programme: (1) Increase our collective capacity to respond to change and challenges in coastal and marine environments through further development of such science-based management tools as Integrated Coastal Zone Management, Marine Spatial Planning, Ecosystem-Based Management, and the Large Marine Ecosystem Approach; (2) Build on IOC's and UNESCO's coastal programmes in developing Member States' capacity in the application of</p>

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
			<p>ecosystem-based management tools; and (3) Promote the integration of climate change adaptation and coastal hazards preparedness through the use of area-based management approaches. Through Decision 8.2, the 26th Session of the Assembly requested the Secretariat to prepare a plan of action describing IOC/ICAM regional and global implementation. Based on the inputs received by IOC Regional Subsidiary Bodies, document IOC/INF-1295 has been prepared.</p> <p><u>Challenges/lessons learnt:</u> Pending support from the Member States of the region, the session of IOCINDIO will not take place. Establishment of Steering Committee and launch of a new initiative 'Nutrients and Coastal Impacts Research Programme' will not take place. Marine Spatial Planning training courses in regions will not be implemented. Additional funds are being sought to complete the Coastal Hazards Mitigation Manual.</p> <p>The MLA directly contributes to C/4 Strategic Programme Objective 3 "Leveraging scientific knowledge for the benefit of the environment and the management of natural resources" and 4.4 'Fostering policies and capacity-building in science, technology and innovation'.</p>

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

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

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

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

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

Particular measures were put in place, in consultation with IOC Member States, for the organization of the 45th Session of the Executive Council (Paris, 26-28 June 2012). These included:

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

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

Regular Programme ¹ : operational budget only		Extrabudgetary resources ¹	
Allocation 2012-2013: US\$ 1 713 664	Expenditures 2012-2013: US\$ 1 029 643	Allotment 2012-2013: US\$ 10 828 481	Expenditures 2012-2013: US\$ 7 543 920

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
ER 15: Member States supported in building technical and institutional capacities, and policies and mechanisms improved for adaptation to global changes to river basins at the national, regional and global levels, based on the scientific knowledge base	<p>PI: Network strengthened and guidelines established to enhance knowledge base and capacities on global changes and recommendations provided for IWRM and adaptation for river basin management</p> <p>B/b: HELP network strengthened with particular focus on Africa in association with category 2 centres and N-S and S-S cooperation; guidelines for global changes mainstreaming in national water policy for at least five countries in Africa</p>	<p>The HELP social network is now active and has carried out discussions on Sustainable Development Goals for the post-UNCSD process. Special HELP volumes of the Journal of Hydrology and Journal of Hydrologic Environment were published which included case studies from over 30 river basins (including four in Africa) documenting best practices in IWRM. The IWRM Guidelines at River Basin Level have been used to train water experts from Egypt, Ghana, Nigeria, South Africa, Tanzania and Zimbabwe.</p>	<p>The results achieved in the first year of the biennium contributed to the timely achievement of the expected result, considering the related performance indicators and benchmarks. Several teleconference sessions were organized to discuss ISI activities. Interim synthesis report was revised. Programme linkages were developed. An inception workshop was organized to discuss glacier retreat and impacts on water resources in the Andes in May 2012. The inception workshop gathered over 40 experts from IHP and MAB networks as well as social scientists, and decision makers from governments of the region. Programme partnership developed with on-going funded projects undertaken by other agencies. The workshop also benefitted from good press coverage. The EU Drought Dialogue Forum (pan-EU DDF) will be linked up with the International Drought Initiative and the High Level Meeting on National Drought Policy (HMNDP) of WMO and UNCCD and other UN organizations.</p> <p>Other results included the modified Nile Forecast System as the main tool of converting the climate change scenarios to water budget scenarios.</p> <p><u>Challenges/lessons learnt:</u> The financial constraints have impacted the ability to deliver some of activities to Member States. However, active collaboration with National IHP Committees and category 2 water centres has helped to mitigate this. The success of some programmes depends entirely on the commitment of the partners. Several cost efficiency measures were introduced. While extrabudgetary resources were successfully raised, one remaining challenge is the reduced level of seed funds to raise additional resources and for how long UNESCO can continue to use external support to operate some aspects of these IHP programmes.</p> <p>The MLA directly contributes to C/4 Strategic Programme Objective 3 "Leveraging scientific knowledge for the benefit of the environment and the management of natural resources".</p>
	<p>PI: Information systems established to strengthen knowledge base on global changes, including hydrological processes, sedimentation and glaciers</p> <p>B/b: common FRIEND data portal developed using a shared normalized metadata format; International Sediment Initiative information system enhanced</p>	<p>The FRIEND meta-database for the European Water Archive is near completion. Information system was further developed at the International Sediment Initiative (ISI) technical secretariat. ISI in cooperation with European SedNet launched a collaboration project on "Practical training course on sustainable sediment management (SSM)". ISI e-newsletter circulated. A training course on sustainable sediment management was held with the Sava River basin as a showcase.</p>	
	<p>PI: Comprehensive ecohydrology concept integrated into engineering approaches for water management and adaptation to climate change</p> <p>B/b: network of 30+ ecohydrology demonstration sites with at least three new such sites in Africa made operational in association with UNESCO category 2 centres</p>	<p>In collaboration with the UNESCO category 2 water centres European Regional Centre for Ecohydrology and International Centre for Coastal Ecohydrology, the knowledge base and capacities of developing countries in managing environmental conditions in rivers have been improved through the free availability of the second edition of the book "Practical Experiments Guide for Ecohydrology".</p>	
ER 16: World's freshwater resources assessed, notably through the United Nations World Water Development Report, and Member States supported in strengthening policies for water governance, including of shared waters	<p>PI: State of world's freshwater resources assessed, water use and management issues evaluated, critical issues, trends and problems identified and awareness raised</p> <p>B/b: WWDR4 published including reporting from regions, gender and public health</p>	<p>The fourth World Water Development Report (WWDR4) was launched at the sixth World Water Forum held in Marseille, France in March 2012. It includes sections on gender and health and a chapter on regional challenges. It has also published one special report, three side publications and seven WWDR4 Stakeholder Briefing Notes. There is increased impact of the WWDR and supporting side-publications produced by WWAP.</p>	<p>The results achieved in the first year of the biennium contributed to the timely achievement of the expected result, considering the related performance indicators and benchmarks. Overall, results contribute to strengthened governance and coordination on water; improved knowledge on water resources at the global level; and improved cooperation between IHP (both at Headquarters and at Regional Offices), WWAP, UNESCO-IHE and category 2 centres</p>

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
	<p>PI: Number of publications to strengthen water governance through cultural, societal and scientific responses B/b: at least one publication on research methods and practices related to historical and cultural water interactions published</p>	<p>Work on cultural, societal and historical aspects of water is in preparation. A special side event on water, culture and history took place during the twentieth session of the IHP Council.</p>	<p>and UNESCO Chairs.</p> <p>IHP leads the International Year of Water Cooperation 2013 and the World Water Day 2013 on Water Cooperation. The fourth World Water Development Report was published, launched and disseminated. The twentieth session of the IHP Council and respective Bureaux took place. In particular, the IHP Council approved a total of eight resolutions on the future of IHP, including the IHP-VIII strategic plan, various initiatives and centre proposals. IHP organized over 40 official sessions, side-events and regional events at the sixth World Water Forum (Marseille, France, March 2012), UNCSO (Brazil, June 2012), and Stockholm World Water Week (August 2012). In the context of water cooperation, through a number of activities (training seminars, capacity building/enhancement events, regional consultations, international conferences), IHP brought its target audiences together and allowed them to (a) increase and exchange their knowledge and experiences in the field of transboundary water management, (b) learn lessons from past practices and disseminate successful methodologies for the management of shared water resources, (c) exchange data and information related to shared water resources bodies (groundwater bodies more specifically); and (d) build networks of experts and decision makers who will work together in following real-life scenarios. IHP coordinated at the World Water Forum 2012 the Priority for Action 1.5. "Contribute to Cooperation and Peace through Water". The Conference on Traditional Knowledge for Water Resources Management (TKWRM) was held in Iran, February 2012. It also contributed to enhance Member State capacities related to TKWRM and made progress regarding institutional arrangements of the International Qanats Club.</p> <p><u>Challenges/lessons learnt:</u> Several cost effectiveness and efficiency measures were introduced, including a reduced duration of the IHP Council (from five to six days to four days); the intermediary session of the IHP Bureau took place just before the Council at no direct cost to UNESCO; reduced number and length of IHP Council and Bureau documents, including final report; the temporary cancellation of the Kovacs Colloquium, which normally precedes the Council and is a scientifically important event; participation at key international events via extrabudgetary funds; collaboration with category 2 centres and international associations to reduce costs. Some of these measures present challenges. For instance the reduced four-day format of the IHP Council implied a very condensed agenda, reducing detailed discussions on several items. While considerable extrabudgetary resources were successfully raised, the reduced level of seed funds available to raise additional resources is challenging and may translate into lost opportunities; the long-term impact of reduced funds is not yet known.</p> <p>The MLA directly contributes to C/4 Strategic Programme Objective 3 "Leveraging scientific knowledge for the benefit of the environment and the management of natural resources".</p>
	<p>PI: Number of training courses and publications to strengthen knowledge and capacities related to the management of transboundary surface water and aquifers B/b: at least two training courses organized and new guidelines prepared on Transboundary aquifer management</p>	<p>Two training modules on water and conflict resolution were organized by IHP and UNESCO-IHE. A new session of the water conflict management MSc specialization started. Contributions were provided as well to partners' training sessions on water conflict management (e.g. IUCN, University of Roma Tre, University of Köln). An updated UNESCO/IGRAC Transboundary Aquifers of World Map was published. Two thematic papers on the Governance of Groundwater and the Legal Aspects of Groundwater Governance have been prepared by UNESCO in cooperation with FAO, IAH, the World Bank and international experts. Regional Consultation Workshops were organized in LAC, Africa, Arab States and Asia. UNESCO through IHP leads the coordination, on behalf of UN-Water, of the Water Cooperation 2013 Campaign, which includes the International Year of Water Cooperation and the World Water Day 2013. Efforts progressed in 2012 to raise awareness on the challenges and benefits of water cooperation, in progress through the preparation of an Action Plan; communication tools; substantive and informative material; collaboration with other UN agencies and programme's events; development of global events for the year and the day.</p>	

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
ER 17: Effective water and sediment management strengthened through improved knowledge base and scientifically sound policy guidance for urban areas, arid and semi-arid zones and groundwater resources and aquifer systems	<p>PI: Number of publications issued to improve capacities for sustainable urban water management, including protection of water quality and interactions with rural water management</p> <p>B/b: three projects on urban water management; at least two case studies on water quality; at least one policy guidance document on water supply and sanitation in rural areas</p>	<p>Three new books were published as part of the Urban Water Series. Progress was made in the implementation of the projects "Sustainable Strategies for Urban Water Management" and "Integrated Urban (Water) Infrastructure Provision for Slums". The identification of potential case studies on water pollution is under way. The development of environmentally clean technologies and the introduction of innovative new crops on degraded lands of the Aral Sea basin and the Republic of Karakalpakstan have been carried out. In the context of UN-sponsored work on the Aral Sea region, the capacity of the Khorezm Rural Advisory Support Service was strengthened through training on water use in agriculture for food security.</p>	<p>The results achieved in the first year of the biennium contributed to the timely achievement of the expected result, considering the related performance indicators and benchmarks. Results include the increased capacity building of engineers and scientists in water resources management; improved knowledge on sedimentation and erosion on large river basins around the world under the International Sediment Initiative; increased capacity on water management in arid and semi-arid regions under Asian G-WADI Network; improved knowledge via publication of special issue for G-WADI in Journal "Sciences in Cold and Arid Regions", Asian Hydrogeological Maps and Transboundary Aquifer map for Asia. The G-WADI website continued to disseminate web based information and was supported by a category 2 centre. G-WADI geoserver, which provides near real time satellite precipitation estimation, is updated and supported by partners. Africa G-WADI group discussed water resources needs in the region.</p> <p>The financial situation led to the increased reliance on partners and preference for the execution of low or no cost activities. Cooperation with partners at regional and international have been initiated or strengthened. Synergies with on-going extrabudgetary project activities are being evaluated, as well as possibilities to leverage additional extrabudgetary funds.</p> <p>The MLA directly contributes to C/4 Strategic Programme Objective 3 "Leveraging scientific knowledge for the benefit of the environment and the management of natural resources".</p>
	<p>PI: Number of workshops and reinforced networks to enhance the knowledge base of the hydrological systems in arid and semiarid areas</p> <p>B/b: - G-WADI networks in all arid and semi-arid regions strengthened - at least five case studies, workshops and publications on aquifer recharge in coastal aquifers and SIDs implemented in cooperation with UNESCO Centres and Chairs</p>	<p>The first workshop following the establishment of G-WADI for Sub-Saharan Africa was organized in at AGRHYMET in Niamey, Niger, in association with the training workshop on the Africa drought monitor for West African countries. A training activity was organized on Adaptive Water Management in vulnerable basins of the drylands of Latin America and the Caribbean. The Government of Oman approved hosting the secretariat of the Arab G-WADI Network. G-WADI website continued to disseminate web based information.</p>	
	<p>PI: Number of case studies to improve groundwater systems management and adaptation measures</p> <p>B/b: five regional case studies produced with UNESCO Chairs and centres to demonstrate adaptation measures to climate change impacts</p>	<p>The GRAPHIC project's case study book, "Climate Change Impacts on Groundwater Resources - A Global Synthesis of Findings and Recommendations", was published in cooperation with the International Association of Hydrologists (IAH). The publication presents the scientific results and policy-relevant recommendations derived from 20 case studies that have been carried out in the framework of the GRAPHIC project over the past five years. The book was launched during a side event during the sixth World Water Forum (WWF6) and presented to a broad audience of decision makers and scientists. Series of groundwater and climate change related sessions organized during the IAH annual congress (Canada, Sept 2012). A GRAPHIC paper was published in Nature Climate Change. A series of groundwater and climate change-related sessions were organized during the IAH annual congress (Canada, Sept 2012). The database for the Map "River and Groundwater Basins of the World" at 1: 50,000,000 scale was prepared in the framework of WHYMAP; the map was launched during WWF6. A meeting was organized for the preparation of a global groundwater vulnerability map jointly by WHYMAP, IAH and GWES and hosted by BGR (Germany).</p>	
ER 18: Education capacities for water management reinforced at all levels, especially taking into account Africa and gender equality issues	<p>PI: Task force established and number of publications to enhance freshwater education at the tertiary and vocational education levels issues</p> <p>B/b: international education review task force on undergraduate and post-graduate water education for IWRM at the country level made operational; and policy</p>	<p>Capacity of the higher education sector to deliver IWRM masters and training programmes were improved through an international water education workshop held in association with the Regional Centre for Integrated River Basin Management (RC-IRBM). The workshop developed modular curricula for technical and vocational education using best practice examples. This is being followed by a IWRM education implementation plan by RC-IRBM.</p>	<p>The results achieved in the first year of the biennium contributed to the timely achievement of the expected result, considering the related performance indicators and benchmarks. Best practices in water education at all levels to deliver sustainable development objectives have been developed. A global synthesis of water education was developed by experts from all regions.</p> <p>The curricula tools were successfully piloted by UNESCO Field</p>

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
	documents produced in at least five least developed countries		Offices in several Member States and served as a basis for the workshop in Cape Verde. Within the scope of this activity, IHP co-organized with Project WET Foundation an official session at the sixth World Water Forum (WWF6) and side events with ED for the launching of the ESD Multiperspective Tool, with the 2012 International Year of Chemistry for the closing of the Global Water Experiment, and with IOC and MultiOne Attitude Foundation for the Race for Water. In addition, IHP has worked with the PanAfrican Parliament of the African Union to foster the status of water education in the African region by working with the Parliament Commissions in charge of Education, Water and Gender.
	<p>PI: Number of materials to enhance capacities for water education for schools, children and youth</p> <p>B/b: one set of water education curricula tools, incorporating gender issues; at least two support materials for teaching of water issues</p>	The IHP WET materials were made available in French. Two new host institutions have been incorporated into the IHP WET programme in LAC: one in Colombia (IDEAM) and one in Paraguay (OMAPA). In addition, a request for extension of the existing agreement with CONAGUA and FCEA from Mexico have been received by the Secretariat and positively assessed. CDs with the Volga Kit materials were prepared and distributed during the Volga Day in Astrakhan. The tools on learning about freshwater were produced as part of ED/ESD intersectoral collaboration and are now available in English and French.	Two training workshops on IWRM were organized in Africa. In other regions, a training course on Integrated Flood Analysis System in collaboration with ICHARM (Japan) and IMHEN (Vietnam) was organized in Hanoi, Vietnam in June 2012. Events organized within "Volga Day-2012" were attended by local authorities. The seminar in Nizhny Novgorod, held within the International Great Rivers Forum, was attended by the representative of the Ministry of Natural Resources and Ecology of the Russian Federation. Information was disseminated on IHP's involvement in major and high-visibility events, particularly the WWF6, the twentieth session of the IHP Intergovernmental Council and UNCSD. Various news items and highlights on other events organized with partner organizations as well as just-released IHP publications were posted online. More than 1,300 movies/videos are now available online on thewaterchannel.tv.
	<p>PI: Number of decision makers, stakeholders and mass-media professionals benefiting from water education</p> <p>B/b: at least 100 decision-makers trained on global changes, impacts and adaptation strategies for sustainable management of water resources and conflict management in Sub-Saharan Africa</p>	One thousand two hundred and fifty (1,250) African water professionals were trained in the context of FETWATER. Representatives of river basin organizations in Africa were trained on the UNESCO IWRM guidelines. UNESCO has provided technical contribution to the training held in Accra on national and transboundary water resource management in Africa. A training course on Integrated Flood Analysis System in collaboration with ICHARM (Japan) and IMHEN (Vietnam) was organized in Hanoi, Vietnam in June 2012.	<p>Challenges and lessons learnt: Lack of seed funds for the preparations of teaching materials for K-12 water education may delay the process related to the expected result. Due to the ongoing financial situation, the UNESCO Water e-Newsletter was suspended in January 2012. The IHP Secretariat, in coordination with the IHP National Committees, will endeavour to seek extrabudgetary funding to pursue such communication-related activities. Lack of seed funds may delay the process related to the expected result. Collaboration with category 2 centres helped implementation.</p> <p>The MLA directly contributes to C/4 Strategic Programme Objective 3 "Leveraging scientific knowledge for the benefit of the environment and the management of natural resources".</p>

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

Several cost effectiveness and efficiency measures were introduced, including:

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

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

Regular Programme ¹ : operational budget only		Extrabudgetary resources ¹	
Allocation 2012-2013: US\$ 619 716	Expenditures 2012-2013: US\$ 316 582	Allotment 2012-2013: US\$ 11 096 381	Expenditures 2012-2013: US\$ 6 654 850

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
ER 19: Use of biosphere reserves as research and learning platforms for sustainable development broadened, and implementation of the MAB Programme strengthened, including through enhanced exchange of best practices with regional and global networks	PI: Number of case studies on use of BR as learning places for sustainable development B/b: at least five video films on BR disseminated through Internet; collection of at least 30 case studies from BR; Internet clearing house for BR managers created	Hard-copy publications on island BRs have been published in June which are also on the Internet. A Policy Brief on "Securing the Future of Mangroves" has been published in October 2012. Case studies on dryland BR have been published on the MAB website. Video films on biosphere reserves have been kindly provided by Member States, notably for sites that have been inscribed in 2012, and these have been uploaded on the Internet. Work on the creation of an Internet clearing house for BR managers has been frozen due to the financial situation.	<p>The results achieved in the first year of the biennium contributed to the timely achievement of the expected result, considering the related performance indicators and benchmarks.</p> <p>Despite the difficult financial situation affecting UNESCO in 2012, the Statutory Meetings of the MAB Programme have been held.</p> <p>The 18th Meeting of the International Advisory Committee for Biosphere Reserves (IACBR) has been held from 2-4 April 2012 at UNESCO Headquarters. Members of the IACBR made pertinent recommendations on the approval of new BR and on the periodic reviews submitted concerning existing biosphere reserves. Moreover, the IACBR made recommendations on other relevant issues such as on the desirability of creating a new category of MAB Study/Support Sites, nominations for the Michel Batisse Prize for Environmental Management, and the final evaluation of the Madrid Action Plan for Biosphere Reserves. The recommendations of the IACBR were considered by the MAB International Coordinating Council (ICC) at its 24th session, held 9-13 July 2012 at UNESCO Headquarters with a very large number of elected and observer delegations. Main results included: 20 new biosphere reserves (including two transboundary biosphere reserves) were included in the World Network of Biosphere Reserves bringing the total number of BR within the WNBR to 610 in 117 countries. Moreover, 33 periodic review reports on existing biosphere reserves emanating from 21 countries have been examined and recommendations thereon have been formulated. All results have been published on the UNESCO MAB website.</p> <p>Two meetings of the World Network of Island and Coastal Biosphere Reserves took place in Menorca (Spain, February 2012) and in Jeju (Republic of Korea, September 2012). One meeting of the Amazonian BR Network took place in Leticia, Colombia, December 2012. An international workshop on sustainable management of drylands was held in La Paz, Bolivia, November 2012.</p> <p>Extra-budgetary funding has been secured from the Jeju Island Government (Republic of Korea) for the World Network of Island and Coastal Biosphere Reserves as well as from the Menorca Island Government (Spain) for 2013. The Spanish version of the UNESCO "Teaching Resource Kit for Mountain Countries" has been</p>
	PI: Number of countries with new BR designated as places for sustainable development B/b: at least 20 new BR designated in all world regions	In 2012, 20 new BR have been designated in 17 countries including two new transboundary BR. In addition, periodic review reports on 33 BR have been considered by the International Advisory Committee for Biosphere Reserves and by the MAB International Coordinating Council.	
	PI: Provision of MAB Young Scientists Research Grants Awards and Michel Batisse Awards for case studies in BR management B/b: at least 20 MAB Young Scientists Research Grants Awards and two Michel Batisse Awards provided, half of them awarded to women	In 2012, 12 MAB Young Scientists Grants (of which 10 have been funded from the Regular Programme and two have been sponsored thanks to a generous contribution from Austria) have been awarded following the decision of the MAB International Coordinating Council at its 24th session in July 2012. Moreover, one Michel Batisse Award has been provided to Ms Elizabeth Taylor of the Seaflower Biosphere Reserve.	

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
			<p>printed and distributed to UNESCO Field Offices and Associated Schools Project Coordinators (ASPNet) in the LAC region.</p> <p>The expected result directly contributes to C/4 Strategic Programme Objective 3 "Leveraging scientific knowledge for the benefit of the environment and the management of natural resources".</p> <p><u>Challenges/lessons learnt:</u> No challenges have been encountered with regard to the IACBR. In order to reduce costs further for statutory meetings, it will be attempted to reduce the working days of the MAB-ICC from 5 working days to 3.4 to 4 working days at the 25th session of the MAB ICC in 2013. It did not prove possible to raise external funds for the Internet clearing house for BR managers, which would be instrumental in brining MAB's ability to share lessons learned in these unique sites to a new level.</p>
ER 20: Earth sciences research, education and capacity-building for sustainable development and management of UNESCO sites enhanced, with a particular focus on Africa	<p>PI: Participation of developing countries, especially from Africa, in IGCP scientific research and capacity-building projects; collaboration between IGCP and MAB for resource extraction in protected areas</p> <p>B/b: at least 30 IGCP projects operational in fields of mineral resources, global change and geohazards with a doubling of participation of African scientists; three IGCP-MAB joint workshops or initiatives on resource extraction</p>	<p>In 2012 six new projects were accepted for funding, including a new IGCP - Swedish Development and Cooperation Agency (SIDA) funded project. Scientists from developing countries are participating in all 30 IGCP projects including scientists from 25 African Member States. Three IGCP projects are led by African scientists. UNESCO Nairobi Office participated and contributed to a conference of the Geological Society of Kenya in March 2012 to help raise awareness of the IGCP. A SIDA-sponsored workshop aimed at developing skills for preparing IGCP project bids was held in Nairobi in November with participants from 10 African nations. IGCP and MAB are continuing to explore areas of cooperation on the topic of resource extraction in biosphere reserves and a workshop originally planned in Belo Horizonte, Brazil for October 2012 has been postponed to March 2013.</p>	<p>The key results reported here for the first twelve months of this biennium help move the section towards the programmed benchmarks. The 40th anniversary celebrations of the IGCP in February provided a platform not only for celebrating the achievements of the past 40 years but also an opportunity for looking forward to the continuing development of the Programme. A structured discussion on the future of the IGCP with a panel of international experts concentrated on how to increase the societal relevance of the IGCP and on how to further increase participation of geoscientists from the developing world, notably Africa. The meeting was made possible by financial contributions from the International Union of Geological Sciences (IUGS) and the National Committee for the IGCP from Australia. The 40 years of IGCP were commemorated with the publishing of the book, "Tales Set in Stone." Discussions continued at the International Geological Congress in Brisbane, Australia with the new executive committee of IUGS on ways to increase the societal relevance of the IGCP.</p> <p>To advance the development of the Global Geoparks Network (GGN), and as part of ongoing consultations with Member States, several meetings were held including dialogue with external Geopark experts and with representatives of over 60 Geoparks in the GGN in September. These meetings have assisted in the identification of options available for developing the links between UNESCO and the GGN. As a result a document was submitted and discussed at the 190th Executive Board on ways to formalise the relationship between UNESCO and the GGN through the creation of an official UNESCO Geoparks Initiative. Extensive networking with UNESCO Regional Bureaux have been aimed at ensuring that the Bureaux remain fully informed about these developments, allowing them to act as focal points for regional Geopark development in those key areas. At the GGN Bureau Meeting in September, six new members were admitted to the GGN from Austria, China, France, Hungary, Indonesia and Spain.</p> <p>UNESCO is following GEOSS activities closely, however there have been no major meetings of the observing systems at this point in</p>
	<p>PI: Number of new geoparks created building on European and Asian experience and networking activities between geoparks nationally and regionally</p> <p>B/b: at least two geoparks in Africa created and the first regional network in Latin America initiated</p>	<p>In 2012, six new territories were admitted into the Global Geoparks Network (GGN) including the first in Indonesia. One extension to a Global Geopark was also approved. During the period from 1 October to 30 November when applications to join the GGN are accepted, a total of 11 applications were received plus one extension request. The GGN has been active in assisting and advising several Geopark projects in Latin America (notably in Bolivia, Brazil, Colombia, Ecuador and Uruguay) and an advisory mission to Tanzania has just been undertaken. Preparations have been undertaken for a Geopark workshop in Addis Ababa, Ethiopia for January 2013. Additional advisory missions were also undertaken in 2012 to Denmark, Indonesia, Kazakhstan, Republic of Korea, Sweden and Turkmenistan. A document on formalising the relationship between UNESCO and the GGN through a UNESCO Global Geoparks Initiative was presented to the 190th Executive Board .</p>	
	<p>PI: Earth Science Education in Africa implemented with training in earth resource mapping; networking of geoscience educational centres; preparation of earth system science curricula for primary and</p>	<p>The brochure promoting the Earth Science Education Initiative in Africa has been printed in Arabic, English and French. The formation of the African Network of Earth Science Institutions (ANESI) has been agreed and will be launched in January 2013 in Addis Ababa, Ethiopia. Funding has been secured from</p>	

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
	<p>secondary schools B/b: two regional, economic communities equipped to use modern data handling and field mapping in Africa; at least ten geoscience institutes networking on modernisation of earth science education; curriculum for teaching geology at primary and secondary level</p> <p>PI: Capacities for production and use of earth observation data built into the framework of GARS, GEOSS and CEOS programmes B/b: at least ten new developing countries participating in international earth observation programmes</p>	<p>the Swedish International Development Cooperation Agency (SIDA) for the mapping and assessing the environmental impact of abandoned mines in sub-Saharan Africa.</p> <p>Following staff retirement at UNESCO Headquarters, much of the work on Earth observation has been undertaken by the HIST category 2 centre in Beijing, China. At the governing board meeting in October, agreement was reached to develop a mid-term strategy for HIST involving participation from a number of developing countries. This strategy will be presented for discussion to the governing board in mid-2013.</p>	<p>the biennium. A number of follow-up initiatives and a white paper have been developed this year, following on the highly successful interdisciplinary meeting co-organized by GARS in December 2011 on Extreme Geohazards in Spain.</p> <p><u>Challenges / Lessons Learnt:</u> The current financial constraints have impacted on the ability to fully deliver some of activities of the section. This period has also coincided with staff turnover due to retirements. Activities on remote sensing have been most affected in this regard but increased cooperation with the HIST Category 2 centre in Beijing has ensured that some activity remains ongoing. Nevertheless the section is working not only to ensure continuity but also to defining a reinvigorated and forward looking role for UNESCO's work in this field in the coming years. Efforts for fund-raising have been increased across all aspects of the section's work e.g. GGN, IGCP, Earth Science Initiative in Africa and African Network of Earth Science Institutes.</p> <p>The expected result directly contributes to C/4 Strategic Programme Objective 3 "Leveraging scientific knowledge for the benefit of the environment and the management of natural resources".</p>
ER 21: Sustainable and equitable use of biodiversity and ecosystem services strengthened in collaboration with key United Nations institutions and agencies and Regional Reference Centres	<p>PI: Contribution to research and monitoring base underpinning Intergovernmental Science-Policy Platform on Biodiversity and Ecosystem Services (IPBES) B/b: at least two case studies on biodiversity issues and at least three policy briefs; at least two of these presented at UNCSD</p> <p>PI: Number of pilot studies on natural resource management and green economies in drylands, tropical forests, mountains, urban areas and coastal areas and islands B/b: at least five regional and thematic research networks for sustainable development operational in all world regions</p>	<p>During 2012, in relation to the global change research agenda, SC/UBI has represented ADG/SC at the Alliance for Global Sustainability, which provides the institutional home to the newly-formed and ambitious Future Earth programme. The design phase of Future Earth is completed and both its research plan and the Programme's structure are consistent with the objectives of IPBES. UNESCO has successfully led the development of a conceptual framework for IPBES. In 2012, SC/UBI has also led the successful development of the IPBES procedure for consideration of traditional and indigenous knowledge. Initial planning was begun for key IPBES scientific meetings to take place in 2013 at UNESCO. Case studies on biodiversity issues including in at least four biosphere reserves have been developed and presented at the global meeting of coordinator of sub-global assessments of biodiversity and ecosystem services in Stellenbosch, South Africa in November 2012.</p> <p>Thanks to the extra-budgetary funded project "Sustainable Management of Marginal Drylands", studies on drylands in nine Member States has continued with an international workshop held in La Paz, Bolivia in November 2012. Studies on global change impacts on mountain biosphere reserve have discontinued due to lack of Regular Programme funding. Studies on urban-rural interactions have been carried out thanks to private funding received from CHIC group (China). Funding has been secured from Spain complementing funding from the Jeju Island Government (Republic of Korea) for the World Network of Island and Coastal Biosphere Reserves. The Regional Post-Graduate Training School on Integrated</p>	<p>The results achieved in the first year of the biennium contributed to the timely progress on the expected result, considering the related performance indicators and benchmarks.</p> <p>In relation to the Grouping dealing with the UNESCO Biodiversity Initiative (UBI), The principal risk in implementation of the UBI (which is an integral part of, and the operational objectives of which are fully aligned with, the 35 C/5) has been the allocation of a US\$ 0 budget due to the current financial crisis. The risk has been overcome thanks to successful fund-raising in the form of both cash as well as in-kind (research fellow) contributions, as well as an Emergency Fund contribution allocated by the Director-General. A dedicated website which presents the scope, objectives, results and information related to activities under the UBI has been developed and a brochure produced to respond to communication needs. Programmatically, a very pragmatic approach has been followed, namely, to utilize UNESCO's affiliation with the Intergovernmental Science-Policy Platform on Biodiversity and Ecosystem Services (IPBES) to draw the attention of donor countries and organizations to UNESCO's support to the full operationalization of the Platform (with the very good results corresponding to the corresponding performance indicator). This has also allowed to mobilize expertise and the human resources of several colleagues from more than one Sector, who have contributed on a part-time basis to substantive work in relation to IPBES through the UBI cross-cutting thematic unit located in SC. The Unit has mobilized the participation of a number of colleagues and programmatic expertise within the Sector and beyond as follows: the development of guidelines on the recognition of traditional and indigenous knowledge by IPBES with</p>

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
		Management of Tropical Forests and Lands (ERAIFT) in Kinshasa (Democratic Republic of the Congo) has expanded its intake of students from Africa thus consolidating its status as the main institute of higher learning in Africa for tropical forest management.	<p>SC's LINKS programme; joint work on marine biodiversity (criteria for ecologically and biologically sensitive areas, the contribution of marine biogeographic information to the UNESCO biodiversity kit, and the contribution of ocean observations to IPBES) with IOC; promoting assessments of biodiversity and ecosystem services within the MAB Programme; preliminary reflections on revitalizing the biodiversity component of the Ecohydrology Programme with SC/HYD; preliminary work on synergies with biotechnology-related work of IBSP; initial work with SHS on integrating the social dimension of global change in the work of IPBES; collaboration with ED/ESD on materials including the Multiple Perspective Approaches to Biodiversity Education learning tool prepared as a collaboration between UNESCO and DESD demonstrating leadership within the UN on biodiversity education; and preliminary reflections on the contribution of biodiversity to disasters reduction.</p> <p>In relation to the Grouping on MAB biodiversity and ecosystem services related activities, due to the financial shortfall, no funding has been allocated at Headquarters for the planned activities within the reporting period. Fortunately, and thanks to the existing UNESCO extra-budgetary funded project "Sustainable Management of Marginal Drylands", studies on dryland management have continued in Bolivia, Burkina Faso, China, Egypt, India, Iran, Jordan, Pakistan, Tunisia and published on the UNESCO-MAB website. UNESCO has facilitated information exchange on Global Change Observatories among Sierra Nevada BR (Spain) and Huascarán BR (Peru) as a result of the former UNESCO GLOCHAMORE and GLOCHAMORE projects. Moreover, UNESCO has organized a session on climate change impacts in mountains at the London conference "Planet under Pressure". Jointly with IHP, the MAB Secretariat organized a regional workshop on the impacts of glacial melt in the Andes in Peru (May 2012). Due to the lack of Regular Programme funding, it was not possible to produce any pilot studies on mountains nor to publish them on the Internet as had been planned originally. An international workshop on sustainable management of marginal drylands has been held in La Paz, Bolivia in November 2012, funded solely through extra-budgetary resources.</p> <p>The expected result directly contributes to C/4 Strategic Programme Objective 3 "Leveraging scientific knowledge for the benefit of the environment and the management of natural resources".</p> <p><u>Challenges/lessons learnt:</u> For both groupings under this expected result, the main challenge was lack of any regular programme funds. UBI was successful in attracting new extrabudgetary and other funding as previously described, and in obtaining partner support for mission travel, while MAB worked with ongoing extrabudgetary funding. Both groupings made full use of staff time to achieve results.</p>
	<p>PI: Number of workshops and publications on biodiversity sciences, environmental conservation and human well-being</p> <p>B/b: at least eight international workshops with results published</p>	<p>Publications on drylands and coastal zones/islands have been published on the MAB website. Virtually all international workshops (drylands, mountains, tropical forests, urban-rural areas, and coastal zones/islands) have been held solely through the support of extra-budgetary funding given the financial situation. It is hoped that in 2013, should the financial situation improve, a larger number of workshops, also through the MAB related regional networks, can be organized and workshop results in form of publications can be released.</p>	
ER 22: Biosphere reserves and natural	PI: Number of joint research and	Due to the financial shortfall in 2012, work on joint collaboration	The results achieved in the first year of the biennium have not

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
World Heritage sites integrated, in collaboration with UN-REDD, CDM and similar climate change mitigation and adaptation financing mechanisms	conservation activities between BR and natural World Heritage sites B/b: at least six joint activities	between biosphere reserves and natural World Heritage sites has remained a challenge in 2012. It is hoped that this situation can be redressed in 2013 and beyond. In early 2013 the World Heritage Centre will be field testing the "Field Guide to Climate Change Adaptation for Natural World Heritage Site Managers" which will be tested in Mt. Kenya Biosphere Reserve and in Nanda Devi Biosphere Reserve in India.	<p>contributed yet to the timely progress on the expected result, considering the related performance indicators and benchmarks.</p> <p>A joint table outlining similarities and differences between natural World Heritage sites, biosphere reserves, Geoparks and Ramsar (wetland) sites have been worked out which will be published as a hard-copy brochure in early 2013. Once finalized, the same table will then also be published on the Internet among the different websites for World Heritage, Biosphere Reserves, Geoparks and Ramsar sites.</p> <p><u>Challenges/Lessons Learnt:</u> The financial crisis affected the Regular Programme budget for this activity, which was entirely cut. Fundraising so far is slow in part because the new specific modalities that exist, such as the REDD Fund, have a complex process which is not yet entirely finalized. UNESCO is positioning itself to take advantage of these new funding sources in future.</p> <p>The expected result directly contributes to C/4 Strategic Programme Objective 3 "Leveraging scientific knowledge for the benefit of the environment and the management of natural resources".</p>
	PI: Number of initiatives between BR and natural World Heritage sites in the context of UN-REDD and UN-REDD+ B/b: at least four initiatives operational by MAB/ICC, the World Heritage Committee or both	UN-REDD and UN-REDD+ activities have proven to be more challenging than anticipated due to lengthy preparation modalities with potential donors concerned.	
ER 23: Management of natural and cultural World Heritage sites, biosphere reserves and priority ecosystems of the MAB programme enhanced through a network of space science and space technology partners.	PI: Joint activities with space partners to improve management, conservation, and dissemination of information about Member State's cultural and natural heritage assets and priority ecosystem conservation status B/b: at least 20 countries using the data generated	Due to the retirement of the senior programme specialist in 2012 and freezing of open posts, work on this topic could not be implemented as expected. In late 2012, a junior colleague has taken over who is now trying to secure extra-budgetary funding for this activity that could commence in 2013.	<p>There has been no progress on this expected result in the first year of the biennium. A programme painstakingly built up with many national space agencies and universities, which provides welcomed expertise to Member States, is on hold.</p> <p><u>Challenges/Lessons Learnt:</u> Not only did the financial crisis affect the Regular Programme budget for this activity (it was entirely cut), but it led to freezing the post at the retirement of the concerned specialist. Remaining extrabudgetary projects were finalized but there was no staff tasked to seek new funds for most of the year. The relevant new category 2 centre has not yet ramped up its collaboration with UNESCO, due to this gap in staff, but it is expected that the situation will improve in 2013.</p> <p>The expected result would contribute directly to C/4 Strategic Programme Objective 3 "Leveraging scientific knowledge for the benefit of the environment and the management of natural resources".</p>
	PI: Increased commitment from space partners B/b: establishment of one new category 2 centre; drafting of an International Charter on "Space for Heritage"	Due to the retirement of the senior programme specialist in 2012 and freezing of open posts, work on this topic could not be implemented as expected. In late 2012, a junior colleague has taken over who is now trying to secure extra-budgetary funding for this activity that could commence in 2013.	
	PI: Space technologies shared with universities and outreach activities benefitting from space technologies B/b: two international seminars, workshops, training courses; two exhibitions for general public	Due to the retirement of the senior programme specialist in 2012 and freezing of open posts, work on this topic could not be implemented as expected. In late 2012, a junior colleague has taken over who is now trying to secure extra-budgetary funding for this activity that could commence in 2013.	
ER 24: Knowledge base and policies for renewable energy, in particular solar energy, and energy efficiency and sustainable use promoted for the purpose of sustainable development also targeting resident communities in biosphere reserves as beneficiaries of solutions found	PI: Support for renewable energy policies and regional entities provided with technical cooperation and policy advice B/b: at least two policy documents produced	A policy document, "Strategy for the development of renewable energy in Togo" was developed with ISESCO financial support. Efforts continued to promote policies and related renewable energy/science partnerships. Policy advice and assistance continued to be provided to enhance the use and application of renewable energy and disseminate related technologies through UNESCO and interaction with relevant national institutions and Governments.	<p>The results achieved in the first year of the biennium contributed to the timely achievement of the expected result, considering the related performance indicators and benchmarks.</p> <p>Awareness raising through UNESCO's contributions, patronage and support to the International Year of Sustainable Energy For All 2012 was a major focus during the 2012. A round table Conference on "Sustainable Energy For All" was organised in Moscow with support of the Russian Ministry of Energy as a contribution to the Year. A high level conference on "Energy, Water and Climate Change -</p>
	PI: Innovative experiences and best practices identified and shared within the	The Barefoot College approach to provide solar energy by empowering women in rural communities is a very powerful,	

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
	<p>WNBR B/b: at least one publication on best practices: at least one learning material or tool</p>	<p>innovative experience that has been implemented in Volcano Biosphere Reserve in Rwanda and in Pendjari Biosphere Reserve in Benin. The training methodology is currently entirely oral and based on picture books without text. In Rwanda development is now underway for context-based training materials in local languages.</p>	<p>"Building Bridges" was organised under UNESCO auspices by DESY to address progress in science, technology and innovation as instruments to help in finding sustainable solutions in energy and water. UNESCO participated in the High Level segment of the UN Global South-South Development Expo 2012 organised within the 2012 IYSEA. Support was provided to the "Third World Renewable Energy Congress".</p> <p>Innovative training in solar engineering was provided at Barefoot College to six women from two African biosphere reserves, who then began work to provide solar electrification to their villages, as the start of a larger, longer-term project.</p> <p>A renewable energy strategy was formulated for Togo.</p> <p><u>Challenges / Lessons Learnt:</u> Obtaining extrabudgetary funding has been a challenge, but late in the year several proposals were approved which could serve as models for additional fundraising. The Intersectoral Platform on Priority Africa helped to expand staff collaboration on the subject.</p> <p>The expected result contributes directly to C/4 Strategic Programme Objective 3 "Leveraging scientific knowledge for the benefit of the environment and the management of natural resources".</p>

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

Increased efforts were placed on securing partnerships with relevant and appropriate private sector entities for support to the MAB Programme, its World Network of Biosphere Reserves, the IGCP and the related Global Geoparks and for the UNESCO Biodiversity Initiative. The CHIC project in MAB, funded through private funding from China, is an encouraging accomplishment.

Some of the activities in MLA 6 were implemented at no cost for UNESCO. In the case of the UNESCO Biodiversity Initiative, most missions were entirely covered by external partners. Regular conference calls between members of the IPBES interim secretariat, and use of a dedicated cloud computing shared workspace enabled and intellectual brainstorming and document production for IPBES to be achieved at no cost to the Organisation. In at least one case staff used annual leave to draft and edit book chapters that normally would be done by paid external experts.

Cost-cutting measures by IGCP and MAB for their statutory meetings included reducing the number of Board Members (IGCP) ; reducing UNESCO-financed travel (MAB); reducing the number of meeting days and focusing the agenda (both); limiting official languages (MAB); reducing the number and length of documents and eliminating paper copies in favour of electronic documents (MAB); and having Member States host and partially cover meeting costs (MAB).

MLA 7: Natural disaster risk reduction and mitigation

Regular Programme ¹ : operational budget only		Extrabudgetary resources ¹	
Allocation 2012-2013: US\$ 229 340	Expenditures 2012-2013: US\$ 155 546	Allotment 2012-2013: US\$ 4 712 463	Expenditures 2012-2013: US\$ 3 823 272

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
ER 25: Natural disaster and climate change resilience, disaster risk assessment and impact mitigation	<p>PI: Number of countries actively participating in the networks B/b: at least ten countries involved in</p>	<p>Support was provided to facilitate knowledge sharing among disaster risk reduction (DRR) specialists and to capacity-building for DRR through specialized events, programmes and projects: 1) 22 countries</p>	<p>UNESCO pursued the strengthening of networks and partnerships for the study of natural hazards and for risk reduction in the framework of the United Nations International Strategy for Disaster Reduction</p>

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
enhanced and targeted scientific assistance delivered, including through participation in United Nations common country approaches	global initiatives; three sub-regions involved in regional and sub-regional initiatives	(senior level experts in seismology, geology and earthquake engineering) attended the International Workshop of the regional network for "Reducing Earthquake Losses in the Extended Mediterranean Region". 2) 9 countries (earthquake engineers) participated at the international Memorial Symposium on "Protecting Lives from Earthquake and Tsunami Disasters". 3) 22 countries (senior level experts in seismology, geology and earthquake engineering) participated at the workshop on "Earthquake & Tsunami Early Warning in the Eastern Mediterranean for the Countries Bordering the Dead Sea Fault". 4) 40 countries actively participated in the International Consortium on Landslides (ICL) and the International Programme on Landslides network supported by UNESCO on landslide research and landslide risk reduction. 5) Knowledge on EWS strengthened at regional and national level, procedures and legal frameworks on EWS within the Central American region were harmonized and capacity of education ministries for EWS education, within the existing DRR framework in the six selected countries, were strengthened.	<p>(ISDR). UNESCO's multidisciplinary and intersectoral approaches to the problem of natural hazards have yielded positive results, notably in the field of education and disaster resilience, knowledge, including local and traditional knowledge in DRR and climate change adaptation, preservation of cultural sites and overall capacity-building. The Organization's role in building capacities for mitigation of natural disasters through advocacy, networking, partnerships and institutional and policy support has been confirmed through UNESCO's participation in high-level intergovernmental and inter-agency fora (Rio+20, IDRC Davos, ASIAN Ministerial conference on DRR and others) and by hosting the first retreat on DRR of the UN High Level Committee on Programme, from 19 to 20 November 2012 at UNESCO's headquarters in Paris.</p> <p><u>Challenges and lessons learned:</u></p> <p>While progress on earthquake preparedness was good, several field office activities were unable to advance due to lack of funds, including in the Africa region, Haiti, several countries in Central America and in Asia. The sustainability of DRR activities is a challenge under the current budget scenario. The above-mentioned activities were possible thanks to the contribution of donors, nevertheless if further resources are not identified internally, the sustainability of major activities on DRR could be compromised.</p> <p>One of the challenges identified is that a number of some countries still have not integrated a gender approach for natural disaster mitigation. Even though women are progressively occupying major decision making posts in scientific institution in their countries, their participation at international, regional, and especially at local level activities remains low. Therefore the development of strategies which allow further involvement of women in DRR activities remain a challenge for UNESCO.</p> <p>International cooperation has shown that the exchange of experiences and lessons resulting from major disasters are important in order to design and implement local, regional and international strategies, such as building code implementation, use of new technologies and improved methodologies for education for disaster reduction.</p>
	<p>PI: Number of countries and institutions supported in disaster risk reduction, including outreach for women's participation</p> <p>B/b: at least three countries affected by natural disasters supported; ten countries supported in disaster resilience and risk mitigation efforts, including through CCA/UNDAF; ten institutions supported in disaster risk mitigation</p>	Support was provided to countries in their efforts in DRR through number of activities: 1) 30 countries were supported in earthquake risk reduction efforts through sharing of scientific data and knowledge. 2) 6 countries appointed women as responsible officers on DRR for contributing to UNESCO programmes, networks and platforms. 3) Number of women as regional/thematic programme coordinators increased for 37% in the ICL/IPL network on landslide risk reduction. 4) 1 global and 1 regional advocacy events aiming at mainstreaming of DRR into national action plans and priorities, such as IDRC Davos and ASIAN Ministerial conference on DRR were held. 5) Capacities of Albania were strengthened in the field of Disasters Risk Management for Cultural Heritage properties. 6) Disaster preparedness was promoted through education and awareness raising events through media and evacuation drills implemented in cooperation with the Civil Defense at four pilot schools. 8) Regional and national capacities to manage climate-related natural disaster risks in the Arab Region were strengthened in close cooperation with UN/ISDR regional office in Cairo. 9) Enhancement of disaster and climate change resilience, disaster risk assessment for Pacific countries through a workshop and toolkit made. 10) Resilience towards hydro-meteorological hazards and climate change Impacts is being strengthened in SE Asia through action research on the role of Local & Indigenous Knowledge for DRR and CCA.	
	<p>PI: Number of disaster-prone countries including a disaster risk reduction component in CCA/UNDAF</p> <p>B/b: at least three countries</p>	Ten disaster-prone countries (Algeria, Egypt, El Salvador, Ethiopia, Honduras, Jordan, Morocco, Peru, Syria, Tunisia) had a DRR component in their UNDAF.	
ER 26: Scientific knowledge base and adaptation capacity of Member States for water hazards at regional and country levels improved	<p>PI: Number of Member states with strengthened hydrological services and number of communities responding to GLOF, floods and drought risks</p> <p>B/b: three African countries using Drought Monitor remote sensing</p>	Training provided for 24 participants from seven Member States (Niger, Chad, Senegal, Burkina Faso, Mali, Kenya and Tanzania) on the African Drought Monitor. Guidelines to support capacity building on water hazards and water resources management disseminated, including: drought monitoring guidelines; IWRM guidelines; and guidelines for flood management. The Drought Monitor has been	National capacity on hydro-hazards was enhanced through a training course on flood modeling, inundation mapping, Integrated Water Resources Management (IWRM) and flood forecasting for 50 participants from Namibia, representing regional councils, ministries, the University of Namibia and the Polytechnic Institute of Namibia. Support was provided on flood management through the development

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
	techniques; two guidelines developed for flood and drought management; risk and hazard maps for two mountain valleys with the highest GLOF risk	successfully implemented in Niger at the Regional Center in AGRHYMET.	of a roadmap for disaster risk management, involving participants of the training course. The roadmap, covering the following topics: education and capacity building, development of a knowledge platform (hydro-meteorological data, GIS mapping and flood modeling) and integrated disaster risk management, will be developed into an action plan through the Deputy Prime Minister's Office of Namibia.
	PI: Tools provided for education and capacity-building concerning impacts of water hazards on water resources management, including development of adaptation strategies B/b: one document on floods issued, including a set of computational tools for applications	International Hydrological Book Series on floods in a changing climate published and disseminated in cooperation with Cambridge University Press. Four books have been published and disseminated. Floods in a Changing Climate: Risk Management; Floods in a Changing Climate: Hydrologic Modeling; Floods in a Changing Climate: Extreme Precipitation; and Floods in a Changing Climate: Inundation Modeling.	The African Drought Monitor has been successfully implemented in Niger at the Regional Center in AGRHYMET. Training on the Drought Monitor was organized in cooperation with the UNESCO IHP, Princeton University and the Climate Prediction and Application Centre (ICPAC) from Kenya. In total 24 participants from Niger, Chad, Senegal, Burkina Faso, Mali, Kenya and Tanzania including resource persons attended the training course. Princeton University provided the software for the training course and distributed training material to the participants. The training material will be further developed and it is planned to provide translation into local languages. The Drought Monitor will be further developed and it is envisaged to implement the drought monitor in South Africa.
	PI: Number of groundwater studies on hotspots in areas prone to natural hazards B/b: at least five country studies on strategic management of aquifer systems for access to groundwater resources in emergency situations	The first meeting of the Global Groundwater Monitoring Network (UNESCO-IGRAC Programme) was organized for Djibuti, Ethiopia Somalia, Kenya, Tanzania, Sudan, South Sudan and Uganda of the IGAD Region on 1-2 June 2012 at the KSMS Conference Centre in Nairobi, Kenya. This meeting was instrumental in laying the foundations for the identification of the groundwater case studies on hotspots in areas prone to natural hazards. A side event on the topic of "Addressing the links between Groundwater Resources and Human Security" was organized at the 6th World Water Forum in Marseille in March 2012, including the presentation of regional case studies on the "Links between human security, groundwater and natural disasters". The Methodological Guide for Groundwater in Emergency Situations, published in 2011 was broadly disseminated at the 6th World Water Forum in Marseille, March 2012. The methodology for preparation of a global map of groundwater vulnerability to hydroclimatic disasters (floods, droughts, storms) and tsunamis was elaborated and agreed upon among the partners (GWES, WHYMAP/BGR, IAS, IGRAC) during an expert group meeting held in October 2012. Publication of the map is foreseen for late 2013.	<u>Challenges and lessons learned:</u> A challenge with respect to the drought monitor is the sustainability of the activity. The drought monitor will be constantly updated with new modules e.g. it is planned to add a module on seasonal forecasts. The new modules need to be trained and therefore base funding for training should be made available. With respect to the roadmap for flood management in Namibia a closer coordination with other international organizations working in the region is needed.

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

Operational actions at Headquarters and the in Field, aimed at reducing vulnerability to disasters through capacity building in sciences, education and raising public awareness, have capitalized on, and have been enhanced through the mobilization of extremely scarce regular programme funds and extrabudgetary resources. It is expected that the future DRR actions will be focused on mobilizing increased extrabudgetary funding and on stimulating further cooperation with DRR stakeholders at international, national and local levels.

In the activities for both of the expected results, strong efforts were made to maintain the quality and quantity of the achievements. Results could not have been achieved at lower cost taking into consideration the challenge of strengthening international and regional networks and partnerships for disaster resilience, and in the implementation of best practice and capacity development to produce national country reports on flood risk assessment and socio-economic impacts. With regard to the training course on flood management, the cost effectiveness is very high since the activity was carried out with extra-budgetary contributions and in kind contributions from local partners. The activity was carried out with no regular funds.

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

Regular Programme ¹ : operational budget only		Extrabudgetary resources ¹	
Allocation 2012-2013: US\$ 0	Expenditures 2012-2013: US\$ 0	Allotment 2012-2013: US\$ 0	Expenditures 2012-2013: US\$ 0

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
Sustainable development enhanced through water education and training, primarily in developing countries	PI: Number of water sector professionals from developing countries trained at M.Sc. level B/b: Over 400 water sector professionals from developing countries trained at MSc level of which a minimum of 1/3 are women	175 water sector professionals from developing countries trained at MSc level. of which 29% are women.	<p>UNESCO-IHE continues to experience great demand for water education in the South as evidenced by the number of applications to its short courses and MSc programmes and number of education projects in which the Institute is involved. The Institute has started working towards the development and implementation of a quality assurance system for joint MSc and PhD education and increasing its open courseware in order to reach more participants.</p> <p>In 2012 a major achievement for the Institute took place which was the successful completion of the MSc programmes accreditation. In the class of 2012-2014, UNESCO-IHE has welcomed a record number of MSc students to the Institute -- over 200 participants.</p>
	PI: Number of water sector professionals from developing countries trained in short courses B/b: Over 1,000 water sector professionals from developing countries trained in short courses of which 1/3 are women	356 through regular short courses and 60 alumni trained through refresher courses and more than 80 professionals trained through tailor made courses. Approximately 1/3 of these are women. Particularly the refresher courses have mandatory minimum number of female participants.	
	PI: Number of partner universities in the South delivering joint M.Sc. programmes with UNESCO-IHE B/b: More than ten partner universities in the South delivering joint M.Sc. programmes with UNESCO-IHE	16 specializations offered in cooperation with partner universities out of which nine are in the South.	
Research capacity in the water sector increased, focusing on MDG-related topics and primarily aimed at solving problems in developing countries	PI: Number of M.Sc. theses written, all addressing water issues relevant for development B/b: A minimum of 350 MSc theses written, of which a minimum of 1/3 will be written by female students	175 water sector professionals from developing countries trained at MSc level out of which 32% are female.	<p>The Institute's research activities has focused on and contributed towards the knowledge base focusing on MDG-related topics and is primarily aimed at solving problems in developing countries. Some highlights are:</p> <ul style="list-style-type: none"> - The UNESCO-IHE Partnership Research Fund (UPaRF) provided € 8.5 million in funding for 75 collaborative research projects involving 75 partner institutes from 37 countries. - The Delft Urban Water research platform was set up by researchers from Delft University of Technology, UNESCO-IHE, Deltares and the KWR Water Cycle Research Institute. - Eight post-docs were involved in the Post-Doctoral Research programme on Adaptation to Climate Change (PRoACC) in the Mekong River Basin, South-East Asia. - The EC-funded SWITCH action research programme of € 21.3 million was successfully completed in 2012. It involved 33 partners from 15 countries working together for five years to create innovative, scientific, technological and socioeconomic solutions that can be replicated around the world. - The EU-funded project KULTURisk, a € 4.4 million collaborative project, coordinated by UNESCO-IHE, aims to
	PI: Number of PhD theses completed by research fellows at UNESCO-IHE, all addressing water issues relevant for development B/b: A minimum of 30 PhD theses completed by research fellows at UNESCO-IHE	17 water sector professionals from developing countries and countries in transition trained at the PhD level.	
	PI: Number of scientific publications in peer reviewed	126 publications in peer reviewed journals.	

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
	journals B/b: A minimum of 300 scientific publication in peer reviewed journals of which at least 15% will be written by female academic staff		develop a culture of risk prevention through a knowledge-based approach that assesses the socioeconomic benefits of risk prevention techniques.
Capacity to support local water-related organizations increased	PI: UNESCO-IHE serves as a global campus, with regional institutes in different regions and a network of local knowledge institutes B/b: at least two regional institutions established	Several projects underway that work regionally either through new collaboration (Asia Development Bank partnership) or through continuous successful collaboration (WATERNET and NBCBN).	<p>In 2012, UNESCO-IHE continued to be heavily involved in the capacity development of water institutions in the South, including universities, research centres, and in-house centres of ministries and other government institutions. After a thorough analysis of the organization, including needs assessments for human and other resources, the Institute implements activities such as staff development, curriculum design, research and development (R&D) support, upgrading facilities, educational training, and enhancing managerial systems and skills. The Insitute continues to be highly successful in project acquisition through a variety of different donors worldwide.</p> <p>A number of training courses were launched in 2012 as part of the programme to develop the capacity of the recently established UNESCO Category 2 Centre, HidroEx International Centre for Education, Capacity Building and Applied Research in Water, which was established in Frut, Brazil.</p> <p>Seven new NICHE projects were included in the UNESCO-IHE portfolio: two in Bangladesh, two in Vietnam, one in Rwanda, and one in Egypt, respectively.</p> <p>Work on the training and capacity building component of UN-HABITAT's Lake Victoria Water and Sanitation Initiative continued throughout 2012 and was completed in December.</p> <p>The capacity development project for The Netherlands and Western Balkans Environmental Network (NEWEN), aimed at improving the environmental situation in the Western Balkan, was successfully completed in 2012.</p> <p>UNESCO-IHE successfully delivered 22 courses within the H2020 Capacity-Building / Mediterranean Environment Programme (ENP MEP H2020) as part of the Horizon 2020 programme and aims to enhance capacity to address pollution problems in the Mediterranean Sea at technical, institutional and societal levels.</p>
	PI: Regional capacity development networks supported B/b: at least two regional networks functional	Two regional networks are functional in the Middle East and in sub-Saharan Africa.	
	PI: Number of education projects running B/b: 8 projects	In 2012 only, six additional NICHE programme of The Netherlands were granted, out of which three a had UNESCO-IHE in a lead role. This brings the whole NICHE portfolio to 18 projects (six in a lead role), with a success rate of 90%.	

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

Given the current economic climate, the Institute has maintained a financially healthy situation by freezing expenditures and investing in acquiring sustainable funding for our educational and research activities.

Given the number of capacity development projects and students at the Institute compared to the relatively small number of academic staff members, the Insitute is extremely efficient in providing its services although it is recognized that the demand is much greater than what it is currently able to supply.

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

Regular Programme ¹ : operational budget only		Extrabudgetary resources ¹	
Allocation 2012-2013: US\$ 700 400	Expenditures 2012-2013: US\$ 350 200	Allotment 2012-2013: US\$ 0	Expenditures 2012-2013: US\$ 0

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
STI policies implemented, related capacities built, excellence promoted and regional collaboration in developing countries supported.	PI: ICTP regional branch institutes created. B/b: 2 ICTP branch institutes established	The ICTP Branch in Sao-Paulo, Brazil, is going very well. A local centre for Mesoamerica has been created in Mexico; this centre together with ICTP may create the foreseen regional ICTP branch. A preliminary agreement has been signed regarding a regional branch institute at the Ismir University of Technology, Turkey. All such collaborations will be undertaken in accordance with UNESCO policies.	<p>The results achieved in the first year of the biennium contributed to the advanced achievement of the expected result, considering the related performance indicators and benchmarks.</p> <p>ICTP has continued its capacity building efforts by supporting numerous activities in the developing world. Nineteen activities, seminars or schools were organized outside of Trieste during the year.</p>
	PI: Number of regional activities funded by local institutions. B/b: 3 regional activities undertaken per year with local funding.	Nineteen activities were undertaken outside Trieste, all with a regional character. When ICTP undertakes an activity in the field, local contribution of some sort is always required. Activities were held in the following countries: Brazil (2), China, Colombia, Costa-Rica, Cote d'Ivoire, Cuba (2), Ecuador, Ghana, Haiti, India, Indonesia, Kenya, Malaysia, Nepal, Pakistan, Senegal, South Africa and Tanzania.	In August, the U.S. Ambassador to Italy, Mr. Killion, on a visit to ICTP said: "There is incredible work being done here at ICTP that's right in line with UNESCO's fundamental mandate on building peace in the minds of men and women around the world." What policymakers need to understand better, he said, "is the importance of science and scientific discourse to long-term, sustainable economic growth. The brilliant and innovative minds that science attracts can serve as central forces in shaping developing countries' domestic economic landscapes. It's these dynamic scientific and academic cultures that will incentivize the developing world's brightest minds to stay and innovate at home."
	PI: Interdisciplinary research promoted. B/b: Interdisciplinary activities cover 10% of Scientific Programme.	There were four interdisciplinary activities in the 2012 scientific programme, three of which were held in the second semester (out of 72 total activities).	
	PI: Programs in new research fields (Energy, Quantitative Biology, High-Performance Computing) started. B/b: Two permanent or long-term scientific appointments, six activities per year.	QUANTITATIVE BIOLOGY: Two staff associates and one senior postdoc were appointed. Five scientific activities organized during 2012. ENERGY: Two senior postdocs were appointed. A one-year consultancy position was offered to the coordinator of ANSOLE. ICTP, together with the University in Graz, Austria, is coordinator of the ANSOLE network, and is also taking part in a local initiative on research on renewable energy. One scientific activity was organized during 2012. HIGH PERFORMANCE COMPUTING: Two people were appointed under PA contracts. With them, ICTP has four full-time experts working on High-Performance Computing (HPC). HPC is the basis of various in-house research activities, such as climate modelling and computational materials science. Seven advanced schools in HPC were organized. ICTP presented its e-learning and HPC initiatives in three dissemination events abroad. Collaboration agreement with SISSA to establish an HPC system with 100 Tflops, the second largest in Italy. Signed agreement between ICTP and SISSA to start an international Master's in HPC for S&T. Agreement signed in Abuja, Nigeria to develop and teach HPC and application related courses to all graduate students in relevant departments.	<p>The efforts to create ICTP branch institutes are progressing. The ICTP Branch in Sao-Paulo is operative and going very well. In addition to the advanced preparations for Branches in Mexico and Turkey, talks are ongoing with China and Indonesia. ICTP's Director Professor Fernando Quevedo has had meetings at Ministerial Level both in China and Indonesia as well as with numerous scientific institutions. Such new collaborative arrangements will follow UNESCO policy.</p> <p>ICTP continues to play an advisory role with the Nigerian National Assembly to improve the country's science and technology policies, as it has since 2010.</p> <p>ICTP in partnership with the Office of Astronomy for Development (a project of the International Astronomical Union) has launched a call for proposals for a suite of global activities aimed at using astronomy to stimulate high quality education and research at university level.</p> <p>Three new research directions of relevance to developing countries have been initiated: Quantitative Biology: Efforts in the direction of establishing at ICTP a research programme in Quantitative Biology have mostly focused on creating a network of contacts and a calendar of events. Three activities held: School on machine learning with applications to large datasets in biology; Workshop in physical virology, gathering scientists from different disciplines (including physics, biology and epidemiology) to discuss the</p>
	PI: Publication of research in peer reviewed journals B/b: 400 scientific publications in peer review journals per year.	Two hundred twenty articles were published in the second half of 2012 in peer reviewed journals by scientist affiliated with ICTP for a total of 399 during the year.	

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
			<p>recent advances in the understanding of viruses by combining perspectives from structural biology, genomics, epidemiology and evolution; Winter School on quantitative systems biology, designed to respond to the strong need, especially at the PhD and postdoctoral level for providing physicists with a broad exposure to quantitative problems in the study of living systems.</p> <p>Energy: 2012 was the International Year of Sustainable Energy for All. R. Gebauer published an article entitled "Sustainable Energy: How Quantum Chemistry can help" in Europhysics News. One activity was held: School on numerical methods for materials science related to renewable energy applications.</p> <p>Daniel Egbe, coordinator of ANSOLE, has been offered a scientific consultancy position for one year.</p> <p>ICTP is a partner in a local initiative on research on renewable energy "Regional Centre for Renewable Energy". Other partners are: SISSA, University of Trieste, University of Udine, ELETTRA Synchrotron, CNR-IOM; these efforts have not been progressing as expected.</p> <p>High Performance Computing: High-performance computing is also at the basis of various in-house research activities, in particular regarding climate modeling and computational materials science. The programme is going well, the HPC cluster has been expanded several times during the year and now has almost 2,000 cores and more than 25 teraflops. An agreement has been signed with SISSA to start a Master/PhD in HPC. ICTP has now a specialist team of four full-time experts working on research enabling, hardware accelerators, and parallel programming. Seven advanced schools have been organized at ICTP and elsewhere. ICTP is collaborating in masters programmes in HPC in African universities. An agreement was signed in Abuja, Nigeria to develop and teach HPC/HPC application related courses to all graduate students of the mathematics, computer science, petroleum engineering, theoretical physics, material science departments. Weekly lectures on HPC topics started at ICTP, aimed at all interested scientists. One of the most important plans for future developments of ICTP's HPC initiative is the creation of a joint PhD programme in HPC together with the International School for Advanced Studies (SISSA) in Trieste. ICTP presented its e-learning and HPC initiatives in three dissemination events abroad.</p> <p>Recruitment in the new areas: One post description for a P-3 in Quantitative Biology was submitted to Headquarters for approval.</p> <p>One senior postdoc in Energy arrived in July.</p> <p>Two new staff members in the ICTS's HPC section with PA contracts.</p> <p>Physics Without Frontiers: A group of ICTP researchers who are part of CERN's ATLAS group, held an outreach activity in Palestine Universities. With the aim of influencing and motivating students to consider a career in scientific research,</p>

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
			<p>students were guided through master classes with interactive lectures on particle physics and hands-on exercises using real LHC data. The classes also contained a talk on careers in physics, the different fields of research and the opportunities and funding available.</p> <p>ICTP has received a major contract from the European Commission for "Training and Preliminary Backbone Infrastructure Development" within air transport and satellite service applications in Africa. It aims at training scientists in Africa in Global Navigation Satellite System implementation, management and testing. ICTP was chosen, given its expertise in GNSS-related training, research and implementation, its strong ties with research in Africa, and its contribution to building EGNOS and Galileo, EU's satellite navigation systems.</p> <p>Office of External Activities supports seven affiliated centres (Belarus, Egypt, Benin, Senegal, Ghana, Cameroon, Peru), is engaged in 10 projects, 12 networks and has presently 26 active visiting scholars, of which 13 were appointed in 2012. It supported in 2012 a number of scientific meetings in Africa (18), Asia (17), Europe(9) and Latin-America (28).</p> <p>Under the Associates' Scheme, ICTP has 457 scientists appointed, 17% are women. This generated 162 visits in 2012. ICTP had in 2011 105 Federation Arrangements in 25 countries, the number of visits under the programme was 84.</p> <p>The activities of ICTP's Science Dissemination Unit are now linked in the UNESCO main Portal for Science Education.</p> <p>ICTP has launched a new science outreach activity, the Abdus Salam Distinguished Lectures Series 2012. The aim of the series of talks by renowned, active scientists is to provide a review of important research developments as well as a visionary forward view. The talks are streamed live on the ICTP website.</p> <p>On a local level, ICTP joined with other Trieste science institutions in a weekend-long celebration of science, called TriesteNext. The event is foreseen organized each year until 2019 when Trieste together with Venice and the North-East Italy hope to be the European Capital of Culture.</p> <p>The outreach activities of ICTP are seen as directly contributing to the C/5 results. As the U.S. Ambassador Mr. Killion said, "UNESCO by its very nature resides within the intersection of government and scientific knowledge and capacity building. UNESCO has to be an important ally of ICTP - and vice versa - for disseminating this critical message to policymakers around the world."</p> <p>Regarding Gender Equality, Twenty-two per cent of the participants of the various scientific activities organized by ICTP are female. Seventeen per cent of ICTP's associates are female.</p> <p>Regarding Priority Africa, ICTP held six regional training activities in Africa (Cote d'Ivoire, Ghana, Kenya, Senegal, South Africa, Tanzania). ICTP supports five affiliated centres in Africa (Egypt, Benin, Senegal, Ghana, Cameroon). ICTP supported 18 scientific</p>

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
			<p>meetings in Africa during 2012. ICTP has received a major contract from the European Commission for "Training and Preliminary Backbone Infrastructure Development" within air transport and satellite service applications in Africa. It aims at training scientists in Africa in Global Navigation Satellite System implementation, management and testing.</p> <p>ICTP continues (since 2010) to play an advisory role with the Nigerian National Assembly to improve the country's science and technology policies.</p> <p>ICTP is collaborating in masters programs in HighPerformanceComputing (HPC) at African universities.</p> <p>Agreement signed in Abuja/Nigeria to develop and teach HPC/HPC application related courses to all graduate students of the mathematics, computer science, petroleum engineering, theoretical physics, material science departments.</p> <p>ICTP supervises the technicalities behind and give advice and editorial services for the African Review of Physics, a peer-reviewed and on-line international e-Journal: www.aphysrev.org.</p> <p>A study by the ESP group should contribute to that the science of local rain monitoring may be more accurate in the near future. This ICTP study is the first to focus on the sensitivities of cloud and precipitation sensors at the regional scale. The study, titled "Using CloudSat cloud retrievals to differentiate satellite-derived rainfall products over West Africa".</p> <p>ICTP scientists have developed a new model that integrates climate and disease interactions to predict outbreaks of malaria in epidemic prone regions of Africa.</p> <p>ICTP co-coordinates with the Johannes Kepler University Linz, Austria, the scientific network ANSOLE http://www.ansole.org/ to foster training and research in solar energy in Africa.</p> <p><u>Challenges/Lessons Learned:</u> The Regional Centre for Renewable Energy has not made progress as quickly as expected.</p> <p>The research activities of ICTP contribute directly to the 34 C/4 Strategic Programme Objective 4 "Fostering policies and capacity-building in science, technology and innovation".</p>
Access increased to scientific knowledge for scientists and science educators especially from developing countries.	<p>PI: Number of activities in the ICTP scientific calendar B/b: 60 activities per year</p>	<p>Regular scientific activities at ICTP Number of conferences and workshops: 56 (11 jointly with IAEA) Number of visitors: 5,098 (of which 520 to regional training activities) Female: 1,107 (22%) Male: 3,991 Number of person-months: 4,884 (148,547 days) Nations represented: 136 Visitors from LDCs: 240 (26 nations represented) ICTP regional training activities: 19 Africa: six (Cote d'Ivoire, Ghana, Kenya, Senegal, South Africa, Tanzania UR); Asia: six (China, India, Indonesia, Malaysia, Nepal, Pakistan); Latin America: seven (Brazil 2, Colombia, Costa Rica, Cuba 2, Ecuador, Total activities supported by ICTP came to 75. In addition to which there were 28 conferences hosted by ICTP but organized by external groups.</p>	<p>The activities set out in the implementation strategy are ongoing and proceeding according to plan. They are a major contribution to UNESCO's science capacity building efforts in developing countries.</p> <p>11 students are enrolled in the new Joint ICTP/SISSA PhD programme, against the benchmark of 8.</p> <p>Also for the STEP fellows and the Diploma students, the results are in line with or above the benchmark.</p> <p>In the regular scientific activities at ICTP, 22 % of the participants were female. 4,7% of the participants, 240 persons, were from LDC countries.</p> <p>ICTP organized in 2012 a total of 75 activities of which 56 were in Trieste.</p>
	<p>PI: Number of STEP and Diploma students. B/b: 30 STEP students and 40 Diploma students per year</p>	<p>In 2012, ICTP had 40 STEP visits, of whom about 25 were present during the second half of 2012. The total number of Postgraduate Diploma Students admitted to the academic year 2012-2013 was 41.</p>	<p>Upon ICTP's initiative, the Union of Central American and Caribbean Universities has approved the creation of a Ph.D. in mathematics and physics.</p> <p>The new agreement with the Technological University of Panama paves the way for scientific exchange programmes for students and faculty and the coordination of joint conferences and work shops, amongst other activities.</p>
	<p>PI: Number of PhD students enrolled in the Joint ICTP/SISSA programme</p>	<p>Five new students (1 in Condensed Matter, two in High-Energy, two in Maths) have been admitted in the joint ICTP/SISSA Ph.D. programme that started in Fall 2012. Six students are pursuing their second year in</p>	<p>The agreement with the International Astronomical Union is expected to lead to a new diploma program to train African scientists to work at the SKA.</p> <p>Progress is made and it seems possible to sign an agreement with the University</p>

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
	<p>B/b: 8 students enrolled</p> <p>PI: Improved internet-based techniques for scientific education and access to knowledge.</p> <p>B/b: Edited video coverage of all lectures of the Basic Diploma program on ICTP website.</p>	<p>the Joint ICTP/SISSA programme.</p> <p>All following courses (180 lectures) are ready: CM - Classical Mechanics MM - Mathematical Methods AEM - Advanced Electromagnetism AQM - Advanced Quantum Mechanics SSP - Solid State Physics SM - Statistical Mechanics RQM - Relativistic Quantum Mechanics PES - Physics of the Earth System The QM - Quantum Mechanics course (25 lectures) is recorded and is currently in post production.</p>	<p>of Trieste for a Master's programme in medical physics.</p> <p>A collaboration agreement between ICTP and SISSA is signed, under which an international Master's in HPC for Science and Technology will be designed, start-up is foreseen in the autumn 2013.</p> <p>Under an agreement with the University of Science and Technology in Abuja, Nigeria, ICTP will develop and teach HPC/HPC application related courses to all graduate students of the five main departments (mathematics, computer science, petroleum engineering, theoretical physics, materials science.</p> <p>With the support from the International Science Programme of the University of Uppsala, Sweden, ICTP is organizing Ph.D. a fellowship at the University of Trieste for a staff from Addis Ababa University, to enforce the HPC team of the M.Sc. program at the Addis Ababa University.</p> <p>The Joint Laurea Magistralis in Physics of the University of Trieste has five students enrolled.</p> <p>The Joint ICTP/Collegio Carlo Alberto Program in Economics, in Turin, has two students enrolled via ICTP,</p> <p>The International Master's in Physics of Complex Systems has two students enrolled via ICTP, and</p> <p>The Joint PhD in Environmental Fluid Mechanics has 14 students.</p> <p>The ICTP Branch in Sao Paolo, Brazil is already organizing scientific training activities. The ongoing preparations for ICTP Branches in Mexico, Turkey and the strong interest met at highest levels in China and Indonesia for having ICTP Branches, are indications that the training capacity of ICTP outside Trieste will increase significantly in the years to come. The capacity in Trieste is to a large degree used to its maximum.</p> <p>In it's efforts to develop a substantial systematic and coherent programme for on-line access to scientific information and - library, ICTP has prepared edited video coverage of the Basic Diploma programme; a portal will be launched in early 2013. ICTP continues to upload videos and recordings to both the iTunes U and the ICTP.TV. In October, for a first time, users of ICTP's automated classroom recording system OpenEyA was organized in Trieste. "OpenEyA dramatically changes the way students study", said meeting participants, " students like the fact that with OpenEyA they can re-listen to classroom lectures at home, and it helps increase their level of understanding". The meeting also focused on how to create a repository of OpenEyA recorded educational materials already available in Spanish and Portuguese. ICTP has over 10,000 hours of recordings available on-line, one our of recording costing less than a cup of coffee.</p> <p>ICTP's Free Electronic Journals Delivery System, eJDS, celebrated 10 years of existence. ICTP has agreements with some of the world's leading scientific publishers, scientists who live and work in least-developed or low-income countries can receive current scientific literature from more than 800 journals. To date, eJDS has 4161 registered users from 142 countries.</p> <p>ICTP supervises the technicalities behind and give advice and editorial services for the African Review of Physics, a peer-reviewed and on-line international e-Journal: www.aphysrev.org.</p> <p>Overall, the results of the education and training area are within the expected benchmarks. However, PhD programmes in developing countries do not always</p>

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
			<p>progress as smoothly as in the developed world.</p> <p>The relevant activities of ICTP contributes directly and substantially to the 34 C/4 Strategic Programme Objective 4 "Fostering policies and capacity-building in science, technology and innovation".</p>
<p>Programmes on natural disaster risk reduction and mitigation and the impacts of climate change on water resources, food production and health, offered with the needs of end-user groups identified and addressed.</p>	<p>PI: Number of activities in this field in the ICTP scientific calendar. B/b: 4 activities per year</p> <p>PI: Pan-African network in climate modelling supported through visits and participation of African scientists in ICTP activities. B/b: 10 visits and 100 participants / year.</p>	<p>Four activities were held in 2012: 23 January - 3 February Workshop on Infectious Diseases (Arusha - United Republic of Tanzania) Organizers: Andy P. Dobson, Graciela A. Canziani, Giulio A. De Leo, Mercedes Pascual. 7 May - 18 May Sixth ICTP Workshop on the Theory and Use of Regional Climate Models Organizers: F. Giorgi, R. Anyah, R. Porfirio Da Rocha, P. Ruti. 21 May - 25 May Workshop on Atmospheric Deposition: Processes and Environmental Impacts Co-sponsor: International Union of Geodesy and Geophysics - IUGG Organizers: F. Dentener, C. Galy-Lacaux. Local Organiser: F. Solmon 12 November - 16 November Workshop on Variability in the Western Tropical Pacific: Mechanisms, Teleconnections and Impacts on Sub-Seasonal, Inter-Annual and Inter-Decadal Time Scales Organizers: F. Molteni, H. Hendon, Local Organisers: F. Kucharski, R. Farneti</p> <p>Sixty African scientists participated in the activities listed above broken out as follows: 16 in #1 16 in #2 26 in #3 2 in #4 It is expected that there will be more activities and greater numbers of participants in 2013. In addition there were eight visiting scientists or students in the Earth System Physics section, two from Ethiopia, two from Senegal, one from Sudan and one from Cameroon, plus two STEP students from Ethiopia.</p>	<p>The results achieved in the first year of the biennium contributed to the advanced achievement of the expected result, considering the related performance indicators and benchmarks.</p> <p>Computational sciences, specifically high performance computing (HPC), is a new research priority identified in ICTP's five-year strategic plan. HPC is also at the basis of various in-house research activities, in particular regarding climate modelling and computational materials science. The programme is going well; the HPC cluster has been expanded several times during the year and now has almost 2,000 cores and more than 25 teraflops. An agreement has been signed with SISSA to start a Master/PhD in HPC. ICTP has now a specialist team of four full-time experts working on research enabling, hardware accelerators, and parallel programming. Seven advanced schools have been organized at ICTP and elsewhere. An agreement was signed in Abuja, Nigeria to develop and teach HPC and HPC application-related courses to all graduate students of the mathematics, computer science, petroleum engineering, theoretical physics, materials science departments. Weekly lectures on HPC topics started at ICTP. One of the most important plans for future developments of ICTP's HPC initiative is the creation of a joint P.h.d. programme in HPC together with the International School for Advanced Studies (SISSA) in Trieste.</p> <p>A study by the Earth Systems Physics group should contribute to more accurate local rain monitoring in the near future. This ICTP study is the first to focus on the sensitivities of cloud and precipitation sensors at the regional scale. The study, titled "Using CloudSat cloud retrievals to differentiate satellite-derived rainfall products over West Africa", will validate seasonal forecasts over West Africa. Another activity, AfriCARP, has as its focus the improved accessibility to numerical weather prediction and seasonal forecast products in Africa. Initial progress on both as been according to plan.</p> <p><u>Challenges/Lessons Learnt:</u> Africa urgently requires greater access to HPC to enable local capacity development in climate forecasting at regional scale. ICTP's efforts are timely as much progress has recently been made in reliable access to electricity and Internet in major African cities. Such efforts require long-term dedicated funding, and are part of ICTP's fundraising efforts.</p>

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

Following an external evaluation of its scientific activities in 2011, and an IOS evaluation of its administrative practices in 2012, ICTP is working to accommodate the recommendations and to continue to improve its financial, administrative and programme management areas. In 2012, ICTP has restructured the organization of some of its programmes. A major enhancement of the Centre's computing cluster has taken place in 2012. Some computations previously done externally are being shifted to the in-house computational facilities, to 1912 cores and a theoretical calculation power of 25 Gflops.

In 2012 implemented FABS, UNESCO's finance and budget system and reviewed the presentation of ICTP in SISTER. However, the link between FABS and SISTER is not yet operational for ICTP, so that the important financial support by the Italian Government, among others, to ICTP's activities does not appear yet. In view of its 50th anniversary in 2014, ICTP created an Institute Advancement Office which will run a major fundraising/endowment fund campaign to mark its 50th anniversary in 2014. The Office has participated in resource mobilization training at SC at Headquarters in view of using the UNESCO CAP modality in the campaign. Challenges moving forward relate to keeping a close watch on programme expansion, improving monitoring and reporting systems, and enhancing collaboration with UNESCO in view of creating more win-win opportunities for both institutions.

Part II.A. III. Social and Human Sciences

Regular Programme ¹ : operational budget only		Extrabudgetary resources ¹	
Allocation 2012-2013: US\$ 2 979 173	Expenditures 2012-2013: US\$ 1 480 194	Allotment 2012-2013: US\$ 39 044 186	Expenditures 2012-2013: US\$ 26 271 689

	Total RP workplans in SISTER/FABS linked to C/5 results						Total XB Projects in SISTER/FABS linked to C/5 results (including Emergency Funds)				
	N°	Allocation 2012-2013 US\$	Expenditure 2012 US\$	Exp. % 2012-2013	Allotment 2012 US\$	Exp. % 2012	N°	Total Allocation US\$	Allotment 2012 US\$	Expenditure 2012 US\$	Exp. % 2012
Part II.A. III. Social and Human Sciences	56	2 100 488	997 943	48	1 135 198	88	91	154 138 956	39 008 731	26 426 508	68
ER 1: Bioethics	9	299 279	158 798	53	167 300	95	3	208 046	208 046	178 941	86
ER 2: Anti-doping	1	160 000	16 867	11	17 000	99	6	2 881 235	1 200 448	544 174	45
ER 3: Social inclusion promoting a culture of peace and democratic principles	4	45 000	22 753	51	23 000	99	19	22 034 822	4 924 811	2 224 720	45
ER 4: Youth	13	495 921	253 013	51	273 960	92	33	99 470 965	25 232 495	19 007 011	75
ER 5: Social inclusion (national and municipal public policies)	18	595 674	252 226	42	289 324	87	27	29 343 888	7 242 931	4 326 662	60
ER 6: Global Environmental Change (GEC)	11	504 614	294 286	58	364 614	81	3	200 000	200 000	145 000	73

36 C/5 Global Priority Africa Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
Member States in Africa engaged in reviewing or developing their policies and programmes affecting youth	PI: Number of Member States initiating policy development or review processes to align with the African Youth Charter, based on a common methodology for FO and HQ B/b: At least 1 country initiating policy development or review processes to align with the African Youth Charter	5 countries have initiated policy reviews. On invitation by the government of Zambia, UNESCO, in partnership with the UN country team, is leading the review of the current policy on youth. UNESCO is also supporting policy revisions in Burundi, Côte d'Ivoire, Ghana, Liberia, and Sierra Leone, with the participation of national authorities and other key stakeholders.	Fostering the development of policies and frameworks to address youth issues: Five countries - Burundi, Ghana, Liberia, Sierra Leone and Zambia - have already initiated development and/or review processes of their national policies on youth. Two national youth policy review processes were undertaken (Burundi and Liberia). Four regional workshops were organized in the provinces of Ngozi, Gitega, Rutana and Bujumbura-Mairie (Burundi) which made possible the completion of the orientations of the national policy on youth further to an in-depth analysis of the situation of youth in Burundi. Three national policy development/reviews were initiated (Ghana, Sierra Leone and Zambia). In the two latter countries, in close partnership with youth organizations and other key stakeholders, including UN agencies at the country level, steps have been taken to promote youth civic participation in the political process, with specific emphasis on mobilizing youth for positive, peaceful non-violent elections, consistent with Global Objective 3 of the UNESCO Strategy on African Youth.
Member States utilise the impact measurement tool to improve policies on social inclusion	PI: Utilisation of measurement tool to assess public policies in social inclusion B/b: At least one public policy reviewed based on recommendations emanating from country reports	As no funding was available at the beginning of the biennium, the activity was delayed. Thanks to allocations from the Emergency Fund, a work plan has been developed to assist Member States in following up on the recommendations related to social inclusion of the ministerial fora for social development held during the last biennium and the UNDAF outcomes on social inclusion policies.	As no funding was available at the beginning of the biennium, the activity was delayed. Thanks to allocations from the Emergency Fund, a work plan has been developed to assist Member States in following up on the recommendations related to social inclusion of the ministerial fora for social development held during the last biennium and the UNDAF outcomes on social inclusion policies.
Ethically informed and regionally relevant agendas elaborated to shape problem definitions and responses in connection with environmental challenges	PI: Creation of a dynamic based on the COMEST African environmental ethics working group to foster intellectual work and scientific cooperation. B/b: At least two meetings of the Working Group, held on the basis of extrabudgetary funding.	Mobilization of extrabudgetary funding in support of this objective has been unsuccessful. Implementation has therefore been reoriented to connect the environmental ethics contribution of the COMEST working group to ongoing projects in Africa to enhance the interdisciplinary knowledge base (through the climate change platform) and to support the knowledge base and national policies on environmentally induced migration (through the Emergency Fund). While it is unlikely to be possible to organize specific meetings of the working group in 2013, its members will be implicated in ongoing activities, therefore contributing to the expected result. The connection with environmental ethics will be ensured in the same way in other planned or foreseen activities in Africa in 2013, particularly on environmental vulnerability.	Mobilization of extrabudgetary funding in support of this objective has been unsuccessful. Implementation has therefore been reoriented to connect the environmental ethics contribution of the COMEST working group to ongoing projects in Africa to enhance the interdisciplinary knowledge base (through the climate change platform) and to support the knowledge base and national policies on environmentally induced migration (through the emergency fund). While it is unlikely to be possible to organize specific meetings of the working group in 2013, its members will be implicated in ongoing activities, therefore contributing to the expected result. The connection with environmental ethics will be ensured in the same way in other planned or foreseen activities in Africa in 2013, particularly on environmental vulnerability.
National bioethics committees established and function enhanced	PI: Number of NBCs established B/b: 2 new NBCs established	1 NBC newly established 7 National Bioethics Committees in Africa, received technical assistance from UNESCO.	In terms of Capacity-building and impact, 8 countries in Africa received assistance from UNESCO for their National Bioethics Committees. The improvement of the quality of Ethics Teaching was an objective for the Ethics Teachers Trainings (ETTC) organized in 4 different countries. Training workshops for newly established National Bioethics Committees were organized in Cote d'Ivoire, Gabon, Ghana, Guinea, Malawi, Chad, Togo and in Namibia (ethics teachers training). Indirectly, many other countries benefited from these trainings by having their nationals as participants and beneficiaries. For instance, the ETTC in Windhoek, Namibia, featured participants from Nigeria, Kenya, South Africa, and Tanzania.

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

In bioethics, cost saving measures by beneficiary countries allowed the addition of one more country (Malawi) to the plan for 2012 under the Emergency Fund, with the possibility of expanding it to Chad.

36 C/5 Global Priority Gender Equality Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
Member States utilise the impact measurement tool to assess public policies in social inclusion improve policies on social inclusion, targetting women	<p>PI: Utilisation of measurement tool to assess public policies in social inclusion</p> <p>B/b: At least one public policy reviewed based on recommendations emanating from country reports</p>	<p>Gender equality is being promoted through country-level work to assess the inclusiveness of public policies through targeted programmes developed in line with UNDAF outcomes related to social inclusion policies. With extrabudgetary funds from ONUFemmes, UNESCO is leading a joint project UNESCO-ONUFEMMES-CODESRIA on "Analyser le Mouvement Social Féminin et les Fondements des Violences Basés sur le Genre pour favoriser l'inclusion sociale et les Droits Humains des Femmes dans la Région Sahel. A Regional Forum "Gender Equality as a Millennium Value" (Moscow, 5-7 December 2012) established a platform for research-policy dialogues on gender equality in the context of the Millennium Development Goals (MDGs) and the post-2015 framework from global and regional perspectives. The Forum provided an opportunity to present UNESCO's work on the promotion of gender equality and women's empowerment to the partners from the Post-Soviet countries.</p>	<p>Gender equality is being promoted through country-level work to assess the inclusiveness of public policies through targeted programmes developed in line with UNDAF outcomes related to social inclusion policies.</p> <p>With extrabudgetary funds from ONUFemmes, UNESCO is leading a joint project UNESCO-ONUFEMMES-CODESRIA on "Analyser le Mouvement Social Féminin et les Fondements des Violences Basés sur le Genre pour favoriser l'inclusion sociale et les Droits Humains des Femmes dans la Région Sahel". This project will result in two publications on Gender-based violence and on the assessment of social women/feminist movement in Senegal, Gambia and Guinea Bissau.</p> <p>The Organization pursued its cooperation with the Regional Research and Documentation Centre on Women, Gender and Peace Building for the Great Lakes Region (Kinshasa, Democratic Republic of the Congo) particularly on topics such as women's participation in peace-building and post-conflict reconstruction and prevention of gender-based violence.</p> <p>A Regional Forum "Gender Equality as a Millennium Value" (Moscow, 5-7 December 2012) established a platform for research-policy dialogues on gender equality in the context of the Millennium Development Goals (MDGs) and the post-2015 framework from global and regional perspectives. The Forum provided an opportunity to present UNESCO's work on the promotion of gender equality and women's empowerment to the partners from the Post-Soviet countries.</p> <p>A training course on youth citizenship was organized in Tozeur, Tunisia on 17 and 18 March 2012 targeting two groups of young women aged 18 to 24, (students and out of school). This session had a high level of participation and made possible important interaction between trainers and participants. The success of this session relied largely on the active involvement of concerned parties in its preparation and on drawing on the lessons learnt from past sessions. A similar experience was carried out in Kasserine (Tunisia) on 12 and 13 June 2012, in cooperation with the Tunisian National Commission on the theme 'culture and citizenship'.</p> <p>In 2012, National Bioethics Committees addressed several topics explicitly dealing with gender equality during the training workshops organized by UNESCO.</p> <p>In collaboration with the International Network of Women Philosophers, the second issue of the online International Women Philosophers Journal, focusing on the Arab Spring, is underway and will be published in early 2013.</p>

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

Given the financial constraints, activities were ensured through greater recourse to extrabudgetary funds or in-kind contributions, paying careful attention to value for money at the planning and implementation stages.

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

Regular Programme ¹ : operational budget only		Extrabudgetary resources ¹	
Allocation 2012-2013: US\$ 741 979	Expenditures 2012-2013: US\$ 353 754	Allotment 2012-2013: US\$ 1 408 494	Expenditures 2012-2013: US\$ 557 454

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
ER 1: Capacity of Member States enhanced at national level to identify and address bioethical challenges with due regard to appropriate human-rights and gender equality frameworks	<p>PI: Number of countries supported in building their capacities in bioethics, including the establishment of National Bioethics Committees B/b: 2 countries</p>	<p>Significant progress has been made in these 12 months in providing capacity-building support to countries, especially in Africa. Chad, Oman and Malawi established new National Bioethics Committee (NBC), and Chad and Malawi joined ABC; Argentina and Malaysia negotiated MoUs with UNESCO to join ABC. Cote d'Ivoire and Ghana received assistance in drafting an Action Plan. Seven ABC trainings were conducted for the newly-established National Bioethics Committees: in Chad, Cote d'Ivoire, Gabon, Ghana, Guinea, Malawi and Togo. Four Ethics Teachers Training Courses have been held (in Croatia, Azerbaijan, Lithuania and Namibia). In total, 69 ethics teachers graduated from UNESCO's ETTC programme in 2012, representing a wide variety of countries and educational institutions.</p>	<p>performance indicator(s) and benchmark(s)</p> <p>All the performance indicators for Expected result N°1 have been reached. In terms of Capacity-building, 10 countries, 7 of them from Africa, received assistance for their National Bioethics Committees from UNESCO. The improvement of the quality of Ethics Teaching was an objective of Ethics Teachers Trainings organized in 4 different countries. Indirectly, many other countries benefited from these trainings by having their nationals as participants and beneficiaries.</p> <p>Due regard was paid to appropriate human-rights and gender equality frameworks. The Gender Equality Priority (GEP) was reflected as part of mainstreaming the GEP, by introducing specific gender equality priority elements in the expected results and implementation plan. In 2012, a number of topics came up in NBCs during UNESCO organized trainings explicitly dealing with gender equality.</p> <p>Moreover, the priority Africa was prominent in the planning and execution of activities (8 of the trainings were organized in Africa to assist newly-established NBCs; and 2 new NBCs in Africa were established, and supported with technical assistance).</p> <p>In regards to Human Rights, since all UNESCO bioethics declarations and teaching materials are based on the human rights framework, both ABC trainings and ETTC aim at empowering State institutions to respect, protect and fulfill human rights linked to bioethical questions deriving from rapid developments within science and technology, especially the medical and life sciences, and notably the right of everyone to the enjoyment of the highest attainable standard of physical and mental health.</p> <p>The impact of the capacity-building work is apparent: within a year, 10 countries (7 in Africa, one in the Arab Region, one in Asia, one in Latin America) receiving assistance for their National Bioethics Committees; 4 countries (1 in Africa, 1 in Asia, 2 in Europe) benefited from hosting the Ethics Teachers Training Courses (ETTC), and many more countries belonging to these regions benefited indirectly by sending their nationals to participate in these trainings. So for instance, the ETTC in Windhoek, Namibia, featured participants from Nigeria, Kenya, South Africa, and Tanzania.</p> <p>In terms of the intergovernmental and international expert bodies, such as</p>
	<p>PI: Number of policy documents produced by IBC and IGBC relating to identification of specific bioethical challenges and appropriate human-rights and gender-sensitive responses to them</p>	<p>Draft IBC Report on Traditional medicines and its Ethical Implications has been finalized; IBC Working Group is currently preparing a Draft IBC Report on the Principle of Non-Discrimination and Non-Stigmatization. The finalized IBC Report on Human Vulnerability and Personal Integrity is being prepared for online publication and distribution to NBCs.</p>	
	<p>PI: Number of universities introducing the core curriculum in medicine and other relevant schools</p>	<p>Most participants of the Ethics Teachers Training Courses, representing a wide range of institutions of higher education, expressed their intention to use the Core Curriculum in their Teaching Programme. Many Universities have formally introduced the curriculum as a basis of the bioethics course that is obligatory in certain degree programmes. University of Baku, Moscow State University and Sakharov International University in Minsk are good examples. Pilot testing of the UNESCO Bioethics Core Curriculum is under discussion or already being implemented with universities in Argentina, Costa Rica and Uruguay; Consultation are ongoing with the Ministry of Education of Argentina to introduce the core curriculum in all medical schools of the country; similar consultation are underway with the World Medical Association for medical schools worldwide.</p>	

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
			<p>IBC and IGBC, despite the budgetary reductions, all meetings were successfully held, and results attained. The 19th Session of IBC, the Joint Session of IBC and IGBC, and the Session of IGBC to elect its Bureau were held at UNESCO Headquarters in Paris from 10-14 September 2012, and attracted approximately 110 participants from 47 different countries, gathering representatives of Member States as well as representatives of international organizations and NGOs, and other external partners.</p> <p>Within the UN system, UNESCO maintains its pivotal position in coordinating inter-agency efforts in Bioethics through carrying out its function as the Secretariat of the UN Inter-agency Committee on Bioethics.</p> <p><u>challenges/lessons learnt</u></p> <p>The achievement of the performance indicators was made very difficult by the disappearance of all capacity building funding from the regular budget at the outset of the year (2012) - three ETTC and five ABC trainings that were in the late stages of planning had to be scrapped, leaving the participants in a difficult situation. However, the allocation obtained in April from the emergency fund made it possible to reschedule the planned trainings. Although the number of trainings targeting NBCs, as well as those intended to strengthen ethics education in Member States was readjusted to reflect the new budgetary realities, additional trainings were made possible later in the year based on the cost savings achieved.</p> <p>However, other activities had to be postponed or cancelled due to the lack of funding. An important delay is evident in the development of the curricula for judges, journalists and parliamentarians. The lack of funds is affecting the reach and depth of UNESCO's actions in bioethics, especially in its effectiveness to break "new ground" in constituencies without the appropriate means of financially supporting needed interventions.</p>
ER 2: Promotion and implementation of the International Convention against Doping in Sport ensured	<p>PI: Number of States Parties to the International Convention against Doping in Sport B/b: (Benchmark: 175)</p>	<p>The number of States Parties rose from 165 to 173 during the first year of this biennium, making the International Convention against Doping in Sport the second most ratified of all UNESCO Conventions.</p>	<p>Promotion of the ICADS</p> <p>The year 2012 was paved with ratification of new States Parties, respectively 1 from Africa, Lesotho; 2 from LAC with Costa Rica and Dominican Republic; 1 from Asia/Pacific, Tajikistan and 1 from Europe/North America, Israel. Thus, the number of States Parties has reached 172. At present, the International Convention against Doping in Sport is the second most ratified of all UNESCO Conventions.</p> <p>Monitoring and compliance to ICADS</p> <p>To support and assist States Parties to fulfill their compliance and monitoring to the ICADS, UNESCO maintains a specific online system called ADLogic, including a questionnaire for States' reporting. As a result 104 States have so far complied with the reporting requirement (as required by the Convention, Article 31). The Secretariat in its role of promoting the ICADS ensures through proper means that systematically and annually every State Party begins reporting.</p> <p>The harmonization of efforts is considered as key by the COP in achieving</p>
	<p>PI: Number of projects approved under the Fund for the Elimination of Doping in Sport B/b: (Benchmark: 38)</p>	<p>- 17 projects approved so far. On 11 April 2012 : - 7 national projects : Armenia, Democratic Republic of Congo, Côte d'Ivoire, Morocco, Guatemala, Uruguay, Colombia - 3 regional projects : Cameroon, Singapore and Venezuela -7 national projects approved on 9 November 2012 : Malta, Bulgaria, Georgia, Paraguay, Eritrea, Sri Lanka, Bhutan</p>	
	<p>PI: ? Percentage of States Parties compliant with the International Convention against Doping in Sport B/b: (Benchmark: 65%)</p>	<p>Compliance level to be assessed at the end of the biennium, based on the responses of the States Parties to the AD Logic monitoring system</p>	

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
			<p>the implementation of the ICADS and reinforcements of quality means for the fight against doping. As a follow-up to 3rd Session of COP 2011, UNESCO with WADA and the Council of Europe engaged during 2012 in strengthening the connections to harmonize reporting and monitoring systems regarding the International Convention against Doping in Sport, the World Anti-Doping Code and the Anti-Doping Convention 1989 (Resolution 2CP/5.2, item 6 of the Conference of Parties). As a result of the process, the Council of Europe, UNESCO and WADA assessed their reporting requirements to be well aligned, and complementary. Harmonization will continue to be reinforced.</p> <p>Amendment Annex 1 to ICADS: prohibited list</p> <p>Late in 2012, the Conference of Parties approved amendments to Annex I of the International Convention against Doping in Sport (as proposed by WADA), which become applicable as from 1 January 2013. UNESCO communicated the new Annex I in 6 language versions prior to its application.</p> <p>Fund for the Elimination of Doping in Sport</p> <p>A first meeting of the Approval Committee of the Fund for the Elimination of Doping in Sport for the 2012-2013 biennium was held on 11 April 2012, and a second meeting on 9 November 2012. Ten new projects (amounting to US\$240,000) were approved at the April meeting, and 7 new projects were approved the November meeting (amounting to US\$ 115,595.29). Thus in total 80 national and international projects have been supported by the Fund since its establishment in 2008, worth more than US\$ 1.3 million. As there is a perceived need (suggested also by the Loughborough research results) to stimulate legislation to specifically regulate performance enhancing drugs in sport, UNESCO is exploring how to invite more project proposals to support with policy research the legislative activity in countries.</p> <p>Research on legislation against the trafficking of prohibited substances</p> <p>A second phase of a research project conducted in partnership with the World Anti-Doping Agency (WADA) and Loughborough University, on the legislation against the trafficking of prohibited substances, was launched and completed. The project examined the application of existing legislation by UNESCO Member States and to identify the various legislative frameworks established around the world. It aimed to validate and complement the findings of the initial desktop research by direct contact with Member States. An important finding was that countries with specifically-designed regulatory frameworks for performance enhancing drugs in sport appear to have an easier time implementing controls, and greater success with both prosecution and relevant international cooperation (with Interpol). Some view the research as also indicating a need for much more legislation. All States Parties were invited by UNESCO to participate in the research; some 50 countries participated. The results were circulated to those participating countries inviting them to follow up by using the findings; and the report was also published online, both on WADA and on the UNESCO websites.</p>

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
			<p>Communications</p> <p>The Secretariat in 2012 continued to ensure communications regarding the Convention and the campaign to eliminate doping in sport, when appropriate opportunities arise for public awareness raising actions in coordination with partners:</p> <ul style="list-style-type: none"> - Several communication initiatives were developed in the lead-up to the London 2012 Olympic Games. - The world avant-premiere of the documentary "The War on Doping", produced by the Swedish company Matiné Film and Television, with the support of UNESCO (inclusion of UNESCO's logo in the credits of the film), was organized at UNESCO Headquarters on 7 June 2012, gathering key stakeholders of the world anti-doping movement. - A complete media kit providing a comprehensive overview of UNESCO's action in the field of anti-doping was presented on this occasion. - The comic book "Rattus Holmes and the case of spoilsports", which was co-produced by UNESCO and the Edge group for the Beijing 2008 Olympic Games, has been updated and revamped. - ADG/SHS visited the London Olympics testing laboratories simultaneously with WADA partners. - ADG/SHS spoke at the international symposium on "Doping as a Public Health Issue" in Sweden, on legal developments. - In late 2012, Member States that had participated in the research by Loughborough University (already mentioned), received copies of the research report explaining its use; the same report was published in ADDbase (online database). - The DDG, joined the French Minister for Youth, Sport and Associations, the President of the International Olympic Committee, the DSG of the Council of Europe, and the President of WADA to open an expert symposium "The Pharmaceutical Industry and the Fight Against Doping: New Partnerships for Clean Sport" (National Assembly, Paris, 12 November 2012), at which UNESCO also addressed the audience at a technical level. The event was very well covered in French national press (22 articles reported the event, within a day). <p>Partnerships and external cooperation</p> <p>In the framework of the MoU signed between UNESCO and the World Anti-Doping Agency (WADA), discussions were initiated by SHS to reinforce the cooperation between the two organizations, particularly to promote research and knowledge. The possibility of making research funded through WADA available to decision-makers through SHS' channels was explored, one research project (with Loughborough University) was initiated and completed (as already mentioned), and other areas of joint interest for research identified, and UNESCO joined WADA, the Council of Europe and the French Ministry of Sport in the co-organization of the international symposium "The Pharmaceutical Industry and the Fight Against Doping: New Partnerships for Clean Sport" (National Assembly, Paris, 12 November 2012). This event (already mentioned under communications) drew 250 experts from 15 countries, and was well covered in national press (22 articles reported the event within a day) and covered a very challenging new aspect of the anti-doping campaign. In late 2012, it was agreed that</p>

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
			<p>UNESCO will receive a seconded professional based on WADA's generous support. This person will start in April 2013 to work on a 70% (part-time) basis in the ADS team, based at UNESCO headquarters.</p> <p>In a show of cooperation with the Council of Europe, UNESCO hosted 2 of the Council of Europe's working group meetings (13, 14 November 2012) to which UNESCO also contributed as an observer. (The Council of Europe's working group meetings reunited persons also responsible for the UNESCO Convention.)</p>

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

In Bioethics, significant efforts were made to find efficiencies, particularly in negotiating budgets for the trainings, and to collaborate with in-country organizers to mobilize funds from local sources. Current methods have also been critically analyzed in this regard, vis-à-vis possible alternative approaches to delivering trainings. It has been concluded that present methods are more efficient, effective and more likely to lead to sustainable impacts. Partnerships at the international level are being mobilized to enable the program to deliver the expected results. The IBC has also taken numerous steps to reduce the cost of its sessions and working groups, not only reducing costs of operation, but also changing working methods. There has been more effort on fundraising with various institutions and governmental entities by individual IBC members.

The implementation of the Anti-Doping Convention has been significantly facilitated by ongoing partnerships with WADA, the Council of Europe, and the IOC. The challenge is the growing call for clean, fair and reliable sport at all levels put on UNESCO as the Organization that could foster national legal frameworks and policies that bring together various ministries, sport federations and law enforcement institutions.

The remaining resource allocated will culminate in the organization in September 2013 of the Conference of Parties which will take stock of the action carried out by the Secretariat, the States Parties and all concerned stakeholders and analyze subsequent challenges.

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

Regular Programme ¹ : operational budget only		Extrabudgetary resources ¹	
Allocation 2012-2013: US\$ 674 721	Expenditures 2012-2013: US\$ 331 365	Allotment 2012-2013: US\$ 30 157 306	Expenditures 2012-2013: US\$ 21 231 731

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
ER 3: Understanding improved of the implications of social inclusion for the promotion of a culture of peace, integrating human rights and democratic principles	PI: On-line teaching programme on human rights mainstreaming HRBA in FO developed with UNESCO chairs in SHS mandates B/b: 2 teaching programmes	The secretariat's contribution is in ensuring that the social inclusion programmes apply a Human Rights-Based Approach to all its programmes. Efforts have focused in ensuring that HQ and field activities apply HRBA approach, especially through the different country activities promoting the link between research and policies.	<ul style="list-style-type: none"> • Three national policy development/reviews were initiated (Ghana, Sierra Leone and Zambia). In the two latter countries, in close partnership with youth organizations and other key stakeholders, including UN agencies at the country level, steps have been taken to promote youth civic participation in the political process, with specific emphasis on mobilizing youth for positive, peaceful non-violent elections, consistent with Global Objective 3 of the UNESCO Strategy on African Youth. • In terms of South-South cooperation and following the success of UNESCO's "Open Schools" programme in Brazil and Central America, the Ministry of Education and the Brazilian Cooperation Agency (ABC) - in cooperation with the Amizade (Friendship) NGO in Guinea-Bissau and in partnership with the Gol de Letra Foundation - built a public school, in an extremely socially vulnerable community of 40,000 people, among them children and youth. The school offers not only formal
	PI: Number and scale of initiatives for the enjoyment of women's rights in conflict and post-conflict situations enhanced within the framework of the UNESCO Strategy on African Youth B/b: one initiative in Africa at regional level and four initiatives at national level	One initiative in one country (Tunisia)	
	PI: Number of studies, toolkits, mapping tools and other initiatives on challenges and opportunities related to democracy and reconciliation for building	1 toolkit (Tunisia and Egypt) 3 initiatives (Morocco and Tunisia) Toolkits /modules for training in 7 countries in sub-Saharan Africa (Zambia, Kenya, Burundi, Liberia, Sierra Leone, Senegal)	

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
	culture of peace, elaborated with and addressed to youth inter alia, especially under the Strategy on African Youth B/b: 2 in Africa (North and Sub-Saharan) and at least two developed in another region but targeting Africa	and Ghana)	education, but also provides the local community with specific training and capacity building in entrepreneurship, education, culture, communication and sport, which enables youth to engage in their societies. Creating opportunities for youth to engage as partners for development and peace in their communities
	PI: Number of awareness-raising initiatives and of partners and networks involved to sensitize the widest possible audience on current and emerging challenges, notably through the celebration of the Youth Forum, World Philosophy Day, World Humanities Forum, Comest, IBC and SAC B/b: At least five	10 initiatives	<ul style="list-style-type: none"> •In line with the African Youth Strategy, UNESCO contributed to building capacities for youth civic engagement, leadership, social entrepreneurship and innovation in Zambia, Kenya, Burundi, Liberia, Sierra Leone, Senegal and Ghana. •A training course on youth citizenship was organized in Tozeur, Tunisia on 17 and 18 March 2012 targeting two groups of young women aged 18 to 24, (students and out of school). This session had a high level of participation and made possible important interaction between trainers and participants. The success of this session relied largely on the active involvement of concerned parties in its preparation and on drawing on the lessons learnt from past sessions. A similar experience was carried out in Kasserine (Tunisia) on 12 and 13 June 2012, in cooperation with the Tunisian National Commission on the theme 'culture and citizenship'. •Two capacity building sessions were supported in Ghana and Sierra Leone, designed to promote positive youth participation in electoral processes. •Linking to the recommendations of the 7th UNESCO Youth Forum related to sustainability, UNESCO partnered with the initiatives of the students of the Institut d'Etudes Politiques, Paris (Sciences Po) on "Paris+20 and MyCity+20". This is an example of an interdisciplinary approach, where the work on global environmental change targets youth initiatives. The results of the Paris+20 initiative were channeled to the French delegation for the Rio+20 Summit. The students from Sciences Po shared the concept with other students around the world thereby launching "MyCity+20", by which other cities were invited to follow the Paris example: Mumbai+20, New York+20, Dhaka+20, Kathmandu+20, Mexico+20, São Paulo+20, etc. UNESCO hosted sessions for the Paris+20 event and endorsed the overall concept of the "My City+20" initiative. <p>The second World Humanities Forum (Busan, Korea, 1-3 November 2012) focused specifically on "Humanities and Healing", discussing the potential of the humanities to promote a culture of peace and inclusion in conflictual or otherwise tense social settings.</p> <p>The celebration of World Philosophy Day in 2012 (15 November) focused on "Future Generations" and considered how social inclusion can extend to people as yet unborn, as well as take account of the non-human environment. It included an initiative for school children on a "Capsule for Future Generations" to be opened in 2062 that attracted over 500 messages from all around the world.</p>

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
ER4: Social change conducive to peace and non-violence promoted through youth-led social innovation and engagement of young women and men in their communities	<p>PI: Number and scale of initiatives enabling youth-led social innovation promoting social cohesion, development, peace and non-violence</p> <p>B/b: at least 1 national and 1 community youthled initiatives launched in each region by 2013 - at least 1 youth development and prevention of violence project initiated in Africa</p>	More than 20 initiatives in Africa; 15 in LAC; More than 15 in ARB; 3 initiatives (with 0 RB and EF)	<p>Promotion and implementation of the African Youth Strategy</p> <p>Fostering the development of policies and frameworks to address youth issues: Five countries - Burundi, Ghana, Liberia, Sierra Leone and Zambia - have already initiated development and/or review processes of their national policies on youth. Two national youth policy review processes were undertaken (Burundi and Liberia). Four regional workshops were organized in the provinces of Ngozi, Gitega, Rutana and Bujumbura-Mairie (Burundi) which made possible the completion of the orientations of the national policy on youth further to an in-depth analysis of the situation of youth in Burundi. Three national policy development/reviews were initiated (Ghana, Sierra Leone and Zambia). In the two latter countries, in close partnership with youth organizations and other key stakeholders, including UN agencies at the country level, steps have been taken to promote youth civic participation in the political process, with specific emphasis on mobilizing youth for positive, peaceful non-violent elections, consistent with Global Objective 3 of the UNESCO Strategy on African Youth.</p> <p>In terms of South-South cooperation and following the success of UNESCO's "Open Schools" programme in Brazil and Central America, the Ministry of Education and the Brazilian Cooperation Agency (ABC) - in cooperation with the Amizade (Friendship) NGO in Guinea-Bissau and in partnership with the Gol de Letra Foundation - built a public school, in an extremely socially vulnerable community of 40,000 people, among them children and youth. The school offers not only formal education, but also provides the local community with specific training and capacity building in entrepreneurship, education, culture, communication and sport, which enables youth to engage in their societies.</p> <p>Creating opportunities for youth to engage as partners for development and peace in their communities</p> <p>In line with the African Youth Strategy, UNESCO contributed to building capacities for youth civic engagement, leadership, social entrepreneurship and innovation in Zambia, Kenya, Burundi, Liberia, Sierra Leone, Senegal and Ghana.</p> <p>A national policy on youth was adopted within the framework of the joint United Nations (UNESCO, UNICEF, UNDP, ILO and UNFPA) project on "Youth Empowerment and Participation in Lebanon", during a conference on 1 December 2012 in the presence of national multi-stakeholders and international partners. The Conference reviewed the participatory process applied for the development of the policy and was the opportunity to present the key policy recommendations and the steps to ensure the implementation of the new youth policy.</p> <p>A training course on youth citizenship was organized in Tozeur, Tunisia on 17 and 18 March 2012 targeting two groups of young women aged 18 to 24, (students and out of school). This session had a high level of participation and made possible important interaction between trainers and participants. The success of this session relied largely on the active</p>
	<p>PI: Level and nature of follow-up of the Youth Forum recommendations by youth and other stakeholders</p> <p>B/b: at least 10 initiatives launched or - implemented by youth delegates in follow up to the 7th Youth Forum by 2013 A(at least two of them in Africa) - 5 youth representation structures initiated at national or community level, including within the National Commissions for UNESCO (At least two in Africa)</p>	One initiative completed in line with the recommendations of the 7th UNESCO Youth Forum (UNESCO IIEP Policy Forum on "Engaging youth in planning education for social transformation" - October 2012, UNESCO HQ). 2 additional online consultations involving the 211 youth delegates that have participated in the 7th UNESCO Youth Forum, as well as their networks, were organized by UNESCO.	
	<p>PI: Increased investment by Member States in sport and physical education programmes that enhance social inclusion and community development</p> <p>B/b: - at least 3 Member States develop or extend programmes to maximize the socio-economic benefits of sport</p>	2 initiatives	

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
			<p>involvement of concerned parties in its preparation and on drawing on the lessons learnt from past sessions. A similar experience was carried out in Kasserine (Tunisia) on 12 and 13 June 2012, in cooperation with the Tunisian National Commission on the theme 'culture and citizenship'.</p> <p>Two capacity building sessions were supported in Ghana and Sierra Leone, designed to promote positive youth participation in electoral processes.</p> <p>Linking to the recommendations of the 7th UNESCO Youth Forum related to sustainability, UNESCO partnered with the initiatives of the students of the Institut d'Etudes Politique, Paris (Sciences Po) on "Paris+20 and MyCity+20". This is an example of an interdisciplinary approach, where the work on global environmental change targets youth initiatives. The results of the Paris+20 initiative were channeled to the French delegation for the Rio+20 Summit. The students from Sciences Po shared the concept with other students around the world thereby launching "MyCity+20", by which other cities were invited to follow the Paris example: Mumbai+20, New York+20, Dhaka+20, Kathmandu+20, Mexico+20, São Paulo+20, etc. UNESCO hosted sessions for the Paris+20 event and endorsed the overall concept of the "My City+20" initiative.</p> <p>The Fourth Group of the Youth Peace Ambassadors met in Hiroshima, Japan, from 24 to 31 March 2012 and issued 44 action plans in different domains: e.g. peace education, sports. This initiative enabled 44 young women and men to become peace builders in their community.</p> <p>In Brazil, UNESCO trained over 100 youth leaders in the cities of Vitoria and Contagem in the scope of the UN joint programme "Security with Citizenship: Preventing Violence and Strengthening Citizenship with a Focus on Children, Adolescents and Youths in Vulnerable Conditions in Brazilian Communities". The project, funded by the MDG-F fund, is a joint initiative of UNESCO, UNDP, ILO, UN-Habitat, UNODC and UNICEF to reduce violence, particularly among youth, in three Brazilian municipalities selected in partnership with the Ministry of Justice. UNESCO is responsible for capacity-building initiatives on conflict resolution and youth mobilization. In Vitoria and Contagem, where activities promoted by UNESCO had already been held, young volunteers were mobilized to renovate public spaces (sport courts, public gardens, etc.) and organize local gatherings in order to reinforce the feeling of belonging and care among the inhabitants of particularly deprived neighborhoods.</p> <p>A questionnaire was launched in May through which UNESCO consulted the youth delegates to identify together the priority recommendations that UNESCO should focus on per region and the kind of support that may be needed. The main findings, available through UNESCO's website by end of January 2013, will guide follow-up work with the youth delegates. As a general conclusion, in terms of youth participation, the priority is placed on including youth representatives in Member States' delegations to the General</p>

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
			<p>Conference, selected through a transparent process. For sustainable development, at national, regional and international levels, priority is providing training and encouraging youth-led initiatives promoting green societies. In terms of education, at national, regional and international levels, priority is to ensure access to equal quality public education and to ensure free, universal and mandatory education at secondary level. The results of the questionnaire show that there are some variations between regions in terms of the identified priorities in each of the three domains examined.</p> <p>- Consultation of the youth delegates in the context of the preparation of the UN System-Wide Action Plan on Youth, which is coordinated by the Interagency Network on Youth Development (of which UNESCO is a member). This consultation was also open to UNESCO's global youth networks bringing together over 1000 members and representatives of youth organizations across the world.</p> <p>- The UNESCO IIEP Policy Forum on "Engaging youth in planning education for social transformations" has enabled a significant and meaningful participation of youth both virtually and during the different working sessions of the meeting. The agenda for action that emanated from the Forum is very tangible and specific, clearly raising the importance of strengthening youth engagement in policy and programme development at all levels.</p> <p>- Moreover, the wide youth consultation - through a dedicated online questionnaire - of the 7th UNESCO Youth Forum delegates and of the members of the wider UNESCO youth networks has enabled youth to identify priority action that could be integrated within the draft 5-year UN System-wide Action Plan on Youth. The elaboration of the Plan is coordinated by the Interagency Network on Youth Development and UNESCO has been having an active contribution therein.</p> <p>---</p> <p>A worldwide survey on school physical education has been carried out to provide an overview of the situation of physical education in schools across the world. The evidence-based data will inform the development of benchmark indicators on Quality Physical Education (QPE) in schools and Quality Physical Education Teacher Training (QPETT) in provider institutions as well as a School Physical Education Basic Needs Model.</p> <p>A study on the socio-economic benefits of public investment in physical education and sport has been launched that will inform Ministers at the 5th International Conference of Ministers and Senior Officials in charge of Physical Education and Sport - MINEPS V, in May 2013.</p>

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

Despite the current circumstances (financial and human resources reduced to the very minimum), the results were achieved with a good cost-effectiveness.

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

Regular Programme ¹ : operational budget only		Extrabudgetary resources ¹	
Allocation 2012-2013: US\$ 1 562 473	Expenditures 2012-2013: US\$ 795 075	Allotment 2012-2013: US\$ 7 442 931	Expenditures 2012-2013: US\$ 4 458 662

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
ER 5: Improved capacities and awareness in Member States and at the international level for developing, implementing and monitoring policies that promote social inclusion of all groups in society, especially youth, women, migrants, and people with disabilities	PI: Number of national pilot studies for the development of indicators to qualify the impact of social inclusion policies B/b: - a set of indicators gradually developed to evaluate and monitor the impact of social inclusion policies at the national level. The indicators will serve as a benchmark tool for future work on social inclusion	This indicator has been reviewed, in light of the current financial situation. A set of indicators identified and a methodology developed to assess the level of inclusiveness of select public policies at the national and municipal level. Seed funds have been provided to field offices to launch initiatives that contributes towards improving the knowledge of the situation of vulnerable groups and the level of inclusiveness of government policies.	<p>In the field of social inclusion, an initiative focusing on assessing the inclusiveness of public policies is being developed along with a methodology on how to implement participatory and multi-stakeholders policy reviews. This work will assist Member States in following up on the recommendations related to social inclusion of the ministerial fora for social development held during the last biennium and the UNDAF outcomes on social inclusion policies. This effort will be coordinated with UN agencies in order to maximize resources. A number of partners have been contacted for possible collaboration, such as MIPEX in the field of migration policies, FLACSO and CLACSO for the comparative analysis of social inclusion policies.</p> <p>The Internal Migration in India Initiative (IMII) (which was supported by the United Nations Country Team) was launched in order to better address the challenges raised by the internal migration phenomenon, and support the social inclusion of migrants in the economic, social, political and cultural life of the country using a three-legged approach, combining research, policy and advocacy. In this framework, specific research and policy briefs were published through expert consultations, and several policy dialogues with officials will be organized.</p>
	PI: Number of national reviews of social science research systems as a basis for improved policy making concerning critical development issues, particularly social inclusion and the promotion of inclusive societies B/b: - at least five national reviews in which the social science component is represented, jointly with the natural sciences	Activity frozen due to resource constraints. The feasibility of retaining performance indicators relating to social science research systems, subject to future resource mobilization, is being considered.	
	PI: Increased investment by Member States in sport and physical education programmes that enhance social inclusion and community development B/b: - development of internationally agreed indicators on quality physical education and quality physical education teacher training	A worldwide survey on school physical education has been carried out to provide an overview of the situation of physical education in schools across the world. The evidence-based data will inform the development of benchmark indicators on Quality Physical Education (QPE) in schools and Quality Physical Education Teacher Training (QPETT) in provider institutions as well as a School Physical Education Basic Needs Model. A study on the socio-economic benefits of public investment in physical education and sport has been launched that will inform Ministers at the 5th International Conference of Ministers and Senior Officials in charge of Physical Education and Sport - MINEPS V, in May 2013.	
	PI: Number of municipalities engaged in the implementation of the regional Coalitions' ten point action plans against discrimination and quality of reports received B/b: - the current number of cities involved in the existing Coalitions of Cities will be maintained or increased -	UNESCO's publication compiling and analyzing best practices in the field of the Fight against racism and discrimination by municipalities members of the International Coalitions of Cities was published on line and increasingly used by member cities. New reports and updates will also be submitted by new cities.	
	PI: Feedback on use and usefulness of social inclusion self-advocacy tool-kits or materials developed for vulnerable populations to be distributed by and to policy-makers	Activity undertaken mostly in India.	
ER 6: International agendas on global environmental change informed and national policy responses enhanced by	PI: Incorporation of social and human sciences approaches to GEC in international policy agendas, as assessed by the content of the 2012 World Social	Significant progress has been made in clarifying the content of the relevant agendas, in particular by the publication produced in collaboration with ISSC, which provide the	With respect to the social dimensions of global environmental change, reports on ethics for climate change adaptation and science ethics will be presented for adoption at the 8th

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
emphasis on its inherently social and human dimensions, drawing on the contributions of the social and human sciences	Science Forum and 2013 World Social Science Report, and by analysis of UN outcome documents B/b: Publication of World Social Science report by end 2013.	conceptual basis (the "cornerstones") for the World Social Science Report. Publication of the Report is on track, and may be expected to provide a comprehensive overview of the state of the art and key challenges in assessing GEC from the perspective of the social sciences. The World Social Science Forum, on the other hand, has been delayed to October 2013, and as a result of decisions made by ISSC to respond to the expectations of organizing partners, will focus on a theme ("Social transformations in the digital age") that is not directly related to GEC.	Ordinary Session (27-29 May 2013), Progress towards the next World Social Science Report, which will contribute to strengthening the social sciences knowledge base on global environmental change, is on track, and concrete activities to provide adaptation policy support are being implemented in the Caribbean, the Sahel and the Pacific. MP III is also contributing to the development of a comprehensive intersectoral agenda for sustainability science.
	PI: Number of new and existing social science knowledge networks that focus on GEC, including climate change and Ethics of development B/b: 1 new network established, and 1 existing network effectively reoriented.	Progress is being made towards the establishment of a new network, funded by a group of Norwegian institutions under the aegis of MOST, focusing specifically on the social science challenges of climate change. Reorientation of an existing network will depend to a considerable extent on the thematic consultation to be launched under MOST on the contribution of social science to integrated science for sustainable development.	
	PI: Development of policy-relevant tools and guidelines to support national policies to respond to global environmental change B/b: One set of guideline material developed on the management of environmentally driven migration adoption in two different countries of two policy briefs on ethical climate change responses drafted on the basis of wideranging consultation and appropriately designed hybrid peer-review in relevant thematic areas (e.g. vulnerability, gender sensitivity, participation, discounting, policy integration, non-discrimination).	Action has been delayed by late availability of funds. Thanks to the Emergency Fund and intersectoral platforms this work is now on track for delivery in 2013, with an agreed focus on the Caribbean, the Sahel and the Pacific, backed by specific ongoing projects.	

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

In the absence of adequate funds to support physical meetings, alternatives have been systematically sought using online technologies. While these are detrimental to the dynamic within established advisory bodies such as COMEST, there is a compensating advantage, which is the ability to broaden the discussion. This is being done in particular with respect to peer-review of COMEST reports in progress, as well as expert consultations on ethics and climate change and possible revision of the 1974 Recommendation on the Status of Scientific Researchers.

Part II.A. IV. Culture

Regular Programme ¹ : operational budget only		Extrabudgetary resources ¹	
Allocation 2012-2013: US\$ 6 067 496	Expenditures 2012-2013: US\$ 3 415 440	Allotment 2012-2013: US\$ 92 001 897	Expenditures 2012-2013: US\$ 57 204 373

	Total RP workplans in SISTER/FABS linked to C/5 results						Total XB Projects in SISTER/FABS linked to C/5 results (including Emergency Funds)				
	N°	Allocation 2012-2013 US\$	Expenditure 2012 US\$	Exp. % 2012-2013	Allotment 2012 US\$	Exp. % 2012	N°	Total Allocation US\$	Allotment 2012 US\$	Expenditure 2012 US\$	Exp. % 2012
Part II.A. IV. Culture	233	4 938 463	3 020 565	61	3 951 822	76	454	313 139 266	91 376 673	56 725 708	62
ER 1: The 1972 World Heritage Convention effectively implemented	14	740 978	509 935	69	605 725	84	31	22 609 114	5 823 409	4 589 094	79
ER 2: Contribution of World Heritage properties to sustainable development enhanced	19	385 952	211 396	55	303 737	70	52	38 549 151	12 938 374	9 058 927	70
ER 3: Cultural and natural heritage protection and promotion strengthened, especially in Africa, in post-conflict and post-disaster situations, in small island developing States (SIDS) and least developed countries (LDCs)	26	420 799	244 215	58	356 524	68	100	89 083 879	27 120 751	15 601 529	58
ER 4: Protection of cultural properties through the effective implementation of the 1954 Convention and its two Protocols enhanced	5	145 600	35 368	24	61 000	58	3	876 238	329 845	167 438	51
ER 5: Effective implementation of the 2001 Convention encouraged and international cooperation for the preservation of the underwater cultural heritage increased	9	100 852	66 131	66	77 825	85	9	2 316 178	416 517	339 989	82
ER 6: Implementation of the 1970 Convention made effective and reinforced, and measures enabling the fight against the illicit import, export and transfer of ownership of cultural property strengthened	22	494 050	300 776	61	477 050	63	34	2 010 193	774 784	171 574	22
ER 7: Safeguarding of the intangible cultural heritage enhanced through the effective implementation of the 2003 Convention - Grouping	2	42 000	36 529	87	42 000	87	9	7 251 889	4 567 586	574 751	13
ER 8: The role of the governing bodies of the 2003 Convention strengthened, particularly through the effective organization of the statutory meetings - Grouping	2	344 385	300 197	87	344 385	87	8	1 955 503	1 659 602	641 691	39
ER 9: The national safeguarding capacities of Member States in particular of developing countries, strengthened	37	393 000	224 601	57	254 721	88	21	12 553 973	6 825 230	4 218 900	62
ER 10: The 2005 Convention effectively implemented	3	280 200	181 559	65	270 199	67	7	4 505 331	2 455 302	2 086 434	85
ER 11: Policies, measures and programmes pertaining to the 2005 Convention supported and strengthened at the national, regional and international levels	10	118 000	41 255	35	53 500	77	8	10 254 377	3 281 093	2 695 141	82
ER 12: Information and best practices on the protection and promotion of the diversity of cultural expressions identified, disseminated and shared with States Parties to the 2005 Convention	3	110 000	72 585	66	110 000	66	1	73 000	64 586	46 731	72
ER 13: The role of culture in sustainable development fostered through creative and cultural industries and initiatives that encourage joint projects to promote cultural innovation, production and exchange as vectors of growth	13	271 576	134 041	49	218 567	61	23	14 751 532	2 848 624	1 986 210	70
ER 14: Approaches to culture and development clarified in order to guide and assist Member States in devising inclusive development policies	6	20 000	17 287	86	19 000	91	12	5 911 091	1 032 614	820 765	79
ER 15: The role of culture in sustainable development better integrated into international development policies and within United Nations common country programming exercises in order to reinforce social inclusion and community cohesion, human development and economic growth	14	309 021	163 405	53	124 250	132	25	23 848 872	7 437 740	4 833 726	65
ER 16: Contributions of cities to sustainable development enhanced	3	40 955	38 675	94	40 955	94	7	797 885	397 631	300 022	75

	Total RP workplans in SISTER/FABS linked to C/5 results						Total XB Projects in SISTER/FABS linked to C/5 results (including Emergency Funds)				
	N°	Allocation 2012-2013 US\$	Expenditure 2012 US\$	Exp. % 2012-2013	Allotment 2012 US\$	Exp. % 2012	N°	Total Allocation US\$	Allotment 2012 US\$	Expenditure 2012 US\$	Exp. % 2012
ER 17: Activities in the fields of books, translation and crafts promoted	4	74 286	49 581	67	74 286	67	17	6 876 348	1 089 727	499 551	46
ER 18: Social, economic and educational roles of museums as vectors for sustainable development and intercultural dialogue promoted and capacity-building in this area strengthened, in particular in developing countries	14	171 577	66 804	39	93 946	71	43	21 785 773	6 341 580	3 673 983	58
ER 19: Indigenous and endangered languages promoted and protected	0	0	0	N/A	0	N/A	2	5 094 244	1 043 245	1 013 459	97
ER 20: Heritage promoted as a vector of dialogue, cooperation and mutual understanding, especially in post-conflict countries	4	0	0	N/A	0	N/A	18	22 967 646	2 539 765	1 839 482	72
ER 21: Promotion and use of the general and regional histories published by UNESCO strengthened, for educational purposes	4	58 994	53 437	91	54 994	97	9	12 643 397	1 080 969	598 305	55
ER 22: Knowledge of the slave trade, slavery and the African Diaspora enhanced	5	90 847	57 636	63	69 847	83	5	346 000	274 857	142 152	52
ER 23: Conditions, capacities and arrangements for intercultural dialogue and a culture of peace strengthened locally, nationally and regionally	14	325 391	215 152	66	299 311	72	10	6 077 652	1 032 842	825 854	80

36 C/5 Global Priority Africa Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
African heritage and cultural expressions better safeguarded and promoted in Member States	<p>PI: Operational and capacity building projects implemented; Promotional and awareness raising activities undertaken with key stakeholders;</p> <p>B/b: 4 Conservation and/or safeguarding projects New ratifications of the 1954 and 2001 Conventions in Africa At least 3 awareness raising activities undertaken</p>	<p>In 2012 two new States (Angola and Benin) became party to the 1954 Hague Convention, one new State (Benin to the 1954 (First) Protocol and two new States (Benin and Mali) to the 1999 Second Protocol. One ordinary meeting of the Committee for the Protection of Cultural Property in the Event of Armed Conflict took place on 20 and 21 December 2012 at Headquarters. Its main achievements were the granting of financial assistance to Mali with regard to emergency measures in the amount of US\$ 40,500 from the Fund for the Protection of Cultural Property in the Event of Armed Conflict, consideration of synergies between the World Heritage List and the List of Cultural Property under Enhanced Protection and the issue of the protection of cultural property in occupied territory. No new State from the Africa region became a party to the 2001 Convention in 2012.</p>	<p>- 44% of the World Heritage Fund International Assistance requests approved in 2012 are from the Africa region. The Regional Programme for Africa approved by the 36th session of the World Heritage Committee is expected to improve management effectiveness through targeted capacity-building workshops, field projects and knowledge-sharing to address issues at both cultural ("Africa 2020") and natural ("Africa Nature") World Heritage sites.</p> <p>- The Intangible Cultural Heritage Convention had capacity-building activities underway in 26 African States, and projects under development in 14 others. Tangible effects were visible from the increased participation of African States Parties in the Convention's international mechanisms, with 5 States having their periodic reports examined in 2012, 6 nominations to the Urgent Safeguarding List (of which 4 were inscribed), 2 nominations to the Representative List (of which 1 was inscribed) and 7 requests for International Assistance (of which 2 were approved). For the 2013 cycle, 7 periodic reports and 14 nominations or requests were submitted and processed during 2012.</p> <p>- 30 Museum professionals in Anglophone Sub-Saharan African countries have been trained in documentation and inventories.</p> <p>- 26 projects from 17 African countries have been funded by the International Fund for Cultural Diversity (IFCD) under the 2005 Convention. These projects carry great potential for structural impact on cultural policies and industries. In the second half of 2012, support from the Emergency Fund enabled the launch of a Pilot Capacity-Building Programme in Africa, which enjoyed the highest rate of ratification and the greatest number of requests for support in developing and implementing policies and actions to strengthen the cultural and creative industries in a sustainable manner.</p> <p>- With the support of Spain, the Secretariat continued to support the Bureau Export de la Musique Africaine (BEMA) in the design of a fundraising and partnerships strategy. With support from the Republic of Korea, a cultural industries' incubator is being established in Ouagadougou to strengthen the music sector in Burkina Faso.</p> <p>- The four MDG-F Joint Programmes on Culture and Development implemented in Africa (Ethiopia, Mozambique, Namibia and Senegal), with a total budget of USD 22,500 million, have achieved concrete results and also developed knowledge bases on cultural and natural heritage as well as cultural expressions through inclusive and community-driven processes, such as mapping and inventorying exercises. They promoted traditional and indigenous knowledge in environment conservation and health. Priority was given to improving capacities to safeguard and manage cultural and natural heritage by building individual capacities and strengthening the culture sector through enhanced legal and regulatory frameworks, in line with international commitments. For example, in Senegal the programme has benefited 5,960 national civil servants and enhanced capacities on heritage and natural resources management as well as copyrights through capacity-building activities. The programme contributed to the inscription of 2 sites on the World Heritage List of the Saloum Delta in 2011, and the Bassari, Fula and Bedik Cultural Landscapes in 2012, which has implied an intense work with national authorities on management plans.</p>
Culture mainstreamed across Africa in national development policies inclusive of gender equality	<p>PI: Culture integrated in UN joint programming exercises, including UNDAFs</p> <p>B/b: At least 5 UNDAFs integrating culture, gender equality and human rights</p>	<p>- As of 2012, 70% of UNDAFs include culture. Cultural entries in UNDAF entries linked to gender equality account for 12% of the total and 10% relate to human rights and rule of law.</p>	<p>The MDG-F Joint Programmes on Culture and Development implemented in Africa addressed gender disparities by mainstreaming gender in the promotion and protection of cultural heritage resources in Namibia, developing an integrated model to mainstream gender in development planning in Mozambique, and fighting gender-based violence in 33 communities in Senegal through mechanisms involving administrative, political and religious authorities</p>

36 C/5 Global Priority Africa Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
			along with capacity building workshops and human rights for 100 local women and 60 women leaders.
Knowledge of Africa and the contribution of its diaspora increased	<p>PI: Integrating pedagogical materials emanating from the General History of Africa into school curricula (extrabudgetary)</p> <p>B/b: 3 content components for primary and secondary schools in Africa, plus teachers guides</p>	<p>- Pedagogical contents were elaborated through the Pedagogical Use of the General History of Africa project for the three different age groups: curriculum outlines, teachers' guide and textbooks to be used in African primary and secondary schools. These materials are being examined by the project's Scientific Committee ahead of validation.</p>	<p>- Representatives of the African Diaspora were associated to the preparation of the pedagogical contents of the General History of Africa Project for primary and secondary schools. Collaboration with the African Union Commission was reinforced in this regard through decisions taken at the Conference of Ministers of Education of the African Union in Abuja, Nigeria, April 2012. Other African stakeholders (publishers, artists, journalists and civil society) were also associated to the implementation of this pan African initiative.</p> <p>- The Slave Route Project launched the preparation of initiatives to contribute to the Action Plan for the International Decade for People of African Descent (2013-2022) to be proclaimed by the UN General Assembly, in collaboration with African partners (such as the Centre for Black African Arts and Civilizations).</p>

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

The Emergency Fund provided support to the Pedagogical Use of the General History of Africa Project as well as to capacity-building and awareness-raising programmes under Priority Africa for the 1954, 1972 and 2005 Conventions and the Slave Route project. In parallel, efforts were initiated to mobilize additional, sustainable, funding streams for the Pedagogical Use of the General History of Africa and Slave Route projects.

36 C/5 Global Priority Gender Equality Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
Involvement of women in the conservation and management of tangible and intangible cultural heritage increased	<p>PI: Participation of communities, practitioners, NGOs, experts and centres of expertise facilitated in the implementation of the 2003 Convention</p> <p>B/b: Gender parity in the number of experts</p>	<p>- 28 additional entries were made in the NGO database, 245 entries in the individual experts database; slightly less than half of individual experts whose gender is known are female. Thus the biennial benchmark has already been exceeded in the first half of the biennium.</p>	<p>- The overall participation of women in World Heritage training workshops as trainers/experts has been approximately 43%.</p> <p>- In the area of intangible cultural heritage, every effort has been made to achieve gender parity among the beneficiaries of the "human resource strengthening" in Member States within the framework of the global capacity-building strategy. 40% of the 77 trainers are women.</p> <p>- 5 newly recruited staff members of the Manuscript Center and the Islamic Museum of the Haram al Sharif in Jerusalem, out of a total of 14, are women.</p> <p>- 25% of the participants selected to complete a course on museum inventories and documentation in Sub Saharan Africa were women. This represents a significant increase from previous training courses for museum professionals in Africa which have generally been attended almost exclusively by men.</p>
	<p>PI: Human and institutional capacities developed and or strengthened.</p> <p>B/b: Gender parity among beneficiaries</p>	<p>- Every effort has been made to achieve gender parity among the beneficiaries of the "human resource strengthening" in Member States within the framework of the global capacity-building strategy. 40% of the 77 trainers are women.</p>	
	<p>PI: Increased numbers of women as participants and trainers in workshops under the 1972 Convention</p> <p>B/b: Women constitute at least 30% of trainers/experts in training workshops</p>	<p>- Several workshops held in Central Africa consulted and informed the local communities (including women) of 3- countries about the nomination process of the Sangha Tri-National. - The participation of women in World Heritage training workshops as trainers/experts was around 40%.</p>	
	<p>PI: Enhanced awareness-raising within the military and cultural heritage professionals under the 1954 Convention and its two protocols</p> <p>B/b: 1 workshop for African countries with a special focus on gender</p>	<p>- The Secretariat is in contact with the relevant Austrian authorities with regard to the possibility of organizing in autumn 2013 in Austria a seminar on the Hague Convention and its two Protocols in autumn 2013 with a special focus on gender.</p>	
Culturally appropriate and gender-responsive	<p>PI: Culture integrated in United Nations joint programming exercises, including</p>	<p>- As of 2012, 70% of UNDAFs include culture. Cultural entries in UNDAFs linked to gender equality account for 12% of the total and 10% relate to human rights and rule</p>	<p>- Significant progress was made in the participation and involvement of women in the capacity-building initiatives in the area of cultural</p>

36 C/5 Global Priority Gender Equality Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
policies and actions at country level designed and implemented	UNDAFs B/b: 10 UNDAFs integrating culture, gender equality and human rights 3 culturally appropriate and gender responsible policies and actions supported in the field of HIV and AIDS and maternal health (extrabudgetary resources)	of law. - A questionnaire was sent to 200 youth led NGOs based in Nigeria for the creation of a Community-Based Advocacy tool on HIV/AIDS. A workshop on "Strengthening youth and youth-led NGOs involvement with Family life and HIV Education" in Nigeria using culturally appropriate strategies was held in Abuja, Nigeria (6-7 December 2012) and convened youth NGOs involved in HIV and AIDS.	policies and cultural industries. A Pool of Experts in the field of cultural policy and governance was established in the framework of the EU-funded technical assistance project, with women representing 50% of the selected experts. In the framework of the 2005 Convention's pilot training programme in Africa 32 specialists from 25 African countries were selected through a competitive selection process (200 applications received) to receive training on policy approaches to cultural and creative industries development as well as on Convention mechanisms such as quadrennial periodic reporting. Approximately 40% of the selected specialists are women. - Following the revision of the application forms for projects submitted to the International Fund for Cultural Diversity (IFCD) to include gender equality-related, the number of gender-sensitive and gender-responsive applications increased from 16% in 2010 to 43% in 2012. - A special 'learning unit' on gender issues that would aim to give due recognition to the contributions of African women to Africa's history and development has been approved by the Scientific Committee for the Pedagogical Use of the General History of Africa project.
Indigenous women's movement and faith-based organizations engaged in reconciliation and peace-building initiatives	PI: Cultural diversity and intercultural dialogue principles in regional policy agendas and United Nations priorities B/b: at least 1 paper on culturally appropriate strategies to fight gender-based violence produced with indigenous women's associations (extrabudgetary resources)	- Following the contribution to the 11th session of the UN Permanent Forum on Indigenous Issues in May 2012, the WHC participated in an international conference on "World Heritage and indigenous peoples", in Denmark, in September 2012. The report (http://whc.unesco.org/en/events/906/) was disseminated at the World Heritage Convention's 40th anniversary closing event in Kyoto, Japan, in November 2012. - The WHC contributed to an initiative to promote a human-rights based approach in the implementation of the 1972 Convention with ICOMOS, IUCN and ICCROM. This involved a scientific symposium and two workshops with experts, the UN Special Rapporteur on Cultural Rights, representatives of indigenous peoples. The results of this reflection have been integrated in the outcomes of the celebrations for the 40th Anniversary of the Convention and will inform the preparation of a policy for the integration of a sustainable development perspective in the processes of the World Heritage Convention. -CLT continues to work on an inclusive approach on the role of culture in international development policies, taking into account indigenous peoples, human-rights based approaches and gender mainstreaming.	- The Culture Sector has contributed substantially to the overall UNESCO report to the 11th session of the UN Permanent Forum on Indigenous Issues (UNPFII) 7-18 May 2012. A special issue of World Heritage has been devoted entirely to indigenous peoples (n° 62, 2012, available online) featuring an insightful interview with Dr Myrna Cunningham from Nicaragua. - Several MDG-F Joint Programmes targeted highly marginalized groups, notably indigenous peoples. The JPs in Ecuador and Nicaragua aimed to strength public policies and building capacities for indigenous communities in those countries,
Policy-making informed by a report on Gender and Culture promoting gender equality in the fields of culture	PI: Report on Gender and Culture produced and disseminated to policy makers B/b: One Report produced and disseminated (extrabudgetary resources)	An internal working group has been established and a draft project outline prepared in collaboration with ODG/GE. A consultant specialized in gender has been contracted to undertake the initial research for a period of two-months in early 2013. The expected publication date is late 2013, however additional extrabudgetary funds must be secured to meet this deadline.	- The Report on Gender and Culture, foreseen in the 36C/5, will be a pilot publication in a future UNESCO series on gender and the various domains of the Organization's competence, targets decision-makers, civil society organizations and cultural professionals. The Report will be the first comprehensive study of policies, measures and activities undertaken by governments, civil society as well as UNESCO and the international development community to ensure that women and men enjoy equal access and opportunities to create, benefit from and take part in cultural life. As such, it will provide a solid research and statistical benchmark and serve as both an advocacy toolkit and a set of guidelines to inform policy making among Member States and guide future UNESCO policy in this area. - A working group has been established within CLT to pilot the project in close collaboration with the Division for Gender Equality. A consultant specialized in gender has been contracted to undertake the initial research for a period of two-months in early 2013. The

36 C/5 Global Priority Gender Equality Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
			expected publication date is late 2013, however additional extrabudgetary funds must be secured to meet this deadline.

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

In the first five months of the biennium, the Culture Sector benefitted from a secondment of a gender expert provided by the Government of Sweden and a consultant specialized in gender has been contracted to undertake the initial research for a period of two-months in early 2013.

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

Regular Programme ¹ : operational budget only		Extrabudgetary resources ¹	
Allocation 2012-2013: US\$ 1 900 664	Expenditures 2012-2013: US\$ 1 120 403	Allotment 2012-2013: US\$ 45 956 072	Expenditures 2012-2013: US\$ 29 292 139

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
ER 1: The 1972 World Heritage Convention effectively implemented	PI: Effective support to the governing bodies, and to the implementation of the World Heritage Convention B/b: - 2 ordinary Committee sessions and 1 General Assembly session - adoption of the reformed implementation procedures	The 36th session of the World Heritage Committee was held in St Petersburg, Russian Federation, from 24 June to 06 July 2012.	<p>The 36th ordinary session of the World Heritage Committee was organized (St Petersburg, June-July 2012). In total, 37 working documents and 17 information documents were prepared and sent within the statutory deadlines. For the first time, they were all made available to the general public at the same time as their distribution to the Committee members. A live webcasting of the session was also organized, enhancing the transparency of the work of the Committee. The Committee took important decisions concerning the conservation of sites, inclusion in or deletion from the Danger List, on new nominations, and adopted the 2012-2022 Action Plan for the implementation of the strategic vision for the future of the 1972 Convention.</p> <p>The External Auditor had underlined the establishment or the revision of Tentative Lists as a critical tool for the credibility of the World Heritage List: 26 Tentative Lists were revised in 2012 and 6 States Parties submitted their first Tentative Lists (Rwanda, Sierra Leone, Palestine, Bhutan, Antigua & Barbuda and St Vincent & the Grenadines). During the 36th session of the World Heritage Committee, the first transnational nomination file in Africa was inscribed (Cameroon, Central African Republic, Rep. of Congo), as well as another 3 from the Africa region (Chad, Côte d'Ivoire and Senegal) and 1 from the Pacific region (Palau). Chad and Palau had their first properties inscribed, and Bethlehem was the first property inscribed for Palestine.</p> <p>The high-level meeting convened by UNESCO Director-General on 2-3 October 2012 at UNESCO Headquarters, gathering States Parties, Advisory Bodies and the Secretariat, acknowledged the need to envisage a phased approach for nominations, to develop dialogue between all stakeholders, to enhance transparency and provide further guidance in order to reduce the problems encountered during</p>
	PI: Integrated and comprehensive information and knowledge management system further developed and used by visitors B/b: 20% increase in the number of visitors to the WHC website	Data available for January-November 2012: +23.5% in the number of visitors to the WHC website compared with 2011.	
	PI: Under-represented countries, regions or categories better represented on the World Heritage List B/b: - 5 successful nominations from underrepresented countries, regions or categories - 5 States Parties prepare and submit their first Tentative List; 30 States Parties revise their Tentative List - 2 countries ratify the Convention	* Successful nominations: 4 from the Africa region (Chad, Côte d'Ivoire and Senegal, and the first transnational nomination file in Africa in Cameroon, Central African Republic and Rep. of Congo), and 1 from the Pacific region (Palau). 3 States Parties had their first site inscribed (Chad, Palau and Palestine). * 6 States Parties submitted their first Tentative List (Rwanda, Sierra Leone, Palestine, Bhutan, Antigua & Barbuda and St Vincent & the Grenadines). * 26 States Parties revised their Tentative List (1 in Africa, 3 in Arab States, 7 in Asia-Pacific, 10 in Europe & North America and 5 in Latin America & the Caribbean). * 1 new ratification achieved (Singapore, June 2012).	

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
			<p>the nomination process. Within the framework of the experimental Upstream Process, 7 States Parties are currently receiving new forms of support and guidance.</p> <p>Consultations and awareness-raising meetings with the 5 remaining non-signatories countries are being actively pursued, and Singapore became the 190th State Party to the Convention.</p> <p>The number of visitors on the World Heritage Centre website in 2012 increased by 23.5% compared to 2011. This is partly due to the 40th Anniversary (see Result n°3). After the iPhone application launched on the occasion of the World Oceans Day, a tablet PC application of the popular World Heritage calendar has been launched in December 2012 to promote environmental education through the protection of World Heritage sites. A comprehensive database on the state of conservation of World Heritage properties since 1979 has also been launched with support from the Flanders Government. This information system, integrated with the World Heritage Centre's current databases and currently containing around 1,200 reports, will highly contribute to the institutional memory of the World Heritage Convention and will facilitate well-informed and consistent decision-making (see also Result n°3).</p> <p><u>Challenges/Lessons learnt:</u></p> <ul style="list-style-type: none"> - Since limited Regular Programme funding is available for the organization of statutory meetings, consultations with Host Countries are being intensively pursued with a view to obtaining arrangements for cost-sharing, and the Statement of Requirements is being amended to reflect this. However, the situation may vary from one Host Country to another; funding in 2013 will not be at the same level as in 2012. The Emergency Fund complemented funding made available by the Russian Federation in 2012, and support has been requested again for 2013. Moreover, the funding of a 3rd biennial session of the World Heritage Committee continues to be a challenge and cannot be envisaged for the time being. - In response to the current and emerging challenges surrounding the credibility and future of the World Heritage Convention, the high-level meeting convened by the Director-General discussed the effectiveness of the rules and procedures for implementing the Convention and identified relevant adaptive measures.
ER 2: Contribution of World Heritage properties to sustainable development enhanced	<p>PI: Adverse impacts of tourism, urbanization and climate change on World Heritage properties mitigated in collaboration with intergovernmental organizations, policy-makers and site managers</p> <p>B/b: - 2 projects to demonstrate the link between culture and development - 4 intersectoral actions with relevant Conventions and programmes - 2 actions in cooperation with United Nations and the tourism industry concerning heritage preservation and tourism</p>	<p>- 3 extrabudgetary projects linking heritage conservation and sustainable development (Egypt, Vietnam and Cuba). - 1 intersectoral action MAB-World Heritage Centre is developed in relation with REDD+ (climate change). - UNWTO was a member of the Steering Committee which developed the new World Heritage and Sustainable Tourism Programme. Coordination and complementarity of actions is ensured with UNWTO and ILO within the framework of the extrabudgetary project "Assisting the Government of Iraq to Develop a National Tourism Strategy".</p>	<p>Under the theme of the 40th anniversary "World Heritage and sustainable development: the role of local communities", the best example of successful heritage conservation benefitting local communities (Historic Town of Vigan, Philippines) was officially recognized among the 28 examples submitted by States Parties. Vigan's successful and sustainable management is achieved with relatively limited resources, which makes it adaptable to sites in all countries; the local community is well integrated into many aspects of the sustainable conservation and management of the property; and a multi-faceted approach to the protection of the site has been developed.</p>
	PI: Number of activities with youth involvement	3 activities underway, including one concerning at the same time	

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
	in World Heritage conservation B/b: 5 activities, including 2 in Africa, LDCs and/or SIDS	Africa, LDCs and SIDS.	<p>The "Kyoto Vision", which concluded the closing event of the 40th Anniversary in Japan (November 2012), outlined that a people-centered conservation of World Heritage contributed to sustainable development and was the best way to ensure the long-term protection of the Outstanding Universal Value of World Heritage sites. The book entitled "World Heritage - Benefits Beyond Borders" was published in English in November 2012. This collection of 26 case studies puts the emphasis on a more holistic and integrated view, linking World Heritage to the role that local communities play in its management and protection, and to issues of ecosystem sustainability, maintenance of biodiversity, as well as linguistic and cultural diversity.</p> <p>Tourism - The new World Heritage and Sustainable Tourism Programme developed with and guided by a Steering Group gathering representatives of the UNESCO Electoral Groups, the Advisory Bodies, UNWTO and donor agencies, was adopted by the 36th session of the World Heritage Committee. Its objective is that the conservation, presentation and transmission of World Heritage properties are fully served by tourism, whose potential opportunities and challenges are harnessed and mitigated for the purpose of sustainable development. A partnership with National Geographic and Intercontinental Hotels is being finalized; it will create a communications platform to raise awareness of the importance of sustainable travel and the preservation of World Heritage sites around the world. Within the framework of 3 extrabudgetary projects in the Field (Egypt, Vietnam and Cuba), activities were undertaken to foster the links between heritage conservation, tourism and sustainable development.</p> <p>Urban pressure - The comprehensive "Historic cities in development: keys for understanding and action" featuring 40 case studies of best practices in urban development has been finalized and put online in December 2012. Its purpose is to encourage World Heritage cities to share their practices and issues in a concrete way, as well as to stress the importance of taking heritage values into account as an initial step in urban development projects.</p> <p>Climate change - A draft "Climate Change Adaptation Field Guide for Natural World Heritage Site Managers" was completed. It is being field tested at 4 different World Heritage sites to gather feedback from end-users in order to finalize it in the most useful way for the target user group. A regional meeting on climate change adaptation and mitigation for UNESCO sites was held in August 2012 in Costa Rica, in cooperation with the MAB Programme. Based on the result of this meeting, a proposal for a €4M project was submitted to the International Climate Initiative, for decision in early 2013.</p> <p>Youth - Young people were given the opportunity to participate in World Heritage preservation through various activities, most of them being linked in 2012 with the 40th Anniversary. Through the 2 youth fora held in June 2012 (Spain and Russian Federation) and the 5th edition of the "World Heritage Volunteers Project: Património Voluntary Action" (in partnership with CCIWS and 35 youth</p>
	PI: Increased number of women as trainers/experts in training workshops B/b: - 3 workshops/projects involving local communities and women - women constitute at least 30% of trainers/experts in training workshops	- Several workshops held in Central Africa consulted and informed the local communities (including women) of 3 countries about the nomination process of the Sangha Tri-National. - The participation of women in World Heritage training workshops as trainers/experts was around 40%.	

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
			<p>organizations), almost 1,000 young people from more than 40 countries have shared their cultures, created links for mutual understanding, discovered more than 40 World Heritage sites and united to preserve them, and raised awareness amongst local communities about their heritage. Young volunteers were also taught to capture and document the evolving state of heritage sites and the efforts to preserve them in video recordings. The 1st Asia Regional Forum of Site Managers and Youth NGOs (Seoul, Republic of Korea, 26-30 August 2012) offered a means to integrate sustainable local community/youth projects into World Heritage concerns and planning.</p> <p>The Eco Picture Diary Contest (in partnership with Panasonic), extensively covered by local and global media, has achieved considerable success. In 2012, over 300,000 children from all over the world send their own ideas about how to best preserve the earth's natural resources and winners were invited to the ceremony at Nijo castle in Kyoto. In addition, the programme now includes visits to heritage sites. About 4,000 children enjoyed a rare hands-on experience of learning about environmental preservation from experienced site managers and specialists at 10 World Heritage sites so far.</p> <p>Gender - In 2012, the participation of women in World Heritage training workshops as trainers/experts was around 40%. Most of the trainers are international experts, and the percentage would have been lower if they had been national experts, especially in regions where gender equality remains a challenge.</p> <p>Challenges/Lessons learnt: - Funding for the temporary post of coordinator of the tourism programme at WHC has been secured until December 2013, which will allow proper management of the programme until that time.</p>
ER 3: Cultural and natural heritage protection and promotion strengthened, especially in Africa, in post-conflict and post-disaster situations, in small island developing States (SIDS) and least developed countries (LDCs)	<p>PI: Operational conservation projects implemented with relevant experts/partners in priority regions and countries and for properties on the Danger List B/b: - removal of 3 properties from the List of World Heritage in Danger - 6 conservation projects in priority regions and countries - 6 new partnerships for World Heritage conservation</p>	<p>* Removal from Danger List: 2 sites (Rice Terraces in the Philippines and Shalimar Gardens in Pakistan). * 5 conservation projects in Africa, 1 in Iraq, 3 in Afghanistan, 2 in Haiti (all extrabudgetary projects) * 1 new partnership signed; another 2 were extended</p>	<p>The state of conservation of 140 World Heritage sites was assessed, mostly through the reactive monitoring or advisory missions (World Heritage Fund and extrabudgetary funding) conducted since the beginning of 2012, some of them being extensively reported in media. A comprehensive database on the state of conservation of World Heritage properties since 1979 has also been launched (see under Result n°1). It will allow all stakeholders involved to conduct comprehensive analyses of the threats affecting the properties and their evolution over time, thus helping them identify the best mitigation measures. Operational projects for the safeguarding of the World Heritage properties in Danger are on-going through extrabudgetary funding, in Bamiyan and Jam (Afghanistan), the 5 DRC National Parks and the Medieval Monuments in Kosovo (Serbia). 2 sites were removed from the Danger List (Rice Terraces and Shalimar Gardens) but 5 other sites were added to alert the international community to critical situations in the hope that it can join efforts to save them.</p> <p>The World Heritage Committee established a Special Fund to support Mali's efforts to safeguard the World Heritage properties affected by</p>
	<p>PI: Capacity of States Parties and other stakeholders developed through innovative partnerships B/b: - at least 300 people trained - partnerships with category 2 centres in all regions</p>	<p>- 393 people trained (main targets: SIDS, Latin America and young people) - several joint bilateral and trilateral initiatives between category 2 centres; Bahrain Category 2 Centre funds the Regional Programme for the Arab region.</p>	
	<p>PI: Promotional and awareness-raising activities undertaken with key stakeholders enhance the visibility of the Convention B/b: - 40th Anniversary of the 1972</p>	<p>- More than 80 activities, including awareness-raising ones, in over 40 countries between January and November 2012.</p>	

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
	Convention celebrated - 6 awareness-raising activities, including 3 in Africa and/or SIDS		<p>the armed conflict in the north of the country. An emergency appeal for Okapi Wildlife Reserve mobilised funds to restart the functioning of the Park and to help the guards and their families victims of the armed attack of June 2012. The role of UNESCO, both in terms of expertise and mobilization, in the preservation of heritage at risk, in conflict (Mali, Syria, Democratic Republic of the Congo), post-conflict (Libya) or natural disaster contexts (Italy), has been highlighted during the year by a large quantity of articles in the international press.</p> <p>11 conservation projects under extrabudgetary funding are undertaken in priority countries, Africa and SIDS. Out of the 18 International Assistance requests approved in 2012, 50% are from LDCs and 44% from the Africa region.</p> <p>The ICC for Angkor was held (December 2012). For Iraq, a technical meeting was held in Paris in October 2012 to review the results of the assessment of the ICC and provide recommendations to the UNESCO Director-General on measures to improve the relevance of the ICC and its capacity to perform its mandate.</p> <p>Since the beginning of the year, more than 500 people were trained within the framework of the SIDS programme and of the Periodic Reporting Exercise. Capacity building programmes for the Arab States and Africa regions have been prepared in close collaboration with the Advisory Bodies and regional institutions. Similar efforts are under way in the Latin America and Caribbean region, in close consultation with the relevant Category 2 Centres. The current Periodic Reporting Exercise has allowed site managers to go into an in-depth assessment of the management and state of conservation of their sites, which can be only beneficial for the long-term conservation of World Heritage properties. It has also been a means of reviewing and revising regional and national priorities and action plans, and of strengthening cooperation among States Parties in order to create a solid platform for technical and institutional exchanges in the coming years. Moreover, engagement in Periodic Reporting has given some States Parties (such as in those in the Pacific) a heightened national awareness of their heritage conservation.</p> <p>The category 2 centres related to World Heritage stand out in many ways as a best practice within UNESCO, owing to the strong policy and strategic framework under which they operate as well as to their inter-institutional coordination and reporting system to the statutory organs of the Convention. Since January 2012, a strengthened coordination among all World Heritage Category 2 Centres resulted in a number of joint bilateral and trilateral initiatives (especially North-South-South). A RBM training for Category 2 Centres is under preparation for March 2013 within the framework of the 3rd annual meeting of the World Heritage category 2 centres, in order to build their institutional capacity.</p> <p>The launch ceremony of the anniversary year took place on 30 January 2012, at UNESCO Headquarters, in the presence of the Director-General and UNESCO Goodwill Ambassador and musician</p>

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
			<p>Herbie Hancock, and received wide attention by media. More than 80 events took place throughout the world in over 40 countries. The closure event in Kyoto (November 2012) was a landmark event in which participants representing Governments, youth, Advisory Bodies and the Secretariat, spanning the history of the Convention, discussed all pertinent issues relating to its past, present and future and formulated the Kyoto Vision (see Result n°2 above).</p> <p>Following the report of the External Auditor on the Evaluation of the Partnerships' Initiative (November 2011), 7 recommendations out of 9 were implemented. Two are pending because their implementation requires consultations and agreements at the UNESCO level. A meeting of the open-ended working group dedicated to the follow-up to this evaluation is scheduled for 31 January 2013. In 2012, two partnerships have been extended. One new partnership has been concluded, and others are in development.</p> <p>Challenges/Lessons learnt:</p> <ul style="list-style-type: none"> - The main challenge remains the increase in the number of sites on the World Heritage List while there is a sharp decrease in the World Heritage Fund and the regular programme, following the financial difficulties the Organization has been facing. The 36th session of the Committee (St Petersburg, June 2012) called upon States Parties to consider ensuring adequate resources for World Heritage activities, while also looking at ways of prioritizing these activities; but the appeal to voluntary contributions yielded almost no result. - The lack of staff resources has hindered some activities, especially in Africa, and remains a source of concern.

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

At the 36th session of the World Heritage Committee printed copies were reduced to a minimum (only the 21 Committee members received a set of documents). For other States Parties, the documents were distributed on USB sticks. Additional costs were covered by the host-country in 2012 (translation and interpretation costs, overtime, live streaming etc.) and donor countries (e.g. Qatar for interpretation in Arabic and Spanish).

The Category 2 Centres were encouraged to take in charge the activities UNESCO was not able to finance in 2012. For example, the Regional Programme for the Arab States region for 2012 was fully funded by the Bahrain Category 2 Centre, the World Heritage Centre bringing the content and its own expertise.

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

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

Regular Programme ¹ : operational budget only		Extrabudgetary resources ¹	
Allocation 2012-2013: US\$ 911 247	Expenditures 2012-2013: US\$ 470 186	Allotment 2012-2013: US\$ 1 521 146	Expenditures 2012-2013: US\$ 679 001

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
ER 4: Protection of cultural properties through the effective implementation of the 1954 Convention and its two Protocols enhanced	PI: New States Parties to the Convention and its two Protocols B/b: 6 new ratifications of either the 1954 Convention or its Protocols (at least 2 in Africa)	In 2012 three new States (Angola, Benin and Palestine) became party to the 1954 Hague Convention, two new States (Benin and Palestine) to the 1954 (First) Protocol and four new States (Benin, Mali, Palestine and Poland) to the 1999 Second Protocol.	<p>Three African States (Angola, Benin and Mali) have either become party to the Hague Convention or its Second Protocol. In addition, Palestine has become party to the Hague Convention and its two Protocols. Thus, while the six expected ratifications have not yet been achieved, nevertheless encouraging progress has been made.</p> <p>The work of the seventh meeting of the Committee for the Protection of Cultural Property in the Event of Armed Conflict has contributed to enhancing the protection of cultural property both in peacetime and wartime, in particular by granting financial assistance to Mali or consideration of the issue of the protection of cultural property in the event of armed conflict.</p> <p>The most important challenge is to increase in the number of States party to the Second Protocol and, in particular, better representation of African countries.</p>
	PI: Effective support to meetings of High Contracting Parties to the Convention, of the Parties to the Second Protocol, as well as of the Second Protocol Intergovernmental Committee B/b: - 2 ordinary meetings of the Second Protocol Intergovernmental Committee, and 1 meeting of the High Contracting Parties to the Hague Convention - 1 meeting of the Parties to the Second (1999) Protocol - 6 sites granted enhanced protection by the Second Protocol Intergovernmental Committee	One ordinary meeting of the Committee for the Protection of Cultural Property in the Event of Armed Conflict took place on 20 and 21 December 2012 at Headquarters. Its main achievements were the granting of financial assistance to Mali with regard to emergency measures in the amount of US\$ 40,500 from the Fund for the Protection of Cultural Property in the Event of Armed Conflict, consideration of synergies between the World Heritage List and the List of Cultural Property under Enhanced Protection and the issue of the protection of cultural property in occupied territory.	
	PI: Enhanced awareness-raising within the military and cultural heritage professionals B/b: - 10% increase in the number of visitors to the website - publication of the French version of the Article by Article Commentary on the 2nd Protocol - 1 workshop for African countries with special focus on gender	- The website on the Hague Convention and its two Protocols was substantially improved in order to make it user-friendly. It is hoped that it will translate into increased visitors in the short term. - The preparation of the French version of the article-by-article commentary on the Second Protocol to the Hague Convention is under way. - The Secretariat is in contact with the relevant Austrian authorities with regard to the possibility of organizing a seminar on the Hague Convention and its two Protocols in autumn 2013 in Austria.	
ER 5: Effective implementation of the 2001 Convention encouraged and international cooperation for the preservation of the underwater cultural heritage increased	PI: Adherence of new States Parties to the Convention B/b: 6 new States Parties, at least one in Africa	No new State became a party to the 2001 Convention in 2012. However, a number of States (e. g. Belgium and France) have made important steps towards ratification.	<p>The most important progress achieved in the implementation of the 2001 Convention consisted in increasing awareness and capacity in different regions, negotiating new partnerships and advancing the ratification rate (e. g. Belgium and France as a major maritime states, which may encourage others to do so).</p> <p>The most important challenge is the increase in the number of States party to the 2001 Convention and, in particular, the need to obtain more ratifications among major maritime states.</p>
	PI: Effective support for statutory, scientific and technical meetings B/b: - 1 session of the Meeting of States Parties - 2 meetings of the Scientific and Technical Advisory Body - 2 meetings of the working group on the Operational Guidelines	The Scientific and Advisory Body met in April 2012. The Working Group on the draft Operational Guidelines for the Implementation of the 2001 Convention met in September 2012 and improved in several aspects the draft Guidelines (e. g. new Chapter on the logo of the 2001 Convention).	
	PI: Capacity-building, awareness-raising activities and adaptation of national legislations in Member States B/b: - 2 regional training workshops and 2 regional awareness-raising meetings - web-based global training tool created - new public and youth	- Two regional training workshops (Cuba - March 2012 and Jamaica - November 2012) took place and contributed to improve national capacities. - Two regional awareness-raising meetings (Cambodia - May 2012 and Bahrain - October 2012) were held and contributed to better knowledge of the 2001 Convention, thereby laying the ground for ratification. - A flash tool for the website has	

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
	website launched	been prepared and three awareness-raising publications are in progress.	
ER 6: Implementation of the 1970 Convention made effective and reinforced, and measures enabling the fight against the illicit import, export and transfer of ownership of cultural property strengthened	<p>PI: New States Parties to the 1970 Convention B/b: - 8 to 10 new ratifications for the 1970 Convention (2 for each regional group)</p>	In 2012, three new States (Kazakhstan, Palestine and Swaziland) became party to the 1970 Convention. One State (Colombia) became party to the 1995 UNIDROIT Convention on Stolen or Illegally Exported Cultural Objects.	Responding to the needs expressed by a large number of States Parties to the 1970 Convention, and building on the renewed impetus that this instrument has received in the past months, the Secretariat undertook a series of sub-regional capacity-building activities financed under the Emergency Fund to improve its implementation at the national level. Africa was the first region to benefit from this programme, followed by Latin America, the Caribbean and South-East Europe. In total, this programme has benefited 62 countries and contributed to strengthening professional networks between heritage managers, decision-makers, police units, customs, media and the local populations, which is key to the effective prevention of illicit trafficking of cultural property. 100% of the Emergency Funds made available during the reporting period were decentralized to the UNESCO field offices.
	<p>PI: Increased understanding and awareness of UNESCO policy on fighting illicit traffic B/b: - 4 to 5 publications and update or creation of a new web-site on illicit traffic and restitution - 3 to 4 documentaries and clips produced - 3-5 region-specific awareness-campaigns</p>	- A joint video on the fight against the illicit traffic in cultural property was prepared by UNESCO Montevideo Office and INTERPOL Buenos Aires Office. - An exhibition of stolen and retrieved cultural objects was co-organized with the Italian Carabinieri, meeting important success among the public, thereby contributing to enhancing its awareness on issues related to the fight against illicit trafficking in cultural property. - Eleven meetings on the fight against the illicit traffic organized either by UNESCO or with UNESCO's support, notably through the Emergency Fund, took place in 2012 as follows: Riyadh (Saudi Arabia) - February 2012; Quito (Ecuador) - April 2012; Najera (Spain) - May 2012; Beirut (Lebanon) - June 2012; Santiago (Chile) - July 2012; Dakar (Senegal) - September 2012; Lima (Peru) - October 2012; Buenos Aires (Argentina) - October 2012; Gaborone (Botswana) - November 2012; Gaziantep (Turkey) - November 2012; and Castries (Saint Lucia) December 2012.	
	<p>PI: Effective support to meetings of States Parties to the 1970 Convention and capacity-building sessions efficiently organized and implemented B/b: - 1 meeting of States Parties to the Convention and 8 to 10 workshops (1 to 2 workshops by region) - 1 ordinary session of the Intergovernmental Committee for Promoting the Return of Cultural Property towards Countries of Origin or its Restitution in Case of Illicit Appropriation</p>	- The Second Meeting of States parties to the 1970 Convention took place on 20 and 21 June 2012. Its most important achievement was the establishment of the 18-member Subsidiary Committee based on principles of equitable geographical representation and rotation. This decision will greatly improve the governance and implementation of this Convention. - The main functions of the Committee will be to review national reports presented to the General Conference by the States Parties to the Convention; to exchange best practices, and prepare and submit to the Meeting of the States Parties recommendations and guidelines that may contribute to the implementation of the Convention; to identify problem areas arising from the implementation of the Convention; and to initiate and maintain co-ordination with the Intergovernmental Committee for Promoting the Return of Cultural Property to its Countries of Origin or its Restitution in case of Illicit Appropriation in relation with capacity-building measures combating illicit traffic in cultural property. - By its 190 EX/Decision 43, the 190th session of the Executive Board (October 2012) authorized the Director-General to convene in the first half of 2013 an Extraordinary Meeting of States Parties to the 1970 Convention, charged notably with electing the members of the Subsidiary Committee. By the same decision it authorized the Director-General to convene the first meeting of the Subsidiary Committee in the first half of 2013.	
<p>PI: New national legislations, import/export certificates for cultural property, translation of national laws and certificates, examples of successful return cases of cultural property</p>	- To date, 2425 legislations from 180 countries are published online on the website of the UNESCO Database of National Cultural Heritage Laws. - In 2012, the following fourteen States sent to UNESCO updated and new cultural legislation: Austria, Chad,		

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
	B/b: - 20 new national legislations, 4 national legislations updated or adopted, 10 import/export certificates for cultural property and 50 translations of national laws and certificates - 50 examples of successful return cases of cultural property	Cambodia, Germany, India, Latvia, Mauritius, the former Yugoslav Republic of Macedonia, the Netherlands, the Russian Federation, Slovakia, the Sultanate of Oman, Turkey and the United Kingdom.	

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

Concrete measures have been taken for improving the working methods of the governing bodies and for reducing the transaction and administrative costs such as the shortening, when possible, the length of statutory meetings, reduction in the length of documents and their electronic dispatch, provision of extrabudgetary funding for interpretation and, in the case of the Committee for the Protection of Cultural Property in the Event of Armed Conflict, reduction of languages used for the translation of working documents and the interpretation of the Committee's deliberations until 2015.

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

Regular Programme ¹ : operational budget only		Extrabudgetary resources ¹	
Allocation 2012-2013: US\$ 1 020 257	Expenditures 2012-2013: US\$ 695 217	Allotment 2012-2013: US\$ 13 052 418	Expenditures 2012-2013: US\$ 5 435 342

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
ER 7: Safeguarding of the intangible cultural heritage enhanced through the effective implementation of the 2003 Convention	PI: Number of States Parties to the Convention increased B/b: 10 new States Parties to the Convention	Six States Parties ratified the convention in 2012; at least two other States have completed their internal constitutional processes but their instruments of ratification have not yet been submitted and/or validated. Thus, 60% of the expected results benchmark of the biennium have already been achieved, with confidence that the benchmark will be attained.	<p>Results:</p> <p>The 2003 Convention continues to be implemented effectively at the international and national levels and thereby to contribute to the safeguarding of the intangible cultural heritage globally. Six new States Parties have been recorded in 2012, and increased interest in the Convention is likely to produce additional ratifications throughout the biennium, in particular after the capacity-building activities undertaken to that effect in a number of countries worldwide.</p> <p>UNESCO's direct support to safeguarding at the national level takes the form primarily of international assistance from the Intangible Cultural Heritage Fund. Implementation of international assistance-funded safeguarding activities and promotion of best practices for public awareness depend upon the rate of submissions from States Parties and approvals by the Committee in 2010 and 2011. Since few States were yet mobilized in that period to request international assistance, there was little to implement during the reporting period of 2012. However, there has been a marked increase in international assistance requests for the 2012 and 2013 cycles, which will thus begin implementation in 2013 and later. Notably, at the 7th session of the Committee at the end of 2012, it approved four sizable projects, from Uruguay, Uganda, Burkina Faso and Senegal that will be implemented beginning in early 2013; other requests are under treatment for examination in 2013.</p> <p>Partnerships are being explored with museums in order to promote awareness-raising on the elements inscribed on the Lists, and the Secretariat continues to devote great attention to supporting category</p>
	PI: International assistance-funded safeguarding activities effectively implemented and best practices for public awareness and strengthened safeguarding capacities promoted B/b: 20 international assistance-funded safeguarding activities implemented and 10 best practices promoted	Six international assistance requests (four of which were preparatory assistance) were submitted to the Bureau and approved by it in the first semester of 2012; two additional requests that had been declined by the sixth session of the Committee were approved by the Bureau in the second semester of 2012. The Committee examined 10 international assistance requests at its seventh session and approved three. Thus, 18 of the biennial benchmark of 20 requests (90%) were achieved in the first half of the biennium.	
	PI: Partnerships strengthened with other intergovernmental organizations within and outside the United Nations system, civil society, and the private sector B/b: Participation and involvement in 3 major international events	A representative of the section participated in a meeting of WIPO on traditional cultural expressions.	
	PI: Participation of communities, practitioners, NGOs, non-profit making organizations, experts and centres of expertise facilitated in the implementation of the Convention B/b: - 200 additional entries in a database of NGOs, non-profit making organizations, experts and centres of expertise - gender parity in the	28 additional entries were made in the NGO database, 245 entries in the individual experts database; slightly less than half of individual experts whose gender is known are female. Thus the biennial benchmark has already been exceeded in the first half of the biennium.	

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
	number of experts		<p>2 centres so that they might in the future contribute to the Organization's programme. Participation of NGOs and experts in the implementation of the Convention at the international level continues to increase and mature.</p> <p><u>Challenges/lessons learnt:</u></p> <p>The Convention for the Safeguarding of the Intangible Cultural Heritage remains a very young Convention, and its effects on the ground in Member States are only beginning to be demonstrated, for instance through the periodic reports of States Parties on their national implementation. The Secretariat's direct involvement in such country-level safeguarding depends largely on the initiatives of the States themselves. International assistance, for instance, can only be implemented once requested by the States and approved by the Committee. In this early period of the Convention's life, there is therefore a lag while the Convention's programmes ramp up.</p> <p>Constraints on human resources imposed by the financial situation make it difficult for the Secretariat to explore further partnership opportunities despite the great interest shown from potential partners. Category 2 centres, for instance, offer a potential resource to assist safeguarding at the national and regional level, but the Secretariat's current resources affect its capacity to effectively monitor their activities and consult them on their programmes. Similarly, opportunities for cooperation with other U.N. agencies such as WIPO or programmes such as Man and the Biosphere would require greater resources to be fully pursued.</p>
ER 8: The role of the governing bodies of the 2003 Convention strengthened, particularly through the effective organization of the statutory meetings	<p>PI: Meetings of the statutory bodies, the subsidiary body and consultative body for the examination of nomination files for the statutory lists effectively organized</p> <p>B/b: - 5 meetings of the statutory bodies, 4 examination meetings for advisory services and 2 information meetings</p>	<p>Five meetings of the governing bodies were organized: •Fourth session of the General Assembly of the States Parties to the Convention (4 to 8 June 2012) •Fourth extraordinary session of the Committee (8 June 2012) •Seventh session of the Committee (3 to 7 December 2012) •Meetings of the Bureau of the Committee (8 June 2012 and 24 October 2012), plus 4 electronic consultations of the Bureau (January, May, June and November 2012) Three meetings for advisory services: •Joint meeting of the Subsidiary and the Consultative Body (22 to 23 March 2012) •Meeting of the Consultative Body (3 to 7 September 2012) •Meeting of the Subsidiary Body (17 to 21 September 2012) One open-ended intergovernmental working group: •Open ended intergovernmental working group on the right scale or scope of an element (22 and 23 October 2012) And one information meeting: •Information meeting on the 7th Committee (24 October 2012)</p>	<p>Results:</p> <p>The governance of the Convention continues to mature. The first semester of 2012 saw three category II meetings (4th session of the General Assembly, 4th extraordinary session of the Committee, meeting of the 7th session of the Intergovernmental Committee Bureau) and one joint meeting of the two advisory bodies (Subsidiary Body and Consultative Body). The second semester of 2012 saw five category II meetings (meeting of the Subsidiary Body, meeting of the Consultative Body, open-ended working group, seventh session of the Committee and meeting of its Bureau) as well as two electronic consultations of the Bureau.</p> <p>The 4th extraordinary Committee meeting and open-ended working group exceeded the normal schedule of the governing bodies.</p>
	<p>PI: Participation increased in the statutory meetings by developing country experts and civil society representatives</p> <p>B/b: - 10% increase in the number of developing country experts attending Committee meetings - 10% increase in the number of civil society organizations attending Committee and General Assembly meetings</p>	<p>A total of 39 developing country experts attended the Committee's seventh session (11 States Members, of which 4 were from Africa; 28 States Parties, of which 13 were from Africa), as compared to 11 States Members and 18 States Parties attending the sixth session in 2011, thus an increase of 35% (benchmark = 10% increase). A total of 18 NGOs and experts were invited to attend the seventh session as guests of the Committee, in the first year in which this was possible. Altogether, 65 accredited NGOs participated in the seventh session, as compared to 35 accredited NGOs and those</p>	<p>The General Assembly extensively discussed important amendments to the Operational Directives: the principle of an annual ceiling of submissions was accepted; it will be set during each Committee session for the next two cycles. While striving to examine at least one nomination per submitting State, the Committee will give priority to files from countries having no elements inscribed, best safeguarding practices selected, or international assistance greater than US\$25,000 granted, and to nominations for the Urgent Safeguarding List. The</p>

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
		recommended for accreditation participated in the sixth session, an 86% increase (benchmark = 10% increase).	latter is thus placed at the highest level of priority for the Convention. The Representative List will continue to function according to its own specific procedure and will therefore not benefit during its evaluation process from the recommendations of non-governmental organizations and independent experts, as is the case for the other mechanisms, since the General Assembly left evaluation in the hands of the Subsidiary Body composed of six Committee members. The Assembly also did not accept the Secretariat's proposal to allocate 10% (US\$615,000) of the resources of the Intangible Cultural Heritage Fund, on an exceptional basis, to help cope with statutory activities until the end of the biennium in the context of the current financial crisis. Other solutions must be explored.
	<p>PI: Requests for international assistance from the Intangible Cultural Heritage Fund, nominations to the Urgent Safeguarding List and to the Representative List, as well as proposals to the Register of Best Practices processed effectively</p> <p>B/b: - 30 international assistance requests processed (including preparatory assistance), 10 from under-represented countries - 75 nominations and proposals processed (Urgent Safeguarding List, Representative List and Register of Best Practices), 20 from underrepresented countries</p>	<p>The Secretariat completed processing 56 files that were examined by the Committee at its seventh session in 2012, and is in the process of treating 61 such files for examination during the eighth session in 2013. In addition 8 international assistance requests were examined by the Bureau in 2012 and 22 others are being processed for examination by the Bureau. These 147 files are distributed as follows: 45 international assistance requests (all-inclusive); of which more than 20 are from under-represented countries 102 nominations and proposals (Urgent Safeguarding List, Representative List, Register of Best Practices); of which 50 are from under-represented countries (zero or one previous inscription) As of the end of December 2012, two files have already been submitted for examination in 2014.</p>	<p>The seventh session of the Committee, foreseen for November in Grenada, was instead held in December in Paris; with more than 800 participants it was the largest Committee session ever. Civil society participation in governance meetings continues to grow. In addition to inscribing elements, awarding international assistance and examining periodic reports, the Committee began reflection on a number of governance issues including revisions to several provisions of the Operational Directives that will be examined at its eighth session. An increased rate of reversals by the Committee of recommendations from the Subsidiary Body may raise questions about the credibility of the Convention and its processes.</p> <p>The present biennium shows a marked increase in States Parties' proactivity concerning international assistance, with more than 50 such requests processed for examination in 2012 (including four held over from 2011) or for possible examination in 2013. There is also increased interest in the Urgent Safeguarding List shown in the 2013 nominations, and a continuing increase in the number of States submitting nominations, proposals or requests for the first time. As noted above, such non-represented countries have the highest priority for the Convention's mechanisms. For the 2013 cycle, the impact of the global capacity-building strategy is apparent from the fact that the Africa region is first in terms of number of submitting States.</p> <p><u>Challenges/lessons learnt:</u></p> <p>The decision of the General Assembly not to confer the evaluation of Representative List nominations to the Consultative Body of NGOs and experts as proposed by the Committee will negatively impact efforts to streamline and rationalize the processes of evaluating nominations and hence to strengthen the Convention's governance. Despite the concern expressed by the Secretariat and a number of States Parties that the present system of evaluation by the Subsidiary Body puts the credibility of the examination process in question, and despite the savings in staff time that would have been possible, the States Parties decided finally not to pursue that path. An assessment of the current system should be conducted by the General Assembly in 2014; however the delay of two years presents important reputational risks to the Convention. Those reputational risks seem to have increased with the high rate of reversals that the seventh session</p>

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
			<p>showed.</p> <p>House wide measures put in place as a result of the present financial circumstances of the Organization, such as the inability to use staff cost savings to hire temporary assistance, have placed additional pressures on the Secretariat. Although the sub-fund of the Intangible Cultural Heritage Fund provides a short-term cushion, the limited staffing resources have a severe impact on both the timeliness and the quality of the Secretariat's work and its contribution to strengthening the governance of the Convention. Extrabudgetary support - particularly the loans or secondment of professional staff from several countries - represents an important response to these challenges, although limited in time and long-term efficiency; one such secondment came to an end at the close of 2012 and all four others will end during the course of 2013. A recruitment for a post vacant since 2010 was cancelled at the end of 2012; recruitment for a second vacant post was postponed indefinitely. The decision of the General Assembly not to provide, on an exceptional basis, 10% of the intangible cultural heritage Fund to support the statutory functions of the Convention also represents a challenge to the Organization's delivery capacity during the biennium.</p> <p>States Parties have demonstrated increasing sensitivity to the systemic limits, and few are now submitting multiple files in a single cycle (in the past, a State might submit as many as 40 nominations in a single cycle; the average is now between 1 and 2 per submitting State). Nevertheless, the moderation in the number of files submitted and a healthier balance between those submitted for international assistance and the urgent safeguarding List versus those submitted for the Representative List still does not allow the Secretariat sufficient time to meet statutory deadlines. The quality of the governing bodies' work is therefore put at risk.</p>
ER 9: The national safeguarding capacities of Member States in particular of developing countries, strengthened	<p>PI: Human and institutional capacities in the field of intangible cultural heritage developed and/or strengthened B/b: - Human and institutional capacities reinforced in 50 States, with gender parity among the beneficiaries of human resource strengthening</p>	<p>The Programme outreach has expanded. The number of countries benefitting from capacity-building projects with the support of the Capacity Building and Heritage Unit has reached 66 over the period of reporting. Projects in 41 countries are in the implementation process.</p>	<p>Results:</p> <p>The Organization's singular focus on and comprehensive global strategy for strengthening national capacities for safeguarding intangible heritage continues to bear important fruit. UNESCO is systematically deploying all decentralized Regular Programme resources to this end, reinforced by extrabudgetary resources in various modalities that compensate the severely limited Regular Programme funds. The Secretariat's activities in implementing this global capacity-building strategy centre on three axes: 1) creation of training curricula and materials, 2) establishment and training of a network of expert facilitators and 3) delivery of training and capacity-building services to beneficiary stakeholders. The first two axes are essentially the responsibility of the Intangible Cultural Heritage Section, while the third is carried out by UNESCO's network of field offices, in cooperation with national counterparts and with on-going technical support from the Intangible Cultural Heritage Section. Mobilization of resources to carry out all three axes of action is done primarily by the Section.</p>
	<p>PI: National policies for intangible cultural heritage developed and/or strengthened- B/b: policy efforts supported in 30 States</p>	<p>All the above-mentioned projects foresee to solidify national policies and legislation. It will be possible to assess this indicator at a later stage.</p>	
	<p>PI: Information and promotional materials produced and disseminated via knowledge management system, including those targeting youth and women B/b: - 5 information materials produced and 20% increase in number of visitors to the website</p>	<p>3 brochures in Eng. & Fr on inscribed elements on the List of Intangible Cultural Heritage in Need of Urgent Safeguarding, the Representative List of the Intangible Cultural Heritage of Humanity and the Register of Best Safeguarding Practices for 2010 and 2011. 2011 leaflets on inscribed elements (Eng. & Fr). Knowledge management system - data: - Revised sets of workshop materials made available through the website for two workshops (ratification - 7 documents and presentations; implementation - 14 documents and presentations) - 25 workshops described online through an</p>	

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
		interactive map	<p>During 2012, capacity-building activities were underway in more than 65 States worldwide. Each beneficiary State receives a custom-designed complement of activities, including needs assessments, training workshops, and policy consultations, over the course of 24 to 36 months. Most projects were initiated in the second semester of 2011 or began only in 2011, although some pioneer projects are now approaching their mid-point or even their end. An initial stocktaking meeting drawing together selected experts and field Office colleagues was hosted by the category 2 centre in China in November 2012 and offered an important opportunity for mid-course corrections.</p> <p>The Secretariat continues to draw up and update curriculum materials and training resources, based upon the feedback of those actually applying the materials in the field, and gradually expanding the range of subjects covered. Through effective mobilization of extrabudgetary resources, these materials are being made available not only in English and French, but also in Spanish, Portuguese, Arabic, Russian and other languages.</p> <p>The Secretariat also meets its statutory obligations to publish the Urgent Safeguarding List, Representative List and Register of Best Practices. An annual printed leaflet in English and French is complemented by a more detailed brochure for each of the Lists, published electronically in English and French, prior to the General Assembly meeting. In-kind support from the category 2 centre in the Republic of Korea made it possible to publish print editions prior to the Committee meeting.</p> <p>The Convention's knowledge management system and website, entirely supported through extrabudgetary resources, have seen a marked increase in the number of pages available (including the working documents of the General Assembly and seventh session of the Committee and the nominations for the 2012 cycle) and several important new tools introduced such as online meeting registration and an interactive calendar, although it is not possible to compare visitor numbers before November 2011 with those during the current year for technical reasons.</p> <p><u>Challenges/lessons learnt:</u></p> <p>The severe reduction in decentralized Regular Programme resources means that, in most cases, countries that are not yet beneficiaries of the much larger extrabudgetary activities cannot benefit from the Convention's global capacity-building strategy. The strategy was conceived with the idea that Regular Programme funds could fill in where extrabudgetary funds were not yet mobilized, thus ensuring a fuller participation among Member States so that at least some activity could be undertaken even while waiting for a larger, longer-term activity. This is no longer the case in the present circumstances. Efforts are deployed to mobilize extrabudgetary resources but this requires time and donor interest. Donor interest continues to be strong, with sizable new contributions from several States including one that is a first-time donor to the capacity-building strategy.</p>

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
			<p>The absence of Regular Programme activity funds for this strategy at Headquarters level also reduces the Organization's flexibility and capacity to leverage extrabudgetary resources. Even if the global strategy is built upon the principle of relying on independent experts for delivery, supported by field office colleagues, opportunities have been lost for small but crucial interventions such as Section staff participation in key monitoring or stocktaking activities.</p> <p>The elaboration and revision of curriculum materials is a continuous task, and greater resources are needed for the Secretariat to provide as close a supervision and feedback on this process as would be desirable. Inasmuch as the evolution of the Operational Directives and their interpretation continues with each General Assembly and Committee meeting, the process of revision and updating will need to be fully integrated into future planning cycles.</p> <p>The Organization's primary awareness-raising tool - the knowledge management system and website of the Convention - continues to be entirely dependent on extrabudgetary resources. This presents a substantial risk to the effective functioning of the Convention and the Organization.</p>

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

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

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

Utilization of loaned and seconded professional staff also represents a cost-effective response to staffing constraints. On the other hand, this requires a substantial investment in training and integration of loaned or seconded personnel whose term of appointment is comparatively short; this means that they can serve as a temporary response to exceptional circumstances but cannot be considered a sustainable solution.

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

Regular Programme ¹ : operational budget only		Extrabudgetary resources ¹	
Allocation 2012-2013: US\$ 956 542	Expenditures 2012-2013: US\$ 505 861	Allotment 2012-2013: US\$ 8 649 605	Expenditures 2012-2013: US\$ 6 814 516

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
ER 10: The 2005 Convention effectively implemented	PI: Support to the governing bodies of the 2005 Convention through the timely organisation of statutory	The 6th Intergovernmental Committee took place from 10 to 14 December 2012 and was preceded by an information session on "technical assistance to strengthen the	RESULTS 1) The sixth ordinary session of the Intergovernmental Committee for the Protection and Promotion of the Diversity of Cultural Expressions (6IGC) was held from 10 to 14 December

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
	meetings B/b: - 2 ordinary Committee sessions, 1 Conference of Parties and 3 information sessions	governance of culture in developing countries". Preparations are under way for the 4th Conference of Parties (3-7 June 2013) and the 7th Intergovernmental Committee (December 2013) that will each be preceded by an information session.	2012 at UNESCO Headquarters. It was attended by representatives of 24 Committee members, Parties to the Convention, UNESCO's Member States as well as observers (experts, civil society representatives). The Secretariat produced 16 working documents and 5 information documents in English and French, and the Committee discussed all the agenda items. 17 decisions were adopted.
	PI: The International Fund for Cultural Diversity (IFCD) is managed effectively B/b: 150 IFCD applications processed and 30 projects successfully completed and evaluated	As a result of the third call for projects, the Secretariat received and processed 219 IFCD applications. Twenty-four IFCD projects have been successfully completed and evaluated. In December 2012, the 6th Intergovernmental Committee approved an additional thirteen projects. In total, the IFCD is implementing 61 projects from 40 developing countries totalling US\$3.9 million in funding.	An information session entitled "Unlocking Opportunities: Governance of Culture for Development - the UNESCO/EU partnership on the implementation of the 2005 Convention" was organized on 10 December 2012 afternoon before the opening session of the 6IGC. It presented the preliminary results of the Project entitled "Expert Facility to Strengthen the System of Governance for Culture in Developing Countries" funded by the European Union and implemented by UNESCO. The session was opened by the Assistant Director-General for Culture, followed by discussion by four experts who undertook technical assistance missions within the framework of the project and a question/answer period, and increased understanding of stakeholders about how the 2005 Convention could be implemented at the country level in developing countries.
	PI: Increase the number of Parties to the Convention B/b: 135 Parties to the Convention, including a 10% increase in the number of countries from under-represented regions	As of 31 December 2012, there are 126 Parties to the Convention. Two under-represented regions were identified: Asia and the Pacific and the Arab region. The number of countries from Asia and the Pacific did not increase, while the number of Parties from the Arab region surpassed the 50% mark in 2012.	2) The Secretariat received 219 IFCD applications, out of which 48 applications from 30 countries and 3 international non-governmental organizations were deemed eligible. After the technical examination of the applications performed by the Secretariat, the Panel of Experts evaluated and recommended 13 projects from 12 countries to the 6IGC for its approval. The Secretariat also monitored the implementation of 31 IFCD projects funded in the first funding cycle (2010) and 17 funded in the second funding cycle (2011). To date, 24 projects have been successfully completed. 3) Considering that one of the most effective ways to promote the ratification of the 2005 Convention is to share information about how the implementation of the 2005 Convention is making concrete impact at the local and national levels, the Secretariat reinforced its information-sharing efforts by distributing an e-newsletter on the impact and sustainability of IFCD completed projects, creating specific online platforms to disseminate the periodic reports and innovative examples of policy implementation at the national level. The e-newsletters were sent to all permanent delegations, National Commissions, national points of contact, participants of the Convention's statutory meetings, field offices as well as other individuals (e.g., experts) in September, October, November and December 2012. A 40 page information brochure on the results of all projects funded under the first cycle was produced in English, French and Spanish and distributed to Convention stakeholders. 4) Since the beginning of 2012, six States have ratified the 2005 Convention (Indonesia, Angola, Central African Republic, United Arab Emirates, Rwanda and Swaziland), bringing the total number of Parties to 126. With Indonesia's ratification, the representation of Group IV (Asia/Pacific) increased by 2 %. With the ratification of the United Arab Emirates, Group V(b) (Arab states)'s representation increased by 5.2 %.
			CHALLENGES AND LESSONS LEARNT 1) Monitoring 48 projects in 36 countries remains a large challenge for the Secretariat of the Convention that requires full time resources in order to ensure a significant impact on the ground. Project managers have indicated their wish to obtain additional skills development and engage in South-South cooperation with other managers that could initially be facilitated through social networking platform as well as a physical meeting point. 2) It is important to make effective follow-up of pledges by non-Parties to the Convention, in cooperation with concerned Permanent Delegations, National Commissions and Field Offices.

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
			<p>3) Newly available case based evidence generated through the first results of implementation of the 2005 Convention demonstrate that there are new developments in international development assistance in the field of culture with the more systematic pursuit of South-South cooperation programmes and activities initiated at the country level.</p> <p>COST-EFFECTIVENESS/EFFICIENCY MEASURES</p> <p>1) The sixth session of the Intergovernmental Committee was prepared in a highly cost-effective manner, which included reducing paper/photocopying and mailing costs. Thanks to the effective leadership of the President, the work of the 6IGC was concluded within three days and a half, instead of five days initially planned, thereby reducing the costs of interpretation.</p> <p>2) The management of the IFCD is as streamlined as possible. Greater results could be achieved with more resources as indicated in the IOS evaluation of the IFCD that was published in November 2012.</p> <p>3) Effective and timely dissemination of information about the implementation of the 2005 Convention at national levels was further strengthened by increased use of the website of the Convention, which is increasingly becoming more dynamic with photos and videos.</p> <p>UNESCO'S GLOBAL PRIORITIES</p> <p>Following the revision of the Application Forms for programmes/projects submitted to the International Fund for Cultural Diversity (IFCD) to include gender equality-related activities, the number of gender-sensitive and gender-responsive applications increased from 16% in 2010 to 43% in 2012.</p> <p>Parties and NGOs from Africa continue to submit the majority of applications for funding from the IFCD. To date, 50% of the IFCD projects are implemented in African countries designed to generate structural impact through strengthening creative industries through training for cultural professionals and policy development.</p>
ER 11: Policies, measures and programmes pertaining to the 2005 Convention supported and strengthened at the national, regional and international levels	<p>PI: Number of national authorities supported in developing and/or strengthening of national policies</p> <p>B/b: 10 technical assistance missions undertaken, including 2 in Africa, LDCs and/or SIDS</p>	<p>- 13 technical assistance missions were undertaken including in seven African countries, four in LDCs and three in SIDS. - The estimated number of national authorities supported in developing and/or strengthening national policies for the creative industries through this action is over 400.</p>	<p>RESULTS</p> <p>- 13 technical assistance missions completed in Argentina, Barbados, Burkina Faso, Cambodia, Haiti, Honduras, Kenya, Malawi, Mauritius, Niger, Democratic Republic of Congo, Seychelles and Viet Nam. National teams made up of public and civil society stakeholders were set up and accompanied by international experts selected to provide assistance in the development of policies and implementation plans to support the emergence of cultural and creative industries;</p> <p>- Policy Recommendations to turn Buenos Aires into a global centre for the production of audiovisual content for children in Spanish;</p> <p>- Strategy for artistic and cultural education in Burkina Faso for young people to discover and identify themselves through various forms of cultural expressions;</p> <p>- Policy for cultural industries in Cambodia focusing on crafts and the performing arts ;</p> <p>- Declaration of Cultural Policy in the Democratic Republic of Congo paving the way for the development of a locally designed and comprehensive cultural policy ;</p> <p>- Strengthening capacity for culture professionals in Honduras to strengthen the competitiveness, sustainability and funding of the sector;</p> <p>- Policy for the cultural industries in Malawi to support and strengthen the entrepreneurial skills of cultural operators;</p> <p>- Strategy for cultural industries in Mauritius to develop and encourage artistic creation and cultural entrepreneurship;</p> <p>- Policy for the creative industries and Action Strategy for the music industry in Seychelles ;</p>
	<p>PI: Develop and maintain online database of experts to respond to requests for technical assistance</p> <p>B/b: 30 experts included in online database, including at least one-third women</p>	<p>- An online database of experts was developed and maintained throughout 2012 to respond to 76 technical assistance requests from 42 developing countries. - Profiles of 30 experts are available through the online data base with a balanced North/South representation and rich diversity of relevant expertise. Profiles were selected through an international competitive process with over 600 applications. 19 experts have participated in 13 technical assistance missions. Expert's profile and achievements are regularly updated in the 2005 Convention website.</p>	

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
			<p>- National Strategy for the creative industries in Vietnam to boost investment in the sector and make Viet Nam one of the most important creative economies of southeast Asia; - Publishing policy and copyright legislation in Haiti.</p> <p>CHALLENGES AND LESSONS LEARNED</p> <p>1. The experience gained by the national teams enabled a transfer of skills and knowledge. This transfer contributes to capacity building in developing countries for the development and strengthening of cultural industries and policies thus contributing to the implementation of the 2005 Convention on the ground.</p> <p>2. The process of establishing the pool of experts yields several observations: the large number of applications received (610), in the context of a call that lasted six weeks, demonstrates the importance and value among the international community of experts of belonging to a UNESCO led community of practice in the field of the governance of culture, and of the 2005 Convention in particular. The 30 selected experts in the pool and their profiles attest to its representative character in terms of areas of specialisation, culture sector domains, North-South and gender representation. This experience led to the launch of a call for experts in summer 2012 identifying a new generation of 32 specialists from 25 African countries within the context of the 2005 Convention's pilot training programme in Africa. These specialists were selected through a competitive selection process and received training. It is foreseen that the two groups will engage in joint "mentoring" activities in the future to foster transfer of knowledge / experience.</p> <p>3. The results of the implementation of the 13 technical assistance missions confirms the urgent need for developing countries to be accompanied over longer periods of time to effectively implement the 2005 Convention and achieve sustainable results.</p> <p>The implementation of the project and in particular the experience gained by national teams following technical assistance missions has enabled a first transfer of skills and knowledge. This transfer contributes to capacity building in developing countries for the development and strengthening of human and institutional capacities to develop and implement cultural and creative industry policies thus contributing to the implementation of the 2005 Convention on the ground.</p> <p>CONTRIBUTION TO UNESCO PRIORITIES Efforts were made to ensure the participation and involvement of women in the capacity-building initiatives in the area of cultural policies and cultural industries: 50% women make up the Pool of Experts under the UNESCO-EU funded project and 40% women were among those selected as specialists taking part in the Convention's pilot training programme in Africa.</p>
ER 12: Information and best practices on the protection and promotion of the diversity of cultural expressions identified, disseminated and shared with States Parties to the 2005 Convention	<p>PI: Analysis of the periodic reports provided by State Parties B/b: 60 Parties periodic reports received and analysed, including from a gender perspective</p>	<p>- As at 31 December 2012, 48 Periodic Reports were received and registered by the Secretariat. A transversal analytical summary of these reports was carried out and presented to the Intergovernmental Committee for the Protection and Promotion of the Diversity of Cultural Expressions at its sixth ordinary session (10 - 14 December 2012). The Committee was fully satisfied with the quality of the analysis and had a fruitful debate during the session on this subject. In its corresponding Decision, it encouraged the Parties that had not yet done so, to submit their reports in 2013.</p>	<p>RESULTS</p> <p>1) Analytical summary of the first quadrennial periodic reports submitted by the Parties to the 2005 Convention</p> <p>2) Selection of good practices with regard to:</p> <ol style="list-style-type: none"> cultural policies and measures; international cooperation measures; preferential treatment for developing countries measures; measures to integrate culture in development policies; participation of civil society <p>3) Three online platforms:</p>
	PI: Collection and dissemination of	- 47 best practices were identified in the Parties' periodic	

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
	<p>best practices B/b: 20 best practice cases, including 25% relating to women</p> <p>PI: Development and reinforcement of Convention related online knowledge management resources and tools B/b: 20% increase in the number of visitors</p>	<p>reports with the assistance of the international experts. These and other best practices were included in the Secretariat's working document presented to the Committee, and also published online. Cases that demonstrate the promotion of gender equality in the culture sector have been identified in the periodic reports and are being elaborated.</p> <p>- In the absence of extrabudgetary funding, the Secretariat undertook activities designed to lay the ground work for a future Knowledge Management System including the development of three new web platforms (see details under assessment below).</p>	<p>- IFCD Platform that integrates all documents pertaining to the 3rd call for funding in conformity with paragraph 5 of Decision 5.IGC 7. The platform also contains aggregated statistics, charts and graphs and is available at http://www.unesco.org/culture/cultural-diversity/2005convention/en/programme/ifcd/;</p> <p>- Quadrennial periodic reports platform that contains the reports received and the transversal analysis by the Secretariat, 47 cases of innovative examples, statistical annexes, links to a series of 18 online video tutorials illustrating the process of preparing periodic reports with civil society organizations etc. It is available at http://www.unesco.org/culture/cultural-diversity/2005convention/en/programme/periodicreport/;</p> <p>- Implementation of Article 21 platform providing an inventory of examples and practices related to this article and a submission form to engage users in the information collection and dissemination process. It is available at: http://www.unesco.org/culture/cultural-diversity/2005convention/en/programme/articlexxi/.</p> <p>CHALLENGES AND LESSONS LEARNED The drastic reduction of Regular Programme funds for activities in the present biennium resulted in delays in progress for knowledge production and management.</p> <p>CONTRIBUTION TO UNESCO PRIORITIES In addition to Expected result 12, the collected information and best practices on measures focusing on women's involvement in the cultural sector contributes to the attainment of the expected results under Global Priority Gender.</p>
ER 13: The role of culture in sustainable development fostered through creative and cultural industries and initiatives that encourage joint projects to promote cultural innovation, production and exchange as vectors of growth	<p>PI: Development of UNESCO Culture for Development Indicator Suite B/b: - 10 countries testing and implementing Indicator Suite - UNESCO culture for development indicators methodology manual translated into 3 languages and disseminated internationally</p> <p>PI: Policy-making, data collection, and partnership tools for the cultural and creative industries B/b: - 5 UNESCO capacity-building tools targeting governments, researchers and cultural entrepreneurs elaborated and made available - indicators identified and provided to international development institutions for inclusion in their indexes</p>	<p>- Culture for Development Indicator Suite (CDIS) Methodology Manual and Implementation Tools in the process of being finalized in English. Translation into Spanish and French foreseen. Publication expected in April-May 2013. - 11 country interventions testing and implementing the Indicator Suite: Bosnia and Herzegovina, Burkina Faso, Cambodia, Colombia, Costa Rica, Ecuador, Egypt, Ghana, Namibia, Uruguay and Viet Nam.</p> <p>Due to the cuts in Regular Programme funds for activities, only two capacity building tools have been produced in 2012, namely: - Guide on defining and designing successful projects for the IFCD and - Politiques pour la créativité : guide pour le développement des industries culturelles et créatives. (produced in partnership with the Organisation Internationale de la Francophonie (this tool is being adapted into English and is expected to be published in Spring 2013).</p>	<p>The majority of funds of the Culture for Development Indicator Suite (CDIS) project comes from extrabudgetary sources. Detailed information on the progress achieved between 01/01/2012 and 31/12/2012 is available through SISTER in the following Extrabudgetary Project "In search of statistical data and indicators of culture and development: UNESCO Culture for Development Indicator Suite"; 514GLO4003 - 6414401001DCE (Template N°: 5167).</p> <p>1) UNESCO CDIS Methodology and Implementation Tools were fine-tuned and improved to integrate the lessons learned and results of first test phase and better respond to the needs of the development community.</p> <ul style="list-style-type: none"> • This exhaustive theoretical and methodological work is led by the CDIS team in collaboration with the network of CDIS experts, UNESCO staff and country teams associated to the project. • Revision of CDIS products is in the final phases including the Methodology Manual, the National Result Tables, the Global Database, the Implementation Toolkit, and the Final Report Template. Translations into Spanish and French are being launched. • The CDIS Methodology Manual is expected to be published electronically by April-May 2013. <p>2) Test phase II in 5 countries and alignment of results in 6 test phase I countries according to the new CDIS Methodology Manual launched:</p> <ul style="list-style-type: none"> • Screening of potential test countries carried out in cooperation with UNESCO FOs taking into account the requests of several governments to take part in the CDIS initiative and leading to the selection of the following countries: Burkina Faso, Namibia, Egypt, Ecuador and Cambodia. • Namibia and Cambodia have already launched the implementation process and Ecuador has almost finalized it: national stakeholders have been sensitized and mobilized, the

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
			<p>research and dialogue processes have started and a series of indicators have been constructed. Ecuador organized the final workshop on 4 December 2012.</p> <ul style="list-style-type: none"> • The alignment of results of the 6 test phase I countries with the new Methodology Manual has been launched: new indicators have been constructed and others are being recalculated thus feeding the Global CDIS database. <p>3) Communication and visibility of the CDIS.</p> <ul style="list-style-type: none"> • The CDIS project has progressively gained visibility and profile both at the national and international levels. This demonstrates that the project addresses a real need, both, from the participating countries and from the community of cultural practitioners which has put high expectations put on this project generating evidence on the contribution of culture to national development. Expectations, in terms of theoretical, technical and methodological approaches of the CDIS and their relevance in helping to orient future development policy strategies and measures at international and national levels are high. <p>CHALLENGES AND LESSONS LEARNED</p> <ul style="list-style-type: none"> • Despite the complexity of this project, which involves an intensive and time consuming research process as well as field interventions in up to 11 countries, the timetable for activities is globally being respected and the project is expected to be finalized by the end of 2013. • The main challenges faced in the implementation of the CDIS project are related to weak statistical capacities and data availability in the area of culture in most of the beneficiary countries. However, the CDIS project plays in this sense a key role in building capacities on how to construct and use for policy purposes information systems on culture and development. <p>COST EFFECTIVENESS/EFFICIENCY MEASURES</p> <ul style="list-style-type: none"> • The success of the CDIS initiative and the interest expressed by national and international stakeholder is allowing for local co-financing of the CDIS in several countries (Ecuador, Egypt, Colombia...). Moreover, significant in-kind (venues, staff time) contributions have also been offered by national partners. • Taking into account the current financial situation as well as the incompressible cost of indispensable in-house research and coordination, special efforts are being deployed in order to promote co-financing and partnership schemes as well as additional extrabudgetary fundraising.

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

The main challenge to the implementation of activities in 2012 is the drastic reduction of Regular Programme funds for activities in the present biennium. The result was that many activities were postponed. Emergency Funds have allowed the Secretariat to carry out the pilot training programme in Africa and the knowledge management work until the end of 2012, while extrabudgetary funds permitted the implementation of the technical assistance programme (EU funding), the development of the 'Culture and Development Indicators Suite', the implementation of the operational project of the 'Global Alliance for Cultural Diversity', the development of the 'Diversity Kit for Youth' and the production of awareness-raising materials over the same period (Government of Spain funding).

In addition, the Secretariat made every effort in 2012 to reduce costs as follows:

- foregoing physical meetings, whenever possible: the Panel of Experts which evaluates the applications submitted to the International Fund for Cultural Diversity (IFCD) work together through email exchange, a discussion forum and teleconferences;
- reducing its travel costs; the Secretariat took advantage of existing national and regional events to which travel was paid by the organisers to pursue its activities in the field as well as intensifying efforts to engage Field Office colleagues and provide them with all necessary materials, including promotional kits and Power Point Presentations;
- reducing paper, photocopying and mailing costs related to the organization of statutory meetings: the working documents of the sixth session of IGC were uploaded on the Convention's website only, with limited paper copies available to Committee members during the meeting;
- reducing hospitality costs related to statutory meetings: such expenditures as bottled water, coffee breaks and receptions have been cut, paper badges were ordered instead of laminated ones.

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

While the lowest cost possible equation was employed, it was not necessarily the most effective in terms of building up expertise and/or developing tools that are required in the new fields of intervention that implementing the 2005 Convention at country levels supposes.

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

Regular Programme ¹ : operational budget only		Extrabudgetary resources ¹	
Allocation 2012-2013: US\$ 719 704	Expenditures 2012-2013: US\$ 281 303	Allotment 2012-2013: US\$ 17 342 537	Expenditures 2012-2013: US\$ 11 141 506

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
ER 14: Approaches to culture and development clarified in order to guide and assist Member States in devising inclusive development policies	<p>PI: Definitions, concepts, and approaches related to Culture and Development formulated</p> <p>B/b: - at least one expert meeting convened (extrabudgetary resources) - at least two research papers and two policy papers produced - at least one comprehensive document produced to guide and assist Member States</p>	<p>- A Think Piece entitled "Culture: a Driver and Enabler of Sustainable Development" (May 2012) was elaborated as a contribution to the "UN Task Team Report on Post-2015 UN Development Agenda". - A paper was prepared by a development expert in consultation with all the Culture Sector's divisions and with the support of other Sectors and was used to prepare the contents of the Culture and Development Website. - The preparation of an International Congress entitled "Culture: Key to Sustainable Development" to be held in Hangzhou, China, from 15 to 17 May 2013, which is supported by the Chinese Government, has been launched.</p>	<p>The results achieved meet the performance indicators and benchmarks and respond to recommendations emanating from the 2010 evaluation of SPOs 9 and 10 and should assist Member States in formulating inclusive development policies. Significant challenges remain in the area of statistics. This is a crucial area that requires investment beyond the resources available in the current financial situation.</p>
ER 15: The role of culture in sustainable development better integrated into international development policies and within United Nations common country programming exercises in order to reinforce social inclusion and community cohesion, human development and economic growth	<p>PI: The role of culture in sustainable development acknowledged in international development policies</p> <p>B/b: - at least 2 strategic partnerships promoting the role of culture in sustainable development established with international development entities and/or United Nations agencies - the role of culture for development addressed at the Rio+20 Conference in 2012</p> <p>PI: Culture integrated in United Nations joint programming exercises, including UNDAFs</p> <p>B/b: - 10 UNDAFs integrating culture, gender equality and human rights - culture-inclusive UNDAF database established - 18 joint programmes implemented and completed and related knowledge management established(extrabudgetary resources) - 3 culturally appropriate and gender responsible policies and actions supported in the field of HIV and AIDS and maternal health (extrabudgetary resources)</p>	<p>- An e-paper was elaborated on the contribution of culture to the major themes of the Rio+20 Conference with a wide array of case studies and data on culture's contribution (May 2012). - Several Memoranda of Understanding recognizing the role of culture in development and concluded with international organisations are on-going: with the World Bank (implementation in various countries); with the Smithsonian Institution (implementation well under way), and with UNDP (to jointly prepare the next Creative Economy report).</p> <p>- As of 2012, 70% of UNDAF includes culture. Cultural entries in UNDAFs linked to gender equality account for 12% of the total and 10% relate to human rights and rule of law. - The web-based search tool of culture entries in UNDAF is fully operational on the UNESCO Culture website. - As of December 2012: 14 MDG-F Joint Programmes on Culture and Development implemented and completed; 6 e-publications issued (Knowledge Management, Africa, South East Europe, Latin America, Asia, Arab States); MDG-F web pages on UNESCO Culture website and an analytical search tool are both operational to present the knowledge generated on the impact on MDGs, beneficiaries, national ownership, products and contribution to international culture conventions. - A questionnaire was sent to 200 youth led NGOs based in Nigeria for the creation of a Community-Based Advocacy tool on HIV/AIDS. A workshop on "Strengthening youth and youth-led NGOs involvement with Family life and HIV Education" in Nigeria using culturally appropriate strategies was held in Abuja, Nigeria (6th-7th December 2012) and convened youth NGOs involved in HIV and AIDS.</p>	<p>By establishing and leading cooperation mechanisms (UN Development Group Task Force on Culture and Development, coordination of the UN Secretary General's reports on Culture and Development), or showcasing and disseminating, through knowledge management tools, data on impact at the country level, UNESCO has intensified its efforts to promote the importance of integrating culture in international sustainable development policies and operations, including with the UN system. However, a strong engagement by Members States will be essential for success in this challenging area.</p> <p>The knowledge management results of the MDG-F Culture and Development Joint Programmes show that these programmes have had a significant institutional impact by enhancing legal and policy frameworks, notably through the elaboration of 11 laws along with 6 bylaws and recommendations (such as a 2011-2013 Sectoral Policy on Gender and Interculturalism in Ecuador, a National Indigenous People Dialogue Policy in Cambodia).</p> <p>The Analytical Overview of culture in UNDAFs indicates that culture entries linked to social and</p>

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
	<p>PI: United Nations entities and Member States contribute to technical meetings on Culture and Development B/b: - 4 regional and/or thematic experts meetings conducted (extrabudgetary resources) - conclusions adopted globally</p>	<p>- A Task Team on Culture and Development chaired by UNESCO under the United Nations Development Group was established in November 2012 to facilitate the exchange of experiences and data to support a UN-wide reflection on the impact of culture on sustainable development at the global and country levels. For cost-effectiveness, the Task team meets via videoconference. - The preparation for an international congress entitled "Culture: Key to Sustainable Development" with UN participation in Hangzhou (China) in May 2013 is underway with financial support of China to inform the United Nations Post 2015 framework.</p>	<p>economic development themes together account for 55% of the total, while 18% relate to governance, 17% to sustainable development and to 10% to human rights and rule of law. All types of culture entries (such as tangible and intangible heritage and cultural industries) are present.</p>
	<p>PI: Advocacy, outreach and monitoring on the role of culture in development B/b: - 2 UNESCO publications produced (extrabudgetary resources) and at least 1 contribution to a United Nations publication - networks of professionals and development actors reinforced</p>	<p>- A Think Piece entitled "Culture: a Driver and Enabler of Sustainable Development" (May 2012) was elaborated in contribution to the "UN Task Team Report on Post-2015 UN Development Agenda". - An e-paper on the contribution of culture to the major themes of the Rio+20 Conference was elaborated (May 2012). - The Secretariat contributed to the UN wide document "Realizing the Future We Want for All" prepared in view of the high panel on the Post 2015 Framework (May 2012). Several paragraphs refer to culture.</p>	
	<p>PI: Cultural diversity and intercultural dialogue principles in regional policy agendas and United Nations priorities B/b: - at least one contribution to joint initiatives of the IASG with the United Nations Forum on Indigenous Issues, to the Decade on Education for Sustainable Development, and another to EDUCAIDS - at least one paper on culturally-appropriate strategies to fight gender-based violence produced with indigenous women's associations (extrabudgetary resources)</p>	<p>- Following the contribution to the 11th session of the UN Permanent Forum on Indigenous Issues in May 2012, the WHC participated in an international conference on "World Heritage and indigenous peoples", in Denmark, in September 2012. The report (http://whc.unesco.org/en/events/906/) was disseminated at the World Heritage Convention's 40th anniversary closing event in Kyoto, Japan, in November 2012. - The WHC contributed to an initiative to promote a human-rights based approach in the implementation of the 1972 Convention with ICOMOS, IUCN and ICCROM. This involved a scientific symposium and two workshops with experts, the UN Special Rapporteur on Cultural Rights, representatives of indigenous peoples. The results of this reflection have been integrated in the outcomes of the celebrations for the 40th Anniversary of the Convention and will inform the preparation of a policy for the integration of a sustainable development perspective in the processes of the World Heritage Convention. -CLT continuous to work on an inclusive approach on the role of culture in international development policies, taking into account indigenous peoples, human-rights based approaches and gender mainstreaming.</p>	
ER 16: Contributions of cities to sustainable development enhanced	<p>PI: Strengthened cooperation between cities in industrialized and developing countries B/b: - at least 10 new cities, including 6 in Africa, the Arab States, the Caribbean and the Pacific, become members of the Creative Cities Network(extrabudgetary resources) - 5 network activities designed to strengthen awareness of cities' role in economic, social and cultural development(extrabudgetary resources)</p>	<p>Extrabudgetary resources to ensure the development of the Network were actively sought, with positive outcomes expected for the beginning 2013. Support was provided, through experts missions organized by the relevant Field Offices and financed through extrabudgetary support, to facilitate the elaboration of candidatures from the following cities in Africa and the Arab region: Brazzaville, Dakar, Lubumbashi, Kampala, Ouagadougou and Zahlé (Lebanon).</p>	<p>The achievement of this expected result is for the moment below expectations, due to the fact that in spite of many efforts, extrabudgetary funds for both activities have not yet been secured. It is however expected that at least the Creative Cities Network will obtain funding in early 2013 and operational activities will soon be re-launched.</p>
	<p>PI: Artistic and cultural activities in cities in developing countries contribute to development B/b: - 5 festivals in Africa - 5 other activities in Africa or other regions(extrabudgetary resources)</p>	<p>No extrabudgetary funds have been identified to date.</p>	
ER 17: Activities in the fields of	<p>PI: Links between handicrafts, design and tourism</p>	<p>- 18 Aschberg Bursaries promoting the mobility of young artists</p>	<p>The various artist exchange programmes</p>

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
books, translation and crafts promoted	strengthened in developing countries B/b: - craftspeople winning the UNESCO Award of Excellence for crafts in 3 regions and in 5 subregions(extrabudgetary resources) - initiatives to train craftswomen in at least 3 regions (extrabudgetary resources) - young designers taking part in competitions organized under Design 21 (extrabudgetary resources)	worldwide have been granted during 2012 to artists from all the regions of the world. - The project "Promoting Cultural Heritage and Diversity through Ceramic Arts Capacity-Building, Development and Exchange between China, Africa and the Arab States" was launched in October 2012 in Jingdezhen, China. Three ceramists from Gabon, two from Tunisia and one from Morocco went to Jingdezhen to participate in the first round of workshops and activities. - The partnership of the Foundation Culture & Diversité has yielded fruitful results : 4 students (Chili, India, Lebanon, Mali) obtained fellowships in French institutions and 5 French (4 girls, 1 boy) went to Argentina, Burkina Faso and Viet Nam. - Thanks to the financial contribution of the Republic of Korea, training for young artists and artisans as well as awareness raising on crafts (publications, CDs, festivals etc) were conducted in Kazakhstan, Uzbekistan, Mongolia, Viet Nam and Laos. - The first meeting of the Administrative Council of the international Funds for the Promotion of Culture (IFPC) took place on 9 July 2012 to nominate its Chair and approve its internal regulations. The IFPC is scheduled to enter its operational phase in Spring 2013.	contributed to the promotion of North-South and South-South cooperation and strengthened the role of culture, as a vector for social and economic development. However, as this expected result is dependant on the availability of extrabudgetary funding, progress has been limited to a few activities.
	PI: The role of the book and measures to promote translations through the global database strengthened B/b: - initiatives to promote books in 5 developing countries(extrabudgetary resources) - two cities selected as World Book Capital - number of countries providing data to the Index Translationum(extrabudgetary resources)	- The number of countries participating in the Index Translationum has risen to 151 (with data from Africa for the first time). In 2012, some 130,000 new records were added to the database. In addition to the collection of data, the Index Translationum collaborated with different partners on a number of projects associated with translation (Conference "The translated book and its role in cultural development in Morocco" and "Contemporary world children and young adults literature Istanbul Forum"). It participated in the production of a vast report on translation in the Mediterranean region directed by Ana Lindh Foundation. - World Book Capital City has continued to attract great interest, in particular in regions which were not sufficiently represented. In July 2012 the Selection Committee designated the city of Port Harcourt (Nigeria) as World Book Capital 2014. For the first time an African city has earned this distinction.	
ER 18: Social, economic and educational roles of museums as vectors for sustainable development and intercultural dialogue promoted and capacitybuilding in this area strengthened, in particular in developing countries	PI: Development of partnerships for museums in Africa and LDCs B/b: - 3 new partnerships and 3 high-level regional meetings - 4 operational projects	A partnership has been initiated with the Islamic Museum of the Pergamon in Berlin whose Director has been entrusted by UNESCO with the museological and museographical components of the project for the Islamic Museum of the Haram al-Sharif in Jerusalem.	Complex administrative procedures within UNESCO and other external parameters hinder the smooth implementation of extrabudgetary operational projects. In spite of these difficulties, the activities progressed well and contributed to the C/5 results.
	PI: Educational role of museums strengthened to attract new public, men, women, boys and girls B/b: - 4 operational projects	- The conclusions of the high-level international meeting with 140 museums specialists, on new roles of museums, which was organized in Rio de Janeiro in July 2012, were presented to the 190 session of the Executive Board, which requested UNESCO to prepare an independent study on the subject, to be presented at the 191 session. - Five new staff (3 men and 2 women), have been recruited for the Manuscripts Centre in Jerusalem, by common agreement of a joint Committee made of the Awqaf, UNESCO and the trainers. These persons will be financed by UNESCO under the Norwegian Funds-in-Trust. There is now a total of 10 staff at the Centre. - The contract with the National Museum of Sudan for the rehabilitation of the museum has been completed. This work has progressed very well. A training workshop took place in this museum in December 2012. - The sub-regional Exhibition "Our Common Heritage: Exploring World Heritage Sites of Cambodia, Laos and Viet Nam" has been inaugurated in two	

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
		<p>museums in Cambodia and Vietnam out of the nine participating museums. - The assessment of the National Museum of Egyptian Civilizations (NMEC) was completed on 31 August 2012. It indicates that there is a need to re-engage the Egyptian authorities in completing the project with UNESCO's technical assistance. Several options for the gradual completion of the project have been provided. The assessment was submitted to the NMEC Director and Minister of Antiquities.</p>	
	<p>PI: Inventories, basic conservation, security and store-rooms improved B/b: - 5 customized training activities with emphasis on Africa and LDCs - 5 inventories - 2 multi-language pedagogical tools</p>	<p>- UNESCO experts held 2 practical training sessions in the Islamic Museum of the Haram al Sharif in Jerusalem, from September to November 2012. They increased the capacity of the staff in the field of conservation and management of museums, including photography, digitalization, inventory, storage, climatology and lighting. Equipment has also been provided. - 3 training modules in the field of conservation and restoration of manuscripts have been held between July and December 2012 in the Manuscripts Centre in Jerusalem. The attendance of the original and of the newly recruited staff members in the courses and the quality of the work achieved between the courses are satisfying. For the inventory of the National Museum of Egyptian Civilizations, UNESCO procured in equipment to re-initiate the process of database implementation.</p>	
ER 19: Indigenous and endangered languages promoted and protected	<p>PI: Targeted initiatives taken at global, regional and national levels B/b: - 2 UNESCO monitoring tools on linguistic diversity (notably endangered languages and translation flows) are updated (extrabudgetary resources) - at least 1 activity per region to monitor, safeguard or promote endangered and indigenous languages (extrabudgetary resources)</p>	<p>The extrabudgetary funding from Norway having been exhausted, active fundraising efforts were made throughout 2012. As yet, no new funds have been secured to enable the implementation of this Expected Result in 2013.</p>	<p>Progress towards this result is contingent on the availability of extrabudgetary funds as no Regular Programme funds are earmarked in the 36 C/5. Efforts are underway to raise extrabudgetary funds, with proposals submitted to Governments and Foundations. However, no funds have been identified as yet.</p>

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

The Culture and Development advocacy activities have been carried out essentially with staff time. Progress towards many of the expected results is dependent on extrabudgetary funding while the Regular Programme, when available, is used as seed money. Several activities could not be implemented as planned (notably on handicrafts, cities, books and languages). The Secretariat is mobilized to identify partners and has established promising contacts in this regard, notably with regard to the Culture and Development international advocacy efforts and the Creative Cities Network programme, for which partnerships with the Chinese private sector have already been concluded.

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

Regular Programme ¹ : operational budget only		Extrabudgetary resources ¹	
Allocation 2012-2013: US\$ 559 082	Expenditures 2012-2013: US\$ 342 471	Allotment 2012-2013: US\$ 5 480 119	Expenditures 2012-2013: US\$ 3 841 869

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
ER 20: Heritage promoted as a vector of dialogue, cooperation and mutual understanding, especially in post-conflict	<p>PI: At least 5 subregional expert working groups established B/b: - at least one meeting per</p>	<p>The four Regional Centres of Excellence for Cultural Heritage in South East Europe are operational. A first sub-regional event was organized in Edirne, Turkey, in the context of the initiative</p>	<p>The four Regional Centres of Excellence for Cultural Heritage in South East Europe in the field of underwater cultural heritage (Zadar, Croatia), intangible cultural heritage (Sofia, Bulgaria),</p>

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
countries as a specific component of broader initiatives to promote innovative and creative approaches to culture as a bridge to sustainable social, economic and human development	group(extrabudgetary resources) - one action plan per group(extrabudgetary resources)	"Culture: A Bridge to Development" with intellectual figures, government officials, local authorities and experts from the region. A steering committee for the rehabilitation of the "Ex-Yugoslav" Pavilion at the State Museum Auschwitz-Birkenau has been established.	<p>cultural heritage digitization (Skopje, Former Yugoslav Republic of Macedonia) and cultural heritage restoration (Tirana, Albania) are functioning and contribute to strengthening networks of experts in the region and enhancing transnational cooperation, thereby promoting dialogue at the professional level and regional integration.</p> <p>In the context of the initiative "Culture: A Bridge to Development", a first sub-regional "Balkan Bridges Speak" event was organized in Edirne, Turkey (24-25 November 2012). In co-operation with Turkish counterparts, the event brought together various actors and stakeholders, ranging from the national government level, to the local level, with support from the private sector. Round tables on key priorities were held, namely on the implementation of the 2005 and 1970 Conventions, as well as on the Historic Urban Landscape Recommendation, allowing for an exchange on issues of common interests among intellectual writers from the region, government officials, local authorities and experts, thereby promoting cultural exchange in the sub region.</p> <p>Within the framework of the Intersectoral Platform for a Culture of Peace and Non Violence, under the auspices of the initiative "Culture: a Bridge to Development", and in line with efforts to foster Holocaust education and intercultural understanding in South-East Europe, the rehabilitation of the "Ex-Yugoslav" Pavilion at the State Museum Auschwitz-Birkenau has been launched through the creation of a steering committee composed notably of all the former Yugoslav republics, the adoption of a declaration expressing their commitment to this endeavor, and the elaboration of a common strategy.</p>
ER 21: Promotion and use of the general and regional histories published by UNESCO strengthened, for educational purposes	<p>PI: Teaching and information materials based on the General and Regional Histories</p> <p>B/b: - 2 promotional events in different regions, in particular an event highlighting women's role in history - 2 sets of teaching and information materials</p>	- The publication of the last volume of the General History of the Caribbean (Vol. IV) and volume III of the Different Aspects of Islamic Culture enhanced historical knowledge developed within the framework of UNESCO's General and Regional Histories. Promotional events organized (Kingston, Jamaica) to raise further awareness. - DVD and CD-ROM on the History of Civilizations of Central Asia and General History of Africa were disseminated to partners. - A comparative review of some volumes of the History of Humanity, the Different Aspects of Islamic Culture, the History of Civilizations of Central Asia and the General History of Africa was launched to promote intercultural dialogue.	<p>The promotion of the General and Regional Histories and in particular their dissemination are confronted with two difficulties : (i) the reprinting of volumes which are out of stock and the distribution of the collection in the concerned regions, (ii) problems related to copyrights (concerning half of the volumes), which limit online dissemination of volumes published with co-publishers. The Secretariat continues to try and address the situation. The limited regular budget did not allow concerned Field Offices to organise promotional events to publicize the publications, with the exception of the Kingston Office which organized an important event to promote the publication of volume IV of the General History of Caribbean completing the collection.</p> <p>The implementation of the Pedagogical use of the General History of Africa made significant progress thanks to the interest and commitment of the partners involved (Member States, Members of the Scientific Committee and Drafting teams). However, the decision by the main donor (Libya) to discontinue funding has placed the project in a very difficult situation. A series of remedial actions was taken to address this: letters were sent by the</p>
	<p>PI: Integration of contents based on the General History of Africa into school curricula (extrabudgetary funds)</p> <p>B/b: - 3 content components for primary and secondary schools in Africa and 3 teachers' guides</p>	- Pedagogical contents were elaborated through the Pedagogical Use of the General History of Africa project for the three different age groups: curriculum outlines, teachers' guide and textbooks to be used in African primary and secondary schools. These materials are being examined by the project's Scientific Committee ahead of validation. - A questionnaire on the use of the General History of Africa in Higher Education institutions was sent to concerned partners in all African States.	

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
		- In order to highlight the role played by women in history and social transformations, CLT collaborated with CI in the implementation of an intersectoral project entitled "Role of Women in African History: An E-Learning Tool".	Director-General to African and Latin American Heads of States to solicit their financial contribution, and allocations from the Emergency Fund were made for critical activities. A Fund raising strategy was elaborated and is being implemented in order to respond in a sustainable way to this challenge and ensure the success of the project which solely depends on funded extrabudgetary funding.
ER 22: Knowledge of the slave trade, slavery and the African diaspora enhanced	PI: Teaching materials on the slave trade and slavery developed and disseminated B/b: - 2 sets of teaching and awareness-raising materials	- A new film entitled "Slave Route: The Soul of Resistance", accompanied by a pedagogical booklet targeting youth was produced in French and English and broadcasted on TV to raise awareness on slave trade. The film was also screened in different countries to young audiences and extensively debated. The English version will be promoted by jazz artist Marcus Miller. 2000 DVD copies in English and French are being produced. - A new book on new forms of teaching and learning about the slave trade and slavery was published in close collaboration with the Harriet Tubman Institute (Canada). - New partnerships were established with leading institutions in different countries such as Brock University (Canada), Palmares Cultural Foundation (Brazil), University of Chicago (USA), Slavery Museum (Qatar) to implement joint activities within the framework of the Decade for People of African Descent (2013-2023).	The limited budget and human resources allocated to the project made it difficult to fully respond to expectations. Activities were undertaken only thanks to allocations from the Emergency Fund. In response to that situation, initiatives were undertaken to reinforce collaboration with partners in implementing some of the activities foreseen, in particular with the Centre for Black and African Arts and Civilization (CBAAC) in Nigeria, Palmares Cultural Foundation in Brazil, the Slavery Museum in Qatar, the Brocks University and Harriet Tubman in Canada, the University of Chicago. A new partnership strategy is being elaborated to build a network of institutions equipped to undertake activities contributing to the objectives of the Slave Route Project. A new strategy to revitalise the project and position it in the new international context was elaborated and is being implemented.
	PI: Scientific studies on the slave trade, cultural heritage and itineraries of memory linked to the slave trade and slavery strengthened B/b: - 2 studies on the slave trade and on sites of memory	- A reference landmark document on the issues of the slave trade, slavery and abolitions was elaborated by the members of the International Scientific Committee of the Slave Route project, identifying areas that need further research. - Following the meeting of the international Scientific Committee for the Slave Route project held in Calabar, Nigeria, in March 2012, a new Research Network was established on the slave trade and slavery in the Mediterranean, Middle East and Indian Ocean to facilitate information sharing and cooperation between scholars of these regions. - The first international Network of managers of sites of memory related to the slave trade and slavery was created to facilitate exchanges of experience and information. This took place during the international seminar on the management of itineraries of memory held in Brasilia, Brazil, in August 2012,	The High Commissioner for Human Rights has solicited the project for the preparation of the Plan of Action for the Decade for People of Descent (2013-2022) to be proclaimed by the UN in 2013. However, the leadership expected from UNESCO in contributing to the International Decade for People of African Descent expected from UNESCO poses real challenges in this context of limited resources.
ER 23: Conditions, capacities and arrangements for intercultural dialogue and a culture of peace strengthened locally, nationally and regionally	PI: Multidisciplinary initiatives contributing to the intersectoral programme "Rabindranath Tagore, Pablo Neruda and Aimé Césaire for a Reconciled Universal" B/b: - 2 initiatives and audiences targeted for the promotion of a reconciled universal in educational, scientific and cultural environments(extrabudgetary resources)	- The Rabindranath Tagore, Pablo Neruda and Aimé Césaire for a Reconciled Universal project saw growing interest in the number of requests for patronage and support of the Organization in the context of the various celebrations and related commemorative events organized . Despite the lack of extrabudgetary donations, activities are being prepared with partners, in particular within the celebration of the 100th Anniversary of Césaire.	- The first International Arts Education Week was successfully celebrated on 23 May 2012 at UNESCO HQ, thanks to the support of the Government of the Republic of Korea. However, no further extrabudgetary funds have received for the implementation of the Seoul Agenda, although active fund-raising continues.
	PI: Improved knowledge of cultural interaction between the Arab-Muslim world and the rest of the world	- The absence of extrabudgetary funding did not allow CLT to initiate activities.	- Although the lack of extrabudgetary funds did not allow to undertake some planned activities regarding Plan Arabia and Tagore, Neruda Césaire Project, UNESCO did participate in exateranly organised activities and events contributing to this Expected resulted. In particular, UNESCO's expertise, experience

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
	B/b: - 2 activities of the Arabia Plan focused on youth and dialogue(extrabudgetary resources)		and networks were appreciated and requested by partners organising these activities.
	PI: Living cultures and artistic expressions foster social cohesion B/b: - steps taken in at least 5 countries to act on the Seoul Agenda(extrabudgetary resources) - 3 new DREAMS Centres(extrabudgetary resources)	- The first edition of International Arts Education Week was celebrated on 23 May 2012 at UNESCO Headquarters. No further extrabudgetary funds have been received.	Extrabudgetary funds donated by Kazakhstan and Germany permitted the concretisation of the project to create an online platform on the Silk Roads. It is hoped that the launch of this platform will generate further interest and resources from Member States.
	PI: Strengthening of intercultural skills/competences as prerequisites for sustainable dialogue B/b: - guidelines and pedagogical materials developed and disseminated within networks and to UNESCO's partners	- The various materials developed in the framework of the Silk Road project are being exploited and made accessible to the large public through the creation of a Silk Road Online Platform, thanks to extrabudgetary funds from Kazakhstan and Germany. This interactive platform will enable to exploit the important documentation (books, photos, films) generated within the Silk Roads project.	

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

Activities under MLA 6 were heavily affected by budgetary restrictions. However, support provided from the Emergency Fund allowed the Secretariat to pursue the implementation of certain key activities, and in particular the Slave Route and the Pedagogical Use of the General History of Africa projects in the context of Priority Africa. Fundraising strategies have been elaborated for some of the landmark programmes (e.g. the Pedagogical Use of the General History of Africa project and the Slave Route project) and proposals have been submitted to donors.

Part II.A. V. Communication and information

Regular Programme ¹ : operational budget only		Extrabudgetary resources ¹	
Allocation 2012-2013: US\$ 4 221 780	Expenditures 2012-2013: US\$ 2 061 541	Allotment 2012-2013: US\$ 17 374 295	Expenditures 2012-2013: US\$ 12 397 771

	Total RP workplans in SISTER/FABS linked to C/5 results						Total XB Projects in SISTER/FABS linked to C/5 results (including Emergency Funds)				
	N°	Allocation 2012-2013 US\$	Expenditure 2012 US\$	Exp. % 2012- 2013	Allotment 2012 US\$	Exp. % 2012	N°	Total Allocation US\$	Allotment 2012 US\$	Expenditure 2012 US\$	Exp. % 2012
Part II.A. V. Communication and information	273	3 378 380	1 703 270	50	2 149 881	79	341	71 132 857	17 374 295	12 397 771	71
ER 1: Freedom of expression, freedom of information and freedom of the press more broadly promoted and integrated into policies in Member States, related internationally recognized legal, safety, ethical and professional standards respected, the safety of media professionals enhanced, and the combat against impunity strengthened	64	913 404	500 758	55	593 160	84	28	10 478 557	4 414 151	3 159 324	72
ER 2: The role of media enhanced to contribute to a culture of peace and democratic governance	12	73 010	31 060	43	35 600	87	15	3 050 783	1 440 323	957 843	67
ER 3: Media capacities strengthened to foster dialogue and reconciliation, contribute to disaster risk reduction and provide humanitarian information	15	114 755	32 771	29	48 090	68	7	1 454 264	504 241	489 084	97
ER 4: Member States supported in the development of free, independent and pluralist media, reflecting the diversity of the society	46	619 147	340 461	55	419 693	81	226	14 628 844	5 348 582	3 987 371	75
ER 5: Capacities of media training and journalism education institutions strengthened to reach the established criteria of excellence in training as regards journalists' investigative skills and gender equality perspectives in media	28	251 544	111 402	44	147 653	75	17	311 548	129 725	99 867	77
ER 6: Media and Information Literacy enhanced to enable citizens to make full use of their rights to freedom of expression and the right to information, taking into account the access and needs of both women and men	17	135 160	72 034	53	84 020	86	6	3 248 494	785 727	471 459	60
ER 7: The impact of activities in the fields of education, sciences and culture enhanced through gender-sensitive Open Suite strategies (open access, free and open source software and open educational resources) and innovative ICTs	40	479 038	244 261	51	294 036	83	17	8 804 517	1 169 346	571 756	49
ER 8: World's documentary heritage protected and digitized, capacity of Member States strengthened to that effect, preservation and digitization strategies and principles adopted and archives and libraries reinforced as centres of education and learning	31	480 504	182 871	38	291 226	63	10	13 393 169	426 608	191 081	45
ER 9: Member States enabled to implement World Summit on the Information Society (WSIS) outcomes and develop gender-sensitive policy frameworks for universal access to information and for bridging the digital divide	20	311 818	187 652	60	236 403	79	15	15 762 681	3 155 592	2 469 986	78

36 C/5 Global Priority Africa Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
A free, independent and pluralistic media landscape fostered by Member States to benefit democracy and sustainable development	<p>PI: Demonstrated linkages between the media development indicators and the development interventions on pluralistic media within the context of the IPDC, United Nations system country programming exercises and national development efforts</p> <p>B/b: Number of IPDC projects, including community media projects, and inputs into a number of country programming in line with the media development indicators; country programming and project documents indicate a discerning approach to community media</p>	<p>The 56th meeting of the IPDC Bureau approved 84 projects, 33 of which were in support of Africa, with a total amount of US\$ 724,350, representing 33,5%, cutting across community media and multimedia centres, electoral and human rights reporting, journalism education (including science reporting) and journalists' safety, and building on existing media development efforts in Liberia, Nigeria, Sierra Leone; Djibouti; Ethiopia, Niger, Burkina Faso, Mali, Madagascar, Tanzania, and Botswana. By December 2012, a total of 49 projects from Africa, out of a global total of 107 such projects, had been submitted for consideration by the forthcoming 57th IPDC Bureau, indicating a continuing weighting in favour of Africa. In general, the project documents indicate a clear perception of how media performance is linked to a variety of social, political, economic and technological factors. For example, funding has been sought for incorporation of digital production knowledge and skills into community media, as was evidenced through a workshop in Uganda, in addition to a workshop in Rwanda that focused on linking gender sensitivity to media practice through supporting the Association of Rwanda Women in the Media (ARFEM) to develop the capacity of female radio journalists in that country.</p>	<p>There appears to be substantial progress, with many of the 33 project proposals submitted to the IPDC indicating a perceived linkage between media and sustainable development issues. However, at an administrative level, it is important to note a slight reduction in the number of projects approved this year, as opposed to last year. This number will be further reduced next year, given the reduced funding presently available to the IPDC Bureau. More importantly, however, there is a widening of the base of applicants, ensuring greater diversity in the choice of topics and the number of applicants themselves.</p> <p>There is clear evidence of achievement of expected results from IPDC-supported activities, not least the workshop on media law and journalism ethics for journalists from print, on-line and broadcast media drawn from the Mauritanian Union of Female Media Professionals, held in November 2012. In addition, the IPDC partnered with the Kenya Community Media Network (KCOMNET) to equip community-based groups in Kenya with professional skills for the production and sharing of locally-relevant content, through a five-day training and content development workshop held in October 2012.</p> <p>Complementing this IPDC activity was a five-day training workshop in November, focusing on promoting HIV and AIDS awareness among community radio practitioners from Kenya, Tanzania and Uganda. Funded through the Unified Budget Results Accountability Framework (UBRAF), the activity helped to forge a partnership with the East Africa Community Media Network (EACOMNET).</p> <p>Similarly, through the SIDA-funded project, staff at community radio stations like Iso-Community Radio in a remote Northern province of Zambia will be trained to use new media and mobile phones to improve their broadcasts. The project reaches over 30 radio stations in six different countries, but each one will be a unique case for developing novel ways of producing local radio. Implementation started early this year in the Democratic Republic of Congo, Lesotho, Namibia, South Africa, Tanzania and Zambia.</p>
Learning and teaching processes enhanced through ICT content and applications	<p>PI: Member States assisted in developing strategies for using ICTs in knowledge acquisition and sharing</p> <p>B/b: Effective integration of ICTs in processes of teaching and/or learning; indicators to measure the impact of the use of ICT in education developed and tested; teacher networks and communities of practice of educational resources established benefiting from South-South cooperation</p>	<p>UNESCO and the Commonwealth of Learning (COL) co-hosted the Africa Open Educational Resources Forum in Pretoria, providing African-specific inputs to the Draft Paris Declaration that was submitted to the World OER Congress in June 2012 in Paris (France). Sixteen African Member States were represented at the 2012 World OER Congress held at the UNESCO Headquarters from 20 - 22 June, 2012. Extrabudgetary funding has been secured for "The Role of Women in African History: An E-Learning Tool" from Bulgaria and the Intersectoral Platform on Priority Africa. The development, in this framework, of an e-learning tool to contribute to Phase II of the Pedagogical Use of the General History of Africa will ensure the mainstreaming of gender content through ICT use in the teaching of the history of Africa.</p>	<p>In order to enhance learning and teaching processes through ICT content and applications in Africa, UNESCO has produced several knowledge products such as the ICT Competency Framework for Teachers and the Guidelines for the use of OER in Higher Education. These products are available and being translated in French for Francophone African Member States. Significant global events such as the 2012 World Open Educational Resources (OER) Congress bring attention to the unique UNESCO concepts of ICT and OERs in Education to African policy-makers and decision-makers.</p> <p>In the lead-up to the 2012 World OER Congress, an Africa OER Forum was organized in Pretoria, South Africa from 28 - 29 March, 2012. 52 OER practitioners and policy-makers including the Vice-Ministers of Education of South Africa and Kenya took part with representatives from Botswana, Burkina Faso, Burundi, Cameroon, Ghana, Kenya, Mauritius, Mozambique, Namibia, Rwanda, Seychelles, South Africa, Swaziland, Tanzania and Uganda. (http://www.unesco.org/new/en/communication-and-information/resources/news-and-in-focus-articles/all-news/news/africa_open_educational_resources_forum_ended_in_pretoria/)</p> <p>At the World OER Congress (www.unesco.org/oercongress) held at UNESCO Headquarters, there were representatives from 16 African Member States. The Hon. Lee Ocran, Minister of Education of Ghana, provided the keynote address and the Hon. Mariama Ali, Minister of Education of Niger served as the President of the Bureau. The OER Africa NGO was a full UNESCO partner co-organizing the Open Seminar & Exhibition of the Congress.</p>
	<p>PI: Access to scientific information</p> <p>B/b: Multilingual platform for the sharing of open scientific resources accessed by users in Africa</p>	<p>UNESCO participated in the 1st Africa Forum on Science, Technology and Innovation in Nairobi, Kenya from 1 - 3 April 2012 presenting the UNESCO Open Access (OA) Strategy including the Global Open Access Portal (GOAP). http://www.unesco.org/new/en/communication-and-information/portals-and-platforms/goap/ The UNESCO intervention highlighted the issues surrounding Open Access to peer-reviewed</p>	

36 C/5 Global Priority Africa Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
		scientific information to create awareness and develop relevant policies. The GOAP is in the process of translation into French to be used by Francophone countries in Africa.	<p>It has been a challenge to ensure the full participation of all African Member States especially African LDCs or SIDS where there is very little budget or feedback to indicate awareness/development of ICT in Education or OER. The core lesson is to work with a small number of African Member States (at least 10: 5 Anglophone and 5 Francophone) in the biennium to ensure UNESCO meets expected targets despite the reduced budget.</p> <p>UNESCO has been very successful in attracting extrabudgetary funds. The 2012 World OER Congress and the 6 regional policy forums including the Africa Forum were funded by the Hewlett Foundation (USA) in partnership with the Commonwealth of Learning. This included the sponsorship of more than 50% of delegates from Africa.</p>
Media and information literacy enhanced to facilitate civic participation in development processes	<p>PI: Media training institutions offering high-quality training programmes based on the UNESCO Model curricula for Journalism Education, and striving to achieve the criteria for training excellence</p> <p>B/b: UNESCO Model curricula for Journalism Education and criteria of training excellence are adapted by 21 training institutions</p>	<p>A number of journalism education/training institutions in Lesotho, Mauritius, Rwanda, South Africa and Tanzania have either adapted or are in the process of adapting the UNESCO model curricula. Gabon and Congo have expressed interest in adapting the model curricula in the future. Through IPDC support, additional African countries are aligning themselves with the model curricula, including Djibouti and Equatorial Guinea. The 20 UNESCO-designated potential centres of excellence have continued to take steps to improve their curricula. Meanwhile, an internal review of these centres is underway to determine the feasibility of continuing with the initiative. Initial self-assessments indicate enormous success. Furthermore, queries from non-participating training institutions show that the initiative has accumulated truly pan-African gravitas. However, one such centre ceased its operations due to funding difficulties, suggesting the need for the internal review mentioned above. Further adaptation of the model curricula has seen several centres of excellence increasingly incorporating science reporting into their journalism curricula. A key milestone here was the co-hosting by UNESCO, the United Nations Economic Commission for Africa (UNECA) and the African Union of a workshop in Addis Ababa in September, focused on science and technology communication and targeting 60 science journalists, journalism educators, policymakers and other stakeholders in East Africa.</p>	<p>In terms of journalism education, the focus on Africa is evident in the strengthening of the UNESCO-designated potential centres of excellence, including the strategic partnerships that are being forged in their favour, such as with the Open Society Institute for Southern Africa. For their part, the UNESCO Model Curricula have become a rallying point for most work in Africa, with increased journalism curricula focusing on them. The training workshop in Addis Ababa referred to above demonstrated how journalism training and education is increasingly being underpinned by new approaches, such as those drawing on science journalism.</p> <p>Indeed, this pedagogical re-orientation is true of how UNESCO's partners have collaborated with African journalism educators. For example, in terms of general support to journalism education, DW-AKADEMIE, Deutsche Welle's international center for media development, media consulting and journalism training, worked with UNESCO to co-organise a Train-the-Trainer Course for 12 young lecturers from 8 African journalism education institutions in East London, South Africa from 16 to 27 January 2012. The training was hosted by Walter Sisulu University. Journalism educators from Namibia, Mozambique, South Africa and Zimbabwe took part, sharing their experiences of teaching journalism with a focus on community media. A second workshop in the series targeted 10 young lecturers from 6 African journalism education institutions. It was held in Rabat, Morocco, from 5 to 16 March 2012. The training was hosted by the Institut supérieur de l'information et de la communication (ISIC). Journalism educators from Burkina Faso, Cameroon, Madagascar, Morocco, Senegal and Tunisia shared their teaching experiences with a focus on new media and multimedia.</p> <p>The African Democracy Institute (Idasa) completed an assessment on how HIV and AIDS, as well as other development issues, are featured in journalism curricula at four academic institutions in South Africa. Commissioned by UNESCO and implemented by Idasa's Governance and AIDS Programme (Idasa-GAP), the assessment explored the way in which journalism teaching prepares students for covering development challenges like HIV and AIDS. The assessment was based on a conceptual approach informed by Idasa-GAP's experience in developing learning materials for journalism training in eight countries in sub-Saharan Africa: Burundi, Cameroon, Ghana, Mali, Namibia, Uganda, Zambia and Zimbabwe. This is a good example of how UNESCO is promoting the growth of other journalistic literacies that are clearly linked to sustainable development and civic participation. In this vein, another good example is the workshop organised by UNESCO and Gender Links (GL) for media educators from eight Southern African institutions, held in Johannesburg, South Africa, from 10 to 13 April 2012. They worked on ways to mainstream gender in journalism and media training.</p> <p>Through establishing strategic partnerships, many of the MIL-related actions are on track. Evidence includes the cooperation with Australia's Queensland University to pilot an online course on MIL and Intercultural Dialogue. In addition, the Forum being planned for Nigeria promises to help unleash resources and other support mechanisms for African actors in MIL and Intercultural Journalism.</p>
	<p>PI: Availability of Masters/ qualification programmes to upgrade skills and essential disciplinary knowledge</p> <p>B/b: Masters/ qualification programmes and training made available by 12 African journalism training institutions for media professionals at all levels</p>	<p>A major workshop to improve the quality of journalism education in Africa and the UK, and to boost international university links, took place in April 2012 in the UK. Aimed at enhancing gender and new media literacy among media trainers and journalism educators, the workshop resulted in the launch of an Africa-United Kingdom Journalism Education Exchange Network, under the auspices of the UK National Commission for UNESCO, the University of Bedfordshire in Luton (UK), the Association for Journalism Education (AJE) and the Polytechnic of Namibia. In addition to this workshop, UNESCO partnered with the Open Society Institute for Southern Africa (OSISA) to establish an annual Journalism Summer School targeting Angola, Botswana, DRC, Lesotho, Malawi, Namibia, Mozambique, Swaziland, Zambia and Zimbabwe, with most of its teaching based on the UNESCO model curricula and drawing teachers and learners from the African centres of excellence in journalism. The inaugural school was in November, hosted by the Polytechnic of Namibia -- an important UNESCO-designated potential centre of excellence in journalism. Furthermore, efforts continue to be made to link African journalism</p>	

36 C/5 Global Priority Africa Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
		educators to their counterparts in other countries. For example, in partnership with OSISA, UNESCO plans to facilitate an Africa-regional PrepCom to pave the way for a strong African participation during the third World Journalism Education Congress (WJEC-3) scheduled for July 2013 in Mechelen, Belgium.	
	PI: Curriculum enrichment material and toolkits for teacher training available on media and information literacy B/b: Number of teacher-training institutions piloting media and information literacy in their programmes	During the first half of 2012, plans and negotiations had been finalised for national adaptation of the Media and Information Literacy Curriculum for Teachers in Ethiopia, Gabon and Morocco, indicating the curriculum's reach in the MENA and sub-Saharan African countries. Now, as part of that initiative, UNESCO is working with the Queensland University of Technology (QUT) to offer a course on Media and Information Literacy (MIL) and Intercultural Dialogue, with African teachers, policymakers and professionals as being the most targeted for the programme. The course will be offered over 13 weeks, from 25 February to 31 May 2013, and will focus, among other things, on intercultural dialogue and citizenship; freedom of expression, freedom of information and understanding the news, representation and languages in media and information, advertising and citizenship as well as information literacy and library skills.	
	PI: The guidelines provided by media organizations for user-generated content producers reflect the key elements of media and information literacy B/b: Comprehensive guidelines for user-generated content made available and adopted by major broadcasting associations	A work in progress, the guidelines are currently being linked to UNESCO's extrabudgetary project on promoting MIL and Intercultural Communication supported by Saudi Arabia. For example, as part of this activity, UNESCO will work with its Nigerian and other African partners to launch the Global Forum for Partnership on Media and Information Literacy (MIL), incorporating the Pan-African MIL and Intercultural Dialogue Conference. Scheduled to be held from 26 to 28 June 2013 in Nigeria, this dual event will catalyse greater debate on user-generated content as a key feature of intercultural communication and MIL.	
	PI: Utilization of information literacy indicators B/b: Information literacy indicators tested in pilot countries and information literacy logo used by organizations, which count youth organizations	Given current budgetary constraints, extrabudgetary sources are being solicited in order to ensure delivery.	

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

To the extent possible, strategic partnerships have been secured with national counterparts in the African region. Existing networks in the CI Sector's domains of competence have been mobilized in the African region to ensure strategic and optimal delivery and ownership on a local level despite current budgetary restraints. Examples have been cited above, such as OSISA.

36 C/5 Global Priority Gender Equality Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
Member States supported in the application of gender-sensitive Media	PI: Demonstrated linkages between the gender-related categories of media development indicators and gender development interventions within the context of	National assessments based on the UNESCO MDIs are on-going in Bolivia, Brazil, Côte d'Ivoire, Egypte, Libéria Mali, Népal, Ouganda, Togo and Tunisia. A regional project covers Croatie, Serbie, Macédoine. In all these assessments, gender equality in media	The annual Women Make the News online policy advocacy initiative was organized under the theme Rural women's access to media and information and sought to underscore and stimulate knowledge exchange on the importance of policies in favour of access to media and information in rural

36 C/5 Global Priority Gender Equality Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
Development Indicators	<p>the IPDC, United Nations system country programming exercises and national development efforts</p> <p>B/b: Country programming and project documents indicate a high level of gender sensitivity on media development issues</p>	operation and content will be highlighted.	<p>communities, particularly for women as well as good practices undertaken by public service broadcasters, commercial and community media, and NGOs.</p> <p>Organizations from over 40 countries promoted the WMN 2012 theme and debated the topic leading to greater awareness and action on gender equality in media including use of the UNESCO global online policy debate as leverage to promote their own local activities. This includes 9 of the 13 major broadcasting unions and associations and a number of international partners who also mobilized their membership. At least 20 local community radio stations particularly from Africa and Asia contributed stories on the online WMN policy advocacy platform.</p> <p>Some of the participating organizations included: in the Caribbean, (CMPB) Caribbean Broadcast media partnership on HIV/AIDS, in Europe, organizations such as SIGNIS (World Catholic Association for Communication)(EJC) European Journalism Centre, Permanent Conference of the Mediterranean Audiovisual Operators (COPEAM), IAMCR (International Association of Media and Communication Research), Cyprus Broadcasting Corporation, Radio France International, Centre for Communication and Global Change, France Télévisions, Mediterranean Center for Audiovisual Communication while from North America, media organizations such as All Voices, WACC (The World Association for Christian Communication), Knight Center for Journalism in the Americas. The IFJ (International Federation of Journalist) was also involved.</p> <p>In addition, UNESCO organized an international debate on gender and media during the 28th Session of the International Council for the Development of Communication (IPDC) Council Meeting on 23 March 2012. The meeting brought together speakers from key stakeholder organizations including the International Women's Media Federation, the International Federation of Journalists, the African Media Initiative, and the Asia Pacific Broadcasting Union. During the meeting the Gender-Sensitive Indicators for Media Initiative was endorsed by the IPDC Council.</p> <p>Challenges encountered in supporting Member States in the application of GSIM include the fact that it is very difficult to measure the true impact of advocacy work. What is certain is that UNESCO continues to push and cooperate with media organizations globally to keep gender equality in and through media on the international agenda.</p>
	<p>PI: Research supported to review current aspects of women and the media and existing media policy concerning the portrayal of women in the media, in order to reinforce the application of gender-sensitive media development indicators</p> <p>B/b: Country report produced defining media-related gender gaps/ areas requiring attention</p>	<p>A Limited budget for application of the gender-sensitive indicators for media (GSIM) has been allocated. The amount is only sufficient for its publication. Proposals have been sent to ISESCO, SIDA, UN Women, OMNI Life, FINNIDA, DANNIDA, NORAD and DG Emergency Funds to secure the necessary funding to ensure effective roll out and testing. Despite current budgetary restrictions, negotiations for adaptations of the GSIM in Morocco and China have been undertaken.</p>	
National information policies formulated and implemented in a gender inclusive manner	<p>PI: Support for advice on information standards and the formulation of gender-inclusive national information policies</p> <p>B/b: Information/ knowledge policy and strategy templates with a gender component produced and applied in 1 country per region</p>	<p>Formulation of gender-inclusive policies, standards and strategies in various areas of use and access to information was achieved through a gender balanced participation and implementation of activities and programmes: - Gender balanced participation at the International Conference on Digital Preservation and Digitization and formulation of policies and strategies as stated in the UNESCO/UBC Vancouver Declaration of the Conference. - Gender sensitive participation at the 2012 World OER Congress and formulation of OER principles in the OER Declaration, recommending to Member states a gender equity perspective in promoting and using OER. Capacity-building and strengthening skills and competencies for Gender specific activities in the area of Gender and FOSS and with a strong gender sensitive component in the participation and implementation of activities and programmes was achieved: - The online community on Gender and</p>	<p>It is expected that the activities will increase the number of women accessing, using and developing ICTs, OERs and FOSS materials and that appropriate national stakeholders will adopt OER enabling policies with a gender equity perspective.</p> <p>It is anticipated that the formulation of policies and strategies for digital preservation and digitization as stated in the UNESCO/UBC Vancouver Declaration of the Conference will lead to the adoption of national strategies in the area of digitization and digital preservation with a clear gender sensitive perspective.</p> <p>It is also expected that women and men will be part of the efforts for preservation of collective memory and knowledge in libraries and archives on an equal basis.</p>

36 C/5 Global Priority Gender Equality Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
		FOSS is continuously growing, conducting and sharing studies and information and enhancing collaboration and exchange of information. - Participation at the Internet Governance Forum in Baku, Azerbaijan (Nov.2012) and ensuring gender sensitive participation in the panels organized. In the field of information and ethics training workshops in 3 African countries being organized with gender balanced participation. - Planning the organization of gender specific sessions for the WSIS+10 Review meeting (Paris, February 2013).	Lessons learnt and challenges include much needed efforts for increasing awareness raising about the role, the specific needs and the benefits for women and girls when using, accessing and developing technologies remain necessary in order to build capacities for encouraging and preserving information and knowledge. The lack of funds has slowed down additional development of Gender and FOSS activities, despite actively seeking extrabudgetary funds.
UNESCO-supported training programmes offered on an equal basis to men and women	<p>PI: Number of media training institutions offering high-quality training programmes based on the UNESCO model curricula on journalism education and striving to achieve the criteria for training excellence</p> <p>B/b: UNESCO Model Curricula on Journalism Education and UNESCO Criteria for Institutional Excellence in Journalism Training adapted by 40 training institutions; gender balance among trainees achieved</p>	Journalism and media educators from eight Southern African institutions met in Johannesburg, South Africa, from 10 to 13 April 2012. They worked on ways to mainstream gender journalism and media education and training. Gender Links (GL), in partnership with UNESCO, ran the four-day inception workshop with educators on mainstreaming gender in journalism and media education and training curricula.	UNESCO continues to be engaged in mainstreaming gender in national and institutional policy frameworks and curricular standards and ensuring gender balance in related training. For instance, journalism and media educators from eight Southern African institutions met in Johannesburg, South Africa, from 10 to 13 April 2012. They worked on ways to mainstream gender journalism and media education and training. Gender Links (GL), in partnership with UNESCO, ran the four-day inception workshop with educators on mainstreaming gender in journalism and media education, and training curricula.
	<p>PI: Professional organisations supported to provide training opportunities, particularly safety training, for female journalists</p> <p>B/b: 150 women media professionals trained particularly on the safety of journalists</p>	Concerning the safety of journalists, and female journalists in particular, six projects have been approved by the UNESCO International Programme for Development of Communication (IPDC) in countries such as Liberia, Zimbabwe, Colombia and Palestine. In this connection, UNESCO is taking action to ensure the two global priorities, gender and Africa intersect in our overall implementation strategy. Illustratively, a regional project for a Pan-African Conference on Journalist Safety and Tackling Impunity - giving specific attention to gender dimensions was also approved and initial planning are underway. In addition, another project was approved, with an international scope, focusing on media partnerships to promote and disseminate best practice and related safety and impunity issues. All these projects are just getting started and should yield significant results over the coming year.	In Dar ES Salaam, UNESCO has now become a leader in the application of community media as a vehicle for empowering rural women, enhancing gender equality on local levels for sustainable community development. In collaboration with UN Women, UNESCO pioneered the use of solar and dynamo radio sets technology to bridge information access gaps for women in rural areas. UNESCO has also been engaged in a voter education programme for rural women through Community Media and capacity-building and up-scaling of Community Media in Tanzania more broadly. UNESCO is now developing and disseminating a Gender Code of Practice for Community Media, while spearheading programmes to train and empower female media practitioners at all levels.
	<p>PI: Relevant training programmes made accessible to women (geographically accessible, community media projects, use of local languages and appropriate technology, etc)</p> <p>B/b: Number of women professionals included in training events increases to 50%</p>	A community media project targeting DR Congo, Lesotho, Namibia, Mali, South Africa, Tanzania and Zambia will furnish those in poverty, especially women and girls, with community media skills and access to community radio facilities enabling them to increase their access to information on the issues that affect their lives and to actively participate in public debates on development issues. This project is in progress. Negotiations with partners are on-going and base-line assessment will commence soon.	UNESCO continues to contribute to MDG 3 and other MDGs through interventions addressing three dimensions of gender equality and women's empowerment; capabilities, access to resources and opportunities, and security. The production of the Manual for Namibian Multipurpose Community Centres contributes to promoting community participation in sustainable development through community media. The Manual seeks to realize Millennium Development Goal 3 on gender equality and women's empowerment focused on Media related issues entitled: "Setting things right towards gender equality and equity."
			World Press Freedom Day, a UNESCO flagship activity celebrated on 3 May of each year since 1993, has always striven for a balanced gender representation. During the most recent WPFDF celebration in Tunisia, Tunisia, a total of 750 participants took part in the event including more than 350 Tunisians. There were 118 speakers during the two-day event with three plenaries and 13 parallel sessions. Out of that number, a total of 45 female speakers and presenters spoke during the widely covered WPFDF and nearly half the sessions were chaired by women. Indeed the opening keynote speaker was Mrs Tawakkol Karman, the 2011 Nobel Peace Prize Laureate who was also the youngest and first Arab woman to be conferred the Prize.

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

To the extent possible, strategic partnerships have been secured with stakeholders working on promoting gender equality in the media. Existing networks working to promote gender equality have been further mobilized to partner with UNESCO to ensure strategic and optimal delivery and ownership on a local level despite current budgetary restraints.

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

Regular Programme ¹ : operational budget only		Extrabudgetary resources ¹	
Allocation 2012-2013: US\$ 1 385 635	Expenditures 2012-2013: US\$ 688 976	Allotment 2012-2013: US\$ 6 358 715	Expenditures 2012-2013: US\$ 4 606 251

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
ER 1: Freedom of expression, freedom of information and press freedom more broadly promoted and integrated into policies in Member States, and related internationally recognized legal, safety, ethical and professional standards respected, the safety of media professionals enhanced, and the combat against impunity strengthened	<p>PI: Number of local activities organized on the World Press Freedom Day</p>	<p>The WPDF international conference was successfully conducted in Tunis, Tunisia (3-5 May). Over 80 events took place around the world, including celebrations thanks directly to involvement by field offices of 33 countries. The Guillermo Cano World Press Freedom Prize was awarded to Azerbaijani journalist Eynulla Fallutayev.</p>	<p>The WPDF Conference brought together around 750 participants from 88 countries, making it one of the largest turn-outs for the event in its history. As a result of the discussions of the plenary sessions, the participants, including media professionals and non-governmental civil rights organizations, adopted the Carthage Declaration.</p>
	<p>PI: Number of international campaigns and capacity-building initiatives for the safety of journalists and media professionals B/b: - UNESCO's yearly WPF Prize voted by the independent jury and awarded. Local activities held on the occasion of WPDF in at least 20 countries each year - strengthening of 5 regional and local alert networks and implementation of 2 international campaigns on media professionals' safety in cooperation with specialized organizations. At least 500 media professionals and government authorities (at least 50% women) trained on safety of journalists, related guidelines distributed in at least 10 countries, at least 6 of which are in Africa</p>	<p>The UN Plan of Action was welcomed by the IPDC council and further endorsed by the UN Chief Executive Board in April 2012. The Universal Periodic Review (UPR) contribution was reflected in the final report in the 13th Session of the UPR review process (21 May-4 June 2012). A world wide implementation strategy of the UN Plan of Action on safety of journalists and the issue of Impunity has been approved by UN agencies and will be launched in 2013 at the international and national levels. Activities at field level in several countries were able to promote capacity-building in the area of safety, especially through partnerships with groups such as IFJ.</p>	<p>Some 300 international participants and 350 local Tunisian participants attended this year's WPDF event, making it one of the largest turn-outs. The 750-plus participants came from 88 different countries and every region. A total of 13 parallel sessions and three plenaries including a special Tunisian session were organized. Several side-events were also organized by many partners enlisted to support the event.</p> <p>The UNESCO/Guillermo Cano World Press Freedom Prize ceremony took place on the 3 May in the Tunisian Presidential Palace with Mrs. Irina Bokova presenting the Prize to Azerbaijani journalist, Eynulla Fatullayev and was attended by the President of the Republic of Tunisia, Dr Moncef Marzouki. In addition to the Cano Foundation, this year's prize was also jointly supported by the Luis Carlos Sarmiento Angulo Foundation. An additional feature of the Ceremony was the inclusion of a Virtual Town Hall using Google Hangout at the beginning of event. The virtual town hall allowed for the virtual participation of other press freedom agencies from around the world via the Internet to give a short account of the state of media freedom in their respective regions and their upcoming activities.</p>
	<p>PI: Application of policies and regulatory frameworks conducive to freedom of expression in regard to all types of media and social communication platforms B/b: - laws, regulations and policies conducive to freedom of expression, freedom of information, press freedom and media safety drafted and adopted in at least 10 countries - adoption of regulatory frameworks conducive to editorially independent public service broadcasters in at least 5 countries (3 in Africa); new edition of international legal survey on public service broadcasting produced, internationally launched, and disseminated in at least 10 countries (including 6 in Africa)</p>	<p>CI/FEM contributed to standard setting and knowledge sharing on FOI. At the field level, activities took place in Nigeria and Uzbekistan particularly. Comments were provided in regards to Tonga's first draft of "Freedom of Information Guidelines and Policy". Additionally, CI/FEM supported a workshop on Access to Information in the Middle East and North Africa region. The workshop is part of a wider initiative entitled "Regional Dialogue on Supporting Coalitions and Networking to Advance Access to Information in MENA." Additionally, UNESCO provided assistance in legislation, regulatory framework and policy advice related to Internet and the development of multi-stakeholder networks, supporting governments and national institutions in more than 10 countries. UNESCO's leading role on Internet freedom and global internet governance has been further strengthened, with a tangible contribution of its high</p>	<p>At the closing of the event, the participants adopted the Carthage Declaration that emphasizes the importance of press freedom in countries in transition. The Declaration was one of the major outcomes of the conference in Tunisia. It stresses the importance of ethics in journalism by professionals and by citizen journalists as a key factor in revealing untruths, promoting human rights, combatting intolerance, exposing corruption, and counteracting</p>

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
		<p>quality publications, including one launched at the Internet Governance Forum at a well-attended panel covering the issues of privacy and freedom of expression online. These inform and assist the global community and member states on internet related policy making. Lastly, UNESCO provided support and made comments on draft legislation in Nepal, South Sudan and Gabon.</p>	<p>authoritarianism. It furthermore notes that the combination of freedom of expression, press freedom, access to information and Internet connectivity is central to contemporary democracy, development and sustainable economic growth.</p> <p>As usual, the media coverage, nationally and internationally (both print and electronic media) during the events gave to UNESCO a high visibility. All major Tunisian media dedicated space to the celebration of World Press Freedom Day.</p> <p>The event strongly contributed to the 36 C/5 as it concerns expected result 1, exceeding benchmarks.</p> <p>At field level, 33 countries had activities around WPF that involved UNESCO directly. These events were geared to promoting local dialogue between governments and stakeholders on the press freedom issues most relevant to that country.</p> <p>Lessons learned include that partnerships are central to achieving C/5 results, especially in a climate of budget shortfall.</p> <p>This progress shows a clear contribution to UNESCO's role as a catalyst for international co-operation, and contributes to Africa and Gender Equality Priorities.</p> <p>Another unique feature of the 2012 conference was the direct involvement of a total of 37 partners who supported the WPF through financial sponsorship including funding participants to attend the conference, sponsoring of lunch or evening reception events and also by organizing the parallel sessions including identifying speakers, supporting the travel and accommodation of the speakers, and moderating their respective sessions. Gender considerations were foregrounded in the selection of speakers and participants. The spending, based on RP budget, Emergency Fund support and a sponsorship from Google, was able to leverage activities whose resourcing can be safely estimated at several times the amount invested.</p>
ER 2: The role of media enhanced to contribute to a culture of peace and democratic governance	<p>PI: Impact of communication and media in fostering dialogue, cultural self-expression, mutual understanding, peace and reconciliation</p> <p>B/b: - implementation of the dialogue and exchange programme, and the conflict sensitivity programme in at least 10 countries, specifically through the framework of the Power of Peace Network (PPN) - improved reporting on cultural diversity in cooperation with at least 5 media professionals organizations and academic institutions</p>	<p>Through the support of the "Abdullah bin Abdulaziz International Programme for a Culture of Peace and Dialogue", an e-course on communication is being developed to as a tool to promote dialogue and exchange.</p>	<p>Through the support of the "Abdullah bin Abdulaziz International Programme for a Culture of Peace and Dialogue", an e-course on communication is being developed to as a tool to promote dialogue and exchange. The e-course encourages users, in particular youth, to build case studies base on their own lived-experience and local characteristics on the issues of freedom of expressions which will be shared with other users around the world. Such exchange of different experiences amongst the global youth will involve dialogue, cultural self-expression, mutual understanding, peace and reconciliation.</p>
	<p>PI: Number of journalists trained on the application of</p>	<p>-Participation in the Inter-Agency Coordination</p>	

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
	<p>best practices in regard to reporting elections and to investigative journalism</p> <p>B/b: - at least 30 journalists (at least 50% women) trained at regional and national training workshops - election reporting manual developed and published with at least 1 global launch; at least 5 regional consultations undertaken and training workshops organized</p>	<p>Mechanism for UN Electoral Assistance (ICMEA), - "Global Casebook of Investigative Journalism" launched. -a training workshop on election coverage for Egyptian journalists from regional print and electronic media took place in Cairo. - 42 Palestinian journalists working for at least 10 different local media outlets (with 60 percent female participation, 20 participants from Gaza, 22 participants from the West Bank) attended a four day training workshop</p>	<p>Other activities include:</p> <p>-Participation at the Inter-Agency Coordination Mechanism for UN Electoral Assistance (ICMEA), by mainstreaming media and electoral reporting issues into the discussions. -"Global Casebook of Investigative Journalism" launched, which serves as a complement to "Story-Based Inquiry: A Manual for Investigative Journalists"</p> <p>-UNESCO's Office in Cairo organized a training workshop on election coverage for Egyptian journalists from regional print and electronic media. The third in a series, the event took place in Cairo from 22 to 26 April 2012 and aimed at strengthening capacities of journalists in view of the upcoming presidential elections in Egypt.</p> <p>-With funding from Canal France International (CFI) and the IPDC, 42 Palestinian journalists working for at least 10 different local media outlets (with 60 percent female participation, 20 participants from Gaza, 22 participants from the West Bank) attended a four day training workshop in Jericho and Gaza city on conflict sensitive reporting, electoral reporting and safety issues.</p> <p>Extra-budgetary funding has been raised for training in media coverage during elections in Jordan, Egypt, and Tunisia.</p> <p>The progress shows a contribution to UNESCO's role as a capacity-builder, and specific activities contribute to Africa and Gender Equality Priorities.</p>
ER 3: Media capacities strengthened to foster dialogue and reconciliation, contribute to disaster risk reduction and provide humanitarian information	<p>PI: Impact of media for disaster risk reduction and for humanitarian action in post-disaster environments</p> <p>B/b: - capacities of community radio and rural multimedia community centers reinforced and quality of training in disaster risk- reduction information dissemination enhanced in collaboration with at least 8 media professional organizations - humanitarian information disseminated to the population in at least 5 countries where the UN is providing emergency assistance</p>	<p>With Sida-sourced funds, UNESCO launched a radio broadcasting project in Jordan for the Syrian refugees community.</p>	<p>A major effort to fund raise has been done in 2012 to support assistance to media independence in at least 30% of countries in which UN peace-keeping operations are ongoing. Furthermore special attention has been given to the Arab Spring countries. With approximately 10 million US dollars successfully fundraised, UNESCO is implementing activities that enhance freedom of expression and freedom of information as well as improving ethical and professional standards.</p> <p>Achievements of particular note as it concerns extrabudgetary fundraising to achieve this expected result include:</p> <p>- Sida has approved a total amount of 2.800.000 dollars for a duration of 36 months to reinforce media capacity building in Egypt, Jordan, Lybia, Lebanon, Morocco, Tunisia, Syria, Yemen and South Sudan;</p> <p>- Danida, in the framework of the housewide MoU, has approved a project on strengthening the capacity development for freedom of expression, free media and the safety of journalists in the Mano River Countries, including Liberia, Sierra Leone and Cote d'Ivoire;</p> <p>- Finland at the end of the reporting period approved a project</p>
	<p>PI: Number of independent media and independent media associations in post-conflict countries and countries in transition</p> <p>B/b: - media independence guaranteed through media legislation, freedom of information enhanced and editorial independence facilitated in at least 30% of countries in which UN peace-keeping operations are current - at least one new independent media association established or reinforced in at least 5 post-conflict countries - improved media professionalism and ethical standards implemented through training in at least five conflict and post-conflict countries, benefitting the population at large</p>	<p>Major fund raising activities have been done to support the Freedom of Expression activities, especially in countries in transition (Arab spring countries, South Sudan, Côte d'Ivoire, Liberia, Myanmar)</p>	

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
			<p>to promote freedom of expression in Egypt, Tunisia, Yemen and Syria;</p> <p>- With Canal France international, UNESCO has implemented a series of key activities to foster dialogue and to support media's role in democracy Côte d'Ivoire, Libya, Palestine, Myanmar and South Sudan;</p> <p>- Norway has supported the establishment of a project post in Tunisia. Furthermore, the Norwegian Refugee Council is seconding two full time professional staff in UNESCO antennas office in Liberia and Myanmar.</p> <p>Constraints related to the lack of regular programme funds as well as the non recruitment of key posts represented a challenge to meeting the expected results and expanding the programme in conflict and post-conflict countries. These challenges were overcome through successful extra-budgetary fundraising and strengthened partnerships. In the future, one of the main challenges is to ensure a perfect coordination among the activities financed by various donors.</p> <p>The progress shows a clear recognition of UNESCO's reputation for fostering pluralistic, free and independent media in post-conflict countries, and will contribute to Africa and Gender Equality Priorities.</p>

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

As it concerns cost-effectiveness and efficiency measures, The World Press Freedom Day conference was the result of the direct involvement of a total of 37 partners who supported the WPFDD through financial sponsorship including funding participants to attend the conference, sponsoring of lunch or evening reception events and also by organizing the parallel sessions including identifying speakers, supporting the travel and accommodation of the speakers, and moderating their respective sessions. Gender considerations were foregrounded in the selection of speakers and participants. The spending, based on RP budget, Emergency Fund support and a sponsorship from Google, was able to leverage activities whose resourcing can be safely estimated at several times the amount invested. In addition, there has been a trade-off in time spent on delivery of projects and time spent actively fundraising to ensure maximum delivery of expected results despite current financial constraints.

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

Regular Programme ¹ : operational budget only		Extrabudgetary resources ¹	
Allocation 2012-2013: US\$ 1 285 318	Expenditures 2012-2013: US\$ 638 030	Allotment 2012-2013: US\$ 6 264 034	Expenditures 2012-2013: US\$ 4 558 697

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
ER 4: Member States supported in the development of free, independent and pluralistic media, reflecting the diversity of society	<p>PI: Number of countries and media development initiatives supported by IPDC based on UNESCO Media Development Indicators</p> <p>B/b: - at least 70 developing countries supported with</p>	The 56th Bureau of the IPDC Council was organized at UNESCO Headquarters in Paris from 22 to 24 February 2012. Among 103 projects proposals considered, the IPDC Bureau approved 85 projects in 62 developing countries for a total amount of US\$	As it concerns supporting Member States in the development of free, independent and pluralistic media, reflecting the diversity of society, the IPDC is in the process of developing new strategic

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
	150 media development initiatives through the IPDC to implement media development projects - Media Development Indicators applied in at least 10 developing countries and countries in transition to identify media development gaps	2,170,180. These projects are currently being implemented; their geographical distribution is as follows: thirty-three projects in Africa, 21 in Asia and the Pacific, 18 in Latin America and the Caribbean, and 12 in the Arab region. One project is an interregional one. MDI-based assessments have been completed or are near completion in four countries (Egypt, Gabon, Nepal and Tunisia), and are ongoing in another seven. Several have received direct financial support from IPDC including Bolivia, Brazil, Egypt, Nepal, Palestine, Tunisia, Uganda and Uruguay.	documents regarding the Programme as a whole, fundraising, communication and visibility, and the Media Development Indicators' initiative in order to ensure further support, particularly in the Africa region and SIDS. In addition, at field level, 33 countries had activities around World Press Freedom Day that involved UNESCO directly, which shows a continued increase in awareness of the importance of press freedom in building democratic knowledge societies. Results achieved against programmed benchmarks shows an evolving contribution to UNESCO's role as standard-setter and capacity-builder, and contributed to Africa and Gender Equality Priorities. As it concerns lessons learnt, a freeze on three Professional Staff positions has limited the potential for increased results. In this regard, and to ensure cost effectiveness, partnerships have been deepened to compensate for the absence of budget and to ensure delivery.
	PI: Number of countries that have recognized community radio in the regulatory system and the community media forums that applied sustainability measures B/b: - enabling regulatory provisions clarifying complementarities between private, public and community media introduced in 10 piloting countries - sustainability measures applied by community media forums in at least 10 countries	11 countries recognized community radio and 9 applied sustainability measures (Brazil, Democratic Republic of Congo, Ethiopia, Gabon, Liberia, Myanmar, Mongolia, Nepal, Tanzania, Tunisia, Uganda). Comparative reviews of policy, legislative and regulatory conditions are being carried out in 8 countries (Afghanistan, Bangladesh, Bhutan, India, Maldives, Nepal, Pakistan and Sri Lanka). Enabling provisions to reach the programmed benchmarks include: - A Comparative mapping of policy, legislative and regulatory provisions in 30 countries is underway - Policy reflections have been presented by 6 countries at AMARC's Global Legislation Programme (Argentina, Brazil, Chile, Canada, South Africa, Uruguay) Sustainability measures include the launching of community radios and networks (Laos, Mongolia), training of indigenous communities, community radio editors and correspondents (Ecuador, Jordan, Mongolia, Morocco, Tanzania, Tunisia, Uganda), and the development and review of community radio curriculum at the third World Journalism Education Conference.	
	PI: Number of initiatives that enhanced collaboration of UN agencies in communication for development B/b: at least 10 joint capacity-building measures for C4D integrated within common country programming documents	7 capacity-building workshops for 32 local radio stations in Sub-Saharan African countries on managing and reporting humanitarian and disaster risk information (Democratic Republic of Congo, Kenya, Lesotho, Namibia, South Africa, Tanzania, Zambia) have been carried out. Recommendations supported by 10 UN agency participants of the UN Inter-Agency Round Table on Communication for Development, carried out in New Delhi, India, in 2011, passed to the 67th UN General Assembly underlining the need to reinforce field level interventions through UN country teams and within the framework of UNDAF.	
	PI: Number of public service broadcasting institutions that applied gender-sensitive media indicators and management practices B/b: gender-sensitive indicators applied by at least 20 public service broadcasters	Partnerships have been established with the African Union of Broadcasters, Caribbean Broadcasting Union, OTI (Organización de Telecomunicaciones Iberoamericanas), Asia Pacific Broadcasting, and COPEAM (Permanent Conference of the Mediterranean Audiovisual Operators) to adapt and pilot the GSIM leading to the articulation of relevant policies and strategies in more than 20 PSB and as many countries.	
ER 5: Capacities of media training and journalism educational institutions strengthened to reach the established criteria of excellence in training as regards journalists' investigative skills and gender	PI: Number of countries that improved the journalism education on the basis of the UNESCO Model Curricula for Journalism Education and the number of training institutions that applied the UNESCO-developed criteria for institutional excellence B/b: at least 30 countries with improved journalism	In addition to Afghanistan, China, Guyana, Iran, Jamaica, Lesotho, Mauritius, Mexico, Mongolia, Pakistan, Rwanda, South Africa, Tanzania, Gabon, Congo and Uzbekistan taking steps to adapt the UNESCO Model Curricula, Bangladesh, the Dominican Republic, Djibouti, Cuba, Equatorial Guinea, Myanmar, Nepal and Venezuela are following suit. The Open Society Institute for Southern Africa	Despite minimal budget, fulfillment of benchmarks as it concerns strengthening capacities of media training and journalism educational institutions to reach the established criteria of excellence in training as regards journalists' investigative skills and gender equality perspectives in media is on target, with the exception of science journalism training. The solidification of

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
equality perspectives in media	<p>education based on UNESCO Model Journalism Curricula and 15 regional training institutions that adapted criteria for excellence</p> <p>PI: Number of journalism education institutions that introduced quality science journalism based on UNESCO resource guide, and increase in the number of journalists reporting on sustainable development issues with scientific perspectives B/b: - at least 15-20 journalism education institutions that adapted UNESCO resource guide on science journalism - at least 100-150 working journalists (of which at least 50% are women) in 30 countries using the UNESCO science reporting resources in water, bio-diversity, energy, climate change, oceanographic impacts, desertification, etc.</p>	<p>(OSISA) and UNESCO launched an inaugural Journalism Summer School in November, covering Angola, Botswana, DRC, Lesotho, Malawi, Namibia, Mozambique, Swaziland, Zambia and Zimbabwe.</p> <p>UNESCO has persuaded top journalism experts to develop specialized syllabi at no cost to the Organization. As such, a new resource publication, tentatively entitled "MODEL CURRICULUM FOR JOURNALISM EDUCATION: A COMPENDIUM OF NEW SYLLABI", will be published in 2013. It is expected to be launched during the third World Journalism Education Congress in Belgium. In addition, an Africa-regional WJEC-3PrepCom on teaching journalistic specialisms in Africa, supported by OSISA in partnership with UNESCO, will look at issues of science journalism. Building on last year's similar workshop for West Africa, UNESCO worked with its partners UNECA and the AU to co-host a training workshop in September 2012 under the theme "Making Science and Technology Information More Accessible for Africa's Development", with over 60 science and technology journalists from various East African countries, exposing them to the findings of the results of the 2011 UNESCO study into science reporting in Africa - itself an important achievement as journalism educators and media professionals take on board the results of this survey.</p>	<p>partnerships, particularly with NGOs, has been central to the success achieved. Activities in this regard have reinforced UNESCO's role as a laboratory of ideas and standard-setter, particularly in the Africa region.</p> <p>As it concerns cost effectiveness, small sums have been strategically spent in order to create a multiplier effect.</p>
ER 6: Media and Information Literacy (MIL) enhanced to enable citizens to make full use of their rights to freedom of expression and the right to information, taking into account the access and needs of both women and men	<p>PI: Number of teacher training institutions that have integrated media and information literacy into teacher training and the established international partnerships to foster Media and Information Literacy B/b: - at least 15 national teacher training curricula integrating media and information literacy - at least 3 international partnerships established to foster Media and Information Literacy</p> <p>PI: Number of citizens' media groups and UNESCO Chairs that advocated media and information literacy as way to increase the quality of media B/b: at least 12 citizens' media groups/ UNESCO Chairs supported to foster media and information literacy in developing countries and countries in transition</p>	<p>In close collaboration with field colleagues, adaptation of the MIL Curriculum has commenced in 10 countries: Japan, Sweden, Morocco, Ethiopia, Gabon, Brazil, Egypt, the Philippines, Australia, Canada and Gabon. When completed, all together, more than 20 teacher training institutions will have adapted and piloted the MIL Curriculum. These include Wollega, Dilla and Jimma colleges in Ethiopia; University of Queensland, Australia; Athabasca University, Canada; Miriam College and the Philippine Normal University, Philippines.</p> <p>9 Universities within the UNITWIN/Chairs programme have been supported to promote MIL within their academic programme and university outreach. These are Autonomous University of Barcelona (Spain), University of the West Indies (Jamaica), Cairo University (Egypt), University of Sao Paulo (Brazil), Temple University (USA), Beijing Tsinghua University (China), Sidi Mohamed Ben Abdellah University (Morocco), Queensland University of Technology (Australia) and Athabasca University (Canada); The capacity of at least 10 citizens' media groups such as the International Association on Media Education (MENTOR), the African Centre for Media and Information Literacy, the Doha Centre for Media Freedom, the European Association of Viewers Interests, the Birzeit University's Media Development Center, the National Association of Media Literacy Education, the Gateway Media Literacy Partnership, the Center for Arab Women for Training and Research, Gender Links, and the Inter Africa Network for Women, Media, Gender and Development are being strengthened to promote MIL and intercultural dialogue and a network is being established through cooperation with the University of Cairo and the UNESCO/UNAOC MILID Network,</p>	<p>As it concerns Media and Information Literacy (MIL) enhanced to enable citizens to make full use of their rights to freedom of expression and the right to information, taking into account the access and needs of both women and men, progress to date exceeds expectations in light of the reduced regular programme budget currently available. In this regard, partnerships with NGO's and the UNESCO UNITWIN Chair Network have been essential in ensuring programme delivery. Progress shows UNESCO's capacity to be a catalyst for international co-operation, and contributes to Priority Gender and Priority Africa.</p>

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
		IFLA and IFJ. The number of citizens' media groups and universities will increase with the launch of the Global Forum of Partnerships on MIL In June 2013.	
	PI: Number of public service broadcasters that applied standards for user-generated content B/b: at least 50 public service broadcasters that applied UNESCO-developed guidelines on user-generated content	ABU (40 members), ASBU (20 members), CIRTEF (38 members), and URTI (50 members) are actively promoting the application of the UGC standards amongst their members. In addition, the translation of the UNESCO developed guidelines on user generated content in 4 languages and adaptation of the text to a regional context has been overall well received as reported through a number of broadcasting General Assemblies. Monitoring is underway to identify broadcasters that are applying the guidelines. URTI will assist 6 broadcasters in the application of guidelines. Others are being requested to also commit in the same manner (ABU, ASBU, CBA, AIBD).	

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

As it concerns cost-effectiveness, capacity building activities were delivered with less resources than planned and quality ensured through partnership-building. In this regard, relationships with NGOs as well as UNESCO Chairs have been instrumental. Additionally, particular attention was paid to ensuring a multiplier effect as it concerns training and capacity building exercises. Where possible, resources and consultations have been carried out online to ensure participation on a global level with limited funds.

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

Regular Programme ¹ : operational budget only		Extrabudgetary resources ¹	
Allocation 2012-2013: US\$ 1 550 827	Expenditures 2012-2013: US\$ 734 534	Allotment 2012-2013: US\$ 4 751 546	Expenditures 2012-2013: US\$ 3 232 823

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
ER 7: The impact of activities in the fields of education, sciences and culture enhanced through gender-sensitive Open Suite strategies (open access, free and open source software and open educational resources) and innovative ICTs	PI: ICT innovations applied by Member States to enhance quality of and access to education for both women and men B/b: two innovative ICT applications in education developed and internationally shared	UNESCO further rolled-out ICT-CFT in two countries. Based on these experiences, the division is working on developing a proposal to use OER for the development of training materials. Data collection of ICT indicators in the Arab States region has been completed during this period and has been submitted to UIS and the final report is being completed by UIS. CI/KSD shared the findings of the case study on the deployment of FOSS in primary and secondary schools in Africa at the 5th African Conference on Free and Open Source Software (FOSS) and Digital Commons (IDLELO) which was held in Abuja, Nigeria from 19th to 23rd March, 2012. CI/KSD is currently conducting 3 additional studies on Open Solutions including Open Data worldwide and specifically in the Caribbean, financially ensured through emergency funds. The FOSS programme has received funds from the PCPD and Africa Intersectoral platforms to create a World Map of UNESCO Points of Interest and the project HOPE on open source in	As it concerns enhancing the impact of activities in the fields of education, sciences and culture through gender-sensitive Open Suite strategies (open access, free and open source software and open educational resources) and innovative ICTs, several flagship activities have been undertaken, specifically: Open Educational Resources Open Access to scientific information and research Free and Open Source Software Open Training Platform ICT in Education, especially the ICT- Competency Framework for Teachers ICT in Science ICTs in Culture, in particular as it concerns the General History of Africa While promoting Open Access is a big challenge, the Sector's

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
	<p>PI: Number of users of and resources on UNESCO's online applications and training platforms for development and sharing of e-learning policies, tools and materials</p> <p>B/b: - major institutions in at least 5 Member States apply guidelines for OER application and adapt UNESCO curricula available on the UNESCO OER platform - 4,250 e-learning resources on the Open Training Platform (OTP) - Average of 9,000 visits to the OTP per month</p>	<p>hydrology.</p> <p>The revamped Open Training Platform has been completed. The platform is now linking to 3,500 resources. UNESCO has prompted OERs through six regional fora and the World OER Congress to increase access to and the quality of education. The Congress released the OER Paris Declaration, which recommends States in their capacity to promote OER. Several Member States are preparing OER policies or the development of in-house OER repositories or partnering with UNESCO to host on the UNESCO OER Platform. UNESCO is currently developing the full-fledged OER platform with INFOSYS. This platform will also host the OTP in the near future.</p>	<p>consistent approach and release of the policy guidelines have improved UNESCO's leadership position in this very important area. Programme challenges remain "as is" due to poor financial allocation to the activity, and would require significant efforts to raise extrabudgetary resources.</p> <p>Budgetary provisions in the C/5 have been a major constraint for implementation of the workplans, and efforts are continuous to secure extrabudgetary resources to strengthen the activities.</p> <p>In the field of Open Educational Resources, significant progress was made in a very short span of time with the organization of six regional fora and the World OER Congress in June 2012 in Paris. The World OER Congress not only put UNESCO in a leadership position in the field of OERs but also produced the Paris OER Declaration which amounts to a call to all Member States to embrace OERs in their educational policy and therefore enhance universal access to information and knowledge.</p> <p>Development of partnerships with other organizations is a priority, and the success of the Sector's actions in the area of OER is an example in this direction. Developing strategic partnerships with organizations having different strengths in addition to financial support remains key to ensuring the successful implementation of the Sector's mandate.</p>
	<p>PI: Number of major institutions applying ICT in building scientific knowledge and open access to research results</p> <p>B/b: - two ICT applications developed on community level data capture and analysis - three research funding bodies in Member States adopt national OA generation and dissemination frameworks - Five Member States improve national OA policies based on UNESCO recommendations - 100 major institutions effectively use and favourably evaluate the Global Open Access Portal</p>	<p>UNESCO released the "Policy Guidelines for the Promotion and Development of Open Access" in English. UNESCO releasing the Policy Guidelines on Open Access has a significant impact on Open Access around the world, and the number of Open Access journals, repositories and policy mandates are increasing steadily. Recently the Chamber of Deputies of Argentina passed a law in support of Open Access. The French version of the policy guidelines is due to be published in early 2013. Funding support from DG's Emergency funds are being used to implement open access activities as per the strategy approved by the General Conference.</p>	
ER 8: World's documentary heritage protected and digitized, capacities of Member States strengthened to that effect, preservation and digitization strategies and principles adopted and archives and libraries reinforced as centres of education and learning	<p>PI: Number of new inscription in the Memory of the World Register; number of operational committees; number of trained preservation professionals</p> <p>B/b: at least 30 new inscriptions in the Memory of the World Register; at least 5 new National Memory of the World Committees set up and operational; 50 preservation professionals trained</p>	<p>The decision on new inscriptions is not made until the IAC meeting in 2013 but 83 nominations are being assessed. No new committees have been established as yet.</p>	<p>Concerning the protection and digitization of the World's documentary heritage, an experts' meeting funded and hosted by Poland saw the participation of almost 50 persons from all regions of the world. The meeting had a very positive outcome and resulted in the formulation of detailed recommendations needed to strengthen the Memory of the World Programme to ensure that it maintains its role in protecting the documentary heritage of humanity as a source of knowledge.</p>
	<p>PI: Number of implemented strategies that strengthen libraries and archives as contributors to building knowledge societies; number of established digital library services</p> <p>B/b: at least 5 national strategies for libraries and archives implemented; World Digital Library content expanded; at least 5 new digital library services established</p>	<p>No funds were received for this activity at this stage. The 2012 World Digital Library meeting occurred in December 2012.</p>	<p>The 5th UNESCO Memory of the World Regional Committee for the Asia Pacific (MOWCAP) meeting was hosted from 14-16 May by the Thai National MoW Committee and Thai National Commission for UNESCO in Bangkok. This meeting was by far the largest to date, attracting some 61 participants from 20 countries. A new list of four inscriptions on the MOWCAP regional register was a highlight of the 5th meeting. To support the growing MOWCAP programme a list of the integrated methodology was published on the UNESCO Bangkok website. MOWCAP maintains a newsletter and website, and is a catalyst for workshops and other activities.</p> <p>The 20th anniversary was celebrated with several activities</p>

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
			<p>that helped to raise the profile of documentary heritage preservation. Concrete outcomes and results include the preparation and publication of the Memory of the World book which has been well received by professional bodies, and the exhibition around UNESCO premises which was originally planned for 1 month but was extended by 2 months. Resultant visibility for the Programme has led to an increase in the number of requests for information on the Programme.</p> <p>In cooperation with the University of British Columbia and many other partners, UNESCO organized an international conference "Memory of the World in the Digital Age: Digitization and Preservation" from 26 to 28 September 2012 in Vancouver, Canada. The conference explored the main issues affecting the digitization and preservation of digital documentary heritage. It resulted with the adoption of the UNESCO/UBC Vancouver Declaration which proposes specific recommendations to UNESCO, its Member States, professional stewardship associations and the private sector, and urges the establishment of a roadmap proposing solutions, agreements and policies for implementation by all stakeholders. The roadmap will ensure long-term access and trustworthy preservation of digitized and digitally born heritage.</p> <p>The report of the experts meeting in Warsaw and the recommendations were lauded by the Executive Board which requested the secretariat to undertake a feasibility study to explore all implications of preparing a standards-setting instrument on documentary heritage. The experts' meeting was very positive with detailed recommendations formulated for implementation by the DG and Member States.</p> <p>Awareness-raising remains necessary to promote MoW/MOWCAP programmes. Establishment of more National MoW Committees to make governments aware of the documentary heritage programme is one method and this action should be further continued and enhanced.</p>
ER 9: Member States enabled to implement the World Summit on the Information Society (WSIS) outcomes and develop gender-sensitive policy frameworks for universal access to information and for bridging the digital divide	<p>PI: Number of established/strengthened National IFAP Committees; number of countries that apply the Information Society Policy Template</p> <p>B/b: at least 6 National IFAP Committees established/strengthened; National Information Society Policy Template applied in at least 10 Member States</p>	<p>National IFAP Committees were established in four countries namely Iran, Mongolia, Trinidad & Tobago and Uruguay. Furthermore, the IFAP international conference "Media and Information Literacy for Knowledge Societies" was successfully organized by the Russian National IFAP Committee in June 2012. It contributed to Committee members' capacity-building and enhanced participants' ability to more effectively promote and develop activities related to IFAP's Information Literacy priorities in their respective countries.</p>	<p>The international and national outreach of the Information for All Programme (IFAP) was enhanced. Recently, both Argentina and the Republic of Korea undertook activities aimed at reviving their National IFAP Committees. The National IFAP Committees of China and the Republic of Korea are also providing technical support to Mongolia in the establishment of its National IFAP Committee. It will, however, be necessary to have the required human and financial resources in order to continue to actively follow-up and consolidate these positive developments over the coming months.</p>
	<p>PI: Web accessibility curriculum and training resources</p>	<p>The issue of information accessibility of disadvantaged and</p>	

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
	<p>developed and tested with/for persons with disabilities and access to information enhanced for disadvantaged groups B/b: web accessibility curriculum and training resources in open education format developed and tested by 10 higher education institutions; at least 4 training projects in ICT skills for young leaders to foster a culture of peace, tolerance, and sustainable development implemented</p>	<p>minority groups was broadly addressed. The findings of the upcoming UNESCO report on the use of ICTs in education for persons with disabilities were presented and discussed at the WSIS Forum 2012 in May. UNESCO also contributed to the preparation of the UN Report of the General Assembly resolutions 65/186 and 66/229, which accounts for the implementation and progress made. Due to lack of resources, web accessibility curricula could not be developed this year. However, the Sector used whatever little resources we found to produce training resources on effective uses of ICTs in education, including web accessibility. In addition, a report was prepared after consultations with experts on personalized learning using ICTs by persons with disabilities.</p>	<p>UNESCO made progress in fostering information literacy: The Organization also contributed to the European meeting on Media and Information Literacy in Education held on 27-29 February 2012, in Milano, Italy. The Organization developed activities for fostering multilingualism in cyberspace by conducting the joint study "The economic aspects of local content creation and local Internet infrastructure" together with ISOC and OECD. The result was broadly disseminated at the WSIS Forum 2012 held in May in Geneva. The recently published UNESCO supported publication "Net.LANG. Towards the Multilingual Cyberspace" also contributed to the promotion of the UNESCO 2003 Recommendation concerning the Promotion and Use of the Multilingualism and Universal Access to Cyberspace. Furthermore, in order to contribute to the Broadband Commission report 2012, UNESCO, together with EURid, developed a new world report entitled "World Report on International Domain Names (IDN) Deployment - 2012".</p> <p>UNESCO, together with ITU, UNDP and UNCTAD, co-organized the WSIS Forum 2012 held at ILO's premises in Geneva, Switzerland from 14 to 18 May. The Forum attracted more than 1300 stakeholders from more than 140 countries. In cooperation with key ICT actors such as ISOC, OECD and Council of Europe, UNESCO organized six Action Lines facilitation meetings on issues relating to access to knowledge, e-learning, e-science, cultural and linguistic diversity, media and the ethical dimension of the information society.</p> <p>Preparations are underway for the organization of the WSIS+10 Review event to be held in Paris in February 2013. CI has received over 50 proposals for sessions at this event and some funding has already been secured to ensure the success of this major event.</p> <p>Unfortunately due to severe resource constraints, some of our major initiatives such as the web accessibility curricula could not be developed. Active fund-raising initiatives are underway and efforts will be made to secure funding to carry this project through. CI successfully represents UNESCO within UN inter-agency support team on the implementation of the UN convention on the rights of persons with disabilities.</p>
	<p>PI: Number of WSIS related multi-stakeholder events and initiatives, and of WSIS online community platform and website visitors B/b: global WSIS Forums and UNGIS meetings co-organized with ITU and UNCTAD; UNESCO contributions to the international debate on Internet governance and policies enhanced by the organization of 6 IGF workshops (number of online community contributions increased by 50%)</p>	<p>One global WSIS Forum and one UNGIS meeting were co-organized together with ITU and UNCTAD. UNESCO fulfilled its facilitator's role in the post-WSIS process and advocated the inclusive Knowledge Societies concept through the co-organization of the annual WSIS Forum, and the launch of the preparations for the first WSIS+10 review meeting. UNESCO Co-organized a five day WSIS Forum in May 2012 with more than 1000 participants who attended. In addition, UNESCO organized 4 sessions at the Internet Governance Forum in Baku, Azerbaijan, in Nov. 2012. Active preparation for the WSIS+10 event to be held in Feb. 2013 in UNESCO Paris is underway and funding has been secured to ensure the successful organization of this event with other partners and stakeholders, including the private sector and high level Ministers.</p>	

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

Due to the fact that the Sector has had very limited funds to implement activities under MLA 3, CI relied on partners such as ITU, the private Sector, and others to participate in events and implement activities through extrabudgetary contributions.

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

Regular Programme ¹ : operational budget only		Extrabudgetary resources ¹	
Allocation 2012-2013: US\$ 6 298 700	Expenditures 2012-2013: US\$ 3 149 350	Allotment 2012-2013: US\$ 0	Expenditures 2012-2013: US\$ 0

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

Regular Programme ¹ : operational budget only		Extrabudgetary resources ¹	
Allocation 2012-2013: US\$ 0	Expenditures 2012-2013: US\$ 0	Allotment 2012-2013: US\$ 0	Expenditures 2012-2013: US\$ 0

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
More relevant and timely education statistics and indicators produced	PI: Modular education questionnaires first round results analyzed and new data collection rounds designed and implemented in two regions B/b: sub-Saharan Africa and Latin America	UIS analysed the results of regional data collections in Latin American and Caribbean countries (adult education) and sub-Saharan Africa (school conditions) and produced two information notes, factsheets and web resources providing data visualizations. Regional data for Africa were published in the Global Education Digest 2012, in the African Union's Outlook report prepared for the COMEDAF V meeting of Education Ministers, and other reports.	In 2012, the UIS analysed the results of regional data collections in Latin American and Caribbean countries (adult education) and sub-Saharan Africa (school conditions) and produced two information notes, factsheets and web resources providing data visualizations. Regional data for Africa were published in the Global Education Digest 2012, in the African Union's Outlook report prepared for the COMEDAF V meeting of Education Ministers, and other reports.
	PI: Improved coverage of education finance indicators B/b: 70% of countries reporting a basic set of indicators	The coverage of education finance indicators was improved as reflected by data reported in the Global Education Digest, EFA Global Monitoring Report and UIS Data Centre achieving programmed benchmark.	The UIS conducted the African regional module for a second year, extending it to include six new countries in North Africa, four of which have already submitted data. By 30.09.2012, out of 46 countries (65% response rate) had reported data for the 2011 reference year. The overall response rate will increase due to workshops in South and East Africa and the Arab States.
	PI: Improved coverage of educational attainment and literacy measures B/b: 65% (educational attainment) and 75% (literacy)	New literacy data from household surveys were added to the database and the coverage of educational attainment indicators was improved achieving programmed benchmarks	<p>In Latin America, a series of new internationally comparable indicators were conceptualized and created, and later tested with data reported by countries. In September, the preliminary results of the module were presented at the UNESCO office in Santiago (Chile) to experts and stakeholders, including the UNESCO Institute for Lifelong Learning (Germany), INEA (Mexico), SECADI (Brazil), the Organization of Ibero-American States, and other regional organizations.</p> <p>The UIS Education Finance Capacity Building Project aims to provide institutional capacity development to ensure national ownership and sustainable production of education finance indicators. In May 2012, a group workshop was organized in Dakar (Senegal) for the four countries currently participating in the project: Gambia, Ghana, Malawi and Rwanda. National project teams reinforced their understanding of the statistical and methodological aspects underlying the data production tools developed during the course of the project and shared good practices concerning the regular production and use of education finance data and indicators. The aim is help national education stakeholders use the data for benchmarking, monitoring and planning purposes. Education finance indicator briefs were produced by each country team and disseminated nationally. The UIS is also</p>

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
			<p>introducing the programme in three countries in Latin America and the Caribbean (Ecuador, Guatemala and Nicaragua) and the UIS tools were also implemented in Bangladesh and Nepal by World Bank teams.</p> <p>In preparation for the planned release of UIS estimates of mean years of schooling, the UIS carried out an extensive review of its database with educational attainment data from 1946 to the present. The UIS also developed a database with completion ratios to estimate the proportion of the population with incomplete and complete primary, lower secondary and upper secondary education.</p> <p>Due to a lack of human and financial resources at the UIS, it was not possible to hold an expert meeting with the UNDP Human Development Report Office and other experts to recommend a methodology to generate estimates of mean years of schooling. Some estimates of mean years of schooling were generated at the UIS as part of methodological investigations. However, plans for a comprehensive global database with time series of mean years of schooling covering the past 50 years had to be scaled back. The UNDP had originally agreed to secure the required funding from donors but apparently they have not been successful. Due to lack of resources, the UIS is currently exploring less costly alternatives to generate at least point estimates of mean years of schooling for as many countries as possible by early 2013.</p>
Appropriate methodologies and standards in the field of education statistics developed, maintained and refined	<p>PI: Greater awareness and use of ISCED by countries B/b: validate at least 50% of countries with ISCED2011 mappings</p>	Through individual meetings with countries at three regional workshops and in conjunction with UIS regional and cluster advisors, ISCED2011 training and re-mappings of national education structures according to the international classification were carried out in about 80 countries.	<p>The UIS has begun to provide training and other support to assist countries in adapting their education data reporting systems to the new ISCED in time for the first international surveys foreseen in 2014. This training is now regularly included in UIS regional workshops, such as the event organized for countries in East Asia as well as in South and West Asia (Bangkok, Thailand, later April/early May). Workshops have also been scheduled in early October and November respectively for countries in the Arab States and South and East Africa. Other regions will be targeted in 2013. In addition, UIS field staff are providing in-country support to statisticians and national counterparts as part of their regular work with countries.</p> <p>The UIS has also started to revise the ISCED 1997 fields of education (which were not revised for ISCED 2011). A new technical advisory panel was established to guide the revision and held its first meeting in Montreal in May 2012. The panel comprises experts on classification and education issues that were nominated by partner agencies (the European Union, OECD and ILO) or bodies (the United Nations Expert Group on Classifications) as well as experts from developing regions (Asia, Africa and Latin America).</p> <p>A first draft of the revised classification was reviewed by panel members as well as the United Nations Expert Group and experts from developing regions. A revised version will be disseminated electronically as part of a global consultation (to be launched in late 2012 or early 2013) through which all Member States will have the opportunity to contribute. The aim is to submit a final version for adoption by the 37th session of UNESCO's General Conference (November 2013).</p> <p>The UIS provided technical inputs for the draft report on TVET indicators and</p>
	<p>PI: Implementation of new fields of study classification B/b: Revised classification</p>	The revision of the ISCED 1997 fields of education started by establishing a new technical advisory panel to guide the revision. The panel comprises experts on classification and education issues nominated by partner agencies (European Union, OECD and ILO) or bodies (United Nations Expert Group on Classifications) as well as experts from developing regions (Asia, Africa and Latin America). A first draft of the revised classification was reviewed by panel members as well as the United Nations Expert Group and experts from developing regions. A revised version will be disseminated electronically as part of a global consultation through which all Member States will have the opportunity to contribute.	
	<p>PI: Consultations conducted with stakeholders to develop conceptual frameworks for indicators on EFA/MDGs progress monitoring, technical and vocational education and higher education B/b: Priority issues identified</p>	Consultations were undertaken in the areas of indicators monitoring progress for early childhood education, technical and vocational education, adult literacy and others. Work was undertaken with countries, especially in relation to out of school indicators.	

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
			<p>the draft conceptual framework for internationally comparable skills indicators in collaboration with the European Training Foundation and OECD. The UIS facilitated the consultation of the draft framework with representatives of several low-income countries, including Bangladesh, Benin, Haiti and Malawi. The UIS was also a steering committee member for the preparation of the Third International Congress on TVET, which was convened by UNESCO in May. The UIS organized a roundtable and consultation on skills monitoring and measurement at the Congress. The UIS also contributed to the outcome document (Shanghai Consensus) and provided TVET statistics for the UNESCO global TVET report. A conceptual and methodological framework, which outlines approaches for measurement and taxonomy of out of school children, was published. This framework was implemented in 26 countries participating in the joint UNESCO/UNICEF initiative on out of school children (OOSCI). A revised version will be undertaken in 2013, based on a review completed by an external consultant in 2012.</p> <p>The UIS worked closely with the 26 countries participating in the Out of school children initiative, which is jointly administered by the UIS and UNICEF. The UIS provided methodological assistance on the measurement of exclusion from education, assisted in the analysis of data from administrative records and household surveys, and provided feedback on national analytical studies on out-of-school children. In total, this initiative will lead to the production of 33 studies: 26 national studies and seven regional studies (Central and Eastern Europe / the Commonwealth of Independent States, East Asia and the Pacific, Eastern and Southern Africa, Latin America and the Caribbean, Middle East and North Africa, South Asia, and West and Central Africa). The first regional study - for Latin America and the Caribbean - was published in August 2012.</p>
Capacities of national statisticians strengthened in the production and use of national and comparative education data	<p>PI: National Data Quality Assessments conducted and the recommendations implemented by the countries B/b: In at least 5 countries</p>	<p>A data plan review meeting was held in mid-June and will result in revisions to the existing guidelines and methods for producing such a plan. Until the guidelines have been revised - originally planned for the second half of 2012 but now postponed to 2013 - no new plans will be developed. There were no new data quality assessments foreseen during this period. Two assessments conducted towards the end of the last biennium were officially endorsed this year (by Botswana and Malawi) and two others are ready for validation by the countries (Mauritius and Namibia).</p>	<p>Regional workshops were held for countries in South and West Asia and East Asia in Bangkok in late April/early May 2012, for the Arab States in Sharm El Sheikh, Egypt in October and for South and East Africa in Addis Ababa, Ethiopia in November. In total nearly 120 participants from 60 countries took part. The workshops provided training in the new classification of education statistics (ISCED 2011) and provided opportunities for countries to share experiences and discuss priorities. China, Egypt, Gambia, Ghana, India, Jordan, Pakistan and Saudi Arabia made special presentations on national activities to improve the collection and processing of data and the dissemination of results. Gambia and Ghana both took part in a UIS project on education finance during 2011 and 2012 and presented the results during the workshop in Addis Ababa generating much interest amongst participants. Countries also discussed regional priorities for the collection of international data (on educational quality, higher education, education finance and teacher deployment, and, in Africa, indicators for monitoring progress towards the goals of the African Union's Second Decade for Education). In Asia the outline of a regional report the Institute is preparing on higher education scheduled for release in 2013 was presented and discussed.</p> <p>Having conducted four regional workshops in 2012, the Institute is well on-track in the implementation of this activity. The financial restrictions in 2012 did present a challenge and will continue to do so in 2013 but by targeting countries most in need in each region and seeking the most cost-effective destinations for hosting the workshops we believe we will meet our targets</p>
	<p>PI: Training workshops conducted for education planners and policymakers on the use and analysis of data for results-based decision making covering all regions B/b: 5 regional workshops</p>	<p>Four regional workshops took place between April and November 2012 for countries in (a) South and West Asia and (b) East Asia in Bangkok in April/May, (c) the Arab States in Sharm El Sheikh, Egypt in October and (d) South and East Africa in Addis Ababa in November.</p>	

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
			<p>and address the needs of the national statisticians who benefit from this type of training. Furthermore, some countries were able to fund their participation in the workshops in 2012 and, for 2013, we have received offers to host some workshops at little or no cost to the Institute.</p> <p>In June 2012, a review of the data plan process and methodology was undertaken. It is expected that the first data plans adopting the revised methodology will be developed in 2013. Improvements will address issues of country ownership of the process and the content of the plan, more focus on the needs of the countries and on ensuring sustainability over time especially in countries where staff turnover is relatively high. The plans are intended to be user-friendly, country-owned tools for easily assembling national education data to meet international data reporting requirements. The new plans will make better links to the data required for the calculation of key international indicators (in particular EFA and MDGs) and will identify data gaps which countries may wish to address.</p> <p>Statisticians in 4 countries in Sub-Saharan Africa (Gambia, Ghana, Malawi and Rwanda) completed their training in the compilation and analysis of national public education finance data. Each country drafted an education finance brief during their training which were presented at a workshop held in Dakar, Senegal at the end of May 2012. The final versions of the briefs have been published nationally. The trained statisticians are being encouraged to develop similar analyses as contributions to national reports and briefs for use by policymakers. Activities to improve the production and use of education finance data have been extended to a number of additional countries in sub-Saharan Africa and introduced to a small number of countries in the Arab States, Latin America and Asia. The Institute's network of statistical advisors in the field has been instrumental in ensuring the success of these activities and in providing adequate support and on-site advice to countries.</p>
Use and analysis of education statistics promoted	<p>PI: UIS data are used in national publications produced for dissemination and policy use at the regional and/or at national level B/b: Timely release of data and GED</p>	<p>The UIS released education data on the website as scheduled in January, May and October 2012. The last release involved an extensive review of raw data and indicators, especially in light of the new financial indicators provided by the World Bank and International Monetary Fund. The release of the Global Education Digest in November during the Global Education Meeting in Paris was later than planned due to concerns about the release of the Global Monitoring Report.</p>	<p>The UIS provided data and metadata for statistical annexes for the Education for All Global Monitoring Report 2012 and for the upcoming UNESCO reports on gender disparities and technical and vocational education and training as well as for a wide range of UNESCO initiatives (gender meetings, International Literacy Day, World Teachers' Day, etc.).</p> <p>Data were provided to external partners, such as the World Bank for the World Development Indicators database and for the World Bank EdStats database and also to UNICEF for the State of the World's Children report and UNDP for the Human Development Report. The UIS also contributed data to regional agencies for their publications, including the Association for the Development of Education in Africa, the United Nations Economic and Social Commission for Asia and the Pacific, Asian Development Bank and the Summit of the Americas.</p> <p>The UIS has improved the policy-relevance of its data by producing regional indicators that reflect the specific data needs at the regional level. The initiative is designed to create a sustainable public good which includes indicators that address pressing information needs of national governments and regional organizations which may not be collected by the UIS at the global level. In 2012, the UIS analysed the results of regional data collections</p>
	<p>PI: Greater web access to statistical data observed B/b: a 10% increase in accessing education statistics in UIS Data Centre</p>	<p>New education indicators were added to the UIS Data Centre. In addition, to improve access to data, three interactive E-Atlases - covering gender, out of school children, and teachers, were produced. Other data visualizations were produced for the UIS website, leading to a significant increase to the number of web-site visits.</p>	
	<p>PI: Promote use of education statistics B/b: two thematic report produced</p>	<p>The UIS released the Global Education Digest and made significant analytic contributions to the World Atlas of Gender Equality, the EFA Global Monitoring Report, the Millennium Development Goals report.</p>	

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
			<p>in Latin American and Caribbean countries (adult education) and sub-Saharan Africa (school conditions) and produced two information notes, factsheets and web resources providing data visualizations. Regional data for Africa were published in the Global Education Digest 2012, in the African Union's Outlook report prepared for the COMEDAF V meeting of Education Ministers, and other reports.</p> <p>To reinforce the analysis and use of education data UIS achieved the following: co-released the World Atlas of Gender Equality (in English, French and Spanish) with over 120 maps, charts and tables featuring sex-disaggregated indicators produced by the Institute. The atlas illustrates the educational pathways of girls and boys and the changes in gender disparities over time. The report has been widely circulated among diverse audiences, including education experts, advocacy groups, UN agencies, regional organizations, etc. The UIS has also produced a related eAtlas which allows users to visualize the data through a series of maps.</p> <p>The UNESCO eAtlas of Gender Equality in Education is a companion to the print edition of the World Atlas of Gender Equality in Education released earlier this year, featuring 120 maps, charts and tables on a wide-range of sex-disaggregated education indicators for the school year ending in 2010. The UNESCO eAtlas of Out-of-School Children lets users explore and adapt maps, charts and ranking tables for indicators covering children of primary and lower secondary school age. Indicators are disaggregated by sex to better evaluate educational inequalities faced by girls and boys. The UNESCO eAtlas of Teachers lets one visualize the gaps in the supply and demand for teachers at national and global levels. It including new indicators on school conditions and teaching resources in sub-Saharan Africa, projections of teacher demand to 2015, and data on the working conditions and characteristics of teachers in 60 selected countries.</p> <p>The UIS launched the 2012 edition of the Global Education Digest, entitled Opportunities lost: The impact of grade repetition and early school leaving. The Digest presents data to identify which children are most likely to repeat a grade or leave school early and when. The Digest also explores policy options, notably concerning automatic promotion and repetition practices. To better inform this debate, the report presents the most recent results of learning assessments among primary pupils before examining the economic costs associated with high rates of grade repetition and dropout. The UIS supported the production of national briefs on education finance for four countries: the Gambia, Ghana, Malawi and Rwanda, which were prepared by national teams as part of an effort to disseminate indicators on education financing. In addition, UIS staff prepared information notes and fact sheets on the following themes: schooling conditions in Africa; out-of-school children; literacy trends; demand and supply of teachers.</p>

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

Cost-effectiveness/efficiency measures which were introduced included:

- refining GALP model programming to save processing time
- instituting cross-cutting teams to track priority concerns
- moved to more cost-sharing in publications / more joint reporting
- significantly reduced the size of the Global Education Digest

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

MLA 2: Development of international statistics on education outcomes

Regular Programme ¹ : operational budget only		Extrabudgetary resources ¹	
Allocation 2012-2013: US\$ 0	Expenditures 2012-2013: US\$ 0	Allotment 2012-2013: US\$ 0	Expenditures 2012-2013: US\$ 0

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
Data on the distribution of literacy skills produced by more Member States and information used to design and implement education policies and programmes	PI: LAMP results produced and internationally available for the "first wave" of countries B/b: Data for at least 4 countries in 2012	LAMP results and international report are in preparation. Completion and launch of the report for 4 countries are expected in early 2013.	<p>In terms of reporting the results, progress has been slowed by the departure of the head of section who was deeply involved in the analysis and drafting of the LAMP report. The LAMP team has managed to advance the report nonetheless.</p> <p>In the bigger picture, due to resource constraints it will not be possible to expand the LAMP programme, although current commitments to Member States will be met.</p>
	PI: LAMP national reports produced by the corresponding national teams with UIS support for national dissemination and policy use in the "first wave" countries B/b: National reports produced by at least 4 countries	Discussions are underway with countries in developing national reports	
	PI: LAMP implementation has begun in the "second wave" of countries B/b: At least 10 countries implementing LAMP.	A second wave of countries in the LAMP project is not anticipated due to resource constraints. Countries currently in the process of implementing LAMP will continue to be supported by UIS.	
Methodologies for the assessment and monitoring of literacy developed, refined and implemented	PI: Replace/update reading and numeracy test items to ensure that all LAMP items can be properly adjusted/adapted for different national versions of the assessment B/b: Approximately one-third (=27) of total number are replaced	This activity has been put on hold as a part of reprogramming given the current financial constraints.	This activity has been put on hold as a part of reprogramming given the current financial constraints.
	PI: Research the impact of writing in the assessment of reading B/b: At least one study produced	This activity has been put on hold as a part of reprogramming given the current financial constraints.	
A framework to undertake comparative analysis and international monitoring of progress in learning outcomes established	PI: New catalogue created - at least 75 student assessment initiatives included. B/b: New service included in the UIS website	No new catalogue items.	<p>The work on the OLO catalogue has been delayed due to resource issues.</p> <p>The UIS worked with global and regional partners (GPE, IEA, LLECE, PASEC and SACMEQ) reaching an agreement to link all three regional assessments to PIRLS, and to each other through PIRLS, during the next PIRLS cycle ending in 2016. This would put approximately 90 countries on a comparable scale for the measurement of reading towards the end of primary schools across all regions.i</p>
	PI: Methodological papers (which will include relevant data) to highlight the scope and limits of the various assessments prepared	Two papers published	

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
	B/b: At least three papers published		The UIS in collaboration with the Centre for Universal Education (CUE) of the Brookings Institution convened the international Learning Metrics Task Force to build consensus on learning outcomes among the global education community, including education practitioners; those involved in education policymaking and advocacy; and technical experts. Based on recommendations of technical working groups and input from broad global consultations, the task force aims to make recommendations to help countries and international organizations measure and improve learning outcomes for children and youth worldwide. The project is in full implementation with the aim to have the final recommendations available by the end of 2013.
	PI: A framework to produce the required linking elements and tools established and adopted B/b: adoption of the framework by at least three regional consortia	The UIS met with GPE, IEA, LLECE, PASEC and SACMEQ, and all parties agreed to link all three regional assessments to PIRLS, and to each other through PIRLS, during the next PIRLS cycle ending in 2016. This would put approximately 90 countries on a comparable scale for the measurement of reading towards the end of primary schools across all regions. The tools to be used are already available, since they are the instruments used by the aforementioned assessments. No new measurement instruments will have to be developed.	

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

Cost-effectiveness measures:
- more collaboration with partners
- cessation of activities

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

Regular Programme ¹ : operational budget only		Extrabudgetary resources ¹	
Allocation 2012-2013: US\$ 0	Expenditures 2012-2013: US\$ 0	Allotment 2012-2013: US\$ 0	Expenditures 2012-2013: US\$ 0

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
Timely statistical information, and analysis on research and development and innovation statistics made available to Member States	PI: Response rates to the UIS R&D and innovation questionnaires B/b: more than 50% countries respond to the UIS R&D questionnaire and data on innovation from at least 25 countries available at the UIS Data Centre	R&D survey was launched in June 2012 as scheduled. Response rates will be assessed later in the data collection cycle. Innovation survey to be launched in June 2013.	The STI unit has been able to conduct most of the scheduled tasks in a successful manner. Coordination with external partners and other UNESCO units is important to maximise the impact for the activities. Capacity development activities are necessarily limited in number given the size of the team and the resources available, nevertheless, they represent a significant share of the unit's activities. Benchmarks are being achieved as planned.
	PI: Capacity building workshops carried out especially in sub-Saharan Africa and Asia B/b: at least four workshops	In 2012 the UIS specialists undertook: - working visit to the research council of Oman; - joint UNESCO-UIS-AU/NEPAD STI policy and indicators workshop in the framework of the African STI Indicators (ASTII) project in Cape Town, South Africa; - three technical assistance workshops in 3 regions of Vietnam; - workshop for Gulf countries, complemented by a one day workshop in the UAE; - RICY technical workshop was attended.	
	PI: S&T report is made available through the UIS website and e-mail alerts B/b: report published on the website	The R&D e-publication was with some delay released in June 2012. The delay was due to software glitches on the side of the provider. Data on women in higher education were included. Fact sheets with the results of the R&D data collection and on women in science have been updated and released on the website. The analysis of the pilot innovation data collection has been released on the UIS website. Work has started on a report on higher education and STI in Asia.	

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
New S&T methodological tools made available to Member States	PI: Feedback on the new guidelines on S&T activities B/b: feedback received from at least 10 countries	The discussion document generated a lot of interest. Even before it was made public, Brazil, Colombia and the UNESCO Montevideo office had asked for it to give their feedback.	Methodological development and country support are two important areas the unit manages to the extent of its possibilities. Maintaining a balance between being responsive to country requests and potential areas for development and the available resources requires from the team a clear focus on efforts to sustain its priorities.
	PI: Technical assistance provided in response to requests from developing countries seeking to conduct an R&D survey B/b: requests received from at least 5 developing countries	Qatar, Oman and the United Arab Emirates requested UIS support in carrying out an R&D survey; some assistance has been given to these countries. Work is ongoing with Vietnam in carrying out an R&D survey, which will be followed by assistance in carrying out an innovation survey. Ecuador has received technical assistance in carrying out an innovation survey.	
Data on information and communication technologies in education are collected in regional modules and made available in the UIS database.	PI: Regional data collections of ICT in education data launched in Asia and another priority region B/b: at least a 50% response rate is achieved	ICT in education questionnaire was sent to 26 Asian countries. Response rates will be assessed later in the data collection cycle.	Due to staff turn-over, the activities were delayed by a few months. Nevertheless, the area of ICT in education statistics is now firmly back on track. Data collection in Asia-Pacific is on-going, a report on ICT in education in LAC has been published, and a report on ICT in education in 5 Arab States is close to completion. The UIS also plays an active role in the Partnership on Measuring ICT for Development.
	PI: Workshop on ICT in education statistics conducted in a priority region (sub-Saharan Africa or Asia, to be defined in 2011 according to needs identified) B/b: at least 90% of the countries in the region participated in the workshop	A workshop on ICT in education statistics was conducted in September 2012, attended by 26 Asian countries, as well as Kenya, Oman, Colombia and Dominica.	
New statistical information on print, broadcast and online media is made available through the UIS database	PI: Number of countries reporting media statistics to the UIS B/b: at least 60 countries from different regions	Data processing is ongoing at this stage. It is expected that the benchmark will be attained.	Despite the size of the team, the collection of media statistics was conducted according to the schedule in 2012. However, due to budgetary constraints, the activities for 2013 have been postponed. This will allow for a research in how to compile data on the supply and demand of online media, which is not possible with the current survey instrument. In addition, the team is supporting the CI sector in developing a toolkit on Media and Information Literacy indicators.
	PI: An item response rate B/b: 50% or more items reported by at least 75% of countries participating in the UIS media data collection	Data processing is ongoing at this stage. It is expected that the benchmark will be attained.	
	PI: Capacity building support in production and reporting media statistics provided B/b: at least one workshop is conducted for selected participants	A workshop was conducted in May 2012 for the new 28 countries joining the Working Group.	
Capacities of national statisticians strengthened in the production of cultural statistics and the use of new methodological tools facilitating application of the 2009 UNESCO Framework for Culture Statistics	PI: At least two methodological handbooks produced B/b: two new methodological documents available on the UIS website	Two handbooks completed (Handbook for Measuring Cultural Participation and Measuring Cultural Participation), work on a new handbook on festivals has started.	Despite progress on the development of the Cultural Employment Survey, its implementation has been slower than anticipated due to a lack of human resources and the reliance on the use of a consultant. In order for UIS to implement a sustainable new culture survey, and for its viability long term, expertise will need to be developed and kept in-house.
	PI: Methodological handbooks presented at, at least, two regional workshops on cultural statistics to national staff responsible for culture statistics B/b: participants from at least 20	The handbooks were disseminated electronically to key stakeholders and to all member states through a standard mail out protocol. Hard copies of The Economic Contribution of Culture Handbook were also distributed to selected stakeholders.	

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
	countries clearly informed about the tools presented in the handbooks		
	PI: Statisticians and/or cultural officers trained on the methodological guidelines for the framework B/b: specialists from at least 30 countries trained through capacity-building workshops	One regional workshop was carried out for 13 countries in South and East Asia, and four national workshops (Mongolia, South Africa, Senegal, Serbia), training in total almost 200 stakeholders.	
	PI: Direct support provided in response to the countries' requests B/b: at least 50% of countries that request assistance to produce cultural statistics receive UIS support	Training activities were provided in Senegal and Serbia.	
More data on feature films and another culture topic are available in the UIS database	PI: Response rate to the UIS questionnaire on feature film statistics B/b: at least 50% of countries participating in the survey	Mail out completed in July 2012. Response rates will be assessed later in the data collection cycle.	Overall, expectations were met although the implementation of the cultural employment survey is progressing at a slower pace. The team successfully developed a cultural employment metadata questionnaire which was sent to selected countries in late 2012 as part of the test data phase of the project. A full global Meta data collection will take place in the 1st part of 2013. The team was also able to hire a statistical assistant for Q4 which helped to ensure that some critical work was completed in 2012. Regarding the Cinema Survey, the mail out was successful but delays were encountered with the data processing.
	PI: New culture survey launched and sent to at least 193 countries/territories B/b: mail-out of the new survey completed	The methodological developmental work has been completed and recommendations already produced. A pilot questionnaire will be drafted in 2013 and methodological work will continue.	

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

The activities under this MLA are carried out by a very small team. The team has shown a substantive degree of initiative and capacity to create, sustain and develop a significant presence of the UIS in their fields of action.

The team benefits from the fact that it keeps itself focused on a small but critical number of areas of intervention. That allows for the development of substantive expertise (which enables the UIS to support member states) and systematic work on the areas currently covered by the team.

The current financial situation is affecting the section deeply, especially because one P5 and one P3 position are frozen. Interim arrangements have been made to manage the shortage of staff, but as a result, a number of projects are moving considerably slower than was foreseen, potentially affecting the effectiveness of the division.

MLA 4: Reinforcement of cross-cutting statistical activities

Regular Programme ¹ : operational budget only		Extrabudgetary resources ¹	
Allocation 2012-2013: US\$ 0	Expenditures 2012-2013: US\$ 0	Allotment 2012-2013: US\$ 0	Expenditures 2012-2013: US\$ 0

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
Quality of data produced by the UIS improved and	PI: Increased number of surveys and questionnaires included in data quality	This work has been initiated.	In 2012, The UIS introduced several initiatives to improve the timeliness and efficiency of data production, while maintaining the same staffing levels. First, data processing systems were

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
constantly monitored	<p>monitoring and reporting B/b: benchmark 2013: All UIS questionnaires and statistical results are included in the monitoring [2010: 3 education questionnaires and survey results are included]</p>		<p>updated and put into production closer to survey launch dates to ensure that the Institute is ready to process questionnaires as soon as they arrive from respondents. Second, a pilot project was initiated to better distribute tasks across the data processing team. The result is that over 600 questionnaires were processed and timeliness objectives were surpassed for all surveys. It is important to note that in addition to the 600 questionnaires processed over this period, over 50 updates to historical data or new submissions for multiple years were received and processed. The average processing time for questionnaires was reduced from 2.4 months in 2011 to less than 1.4 months in 2012. The response rate to our inquiries to countries was also increased during this time frame from 55% to 66% for the education survey, which represents an improvement to data quality since respondents are better placed to provide necessary clarifications regarding their data submissions.</p> <p>Even with these improvements there are more gains to be made. For example, the team was unable to process Feature Film data as quickly given their capacity. As the data collections become more complex to accommodate regional and modular questionnaires, it will be necessary to improve our collection and processing systems in order to maintain and increase our capacity to deliver high quality data. Work was started in 2012 to define these needs so that new systems can be delivered by 2015.</p> <p>There is a shared desire to improve the UNESCO-OECD-Eurostat (UOE) data sharing agreement which should result in improvements starting in 2014 when the redesigned questionnaires will be launched. It was agreed that UNESCO, OECD and Eurostat would organise meetings to discuss specific ways the three organisations can cooperate on bringing their validation processes closer together.</p> <p>The UIS started a new project with the OECD and Eurostat to use SDMX to facilitate the Research and Development (RD) data exchange. In particular, the UIS is working with these partners on creating a joint data structure definition in order to facilitate the RD data exchange. The UIS reviewed the initial Data Structure Definition (DSD) and provided comments and contributed the first draft of the ISCED11 classification to the DSD. To ensure cost-effectiveness, email exchanges and video conferences were conducted rather than face to face meetings. Key challenges are the need to balance each organisations specific needs while maintaining the same standards for the global data collection. The UIS works with countries in all stages of development and has limited interaction with our respondents whereas Eurostat and OECD have a much higher level of engagement with countries.</p>
	<p>PI: Indicators designed to predict whether or not targets will be met or corrective actions are required B/b: number of indicators included in systematic monitoring</p>	<p>The data for a number of predictive indicators have been gathered and are being used on a regular basis for the ongoing management of some statistical activities related to data collection and processing.</p>	
	<p>PI: Improved questionnaire response rates for all UIS surveys B/b: increase of 7% in the percentage of questionnaires filled out and returned to the UIS per survey</p>	<p>Questionnaire response rates have improved. It is expected that the benchmark will be met but more precise estimate will be available as the data processing cycle progresses.</p>	
UIS data-users given easier and more efficient access to the UIS data through the redesigned online Data Centre	<p>PI: Improved user-satisfaction as measured in satisfaction surveys B/b: (benchmarks will be established through a satisfaction survey to be undertaken at the initial stages of the initiative)</p>	<p>A user satisfaction survey was complete at the end of 2012 which will form a benchmark against which future assessments will be measured. Another assessment will be undertaken shortly after the new data centre has been launched.</p>	<p>To date great progress has been made regarding assessment and improvement UIS data dissemination.</p> <p>In the first half of 2012, the following primary activities have been completed:</p> <ul style="list-style-type: none"> - the Steering Committee has been formed; - a prioritised multi-departmental work plan has been produced and is being implemented; - eight data visualizations have been released on the UIS website; - a release calendar announcing public release data of UIS Statistics has been produced and is readily available on the UIS website; - an MOU has been signed with the OECD to share software (dotStat) and a test/validation environment was setup; <p>In the second half of 2012, a great deal of activity has taken place on improving the dissemination environment of UIS. The dissemination steering committee is functioning well and now delivering on some major activities. The following activities have been completed:</p> <ul style="list-style-type: none"> - the production environment for the new Data Centre has been setup; - the latest software versions, dotStat v3, has been implemented and all content migrated to the
	<p>PI: Improved comparative rating as measured by benchmarking UIS Data Centre against its peers B/b: (benchmarks will be defined by undertaking a benchmarking survey at the initial stages of the initiative)</p>	<p>A comparative study was completed at the beginning for 2012 which will form a benchmark against which future assessments will be measured. Another assessment will be undertaken after the new data centre has been launched.</p>	
	<p>PI: Increased usage of Data Centre B/b: increase of 10% in the usage of redesigned data centre</p>	<p>The incremental changes which have been introduced to date are already generating increased usage. Usage statistics will be reported after the new data centre has been launched.</p>	

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
			<p>new version;</p> <ul style="list-style-type: none"> - a UIS Revision Policy has been finalized and will be used to communicate - 11 data visualizations have been published - metadata management tools have been installed and assessed; - the Research and Development metadata and mapping has been completed; - the first draft of a new data centre homepage and thematic profiles have been designed and are under review; - a user satisfaction survey has been completed and results analysed; - analytics have been tested in the new dotStat data centre and a Google Analytics Account set up to monitor traffic and reports produced - a pilot has been conducted in partnership with the World Bank on cataloguing the 'Innovation Inventory' and 'Observatory of Learning Outcomes' Catalogues <p>The project remains on track to launch the new data centre this biennium.</p>

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

Statistical data dissemination is very similar at international as well as national statistical agencies. This activity is a prime candidate for cooperation and collaboration between agencies in order to share experiences and resources to achieve common goals.

The UIS has signed an MOU with the OECD to share the dissemination software dotStat and the metadata management software metastore. This agreement establishes a collaborative partnership between a number of statistical agencies: OECD, IMF, Australia Bureau of Statistics, Statistics New Zealand, iStat (Italy), the European Commission, and MIMAS with more members considering joining.

Joining this collaboration is a strategic decision for the UIS which brings many opportunities to maximize cost-effectiveness and efficiency but it also brings increased risks which will need to be managed/mitigated.

General Operating

Regular Programme ¹ : operational budget only		Extrabudgetary resources ¹	
Allocation 2012-2013: US\$ 6 298 700	Expenditures 2012-2013: US\$ 3 149 350	Allotment 2012-2013: US\$ 0	Expenditures 2012-2013: US\$ 0

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
UIS functions smoothly and in accordance with UNESCO rules and regulations	<p>PI: UIS Field staff and Montreal section execute their work in coordination</p> <p>B/b: 4 resolutions a year</p>	All the expected resolutions (revised appropriation resolution 2012, approval of work in 2012, appropriation resolution for 2013 and approval of work plans for 2013) have been adopted as planned.	The UIS staff operate in good working conditions having all the necessary means for successful execution of the approved work plan. UNESCO rules and regulations are carefully followed in all UIS operations.
UIS, supported by its Governing Board and partners, operates with sufficient means ensuring adequate dissemination of its work and coordination between its different offices			<p>The resource mobilization in 2012 was on-track bringing new signed agreements for the financial support of the UIS (AusAID, The Hewlett Foundation), as well as securing funds from JFIT, Finland, and Norway. Negotiations with other traditional and new donors are on-going and will continue in 2013.</p> <p>The UIS Governing Board approved the work undertaken by the Institute both in attaining its programmatic goals and in administering its budget in 2012 and endorsed the UIS plans for 2013.</p>

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
			In 2012, the UIS considerably improved the dissemination of its products and outreach to users communities. To this effect, 7 different types of interactive data visualization tools were introduced, as well as a new series of electronic Atlases, some of which are available in English, French and Spanish. There are currently four editions to this new series which primarily focuses on education issues and science and technology. The UIS has also introduced another type of product - infographics (in English, French and Spanish) which are primarily aimed at reaching more general audiences. As the result, the number of visits and unique visitors to the UIS website has increased by about 10% since September 2011. The number of subscribers to the UIS email alert service has increased by 35%, primary due to an outreach campaign targetted at national statistical statistical offices, which are a key audience for the Institute.

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

To ensure cost-effectiveness under the current financial circumstances, the UIS is carefully monitoring recruitment (to ensure that only essential posts are filled) and travel. Whenever possible the work is reorganized and streamlined to achieve better use of the available resources.

In addition, the UIS has decided to downsize or cancel several of its projects in order to keep the rest of the work programme uncompromised in view of the income reduction.

Part II.A. Intersectoral Platforms

Regular Programme ¹ : operational budget only		Extrabudgetary resources ¹	
Allocation 2012-2013: US\$ 2 874 464	Expenditures 2012-2013: US\$ 328 004	Allotment 2012-2013: US\$ 5 829 578	Expenditures 2012-2013: US\$ 1 167 956

Culture of Peace and Non-violence

Regular Programme ¹ : operational budget only		Extrabudgetary resources ¹	
Allocation 2012-2013: US\$ 364 464	Expenditures 2012-2013: US\$ 80 484	Allotment 2012-2013: US\$ 3 615 402	Expenditures 2012-2013: US\$ 928 868

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
Values and principles of a culture of peace promoted and integrated into education systems, policies, plans and curricula in all regions	<p>PI: Number of national mechanisms (such as intercultural fora, public debates and consciousness-raising campaigns launched) with a focus on encouraging participation by young women and men - to highlight the benefits of intercultural solidarity, sustainable diversity, human rights and dialogue as well as to fight discrimination and violence in everyday life</p> <p>B/b: At least five national mechanism launched each year (Provisional, to be checked by the appropriate Sector).</p>	<p>Relevant intersectoral projects are initiated under RP, External and Emergency Funds, but also PP and will contribute to the PI and BM as planned. Mapping of available resources on cultural diversity is underway for the "Development and dissemination of material on intercultural dialogue in the Arab States" project. Production of new pedagogical material is also underway. Significant forum and awareness raising campaigns involving youth have already taken place and others are planned. National mechanisms to fight against discrimination and violence in everyday life are in shape and concrete outputs will be discussed later.</p>	<p>In order to achieve ER 1: "Values and principles of a culture of peace promoted and integrated into education systems, policies, plans and curricula in all regions", one global project was approved under this IP with Emergency Funds, but also a specific project led by Africa IP. Activities engaged or still to start will effectively contribute to the mapping of the progress made toward integrating peace and non-violence into education systems, with a focus on curriculum, teacher training and assessment. Under the UNESCO Global Initiative for Building a Culture of Peace through Education and Youth Empowerment for example, UNESCO's comparative advantage is mobilized in three different regions for the implementation of significant activities:</p> <ul style="list-style-type: none"> - desk study on the operationalization of learning to live together in 14 Asia-Pacific countries was completed by the BGK office and presented at the 16th UNESCO-APEID Conference, held in Bangkok on 21-23 November. - School's capacity to sensitize teacher and educate younger generations on a culture of peace and non-violence is being strengthened through the Havana Office, with the first capacity building workshops for ASPnet teachers initiated in November 2012 in Trinidad and Cuba and to be further developed in other regions of the cluster. Youth engagement to the promotion of peace and non-violence is also facilitated through their active involvement in the elaboration of newsletters enhancing the values of peace and non-violence - Strengthening the content of education and the capacity of education systems in relation to education for peace and conflict prevention is also being particularly attended through activities initiated by the STD office in favour of the design of a national consultation on peace education, democratic coexistence and human rights in 5 countries in Latin America, with gender perspective. The result will provide concrete methodological recommendations to enhance peace education in the targeted countries The Fifth Youth Peace Ambassador Workshop in Bangkok on 6-14 November 2012 was used as a framework to identify and collect youth perspectives and secure the support of Youth Peace Ambassadors and their Action Plans in favour of this global project. <p>The promotion and integration of the values and principles of a culture of peace into education systems, policies, plans and curricula in all regions have also been materialised through concrete outputs, namely under extrabudgetary projects funded by the Kingdom of Saudi Arabia. Development of new materials for the promotion of peace and non-violence and intercultural Dialogue is underway, with the following outputs identifiable:</p> <ul style="list-style-type: none"> - An exhibition and of a video spot on "Writing Peace" have been achieved and which
	<p>PI: Explicit links created between organizations devoted to cultural diversity and intercultural dialogue (mainly to be found in civil society) and organizations devoted to social inclusion, sustainable development and peace</p> <p>B/b: Establishment of a number of institutional flexible mechanisms/task forces/networks working on the field of diversity, dialogue, social inclusion, sustainable development and peace (Provisional, to be checked by the appropriate Sector).</p>	<p>Links are established as appropriate with relevant organizations at the implementation phase of projects and activities engaged. Strategic partners at local level are onboard as planned, for the full appropriation of expected outputs. Partnership frameworks are progressively established with experts' and professional frameworks, as well as relevant national stakeholders and UN agencies.</p>	
	<p>PI: Studies of different cultures undertaken, focusing on cultural dynamics in different symbolic places (schools, libraries, museums, open markets, public transport, stadiums, places of worship, etc.) and introduced in schools and public broadcasting; furthermore, special occasions such as commemorations, festivals, book fairs, sport events</p>	<p>Several projects initiated in the field starts with some mapping, study and assessment. More than five studies are engaged in different regions and will provide relevant information in specific context to reach this PI and BM. At this stage, a study on conceptual and operational key arguments on intercultural competences</p>	

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
	<p>promoted and intercultural skills improved B/b: At least two pilot studies of different cultures focusing on cultural dynamics undertaken and introduced in schools and public broadcasting, along with the promotion of at least one major event to improve intercultural skills (Provisional, to be checked by the appropriate Sector).</p>	<p>was finalised and published in a brochure. Findings will nurture the development of Intercultural skills based upon universally agreed values that have been developed and applied successfully in the field of intercultural communication and mediation.</p>	<p>highlight the value and contribution of some culture and civilizations to peace. The "Writing Peace" exhibition and its derived materials were officially inaugurated on 21 September 2012, International Day of Peace, at UN Headquarters during the 67th session of the General Assembly. They were also exposed during the 190th EXB. The catalogue of the exhibition, available in English, French and Arabic, is available online: http://unesdoc.unesco.org/images/0021/002176/217691m.pdf) A special pack has been produced out of these elements and is made available for sale at UNESCO boutique (trilingual catalogue, DVD, mouse-pad, set of postcards).</p>
	<p>PI: Guidelines and roadmaps for sustainable intercultural dialogue developed to build inclusive democratic societies and to facilitate regional integration (South East Europe, South-East Asia, Caucasus, Indian Ocean, Central Africa, Caribbean, Andean Region, Central America, Mediterranean, etc.); number and profile of institutions using UNESCO's resources on this topic (E-Portal, learning and teaching material, roadmaps, guidelines) B/b: At least one International/Regional Organization and between 10 to 20 National Entities (public or private institutions) making use of UNESCO's resources on this topic (Provisional, to be checked by the appropriate Sector).</p>	<p>About 17 projects and activities under regular programme and emergency funds have been launched, each of which will significantly contribute to this PI and BM. "Intercultural Competences: Conceptual and Operational Keys" has been developed Relevant course outlines as well as Undergraduate and Master programmes are under development. Stakeholders at regional and national levels are mobilized and associated to the implementation of activities to ensure full appropriation and effective use of the outputs to be produced.</p>	<p>- The "Pathways to a Culture of Peace: Global Contest for Mutual Understanding" was launched to advocate the ideals of peace and non-violence among youth. It is among the magic moments provided to youth to express their At least 1.150 participants from 55 countries, from 14 to 25 years old (mostly from ASPnet and UNESCO Clubs), registered. The winner will be announced on 21 May 2013. This contest will feed the E-notebooks on peace and intercultural dialogue which concept and format were developed on purpose; - A research was conducted and an original concept was developed and refined on the work of "net art" on the theme of cultural diversity and intercultural dialogue - Two high profile events were organized: the "High Level Debate on the Culture of Peace and Non Violence" has been one of the major international events to mark the International Day of Peace led by UNESCO. It took place on 21 September 2012, at UN Headquarters, during the 67th session of the General Assembly. It was chaired by the Director-General and involved high representatives such as Ban Ki-moon, UN Secretary-General, Vuk Jeremic, UN GA President and distinguished experts. The proceedings are available on http://unesdoc.unesco.org/images/0021/002184/218442e.pdf and provide significant recommendations to chart future areas of action to improve a culture of peace and sustainable development. The Third High Panel on Peace and Dialogue also took place on 19 November 2012. Their outcome will be considered in charting new frameworks of action for the promotion of a culture of peace and non-violence in the next C/4 and C/5, highlighting the importance of education - In order to build competences to develop policies and programmes for intercultural dialogue respectful of human rights, a study on a conceptual and operational platform on intercultural competences has been undertaken and the publication entitled "Intercultural Competences: Conceptual and Operational Keys" was elaborated and is about to be published.</p>
	<p>PI: An interactive e-portal set-up including relevant information and e-teaching and e-learning tools to strengthen capacity building to fight violence and discrimination as well as to create the conditions of social inclusion, mutual understanding and a culture of peace through a lasting dialogue B/b: E-portal fed with the latest and most updated relevant information, e-teaching and e-learning tools to strengthen capacity building to fight violence and discrimination as well as to create the conditions of social inclusion, mutual understanding and a culture of peace (Provisional, to be checked by the appropriate Sector).</p>	<p>- TOR and contractual arrangement for the E-portal well engaged - Appropriate synergy is generated among all the projects and activities initiated under the IP to nurture the E-Portal as planned</p>	<p>Although specific projects and activities have been identified as contributing directly to this ER, coordination and articulation of the different outputs remains a great challenge. Indeed, subtle connexion exists among all the projects and activities initiated under the Programme of action for a culture of peace and non-violence and their input to one or more ER need to be clearly reflected.</p>
	<p>PI: Various dimensions of the concepts of "everyday peace" and "non violence" - respectful of cultural diversity, human rights, dialogue and social inclusion - articulated and widely disseminated B/b: At least two studies and two pilot projects launched on the concept of "everyday peace" and "non violence" articulated and disseminated by the most convenient means (Provisional, to be checked by the appropriate Sector).</p>	<p>A conceptual and analytical framework for "everyday peace" was drafted and integrated in the presentation brochure of the Platform A draft framework on global consciousness has been developed An international design competition was launched in September 2012 and mobilizes youth to provide their vision of everyday peace Relevant studies are underway at regional and national levels under at least 4 intersectoral projects under this IP</p>	<p><u>Challenges and Lessons learnt:</u> General comment applicable to all expected results: Under Emergency Funds and Regular Programme activities under this ER, the main challenge has been the administrative process toward the evaluation, approval for funding, creation of work plans in SISTER and effective allotment of funds for the start of implementation. As such, activities only started in November 2012, for a contribution to the 2012-2013 biennium. Besides, given the financial constraints and the reduction of the global envelop, approved activities has to review their implementation strategies to adjust to the new budget allocation, in line with national and regional priorities.</p>
	<p>PI: Some "magic moments", emblematic figures and intercultural sites identified - within contemporary diverse societies - which bind ordinary people to each other and enable them to experience common concerns and values irrespective of their cultural,</p>	<p>The International Day of Peace served as a magic moment during which eminent experts, high level political and civil society leaders were mobilized around the High Level Debate on a Culture of Peace "Sustainable Peace for</p>	<p>As a consequence of the above-mentioned elements, work plans under consideration have just started. However, this exercise has been particularly enriching in creating very strong collaborating frameworks, with a thorough intersectoral negotiation process that generated a constructive synergy to meet the approved ER of this Programme of action, despite the financial constraints faced.</p>

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
	ethnic, religious, linguistic and gender backgrounds B/b: At least one "magic moment", one emblematic figure and one "intercultural site", which bind ordinary people to each other and enable them to experience common concerns and values irrespective of their backgrounds, identified.	Sustainable Future", organized by UNESCO on 21 September 2012 at UN HQs to help pave the way forward for a renewed commitment on share values and new avenues for building everyday peace. Other relevant dates were identified and marked, such as the third High Panel on Peace and Dialogue among Cultures among Cultures organized on 19 October 2012 (within the framework of the Tolerance Day 16 November).	<p>The coordination of projects and activities underway will strengthen the uniqueness of this working process toward structuring the Organization's contribution and impact on the promotion of a culture of peace and non-violence through its specific areas of competence. Indeed, all Sectors are effectively committed under this Programme of action which ensures a harmonized working strategy toward achieving the same goal.</p> <p>The activities engaged in the field empowered the colleagues involved in UNDAF processes with concrete arguments to demonstrate UNESCO's uniqueness in mobilizing a wide range of expertise and stakeholders to meet expected goals.</p> <p>The contribution of extrabudgetary projects is particularly welcome here with the effective support provided to reach the expected goals of this Programme of action. Coordination remains however a major challenge, as well as the articulation of all the outputs to be generated.</p> <p>The revision of the execution timeframe has been identified as an issue, in particular for all projects funded by Saudi Arabia in support of this Programme of action. Such revision has started for some projects, to make it coincide with the effective period of allocation of funds. The release of the second allotment of approved budget under extrabudgetary projects would need to be closely follow-up. The assessment at this stage of execution further revealed the need for budget revision within some work plans, necessary to take into consideration some internal and external constraints for assessing the effective needs for the implementation of activities planned and also for accommodating follow-up and coordination costs that was underestimated.</p> <p>The activation of Phase II under the Saudi Funds in support of the Programme of Action would need to be taken in early 2013, in order to maintain the work synergy developed thus far.</p> <p>The implementation of projects and activities continued to demonstrate the immense opportunities for enhancing collaboration frameworks, mobilizing local expertise and developing new partnerships around this Programme of action. Such mobilization effectively contributed to strengthen UNESCO's network and capitalize on existing resources for effective delivery and impact.</p> <p>As the projects and activities under this IP have their specific work plan and implementation rate, the concerted and coordinated work and synergy built around project teams has provided a unique framework for establishing the connexions and links to show the complementarity created and strengthened among RP, emergency funds, extrabudgetary projects, and including also the Participation Programme, for more effective impact to the C/4 and C/5.</p>
Education for a culture of peace and non-violence strengthened to achieve intercultural solidarity and intergenerational dialogue and mutual understanding in favour of reconciliation and peace-building	<p>PI: Youth mobilized for promoting a new era for sharing experience and a sense of common values, as well as a willingness to act and change the world in a peaceful manner</p> <p>B/b: Holding of youth events on culture of peace and non-violence led by youth organizations, preferably one major event per year (Provisional, to be checked by the appropriate Sector).</p>	<p>All activities engaged mobilize youth at various levels. Targeted objectives are in good track. Schools are mobilized, in particular ASPnet and clubs. Youth are the target of toolkits and manual revisions as well as training modules and programmes under development. High profile events and seminars organized associated youth representatives. A conference on Intercultural dialogue and youth volunteerism is in preparation for December 2013.</p>	<p>The activities engaged to achieve the Expected Result N°2: "Education for a culture of peace and non-violence strengthened to achieve intercultural solidarity and intergenerational dialogue and mutual understanding in favour of reconciliation and peace-building" are in very good track for curriculum revision and development of new tools, but also through special activities to empower national authorities.</p> <p>Actions toward toolkit revision/adaption and development of school textbooks and other learning materials are well advanced, with expert meetings held, and collaboration frameworks with local partners, networks and other relevant stakeholders. A UNESCO's 'Strategy for textbooks and learning materials' publication and drafting the outlines of a training tool for the writing of textbooks and other learning materials that are free from cultural, religious and gender-based, stereotypes is in preparation and resource material are under development</p> <p>A global study on a conceptual and operational platform on intercultural competences has been undertaken and the publication entitled "Intercultural Competences: Conceptual and Operational Keys" has been developed and to be published in early 2013.</p> <p>A wide range of activities have started with a view to strengthening the empowerment of young women and men and their engagement, in particular in democratic processes, in</p>
	<p>PI: Educational tools, including e-learning materials produced and analytical and anticipatory research undertaken on the causes, nature and new forms of violence in contemporary societies</p> <p>B/b: Relevant guidelines, roadmaps and pedagogical tools on the causes, nature and new</p>	<p>At global level, a guideline for toolkits and manual revision is underway and mapping of available resources started. At regional level, mapping exercises have commenced in selected countries in Africa, Arab states, Asia, Latin America. Relevant tools are under</p>	

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
	forms of violence in contemporary societies developed to enhance capacities in particular of women and youth to participate in decision-making processes (Provisional, to be checked by the appropriate Sector).	preparation. Online courses, training modules, video spots, as well as exhibitions have been developed or are under preparation. concrete outputs at this point includes a video spot, a pedagogical exhibition and well as relevant brochures with key conceptual arguments on intercultural competences and everyday peace.	order to promote intercultural dialogue and social inclusion. In Tunisia for example, a task force "Education Citoyenne" joining 6 UN agencies (HCDH, PNUD, UNESCO, UNFPA, UNHCR, and UNICEF) and the Ministry of Education was created. Collaboration established in this framework is in support of a national strategy for the creation of 24 Citizenship and Human Rights Clubs in the country is underway, with a view to reforming and generalizing citizenship education through primary and secondary level education levels. A contract for services was established with the Arab Institute for Human Rights in support of the project for the creation of citizenship and human rights clubs. The 1st club was launched in November 2013 and surveys are underway for the identification of schools in 7 regions where the 23 remaining clubs will be hosted. Training of trainers will then take place as well as the development of modules for the running and animation of clubs and the selection of youth-led projects and activities. In Costa Rica, UNESCO San Jose Office component of the project focuses on reinforcing the results of past projects on "Youth development and prevention of violence" and supporting current activities for promoting the role of youth on the prevention of violence, particularly through social innovation initiatives. The office is carrying a study/diagnosis of the situation of violence, particularly violence affecting youth, in Nicaragua, Costa Rica and El Salvador, in order to improve knowledge of the situation of violence in the countries concerned and provide the necessary basis to propose further interventions. It will also serve as inputs for policy-making in these countries. The "Open Spaces Programme" in Nicaragua, Costa Rica and possibly in Panama will particularly benefit from this diagnosis to reinforce initiatives with a view to providing young men and women at risk with knowledge, skills and information necessary for a culture of peace, including social and technical competencies necessary to help mitigate conflict and promote reconciliation. In Ghana, UNESCO Accra has been particularly involved in awareness raising campaigns and sensitization of political leaders for the organization of free, fair and non-violent election in view of the 2012 presidential election. The funds mobilized under this main project have a specific component for activities in Ghana and Sierra Leone to contribute to strengthening the work engaged. Main activities in this regard are planned for 2013. As a country in a peace consolidation process, the activities engaged in Burundi aim at promoting intercultural dialogue, with capacity building sessions in peaceful settlement of conflicts, education for responsible citizenship, democracy and good governance, human rights education with a gender perspective, as well as education of electoral process, in view of general elections planned in 2015 in the country. Local organizations have been mobilized and are fully in the project through REJA, a coalition of 160 local associations with whom a contract for activities was signed. Training of Trainers is under preparation for 5 targeted provinces and relevant sessions are expected to take place in 2013. A diploma programme to Promotion of a culture of peace, non-violence, and intercultural dialogue through the local media, teacher training institutions and schools in vulnerable areas in the Andean region is underway and awareness raising activities for conflict prevention and countering the appeal of terrorism in Nigeria. Besides providing a diagnosis of the causes of violence in selected region, special awareness raising campaigns and training modules will be elaborated. The integration of the diversity of philosophical approaches to have more inclusive educational tools is particularly pursued to promote philosophical dialogue and researches among philosophers from the Arab-Muslim world and with those from the other parts, enhancing thus South-South cooperation. A working group of experts was established and held their first coordination meeting in July 2012. A discussion network was created and is at work for the development of philosophical and pedagogical contents to promote dialogue and peace, taking into account the knowledge produced by different philosophical thoughts, namely from the south. The SOPHITHINK Group is particularly mobilized in this framework. The gender perspective in the attainment of this ER is particularly considered through
	PI: Knowledge of academic and teaching staff as well as community leaders on historical reconciliation promoted in several regions, taking into account the root causes of violence, and appropriate teaching materials and methods elaborated on gender issues and violence prevention with a special use of online programmes B/b: Mapping of existing or ongoing mechanisms on historical reconciliation promoted worldwide, but particularly in ethnically or religiously divided societies (e.g. South Africa, Rwanda) (Provisional, to be checked by the appropriate Sector).	- Mapping exercises are engaged in different regions, with specific training modules are under preparation as well as diploma courses on conflict prevention for journalists - Training of trainers on intercultural dialogue, intercultural competence and human rights are in preparation, as well as sensitization campaigns. Training modules are under preparation as well as diploma courses on conflict prevention for journalists and media professionals - "South-South Philosophical Dialogue" has been engaged and Regional coordinators identified from the SOPHITHINK Group for the development of the pedagogical tools that include diverse perspectives and thinking from different regions to build mutual understanding and peace.	
	PI: Policy-makers, teaching staff, students, local leaders and traditional chiefs, youth associations, and relevant authorities have implemented the above-mentioned learning and teaching materials B/b: The learning and teaching materials are used by a large majority of the people who have been provided with (Policy-makers, teaching staff, students, local leaders and traditional chiefs, youth associations, and relevant authorities) (Provisional, to be checked by the appropriate Sector).	Involvement of relevant policy makers, students, teachers and other stakeholders such as National Commission for UNESCO, Ministry of Education or local NGOs and associations is ensured in the various activities undertaken, in order to facilitate the appropriation and effective use of the tools to be developed.	

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
			<p>dedicated activities for "Women empowerment and gender mainstreaming for a Culture of Peace and Non-Violence in Asia and the Pacific". Assessments were conducted in China and Mongolia. The development the non-violence toolkit is underway. Draft report on Gender and Culture in the Pacific was produced.</p> <p>The e-platform (e-portal) that will display all the material developed under this IP is under construction. A contract for services was concluded in that regard, as well as of the development of special mobile application for making such resource available to the larges possible.</p> <p>The special event for the mobilization of youth for promoting a new era for sharing experience and a sense of common values, as well as a willingness to act and change the world in a peaceful manner, initially scheduled in 2012, is now planned for December 2013. The mobilization of youth from different horizons has however started. The Third High Panel on Peace and Dialogue that took place on 19 November 2012, with a special focus on youth participation also pave the way for a better involvement of youth in the design of adequate modalities to build a better future.</p> <p><u>Challenges and Lessons learnt:</u> See general comments on ER1 All activities engaged are in good track and expected results will be achieved as planned.</p>
Exploring opportunities offered by the media, including new social media, as a vehicle for reconciliation, tolerance and intercultural understanding	<p>PI: Relevant community radio programmes as well as diverse multimedia materials, roadmaps and toolkits dedicated to enhancing intercultural competences created, published in different local languages and widely disseminated</p> <p>B/b: Community radio programmes as well as multimedia materials, roadmaps and toolkits on intercultural competences developed and implemented in divided societies around the world, using their local languages (Provisional, to be checked by the appropriate Sector).</p>	<p>Activities for community radio programme are under preparation as well as media campaigns to empower media professionals as well as ordinary citizens to manage information in a way to avoid conflicts and promote peace</p>	<p>The opportunities offered by media, including social media as a vehicle for reconciliation, tolerance and intercultural understanding is the main focus of relevant activities initiated under this IP through major projects and activities under RP, XB and Emergency Funds. All the approved projects and activities are in good track to reach the state where journalism training/education institutions, relevant NGOs and CBOs as well as other institutions from across Arab States, Africa, Asia, Latin America, Europe and USA have incorporated multiple MIL competencies, including intercultural competencies, into their teaching, research and/or professional orientations with a view to making young researchers and journalists guard themselves against bias in news/information gathering and reporting/dissemination. For example, under the project "Intercultural skills for youth journalists" funded by Saudi Arabia, activities are well advanced and strategic networks established, namely with the MILID University Network and which has been the basis for the first MILID Week organised in May 2012 in Barcelona. The MILID Week has become an integral part of this activity, enriched by the Network's diversity of representation of twelve universities, NGOs, and other civil society actors. A concrete plan action has been agreed upon, to be undertaken over 2013, including for example the launch of relevant researches on MIL and intercultural dialogue. Besides, two online courses on MIL/FOE and intercultural dialogue for teachers and citizens are under development, for the training of teachers/policy makers and citizens. The activity will enable further exploring the usefulness of mobile applications to enhance such capacity building.</p> <p>Relevant partnership is mobilized with international organizations such as UNAOC for the preparation of a multimedia intercultural online MIL teaching resources tool and to further increase easy access by teachers to OER and intercultural material, lesson plans etc., which are readily adaptable. Special cooperation frameworks are also in preparation to organized a regional capacity building workshop scheduled in January 2013 in Cairo, in collaboration with the Cairo University and that will lead to strengthening and promoting/advocating for MIL and intercultural dialogue among identified actors and stakeholders, and to establish an international network among them.</p> <p>On its part, UNESCO Nairobi is using the potential of media and information literacy for peace and reconciliation. In this regard, a draft toolkit for reporting on peace and reconciliation in Northern Uganda has started, in cooperation with the Northern Uganda Media Club (NUMEC). It will guide media trainers and media training institutions for the</p>
	<p>PI: Capacity-building of young media professionals reinforced to ensure high quality, independent, intercultural and conflict-sensitive journalism</p> <p>B/b: Holding of courses on intercultural and conflict-sensitive journalism for Young media professionals, specially from conflict zones (Provisional, to be checked by the appropriate Sector).</p>	<p>- Innovative adaptation of the MIL Curriculum is being spearheaded through 2 international online MIL and intercultural courses being developed by the UNESCO-UNAOC Media and Information Literacy and Intercultural Dialogue University Network (MILID Network) and other key stakeholders - Other online courses, undergraduate and postgraduate programmes and training of trainers are under preparation - Networks with professional media organization and universities established to develop relevant tools - Special media campaigns are in preparation - Young students and teachers in Latin America and the Caribbean have been involved in the development of news letters aimed preventing violence and promoting tolerance and better mutual understanding in schools and beyond</p>	

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
			<p>training and mentoring of reporters, editors and citizen journalists in the region and beyond.</p> <p>Similar activities will be also carried out in Latin America under the project "Promotion of a culture of peace, non-violence, and intercultural dialogue through the local media, teacher training institutions and schools in vulnerable areas in the Andean region" conducted by the Quito Office. Contractual arrangements and terms of reference for the development of training modules have started under the main activity to achieve targeted expected results under this project; the implementation of a the Diploma in culture of peace, sustainable development and intercultural dialogue aimed to teacher's trainers, journalist teachers and journalists.</p> <p>The "Learning to live together media Campaign" through which Open door media Campaign on Peace and Cultural Dialogue will be developed is underway, leaded by the Beirut Office, with the Arab Region as the main target. A media campaign strategy and logo were designed, including television public announcements and TV spots to carry strong message of change, acceptance of the other and promoting peace. Set of guidelines for civic education that are context and culture sensitive to the Arab region are under development. Assessment of the different methodologies/approaches in place related to the concept of intercultural dialogue was conducted in November 2012. This will provide a set of recommendations on how to move forward in disseminating the concept of Intercultural Dialogue in KSA and the region.</p> <p>UBO is also conducting the EXB project "Reporting to others - youth, journalism and dialogue" for the development of a training manual for young journalist, with a focus on the Arab Region. Preparation wok have started with the development of a TOT Intensive Course on Intercultural Dialogue that will seek to train and certify thirty participants in the content and pedagogy of the course by equipping them with essential content and pedagogical knowledge on intercultural dialogue, to build a regional network of trainers committed to intercultural dialogue and equipped with the skills and attitudes to promote constructive dialogue and tolerance for cultural diversity. Targeted participants are civil society organizations working on culture and peace issues, Universities, researchers and practitioners. Participants from the Arab region were identified and contacted to join the course in Oman in January 2013.</p> <p>The importance and role of media as toll for reconciliation and peace building among local communities which experienced conflict is particularly enhanced with the implementation of activities under the project entitled "Interactive Community Media for a Culture of Peace and Non-violence in South Sudan, Northern Uganda". Activities toward the production of multimedia ICT tools for enhancing intercultural dialogue, including online platforms, interactive media programmes, dramas, advocacy spots, have started. Development of radio programmes and video stories on conflict prevention is underway in South Sudan, with the training youth to interview elders within their communities. Stories will be broadcasted and screened during public community events. The aim of this pilot phase is to have at least 5 such events, train at least 20 young people, to involve at least 100 community members, and to develop a methodology within one state in South Sudan, which can then be replicated for 2 other scenarios, namely in state with high prevalence of inter-communal violence and state with high number of IDPs and refugees.</p> <p>The Cameras of Diversity for a Culture of Peace project is still to commence. Its activities are planned in 2013.</p> <p><u>Challenges and Lessons learnt:</u> See general comments on ER1 All activities engaged are in good track and expected results will be achieved as planned.</p>
Science and culture diplomacy approaches	PI: Knowledge base about different cultures and peoples as well as peace-building and reconciliation	-Relevant intersectoral projects have started to use culture as a basis for reconciliation, namely	Consolidation and dissemination of knowledge base about different cultures and peoples as well as peace-building and reconciliation approaches and best practices have started

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
developed and promoted to raise awareness about the contribution of all civilizations to humanity's progress through exchange and cross-fertilization of ideas	<p>approaches and best practices consolidated and disseminated in printed and electronic forms</p> <p>B/b: Elaboration of a series of comprehensive material in printed and electronic format analysing the different approaches given by different societies to peace-building and reconciliation, as well as set of best practices on this field (Provisional, to be checked by the appropriate Sector).</p>	<p>in south-east Europe and in Arab States. - 7 projects were also approved under Participation Programme, with substantial contribution expected to the achievement of this ER. Activities are in good progress arch 2012 meeting in Beirut outlined media role in facilitating or challenging the promotion of a culture of peace and dialogue, both as facilitator to promoting tolerance and acceptance of differences or to reinforce prejudice concerning the "others". Careful and sensitive approach needed to specify the messages of intercultural dialogue campaign and identify among the diversity of available media mediums which best contribute to raising awareness about the contribution of all civilizations to humanity's progress through exchange and cross-fertilization of ideas.</p>	<p>within two main activities under this IP.</p> <p>- The Heritage and Dialogue project, initiated within the framework of UNESCO's global initiative "Culture: a Bridge to Development", under which the 2nd meeting of the international steering committee in charge of coordinating the establishment of a joint exhibit space within the ex-Yugoslav pavilion in the State Museum of Auschwitz-Birkenau was held on 5 December 2012 in Sarajevo, with the support of the UNESCO Regional Office for Science and Culture in Europe (Venice). This meeting allowed the six state coordinators of each working group to present the results of their work, and to discuss measures to be taken for the physical renovation of the entire pavilion, on the basis of the structural/static analysis commissioned by the Austrian National Fund for the Victims of National Socialism, and conveyed to the Auschwitz Museum. The meeting also served to define common approaches for the concept, themes, supporting documentation and design of the joint exhibit. 2 follow-up meetings are foreseen in Skopje (March 2013) and Auschwiz (June 2013). The activities planned aim at the production of narratives and museographical materials; capacities developed for young experts and professionals in cultural resources management; development of ICT supported educational contents; international cooperation enhanced.</p> <p>The involvement and cooperation of SEE countries in this project is a very good example of reconciliation process through a shared history and common heritage, associating the Summit of South East European Countries.</p> <p>On the other hand, the "BE THE CHANGE" youth led community projects, aimed to promote Intercultural Dialogue in Lebanon and piloted by the Beirut Office, with an aim to support young people to get involved in local community action and development projects tailored towards promoting messages of peace and dialogue are engaged. The aim of this pilot is to encourage young people to be the change they want to see in their schools and communities; to promote messages of peace and dialogue; to encourage youth on participation and freedom of expression; and to give youth a venue for expressing their needs and dreams in their communities. The pilot will be documented, evaluated, and amended as to be scaled up in other countries of the region.</p> <p>Partnerships have been designed to minimize the costs and ensure effective appropriation by the different target groups of the project.</p> <p><u>Challenges and Lessons learnt:</u></p> <p>In addition to the general comments formulated under ER1 and also applicable here, it is worth mentioning that this ER was expected to be enhanced under two extra budgetary projects submitted under Spanish funds and for which mobilization was not successful. However, other opportunities are under study.</p> <p>It is also expected that the launch of the second phase of the CAP under Saudi Funds may provide an avenue for achieving the planned expected result.</p> <p>This notwithstanding, the two main projects engaged will help developing the major part of the materials anticipated. Work engaged is therefore in good track.</p>

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

At this mid-biennial assessment, the evaluation of the work engaged for the implementation of the intersectoral and interdisciplinary Programme of action for a culture of peace and non-violence is very satisfactory. In a programmatic point of view, the clusters of 17 projects approved by the Director-General under the Intersectoral Platform for a Culture of Peace and Non-Violence have been effectively funded in September 2012, under regular programme (US\$ 364,464 of Regular programme, of which additional appropriation of US\$ 24,964) and Emergency Funds (US\$ 882,500), for a total allocation of US\$ 1,246,964. Funds were re-distributed to work plans as approved, for the implementation of activities in the field, which effectively started in late October and early November 2012. The catalysing role expected from this platform to instil coherence and intersectorality on UNESCO's work as designed in the Programme of action for the promotion of everyday peace is very well engaged. The platform continued to serve as an incubator, synergizing all UNESCO's fields of competences. To elaborate policy design and implement new modalities of action for a more powerful impact on UNESCO work to promote better mutual understanding, intercultural dialogue for a lasting peace.

In a structural and thematic perspective, coherence, pertinence and coordinated action is mobilized around extrabudgetary projects, with the establishment of partnerships with local institutions and local, national and regional expertise being involved as a good practice to development of projects and activities undertaken. This strategy is particularly extended to specialized UN agencies. Indeed, such involvement at the early stage of implementation will ensure the effective appropriation and use of outputs to be developed. The mutual enrichment and cross fertilization among projects and activities is particularly anticipated, to make sure that each of them fully serve the

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

objectives of the Programme of action for a culture of peace and non-violence. The resource from the Participation Programme is not neglected in this regard. Indeed, almost 40 requests have been evaluated by the IP and around 20 were approved for funding, with significant contribution anticipated for ER1, 2, and 4 of this Programme of action. The implementation phase entered into will serve as a laboratory for testing some core thematic areas of common actions to which all Sectors, field units as well as centres of category I and II can effectively contribute in order to: (i) strengthening peace and non-violence through education, (ii) empower women and youth for democratic participation, new citizenship/ identity, and social cohesion, (iii) the promotion of peace-building and non-violence through Media and ICTs, reinforcing the role of heritage and contemporary creativity as tools for building peace through dialogue, and enhancing scientific and cultural cooperation for the management of natural transboundary resources.

The extrabudgetary projects under this IP continued to provide a strong support to the implementation of the Programme of action, involving Sectors and Field Offices in a wide range of activities aimed at peace-building, conflict prevention and resolution, education for non-violence, tolerance, acceptance, mutual respect, dialogue and reconciliation, but also the promotion of human rights and intercultural competences. UNESCO's capacity to provide alternative solutions using the soft powers of dialogue and cultural diplomacy was particularly enhanced with funds mobilized under the United Nations Counter Terrorism Initiative Task Force (UN-CTITF) to support a pilot project entitled "Countering the Appeal of Terrorism in Nigeria through Education and Dialogue". UNESCO's function as laboratory of ideas was also promoted within the UN and beyond, without additional cost to the Organization, thanks to the financial contribution received from Kazakhstan to organize a High Level Debate on the theme "Sustainable Peace for a Sustainable Future" that was held at UN HQs in New York, within the 67th General Assembly, and also to mark the International Day for Peace (21 September 2012). The event provided leading recommendations of forward looking perspectives for UNESCO's action in this domain. The mobilization of extrabudgetary resources under Spanish Funds to support significant flagship activities within the "Intercultural Vademecum" Initiative was not successful. However, follow-up actions were continued to maintain this important aspect of the Programme of action, and new partners have been approached.

In general, a new generation of projects and activities and working methods are emerging from this cycle, to reinforce UNESCO's focused action and contribute to a new humanism that puts human beings at the core of all development processes. This Programme of action provides a significant framework for maintaining UNESCO's contribution and leadership to emerging topics within the United Nations: "Follow-up to the Declaration and Programme of Action on a Culture of Peace", "Promotion of interreligious and intercultural dialogue, understanding and cooperation for peace", "Measures to eliminate international terrorism", just to name a few.

UNESCO's Contribution to Climate Change Mitigation and Adaptation

Regular Programme ¹ : operational budget only		Extrabudgetary resources ¹	
Allocation 2012-2013: US\$ 534 500	Expenditures 2012-2013: US\$ 4 000	Allotment 2012-2013: US\$ 577 000	Expenditures 2012-2013: US\$ 6 124

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
Interdisciplinary climate change knowledge base strengthened	<p>PI: Degree to which UNESCO is involved with the Global Framework for Climate Services (GFCS) through IOC, MAB, IHP and MOST collaboration at the HQ and Field levels, as well as through partnerships with other UN bodies and Member States, B/b: UNESCO fully involved in the GFCS</p>	UNESCO is well engaged with the GFCS, notably through IHP and IOC. The Director-General delivered a message of support to the Extraordinary Session of the World Meteorological Congress, held in Geneva in October 2012, regarding the further implementation of the GFCS. UNESCO participated at the UNFCCC side event in Doha on the GFCS.	The Global Framework for Climate Services (GFCS) is well positioned to become an important endeavour for climate change knowledge-based service delivery in the coming years. Spearheaded by WMO, UNESCO has successfully mobilized several of its programmes and platform projects with the view of assisting in the design and implementation of the GFCS. Due to the timing of funds available for the Platform, activities requiring funding have been somewhat delayed compared to the initial planning.
	<p>PI: UNESCO international and intergovernmental programmes involved with the Global Framework for Climate Services (GFCS) B/b: At least two UNESCO programmes fully involved in the GFCS</p>	IHP and IOC are particularly well involved with the GFCS. IOC is leading a platform project on the establishment of regional climate change adaptation forum linked to the GFCS. The first forum meeting to be held in the Caribbean in March 2013. IHP is working on the 'user interface' of the GFCS related to water.	
	<p>PI: Science capacity development programmes created or expanded B/b: At least ten countries supported to establish or expand programmes</p>	Several of the 10 projects funded through the Climate Change Platform are or will contribute towards science capacity development in Member States, including in Africa and SIDS. 1. Platform project launched on "Climate Change Impacts in Major Mountainous Regions of the World: Multidisciplinary Network for Adaptation Strategies (Africa, Asia, Latin America, and Europe)". Regional preparatory meetings to be organized for: Asia: 13-15 March 2013 in Kathmandu, Nepal (with participants expected from: Afghanistan, Bangladesh, Bhutan, China, India, Indonesia, Iran, Japan, Pakistan, Kazakhstan, Korea, Kyrgyzstan, Myanmar, Nepal and Tajikistan). Africa: 25-27 March 2013 in Yaoundé, Cameroon LAC: to be confirmed, summer 2013 Synthesis workshop in Paris-late 2013. A background document will be presented in 2013. 2. Platform project launched on "A Networked System of Open Indigenous Knowledge Resources for Climate Change Mitigation and Adaptation in Polar Regions". Experts in indigenous knowledge were identified to collect information for scenario of multimedia modules. Potential partner organizations dealing with indigenous peoples issues identified. Contacts with The Association of World Reindeer Herders established. Two options for meeting (Moscow and Yakutsk) to be held in mid-March. A tender for a company capable of producing multimedia educational modules launched. A contract for the development of concept and prototype module being drafted.	
	<p>PI: Climate science knowledge base collaboration enhanced with UN partners B/b: At least five UN collaboration partnerships implemented</p>	Collaboration enhanced through UNESCO's engagement with the GFCS, which now involves a good number of UN partners, such as the UNESCO regional climate change adaptation forum. Other frameworks for cooperation include GOOS (The Global Ocean Observing System), Sandwatch, RENFORUS (Renewable Energy	

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
		Futures for UNESCO Sites), and ProVia (Programme of Research on Climate Change Vulnerability, Impacts and Adaptation).	
Information for and resilience to the impacts of climate change of vulnerable Member States, their environment and local communities enhanced through the Climate Change Adaptation Forum	PI: Number of countries assisted in their fundraising for adaptation efforts B/b: Ten countries assisted	The First Adaptation Forum regional meeting focusing on SIDS is scheduled for March 2013 in the Caribbean as part of a Platform-funded project. A meeting focusing on mountains is organized in partnership With ICIMOD in Kathmandu also in March 2013.	Following discussions with WMO, the UNESCO Climate Change Adaptation Forum will draw on the existing regional climate outlook fora organized by WMO, by adding UNESCO stakeholders and content to the discussions. The UNESCO Climate Change Adaptation Forum will then have regional nodes and contribute to assist UNESCO's Member States as well as the GFCS process. Preparations are under way for the first regional adaptation forum for the Caribbean to be held in Jamaica in March 2013. While primarily contributing to expected result number 1, the project on "Climate Change Impacts in Major Mountainous Regions of the World: Multidisciplinary Network for Adaptation Strategies (Africa, Asia, Latin America, and Europe)" will also contribute to the establishment of Adaptation Forum focusing on key mountain areas of the world. Due to the timing of funds available for the Platform, activities requiring funding have been somewhat delayed compared to the initial planning.
	PI: Number of countries engaged in the UNESCO Climate Change Adaptation Forum. B/b: Twenty-five countries, primarily SIDS and in Africa, engaged in the UNESCO Climate Change Adaptation Forum	Preparations are under way, provided sufficient funding is mobilized, to organize a regional Adaptation Forum for West Africa.	
	PI: The extent to which ethical and gender considerations reflected in the Forum B/b: All relevant UNESCO supported Forum activities have integrated ethical and gender dimensions	The Adaptation Forum is developed as an interdisciplinary activity with important ethical and gender dimensions. It may be recalled that the first regional Adaptation Forum, that will take place in the Caribbean, will benefit from the results of the Conference on Climate Change Adaptation in the Caribbean: Science, Ethics and Policies, organised by SHS in March 2011, Basseterre, Saint Kitts and Nevis.	
Climate change education and public awareness for sustainable development strengthened in Member States	PI: number of countries supported to develop policies, plans and programmes on climate change education for sustainable development B/b: At least ten countries	The Sandwatch project activity aims at organizing one (possibly two) regional teacher educator capacity development events in 2013 in Africa with participation from African SIDS and coastal countries. At least 10 countries will be engaged in or supported by the activity. Work in the Pacific on community understandings of climate change have focused on a literature review (completed in 2012) and country selection (under discussion), focus groups for survey (being refined and survey expected to be conducted early 2013). Preparations undertaken for the launching of media interventions for public awareness and action in South Asia. Creation of the Sub Regional Centre for Training on Climate Change Leadership for the MERCOSUR region well under way. Project preparations under way to strengthen climate change mitigation and adaptation in the Sahel and West Africa.	Due to the timing of funds available for the Platform, activities requiring funding have been somewhat delayed compared to the initial planning. This being said, this is the expected results for which the platform has allocated most of its resources. Five platform funded activities contribute to the progress on this Regional/Thematic Grouping, namely: ACTIVITY: Climate Change Education for Sustainable Development in African SIDS and coastal regions: building excellence through teacher education The project is an intersectoral SC and ED undertaking, building upon two core pillars of UNESCO's climate change education priority: the extensive (10 year) experience of Sandwatch implementation in the islands of the Caribbean, Indian and Pacific regions as well as other coastal countries, currently numbering 50 in total; and Climate Change in the Classroom, a six-day climate change education for sustainable development (CCESD) course targeting secondary school teachers. Focused on climate change education in the context of Education for Sustainable Development (ESD), its interventions will support the capacity building of teacher educators and teachers and focus on two main areas of action: 1) extending the achievements of the current Sandwatch project through dedicated action in support of the consolidation and global roll-out of the Sandwatch Database as a globally distributed "citizen science" climate change monitoring, exchange and education tool and 2) the development of teachers' capacity to introduce climate change across the curriculum through UNESCO's Climate Change in the Classroom course for secondary teachers. Main activities: a) Building teacher capacity through the Climate Change in the Classroom course
	PI: functional climate literacy of media professionals improved B/b: At least 150 journalists trained in science journalism, with a focus on climate change At least ten journalism training/education institutions undertaking curricula review to incorporate elements of climate mitigation and adaptation into curricula	Proposals from Africa have been submitted for consideration at next year's 57th Bureau of the IPDC. Currently being implemented are journalism education activities covering Ethiopia's Mekelle University, Tanzania's science journalists' association (which covers climate change issues, among others), the National University of Equatorial Guinea, and the University of Djibouti, in addition to proposals from several other developing countries. Building on last year's similar workshop for West Africa, UNESCO worked with its partners UNECA and the AU to co-host a training workshop in September 2012 under the theme "Making Science and Technology Information More Accessible for Africa's Development" (with climate change as one of the key issues), with over 60 science and technology journalists from various East African countries, exposing them to the findings of the results of the 2011 UNESCO study into science reporting in Africa -- itself an important achievement as journalism educators and media professionals take on board the results of this survey. Preparations	

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
		undertaken for the launching of media interventions for public awareness and action in South Asia.	<p>One or two intensive five-day training courses will be held in Africa targeting the development of capacity among secondary school teacher educators using UNESCO's custom-designed Climate Change in the Classroom tool, in conjunction with the sub-regional capacity development activities in support of the Sandwatch database and in close collaboration with the ongoing pilot CCESD country programmes . The courses will be designed to give teachers confidence in facilitating CCESD inside and outside the classroom in order to help young people understand the causes and consequences of climate change, bring about changes in attitudes and behaviours to reduce the severity of future climate change, and build resilience in the face of climate change already affecting SIDS and other vulnerable countries. The courses will target the development of teachers' capacity to introduce climate change across the curriculum, using a gender-sensitive approach. Participating educators will enhance their capacities to combine classroom teaching and extra- and co-curricular activities including participatory environmental monitoring, enhance the interaction and partnership between the school and the community and take a whole school approach to climate change education.</p> <p>b) Consolidating the online Sandwatch database and building capacity for school-based participatory climate monitoring Data relating to environmental change in coastal areas collected by Sandwatch teams - although sometimes basic - are sometimes the only data available. The intervention will build on the achievements of the existing Sandwatch project, which has developed a custom-designed prototype global Sandwatch database allowing Sandwatch groups to enter, analyse and share data. The project will roll out use of the database to the global level, undertaking improvements and adjusting the database software and user interface and organizing one or two sub-regional capacity development events in Africa at which teacher educators will be introduced to the effective use of the database with the objective of ensuring its role as a global climate change monitoring tool. It is expected that over time, data entered by teachers and schools in the Sandwatch network will serve as a benchmark against which to assess climate change and other impacts on beaches. The online database and capacity building events ensure that participatory monitoring data collected by Sandwatch teams move eventually to externally valid monitoring data.</p> <p>Continuity and sustainability of the program: Sandwatch has evolved into a dynamic volunteer network of schools (many of them belonging to UNESCO's Associated Schools Project Network), youth and adults in about 50 countries. Teachers, both primary and secondary level, represent the core of the network, implementing Sandwatch either as a formal or non-formal educational activity. It will provide targeted training and capacity-building interventions where needed. It will furthermore contribute towards assisting governments and educational planners to integrate Sandwatch in their national curricula as has been done in Cook Islands, and is under way in Grenada and Kiribati. Teacher education in CCESD is still a relatively new field. A number of studies and reports stress that teachers lack support in addressing</p>
	<p>PI: journalism curricula developed to incorporate the climate change mitigation and adaptation sensitive reporting B/b: At least ten journalism training/education institutions undertaking curricula review, especially in Africa and SIDS</p>	<p>UNESCO is working with leading journalism experts to develop specialised syllabi at no cost to the Organisation. As such, a new resource publication, tentatively entitled "MODEL CURRICULUM FOR JOURNALISM EDUCATION: A COMPENDIUM OF NEW SYLLABI", will be published in 2013. It is expected to be launched during the third World Journalism Education Congress in Belgium. In addition, an Africa-regional WJEC-3PrepCom on teaching journalistic specialisms in Africa, supported by OSISA in partnership with UNESCO, will look at issues of specialised reporting, including that on climate change.</p>	
	<p>PI: The quantity of climate change reporting increased B/b: At least 25 more media institutions in Africa covering climate change more frequently, using the science media reporting At least 10 North-South and South-South content exchange partnerships established among media institutions to enhance reporting of climate change</p>	<p>Project preparations under way to strengthen climate change mitigation and adaptation in the Sahel and West Africa, including through media interventions.</p>	

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
			<p>the complex challenges posed by climate change in a holistic and interdisciplinary manner. Within this area of priority action for UNESCO, the project will target a clear and present need to respond to climate change challenges through delivery of a systematic teacher education programme that is not restricted to a single discipline. A pilot version of the UNESCO course for secondary teachers on CCESD has been developed and is being piloted by teacher education institutions in 10 countries (Canada, Sweden, Zambia, South Africa, Maldives, Mauritius, Jamaica, Barbados, China, Lesotho). The final version will include four regional resource packages and will be further adapted taking into account regional and local realities.</p> <p>ACTIVITY: Community understanding of climate change and downscaling the science of climate change to community-level adaptation Literature review completed. Country selection under discussion, proposing to focus on only three countries. Focus groups for survey also being refined. Survey expected to be conducted early 2013, finalising partnership with University of Melbourne.</p> <p>ACTIVITY: Combatting Climate Change in South Asia: Media Interventions for Public Awareness and Action This activity is being prepared for implementation in 2013. Linked to this activity are CI sector's workshops West Africa, including the raining workshop in September 2012 under the theme "Making Science and Technology Information More Accessible for Africa's Development".</p> <p>ACTIVITY: Creation of the Sub Regional Centre for Training on Climate Change Leadership Achieved results 2012 Dialogue and exchange with the various sectors and programmes (CLT, CI, BES, PHI, MAB) of UNESCO - MTD on the project. Formalization of partnership agreements. Signing of a Letter of Intent by the project partner institutions: Latin American Social Sciences Institute (FLACSO Argentina); Catholic University of Argentina; Getulio Vargas Foundation (Brazil); University of Sao Paulo (Brazil); Pontifical University of Chile; Moisés Bertoni Foundation (Paraguay); Catholic University of Paraguay; University of the Republic (Uruguay); ORT University (Uruguay); South American Institute for Resilience and Sustainability Studies (SARAS Institute, located in Uruguay). Incorporation of new members and sponsors: Inter-American Institute for Global Change Research (IAI) (confirmed); Ibero-American General Secretariat (SEGIB) (confirmed); International Development Research Centre (IDRC) (in negotiation); Organization of Ibero-American States (OEI) (in negotiation); World Resources Institute (WRI) (in negotiation); Climate and Development Knowledge Network (CDKN) (in negotiation). Institutional support of the host country: Official letter and support of the Ministry of Education and Culture and the Ministry of Environment, Housing and Land Management.</p>

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
			<p>Development of updated versions of project documents: general document, summary, outline and budget.</p> <p>Organization of one face-to-face meeting (August, Montevideo, Uruguay) to: reaffirm the commitment of the participating institutions, validate and approve the project document, validate and approve the proposed curriculum for the pilot year and the first two years of the project, define the fundraising strategy and its leaders.</p> <p>Organization of a virtual meetings (October) with all project's members to address the most important issues of the project. Among them: working methodology, training curricula, training targets, thematic focus, lecturers and invited speakers (decision makers and practitioners from private, public and civil sectors), project's advisory group, 2013 agenda and next face-to-face meeting.</p> <p>ACTIVITY: Strengthening Climate Change Mitigation and Adaptation in the Sahel and West Africa</p> <p>This activity template was only validated and funds allocated on 14/12/2012, as part of the second phase of emergency funding. Implementation of activities will therefore only commence in 2013. There is no progress to report at this time.</p>
Global climate change field observatory of UNESCO sites expanded	<p>PI: Number of UNESCO sites engaged in climate change knowledge, mitigation and adaptation initiatives</p> <p>B/b: Over 50% of UNESCO Sites in SIDS and Africa active in climate change knowledge, mitigation and adaptation initiatives</p>	A good number of UNESCO sites are engaged in climate change knowledge, mitigation and adaptation activities, including in SIDS and Africa. A survey is being launched on their engagements.	<p>Good progress made to establish an observatory on the sustainable use and applications of renewable energy sources in UNESCO Sites.</p> <p>Preparatory work was done to promote energy efficiency and use of renewable energy in a selected number of UNESCO sites that could serve as global climate change field observatory sites as well as models of Sustainable Energy Communities. A kick-off meeting was organised with identified partners for the project implementation and a strategy with defined milestones and timeline was defined for the project which will be entitled "Renewable Energy Futures for UNESCO Sites" (RENFORUS). Concurrently, an information brochure on the project objectives and expected outcome have been finalised for broad distribution including to UNESCO Sites focal points.</p> <p>To make progress in the identification of best practices in biosphere reserves, information on known existing projects and initiatives has been uploaded to the Biosphere Smart platform. These are not specifically the best practices of the RENFORUS project, but rather the identification of cases and projects in general. Some 80 examples have been included as a good preliminary reference. Similar cases have also been identified for World Heritage sites, but have not been included yet on the platform.</p> <p>A questionnaire was developed for the identification of best-practices and reference cases. The questionnaire together with a first compilation of existing practices and case studies to serve as a reference in a short background document will be distributed to all focal points in UNESCO sites concerned. Collaboration with the Global Sustainable Electricity Partnership (that includes the 13</p>
	<p>PI: Number of UNESCO sites used for UN-wide climate change activities</p> <p>B/b: 25 UNESCO sites used</p>	Several UNESCO sites are being used for UN-wide climate change activities. such as in Viet Nam. UNESCO will promote the active use of UNESCO sites in the framework of the GFCS and the UNESCO Climate Change Adaptation Forum.	
	<p>PI: Demonstration projects launched in UNESCO sites related to REDD and REDD+ and renewable energy</p> <p>B/b: At least five projects launched</p>	Several UNESCO sites identified for their interest and potential good practices related to climate change mitigation and adaptation, notably in the context of the sustainable use and applications of renewable energy. Discussions are ongoing regarding REDD+ demonstration projects.	
	<p>PI: Thematic And Regional Networking Established or reinforced among UNESCO sites on climate change</p> <p>B/b: At least five networks established or reinforced</p>	A thematic observatory network on Renewable Energy Futures for UNESCO Sites (RENFORUS) is being established. Establishment of additional networks would require funding presently not available to the Platform.	

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
			<p>largest electricity companies) was initiated.</p> <p>Challenges and lessons learnt: Promoting the use of environmentally sound renewable energy sources in UNESCO's site to serve as observatory sites for climate change mitigation will require human and institutional capacities. The RENFORUS project and its achievements should serve as a model to be replicated.</p> <p>Due to the timing of funds available for the Platform, activities requiring funding have been somewhat delayed compared to the initially planning.</p>

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

The Platform provides good value for investments by mobilizing a number of interesting external partners attracted by the interdisciplinary features of the projects developed and financed by the platform. Staff travel from Headquarters can be reduced due to the inbuilt strong collaboration with the Field Offices that lead half of the Platform's funded projects.

UNESCO's contribution to the fight against HIV and AIDS

Regular Programme ¹ : operational budget only		Extrabudgetary resources ¹	
Allocation 2012-2013: US\$ 500 000	Expenditures 2012-2013: US\$ 59 483	Allotment 2012-2013: US\$ 0	Expenditures 2012-2013: US\$ 0

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
Capacities of Member States enhanced to design, implement and assess rights-based, scientifically accurate, culturally appropriate, gender-responsive and age-specific HIV education, communication and information programmes for universal access	PI: Percentage of young women and men, aged 10-24 years, who demonstrate desired levels of knowledge on transmission of HIV and reject major misconceptions about HIV transmission B/b: tbc	Activities are still in the preparatory phase, therefore, it is not yet possible to provide concrete data on benchmarks attained. However, the planned activities foresee a particularly broad outreach to young women and men aged 10-24, through the use of ICTs and the regional training modules.	<p>Following the February 2012 call for proposals under the Intersectoral Platform on HIV and AIDS, two activities were developed through a collaborative work planning approach which sought to be inclusive, intersectoral, and strategic. The platform activities share the objectives of 1) improving the quality and impact of Member States' responses to HIV and AIDS through strengthened technical support, and 2) improving HIV knowledge among young people as a key component of effective national responses to the epidemic. They were granted a budget of 250,000 USD each for implementation in the current biennium, and the large majority of these funds are directed at regional and country levels. The activities are overseen by the UNESCO Global Coordinator for HIV and AIDS with support from the UNESCO Focal Point on HIV and AIDS, and involve representatives from all UNESCO Programme Sectors as well as Field Offices in the Asia Pacific, Latin America, the Caribbean, Africa and Eastern Europe. The activities contribute to UNESCO's deliverables under the C/4 and the C/5, as well as to the UNAIDS Unified Budget, Results and Accountability Framework (UBRAF).</p> <p>Thus far, progress has centered on research, planning, preparation and training amongst UNESCO and partner agencies and NGOs. External partners have</p>
	PI: Number of countries that provided life skills-based HIV education in school settings within the last academic year B/b: tbc	Activities are still in the preparatory phase, therefore, it is not yet possible to provide concrete data on benchmarks attained. However, training modules are being prepared at country, regional and Global levels which will contribute to life skills-based HIV education in school settings.	
	PI: Number of countries in which social media platforms were developed and strengthened to increase access to quality HIV and AIDS education, communication and information	Specific country-level initiatives are foreseen in at least 3 countries (Zimbabwe, China, Jamaica), and regional initiatives are foreseen in Asia Pacific, the Middle East, Central Asia and the Caribbean.	

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
	B/b: tbc		<p>been identified and progress has been made in planning various interventions to support the capacities of Member States to design, implement and assess rights-based, scientifically accurate, culturally appropriate, gender-responsive and age-specific HIV education, communication and information programmes for universal access.</p> <p>In the context of the IP activity "Improve the quality and impact of Member States' responses to HIV and AIDS through effective programming for key populations", a joint initiative has been agreed with UNICEF, UNFPA, UNDP, WHO and UNAIDS to develop a Global Guidance on HIV and Young Key Affected Populations (YKAPs) and a series of capacity-building activities for UN staff and partners in 2013. Draft training modules on programming with YKAPs have been developed in Asia Pacific and piloted in the Middle East, Central Asia and Caribbean regions.</p> <p>The IP Activity "the Virtual Classroom" is developing partnerships with youth organizations and NGOs, who would host and implement these virtual classrooms in Jamaica, China and Zimbabwe, with the possibility of other countries as well. A review and planning meeting was held in December 2012, attended by representatives from all Sectors, and from the Beijing, Harare, Kingston and Moscow field offices.</p> <p>CHALLENGES/LESSONS LEARNT Coordinating an intersectoral and interregional project across different time zones presents a variety of challenges, and poses some risks for delays and communication lag. Opportunities for in-person meetings with stakeholders should be sought-out, and balanced against the need for cost-efficiency measures.</p> <p>CONTRIBUTION TO C/4 OUTCOME(S) Activities contributing to the IP "UNESCO's contribution to fight HIV and AIDS" primarily fall under C/4 Strategic Programme Objective 2, expected outcome "Member States in all regions assisted in developing comprehensive education sector HIV and AIDS responses". They also contribute to key aspects of other SPO2 outcomes, such as quality education, peace and human rights education. Furthermore, the IP on HIV and AIDS also contribute to various outcomes of SPO7 ("enhancing research-policy linkages on social transformations"), SPO8 ("Fostering research on critical emerging ethical and social issues") and SPO12 ("Enhancing universal access to information and knowledge"). Finally, activities under MLA3 ER8 include a particularly strong focus on gender equality and Africa, the Organizations' two Global Priorities for the current Medium Term Strategy.</p>
Multidisciplinary and intersectoral responses of Member States promoted so countries can develop, disseminate and support the use of gender-responsive evidence-based policies and practices on HIV and education	PI: Number of countries with a multisectoral strategy that addresses HIV in the school setting B/b: tbc	Activities are still in the preparatory phase, therefore, it is not yet possible to provide concrete data on benchmarks attained. However, training modules are being prepared at country, regional and Global levels which will inform multisectoral strategies to address HIV in the school setting.	RESULTS AGAINST PERFORMANCE INDICATOR(S) AND BENCHMARK(S) Thus far, progress has centered on research, planning, preparation and training amongst UNESCO and partner agencies and NGOs. Intersectoral Platform activities have thus focused on the preparatory phase, and a series of initiatives have been planned to encourage the development and dissemination of gender-responsive evidence-based policies and practices on HIV and education.
	PI: Number of countries supported to	Activities are still in the preparatory phase,	In the context of the IP activity "Improve the quality and impact of Member States' responses to HIV and AIDS through effective programming for key

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
	<p>develop and/or implement HIV-related policies that integrate the needs of women and girls, and/or address gender inequalities and inequities B/b: tbc</p>	<p>therefore, it is not yet possible to provide concrete data on benchmarks attained. However, preparatory research been disaggregated by gender, and activities will support countries in assessing the specific needs of women and girls.</p>	<p>populations", regional capacity-building workshops on programming with Young Key Affected Populations (YKAPs) have also been foreseen for 2013.</p> <p>For the IP "the Virtual Classroom", a multidisciplinary approach has been adopted and the December 2012 meeting proved critical in building the technical understanding of ICT use for health education, and increased UNESCO's technical capacity to address HIV knowledge through ICTs, as well as UNESCO's understanding of the opportunities and limitations of using ICT to reach young people. The TORs and desk study involve an explicit gender component which seeks to ensure that the Virtual Classroom responds to the distinct needs of girls and boys, women and men.</p> <p><u>CHALLENGES/LESSONS LEARNT</u> Whilst ICTs may seem like a panacea for outreach to young populations, there remain significant inequalities in access to ICTs that must be taken into consideration. It cannot be taken for granted that the most marginalized groups have access to internet or cell phone technology, and girls and women in particular continue to face barriers to access.</p> <p><u>CONTRIBUTION TO C/4 OUTCOME(S)</u> Activities contributing to the IP "UNESCO's contribution to fight HIV and AIDS" primarily fall under C/4 Strategic Programme Objective 2, expected outcome "Member States in all regions assisted in developing comprehensive education sector HIV and AIDS responses". They also contribute to key aspects of other SPO2 outcomes, such as quality education, peace and human rights education. Furthermore, the IP on HIV and AIDS also contribute to various outcomes of SPO7 ("enhancing research-policy linkages on social transformations"), SPO8 ("Fostering research on critical emerging ethical and social issues") and SPO12 ("Enhancing universal access to information and knowledge"). Finally, activities under MLA3 ER8 include a particularly strong focus on gender equality and Africa, the Organizations' two Global Priorities for the current Medium Term Strategy.</p>
Capacities of Member States enhanced to effectively address HIV-related stigma and discrimination in order to establish an environment that is more respectful of the rights, dignity and needs of vulnerable populations, including women and girls and young people, and people living with HIV	<p>PI: Number of countries that have non-discrimination laws or regulations which specify protections for most-at-risk affected populations (MARPs) or other vulnerable population groups, including young people B/b: tbc</p>	<p>Activities are still in the preparatory phase, therefore, it is not yet possible to provide concrete data on benchmarks attained. However, a specific focus of one of the IP activities will be on the needs of Young Key Affected Populations.</p>	<p>RESULTS AGAINST PERFORMANCE INDICATOR(S) AND BENCHMARK(S) Thus far, progress has centre on research, planning, preparation and training amongst UNESCO and partner agencies and NGOs. Progress has been made in order to assess the needs of Member States to more effectively address HIV-related stigma and discrimination in order to establish an environment that is more respectful of the rights, dignity and needs of vulnerable populations, including women and girls and young people, and people living with HIV.</p> <p>The "Virtual Classroom" IP activity has undertaken a study into global trends in the use of ICT in education and health, as well as country research studies and focus-group discussions to assess the HIV education needs of young people in Jamaica, China and Zimbabwe.</p> <p>In the context of the IP activity "Improve the quality and impact of Member States' responses to HIV and AIDS through effective programming for key populations", plans are underway to develop case examples of UNESCO technical support to Member States on key populations, and to develop country and regional action plans and proposals using the YKAP guidelines.</p>
	<p>PI: Number of countries supported to develop and/or implement HIV-related policies that specifically address gender-based violence; engagement of men and boys; and/or other actions promoting gender equality B/b: tbc</p>	<p>Activities are still in the preparatory phase, therefore, it is not yet possible to provide concrete data on benchmarks attained. However, preparatory research and planning has involved significant gender components, and will address key gender equality issues.</p>	

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
			<p>CHALLENGES/LESSONS LEARNT In light of the fact that funds arrive later into the biennium, the time for implementation is reduced, which can be especially challenging for activities with components across all world regions.</p> <p>CONTRIBUTION TO C/4 OUTCOME(S) Activities contributing to the IP "UNESCO's contribution to fight HIV and AIDS" primarily fall under C/4 Strategic Programme Objective 2, expected outcome "Member States in all regions assisted in developing comprehensive education sector HIV and AIDS responses". They also contribute to key aspects of other SPO2 outcomes, such as quality education, peace and human rights education. Furthermore, the IP on HIV and AIDS also contribute to various outcomes of SPO7 ("enhancing research-policy linkages on social transformations"), SPO8 ("Fostering research on critical emerging ethical and social issues") and SPO12 ("Enhancing universal access to information and knowledge"). Finally, activities under MLA3 ER8 include a particularly strong focus on gender equality and Africa, the Organizations' two Global Priorities for the current Medium Term Strategy.</p>

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

Working with different sectors concentrated around two clearly defined activities, instead of many small activities, has proven cost-effective

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

Regular Programme ¹ : operational budget only		Extrabudgetary resources ¹	
Allocation 2012-2013: US\$ 395 000	Expenditures 2012-2013: US\$ 97 806	Allotment 2012-2013: US\$ 360 000	Expenditures 2012-2013: US\$ 35 885

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
Resilience of communities reinforced in SIDS, with particular reference to climate change adaptation and natural disaster preparedness, through evidence-based policies, education and capacity development and the mobilization of civil society	<p>PI: SIDS engagement with UNESCO's climate change-related activities further strengthened, through the expansion of SIDS participation in Climate Frontlines and related interagency partnerships</p> <p>B/b: Research projects on local climate change observations and adaptation strategies undertaken in five SIDS At least two activities undertaken in the context of UN interagency partnerships on climate change</p>	Through extrabudgetary projects, activities have progressed significantly under the interagency partnership Climate Frontlines, including the publication and launch of the UNESCO-UNU publication "Weathering Uncertainty" at the Rio Science Forum. Climate Frontlines field projects have been concluded - or are under the final stages of implementation - in eight SIDS countries.	<p>The implementation of seven fully intersectoral projects under the SIDS Intersectoral Platform during 2012-2013 will constitute a solid UNESCO contribution towards addressing SIDS vulnerabilities within UNESCO's mandate areas. Implementation of the projects will be guided by the preparatory process in the lead-up to the third International SIDS Conference to be held in Samoa in 2014, through close liaisons between the UNESCO SIDS Focal Point and the UNDESA SIDS Unit and other key UN partners.</p> <p>In spite of the current severe funding constraints, considerable progress was made towards addressing vulnerabilities of SIDS through science policy, practice and education during the first 12 months of the biennium, particularly within the framework of the global Sandwatch and Youth Visioning programmes, the development of science policy advice in SIDS, as well as</p>
	<p>PI: SIDS perspectives clearly reflected in inputs to the Intergovernmental Panel on Climate Change's Fifth Assessment Report (AR5)</p> <p>B/b: Submission to AR5 contains data and information sourced from SIDS and reflecting</p>	The UNESCO-UNU publication "Weathering Uncertainty" has been made available to lead/coordinating authors of the IPCC's Fifth Assessment Report. Several authors have acknowledged receipt and have requested further information in view of including material based on its contents. "Weathering Uncertainty" contains a dedicated small islands section and a	

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
	SIDS priorities	comprehensive small islands / SIDS climate change bibliography.	<p>through UNESCO's strategic contributions to the wider UN system support for implementation under the Mauritius Strategy. Given the constraints imposed on the regular programme, implementation of activities relied to a large extent on the development of strategic partnerships as well as extrabudgetary resources.</p> <p>The expansion of SIDS participation in existing UNESCO natural disaster preparedness and early warning programmes was advanced through IOC. The 7th Session of the Intergovernmental Coordination Group for the Tsunami and Other Coastal Hazards Warning System for the Caribbean and Adjacent Regions (ICG/CARIBE EWS-VII) was held in Willemstad, Curacao, in April 2012. Significant progress has been achieved in the Caribbean in the area of sea level monitoring, with 38 sea level stations available for tsunami monitoring purposes by April 2012, compared to only 19 in 2009. Seismic monitoring has also improved significantly with over 100 stations delivering real time data for tsunami monitoring. The Pacific Tsunami Warning and Mitigation System (PTWS), it is focusing on the development of new experimental tsunami forecast products were introduced as part of the basin-wide exercise PacWave11, which included maps indicating the level(s) of threat for each country.</p>
	<p>PI: UNESCO's climate change education initiatives, including Sandwatch, further consolidated and expanded in SIDS</p> <p>B/b: New programmes implemented in five SIDS covering at least two regions</p>	<p>Under the project, "Using the 'magic' of satellite images as support for an educational package: Understanding Climate Change Effects on SIDS", ongoing activities for the project have been focused on consolidating partnerships, promoting the project for potential new partners, and developing fundraising proposal for extrabudgetary funds. Those activities have been conducted either through meetings or electronic communications. The Sandwatch manual was published Spanish (May) and Portuguese (November) and widely distributed. The translated manuals will facilitate the training in the Sandwatch methodology in corresponding countries. The global Sandwatch database was trialed in preparation for full-scale launch and training events to take place later in 2013. Sandwatch database trials were carried out in at least eight SIDS in the Indian Ocean and the Caribbean.</p>	
	<p>PI: SIDS participation in existing UNESCO natural disaster preparedness and early warning programmes expanded</p> <p>B/b: Activities undertaken in at least five new SIDS</p>	<p>Through UNESCO IOC, substantial progress has been made in promoting integrated and sustained tsunami monitoring and warning systems in the Pacific Ocean, with tsunami warning system already strengthened in Fiji, Tonga and Vanuatu and work ongoing in Kiribati, Nauru and Tuvalu. Engagement with PICs through regional workshops and other events organised by collaborating partners such as SPC-SOPAC, SPREP and WMO has given further opportunity to provide briefings/updates on PTWS activities such as the proposed new products/services, upcoming ICG for PTWS XXV Session and PacWave 2013 Exercise. In the Caribbean, two dedicated training exercises were provided to Tsunami Warning Centers in Haiti and Dominican Republic in 2012.</p>	
	<p>PI: Targeted follow-up on SIDS priorities arising from the United Nations Conference on Sustainable Development (Rio+20) through the development of intersectoral action addressing SIDS vulnerabilities</p> <p>B/b: At least one new intersectoral initiative addressing SIDS vulnerabilities launched</p>	<p>The implementation of seven fully intersectoral projects under the SIDS Intersectoral Platform during 2012-2013 will constitute a solid UNESCO contribution towards addressing SIDS vulnerabilities within UNESCO's mandate areas. Implementation of the projects will be guided by the preparatory process in the lead-up to the third International SIDS Conference to be held in Samoa in 2014, through close liaisons between the UNESCO SIDS Focal Point and the UNDESA SIDS Unit and other key UN partners. It is expected that the SIDS Platform project "Islands of the Future" will be instrumental in securing a strong voice for SIDS youth at the 2014 SIDS conference and subsequent follow-up activities - ensuring that SIDS youth actively contribute to addressing key SIDS vulnerabilities. Likewise, the "Using the Magic" project will directly address SIDS vulnerability to climate change through the employment of satellite imaging in a range of educational contexts.</p>	
SIDS efforts towards sustainable development supported through the safeguarding and reinforcement of island cultural and natural heritage, including local and indigenous knowledge and practices	<p>PI: SIDS engagement with UNESCO's cultural conventions mobilized and reinforced, with new inscriptions on the World Heritage and Intangible Heritage lists</p> <p>B/b: Four new World Heritage sites in SIDS</p>	<p>Planning was initiated for a five day workshop in March 2013 (tentative) in Dair and another five day workshop in June 2013 (tentative) in Maubara (Timor-Leste) are scheduled to be organised for local Timor Leste communities to identify, learn, and practice the skills to produce high-quality traditional products</p>	<p>The funds for the intersectoral projects under the SIDS platform only became available in September 2012. Hence tangible results are expected only in 2013. Workplans were revised to take into account the shorter period of time available for implementation. For instance, initial contacts with relevant</p>

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt	
	Programmed	Attained		
	submitted for inscription Convention on Intangible Heritage ratified by four SIDS Institutional capacity-building activities related to the Intangible Heritage Convention undertaken in five SIDS	using local cultural and natural resources. UNESCO has contracted the Centre of Studies for Peace and Development (CEPAD) to elaborate an assessment of policies and laws affecting women and youth, with focus on social inclusion. UNESCO in collaboration with the State Secretariat for Arts and Culture of Timor Leste will organise a panel exhibition in three languages (Tetun, Portuguese and English). A consultative meeting to raise awareness on the importance of preservation of cultural and natural resources is scheduled to be organised in February 2013.	scientists, researchers, institutes and organizations throughout are being made in the Indian Ocean region with a view to identifying the best practitioners to participate in the early-stage planning meeting, to be held in the Seychelles from 31 January to 2 February 2013. The primary challenge has been to identify and contact traditional practitioners in some of the countries where there is little or no sense amongst practitioners of their belonging to a community, where their practice is somewhat underground and where they are not used to using email or even mobile phones. A related challenge is to ensure that the practitioners themselves participate in the project, despite the eagerness of scientific and government institutions to speak and participate on their behalf.	
	<p>PI: SIDS in two or more regions participating in intersectoral projects focusing on the ICT-assisted transmission of local and indigenous knowledge in formal and non-formal educational contexts</p> <p>B/b: Intersectoral projects focusing on the ICT-assisted transmission of local and indigenous knowledge in formal and non-formal educational contexts implemented in two regions</p>	A meeting in January 2013 will facilitate traditional medical practitioners in three Indian Ocean SIDS exchanging best practice and developing policy-positions and best-practice guidelines, including the ethical dimension. To assist communication across the region, the book "Savoirs des Femmes: médecine traditionnelle et nature-Maurice, Reunion, Rodrigues" is being translated into English. This book provides insight into the specific knowledge and roles of women traditional medicinal practitioners in the region. Under "Reinforcing Pacific Island Languages and Traditional Knowledge through Open Educational Resources (OER)", work has commenced in November 2012 on the first of four new sets of UNESCO publications to be re-released as open educational resources. Training activities, seminars, and other advocacy events will commence when the openly-licensed publications have been released in 2013. This training will allow an active use of the openly-licensed UNESCO OERs by teachers.		
Capacity built in SIDS for the development and implementation of policies and practices that reinforce educational, economic and livelihood opportunities for island youth, both women and men, with particular reference to ESD, TVET, STI, media and information, and cultural industries	<p>PI: Engagement with key SIDS higher education networks reinforced and expanded through new interregional cooperation agreements</p> <p>B/b: New cooperation arrangement with the University Consortium of Small Island States launched and implemented; at least one additional network activity implemented At least one international student leadership programme launched At least one activity involving two SIDS regions</p>	Through support from Emergency Funds, a Pacific science policy and university networking dialogue event was successfully held at the University of the South Pacific main campus in Suva, Fiji, during 5-7 November. More than 30 participants took part in the discussions, representing ten Pacific universities as well as other stakeholders. Participants included the vice-chancellors of seven Pacific universities. A Communique was released detailing the main decisions taken. Discussions with partners on follow-up is ongoing.	Supported by an Emergency Fund element and targeting the development of a Pacific SIDS science, technology and innovation policy framework, a broad Pacific island subregional partnership was established by UNESCO, linking institutions, individuals and projects that share an interest in promoting the development of appropriate policy and planning frameworks for STI in the Pacific. Taking its point of departure from a 1987 high-level symposium organized by UNESCO and SPEC (precursor of the Pacific Islands Forum Secretariat), the partnership organized in November the first major subregional Pacific science, technology and innovation discussion in decades. Key collaborators and co-funders of the event were ACP-EU, the University of the South Pacific, the University of Papua New Guinea and the Australian National University.	
	<p>PI: Training programmes for young researchers established and implemented</p> <p>B/b: Training programme undertaken in two SIDS regions</p>	Support has been given to a meeting of young scientists on the occasion of the Euroscience Open Forum (ESOF) 2012 (Dublin, July), attended by various participants, including Mr Vishwamitra Oree, from the Dept of Electrical and Electronic Engineering, University of Mauritius. The meeting provided a platform for discussion of challenges shared in common by a mobile, international research workforce. The international consortium created and collaboration started between national associations with other researcher associations such as the Global Young Academy (GYA), Eurodoc, and the World Association of Young Scientists (WAYS).		Under the Youth Visioning for Island Living programme, a new round of youth-led and implemented projects under the overall theme of HIV-AIDS awareness are under elaboration with funding from UBRAF, with projects already under way in Jamaica and Mauritius.
	<p>PI: Expansion and consolidation of activities</p>	Under the Youth Visioning for Island Living initiative, two projects		To enhance Open Suite in the Caribbean SIDS, The main reference document "St. George Declaration" (2012) is being reviewed and action plans are being created.

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
	targeting the development of opportunities for SIDS youth B/b: New initiative launched based on UNESCO's Youth Visioning for Islands Living and YouthXchange and other youth-focused programmes	have been initiated and are being implemented by youth organisations: Under the "Youth MSM Empowerment Project" in Jamaica, Children First conducted a series of MSM empowerment sessions, where 66 peer educators have been trained. The main topics covered included Self Efficacy; Advocacy and Risk Reduction Conversations - specifically condom negotiation, Sensitization to VCT, Advocacy, Sexuality, Basic HIV/AIDS facts, Stigma and Discrimination, HIV/AIDS/STI transmission and prevention, treatment and care. In Mauritius, ANFEN association started to provide out-of-school youth with personal and professional development training on health and HIV/AIDS issues to empower them to adopt safe behaviours and encourage them to enroll as active partners in the fight against HIV/AIDS.	
	PI: Development and implementation of SIDS-specific intersectoral programmes enhancing access to information and development of local media in SIDS B/b: Capacity development activities for SIDS media professionals organized Community radio and rural multimedia community centres in SIDS reviewed and reinforced	Saint Vincent and Grenadines, Dominica, Grenada and Antigua have been identified to roll out the OER policy. UNESCO will provide these countries technical help on OER policy development. A Regional Consultation for Open Access for Scientific Research will be organized in March in Kingston, Jamaica with participants from Latin America and the Caribbean. Two experts have been engaged to prepare a report on the state of the art and prospects for integrating FOSS, OS and OD in existing national information frameworks and strategies as well as national development programs in the 17 Caribbean countries. The report will identify gaps, needs and potential areas of intervention.	

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

Despite of the current severe funding constraints, as well as the late availability of funds (in September) considerable progress was made towards addressing SIDS related-issues during the first year of the biennium.

Partnership building has been pursued as widely as possible in order to maximize the utility of the limited funds available, as exemplified by the Pacific Science Policy dialogue. Through a multi-agency partnership, it is expected that considerable funding can be added to UNESCO's contribution from partners such as the Technical Centre for Agricultural and Rural Cooperation of ACP-EU.

Priority Africa and its implementation by UNESCO

Regular Programme ¹ : operational budget only		Extrabudgetary resources ¹	
Allocation 2012-2013: US\$ 575 500	Expenditures 2012-2013: US\$ 32 567	Allotment 2012-2013: US\$ 708 666	Expenditures 2012-2013: US\$ 0

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
A priority Africa Action Plan, including: objectives, activities, implementation strategy and allocated resources, drawn up and implemented by Field Offices and UNESCO institutes, in close cooperation with other agencies in the United Nations system and other partners	PI: Number of major intersectoral projects included in the Priority Africa Action Plan and reflected in the work plans	The Africa Department, in collaboration with sectors and field offices, elaborated a portfolio of 31 projects that were submitted to the Intersectoral Platform Priority Africa. The projects focus on water, environment education and culture of peace, promotion of African languages, teacher training in STI and youth and gender. To date, 11 projects have received funding to enable the implementation. These projects are being implemented jointly with	-Le défi majeur pour le Département Afrique reste celui de la recherche de fonds, dans la mesure où les difficultés budgétaires actuelles de l'Organisation ont largement impacté la mise en œuvre du Programme régulier destiné à l'Afrique.

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
		UNESCO's partners under the overall coordination of the Intersectoral Platform Priority Africa.	
	PI: Resource mobilization strategy for Priority Africa put in place with accountability vested in the programme sectors and offices in the subregion B/b: funds mobilized	The Africa Department continued the consultations launched in 2011 for the development of an operational strategy for Priority Africa, based on an analysis of the continent's priorities, a forward-looking vision covering the period of the next Medium-Term Strategy (C/4 document) and operational modalities. The sectors, the Addis Ababa Liaison Office, IICBA and the field offices have been closely involved in this process.	
Priority Africa activities monitoring the implementation of plans of action (African Union decisions) systematically reviewed	PI: Annual report on the impact of UNESCO cooperation in Africa, by sector, submitted to the governing bodies B/b: report	Africa Department submitted contribution to 191 EX/4 on UNESCO projects in Africa for the year 2012; These activities are developed in alignment to requests by member states and AU decisions relevant to UNESCO;	SISTER information is not always up to date to enable a concise analysis of priority Africa
	PI: Regular statistical analyses of the budget allocated for Africa and for various themes on Africa B/b: Financial report	Statistical analysis on budget allocated to Africa is monitored including that of the Priority Africa Platform.	
	PI: Monitoring of the alignment of UNESCO activities in Africa with the needs expressed by Member States and in African Union decisions	African Union decisions relevant to UNESCO were taken into consideration in the development of activities for Priority Africa	

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

Co-financing of projects among platforms was done to ensure optimal and efficient implementation was done.

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

Regular Programme ¹ : operational budget only		Extrabudgetary resources ¹	
Allocation 2012-2013: US\$ 505 000	Expenditures 2012-2013: US\$ 53 665	Allotment 2012-2013: US\$ 568 510	Expenditures 2012-2013: US\$ 205 613

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
An overarching in-house PCPD strategy put in place to strengthen responses through the Field network and at Headquarters, with efficient and timely staffing and administrative support mechanisms, elaborated and implemented.	PI: Strategic framework for PCPD responses prepared for DG approval within the framework of the PCPD Intersectoral Platform through consultation with all concerned sectors and services B/b: At least three intersectoral implementation plans elaborated and put into action through relevant field offices and HQ sectors and services.	Consultations and analyses are ongoing toward the establishment of a PCPD strategic framework, aligned with the ongoing Field Reform process.	A PCPD strategy must fully align and support the ongoing field reform process, and be well informed through clear analyses and mapping of UNESCO activities and capacities in PCPD situations, from the humanitarian and early recovery phase through to preventive actions through Peacebuilding and Disaster Risk Reduction. PCPD focal points (PCPD Intersectoral Platform members) and participants from the six PCPD trainings held last biennium will be consulted.
	PI: Number of staff from HQ, Field Offices, Category I Institutes trained on PCPD strategy	As a cost-savings measure, no new trainings were organized in this reporting period, in favor of the use of RP funds only for	

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
	and response during the biennium B/b: At least 50 staff further trained or updated on PCPD strategy and response.	operational support to field offices in PCPD situations. However, during the previous biennium, some 120 current UNESCO staff received a 3.5 day training course in PCPD organized by BFC.	
	PI: Number of administrative/financial mechanisms revised or newly implemented to facilitate more timely and efficient PCPD response operation B/b: At least two administrative/financial mechanisms revised or newly implemented	In order to reinforce intersectoral programming approaches within UNESCO, 8 new PCPD field activities totaling \$1,040,000 were funded for completion within the biennium, following a peer review of 43 project submissions submitted by 27 field offices. The PCPD Platform has deployed \$435,000 in approved Emergency Funds and \$505,000 in Regular Programme funds to support projects implemented by eight field units (Accra, Hanoi, Islamabad, Juba, Nairobi, New Delhi, Tunis and Windhoek). An additional \$100,000 (Emergency Funds) has been allocated as a Standby Pool for PCPD emergencies, of which 28% deployed in support of the programme in Gaza and Somalia in 2012. UNESCO Project Offices have been established in Tunis, Tunisia, and in Tripoli, Libya). The Norwegian Refugee Council has provided professional secondments to UNESCO for PCPD responses in Congo, Jordan, Lebanon, Liberia, Myanmar and South Sudan.	
Effective contributions to the relevant United Nations post-crisis coordination mechanisms, joint needs assessments, multi-donor and other post-crisis funding modalities made, with UNESCO's projects prioritized and funds mobilized within UN humanitarian and early recovery transition appeals.	PI: Number of post-crisis joint needs assessment or other prioritization mechanisms at country level in which UNESCO participates. B/b: Participation in at least four joint needs assessment or related prioritization mechanisms at UNCT level.	UNESCO participated in two assessment frameworks in the MENA region (i) the Syria Regional Response Plan addressing the Syrian refugee crisis; and the (ii) UN in Libya Strategic Framework 2012-2014, as the lead agency on culture and tourism and supporting agency on education and agriculture. In this reporting period, UNESCO completed implementation of the Lebanon Recovery Fund and Iraq Trust Fund, the latter amounting to US\$60 million across twenty projects within UNESCO post-crisis fields of competence.	UNESCO secretariat has broadened its response capacity and presence in post-crisis and transition countries, including through the rapid establishment or strengthening of PCPD antennas in Tripoli, Tunis, Yangon, Somalia, and through the newly established Juba Office. UNESCO is contributing as a PCPD actor in several new crisis and disaster-prone countries (including the MENA region, Myanmar and South Sudan) as well as within new modes of operational intervention during the humanitarian phase: for example in floods management in Pakistan and remote sensing for emergency fresh groundwater in the Horn of Africa.
	PI: Number of UNESCO projects funded and under implementation following inclusion in OCHA Humanitarian Appeal processes, including through Central Emergency Response Fund (CERF). B/b: At least 10 UNESCO projects funded and under implementation through OCHA Humanitarian Appeal processes and CERF.	In 2012, UNESCO took part in seven OCHA Humanitarian Appeals, notably the Horn of Africa drought response, as well as Pakistan, Cuba and the Central African Republic. Projects have also been included within the 2013 Humanitarian Appeals in South Sudan and Palestine. UNESCO has received \$181,000 in CERF Funds to provide psychosocial support to children, following the April 2012 munitions explosion in Brazzaville, Congo. 2012 has marked the first time that UNESCO has been included within the OCHA Water, Sanitation and Hygiene (WASH) Cluster: through initiatives for "rapid groundwater development for emergency water and sanitation services" in the Horn of Africa.	Field staff appear to have a strengthened awareness and knowledge to more effectively engage within UN Country Teams in post-crisis project prioritization exercises, in part as a result of the cycle of six PCPD Preparedness workshops organized by BFC in the previous biennium reaching all Field Offices, as well as Headquarters EOs and AOs.
	PI: Number of implemented UNESCO activities funded through Peacebuilding Fund, OCHA Central Emergency Response Fund, UNDP-Spain MDG Achievement Fund (Peacebuilding and Conflict Resolution Thematic Window) or other multi-donor trust funds. B/b: At least ten UNESCO activities under implementation through these funding channels.	Under the "Conflict Resolution & Peacebuilding" window of the MDG Achievement Fund (MDG-F), UNESCO is implementing US\$5.6 million through nine joint UN Country Team activities in Brazil, Chile, Costa Rica, Guatemala, Haiti, Lebanon, Macedonia, Mexico, Panama. Four UN Peacebuilding Fund projects totaling US\$2.7 million were completed in the Central African Republic and in Liberia.	
Post-Crisis countries supported in the fields	PI: Number of post-disaster activities that	UNESCO is further evolving as a key specialized actor in post-	The PCPD Platform management seeks to integrate UNESCO

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
of disaster risk reduction, conflict prevention and peace building, with clear programming linkages between the relief, recovery and sustainable development phases.	support national capacity building in the field of Disaster Risk Reduction implemented. B/b: At least five new activities under implementation.	Natural Disaster settings: notably through fresh groundwater initiatives in the Horn of Africa (Ethiopia, Somalia, Northern Kenya) as well as DRR activities in Chile, Myanmar, Namibia, Haiti, the LAC region, and in the extension of global Tsunami early warning systems. UNESCO's technical capacities in drought and floods response appear to be an area of potential growth and funding opportunities during the humanitarian phase of new crises.	fully in joint post-crisis needs assessments and funding mechanisms, while broadening awareness and the range of specialized mandates that are prioritized during the humanitarian and transition phases of crisis and recovery. Innovative intersectoral approaches to PCPD programming will be field tested through the eight new initiatives (\$1,040,000) funded through the Intersectoral Platform.
	PI: Number of conflict prevention and peace-building initiatives implemented in PCPD countries. B/b: At least five new activities under implementation.	UNESCO is implementing 9 projects totalling US\$5.6 million through the "Conflict Resolution & Peacebuilding" window of the MDG Achievement Fund (MDG-F). Four projects totaling US\$2.7 million through the UN Peacebuilding Fund are nearing completion. UNESCO continues to contribute to Peacebuilding in a wide range of countries, including the DDR programme in South Sudan, and in Afghanistan, Iraq, Libya and Palestine.	

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

A number of essential activities are postponed due to financial constraints, notably for knowledge dissemination and mapping, Web management, and further staff training on post-crisis programming. The PCPD Platform secretariat within BFC has instead invested scarce RP funds to support PCPD field operations during the reporting period. At the field operational level, the PCPD Platform continues to focus on strengthening extrabudgetary funds mobilization and in-kind partnerships, notably through staff secondment partners like the Norwegian Refugee Council and UN Volunteers.

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

Regular Programme ¹ : operational budget only		Extrabudgetary resources ¹	
Allocation 2012-2013: US\$ 21 498 493	Expenditures 2012-2013: US\$ 8 875 416	Allotment 2012-2013: US\$ 3 538 160	Expenditures 2012-2013: US\$ 598 248

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

Regular Programme ¹ : operational budget only		Extrabudgetary resources ¹	
Allocation 2012-2013: US\$ 19 386 893	Expenditures 2012-2013: US\$ 8 875 416	Allotment 2012-2013: US\$ 1 288 160	Expenditures 2012-2013: US\$ 400 959

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

Regular Programme ¹ : operational budget only		Extrabudgetary resources ¹	
Allocation 2012-2013: US\$ 2 111 600	Expenditures 2012-2013: US\$ 0	Allotment 2012-2013: US\$ 2 250 000	Expenditures 2012-2013: US\$ 449 816

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

Regular Programme ¹ : operational budget only		Extrabudgetary resources ¹	
Allocation 2012-2013: US\$ 286 193	Expenditures 2012-2013: US\$ 150 594	Allotment 2012-2013: US\$ 472 935	Expenditures 2012-2013: US\$ 66 467

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
Impact of UNESCO's programmes in Africa increased and strengthened through improved identification of Africa's priority development needs and joint/shared implementation, in particular with the AU and agencies of the United Nations system and/or regional, subregional, national and local intermediaries/partners	<p>PI: Unified coordination and cooperation mechanism comprising UNESCO, AU/NEPAD, RECs and IGOs and enabling (i) harmonized identification of development needs and objectives, (ii) pooling of partnership networks and means of action and, (iii) joint or associated implementation of activities in place and operational</p> <p>B/b: • Préparation et participation aux Sommets de l'UA • Réunion de consultation avec l'UA/NEPAD et les CERs • Contribution à la préparation et participation à la Conférence sur "science, technologie et innovation pour le développement en Afrique" (STI) • Liaison avec le Bureau de liaison d'Addis-Abeba</p>	<p>• Participation aux 18ème et 19ème Sommets de l'UA (Janvier et juillet 2012, Addis Abeba), qui a donné l'occasion de rencontres et d'échanges avec les Etats Membres au plus haut niveau ainsi que des consultations sur la coopération au niveau régional. En effet, le 18ème Sommet a été précédé d'une réunion de consultation avec les CERs . • Organisation du Forum international de réflexion "Culture de la paix en Afrique de l'Ouest : un impératif de développement économique et une exigence de cohésion sociale" (Abidjan, Côte d'Ivoire, 4-5 juin 2012) ; • organisation du "Forum africain sur la science, la technologie et l'innovation pour l'emploi des jeunes, le développement du capital humain et la croissance inclusive" (Nairobi, Kenya, 1-3 avril 2012)</p>	<p>La coopération et le plaidoyer commun avec l'UA se sont consolidés autour de thématiques communes:</p> <p>- La culture de la paix: dans le cadre de la plateforme intersectorielle pour la priorité Afrique, l'UNESCO a développé, en étroite coopération avec l'Union africaine, un programme phare dédié à la culture de la paix en Afrique. Ainsi, une mission du Département Afrique s'est rendue à Addis-Abeba du 16 au 20 avril 2012 afin de définir avec l'UA et les autres partenaires les axes stratégiques d'un tel programme. La première activité s'est matérialisée à travers l'organisation du Forum international de réflexion "Culture de la paix en Afrique de l'Ouest : un impératif de développement économique et une exigence de cohésion sociale", qui s'est tenu à Abidjan (Côte d'Ivoire) les 4 et 5 juin 2012. Le Forum visait à identifier des pistes d'actions novatrices pour la culture de la paix en Afrique, et entre dans le cadre du "Programme d'action intersectoriel et interdisciplinaire pour une culture de la paix et de la non-violence" de l'UNESCO, approuvé par la 36ème session de la Conférence générale.</p>
	<p>PI: Integrated cooperation and regional integration mechanisms established and operating around each subregional office in Africa, in particular through PEER and the RECs, IGOs, institutes, centres, chairs and National Commissions in their area</p> <p>B/b: Partenaires mobilisés dans le cadre de PEER</p>	<p>-UNESCO Country Programming Document (UCPD) for Somalia 2012-2015: Elaborated jointly between PEER and Nairobi Office and now in its final draft, the UCPD will be shared with HQ for comment and subsequently with national authorities for validation. It is intended to support an expansion of UNESCO cooperation in the country across all sectors.</p>	<p>Ce Forum a été organisé en partenariat avec le Centre d'Etudes et de Prospective Stratégique (CEPS), une ONG ayant un statut de consultation avec l'UNESCO, et le gouvernement ivoirien. Parmi les participants figurent des représentants de l'Union africaine, des CERs, des OIG, des banques de développement, du monde universitaires et de la recherche, du secteur privé, des ONG ainsi que du gouvernement ivoirien. Une série de recommandations et de pistes d'action concrètes ont été élaborées (rapport disponible en fin juin) pour contribuer à la formulation de la Stratégie à moyen terme de l'UNESCO pour 2014/2021, du programme et budget 2014-2017 et aux travaux du Sommet des Chefs d'Etats de l'Union Africaine en janvier 2013. En termes de coût efficacité, il convient de signaler que cette rencontre a été entièrement financée, dans le cadre de notre partenariat, par le CEPS et le Gouvernement ivoirien.</p>
	<p>PI: Active substantive and technical participation and leadership in joint programmes, and regional coordination mechanisms of the United Nations system in Africa, in particular regard to the coordination of thematic groups and subgroups for which UNESCO is responsible</p> <p>B/b: Mission à Genève pour relancer la coopération avec les Agences UN jusqu'en fin 2012; Rapports élaborés</p>	<p>• The AFR Department assures the coordination of the UN S&T Cluster in support to the AU NEPAD implementation of the CPA. A Cluster Business plan was developed and endorsed at the Cluster meeting in August. UNESCO AFR and UNECA (Vice Coordinator) of the Cluster have developed a programme for the contribution of the Cluster to the AU Ten Year Building Programme. These reports were presented to the 13th RCM Meeting held in Addis Ababa on 14-15 November 2012 and where UNESCO participated. UNESCO also is co-convenor of the sub-cluster of education and human resources as well as of that on culture and sport. The Organization is also Member of</p>	<p>Ce Forum a été organisé en partenariat avec le Centre d'Etudes et de Prospective Stratégique (CEPS), une ONG ayant un statut de consultation avec l'UNESCO, et le gouvernement ivoirien. Parmi les participants figurent des représentants de l'Union africaine, des CERs, des OIG, des banques de développement, du monde universitaires et de la recherche, du secteur privé, des ONG ainsi que du gouvernement ivoirien. Une série de recommandations et de pistes d'action concrètes ont été élaborées (rapport disponible en fin juin) pour contribuer à la formulation de la Stratégie à moyen terme de l'UNESCO pour 2014/2021, du programme et budget 2014-2017 et aux travaux du Sommet des Chefs d'Etats de l'Union Africaine en janvier 2013. En termes de coût efficacité, il convient de signaler que cette rencontre a été entièrement financée, dans le cadre de notre partenariat, par le CEPS et le Gouvernement ivoirien.</p>

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
		other clusters: environment, communication...	<p>Un projet d'aide-mémoire contenant les domaines de coopération ainsi que les projets à développer de manière conjointe avec l'Union africaine a été élaboré. Parmi les axes de coopération figurent les cadres d'action de l'UA suivants : "l'Architecture africaine de paix et sécurité" et la campagne de sensibilisation "Agissons pour la paix/ Make Peace Happen" ; le "cadre des valeurs partagées" et les célébrations de l'Année internationale des valeurs partagées (2012) ; "la Charte africaine de la démocratie, des élections et de la gouvernance et la Charte africaine de la jeunesse".</p> <p>- Les sciences et la technologie pour le développement: l'UNESCO et l'Union africaine coopèrent côte à côte afin que la science, la technologie et l'innovation soient placées au cœur des politiques en vue d'un développement durable. L'UNESCO, en coopération avec la Commission de l'UA, la Banque africaine de développement (BAD), la Commission économique pour l'Afrique (CEA) et en collaboration avec l'Association pour le développement de l'éducation en Afrique (ADEA), ont organisé le "Forum africain sur la science, la technologie et l'innovation pour l'emploi des jeunes, le développement du capital humain et la croissance inclusive", à Nairobi (Kenya) du 1er au 3 avril 2012. Par la co-organisation de ce premier Forum, les partenaires ont placé la STI au cœur du développement durable pour le continent. The forum aimed to foster dialogue between African Ministers in charge of STI, Education, Planning and Finance, senior representatives from the private sector, civil society and STI experts on how to promote the advancement of science and inclusive development through technological innovation. Il s'est agi pour les experts d'examiner comment renforcer les STI en améliorant l'enseignement des sciences, de la technologie et des mathématiques (STEM), en renforçant la recherche scientifique et s'assurant que les systèmes d'enseignement supérieur sont équipés pour répondre à la demande d'éducation STEM, comment favoriser l'innovation et les compétences entrepreneuriales et mobiliser les STI pour relever les défis liés à l'agriculture, la santé, l'eau et l'énergie à travers des actions concrètes. L'intégration des politiques STI dans les programmes de développement nationaux et régionaux ainsi que les mécanismes de financement des STI et les investissements ont été au cœur de la réunion des Ministres. The Ministerial segment endorsed the Nairobi Declaration and AFR is following up with the Task Team (AU, ADB, UNESCO and ECA) on the setting up of joint initiatives.</p> <p>- le rôle des femmes dans le processus de développement: le Département Afrique a appuyé le 50ème anniversaire de l'Organisation Panafricaine des Femmes (OPF/PAWO), le 15 novembre 2012. Au-delà des témoignages nombreux de</p>

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	Programmed	Attained	
			<p>femmes du continent, la cérémonie a été honorée de la visite Mme Dlamini Zuma, Présidente de la Commission de l'Union africaine. Cette visite à l'UNESCO a été marquée par la réaffirmation du rôle de partenaire clef de la Commission de l'UA pour l'UNESCO et la volonté des deux organisations de renforcer leur coopération substantive, notamment dans les domaines de l'éducation, de la science, de la technologie et de l'innovation ou de la culture de la paix.</p> <p>Grâce aux efforts de mobilisation de partenaires de la société civile, trois ONG (FAS, Fondation Ki-Zerbo, CEPS et ICAEP) ont établi de relations de consultation avec l'UNESCO et sont en train de développer des activités de coopération. En coopération avec le CEPS et SHS, une session de divulgation de la Stratégie de la jeunesse pour l'Afrique (Paris, 2/2012) et le Forum pour la culture de la paix en Afrique de l'ouest (Abidjan, juin 2012) ont été organisés. En coopération avec la Fondation Ki-Zerbo et Présence Africaine, une Conférence sur Ki-Zerbo, a été organisée (le 25 mai 2012) .</p> <p>At the request of NEPAD and the AU, UNESCO-AFR and UIS provided assistance and delivered courses in the training of policymakers under the framework of the African Science Technology and Innovation Indicators (ASTII) initiative. ASTII was funded with funds from the Swedish Development Agency and the first phase comprised 19 countries. UNESCO-AFR will continue working with NEPAD and the AUC HRST in providing training course to the second phase of countries under the ASTII. UNESCO was called upon by the African Union Commission of Human Resources, Science and Technology (UC HRST) to provide technical support to the evaluation of the AU Consolidated Plan of Action on science and technology (CPA). The TOR and concept note for evaluation of the CPA prepared by the WG and UNESCO-AFR, was endorsed by The African Ministerial Council on Science and Technology (AMCOST) - May 2012. Data collection and synthesis analysis in the various sub regions has commenced and the AU/NEPAD with WG (UNESCO-AFR) will start drafting the first evaluation report. The analysis will concentrate on access to technologies, domestication of the CPA and harnessing science and technology for socio economic development at national and local levels.</p> <p><u>challenges/lessons learnt</u></p> <p>-L'action menée par le Département Afrique a démontré une forte mobilisation des partenaires, notamment africains, et le développement d'actions et plaidoyers conjoints. Cette action devra être poursuivie et renforcée dans la mesure où le défi</p>

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			<p>majeur pour le Département Afrique reste celui de la recherche de fonds ; les contraintes budgétaires actuelles de l'Organisation ont largement impacté la mise en œuvre du Programme régulier destiné à l'Afrique.</p> <p>-A cet égard, il est envisagé de poursuivre le cycle de rencontres, d'ores et déjà entamé, avec les partenaires, au premier rang desquels le partenariat africain.</p> <p>-Les consultations, menées régulièrement, avec les Secteurs de Programme, les Bureaux hors-Siège, et les organisations régionales et sous-régionales africaines ont largement contribué à la réalisation optimale des activités relatives à la Priorité Afrique".</p>
<p>Intersectoral coordination, crucial to collective ownership in terms of the design, implementation and evaluation of programmes for Africa as a "global priority", (i) boosted through the restructuring, reactivation and enhancement of existing coordination mechanisms, and (ii) strengthened by the introduction of innovative mechanisms, in particular promising special projects and programmes</p>	<p>PI: Priority programmes, decisions of UNESCO's governing bodies concerning Africa, and those of joint UNESCO-African Union commissions taken duly into account in work plans and reported on regularly to Member States</p> <p>B/b: Réunions dans le cadre de la plateforme intersectorielle Afrique et projets phares élaborés</p>	<p>La plateforme Afrique détient un portefeuille de trente et un (31) projets conçus et élaborés par des équipes intersectorielles en fonction des priorités fixées par l'Union africaine. À l'issue d'un processus d'évaluation également intersectoriel, onze (11) de ces Projets ont été approuvés par la directrice Générale.</p>	<p>Intersectorial Platform on priority Africa and its implementation by UNESCO</p> <p>1) La plateforme Afrique détient un portefeuille de trente et un (31) projets conçus et élaborés par des équipes intersectorielles auxquelles a pris part l'ensemble des bureaux et instituts de l'UNESCO en Afrique, les secteurs de programmes et d'autres régions du monde.</p>
	<p>PI: Activities of the intersectoral platform on Africa as a framework for "Priority Africa" implementation and evaluation energized and allocated greater resources</p>	<p>Les onze (11) projets approuvés par la directrice Générale, ont bénéficié d'un financement global de 1 196 666 USD.</p>	<p>À l'issue d'un processus d'évaluation également intersectoriel, onze (11) de ces Projets approuvés par le PMC et la Directrice Générale, ont bénéficié d'un financement global de 1 196 666 USD.</p>
	<p>PI: A portfolio of promising, special intersectoral projects in science, technology and innovation, science education, culture for development and culture of peace developed and promoted among partners</p>	<p>Les projets concernant les Sciences, l'Éducation et la Culture de la paix ont été développés.</p>	<p>Le processus de mise en place de ces fonds a été achevé et les dotations, dévolues à chaque projet, ont été décentralisées et/ou affectées.</p> <p>Les activités opérationnelles sont en cours sur le terrain sous la supervision et l'animation des chefs d'équipes et bénéficient de partenariats substantifs technique ou financier.</p> <p>Afin d'en assurer la cohérence et de faciliter leur suivi, les projets ont été engagés selon leurs centres d'intérêt et leurs complémentarités, par axes d'action et dont le suivi et la coordination sectorielle sont assurés par des spécialistes de programme qui en sont les points focaux au niveau du siège.</p> <p>La coordination stratégique de l'ensemble des équipes et axes d'actions est placée sous l'autorité de l'ADG, et par le Département qui veille en particulier à la pertinence des initiatives et des activités et au regard des priorités du 36 C/5 ainsi que la mise en œuvre générale de la priorité globale Afrique.</p> <p>2) Les activités en cours portent sur les objectifs spécifiques ci après :</p>

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
			<p>(i) To strengthen content of education and capacity of education systems in relation to education for peace and conflict prevention, with a specific emphasis on interventions in Sub-Saharan Africa.</p> <p>(ii) Promouvoir l'intégration régionale en Afrique par le biais d'une gestion concertée et durable des ressources naturelles renouvelables transfrontières et d'une coopération culturelle et scientifique dans les Réserves de la Biosphère et les Sites protégés par la Convention du patrimoine mondial.</p> <p>(iii) To strengthen the capacity of African countries to use the drought monitor as an operational tool for near real-time monitoring and seasonal forecasting.</p> <p>(iv) Creation of a UNESCO hydro open source software platform in the field of water management and e learning tools developed.</p> <p>(v) Building on the UNESCO Model Curricula for Journalism Education. (vi) To promote cross border African languages through the translation of materials produced and their diffusion by audio-visual supports, media as well as by using in cross border languages courses.</p> <p>(vii) Promote the use of ICTs and mobile learning and capitalize on intangible heritage to promote the link between culture, education, technology, and sustainable development.</p> <p>(ix) Build skills for young women and men to engage in social entrepreneurship and promote a culture of peace in Africa.</p> <p><u>3) Difficultés enseignements et prospectives</u></p> <p>La collaboration intersectorielle entre les services du Siège et ceux du terrain a été particulièrement fructueuse et bénéfique. Elle a notamment contribué au partage des expériences (réussites et échecs) tout en confortant l'esprit d'équipe.</p> <p>Les activités de mobilisation de ressources extrabudgétaire, en particulier de fonds Africains, restent à être mieux ciblées à l'avenir.</p>
Relations with Member States in Africa consolidated and networks of bilateral, multilateral and civil society and private sector partnerships to support Global Priority Africa established and mobilized at the intra-African and international levels	<p>PI: Interest, support, ownership and participation in and for UNESCO's initiatives and programmes for Africa by Member States, the Africa group and civil society increased</p> <p>B/b: Réunions régulières de consultation, participation du Département aux réunions du groupe africain, organisation de la semaine africaine comme activité conjointe.</p> <p>Renforcement de la coopération avec la société civile.</p>	<p>- Réunions régulières de consultation avec le Groupe africain dans le cadre notamment de l'élaboration de la stratégie opérationnelle pour la priorité Afrique - Participation du Département aux réunions du groupe africain - organisation de la semaine africaine comme activité conjointe - préparation et suivi de 7 visites officielles de la Directrice générale en Afrique - Renforcement de l'appui des Etats Membres et des partenaires et société civile aux efforts de l'UNESCO pour réaliser les actions qui lui ont été confiés par les Etats et décision de plaidoyer commun et d'activités conjointes autour de thématiques spécifiques et projets porteurs d'intégration tels que l'utilisation pédagogique de l'Histoire générale de l'Afrique, la</p>	<p>La consolidation des relations avec les Etats Membres et le partenariat substantif développé à ce sujet peuvent être ici appréciés :</p> <p>- au niveau politique avec la confiance réaffirmée par l'Union africaine, comme aux plus hauts niveaux des États pris individuellement, à la mission et aux actions de l'UNESCO dans une période où l'Organisation doit faire face à des contraintes financières. Sur le plan concret, les réponses positives de 5 États africains (Cameroun, Congo, Gabon, Namibie, Tchad) à l'appel à contribution volontaire au fonds d'urgence multi-donateur en témoignent, tout comme la contribution en "nature" (contribution in kind) de pays comme le Kenya en abritant des réunions organisées par l'UNESCO ;</p>

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
		culture de la paix. - Quatre ONGs majeurs établissent des relations avec l'UNESCO	<p>- en terme d'actions et de plaidoyers communs, tels que:</p> <p>(i) les actions conjointes avec l'Union africaine et d'autres partenaires autour de thématiques importantes pour le développement de l'Afrique telles que la réunion sur la science, la technologie et l'innovation (Kenya, Nairobi, 1-3 avril 2012), en partenariat avec la Commission économique pour l'Afrique, la banque africaine de développement et l'ADEA ; réunion dont la Déclaration finale place la STI au cœur du développement durable ;</p> <p>(ii) développement de plaidoyers communs entre l'Organisation et le groupe africain autour de projets phares vecteurs d'intégration régionale tels que l'utilisation pédagogique de l'Histoire générale d'Afrique et l'appui de l'Organisation à ces projets phares spécifiques ;</p> <p>(iii) l'implication du Département Afrique à la tenue de la Semaine africaine, marquée notamment par des conférences thématiques autour de la culture et du développement, du développement endogène au développement durable, et un focus spécial sur les sciences.</p> <p><u>Difficultés et enseignements tirés, durabilité:</u> Les activités ont bénéficié de manière positive d'une coopération entre le Département Afrique et les secteurs. En ce qui concerne les réunions sur des enjeux de développement pour l'Afrique dans les domaines de compétence de l'Organisation, on pourrait envisager la tenue de cycles de conférences, qui incluraient des intervenants multi-disciplinaires et qui aboutiraient à ces propositions pouvant être utiles à l'Organisation, ce qui en assurerait aussi la durabilité.</p> <p>Pour ce qui est du renforcement des relations avec les partenaires, quatre Organisations gouvernementales œuvrant en faveur de l'Afrique ont établi des relations de consultation avec l'UNESCO.</p> <p>En coopération avec la Fondation Ki-Zerbo et la Communauté Africaine de Culture, ONG en relations de consultation avec l'UNESCO, une conférence sur "Ki-Zerbo : l'Homme, le militant engagé et l'Historien" a été organisée en mai 2012. Une série de conférences visant à la réflexion sur des thèmes pertinents pour l'Afrique sont en cours de préparation.</p> <p>Grâce au partenariat développé avec le CEPS, le programme culture de la paix a été lancé par l'organisation d'une Conférence en Afrique de l'ouest. D'autres partenaires privés, comme Air France et ASKY ont contribué en nature à l'organisation de cet événement.</p>
	<p>PI: An action plan/strategy to mobilize substantive, technical and financial intra-African and international partnerships developed and implemented</p> <p>B/b: Stratégie en cours d'élaboration en vue d'approches ciblées pour le renforcement du partenariat avec les ONGs, les OIGS, les partenaires au financement.</p>	Stratégie en cours d'élaboration en vue d'approches ciblées pour le renforcement du partenariat avec les ONGs, les OIGS, les partenaires au financement.	
	<p>PI: One training workshop per subregion on regional integration organized and projects set up by African National Commissions in the framework of North-South-South cooperation</p>	Aucune activité n'a pu être développée dans ce cadre ni par AFR ni en coopération avec ERI ou BSP comme pour le biennium passé en raison des contraintes budgétaires.	

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	Programmed	Attained	
			<p>A la suite d'une activité de sensibilisation des partenaires privés, des Organisations de la société civile œuvrant dans le domaine de la jeunesse ont manifesté l'intérêt de coopérer avec l'Organisation dans ce domaine.</p> <p>Une liste de principaux partenaires non-gouvernementaux africains dont la coopération avec l'UNESCO est à encourager a été élaborée comme groupe-cible prioritaire pour favoriser la coopération inter-africaine.</p> <p>Organisations intergouvernementales: Des échanges sont en cours avec le CERDOTOLA, Organisation spécialisée intergouvernementale sous-régionale en vue de l'établissement de relations avec l'UNESCO, par la mise en œuvre d'activités de coopération conjointes.</p> <p>Under the framework of promoting North-South and South-South cooperation in water management and climate change, AFR has initiated a partnership between the UNESCO Category II Centre on water management and climate change in Serbia and the Institute for Water and environmental engineering in Ouagadougou.</p> <p>-Under the framework of poverty eradication and strengthening national capacities in science and innovation policies, and promoting sub regional cooperation, S-S and N-S collaborations, South Africa was mandated by the Southern African Ministers for Science and Technology (SAMCOST), to develop science and innovation training courses for senior SADC policymakers. AFR in collaboration with the Windhoek Office has finalized the Partnership Agreement with South Africa and the Manchester Business School and School of Innovation (MBS) to deliver the training, financed by South Africa and Australian Aid. The training was launched the 3-4 July in South Africa and the course will run from September 2012 to June 2013. This is the first time such a training will be organized on the African continent.</p> <p><u>Difficultés et enseignements tirés, durabilité:</u></p> <ul style="list-style-type: none"> - l'expérience de l'organisation du Forum d'Abidjan a démontré le grand potentiel de coopération avec le Secteur privé en Afrique. Il s'agit maintenant de pérenniser, systématiser et élargir ce partenariat à d'autres régions du continent. - Les OIG spécialisées, tels que le CERDOTOLA, offrent également un grand potentiel en termes de renforcement des capacités et de complémentarité de l'action de l'Organisation dans des domaines spécifiques. - La coopération avec les ONGs africaines doit être poursuivie, notamment à travers une plus grande implication des Bureaux sur le terrain.

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
			- La stratégie opérationnelle pour la priorité Afrique devrait offrir un cadre à la mobilisation des partenariats techniques et financiers
Visibility of UNESCO's action in Africa strengthened	PI: A number of studies on specific problems of concern/interest to Africa produced and distributed	Les études et publications planifiées dans ce cadre ont été différées à cause des difficultés financières.	Le nombre de visites sur le portail du Département Afrique est en constante augmentation. L'analyse des chiffres montre un accroissement de 63% des nouvelles visites sur le site Web, toutes rubriques confondues (page d'accueil, actualités, Priorité Afrique), pour la période allant du 1er juin au 15 décembre 2012. La rubrique "actualités" est celle qui enregistre le plus fort taux de nouvelles visites (73.22%). La création d'une base de données serait un élément essentiel d'augmentation de la fréquentation du Site web et en conséquence, la promotion des activités dans le cadre de la Priorité Afrique. Une coopération renforcée avec les bureaux hors-Siège, visant à une meilleure diffusion des actions prises sur le terrain, est en cours.
	PI: A number of publications on UNESCO's relations/cooperation with Africa produced and distributed	Les études et publications planifiées dans ce cadre ont été différées à cause des difficultés financières.	
	PI: Viewing of the AFR website increased B/b: Website alimenté et tenu à jour	Le nombre de visites sur le portail du Département Afrique est en constante augmentation. L'analyse des chiffres montre un accroissement de 63% des nouvelles visites sur le site Web, toute rubrique confondue (page d'accueil, actualités, Priorité Afrique), pour la période allant du 1er juin au 15 décembre 2012. La rubrique "actualités" est celle qui enregistre le plus fort taux de nouvelles visites (73.22%). La création d'une base de données serait un élément essentiel d'augmentation de la fréquentation du Site web et en conséquence, la promotion des activités dans le cadre de la Priorité Afrique. Une coopération renforcée avec les bureaux hors-Siège, visant à une meilleure diffusion des actions prises sur le terrain, est en cours.	

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

Par Note Ivoire, (DG/Note/11/22), la Directrice a réajusté la mission du Département en vue de lui donner une plus grande maîtrise dans le suivi de la prise en compte des besoins prioritaires de l'Afrique dans la mise en œuvre des programmes de l'Organisation. Conséquemment, elle a renforcé ses fonctions programmatiques à travers le transfert, en son sein, d'un certain nombre de spécialistes, en charge de suivre chacun des grands programmes dont ils s'assurent que les activités sont bien en ligne avec les décisions et cadres d'action des instances africaines.

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

Regular Programme ¹ : operational budget only		Extrabudgetary resources ¹	
Allocation 2012-2013: US\$ 97 239	Expenditures 2012-2013: US\$ 33 788	Allotment 2012-2013: US\$ 836 715	Expenditures 2012-2013: US\$ 314 469

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
Gender equality and women's empowerment promoted in all UNESCO programmes at all stages through gender mainstreaming and gender specific programming ensuring compliance with the strategic orientations and the programming frameworks and priorities set by the governing bodies, actions/results identified in GEAP as well as with the Director-General's directives	<p>PI: Number of gender responsive programmes and initiatives in all Sectors, Field Offices and Institutes</p> <p>B/b: 20 per cent increase. Quality criteria existence of gender analysis, gender-specific results and specific budget allocation for GE</p>	Significant increase in quality and number of gender responsive programmes through Gender Equality Clinics. Workplans of several Sectors and Field Offices revised as a result of these Clinics. Specific budget allocation by each sector in 36 C/5 - not implemented as planned due to the financial situation of the Organization.	<p>Gender equality and women's empowerment promoted in all UNESCO programmes at all stages of the programme design, implementation and monitoring and evaluation through gender mainstreaming and gender specific programming ensuring compliance with the strategic orientations and the programming frameworks and priorities set by the governing bodies, actions/results identified in GEAP I as well as with the Director-General's directives.</p> <p>A self-assessment by ODG/GE demonstrates that overall policy and strategic framework is the area with the strongest effort to implement Priority GE with the systematic integration of GE considerations in most policies and strategic frameworks and documents. Throughout 2012, ODG/GE, participated in policy making and programme development processes by providing input into the consultation processes for the development of 37 C/4 and 37 C/5. To contribute to reflections on 37 C/4 within the Secretariat, the Division prepared three think-pieces (i) population dynamics for the next 20 years; (ii) linkages between gender equality and sustainable development; (iii) linkages between gender equality and sustainable peace.</p> <p>On the programme side, ODG/GE participated in and provided guidance for the inclusion of a gender equality perspective in key programmatic areas such as the Global Partnership for Girls' and Women's Education, UNESCO strategy for mobile learning, for teacher training, gender sensitive media indicators, development of a report on gender and culture, etc. Technical support was also provided for the revision and evaluation of initiatives under all Intersectoral Platforms - including the discussions for the elaboration of UNESCO policy on engaging with indigenous peoples - and for the evaluation of proposals submitted to the Participation Programme. The Division is an ex officio member of the UNESCO Publication Board and it prepared the Publication Board's "Gender Guidelines for Publications" intended to help those engaged in preparing/editing/commissioning publications to regularly and systematically take gender equality considerations into account.</p> <p>Starting in 2011 and continuing into 2012, the Division has been working closely with the World Water Assessment Programme and other UN agencies to develop gender sensitive indicators and sex-disaggregated data on access to, use of and control over water. Gender equality considerations have been successfully mainstreamed in the 2012 edition of the World Water Development Report (WWDR 4), launched in Marseille in March 2012 with the only side event on water and GE organized by UNESCO.</p> <p>Throughout 2012, ODG/GE organized and/or coordinated a number of high-level events in collaboration with programme sectors, delegations and external partners for awareness raising and advocacy. Key among those are:</p> <ul style="list-style-type: none"> • Events for International Women's Day - including two Conferences on (i) women engineers and (ii) trafficking in women; a side event on the education of rural girls and women during the 56th Session of the Commission on the Status of Women (New York, February 2012) as well as a number of cultural events;

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
			<ul style="list-style-type: none"> • The first anniversary celebration of the Global Partnership was organized at the UNESCO headquarters on 25th May 2012, with high level panelists and guests. This event led to support for expanding the projects already funded by the private sector and generated interest from new private sector partners. A new partnership has been established with Barefoot College. The projects implemented in Senegal, Tanzania, Kenya, Ethiopia and Lesotho are already providing positive results. For example, in Ethiopia some 900 disadvantaged girls are supported in completing secondary education through mentoring and the involvement of the entire community. A project in Senegal is reaching 40,000 young girls and women with literacy classes; 163 classes have opened and 200 teachers and facilitators have been trained on using ICT. A comprehensive monitoring framework has been developed by the Division to undertake monitoring of the Global Partnership projects with ED. • On 20 November 2012, UNESCO organized the world premiere screening of the documentary-film "Lili's Journey: Stories of Women's Social and Economic Empowerment in the 21st Century". Written and directed by Laetitia Belmadani, "Lili's Journey" presented the intertwined stories of women and men on the subject of women's empowerment and gender equality for the achievement of all of the UN Millennium Development Goals (MDGs). • To mark the International Day for the Elimination of Violence against Women (25 November), a conference entitled "Trafficking of women: exploring effective policies and mechanisms to prevent it through education" was organized by the Delegation of the Kingdom of the Netherlands to UNESCO and ODG/GE in collaboration with all programme sectors. • Under the auspices of UNESCO and in cooperation with the Institute Destrée, an international conference was organized on 3 and 4 December 2012 at UNESCO HQ on "Millennia 2015 - Women Actors of Development for the Global Challenges". The conference, attended by around 200 participants, explored strategies that would lead to more equality and solidarity within the framework of new models of development. The conference adopted an Action Plan for women's empowerment. • High-level event "Stand Up for Malala - Girls' education is a right" on 10 December 2012 with the participation of the President of Pakistan, Prime Minister of France, UN Women Executive Head and former President of Chile Michelle Bachelet, former President of Finland Tarja Halonen, among others, generated considerable media coverage with over 500 articles published in 35 countries and it was also covered by TV channels and social media. A new agreement was signed with Pakistan for a pledged amount of \$10 million for girls' education. <p>On the monitoring side, ODG/GE analyses all of the workplans in SISTER to identify trends and progress in order to provide recommendations for improvement. Starting in 2013, ODG/GE will conduct more in-depth monitoring of gender specific and gender mainstreamed projects through a methodology that includes site visits and participatory consultations with all stakeholders, especially beneficiaries.</p> <p>As for evaluations, ODG/GE will continue to forge closer collaboration</p>

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
			with IOS to ensure that all evaluations conducted/managed by IOS include a very clear and strong gender equality component to assess progress in the implementation of Priority Gender Equality in all programmes, based on the relevant UNEG guidelines. IOS has started the coordination of an external evaluation of the implementation of Priority Gender Equality in November 2012. The results of this evaluation will be presented to the 191st session of the Executive Board.
Requisite staff and institutional capacities built for gender mainstreamed and gender-specific programming, advocacy and policy advice	<p>PI: Number of work plans, UNESCO strategic and policy documents mainstreaming gender</p> <p>B/b: increase in the number and quality of gender mainstreamed work plans, references made to gender equality in strategic and policy documents</p>	<p>Significant increase in the number and quality of workplans prepared/monitored by the GFP Network that attended the 2011 GE Sraining workshop and as a result of GE Clinics. Priority GE fully taken into account in the preparation of C/4, C/5 and other startegic docuemnts including the WWDR4, UNESCO's contribution to Rio+20, Post-2015, etc. Inclusion of a gender equality perspective in key programmatic areas such as the Global Partnership for Girls' and Women's Education, UNESCO strategy for mobile learning, for teacher training, gender sensitive media indicators, development of a report on gender and culture, WSIS+10. The Division is an ex officio member of the UNESCO Publication Board and it prepared the Publication Board's "Gender Guidelines for Publications".</p>	<p>To enhance organizational capacity, the Division has continued to strengthen and reinforce the organization-wide network of Gender Focal Points (GFPs), which was improved in 2011, across HQ, Field Offices and Institutes. The training of 75 GFPs in November 2011 has already shown concrete results in the improved implementation strategies, indicators and expected results visible in many workplans across sectors. Coordination and communication between HQ, Field Offices and Institutes have also been improved through the operational gender focal point network. Mandatory gender mainstreaming training has now been provided to all programme Sectors at HQ (the last one provided to SHS staff in January 2012), and to numerous Field Offices, Institutes, National Commissions, as well as to staff of other UN agencies. Training for outside partners is also being implemented, with a first training provided to the International Bioethics Committee (IBC) in September 2012. This training was judged highly useful by the IBC members.</p> <p>New mechanisms have been created to offer technical support in gender mainstreaming to UNESCO staff. One such mechanism is "Gender Equality Clinics", offering individual and tailored support to staff in mainstreaming gender equality into their programming, implementation, monitoring and evaluation activities. Ten sessions have taken place in 2012, involving colleagues from HQ, Field Offices and Institutes. The support is provided face-to-face, by email or via video conference and telephone in order to adapt to the needs of the concerned colleagues and limit costs to the Organization. Results of these clinics have been very positive with improved planning and implementation of activities for gender equality.</p> <p>During the second trimester of 2012, the Division also launched a GE Seminar Series. These informal seminars aim to offer learning opportunities on recent developments linked with gender equality or relevant work from other entities. The sessions are organized with a view to maximize horizontal exchanges and dialogue, and video/teleconference facilities are used to encourage the participation of Field Office colleagues. The three sessions organized in this first half of the year focused on "Mainstreaming Gender Equality in Work Plans", "RIO+20: Outcomes from a Gender Equality Perspective", and "Social Institutions and Gender Index (SIGI)" with the participation of OECD colleagues.</p> <p>In collaboration with MSS, ODG/GE is involved in the review of all administrative manuals and documents for gender inclusive language. An intersectoral working group has been set up to continue this work that started in late 2012.</p>
UNESCO's strategic contribution to the UN inter-	PI: Number of UN information	UNESCO's contribution reflected in key UN documents: UN-	UNESCO's strategic contribution to the UN inter-agency cooperation in

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
agency cooperation in the area of gender equality and the empowerment of women articulated and integrated at the global, regional and country levels	material and tools where UNESCO's contribution has been reflected/integrated, especially in gender equality in education and culture B/b: increase in the references made to Gender equality in education and culture documents	SWAP, Gender marker UNDG Task team on Climate and Gender equality (UNESCO is the co-chair) UN -CSW document on rural women UN-CSW document on VAW UN system wide work on women, peace and security UN system Capacity development and Training materials UN system working docuemnt on women's economic empowerment Rio+20 Post-2015 - Inequalities	<p>the area of gender equality and the empowerment of women articulated and integrated at the global, regional and country levels.</p> <p>In this reporting period, UNESCO has continued to engage proactively and effectively with the UN system, and in particular with UN Women, culminating in the signing of a Letter of Cooperation by the Heads of both agencies in May 2012 to outline the specific areas of synergy. In collaboration with UN Women, UNESCO has successfully advocated for the integration of gender equality perspectives into Rio+20 and the post-2015 reflections and agenda. UNESCO is actively contributing to the "System-wide Action Plan for implementation of the CEB Policy on gender equality and the empowerment of women" (SWAP) and the work of the United Nations Development Group (UNDG) Task Team on Gender Equality on the preparation of the Gender Equality Marker system that tracks and reports on allocations and expenditures for gender equality and women's and girls' empowerment with agreed upon parameters and standards inside the UN system. In addition, UNESCO is represented in several UN working groups and task forces on women's empowerment and gender equality, including the Standing Group on Women, Peace and Security, Working Group on Rural Women, and co-chairs, with UNDP, the Inter Agency Task Force on Gender and Climate Change which follows up on the Rio+20.</p> <p>UNESCO's "Capacity Development and Training in Gender Mainstreaming Programme" and its on-line interactive eLearning tool are used as the basis for the development of the UN system-wide basic training in gender equality. The World Food Programme (WFP) has asked UNESCO to adapt this training programme and implement it for their senior management and Field Offices with full financial coverage.</p>
Member States support and undertake initiatives in favor of gender equality and the empowerment of women	PI: Number of Member States involved in new UNESCO-led GE initiatives B/b: 10-15 Member States, particularly in sub-Saharan Africa	Collaboration with several African countries in addition to the 11 countries in the Great Lake Region which are members of the UNESCO Category 2 Kinshasa Centre are: Kenya, Tanzania, Senegal, the Gambia, Ghana, Nigeria, Madagascar, Ethiopia. Countries in other regions: Turkey, Italy, UK, the Netherlands, Germany, Thailand, India, Egypt, Tunisia	<p>ODG/GE, in collaboration with relevant Sectors and Field Offices, is focusing its support to Member States on two main issues: prevention of sexual and gender-based violence (SGBV), and women's participation and leadership in UNESCO domains. Activities in these areas are implemented in collaboration with other UN agencies and research and civil society networks. Several pilot programmes have been launched, including an innovative programme in the Democratic Republic of the Congo (DRC) to work with universities and engage male students as ambassadors for the prevention of SGBV. This programme has involved the production and validation of new teaching modules on gender equality and violence prevention which are now being taught in universities in the North and South Kivu Regions. Lessons learned from the pilot project in DRC are also used to inform the planning of a project to develop teaching and training courses on women's political participation and prevention of sexual and gender-based violence in Madagascar in cooperation with the higher education sector in that country.</p> <p>In West Africa, a programme is launched in collaboration with Rutgers University, African university partners and UNESCO's BREDA office to provide training for women's transformative political leadership. This training is also developed for women in the Arab Region, especially in countries undergoing democratic transitions, starting with Egypt and Tunisia.</p>

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
			Work is underway, since February 2012, to adapt UNESCO Gender Equality training modules for universities and large private sector companies in Turkey in collaboration with Koc University in Turkey. This latter initiative is expected to result in an on-going financial contribution to the Division for other activities.
New partnerships with various stakeholders, including the private sector, to promote gender equality and the empowerment of women established and implemented	<p>PI: Visibility of UNESCO actions promoting gender equality and the empowerment of women, especially at the country level, increased</p> <p>B/b: one additional GE specific partnership</p>	Partnership to establish the UNESCO Category 2 Centre in Nairobi (with Kenya) Partnership with Madagascar Partnership with Ghana, Nigeria and the Gambia Partnership with Rutgers University (US), Koc University (Turkey), Smith College (US)	<p>New partnerships with various stakeholders, including the private sector to promote gender equality and the empowerment of women established and implemented.</p> <p>Partnerships with academic, policy-making and civil society networks have continued to be developed and reinforced, in particular through the establishment and development of a series of regional and international gender equality research and documentation centres as centres of excellence for research and teaching on gender equality, and as centres for collection and diffusion of documentation and resources through virtual networks and libraries. In this area and in the first half of 2012, UNESCO's work with the Regional Research and Documentation Centre on Women, Gender and Peace Building for the Great Lakes Region in Kinshasa focused on defining a Plan of Action for the Centre, and to establish budgets for the final six months of 2012 and for all of 2013. UNESCO also supported Member States of the Great Lakes Region in establishing their National Associate Centres through planning meetings with Ministries concerned, and training for the establishment of virtual libraries.</p> <p>For the Palestinian Women's Research and Documentation Centre (PWRDC) in Ramallah, UNESCO worked with the Palestinian Authority and the Norwegian Representative Office in Palestine to carry out an evaluation of the Centre. The evaluation report has led to a decision to restructure the Centre, and UNESCO is involved in elaborating a new strategic plan to ensure that PWRDC responds to local needs in terms of research and documentation, and support for gender equality programming within Palestine and in the Arab Region.</p> <p>Considerable progress has also been achieved with regard to the establishment of the first regional Centre on the Elimination of Female Genital Mutilation/Cutting in Nairobi, in collaboration with the Government of Kenya, WHO and UNFPA.</p> <p>An extrabudgetary programme on training for the advancement of women's rights in Madagascar (funded by the European Commission) was launched in December 2012. Partnerships are being developed with universities and higher education institutions across Madagascar, and consultations have taken place with civil society organisations to identify regional locations and targets for community based training. This project forms part of a range of projects coordinated by ODG/GE to develop training for elimination of gender-based violence and promotion of women's political participation.</p>

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

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

Programme delivery - In the current financial situation of the Organisation, progress on implementing Priority Gender Equality has largely been achieved through the mobilization of extrabudgetary funds for gender-specific initiatives. Efforts are made to ensure that resources in programme sectors - regular budget and extrabudgetary - are focused on achieving maximum impact, and in the Secretariat on creating sustainable structures and capacity for advancing gender equality. The central unit responsible for coordination and monitoring of this priority in the Secretariat, ODG/GE, has the advantage that its work is based mainly on the expertise of its staff, and hence was able to mitigate against the significant loss of regular budget since it does not employ any temporary staff or consultants but trains and works with short and longer-term interns. Furthermore, ODG/GE has continued to use virtual participation in inter-agency and other meetings, has kept travel to the basic minimum and has stopped all publications until further notice.

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

Regular Programme ¹ : operational budget only		Extrabudgetary resources ¹	
Allocation 2012-2013: US\$ 777 044	Expenditures 2012-2013: US\$ 364 878	Allotment 2012-2013: US\$ 1 432 810	Expenditures 2012-2013: US\$ 1 008 790

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
Draft Medium-Term Strategy for 2014-2021 (37 C/4) and the Draft Programme and Budget for 2014-2015 (37 C/5) (2014-2017 for programme and 2014-2015 for budget) prepared	<p>PI: Endorsement by the Executive Board of the Draft 37 C/5 and the Draft 37 C/4</p> <p>B/b: Phase 1 : Based on the Preliminary proposal submitted to the Executive Board, orientations and decisions for draft 37 C/4 and draft 37 C/5 provided</p> <p>Phase 2 : Draft 37 C/4 and draft 37 C/5 endorsed by the Executive Board and sent for adoption to the General Conference</p>	<p>First phase completed successfully. Document 190 EX/19 submitted to Executive Board for decision. Preparations for the second phase started immediately after the end of the Executive Board session. BSP launched the preparation of draft documents 37 C/4 and 37 C/5 in accordance with 190 EX/Decision 19.</p>	<p>In accordance with the General Conference 36 C/Resolution 1 and 36 C/Resolution 112, BSP launched the preparation of the preliminary proposals concerning 37 C/4 and 37 C/5 as of January 2012:</p> <ol style="list-style-type: none"> 1. The Questionnaires were prepared and made available on-line as well as dispatched through regular mail. All replies received by the deadline were analysed and synthesized (see 190 EX/19 Part I B and C) 2. Two regional DG consultations with Member States and National Commissions were conducted (in Africa and in Asia and the Pacific) (see reports in 190 EX/19 part I A); preparations for the other three to be held in September are underway. 3. The Director-General's Preliminary proposals of DG concerning 37 C/4 and 37 C/5 were prepared and submitted to the Executive Board for consideration at its 190th session. (cf. 190 EX/19). 4. Immediately after the end of the Executive Board 190th session, BSP launched the preparation of draft documents 37 C/4 and 37 C/5 in accordance with 190 EX/Decision 19; 5. Further to the Executive Board's request, BSP coordinated the organization of consultation meetings with Member States related to UNESCO's possible role in a number of key thematic areas: "empowering youth for peace and sustainable development"; "social inclusion, social transformations, social innovation"; "science and technologies for knowledge societies" and "freshwater". <p><u>Challenges and Lessons learnt:</u> The preparation of the future Medium-Term Strategy and Programme and Budget is particularly complex in the actual uncertain financial context. All options and scenarios are being envisaged and weighed. The other challenge is the introduction of RBB.</p>
	<p>PI: Adoption of Draft C/4 and Draft C/5 by the 37th General Conference</p> <p>B/b: Phase 3: GC resolution including adoption of budget for 2014-2017</p>	(Spring session)	
Programming, monitoring and reporting functions carried out in line with UNESCO's results-based approach and in compliance with the strategic orientations	<p>PI: Degree to which workplans are aligned with governing bodies decisions, and Member States priorities</p> <p>B/b: BSP analysis and recommendations on a</p>	The sizeable improvement in workplans revealed in the BSP end of June analysis was pursued in the BSP end-December analysis and budget allotments were approved by the Director-General and made for 6	In accordance with Director-General's decision to review workplans and the programme implementation closely first on a quarterly and thereafter on a six months basis, BSP has conducted the analysis of the workplans at four successive intervals: end of January 2012; end

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
and the programming framework and priorities set by the governing bodies and with the Director-General's directives	regular basis	months. This trend was observed during the second semester of 2012. A number of unfunded workplans were examined and approved for funding through the Emergency Fund.	of March 2012; end of June 2012 and end of December 2012. Instructions given to the Sectors/Bureaux drew particular attention to the Organization's need to pursue the 18 targets set forth in the Roadmap document (189 EX/15 Part I Add). Accordingly, workplans were revised and adjustments made. The overall objectives are to: enhance programmatic focus and strategic prioritization; adhere to decentralization rates as approved in the 36 C/5; reduce costs; mobilize additional funds. Based on observed positive developments and improvements in the workplans and implementation, the budget allotments were approved by the Director-General. BSP, in cooperation with IOS, continues deploying efforts towards improving the quality of monitoring and reporting. A time-bound action plan was submitted to that end, and approved at the 190th Executive Board (cf. 190 EX/INF. 21). BSP prepared documents 190 EX/4 and 191 EX/4 which present the Director-General report on the execution of the programme adopted by the General Conference for the first 6 and 12 months of the biennium respectively. The format and content of the report were improved to enable easy reading and a more strategic decision-making process by the Executive Board members.
	<p>PI: % of Executive Board Members who express satisfaction with the quality of reports on programme implementation</p> <p>B/b: 75% (baseline: 5%)</p>	The Executive Board expressed its satisfaction with the format, structure and content of the report (190 EX/Decisions and 190 EX/INF.24). Members for the first time noted that the quality of information, which had become more analytical, enabled the debate on substantive issues and guided the members in their monitoring tasks.	
Volume of extrabudgetary resources stabilized, with a higher ratio of un-earmarked resources, through the enhancement and diversification of channels and methods for resource mobilization, including public-private sector partnerships and innovative financing approaches	<p>PI: Increased unearmarked voluntary contributions received by UNESCO, notably under the Emergency Multi donor Fund and other special accounts</p> <p>B/b: Shortfall in 35 C/5 and 36 C/5 partially met through un earmarked contributions to Emergency Fund.</p>	With the establishment of the Emergency Multi donor fund, UNESCO has received US\$ 67,863,378 (as at 13 December 2012) and additional US\$ 664,385 have been pledged by donors and partners. These contributions were provided on an unearmarked basis to support the priorities and reform initiatives under UNESCO's Approved Programme and Budget documents for 2010-2011 and 2012-2013 (35 C/5 and 36 C/5).	Progress is advancing as expected and the improvements made at planning level, notably under the Complementary Additional Programme (CAP) for 2012-2013, as well as on the deployment of the mobilization strategy at headquarters and field level should allow UNESCO to maintain a stable trend of extrabudgetary for the year 2012. In spite the current financial crises and reduction of voluntary contribution from some UNESCO's traditional donors, the global trend of voluntary contributions received by UNESCO remain stable. The creation of the Emergency Multi-donor Fund has also helped to expand UNESCO's donor base including contributions and pledges from Algeria, Andorra, Belize, Cameroon, Chad, Congo, Gabon, Iceland, Indonesia, Kazakhstan, Luxembourg, Monaco, Mauritius, Namibia, Oman, Qatar (Office of Her Highness Sheikha Mozah), Saudi Arabia, San Marino, Timor-Leste, and Turkey, many of whom are first time donors to UNESCO. It has also mobilized donations from private individuals including through the on-line-donation facility set up for the Fund. Resource mobilization efforts towards the private sector has mainly been focused on engaging the corporate sector and foundations originating from the BRICS and other middle income countries. Similarly, more efforts were deployed towards mobilizing US based Foundations.
	<p>PI: Expanded UNESCO donor's base including contributions and pledges from countries from the south to the Emergency Multi donor Fund and signing of funds-in trust agreements with emerging donors and private sector</p> <p>B/b: Contributions to Emergency Fund include new bilateral donors to UNESCO and donors which make unearmarked contributions to UNESCO for the first time. Funds-in-trust agreements signed with emerging countries such as China and Republic of Korea. Increase in number of agreements concluded with the private sector.</p>	The creation of the fund has also helped to expand and diversify UNESCO's donor's base including contribution and pledges from countries from the south in addition to the UNESCO's traditional donors. The comparison of the pattern of voluntary contributions received by UNESCO in the first 6 months of 2012 (US\$ 162 million) and the first 6 months of 2011 (US\$ 138 million) shows an increase of more than 15% (including contributions received under the emerging Fund), while the total amount of funds mobilized (signed agreements) stands at US\$ 212 million under the Complementary Additional Programme proposed by UNESCO to donors and partners. New funds-in-trust agreements have been signed with emerging countries such Republic of Korea and as China (US\$ 8 million to support education in Africa) as well as with private partners such as GEMS Education to support the development of a learning platform for principals in Ghana, Kenya and India and new partnership concluded with CHIC Group Ltd (China).	<p><u>Challenges and Lessons learnt:</u></p> <p>The challenges remain to further diversify and expand the bases of UNESCO's donors, notably in order to compensate the eventual reduction expected from the traditional donors from the Eurozone, due to the impact of the current financial crises. Mobilization efforts will be intensified for attracting more contributions from emerging countries, including for stimulating south-south and triangular cooperation, as well as with private sector, including through the provision of enhanced information about funding opportunities in UNESCO's programme</p>
	<p>PI: Design of a specific strategy for engagement with private sector</p>	As requested by the Members States, a strategy for engagement with private sector was developed for	

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
	B/b: Strategy for cooperation with private sector endorsed by Executive Board.	submission and approval to the 190 session of the Executive Board in the context of the wider comprehensive partnership strategy (190 EX/21 Part II). The strategy was approved by the Executive Board. Specific targets and expected results for working with the private sector and all other categories of partner must now be submitted to the 191 session of the Executive Board.	areas.
Overall coordination, guidance and backstopping provided to the intersectoral platforms, including serving as the lead for the intersectoral and interdisciplinary programme of action for a culture of peace and non-violence, the integrated comprehensive strategy on the category 2 institutes and centres, as well as other themes and policy issues of a strategic nature	PI: Intersectoral projects developed following the guidelines and criteria developed by BSP and in line with the expected results defined in the 36 C/5 B/b: Contribution of all intersectoral projects to the expected results defined in the 36 C/5 and in SISTER	55 intersectoral projects for a total of US\$ 5.86 million reviewed and endorsed by the Programme Management Committee (PMC) and approved by the Director-General. Project implementation has now begun.	In January 2012, a call for the development of intersectoral projects was launched by BSP through a memo outlining the criteria and guidelines for the development and funding of all intersectoral projects by the six intersectoral platforms approved in the 36 C/5. Following this call for proposals, the six Intersectoral Platforms (IPs) developed and selected their intersectoral projects for funding through an innovative, inclusive and transparent process, based on the guidelines and criteria, and which envisaged a peer review process for all intersectoral projects, involving the various members of each IP at HQ and in the field as well as representatives of the two global priorities (GE and AFR). All intersectoral projects were posted on the intranet for all interested staff and parties to follow and offer comments. All intersectoral projects were then ranked through the peer review/evaluation teams, against the criteria originally defined. In the case of the HIV/AIDS platform, a slightly different - but not less inclusive and transparent - approach was followed whereby all initial proposals were shared with the Multisectoral Consultative Group, HIV focal points network and Field Office Directors. This yielded two proposals outlined below necessitating a funding of US\$ 250,000 each. Each proposal involves at least three Programme Sectors and multiple Field Offices, with the bulk of resources for regional and country level activities. In total, 198 intersectoral projects were submitted, out of which some 55 intersectoral projects were shortlisted. After their review and revision, as needed, areas for joint collaboration among the various IPs were identified and mechanisms developed to enhance synergies during the implementation phase. The open process helped enhance the focus of the intersectoral projects and of UNESCO's approach to intersectorality in general. The final list of 55 intersectoral projects for a total of US\$ 5.86 million was reviewed and endorsed by the Programme Management Committee (PMC) and approved by the Director-General. This included US\$ 2.8 million from the Regular Programme and US\$ 2,998,166 of which US\$ 1,476,166 benefits Africa from the Emergency Fund. The Director-General approved the allocation of funds from the Emergency Fund to the Intersectoral Platforms so as to enable the IPs to attain the expected results approved in the 36 C/5. Implementation has since started under each IP and requires to be closely monitored to ensure continued progress. BSP maintained its leadership and backstopping role over the implementation of the Programme of Action for a Culture of Peace and Non-Violence, through the monitoring and coordination of the dedicated Intersectoral Platform (IP). The 17 projects pre-selected under the IP were endorsed by the PMC and further approved by the Director-General and funded with US\$ 1,246,964 (US\$ 364,464 of
	PI: Leadership and effective implementation of the Interdisciplinary Programme of Action for a Culture of peace and non-violence both through regular programme and extrabudgetary funds as well as the effective monitoring for the approval and implementation of an International decade for the rapprochement of cultures (2013-2022) B/b: At least 5 regular programme activities properly developed and coordinated At least 5 extrabudgetary project properly developed and implemented - Follow-up of the 36th General Conference's resolution 40 ensured and the Decade approved by UNGA, - Consultation with relevant partners conducted, Plan of action completed and approved Mobilization for activities in support to the Plan of action started.	The leadership for the effective implementation of the Programme of Action for a Culture of Peace and Non-Violence was ensured. An Intersectoral Platform Peer Review Committee was established and coordination with other Intersectoral Platforms carried out. As a result, 17 intersectoral projects for a total amount of US\$ 1,246,964 were approved and started under Regular Programme and Emergency Funds, of which additional appropriation of US\$ 24,964. 11 extrabudgetary projects were initiated with and are in good progress. Additional funds were mobilized within the joint UNESCO/UN counter-terrorism initiative and with Kazakhstan authorities and activities planned have started or are completed. UNESCO's contribution to promoting a culture of peace, intercultural and interreligious dialogue and for countering the appeal of terrorism is now well harmonized and included in a coherent manner within the UN Secretary-General's relevant reports to the UNGA. The leadership ensured by BSP under this Programme of action also contributed to the follow-up to the 36th General Conference's resolution 40 "Proclamation of an international decade for the rapprochement of cultures (2013-2022)". Technical assistance was provided and the DR on the decade was proclaimed by the UNGA.	
	PI: Global coordination, monitoring, reporting and renewal assessment of all Category 2 Institutes and Centres strengthened B/b: Review Committee established, guidance provided to Sectors and recommendations provided to the DG. All Sector strategies completed and made available online Biennial mapping prepared and presented to the Governing Bodies Global Category 2 Institutes and Centres website developed; Strategic policy documents prepared in consultation with members of the Review Committee and submitted to the Governing Bodies.	- Sector strategies completed - Biennial mapping prepared - Global Category 2 Institutes and Centres website developed - Strategic policy document prepared and submitted to the 190th session of the Executive Board on progress achieved in implementing IOS's recommendations and guidance provided on how to improve the strategy for consideration by UNESCO's Governing Bodies - Review Committee established - The information pertaining to the full cost of the Category 2 Institutes and Centres is provided	

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	The specific feature on Category 2 Institutes and Centres implemented in SISTER.		<p>Regular programme, of which additional appropriation of US\$ 24,964, and US\$ 882,500 of Emergency Funds). All the funds received by the IP have been redistributed to approve projects and activities, and project teams in Sectors and Field Offices have entered into implementation phase in late October 2012. The strategic role expected from BSP through its IP has shown good mobilization capacity to further enhance intersectoral work to achieve the objectives and expected results of this Programme of Action. Thanks to projects and activities underway, effective cooperation among Field Offices and Programme Sectors is strengthened, as well as among Intersectoral Platforms such as Africa, PCPD and Culture of Peace. Activities under the 10 extrabudgetary flagships projects funded by the Kingdom of Saudi Arabia in support of the "Abdullah bin Abdulaziz International Programme for a Culture of Peace and Dialogue" and the (01) Danish funded project on "Building competences to develop policies and programmes for intercultural dialogue respectful of human rights" have continued and are on good track.</p> <p>To date, the mobilization and involvement of local partners and stakeholders in different stages of the projects' execution is effective. Consultation and exchange meetings with some relevant partners, target groups and experts took place. Implementation strategies were adjusted and some action plans, methodological frameworks or other relevant modalities were agreed upon. The development of national mechanisms, pedagogic tools, training modules for enhancing dialogue, tolerance and for the promotion of peace and non-violence are underway or completed. Relevant mapping and assessment exercises and review studies were engaged and number of training sessions, such as to fostering a Culture of Peace and Intercultural Dialogue in the Arab States have started. National Commissions for UNESCO, Universities, professional networks as well as relevant ministries, civil society organizations and UN bodies at regional or national level are fully involved in the development of some online courses, training modules, diploma programmes as well as specific tools such as video spots, media campaigns, all aimed at promoting dialogue, tolerance, peace and mutual understanding. Youth participation is particularly mobilized within the Pathways to a Culture of Peace: Global Contest for Mutual Understanding (more than 1.150 participants from 55 countries, from 14 to 25 years old, mostly from ASPnet and UNESCO Clubs were registered), launched and involving all National Commissions for UNESCO and Associated Schools Networks.</p> <p>Further additional resources were mobilized to demonstrate how UNESCO's soft power of mediation and exploration of new mechanisms for dialogue could be an added value within the United Nations Counter Terrorism Initiative Task Force (UN-CTITF). The UNESCO project entitled "Countering the Appeal of Terrorism in Nigeria through Education and Dialogue" was engaged in this context. UNESCO's role as a laboratory of ideas was also used to charting a way forward to enhance dialogue, mutual understanding and the rapprochement of cultures for a lasting peace, for consideration within the framework of the drafting of the next C/4 and C/5. In that regard, and thanks to a financial contribution from Kazakhstan, a High Level Debate on the theme "Sustainable Peace for a Sustainable Future"</p>

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			<p>was organized by UNESCO at the UN HQs in New York, within the 67th General Assembly, and also to mark the International Day for Peace (21 September 2012). The proceedings of the meeting have been published and are also available online at http://www.unesco.org/new/en/bureau-of-strategic-planning/themes/culture-of-peace-and-non-violence/events/high-level-debate-on-culture-of-peace/. Recommendations from other relevant forums such as the 3rd High Panel for Peace and Dialogue among Cultures that was held on 19 November 2012 at UNESCO HQs, also provided relevant recommendations in that respect.</p> <p>With a view of mobilizing all available UNESCO's resources for the promotion of peace, bridges were established between this Programme of action and the UNESCO's Participation Programme (PP), where 20 requests from Member States and NGOs were approved, with a direct contribution to this Programme of action. Many more are still under review for this 2012-2013 biennium.</p> <p>UNESCO's commitment to the International Decade for a Culture of Peace for Children of the World (2001-2010) and leadership within the UN family was enhanced. UNESCO's holistic vision and inputs for the definition of new strategic objectives and operational frameworks for increased coherence and delivery to foster the dissemination of a culture of peace within the Organization's areas of competence through its new Programme of action was acknowledged in the dedicated UN resolution on "Follow-up to the Declaration and Programme of Action on a Culture of Peace", adopted by the 67th UNGA for agenda item 15 on "Culture of Peace".</p> <p>The proposition by the 36th General Conference in its resolution 40 entitled: "Proclamation of an international decade for the rapprochement of cultures (2013-2022)" was followed-up in view of its discussion by the 67th UNGA. Technical assistance was provided to the Permanent Delegation of Kazakhstan to UNESCO in its lobbying action within the UN to introduce appropriate UNESCO wording on the decade within the UN DR on the "Promotion of interreligious and intercultural dialogue, understanding and cooperation for peace". The DR was adopted and the decade proclaimed in paragraph 5 (A/RES/67/104). UNESCO was invited to assume the lead of the decade for the UN system and to mobilize the international community to enhance their activities relating to interreligious and intercultural dialogue, promoting tolerance and mutual understanding and a lasting peace. A plan of action for the decade is under preparation.</p> <p>UNESCO was involved in some strategic discussions forums and expert meetings to share new ideas for building everyday peace in a changing international landscape. This includes for example the International Conference of National Commissions of UNESCO on the Euro-Arab Dialogue "Euro-Arab Dialogue: Contribution to a New Humanism" (31 May-1 June, Vienna, Austria), the 10th Regional Summit of Heads of States of South-East Europe on "Religious, Cultural and Historical Heritage as a Foundation for more Intensive Cooperation among States" (2-3 June, Mostar, Bosnia-Herzegovina), the UN PGA Symposium on "Dialogue, understanding and countering the appeal of terrorism", in partnership with UN CTITF and UNICRI, in the context of the UN Global Counter Terrorism Strategy (27 June 2012) and the Third review of the UN Global Counter Terrorism</p>

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			<p>Strategy (29 June) in New York, USA; the Panel of discussion on culture and mutual understanding at the 33rd Congress of the International Committee of the History of Art (CIHA 2012), (17 July, Nuremberg, Germany), the High Level Debate organized at UN HQ on the occasion of the International Day of Peace "Sustainable Peace for a Sustainable Future" (21 September 2012, UN HQ, New York, USA), the 10th Anniversary of the World Public Forum "Dialogue of Civilizations", (3-7 October, Rhodes, Greece); the "Custodian of the Two Holy Mosques Abdullah bin Abdulaziz International Award for Translation", (8 October, Berlin, Germany); the Alliance of Civilizations Regional Focal Points Meeting for the Mediterranean, (18 October, Madrid, Spain); the Ministerial Conference organized by the EU Albanian Chairmanship on "Diversity in Europe: a Strength for the Future", (9 November, Tirana, Albania); the 3rd High Panel on Peace and Dialogue among Cultures, 19 November 2012, UNESCO HQs, Paris, France), the EU workshop on "Effective Programming for Countering Violent Extremism", (27 November 2012, Brussels, Belgium), and the Alliance of Civilizations 5th Annual Focal Points Meeting, 10-12 December 2012 Tunis, Tunisia). More information on actions and synergies developed within the implementation of this interdisciplinary programme of action can be found on UNESCO's dedicated webpage: http://www.unesco.org/new/en/bureau-of-strategic-planning/themes/culture-of-peace-and-non-violence/.</p> <p>Global coordination, monitoring and reporting on all Category 2 Institutes and centres has been enhanced. All of the recommendations identified by IOS in their joint audit and evaluation of the management framework for Category 2 Institutes and centres, completed in December 2011 (document 189 EX/16) were implemented by BSP. This includes the biennial mapping exercise for the 2010-2011 biennium of all 81 Category 2 Institutes and centres, drawing on information provided by sectoral focal points in liaison with the directors and staff of Category 2 Institutes and centres. This mapping, which followed the format set out in 35 C/Resolution 103 and in 186 EX/Decision 14, included information on the designated Sector focal point for each Institute and centre; the thematic specialization and geographic coverage of all Category 2 Institutes and centres; information on the contribution of each entity to UNESCO's C/5 programme results at the MLA level; information on all costs incurred as a result of interaction with Category 2 Institutes and centres; and the identification of best practices in promoting South-South, North-South and North-South-South triangular cooperation. The results of this mapping were presented to the 189th session of UNESCO's Executive Board in 189 EX/INF.5 and the detailed fact sheets for each and every Institute and centre were made available on UNESCO's global Category 2 Institutes and Centres website at: http://www.unesco.org/new/en/bureau-of-strategic-planning/resources/category-2-institutes/. In addition, a Review Committee was established with all members of senior management, IOS and LA to coordinate the renewal review assessment process so as to ensure the continued relevance of all Category 2 Institutes and centres and to identify the criteria and procedures for the renewal of agreements, and to provide guidance to Sector focal points for</p>

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			<p>measures to be taken concerning Category 2 Institutes and Centres that are not fully operational; provide a platform for Sectors to discuss common issues and share experiences; provide recommendations to the Director-General on how to refine and improve the operationalization of the Integrated Comprehensive Strategy. This Committee met on 11 July and 17 August 2012. The results of these meetings are contained in 190 EX/18 Part I, which was prepared by BSP, in consultation with the Review Committee members, and provides information on information on the progress that has been achieved in operationalizing the Integrated Comprehensive Strategy for Category 2 Institutes and Centres (35 C/22 and Corr.), and implementing the recommendations of the Internal Oversight Service's (IOS) joint audit and evaluation of the management framework for Category 2 Institutes and Centres, completed in December 2011 (the main conclusions of this report were published in the 2011 Annual Report of IOS, document 189 EX/16). It also provides a set of specific recommendations on how the network of Category 2 Institutes and Centres could be strengthened so as to utilize it as a reliable, low cost means of pursuing UNESCO's core programmatic objectives, while at the same time reducing the financial and administrative impact on the Organization's limited resources. In addition, Sector strategies have been developed in consultation with BSP on how Sectors interact and engage with their network of Category 2 Institutes and Centres. A global Category 2 Institutes and Centres website has also been developed by BSP and is being constantly updated. A number of Sectors have also developed their own specific WebPages on their specific Category 2 Institutes and Centres networks, which are hyperlinked with BSP's website. As a follow-up to the decision by the Executive Board at its 190th session (190 EX/Dec.18 (I)), the reporting information should be provided based on the elements from Category 2 Institutes and Centres specific feature, to be integrated in SISTER. BSP continued to coordinate the preparatory process for the Organization's participation in the Rio+20 Conference by, inter alia ensuring intersectoral cooperation and coordination, convening periodic meetings of the in-house Rio+20 Steering Committee, providing backstopping to the programme Sectors on the substantial, political and logistical preparations of the Conference, liaising with the UNESCO Office in New York, UNESCO Brasilia Office, and the UN Rio+20 Secretariat. BSP also assisted the UNESCO Delegation during the Rio+20 Conference, where a Science Forum, (SC) and two official side events, one on Education for Sustainable Development (ED) and one on the Ocean (SC/IOC), were organized. BSP, in cooperation with ERI, set up an intersectoral Rio+20 website to which all Sectors contributed constantly with up-to date content. BSP and SC/IOC coordinated the publication Healthy Ocean, healthy people with the input from all Sectors, which was launched at the official Rio+20 ocean event. BSP also distributed the publication From Green Economies to Green Societies which it had coordinated earlier with all Sectors, and coordinated UNESCO's contribution to the UN publication "Working towards a Balanced and Inclusive Green Economy," which was also launched at Rio+20.</p> <p>Challenges and Lessons learnt:</p>

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			<p>The 55 intersectoral projects approved by the Director-General were developed through a very consultative, transparent and innovative process with colleagues in the field and from a range of different Sectors. The resulting intersectoral projects are very innovative and seek to address real world issues by bringing together UNESCO's unique multisectoral expertise. The criteria used to develop the intersectoral projects as well as the process itself could serve as model for the development of UNESCO's future projects.</p> <p>The Intersectoral Platform for a culture of peace and non-violence has continued to mobilize Sector and field units for the implementation of intersectoral projects in support of the approved Programme of action. The monitoring and coordination of all activities part of this process remained a major challenge. However, the coordination strategy designed and the backstopping at BSP level ensured a good synergy for more coherence and impact of UNESCO's contribution in this framework. The Organization's contribution at different field units engaged in this process is particularly relevant to highlighting UNESCO's comparative advantage for making culture of peace and non-violence an everyday reality. Different stakeholders and partnerships, including with UN agencies in the field are being mobilized and involved. Regular exchange and communication with project teams will need to be maintained to ensure a good visibility, appropriate delivery and impact. The proclamation of an international decade for the rapprochement of cultures (2013-2022) with UNESCO as lead agency for the United Nations system, offers a great opportunity to enhance our Organization's vision and its visibility on strategic topics pertaining to the promotion of interreligious and intercultural dialogue, understanding and cooperation for peace. The challenge at this point will be the mobilization of extrabudgetary resources to ensure this lead role and serve as an incubator for actions at policy level among Member States and for creating particular synergies involving all UNESCO's fields of competences for designing innovative paths to dialogue, mutual understanding and lasting peace.</p> <p>In regards to the Category 2 Institutes and Centres, there has been a lot of progress is improving the coordination and management of the network. This challenge is ensuring that the network provides a reliable, low cost means of pursuing UNESCO's core programmatic objectives, while at the same time reducing the financial and administrative impact on the Organization's limited resources. Ensuring permanent communication between the Sectors and involved UNESCO offices has proven to be key for the successful preparation of UNESCO's participation in the Rio+20 Conference. The high attendance of the events organized by UNESCO at the conference testimony that UNESCO's work in sustainable development is perceived as important by many stakeholders and that these events provide a good platform for exchange. Setting-up an intersectoral website has proven to be a good means to convey a common message and to showcase UNESCO's work in the area of sustainable development in a holistic manner. It would be important to continue updating the website.</p>

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Foresight activities related to emerging trends and challenges at the global and regional levels undertaken, integrated into programming of all Sectors and results widely disseminated	<p>PI: Number of UNESCO Future Forums, Seminars and Lectures B/b: 3 Future Forums and 2 Future Lectures organized</p>	<p>Three Future Forums and two Future Lectures were organized during the period assessed: 1) "The Arab Spring - a Year After - Egyptian Perspectives", in collaboration with the Permanent Delegation of the Arab Republic of Egypt to UNESCO, 24 January; 2) Global Water Futures 2050+, 12 April; 3) Paris-Nishan Forum on "Confucianism and New Humanism in a Globalized World", co-organized with the Confucius Institute Headquarters, 16 April; 4) Future Lecture "Towards a Sufficiency Economy: A New Ethical Paradigm for Sustainability, In Homage to the Philosophy on "Sufficiency Economy" by His Majesty King Bhumibol Adulyadej of Thailand, in collaboration with the Permanent Delegation of Thailand, 11 June; and 5) Future Lecture "Perspectives on Strategic Foresight", 1 October.</p>	<p>By organizing UNESCO Future Forums, awareness has been raised among the Member States and the Secretariat on the key challenges and stakes facing UNESCO vis-à-vis the follow-up to the UN Conference on Sustainable Development (Rio+20). The transformative power of education and the sciences leading to a sustainable future - a principal message brought forward by UNESCO in the Rio+20 processes - has been underlined in the series of roundtables on the Sufficiency Economy and Global Waters Futures. Various emerging models and their applications contributing to fostering sustainable development have been presented and examined during these Forums, which could eventually inform the formulation of the C/4. New insights that could shape UNESCO's strategies in relation to the follow-up to Rio+20 and the post-2015 agendas also emerged from the highest levels of government during the UNESCO Leaders' Forum on the theme "How does UNESCO contribute to building a culture of peace and to sustainable development?" whose results were disseminated by BSP/FOR. The Future Forum on the Arab Spring has underscored the need to flesh out a roadmap that would instill a new set of values and attitudes using education, the sciences and culture in helping forge the peaceful transition to democracy and good governance. The Future Lecture on the theme "Perspectives on Strategic Foresight" has not only raised the awareness on new developments in the futures field but has also underlined the potential leadership role of UNESCO in building foresight capacities at the international level, especially in promoting intersectorality and interdisciplinarity within the Organization's fields of competence.</p> <p>Through the planning and organization of foresight activities, a number of intersectoral priorities and themes have been identified in collaboration with Programme Sectors, the UNESCO Bangkok Office and external partners. Exploring and questioning the recent development scenarios on the future of Africa has highlighted UNESCO's priority for the region, by planning a Future Forum in collaboration with the Africa Department. In line with the World Summit on the Information Society Review Meeting, a Future Forum that will explore the dynamics of Knowledge Societies by using the future to shape transformative policies is being organized. Contribution to foresight thinking has also been extended to the Bangkok Field Office for their conference on the future of learning. The planning of cutting-edge series of Future Forums that puts forward the paradigmatic/thematic foundations of global policy for the post-2015 agenda has also advanced in collaboration with the United Nations University and the Centre for International Governance Innovation.</p> <p>The Foresight Programme has extended its outreach in capacity-building activities among the UNESCO Secretariat and outside partners in using the future for decision-making. BSP, SC, SHS and IOS have benefitted from Futures Literacy and Horizons workshops that involved learning-by-doing collective intelligence processes. The impact of such workshops has echoed to other partners including a number of official NGOs (the International Social Science Council and the International Council for Science) and external organizations (the Arts and Humanities Research Council and the Center for Strategic</p>
	<p>PI: Intersectoral priorities and related strategic goals developed B/b: Contribution to Rio+20 and the Leaders' Forum; The promotion of a culture of peace and intercultural dialogue; Perspectives on strategic foresight for decision-making</p>	<p>The outcomes of the Future Forums organized - including the UNESCO Leaders' Forum held on the 36th session of the General Conference - yielded contributions to the Rio+20 process and the formulation of the C/4. The outcomes included substantive discussions among national policymakers and other stakeholders that have shaped the Organization's reflection on its future agenda. New developments in the futures field presented during the Future Lecture on "Perspectives on Strategic Foresight" has also underlined the potential leadership role of UNESCO in building foresight capacities at the international level, especially in promoting intersectorality and interdisciplinarity within the Organization's fields of competence.</p>	
	<p>PI: Methodological knowledge about foresight approaches deepened among staff of Programme Sectors and Field Offices B/b: Meetings, presentations and seminars on foresight methods and approaches organized; UNESCO Futures Literacy Workshops conducted with BSP, SC, SHS and IOS</p>	<p>Meetings, presentations and seminars on the developments in the discipline of anticipation and Futures Literacy have been conducted by the new Chief of Section among different Programme Sectors and colleagues. UNESCO Futures Literacy Workshops conducted with BSP, SC, SHS and IOS.</p>	

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			<p>Studies and Management Science, Technology and Innovation) which solicited the Foresight Programme for capacity-building Futures Literacy workshops. Discussions are underway to consult with the regional groupings of Member States in introducing foresight capacity-building exercises among the Permanent Delegations.</p> <p>Partnership building has been enhanced with a large number of institutions that are keen on placing emphasis on futures work in their agendas in collaboration with UNESCO. A grant agreement from The Rockefeller Foundation has been obtained by the Foresight Programme to implement the project entitled "Networking to Improve Global/Local Anticipatory Capacities - A Scoping Exercise". This collaboration is aimed at examining the evidence of the need to enhance global, regional and local capacities to use the future for decision-making, in terms of both networking effectiveness and the sophistication of anticipatory processes. The scoping process will consist of a global conference to be held at the Bellagio Center, a Steering Committee meeting to be held prior to the global conference, and a research paper that will articulate the key issues. In parallel, discussions with the Bertelsmann Foundation are underway for a possible financing of regional futures workshops to build the above network and contribute to the scoping exercise. Discussions have advanced with the Royal Society of London in defining a new vision for science and mathematics education culminating in an international meeting that could inform the work of UNESCO in these fields. The Foresight Programme was solicited by the European Union to plan and organize a global meeting with the theme of developing a foresight culture. Discussions have also moved forward to collaborate with the establishment of an EU project on Futures Oriented Technology Assessment Series.</p> <p>Challenges and Lessons learnt: The visibility of UNESCO's work and vision for foresight has increased through the numerous contributions of the Foresight Programme to various international and regional fora. These include missions upon the invitation of the following: World Future Society, Association of Professional Futurists, European Foresight Platform, Imperial College of London, German Development Institute, Norwegian Ministry of Education and Research, Innovation Norway, Osons la France, Huawei Vision Forum, Royal Society of London, German Federal Ministry of Education and Research (BMBF); as well as a UNESCO Futures Literacy Workshop with the Ontario Ministry of Education.</p> <p>The Foresight Programme has benefitted from the opportunity offered by Member States through their Permanent Delegations and by a large number of external partners to pursue the methodologies of futures thinking in advancing the work of the Foresight Programme. This partnership building is testimony to their growing support to the need for foresight and anticipation approaches in UNESCO's fields of competence which feeds into strategic planning and intersectorality.</p>
UNESCO's programmatic contribution in the context of the United Nations reform	PI: Number of UN programmatic initiatives for which UNESCO is entrusted a leadership role	UNESCO has been entrusted (co-)lead and coordination roles in various UN system-wide	UNESCO continues to be an active participant in the UN system coordination mechanisms at global/inter-agency level, including in the

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and United Nations inter-agency cooperation articulated and strengthened at the country, regional and global levels, including through the administration of dedicated programme resources and staff capacity-building programmes	B/b: Co-leadership of at least 1 UN reform initiative and 1 inter-agency programmatic initiative	programmatic initiatives (5), as well as in UN reform initiatives geared at increased system-wide coherence (3).	<p>Chief Executives Board (CEB) and its three pillars, the High-Level Committees on Programme and Management (HLCP and HLCM) and the UN Development Group (UNDG), (see 191 EX/16 Part I for a more detailed account of UNESCO's engagement). UNESCO (co)lead and/or coordinated in particular the following:</p> <ul style="list-style-type: none"> • Under the chairmanship of UNESCO (ADG/BSP in his function as outgoing Vice-Chair of UNDG), a UNDG inter-agency review has been undertaken on the future funding of the Resident Coordinator system. The review, whose recommendations are now widely discussed, serves as a reference to the QCPR, and aims at ensuring fair and predictable funding of this important pillar of UN joint action at regional and country levels. The recommendations emerging from this review will be reported by the UNDG Chair to CEB and by the UN Secretary-General to ECOSOC. • UNESCO has in January 2013 chaired and hosted the meeting of the Steering Committee of the "Expanded Funding Window" for Delivering as One, which has been the single most important pooled fund mechanism in supporting One Funds at country-level. After a positive evaluation it is hoped that this funding modality can be continued in the years to come; UNESCO is co-leading a system-wide reflection on how this support fund can be most effectively endowed by donors in the future. • As member of a UNDG High-Level Group designated to formulate 'standard operational procedures' for countries opting to implement Delivering as One, UNESCO has been involved in developing these tools, and has been co-leading the work in the area of harmonized business operations. The development of standard operational procedure is an important step in further scaling up the increased coherence, relevance, effectiveness and efficiency of the United Nations development system achieved through Delivering as One. UNESCO provides coordination and/or (co-)leadership functions in a number of programmatic UN system-wide initiatives: • In the area of education, UNESCO will host the Secretariat of the UN Secretary-General's Global Education First Initiative (GEFI), for which the Director-General has been designated Executive Secretary of the Steering Committee. UNESCO played a critical role in designing the Initiative, which has three main priorities: putting every child in school, improving the quality of education and fostering global citizenship. The Organization is now in the process of working with champion countries and other UN system-actors in order to identify targeted actions to deliver on the priorities of the GEFI. • In 2011 UNESCO was officially appointed by UN-Water to lead the preparations for the International Year of Water Cooperation and the World Water Day in 2013. In February 2013, the Director-General launched the United Nations International Year of Water Cooperation in the presence of the Chairperson of UN-Water and other high-level personalities. • With respect to the establishment of the Scientific Advisory Board of the UN Secretary-General (for which UNESCO has been asked to take a lead role, including by providing its Secretariat), the Director-General has undertaken broad consultations with the heads of other UN organizations and scientific organizations. The consultations were based on a comprehensive proposal elaborated by the Director-

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			<p>General including the terms of reference of the Board and a list of high-level experts representing a broad spectrum of sciences for sustainability issues, as potential members of the Board. The results of the consultation process will be submitted by the Director-General to the UN Secretary-General.</p> <ul style="list-style-type: none"> • Building on the projects of the UNDP/Spain MDG Achievement Fund (MDG-F), UNESCO has suggested to the undg the establishment of an inter-agency Task Team on Culture and Development, to further strengthen the inclusion of culture components in development programmes, including in CCA/UNDAFs at country level. The undg has endorsed the establishment of the Task Team, which has commenced its work in December 2012 under the chairmanship of ADG/CLT. • In an inter-agency initiative, UNESCO supported the launch a joint plan of action for the safety of journalists in five initial countries: South Sudan, Iraq, Nepal, Pakistan and a country of Latin America that is still to be named. <p>At the regional and country levels, UNESCO continues to strengthen its involvement in Regional undg Teams and United Nations Country Teams (detailed reporting on these activities can be found in 191 EX/4 Add.). Field Offices engaged in common country programming exercises were supported through targeted decentralizations from the pooled portion of the 36 C/5 2% funds, based on a review and approval process of the budget requests submitted by Field Offices. While allocations are relatively limited, in particular under the 36 C/5 as a function of reduced activity budgets, decentralizations have helped to ensure UNESCO's presence in UNDAF processes and related UN reform processes, as well as facilitated the preparation of UNESCO Country Programming Documents (UCPDs).</p> <p><u>Challenges and Lessons learnt:</u></p> <ul style="list-style-type: none"> • As many donors scale down or withdraw funding for Delivering as One and the UN Resident Coordinator system, participating UN organizations will have to contribute increasingly to ensuring the minimum funding requirements; • UN reform and coordination activities are implemented with a minimum of staff, and require often high staff time investments, including at the most senior levels of the Organization. • The number of 2% funding requests as well as the amounts requested exceed at times the rather limited amount of funds available. The fast-changing nature of the UNDAF roll-out schedule (which at the request of UN Country Teams might be advanced, cancelled or postponed for a multitude of reasons, including for better alignment with national processes) limits the possibility of projecting needs. While the 2% funds are important, they should be transitional in nature, i.e. support to common country programming processes should in the long-term be systematically available through Field units (including Regional Bureaux) and HQ.
Staff capacities strengthened in results-based management, the System of Information on Strategies, Tasks and Evaluation of Results (SISTER), the	PI: Recognition by Member States of the improvement of results evidence-based reporting B/b: Debates in Commissions and Ad Hoc working Group focus on core issues, that is achievements	From BSP/PB colleagues quarterly workplan assessment quality is continuously improving although further efforts have to be undertaken. Will be further reported upon after 190th Session of the Executive	Efforts have been pursued to reinforce the institutional capacities in the results-based management approach to further enhance the results-orientation of the Organisation. To ensure a common understanding and consistency of UNESCO's RBM approach, training

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
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mobilization and management of extrabudgetary resources and United Nations reform/United Nations Development Assistance Framework (UNDAF) approaches	and challenges/lessons learnt rather than on format (187th EB session: Satisfaction on Format although remains inconsistency on quality and timeframe among Sectors, recognized improvement towards results-based reporting)	Board.	courses and capacity building workshops have been organised, in line with the strategic orientations, policies and the priorities established in the 34 C/4, 35 C/5, and 36 C/5 targeting the full range of the UNESCO family. Furthermore, in line with IOS recommendations, a "RBM for managers" workshop has been designed to improve the quality of evidence-based result-oriented monitoring and reporting. The significance throughout the programme cycle at both the C/5 and workplan levels for the results-chain, built on the principle of aggregation of results, and in particular providing the rationale of the intervention logic, with the underlying assumptions and causal sequence, has been further emphasized. This includes the definition of performance indicators and associated baseline and quantitative and qualitative targets for results and key outputs. The importance of the development of a monitoring framework which reflects the results-chain at the planning stage, and also the coherence and linkages between monitoring information at different levels has been underlined and specific guidance provided. To that effect a new output and result table has been designed to ensure that the results framework is clearly defined from the outset and monitored when implementing. It has been incorporated in the revised Extrabudgetary Project Document (Enclosed model project document http://intranet.unesco.org/exbhelpdesk) and will be implemented in SISTER for the 37 C/5. In particular, the importance of informing on achievements viewed from the key stakeholders and especially the direct beneficiaries' perspective is emphasized. Moreover, has been underscored the responsibilities of each officer and supervisors when validating first the workplans and their pertinence to the C/5 and C/4 and thereafter when proceeding with monitoring and reporting. This chain of responsibility and accountability has been formalized through SISTER to ensure the programmatic coherence at both the Field Office (or country/regional) and Sectoral levels as well as effective prioritization. In addition, in line with the RBM approach and with the recommendations of the Executive Board, an effort was made to improve the presentation and content of the Director-General's EX/4 report to the Executive Board, focusing increasingly on an assessment of results and outcomes, as well as of challenges and lessons learnt and cost-effectiveness/efficiency measures. At the 190th session of the Executive Board reporting of achievements was provided by MLA C/5 result, assisting the Organization in advancing towards RBB. Hence, both aspects regarding programme implementation, that is progress assessments on results attainment and budget execution rates of Regular Programme core operational costs and extrabudgetary resources, were associated for the first time for each C/5 result. In addition to introductory courses attended by 33 participants, 3 RBM workshops has been organised for 40 participants and 2 RBM for managers discussion/workshop have been organised for 37 participants. As follow-up to the training sessions and to facilitate the translation of theory into practice, coaching has been provided for the formulation of workplans and other programme related documents. 28 36 C/5 workplans (RP and XB) and the Lifelong Learning 2012 progress report were reviewed by the responsible officers to improve their
	<p>PI: N° of reports and statistics produced which inform management on substantive and/or budgetary aspects of C/5 and workplans encompassing both the Regular Programme (including staff costs) and Extrabudgetary resources (including of Category 1 Institutes)</p> <p>B/b: - At least quarterly reports/statistics. (Baseline: 3). UIS, IBE, IITE, IICBA, IESALC, IIEP, UIL, ICTP and IHE use SISTER for reporting to their Governing Boards. (Baseline: UIS, IITE, IICBA). - At least for the recommendations to the DG on the monitoring of the 36 C/5 workplans and for those on the 37 C/5 workplans approval. - References to the SISTER Country report by these stakeholders. (Baseline: 0). - References to SISTER information in general in reports or interventions undertaken by these stakeholders. (Baseline: 2 external auditors and Denmark)</p>	The 4 workplans analysis were based on SISTER information (end-January, end-March, end-June and end-December 2012). Information provided to Executive Board spring 2012 Ad Hoc Working Group regarding programme implementation as well as Member States information meeting of May and July 2012 (e.g. road map targets 1-3 and Emergency Fund information) based on SISTER data. External audit on travel Management conclusions were partly based on SISTER information/processes. Update of information regarding Participation Programme thanks to a Country Report on "Cuba" by Permanent Delegation. Member States particularly appreciated the increased transparency resulting from their access to SISTER and its reports (190 EX/Decisions). Was welcomed for instance the reports regarding: Emergency Funds attribution; Mobilized funds by themes; programmes by Benefiting Country.	

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
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			<p>results-orientation. Furthermore, the 189 EX/4 for SC has been revised.</p> <p>In addition, the RBM Focal Point Network was enhanced to facilitate exchange of information. Information and updates are continuously provided to maintain the network active and informed.</p> <p>Several Member States responded to the invitation to attend RBM presentations. 28 members of 21 Permanent Delegations participated to an RBM presentation, bringing the total number of participants to 168 of which 75 members of 33 Permanent Delegations since the beginning in September 2008.</p> <p>SISTER: Regarding SISTER, in the first six months, in addition to introductory courses/demonstrations attended by 84 participants, 13 SISTER training have been organised for 98 participants. Over 95% of participants of the formal group trainings have indicated their intent to put in practice the newly acquired skills, the email exchanges in follow-up to the trainings confirm the high number of staff putting into practice the skills acquired during the training hence contributing to improving the quality of SISTER reports that serve as a basis for informed decision-making by responsible officers and management.</p> <p>In the first 6 months, over 3,000 user requests from Headquarters, Field Offices and Category 1 Institute colleagues have been responded to. Email and phone exchanges with all Programme Sectors and Programme-related and Corporate Services EOs and AOs on the preparation of programming and monitoring reports facilitated data extraction by users. This participated in ensuring that data was completed and reliable, allowing SISTER reports to serve as the basis for informed decision making by responsible officers and top management. Furthermore, since the beginning of 2012, over 2,210 UNESCO Staff Members (of which more than 1,090 from Field Offices or Category 1 Institutes) connected in all more than 117,500 times (of which more than 47,000 from Field Offices or Category 1 Institutes), and over 33 different Member States connected in all more than 210 times to SISTER for the 36 C/5.</p> <p>The governance of the SISTER project has been transferred to MSS/BKI as of 01/08/2012. Please refer to Part II.B. Chapter 4. Organization-wide knowledge management "6644000000 (Template N°: 46)".</p> <p>Additionally, resulting from the invitation sent to Permanent Delegations and National Commissions to participate to SISTER presentation sessions, 33 members of 24 Permanent Delegations have participated since January 2012 (described hereunder), bringing the total number of participants to 53 of which 52 from 34 Permanent Delegations since the beginning in March 2010.</p> <p>SISTER for the 36 C/5 was used to facilitate the preparation and management of the Organization's RP and XB workplans, including extrabudgetary Outlines for the 36 C/5 CAP. Hence, a number of the recommendations contained in the quarterly analysis of the workplans were based on the SISTER substantive reports and statistics in particular regarding the contribution of Sector activities to C/5 results,</p>

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			<p>Global Priorities and other key/targeted issues as well as monitoring Roadmap targets 1 to 3. Reports on other budgetary and/or substantive issues have also been prepared on-request for UNESCO management. Decisions taken as well as information provided in the "Information Meeting of the Executive Board with the Director-General" were partly based on SISTER data. Finally, the information entered in SISTER served as the basis for the 190 EX/4 and 191 EX/4 statutory reports.</p> <p>In the first 6 months requirements of new SISTER developments were defined with key stakeholders to ensure that SISTER is continuously improved; responds to the evolving needs of different Sectors, Services, top management, Member States and permits informed decision-making. The key developments introduced regard the EX/4 and in particular the streamlining of the process; introducing the workplan and result assessment feature; updating the format of the EX/4 online report to provide the "attained benchmark" data and for the first time present the RP and XB resources by C/5 result, demonstrating UNESCO's advancement towards RBB. Other key developments regard: Premises of an alert mechanism on financial execution rates of both RP and XB resources; Roadmap targets 1 to 3 tables; Team screen and associated Team Dashboard; Emergency Funds features; Additional Appropriation features; FABS-SISTER interfaces improvement; C/5 Online report; Workplan Implemented by staff only feature. Furthermore, continuing XB CAP Outlines and XB Projects in 2012-2013 have been carried-forward from the 35 C/5 allowing to prepare the 36 C/5 CAP; to ensure alignment between the RP and XB resources and hence to have within SISTER a comprehensive view of both Regular Programme and extrabudgetary workplans.</p> <p>At the time of change of SISTER governance from BSP to MSS/BKI on 01/08/2012, the integration of the Category 1 Institutes was being finalised including the specific interface between FABS and SISTER. Thereafter, will be required to be implemented the future link with PerfoWeb/Cornerstone thus ensuring that all three pillars of the RBM approach that is results, resources and staff performance are encompassed in SISTER.</p> <p>Since the change of governance the evolutions are to be approved and prioritised by the SISTER User Group of which BSP is a member. Thus far, all core evolutions have been halted although a number have been prioritised by the User Group and are required for certain documents to be provided at the 191st session of the Executive Board.</p> <p>Mobilisation and management of extrabudgetary resources: Since end 2011, training sessions were organized at headquarter with the Communication and Information Sector, the Social and Human Science Sector, the Science Sector, the World Heritage Centre and UNESCO Bangkok. In addition, a pilot training session was organized in order to test the training material developed specifically for fund mobilization and partnership with the private sector. These modules are expected to be further refined and made available online to all UNESCO staff. In the same vein, a new much relevant and updated database of partners from the private sector was developed with a</p>

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			<p>view of providing a more accessible and comprehensive information on type of partners, including agreement, modalities and projects. New templates for project design, monitoring and the evaluation of extrabudgetary activities with a much sharper results focus were developed in November 2012. The first draft of an updated extrabudgetary 'Practical Guide to UNESCO's Extrabudgetary Activities' was completed and prepared for on-line release.</p> <p>UN reform/UNDAF approaches: A UNESCO staff training event is being planned and envisaged to take place in the second half of 2013, dedicated to building staff capacities in the context of a changing and reforming UN development landscape, including through discussion and exchange of perspectives between HQ staff and staff in regional and country offices. A special focus will lie on recent (UN and UNESCO) reform initiatives, CCA/UNDAF, the development of standard operational procedures (SOPs) for countries deciding to implement Delivering as One, and the future funding of the Resident Coordinator system.</p> <p>Challenges and Lessons learnt: Due to the current financial situation, the contracts of the RBM team members were discontinued. Consequently, it was not feasible to undertake RBM workshops and coaching at the same rhythm as last biennium. Hence, a number of RBM training requests could not be responded to. Furthermore, even though, for each session, follow-up of the training/coaching is being ensured so that the relevant actions are taken by the Responsible Officers/participants to improve the quality of the programmatic dimensions of at least one workplan either under their direct responsibility or for which they are part of the team, not enough trainees dedicate enough time to this task. To continue progressing on the path to RBM and RBB a limited focused number of "SMART" impact-oriented expected results for each C/5 entity needs to be defined along with performance indicators and associated baselines and quantitative and qualitative targets. In certain cases, the indicators defined at the workplans level will require to be reviewed to increase coherence with those defined at the C/5. Furthermore, the results-chain providing the rationale for the intervention logic, with the underlying assumptions and causal sequence needs to be further emphasized throughout the programme cycle at both the C/5 and workplan levels. As it is essential that comprehensive performance information serves as the basis for Secretariat's analysis and decisions, periodic programme implementation reviews should be carried out based further on both aspects, that is progress assessments on results attainment and budget execution rates of Regular Programme and extrabudgetary resources. The transition from output-reporting to a more analytical impact-oriented EX/4 represents a culture change in the Organization, which is work-in-progress and necessitates efforts at all levels. Despite the increasing number of staff revising their programmes as a follow-up to RBM training, efforts need to be pursued in this regard.</p> <p>Regarding SISTER, the contracts of the SISTER team members were</p>

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			<p>changed to half-time and have been discontinued end-July 2012. Since then, the user training and assistance functions have been ensured by two MSS/BKI colleagues on a half-time basis. Consequently, transfer of knowledge was ensured during June and July, thereby decreasing certain services such as the update of SISTER Help Materials. Although the new governance mechanisms have been put in place for a few months (i.e. Change Advisory Board; User Group), core evolutions prioritised remain to be implemented. Furthermore, the finalisation of Category 1 Institutes integration and the implementation of Participation Programme and extrabudgetary process improvements have been postponed until further notice by the SISTER Change Advisory Committee.</p> <p>The challenge of maintaining the balance between a user-friendly system and the need for new functionalities has been addressed as much as possible. Until end-July 2012, users expressed continuing satisfaction with the system and were intensively using it. Furthermore, certain information entered during the programming phase in particular those which serve as the basis for the extraction of certain reports like the "Geographical scope" will continue to require analysis and revision with the Sectors and the Field Offices to ensure the reliability and credibility of the SISTER reports.</p> <p>The SISTER project has been transferred to MSS/BKI as of 01/08/2012. Please refer to Part II.B. Chapter 4. Organization-wide knowledge management "6644000000 (Template N°: 46)".</p>

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

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

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

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

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

Regular Programme ¹ : operational budget only		Extrabudgetary resources ¹	
Allocation 2012-2013: US\$ 797 800	Expenditures 2012-2013: US\$ 458 487	Allotment 2012-2013: US\$ 261 000	Expenditures 2012-2013: US\$ 145 079

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
Strategic vision for knowledge and information management elaborated including requirements for knowledge dissemination	PI: Document and presentation describing the agreed KM & ICT strategy B/b: UN IT strategy	The Knowledge Management (KM) and Information and Communications Technology (ICT) Strategy was finalized and presented to the SMT. An Action Plan 2013 for realization of the first phase of the strategy has been endorsed by the KM & ICT Advisory Board and will be submitted to the Director-General for decision making.	The KM & ICT Strategy was finalized in 2012. The KM & ICT Strategy document is the result of a broad consultation and stock-taking process that aimed to address all KM and ICT user needs and expectations in a comprehensive and integrated manner. The strategy is aligned to the strategic framework for KM & ICT agreed within the UN system (HLCM). The strategy will be reviewed at the end of 2013 to take into account the 37 C/5 and C/4.
Governance and decision-making process for investments in knowledge and information management defined and implemented across the Organization	PI: Document and presentation describing UNESCO's KM & ICT governance model B/b: JIU report on UN agencies IT governance implementations	We have implemented both a KM & ICT Working Group and Advisory Board. An ICT procurement policy has been put in place with the aim to standardize ICT equipment, applications and services across the Organization. In addition functional reporting lines have been put in place to harmonize the KM & ICT work practices. UNESCO's KM & ICT governance model is described in the KM & ICT strategy. The process for prioritization of projects, is involving the Working Group and Advisory Board to improve decision making with regard to KM & ICT projects, has been implemented.	The KM & ICT governance structure and processes have been defined and largely implemented. Continued effort is required to achieve higher compliance to KM & ICT standards and policies.

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

During 2012, BKI has been an active facilitator and contributor to the Roadmap objectives from an ICT support perspective and cost efficiency initiatives were identified in the context of TASCO.

The ICT Working Group and Advisory Board is operational and several ICT policies have been drafted or issued. In particular, the ICT procurement policy has been drafted with the aim to standardize ICT equipment, applications and services across the Organization and so achieve cost efficiency and effectiveness. Several concrete cost reductions have been achieved most notably through new contracts and redesign for mobile telephony (200 000 per biennium) and for the global telecommunications network (1 000 000 per biennium). To sustain these efforts in the longer term, functional reporting lines have also been defined to harmonize KM & ICT resources and work practices across the Secretariat.

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

Regular Programme ¹ : operational budget only		Extrabudgetary resources ¹	
Allocation 2012-2013: US\$ 2 437 332	Expenditures 2012-2013: US\$ 924 647	Allotment 2012-2013: US\$ 2 786 628	Expenditures 2012-2013: US\$ 2 450 342

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
ER 1: Cooperation increased with Member States, particularly through their Permanent Delegations to UNESCO and the established groups of Member States at UNESCO so that Permanent Delegations and Observers are well informed about UNESCO's activities through regular and sectoral thematic information meetings and a customized website.	PI: 24 Information meetings organised throughout the biennium, in collaboration with OGD and Programme Sectors	The Division has been directly involved in the organization of 45 DG's visit to Member States. 137 meetings with political leaders, government officials and Ambassadors/Permanent Delegates at UNESCO The amount and contents of communication between UNESCO and Member States 14 Information/Consultation Meetings This exchange of information with Member States will be further enhanced in this year of approval by the 37th General Conference of the next C/4 (2014-2021) and C/5 (2014-2017) 2 Orientation Seminars organized 34 new Ambassadors, Permanent Delegates benefitted the Orientation seminars The new dedicated website (unesco.int) for Member States has proved useful and data	ERI/MSO has continued its core function to maintain regular contacts with the Permanent Delegations of Member States by providing them, in particular, with advice and required information on UNESCO's activities in the context of bilateral and regional cooperation. The Division has closely followed the political and socio-economic developments in the region and provided UNESCO' senior management as well as programme sectors with appropriate recommendations, analysis and assistance. The efforts to improve communication lines with Permanent Delegates, the visibility of UNESCO activities and their transparency vis-à-vis our key stakeholders have been

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
		entry is done on a regular basis. ERI/MSO supported the cost of regular meetings of these groups, called "regional groups", in 2012, 34 meetings of regional groups were held	<p>pursued during the period considered. In this context a total of 14 Consultation/Information Meetings for Permanent Delegates have been organised in 2012 on priority issues of the C/4 and C/5, under the overall coordination of ERI. In addition, the DG also chaired Consultation meetings with Regional Groups (Group I, Group AFR, GRULAC).</p> <p>Within the framework of ERI's mandate to develop, strengthen and broaden relations with Member States and international organisations in the pursuit of the Organisation's activities, ERI is ensuring the broadest possible and most effective participation of Groups of Member States to all mechanisms of consultation and decision making. To that effect, ERI/MSO supports the cost of regular meetings of these groups, called "regional groups", in 2012 34 meetings of regional groups were held.</p> <p>During the period considered, ERI/MSO has organized 2 Orientation Seminars for newly appointed Permanent Delegates to UNESCO and have benefitted 34 new Ambassadors, Permanent Delegates and Representatives to UNESCO.</p>
ER 2: Director-General's official visits to Member States and Intergovernmental Organizations are organized more strategically in collaboration with the relevant Sectors and Services.	PI: Briefings harmonised and improved	DG's missions to Member States are planned with care in order to ensure proper regional balance and grouped whenever possible in order to be more cost effective. Naturally they depend largely on invitations received and suitability of dates for inviting government. The overall planning took into account major UN and intergovernmental conferences the DG needs to attend (eg. UNGA, ECOSOC, CEB sessions, WEF/Davos, RIO+20, COP12 Denmark, OIC ministerial meeting, SEGIB Iberoamerican Summit, OIF Summit/Kinshasa...) as well as the regional consultations of National Commissions on C/4 & C/5	<p>DG's missions to Member States are planned with care in order to ensure proper regional balance and grouped whenever possible in order to be more cost effective. Naturally they depend largely on invitations received and suitability of dates for inviting government. The overall planning took into account major UN and intergovernmental conferences the DG needs to attend (eg. UNGA, ECOSOC, CEB sessions, WEF/Davos, RIO+20, COP12 Denmark, OIC ministerial meeting, SEGIB Iberoamerican Summit, OIF Summit/Kinshasa...) as well as the regional consultations of National Commissions on C/4 & C/5</p> <p>The Division has been directly involved in the organization of 45 Director-General's visits to Member States and 137 meetings with government officials and Ambassadors/Permanent Delegates at UNESCO. These visits have represented good opportunity to boost the bilateral cooperation with concerned Member States, to mobilize support to UNESCO from governments and civil society representatives and to increase the Organization's visibility at the national levels.</p>
ER 3: UNESCO's involvement in the United Nations system enhanced, including through the coordination of substantive inputs to major International meetings and to United Nations documents and reports.	PI: Input coordinated with programme sectors and ODG B/b: Once/year/report	Priority attention has been given to the areas where UNESCO has been given a lead role by the UNSG: Global Education First Initiative and Science Policy Board for which DG will be Executive Secretary. UNESCO participated in the 1st session of the CEB hosted in Geneva on 13-14/04 by	Priority attention has been given to the areas where UNESCO has been given a lead role by the UNSG: Global Education First Initiative and Science Policy Board for which DG will be Executive Secretary.

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
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		WMO and ITU. The CEB fall session was shortened due to the hurricane Sandy and had to be organised by videoconference. The report of the CEB discussions and actions to be taken was disseminated within the SMT; UNESCO contributed to the UNSG's reports to the 65th UNGA: - report on "realizing the millenium development goals for persons with disabilities towards 2015 and beyond - report on activities in non-self-governing territories - necessity of ending the economic, commercial and financial embargo imposed by the USA against Cuba - contribution to the UNSG's reports to the substantive session of ECOSOC in the field of education, which was the main theme of the ECOSOC Annual Ministerial review.	UNESCO participated in the 1st session of the CEB hosted in geneva on 13-14/04 by WMO and ITU. The CEB fall session was shortened due to the hurricane Sandy and had to be organised by videoconference. The report of the CEB discussions and actions to be taken was disseminated within the SMT; UNESCO contributed to the UNSG's reports to the 65th UNGA: - report on "realizing the millenium development goals for persons with disabilities towards 2015 and beyond - report on activities in non-self-governing territories - necessity of ending the economic, commercial and financial embargo imposed by the USA against Cuba - contribution to the UNSG's reports to the substantive session of ECOSOC in the field of education, which was the main theme of the ECOSOC Annual Ministerial review.
ER 4: Cooperation with other specialized agencies and intergovernmental organizations developed, preparation and implementation of joint projects and monitoring of cooperation agreements strengthened.	PI: meetings co-organised with other entities	MoUs with different IGOs were prepared or signed in 2012 (European Commission (EC), ISESCO, CARICOM, IberoAmerican Youth Organization). An MoU was signed with the EC and Commissioner Piebalgs, European Commissioner for Development and Cooperation UNESCO was invited to the 9th session of the Islamic Conference of Information Minister (ICIM) in Libreville. DG also participated in the OIF Summit in Kinshasa (July) A new framework agreement reinforcing the longstanding was signed between UNESCO & ISESCO on 5 June 2012, through carrying out a more focused programme of cooperation in the form of extrabudgetary projects. Some 20 projects were finally retained for funding by ISESCO under the extrabudgetary format (FIT). Similarly, a new plan of cooperation will be prepared with ALECSO following the election last December of a new Director-General who intends to reform that regional organization in depth.	MoUs with different IGOs were prepared or signed in 2012 (European Commission (EC), ISESCO, CARICOM, IberoAmerican Youth Organization). An MoU was signed with the EC and Commissioner Piebalgs, European Commissioner for Development and Cooperation UNESCO was invited to the 9th session of the Islamic Conference of Information Minister (ICIM) in Libreville. DG also participated in the OIF Summit in Kinshasa (July) A new framework agreement reinforcing the longstanding was signed between UNESCO & ISESCO on 5 June 2012, through carrying out a more focused programme of cooperation in the form of extrabudgetary projects. Some 20 projects were finally retained for funding by ISESCO under the extrabudgetary format (FIT). Similarly, a new plan of cooperation will be prepared with ALECSO following the election last December of a new Director-General who intends to reform that regional organization in depth.
ER 5: Effective contribution of National Commissions and related networks to the preparation, implementation and evaluation of UNESCO's programmes secured, through an active involvement of National Commissions for the mobilization of UNESCO partners and for the visibility of UNESCO and for partnerships with Parliamentarians, UNESCO Clubs movement, cities and local authorities.	PI: REgional and Subregional consultations of National Commissions on the preparation of the draft 37 C/5 as well as regional conference of National Commissions	Five regional consultations of the Director-General with Member States and National Commissions on the preparation of the Draft Medium-Term Strategy for 2014-2021 (37 C/4) and the Draft Programme and Budget for 2012-2013 (37 C/5) were successfully organized in June and September 2012, with the generous support of the host countries (Cote d'Ivoire, Viet Nam, Slovakia, Uruguay and Oman) and in the presence of 154 Member States, Associate Members and their National Commissions. The Director-General attended the Consultations in Abidjan and Montevideo. The recommendations on UNESCO's future priorities were adopted and submitted to the 190th session of the Executive Board. These recommendations were largely taken into account by the DG while formulating her preliminary proposals on the draft 37 C/4 and the draft 37 C/5.	Final reports and recommendations on future action and priorities of UNESCO adopted for consideration of the Executive Board and the Director-General. Recommendations on the enhancement of cooperation with UNESCO formulated and submitted for the consideration of the Executive Board and the Director-General Five regional consultations of the Director-General with Member States and National Commissions on the preparation of the Draft Medium-Term Strategy for 2014-2021 (37 C/4) and the Draft Programme and Budget for 2012-2013 (37 C/5) were successfully organized in June and September 2012, with the generous support of the host countries (Cote d'Ivoire, Viet Nam, Slovakia, Uruguay and Oman) and in the presence of 154 Member States, Associate Members and their National Commissions. The

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
	PI: Number of meetings of the informal Tripartite Working Group (TWG)	According to 189 EX/Decision 16, discussions were held during the regional consultations on the remit and terms of reference of the tripartite working group for the follow-up of the IOS review on UNESCO's cooperation with National Commissions. Following the adoption of the Executive Board decision on this subject (190 EX/Decision 37), the 1st meeting of the open-ended tripartite working group was held on 19 October 2012 at UNESCO HQ, in which 98 Member States, including 35 National Commissions and 85 Permanent Delegations as well as the Secretariat participated. As a follow-up to the first meeting of the group, an e-Forum was launched on 21 November 2012. This online platform has been designed as a working space to collect proposals for the Action Plan to be submitted to the Executive Board at its 191st session in April 2013.	<p>Director-General attended the Consultations in Abidjan and Montevideo. The recommendations on UNESCO's future priorities were adopted and submitted to the 190th session of the Executive Board. These recommendations were largely taken into account by the DG while formulating her preliminary proposals on the draft 37 C/4 and the draft 37 C/5.</p> <p>According to 189 EX/Decision 16, discussions were held during the regional consultations on the remit and terms of reference of the tripartite working group for the follow-up of the IOS review on UNESCO's cooperation with National Commissions. Following the adoption of the Executive Board decision on this subject (190 EX/Decision 37), the 1st meeting of the open-ended tripartite working group was held on 19 October 2012 at UNESCO HQ, in which 98 Member States, including 35 National Commissions and 85 Permanent Delegations as well as the Secretariat participated. As a follow-up to the first meeting of the group, an e-Forum was launched on 21 November 2012. This online platform has been designed as a working space to collect proposals for the Action Plan to be submitted to the Executive Board at its 191st session in April 2013.</p>
ER 6: Cooperation between National Commissions and UNESCO field networks encouraged within the United Nations common country programming and annual reporting on the cooperation with National Commissions, using, inter alia, information provided by the latter on the impact of their activities, mobilization of partners and/or funds, and programmatic contribution.	PI: Training and information seminars for new Secretaries-General NatComs improved	Several training workshops and seminars were held in 2012 with the support of the German and Korean partners. They include the capacity-building workshop for the East African National Commissions held from 22 to 24 October in Bujumbura, Burundi, the sub-regional seminar for National Commissions of Southern Africa region taking place from 6 to 8 November 2012 in Windhoek, Namibia and the training seminar for Central Asian National Commissions organized from 3 to 5 December 2012 in Bishkek, Kyrgyzstan, the video conference training session for members of the El Salvador National Commission on 13 November 2012. In addition, 12 issues of the electronic monthly letters were produced and news from for National Commissions were regularly posted on UNESCO's websites for larger information and publicity. These training events and information materials helped National Commissions to enhance working capacities, increase visibility and promote best practices.	<p>Information provided by National Commissions on the cooperation with field offices, including impact of their activities, mobilization of partners and programmatic contribution .</p> <p>Several training workshops and seminars were held in 2012 with the support of the German and Korean partners. They include the capacity-building workshop for the East African National Commissions held from 22 to 24 October in Bujumbura, Burundi, the sub-regional seminar for National Commissions of Southern Africa region taking place from 6 to 8 November 2012 in Windhoek, Namibia and the training seminar for Central Asian National Commissions organized from 3 to 5 December 2012 in Bishkek, Kyrgyzstan, the video conference training session for members of the El Salvador National Commission on 13 November 2012. In addition, 12 issues of the electronic monthly letters were produced and news from for National Commissions were regularly posted on UNESCO's websites for larger information and publicity. These training events and information materials helped National Commissions to enhance working capacities, increase visibility and promote best practices.</p>
	PI: consultation and interface with NatComs increased	Representatives of National Commissions and Directors of field offices met and exchanged views and informations during the regional consultations on 37 C/4 and 37 C/5. In addition, consultations among these two networks were held regularly at cluster level. These meetings and consultations facilitated their interface and working together to associate and mobilize vast partners and stakeholders	<p>Representatives of National Commissions and Directors of field offices met and exchanged views and informations during the regional consultations on 37 C/4 and 37 C/5. In addition, consultations among these two networks were held regularly at cluster level. These meetings and</p>

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
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			consultations facilitated their interface and working together to associate and mobilize vast partners and stakeholders
ER 7: Statutory framework for cooperation with NGOs and foundations improved and simplified	PI: Reclassification of NGOs in the application of the new Directives	All UNESCO's NGO partners were reclassified according to the two new partnership categories defined in the Directives (63 in association and 284 in consultation). The reclassification was submitted to the Executive Board at its 189th session. A more rigorous and transparent process of evaluation of new requests for admission has been put in place, as well as an online form prepared and made available together with extensive information on how to become an NGO in official partnership with UNESCO. The reclassification process resulted in a greater geographic diversification in the group of NGOs in associate status, with at least one NGO based in each region. Similarly, among NGOs recently admitted to official partnership, there is at least one per region.	All UNESCO's NGO partners were reclassified according to the two new partnership categories defined in the Directives (63 in association and 284 in consultation). The reclassification was submitted to the Executive Board at its 189th session. A more rigorous and transparent process of evaluation of new requests for admission has been put in place, as well as an online form prepared and made available together with extensive information on how to become an NGO in official partnership with UNESCO. The reclassification process resulted in a greater geographic diversification in the group of NGOs in associate status, with at least one NGO based in each region. Similarly, among NGOs recently admitted to official partnership, there is at least one per region.
	PI: Geographic representation and diversity of NGO partners widened	In addition, in accordance with the new Directives, among the 10 organizations elected to the Liaison Committee at the International Conference of NGOs (12-14 December 2012), there are currently, for the first time, NGOs representing different regions of the world (5 out of the 6 defined by UNESCO).	In addition, in accordance with the new Directives, among the 10 organizations elected to the Liaison Committee at the International Conference of NGOs (12-14 December 2012), there are currently, for the first time, NGOs representing different regions of the world (5 out of the 6 defined by UNESCO).
	PI: Improved database with better research and reporting functions and updated information on NGOs, mapping with their branches and members at national and regional levels	The database has regularly been updated. However, no specific action has been undertaken in this respect during the period considered.	The database has regularly been updated. However, no specific action has been undertaken in this respect during the period considered.
ER 8: Participation of non-governmental partners in the work of the governing bodies strengthened.	PI: Consultation with NGOs for the draft £& C/5 reinforced and rationalized	All UNESCO's NGO partners were invited to contribute individually to the consultation on next C/4 and C/5 by answering to the questionnaires prepared to this effect. An information meeting for NGOs was organized in cooperation between ERI and BSP to provide guidance to NGOs on the process of elaboration of the C/4 and C/5. The meeting was broadcasted live over the Internet, and measures were taken to enable those NGO representatives who could not attend to ask electronically questions in advance, as well as live during the meeting. Finally, at the International Conference of NGOs (12-14 December 2012) NGOs had the opportunity to discuss the preliminary proposals of the Director-General on C/4 and C/5 and approved a final collective contribution to the elaboration of these documents, which was submitted to DG and will be presented at the 191st session of the Executive Board.	All UNESCO's NGO partners were invited to contribute individually to the consultation on next C/4 and C/5 by answering to the questionnaires prepared to this effect. An information meeting for NGOs was organized in cooperation between ERI and BSP to provide guidance to NGOs on the process of elaboration of the C/4 and C/5. The meeting was broadcasted live over the Internet, and measures were taken to enable those NGO representatives who could not attend to ask electronically questions in advance, as well as live during the meeting. Finally, at the International Conference of NGOs (12-14 December 2012) NGOs had the opportunity to discuss the preliminary proposals of the Director-General on C/4 and C/5 and approved a final collective contribution to the elaboration of these documents, which was submitted to DG and will be presented at the 191st session of the Executive Board.
	PI: Strengthened cooperation with the NGO-UNESCO Liaison Committee	The NGO-UNESCO Liaison Committee and the Secretariat worked closely to revise the International Conference's Rules of Procedure (in order to integrate new provisions foreseen by the new Directives), which were adopted at the 2012 Conference. The NGO-UNESCO Liaison Committee and the Secretariat worked also closely to organize the International Conference of NGOs held from 12 to 14	The NGO-UNESCO Liaison Committee and the Secretariat worked closely to revise the International Conference's Rules of Procedure (in order to integrate new provisions foreseen by the new Directives), which were adopted at the 2012 Conference.

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	Programmed	Attained	
		December 2012. The success of the Conference is also the result of a renewed dialogue and of the tireless efforts that the Secretariat and the Liaison Committee have made to give a new visibility to this partnership. The Secretariat was also involved in a number of other initiatives, such as the meeting on Rio+20 organized by the Joint Programmatic Commission on Education for Sustainable Development (March 2012) or the NGOs Day on Early Childhood Care and Education: Seeds for the Future as part of the Global Action Week for Education for All (April 2012) .	The NGO-UNESCO Liaison Committee and the Secretariat worked also closely to organize the International Conference of NGOs held from 12 to 14 December 2012. The success of the Conference is also the result of a renewed dialogue and of the tireless efforts that the Secretariat and the Liaison Committee have made to give a new visibility to this partnership. The Secretariat was also involved in a number of other initiatives, such as the meeting on Rio+20 organized by the Joint Programmatic Commission on Education for Sustainable Development (March 2012) or the NGOs Day on Early Childhood Care and Education: Seeds for the Future as part of the Global Action Week for Education for All (April 2012) .
	PI: Collective consultations with NGOs to the meetings and conferences of UNESCO strengthened	A regular written monthly communication specifically targeting NGOs was initiated aiming at sharing information on major UNESCO activities and events and better involving NGOs in their elaboration and implementation. As an example, NGOs were involved in the event organized by UNESCO on the occasion of the International Day of Persons with Disabilities on 3 December. A working session was devoted to NGOs' action and activities in this field with the participation of several NGOs. A forum on the website www.unesco.int is specifically devoted to NGOs activities, publications and any other relevant information concerning partner organizations. Other specific cooperation between UNESCO and NGO partners at programme implementation level are reported at sectoral level in doc. EX/4 (ex. the CCNGO on EFA met in October 2012).	A regular written monthly communication specifically targeting NGOs was initiated aiming at sharing information on major UNESCO activities and events and better involving NGOs in their elaboration and implementation. As an example, NGOs were involved in the event organized by UNESCO on the occasion of the International Day of Persons with Disabilities on 3 December. A working session was devoted to NGOs' action and activities in this field with the participation of several NGOs. A forum on the website www.unesco.int is specifically devoted to NGOs activities, publications and any other relevant information concerning partner organizations. Other specific cooperation between UNESCO and NGO partners at programme implementation level are reported at sectoral level in doc. EX/4 (ex. the CCNGO on EFA met in October 2012).
ER 9: Resulting from the communication plan, the public at large has access to and consults information about UNESCO's programme priorities which contribute to enhanced public awareness of the Organization's mandate and action.	PI: Publication Plan produced in cooperation with Programme Sectors and DG	Media coverage was on target: 190,000 articles were monitored in world media. 30% in Asia, 26% in Europe, 22% in North America, 8% in the Middle East, 5% in Latin America, 4% in Asia/Pacific/Oceania and 2% in Africa. The section placed 25 op-eds by the Director-General in top tier media including The New York Times (USA), Le Monde (France), The Guardian (UK), Al Hayat (Saudi Arabia) and O Globo (Brazil). Audiovisual production from 1 July to 31 December: 66 b-rolls; 24 video clips; 111 video interviews; 38 video messages from the DG/ADGs; 4 radio interviews. Photos: 103 events photographed at Headquarters. Video coverage: 28 events. The 24 videos were produced for UNESCO's YouTube channel and website were viewed 16127 times. Video interviews seen 8 907 times. 4 039 photos were distributed; 103 events photographed. The B-rolls were downloaded by news outlets 229 times.	Media coverage was on target: 190,000 articles were monitored in world media. 30% in Asia, 26% in Europe, 22% in North America, 8% in the Middle East, 5% in Latin America, 4% in Asia/Pacific/Oceania and 2% in Africa. The section placed 25 op-eds by the Director-General in top tier media including The New York Times (USA), Le Monde (France), The Guardian (UK), Al Hayat (Saudi Arabia) and O Globo (Brazil). Audiovisual production from 1 July to 31 December: 66 b-rolls; 24 video clips; 111 video interviews; 38 video messages from the DG/ADGs; 4 radio interviews. Photos: 103 events photographed at Headquarters. Video coverage: 28 events. The 24 videos were produced for UNESCO's YouTube channel and website were viewed 16127 times. Video interviews seen 8 907 times. 4 039 photos were distributed; 103 events photographed.

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	Programmed	Attained	
			The B-rolls were downloaded by news outlets 229 times.
ER 10: UNESCO's activities and priorities given increased and more positive coverage in leading national and international media outlets including a better knowledge of UNESCO's image in the media and partnerships established with major news organizations.	<p>PI: Number of articles about or referring to UNESCO in print, on-line and broadcast media increased</p> <p>B/b: 200 000 articles annually</p>	Media coverage was on target: 190,000 articles were monitored in world media. 30% in Asia, 26% in Europe, 22% in North America, 8% in the Middle East, 5% in Latin America, 4% in Asia/Pacific/Oceania and 2% in Africa. The section placed 25 op-eds by the Director-General in top tier media including The New York Times (USA), Le Monde (France), The Guardian (UK), Al Hayat (Saudi Arabia) and O Globo (Brazil)	<p>Media coverage was on target: 190,000 articles were monitored in world media. 30% in Asia, 26% in Europe, 22% in North America, 8% in the Middle East, 5% in Latin America, 4% in Asia/Pacific/Oceania and 2% in Africa.</p> <p>The section placed 25 op-eds by the Director-General in top tier media including The New York Times (USA), Le Monde (France), The Guardian (UK), Al Hayat (Saudi Arabia) and O Globo (Brazil)</p>
ER 11: Enhanced visibility of UNESCO through increased use of UNESCO's audiovisual materials - including videos and photos by media networks, television and other multimedia information sources.	<p>PI: Presence of UNESCO in news media increased: image ameliorated</p> <p>B/b: increase Number of videos and photos published in 2010-2011</p>	Audiovisual production from 1 July to 31 December: 66 b-rolls; 24 video clips; 111 video interviews; 38 video messages from the DG/ADGs; 4 radio interviews. Photos: 103 events photographed at Headquarters. Video coverage: 28 events. The 24 videos were produced for UNESCO's YouTube channel and website were viewed 16127 times. Video interviews seen 8 907 times. 4 039 photos were distributed; 103 events photographed. The B-rolls were downloaded by news outlets 229 times.	<p>Audiovisual production from 1 July to 31 December: 66 b-rolls; 24 video clips; 111 video interviews; 38 video messages from the DG/ADGs; 4 radio interviews. Photos: 103 events photographed at Headquarters. Video coverage: 28 events.</p> <p>The 24 videos were produced for UNESCO's YouTube channel and website were viewed 16127 times. Video interviews seen 8 907 times.</p> <p>4 039 photos were distributed; 103 events photographed. The B-rolls were downloaded by news outlets 229 times.</p>
ER 12: Visibility of UNESCO enhanced internationally (image and recognition) through the organization of corporate and cultural events based on extended partnerships with governments, the civil society, the private sector and the media and through a more coherent strategy for governing UNESCO Prizes.	<p>PI: Number and quality of special events, tours and other engagements that open both UNESCO's Paris headquarters and its offices in other countries to the general public, promoting the mission and mandate of the Organization to civil society</p> <p>B/b: benchmark will be the number and quality of special events at the end of 2011</p>	75 exhibitions and 70 cultural or corporate events were delivered by ERI/DPI/SPE - a 32% increase from 2011. For events, 1/3 were corporate in nature, serving the Sectors and major programmes. 7 were opportunities identified for Sectors by SPE. 22 Delegations were assisted with events and 24 Delegations were helped to organize exhibitions in 2012. They were satisfied by the service and pleased with the increased promotion provided.	<p>75 exhibitions and 70 cultural or corporate events were delivered by ERI/DPI/SPE - a 32% increase from 2011.</p> <p>For events, 1/3 were corporate in nature, serving the Sectors and major programmes. 7 were opportunities identified for Sectors by SPE.</p> <p>22 Delegations were assisted with events and 24 Delegations were helped to organize exhibitions in 2012. They were satisfied by the service and pleased with the increased promotion provided.</p> <p>For the Secretariat, SPE provided full management of each event - a service that was appreciated.</p> <p>Social networking was added to the existing communication channels. Public attendance was satisfactory, with an effort to open UNESCO to new audiences and a younger public. The profile of events was more youth-oriented - the House opened up significantly to schools and universities in particular.</p>
ER 13: Publications programme enhanced and a coherent set of communication materials prepared and distributed by Sectors and Services and UNESCO branding and merchandizing capacities improved, with a better evaluation of the impact of UNESCO's name and logo and an improved strategy for their use.	<p>PI: Number, quality and relevance of publications in both traditional print media and online enhanced by reinforcing their focus on programme priorities. UNESCO's visibility through partnerships and institutional networks ensured by its graphic identity and branding.</p> <p>B/b: benchmark will be set by the Publications Board.</p>	For 2012, 146 proposals were presented to the Publications Board. 35 publications were translated against a benchmark of 25. 2.1 million downloads of published material were recorded against a target of 1.2 million. The Courier was not distributed due to financial restraints. Press conferences for published material were not measured. - Regarding branding: Guidelines on Use of UNESCO Name & Logo were elaborated. - Logo use: There were 191 patronage requests in 2012 compared with 179 in 2011. - Regarding the increased use of guidelines and tools: Operational	For 2012, 146 proposals were presented to the Publications Board. 35 publications were translated against a benchmark of 25. 2.1 million downloads of published material were recorded against a target of 1.2 million. The Courier was not distributed due to financial restraints. Press conferences for published material were not measured. - Regarding branding: Guidelines on Use of UNESCO Name & Logo were elaborated. - Logo use: There were 191 patronage requests in 2012 compared with 179 in 2011.

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	Programmed	Attained	
		guidelines were written for 3 CLT conventions, for national commissions and for NGOs. - Regarding diversification of merchandize product range and sales modalities: 10-15 objects added to the previous list.	- Regarding the increased use of guidelines and tools: Operational guidelines were written for 3 CLT conventions, for national commissions and for NGOs. - Regarding diversification of merchandize product range and sales modalities: 10-15 objects added to the previous list.
ER 14: Dissemination of knowledge and information facilitated via the integrated web content management platform.	<p>PI: 1 New web content management platform deployed and numerous unlinked current systems phased out 2 Increase in our global audience of online users and followers Measures of likes, linkbacks, friends, followers, et al as provided by GoogleAnalytics, Facebook, Weibo, Twitter, YouTube, Fotopedia, et al. 3 Increase in the quantity, quality and multilingualism of news, events, and activities posted Log of produced content in each area and in each language provided by Web CMS Implementation of new web communication products. Most web communication products available in all 6 languages.</p> <p>B/b: The final version of the new web content management platform in place. Protocol for the handling of the unlinked content in place. Accomplishment of a significant growth in UNESCO Social media channels and improved ranking compared to other agencies in the UN system. Extension of the Social media channels used by UNESCO. Implementation of new web communication products. Most web communication products available in all 6 languages.</p>	<p>The Beta version of the new web content management platform has been launched early October 2012 offering the premises of a website better structured and related to the other web entities, such as UNESCO.int, sharing the same technology, and more tightened to social media. Within the entire UN system (including funds & programs), UNESCO ranks 9th after the UNICEF, UN, UNHCR, WFP, WHO, UNWomen, IMF & UNDP in this order. Arabic, Russian & Spanish social media are the most developed among all specialized agencies, and among the top 5 within the entire UN system. two new web communication products have been implemented to increase the quality and visibility of our content management activities: 1) International Day pages, available in all 6 languages, illustrating UNESCO's position & activities for all International Days involving the Organization. These pages are viewed thousands of times, drive social media traffic & engagement, and are a reference within the UN system; 2) New feature story strategy, available in all 6 languages, that helps UNESCO's programs and activities being more accessible to the general public. A special effort is made for the new content to be available in all 6 languages and part of the existing content of great priority to the Organization is being translated into other official languages.</p>	<p>The Beta version of the new web content management platform has been launched early October 2012 offering the premises of a website better structured and related to the other web entities, such as UNESCO.int, sharing the same technology, and more tightened to social media. The work to put in place the final version of the new web content management platform is in progress.</p> <p>A working group has been established in order to handle the protocol of the unlinked content.</p> <p>UNESCO's Google Plus & Weibo accounts are the 2nd biggest in the entire UN system with 160K & 140K followers, respectively.</p> <p>UNESCO Youtube videos have been seen 5.6 million times, thus ranking 3rd in the entire UN system for video views after UNICEF & the United Nations HQ.</p> <p>The English language versions of Facebook & Twitter have 88900 likes, and 74200 followers. They are the 3rd biggest accounts among all specialized agencies (excluding funds & programs) of the United Nations, after the World Health Organization and the IMF.</p> <p>Within the entire UN system (including funds & programs), UNESCO ranks 9th after the UNICEF, UN, UNHCR, WFP, WHO, UNWomen, IMF & UNDP in this order.</p> <p>Arabic, Russian & Spanish social media are the most developed among all specialized agencies, and among the top 5 within the entire UN system.</p> <p>In addition to the usual editorial activities, two new web communication products have been implemented to increase the quality and visibility of our content management activities: 1) International Day pages, available in all 6 languages, illustrating UNESCO's position & activities for all International Days involving the Organization. These pages are viewed thousands of times, drive social media traffic & engagement, and are a reference within the UN system; 2) New feature story strategy, available in all 6 languages, that helps UNESCO's programs and activities being more accessible to the general public.</p>

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			A special effort is made for the new content to be available in all 6 languages and part of the existing content of great priority to the Organization is being translated into other official languages (e.g. Innovative solutions for the translation of UNESCO web content into Chinese allowed for the Education sector's portal to be entirely available in Chinese).

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

En raison de la situation financière de l'Organisation, il y a eu une meilleure répartition des rôles et des tâches. Le Secteur a également contribué à renforcer la Priorité Afrique en détachant deux membres du personnel au sein du Département Afrique.

Depuis la mise en place du Publications Board, il a y a eu plus de rationalisation dans les publications.

Part II.C. Chapter 1. Participation Programme

Regular Programme ¹ : operational budget only		Extrabudgetary resources ¹	
Allocation 2012-2013: US\$ 12 055 000	Expenditures 2012-2013: US\$ 5 977 438	Allotment 2012-2013: US\$ 0	Expenditures 2012-2013: US\$ 0

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
Formulation, evaluation and follow-up of requests improved in such a way as to enhance complementarity between the activities planned as part of the Programme and Budget and those supported under the Participation Programme, ensuring conformity with the major priorities of the Medium-Term Strategy (C/4) and the Programme and Budget (C/5)	<p>PI: 1. Ensure active communication with Member States with a view to ensuring better formulation of PP projects. 2. Send the 30 reference points to Member States to streamline the submission process. 3. Speed up the approval process in convening more frequently the Intersectoral Committee for the Participation Programme mission.</p> <p>B/b: ensure a constructive communication with Member States in order to help them in preparing and presenting their PP requests</p>	<p>The Section PPE continued its day by day contact with both the Permanent Delegations and Natcoms in informing & guiding them throughout the following stages of the PP process and notably the preparation and submission of the required financial and evaluation reports for PP projects approved and paid throughout the previous biennia.</p>	<p><u>Challenges/Lessons Learned:</u></p> <p>The Section PPE has been in regular contact with both the Permanent Delegations and Natcoms as well as with INGOs in informing & guiding them throughout the second phase of the PP process and particularly the preparation and submission of the financial and evaluation reports. An intensive consultation was ensured with the concerned Member States and BFM in order to clarify and resolve a number of financial reports which were badly prepared or incorrectly presented.</p> <p>More efforts were made in order to improve the evaluation of PP requests in guiding the Programme sectors and Field Offices. Moreover, our efforts were aimed at speeding up the discussion of the PP requests by the Intersectoral Committee on the Participation Programme. Consequently this Committee held 4 meetings (5 July, 5 September, 14 September, 29 and 30 November) to consider and recommend a significant number of PP requests to the DG for her final approval.</p> <p>As of 21 December, the DG has approved 378 requests for the total amount of \$8 091 278, including the Emergency assistance, which represents 67% of the global budget allocated for the Participation Programme for 2012-2013..</p> <p>The current approval rate (67%), which is higher than those of previous biennia, is the result of concerted efforts to further optimize the Secretariat's request handling process. However, the expenditure rate of 48% is due primarily to the fact that the Secretariat has only been able to pay the approved funds to beneficiary countries having provided up-to-date financial and evaluation reports for all of the funds paid to these Member States for projects carried out before 31 December 2011. It must be noted, however, that the Secretariat was still receiving reports in November/December (the required deadline being 30 April), which further delays the payment of the funds approved for 2012-2013 by the Committee in the past six months.</p>

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
Implementation of adjustable strategies to meet the special and urgent needs of some groups of countries with common characteristics improved	<p>PI: 1. Special attention and priority to be given to Africa, LDCs, SIDS, developing countries, post-conflict & post-disaster countries, middle income countries & countries in transition. 2. Ensure better coordination with PCPD Platform prior to the approval of Emergency Assistance requests.</p> <p>B/b: ensure an equitable balance in PP funds distribution in taking into account the economic development indicators (annual GDP per capita)</p>	Throughout its four meetings the Intersectoral Committee on the Participation Programme has taken into account the priority groups of countries defined by the governing bodies, especially the activities in favour of Africa, LDC's, SIDS, developing countries, post-conflict & post-disaster countries, middle income countries & countries in transition. A regular consultation was maintained with PCPD Platform in coordinating the treatment of Emergency assistance requests and prior to their approval by the DG.	<p><u>Challenges/Lessons Learned:</u></p> <p>Taking into account the DG's CL and in particular the priorities defined by the governing bodies, especially the relations with the major programmes, the activities in favour of Africa, LDC's, SIDS, post-conflict countries, women and youth, the Intersectoral Committee on the Participation Programme at its discussions gave priority exclusively to the above priorities and target groups of countries.</p> <p>In this context, during its four meetings the Committee has recommended to DG's final approval 251 requests of which 35 from Africa, 27 requests from SIDS countries and 189 from LDCs, developing countries, post conflict and post-disaster countries, middle income countries and countries in transition. More efforts were made in coordinating the presentation of these requests to the Committee in close cooperation with Permanent Delegations, Natcoms, PP Focal points within Programme Sectors, Field Offices and PCPD Platform.</p> <p>The DG has approved some 10 Emergency assistance requests for a total amount of \$321 820 of which 5 requests for African countries.</p>
Participation Programme impact and accountability mechanisms strengthened through enhanced information and communication with Member States at all stages of Programme execution	<p>PI: 1. Ensure detailed presentations on the PP principles and procedures during the information seminars for recently-appointed Secretaries-General of National Commissions in Paris and in the field. 2. Liaise with programme sectors to ensure rapid & substantive analysis of the received evaluation reports. 3. Provide relevant information & advice to Member States to better prepare their financial reports.</p> <p>B/b: improvement of the quality of the financial and evaluation reports</p>	In September/October, ADG/ERI presented the PP highlights in Montevideo and Muscat on the occasion of DG's regional consultations on documents 37 C/5 and 37 C/4. for LAC and ARB countries. These presentations were appreciated by the participants. Special efforts were made to coordinate the validation of the financial reports by BFM and the evaluation reports with the Programme sectors. A series of meetings were held between PPE and BFM to optimize this important process. PPE Section has provided constantly Member States and INGOs with the required information and advice on the best way to prepare their financial reports. On 9 October ADG/ERI raised the PP relevant issues particularly on the Natcom capacities requests at the meeting with Natcoms and reassured them that these requests would be discussed by the Intersectoral Committee in November.	<p><u>Challenges/Lessons Learned:</u></p> <p>It is worth stressing that the Secretariat was still receiving financial and evaluation reports in November/December (the required deadline being 30 April), which further delayed the payment of the funds approved for 2012-2013 by the DG in the past six months. In this context, it became clear that more efforts should be made in order to further explain the PP rules and regulations, particularly the financial and evaluation reports requirements to Member States. Some of them submitted financial reports in which fund allocations were not fully consistent with those initially approved. Moreover, many reports were not dated and stamped, and the names and titles of the signatories were often not provided. In this respect, a series of substantial presentations on the PP highlights were ensured by the Secretariat on the occasion of the regional consultations on 37 C/4 and 37 C/5 as well as on other recent meetings with Natcoms.</p> <p>Special efforts were made to coordinate the submission and validation of the financial reports in close contact with Member States and BFM. A series of meetings were held between PPE and BFM to optimize this important process in order to facilitate the release of the approved funds for 2012-2013.</p>

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
			<p>Throughout the concerned period, substantial presentations and discussions on the PP highlights, rules and regulations were made on the occasion of DG's regional consultations on documents 37 C/5 and 37 C/4 for ARB and LAC Member States. In addition, the ADG/ERI raised the PP specific issues particularly the PP requests aimed at strengthening the Natcom capacities as well as the quality of the financial and evaluation reports. In early December PowerPoint presentations on the PP were provided at sub regional meetings of a number of APA Natcoms. All these presentations were appreciated by the participants as well-timed and useful.</p> <p>PPE Section has provided constantly Member States and INGOs with the required information and advice on the best way to prepare their financial reports.</p>

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

Taking into account the reduction of the PP budget appropriation, we have privileged communicating the official approval of funds letters to Member States and INGOs exclusively by e-mail which reduces the cost of the sending for the same impact/result.

Part II.C. Chapter 2. Fellowships Programme

Regular Programme ¹ : operational budget only		Extrabudgetary resources ¹	
Allocation 2012-2013: US\$ 676 083	Expenditures 2012-2013: US\$ 314 497	Allotment 2012-2013: US\$ 1 565 617	Expenditures 2012-2013: US\$ 1 019 700

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
National capacities enhanced in areas of UNESCO's programme priorities	<p>PI: Dispatch of Announcement Letters to the National Commissions of beneficiary Member States requesting them to submit candidatures according to definite criteria and conditions.</p> <p>B/b: The extrabudgetary contributions in cash and in-kind ensures sustainability of the fellowships activities to achieve the expected results.</p>	In 2012, 262 fellowships have been awarded under Co-Sponsored (cost sharing) and extrabudgetary programmes for a total budget of US\$ 3,750,593 to which the contribution of the Regular Programme amounts to US\$ 308,017 while the extrabudgetat contribution (both in cash and in-kind) amounts to US\$ 3,442,576. Some of the fellowships awardrd in 2012 are still on-going and it is planned that more fellowships will be awarded in 2013.	<p>As planned, the cost-sharing agreements with donors will be respected to fund fellowships in priority areas of UNESCO Programme, in addition to fellowships programmes entirely funded by extrabudgetary resources. The outputs, results achieved, challenges and lessons learnt will be assessed at the end of the biennium since these programmes are planned for the whole biennium.</p> <p>These programmes are cost effective and efficient because the contribution of UNESCO for the Co-Sponsored programmes is limited to paying international travel to host academic institutions on most economic and direct flights while donors pay the remaining costs of studies and training. The extrabudgetary programmes are closely monitored and payments are linked to submission of progress and final reports co-signed with the academic supervisors.</p>
Fellowship beneficiaries empowered in programme	PI: Registration of submitted candidatures in SISTER and selection	Fellowships are duly monitored in SISTER and the granted amounts of money are paid in instalments contingent to submission of progress and	The planned programmes are smoothly progressing. The results yet achieved are part of the programmes budgeted for the whole 2012-2013

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
priority areas through sharing of knowledge and upgrading of skills at graduate and post graduate levels	by Programme Sectors B/b: Payments will be used to ensure implementation monitoring.	final reports co-signed with the academic supervisors, to ensure the implementation of the approved study/research programmes.	biennium. It is expected that these programmes will achieve the expected results by the end of the biennium. The total budget under Co-Sponsored and extrabudgetary programmes for the whole biennium will amount to US\$ 8,739,190 to which the contribution of the Regular Programme is limited to US\$ 676,083.
Thematic areas aligned to strategic programme objectives and biennial sectoral priorities	PI: monitoring and submission of progress and final reports and evaluation of the results achieved. B/b: Submission of progress and final reports is a means of success of implementation monitoring.	The money granted is paid in instalments linked, as a condition, to submission of progress and final reports, to ensure full implementation of approved study/research programmes. The failure in fellow's compliance with the conditions stipulated in the Award, Letter which represents a contract signed by UNESCO and accepted by the fellow, entails partial or total refund of the somme paid by the Organization.	As expected, fellowships contributed to the capacity development in developing countries, especially in least developed countries. Until now, awarded fellowships contribute to the implementation of UNESCO Programme and to funding capacity development in areas closely related to the priorities of the Organization's Programme.
Cost-effectiveness/efficiency measures for this Main Line of Action			
Cost effective measure have been taken, through travel on most economic and direct flights, economy measure in using papers, mail, freight, telephone, fax, etc..			

Part I.A. Governing Bodies

Regular Programme ¹ : operational budget only		Extrabudgetary resources ¹	
Allocation 2012-2013: US\$ 8 298 064	Expenditures 2012-2013: US\$ 2 472 351	Allotment 2012-2013: US\$ 0	Expenditures 2012-2013: US\$ 0

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
Cost effectiveness of the Governing Bodies improved	PI: Budget expenditures contained and outstanding running deficit absorbed B/b: expenditure from previous years' equivalent sessions	Careful management particularly on documentation has meant that the budget over run in relation to the cash flow shortage target has been reduced from an estimated US\$ 2 million at beginning 2012 to US\$ 100,000 in the Workplans revision end-2012. Excellent and most satisfactory progress.	Careful management particularly on documentation has meant that the budget over run in relation to the cash flow shortage target has been reduced from an estimated US\$ 2 million at beginning 2012 to US\$ 100,000 in the Workplans revision end-2012. Excellent and most satisfactory progress.
	PI: Costs previously under Part III (ADM/CLD) amounting to some \$200,000, for temporary assistance relating to translation, absorbed (for the EXB) B/b: previous budget records	Done fully.	
	PI: New more cost-efficient methodologies for record-keeping explored B/b: na	Cash flow shortage has put this on hold.	
	PI: Further progress achieved toward reducing paper consumption in Governing Body meetings B/b: previous trends	Progress in terms of size of print runs has slowed because we have reached a limit, but reductions achieved through careful control of document length. For example, Executive Board pre session documentation for the 190th session was down to 800 pages from a previous average of over 1200. Excellent progress.	
Services to Members States optimized	PI: Documentation quality maintained while volume reduced by 5% (for the GC) and 10% (for the EXB) B/b: na	Done. Volume reduced by much more. For example, pre session documentation for 190th session of Board down by over 30% compared to equivalent session in previous biennium (800 pages instead of 1200).	Satisfactory progress. In a time of financial constraint, the Governing Bodies have also bowed to the necessities of economy while maintaining quality of service. The expected budget deficit, in terms of the current allocations under the cash flow shortfall context, has been reduced from US\$ 2 million to US\$ 100,000. This is partly due to Member States own efforts through their decision at the 189th session to reduce substantially their entitlements and allowances leading to a US\$ 600,000 saving.
	PI: Further progress achieved in organizational efficiencies through tight agenda-building and time planning B/b: past statistics	Satisfactory progress. Agenda building is ever a complex task but, for example, the agenda of the 190th session, despite the large number of items, including five additional ones added by Member States themselves, kept itself within reasonable limits (44 items) and good time management, including excellent chairmanship by the Chairs of the two Plenary Commissions meant that long extended hours were not overly used.	

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

Careful management particularly on documentation has meant that the budget over run in relation to the cash flow shortage target has been reduced from an estimated US\$ 2 million at beginning 2012 to US\$ 100,000 in the Workplans revision end-2012. Excellent and most satisfactory progress.

Part I.B. Chapter 1. Directorate

Regular Programme ¹ : operational budget only		Extrabudgetary resources ¹	
Allocation 2012-2013: US\$ 184 000	Expenditures 2012-2013: US\$ 161 873	Allotment 2012-2013: US\$ 0	Expenditures 2012-2013: US\$ 0

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

Regular Programme ¹ : operational budget only		Extrabudgetary resources ¹	
Allocation 2012-2013: US\$ 160 760	Expenditures 2012-2013: US\$ 88 299	Allotment 2012-2013: US\$ 583 750	Expenditures 2012-2013: US\$ 254 999

Part I.B. Chapter 3. Internal Oversight

Regular Programme ¹ : operational budget only		Extrabudgetary resources ¹	
Allocation 2012-2013: US\$ 413 300	Expenditures 2012-2013: US\$ 137 451	Allotment 2012-2013: US\$ 164 285	Expenditures 2012-2013: US\$ 30 796

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
Risk management, control, compliance and value-for-money mechanisms strengthened	<p>PI: Number of significant instances resulting from IOS products and services and development of learning and accountability (e.g., recommendations, technical assistance, tools and guidelines) at Headquarters and field offices</p> <p>B/b: at least 5 significant instances involving Headquarters and field offices</p>	<p>Benchmark was exceeded; key examples of improvements in programme management, financial control, budget transparency and value for money are provided under the Assessment of Progress detailed below.</p>	<p>Fifteen audits and four advisory engagements directly relevant to the expected result were completed covering programme management (UNESCO Chairs, Special Accounts and Cost Recovery), UNESCO's Category 1 Science Institutes and Field Offices. Internal audit also contributed to a range of organization-wide initiatives to reduce costs and streamline business processes.</p> <p>The recommendations resulting from these engagements addressed risk and control issues, as well as systemic and specific opportunities to improve efficiency and effectiveness. Recommendations implemented during the period have resulted in improved programme/project management, financial control, budget transparency and value for money. Significant examples include the following:</p> <ul style="list-style-type: none"> • An audit of UNESCO special accounts identified instances where large balances of extrabudgetary funds were idle or underused. In responding to the audit, senior management developed workplans to either accelerate implementation or to reprogramme the funds. • An audit of UNESCO cost recovery policy identified slow adoption of the policy and significant under-recovery of the costs of Regular Programme staff working on extrabudgetary projects. To make the cost recovery policy more effective, management has established two working groups relating to the policy and associated work processes.

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
			<ul style="list-style-type: none"> • A review of UNESCO's partnership with one Foundation noted widespread non-compliance with the partnership agreement and recommended that management determine a clear purpose for the partnership (i.e. visibility, fundraising and/or programme implementation) in deciding its future. Management directed a more proactive engagement with the partner as a first step towards addressing the situation. • Audits of two Category 1 Science Institutes identified opportunities to improve the financial control framework and to better integrate programmatic results of the Institutes in UNESCO's RBM framework. The issues raised provide inputs for a new cooperation agreement with one Institute and will substantially strengthen UNESCO's overall results reporting in collaboration with both Institutes. • A stocktake of IT projects in UNESCO identified 83 planned and ongoing projects, some of which were duplicative, as well as a need for better priority setting. Senior management established an IT governance board and introduced a corporate policy for IT acquisition and development. <p><u>Challenges and lessons learnt:</u></p> <ul style="list-style-type: none"> • Mutual purpose and programmatic alignment of partnerships should be periodically re-assessed. • Evaluation of large-scale extrabudgetary projects is needed for both learning and results reporting. • Results reporting of Category 1 Institutes needs to be better integrated in UNESCO's RBM framework. • Unclear IT governance and standards for acquisition and development contribute to inefficiencies such as duplicative systems and investment in lower priority initiatives.
Strategic management of the Organization, policy & programme development, and programme delivery informed by evaluations and audits	<p>PI: Percentage of recommendations that have been accepted and fully implemented B/b: at least 75% implementation rate within 18 months of the finalisation of the respective reports</p>	At the end of 2012, approximately 80% of all IOS recommendations have been implemented within 18 months. Action Plans have been established and the open recommendations are being monitored by IOS.	<ul style="list-style-type: none"> • The Review of UNESCO Liaison Offices led to the redefinition of their respective roles and functions; • Strategic Programme Objective evaluations informed efforts to reorient programmes such as MOST and IFAP;
	<p>PI: Number of significant instances of IOS products and services resulting in the reorientation of programmes identified as ineffective B/b: at least 4 significant instances of programmes being reoriented</p>	Benchmark was exceeded; key examples of improvements in programmes, projects and operations are provided under the Assessment of Progress detailed below.	<ul style="list-style-type: none"> • Evaluation of UNESCO Prizes prompted a revision of the strategy on prizes, stricter application criteria for eligibility of prizes and the establishment of a new Feasibility Study Framework to strengthen Prize alignment with UNESCO priorities; • Evaluation of Priority Africa led to a strategic reflection on clarifying the roles and responsibilities of different UNESCO entities and a strengthening of capacities in the field; • In follow-up to the Review of Cooperation of UNESCO Secretariat with National Commissions of UNESCO, the tripartite working group has been requested to develop an action plan to follow-up on the IOS review (190 EX/Decision 37) which is a positive development to further strengthen National Commissions; • Evaluation of Category 1 Institutes is ongoing; the collaborative effort between IOS and the Education Sector has triggered changes in the modalities of collaboration between the Sector and the Institutes and is likely to lead to several important strategic changes both at HQ and Institute level;

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
			<ul style="list-style-type: none"> • Evaluation review of Moscow Office: in line with the recommendations of the report the Organization is moving forward in further integrating the Moscow Office and IITE, and repositioning UNESCO's presence in the CIS Region; • IOS undertook an initial study of Results-Based Budgeting (RBB). Results and lessons from this study indicated a broad set of decision points to be addressed by management in adopting RBB, and IOS recommended that an implementation plan be developed with appropriate participation in order to take this initiative forward; • An audit of the UNESCO Chairs programme identified the need to better align Chairs with current UNESCO priorities. Senior managers improved the programme alignment of Chairs, terminating over 100 inactive or obsolete Chairs, and improved the ongoing engagement between and among the Chairs and their UNESCO counterparts to achieve better programme results. <p><u>Challenges and lessons learnt:</u> Further guidance on evaluation is needed, especially on the subject of self-evaluation; training materials on self-evaluation should be developed and (online) training on self-evaluation should be established.</p>
Accountability and adherence to rules and regulations in UNESCO strengthened	PI: Percentage of complaints received which are acknowledged and cases opened within 10 working days B/b: 100% of complaints received are acknowledged within 10 working days	100% of the complaints received by the investigation section were acknowledged within 10 working days and the average investigation duration was reduced from 238 days in 2011 to 139 days in 2012.	During the reporting period, enhanced compliance and accountability were achieved through systematic enquiry and resolution of allegations of fraud and misconduct. Investigations were completed for 56 cases during the period resulting in 10 disciplinary actions including 7 separations.
	PI: Percentage of investigations completed within an effective timeframe B/b: at least 90% completed less than 5 months after receipt of allegation	Average investigation duration was 238 days in 2011 and 139 days in 2012.	

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

Effective use of interns to support (a) investigative administration and increase timeliness of case closure and (b) ongoing project to inventory and provide quality assurance of extrabudgetary evaluations.

Skype interviews used more widely to support evaluations while reducing travel costs.

Enhanced data extraction and analysis: as FABS is now fully deployed in Field Offices, enhanced data extraction and analysis in Headquarters reduces travel costs associated with IOS field missions.

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

Regular Programme ¹ : operational budget only		Extrabudgetary resources ¹	
Allocation 2012-2013: US\$ 102 900	Expenditures 2012-2013: US\$ 29 087	Allotment 2012-2013: US\$ 0	Expenditures 2012-2013: US\$ 0

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
Quality legal advice provided to the Organization and its governing bodies	PI: *** B/b: ***	***	<ul style="list-style-type: none"> - Vérification de la conformité des documents rédigés pour les 189e et 190e sessions du Conseil exécutif et préparation des documents de travail du Comité sur les conventions et recommandations (CR) - Fourniture d'avis juridiques sur le champ lors du Bureau, des plénières et des réunions des différents comités et commissions des 189e et 190e sessions du Conseil - Secrétariat du Comité CR assuré par l'Office lors des 189e et 190e sessions du Conseil <p><u>Les défis/enseignements tirés</u></p> <ul style="list-style-type: none"> - LA doit continuer à offrir des prestations de qualité avec des ressources humaines insuffisantes, tout en faisant face à une demande de services accrue.
Organization's rights effectively protected	PI: *** B/b: ***	***	<ul style="list-style-type: none"> - Actions de rappel des privilèges et immunités en réponse aux différents actes de procédures judiciaires notifiés à l'Organisation, y compris ceux notifiés aux bureaux hors-Siège - Contribution à la protection du nom et emblème de l'UNESCO lors de la conclusion de projets d'accords, notamment avec des partenaires privés dans le cadre d'opérations de patronage ou de financements extrabudgétaires, mais aussi dans le cadre des directives opérationnelles relatives à la mise en œuvre et à l'application des conventions - Amélioration de la rédaction d'un large éventail d'accords conclus par l'Organisation avec les Etats membres, les organisations intergouvernementales, mais aussi avec des partenaires privés, y compris dans le cadre de passation de marchés - Représentation de l'Organisation auprès du Tribunal administratif de l'OIT pour défendre ses intérêts dans des litiges avec des fonctionnaires en sus des conseils juridiques destinés à aider la Directrice générale à régler les contentieux en cours devant le Conseil d'appel - Représentation de l'Organisation pour défendre ses intérêts dans le cadre de différends résultants de contrats ou d'autres différends de droit privé dans lesquels l'UNESCO est partie, - Vérification de la stricte application des règles et procédures internes concernant les activités de l'Organisation et le personnel, par la fourniture de nombreux avis juridiques aux services internes tels que MSS et HRM. <p><u>Les défis/enseignements tirés</u></p> <ul style="list-style-type: none"> - LA doit continuer à offrir des prestations de qualité avec des ressources humaines insuffisantes, tout en faisant face à une demande de services accrue.
Internal rules of the Organization relating to activities, funds and property of the Organization revised and improved to enhance the protection of the interests of the Organization	PI: *** B/b: ***	***	<ul style="list-style-type: none"> - Participation active et fourniture d'avis juridiques aux services internes lors de la révision des volumes I et II du Manuel administratif - Assistance continue à HRM pour une meilleure formulation des circulaires administratives en matière de personnel <p><u>Les défis/enseignements tirés</u></p> <ul style="list-style-type: none"> - LA doit continuer à offrir des prestations de qualité avec des ressources humaines insuffisantes, tout en faisant face à une demande de services accrue.
Informed legal advice provided on the establishment and operation of the intergovernmental bodies in charge of the implementation of conventions and newly established bodies	PI: *** B/b: ***	***	<p>Vérification de la conformité juridique des documents de travail et fourniture d'avis juridiques sur le champ lors du Bureau et des plénières des sessions des organes suivants :</p> <ul style="list-style-type: none"> - à la 36e session ordinaire du Comité du patrimoine mondial - à la 4e session de l'Assemblée générale des Etats parties à la Convention pour la sauvegarde du patrimoine immatériel ainsi qu'à

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
			<p>la 4e session extraordinaire et à la 7e session ordinaire du Comité intergouvernemental de sauvegarde du patrimoine culturel immatériel</p> <ul style="list-style-type: none"> - à la 2e réunion des Etats parties à la Convention concernant les mesures à prendre pour interdire et empêcher l'importation, l'exportation et le transfert de propriété illicites des biens culturels - à la 6e session ordinaire du Comité intergouvernemental pour la protection et la promotion de la diversité des expressions culturelles <p><u>Les défis/enseignements tirés</u></p> <ul style="list-style-type: none"> - LA doit continuer à offrir des prestations de qualité avec des ressources humaines insuffisantes, tout en faisant face à une demande de services accrue.
Monitoring of the Organization's standard-setting instruments coordinated	<p>PI: ***</p> <p>B/b: ***</p>	***	<ul style="list-style-type: none"> - Meilleure harmonisation des avis juridiques lors de la préparation des documents de travail des sessions des organes institutionnels de suivi des différentes conventions, en particulier des Conventions de 1970, 1972, 2001, 2003 et 2005. - Renforcement de la vérification auprès de chaque secteur de programme ou institut concerné du respect des nouvelles procédures adoptées par le Conseil exécutif à sa 177e session sur le suivi de l'application des 3 conventions (celles de 1960, 1970 et 1989) et des 11 recommandations déclarées prioritaires pour lesquelles aucun mécanisme institutionnel spécifique de suivi n'est prévu et rapport aux 189e et 190e session du Conseil exécutif à ce sujet - Actualisation régulière des informations relatives au suivi des conventions et recommandations sur le site Textes normatifs et mise en ligne de l'intégralité des textes fondamentaux de l'Organisation en format HTML dans les deux langues de travail de l'Organisation <p><u>Les défis/enseignements tirés</u></p> <ul style="list-style-type: none"> - LA doit continuer à offrir des prestations de qualité avec des ressources humaines insuffisantes, tout en faisant face à une demande de services accrue.

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

Au cours des 12 premiers mois de l'exercice budgétaire 2012-2013, l'Office des normes internationales et des affaires juridiques (LA) a continué de mettre l'accent sur la protection des intérêts de l'UNESCO et sur la coordination du suivi des instruments normatifs de l'Organisation. En effet, LA a défendu les intérêts de l'Organisation (protection contre toute utilisation non autorisée de son nom et l'emblème ou contre toute prétention juridiquement injustifiée, rappel de ses privilèges et immunités etc.) et a maintenu une assistance juridique continue aux secteurs et aux Bureaux hors-Siège, notamment pour vérifier et améliorer un large éventail de projets d'accords/contrats conclus par l'Organisation. L'Office a également soutenu juridiquement les services internes, en particulier HRM dans la rédaction de circulaires administratives et de ses avis en matière de contestation du personnel. De plus, LA a participé activement aux travaux des organes intergouvernementaux chargés de la mise en œuvre des conventions dernièrement entrées en vigueur, à savoir ceux des conventions de 1970, 1972, 2003 et 2005, et ce, en fournissant de nombreux avis juridiques au secrétariat des autres conventions. Pour ce qui est de la coordination de l'action normative, l'Office a continué de veiller, dans le cadre du premier mandat du Comité sur les conventions et recommandations du Conseil exécutif (CR), à la mise en œuvre des procédures de suivi adoptées en 2007 par le Conseil (s'appliquant aux conventions de 1960, 1970 et 1989 ainsi qu'à 11 recommandations déclarées prioritaires par la Conférence générale en 2007). Par ailleurs, l'Office a continué à donner de nombreux avis juridiques aux 189e et 190e sessions du Conseil exécutif et a préparé plusieurs documents à son attention dans le cadre des travaux de son Comité CR. En conclusion, LA a dû faire face à de nombreuses demandes d'avis juridiques dans un contexte insuffisant de ressources humaines et ce, tout en maintenant une qualité satisfaisante de ses avis et prestations juridiques.

Part I.B. Chapter 5. Ethics Office

Regular Programme ¹ : operational budget only		Extrabudgetary resources ¹	
Allocation 2012-2013: US\$ 54 100	Expenditures 2012-2013: US\$ 23 068	Allotment 2012-2013: US\$ 87 705	Expenditures 2012-2013: US\$ 29 689

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
Financial disclosure policy and conflict of interest rules implemented and disseminated	<p>PI: New policy on financial disclosure, according to which some staff members will have to report to the employer about their personal finances, with a definition on conflict of interest.</p> <p>B/b: 100 (0)</p>	The policy has undergone a stringent consultation process with all relevant stakeholders (DDG, BFM, HRM, LA, ACPP, Staff Associations). It has been submitted to the Director-General for her approval on 7 December 2012. The Ethics Office expects its implementation will begin in 2013.	No results yet, as policy will only be implemented as of 2013.
Training module on ethics delivered both at Headquarters and in the Field Offices (includes category 1 institutes)	<p>PI: All employees of UNESCO, whether at Headquarters or in the field, have participated to the training on ethics.</p> <p>B/b: 3980 (2400)</p>	The Ethics Office has made good progress on delivering its training workshops on ethics to UNESCO employees. In 2012 alone, 818 employees were trained; which means that the Ethics Office has trained 2,742 employees in total on ethics and standards of conduct.	<p>Detailed breakdown of trainings delivered</p> <p>Field Office Month Number of employees</p> <p>Amman March 47</p> <p>Ramallah March 22</p> <p>Gaza March 6</p> <p>PWRDC March 9</p> <p>Doha April 17</p> <p>Kabul June 38</p> <p>Islamabad June 38</p> <p>Bangkok June 19</p> <p>Maputo, Mozambique Oct 14</p> <p>Harare, Zimbabwe Oct 21</p> <p>Phnom Penh, Cambodia Nov 30</p> <p>Hanoi, Viet Nam Nov 24</p> <p>Institutes Month Number of employees</p> <p>BIE, Geneva Jul 28</p> <p>UIL, Hamburg Aug 23</p> <p>UNEVOC, Bonn Oct 14</p> <p>Headquarters Month Number of employees</p> <p>CLT Feb 168</p> <p>ODG Feb 9</p> <p>BFC March 14</p> <p>ADM/MSS March</p> <p>April</p> <p>June 150</p> <p>AFR Nov 17</p> <p>ERI Nov 89</p> <p>GBS + LA Nov 21</p>

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

ER 1 - Declaration of Interest and Financial Disclosure Programme

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

The Ethics Office is running this programme entirely in-house in order to keep costs to a minimum. Within other International Organizations many have outsourced part of this programme to private companies, and/or have contracted external software companies to design specifically tailored software and/or have made use of external servers to store sensitive information.

The UNESCO Ethics Office will keep the whole Programme in-house, from the design and implementation of the software, to the analysis of the disclosures made by UNESCO employees. There should be minimum financial costs entailed: mainly an enhanced security measure to encrypt the data and make it difficult to intercept and read the data. However, in the long-term, it might be beneficial to invest in better software to facilitate the reporting and the analysis with regards to the FDP.

ER 2 - Training on Ethics

The Ethics Office has managed to find Field Offices with funds to cover the costs of training for the first six months of 2012. To ensure that Field Offices and Category 1 Institutes/Centres which could not afford to cover the costs of the training, the Ethics Office was allocated Emergency Funds for this precise purpose.

The Ethics Office continues to provide its training workshops at a relatively low cost: the training is delivered by the Ethics Office itself, and entails few logistical costs. At Headquarters, it is free - no need for interpretation as the Ethics Office provides separate workshops in each of the working languages of UNESCO.

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

United Nations Joint Inspection Unit.

Regular Programme ¹ : operational budget only		Extrabudgetary resources ¹	
Allocation 2012-2013: US\$ 9 958 777	Expenditures 2012-2013: US\$ 3 729 384	Allotment 2012-2013: US\$ 0	Expenditures 2012-2013: US\$ 0

Regular Programme ¹ : operational budget only		Extrabudgetary resources ¹	
Allocation 2012-2013: US\$ 31 825	Expenditures 2012-2013: US\$ 31 824	Allotment 2012-2013: US\$ 0	Expenditures 2012-2013: US\$ 0

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
Improved control and management mechanism.	PI: number of improved mechanism B/b: at least two per year	The JIU has completed a substantial number of studies of relevant to UNESCO. These mostly address thematic areas across the UN system but also include one specific study of UNESCO's administration and management. UNESCO participated effectively in each system-wide study and has taken steps to implement applicable recommendations. For the UNESCO-specific study, the implementation of recommendations is closely monitored and status is to be reported to the 191st session of the Executive Board.	The JIU has completed a substantial number of studies of relevant to UNESCO. These mostly address thematic areas across the UN system but also include one specific study of UNESCO's administration and management. UNESCO participated effectively in each system-wide study and has taken steps to implement applicable recommendations. For the UNESCO-specific study, the implementation of recommendations is closely monitored and status is to be reported to the 191st session of the Executive Board.

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

The overall contribution of JIU can be considered a cost-effectiveness contribution to the participating UN organizations. Their reports during the biennium have often included benchmarking data that is useful for self-assessment of UNESCO's cost-effectiveness in relation to these other organizations. IOS has joined in supporting an on-line recommendation tracking system to improve efficiencies in collaborating with the JIU on follow-up actions in response to their recommendations.

Statutory contribution of the UN Department of Safety and Security.

Regular Programme ¹ : operational budget only		Extrabudgetary resources ¹	
Allocation 2012-2013: US\$ 2 950 400	Expenditures 2012-2013: US\$ 0	Allotment 2012-2013: US\$ 0	Expenditures 2012-2013: US\$ 0

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
UNESCO's membership in the common UN security management system	PI: Timely payment of annual UNESCO's contributions for 2012 and 2013 B/b: N/A	As per exchange between the Director-General and UNSG payment of the 2012 contribution is postponed until 2013 when the full 2012-2013 contribution should be settled by UNESCO. There is no financial provision foreseen in the C/5 as decided by the Director-General.	UNESCO received the expected level and support and assistance from UNDSS both with regard to our operations in the Field and central activities such as training, backstopping in emergency situations.

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

N/A as no funds have been made available in 2012.

Security requirements of staff members in the field.

Regular Programme ¹ : operational budget only		Extrabudgetary resources ¹	
Allocation 2012-2013: US\$ 6 000 002	Expenditures 2012-2013: US\$ 3 279 275	Allotment 2012-2013: US\$ 0	Expenditures 2012-2013: US\$ 0

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
Safe security conditions of field staff and personnel	PI: Enhanced compliance with DSS standards (MOSS, MORSS) in line with the UNSMS security risk management policy, conducive to safer and more secure working and living conditions of staff B/b: N/A	Continuous monitoring of MOSS compliance of the Field Offices (as a prerequisite for fund allocation for security improvement measures). Backstopping to Field Offices in prioritization of recommendations; financial support	<p>BFC ensures in sustainable manner that UNESCO Field Offices reach acceptable levels of security and safety standards. Effective and pro-active support and backstopping was provided in crisis situations, in particular following the March 2012 events in Mali, crisis situations in Gaza, Cairo. Support was provided to international UNESCO staff and families who were evacuated to Dakar. Policy and logistic assistance was also provided by BFC to the Office with a view to raising further the security measures.</p> <p>BFC undertook a global review of the MOSS compliance/implementation level of security measures which is still ongoing. One of the challenges is the response rate from the Field Offices which delays significantly completion of this type of exercise.</p> <p>Field Offices were supported in development of business continuity plans with template model developed by BFC.</p> <p>BFC managed the Field security budget in cost-effective and sustainable manner by monitoring closely the security requirements, appropriate procurement procedures and justifications. Residential security entitlements of international field staff have been efficiently handled by BFC and payments through salary were processed. BFC continued to enforce the mandatory requirements regarding security trainings and security clearance.</p>
	PI: Development and support in implementation of contingency plans (including pandemic) B/b: N/A	Policy and technical support to Field Offices. Development of business continuity plans.	
	PI: Timely response to security emergencies, coordinated house wide support to the Field Offices and personnel B/b: N/A	Support provided in crisis situations (Mali, Gaza, Egypt, natural disasters); coordinated BFC/HRM/BFM action taken;	
Field security awareness	PI: Enhanced security awareness among staff in the field and at HQs of field security policy, guidelines, respective responsibilities, accountability; security training programmes B/b: N/A	Completion of the mandatory training by all concerned personnel. Review of the instructions related to UNDSS security training programmes, periodicity of re-certification. Policy development, advice to staff and senior management on programme criticality and security risk assessment of the UNESCO's operations and missions to high risk areas.	<p>BFC continued to enforce the mandatory requirements regarding security trainings and security clearance. The UNESCO Field Security Training was revised in order to incorporate new UNDSS policies and practices and internal UNESCO Field security procedures. The revised version of the training was made available on line in January 2012. UNDSS launched the new version of the mandatory Basic Security in the Field II training (BSITF II) - BFC promulgated this training and monitors and provides advice in its completion among staff.</p> <p>In line with the new UNDSS policy on security training (developed with active UNESCO's involvement) specific instructions were issued regarding validity of UNDSS mandatory training courses and their re-certification and applicability.</p> <p>Advice provided to senior management on programme criticality and appropriateness of deployment of missions/activities to high risk areas.</p>
	PI: Strengthened capacity of all UNESCO personnel to effectively handle their security and safety responsibilities B/b: N/A	Application by UNESCO personnel of the relevant procedures/adequate reaction in case of security emergencies; Backstopping in support of Directors/Heads of Field Offices security functions; Guidance and leadership in overall security related matters.	
Field security policy making	PI: Effective UNESCO participation in the inter-agency, field security policy making; B/b: N/A	UNESCO position reflected in the system wide policies and standards. UNESCO co-chairing of the Inter-Agency Security Management Network (IASMN) providing opportunity for better involvement in policy design and development.	<p>With regard to the inter-agency coordination in the area of Field security, UNESCO Field Security Coordinator continues to co-chair the Inter-Agency Security Management Network (IASMN) and the Steering Group of IASMN as well in working groups on development of common security and safety policies. BFC continues to be a member of HLCM/FB Network's Working Group on Security Costs.</p> <p>The new Field Security intranet page is continuously updated. Effective and timely dissemination of the security guidelines and procedures was carried out. The compliance among staff with the security clearance procedures and training</p>
	PI: Development and promulgation of the established UN system wide policies and UNESCO's specific practices and guidelines	Field Offices and HQs personnel aware and implementing prevailing UNSMS policies and instructions/effective distribution among staff including via UNESCO intranet. Development of UNESCO specific instructions and inclusion of security aspects in all relevant UNESCO internal policies and procedures (Administrative	

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
	B/b: N/A	Manual and HR Manual). Ensuring that security aspects are included in all travel instructions/policies/procedures.	remains a challenge and controls at the AO levels when approving official travel should be reinforced. Ensuring that security aspects are included in all travel instructions/policies/procedures.

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

While security costs have to be met at the Field level as they are the pre-condition for UNESCO's presence in the country all efforts continue to be made to ensure that funds are utilised in the most cost-effective manner, for items which are fully justified by prevailing security standards and security risk assessments, and in line with prevailing procurement, contract management procedures.

Malicious Acts Insurance Policy.

Regular Programme ¹ : operational budget only		Extrabudgetary resources ¹	
Allocation 2012-2013: US\$ 240 000	Expenditures 2012-2013: US\$ 62 788	Allotment 2012-2013: US\$ 0	Expenditures 2012-2013: US\$ 0

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
Updated comprehensive staff data for MAIP premium purposes	PI: Maintenance of updated database of all personnel covered by the MAIP B/b: N/A	2012 list of personnel worldwide submitted to UN Insurance Section (subscriber to MAIP policy on behalf of UN system organizations) in November 2012	Establishment of the comprehensive list of all UNESCO personnel worldwide (all types of contractual arrangements) allows better picture of the concentration of staff in high risk areas - serves as reference list for emergency situations.
Timely payment of the UNESCO MAIP premium	PI: Timely payment of annual UNESCO's MAIP premiums for 2012 and 2013 B/b: N/A	2012 UNESCO premium settled on full in September 2012	2012 UNESCO bill represents a lower cost than foreseen due to the re-negotiated contract with subscribers. Coverage extended to all types of personnel including interns and volunteers (previously excluded).

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

MAIP premium re-negotiated by UN on behalf of participating UN organizations at advantageous conditions resulting in 2012 bill for UNESCO lower than originally estimated (based on past expenditure trend).

Part III.A. Human resources management

Regular Programme ¹ : operational budget only		Extrabudgetary resources ¹	
Allocation 2012-2013: US\$ 13 350 380	Expenditures 2012-2013: US\$ 6 649 799	Allotment 2012-2013: US\$ 1 676 641	Expenditures 2012-2013: US\$ 609 192

Part III.A. Human resources management

Regular Programme ¹ : operational budget only		Extrabudgetary resources ¹	
Allocation 2012-2013: US\$ 3 550 380	Expenditures 2012-2013: US\$ 1 618 139	Allotment 2012-2013: US\$ 677 335	Expenditures 2012-2013: US\$ 55 485

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
Action plan for the human resources management strategy for 2011-2016 developed and implemented	PI: Implementation of a streamlined staffing process covering external appointments to internal appointments/mobility changes	E-Recruitment tool implemented on 27 June 2012 and new HR planning tool is being put in place.	<p>HR management strategy developed and approved by General Conference in October 2011 for implementation.</p> <p>During this 12 month reporting period, in light of financial situation of the Organization and the freeze on recruitment activities which aimed at increasing outreach and enlarging pools of applicants were put on hold. Recruitment missions to non- and under-represented Member States were also put on hold and other activities planned in support of geographical distribution were slowed down.</p> <p>In the recruitment and planning area, work focused on the improvement of processes and tools with the following progress achieved:</p> <ul style="list-style-type: none"> - Launch of new E-Recruitment tool "Careers" on 27 June 2012. All Director, Professional and HQ General Service posts are henceforth advertised in "Careers". The new system facilitates the management and the screening of applications thereby reducing the processing time of recruitment. This contributes to a more rapid, and efficient recruitment process and is already showing capacity to streamline the process. In addition, a new Roster to collect CVs of experts/consultants and support staff has recently been launched. This tool is part of the new e-recruitment system and will be used as a database of potential employees for short-term assignments. It is also foreseen to incorporate and manage internships applications in the e-recruitment system. - Despite the reduced number of vacancies, mobility, in particular in support of the Field Reform in Africa, continued. An updated policy has been finalized and is at the consultative stage with the various stakeholders (ACPP meeting is scheduled for mid-January 2013). It is foreseen to implement the policy by end-March 2013. - A new web-based tool/mechanism incorporating Succession Planning and Career Development, Performance Management and Competency-Assessment was purchased. The implementation phase began in August 2012 with internal resources focusing on the e-learning package developed by Cornerstone in order to familiarize the team with the different modalities and to become process-owners of the tools for further development.
	PI: Succession planning mechanism for specific profiles and skills implemented and a candidate pool established	In progress. HR planning tool including succession planning is being put in place; implementation scheduled for end 2013.	
	PI: Improved competency-based interviews	Competency-based interview protocols developed.	
	PI: Redesigned vacancy notices, new e-recruitment tool introduced	Implemented. New e-recruitment tool 'Careers' launched on 27 June 2012.	
	PI: Implementation of geographical mobility policy	Updated policy at consultative phase with various stakeholders (ACCP scheduled mid-January 2013). The policy is scheduled for implementation by end March 2013.	

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
			<p>The Team including HR/AO officers in Programme Sectors and various Services worked on the Career Center element of Succession Planning. They had several meetings between September and November 2012 to decipher the content of the Career Center which proved to be very labour-intensive and test the first stage of development to identify any discrepancies/adjustments. The pilot phase is now being implemented with IOC and the project should be implemented house-wide in the first quarter of 2013.</p> <p>Please note that at the last sessions of the Executive Board, Member States expressed some concerns on the lack of budget for Training activities and also emphasized the importance of performance management. Taking into consideration these concerns, HRM decided to rearrange its priorities in the implementation of the activities lines [originally it was foreseen to implement a phased approach starting with the Succession Planning in December 2012, followed-by Competency-Assessment in April 2013 and the performance management module for full implementation by end of 2013] with Career Center being tested in December 2012 with implementation scheduled for 1st quarter 2013, followed-by the Training module, and the Performance Management module (in two phases; the first being the review of the policy and the second the implementation of the tool) to be ready to start the new performance cycle in 2014, and then the Competency-Assessment and Succession Planning modules.</p> <p>These adjustments take into account of the priority Training module, which were made possible thanks to the procurement regulations which allows an International Organization to piggy-back on the procurement documentation of another Organization with same firm. HRM submitted its proposal on Training to the Contracts Committee which was approved on 27 December 2012.</p>
Equitable geographical distribution and gender balance improved, in particular at the senior management levels	<p>PI: Implement approved Action Plan for the improvement of geographical distribution B/b: Targets detailed in Action Plan</p>	<p>The representation of Member States has slightly decreased from 161 (82%) to 158 (81%) which is below the target of 85%. During this period, 5 Member States have become under-represented, 3 non-represented and 1 over-represented. This trend is primarily due to retirements/resignations and very few recruitments this year. It is anticipated that the current downwards trend will continue due to retirements and no/few recruitments in 2013. It is essential that geographical distribution be considered when appointing external candidates, at equal competence.</p>	<p>The representation of Member States has slightly decreased from 161 (82%) to 158 (81%) which is below the target of 85%. During this period, 5 Member States have become under-represented, 3 non-represented and 1 over-represented. This trend is primarily due to retirements/resignations and very few recruitments this year.</p> <p>It is anticipated that the current downwards trend will continue due to retirements and no/few recruitments in 2013. It is essential that geographical distribution be considered when appointing external candidates, at equal competence.</p>
	<p>PI: Implement approved Gender Action Plan targeting 50% representation at all professional levels in particular at the senior management level B/b: Targets detailed in Action Plan</p>	<p>Gender parity has been achieved amongst International Professional staff since January 2012 (50%/50%). The representation of women at Director level has improved from 28% to 32%. This trend is due to the resignation/retirement of 13 male staff and not necessarily due to the appointment of women candidates. During this period, one D-2 woman left the Organization and one D-1 was appointed. As at 31 December 2012, there are 29 women Directors (32%) and 61 men Directors (68%). With regards to P-5 positions, the representation of women has slightly decreased from 57 women (January 2012) to 55 (December 2012).</p>	<p>Gender parity has been achieved amongst International Professional staff since January 2012 (50%/50%).</p> <p>The representation of women at Director level has improved from 28% to 32%. This trend is due to the resignation/retirement of 13 male staff and not necessarily due to the appointment of women candidates. During this period, one D-2 woman left the Organization and one D-1 was appointed. As at 31 December 2012, there are 29 women Directors (32%) and 61 men Directors (68%). With regards to P-5 positions, the representation of women has slightly</p>

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
			decreased from 57 women (January 2012) to 55 (December 2012).
Effective and financially sound social security schemes for staff ensured	PI: Implement plan design, governance and funding mechanisms of the Medical Benefits Funds, as approved by the Director-General upon recommendation of the MBF Board of Management	The Medical Benefits Fund plan design has been under review by a working group of the MBF Board management since June 2012. The working group just completed its task and submitted its report to the Board of management of MBF for its consideration. The Board upon completion will submit its recommendations to the Director-General for consideration and implementation as of January 1 2014. After a study by an external firm, a recommendation has been submitted to the 190th session of the Executive Board and the Board has invited the Director-General to implement the recommendations. The final and new MBF governance mechanism will be submitted to the 37th General Conference for its consideration in fall 2013. The funding mechanism will be incorporated with the new MBF rules that will also reflect a new governance mechanism.	<p>The Medical Benefits Fund plan design has been under review by a working group of the MBF Board management since June 2012. The working group just completed its task and submitted its report to the Board of management of MBF for its consideration. The Board upon completion will submit its recommendations to the Director-General for consideration and implementation as of January 1 2014.</p> <p>After a study by an external firm, a recommendation has been submitted to the 190th session of the Executive Board and the Board has invited the Director-General to implement the recommendations. The final and new MBF governance mechanism will be submitted to the 37th General Conference for its consideration in fall 2013.</p> <p>The funding mechanism will be incorporated with the new MBF rules that will also reflect a new governance mechanism.</p>
Learning and development plan elaborated, implemented and monitored	PI: Ensure deliverance of established corporate training plan, as approved by the Director-General	No Corporate Training Plan was developed due to lack of budget allocation.	While HRM is limited in financial terms as to what we can produce, Staff Training is a priority for the Organization. Training programmes which can be facilitated by internal resource persons have been successfully implemented and will continue to be implemented at no cost. Funds were received to initiate a web-based e-learning tool and a contract has recently been approved by the Contracts Committee.
	PI: Implementation of learning and development activities and initiatives	Certain training programmes with no cost implication were implemented at HQ. This included FABS and IPSAS, SISTER, IT training, Ethics, RBM, Performance Management. Some Field Offices have made use of experts on mission to have small workshops for the staff. At HQ language training programmes have been organised in the 6 official languages on a cost-sharing basis for staff members and staff of the permanent delegations.	
Culture of results introduced in performance management	PI: Career development/counseling service implemented and delivery of learning opportunities with traditional and on-the-job training of management and leadership competencies	Continuous career development/counselling service has been provided to staff who requested for the service. Advice was provided on learning activities that may be required for specific career development opportunities.	<p>The procurement procedures have taken some months to be completed. Time was taken to negotiate with the vendor and ensure that we got the best value for money.</p> <p>A working team with members from different Sectors are involved in the customisation of the tools to ensure house-wide involvement. Several presentations have been made during the customisation to managers to get their inputs and their commitment to its implementation. Pilot of the first phase, the Career Centre, is underway and will be launched in the first quarter of 2013.</p> <p>The financial situation has not enabled us to implement certain activities with budget implications such as the Merit-Based Promotion for recognition of outstanding performance.</p>
	PI: Performance tool reviewed and streamlined to reflect a culture of performance management	A new tool was purchased in August 2012, which will be used for performance management. The tool is being customised and will be ready for use in the next performance cycle in 2014-2015.	
	PI: 180 degrees feedback for supervisors implemented	A new tool has been purchased for performance management which will also be used for implementing 180 degrees and 360 degrees feedback exercises. The tool is currently being customized.	
	PI: Monitoring of implementation of the performance management and feedback mechanism	Performance management has been closely monitored in 2012; several reminders were sent for the completion of the final phase of the performance cycle 2010-2011. An average of 58% of the reports opened for the biennium have been completed. For the biennium 2012-2013, the first phase of the performance cycle started in mid-2012 as Sectors defined their workplans for the biennium. 70% of the reports for staff at HQ have been opened and expected results set for the biennium.	
	PI: Implementation of a recognition system for outstanding performance	This activity has not been implemented due mainly to the financial situation.	

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
Administrative actions relating to recruitment, appointments and benefits/entitlements administration efficiently processed	PI: Recruitment process reduced to 180 days	New e-recruitment tool implemented July 2012. To date, 2 posts have completed the recruitment process within 180 days.	<p>One of the most important achievements during this period was the implementation of the new E-recruitment system (July 2012) which is already showing capacity to assist in streamlining advertisements, identification of pools of qualified candidates, the monitoring of service delivered and in particular, the objective of reducing the time to complete the recruitment process (targeted to 180 days). To date, some 50 posts have been advertised in the new tool.</p> <p>In the framework of rationalizing administrative work and in order to ensure a timely process of staff benefits and entitlements: HRM with the help of BKI, has processed the following workflows: SPA; separation and special leave, appointment letters, which are now totally implemented and effective.</p> <p>At the end of 2012, beginning of 2013, HRM with BKI, is processing the following workflows: contract extension, part-time work, and promotion.</p> <p>Also, training sessions for contract extension is underway and it is hoped that the process of this workflow for HQ should be effective February 2013.</p> <p>In February 2013, HRM will be testing the workflows: part time work and promotion.</p>
	PI: Development of streamlined, generic advertisements	Implemented.	
	PI: Targeted recruitment pool to identify quality candidates	This action has been postponed to a later date which is indicated in the Action Plan of the HR Management Strategy 2011-2016 seeing that only mission critical posts approved by the Director-General are being advertised due to the financial context of the Organization.	
	PI: Streamline service provisions and establish a monitoring mechanism to ensure appropriate and standard service delivery	With the introduction of the new e-recruitment tool, service provisions and monitoring mechanisms have been streamlined, for example, managers have direct access to the system to manage their posts; and new recommendation format has been automatized.	
	PI: Delegation of authority reviewed within the Bureau with the purpose of reducing layers while ensuring appropriate accountability	A series of meetings took place with HRM Chiefs of Sections towards the latter half of the year. Chiefs were asked to review their lines of authority/delegation and make proposals to reduce layers while at the same time ensuring appropriate accountability. The office of DIR/HRM is putting all proposals together for further review and refinement with a view of issuing a revised table of delegation of authority for HRM in the first quarter of 2013.	

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

A key achievement during the reporting period was the implementation of the new E-recruitment tool 'Careers' in July 2012 which is contributing to the streamlining of the recruitment process including preparation of vacancy announcements and prescreening of applications. This will impact positively on the time taken to recruit a position. In addition, the new tool has recently incorporated a Consultant Roster which will enhance the transparency and competitiveness of the consultant selection process.

A new web-based tool/mechanism incorporating Succession Planning and Career Development, Performance Management and Competency-Assessment was purchased. The implementation phase began in August 2012 with internal resources focusing on the e-learning package developed by Cornerstone in order to familiarize the team with the different modalities and to become process-owners of the tools for further development.

The Team including HR/AO officers in Programme Sectors and various Services worked on the Career Center element of Succession Planning. They had several meetings between September and November 2012 to decipher the content of the Career Center which proved to be very labour-intensive and test the first stage of development to identify any discrepancies/adjustments. The pilot phase is now being implemented with IOC and the project should be implemented house-wide in the first quarter of 2013.

Following concerns raised ref. staff training at the last session of the Executive Board, HRM decided to rearrange its priorities in the implementation of the activities lines with the Career Center being tested in December 2012 with implementation scheduled for 1st quarter 2013, followed-by the Training module, and the Performance Management module to be ready to start the new performance cycle in 2014, and then the Competency-Assessment and Succession Planning modules.

These adjustments take into account of the priority Training module, which were made possible thanks to the procurement regulations which allows an International Organization to piggy-back on the procurement documentation of another Organization with same firm. HRM submitted its proposal on Training to the Contracts Committee which was approved on 27 December 2012.

These web-based tools/mechanisms should further rationalize and streamline HR process and procedures.

A number of HR-related cost-cutting measures were developed implemented during the last 12 months (e.g. education grant advances, pre-assignment mission and interview travel).

Staff Training and Career support Programme

Regular Programme ¹ : operational budget only		Extrabudgetary resources ¹	
Allocation 2012-2013: US\$ 0	Expenditures 2012-2013: US\$ 0	Allotment 2012-2013: US\$ 118 182	Expenditures 2012-2013: US\$ 16 932

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
Learning and development plan elaborated, implemented and monitored	PI: Implementation leadership and management training programme B/b: Number of training sessions and participants training.	Due to the financial situation, no funds were allocated for training. As a result, no corporate training could be established for the approval of the Director-General.	While HRM is limited in financial terms as to what we can produce, Staff Training is a priority for the Organization. Training programmes which can be facilitated by internal resource persons were successfully implemented and will continue to be implemented at no cost. An e-learning platform was purchased end of 2012 to provide accessibility to all learning materials already produced and still relevant for staff at Headquarters and in the Field.
	PI: Development and implementation of management competency modules B/b: Number of modules developed and participants trained	Certain learning and development activities have been implemented at no cost to the Organisation. Those include, RBM training, Performance Management, Ethics, language training, use of new informatic tools and FABS training. We have further promoted the self-learning CDRoms developed, which are also available on-line and staff members have resorted to this form of training to address any competency development needs.	

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

Despite the financial situation, HRM has implemented as much training as possible at no cost with internal resource persons. Such activities include, RBM training, Performance Management, Ethics, language training, use of new informatic tools and FABS training. An e-learning platform was purchased end of 2012 to provide accessibility to all learning materials already produced and still relevant for staff at Headquarters and in the Field.

Part III.B. Financial management

Regular Programme ¹ : operational budget only		Extrabudgetary resources ¹	
Allocation 2012-2013: US\$ 595 700	Expenditures 2012-2013: US\$ 155 163	Allotment 2012-2013: US\$ 480 515	Expenditures 2012-2013: US\$ 175 474

Part III.B.1. Financial Management

Regular Programme ¹ : operational budget only		Extrabudgetary resources ¹	
Allocation 2012-2013: US\$ 218 188	Expenditures 2012-2013: US\$ 68 971	Allotment 2012-2013: US\$ 480 515	Expenditures 2012-2013: US\$ 175 474

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
Informed decision-making by the Director-General and Governing bodies facilitated by timely financial and budgetary monitoring and reporting on regular budget and extrabudgetary resources with particular emphasis on management of risks	PI: Development of Field Office Manual including operational guidelines on harmonised UN business practices, incorporating lessons learnt from pilot HACT countries B/b: none	The development of Field Office manual will have to take into account the changes that will be introduced in relation to Field Offices reform. The delegation of authority to the different level in particular for the administration of finance and budget including for the platforms is under review to be implemented as soon as the structure becomes operational. BFM follows the harmonisation of business practices at UN level, including HACT where the framework agreement is under revision at UN level.	The field reform in particular the administrative platform will be operational in March 2013. BFM is finalising the delegation of authority to the different level in particular for the administration of finance and budget including for the platforms.
Risk-based budgetary and financial internal control systems strengthened across the Organization,	PI: 1. Implementation of internal and external audit recommendations within 12 months 2. Development of an accountability framework clearly identifying risk and control mechanisms throughout the organisation B/b: None	1. Closer monitoring to make sure that all external and internal auditors reports are implemented within 12 months. The report on the external auditors implementation will be presented to Member States at the 192 ExB except for the audit report on WCF study to be presented at the 191 ExB session. 2. The accountability framework to be developed by end-2012 will be implemented in 2013; By end-2012, Sectors and Field Offices will be requested to complete internal control, self assessment developed last year.	1. Closer monitoring to make sure that all external and internal auditors reports are implemented within 12 months. The report on the external auditors implementation will be presented to Member States at the 192 ExB except for the audit report on WCF study to be presented at the 191 ExB session. 2. The accountability framework to be developed by end-2012 will be implemented in 2013; By end-2012, Sectors and Field Offices will be requested to complete internal control, self assessment developed last year.
Transparent and high quality audited financial statements produced in accordance with IPSAS and presented to the Governing bodies with a clean audit opinion	PI: Production of IPSAS compliant financial statements for 2011 and 2012 B/b: 2010 Audit opinion	The external auditors will submit the audit opinion for the financial statements for 2012 during the first quarter of 2013. The financial statements of 2011 was produced in accordance with IPSAS and presented to the Governing Bodies with a clean audit opinion.	The external auditors will submit the audit opinion for the financial statements for 2012 during the first quarter of 2013. The financial statements of 2011 was produced in accordance with IPSAS and presented to the Governing Bodies with a clean audit opinion.
Effective operational reporting lines established from Administrative Officers to the CFO, with particular attention to the Field Office network	PI: 1. Development of accountability agreement including reporting and support guidelines by December 2012 2. Regular quarterly meetings of AO Forum, incorporating Field Office AO presence B/b: None	AO reform for Governing Bodies, Corporate and Programme-related Services has been finalised and the development of guidelines needs to be undertaken in 2013 based on the work which has started in 2012. The new AO unit under BFM will be operational by end-March 2013. The AO forum has been participating actively by highlighting the concerns of AOs. The forum has also been consulted twice a for meeting with the DDG, DIR/HRM and the CFO. The AO forum should assign a secretary for the next year.	AO reform for Governing Bodies, Corporate and Programme-related Services has been finalised and the development of guidelines needs to be undertaken in 2013 based on the work which has started in 2012. The new AO unit under BFM will be operational by end-March 2013. The AO forum has been participating actively by highlighting the concerns of AOs. The forum has also been consulted twice a for meeting with the DDG, DIR/HRM and the CFO. The AO forum should assign a secretary for the next year.
Operational guidance and overall	PI: Development of Field Office Manual	The development of Field Office manual will have to take into	The development of Field Office manual will have to take into

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
coordination provided to Field Offices on the implementation of measures agreed upon in the context of harmonized business practices in the UN system framework	including operational guidelines on harmonised UN business practices, incorporating lessons learnt from pilot HACT countries B/b: none	account the changes that will be introduced in relation to Field Offices reform. The delegation of authority to the different level in particular for the administration of finance and budget including for the platforms is under review to be implemented as soon as the structure becomes operational. BFM follows the harmonisation of business practices at UN level, including HACT where the framework agreement is under revision at UN level.	account the changes that will be introduced in relation to Field Offices reform. The delegation of authority to the different level in particular for the administration of finance and budget including for the platforms is under review to be implemented as soon as the structure becomes operational. BFM follows the harmonisation of business practices at UN level, including HACT where the framework agreement is under revision at UN level.

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

BFM has actively participated in the implementation of the road map targets which aim is to reduce cost and streamline processes in particular to 12, 13 and 18 and indirectly 16 and 17.

Part III.B.2. - Corporate wide insurance premiums

Regular Programme ¹ : operational budget only		Extrabudgetary resources ¹	
Allocation 2012-2013: US\$ 377 512	Expenditures 2012-2013: US\$ 86 191	Allotment 2012-2013: US\$ 0	Expenditures 2012-2013: US\$ 0

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
Gestion efficace des contrats d'assurance pour toute l'Organisation.	PI: S'assurer que l'assurance soit au meilleur rapport qualité prix	Les paiements des factures selon les termes de référence et accord initiales sont effectués à temps.	La gestion des contrats d'assurance concerne à maintenir un meilleur rapport qualité prix. Base sur les coûts historiques et les contrats d'assurances existant, BFM s'est assuré des paiements de ce qui est dû à l'assureur courant 2012.

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

Les contrats d'assurance sont négociés il y a déjà plusieurs années et il est nécessaire de lancer un appel d'offre pour s'assurer que les tarifs sont compétitifs pour le 37 C/5. IL est nécessaire de définir les Termes de Références selon les besoins et les intérêts de l'Organisation ainsi que la stratégie qu'elle souhaite appliquée.

Part III.C. Support services management

Regular Programme ¹ : operational budget only		Extrabudgetary resources ¹	
Allocation 2012-2013: US\$ 13 614 912	Expenditures 2012-2013: US\$ 6 547 870	Allotment 2012-2013: US\$ 2 515 700	Expenditures 2012-2013: US\$ 107 889

Part III.C. Chapter 1. Coordination, IT infrastructure, systems and communications management

Regular Programme ¹ : operational budget only		Extrabudgetary resources ¹	
Allocation 2012-2013: US\$ 1 793 737	Expenditures 2012-2013: US\$ 955 132	Allotment 2012-2013: US\$ 914 388	Expenditures 2012-2013: US\$ 697 822

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
Outsourcing modalities for services implemented where relevant	PI: cost and quality of services service levels B/b: baseline data on cost, quality and user satisfaction	The functional analysis of the restaurant services concluded in 2012 has provided baseline data on cost and on the user satisfaction levels.	Outsourcing modalities for support services were at study in 2012 as regards the two auxiliary services of the Organization placed under the supervision of the Sector MSS: the commissary and the restaurant services. Priority has been then given to the review of the restaurant services through a functional analysis that has identified the strenghts and weaknesses of the present direct management modality. With regard to the commissary, a general assembly of the users was convened in 2012 to discuss the present situation and the future need and prospects on this service.
IT security policy, business continuity and disaster recovery plan developed for IT systems, services and infrastructure,	PI: Validated document available for IT Securit policy Validated document available for Business Continuity plan with recommendations for disaster recovery B/b: UN compliance	IT security policy available in Admin Manual - information sessions on new policies held Business Continuity Plan in progress	An Information Technology Security Policy has been implemented.
Unified communications network with Voice over Internet Protocol (VoIP)technology developed encompassing both HQs and the Field Offices and Multimedia capabilities integrated into Electronic Records Management system	PI: Project executed and services available B/b: existing services	Due to budgetary constraints the full implementation of a unified communication including the implementation of a new telephone system has been deferred.	A planned investment in unified communications has been cancelled due to the current financial difficulties. To cope with the growing needs, external webconferencing facilities are being contracted.
Organizational knowledge management in line with the IT strategic plan supported by electronic records management,	PI: KM and IT plan Electronic records management tool implemented B/b: current situation	The Knowledge Management and Information Technology Strategy and the Action Plan for the initial phase of its implementation have been developed	Archives space in building VII has been streamlined in the context of the Office Space Optimization Project. Funding for on-going projects on electronic records management has been ensured by the Emergency Fund.
"Greening" UNESCO supported and carbon footprint reduced	PI: Initiatives and actions at the sector level towards to mitigate of the carbon footprint of MSS operations are implemented in a coordinated manner B/b: Previous GHG data	Greenhouse gas annual inventory	The annual greenhouse gas inventory for 2011 was finalised, as scheduled, in December 2012. Its results and main variances against prior years inventories are analyzed and the corrective action set there where applicable.

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

Travel on mission and statutory travel are important components in the annual greenhouse gas inventory. Efficiency measures on travel on mission were put in place throughout 2011 contributing to the reduction in travel on mission costs and in turn to its relative importance in the annual carbon footprint of the Organization.

Part III.C. Chapter 2. Conferences, languages and documents services management

Regular Programme ¹ : operational budget only		Extrabudgetary resources ¹	
Allocation 2012-2013: US\$ 431 875	Expenditures 2012-2013: US\$ 330 964	Allotment 2012-2013: US\$ 1 601 312	Expenditures 2012-2013: US\$ 107 054

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
ER 12: Conference, interpretation and translation services as well as document production and distribution services (including e-distribution) provided in a more coherent and timely manner	PI: no more than 3 complaints received per service B/b: service considered satisfactory if number of complaints does not exceed 3 per service	Production and distribution: no formal complaints Translation: no formal complaints Conference services: no formal complaints Interpretation services: no formal complaints	e-distribution: some delegations have expressed the desire to receive only electronic versions of documents, and this is being implemented.
ER 13: Service level agreement established with at least three significant translation clients	PI: establishment of three service level agreements B/b: 3 service level agreements	No formal SLAs established yet. However, close consultation between Translation Section with three of its major clients (GBS, ED, SC/IOC) facilitated even more efficient use of human resources during certain periods.	No formal SLAs established yet. However, close consultation between Translation Section with three of its major clients (GBS, ED, SC/IOC) facilitated even more efficient use of human resources during certain periods.
ER 14: E-distribution developed	PI: review and rationalization of distribution lists to facilitate switch to e-distribution appropriate IT mechanisms developed B/b: e-distribution developed for statutory distribution of publications	Benchmark attained for activities under CLD responsibility. e-distribution for statutory distribution of publications is to be dealt with by the Publications Board	Technology watch ongoing to enable client driven "output management" of official documents. Members States, Members of EXB and National Commissions have been asked to indicate if they would be prepared to receive documents in e-form only (results will be known end-January 2013). Internal paper distribution (N-list) updated in October 2012.
ER 15: "Greening" UNESCO supported and carbon footprint reduced	PI: reduced consumption of paper maintenance of quality label for printing B/b: actual consumption of paper reduced quality label maintained	Benchmark attained	CLD continues to reduce hard copy production and distribution of official documents to minimal critical level. No additional paper purchase was necessary in 2012. Conference proceedings no longer available under printed version.

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

Print-runs continue to be closely monitored; workflow has been amended so that all print requests now subject to EO validation. Systematic recourse to outsourcing when this represents better value for money and where risk is minimal. TASCO exercise in Summer 2012 resulted in a large number of recommendations approved by the Director-General and in the process of being implemented.

Part III.C. Chapter 3. Common services management including procurement, Headquarters security and utilities

Regular Programme ¹ : operational budget only		Extrabudgetary resources ¹	
Allocation 2012-2013: US\$ 11 389 300	Expenditures 2012-2013: US\$ 5 261 774	Allotment 2012-2013: US\$ 0	Expenditures 2012-2013: US\$ 0

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
Maintenance, upkeep and operation of the technical facilities and installations at Headquarters ensured at a satisfactory level; risks and negative effects of austerity minimized	PI: Provide services to users of Headquarters buildings. B/b: Services to users of the Headquarters buildings at an efficient and satisfactory level.	Maintenance, upkeep and operation of the technical facilities and installations at Headquarters is ensured within the allotted amounts.	Maintenance and upkeep programmes are executed on a priority basis. The use of temporary assistance is suspended. Workshops are setting priorities for interventions due to resource constraints.
Cost-sharing developed for optimal use of human and financial resources	PI: Provide services to users of Headquarters buildings. B/b: Services to users of the Headquarters buildings at an efficient and satisfactory level.	To mitigate to the extent possible risks resulting from aggravating under-budgeting and under-staffing due to the financial situation and critical budget reduction.	Maintenance and upkeep programmes are executed on a priority basis. The use of temporary assistance is suspended. Workshops are setting priorities for interventions due to resource constraints.
Safety and security measures assessed and updated to current situations	PI: Operation of the security and safety installations maintained risks minimized B/b: Operations of the security and safety installations maintained at proper level. Utilities at necessary level	To mitigate to the extent possible risks resulting from aggravating under-budgeting and under-staffing due to the financial situation and critical budget reduction.	The use of temporary assistance is suspended; only on an exceptional basis TA was approved for three fire safety agents against staff cost savings (business critical). Safety and security at Headquarters ensured to the best possible extent, risks minimized to the extent of resources available. The fire safety unit is facing major difficulties in meeting requirement of the Bonvin building (IGH). Works for perimeter protection were completed. Staff reductions are posing difficulties in shift planning. The Forward security post Fontenoy is currently on hold, as well as any further advancement of executing works under the Medium security plan.
Facilities and installations maintained at a satisfactory level in compliance with host country norms and within budgetary allocations.	PI: Headquarters buildings are maintained in accordance with host country norms. B/b: Headquarters premises are maintained to health and safety standards for users.	To mitigate to the extent possible risks resulting from aggravating under-budgeting and under-staffing due to the financial situation and critical budget reduction.	Maintenance and upkeep programmes are executed on a priority basis. The use of temporary assistance is suspended. Workshops are setting priorities for interventions due to resource constraints
Capital Master Plan in Fontenoy and Miollis/Bonvin sites implemented within the limits of resources available.			The Capital Master Plan (CMP) priorities were presented to the 180th meeting of the Headquarters Committee (June 2012). Activities foreseen in workplans are readjusted in view of the financial constraints. Completion of technical rooms and workshop compliance (safety and security) located in Fontenoy basement.
Procurement processes simplified and Long Term Agreements (LTA's) in place for most frequent and routine purchases at Headquarters	PI: Provide simplified procedures on procurement of recurrent items, including LTAs. B/b: Routine procurement services provided efficiently and at satisfactory levels to the Organization.	To mitigate to the extent possible risks resulting from aggravating under-budgeting and under-staffing due to the financial situation and critical budget reduction	Drastic decrease in procurement activity while efforts continue on the simplification of procurement processes.
Technical skills in procurement improved Organization-wide to ensure that decentralized procurement flows in strict application of rules and regulations	PI: Provides technical and administrative support and advice on the procurement services of goods, works and services in line with administrative procedures. B/b: Procurement services ensuring technical and administrative support and	To mitigate to the extent possible risks resulting from aggravating under-budgeting and under-staffing due to the financial situation and critical budget reduction.	Drastic decrease in procurement activity while efforts continue on the simplification of procurement processes.

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
	advice at satisfactory levels with a focus on transparency and conformity of Administrative procedures.		
Property management processes and procedures at Headquarters are consistent with International Public Sector Accounting Standards (IPSAS)	<p>PI: Maintain an up to date inventory register of UNESCO assets.</p> <p>B/b: Current inventory register of UNESCO assets for reporting in line with IPSAS standards.</p>	To mitigate to the extent possible risks resulting from aggravating under-budgeting and under-staffing due to the financial situation and critical budget reduction.	Drastic decrease in procurement activity while efforts continue on the simplification of business processes.

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

The Division strives to provide, to the best possible extent, acceptable levels of support services for programme execution and the functioning of the Governing Bodies of the Organization. In spite of the budget reductions operational activities are being maintained. Priorities are being reviewed and evaluated on a regular basis to contend with the budget cuts and under-staffing. The lack of recourse to temporary assistance is showing its effects to backstopping services related to safety, security, maintenance of premises, facilities and installations and provision of utilities.

Following the implementation of the reorganization of the buildings services' workforce, costs were lowered and efficiency was raised but due to the current budget crisis, key posts essential to the safety and security at headquarters remain vacant.

A charge-back mechanism was put in place to cover expedition costs outside of statutory mailings to Member States. The system has provided stability to the functioning of this key service at Headquarters and has reduced the budget risk for the time being. Statistical data will be available in 2013 to establish benchmarking for this process.

Reserve for reclassifications/merit-based promotions

Regular Programme ¹ : operational budget only		Extrabudgetary resources ¹	
Allocation 2012-2013: US\$ 0	Expenditures 2012-2013: US\$ 0	Allotment 2012-2013: US\$ 0	Expenditures 2012-2013: US\$ 0

Part IV. Loan Repayments for the Renovation of the Headquarters Premises and the IBE Building

Regular Programme ¹ : operational budget only		Extrabudgetary resources ¹	
Allocation 2012-2013: US\$ 14 074 000	Expenditures 2012-2013: US\$ 7 031 309	Allotment 2012-2013: US\$ 0	Expenditures 2012-2013: US\$ 0

Part IV. Loan Repayments for the Renovation of the Headquarters Premises

Regular Programme ¹ : operational budget only		Extrabudgetary resources ¹	
Allocation 2012-2013: US\$ 13 784 000	Expenditures 2012-2013: US\$ 6 891 811	Allotment 2012-2013: US\$ 0	Expenditures 2012-2013: US\$ 0

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
Payments transferred on time.			Le paiement de l'emprunt a été fait.

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

Le paiement de l'emprunt a été fait.

Part IV. Loan Repayments for the IBE Building

Regular Programme ¹ : operational budget only		Extrabudgetary resources ¹	
Allocation 2012-2013: US\$ 290 000	Expenditures 2012-2013: US\$ 139 498	Allotment 2012-2013: US\$ 0	Expenditures 2012-2013: US\$ 0

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
FIXED COST			Payment of loan undertaken on schedule.

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

Payment of loan undertaken on schedule avoiding the payment of penalties.

Part V. Anticipated Cost Increases

Regular Programme ¹ : operational budget only		Extrabudgetary resources ¹	
Allocation 2012-2013: US\$ 0	Expenditures 2012-2013: US\$ 0	Allotment 2012-2013: US\$ 0	Expenditures 2012-2013: US\$ 0