190 EX/4 Part 1 Annex Report: SISTER 36 C/5 - Monitoring of Programme Implementation for Regular Programme and Extrabudgetary Resources as at 30/06/2012[1]

[1]The 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.

Part II.A. I. Education

	Regular Programme[1]: operational budget only		Extrabudgetary resources[1]	
	Allocation 2012-2013: US$ 27 535 011	Expenditures 2012-2013: US$ 6 016 400	Allotment 2012-2013: US$ 123 267 166	Expenditures 2012-2013: US$ 67 156 703

	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	224	12 423 211	2 393 871	19	5 044 708	47	403	538 872 925	121 937 620	66 869 289	55
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	41	2 181 525	565 874	26	890 473	64	79	106 368 274	34 046 407	18 974 128	56
ER 2: National capacities strengthened to plan, manage and scale up gender-sensitive, quality literacy and non-formal education policies and programmes	24	1 403 483	281 893	20	571 766	49	38	67 744 266	25 365 917	15 608 540	62
ER 3: National capacities strengthened to develop and implement teacher policies, with particular emphasis on quality and gender issues	25	1 701 822	254 988	15	666 580	38	23	19 759 662	5 011 532	2 064 123	41
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	379 261	25	594 700	64	32	37 914 352	6 070 143	2 198 932	36
ER 5: Basic education including early childhood care and education, policies, programmes and practices improved in Memeber States, strengthening quality, equity, inclusion and gender equality	34	1 555 991	326 445	21	669 709	49	54	78 546 274	10 817 632	4 093 250	38
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	963 410	112 883	12	448 910	25	19	31 060 351	6 230 497	2 307 528	37
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	799 251	156 032	20	328 673	47	29	11 003 741	4 241 910	1 733 454	41
ER 8: Good quality comprehensive HIV and sexuality education delivered by Member States, promoting healthy lifestyles, gender equality and human rights	7	298 245	57 843	19	119 898	48	91	125 114 288	17 890 242	12 813 720	72
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.	6	390 000	40 639	10	108 664	37	25	11 126 420	4 917 512	2 833 653	58
ER 10: Political and financial commitment mobilized at the global, regional and national	13	1 341 835	189 290	14	556 235	34	11	50 175 297	7 285 828	4 237 479	58

	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
levels towards the achievement of the EFA goals, and monitoring mechanisms of EFA strengthened											
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	2	88 000	1 475	2	26 100	6	0	0	0	0	N/A
ER 12: Education stakeholders informed through research and foresight studies on emerging trends and challenges in education	4	180 000	27 248	15	63 000	43	2	60 000	60 000	4 482	7

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)	Planning underway for the second half of the year 2012	In joint efforts with UN partners, seven priority areas of support were incorporated in the Regional Coordination Mechanism (RCM) Education Business Plan for 2012-2013 which was merged with the Youth Development Plan. The seven priority areas of support are gender and culture; education management information system; teacher development; revitalization of higher education; technical and vocational education and training; curriculum; and early childhood development. Contributions to their implementation are expected to come from various partners such as ADEA, NEPAD, ILO, UNFPA, UNICEF, WFP as well as UNESCO.

Upon request from the United Nations Economic Commission for Africa, UNESCO took the lead in reviewing AU's 2012 MDG report on education 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. It was conducted in close coordination between the different entities of the UNESCO such as HQ, BREDA, Addis Ababa office, as well as Institutes such as IICBA and UIS.

UNESCO led the process of adopting the Pan African Conference on Teacher Development (PACTED) Roadmap and the monitoring and evaluation framework that was included in the resolutions of the Conference of Ministers of Education of the African Union (COMEDAF V). |
| | **PI:** Nnumber of key priorities of the Business Plan fully met
B/b: 10 key activities (baseline: 0) | RCM Education Business Plan finalised and submitted to the Education and Human Resources sub-cluster PACTED Roadmap elaborated and adopted by the COMEDAF V Review of the AU MDG2 2012 report completed | |
| 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) | National and Regional Qualifications Frameworks for teachers in West, Central and East Africa on Teachers for EFA launched in 11 countries 56 Education personnel of the Region trained in Curriculum design and development | In Sahel and ECOWAS regions, support was provided to develop a regional ECCE index, by defining indicators to quantify and measure quality learning achievements. Southern African region emphasized on inclusion, by placing value on indigenous knowledge, shifting from academic knowledge to valuing indigenous knowledge.

With a view to developing the capacity of the countries to implement the Basic Education for Africa Programme (BEAP), the first cohort of trainees for the Postgraduate Diploma in Curriculum Design and Development will complete the training in July 2012. The focus was on the support of design and adoption of quality post-basic education, with a major focus on the access of girls in mathematics and sciences with partners such as the IDB in Sahel countries (Gambia, Guinea, Niger, Senegal).

UNESCO has launched the development of National and Regional Qualifications Frameworks for teachers in 11 countries in West, Central and East Africa, in close collaboration between different parts of UNESCO's Education Sector - the HQ, BREDA, IICBA, and the International Task Force on Teachers for EFA. |
| | **PI:** Number of countries withindicators to measure teacher quality and learning outcomes integrated in their EMIS
B/b: 4-5 countries | Holistic study on the teacher issues conducted and validated by relevant stakeholders in Benin, Uganda , Lesotho and Burundi. | |
| 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 | **PI:** Regional Qualification Frameworks (RQF) formulated and proposed for validation
B/b: 2 frameworks (baseline 1) | Formulation process in progress in the ECOWAS sub-region | Increased knowledge sharing on National Qualifications Framework/Regional Qualifications Framework (NQF/RQF)

At regional and international levels, TVET programmes contributed to achieving Major Programme I's Global Priority Africa objectives through participation and contribution to major regional and international events on TVET, notably the ADEA Triennale (Ouagadougou, February 2012) and the |
| | **PI:** Number of partners engaged in the National Qualification | 4th IATT consultative meeting took place with increased number of partners, contributing technically and financially. - | |

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	
	Frameworks/Regional Qualification Frameworks (NQF/RQF) formulation process **B/b:** 5 partners (baseline 2)	African Development Bank hosted the meeting and organized the media coverage; - ECOWAS shared the costs for resource persons and consultants; - UNDP provided for with interpretation costs; - IFAD, WAEC, CAMES and UN Women joined in as new technical partners.	Third International Congress on TVET (Shanghai, May 2012). The ADEA Triennale contributed successfully to the International Congress as there was a coherent process to inform and define new paradigms for Member States of Africa on TVET, including National Qualifications Framework/Regional Qualifications Framework (NQF/RQF) as a key area that was part of the debate (special sessions organized with partners in both international events). These events were opportunities for Member States to inform or to be informed, to enhance their knowledge sharing and to update their strategy for the development and/or implementation of NQF/RQF. Clarification on the concept and process was effectively provided to Member States. 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 biennium activities. The 4th Inter-Agency Task Team (IATT) consultative meeting took place and included working-sessions with Member States and partners for the identification of Road Maps (guidelines) to jointly develop NQF and RQF in the ECOWAS subregion, with a focus on policy decision making at inter-ministerial level. One representative of the countries under the UNESCO Dakar (Senegal) and Abuja (Ghana through WAEC, the West African Examination Council) Offices integrated the Technical Committee on NQF/RQF. New UN sub-regional agencies (IFAD, UN Women) and other partners (the CAMES as "Conseil africain et malgache de l'enseignement supérieur", and WAEC) joined the process. The NQF/RQF process was clarified (guidelines for Ministers; preparation of the experts and Ministers meetings) at national (Senegal) and regional levels (road maps on finalization). The initial road map between IATT and ECOWAS has been shared and updated with partners. Effective mobilization of partners and consolidation of sub-regional partnerships mechanism Contributions to the ADEA Triennale (February 2012) were elaborated by UNESCO and shared. A major result of UNESCO's contribution to partnership building is that the Inter-Agency Task Team (IATT) is included in the ADEA process and its work programme on TVET/TVSD, ensuring thereby joint planning between ADEA and UNESCO and partners. In particular for the ECOWAS sub-region, consultations among partners and the ECOWAS Secretariat took place; The 4th IATT consultative meeting (May 2012) was jointly organized by UNDP, UNESCO Dakar and the ECOWAS Secretariat on the 3-4th May 2012 at the African Development Bank, demonstrating a renewed strong involvement of partners in the sub-regional process. Cost-sharing was effective for this event.

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

The following measures have been taken to increase the effectiveness and efficiency of Major Programme I's work in Global Priority Africa:

• Building strong partnerships have improved the cost effectiveness of the usage of UNESCO's limited financial resources. For example, UNESCO serves as the secretariat of the Inter-Agency Task Team on TVET and provides substantial technical support, the cost of organizing the 4th Consultation meeting of the IATT was mostly borne by the partners.

• Further prioritization and focusing has been made within all thematic areas of the Education Sector's work in Africa to improve the effectiveness of the Organization's interventions. UNESCO is focusing on the upstream policy support of the TVET's NQF/RQF formulation process, and cooperating with other partners to support the operationalization of the reform process.

• UNESCO's internal expertise is being further utilized for technical support rather than relying on external support.

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	More than 25 programmes have been implemented promoting literacy, with special attention to girls and women	• More than 10 countries were supported in developing or reviewing gender-responsive policies for literacy and non-formal education. In Latin America, Bolivia, Columbia, Ecuador, Venezuela incorporated gender in literacy policies.

• A thematic study on Mobile Phone Literacy: Empowering Women and Girls was developed. Two other studies on the same topic mainstream and address gender.

• Within the framework of the Global Partnership for Girls and Women's education, projects are being implemented in five countries in Africa focusing on girls and women's education and literacy, with support from various donors such as Procter & Gamble, the Packard Foundation, and GEMS education. For example in Senegal, the projects aim to reach 40,000 young girls and women. So far, 163 classes have opened and 200 teachers and facilitators have been trained on using ICTs. |
| | **PI:** Number of LIFE countries that have integrated a GE perspective in curricula and learning materials **B/b:** 60% of LIFE countries | New gender-sensitive Literacy materials are being developed in two LIFE countries (Iraq, South Sudan). | |
| Gender-sensitive teacher policies developed in Member States | **PI:** Number of countries where new and/or revised teacher education and training policies reflect a tangible gender dimension **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) | • UNESCO is leading the Regional Strategy on Teachers in LAC. During the first phase of the strategy, the report "Background and Criteria for the Development of Teaching Policies in Latin America and the Caribbean" was produced with relevant information and concrete guidance for policy makers related to teachers policies, including basic information on gender. This will inform and guide interventions on gender and the teaching force in LAC.

• In Asia-Pacific, an e-course is being developed to strengthen the capacity of policy makers and teachers to promote gender responsive education practices at country level. |
| Teachers better trained in gender-sensitive teaching and learning approaches | **PI:** Number of countries where teacher education and training curricula are revised to integrate gender-sensitive learning approaches **B/b:** N/A | N/A yet (a teacher training guide on gender is being prepared) | • The draft of the Guide for Gender Mainstreaming in Teacher Training Institutions was developed. Efforts are made to mobilize extra-budgetary funds for its pilot testing.

• Gender is mainstreamed in all the work and material related to HIV and AIDS. For example, a booklet on Good Policy and Practice in HIV and Education and Gender was finalized. |
| | **PI:** Number of countries implementing teacher training programmes that | • Five countries received support in developing strategies to support learners and teachers (Belarus, Kyrgyzstan, Russia, Tajikistan and | |

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	
	address HIV and AIDS and gender **B/b:** 5	Ukraine).	
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	• Research on the situation of girls in secondary education was carried out to document success stories and best practices in order to inform policy making and implementation.

• Work was undertaken to ensure educational contents are gender-sensitive and free from gender stereotypes. For example, the French version was produced of a guidebook on textbook research and revision. In Bangladesh, gender responsive curricula and training material were developed; some 450 curriculum and textbook developers, teacher trainers and secondary school teachers were trained.

• Research on Gender-Based Violence (GBV) was also undertaken in order to inform responses through education (e.g. DRC, Lebanon). In South Africa, UNESCO worked with UN Women on eliminating GBV in schools using mobile gaming technology. |
| | **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 generic version of the General Education Quality Diagnosis/Analysis and Monitoring Framework (GEQAF) is now available in four languages. The first piloting was conducted in India. | |
| 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 | Three policy review reports (for Cambodia, El Salvador and Lao PDR) were reviewed and validated by national stakeholders. A gender-responsive TVET policy in Zanzibar was reviewed and the plan of action on Tanzania was developed. | • The 3rd International Congress on TVET highlighted specific gender issues related to TVET through a special session on Women and TVET. The recommendations of an online UNEVOC consultation on this topic organized were also diffused.

• A gender-responsive TVET policy in Zanzibar was reviewed and the plan of action on Tanzania was developed.

• UNESCO is leading research on gender and TVET so as to inform policies and strategies. The findings from the Gulf countries were shared during a regional meeting in Oman. A situation analysis of girls' participation in TVET and employment opportunities is also underway. |
| | **PI:** Number of countries with policies integrating strategies for preventing gender-based violence in schools **B/b:** at least 1 | • Research on Gender-Based Violence (GBV) was undertaken in order to inform responses through education (e.g. DRC, Lebanon). In South Africa, UNESCO worked with UN Women on eliminating GBV in schools using mobile gaming 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 | Support to sector-wide education policy and planning placed emphasis on quality and gender equality issues, mainstreaming gender in policy review and thematic studies.

• In Africa, national capacities were strengthened to develop sector-wide EMIS with disaggregated data to inform sector plans and policies that are gender sensitive.

• In Malaysia, gender equality issues were taken into consideration during the review of the policy on ICTs in education.

•In Central Asia, three sub-regional theme groups were established, including one on gender responsive education, in an effort to strengthen national capacities in planning, management, and the use of EMIS for policy formulation.

• In Ecuador and Colombia, national technical capacities were strengthened to develop inter-sectoral policies for education with a focus on gender equality. |
| | **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) | |

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	
			•A study on the role of intercultural education in promoting access to quality education for Roma children is being finalized. The study will guide countries in elaborating or strengthening intercultural policies and programmes that are gender-sensitive.
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	UNESCO supported the development of gender-sensitive strategies and plans in at least 21 countries over the first six months of the biennium: • 13 countries received training in workplace policies and supporting teachers living with HIV (Africa). • Two countries received support in developing their national strategies and plans (Cambodia and Thailand) and one country (Uzbekistan) recieved support in developing a national strategy on HIV and AIDS • Five countries received support in developing strategies to support learners and teachers (Belarus, Kyrgyzstan, Russia, Tajikistan and Ukraine)	All activities on HIV and AIDS education promote gender equality as a basic human right and have a strong component on gender equality. Gender equality concerns are integrated in tools that are being developed. Gender equality issues are addressed during specific thematic sessions at regional training workshops and meetings, technical backstopping is provided on how to address gender inequality through country based programmes and in developing gender sensitive policies, strategies and plans. Gender is mainstreamed in all material produced, e.g. the booklet on 'Good Policy and Practice in HIV and Education and Gender' was finalized and will be published soon. In total, some 21 member states received support for HIV and AIDS education that is gender sensitive. In Africa, 13 countries benefitted from capacity development for workplace policies and teachers living with HIV. Belarus, Kyrgyzstan, Russia, Tajikistan, Ukraine developed strategies supporting learners and teachers. Uzbekistan developed their national strategy while Cambodia and Thailand developed national strategies and plans that are gender sensitive with support from UNESCO.

Cost-effectiveness/efficiency measures for this Major Programme: Gender Equality
Several measures were taken to improve the cost-effectiveness of the Education Sector's work on Global Priority Gender, such as awareness raising and partnership building. Raising awareness of the importance of girls and women's education through organization of key global events •A side event on education for rural women and girls was organized on the occasion of the 56th Session of the Commission on the Status of Women (New York, February 2012). •The first World Atlas of Gender Equality in Education was launched on International Women's Day, while the interactive electronic version, the eAtlas, is available online. •The 3rd International Congress on TVET looked at ways to promote gender equality and inclusion of girls and women in and through TVET (Shanghai, May 2012). •The 1st anniversary of the Global Partnership for girls and women's education and empowerment (hereafter Global Partnership) was celebrated with a high-level panel discussion, presenting major achievements and reaffirming commitment towards girls and women's education (Paris, May 2012). Strengthening partnerships •While UNESCO already collaborates with key partners that work to promote girls' and women's education, efforts were made to identify new partners and to expand partnerships with the private sector within the framework of the Global Partnership. For example, UNESCO signed an agreement with UN Women and a MoU with the Barefoot College. Discussions are held with potential new partners such as Enel Green Power and with existing partners to expand cooperation such as Procter & Gamble. •At regional level: in Africa, UNESCO collaborates with the Islamic Development Bank and UN Women; in the Arab Region, with the Office of Italian Cooperation for Development and UN agencies in Lebanon; in Asia-Pacific region, UNESCO works to raise public awareness around gender equality in education through UNGEI and GENIA and; in LAC, UNESCO collaborates with UN Women and other UN agencies to establish a Regional Interagency Group.

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$ 8 373 279	Expenditures 2012-2013: US$ 1 786 619	Allotment 2012-2013: US$ 70 493 999	Expenditures 2012-2013: US$ 38 845 723

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	• Six countries received direct in-country technical assistance (DRC, Haiti, Malaysia, Mauritania, Tanzania, Zimbabwe) UNESCO reached out to 17 more Member States with technical advice an dsupport for evidence-based policy and plan formulation, implementation and monitoring, among them are: Benin, Bolivia, Burundi, Comoros, Guatemala, Guinea Bissau, Ecuador, Morocco, Kenya, Pakistan, Saudi Arabia, Senegal, Tunisia, UAE, Uganda, Vietnam, Yemen	UNESCO provided advocacy and technical assistance to Member States in order to support evidence-based policy and plan formulation, implementation and monitoring. Special emphasis was placed on strengthening capacities of ministries of education aiming to have more viable, sustainable and robust plans and policies. Both direct technical assistance and capacity development activities were implemented in cooperation with relevant UNESCO Institutes and other partners.

Providing technical support and capacity development for sector analysis, needs assessments in education policy and planning and promotion of policy dialogue

At the global level, in an effort to support capacity development for education planning and management UNESCO's work in this area focused on enhancing or developing generic policy and planning tools and frameworks as well as capacity development materials such as the generic education planning tool - UNESCO OpenEMIS was pilot tested; the user manual of EPSSIM (Education Policy and Strategy Simulation) model was finalized; the Capacity Needs Assessment Methodology Framework in Educational Planning and Management (CAPNAM) was finalized based on results from in-country pilots, validated and soon to be published in consultation with core mission members and others (RDC, Armenia and Dominican Republic). Technical support was also provided to key partners, such as backstopping to the Global Partnership for Education (GPE) in the preparation of new guidelines and to UNRWA for an M&E framework. In Africa, UNESCO supported sector-wide policy and planning primarily through developing national capacities to develop and maintain quality sector-wide EMIS and sector analyses that will inform gender sensitive, inclusive, rights-based education sector plans and policies. Capacity development materials on education planning and statistics, particularly in the Southern African Development Community (SADC) countries were formulated. Capacity needs assessments, resulting in comprehensive capacity development plans in educational planning and management were completed in Mauritania and Tanzania. A sector panning simulation model in the contexts of the Global Partnership for Education (GPE) was prepared and used in DRC. Simulation models were developed in Burundi. The |
	PI: Number of countries supported in the implementation of innovative programmes in ICTs in education **B/b:** 5 Member States	• Three countries were supported by UNESCO (Malaysia in reviewing the Policy and Master Plan on ICT in education and in implementing the recommendations; and, Antigua, and Trinidad &Tobago in developing and implementing their National ICT in Education Policies and Master Plans).	
	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	• Two thematic studies on mobile learning policies and using mobile technologies to support teachers have been completed.	
	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	• Support was provided to Egypt, Libya, the Republic of Congo and Yemen, and to Syrian refugees in Lebanon and Jordan.	

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
			development of EMIS supported in Senegal and Zimbabwe. In Asia, a comprehensive education policy review was conducted in Malaysia, focusing on the domains of policy and planning, curriculum, technology in education, student assessment, teacher development and TVET. The results are currently being used to inform the national policy debate about education. In Myanmar, a technical review of the inception phase for the Comprehensive Education Sector Review was carried out. In the Arab States support was provided to UNRWA in Jordan for the formulation of a Monitoring & Evaluation Framework for the UNRWA Reform Programme. This has strengthened the strategic partnership with UNRWA and led to the identification of potential areas of joint work with UNRWA and other key stakeholders, including UNICEF. In Yemen, an education support programme was formulated focusing on the transition period. In Mauritania, the Capacity Development Plan was developed and endorsed by the national stakeholders. Capacities in teacher simulation projection were strengthened in Saudi Arabia. In Latin America, UNESCO's work focused on building national capacities for the production and use of statistical information for planning purposes and development of education indicators according to international data reporting standards in Bolivia and the continuation of the support to Guatemala and Ecuador to produce internationally-comparable statistics on educational finance which resulted in reporting official statistics to UNESCO. In the Caribbean, the Pacific Island Forum of Education Ministers was established as well as an e-network of more than 40 education planners to disseminate education planning tools and publications and to facilitate dialogue on education planning issues. Preparation of UNESCO Education Support Strategy (UNESS) for nine Eastern Caribbean Countries and Barbados has been initiated and expected to be completed towards the end of the year. The development of EMIS supported Haiti. Providing technical backstopping to education in PCPD contexts UNESCO participates in global PCPD mechanisms such as the INEE Steering Group, task teams and the sub-Working Group on applications of the INEE Minimum Standards, ensuring collaboration and coordination among key partners. It provides technical advice to Member States that face on-going or new emergencies such as Libya, Syria, Yemen, Liberia and the Republic of Congo and continues its technical backstopping and support, including resource mobilization for Lebanon, Jordan and Liberia. For example, the response to the crisis in Syria which affected thousands of people across the region (Jordan, Lebanon, Turkey), included contingency planning and the development of a Mid-term Review of the Regional Response Plan (RRP) for Syria and the Rapid Needs Assessment in Jordan. In Brazzaville, UNESCO participated in the preparation of the Flash Appeal (FA) exercise in collaboration with UN-Humanitarian mechanisms such as CERF process (Central Emergency Response Fund). In Eastern Liberia, UNESCO raised some US$1,000,000 to

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	**Attained**	
			support Ivorian Refugees and host Community Education. Promoting ICTs in Education UNESCO supports the implementation of innovative programmes in ICTs in education. During the first six months of the biennium, two thematic studies on mobile learning and learning policies and the use of mobile technologies to support teachers were produced. Three Member States were supported in the implementation of innovative programmes on ICTs in education. In Malaysia, following a policy review recommendations on ICTs in Education Policy and Master Plan were released. Antigua and Trinidad & Tobago were supported in developing and implementing national ICTs in Education Policies and Master Plans.
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 of national education policies and plans **B/b:** 5 Member States	• Five countries developed or reviewed their policies for literacy and non-formal education (Bolivia, Colombia, Ecuador, Iraq, Venezuela) • Six countries are in the process of developing or reviewing their policies for literacy and non-formal education (Cameroon, Central African Republic, Chad, Congo, Kenya, Lao PDR,) • Afghanistan is reviewing its EMIS & NFE-MIS • Capacity development was provided for policy-makers and personnel on developing literacy policies and plans in more than five countries where Afghanistan, DRC, Mauritania, Mozambique, Papua New Guinea, several Arab States) • In Bangladesh, the legal framework has been reviewed and works is underway towards the development of a new Act on non-formal education.	Overall progress In the current biennium, UNESCO's efforts were mainly directed to assisting Member States to accelerate literacy progress for children, youth, and adults in their efforts to reach the EFA goals by 2015. This work is guided by several frameworks, notably the United Nations Literacy Decade (UNLD, 2003-2012), the CONFINTEA VI follow-up process, the Literacy Initiative for Empowerment (LIFE, 2006-2015), follow-up of the 8th E-9 Ministerial Review Meeting and the UNESCO's CapEFA programme, targeting UNESCO's priority countries. At the global level, UNESCO is preparing a High-Level International Roundtable on Literacy which will take place in France on 6-7 September 2012. The Roundtable intends to enable Member States - especially the 41 countries constituting almost 85% of world's non-literates, nearly 700 million - to plan for concrete actions to scale up literacy efforts over the coming three years. This set of countries includes the 36 LIFE countries, the E-9 countries as well as the UNESCO priority countries for literacy which are supported by the CapEFA programme. Representatives of development partners are also invited to explore potential partnerships in support of such efforts. While E-9 countries are implementing the Abuja Framework for Action and Cooperation, preparations are underway, for the next E-9 Ministerial Review Meeting scheduled on 9-10 November 2012 in New Delhi, India.
	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	• 25 countries are implementing/scaling up literacy programmes (Afghanistan, Bangladesh, Bolivia, Burkina Faso, Columbia, Ecuador, India, Indonesia, Iraq, Kazakhstan, Lebanon, Liberia, Mali, Morocco, Myanmar, Nepal, Nigeria, Pakistan, Samoa, Senegal, South Sudan, Timor-Leste, Togo, Venezuela, VietNam) • Two countries are preparing scaling-up of literacy programmes (Benin, Egypt)	
	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	• Information kits and other advocacy material were developed in four counties (Afghanistan, Egypt, Pakistan, Viet Nam) • National mobilization strategies were developed in two countries (Egypt, Iraq) • Advocacy events are being prepared such as the International Literacy Day celebration (e.g. Afghanistan, Islamic Republic of Iran, Lao PDR, Samoa, South Sudan, Thailand) • Findings from qualitative research and literacy assessment (e.g. in Africa and Latin America) are informing decision making.	Supporting global coordination of international literacy initiatives The process of the final evaluation of the United Nations Literacy Decade (UNLD) has been initiated. A joint questionnaire on CONFINTEA VI and UNLD final evaluation was disseminated in Member States. Data from 123 Member States responses are being compiled and analysis is on-going. The global LIFE mid-term

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
			evaluation report was finalized, confirming the relevance of the Initiative and its added-value. It was produced by UIL and was disseminated to 36 LIFE countries and key stakeholders. The Global Report on Adult Learning and Education (GRALE) 2012 is being prepared and its final draft will be made available online by the end of the year. Planning for four regional CONFINTEA VI conferences is on-going (the one for LAC took place in May 2011). The regional conference for Africa will take place in Cape Verde on 24-27 October 2012. Supporting the development of policies and legal frameworks for Literacy and Non-Formal Education UNESCO has helped a number of Member States to develop or review development-relevant, gender-responsive policies for literacy and non-formal education (NFE) and effective monitoring and evaluation systems. Chad, Cameroon and Central African Republic developed new policy frameworks based on a situational analysis and the needs assessment in diverse contexts. In Kenya, the review of adult education policy has been initiated, following advocacy efforts and policy dialogue on literacy and adult education. In other countries, national strategies and literacy plans were endorsed in Iraq, a new non-formal education Act is being drafted in Bangladesh, and key policy-makers were trained in Lebanon. Policy makers in Bolivia, Columbia, Ecuador, Lebanon and Venezuela were trained to incorporate intercultural and gender approaches in their policy frameworks. Accelerating progress towards 2015 through scaling-up of literacy programmes and capacity development Several countries developed or are in the process of developing their action plans to scale up their literacy programmes. UNESCO has continued to use the CapEFA as a means to support Member States in building capacity to deliver quality literacy programmes in Bangladesh, Cambodia, Chad, Mauritania, Mozambique, Nepal, Papua New Guinea, Rwanda, Senegal, South Sudan, Timor-Leste, Togo, and Yemen. Enhancement of the quality of equivalency programme in Timor-Leste is underway. In Pakistan and Senegal, innovative use of technology to reach out to learners in remote areas through mobile-based literacy programmes is being tried out. UNESCO is providing technical support to Nigeria to significantly redress illiteracy in the next three years through community-based programmes. A large-scale Programme for the Enhancement of Literacy in Afghanistan is on-going, enhancing national capacity for better monitoring and evaluation of literacy programmes and the review of teaching and learning materials. In India, a community-based literacy programme, focusing on rural women, is being

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
			implemented. In Iraq, some 125 pilot community learning centres were established benefiting 7,000 learners.
			Supporting the development of curriculum frameworks and literacy materials
			The content and process of learning and teaching is being constantly reviewed and improved in many countries. A number of countries in Africa such as Burkina Faso, Mali and Senegal are developing appropriate curriculum frameworks and literacy materials to help learners acquire basic literacy skills and use them to access a wider range of livelihood opportunities, in partnership with the Association for the Development of Education in Africa (ADEA) the Conference of Ministries of Education of French-speaking countries (CONFEMEN), the Islamic Educational, Scientific and Cultural Organization (ISESCO), and the African Academy of Languages (ACALAN). Functional literacy materials are being developed specific to South Sudan (a priority country) and new literacy textbooks are being developed in Iraq. Parenting education materials have been adapted in six countries in the Asia Pacific region. In Nepal and Indonesia, facilitators of Community Learning Centres (CLCs) are being trained in pedagogy of adult learning. In Togo, UNESCO is supporting the development of a teacher training guide on literacy and non-formal education.
			Strengthening capacities to monitor the quality of learning
			Progress has been made in improving literacy assessment through the expanded use of household surveys and new data available from the census of 2010. UIS updated its literacy database in April with a summary of current adult and youth literacy rates, trends since 2000, and projections to 2015 for the E-9 countries. The UIS Observatory of Learning Outcomes is advancing with a catalogue of assessments to promote convergence among existing ones. Based on results of consultations, it is creating a catalogue and promoting convergence among existing assessments. Following consultations with stakeholders, conceptual frameworks for indicators on EFA/MDGs progress monitoring are anticipated in late 2012. The assessment of the Literacy Assessment and Monitoring Programme (LAMP) was completed in the first round of countries and results will be released in 2012. Data are being analysed and the results will be released later this year. National dissemination activities will be carried out in late 2012. LAMP implementation has started in the "second wave" of countries such as Afghanistan, Jamaica, Lao PDR, and Namibia.
			A multi-country research project on measuring literacy learning outcomes (RAMAA) in Africa has resulted in development of assessment tools in multi-lingual environments in West Africa especially in Burkina Faso, Mali, Niger and Senegal. Other countries

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
			such as Ethiopia, Kenya, Rwanda, the Seychelles, Tanzania, Uganda and Zanzibar have progressed in the analysis of data and information related to literacy.
			To support Member States in implementing the UNESCO Guidelines for the Recognition, Validation and Accreditation (RVA) of the Outcomes of Non-formal and Informal Learning, a synthesis report, publications and papers are prepared based on previous research.
			An assessment tool, measuring writing skills in early grades of learning was pilot tested in the Canary Islands, Spain among 800 primary school students. The findings are being analysed and the final version of the assessment tool will be available by the end of the year.
			Building partnerships for synergies and momentum
			UNESCO has been fostering partnerships and networks for collaborative action at all levels. In the Arab region, there are plans to launch the Literacy Enhancement Arab Program (LEAP) as a platform for sharing experiences and developing joint programs. In Latin America, the coordination with regional and national networks has been strengthened through collaboration with institutions such as the Mexican National Institute for Adult Education (INEA), the Centre for Regional Cooperation for Adult Education in Latin America and the Caribbean (CREFAL), and other agencies. Significant progress has been made to provide a regional observatory of adult education in cooperation with INEA.
			Advocacy and Knowledge Sharing
			The International Literacy Prizes continue to contribute to recognizing and publicizing quality, innovative literacy programmes and to sharing local knowledge with a wider public. For the 2012 Prize, the Jury members met in June 2012 to select prize winners from more than 40 candidates.
			UIL has started the preparation of policy analysis of lifelong learning in UNESCO Member States to contribute to the third UNESCO landmark commission on lifelong learning. UNESCO Bangkok is preparing a policy research project on lifelong learning and employability. A research project on learning for agriculture and rural livelihoods has been initiated.
			UNESCO is revamping its literacy portal which will host an updated and evolving data-base on effective practices and policies related to literacy. The initial version of the database is likely to be functional by mid-August and will be further developed. UNESCO Santiago is compiling results of an analysis of good policies and practices on literacy in Latin America. UNESCO also progressed in developing a

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	**Attained**	
			repository of Open Educational Resources to make a set of high-quality tools and materials related to youth and adult literacy available for trainers, literacy facilitators and learners. The pilot phase is expected to start in August 2012. Moreover, UIL's LitBase, hosted on the UIL portal, has provided researchers, practitioners and the interested public with useful information on trends and effective practices in literacy. Gender equality Countries are making significant efforts to reach out to learners and the marginalized populations, especially girls. Gender is increasingly mainstreamed in literacy programmes, and the UNESCO Global Partnership for Girls' and Women's Education has been catalytic in engaging the private sector's participation in support of such efforts. In Senegal, the PAJEF literacy programme, supported by Procter and Gamble, aims to reach 40,000 girls and women. 163 literacy centres have opened so far, 100 virtual classes are being initiated and some 200 teachers and facilitators have been trained. The Model of PAJEF is proposed to be adapted by other African LIFE countries in scaling-up efforts. Some 4,500 women have benefitted from another literacy programme conducted in about 150 sites in Senegal in 7 languages, with a strong focus on nutrition education. In Tanzania and Ethiopia, the Packard Foundation is supporting girls' retention and performance in secondary schools and functional literacy programmes to parents, especially mothers. One programme in Liberia is empowering 250 marginalized and vulnerable adolescent girls through their enrolment and retention in safe and girl-friendly schools.
ER 3: National capacities strengthened to develop and implement teacher policies, with particular emphasis on quality and gender issues	**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 **B/b:** 15 Member States	• Seven countries are engaged in developing or revising national teacher policy frameworks with UNESCO's assistance (Burundi, Cambodia, Ethiopia, Guinea, Lesotho, Malaysia, Uganda).	Teacher Training and Professional Development supported thorough analysis/diagnosis and evidence-based teacher policy development UNESCO provides technical assistance and financial support backed through CapEFA, the Task Force on Teachers for EFA, and other extra-budgetary projects. In support of the development of a Regional Strategy on Teachers, a regional report on "Background and Criteria for the Development of Teaching Policies in Latin America and the Caribbean" was completed. It provides a comprehensive review of 14 countries from which it derives policy insights. Countries are supported in carrying out needs assessments, based on which teacher policies and professional development plans and programmes are developed, in line with the priorities of Ministries of Education. New diagnostic studies have been launched in Guinea, Mozambique and Uganda, with the aim of informing teacher policy formulation. The diagnostic studies in Benin, Burundi, Lesotho and Mali were completed and teacher policies are being developed based on their recommendations. In Burundi, the consultation process is expecting to lead to a comprehensive teacher policy, while training instruments for sustainable teacher professional development (pre-and in-service training) are being developed. In Central African Republic, the teacher
	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	• IICBA supported teacher training institutions in Africa by revising their training courses and introducing new topics such as ICTs.	
	PI: Number of sub-Saharan African countries with a teacher policy and innovative teacher programme developed **B/b:** 12 Member States	• Five countries in Sub-Saharan Africa are engaged in developing or revising national teacher policy frameworks with UNESCO's assistance (Burundi, Ethiopia, Guinea, Lesotho, Uganda).	

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
			policy was completed and programmes for teacher education were validated and are already implemented. Cambodia and Malaysia are reviewing their national teacher policies with UNESCO's support.

The process of developing a regional qualification and certification framework for teachers is supported through capacity development for planners, policy makers and teacher educators and trainers of some 15 countries in Africa (Benin, Burkina Faso, Cameroon, Cape Verde, Central African Republic, Democratic Republic of Congo, Gambia, Ghana, Guinea, Mali, Niger, Rwanda, Senegal, Togo and Uganda). Ministries of Education were supported to develop ICT Competency Standards for Teachers in Asia-Pacific and teachers' competencies on ICT use is being strengthened, with the first training workshop conducted in Indonesia. In Mongolia and the Democratic People's Republic of Korea (DPRK), activities were geared towards enhancing the quality of teacher education programmes. In Cambodia, UNESCO works to strengthen teacher support systems in the Mekong sub-region through active engagement in the different technical working groups on Teacher Training. A regional report on criteria for developing teacher policies was completed, compiling information from 14 countries in Latin America. A meeting was held in Panama City with participants from countries that took part in the process and for officials responsible for learning assessment in countries that take part in the TERCE (Third Evaluative and Comparative Study of the Quality of Education). In Peru, a System of Continuous Training for teachers (combining pre- and in-service training) is being developed in coordination with the Ministry of Education, education specialists, NGOs, civil society and academic sector to participate in the technical team. In Paraguay, cooperative work among teachers and researchers, language and writing specialists, using an innovative approach is being supported through Promoting teacher learning in networks, prepared in collaboration with key partners.

ICT innovations applied to enhance quality of teaching

In Namibia, a review of the Open Distance Learning (ODL) and ICTs in Education policies was conducted, with special focus on teacher professional development. Also, within the framework of UNESCO's action to support ICT innovations applied to enhance access to and quality of, UNESCO is supporting the Initiative on Multimedia Training for Tutors, implemented by the Namibian College of Open Learning. In Asia Pacific, a training module was developed to strengthen national capacities to adapt ICT-Competency Framework for Teachers for national contexts. Guidelines and training modules on project-based learning (PBL) were reviewed so as to be adapted for teaching Education for Sustainable Development (ESD). The module will be finalized by July 2012.

Institutional capacity development for teacher training institutions |

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
			In Africa and Latin America, to support the teaching practices and improve learning outcomes, the knowledge base and capacity of teachers in curriculum development is supported through face-to-face and distance learning, delivered through national institutions in Tanzania and Uruguay with participants from 11 countries. IICBA supported teacher training institutions by revising their courses and introducing new topics such as ICTs. In Africa and Latin America, in an effort to support the teaching practices and ultimately improve learning outcomes, the knowledge base and capacity of teachers in curriculum development is encouraged through face-to-face and distance learning, facilitated through an online platform for ministry officials, policy makers and teacher trainers, hosted at the Tanzania Institute of Education and the Open University in Tanzania and Uruguay in collaboration with IBE. In Africa, benefiting countries included Angola, Benin, Cameroon, Gambia, Lesotho, Liberia, Niger, Kenya, Tanzania, Uganda, Zambia. Advocacy and experience sharing facilitated The Pan African Conference on Teacher Development (PACTED), the first important regional meeting on teacher issues, was co-organized in collaboration with the African Union. The recommendations of the meeting aim to initiate and support the implementation of teacher programmes at country level. For example, the diagnostic study in Mozambique was completed following the recommendations of PACTED. In Cuba, the VII International Congress on "Didácticas de las Ciencias" and the XII International Workshop on "Enseñanza de la Física", was celebrated on 19-23 March 2012. The Congress was dedicated to the UN Decade of Education for Sustainable Development and the importance of the scientific education for the environmental culture. This congress is an important space for the interchange of experiences and the debate on the best practices in this topic. UNESCO presented a publication titled "Estudio comparado de la formación de profesores de ciencias en América Latina" and facilitated the exchange of experiences about the evaluation of environmental education from a theoretical concept and integrated interdisciplinary approach. Teacher's training in these topics has allowed applying the knowledge in at classroom level.
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	**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	• 8 Member States were reached through policy reviews.	UNESCO is implementing the Strategy for TVET (2010-2015), working directly with more than 20 Member States on policy review, policy development, capacity building and operational interventions. In doing so, UNESCO promotes a holistic and inclusive approach to TVET and has contributed to the review and development of national TVET policies that support the skills acquisition of girls and boys alike.

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	**Attained**	
implementation	**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	• Eight countries were assisted in enhancing their frameworks for monitoring and evaluating TVET systems and policy innovations, and two countries were assisted in strengthening their information systems (e.g. in Madagascar and Côte d'Ivoire).	UNESCO successfully organized the Third International Congress on TVET (14-16 May 2012, Shanghai, China). PROVIDING UPSTREAM POLICY ADVICE AND DEVELOPING CAPACITY AT THE COUNTRY LEVEL
	PI: Number of users of the UNESCO-UNEVOC educational resources platform on TVET **B/b:** 20% increase in users	• The UNEVOC website was redesigned and launched, recording a 23% increase in visitors.	Policy reviews UNESCO obtained government endorsement for its policy reviews in El Salvador, Cambodia and Lao PDR, during validation workshops that were organized in these countries. The policy reviews are being edited and will be published on-line soon. Follow-up actions are being undertaken in coordination with national stakeholders. For instance, the recommendations from the TVET Policy Review in Lao PDR were discussed during the high level TVET/Higher Education meeting on 12-13 June 2012. The meeting was chaired by the Minister of Education, attended by four Vice Ministers of MoES, Deputy Ministers from other line ministries, other relevant stakeholders and development partners such as the Asian Development Bank (ADB), Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ), Japan Cooperation Development Agency (JICA), and the World Bank. Policy advice and support Policy dialogue and follow up to policy reviews is taking place in Malawi and Benin through the G20 process engaged in partnership with ILO and also through the design of new CapEFA programmes in both countries. UNESCO provided policy advice on TVET for Malaysia, in the framework of the sector review agreed with the Government. In Algeria and Sudan, as a result of UNESCO's advocacy and policy dialogue with the Government, the priority given to TVET by the national stakeholders has been increased. For instance, UNESCO is planning the organization of the Maghreb Forum on TVET in Algeria by the end of this year. Capacity development for TVET policy development and reforms UNESCO is facilitating national dialogue and is strengthening national capacities for TVET policy development and reform, through three important CapEFA programmes in Afghanistan, Madagascar and Côte D'Ivoire, funded with a total of 3,580,000 USD. Policy dialogue and capacity enhancement is also underway in Bangladesh, Timor-Leste and Pakistan. Interventions through operational support UNESCO undertook a series of interventions through operational support. Validation workshops were held in five countries so far for the project Better Education for Africa's Rise (BEAR), funded by the Republic of Korea. This has enhanced country ownership and the leading role of Member States, particularly through the national steering committees. Operational support has been given to the development of entrepreneurial education in Iraq (Kurdistan region) on "Training on material development and training of TVET teachers and trainers". UNESCO Beijing provided support to a national capacity

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
			building workshop in China on rural Community Learning Centres (CLCs). As a result, 18 rural CLCs were identified as pilot sites for demonstrating innovative and effective ways of serving the needs of rural populations. UNESCO is supporting the training of master trainers in building, carpentry and masonry and the development of competency standards in Turkey. PROVIDING CONCEPTUAL CLARIFICATION AND IMPROVEMENT OF THE MONITORING OF TVET UNESCO works on conceptual aspects, the typology of indicators, and the development of benchmarks in TVET. For example, discussions were held on conceptual aspects of the work of the Interagency Group on TVET and a joint meeting with the Network for Policy Research, Review and Advice on Education and Training (NORRAG) meeting, held in Shanghai, on TVET in the post-2015 international education and development agenda. As a global player, working together with other partners, UNESCO has adapted international approaches to regional contexts and made operational interventions to improve the quality of information systems in Member States. This involved: 1. Mapping the quality, reliability and validity of information systems and statistics in Latin America and the Caribbean (LAC). 12 countries in LAC participated in the Regional Study on Statistical Information Systems for TVET. To maximize synergies, the work on information systems in the African region has also helped to inform work and policy dialogue at the international level. 2. UNESCO and the Association for the Development of Education in Africa (ADEA) jointly support the development of regional TVET indicator and Labour Market Information Systems (LMIS). UIS organized a special session in the Third International Congress on TVET on 'Skills measurement and monitoring'. 3. At country level, UNESCO assisted the strengthening of information systems (e.g. in Madagascar and Côte d'Ivoire) and enhanced frameworks for monitoring and evaluation of TVET systems and policy innovations in eight countries. At the request of the Executive Board, a special session on the relevance, content and scope of the normative instruments for TVET was held during the Third International Congress in Shanghai. The findings from this session will be presented to the Executive Board. ACTING AS A CLEARING HOUSE AND INFORM THE GLOBAL DEBATE on TVET UNESCO organized the 3rd International Congress on TVET (Shanghai, 14-16 May 2012) which stands out as a landmark event for global dialogue on TVET. The Congress brought together over 540 representatives from 107 governments, including 40 Ministers and senior officials. The Main Working Document for the Congress was

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
			printed in 6 languages, based on the findings of the longer review of current issues and trends in TVET. The organization of the Congress engaged numerous partners, for example as conveners of round tables and special sessions. Partners' involvement in the Congress Advisory Group and cooperation during the Congress has strengthened partnerships and the potential for enhanced and deepening networking and cooperation at international and regional levels. The Congress resulted in the adoption of the 'Shanghai Consensus', which calls for transformation and expansion of TVET as well as increased attention to sustainable development and partnerships. Participants recommend actions for governments and TVET stakeholders in UNESCO Member States on: 1) Enhancing the relevance of TVET; 2) Expanding access and improving quality and equity; 3) Adapting qualifications and developing pathways; 4) Improving the evidence base; 5) Strengthening governance and expanding partnerships; 6) Increasing investment in TVET and diversifying financing; 7) and, Advocating for TVET. The Shanghai Consensus makes specific recommendations both for the international community and the Director-General of UNESCO. The outcomes of two successful regional meetings, held prior to the Congress in the Arab States (Oman) and in the Caribbean (Jamaica), were presented during the Congress. Most of the countries in the Arab region (16 out of 19) participated in the Arab regional consultation and discussed policy approaches to transform the role of TVET taking into account the important recent political, social and economic changes. Africa was well represented in Shanghai, and the outputs of the ADEA Triennale were presented in the Congress. UNESCO is leading research on gender and TVET in several countries, including Gulf countries and Mozambique. The findings of the Gulf countries research were presented during the regional meeting in Oman. A special session on women and TVET was organized during the Congress, which also presented the report of the UNESCO-UNEVOC online conference on Women and TVET. UNEVOC also contributed to the three thematic debates in the Congress, namely strengthening the UNEVOC network, greening TVET and teacher education. A post-Congress meeting of 20 UNEVOC Centres was also held in Shanghai. UNEVOC also organized an Online Conference on TVET in Post-Conflict and Post-Disaster Situations (16-30 April 2012) and on TVET Teacher Education (25 June to 6 July 2012). The UNEVOC website was redesigned and re-launched. It recorded an increase of 23% in the number of distinct visitors compared to the previous six-month period.

Cost-effectiveness/efficiency measures for this Main Line of Action
In implementing Main Line of Action 1 and the 4 Expected Results contributing to it (sector-wide policy and planning, literacy, teachers and TVET), several measures were taken to improve cost-effectiveness/efficiency. • Organizational restructuring was conducted at the HQ based on the Ivory Note DG/Note/12/7 of 12 April 2012. Regarding sector-wide policy and planning, the HQ plays limited coordination role in the work conducted in field offices while technical backstopping is provided by UNESCO's Education Intitute, IIEP. The Sector's prioritization on teachers has been reflected in the new division for Teachers and Higher Education which has been reinforced with more staff. • A new strategy on Teachers and a new Initiative for Teachers in Sub-Saharan Africa countries have been formulated which will contribute to more effective and focused work. • Cost of organizing meetings have been reduced through virtual meetings, cost sharing with other organizations and the private sector. The Third World Congress on TVET was co-financed by the Government of China, Microsoft, and organizations of the Interagency Group on TVET.

MLA 2: Building quality inclusive education systems

Regular Programme[1]: operational budget only		Extrabudgetary resources[1]	
Allocation 2012-2013: US$ 2 839 401	Expenditures 2012-2013: US$ 540 392	Allotment 2012-2013: US$ 17 048 129	Expenditures 2012-2013: US$ 6 400 778

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
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 HCDI	- UNESCO facilitated and strengthened the Inter-agency work related to the development of the Holistic Child Development Index (HECDI) through virtual meetings, one face-to-face meeting in New York and one regional level consultation on HECDI in the Arab Region. - The Global Action Week on EFA focused on ECCE (EFA Goal 1), and was celebrated in all regions of the world through advocacy events and dissemination of advocacy resource materials. - UNESCO supported the development of national strategies for ECCE in Yemen and Sudan, and the policy for ECCE in Cambodia was implemented. - SITEAL (Sistema de Informacion Sobre Tendencias Educativas en America Latina) developed to support 19 countries in Latin America with comprehensive information on ECCE regulations, policies and programmes.	Supporting Early Childhood Care and Education (ECCE) In the area of ECCE, under UNESCO's leadership, expertise in partner organizations (e.g. UNICEF, the World Bank, WHO, WFP, Save the Children, OECD) as well as other individual experts were mobilized effectively and in a participatory manner to generate the basis for constructing the Holistic Child Development Index (HECDI). As a result, an integrated list of potential indicators was compiled based on the work of the HECDI Working Groups on (1) policy and laws, (2) services and programmes, and (3) child outcomes, since the end of last year. The second HECDI Technical Committee meeting was held in New York, hosted by UNICEF, on 21-22 June 2012. Partner organizations highly appreciate UNESCO's leadership in implementing and coordinating this global project, and recognize that HECDI processes have helped in mapping and coordinating ongoing early childhood indicator projects by different organizations. Advocacy resource materials were produced for the Global Action Week on EFA Goal 1 (April 2012), which allowed common advocacy messages to be disseminated within and outside of UNESCO. The work done for the Global Action Week 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. 8 countries have submitted a country progress report to date on the progress made in ECCE since the World Conference on ECCE (September 2010) in response to the letter of the Director-General on the occasion of the Global Action Week.
	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	The generic version of the General Education Quality Diagnosis/Analysis and Monitoring Framework (GEQAF) is available in four languages. The first piloting was conducted in one country (India), and consultations are ongoing with Nigeria, South Africa and UAE. A first cohort of 56 trainees from 14 African countries have been trained in Curriculum Design and Development within the Programme for Postgraduate Diploma in Curriculum Design and Development. A publication on learning assessment and a survey report were finalized in Asia. In	In Africa, UNESCO contributed to the draft African ECCE Index for the region. Advocacy events for the promotion of ECCE were organized in Zimbabwe, Zambia, Namibia, South Africa and Angola within the framework of the 2012 EFA Global Action Week. In the Arab Region, several activities have been implemented to improve program delivery and quality of practices in ECCE: national strategies for ECCE are in preparation in Yemen and Sudan; funds have been mobilized to establish ECCE centers and several countries have expressed

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	**Attained**	
		Africa, partnerships have been mobilised for the improvement of science and mathematics education, and a report entitled "Challenges in Basic Mathematics Education", which summarizes 14 country cases in mathematics education, was published. In Iraq, teacher educators were trained on the methodology of developing competency standards for math and science.	interest in joining the piloting of the HECDI (UAE, Oman, Lebanon and Saudi Arabia). In the Asia Pacific region, advocacy events were organized to celebrate the Global Action Week (in India, Nepal and Pakistan) and at regional level, a drawing/photo contest was organized with 900 entries from 23 countries. A concept note for a Regional Policy Forum on ECCE, which will take place in Seoul in June 2013, was drafted (UNESCO Bangkok). The Cambodian ECD Policy is official and currently implemented. UNESCO Phnom Penh also held four meetings with NGOs and Early Childhood Department to mainstream nutrition and to develop a video for the communities on the importance of nutrition. In LAC, several activities were also organized to celebrate the Global Action week. UNESCO Kingston is in the process of establishing a ECCE web-portal in collaboration with the University of West Indies to promote best practices in ECCE.
	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	8 countries in the LAC region were involved in the Regional Information System for Inclusive Education. A techncal guide was prepared to support Member States in assessing and analyzing education systems to address exclusion. The guide is available in four languages (English, French, Spanish and Arabic). Success stories of seven countries of the Arab region on EFA and inclusive education were compiled for advocacy. The 2011 UNESCO/Emir of Kuwait Prize for the Promotion of Quality Education for Persons with intellectual disability was awarded in February 2012.	Improving the quality of education In the area of quality basic education, the generic version of the General Education Quality Diagnosis/Analysis and Monitoring Framework (GEQAF) was completed, and made available in four languages (English, French, Arabic and Spanish). The first piloting was conducted in India (16-21 April, 2012). The consultation with Nigeria has also started as the second country for piloting, as well as dialogues with South Africa and the UAE. UNESCO produced the English version of the "Challenges in Basic Mathematics Education" (http://unesdoc.unesco.org/images/0019/001917/191776e.pdf), a report which summarizes 14 country cases in mathematics education at primary and secondary levels. In Africa, partnerships (i.e. the IDB) were mobilized for the improvement of Math and Sciences in Sahel countries (Gambia, Guinea, Niger and Senegal). UNESCO BREDA, in cooperation with several partners, is implementing a Postgraduate Diploma in Curriculum Design and Development. 56 education professionals from fourteen African countries (Benin, Djibouti, Ethiopia, Gambia, Guinea, Lesotho, Liberia, Mali, Namibia, Niger, Seychelles, Sierra Leone, Tanzania, and Uganda) have been enrolled in this Programme and will complete their courses by mid-July. Staff members from UNESCO offices in Accra, Bamako and Dakar have also been enrolled in the training. In the Arab Region, in Iraq, institutional capacity of Ministry of education officials was enhanced in policy formulation, planning, management and monitoring of teacher education and training programs at primary and secondary levels. Training of 28 math and science pre and in-service teacher educators and trainers was conducted on the methodology of developing subject specific competency standards. In Palestine, extensive consultations have been conducted with universities to focus on the gaps in existing teacher education programmes. Joint activities will be implemented to train master trainers and improve quality of teaching in some pilot schools. A brief needs assessment on universities will be completed by early July 2012. A capacity development programme for Ministry of Education staff has been discussed and a team of resource persons established. The programme will be developed through additional technical mission in July (linked with the Quality Systems for Quality Teachers project-QSQT). Trainings workshops will be conducted in September-October 2012. In the Asia Pacific region, UNESCO Bangkok finalized a key publication on learning assessments and a survey report in the same area. Technical support on assessment issues has also been provided to Malaysia. The UNESCO New Delh/UIS Report on the Consultative Workshop on Education Outcomes in South Asia (New Delhi, December 2011) was finalized. It recommended that SAARC countries form a national committee to conduct learning outcomes' assessments at the sub-regional level. UNESCO's GEQAF was presented at the Meeting of E-9 Countries' on Teacher Development for Inclusive Relevant Quality Education (31 May 2012, New Delhi). In the LAC Region, a project on education quality indicators was launched in Bolivia. A regional meeting on quality education with a central focus on teachers is under preparation. A regional

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
			project on quality education was prepared and will be submitted for fund raising. Gender mainstreaming will be addressed as a key component of a model of quality management. Education for inclusion and equity In the area of inclusion and equity in education, technical support was provided concerning education for persons with disabilities through the participation in expert meetings; production of a technical guide for assessing and analyzing education systems to address exclusion, in four languages (English, French, Spanish and Arabic); production of 3 country case studies on good practices in girls' and women's education as part of the Global Partnership for Girls' and Women's Education initiative. The 2011 UNESCO/Emir of Kuwait Prize for the Promotion of Quality Education for Persons with Intellectual Disability was awarded in February 2012, 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. In Africa, 2 country case studies (Gambia and Senegal) were produced as part as the Global partnership for Girls and Women's Education initiative. The Southern Africa Region emphasized the importance of inclusion through the valorization of indigenous knowledge, shifting from academic knowledge to the valorization of indigenous glo-localized knowledge. A regional meeting on the theme "Indigenous Education in a Changing World 2012" is in preparation. In the Arab region, inclusive tools were developed at the regional level and by Ramallah Office. Success stories on EFA and inclusive education have been collected from the Ministry of Education in Ramallah and Gaza, as well as from UN agencies. They will be compiled in a booklet as an advocacy tool, and a resource mobilization tool for the UN/MoE package.In the Asia Pacific region, an e-course is being developed by UNESCO Bangkok to enable policy planners and teachers to understand and address gender equality issues in education. UNESCO New Delhi organized an International Conference on "Global Commitments towards Inclusive Development of Persons with Disabilities", with 200 professionals from 10 countries. During this Conference, international policies and practices for empowerment of persons with disabilities, best practices, and strategies for ensuring rights-based inclusive society for persons with disabilities were discussed. UNESCO Bangkok organized a regional seminar on the role of cultural factors in the promotion and prevention of gender-based violence in the Greater Mekong Sub region. Gender-sensitive and responsive curricula textbooks were developed, and subsequent training was provided through 22 training workshops (UNESCO Dhaka).In the LAC region, consultations have been held for the set-up of technical teams from the Ministries of education of Costa Rica, Guatemala and El Salvador, as part of the Sub-regional South-South cooperation project "Towards inclusive educational centers in Central America: shared challenges, specific answers". The regional information system for Inclusive Education (SIRIED) is being implemented in 8 countries of the region.
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	2 countries (Sudan and Haiti) were supported in undertaking diagnostic studies of thier higher education with the aim of reforming their policies realting to access, quality assurance, and governance of higher education.	Supporting Member States to develop quality assurance systems and accountability tools The activities of the Global Initiative in Quality Assurance and Capacity Building (GIQAC), which started in 2008 and funded by the World Bank, continued for three successive terms. The general outcome of the overall activity was to build capacity of accreditation agencies in the developing countries. The indicator in this outcome was the quality assurance practices, which meet international norms, yet are appropriate, sustainable, and based on regional needs and indigenous capacity. The Capacity Building of Quality Assurance was enhanced through: policy dialogues for Regional Initiatives in QA; a Regional Workshop and Training on "Internal and External QA of Agencies"; Regional workshops on "Governance and leadership for QA agencies and HEIs";

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
	development-response quality higher education		sponsoring participants to attend international conferences; and providing distant IIEP/UNESCO courses. Joint activities were developed with partners, such as forging a roadmap in collaboration with DAAD (Germany) in Africa, Arab States and Central Asia regions. As of 30 June 2012, the project terminated its planned activities, and an evaluation phase is underway for which a final report is expected for 30 September 2012.
	PI: Number of countries supported by UNESCO that have developed quality assurance systems and other accountability tools **B/b:** - 10% increase	Within the framework of the Global Initiative in Quality Assurance and Capacity (GIQAC) capacity development activities were implemented in 43 countries in Africa; 11 countries in the Arab region; 31 countries in Europe and North America; 27 countries in Asia ; and 33 countries in Latin America and the Caribbean. As normative instruments for Quality Assurance: San Marino & Tajikistan ratified the Lisbon Convention; 9 countries signed the Tokyo Convention; 22 countries in the Asia-Pacific region participated in a regional seminar on recognition practices for mobility of learners and learning; 3 new countries are in the process of joining the UNESCO Portal for Recognized Higher Education Institutions.	In Africa, UNESCO provided policy and technical support to Senegal for the establishment of the National Agency for Quality Assurance, the elaboration of a catalogue of existing quality assurance (QA) mechanisms at HEIs, and the establishment of an information management system and HE database. In the Asia/Pacific region, technical assistance was provided to Viet Nam to develop a framework on quality assurance and accreditation (QAA) structure and a Capacity Development Plan of QAA; and plans are in place for developing and strengthening QA in other countries of the region. Excellent partnership and collaboration has been established with the Department of Higher Education of MoEYS and the Accreditation Council of Cambodia which will be key to the elaboration and introduction of indicators for implementing minimum standards for accreditation at higher education institutions in the country. In the Arab States region, UNESCO will support the development of a Regional Framework for Quality Assurance for Higher Education.
	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	•22 countries from each region participated in the Ministerial Conference Bologna Policy Forum (BPF) and adopted the BPF statement on commitments to access, funding and curricular reforms in higher education; •Preparations are under negotiation for the 2nd Global Forum of UNESCO Chairs in Higher Education. The review of existing UNESCO Chairs/UNITWIN Networks was completed. •The network of UNITWIN Sector Focal Points was revitalized and contributed actively to the revision of Programme tools and documents. • The partnership strategy for UNITWIN was developed.	Fostering global policy debates on critical issues in higher education UNESCO is preparing for several global and regional fora: a global Forum on Graduate Employability to highlight the need for relevant programs and their relationship to institutional quality assurance and the enhancement of higher education curricula; three regional conferences in Africa on policies and practices in quality assurance; and the Second Caribbean Conference on Higher Education. The follow-up Volume to the UNESCO Global Forum on Rankings in Higher Education: "Rankings of Higher Education Institutions - Uses and misuses" is under final preparation and will be the first to be published under the new UNESCO ED series: Trends and Issues in Higher Education. A review of the current status of existing UNESCO Chairs/UNITWIN Networks was carried out in cooperation with all substantive Sectors of UNESCO, Field Offices, National Commissions, as well as the UNU and COL for the joint Chairs. A partnership strategy for UNITWIN was developed as part of the first comprehensive partnership strategy for UNESCO. Preparations are underway to launch the evaluation of the 52 new Chair proposals received in 2012. In cooperation with the revitalized network of UNITWIN Sector Focal Points, a thorough revision of all Programme tools and working documents was carried out. The structure of the UNITWIN database was updated and relevant information uploaded so that the database better serve its purpose as a monitoring tool. Implementation of actions in response to recommendations in the IOS audit report of the management framework for UNITWIN is well under way. Supporting countries to scale up access to quality higher education

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
			In line with the objectives set to foster the development and implementation of policies and strategies for equitable expansion of access to quality higher education, in particular for the most vulnerable students, UNESCO organized jointly with the Universidad de Santiago de Chile and the UNESCO Chair "Inclusion in Higher Education" technical meetings and debates involving the participation of professionals from different higher education institutions (HEIs) to raise awareness and secure commitments from at least two additional HEIs to provide grants for vulnerable students in 2012. A training workshop was also organized for volunteer teachers to help improve the performance of vulnerable students. The project "Rehabilitation of Iraq Higher Education System" moved steadily forward: scholarships and fellowships for Iraqi university professors were granted; reviews of higher education institutions' self-assessment reports were carried out; papers on QA in higher education were published; a Roadmap for Science, Technology and Innovation prepared; finally, progress has been made towards the establishment of a Supreme National Commission for Science, Technology and Innovation. UNESCO has carried out activities to support national initiatives such as analyzing priorities for enhancing higher education in Morocco. This will serve as a model for similar undertakings in Algeria and Tunisia. Support is being provided to the West African Economic and Monetary Union countries for the integration of ICTs in higher education institutions, and the development of an action plan for the creation of a pole of excellence in technology in Central Africa HEIs. A cooperation agreement was established with Rutgers University for a gender and leadership programme in African universities. The pilot phase of the programme involves the University of the Gambia, the University of Ghana and the University of Liberia. Promoting and monitoring normative instruments UNESCO continues to monitor the implementation of the 1993 Recommendation via the Regional Conventions. The revised Asia-Pacific Convention which was initially signed by nine countries has been finalized for distribution and its implementation advanced at the 11th Session of the Regional Committee in Seoul, Korea (May). UNESCO Bangkok has set up a technical working group tasked to prepare a toolkit to assist Member States implement the revised regional convention. The Europe and North America "Lisbon Recognition Convention Bureau" drafted a new supplementary text on the "Use of Qualification Frameworks for Recognition" which was discussed at the 15th Anniversary Conference organized to promote political support for the Convention. The Lisbon Convention was also referenced in the Bucharest Communiqué of the European Higher Education Area's Ministerial Conference in April. UNESCO is closely following developments on the issue of "automatic recognition" which was adopted in the Bucharest Communiqué. A feasibility study for a possible Global Recognition Convention was launched with inputs and consultations held both with the Asia-Pacific Region at the 11th Session of the Committee of the Convention on Qualifications in the Asia Pacific region (Seoul, May) and with the Europe and North America Region at the Lisbon Convention Bureau Meeting and ENCI-NARIC Joint Annual Meeting (Toledo, June). A draft questionnaire about a global convention aimed at all stakeholders was also distributed to all regions via identified regional experts.

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

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

In implementing Main Line of Action 2 and the 2 Expected Results contributing to it (basic education and higher education), the following measures were taken to improve cost-effectiveness/efficiency.

The organisation of activities in collaboration with other development partners in a common endeavor is a cost-efficient solution that has been increasingly sought in activities delivered in all the regions as well as in Headquarters.

Thanks to good levels of interest in HECDI on the part of key partner organizations, and our strategic decision to hold the meeting in the east cost of USA instead of Paris, we were able to ensure their participation in the second HECDI Technical Committee; although, if more funding were available, it would have been possible to ensure regional representation so that the discussion would reflect and be attentive of regional diversity in terms of ECD indicators needs.

In view of the financial situation, all Offices have renewed efforts to seek external funding.

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$ 1 677 496	Expenditures 2012-2013: US$ 277 022	Allotment 2012-2013: US$ 27 049 664	Expenditures 2012-2013: US$ 17 380 827

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	At the global level: - Climate Change Education for Sustainable Development (CCESD) capacity building is underway in 4 pilot countries - a CCESD secondary teacher education course has been piloted in 10 countries In Africa, work is ongoing with 2 countries; in the Arab States, with 4 countries; in Asia Pacific, with 10 target countries, and in Latin America & the Caribbean, with 1 country while 1 regional CCESD programme has been developed and is under review. (Further details are provided in the 'Assessment of Progress' below.)	Advocating, coordinating and monitoring the UN Decade of Education for Sustainable Development (DESD) The presence of ESD at the international level and in policies of Member States continues to grow. UNESCO has strengthened its lobbying/advocacy role to increase the visibility of the Decade through a multi-faceted communication approach (including awareness campaigns, video clips, etc.) to enhance public outreach, awareness and mobilization in support of ESD and the DESD. UNESCO's advocacy focused on ensuring that ESD had a proper presence at the UN Conference on Sustainable Development (Rio+20). The message that ESD is crucial for implementing the Rio commitments and for the pursuit of SD generally - one of UNESCO's
	PI: Number of countries supported to address biodiversity and disaster preparedness issues through ESD in educational policies, development plans	At the global level: - Participants from 6 countries have participated in UNESCO's Biodiversity Learning workshop and committed to follow-up activities - Case studies on DRR in curricula covering 30 countries have been prepared In Africa,	

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	**Attained**	
	and programmes **B/b:** 20 countries	support is being provided to 5 countries; in the Asia Pacific, to 7 target countries, and in Latin America & the Caribbean, the support covers 22 countries on DRR (Further details are provided in the 'Assessment of Progress' below.)	main messages for the conference - was widely disseminated. As current 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. UNESCO contributed also to setting the ESD agenda vis-à-vis UN and other partners. This included partnering with the Rio+20 Secretariat for the launch of the higher education sustainability initiative, to build momentum for ESD in higher education, and strategic involvement in ESD-related side-events with other partners in Rio, such as the side-event co-organised with Sweden and Japan.
	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	Work is ongoing in Africa, and in 2 countries in the Arab States. (Further details are provided in the 'Assessment of Progress' below.)	As lead-agency for the DESD, UNESCO prepared the second of 3 reports on the DESD, with a special focus on learning processes and pedagogical innovations conducive to ESD. This report entitled 'Shaping the Education of Tomorrow' was launched at Rio. Conceptualization is under way and first data collection has begun for the third and final report on the DESD, which will provide input for the UNESCO World Conference in 2014. There is large demand and positive feedback for UNESCO's ESD materials. The ESD website has remained among the 4 most popular education websites of UNESCO, with more than 112000 page views in the reporting period. As evidenced by the request for information UNESCO receives, the visibility of the UNESCO World Conference on ESD in 2014 is also continuously increasing. Coordination, cooperation and information exchange with field colleagues has been intensified and stronger coherence of UNESCO's ESD work at HQ and in the Field has been achieved. In Africa, support has been provided to help the development, in cooperation with the United Nations University (UNU), of 2 Regional Centres of Expertise (RCE). A RCE is a network of existing formal, non-formal and informal education organizations, mobilized to deliver ESD to local and regional communities. UNESCO Windhoek Office supported the entire RCE application process, technically and financially for the RCE Khomas-Erongo (Namibia). RCE Lesotho is housed at the National University of Lesotho. The RCE application process was supported by UNESCO/SADC-REEP. Journalists and media professionals in Senegal, Mali, Namibia and South Africa have been trained on ESD challenges and climate change issues for program production. DESD Task Forces have been supported by UNESCO in Angola, Namibia and Lesotho and DESD action plans and strategies are being implemented in several countries in southern Africa region. In the Arab States, a mapping of school curricula and an assessment of ESD in education and culture programmes in Jordan has been carried out through workshops and meetings. Initial consultations on ESD Teacher Education resource materials have been arranged with two universities in Jordan and Lebanon. Mobilization of resources for

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
			ESD-Environmental Education in Kuwait and Qatar through partnerships with NGOs and the private sector have been enhanced. In Asia Pacific, UNESCO Bangkok with support of partners including the Institute for Global Environmental Strategies and UNU-IAS (and SEAMEO) has engaged with nine countries in the region (Japan, Korea, China, Viet Nam, Philippines, Indonesia, Malaysia, Thailand, Cambodia) in the promotion of ESD monitoring and evaluation towards the development of an indicators framework. Case studies highlighting ESD good practices in the region, and survey synthesis for global monitoring was supported, engaging with over 30 countries in the region. End-of-Decade initiatives have been planned for regional engagement with the ASPnet and other education institutes in the region, and promotional materials and information packages have been developed, which will support education activities on ESD. UNESCO Beijing continued its cooperation with the Chinese National ESD Working Committee in promoting ESD activities in China in order to implement the national policy on ESD. UNESCO Apia has started to make headway in ESD by supporting national approaches in the Pacific that strengthened country ownership and understanding. Several countries have expressed their requests for support in this area, including in their recent meetings with the Director General. In Latin America & the Caribbean, UNESCO Brazil is focusing on the development of education materials for the introduction of ESD through formal education and through the media with a focus on sustainable lifestyles. UNESCO Kingston is developing a web portal on ESD, in cooperation with the Cropper Foundation, which will provide ESD tools and guidelines to 17 Caribbean Member States. UNESCO Santiago is currently evaluating the results of the first regional online teacher training course on ESD, with the aim to prepare a second, up-graded version to start whenever the funds of the RP programme become available. In Chile, UNESCO Santiago has become an official member of the national committee which governs the National System of Environmentally Certified Schools. The Office continues to provide advisory services to the MOE and the Ministry of the Environment in the implementation of the national ESD policy. Providing technical support for the development of policies and plans on climate change education and to address biodiversity and disaster preparedness Solid recommendations for policy makers, education planners and practitioners on climate change education for sustainable development (CCESD) as well as disaster risk reduction (DRR) have been developed and are being widely disseminated. They also represent the basis of UNESCOs work in these fields, as well as set

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
			the stage for UNESCO's action in support of SIDS.
			Together with UNICEF, UNESCO mapped the integration of disaster risk reduction in curricula in 30 countries worldwide.
			In Africa, capacity development and awareness-raising on climate change has started in 2 pilot countries (Mauritius and South Africa). National needs assessment surveys analyzed the countries specific needs as well as challenges and opportunities for the specific country programme. It delivered concrete recommendations on how to integrate climate change education into educational programmes and teacher education in the relevant country. These recommendations will now be used for designing capacity development activities on climate change education for policymakers and teacher educators.
			UNESCO Windhoek has started the implementation of a national CCESD programme in South Africa, which will benefit this country in the areas of education policy and planning; curriculum development; teacher training; reforming and greening TVET and developing education plans and programmes for disaster preparedness. In the area of teacher education, UNESCO, in collaboration with the national implementation partner, the South African National Biodiversity Institute is adapting generic materials such as the in-service teacher training course, curriculum modules on CCESD and others to the contexts and needs of South Africa.
			In Asia Pacific, primary and secondary school decision-makers in Indonesia (principals and head administrative school personnel) deepened awareness on the Green School concept and action, and Green School initiatives in the country were strengthened with incorporation of ESD focusing on CCE. This activity has facilitated knowledge and experience sharing regarding the implementation, good practices, and lessons learnt on ESD between the cluster countries. UNESCO Hanoi helped develop an online training module on CC adaptation, DRR and Standards Operating Procedure for Media on Disaster Emergency Warning and produced policy guidelines for use by media institutions to ensure that journalists have access to updated information and can inform the population on measures to be taken. UNESCO Katmandu contributed to the draft ToR for the focal desk for DRR in Education within the framework of NSDRM 2009. The Office has also conducted a surface mapping of the relevant actors and initiatives within the area of DRR in Education, and is now in the process of further developing it into a thematic content mapping. Sri Lanka released a 10-year national ESD strategy for implementation.
			In Latin America & the Caribbean, most of the activities focus on DRR and CCESD. With regard to the promotion of climate change education, UNESCO Santiago is currently developing a regional programme document for fundraising purposes on climate change, with the idea to also include other agencies in the proposed activities.

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
			The concept note is currently in a draft version and will be finalized shortly.
			DRR is one of the major topics for the region which is prone to natural and man-made disasters in all of its sub-regions. UNESCO Santiago, in cooperation with the IOC, UNESCO Quito & UNESCO Lima, is implementing activities (teacher training, material development, student competitions, institutional planning) on tsunami preparedness through education in Chile, Colombia, Ecuador, and Peru, mainly with support from the European Commission and also Swiss Direct Mailing. UNESCO Santiago is cooperating with other UN agencies and NGOs in the maintenance of a regional online platform on education and disaster risk reduction which contains a huge pool of resources for policy makers and practitioners. UNESCO La Havana has mobilized the ASPnet in Cuba and joined forces with the MOE and other UN agencies to train 120 teachers on including DRR into the curriculum and on how to develop school safety plans. UNESCO Kingston has disseminated education & DRR materials to 17 Member States; however, due to financial constraints, a planned workshop on education on DRR had to be cancelled.
			Promoting Innovative learning and teaching to address climate change, biodiversity and disaster preparedness
			UNESCO held an International Biodiversity Learning Workshop: Multiple Perspective Approaches to Biodiversity Education, at UNESCO in May 2012. This workshop, organized in cooperation with the Secretariat of the Convention of Biological Diversity, targeted in particular ASPnet teachers and coordinators and comprised participants from Indonesia, Lebanon, Turkey, Namibia, Peru and Brazil, as well as from several NGOs and UN partners. It led to commitments of a number of participants to concrete follow-up activities.
			The 2012 biennial meeting of the International Network of Teacher Education Institutions for ESD, which UNESCO organized with York University, Toronto, Canada, brought together 90 participants from 40 countries. CCESD was the focus of the meeting, and all participating institutions committed to further integrating CCESD into their work.
			A 6-day course on CCE for secondary-school teachers was developed and tested by teacher education institutions in 10 countries with Danish funds: Canada, Sweden, Zambia, South Africa, Maldives, Mauritius, Jamaica, Barbados, China, and Lesotho.
			Training on ESD and CCE was provided to media professionals and institutions in Mali, Namibia, Senegal, South Africa and Vietnam.
			UNESCO Kingston has set up an e-network of 30 experts on climate

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	**Attained**	
			change education, for the dissemination of resources and guidelines and for strengthening the capacity of teacher training institutions. UNESCO Kingston is also currently providing direct support on CCESD to Guyana, through a pilot project funded by JFIT.
ER 8: Good quality comprehensive HIV and sexuality education delivered by Member States, promoting healthy lifestyles, gender equality and human rights	**PI:** Number of countries where HIV education is part of the curriculum in primary schools, secondary schools and teacher training (UNGASS indicator 2/NCPI Aii 2.1) **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	N.B. A Consolidated Global AIDS Response Reporting is due at the end of 2012. In Africa 15 countries received training in curriculum development, 5 in curriculum and materials production including ICTs, and 11 countries were supported for curriculum review and analysis and similar processes were launched in 5 more countries. See progress report for details. In Asia, curriculum revision was supported in 2 countries (Cambodia and Mongolia) and materials development in 3 (China, Tajikistan and Thailand). Assessment is on track	At this stage of the biennium, reporting is necessarily focused more on outputs than on impact. UNESCO is on track to deliver on its commitments, largely due to the strong mobilization of extrabudgetary funds. 1. Building country capacity for effective and sustainable education responses to HIV • Internal capacity development included publication of the 'Practical Guidelines for Supporting EDUCAIDS Implementation', a toolkit for regional and country staff (February 2012, French and Spanish forthcoming). The Guidelines will be used in a regional workshop for UNESCO staff in West and Central Africa in July 2012. The workshop will include sessions on curriculum development, gender, and working with young people living with HIV.
	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	N.B. A Consolidated Global AIDS Response Reporting is due at the end of 2012. In Africa, support was provided to Burundi, Lesotho, Namibia, Swaziland, Tanzania, Uganda & Zambia to revise learning materials, and to Angola, Ethiopia, Lesotho, Mozambique, Namibia, Swaziland & Tanzania to develop teacher training. 4,558 teachers were reached in Cameroon and Gabon. In Asia, learning materials were revised in China, Tajikistan and Thailand, and teacher training carried out in China, Kazakhstan, Kyrgyzstan, Pakistan and Tajikistan. 715,000 young people were reached in Indonesia, Timor-Leste & Uzbekistan; and 300 teachers in Kazakhstan, Kyrgyzstan & Tajikistan. Assessment is on track	• Data analysis from the Global Progress Survey on Education Sector Engagement in National AIDS Responses produced 39 country reports, to be complemented by a cross-country comparison. A final report, which includes policy implications, research gaps and recommendations, will be produced later in 2012. The findings will help countries identify priority areas for intervention, capacity gaps and technical support needs. • Building country capacity to monitor and evaluate HIV education programmes included technical support to a pilot test of school-based indicators in 4 East and Southern African countries (Namibia, South Africa, Tanzania and Zambia), support to Kenya and Zimbabwe in reviewing their EMIS, and completion of the pilot test in Viet Nam. In Latin America and the Caribbean, Dominica and Jamaica have been identified for pilot testing, and a training workshop conducted (May 2012).
	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	N.B. A Consolidated Global AIDS Response Reporting is due at the end of 2012. In Africa, 13 countries received training in workplace policies and supporting teachers living with HIV. In Asia, support was provided to national strategies and plans in 2 countries (Cambodia and Thailand). In Eastern Europe and Central Asia, support was provided to strategies supporting learners and teachers in 5 countries (Belarus, Kyrgyzstan, Russia, Tajikistan and Ukraine) and national strategy in Uzbekistan. Assessment is on track	• In WCA support was provided to countries to scale up harmonized formal- and non-formal curricula, and produce ICT-based training materials. In the 5 CEMAC countries, 168 facilitators were trained, 488 radios and 51 kits made available and 123 radio programmes produced. In Cameroon, 118 journalists were trained; 581 trainers reached 4,258 teachers. In Gabon, 18 radio programmes reached 300 teachers. • In Cambodia, UNESCO support has resulted in the first draft of the revised life skills curriculum on HIV prevention education, sexual and reproductive health for primary, secondary and non-formal education (LSHEP), and a work plan for teacher training using the revised curriculum to be implemented from August 2012. • In Uzbekistan, UNESCO contributed to the assessment of the

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
			National Strategic Programme (NSP) to fight HIV 2007-2011 and to the development of the NSP 2012-2016. In Ukraine UNESCO provided technical support to an EC/Global Fund project to develop teacher training modules, standards, advocacy kits for educators and parents. By the end of 2014, at least 27 postgraduate teacher training institutes in Ukraine will have the capacity to deliver quality in- and pre-service prevention education and will have trained 36,000 teachers. In Kazakhstan, Kyrgyzstan and Tajikistan, more than 300 educators in 79 institutions were trained using an interactive e-course and manual. As a result over 13,000 students will be reached with good quality HIV prevention education. 2. Strengthening comprehensive HIV and sexuality education (CSE) • An International Technical Consultation on Scaling Up Comprehensive Sexuality Education (Paris, March 2012), brought together 40 experts from multi-, bi-lateral and civil society organizations, government representatives and young people living with HIV. The resulting publication (to be published online end August 2012), based on extensive review and documentation of country experience, will provide national education policy makers, programme developers and planners with a conceptual framework, strategies and pathways to scaling up school-based CSE. Other technical guidance included a policy brief on cost- and cost-effectiveness of CSE programmes. • Building on processes in Latin America and Asia, UNESCO is building high-level political commitment for CSE in East and Southern Africa (ESA) through an education and health ministerial commitment process to support the scaling up of national responses to young people's needs for sexual and reproductive health education and services. A concept note has been agreed upon by key partners (UNAIDS, UNICEF, UNFPA, SADC Secretariat, GIZ); partnership funding has been secured from GIZ, with additional funding under negotiation from SIDA; a High-Level Group was established, comprising 12 experts from ESA to advocate and lead the process, plus a supporting Technical Coordinating Team; and a research institute was selected end of July 2012 to conduct a diagnostic study on the status of sexuality education and SRH needs and responses in 20 ESA countries. • In East and Southern Africa, three training workshops on CSE reached 153 participants from 15 countries, including UNESCO staff, UN, Ministry of Education and civil society counterparts (May 2012). The workshops involved curriculum developers with the aim of strengthening sexuality education curricula in schools, and included sessions on teacher training in sexuality education. As a result, all UNESCO staff working on HIV in ESA have been trained on CSE programming. • UNESCO supported the incorporation of CSE in policy documents in Kenya and reviewed CSE curricula in 15 countries (Botswana, Cape Verde, Lesotho, Namibia, South Africa, Swaziland, Tanzania, Uganda, Zambia and Zimbabwe, plus the Gambia, Ghana, Liberia, Nigeria and Sierra Leone with UNFPA). A toolkit for designing CSE

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
			curricula was developed in ESA, and a peer review mechanism set up for newly developed curricula. UNESCO's Sexuality Education Review and Assessment Tool (SERAT) has been adopted by UNFPA and is being adapted with IPPF to analyse non-formal CSE. SERAT will be released publicly in July 2012. • In Asia Pacific, UNESCO is supporting ministries of education in Indonesia and the Philippines to develop supplementary training materials based on the International Technical Guidance on Sexuality Education. In China, UNESCO has revised its Student Reference Book on Sexuality Education and supported the preparation of a teacher training workshop to be held in August 2012. In Thailand, UNESCO is working with partners including PLAN Thailand to support a sexuality programme for Burmese youth in Tak province. • In Eastern Europe and Central Asia, follow-up work to the 2011 regional resolution on CSE includes developing advocacy briefs and resources for teacher training, sensitizing parents to the importance of CSE, and raising young people's awareness via the Internet, social media, peer-to-peer outreach and broadcast media. As a result of a survey in Russia and Ukraine into parents' information needs and preferred sources, UNESCO has partnered with PSYCHOLOGIES magazine to publish articles and a guide online and in print. The magazine is read by 600,000 people across the region; and the website receives 2 million visits per month. 3. Advancing gender equality and protecting human rights • A Good Policy and Practice in HIV and Education booklet on gender, HIV and education will be published in late June. • In Asia Pacific UNESCO is supporting the needs of key populations, particularly young key affected populations (YKAP). The YKAP course and Connections curriculum published by UNICEF, UNFPA and UNESCO has been reviewed, revised and updated. The YKAP short course is being adapted for use in the Arab States, demonstrating the perceived value of the curriculum, while Timor-Leste has requested a national YKAP course (planned for August 2012). In Cambodia, UNESCO has been working with UNAIDS and the National AIDS Authority to develop the 2013-2016 Strategic Framework and Costed Operational Plan on the HIV response amongst men who have sex with men (MSM) and transgender. In Myanmar, UNESCO is working with UNAIDS, Ministry of Health and other partners to identify HIV risk and vulnerabilities among young sexual minorities. • Work to address homophobic bullying included the publication of Good Policy and Practice in HIV and Health Education 8, "Education Sector Responses to Homophobic Bullying", based on the findings of the UN's first international consultation to address homophobic bullying in educational institutions (December 2011). A launch meeting on 16 May 2012 brought together stakeholders, in particular CSOs from Brazil, Turkey, Europe and USA, as well as government officials from Namibia, Europe and USA. A lesson plan with classroom activities for different age groups (primary and secondary level) to address issues of discrimination and homophobic bullying was co-developed with the IDAHO Committee. In China, technical

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
			advice was provided for an online survey on homophobic bullying, the results of which were used for IDAHO advocacy events, reaching 300 people directly and a further 20,000 through media coverage. In Thailand, UNESCO supported the Rainbow Sky Association to hold a national event against homophobia and launched a film highlighting the challenges faced by LGBT students and the practical steps taken in Thai schools. UNESCO also provided technical support for a study to review evidence of homo- and transphobic bullying in Thai educational institutions. • Support for countries to meet the needs of young people living with HIV (YPLHIV) is being achieved through the publication of a guidance document with GNP+ - the first of its kind to analyse the educational experiences of YPLHIV from a global perspective. Work at country level in southern Africa includes collaboration with SAfAIDS to provide safe school spaces and empower YPLHIV, develop materials to reduce stigma for teachers and learners living with HIV through the PhotoVoice concept, and a treatment literacy toolkit for YPLHIV. • A workshop on support to teachers living with HIV (TLHIV) in WCA reached 53 representatives of ministries of education, teacher unions and TLHIV associations from 14 countries (Burkina Faso, Cameroon, Gabon, the Gambia, Ghana, Guinea, Ivory Coast, Kenya, Liberia, Mali, Niger, Nigeria, Senegal and Togo). Achievements included an agreement on roles and responsibilities of the various stakeholders and priority areas for workplace policy formulation. It also clarified the roles of key agencies and donors (UNAIDS, ILO, the World Bank, Partnership for Child Development, Education International and UNESCO). • In EECA, 5 countries (Belarus, Kyrgyzstan, Russia, Tajikistan and Ukraine) are using UNESCO and ILO's Practical Recommendations on HIV Policy Implementation in Education Sector "Education, Support and Protection of Learners and Educators Living with HIV or Affected by Epidemic" to develop national policies.
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	**PI:** Number of countries having integrated global citizenship-related components in their national policies **B/b:** 50 countries	For the number of countries having integrated global citizensip related components in their national policies, UNESCO will need to wait for the results of the 5th consultation on 1974 Recommendation. In Africa, work is ongoing with 12 countries (Senegal, Congo Brazzaville, Chad, Zimbabwe, Namibia, South Sudan, Togo, Ivory Coast, South Africa, Botswana, Uganda, ECOWAS); in the Arab States, with 3 countries (Iraq, Lebanon, Tunisia); in the Asia Pacific, with 2 countries (Cambodia, Sri Lanka); in Europe and North America, with 2 countries (Austria, Poland); and in Latin America & the Caribbean, no RP funds had been foreseen for this ER	International coordination enhanced in monitoring, evaluation and technical assistance In the area of human rights education, the increased inter-agency cooperation is key in providing efficient assistance to Member States. Under the initiative of the Council of Europe, the International Contact Group on Human Rights and Citizenship Education was set up and has met for the first working session in March 2012. The aim of the Group is to ensure close cooperation among international and regional agencies in this area, avoid duplication and increase synergy. The group is composed of: OHCHR, UNESCO, OSCE/ODIHR, European Commission, Council of Europe, European Agency for Fundamental Rights, ALECSO and Organization of American States. The joint website and newsletter are being launched during summer 2012. UNESCO continues to closely cooperate with OHCHR to promote the
	PI: Number of new educational institutions joining the ASPnet from underserved regions and their involvement in South-South and South/North twinning and partnership	New subscriptions globally totals 308 schools, as follows: Africa - 89 new schools Arab States - 24 new schools Asia Pacific - 128 new schools Latin America & Caribbean - 9 schools Europe and North America - 58 schools Concrete initiatives are mentioned in the narrative part.	

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	**Attained**	
	arrangements on education for values, citizenship, human rights, tolerance and peace **B/b:** - 20% increase of ASPnet member institutions in the regions currently underserved by the Network - 5 twinning arrangements		World Programme for Human Rights Education (WPHRE). Under the responsibility of OHCHR, in consultation with other UN agencies including UNESCO, a progress report of the UN High Commissioner for Human Rights on the national implementation of the World Programme for Human Rights Education is being prepared and will be submitted to the 21st session of the Human Rights Council in September 2012. 44 countries have submitted their respective inputs to OHCHR.
	PI: Number of countries actively using UNESCO advocacy tools and programmatic guidance on issues like school violence, gender-based cyber-bullying and attacks on education **B/b:** 15 countries	At the global level, under the Trans-Atlantic Slave Trade (TST) project: 7 ASPnet Schools from 3 regions (Africa, North America and LAC); and 15 countries globally exchanged on teaching of TST; Online student exchange involved 250 students from 3 countries (Gambia, USA and Ghana). At the regional level, in Africa, work is ongoing for the ECOWAS region; in the Arab States, with 3 countries (Lebanon, Tunisia, Syria): in the Asia Pacific, with 1 country (Japan); in Latin America & the Caribbean, with 2 countries (Chile, Brazil); and in Europe and North America, with 2 countries (USA, Spain)	The Fifth Consultation of Implementation of UNESCO Recommendation concerning Education for International Understanding, Co-operation and Peace and Education relating to Human Rights and Fundamental Freedoms (1974) will be shortly launched in cooperation with National Commissions and Field Offices and results will be presented to the Committee of CR at 192nd session of the Board in autumn 2013 before being submitted to 37th session of the GC. A questionnaire is being elaborated to assist MS in this regard. Curriculum development for Education for Peace and Global Citizenship The Study on Education for Global Citizenship in collaboration with the University for Peace was carried out in order to establish baseline information for improving peace and human rights education in Sub Saharan Africa. This study covered mostly Francophone countries in Central and West Africa. A pedagogical approach on the child as global citizen is under preparation. The draft material (English and French) targeting teachers and educators who work for children and youth between 8 and 14 years old, will be piloted in cooperation with selected ASPnet schools, non-formal education institutions, etc, before the finalization and a wider dissemination in 2013. The Sector, together with IIEP and IBE are jointly preparing a five-day capacity development training for government officials in South Sudan on curriculum reform, with a content focus on peace and human rights education. This workshop will take place in July. The UNESCO and Georg Eckert Institute "Guidebook on textbook research and textbook revision" has been translated in French and will be published and used at the Expert meeting on Textbook Revision, (September 24 -25 2012) at UNESCO HQs. Within the implementation of the "Abdullah bin Abdulaziz International Programme for a Culture of Peace and Dialogue", UNESCO is currently developing a DVD compiling resources on textbooks and learning media. These activities are components of the Project "Toolkit on revision/adaptation of curricula, school textbooks and

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
			other learning materials to remove cultural, religious and gender biased stereotypes". In West Africa (ECOWAS countries), UNESCO has drafted 7 modules on education for peace, citizenship, democracy, regional integration etc., that are under validation process and will be integrated into the curricula for teacher training institutions in the 15 ECOWAS countries. A number of initiatives on mother tongue instruction in a multilingual education (MLE) approach are in progress to boost up the integration of MTI in national education plans, policies and programmes. International Mother Language Day was celebrated on 21 February. Education to counter discrimination UNESCO's activities in the field of human rights and peace education raises fundamental issues related to racism, anti-Semitism, tolerance and more generally to active citizenship and the respect of human rights. It has increased attention to the issue of the prevention of genocide and mass atrocities and offers perspective on the matters of remembering and teaching about traumatic pasts in view of coexistence and reconstruction. In that regard, a particular focus has been put on Africa as UNESCO priority. An area of interagency cooperation is related to the struggle against intolerance related to religions. UNESCO cooperates with OSCE/ODIHR and Council of Europe to develop the joint publication "Guidelines for Educators on Countering Intolerance and Discrimination against Muslims" and related workshops and round tables which are taking place throughout the year 2012. UNESCO, in cooperation with Brazil and USA, launched the Teaching Respect for All (TRA) project in January 2012. The extra-budgetary project financed by US aims at elaborating practical tools explaining how to address the issues related to anti-racism and tolerance in education that would build on lessons learned and current good practices in this field. Important progress was made since the beginning of the biennium concerning the programme of education for Holocaust remembrance. In the long-term, the project seeks at promoting Holocaust Education at the larger possible scale, focusing on areas where Holocaust Education remains limited or deficient, notably as this can contribute to raising awareness about contemporary dangers of genocide and other massive human rights violations. Promotion of ASPnet in underserved regions

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
			UNESCO is actively promoting ASPnet in the underserved regions. During the past six months, 308 new institutions have become members of the Network in 2012 (89 schools in Africa and 24 in Arab region). This represents a 4% increase in ASPnet presence in underserved regions.

Cost-effectiveness/efficiency measures for this Main Line of Action
Particular attention has been paid to the programme implementation modalities to reduce the costs of programmes contributing to MLA 3. A number of initiatives have been carried out in partnership with external partners. The collaboration is both in technical and financial dimensions. The 2nd phase of the Trans Atlantic Slave Trade project has promoted the use of ICTs for reducing the costs: Based on the outcomes of the online consultation, ASPnet schools were further encouraged to use the modern forms of communication.

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

Regular Programme[1]: operational budget only		Extrabudgetary resources[1]	
Allocation 2012-2013: US$ 1 879 835	Expenditures 2012-2013: US$ 280 782	Allotment 2012-2013: US$ 7 345 828	Expenditures 2012-2013: US$ 4 241 961

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
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	**PI:** Number of global and regional institutions and groups addressing at high level EFA issues (such as G8, G20, UNGA, African Union, ALECSO, ASEAN, EU, ISESCO, OEI) **B/b:** 5 high-level meetings	EFA issues were addressed at high level by global and regional institutions: • At the global level, a new Global Initiative "Education First" will be launched by the UN Secretary General (global launch on 26 Sept) - UNESCO's Director-General has been appointed as the Executive Secretary • At regional level, one Regional High-Level Expert Meeting was held in Asia, while EFA issues were included in other high level debates such as: - APA: Regional High-Level Expert Meeting "Towards EFA 2015 and Beyond" (Thailand, 9-11 May 2012) - AFR - COMEDAF V, Nigeria, 23-27 April 2012 discussed "Equity and Quality in Basic Education"; Ministers' session of PACTED 2, NIGERIA, 26 April 2012 - UNDP's Administrator gave a widely published lecture at Columbia University, N.Y., on "Education and International Development" (26 March 2012)	Reinforcing coordination and mobilizing global, regional & national commitments for EFA

Within the framework of the reformed coordination mechanism, a first meeting of the EFA Steering Committee (SC) was held, bringing together 18 representatives of all EFA constituencies (Paris, June 2012). Agreements were reached on the role and working modalities of the SC, the further development of a road map towards 2015 and the key outcomes of the 2012 Global EFA Meeting (GEM) to be held in November.

Internal coordination has been strengthened, leading to a coherent approach and more effective preparations for forthcoming regional EFA meetings in the Arab and Africa region for October 2012, and in the APA and LAC regions in spring 2013. All meetings will address the key priorities for the EFA partnership in the coming years: 1) accelerating efforts to reach the EFA goals by 2015; 2) preparing the national and regional EFA assessments for 2015; and, 3) defining a post-2015 education agenda.

UNESCO coordinated and prepared inputs to the UN's Task Team for the post-2015 development agenda and ensured that EFA and education were duly integrated in the first report to the Secretary-General. |
| | **PI:** Increased support to EFA from non-traditional partners, including emerging donors, private sector, foundations and innovative financing sources **B/b:** 5 new, non-traditional partners, including emerging donors, the private | • Republic of Korea Funds-in-Trust provides support to EFA activities. • The Government of India co-hosted meetings with the International Task Force on Teachers for EFA (Steering Committee - 28th May); 4th International Policy Dialogue Forum on Teachers for EFA in India (29-30 May); and E-9 Countries (31 May). • Director-General held a consultation meeting with representatives of the private sector (London, January 2012) | |

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
	sector and, foundations, support EFA		Preparatory work for the 6th meeting of the Collective Consultation of NGOs on EFA (24-26 October 2012, Paris, France) is underway including extensive email consultation of all 250 CCNGO/EFA members. UNESCO collaborates with the Ad Hoc group of the CCNGO/EFA in this respect.

UNESCO has continued its active support to the Global Partnership for Education (GPE) both as a member of the Board of Directors and by contributing to different processes. UIS is a substantial partner in providing education data and IIEP contributes to the development of guidelines for education planning in fragile states. In the Board Meeting in Berlin, 6-8 June 2012, the Board of Directors agreed on the Strategic Direction of the Partnership.

UNESCO presented the report on Debt Swaps and Debt Conversion Bonds to the Leading Group on Innovative Financing in Madrid (February 2012). With financial support from the Open Society Institute, mapping of possible pilot countries was carried out for these debt swaps. Three possible countries have been identified and feasibility studies of these countries will be carried out.
UNESCO pursued its communication and advocacy efforts for EFA and actively supported Global Action Week (GAW) for EFA in 2012, as in past years. All Regional Bureaux and many field offices organized major events and campaigns around ECCE, which was the theme of this year's GAW. A highly visible event was held at UNESCO headquarters where the Director General received the Chairperson of the Global Campaign for Education (GCE) and a group of school-children. ECCE-related children's drawings from 58 countries were exposed at UNESCO for two weeks. Information about all the UNESCO GAW activities is available on the UNESCO Website.
EFA issues were addressed at high level by global and regional institutions: the new Global Initiative "Education First" by the Secretary-General of the UN will be launched in September; a lecture at Columbia University was given by the UNDP's Administrator on "Education and International Development"; in Africa, Conference of Ministers of Education of the African Union (COMEDAF V) discussed equity and quality in basic education; and in Asia Pacific, a high-level expert meeting "Towards EFA 2015 and Beyond" was held.

A communication and advocacy strategy for EFA is being developed and will be submitted to the Executive Board in October. |
| | **PI:** Number of outreach activities and advocacy events organized for the GMR
B/b: - 70 per year - GMR reports disseminated: printed 16,000 and 48,000 electronically | • N/A - the GMR will be published in October 2012 | |
| 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 | **PI:** Increased support from multi-stakeholder partners to UNESCO activities on education for girls and women
B/b: - 1 partnership in each region established | New partners: UN Women, the Barefoot College Potential new partners: Princess Laurentien of the Netherlands - UNESCO Special Envoy on Literacy for Development, the 'Connect to Learn' Initiative and ENEL Green Power. (ongoing and new partners) Africa - UN Women, Islamic Development Bank Arab States - Office of the Italian Cooperation for Development in Lebanon, UN agencies (UNFPA, ILO) Asia-Pacific - UNGEI, APPEAL Cooperation Programme, GENIA Latin America and the Caribbean - UN Women, other UN agencies | UNESCO seeks to collaborate with key partners that work to promote girls' and women's education. While UNESCO is already an active partner in key initiatives and partnerships such as UNGEI, UNAGTF, CAG, efforts are also made to identify new partners at the global level and to expand partnerships with the private sector within the framework of the Global Partnership for Girls' and Women's Education. This year, UNESCO signed an agreement with UN Women, a MoU with the Barefoot College while potential new partners are being considered such as Princess Laurentien of the Netherlands - UNESCO Special Envoy on Literacy for Development, |

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
	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	Four high level global events were organized so far in an effort to raise awareness and draw attention to girls' and women's education: - A side event on the occasion of the 56th Session of the Commission on the Status of Women (New York, 29 February) - Launch of the UNESCO World Atlas of Gender Equality in Education on International Women's Day (Paris, 8 March) - A special session on Women and TVET was help during the 3rd International Congress on TVET (Shanghai, 13-16 May) - 1st Anniversary of the Global Partnership for Girls' and Women's Education was celebrated with a high level paner (Paris, 25 May)	the 'Connect to Learn' Initiative and others. UNESCO seeks to collaborate with key partners at the regional level as well. In Africa, UNESCO collaborates with the Islamic Development Bank on a project that seeks to promote Girls' Access to Maths and Science Education in secondary education. UNESCO is also collaborating with UN Women in order to promote work in the area of School Related Gender Based Violence. In the Arab Region, UNESCO collaborates with the Office of Italian Cooperation for Development in Lebanon and UN agencies such as UNFPA and ILO to implement activities supporting gender equality in and through Education in Lebanon. Research findings through the project are being disseminated widely relating to school to work transition for young women, women's literacy, school related gender based violence, and the elimination of gender stereotypes from school textbooks and curricula. In Asia-Pacific region, UNESCO works to raise public awareness around gender equality in education through advocacy events, information material and partnerships. These include for example the preparation of an e-course for policy planners and teachers on gender equality in education, an advocacy brief on empowering women through physical education and sports, a regional seminar on preventing Gender Based Violence which led to the establishment of a regional community of practice on the topic. In Latin America and the Caribbean, in collaboration with UN Women and other UN agencies, UNESCO actively participates in efforts to establish a Regional Interagency Group, while in Chile, UNESCO chairs the Interagency Working Group on HIV/Gender and Human Rights. In an effort to raise awareness and draw attention to girls' and women's education globally, four high level global events were organized so far. These included: • 1st anniversary of the UNESCO Global Partnership for Girls and Women's Education (25 May 2012, UNESCO HQs, Paris) A high level panel discussion was organized at UNESCO HQs presenting major achievements so far and individual testimonies of beneficiaries. High profile personalities such as the Executive Director of UN Women, Michelle Bachelet, the UNESCO Special Envoy on Literacy for Development, Princess Laurentien of the Netherlands, and Etienne Faïchou, Minister for Primary and Civic Education of Chad, joined the Director-General of UNESCO in reviewing progress achieved, reinforcing commitments, and discussing strategies to scale up action and further strengthen the Partnership. Representatives of major private partners from GEMS Foundation, Procter and Gamble, Microsoft and the Packard Foundation were also present together with the Ambassadors of Nigeria and of Tanzania to UNESCO, the CEO of Enel Green Power, the President of the Barefoot College, and the first French female astronaut. A wide audience was reached through press releases and news articles while interviews with the panellists were posted online and circulated through social media in an effort to raise visibility around girls' and women's education and literacy. A beneficiary of one of the projects, Kewe Ndiaye, a young woman from Senegal who left school at the primary level to look after her siblings, gave a live testimony about her experience during the event, explaining how the literacy programme enabled her to start learning again and how she now

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
			aspires to get a successful job as a stylist and use mobile phone and the internet to identify and communicate with clients: "...when the UNESCO programme [on literacy] started in my neighbourhood I asked myself - but why don't I enrol... to start learning again....this programme taught me many things, how to read and write, ...how to take people's contacts, to be able to use my mobile [to communicate with them]...to have [them] as clients". • 3rd International Congress on TVET (13-16 May 2012, Shanghai) In an effort to mainstream gender equality in TVET policy dialogue, gender equality concerns were highlighted and addressed in a special session looking at ways to promote gender equality and inclusion of girls and women in and through TVET. During the congress, a targeted intervention on gender equality in TVET was presented, informed by the results of the UNESCO-UNEVOC online conference on Women and TVET. The recommendations of the Congress include 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 HQs, Paris) On the occasion of International Women's Day and in order to inform evidence-based advocacy, policy-making and targeted action in favour of girls and women, UNESCO, in collaboration with the UIS and HarperCollins Publishers, launched the first UNESCO World Atlas of Gender Equality in Education. This 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 now available online as well. On the same day, UNESCO organized an event in Asia Pacific, on "Connecting Girls: Inspiring Futures through Physical Education and Sport" (Bangkok, 8 March). • UNESCO Side Event at the 56th Session of the Commission on the Status of Women (CSW) (29 February 2012, UN House, New York) UNESCO organized a high level panel discussion with the title 'Rural Women: Education for Empowerment'. During the event, participants highlighted UNESCO's efforts to provide literacy and educational opportunities for girls and women in rural areas and highlighted innovative approaches carried out globally by different partners. The side event was comprised of a high-level panel discussion. The panelists included Bunker Roy (Founder and Director of Barefoot College), Malinka Koparanova (Senior Social Affairs Officer and Gender Focal Point, UN Economic Commission for Europe), and Kara Nichols (Executive Director, Connect To Learn Initiative, Earth Institute). The turnout for the event was remarkable with many participants, especially from Africa, Education NGOs, and students of International Education Development at Columbia University.
ER 12: Education stakeholders	**PI:** Number of forward-looking country	• Nine global analytical papers were prepared (out of a total of 12	Rethinking Education in a Changing World

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
informed through research and foresight studies on emerging trends and challenges in education	case studies on emerging societal trends and challenges for education conducted, published and disseminated **B/b:** 4 case studies (one in each region	planned): one was published, seven are in press, and one regional forward-looking study is underway	Seven Occasional Papers have been prepared by the Sector, sometimes in cooperation with other researchers: No. 1 The Challenges of Creativity (in press) No. 2 Beyond the Conceptual Maze: The notion of quality in education (in press) No. 3 Desire and Doubt: Driving forces of creativity and rationality (in press) No. 4 Sustainable Development and the Knowledge Society (draft) No. 5 Perspectives for the Future of Education (draft) Two additional Occasional Papers (in press) were prepared as part of the process being initiated to revisit one of UNESCO's landmark publications "Learning: The treasure within" (the 1996 'Delors Report'): No. 6 The 1996 'Delors Report': Vision and impact (draft) No. 7 Savoir pour agir: Agir pour savoir: Vers un nouvel humanisme de l'action et de la solidarité (draft) A forward-looking analysis, titled "Emerging Development Challenges and Implications for Education in the Asia-Pacific Region", is being drafted, as an outcome of the Asia Pacific Experts' Meeting, organized in Bangkok in May 2012. Contributing to the Post-2015 international education agenda Two think pieces were prepared: • "Education and Skills Beyond 2015" for the UN Task Team on post-2015 international development agenda; and "Reflections on an International Education Agenda Beyond 2015". 2 seminars were organized out of a total of 4 planned for 2012-2013. • UNESCO-NORRAG brainstorming session organized following the 3rd World Congress on TVET (Shanghai, 17 May 2012) on "Beyond 2015: Perspectives for the role of TVET and skills development in the international development agenda"; and • UNESCO Regional Asia-Pacific high-level experts' meeting, "Towards 2015 and Beyond: Shaping a new vision of education" (Bangkok, 9-11 May 2012). The outcomes document has been published and a regional forward-looking analysis currently being drafted. • UNESCO played a key role as co-facilitator in the NORRAG-UNDP international consultation on "Post 2015 Politics and Foresight" (Geneva, 1 June 2012).
	PI: Number of proceedings of 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	• Two seminars were organized (out of total of 4-6 planned): one outcome document was published and 2 reports were drafted	

Cost-effectiveness/efficiency measures for this Main Line of Action
The following measures have been taken to improve the cost-effectiveness and efficiency in undertaking work to achieve the 3 expected results under the Main Line of Action 4. • Internal resources such as UNESCO Chairs Network and internal UNESCO professionals' expertise have been further utilized and tapped into in conducting research and foresight in education. • Despite the cut of budget allocation for ER 12 (research and foresight) at the regional level, Asia Pacific region has shown the commitment to carry out the work of ER 12 by integrating the objectives within the work of ER 1

Cost-effectiveness/efficiency measures for this Main Line of Action
(sector-wide policy and planning). • The existing human resources within UNESCO have worked with greater efficiency and extra commitment to undertake the work under ER 10 (global EFA coordination), in particular for coordinating EFA at global level, in organizing the first steering committee for EFA meetings and contributing to the work of the SG Initiative on Education, despite the freeze of hiring of additional staff which was foreseen at the end of last biennium.

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$ 845 300	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	
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 156 specialists/ministerial officers, of whom 36 in Colombia, 50 in Bahrain, and 70 specialists being trained in the Diploma courses (see MLA 2 - Expected result 5)	The IBE have supported 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. A four-day policy dialogue workshop on inclusive education was organized at the end of April-beginning of May involving 36 participants (policymakers, heads of units, curriculum developers, inclusive education experts, teacher trainers and educators). The Minister of Education expressed satisfaction for the assistance provided by IBE.
	PI: Number of countries involved in capacity development activities **B/b:** - 30	A total of a least 36 countries, including 26 countries involved in the Diploma courses (see MLA 2 - Expected result 5), and 7 countries involved in the Gulf Arab States Educational Research Center (GASERC)-IBE project. Possibly two additional countries (South Sudan and Uruguay) will be involved in the forthcoming months	Within the framework of GASERC-IBE Inclusive School Project (2011-2012) outlines of resource guides (in English) for the Gulf States are being prepared on: (a) inclusive school: organization and evaluation and (b) inclusive teaching-learning process: planning, practices and evaluation. These resource guides are embedded in an inclusive education policy framework elaborated for the Gulf States. To inform the elaboration of the resource guides, a study of outstanding inclusive education practices is currently underway, mostly focused on the school and classroom levels. In the case of Iraq (Developing new Iraqi Curricula project, 2010-2013) the last biennium ended with an important ministerial and technical meeting (Geneva, December 2011) during which the new curriculum framework was finalized and endorsed by the Ministers of Education of Baghdad and Kurdistan. Important delays in disbursement of the second batch of funding from the donor caused the postponing of the activities planned for the first semester of the biennium (i.e. the official launching of the Curriculum Framework and its dissemination as well as the work on developing guidelines and syllabuses for mathematics and sciences curricula). Within the framework of the MOU between the IBE and the Ministry of Education of Bahrain signed in 2012, technical support has been provided to the Workshop on Citizenship and Human Rights Education (Manama, 29-31 May 2012). The main objective was to provide inputs to improve the first Outline of the Directive framework for Citizenship and Human Rights Education. The main outcomes have been a revised version of the

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
			Framework and an outline of its implementation plan. This initiative represents the first step of a five-year project to reform Bahrain's curriculum. Following the workshop that took place in December 2011 in Amman (Jordan) with UNRWA education and curriculum specialists, with a view to contribute to developing an advanced version of the UNRWA Framework for Quality Curriculum implementation in UNRWA Schools, the framework has been finalized. At the request of HQ, the IBE contributed to the comprehensive and thorough education policy analysis in Malaysia, providing inputs to the review of the policy area on curriculum development with special attention to sciences and mathematics. Preparations for a workshop planned to take place in July 2012 in South Sudan have started. The IBE is expected to provide technical assistance and expertise in curriculum 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.
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	31 teacher trainers working at the ministerial o related level in Sub-saharan Africa and Latin America being trained in the 2012 diploma courses	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) include 31 teacher trainers working at the ministerial o 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 developmen **B/b:** - 30	Currently 70 specialists are being trained through two Diploma courses (24 in Latin America and 46 in Africa)	24 participants from 8 countries of Latin America and the Caribbean are being trained through the second Diploma course in Latin America (started in 2011); 46 participants from 18 African countries (of which 5 are BEAP countries) are being trained through the first Diploma course in Africa (started in 2011). In Latin America, more than 96% of participants in the first Diploma course strongly agreed or agreed that the course allowed them to put their learning into practice. 95% of participants in the second Diploma course strongly agreed or agreed that the course strengthened their competencies in the field of curriculum design and development. In Africa, 92% of the 2011 Diploma participants strongly agreed or agreed that the course allowed them to gain more awareness and competencies regarding curriculum design and development. Additional follow-up assessments regarding the impact of the learning into the practice will be carried out in the second semester of 2012.
	PI: % of diploma awardees that have declared improving their practice on workplace **B/b:** - 75%	In Latin America, more than 96% of participants in the first Diploma course (2010) strongly agreed or agreed that the course allowed them to put their learning into practice. In Africa, 92% of the 2011 Diploma participants strongly agreed or agreed that the course allowed them to gain more awareness and competencies regarding curriculum design and development	
MLA 3 - expected result 7: Capacities in Member States strengthened to integrate a holistic vision of education for sustainable development, including climate change education and education for disaster preparedness and risk reduction, into	**PI:** Tools developed and used to support teachers, teacher trainers and curriculum developers to integrate ESD and climate change in the curricula of primary and secondary education	No progress made (reprogrammed) Tool for competencies for live and work in the 21st century in progress	Initially planned for the 36 C/5; 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	
educational policies, and development plans and programmes	**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	35 new documents/resources have been evaluated and added to the UNESCO HIV and AIDS education clearinghouse.	During January-May 2012, a total of 35 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. Funding from UBRAF for the HIV AIDS programme arrived late, and this delayed thge hiring of a staff to conduct this work.
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 May, a total of 45 profiles have been updated (including some 30 profiles updated in late 2011)	The draft questionnaire for the Global Survey on Instructional Time was completed during the first months of 2012 following exchanges and discussions between UIS and IBE. During April-May the UIS organized a pilot involving 17 countries from diverse regions. The analysis of the pilot results will take place starting from June. The draft questionnaire will then be revised by the UIS team in charge of questionnaires during the second part of 2012 taking into account the pilot results and feedback received. The launching of the survey on instructional time is still planned for the beginning of 2013. Concerning the seventh edition of WDE, as of the end of May 2012 the profiles of 15 countries have been updated (some 30 profiles were updated in late 2011). Overall, 146 profiles have been updated so far (the sixth WDE edition included 160 countries). The IBE website has been developed on a regular basis. During January-May, the website received 1.57 million visits (+9.5% compared to the same period in 2011) and 1.1 million unique visitors (+33.4%). IBE documents and publications were downloaded over 130,000 times from UNESDOC, which represents a 43% increase compared to the same period in 2011 (WDE updated profiles represented slightly less than 10% of total downloads from UNESDOC, or more than 12,800 downloads). The journal Prospects continues to be widely disseminated through Consortia. One issue has been published (No. 161, Internationalization of Teacher Education) and another one is almost completed (No. 162, Cultural Diversity in Education Systems: International and Comparative Perspectives). 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). As of May 2012, the IBE Community of Practice (COP) in Curriculum Development has 1,573 members from 150 countries. A number of new materials, in particular 19 case studies, have been produced by COP members from four UNESCO regions. The case studies will build on the series of IBE training tools and Diploma training materials. 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), and the third International Workshop on Curriculum Innovation and Reform (Thessaloniki, Greece, April 2012).
	PI: Number of studies and publications in comparative education and curriculum disseminated **B/b:** - 12	As of the end of May, 2 issues of Prospects have been published (17 articles peer reviewed articles), and one is 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 274 'online deals' (consortia) that translate into exposure to 7,315 institutions and professional organizations in over 69 countries	
	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 regional and interregional exchanges took place	

Cost-effectiveness/efficiency measures for this Main Line of Action
It was planned that the allocation of UNESCO for the IBE for 2012 approved by the General Conference would cover the cost of IBE regular staff and the new P5 staff member. The 31% reduction of this allocation has led the IBE to review its human resources (separation and abolishment of posts) and allocate its reserves to allow it to continue with the main activities. In this context, thanks to these efforts, the IBE was able to manage the budget constraint without compromising programme implementation and consolidation of achievements and accomplishments. Prospects we have take cost effective measures by having the management of the peer review process (over 250 reviewers from academic institutions) being done on line and at a distance. We have further expertise/team rationalization to efficiently use our internal expertise and reduce cost

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$ 914 325	Allotment 2012-2013: US$ 960 804	Expenditures 2012-2013: US$ 191 073

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	720	The training offer is being implemented as planned, with a continuation of the effort to scale up distance education. A significant activity for the first six months of the biennium is the launch by IIEP of its 10-months distance course on Education Sector Planning in Indonesia, Thailand, and Vietnam thanks to a partnership with the JP Morgan Foundation, the Hong Kong University, and six national institutions. This allows the Institute to expand its support in the sub-region. While implementation is in process, the Institute is engaged in deep reflection on the future of its training offer. Training is an essential aspect of capacity development, yet moving from impact on the individual to impact on the organization remains a challenge. The Institute is reexamining its options in this area in preparation for its next Medium-Term Strategy. Various pieces are feeding into the process, including a cost and effectiveness study which it is commissioning to help determine what the options should be in the upcoming programming period. For the reporting period, IIEP is operating in the areas of: plan preparation (e.g. Sudan and South Sudan), capacity development plan implementation (e.g. Afghanistan, Tanzania) or preparation (e.g. Cambodia), improvement of M&E capacities (e.g. Algeria, Tanzania), or the use of tools and improvement of processes (e.g. Burkina Faso in the implementation of its first PETS; Côte d'Ivoire and Madagascar on school mapping, Laos PDR on the introduction on teacher codes of conduct; Kenya, on better understanding its education expenditure). These programmes are not completed, so the actual deliverables (e.g. plans, education indicator dashboard, education expenditure study) are not yet available. The Institute's technical assistance portfolio is steadily growing. The three large projects currently being implemented (Afghanistan, South Sudan, and Sudan) are progressing satisfactorily. Yet the very situation of these countries (political, economic, social) renders programme implementation vulnerable to external factors all likely to affect delivery and/or sustainability. This is a major risk factor.
	PI: % of women planners and managers trained through the Advanced Training Programme (ATP) and the Specialized Course Programme (SCP) **B/b:** 50%	ATP 2011-2012 cohort: 37 SCP 2012 cohort: 75 women in ATP: 61% women in SCP: 41%	
	PI: % African countries reached through the ATP and the SCP **B/b:** 50%	50%	
	PI: % beneficiaries having received IIEP training declaring positive effect of training on workplace performance **B/b:** 90%	ATP tracer study postponed. Monitoring at the end of the programming period.	
	PI: % supervisors of IIEP trainees declaring noticeable improvement in performance **B/b:** 70%	ATP tracer study postponed. Monitoring at the end of the programming period.	
	PI: Nb countries receiving technical assistance **B/b:** 20	11	

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	**Attained**	
			IIEP's approach to technical assistance builds on a capacity development approach. Some time is therefore needed to transfer skills and competences to nationals. Often, this approach is not intuitive to IIEP's partners who are more output than process oriented. This sometimes entails lengthy negotiations in the design of projects. However, the Institute's experience is that investing in coaching, favouring implementation by and with nationals is a solid building block for ownership of results and their sustainability, as well as institutional capacity development.
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	RedEtis: 2 issues of Trends in focus, short state of the art on given topics SACMEQ: 2	IIEP's partnership with SACMEQ is a longstanding one. Collaboration is entering a new phase with the launch of a new cross-national survey among SACMEQ consortium members. The piloting of some items has started and completion of the survey with release of findings is expected in 2014. SACMEQ's work has become a reference for those interested in the quality of education in Africa, and its evolution over time. Interestingly, the past two years have witnessed a rapprochement between SACMEQ and PASEC. The two entities are working on bringing their methodologies closer and on sharing test items, which would lead to having comparable datasets across SACMEQ and PASEC countries.

IIEP is providing technical backstopping to the implementation of the fourth SACMEQ cross-national survey, which will start with a pilot exercise during the summer. A significant feature of SACMEQ IV is that it will embark items from the PASEC and IEA surveys, thereby enriching available datasets and improving data comparability. It is expected that data will be analysed in time to inform the discussions on the improvement of the quality of education by 2014. This is provided no external factors derail the tight implementation agenda. |
| | **PI:** Monthly unique visitors to IIEP-related network websites **B/b:** - RedEtis website: 6,000 - SACMEQ website:10,000 | RedEtis: 6.214 SACMEQ:7.221 | |
| 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 in process 7 publications | Research remains ongoing in the various strands defined in IIEP's Eighth Medium-Term Plan. Some programmes have entered a phase where they can capitalize on the work done. This is the case for instance of the research conducted on Teacher Codes of conducts which IIEP is now carrying to technical assistance-type interventions (e.g. in Lao PDR), training, and policy dialogue. Others are completing the field work and outputs are expected towards the end of the biennium.

The link between research and policy-making is a complex one. Considering its size and the resources available to it, IIEP strategy in this regard builds on:
- drawing on a collaborative approach to research, with ministries of education as well as with other stakeholders, and
- seeking to associate as many stakeholders as possible in the process.
In this way, IIEP aims at paving the way for relevance of findings for the specific context of participating countries, ownership of research results, as well as create research partnerships that allow to spread the cost of the research activity on participating entities.

Among the recent examples of why this approach is a fairly good model, the dissemination seminar of research results on school grant policies in selected African countries provides a good illustration. The questionnaire administered at the end of the event shows that, from among representatives of the countries participating in the research, all twenty-three minister and researcher respondents participating in the research said that the results will inform and help to improve school grant policy implementation in their countries. All ministers and researchers from Kenya, Ethiopia, Lesotho and Malawi who were involved in the research believe that their countries will undertake reforms based on the research results.
All of the respondents from the invited ministries considered the research results applicable to their countries. Many did cite differences between countries and the need to apply the results, with some modifications, in consideration of their different contexts. Common actions relate to :
- building capacity & improve decision making at school level (South Africa; Botswana; Zambia; |
	PI: Monthly unique visitors to IIEP website **B/b:** 22,000	62 760 unique visites a month	
	PI: Monthly unique visitors to IIEP web-based databases **B/b:** - Planipolis: 49,000 - SITEAL: 13,000 - RedEtis: 6,000	Planipolis:127,915 unique visitors on average SITEAL: monthly average of 26.000 unique visits (aprox) from Jan-June 2012 RedEtis: monthly average of 6.214 unique visitors from Jan-June 2012	
	PI: Number of IIEP contributions/papers that inform policy-dialogue meetings and conferences **B/b:** 20	10	
	PI: % of IIEP book-length publications being reviewed in journals **B/b:** 30%	Monitoring at year-end	

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
			Tanzania) - sharing research results with other ministry officials (Zambia, South Sudan, Zanzibar) - studying their school grant policies (Namibia, Mozambique, Botswana) - strengthening M&E mechanisms (Namibia, Zambia, Tanzania) - introducing a school grants policy (Namibia, Zimbabwe, Zanzibar) Representing the donor community, UNICEF, USAID, Link Community Development affirmed their readiness to support research and school grant implementation. The Unit has also moved to further exploit potential synergies between publications and communications actions, notably by increasingly linking web (and press) coverage of events with forthcoming publications, and vice versa. Concomitantly, the Institute is reengineering its website to offer better disseminations services, improve its outreach, and increase the visibility of IIEP's work. The effort to post regular update on field work, and programme implementation can be linked to the steady increase of unique visitors. The new version of the website will facilitate reader survey and will allow IIEP to improve its dissemination strategy. The latter continues being designed at the beginning of each year and refined as the Institute's agenda shapes with implementation. In spite of the current financial situation, the Institute has made special efforts to share relevant knowledge in key events, such as the University Mohammed V Second Forum on Active Citizenship in Morocco. The event was dedicated to "Ethics in Universities of Morocco". Building on its accumulated experience in this area, IIEP triggered debate on the determination of the values with which the Moroccan academic community currently identifies; the definition of the legal status of ethical charters in light of existing regulations; the integration of ethical issues into certain university programmes; and the setting up of joint consultative mechanisms on these themes. It is foreseen that the University hold another Forum next year, in order to make a first assessment of the experience of the University in its elaboration of an ethical charter. In the same spirit of bringing expert support to innovation in the MENA region, IIEP contributed to Tunisia's national conference on the "Methodology for the Reform of the Education System". This first step in a much-needed national consultation process on a road map for the reform of Tunisia's education system, brought together students, teachers, teacher unions, supervisors, educators, university professors, researchers, representatives of political parties, as well as civil society organizations. The Institute, together with the representative of the Rabat Office, brought international perspectives and lessons learnt to the debate. The strong interest of all participants in developing post-revolution Tunisia, and in reforming its education system to respond to aspirations for societal development could not have been clearer. Worth noting for the reporting period is also the Webinar 2012 on "Ubiquitous Learning: Mobile Devices and Digital Content" which the Buenos Aires Office conducted. The forum focused on the use of mobile devices and digital content and its contribution to the formulation of educational policies oriented towards inclusion, equity, and quality for all. Over three days twenty-six specialists and scholars from Latin and North America, Africa, Asia, and Europe expressed their views and engaged in dialogue with the 6.892 participants from 24 countries. Overall, the Webinar offered a context of diverse and multidisciplinary perspectives on the incorporation of ICT in the educational systems of Latin America. Aiming to influence the practice of other actors involved in one way or another in educational planning is one of the strategies which IIEP has identified to improve the planning and management practices of countries. The bulk of the effort during the reporting period focused on

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	**Attained**	
			working with the Global Partnership for Education on their revised guidelines for plan preparation and plan endorsement. The collaboration has resulted in a progressive transformation of how the GPE envisages that plans should be prepared. IIEP was successful in passing the message that the planning process is to some extent more important than the plan itself for reasons of appropriation and ownership which play a significant role during the implementation phase of the plans.

Cost-effectiveness/efficiency measures for this Main Line of Action
A cost and effectiveness study of IIEP's training offerings will be launched during the summer to improve IIEP's understanding of the link between its training programmes and results for beneficiaries. Based on this work and other pieces of reflection, the Institute will proceed in making resource allocation decisions for the next programming period. Research, as is the case for training another pillar of IIEP's work, is a labour-intensive activity. It is only by implementing in partnership, and subsequently rationalizing the publication of research, that savings can be found. For the research on school grants for instance, some 50% of research costs was met by third parties. IIEP is reviewing and rationalizing its publication procedures, with a view to enhancing quality control, adapting to evolving trends (e.g. towards e-publication), and reducing costs, as well as in response to significant ongoing reforms of publication procedures at UNESCO HQ (DPI). With these aims in mind, the Institute has: (a) reinforced internal review processes, (b) produced a new, entirely revised IIEP Style Manual, (c) purchased and begun training on EndNotes bibliographical software.

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$ 338 100	Allotment 2012-2013: US$ 100 000	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**	
MLA 1 - expected result 1: National capacities strengthened for policy formulation and planning focusing on quality and gender equality issues, and drawing on information and communication technologies	**PI:** Number of personnel trained in policy analysis and design, planning, management, monitoring and evaluation in adult education and learning **B/b:** 160 experts trained	25 specialists for policy making and research in lifelong learning trained with a focus on adult learning and education, including 15 in the Preparatory Seminar to develop a Programme on Developing Capacity for Lifelong Learning in the MENA region, 10 experts in research network number 4 of the ASEM lifelong learning hub. Applications from 16 Member States for CONFINTEA Fellowships are under review, selection of 6 fellows for the 2012 cycle will take place in summer 2012, the 2012 cycle will be implemented in October for a period of one month.	National capacities for policy formulation and planning in adult learning and education are strengthened through several interrelated processes: a) the regular three-years CONFINTEA reporting process which helps Member states to take stock of relevant developments in adult learning and education. On the one hand the data base on adult education policy, concepts and practice is improving at both levels, nationally and globally, a range of governmental, non-governmental and private institutions are involved in the reporting process, and consequently informed about recent developments in the mentioned areas; b) the series of regional regional follow-up conferences lead to better information of key personnel from relevant institutions; c) direct support is provided to selected experts through the CONFINTEA fellowships and scholarships. A return of about 130 national reports shows that the CONFINTEA process is quite well rooted in Member States; the interest of regional partners in cooperating for regional conferences (and partly even providing funds to that end) shows that they rely on UNESCO's
	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	From a total of five regional CONFINTEA VI follow-up conferences, one has been implemented already in 2011, planning of the other four is under way, most advanced for Africa (Cape Verde, 24-27th October 2012). 8 advisory activities conducted for establishing the UNESCO Global Learning Cities	

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	**Attained**	
	B/b: 25 interventions	Network, contact taken with 25 founding partners (for technical and financial support) and informal consultation with 20 experts held. 1 public seminar on the role of higher education in promoting lifelong learning organised and final report drafted.	functions as a clearing house and catalyst for international cooperation.

Against the background of the pilot experience in LAC (May 2011) planning for the remaining four regional CONFINTEA VI follow-up meetings is well under way, most advanced for Africa ("Increasing the participation of youth and adults in learning and education" in Cape Verde on 24-27th October 2012). For the Arab States perspectives for a follow-up conference have considerably improved since ISESCO showed specific interest in supporting the CONFINTEA VI Follow-up, a funding proposal was submitted in June. For the Pan-European region there is positive first feedback from the EU Commission to organize a joint conference under the umbrella of the EU presidency of Lithuania in late autumn 2013. For Asia negotiations are focusing on a conference in the Republic of Korea in 2013 in cooperation with the National Institute for Lifelong Education (NILE).

In LAC there is considerable progress to provide a regional observatory of adult education in cooperation with OREALC and the Mexican National Institute INEA, and a glossary of adult education terminology in cooperation with OEI.

The UNESCO Guidelines for the Recognition, Validation and Accreditation of the Outcomes of Non-formal and Informal Learning are already available in English and will be translated and made available in the other five UN languages.

The idea for the establishing the UNESCO Global Learning Cities Network and the development of the Global Learning City Index have received good attention from informed partners as well as the academic circle.

CHALLENGES AND LESSONS LEARNED: The 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.

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 |
	PI: Number of support activities for the development or review of national lifelong learning qualifications frameworks or similar mechanisms **B/b:** 6 support activities	1 peer-learning activity on recognition, validation and accreditation of non-formal or informal learning organised in June 2012 in New Delhi, policy-makers and experts from 6 countries participated	
	PI: Belém Framework for Action followed up, implemented and monitored in Member States **B/b:** 100 member States	In mid-June, reports from 123 member States have been received by UIL, presenting the developments in adult education with reference to the implementation of the Belém Framework for Action.	
	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, which has not yet started.	

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
			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. For promoting lifelong learning, Member States' understanding and progress are uneven, hence substantial work needs to be done to facilitate conceptual understanding and carry out action-oriented research. It is a great challenge for the Institute to meet the ever increasing expectations and requests of the Member States for support in their efforts to advocate lifelong learning for all, given the extreme financial and human resources constraints.
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	**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	30 in Mauritania, 30 in Mozambique, 20 in DRC, 80 in Afghanistan; 17 in PNG	The LIFE Mid-term Evaluation confirms the relevance and added value brought to literacy development by LIFE, including the promotion of a broader concept of literacy and integrated, holistic and sector-wide approaches to address national literacy challenges, availability of know how and technical assistance to improve national data on literacy levels and learning achievements, improved literacy policy and practice based on the analysis of evidence and effective practice, and mobilisation of international partners. Stakeholders involved in the evaluation process conducted in 2010 and 2011 believe that LIFE is an important framework that can boost their literacy efforts. Building on the results achieved so far, especially by following the recommended strategies and action points, LIFE will contribute greatly to the achievement of the ambitious goal of literacy for all. LitBase has provided researchers, practitioners and the interested public with viable information on trends and effective practices in literacy. LitBase also contributes to the efforts of the United Nations Literacy Decade (UNLD) and the Literacy Initiative for Empowerment (LIFE) by supporting UNESCO Member States to improve their literacy policies and practices based on evidence. Visible progress has been achieved through capacity development activities in LIFE countries, most of them budgeted through UNESCO's CapEFA Programme. Related processes, however, require sustained assistance and flexible responses on demand. Given the limited time since the start of the biennium, it is too early to analyse lessons learned and make any judgement on cost-effectiveness. In general, the activities pertaining to the aforementioned expected results were carried out within the appropriate time frame and according
	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	One peer-learning activity on RVA of non-formal or informal learning organised in June 2012 in New Delhi, policy-makers and experts from 6 countries participated	
	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	The global mid-term evaluation report on UNESCO Literacy Initiative for Empowerment (LIFE, 2006-2015), produced by UIL in English and French, together with a summary flyer in four languages, and disseminated to 36 LIFE countries and key stakeholders around the world. In addition to the report, a package including flyer, presentation, UIS literacy data as well as national and regional reports is available on UIL website.	

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
			to the set benchmarks.
MLA 4 - expected result 14: Education stakeholders informed through evidence-based research and studies on emerging trends and challenges in education	**PI:** Series of publications on concepts and practice examples of lifelong learning produced and disseminated **B/b:** 60 cases added	Two publications finalised (Why recognition Matters; and Linking recognition practices to national qualifications frameworks); a paper on critical issues of RVA in non-formal and informal learning: International perspectives prepared. UIL synthesis on RVA has been drafted. Twelve case studies were uploaded on LitBase (in English and French) from January to May 2012 . Research findings and trends in language-in-education policy-making and educational practice were made available to 100 national and international participants at a meeting in South Sudan (March 2012).	For facilitating research, UIL has started the preparation for a policy analysis of lifelong learning in UNESCO Member States. This is expected to be UIL's contribution to the third UNESCO landmark commission on lifelong learning. Based on research carried out in recent years on RVA of non-formal and informal learning; a synthesis report, research publications and papers are prepared. These will provide further technical support to Member States in their implementation of the UNESCO Guidelines for the Recognition, Validation and Accreditation of the Outcomes of Non-formal and Informal Learning.
	PI: Comparative studies on contemporary and emerging trends and issues in global educational development conducted, published and disseminated **B/b:** 2 comparative studies produced	Two comparative studies prepared and dissimated 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.	UIL's has made substantial progress in promoting the lifelong learning perspective to higher education and TVET, a public seminar on the role of higher education in promoting lifelong learning organised and final report drafted. Preparations of GRALE 2012 proceed largely as planned, about 130 national reports should be available as a main data source, the final draft should be ready for online publication at the end of the year.
	PI: Substantive contributions made by UIL to the further development of lifelong learning concepts at international research seminars/conferences **B/b:** 30 contributions made	Launch of the European Agenda for Adult Learning (Feb) Implementing a high-quality validation process: International conference in Oslo (Mar) Swedish Adult Education Facing Brain Research and Youth Unemployment (Mar) Latvia Prepares a New National Strategy for Lifelong Learning (Mar) Portugal and Centres for New Opportunities (Mar) Annual meeting of the South Danish Library and Cultural Association (Mar) OECD Survey on Adult Skills in Technology-rich Environments: Board Meeting (May)	
	PI: Global Report on Adult Learning and Education produced and broadly disseminated **B/b:** 1 Global Report Produced 2 000 downloads in all regions	Production process towards GRALE 2012 is under way as planned.	

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$ 169 100	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	40 educational decision-makers, representatives from inclusive education institutions, as well as specialists from medical and pedagogical centers from Armenia.	In response to the request of the Ministry of Education of Azerbaijan Republic to carry out independent assessment of the state-of-the-art of ICT application in education for further development in this area, in 2011 IITE has launched the project aiming to provide the expert support and technical assistance to the Azerbaijan Republic. In February 2012 IITE prepared the report summarizing the findings made by IITE expert Mr Vittorio MIDORO during his mission in Azerbaijan at 2011 and containing recommendations to facilitate further State Programme development on ICT application in education of the Azerbaijan Republic. The report was submitted to the Ministry of Education of Azerbaijan Republic.
	PI: Number of countries benefiting from targeted assistance in integrating ICT policies and strategies into national education policy **B/b:** 5 countries	2 countries	To raise awareness of Armenian policy-makers and specialists on ICT application in education of persons with disabilities, IITE in cooperation with UNICEF Armenia in the framework of the joint project organized the training seminar "ICTs for Inclusive Education. The training events took place in the established by ITU/IITE IT center for persons with visual impairments on June 18-21 in Yerevan, Armenia. The training seminar was targeted at educational decision-makers, representatives from inclusive education institutions, as well as specialists from medical and pedagogical centers. The goal was to reveal the potential of innovative assistive technologies to meet special educational needs, and launch a discussion among the participants on the promotion of ICTs in inclusive education. About 20 specialists attended this training event for policy makers in Armenia.
	PI: Number of educational programmes targeted at promoting ICTs in the Africa region **B/b:** 5 programmes	n/a at present, the work is still In progress	The signal Russian version of UNESCO ICT-CFT was edited and published. Promotion of UNESCO ICT-CFT for high-level policy makers along with discussions of the concept and project plans for deployment of UNESCO ICT-CFT by major stakeholders as well as other different issues of its use for development of national standards of teachers ICT competency have been provided at international Forums, conferences, workshops. Russian version of UNESCO ICT-CFT have been disseminated both in hard and digital form.
	PI: Number of countries actively using UNESCO advocacy tools and programmatic guidance on issues like gender-based ICT policies **B/b:** 15 countries	Females - representatives of 12 CIS countries participated at the seminar aimed to support initiatives on gender equality, raising awareness of women and girls in CIS region on the benefits of their professional realization in ICT sphere, with technologies being the instrument of gender equality and women empowerment.	The project proposal on development of national standards of teachers ICT-competencies based on UNESCO ICT-CFT was created and submitted to Azerbaijan Ministry of Education. According to the request of Ministry of Education, Culture and Science of Mongolia regarding the development of National Standards based on UNESCO ICT-CFT the appropriate project proposal is currently under preparation. Project proposal for "Russia's Global Initiative for Teachers: Teachers Professional Development on and through ICT" was prepared and revised according to comments and remarks of HQ ED. The International Media and Informational Literacy Conference gathered policy-makers and 100 experts in the field of media and information literacy and knowledge society from 40 countries was organized by the Russian Committee of

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
			the UNESCO Information for All Programme (IFAP) in partnership with the Interregional Library Cooperation Center (ILCC) and with the support of IITE and held in Moscow on 25-27th June 2012 . On 19-20 April 2012 IITE in cooperation with International Telecommunication Union (ITU) hold the seminar devoted to the World Telecommunication and Information Society Day (17 May) and International 'Girls in ICT' Day (26 April). The main aim of the event was to support initiatives on gender equality, raising awareness of women and girls in CIS region on the benefits of their professional realization in ICT sphere, with technologies being the instrument of gender equality and women empowerment. Representatives of 12 CIS countries involved in ICT sphere participated in the event. They were specialists from ministries, educational institutions and IT companies. IITE shared with the participants UNESCO vision and some examples of good practices accumulated by IITE in the field of gender aspects of ICT application in education. A Policy Brief "ICTs in TVET" published earlier in English and Russian was presented at the UNESCO Publication box during the Third International Congress on TVET (Shanghai, 13-16 May 2012). The Analytical Report and Special Report on ICT in TVET in CIS with recomendations for High level decision makers from CIS countries was published, presented and discussed during Conference in Federal Institute for Education Development of Russian Ministry of Education and Science organized joitly by FIRO and IITE. The Special Report on ICT application in CIS countries, including major recommendations, narrative project report and results achieved during IITE-IFESCCO extrabudgetary project "ICT Use in TVET in CIS Countries", constitutes the content of this publication. This report, published in Russian and English , together with the Analytical Paper of the Project will be proposed for consideration to the CIS Ministers of Education. The special part "ANALYTICAL TOOL: ICTs IN EDUCATION" for General Quality Assurance Framework (GEQAF) by the request of UNESCO HQ and preparation of IITE input for a draft concept paper for the UN Secretary-General's Global Initiative on Education were elaborated. Striving to support educational planning and implementation processes in UNESCO Member States in the field of ICTs in education, two policy briefs for educational policy makers and administrators were developed: "ICTs in museum education" and "ICT-based assessment in education". The policy briefs will be published in e-format soon and will be available at the IITE webste. Analytical survey "Recognizing the potential of ICT in early childhood education", developed within IITE project on ICTs in Early Childhood Care and Education, has been out of print in Russian. It contains review and analysis of the existing literature in the area, best practice in ICT application in early childhood education, and recommendations for educators and parents on the balanced use of technologies with children. Being a unique publication in the area, it was highly appreciated by educational community involved in pre-school and primary school education. The book is now available in the English, Russian and Slovak languages. Finalizing activities of the first stage of the project "ICTs in primary education" - analyzing the submitted materials, administrative procedures for closing the contracts with 9 experts. The "ICTs in Primary Education" project launched by IITE in 2011 aims to facilitate the policy dialogue and build foundation for effective primary education by means of ICTs. On 26-28 April 2012 in Bratislava, the Slovak Republic, IITE held the second expert meeting within its "ICTs in Primary

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	**Attained**	
			Education" project. The meeting programme included summing up the results of project development, finalization of the analytical report prepared during the first stage of the project and discussion of implementation plan for the project second stage. The participants of the meeting also visited innovative primary and pre-primary institutions of Bratislava. The report summarizing the findings of the first year project development will be published by IITE during 2012. On invitation of the Department of social protection for Moscow City population, IITE took part in the 4th Moscow Government International Conference "Equal rights - equal opportunities" in May 2012. The following topics were discussed during the Conference: social integration of persons with disabilities, including the development of the barrier-free city infrastructure, comprehensive rehabilitation of the disabled, the issues of their training and employment, as well as other aspects related to the implementation of the UN Convention on the Rights of Persons with Disabilities. IITE contributed to the event with a presentation "ICTs in education and social rehabilitation of persons with disabilities: UNESCO's view". Participation in the European project "ICT for inclusion". By invitation of the European Agency for Development of Special Needs Education IITE took part in two expert meetings. The Agency's project is a following up of the findings of the research project jointly implemented by IITE and the European Agency in 2011.
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	In line with MLA 1, an Online Handbook on the Pedagogies of Information and Media Literacies has been developed by UNESCO IITE experts in cooperation with the Finnish Society on Media Education. The Handbook is being prepared for publication at the IITE website. Translation of the Handbook into Russian has been started. The translation of the UNESCO Media and Information Literacy (MIL) Curriculum for Teachers into Russian has been revised. IITE experts have revised the MIL Curriculum and prepared an expert review including recommendations for the localization of the Curriculum and its use in higher educational institutes. The MIL Curriculum and the online MIL Handbook have been discussed at the International Media and Informational Literacy Conference held in Moscow on 25-27th June 2012. The conference was organized by the Russian Committee of the UNESCO Information for All Programme (IFAP) in partnership with the Interregional Library Cooperation Center (ILCC) and with the support of IITE. The conference gathered policy-makers and 100 experts in the field of media and information literacy and knowledge society from 40 countries. One of the goals of the conference was the development of recommendations for the localization of the MIL Curriculum and for the use of the Curriculum and the online MIL Handbook in Russian HEI. The monograph by Jose Manuel Perez Tornero and Tapio Varis "Media Literacy and New Humanism" (IITE series "Theoretical Aspects of ICT in Education") has been translated into Russian. The book "Educational Portals and Open Educational Resources in the Russian Federation" has been prepared for publication. The publication belongs to the series of surveys on OER in non-English-speaking countries published by IITE. The book provides an up-to date survey of the present level of development of educational materials and repositories of educational resources in Russia. The book is out of print in June 2012. The IITE OER project is being promoted at global events: the 20th Conference of the European Network for Distance Education and the Global OER Congress.
	PI: Number of curriculum and training materials developed **B/b:** 10 set of training materials	1 Curriculum, 1 Draft Curriculum, 4 training course materials, 4 on-line courses	
	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	n/a at present, the work is still In progress	
	PI: Number of countries and institutions developed an OER in the national language(s) **B/b:** 5 countries	3 countries	

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
			The brochure "IITE Project "OER in Non-English-Speaking Countries" was published and disseminated at the Global OER Congress held on 20-22 June at UNESCO Headquarters. IITE staff delivered presentation at the Open Seminar, took part in panel discussions and participated in the Open Exhibition, where IITE publications on OER were delivered. The IITE OER project is being promoted at global events: the 20th Conference of the European Network for Distance Education and the Global OER Congress. The brochure "IITE Project "OER in Non-English-Speaking Countries" was published and disseminated at the Global OER Congress held on 20-22 June at UNESCO Headquarters. IITE staff delivered presentation at the Open Seminar, took part in panel discussions and participated in the Open Exhibition, where IITE publications on OER were delivered. The book "Educational Portals and Open Educational Resources in the Russian Federation" has been prepared for publication. The publication belongs to the series of surveys on OER in non-English-speaking countries published by IITE. The book provides an up-to date survey of the present level of development of educational materials and repositories of educational resources in Russia. The book is out of print in June 2012. A policy brief "New-Generation Electronic Educational Resources" has been published in English. The brief focuses on the ways of the development of new-generation EER, provides description of EER types, reviews the module architecture of a new-generation EER, specifies major advantages and tasks of the new-generation EER development, solving of which will provide the transformation of traditional technologies based on the reproductive model of teaching towards innovative technologies of active learning. 5 Policy Briefs are under development . All materials developed are available for open access at IITE Portal statistics for iite.unesco.org (external IITE portal) from January1, 2012 till June 8, 2012: Pageviews: 58,235; Visits: 22,498; Unique Visitors: 14,689 IITE e-learning Portal have been renovated and improved. Three new on-line training courses were developed and uploaded into IITE e-Learning portal. The Open online training course "Development and Use of Open Educational Resources" elaborated by Russian experts for HEI teachers has been finalized. The course contains 10 modules on both theoretical and practical aspects of creating and using OER content. Two training courses ("History of Library Art and Information Literacy" and "Multimedia in Education") have been elaborated. The draft curriculum of Master Programme "ICT in Teacher Professional development" was developed in two languages (ENG/RUS). All training materials are available for open access at IITE Portal. Statistics for lms.iite.unesco.org (e-Learning IITE portal) from January1, 2012 till June 8, 2012: Pageviews: 4,334 ;Visits: 2,241;Unique Visitors: 1,028 Cooperation with UNESCO Networks and partner organizations to support strengthening of national capacities in teacher professional development on ICTs and the promotion of OER network: ASPnet. IITE in close cooperation with UNESCO Moscow Office, Latvian National Commission for UNESCO and Ministry of Education and Science of the Republic of Latvia have organized a two-days International UNESCO IITE/ASPnet Workshop "Learning for the Future" held on 28-29 March, 2012 in Riga (Republic of Latvia). This Workshop was a sub-regional meeting of UNESCO IITE experts, high-level officials of the National Commissions for UNESCO, regional national ASPnet coordinators, representatives of the UNESCO Associated schools on the launching of the UNESCO IITE Pilot Project "Learning for the Future" (LFF). The

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
			main objectives of the workshop were to discuss a possibility to launch the UNESCO IITE Pilot Project "Learning for the Future"; to summarize and distribute among UNESCO Associated schools an advanced experience of ICTs application at schools; to motivate the UNESCO ASPnet to contribute more effectively to research, collection and dissemination of good practices for expansion of partnership and their sustainable development. The workshop was resulted by the Riga Call for Action. The Guidelines for the launching of a new UNESCO IITE Pilot Project entitled "Learning for the Future" were elaborated. These Guidelines take into account national and international educational innovations developed with regard to enhancing the quality of life for learning to live together in the 21st Century with particular emphasis on the role of information communication technologies (ICTs), new and pertinent content, learning methodologies, the evolving role of teachers and school networking. Participating countries: Armenia, Azerbaijan, Belarus, Bulgaria, Estonia, Finland, Hungary, Kazakhstan, Kyrgyzstan, Latvia, Lithuania, Moldova, Russian Federation, Tajikistan, Ukraine and Uzbekistan. Recommendation for participants on implementation of LFF on 2012 were created. UNESCO Chairs/UNITWIN. The Concept for future development and activity of the UNESCO IITE Network of the UNITWIN/UNESCO Chairs working in the field of ICTs in education and innovative pedagogy in two languages (ENG/RUS) was created and distributed among Network members. The draft curriculum of Master Programme was developed in two languages (ENG/RUS) and distributed among Network members. The International Conference of the UNESCO IITE and UNITWIN/UNESCO Chairs "UNESCO Chairs Partnership on ICTs use in Education" for 40 participants, including European, Asia and Pacific, CIS and Baltic countries, members of the UNESCO IITE Network of the UNITWIN/UNESCO Chairs working in the field of ICTs in education and innovative pedagogy is currently under preparation. The Concept note, Agenda and List of Participants were created. TVET/UNEVOC. An International Seminar "ICT Use in TVET in CIS Countries" was organized in the framework of the International Forum "Topical Issues of ICTs in Education: International and Russian Experience" was held in Moscow on 23-24 May 2012 and was dedicated to the discussion of results of the joint project of the Intergovernmental Foundation for Educational, Scientific and Cultural Cooperation (IFESCCO) and the UNESCO IITE as well as to key issues of ICT application in TVET including digital educational resources and adaptation, refinement and extension of UNESCO ICT-CFT towards its multilevel and multidimensional version for TVET educational environment. The specialized Portal " ICT in TVET" was designed, developed, launched and is currently under uploading of the content. This resource is supposed to be used for uploading and delivery of training materials and courses as well as for development and support for TVET teaching staff professional community of practice.The network of National Experts on ICT in TVET from CIS countries was established. The Joint HP & UNESCO Institute for Information Technologies in Education (IITE) Center for Education and Research was officially opened at St. Petersburg National Research University of Information Technology, Mechanics and Optics (NRU ITMO) on May 18, 2012. The project, established within the framework of the UNESCO-HP Partnership Agreement and HP Institute of Technology

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
			program, is aimed at improving the training of world-class IT professionals and giving both students and teaching staff access to the most up-to-date scientific research and technologies. In accordance with the Memorandum of Understanding signed on November 15, 2011, in view of improvement of quality of education at the UNESCO Associated schools by installation of newest ICTs, and assisting countries in developing gender-sensitive teaching and learning materials that promote the equal participation of women and men in society and at work, IITE in close cooperation with Cisco Systems have organized a joint training course for teachers of the UNESCO Associated schools of Moscow and Kazan, including distance session and face-to-face mode. Training for teachers of ASPnet and other schools of Moscow and Povolzhie regions was organized in the framework of joint IITE-Cisco project "Smarting Through Networking". 106 teachers (78 female and 28male) from UNESCO associated schools and other schools (total -45 secondary educational organizations) have been trained and received IITE and Cisco certificates. The training course "Information and Communication Technologies for Visually Impaired People" in Russian language was elaborated and published in close cooperation with the Institute of professional rehabilitation "REHACOMP" (Russian Federation) in 2012. The course covers pedagogical, technical and practical aspects of education and training management of visually impaired people through advanced integration of standard and specialized innovative technologies. The book is designed for educators, training specialists, tutors as well as all others professionally engaged in the teaching process and social rehabilitation of persons with visual impairments. To raise awareness of Armenian specialists on ICT application in education of persons with disabilities, IITE in cooperation with UNICEF Armenia in the framework of the joint project organized workshop "Practical use of ICTs for education of visually impaired persons". The Workshop took place in the established by ITU/IITE IT center for persons with visual impairments on June in Yerevan, Armenia. The main objective of the practical workshop was to develop professional skills and competencies on ICT application in education of the members of the visually impaired community and experts from teacher training institutions working with visually impaired children by means of the most up-to-date standard and specialized software and equipment. The training event was held by the international experts on ICT integration in education of persons with disabilities. About 20 specialists attended mentioned Workshop.

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

The training seminar and the practical workshop on ICTs for inclusive education were held in cooperation with UNICEF Armenia with sharing costs (about 50 % UNESCO IITE and 50% UNICEF Armenia). The events were held with the high level of quality with engagement of leading international experts from UK and Russian Federation.

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$ 422 600	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**	
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.	IICBA, in collaboration with the Section of Teacher Development and Education Policies at HQ, BREDA and related FO, supported the studies on teacher issues in Lesotho and Burundi. The results of these studies were validated and now these countries are in the process of implementing policy measures. Other countries that are supported by IICBA in conducting their diagnostic studies are Mali and Mozambique.	The programme activities carried by IICBA during the first Semester of 2012 was focused on -Teacher Policy Development and Capacity Building; Research and Development; ICT in Education and Distance Teacher Education. Under the teacher policy development and capacity building, IICBA developed the following activities. 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, with a planning workshop conducted on 19-20 March 2012 in Addis Ababa, Ethiopia. IICBA invited a number of relevant UNESCO and non-UNESCO institutions to participate in the planning workshop. Very valuable feedback and suggestions were gathered from the participants. A revised programme document that incorporates the suggestion of the participants of the planning workshop is being prepared, and will be finalised soon. Secondly, a consultative and training workshop was organised by IICBA to high level teacher policy related staff of ministries of education in the IGAD and EAC countries. Accordingly, each of the eight (except Rwanda and Somalia) countries, namely Burundi, Djibouti, Eritrea, Ethiopia, Kenya, Sudan, Tanzania, Uganda (from a total of 11) sent two senior staff to the workshop. The following specific results were achieved: the participants have acquired information on the level of work in each of the participating countries to address teacher issues and relate that with the situation in their respective countries; a network of professionals in teacher policy related matters has been created for ongoing conversation and mutual support and a set of action plans on teacher policy development to implement in their countries on their return has been formulated. Thirdly, IICBA undertook an Analysis of Teacher Education Curriculum in ECCAS (Harmonization of Teacher Education Program for Central Africa Countries/Establishment of National and Regional Qualification Framework) in collaboration with BREDA. A Joint Concept Note was elaborated for the organization of an induction workshop on National and Regional Qualification Framework to be held by the end of June 2012, in Dakar, Senegal. 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.
	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.	No feedback information was received from the beneficiary countries.	
	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	This activity is at its early stage of implementation with a kick-off workshop by end June. Countries from ECOWAS and ECCA regions will participate in this process.	
	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, IGADand ECCA regions will be engaged in the process of using of pedagogy-based ICT and ODL to support teacher development and management.	No feedback information was received from the beneficiary countries.	
	PI: Number of publications and policy dialogues on teacher issues through advocacy and partnership	Three publications have been completed. One on "Learner-Centered Pedagogy and Teacher Education in Africa by Frances Vavrus, Matthew Thomas, and Lesley Bartlett". Another one is on	In relation to IICBA's gender mainstreaming strategy, IICBA has published the Report, 'Teacher Education Policies from Gender Perspective: The Case of Ghana, Nigeria and Senegal'. This report aims to widely disseminate the

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	**Attained**	
	B/b: Printed publications disseminated in all African Member States and beyond.	"Teacher Education Policies from Gender Perspective: the case of Ghana, Nigeria and Senegal. The third is on "ICT-enhanced Teacher Standards for Africa".	assessment results of the above mentioned study to enable relevant stakeholders to use the findings and analyses from the report as inputs in their efforts to engender teacher education policies and programs. 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". In relation to this project, IICBA participated in the first mission to Nairobi to make a stakeholders meeting. The mission was conducted 25-27 April 2011 together with a UNESCO staff from the Teacher Development and Education Policies Section at HQ. The project is funded by the Dubai-based GEMS Education Company that has entered into agreement with UNESCO-HQ. Girl's Retention in Lower Secondary Education in Ethiopia, is another project that IICBA is implementing with support from the governments of Japan and Italy. While the component funded by the Italian government started its implementation, the other is still under negotiation between IICBA and the Ethiopian authorities. 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. 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)". In relation to the first, three workshops were conducted. The first workshop was conducted for SADC and PALOP countries in Maputo, Mozambique, from 12 to 15 December. Some countries nominated 2 to 3 participants to be sponsored by them. The workshop for EAC/ECCAS/IGAD was held in January 2012 in Addis Ababa, Ethiopia. Participants worked in groups of Anglophone and Francophone with actual data on education and ICT from Kenya and Djibouti, respectively. The third workshop, for the ECOWAS region, took place in Dakar, from 18 to 21 June 2012. 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.

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

Cost-effectiveness/efficiency measures for this Main Line of Action
Cost-effectiveness/efficiency measures:
In most activities, Cost-effectiveness/efficiency was acheived by collaborating with other partners within UNESCO family such as related sections at HQ, nad 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$ 442 160	Allotment 2012-2013: US$ 268 741	Expenditures 2012-2013: US$ 96 341

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 sector-wide policy making (analysis, formulation and assessment), planning and management	**PI:** Number of Member States who benefitted from the development of nationwide key indicators on their HE trends and dynamics **B/b:** - 15 Member States - a web-based information system built to map Latin American and Caribbean Tertiary Education Systems (MESALC) and tested by some 200 higher education institutions	The challenge for this year is to re-design this huge project, divide it into smaller project cycles with working fields of common interest and last but nor least, to have all expenditures be 100% covered by third party funding, as no regular budget was asigned to it from UNESCO's aims for 2012.	We have qualified our current achievements "below expectations" because the Institute has been strongly affected by the budget shortage of 31%. Instead of concentrating on "project execution" it has been mandatory to look for alternative ways to fulfill our aims. Institutional resources have financed , exclusively, our staff payroll and other minor operations costs. Due to the situation the Institute has been designing other ways of projecting its future: New "fund raising" strategy (exclusively for projects); redefinition and updating of some projects (MESALC, for example); reduction and rationalizing human resources ; reduction of operation costs; search for cooperation and external financing of institutional missions; schedule change for certain institutional meetings such as Governing Board meeting; Caribbean Conference on HE; III Follow-up meeting of ENLACES;V network and Council of Rectors meeting and the like.
	PI: Networking coordination reinforced and operationalized particularly in the construction of the LAC Academic Space (ENLACES) **B/b:** - about 60 university networks, Council of Rectors and other HE actors have contributed in the construction of ENLACES - about 100,000 visits have registered the ENLACES Virtual Portal	IESALC has been and is currently involved in a reorientation and redesign process of programmatic strategy referred to these issues. There are currently 115 UNESCO Chairs and 12 UNITWIN networks. Also, IESALC has re-taken its duties as the Regional Secretariat for the recognition of degrees, diplomas and titles . Furthermore, it has initiated the process to strenghthening international mobility of professors, researchers, graduate and undergraduate students and HE managers. All of these topics as part of ENLACES general strenghthening.	
	PI: The functioning of regional HE Observatories strengthened to better serve Member States **B/b:** 25% increase of visitors in IESALC's website	Three observatories have been operating during the term. Observatory on Cultural Diversity and Interculturality on HE in Latin America and the Caribbean; b)Observatory on Academic and Scientific Mobility; c)Observatory on Social Responsibility in Latin America and the Caribbean (it was opened on February 2, 2012).	
Capacities of Member States and university systems in higher education in Latin America and the Caribbean supported and	**PI:** Number of countries supported in policy review, policy advice, plan preparation and quality assurance **B/b:** 33 countries supported through technical assistance	Two countries have been advised during the term: Ecuador and Honduras	IESALC is redefining its role. The governments of Ecuador and Honduras have requested IESALC participation within their internal debates on HE. The new "Observer" role (in Spanish should be "Veedor") seems to be a good position to influence a better public policy making process in HE. The boundaries between political /technical support should be taken into

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	**Attained**	
strengthened	**PI:** Number of existing national and regional accreditation agencies supported **B/b:** at least 10 national and regional existing accreditation agencies supported	IESALC has supported Ecuador (Evaluation, Acreditation and Quality Assurance of HE Council; CEAACES in Spanish). This is the national public agency devoted to quality assurance in the country.IESALC/UNESCO was invited as an international observer in the application of national test for university graduates and in the public ceremony to finish a medium term process of HE evaluation (March/April, 2012) IESALC performed as an international observer in Hondura's national debates on HE reform by invitation of Autonomous National University of Honduras. (April, 2012)	account facing new requirements. Both missions were completely financed by the counterparts which give us the possibility of demanding the same request whenever necessary.
	PI: Number of HEI having initiated the regional management course designed for the upper university authorities **B/b:** 20 HEI started the training for improving managerial skills within university environments	Course not initiated yet	
Inter-regional cooperation around a common Latin America and Caribbean space of knowledge in higher education fostered	**PI:** Number of HEI involved in networking among themselves through the Latin America and Caribbean HE Area (ENLACES) **B/b:** 200 HEI expected to have developed cooperation networking liaisons among themselves	IESALC has registered 1668 HE institutions represented among the 70 netwroks it has registered since 2011. The postponed "V networks..." meeting for the second semester 2012, will give the Institute the possibility of increasing influence and developing new tools for cooperation	The recovery of institutional initiative to develop regional strategy on recognition of diplomas, degrees and titles is certainly a good asset. Following the meeting in Seoul and its promising outcomes, IESALC is currently working on the regional strategy to reach higher stages of development on these issues. By the end of 2012, we hope to have provoked a positive reaction among the governments of the 33 countries and to accelerate their acceptance of the regional convention and be prepared for the global one. Networks are working and we are periodically informed on their developments. However, there is a real need to grow on number and level of relationships among the huge number of HE institutions within the Region
	PI: Convergence of national legislative frameworks developed for the recognition of HE studies, degrees and diplomas in LAC **B/b:** - 1 regional position paper signed before the end of the biennium - 5 countries facilitating mobility among HE students through national reforms introduced in legislative frameworks	IESALC was invited to participate as an observer at the Asia-Pacific meeting on recongnition of diplomas...(May 20-26) in Seoul, Korea. The Asia-Pacifico advanced situation will constitute a strong stimulation for the regional improvement on the issue.	

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

IESALC is looking for alternative ways to maintain progammes with minimal cost to the Institute. For example, MESALC will now be associated with EU initiatives within the scheme of ALFAI. IESALC has also been involved in a fund raising campaign to diversify financial support for this project and is expecting outcomes from Mexico, Colombia and the Andean Corporation of Development. Regarding IESALC's work to inform and respond to new developments in HE public policies, all of these activities have been financed by counterparts (networks, governments) regarding travel and hospitality costs. Despite the financing situation, IESALC is working hard to consolidate its "observer and international follow up" role in dealing with HE transformation within Member States.

Part II.A. II. Natural sciences

Regular Programme[1]: operational budget only		Extrabudgetary resources[1]	
Allocation 2012-2013: US$ 4 589 924	Expenditures 2012-2013: US$ 1 522 938	Allotment 2012-2013: US$ 48 359 457	Expenditures 2012-2013: US$ 26 650 491

	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	234	2 357 825	846 090	36	1 729 157	49	209	244 886 677	48 299 457	26 596 251	55
ER 1: Strengthened and self-driven national STI systems and policies developed	11	57 400	33 398	58	48 700	69	20	35 152 373	7 488 321	2 842 856	38
ER 2: Culture of innovation enhanced through national, regional and local innovation systems, science parks and technology business incubators	4	25 400	5 000	20	25 400	20	0	0	0	0	N/A
ER 3: Global STI monitoring strengthened through improved monitoring, assessments and information sharing	7	34 362	0	0	30 262	0	3	2 665 620	95 075	67 671	71
ER 4: Innovative interdisciplinary science and engineering curricula developed, including in such fields as renewable energy	12	52 400	12 158	23	45 100	27	2	734 510	437 300	188 999	43
ER 5: Institutional research capacity strengthened through networked centres of excellence, South-South and North-South partnerships and university-industry alliances	12	124 616	69 178	56	118 716	58	15	69 486 863	8 199 751	6 030 603	74
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	25 600	12 050	47	25 600	47	2	2 435 469	265 413	158 469	60
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	538	15	3 700	15	2	3 000 000	530 973	331 746	62
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	6	50 600	32 396	64	37 700	86	7	1 026 351	354 431	182 022	51
ER 9: Vulnerabilities of Small Island Developing States (SIDS) addressed through science policy, practice and education	5	23 000	7 401	32	14 200	52	5	547 439	190 218	92 109	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	94 970	26 677	28	46 670	57	20	7 934 941	3 202 487	1 237 008	39

	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 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	34 202	22	44 000	78	14	5 675 893	1 798 927	740 963	41
ER 13: Capacities of Member States improved in ocean sciences and services to monitor, assess and manage marine resources	6	130 000	13 628	10	15 000	91	12	6 864 887	1 510 422	892 106	59
ER 14: Capacities of Member States developed to protect and sustainably use oceans and coastal zones	6	125 000	27 658	22	50 000	55	11	4 761 420	1 720 131	711 704	41
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	19	255 638	14 358	6	225 104	6	7	3 373 925	751 865	454 081	60
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	14	634 589	294 891	46	556 089	53	8	48 101 026	4 192 425	2 557 749	61
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	106 804	67	130 839	82	12	14 333 213	4 676 204	2 537 912	54
ER 18: Education capacities for water management reinforced at all levels, especially taking into account Africa and gender equality issues	8	28 500	3 000	11	14 000	21	8	1 899 444	371 893	292 829	79
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	28	134 400	19 920	15	102 600	19	24	23 150 045	6 242 928	2 927 522	47
ER 20: Earth sciences research, education and capacity-building for sustainable development enhanced, with a particular focus on Africa.	12	85 871	65 151	76	77 171	84	5	552 302	214 561	92 326	43
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.	7	0	0	N/A	0	N/A	11	3 373 256	1 350 501	800 826	59
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	115 267	108 146	94
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	19 694	18 943	96
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	1	156 677	126 905	77 586	61

	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 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	64 682	60	92 040	70	8	4 788 589	1 033 475	514 004	50
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	3 000	7	26 266	11	6	3 959 387	3 410 290	2 738 071	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**	
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	Consultations were carried out and missions were programmed with field offices and national authorities in several countries including Central African Republic, Congo, Namibia, Senegal, Tanzania and Togo to plan the next steps for the formulation of STI policies. During this first semester, UNESCO has been working with countries including Burundi, Central African Republic, Senegal and Togo to revise and validate their STI status reports.	Within the limitations imposed by the available funds, which remains the major challenge, the activities so far implemented have been cost effective and efficiently carried out by promoting partnership permitting low/no cost activities and providing in-house expertise or only technical support as contribution. Contributes to 34 C/4 SPO 4 expected outcome "Evidence-based national science, technology and innovation policies adopted by Member States in all regions, especially Africa.
	PI: Number of African Virtual Camups centres created **B/b:** two	One AVC e-learning Centre has been established in Lomé University; 480 resource persons (professors and support staff) have been trained in open and distance learning and online course material production. A team has officially been nominated for the management of the AVC e-learning Centre. There are 60 online courses/modules produced and in effective use. The virtual campus is established, operational and in active use; virtual library within TOGO operational and effectively used.	
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	Category 1 Centres IHE and ICTP expanded their networks as shown in their institution reporting within SISTER, although percentages are not available. Several consultative and planning meetings were held in relation to the future establishment and ongoing activities of Category 2 Centres in Biotechnology, including a meeting with the scientific team in the Category 2 Centre in India to review current actions being undertaken and their immediate needs and a consultation with a delegation from the UNN to decide on the road map for the launch and first organizational consideration for the establishment of the International Centre in Biotechnology.	Education and capacity building in different areas of basic sciences, mathematics, engineering, water, geosciences, climate change, STI policy, disaster preparedness and indigenous knowledge were relevant, varied, innovative and implementation of these activities were evidence-based and result-oriented. Member States and communities were particularly engaged in these activities to ensure inclusive participation and sustainability of the process. In spite of these well designed project activities with defined performance indicators, many of the results in the new zero budget projects were not achieved due to lack of funding to either commence the assignments or availability of adequate inputs. There was, however, potential for these projects. One of the key lessons learnt is that many of the capacity building activities are demand driven and purposeful with good chances of them being acceptable and immediately being utilized such as in the areas of curriculum development, training of science teachers, and development of teaching pedagogies in science and engineering and capacity building workshops in general. Many of the on-going extrabudgetary projects achieved the expected results and even exceeded expectation but this was difficult with the new projects. The expected results in both regular and extrabudgetary new projects were below expectation due to inadequate funding to make an impact due to unavailability of funds to commence activities. This contributes to 34 C4 SPO 4 expected outcome "Institutional and human capaciteis in the basic and engineering sciences and energy strengthened at all educational levels, notably in Africa, LDCs and SIDS and benefiting female students."
Policy dialogue enhanced between IOC Secretariat and African national and regional institutions and	**PI:** Number of individuals, institutions	The IOC Sub Commission for Africa and the Adjacent Island States was launched in May 2012 in Nairobi, Kenya. Its Work	Progress is on track, as the Strategic Plan to be developed following the Nairobi meeting will be the framework for the policy dialogue which will

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**	
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	and/or communities receiving training **B/b:** at least 100	Plan for 2012-2013, and elements of the Strategic Plan were endorsed. The Government of the Republic of Korea funded the organization of the session, an assessment mission to selected African Member States to take place over the summer of 2012, and a symposium on development of coastal observations to be held in Benin in August 2012. The development of national coastal atlases, institutional library catalogues and e-repositories continued with support from ODINAFRICA.	continue throughout the biennium. This contributes to 34 C4 SPO 3 expected outcome "UNESCO's leadership for United Nations system activities in the areas of freshwater and the oceans at the global and national levels firmly established, including in United Nations system country programming exercises."
Freshwater resources assessed, and technical cooperation provided for strengthening water governance, including of shared waters and management	**PI:** Number of sub-regional assessments disseminated **B/b:** At least two assessments	Too early to demonstrate progress.	The main challenge was the limited funding with activities with zero budgets, particularly for the assessments. Innovative ways through partnership have been considered. Working closely with key stakeholders, particularly the Regional Economic Communities (REC) was crucial. The alignment of activities with REC strategic plans on water resources helped us to identify common activities for which the partners are willing to provide funding for the implementation. The concrete case is with the Economic Community for Central African States who sponsored the participation of the IHP focal points from the countries members of ECCAS to the conference on water science, policy and governance in Africa held in Dar es Salaam in April 2012. The relates to 34 C/4 SPO 3 expected outcome "Principles and guidelins for science-based sustainable management of natural resources agreed upon and implemented in all regions through natonal policies."
	PI: Number of IWRM workshops held and number of participants **B/b:** At least two workshops of at least ten participants each	More than 15 experts learned about IWRM through the workshop on the UNESCO IWRM Guidelines at River Basin Level. Capacities for strengthening the water education component of school curricula were reinforced in Cape Verde, Angola, Mozambique and São Tomé and Principe following the water education workshop held in Cape Verde in May 2012. Capacity of university instructors were enhanced following the water education workshop held in May 2012 in coordination with the Regional Centre for Integrated River Basin Management (RC-IRBM) Kaduna, Nigeria.	
Renewable energy policies and knowledge base promoted	**PI:** Number of African Member States receiving renewable energy policy advice increased **B/b:** At least two new Member States	The organisation of the fourth session of African Solar School to be held in November 2012 in Bamako, Mali was initiated and will benefit from the support of ISESCO and other regional institutions. The formulation of the strategy for the development of renewable energy in Togo was finalised under the UNESCO-ISESCO partnership.	While regional training activities and expert meetings are an appropriate mechanism to help targeted countries address energy policy-making as well as sharing of experience and best practices, such initiatives need to be duplicated in order to have a significant impact at regional level, and insufficient funds have been raised to this end. This contributes to 34 C/4 SPO 4 expected outcome "Governments assisted in the development of national policies pertaining to renewable and alernative energies and sustainable energy management.
Resilience of communities reinforced, with particular reference to climate change adaptation and natural disaster preparedness	**PI:** Number of communities receiving training in climate change adaptation and/or disaster risk reduction **B/b:** At least 10 communities, with equal representation of women and men in each community	The Strengthening Capacity to Combat Drought and Famine in the Horn of Africa project in Kenya, Somalia, and Ethiopia was launched. Thanks to efforts of the MAB programme, the biosphere reserve agenda is gaining momentum in many African countries (e.g., Angola, Botswana, Ethiopia, Kenya, Rwanda, Senegal, Tanzania, Zimbabwe) with a focus on strengthening the communities' capacity to respond to climate change; but at the same time, to serious threats due to deforestation and mining activities that may result in the opposite effect in many other countries.	We note that the success of most activities presented here is due to their regionally-focused nature, which makes them more suitable for extrabudgetary funding. This is the evidence that in the context of current financial situation, both within UNESCO and internationally, we need to focus training activities at regional level as many countries are unable to reinforce the resilience of their communities to climate change and natural disasters with their own resource. This contributes to 34 C/4 SPO 5 expected outcome "Vulnerable and weakened communities prepared to cope with disasters through access and use of information and knowledge and to imtigate their impact.

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

In order to maximize the impact of regular programme funds, they were used to leverage funds or to raise UNESCO visibility (such as websites). Most of activities have been carried out in partnership with other donors, Member

Cost-effectiveness/efficiency measures for this Major Programme: Africa
States or institutions. In order to support Priority Africa at Headquarters, a team of focal points, primarily from African Field Offices, has been set up for each Priority Africa expected result. This should facilitate information collection and sharing.

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	On 8 March 2012, International Women's Day, Women in Engineering: Importance and Challenges was held at UNESCO headquarters with the World Federation of Engineering Organisations. Five scientific women scientists, from Australia, Mexico, South Africa, the UK and the USA, received the l'Oréal-UNESCO Awards for their research in the life sciences in March 2012 with excellent media coverage.	With respect to activities with women scientists as role models, the benchmark has been achieved in the first quarter of the biennium and is poised to exceed expectations. The output of these activities has ensured that strong networks of women in science and engineering are built and their continuation and close cooperation is ensured with regular contact and agendas. More activities are already planned, as much can be done with partner organisations and the topic is popular right now. Concerning science policy incorporating gender equality sections, this activity is not yet implemented. 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 benefitting female students."
	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	This activity is being planned but has been affected by the decrease in publications and budget cuts.	
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	Under the activity "reducing vulnerabilities of Pacific States through the enhancement of science policy, practice and education" final arrangements made for printing and delivery of sets of seven posters in five Pacific languages. One of the seven posters focuses on women's knowledge. A workshop in Nicaragua trained 25 teachers and education experts in mother language teaching of Mayangna indigenous knowledge, including women's knowledge. 50% of the participants were women.	Although progress has been made under this ER, notably in the Pacific region, several other activities have been delayed due to lack of funding, for instance the English translation of the book "Savoirs des Femmes" or a second workshop training more women teachers in Nicaragua. It is expected that funds will be mobilized to ensure implementation of further activities during the second half of 2012. <u>Challenges/Lessons Learned:</u> The primary challenge has been lack of funding. Some activities have been delayed or scaled back.
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 entire chapter (chapter 35 of volume two) dedicated to gender equality in the water sector was published in the Fourth Edition of the World Water Development Report (WWDR4). WWAP's commitment to mainstreaming gender equality implied its complete mainstreaming throughout the three volumes of the WWDR4.	Result fully implemented, and additional related activities implemented including: WWAP created an Advisory Group on Gender Equality that is serving through WWAP's fourth phase; WWAP Gender Strategy at the 6th World Water Forum - March 2012 resulted in two international events linked to gender and water; and gender equality briefing note prepared for World Water Week 2012, held yearly in Stockholm in August. In addition, at the World Water Forum WWAP was given an explicit mandate by the Director General to promote the use of sex-disaggregated indicators and sex-disaggregated data in future water reporting efforts. WWAP is thus crafting an extrabudgetary strategy for financing the promotion of sex-disaggregated data. Contributes to 34 C/4 SPO 3 expected outcomes "UNESCO's leadership for United Nations system activities in the areas of freshwater and the oceans at the global and national levels firmly established, including in United Nations system country programming exercises" and "Global monitoring reports produced periodically for the state of freshwater and the oceans".
Gender-responsive approaches	**PI:** Number of outputs related to	A side event on "Women in Science for Sustainable Development" was	For the activity "Technical support to two activities of the Tanzania Women in

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**	
for sustainable development, including renewable energy and biodiversity conservation, fostered	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 biodiversity conservation	held at the Forum on Science, Technology and Innovation for Sustainable Development, June 2012. The event aimed at inspiring young women to choose scientific careers which contribute to sustainable development and networking young researchers. Women scientists were identified to take part in teacher training for the implementation of a graduate industrial diploma in nanotechnology in the Arab region. Tanzania Women in Science, Technology and Innovation, an NGO, is successfully using project activities, such as training on simple scientific methods for hygienic milk handling, to draw attention to the contributions that women can make towards economic development.	Science Group for the improvement of women's income and quality of life in a rural area", the outputs are currently over 70% achieved and will soon be self-supporting. These include the redesign of the Masaai huts with better wood burning stoves and chimneys and use of renewable energy. At the very successful side event on Women in Science for Sustainable Development at the Forum in Rio, testimonies of successful examples of support to women who move science forward came from UNESCO-L'Oreal Laureates and fellows, representatives from key international and regional networks and groups actively contributing to women's involvement in science. The event encouraged discussions on the role of STI in facilitating viable solutions for human wellbeing, social inclusion and environmental sustainability. It also served to inspire young women to choose scientific careers which contribute to sustainable development. The meeting highlighted once again that barriers to women's participation may vary somewhat from country to country, but share many common features: absence of role models - especially in the higher ranks of the hierarchy, isolation as minorities in a traditionally male discipline, the omitting or undervaluing of the contributions of women in science, and traditional cultural perceptions about the role of women. The importance of and role of women in the process of knowledge creation and mangement was introduced by UNESCO within the process to establish the Intergovernmental Platform on Biodiversity of Ecosystem Services, and was adopted by delegates. 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 "Insitutional 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." Challenges: A number of activities have been put on hold or delayed as there are no funds available to implement them. Some activities have managed temporarily with no cost or low cost alternatives, however, funds will soon be required in order to avoid serious delay to implementation.
Gender-responsive approaches to disaster risk reduction promoted	**PI:** Number of DRR activities with a gender-specific component **B/b:** At least 5	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).	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. 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."

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 were able to link with the Global Compact for Girl's and Women's Education, in a very positive intersectoral collaboration.

MLA 1: Promoting STI policies and access to knowledge

Regular Programme[1]: operational budget only		Extrabudgetary resources[1]	
Allocation 2012-2013: US$ 307 062	Expenditures 2012-2013: US$ 98 708	Allotment 2012-2013: US$ 7 583 396	Expenditures 2012-2013: US$ 2 910 527

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 developped	**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	Guidelines for country profiles in STI have been developed and are being discussed internally. Guidelines for the involvement of parlamentarians on STI policy design process are also being developed to be pilot tested in Senegal.	Guidelines and recommendations for the development and strengthening of STI systems at national and regional levels, and for the design of STI policies, have been elaborated and discussed at regional level (Nairobi, April 2012). Regular bilateral consultations with countries receiving UNESCO support for the development of national policies are facilitated by extrabudgetary funds. During the first semester preparatory work was carried out towards the validation by the government or by the parliament of STI status reports, policy documents and towards the organization of training and advisory missions, to be held in the coming months. UNESCO enhanced the exchange of best practices in STI policy in developing countries through a training activity organized for policy makers in Kuala Lumpur, in June 2012. <u>Challenges, lessons learnt:</u> The development of science policy and reform programmes implies broad consultations and diverse expertise due to the transversal and multidisciplinary nature of science policy. It requires the participation of all STI stakeholders including representatives of the private sector and civil society. It is a slow process especially in countries which do not yet have operational institutional structures to design and monitor their STI policy. If most countries are conscious of the importance of designing their STI policies themselves through a participatory process, a major challenge both for them and UNESCO is to respond timely to the lack of STI policy expertise and capacity at national level. Creating a critical mass of sensitized and skilled officials in the governance and management of the STI system remains therefore another major challenge for programming, budgeting and priority-setting, in addition to the need for strong political and financial commitment.
	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	A new proposal for the reform of the STI system in Togo was developed in partnership with the government and UNECA. Discussions are being conducted with the governments of the Central African Republic and the Democratic Republic of the Congo for the design of project proposals on science policy reform.	
	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	An S&T policy programme is being developed in SADC with Manchester and Zimbabwe Universities for policy makers. Consultations are on-going for the establishment of S&T policy units in Benin and Togo. STI policy-makers and various stakeholders were trained in a workshop organized with ISTIC, ISESCO and Islamic Development Bank (Malaysia, June 2012). A new AVC centre was established in Togo and a centre was strengthened in Benin.	

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
			A viable solution to face this last challenge is to ensure the development of sustainable training programmes in STI policies in universities and other higher education institutions for current and future mangers of STI systems through strengthened university networking and collaboration with partners such UNU-Merit, ISTIC, OECD, WIPO and WTO.
ER 2: Culture of innovation enhanced through national, regional and local innovation systems, science parks and technology business incubators	**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	This activity is not yet developed.	Thanks in part to extrabudgetary funding and support from the private sector, UNESCO has conducted several activities to promote a culture of innovation and entrepreneurship, including an international training workshop for selected SME managers as well as an Engineering and Science Fair. These activities were organized in partnership with specialized agencies working in this field, such as the International Network of Small and Medium Size Enterprises (INSME) and the World Technopolis Association (WTA).
	PI: Capacity-building activities organized for managers of science parks and TBI **B/b:** two international and two regional training workshops organized to train managers of science parks and TBI	Capacity of managers of Small and Medium Enterprises (SME) were upgraded at the International workshop on "Managing the innovation-economy: Challenges and opportunities for SMEs", Daejeon, Republic of Korea, May 2012, by helping the participants to adapt their management to the innovation economy. An entrepreneurial culture was fostered through the organization of the Science and Engineering Fair in partnership with the private sector (Cairo, March 2012).	
	PI: Technical advice provided to select developing Member States for the development of science parks and TBI **B/b:** four countries supported	A partnership agreement was established with the Ministry of Research of the Republic of the Congo to support the process of establishing a technopole in Pointe Noire.	
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	STIGAP is not yet operational.	The planned activities on global STI monitoring have obtained very limited funding, in particular for the production of foresight and assessment studies. The Science, Technology and Innovation Global Assessment Programme (STIGAP) has not started yet. However, efforts have been deployed to mobilize extrabudgetary funds and to start integrating data on Africa resulting from African project activities. A project proposal including the development of STIGAP and Go-SPIN for selected Member States in Africa has been prepared in English and Spanish and has been submitted for the consideration of donors. The fundraising process will be continued.
	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	Due to lack of funds, foresight and assessment studies have not yet been undertaken. However, GO-SPIN and STIGAP project proposals have been prepared and submitted to selected donors, and leaflets presenting Go-SPIN and STIGAP have been produced, disseminated to key partners and are available on-line.	
	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;	Capacities of parliamentarians have been fostered though the on-going development of specific guidelines on their involvement in the processes of design and development of STI policy. Concrete proposals are under preparation to improve the participatory policy-making process in STI involving in particular women, youth and members of the Diaspora.	

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
	capacity-building activities organised for at least two selected sub-regions and training materials disseminated online		

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

Despite very limited funding from the regular programme, extrabudgetary funding permitted advancement in the implementation of planned activities to achieve expected results. In addition, proposals were submitted to new donors for additional funding. Furthermore, synergies have been identified and created with other MLAs at national and regional levels to increase activities' impact, visibility and sustainability.

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$ 386 216	Expenditures 2012-2013: US$ 153 889	Allotment 2012-2013: US$ 8 902 464	Expenditures 2012-2013: US$ 6 378 071

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	**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 **B/b:** at least 5 universities as initial participants	At least one university and an institute of technology were involved in assessing the state of science education in Bangladesh and Timor Leste, respectively.	Strong foundations for progress on the CCTUs for Science Education (SED) and the UNESCO Engineering Initiative (UEI) have been put in place despite the challenges of a freeze on the senior posts to head the units and almost no regular programme funds. For SED his has been possible through collaboration between IBSP, ICTP and the Education Sector, while for the UEI external partnerships with the major engineering federations have been strengthened (WFEO) or initiated (Institute of Electrical and Electronics Engineers [IEEE] and ASME [founded as the American Society of Mechanical Engineers]) during the first part of 2012, thus enabling future collaborations in the area of teacher training in innovative science teaching in the application of engineering, science and mathematics concepts. Concurrently major resource mobilization efforts are underway with the private sector. Numerous universities have contacted UNESCO eager to collaborate under this MLA. Activities from past projects have continued, including networks under the IBSP, Microscience kit distribution ins disaster-stricken areas, CONNECT-Asia Network, COMPETENCE, and assistance to science clubs and fairs in Latin America. The First African STI Forum on Science Technology and Innovation (STI) Youth Employment Human Capital Development and Inclusive Growth organised in Nairobi, considered among other issues, best practices in strengthening measures for enhancing the linkage
	PI: Fora for planning and design of higher education systems, including regional accreditation standards established **B/b:** at least one regional forum per region on accreditation process for basic science and engineering programmes, faculty development training programmes, new materials for faculty development, guidelines for career advancement for young faculty, in particular women	Fora are being planned in Nigeria and Malawi in collaboration with partners WFEO, IEEE, Intel, ICTP and the Open Courseware. A "Framework Paper for Science, Technology, Engineering and Mathematics Education in the Context of Education for Sustainable Development in Universities in Asia and the Pacific" was drafted. A conference on "The Profession of Engineering Education: Advancing Teaching, Research and Careers." was supported, thus encouraging the career advancement of women and young engineers.	

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
			between STEM Education and Labour Markets in Africa, strengthening scientific research in Africa through collaborative research and institutional and human capacity building in Research for Development (R&D) and the promotion of innovation and entrepreneurship. At the High level Ministerial conference that followed a Ministerial Declaration was formulated and accepted by all Ministers. Among other things the Ministers committed to strengthen higher education and research institutions, including infrastructure and to increase hHuman capital in STEM as well as knowledge production and dissemination. Challenges and lessons learned: Regular programme funds for the new CCTU and some other elements of this MLA are extremely limited. Networking with UNESCO traditional and new partners is paving the way to accomplish some of the expected results despite this situation.
ER 5: Institutional research capacity strengthened through networked centres of excellence, South-South and North-South partnerships and university-industry alliances	**PI:** Number of capacity building activities for trainers of trainers at tertiary level in science education, including on renewable energy, involving partnerships and networks focusing on S-S and N-S-S cooperation **B/b:** at least one innovative programmes for faculty exchange developed and implemented in at least three universities of developing countries	Support was provided for the organization of the core and five satellite meetings for the fourth Biennial Meeting of the Human Variome Project (UNESCO, June 2012).	Consultations have been undertaken in preparation for the forthcoming 8th IBSP Scientific Board Meeting to develop activities in phytochemistry, chemistry network and extrabudgetary projects in the basic sciences, particularly in green chemistry, physics and biotechnology. Efforts are also aimed at strengthening collaboration with ICTP, SPIE, the CIMPA, the International Mathematical Union (IMU) and its commission for education (ICMI), the African Mathematical Union (AMU), UNESCO Chairs and the Centre Sciences of Orleans, France, to contribute to advanced training initiatives for talented youngsters. The Human Variome Project (HVP) Biennial Meeting was organized at UNESCO (June 2012) and saw the launch of the next Roadmap setting the HVP's strategic direction and objectives for the next four years. Among the most important topics of debate and exchange were the project-wide ethical considerations; the HVP initiatives in education and skills development that included the role of assessment, evaluation and accreditation of curriculum at the national level; capacity building in developing countries as one of the four key themes for 2012-2016. Within the framework of the SESAME project, a meeting was held in March 2012 where Iran, Israel, Jordan and Turkey signed formal statements committing themselves to make voluntary contributions of US$ 5 M each towards the capital investment of SESAME in 2012-2015, which puts SESAME well on track to commissioning the machine with four day-one beamlines in 2015. In the area renewable energy, in raising awareness and as a contribution to the 2012 International Year for Sustainable Energy for All UNESCO provided support to the global online campaign focused on energy efficiency and best practices launched by the Energy Globe Foundation. Concurrently, support also was provided to two international events, the 20th International Biomass
	PI: N-S public-private partnerships in research and entrepreneurship education established **B/b:** at least 1 collaboration developed	In a meeting in March 2012, Iran, Israel, Jordan and Turkey signed formal statements committing to make voluntary contributions of US$5 million each towards the capital investment of SESAME over the four years 2012-2015.	
	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	A planning session on the establishment of the International Centre for Biotechnology (a category 2 centre) in Nsukka, Nigeria, was held at UNESCO. A network for greater integration of key stakeholders in the process of developing "responsible science and a culture of safety and security", was created. Support was provided for the Meeting of the Regional Steering Committee of the newly established network in Phytochemistry, SEE-PhytoChemNet.network.	

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	**Attained**	
			Conference and Exhibition and the Third World Renewable Energy Congress. These events served as Platforms for international partnership, cooperation and exchange of best practices on renewable energy science, technologies and their applications. Negotiations are underway for the official signature of Agreements for the establishment of the International Centre of Biotechnology at the University of Nigeria, Nsukka and the International Centre for Advanced Training and Research in Physics in Magurele-Bucharest, Romania. A number of partnerships are already being negotiated for start up activities. Challenges and lessons learned: A significant part of the outstanding capital funding needed to complete construction of SESAME has been obtained. The development of activities has been reduced due to the funding shortage; extrabudgetary resources have provided crucial support.
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	**PI:** Number of student competitions to solve local or regional challenges **B/b:** one international or regional competition carried out; two workshops for sharing experiences organized	An Active Learning in Optics and Photonics workshop (teacher training) took place in Carthage, Tunisia from 23-28 March 2012.	With a view to developing university networking and leadership programmes and within the scope of the UNESCO Biotechnology School in Asia project, Academic consortia were formulated in five countries: Japan, Indonesia, the Philippines, Thailand and Vietnam, with each consortium comprising several universities. Initial meetings in relation to the development of an interdisciplinary mentoring incubator on critical issues applying science and engineering for sustainable development were held with relevant partners such as the WEF, USGS and YES; these have raised possibilities and awareness about the need and role for such an initiative. An interdisciplinary roundtable is being organized by YES at the International Geological Congress in Brisbane in August and this activity may be discussed there. This element is relevant as a cross cutting theme, specifically focused on young researchers. Challenges and lessons learned: The development and implementation of activities have been slower than envisaged due to funding shortage. The mobilization of extrabudgetary resources is being pursued actively.
	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	Within the scope of the UNESCO Biotechnology School in Asia, academic consortia were formulated in Japan, Indonesia, The Philippines, Thailand and Vietnam, with each consortium comprising several universities.	
	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	See reporting for ICTP under Science Institutes.	

Cost-effectiveness/efficiency measures for this Main Line of Action
Infrastructural and significant other support, cost-sharing and in-kind services have been provided in some case by partners and constituted a vital contribution for activity implementation. Small catalytic contributions only were made by UNESCO and these were effective in some cases for leveraging additional external funding. The provision of technical expertise rather than financial support has also been important for UNESCO's contribution. The various activities increased the visibility of UNESCO and partnerships for future collaborations were developed.

Cost-effectiveness/efficiency measures for this Main Line of Action
Communications and interaction with partners and has increasingly been via email to save costs, particularly mission costs; this has worked albeit with difficulty.

MLA 3: Mobilizing broad-based participation in STI

Regular Programme[1]: operational budget only		Extrabudgetary resources[1]	
Allocation 2012-2013: US$ 167 600	Expenditures 2012-2013: US$ 73 659	Allotment 2012-2013: US$ 1 075 622	Expenditures 2012-2013: US$ 605 877

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
ER 7: Public awareness of science, technology and engineering raised and STI policy agendas developed with civil society, including women and youth	**PI:** Number of international and regional workshops, conferences or symposia on the contribution and popularization of science and science exhibitions **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	As co-organizer of the 2012 International Public Communication of Science and Technology Conference, Venice Office provided travel grants to eight South-Eastern European (SEE) science journalists. The Office organized a parallel session on the quality of science communication in the SEE and Mediterranean regions. Awareness was raised about quality and ethics of science communication; a pilot network of science journalists in the SEE region was established. At the First Africa Forum on STI for Youth Employment, Human Capital Development and Inclusive Growth, Nairobi, Kenya, 1-3 April 2012, networking was developed between associations for young African scientists and youth associations.	Within the framework of the "Enhancing public awareness of science, technology and engineering in SEE, NIS and Mediterranean area" project several activities have been conducted by Venice Office. "Science news" was developed and maintained on the web page/portal of the Office and regularly updated with news, documents, presentations, interviews, photos. The Office participated on the organization of the 12th International Public Communication of Science and Technology conference (PCST 2012), convened from 18 to 20 April 2012 in Florence Italy. UNESCO provided financial support in the form of travel grants to eight SEE science journalists. The office also organized a parallel session concerning the quality of science communication in the SEE and Mediterranean Region. Public awareness of science, technology and engineering was raised during the First Africa Forum on STI for Youth Employment, Human Capital Development and Inclusive Growth, held in Nairobi, Kenya, 1-3 April 2012. The Forum attracted 700 participants including scientists, policy-makers, representatives from youth associations and young scientists in Africa. The Forum resulted in the adoption of the "Nairobi Declaration" wherein ministers committed to strengthen scientific research in Africa through the promotion of scientific networks and collaborative research at the national, regional and intra-regional levels. The challenge is to keep the momentum for youth involvement in shaping the science policy agenda in Africa and to design concrete policy mechanism for dialogue and youth participation. The L'Oreal/UNESCO 'For Women in Science Awards' Ceremony of 2012 had strong media coverage including interviews of the DG of UNESCO and L'Oreal Foundation by numerous journals/magazines and radio/TV programmes. This provided visibility of UNESO's action in promoting girls' and women's access to scientific studies, research and high level positions in the scientific arena. Furthermore, within the framework of UNCSD, UNESCO organized a round table on Women, Science and Sustainable Development with the participation of three laureates, who discussed women's contribution to the advancement of science for
	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	In planning, not yet implemented due to lack of funds.	
	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	In planning, not yet implemented due to lack of funds.	
	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	Five women scientists received on 29 March 2012 the l'Oreal/UNESCO Award For Women in Science for their reserach in the life sciences. They were from South Africa, Mexico, USA, UK, and Australia. A side event took place on "Women in Science for Sustainable Development" at the UNCSD Forum on Science, Technology and Innovation for Sustainable Development, 11 - 15 June 2012 as a contribution to the UNCSD.	

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
	Young Women Researchers Network; support to the World Association of Young Scientists		sustainable development and presented successful examples of support to women who move science forward. The event highlighted that the main challenges remain in the barriers to women's participation in science: absence of role models - especially in the higher ranks of the hierarchy, isolation as minorities in a traditionally male discipline, the omitting or undervaluing of the contributions of women in science, and traditional cultural perceptions about the role of women.
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 attained several milestones, organizing two international events and launching a publication: i) a panel on "Indigenous knowledge and sustainable futures", co-convened with SCBD, at the international science conference "Planet Under Pressure" (26-29 March, London), ii) a plenary session entitled "Indigenous Knowledge (IK) and Science" at the UNESCO-ICSU "Science Forum" (11-15 June, Rio) and iii) UNESCO-UNU book "Weathering Uncertainty: traditional knowledge for climate change assessment and adaptation", that contributes to the Fifth IPCC Assessment Report.	Global awareness of the key role of indigenous knowledge in global sustainable development processes has grown as evidenced by the numerous strong references in major fora such as UNCSD, Future Earth and the newly-created Intergovernmental Platform on Biodiversity and Ecosystems Services (IPBES). UNESCO-LINKS activities in the framework of the Danish FIT-funded Climate Frontlines project successfully profiled indigenous peoples' knowledge and community-based approaches in international science-policy frameworks relating to sustainable development, climate change and biodiversity conservation and sustainable use.
	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	The Climate Frontlines multilingual online forum on indigenous knowledge of climate change, supported by Denmark, reaches 64,000 members. The forum ran a consultation with indigenous communities on geo-engineering with the SCBD. Two new projects established. The database has expanded to 632 entries. Action research on IK and Hydro-meteorological Hazard Risk Reduction and Climate Change Adaptation was completed in Indonesia, Philippines and Timor-Leste. A national workshop on "Traditional Knowledge and Cultural Diversity" was held in Dili, Timor Leste in May 2012.	UNESCO contributed to this international momentum through strategic high-level events including the session on IK and Sustainable Futures at the International Science Conference "Planet Under Pressure", as well as the plenary session on Indigenous Knowledge and Science at the UNESCO-ICSU Science Forum in Rio just prior to the UNCSD Rio+20 high-level event. In addition, UNESCO-LINKS contributed as keynote speaker in the International Workshop on "Dialogue on Knowledge for the 21st Century: Indigenous knowledge, Science and connecting diverse knowledge systems" organized by Stockholm Resilience Centre and Swedish Biodiversity Centre. In the UN partnership of FAO, UNDP, UNEP and UNESCO that supports IPBES, UNESCO has been designated to lead the work on traditional knowledge.
	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	Pilot pedagogical materials have been developed, with support from the Royal Embassy of Norway, to facilitate use of the UNESCO book on Mayangna knowledge of the aquatic milieu in Nicaraguan schools and education curriculum. A workshop in January 2012 trained Mayangna teachers, educational professionals and leaders in the use of these materials in support of the transmission of indigenous knowledge and language. The materials were distributed to approximately 25% of Mayangna schools and a year-long classroom pilot was launched.	Furthermore, the launch at the Rio+20 Science Forum of the UNESCO-UNU book "Weathering Uncertainty" on indigenous knowledge and climate change assessment and adaptation, contributed in a decisive and timely manner to the recognition of indigenous knowledge by the Authors of the Fifth Assessment Report of the Intergovernmental Panel on Climate Changes (IPCC). For this ihis inter-agency collaboration, UNESCO joined forces with IPCC, United natins University, the Secretariat of the Convention on Biological Diversity and the UNDP-GEF Small Grants Programme. UNESCO continued to reinforce transmission of indigenous knowledge and language through its classroom pilot of pedagogical materials on "Mayangna Knowledge of the Interdependence of People and Nature" in the BOSAWAS Biosphere Reserve, Nicaragua. Community meetings were held to inform and involve the local knowledge holders in the project, and a workshop was held to train Mayangna teachers, educational professionals and leaders in the use of the materials. <u>Challenges/Lesson Learned:</u>

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
			Lack of resources have nevertheless made it difficult to continue certain key activities. Successfully kicked-off via a high-level General Conference event, the work on developig a UNESCO Policy on engaging with Indigenous Peoples has been disrupted as it relied on the intersectoral pooling of regular programme funds. As the UNESCO focal point on indigenous issues, UNESCO-LINKS has focused energy and time on seeking financial support to continue the Policy development work. The Emergency Fund has provided some support to conduct a regional work session to initiate policy development with field colleagues in the LAC region. But additional resources will be required in order for the Policy development process to be credible in the eyes of the world's indigenous peoples, as well as UNESCO staff.

Other key activities have also been interrupted due to lack of funding, notably relating to indigenous language and knowledge transmission in Pacific SIDS, and in Solomon Islands in particular. Resources are being sought from several sources in order to allow these important activities to be continued. |
| ER 9: Vulnerabilities of Small Island Developing States (SIDS) addressed through science policy, practice and education | **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 | Through support from Emergency Fund element, work towards ER1 is ongoing in the Pacific, where a preliminary list of Pacific researchers, science communicators, policy advisors and intergovernmental regional bodies has been developed. It is expected that the dialogue event leading to the agreement will be held later in the year in coopration with partners. | In spite of the current severe funding constraints, considerable progress was made towards the attainment of ER9 during the first six months of the biennium, particularly within the framework of the global Sandwatch and Youth Visioning programmes as well as through UNESCO's strategic contributions to the wider UN system's support for implementation under the Mauritius Strategy.

In addition to the progress documented under the performance indicators above, continuous contributions were made towards the UN-wide interagency coordination towards implementation of the Mauritius Strategy through the UNDESA-based SIDS Inter-Agency Consultative Group (IACG). UNESCO's active participation in this forum contributed to the high visibility of UNESCO's SIDS programmes at the June 2012 Rio+20 summit. Highlights hereof included a presentation of Sandwatch at UNESCO's official side event on Oceans, while the University Consortium of Small Island States - a UNESCO UNITWIN Network - hosted an SD-Learning event on disaster risk reduction in SIDS. Through the SIDS Intersectoral Platform's regularly contributions towards the IACG, UNESCO posters, video and information relating to oceans, disaster risk reduction and culture in SIDS was provided to UNDESA exhibition on SIDS at the Rio Summit organized by UNDESA. Finally, in the context of the Climate Frontlines programme, the UNESCO-UNU publication "Weatheting 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.

Given the constraints imposed on the regular programme, implemention of activities under ER9 relied to a large extent on the development of strategic partnerships as well as extrabudgetary resources. Supported by an Emergency Fund element and targeting the development of a Pacific SIDS science, technology and innovation policy framework, a broad |
| | **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 | Through FIT projects funded by the Government of Denmark, activities have progressed under the Sandwatch and Climate Frontlines programmes. Second edition of Sandwatch manual published in Spanish in May 2012 and widely distributed. The global Sandwatch database (see below) was trialed by Sandwatch practitioners in preparation for full-scale launch and related training events to take place later in 2012. Under Climate Frontlines, the UNESCO-UNU publication "Weatheting Uncertainty: traditional knowledge for climate change assessment and adaptation" was launched at the UNESCO Rio Science Forum. | |
| | **PI:** Global N-S-S network on coastal monitoring and resilience **B/b:** Database operational, accessed and utilized in ten countries | Work on the development of global Sandwatch and Climate Frontlines databases progressed on schedule, supported by FIT projects funded by the Government of Denmark. Development of the Sandwatch database progressed to the trial stage, and an initial trial with participation by 10 Sandwatch teams around the world has been completed. A second stage trial has now been commenced. Initial preparatory work for the Climate Frontlines database was completed, with an extensive list of literature compiled, and initial discussions on hosting and design arrangements concluded. | |

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
			Pacific island subregional partnership was established by UNESCO, linking institutions, individuals and projects that share an interest in promoting the development of appropriate policy and planning frameworks for STI in the Pacific. Taking its point of departure in a 1987 high-level symposium organized by UNESCO and SPEC (precursor of the Pacific Islands Forum Secretariat), the partnership is preparing the organization of the first major subregional Pacific science, technology and innovation discussion in decades. Key collaborators and co-funders of the event are ACP-EU (which has confirmed a substantial financial contribution towards the partnership), the University of the South Pacific, the University of Papua New Guinea and the Australian National University. Progress on the Sandwatch and Climate Frontlines projects was made possible by ongoing FIT projects funded by the Government of Denmark, allowing the publication of Spanish-language second edition Sandwatch manual was published in May 2012. This publication, to be followed by a Portuguese edition expected for release in the second half of 2012, will substantially extend the reach of the Sandwatch programme, and will allow 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, now undergoing trialing prior to its formal launch. 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. Challenges and lessons learnt: The current financial constraints has had a clear impact on the progress towards attaining ER9. However, as is evident from the progress made, the development of new and innovative partnership structures - through which UNESCO contributes alonside 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.
ER 10: Peace-building enhanced through diplomacy and cooperation in the field of science	PI: Scientific cooperation in solving common problems and fostering dialogue, cultural self-expression; and mutual understanding, especially in conflict and post-conflict countries B/b: One international meeting on science and international affairs;	Not yet implemented due to lack of funding. Extrabudgetary proposals have been drafted and shared with potential donors.	Within the ER itself, no progress has been made. Extrabudgetary funding is sought to prepare for subsequent implementation. Within other ER, progress has been made notably in ER 16, where the From Potential Conflict to Cooperation PotentialPCCP (PCCP) programme has begun an M.Sc. programme in water conflict management in collaboration with UNESCO-IHE and the category 2 centre HELP in Dundee, UK, and at the sixth World Water Forum, PCCP, IHP and WWAP coordinated the action

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
	support to the Israeli-Palestinian Science Organisation		line "Contribute to cooperation and peace through water". Other ER should demonstrate results related to peace-building by second semester reporting.

Cost-effectiveness/efficiency measures for this Main Line of Action
At UNCSD and its side events, collaboration with partners who covered costs enabled activities co-sponsored by UNESCO to take place at much less expense to UNESCO than would have been the case. Examples include the round table organised with L'Oreal on Women, Science and Sustainable Development; and the presence at the UNESCO-ICSU Science, Technology and Innovation Forum of high-level indigenous speakers who were already present in Rio de Janeiro 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

Thanks go 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).

For traditional knowledge research projects, UNESCO chose contractor who could do the research by themselves and not sub-contract the works to other vendors. This helped minimize the administrative expenses raised from sub-contracting partners.

Mission travel was cut back dramatically, although this was not necessarily helpful to programme implementation in SIDS. |

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$ 807 169	Expenditures 2012-2013: US$ 201 466	Allotment 2012-2013: US$ 8 291 967	Expenditures 2012-2013: US$ 3 636 021

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	PI: Improved lapse time for regional watch messages after tsunami-generating earthquakes B/b: less than 20 minutes in all regional warning systems	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. In the Mediterranean, France and Turkey will start interim provision of tsunami services as of 1 July 2012.	1a. Promote integrated and sustained monitoring and warning systems for coastal and oceanic natural hazards (for example hurricane, tsunami, storm surge), in close coordination with other relevant intergovernmental organizations, where appropriate, using enhanced coastal and ocean networks, including education and training activities

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 will continue to run in parallel until the end of 2012. |
| | PI: Number of countries at risk for tsunami developing gender sensitive tsunami community preparedness programmes B/b: ten | Tsunami preparedness was promoted in Ecuador, Colombia, Chile, Peru, Nicaragua, Haiti, Indonesia and Philippines through more than 10 training courses for school teachers. Anguilla (UK) became the first international TsunamiReady® non USA recognized community, through a pilot initiative lead by IOC and NOAA. In the Mediterranean and North-eastern Atlantic, France, Greece, Italy, Portugal and Turkey are implementing or taking steps towards tsunami preparedness programmes. | |

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
			After the 8th Session of the Intergovernmental Coordination Group for the Tsunami Early Warning and Mitigation System in the North-eastern Atlantic, the Mediterranean and connected seas (ICG/NEAMTWS-VIII) (Santander, Spain, 22-24 November 2011) acknowledged the steady progress made towards the provision of tsunami watch services for the region, France, Greece, Italy, Portugal and Turkey confirmed that they will be operating national tsunami warning centres in the short-term, of which some already in 2012. France and Turkey confirmed that their national tsunami warning centres are ready also to offer interim operational tsunami watch provisions (upon request) to the other member states of the NEAM region as of 1st July.
			The 7th Session of the Intergovernmental Coordination Group for the Tsunami and Other Coastal Hazards Warning System for the Caribbean and Adjacent Regions (ICG/CARIBE EWS-VII) was held in Willemstad, Curacao, on 2-4 April 2012. Significant progress has been achieved in the Caribbean in the area of sea level monitoring, with 38 sea level stations available for tsunami monitoring purposes by April 2012, compared to only 19 in 2009. Seismic monitoring has also improved significantly with over 100 stations delivering real time data for tsunami monitoring.
			The Pacific Tsunami Warning and Mitigation System (PTWS) 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.
			1b. Educate communities at risk with respect to natural-hazard impact prevention, preparedness and mitigation measures
			The IOTWS has continued to develop educational materials to raise community awareness, in association with the Jakarta Tsunami Information Centre (JTIC) outreach, preparedness and training programmes. A compilation document on Good Practices in Warning Dissemination is also in preparation. The IOTWS has held a series of capacity building workshops to assist National Tsunami Warning Centres and Disaster Management Offices to develop Standard Operating Procedures (SOPs) for tsunami warning and emergency responses. The important role of national media organizations in disseminating tsunami warnings has also been recognized, and media training modules have been included in the SOP workshops.
			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 trainings involving teachers were delivered in Ecuador, Colombia, Chile, Peru, Nicaragua, Haiti, Indonesia and Philippines. Anguilla (UK) became the first international TsunamiReady® non USA recognized community, through a pilot initiative lead by IOC and NOAA.

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
			After the 8th Session of the Intergovernmental Coordination Group for the Tsunami Early Warning and Mitigation System in the North-eastern Atlantic, the Mediterranean and connected seas (ICG/NEAMTWS-VIII) (Santander, Spain, 22-24 November 2011) acknowledged the steady progress made towards the provision of tsunami watch services for the region, France, Greece, Italy, Portugal and Turkey confirmed that they will be operating national tsunami warning centres in the short-term, of which some already in 2012. France and Turkey have confirmed that in 2012 their national tsunami warning centres will also offer interim operational tsunami watch provisions (upon request) to the other member states of the NEAM region (Centre d'alerte aux tsunamis (CENALT) and Bogaziçi University - Kandilli Observatory and Earthquake Research Institute (KOERI)).
			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).
			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 Tsunami Warning Systems: Policy Perspectives' (Tokyo, Japan, 16-17 February 2012), to examine the lessons learned from the disaster, consider its policy implications, the importance of preparedness and identify improvements for tsunami warning systems, the role of the mass media and international cooperation. The symposium was attended by 290 physical and social scientists, warning system operators, emergency and response managers, planners, journalists, policy- and decision makers. The symposium was opened by His Imperial Highness Crown Prince Naruhito, Ms Irina Bokova and Dr Konrad Osterwalder (rector of the United Nations University).
			1c. Contribute to develop Member States' capacities for coastal hazard assessment
			Thanks to UNESCO's Emergency Fund, the planned hazard assessments for the Indian Ocean and the Caribbean will go ahead at a reduced budget levels.
ER 12: Member States' understanding improved of ocean environment and	**PI:** Level of in situ infrastructure (e.g., fl oats, buoys, ship tracks) for	The in situ ocean observation networks coordinated within and with JCOMM's Observations Programme Area remain sustained at 62%	2a. Increase the understanding of the oceans's role in climate variability and climate change

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
related processes in the global climate, and skills and national capacities developed for adaptation to climate change impacts	GOOS maintained by Member States **B/b:** maintain 62% as measured by JCOMM based on GOOS/GCOS targets	of their initial implementation goals.	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.).
	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 (2007)	The benchmark will need to be measured later in the biennium.	2b. Contribute to the better prediction of climate through ocean observation and process studies, at regional and global scales

The 26th Session of the Assembly asserted the importance of the Global Ocean Observing System (GOOS) as a priority for the IOC, adopted Resolution XXVI-8, strengthening and streamlining GOOS structures and giving guidance to the programme, and asked the new GOOS Steering Committee to report to both IOC governing bodies. Building on a Framework for Ocean Observing developed out of the OceanObs'09 conference (21-25 September 2009, Venice, Italy) and other reports, the resolution decided to recommit IOC to GOOS as a holistic system encompassing global and coastal observations, oriented to an essential observing variable approach, promoting GOOS's role in providing observations and products to inform actions taken under global conventions and for the UN World Ocean Assessment (regular process), and reinforcing global participation through increased extrabudgetary support for capacity development. The resolution reconfirmed the sponsors of GOOS, identified the IOC Governing Bodies as being those directly responsible for governance of GOOS, dissolved the Intergovernmental Committee for GOOS (I-GOOS) and the GOOS Scientific Steering Committee, and created a new GOOS Steering Committee effective 1 January 2012. |
| | **PI:** Number of countries taking steps towards development of coastal adaptation strategies and implementation of national or local measures or both, including with a gender perspective **B/b:** increase of five countries | Five countries (Mauritania, Senegal, Gambia, Guinea-Bissau, and Cape Verde) have explored options for coastal adaptation in the context of the project on "Adaptation to Climate Change-Responding to Coastline Change in West Africa through Integrated Coastal Area Management (ACCC)", concluded in June 2012. A second phase of the project is under preparation to implement measures identified. | The new GOOS Steering Committee (referred to as 'interim' until all the sponsors approve the new arrangements) is composed of up to 15 members. Five are appointed by IOC Member State electoral groups during the IOC Assembly (taking those appointed at I-GOOS-X in 2011 as initial appointment). Up to 10 scientific and technical experts are appointed by the Executive Secretary in consultation with the IOC Officers and the co-sponsors. IOC Circular Letter 2397 (31 August 2011) invited nominations for the new GOOS Steering Committee by 31 October 2011. After consultation with the IOC officers and co-sponsors, the Executive Secretary, giving due consideration to geographic and gender balance, appointed 10 experts in 2012.

The new GOOS Steering Committee began its work with a 'virtual meeting' conducted by e-mail from March-May 2012. It held its first full meeting 20-22 June 2012 at IOC, just prior to the Executive Council, addressing the themes of: sustaining present observations, expanding to new variables and serving new requirements, and surveying regional priorities and developing capacity. |

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
			The Joint WMO-IOC Technical Commission for Oceanography and Marine Meteorology (JCOMM) is a unique body in the UN system that is both an IOC primary subsidiary body and a WMO constituent body. Its structures and expert groups carry out a work programme that promotes coordination between oceanographic and marine meteorological communities and institutions to meet the needs of IOC Member States and WMO Members in ocean observations, real-time data management and coastal and marine services. The Fourth Session of JCOMM (23-31 May 2012, Yeosu, Republic of Korea) focused on a review of achievements in each programme area of the Commission, and adopted a revised structure and workplan for the upcoming intersessional period, adapting to new requirements, priorities, and capabilities. IOC, according to the Memoranda of Understanding with WMO on JCOMM, has responsibility for this session. Due to the extraordinary and sudden budget changes for 2012 in the IOC Regular Programme, the costs of this session normally within IOC's responsibility (including interpretation and translation) are being borne by the Republic of Korea. Voluntary funding from the USA, now withheld, provided primary support for three staff positions for GOOS and JCOMM: the Ocean Observations Panel for Climate technical secretariat, and two JCOMM In Situ Observing Platform Support (JCOMMOPS) technical coordinators. The US decided to provide this voluntary contribution to the WMO instead of IOC. As a consequence, WMO has become the new employer of the two JCOMMOPS technical coordinators, and a new OOPC technical coordinator was hired in Geneva in 2012. 2c. Increase the understanding of the impacts of climate change and variability on marine ecosystems and their living resources IOC continues to raise awareness of Ocean Acidification. Rising levels of atmospheric carbon dioxide (CO_2) 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 (see paragraph 17). More recently, IOC led a session on ocean acidification in the conference 'Planet under Pressure' (London, UK, 26 March 2012). The partnership aims at raising the awareness of the biogeochemical stresses exerted on the ocean mainly by acidification, but also by loss of oxygen and temperature rise. 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

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
			May 2012).
ER 13: Capacities of Member States improved in ocean sciences and services to monitor, assess and manage marine resources	**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	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 Total so far: 36 countries	3a. Actively contribute to the Regular Process for Global Reporting and Assessment of the State of the Marine Environment, including Socioeconomic Aspects IOC is actively engaged in UN Regular Process (see paragraph 13) 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 fulfil 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. 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. 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 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 fulfil 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. 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
	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	For what concerns participation in training courses of the network of oceanographic data centres and marine libraries, the data are as follows: 102 countries participating in training; 1022 students trained, of which 438 women.	
	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	No new National Oceanographic Data Centres (NODCs) were established during the first 6 months of 2012. Interest to establish such facilities was expressed by Poland and Morocco. There are now 83 national coordinators for data management and 55 national coordinators for marine information management. The latter have increased dramatically and beyond expectation.	
	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	Despite the lack of progress in terms of data providers (remaining at 12) the number of oceanographic data resources has increased beyond expectations to 81. This is thanks to special efforts made by the GTSPP project (USA, US-NODC).	

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
		both data providers and end users.	
			3c. Identify and develop the capacity-building necessary for maintenance of healthy ocean ecosystems focusing on the regional needs
			As a follow-up to the decision of the 26th Session of the Assembly (Resolution XXVI-10) to continue the IOC Project Office for the International Oceanographic Data and Information Exchange Programme (IODE) in Ostend, Belgium and to accept the offer of the Government of Flanders (Belgium) to continue hosting the Office in Ostend, a new Memorandum of Understanding has been established between IOC and the Flanders Marine Institute (VLIZ) for the period 1 May 2012 to 31 December 2016. Under the new Memorandum of Understanding, the Government of Flanders provides offices, meeting and conference rooms, cost of utilities, internet connectivity, cost of maintenance, not less than three full-time equivalent staff, as well as a financial contribution of not less than €250,000 per year as a contribution towards the operational
			A meeting of the intersessional working group for updating the IOC Strategic Plan for Oceanographic Data and Information Exchange (2012-2015) was held at the IOC Project Office for IODE, Ostend on 1-2 March 2012. The meeting, Chaired by Mr Greg Reed (former IODE Co-Chair), discussed a draft document that was sent to the Groups of Experts (Group of Experts on Marine Information Management - GEMIM, Group of Experts on Biological and Chemical Data Management and Exchange Practices - GEBICH, and Expert Team on Data Management Practices - ETDMP) and to the Steering Group for OBIS for comments. The draft document will also be distributed to IOC programmes (Ocean Sciences, Ocean Observations & Services, Capacity Development, and Tsunami) with July 2012 as the deadline for comments. The final draft, including feedback, will be completed by end December 2012. It will be submitted to IODE-XXII for further discussion and submitted to the 27th Session of the Assembly for adoption in 2013.
ER 14: Capacities of Member States to protect and sustainably use oceans and coastal zones developed	**PI:** Number of countries using IOC's area-based management guidelines **B/b:** twenty countries	The benchmark will need to be measured later in the biennium. Following a training course held by WHC in September-October 2011 at the World Heritage sites of El Vizcaino and Baja California, the IOC Guidelines for Marine Spatial Planning are being used by the Mexican National Commission for Protected Areas (Comisión Nacional de Áreas Naturales Protegidas).	4a. Enhance regional cooperation and involvement of the Member States through capacity-building and transfer of technology
	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	First session of the IOC Sub-Commission for Africa and the Adjacent Island States (Nairobi, Kenya, 2-3 May 2012): 22 countries attended the session. Ninth Intergovernmental Session of the IOC Sub-Commission for the Western Pacific (WESTPAC) (Busan, Republic of Korea, 9-12 May 2012): some 70 delegates and representatives from WESTPAC Member States attended the Session.	The first session of the IOC Sub-Commission for Africa and the Adjacent Island States (IOCAFRICA) was held on 2-3 May 2012 at the United Nations Offices at Nairobi, Kenya with the kind support of the Government of Korea. More than 55 participants representing 22 Member States 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 will be developed further in the coming months. 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),
	PI: Number of new IOC regional training and research centres on	One centre established by the Chinese State Oceanic Administration in Qingdao as part of the IOC Regional Network of Training and	

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
	oceanography **B/b:** at least one new regional training and research centre established	Research Centres on Marine Sciences in the Western Pacific.	Prof Mohamed Said (Egypt) and Mr Mohamudally Beebeejaun (Mauritius) as the Vice-Chairs. The Bureau will, in the next months, embark on the process of finalizing the draft Strategic Plan for consideration by the Sub-Commission before it is presented to the 27th Session of the Assembly in 2013. The 9th Session of IOC Sub-Commission for the Western Pacific (WESTPAC) took place in Busan, Republic of Korea, 9-12 May 2012. The Session recognized with great appreciation that substantial achievement has been made over the last intersessional period with joint revitalization efforts of all member states and WESTPAC Office, and expect the present momentum of the Sub-Commission could be long kept 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 newly established WESTPAC Project on the Air-Sea Interaction in the Kuroshio Extension and its Climate Impact, and two WESTPAC Working Groups respectively on Mapping the Harmful Jellyfish, and Marine Renewable Energy Technology Development in the Western Pacific; decided to plan a series of commemorative activities in 2014 in celebration of the 25th Anniversary of the Sub-Commission; requested the Executive Secretary of IOC to promote the IOC Regional Network of Training and Research Centres on Marine Science with countries who expressed their willingness and possible response to contribute to the network through the establishment of Regional Training and Research Centres on their domain of focus. The Sub-Commission elected, 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. The 9th WESTPAC International Scientific Symposium will be hosted in Vietnam in 2014 and the 10th Session of WESTPAC will be hosted by Thailand in early 2015. The Sub-Commission for the Caribbean and Adjacent Regions (IOCARIBE), in cooperation with the Barbados Coastal Zone Management Unit (CZMU), co-organized a Caribbean Regional Workshop on Integrated Coastal Area Management (ICAM) for the English Speaking Caribbean States in Bridgetown, Barbados, on 16-18 March 2012. The Meeting was attended by 22 participants representing Antigua & Barbuda, Barbados, Curacao, Grenada, Guyana, Jamaica, Saint Lucia and Trinidad & Tobago. The main objective of the meeting was to assist Member States in building the resilience of SIDS economies mainly dependant on coastal tourism using knowledge and expertise of the CZMU of Barbados for developing their own capacity to manage coastal areas and to conduct a national assessment for capacity building. The meeting updated the ICAM management plan for the Caribbean Small islands incorporating economic and social issues as well as recent priorities of climate change adaptation and coastal hazard management. It was also agreed to conduct national assessments of capacity, science and technology and governance structures collated into a regional assessment. The Barbados Coastal Planning System and the Barbados Coastal Zone Management Plan were

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
			presented to developers attending the meeting. The group agreed to complete a 10-year project document with a 5-year Implementation Plan to be coordinated jointly with IOC. 4b. Facilitate science related to ocean and coastal resource management Through Resolution XXV-9, the 26th Session of the Assembly endorsed the revised plan for a new activity focussing at 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 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 has for 2012 been secured through the UNESCO Emergency Fund. As part of the implementation strategy for N-CIRP, IOC also actively participate in a 'Global Partnership on Nutrient Management' (GPNM) with intergovernmental organizations, nongovernmental organizations and governments. GPNM has organized a side event at Rio+20 to focus on nutrient management. 4c. Enhance development and implementation of decision-support tools that improve integrated ocean and coastal management 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 Area 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 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. Barbuda, Barbados, Curacao, Grenada, Guyana, Jamaica, Saint Lucia and Trinidad

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., elimination of mobile phones), and streamlining of subsidiary governance structure. Use of the regular programme for temporary assistance contracts was brought virtually to zero. Travel expenditure on the regular programme was kept within the 8% ceiling. 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 include: - Reduced duration of the session with a focused agenda; - Reduced number and pages of documents, including the conversion of the Action Paper ("pre-report") into an annotated agenda; - Draft resolutions submitted before the session; - Going paper-free using electronic documents; - Reduced number of staff traveling to the session; - Elimination of travel support for delegates.

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$ 1 505 166	Expenditures 2012-2013: US$ 552 247	Allotment 2012-2013: US$ 9 992 387	Expenditures 2012-2013: US$ 5 842 571

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	**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 **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	HELP LinkedIn social network is now active and has carried out discussions on Sustainable Development Goals for UNCSD. Special HELP volumes of the Journal of Hydrology and Journal of Hydrologic Environment were published which included case studies from over 30 river basins documenting best practices in IWRM.	The results achieved in the first semester of the biennium contribute 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
	PI: Information systems established to strengthen knowledge base on global changes, including hydrological processes, sedimentation and glaciers **B/b:** common FRIEND data portal developed using a shared normalized metadata format; International Sediment Initiative information system enhanced	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.	Challenges/lessons learnt: The financial constraints have impacted on the ability to deliver some of activities to the Member States. However, active collaboration with National IHP Committees and Category-2 water centres has helped. 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".
	PI: Comprehensive ecohydrology concept integrated into engineering approaches for water management and adaptation to climate change **B/b:** network of 30+ ecohydrology	In collaboration with the Category-2 water centres European Regional Centre for Ecohydrology and International Centre for Coastal Ecohydrology, knowledge base and capacities of developing countries in managing environmental conditions in rivers have been improved through the free availability of the	

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	**Attained**	
	demonstration sites with at least three new such sites in Africa made operational in association with UNESCO category 2 centres	second edition of the book "Practical Experiments Guide for Ecohydrology".	
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	**PI:** State of world's freshwater resources assessed, water use and management issues evaluated, critical issues, trends and problems identified and awareness raised **B/b:** WWDR4 published including reporting from regions, gender and public health	The fourth World Water Development Report (WWDR4) was launched at the sixth World Water Forum held in Marseille, France in March 2012. It has also published one special report, three side publications and seven WWDR4 Stakeholder Briefing Notes.	The results achieved in the first semester of the biennium contribute to the timely achievement of the expected result, considering the related performance indicators and benchmarks. The fourth World Water Development Report was published, launched and disseminated. The twentieth session of the IHP Council and respective Bureaux took place. IHP organized over 40 official sessions, side-events and regional events at the sixth World Water Forum (Marseille, France, March 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 leads the International Year of Water Cooperation 2013 and the World Water Day 2013 on Water Cooperation. 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 MS capacities related to TKWRM and made progress regarding institutional arrangements of the International Qanats Club. Challenges/lessons learnt: The reduced four-day format of the IHP Council implied a very condensed agenda, reducing detailed discussions on several items. The intermediary session of the IHP Bureau took place just before the Council at no direct cost to UNESCO. 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".
	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	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.	
	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	Two training modules (of three weeks each) on water and conflict resolution were organized by IHP and UNESCO-IHE. An updated UNESCO/IGRAC Transboundary Aquifers of World Map was published showing results of past three years, namely the identification and delineation of the world's transboundary groundwater resources. 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.	
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	**PI:** Number of publications issued to improve capacities for sustainable urban water management, including protection of water quality and interactions with rural water management **B/b:** three projects on urban water management; at least two case studies on water quality; at least one policy guidance document on water supply and sanitation	Three new books were published as part of the Urban Water Series.	The results achieved in the first semester of the biennium contribute to the timely achievement of the expected result, considering the related performance indicators and benchmarks. Scientific reports are being collected for a special volume of the G-WADI journal, to be published by the Asian G-WADI network. This is at no cost to the UNESCO activity, supported by partners. The G-WADI website continues to disseminate web based information and is supported by a category II centre. G-WADI geoserver, which provides near real time satellite precipitation estimation, is updated and supported by partners. Africa

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
	in rural areas		G-WADI group discussed water resources needs in the region.
	PI: Number of workshops and reinforced networks to enhance the knowledge base of the hydrological systems in arid and semiarid areas **B/b:** - G-WADI networks in all arid and semi-arid regions strengthened - at least five case studies, workshops and publications on aquifer recharge in coastal aquifers and SIDs implemented in cooperation with UNESCO Centres and Chairs	The first workshop following the establishment of G-WADI for Sub-Saharan Africa was organized in February 2012 at AGRHYMET in Niamey, Niger, in association with the training workshop on the Africa drought monitor for West African countries. The Government of Oman approved hosting the secretariat of the Arab G-WADI Network.	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. 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".
	PI: Number of case studies to improve groundwater systems management and adaptation measures **B/b:** five regional case studies produced with UNESCO Chairs and centres to demonstrate adaptation measures to climate change impacts	The GRAPHIC project's case study book publication "Climate Change Impacts on Groundwater Resources - A Global Synthesis of Findings and Recommendations" was published in cooperation with the International Association of Hydrologists. 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 and presented to a broad audience of decision makers and scientists.	
ER 18: Education capacities for water management reinforced at all levels, especially taking into account Africa and gender equality issues	**PI:** Task force established and number of publications to enhance freshwater education at the tertiary and vocational education levels issues **B/b:** international education review task force on undergraduate and post-graduate water education for IWRM at the country level made operational; and policy documents produced in at least five least developed countries	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.	The results achieved in the first semester of the biennium contribute 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. The curricula tools were successfully piloted by UNESCO Field Offices in several Member States and served as a basis for the workshop in Cape Verde. Within the scope of this activity, it must also be reported that IHP has co-organized with Project WET Foundation an official session at the sixth World Water Forum and side events with ED for the launching of the ESD Multiperspective 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. 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
	PI: Number of materials to enhance capacities for water education for schools, children and youth **B/b:** one set of water education curricula tools, incorporating gender issues; at least two support materials for teaching of water issues	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.	
	PI: Number of decision makers, stakeholders and mass-media professionals benefiting from water education **B/b:** at least 100 decision-makers trained on global changes, impacts and adaptation strategies for sustainable management of water resources and	Eight hundred twenty (820) African water professionals were trained in the context of FETWATER II. Representatives of river basin organizations in Africa were trained on the UNESCO IWRM guidelines. UNESCO participated as a speaker in the training of more than 15 water experts on national and transboundary water resource management in Africa, held in Accra, Ghana.	

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	**Attained**	
	conflict management in Sub-Saharan Africa		Resources and Ecology of the Russian Federation. Information was disseminated on IHP's involvement in major and high-visibility events, particularly the Sixth World Water Forum, the twentieth session of the IHP Intergovernmental Council and UNCSD. Various news items and highlights on other events organized with partner organizations as well as just-released IHP publications were posted online. More than 1,000 movies/videos are now available online on thewaterchannel.tv.

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 on-going 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.

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". |

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 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$ 486 971	Expenditures 2012-2013: US$ 168 659	Allotment 2012-2013: US$ 8 069 856	Expenditures 2012-2013: US$ 4 025 349

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	Progress thus far satisfactory; the timely production of the new videos/films in cooperation with the private sector partners will depend on the easewith which the cooperation arrangements can be concluded with UNESCO.	Satisfactory progress has been made with regard to all benchmarks and indicators despite the financial constraints in the implementation of the Programme. The numbers of new biosphere reserves predicted for inclusion in the WNBR for 2012 and the numbers of MAB Young Scientists Research Grants and the Michel Batisse Award are in line with the expected range of benchmark indicators foreseen. The production of the 5 video films has to be negotiated with private sector partners who have indicated interest; achievement of the benchmarks during the biennium will depend on the feasibility of establishing partnerships with those partners within UNESCO rules, procedures and policies.
	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	The progress achieved so far are entirley satisfactory and benchmark figures can be easily met.	
	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	The progress achieved thus far are entirley satisfactory and the benchmark figures can be easily met.	Challenges/Lessons Learned: Thanks to the provision of financial resources under the Emergency Fund it has been possible to maintain statutory meetings of the MAB Programme, i.e. the 18th meeting of the International Advisory Committee for Biosphere Reserves (UNESCO Headquarters, April 2012) and planning and the organization of the 24th session of the MAB International Coordinating Council (UNESCO Headquarters, 9-13 July 2012). All regular programme funds were earmarked for these meetings and other activities therefore must be funded by extrabudgeary means. Cost cutting measures have been taken to reduce the overall expenditure on these statutory meetings.
ER 20: Earth sciences research, education and capacity-building for sustainable development and management of UNESCO sites enhanced, with a particular focus on Africa	**PI:** Participation of developing countries, especially from Africa, in IGCP scientific research and capacity-building projects; collaboration between IGCP and MAB for resource extraction in protected areas **B/b:** at least 30 IGCP projects operational in fields of mineral resources, global change and geohazards with a doubling of participation of African scientists; three IGCP-MAB joint workshops or initiatives on resource extraction	During the February meeting of the IGCP Board 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, including scientists from 25 African nations. Three IGCP projects are led by African scientists. UNESCO Nairobi participated and contributed to a conference of the Geological Society of Kenya in March 2012 to help raise awareness of the IGCP. Kenyan Earth Scientists will participate in a SIDA-sponsored workshop in the second half of 2012 aimed at developing skills for preparing IGCP project bids. IGCP and MAB are continuing to explore areas of cooperation on the topic of resource extraction in biosphere reserves and are currently organizing a workshops at the World Conservation Congress at Jeju Global Geopark, Rep of	The key results reported here for the first six 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 this important international geoscience programme. A structured discussion on the future of the IGCP with a panel of international experts concentrated on how to increase the societal relevance of the IGCP and on how to further increase participation of geoscientists from the developing world, notably Africa. The 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." To advance the development of the Global Geoparks Network (GGN), and as part of

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
		Korea for September 2012 and in Belo Horizonte, Brazil for October 2012.	the consultations with Member States, several meetings were held including dialogue with external Geopark experts, LA and a meeting on 8 June with Member States. These meetings have assisted in the identification of options available for developing the links between UNESCO and the GGN. Extensive networking with Regional Bureaux in Latin America, Africa, the Arab Region and Asia 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.
	PI: Number of new geoparks created building on European and Asian experience and networking activities between geoparks nationally and regionally **B/b:** at least two geoparks in Africa created and the fi rst regional network in Latin America initiated	Eleven new applications have been received to join the GGN. Of these eight are from Europe, one is from Latin America and two are from Asia. One European application has been deferred and the South American application has been rejected as it did not follow the application guidelines. This illustrates the need for capacity building in Latin America on geopark development. To this end, and as part of the consultations on geoparks ahead of the 190 EX, an information meeting on Geoparks was with the GRULAC Member States. Furthermore, discussions are ongoing between Headquarters and the Quito and Montevideo Offices to identify key geopark projects in the region with a view to assisting them in establishing a regional Geopark network in Latin America. Work is ongoing to identify at least two Geopark projects in Africa which can be assisted to join the GGN. M'Guon in Morocco and Mount Suswa in Kenya currently look the most promising.	UNESCO is following GEOSS activities closely, however there have been no major meetings of the observing systems at this point in the year. UNESCO did send representatives to a recent interagency meeting of the UN Office of Outer Space Affairs where UN use of the International Space Station for education and development goals were discussed. 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.
	PI: Earth Science Education in Africa implemented with training in earth resource mapping; networking of geoscience educational centres; preparation of earth system science curricula for primary and secondary schools **B/b:** two regional, economic communities equipped to use modern data handling and field mapping in Africa; at least ten geoscience institutes networking on modernisation of earth science education; curriculum for teaching geology at primary and secondary level	Headquarters, Nairobi and Cairo Offices, as well as international partners in this Earth Science Education Initiative have collaborated to prioritize the activities in the short term which will have the most significant impact on the ground, mobilize additional funds and drive further activities. A brochure in English, French and Arabic describing the work, scoping process and goals of the Initiative has been developed, which will be critical for fundraising. UNESCO has also collaborated with the International Union of Geological Sciences and the French Geological Survey (BRGM) as co-founders of the Centre International pour la Formation et les Echanges en Geosciences (CIFEG) to ensure that the latter works closely with UNESCO on the African Earth Science Education Institutional (ANESI) network building activity under this Initiative with the support of the French Ministry of Foreign Affairs.	**Challenges / Lessons Learnt:** 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. Nevertheless the section is working to ensure continuity while defining a forward looking role for UNESCO's work in this field in the coming years. A series of meetings with members of the French geoscience community has been aimed at strengthening current, and identifying future, areas of cooperation between UNESCO and the French geoscience community. Meetings with a high level delegation from the United States Geological Survey concluded with an agreement to work together to identify how USGS might support the work of the section in the current financial situation.
	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	None of the international Earth Sciences consortia held meetings during the reporting period. However, all GEO activities have been promoted prominently at recent meetings on Geoparks, natural resources, and international collaboration with the US Geological Survey including an ambassadorial roundtable organized with the US delegation on Natural Resources and Natural Hazards.	
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	**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	The IPBES work programme will not be defined before 2013, but already UNESCO led the panel "The contribution of biodiversity and ecosystem services to sustainability: science requirements" at the Forum on Science, Technology and Innovation for Sustainable Developmentheld prior to UNCSD in Rio de Janeiro and MAB's work on mountains was presented	The establishment of the CCTU on Biodiversity has facilitated interdivisional and intersectoral cooperation in biodiversity, thus paving the ground for more coherence of UNESCO's action in this field. Outside of UNESCO, as demonstrated by discussion at UNCSD as well as by the outcome of the STI Forum and its session on Biodiversity and Ecosystem Services, biodiversity is central to the

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	**Attained**	
	briefs; at least two of these presented at UNCSD	at UNCSD as was the UNESCO Travelling Biodiversity Exhibition. UNESCO was tasked by the interim secretariat of IPBES in April to prepare guidelines on the use of traditional and indigenous knowledge in its work and a workshop will be planned to this end.	debate on sustainable development and poverty reduction. Therefore a strong UNESCO biodiversity programme (the UNESCO Biodiversity Initiative) and a dedicated related CCTU are strategically very important to UNESCO. The pertinence of the involvement of relevant UNESCO programmes in activities aimed at informing appropriate development interventions and providing the scientific knowledge, including on the value of ecosystem services, needed to design of sound policies necessary to avoid, limit or mitigate thresholds and tipping points and reflecting acceptable trade-offs among ecosystem services - as recommended by the Rio STI Forum and exemplified by UNESCO's involvement in IPBES, has been clearly demonstrated.
	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	Progress was made in those countries of the MAB networks related to mountains, drylands and coastal areas and islands for which extrabudgetary funding is in place, through projects such as SUMAMAD Phase 2 and GLOCHAMOST.	
	PI: Number of workshops and publications on biodiversity sciences, environmental conservation and human well-being **B/b:** at least eight international workshops with results published	Workshops are being planned, including by Education Sector and divisions of SC; a book resulting from the 2010 science-policy meeting on biodiversity was finalized, while a guidebook on biodiversity, young people and consumption and production patters has been developed jointly with UNEP and the CBD.	The UNESCO Biodiversity Initiative is considered to exceed expectations because despite having no regular programme funds the results have been outstanding. These include: - renewed collaboration with Ramsar on wetland sites falling under the WHC and Ramsar conventions and wetland biosphere reserves; - biodiversity education as one of the three remaining themes of the UN Decade on ESD, and joint projects in this area between CBD, UNEP, and UNESCO's ED and SC sectors. - work on ethical issues raised by biodiversity including by COMEST which will benefit from the participation of lawyers and economics. - The Traditional and Indigenous Knowledge (TIK) and SIDS Unit in SC/PCB has pursued many activities in the area of biodiversity, including contributing to the UNESCO Atlas of Endangered Languages; the production of a major contribution to the Fifth IPCC Assessment Report focusing on TIK and climate change (launched at UNCSD); and substantial intellectual work in support of an expert workshop on TIK and IPBES. The Unit has collaborated with the MAB Secretariat, for example, a project involving biosphere reserves in Nicaragua on building capacity on negotiating what their TIK can bring to the community and on integrating their knowledge into formal education system-models. - SC/EES has reactivated its participation in the Great Apes Survival Partnership (GRASP) and hosted a successful the meeting of the GRASP Steering Committee and Board in UNESCO in Paris in June 2012 which re-ignited UNESCO's participation. -SC/HYD has conducted work on designing guidelines for water quality for ecosystems, in collaboration with UNEP; and water quality in wetlands, and aquatic habitats in urban water management - with UNESCO-MAB. - IOC has invested further efforts in the further expansion of the Ocean Biogeographic Information System (OBIS), which is basically constituted of biodiversity data. OBIS has recently migrated from the now concluded Census of Marine Life into IOC's IODE programme. UNESCO MAB activities under the CCTU that related to the sustainable management of dryland and mountain ecosystems could only be maintained thanks to the availability of existing extra-budgetary projects (e.g. project SUMAMAD-Phase 2, funded by the

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
			Flemish Government of Belgium) and a new project on the impacts of glacial melt in the Andes (funded by the Flemish Government of Belgium, and jointly implemented by IHP and MAB). Thanks to funding provided by UNESCO partners including The Mountain Research Initiative, FAO, Spain, Flemish Government of Flanders, staff continued to provide technical advice on pertinent dryland and mountain ecosystem management and challenges, but the UNESCO funding shortfall may result in longer term negative impacts on the capacity of UNESCO to deliver necessary advisory services to Member States and partners. Challenges/Lessons learned: The budget situation precluded allocation of regular programme funds originally foreseen for this ER, and it therefore is dependent upon extrabudgetary funding and no-cost activities. Despite this, UNESCO's varied work on biodiversity amounts to more than the sum of its parts and Member States, UN and scientific partners welcome UNECO's expertise and collaboration. A major challenge was that the high visibility GLOCHAMOST initiative could not be continued. While some countries are in a position to continue GLOCHAMOST activities through their own resources, this is unlikely to be the case for GLOCHAMOST partners in developing countries.
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	**PI:** Number of joint research and conservation activities between BR and natural World Heritage sites **B/b:** at least six joint activities	No new joint activities are active yet, but discussions are underway on the Mesoamerican corridor green belt.	The budget situation precluded allocation of regular programme funds originally foreseen for this ER, and it therefore is dependent upon extrabudgetary funding and no-cost activities. The World Heritage Centre together with MAB has developed a concept note on Confronting Climate Change by Leveraging REDD+ Mitigation Initiatives in Support of UNESCO site Ecological Connectivity. Potential partners have been identified for funding of related activities and a workshop will be held end August in Costa Rica. While satisfactory, financial constraints have slowed down the speed of progress under this expected result. There are encouraging signs for a project on Green Economies in African Biosphere Reserves being considered for financing in 2013 by a specific donor, which if approved could contribute towards developing interesting REDD+ initiatives in a few African biosphere reserves. Extrabudgetary projects with REDD components exist in the three tropical forest regions. Challenges/Lessons Learned: Beyond the financing concern, the discussions taking place within the UNFCCC and the CBD on REDD and REDD+, mean that clarity on what projects are acceptable is not entirely set. New donors for REDD have been slower to come on line than anticipated. Nevertheless, cooperation between staff to identify sites and funding sources has been very positive and it is hoped that there will be payoff later in the biennium.
	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	The World Heritage Centre together with MAB has developed a concept note on Confronting Climate Change by Leveraging REDD+ Mitigation Initiatives in Support of UNESCO Site Ecological Connectivity.	
ER 23: Management of natural and cultural World Heritage sites, biosphere	**PI:** Joint activities with space partners to improve management, conservation, and	Projects commenced on space technologies to make an overall assessment of the state of conservation of UNESCO	The budget situation precluded allocation of regular programme funds originally foreseen for this ER, and it therefore remains

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
reserves and priority ecosystems of the MAB programme enhanced through a network of space science and space technology partners.	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	tropical forest World Heritage sites and support with space technologies to the World Heritage nomination of the Silk Route.	dependent upon extrabudgetary funding. Continuity following the imminent retirement of the programme specialist involved presents a difficulty, particularly because space agencies prefer to meet in person to finalize new project arrangements, yet in the financial crisis travel has been severely curtailed. Space agencies normally expect immediate action once their management approves activities and this is facilitated by personal contacts.
	PI: Increased commitment from space partners **B/b:** establishment of one new category 2 centre; drafting of an International Charter on "Space for Heritage"	These were not expected to advance until later in 2012.	
	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	The exhibition Satellites and World Heritage Partners to Understand Climate Change has been on display in Cuernavaca, Mexico; Cape Town, South Africa; Brussels, Leuven and Mons in Belgium. The atlas From Space to Place for World Heritage sites in the Danger List was published and launch in New York. UNESCO-related topics were developed for Eduspace (the European Space Agency educational package).	Challenges/Lessons learned: external conservation partners (NGOs and UN) indicate strong interest in having space data made available through UNESCO to assess and monitor landscape change at UNESCO sites useful to the global conservation community. The related challenge will be to identify additional external resouces to pay for this, given that promising new developments with NASA had to be put on hold late in 2011.
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	One policy document produced, for the development of renewable energy in Togo.	The training of "barefoot grandmother solar engineers" at Barefoot College is a very promising new project which was able to begin on time due to the generous support of the Government of India. Discussions are in progress with additional donors and through the Intersectoral Platform mechanism to broaden and extend the project.
	PI: Innovative experiences and best practices identified and shared within the WNBR **B/b:** at least one publication on best practices: at least one learning material or tool	Several biosphere reserves with interesting practices and achievements have been identified. Production of a publication will be dependent on the availability of appropriate external financing. The Government of India is helping to train six women, from Rwanda (4) and Benin (2) at Barefoot College in India to promote rural renewable energy resources development at the grass-root level. In Rwanda, trainees will implement in-country activities under the OneUN framework which in turn is expected to be used to raise funds and to create Community Empowerment Centres.	Challenges/lessons learned: The budget situation precluded allocation of regular programme funds originally foreseen for this ER, and it therefore is dependent upon extrabudgetary funding and partnerships, including with the UNESCO category 2 centre, International Sustainable Energy Development Centre in Moscow, which organized a round table conference on the International Year of Energy for All. Improved coordination with Field Offices will be essential to work with the WNBR on renewable energy.

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

Some regular programme funds were liberated through freezing posts with retiring incumbents. Special efforts to expand and renew external partnerships were made, particularly for MAB, IGCP and UBI. Travel and staff contracts were restrictred or discontined, respectively, unless covered by extrabudgetary funds. Cost-cutting measures by IGCP and MAB 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$ 99 260	Allotment 2012-2013: US$ 4 443 765	Expenditures 2012-2013: US$ 3 252 075

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 enhanced and targeted scientific assistance delivered, including through participation in United Nations common country approaches	**PI:** Number of countries actively participating in the networks **B/b:** at least ten countries involved in global initiatives; three sub-regions involved in regional and sub-regional initiatives	Twenty-three countries (Albania, Algeria, Cyprus, Egypt, France, Iraq, Israel, Italy, Jordan, Lebanon, Libya, Malta, Morocco, Oman, the Palestinian Authority, Saudi Arabia, Spain, Sudan, Syria, Tunisia, Turkey, United Arab Emirates, and the United States) attended the XXXII International Workshop of the regional network for "Reducing Earthquake Losses in the Extended Mediterranean Region" RELEMR, held in Malta 13-16 February 2012. Nine countries of ten countries members (Chile, Egypt, El Salvador, Indonesia, Japan, Kazakhstan, Peru, Rumania and Turkey - Mexico couldn't attend the meeting) attended the 5th session of the UNESCO International Platform for Reducing Earthquake Disasters (IPRED) and the International Memorial Symposium on "Protecting Lives from Earthquake and Tsunami Disasters".	In conjunction with the International Strategy for Disaster Reduction (ISDR), scoping work on education for disaster risk reduction was carried out through hosting a meeting of the ISDR Thematic Platform on Knowledge and Education (TPKE) in UNESCO's Headquarters on 5 April 2012. UNESCO and other UN ISDR partner agencies discussed the baseline report on assessing school safety from disasters. This report sets the bases for a new holistic approach which includes school disaster management, safe school facilities and disaster prevention education. UNESCO provided support to facilitate knowledge sharing among earthquake specialists and to capacity-building for earthquake risk reduction through the convening of three specialized workshops, in Malta, 13 - 16 February 2012, on Reducing Earthquake Losses in the Extended Mediterranean Region (RELMER) which count with the participation of 22 countries (Algeria, Cyprus, Egypt, France, Iraq, Israel, Italy, Jordan, Lebanon, Libya, Malta, Morocco, Oman, the Palestinian Authority, Saudi Arabia, Spain, Sudan, Syria, Tunisia, Turkey, United Arab Emirates, and the United States) and which focused on three major issues: Paleoseismicity, Site Effects, and Methodologies for Assessing School Safety. Another in Tokyo, 26-29 June 2012, on the UNESCO International Platform for Reducing Earthquake Disasters (IPRED) which also had its 5th session and counted with the participation of 9 countries (Chile, Egypt, El Salvador, Indonesia, Japan, Kazakhstan, Peru, Rumania and Turkey), and where two major activities were developed. First, the signature letters of Intend for promoting scientific cooperation on disasters reduction and post-earthquake field investigations (signed between the International Institute for Seismology and Earthquake Engineering (IISEE), UNESCO and 5 institutes in the following countries: El Salvador, Kazakhstan, Peru, Rumania and Turkey), and second, the participation of UNESCO-IPRED members in the International Memorial Symposium "Protecting Lives from Earthquake and Tsunami Disasters" which counted with the participation of more than 150 participants, among scientists, researchers, policy makers and representatives of national authorities. The last one was held in Berat, Gijrokastra, and Butrint, Albania (5-12 May) at which over twenty managers of Cultural Heritage sites and other relevant Albanian stakeholders received seismological risk assessment training. Media experts received training in Jordan, where disaster drills and public service announcements also were initiated. Challenges and lessons learned: While progress on earthquake preparedness was good, several field office
	PI: Number of countries and institutions supported in disaster risk reduction, including outreach for women's participation **B/b:** at least three countries affected by natural disasters supported; ten countries supported in disaster resilience and risk mitigation efforts, including through CCA/UNDAF; ten institutions supported in disaster risk mitigation	Over thirty affected countries were supported (Albania, Algeria, Cyprus, Chile, Egypt, El Salvador, France, Honduras, Indonesia, Iraq, Israel, Italy, Japan, Jordan, Kazakhstan, Lebanon, Libya, Malta, Morocco, Oman, the Palestinian Authority, Peru, Rumania, Saudi Arabia, Spain, Sudan, Syria, Tunisia, Turkey, United Arab Emirates, and the United States). Six countries (Cyprus, Jordan, Indonesia, Israel, Spain and Sudan), have appointed women as responsible officers on DRR for contributing to UNESCO programmes, networks and platforms.	
	PI: Number of disaster-prone countries including a disaster risk reduction component in CCA/UNDAF **B/b:** at least three countries	Nine disaster-prone countries (Algeria, Egypt, El Salvador, Honduras, Jordan, Morocco, Peru, Syria, Tunisia) have included a DRR component in CCA/UNDAF.	

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	**Attained**	
			activities were unable to advance due to lack of funds, including in Haiti, several countries in Central America and in Asia. These related in particular to climate change resilience. 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 such as Belgium (Horn of Africa project), Japan (IPRED and Horn of Africa project), Republic of Korea (some DRR activities in the Central American region) and the United States (RELEMR), nevertheless if further resources are not identified internally, the sustainability of major activities on DRR can be compromised. Among the challenges identified, some countries still haven't 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 on local, regional and international activities remains low. Therefore the developments of strategies which allow further involvement of women in DRR activities remains a challenge for UNESCO. International cooperation has shown that the exchange of experiences and lessons resulting from major disasters, such as the great earthquake and tsunami of Japan, and recent earthquakes in Chile, Turkey and Indonesia, are important in order to design and implement local, regional and international strategies, such as building code implementations, use of new technologies and improved methodologies for education for disaster reduction.
ER 26: Scientific knowledge base and adaptation capacity of Member States for water hazards at regional and country levels improved	**PI:** Number of Member states with strengthened hydrolSgical services and number of communities responding to GLOF, floods and drought risks **B/b:** three African countries using Drought Monitor remote sensing techniques; two guidelines developed for flood and drought management; risk and hazard maps for two mountain valleys with the highest GLOF risk	Training provided for 24 participants from seven Member States (Niger, Chad, Senegal, Burkina Faso, Mali, Kenya and Tanzania) on the African Drought Monitor.	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 Polytechnical Institute of Namibia. Support provided on flood management through the development of a roadmap for disaster risk management, involving participants of the training course. The roadmap, covering the flowing 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. 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, University of Princeton (USA) 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
	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	Guidelines to support capacity building on water hazards and water resources management disseminated, including: drought monitoring guidelines; IWRM guidelines; and guidelines for flood management.	
	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	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	

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
	systems for access to groundwater resources in emergency situations	instrumental in laying the foundations for the identification of the groundwater case studies on hotspots in areas prone to natural hazards.	Africa. Challenges and lessons learned: 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 a 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. For example, GIZ is planning modules for integrated water resources management which are already available through the IHP Programme on IWRM which is a joint initiative funded by the Japanese Government.

Cost-effectiveness/efficiency measures for this Main Line of Action
Many of the interventions and outputs were delivered with the minimal resources available. In the developed activities for both of the expected results, great efforts were made in order to maintain the quality and quantity of the achievements. Results couldn't 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 from Japanese funds and in kind contribution 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	Approximately 144 water sector professionals from developing countries, of whom over 38% are women, were trained at M.Sc. level during the first semester of the biennium.	Good progress in relation to performance indicators. The demand for M.Sc. training continues to be very strong; at the UNESCO-IHE premises the number of M.Sc. students in 2012 is consistent with prior years (approximately 200) because it is physically not possible to accommodate additional students in Delft. With the initiation of 18 new joint programmes, a great portion of the 200 students come to Delft at different times, depending on the structure of the joint programme, allowing for a potential increase in the number of fellowships. During the regular M.Sc. programme, several participants have come to Delft to take one module as a one to three week short course.
	PI: Number of water sector professionals from developing countries trained in short courses B/b: Over 1,000 water sector professionals from developing	Over 493 water sector professionals from developing countries were trained in short courses, 35% of whom are women.	The Institute directly contributes to C/4 Strategic Programme Objective 3 "Leveraging scientific knowledge for the benefit of the environment and the management of natural resources".

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
	countries trained in short courses of which 1/3 are women		
	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	Eighteen partner institutions are currently running joint M.Sc. programmes and specialisations with UNESCO-IHE.	
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	One hundred forty-four M.Sc. theses were written during this semester, of which 38% are by female students.	Research achievements are on target for the first semester of the biennium with several M.Sc. and Ph.D. theses having been successfully completed and defended. Publications have been increasing over past years and this first semester already indicates that there will be more than last year. The Institute directly contributes to C/4 Strategic Programme Objective 3 "Leveraging scientific knowledge for the benefit of the environment and the management of natural resources".
	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	Thirteen Ph.D. theses successfully defended, on track to achieve the overall target of over 30 theses by the end of the biennium.	
	PI: Number of scientific publications in peer reviewed journals **B/b:** A minimum of 300 scientific publication in peer reviewed journals of which at least 15% will be written by female academic staff	One hundred eighty scientific publications published in peer reviewed journals of which at least 20% have been written by female academic staff.	
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	Considerations for launching a call for proposals for regional institutions is envisaged to be submitted to an upcoming session of the UNESCO Executive Board.	UNESCO-IHE has had a very positive first semester, having been awarded funding for education projects with activities such as curriculum development and training of trainers. The regional networks that were already established continue to run successfully. The first formal step towards the global campus initiative has been established, namely the draft of a document to be submitted to the UNESCO Executive Board.
	PI: Regional capacity development networks supported **B/b:** at least two regional networks functional	Two regional networks are currently functional: in the Nile Basin and in Asia.	
	PI: Number of education projects running **B/b:** 8 projects	Fourteen education projects are currently running in Bangladesh, Egypt, Indonesia, Kenya, Mozambique, Rwanda, South Africa, Vietnam and Yemen.	

Cost-effectiveness/efficiency measures for this Main Line of Action
The main focus during this semester for UNESCO-IHE has been to lobby for greater flexibility in fellowships awards. At the moment the structure is very rigid, meaning one fellowship corresponds to one student. However, UNESCO-IHE is now successful in gaining co-financing opportunities for fellowships, thus increasing the cost effectiveness to service more students by using different sources of funds.

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$ 175 050	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	Not yet implemented.	ICTP's five-year strategic plan, as adopted late 2010, foresees three new research priorities: Quantitative Biology, Energy and High-Performance Computing. Progress in these includes:

Quantitative Biology: Efforts to establish a research programme in Quantitative Biology at ICTP have primarily focused on creating a network of contacts and a calendar of events. In the first half of 2012 two further activities related to the field of quantitative biology have been organized. The first is a workshop on mathematical and statistical models of infectious disease dynamics. The workshop was held in Arusha, Tanzania. The second is a workshop held at ICTP and titled "From Genes to Atomic Structures: an Introduction to Synchrotron-Based Structural Biology. The workshop was organized jointly with the Elettra Synchrotron facility based in Trieste.

Energy: As 2012 is the International Year of Sustainable Energy for All, R. Gebauer published an article entitled "Sustainable Energy: How Quantum Chemistry can help" in Europhysics News. ICTP's second African School on 'Electronic Structure Methods and Applications' (ASESMA 2012), held in Eldoret, Kenya, focused on "Materials for Energy" as its main scientific theme. The deputy-head of the Kenyan National Council for Science and Technology gave a talk on "Energy issues in Kenya". ICTP's Office of External Activity provided support to the first international meeting of the African Network for Solar Energy (ANSOLE). The meeting, titled ANSOLE DAYS 2012, was held in Yaounde, Cameroon on the theme "Solar Energy for Sustainable Development". The event was attended by about 200 participants from more than 20 countries.

High-Performance Computing: Computational Sciences is the third new research priority identified in ICTP's five-year strategic plan. High-performance computing (HPC) is also at the basis of various in-house research activities, in particular regarding climate modelling and computational materials science. In recent years ICTP has further strengthened its HPC related activities: a specialist team of four full-time experts is working on research enabling, hardware accelerators, and parallel programming. ICTP has also extended its in-house computational facilities to currently 1,480 cores, corresponding to 20 teraflops. An advanced school on "Scientific Software Development: Concepts and Tools" was held in Trieste. ICTP is collaborating in Masters programmes in HPC in African universities. |
	PI: Number of regional activities funded by local institutions. **B/b:** 3 regional activities undertaken per year with local funding.	Three appointments were made in Quantitative Biology, one in Energy and four in High-Performance Computing. Seven advanced schools in High-Performance Computing were held, in areas such as climate modelling and computational materials science	
	PI: Interdisciplinary research promoted. **B/b:** Interdisciplinary activities cover 10% of Scientific Programme.	Articles published by June 2012 in peer reviewed journals by scientists affiliated with ICTP number 179. In addition there were 4,746 citations in 2012 of ICTP papers (published 1964-2012).	
	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.		
	PI: Publication of research in peer reviewed journals **B/b:** 400 scientific publications in peer review journals per year.		

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
Access increased to scientific knowledge for scientists and science educators especially from developing countries.	**PI:** Number of activities in the ICTP scientific calendar **B/b:** 60 activities per year	As of June 2012 there are six students enrolled in the new Joint ICTP/SISSA Ph.D. programme.	The education and training activities at ICTP are covered by three core programmes addressed to graduate students, doctoral students, and experienced scientists, respectively. They are proceeding according to plan.
	PI: Number of STEP and Diploma students. **B/b:** 30 STEP students and 40 Diploma students per year	As of June 2012 there are 42 students enrolled in the STEP programme and 51 students in the Diploma programme.	In the first semester of the biennium, ICTP held approximately 22 conferences and workshops at ICTP, approximately 10 in developing countries, and has also hosted about 20 other events in Trieste. Half of the activities are related to the four core research areas, the remainder are on many other subjects, including medical physics, optics, nanophysics,
	PI: Number of PhD students enrolled in the Joint ICTP/SISSA programme **B/b:** 8 students enrolled	The 2012 ICTP Scientific Calendar contains 72 activities.	plasma physics, electronics, HPC, biophysics, satellite navigation, science dissemination and e-learning, m-science, entrepreneurship, nuclear physics (with IAEA) and teacher training. The participation is equal between developing countries and developed countries, with currently 22% of ICTP visiting scientists being women.
	PI: Improved internet-based techniques for scientific education and access to knowledge. **B/b:** Edited video coverage of all lectures of the Basic Diploma program on ICTP website.		The Joint Laurea Magistralis in Physics of the University of Trieste has five students enrolled as of end June. The Joint ICTP/Collegio Carlo Alberto Program in Economics, in Turin, has two students enrolled via ICTP, the International Master's in Physics of Complex Systems has two students enrolled via ICTP, and The Joint Ph.D. in Environmental Fluid Mechanics has seven students.
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.	**PI:** Number of activities in this field in the ICTP scientific calendar. **B/b:** 4 activities per year	The ICTP South American Institute for Fundamental Research has officially opened in Sao Paulo, Brazil. An agreement has been signed with the University of Chiapas, Mexico, for a regional centre, the ICTP Meso-American Institute for Science.	ICTP's new South American institute for Fundamental Research has officially opened. It is a regional centre for theoretical physics created in collaboration with the State University of Sao Paulo and the Sao Paulo Research Funding Agency, and is located on the campus of the Instituto de Fisica Teorica. Activities, which are modelled on those of ICTP, will begin with international schools and workshops. It will have an active visitors' programme together with several postdoctoral and permanent research professor positions.
	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.	Not yet implemented.	Physics Without Frontiers: A group of ICTP researchers who are part of CERN's ATLAS group, held an outreach activity in Palestinian universities. With the aim of influencing and motivating students to consider a career in scientific research, 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, different fields of research and opportunities and funding available.
			In February, ICTP organized a two week school in Haiti on the full spectrum of earthquake sciences, from physics to risk reduction and life-saving actions.
			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 Global Navigation Satellite Systems-related training, research and implementation, its strong ties with research in Africa, and its contribution to building the European Geostationary Navigation Overlay System and Galileo, EU's satellite navigation systems.
			ICTP versus Malaria: ICTP scientists have developed a new model that integrates climate and disease interactions to predict outbreaks of malaria in epidemic prone regions in Africa. The model, called VECTRI (VECToR bourne disease model of ICTP) was presented in scientific sections at the 2012 European Geosciences Union's General

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	**Attained**	
			Assembly in Vienna, 22-27 April. VECTRI is the first model of its kind to incorporate factors such as population dynamics, disease mitigation strategies and the fine-scale surface hydrology of pools and ponds, potentially making its detailed predictions a formidable tool in the fight against malaria. Results from the VECTRI modeling system provide key input to two EU projects focused on malaria: Quantified Weather and Climate Impacts on Health in Developing Countries, and Healthy Futures. ICTP has launched a new science outreach activity, the Abdus Salam Distinguished Lecture 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 ICTP's website. The ICTP Office of External Activities supports six affiliated centres (Belarus, Benin, Cameroon, Egypt, Ghana, Peru and Senegal), is engaged in ten projects and eleven networks. ICTP organized in June together with UNESCO a workshop on Scientific Mobile Learning. Seminars from ICTP's Postgraduate Diploma Course are recorded and will soon be accessible via mobile devices. The activities of ICTP's Science Dissemination Unit are now linked in the UNESCO main portal for Science Education. The www.ictp.tv now contains more than 10,000 recorded hours in courses of High-Energy Physics, Condensed Matter, Mathematics, Earth System Physics. The free, open source Linux version "openEyA" for automated recording and web casting is continuously being upgraded and promoted in developing countries with grants including the appropriate hardware and software. ICTP's Free Electronic Journals Delivery System celebrated ten 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. As of June 2012, eJDS has 4,161 registered users from 142 countries. 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. Finally, ICTP continues to add material to its iTunes U site, launched in 2011.

Cost-effectiveness/efficiency measures for this Main Line of Action
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, now extending to 1,480 cores, corresponding to 20 teraflops. The Centre has begun integration of UNESCO's FABS and SISTER systems.

Part II.A. III. Social and Human Sciences

Regular Programme[1]: operational budget only		Extrabudgetary resources[1]	
Allocation 2012-2013: US$ 2 401 720	Expenditures 2012-2013: US$ 676 568	Allotment 2012-2013: US$ 30 069 582	Expenditures 2012-2013: US$ 18 559 242

	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 2012 US$	Allotment 2012 US$	Expenditure 2012 US$	Exp. % 2012
Part II.A. III. Social and Human Sciences	50	1 605 435	488 616	30	613 217	80	71	161 335 017	30 034 127	18 533 016	62
ER 1: Bioethics	8	286 300	72 190	25	91 000	79	2	159 807	159 807	41 576	26
ER 2: Anti-doping	1	160 000	2 033	1	17 000	12	6	2 813 475	1 149 077	408 720	36
ER 3: Social inclusion promoting a culture of peace and democratic principles	2	45 000	1 289	3	18 000	7	17	37 223 450	4 256 886	1 582 768	37
ER 4: Youth	12	470 358	103 489	22	148 690	70	27	93 484 549	17 921 314	13 333 096	74
ER 5: Social inclusion (national and municipal public policies)	16	229 234	49 604	22	73 984	67	19	27 653 736	6 547 043	3 166 856	48
ER 6: Global Environmental Change (GEC)	11	414 543	260 011	63	264 543	98	0	0	0	0	N/A

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	Concrete steps have been initiated in 6 countries with national authorities and other key stakeholders for the review and development of policies affecting youth. 3 national policy development/reviews are on the verge of being initiated in Ghana, Sierra Leone and Zambia and 2 capacity building sessions have beenwere supported in Ghana and Sierra Leone, designed to promote positive youth participation in electoral processes.	With regard to global Priority Africa, pursuant to the UNESCO Strategy for African Youth, concrete steps have been initiated in Burundi, Côte d'Ivoire, Ghana, Liberia, Sierra Leone and Zambia, with national authorities and other key stakeholders for the review and development of policies affecting youth. Preliminary assessments (desk reviews and/or review on ongoing initiatives, etc); and other similar interactions have led to either the initiation of and/or continuation of national policy development/review processes. National Youth Policy Review Processes are currently underway in Burundi and Liberia; 3 national policy development/reviews on the verge of being initiated in Ghana, Sierra Leone and Zambia and 2 capacity building sessions have beenwere supported in Ghana and Sierra Leone, designed to promote positive youth participation in electoral processes.
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	This activity has not yet started.	Preparations are underway to develop an activity which will assist Member States in following up on the recommendations related to social inclusion of the ministerial fora for social development held last biennium and the UNDAF outcomes on social inclusion policies.

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	
	reviewed based on recommendations emanating from country reports		
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.	In the area of ethics, the work of COMEST has been delayed by resource constraints, in particular in Africa, but has been relaunched at the Extraordinary Session held in July 2012, core medium-term outputs remaining achievable.	In the area of ethics, the work of COMEST has been delayed by resource constraints, in particular in Africa, but has been relaunched at the Extraordinary Session held in July 2012, core medium-term outputs remaining achievable.
National bioethics committees established and function enhanced	**PI:** Number of NBCs established **B/b:** 2 new NBCs established	Consultations are at an advanced stage for the signing of a Memorandum of Understanding, to establish an NBC in Malawi, and this is scheduled to take place (along with the first ABC training in 2012). Furthermore, technical advice is currently being provided to stakeholders in Nigeria, Tanzania and Uganda, for the establishment of NBCs, following expressions of interest from these countries	Progress on capacity building in bioethics has been made through the organization of training workshops (Six training workshops are planned for 2012 for newly-established National Bioethics Committees in Cote d'Ivoire, Gabon, Ghana, Guinea, Malawi, Togo and Namibia (the latter for ethics teachers).One training session (the second of a series of three) has been completed for the Togolese NBC to enhance its capacity to develop an action plan for its work

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

•The growing demand for capacity-building and training of national bioethics committees cannot be fully met due to budget reductions; this is affecting the reach and depth of UNESCO's actions in bioethics, especially its effectiveness to "break new ground" in needy constituencies. Significant efforts were made to find efficiencies, particularly in negotiating budgets for training, and to collaborate with in-country organizers to mobilize funds from local sources.
• Partnerships at the international level are being mobilized to enable the programme to deliver the expected results. Ways for previously trained stakeholders to share their experience in a systematic way should be designed, developed and decentralized.
• Funds have been allocated from the Emergency Fund for the capacity building activities and considerable savings have been budgeted in order to maximize its use.
• Complexity of youth issues and of responses to them at national level. There is some lack of awareness that youth issues at national policy level should not be addressed in silos (by line ministries) but in a comprehensive and coordinated manner engaging all ministries around an integrated policy framework on youth. In many cases, youth issues are addressed independently by different ministries in the same country.

36 C/5 Global Priority Gender Equality Expected Results	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 improve policies on social inclusion, targetting women	**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	This activity has not yet started due to the financial situation.	Gender equality has been mainstreamed in all MP III work plans, including in capacity-building activities in bioethics, the youth programme and in MOST priorities - social inclusion and social dimensions of global environment change. UNESCO participated in the meeting of the Board of Directors of the Regional Research and Documentation Centre on Women, Gender and Peace-building (Kinshasa, 18-20 May 2012). Particular areas of work include women's participation in peace-building and post-conflict reconstruction and prevention of gender-based violence.

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

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

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$ 729 000	Expenditures 2012-2013: US$ 154 707	Allotment 2012-2013: US$ 1 308 884	Expenditures 2012-2013: US$ 450 296

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	**PI:** Number of countries supported in building their capacities in bioethics, including the establishment of National Bioethics Committees **B/b:** 2 countries	2 National Bioethics Committees established (Chad and Oman)	UNESCO's efforts have focused on enhancing ethics infrastructures of Member States through national bioethics committees and ethics education: two new National Bioethics Committees (NBCs) were established in Chad and Oman. Argentina and Malaysia are finalizing their respective MOUs under this project. Technical assistance on bioethics and research ethics was is being provided to five national bodies (NBCs of Colombia, Ecuador, Trinidad and Tobago, and Uruguay; Ministry of Health of Peru; as well as to the National University of Colombia). One training session (the second of a series of three) has been completed for the Togolese NBC to enhance its capacity to develop an action plan for its work. Seven other training workshops for NBCs (in Cote d'Ivoire, Gabon, Ghana, Guinea) are under preparation, using the Emergency Funds. Thanks to cost saving measures by beneficiary countries one more country (Malawi) was added to the plan for 2012 under the Emergency Fund, with the possibility of expanding it to Chad. The third training session for the NBC in Jamaica and the second one in El Salvador will also take place.
	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	Draft IBC Report on Traditional medicines and its Ethical Implications being finalized; IBC Working Group preparing initial reflections for a Draft IBC Report on the Principle of Non-Discrimination and Non-Stigmatization. Draft IBC reports are on track for discussion during the Joint session of IBC/IGBC and 9th session of IGBC; Preparation for the Joint session of IBC/IGBC are on track for September 2012. The finalized IBC Report on Human Vulnerability and Personal Integrity is being prepared for online publication and distribution to NBCs.	Under the Ethics Education Programme (EEP), three training workshops for ethics teachers (Azerbaijan , Croatia and Namibia) are under preparation for the second half of 2012, also using the Emergency Fund decentralized to the Field. Pilot testing of the UNESCO Bioethics Core Curriculum is under discussion or already being implemented with universities in Argentina, Costa Rica and Uruguay and consultations are ongoing with the Ministry of Education of Argentina to introduce it in every medical school in the country; similar consultation ongoing will soon start with the World Medical Association for medical schools worldwide. So far, over 200 students from 20 countries in LAC region have been trained under the Ethics Education Programme. Promoting existing instruments in the field of bioethics
	PI: Number of universities introducing the core curriculum in medicine and other relavant schools	UNESCO plans to introduce the Core Curriculum in 10 universities in the Latin America and Caribbean region, and to all the medicine schools in Argentina through the Ministry of Education.	•The International Bioethics Committee of UNESCO (IBC) has also started its reflection on Article 11 of the Universal Declaration on Bioethics and Human Rights (2005), regarding the principle of Non-Discrimination and Non-Stigmatization, with a view to preparing a policy report by the end of 2013. IBC will also finalize its report on ethical issues of traditional medicine. challenges/lessons learnt • The growing demand for capacity-building and training of national bioethics

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	**Attained**	
			committees cannot be fully met due to budget reductions; this is affecting the reach and depth of UNESCO's actions in bioethics, especially its effectiveness to "break new ground" in needy constituencies. • Significant efforts were made to find efficiencies, particularly in negotiating budgets for training, and to collaborate with in-country organizers to mobilize funds from local sources. The IBC has also taken steps to reduce the operational costs of its sessions and working groups. There has been more effort on fundraising with various institutions and governmental entities by individual IBC members. • Partnerships at the international level are being mobilized to enable the programme to deliver the expected results. Ways for previously trained stakeholders to share their experience in a systematic way should be designed, developed and decentralized. • Funds have been allocated from the Emergency Fund for the capacity building activities and considerable savings have been budgeted in order to maximize its use.
ER 2: Promotion and implementation of the International Convention against Doping in Sport ensured	**PI:** Number of States Parties to the International Convention against Doping in Sport **B/b:** (Benchmark: 175)	170 States Parties as of 30/06/2012	Promotion of the Convention With the ratification of Tajikistan, the number of States Parties has reached 170, making the International Convention against Doping in Sport the second-most ratified of all UNESCO Conventions. The national reporting to monitor compliance has also improved with the submission of 104 national reports through the ADLogic system. (Sixty-six countries are being requested to update on ADLogic). UNESCO has entered into discussions with WADA and the Council of Europe on options for harmonizing the monitoring systems for 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). Capacity-building in Member States • Ten new projects, amounting to US$240,000, were approved at the first meeting of the Approval Committee of the Fund for the Elimination of Doping in Sport for the 2012-2013 biennium held on 11 April 2012. The national projects include preventative education programmes, the development of specific anti-doping legislation, and activities which help build the anti-doping capacity of least-developed or low-income countries. A total of 73 projects, worth over US$1.2 million, have received financial support since the establishment of the Fund in 2008. • Fifty-one Member States responded to the questionnaire sent in the framework of the second phase of a research project conducted in partnership with the World Anti-Doping Agency (WADA) and Loughborough University (UK), on legislation against the trafficking of prohibited substances. It examines the application of existing legislation by UNESCO Member States and seeks to identify the various legislative frameworks established around the world. The results are being analyzed by Loughborough University and will be made public in 2012. Awareness-raising and communication on anti-doping
	PI: Number of projects approved under the Fund for the Elimination of Doping in Sport **B/b:** (Benchmark: 38)	10 projects approved on 11 April 2012 : - 7 national projects : Armenia, Démocratic Republic of Congo, Côte d'Ivoire, Morocco, Guatemala, Uruguay, Colombia - 3 regional projects : Cameroon, Singapore and Venezuela	
	PI: ? Percentage of States Parties compliant with the International Convention against Doping in Sport **B/b:** (Benchmark: 65%)	Compliance level to be assessed at the end of the biennium, based on the reponses of the States Parties to the AD Logic monitoring system	

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
			• The UNESCO Anti-Doping and Sport Programme has joined the Council of Europe, WADA and the French Ministry of Sport in the co-organization of the international conference, "The pharmaceutical industry and the fight against doping: new partnerships for clean sport" to be held in Paris on 12 November 2012. • Several communication initiatives have been 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, was organized at Headquarters on 7 June 2012, gathering together key stakeholders of the world anti-doping movement. A media kit, providing a comprehensive overview of UNESCO's action in the field of anti-doping, was elaborated. The comic book "Rattus Holmes and the case of spoilsports", co-produced by UNESCO and the Edge group for the Beijing 2008 Olympic Games, has been updated for the 2012 Games.

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

In Bioethics, significant efforts were made to find efficiencies, particularly in negotiating budgets for training workshops, 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 programme to deliver the expected results. Funds have been allocated from the Emergency Fund for the capacity building activities and considerable savings have been identified in order to maximize its use. The IBC has also taken numerous steps to reduce the cost of its sessions and working groups, not only reducing costs of operation, but also changing working methods. There has been more effort on fundraising with various institutions and governmental entities by individual IBC members.

The work in anti-doping is done with utmost care to cost savings. The monitoring of the Conventiion is undertaken by means of an innovative on-line tool thereby reducing considerably the cost of reporting. The Approval Committe of the Fund for the Elimination of Doping in Sport received all projects well in advance, thereby reducing the length of the face to face meeting. Although in principle work could be carried out at a distance, the members decided that regular face to face meetings should be maintained. The contribution of WADA's know-how in the subject matter very well complements UNESCO's work and this partnership is extremely valuable. The documentary 'THE WAR ON DOPING' will be put at the disposal of UNESCO as an educational outreach tool.

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$ 649 158	Expenditures 2012-2013: US$ 120 978	Allotment 2012-2013: US$ 22 178 200	Expenditures 2012-2013: US$ 14 915 864

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	**PI:** On-line teaching programme on human rights mainstreaming HRBA in FO developed	Due to the financial constraints, this activity will be led by UNESCO chairs. The Secretariat's contribution is in ensuring that the social	• Efforts have focused in the first six months on developing initiatives targeting youth as key actors in promoting democratic interactions

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
social inclusion for the promotion of a culture of peace, integrating human rights and democratic principles	with UNESCO chairs in SHS mandates **B/b:** 2 teaching programmes	inclusion programmes apply a Human Rights Based Approach to all its programmes. Efforts have focused in the first 6 months in ensuring that HQ and field activities apply HRBA approach, especially through the different country activities promoting the link between research and policies.	and social cohesion, especially through the Intersectoral Platform on the Culture of Peace.

• In Brazil, six forums on a culture of peace were hosted in São Paulo, bringing together specialists and well-known academics to discuss their own visions and ideas on how to foster ethics, solidarity and a culture of peace. So far, 97 monthly forums on a Culture of Peace have been held since the São Paulo Culture of Peace Committee was created by UNESCO in 2000. Speakers are often eminent specialists in their respective fields and speak as volunteers. These forums have an average audience of 300 people, many of them youth leaders, social entrepreneurs or human rights militants.

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' . |
	PI: Number and scale of initiatives for the enjoyment of women's rights in conflict andpost-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	Due to the financial situation, this benchmark will not be pursued during this biennium.	
	PI: Number of studies, toolkits, mapping tools and other initiatives on challenges and opportunities related to democracy and reconciliation for building culture of peace, elaborated with and addressed to youth inter alia, especially undet the Strategy on African Youth **B/b:** 2 in Africa (North and Subsaharan) and at least two developed in another region but targeting Africa	- A consolidated global project proposal led by SHS on "Strengthening the empowerment of young women and men and their engagement, particularly in democratic processes, in order to promote intercultural dialogue and social inclusion", was submitted to Intersectoral Platform on the Culture of Peace (covering Tunisia, Burundi, Ghana, Sierra Leone, Egypt, Yemen, Lebanon and LAC). - 2 workshops on civic and democracy education were organized in the cities of Tozeur and Kasserine in the context of the democratic transition.	
	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, Work Humanities Forum, Comest, IBC and SAC **B/b:** At least five	- 8 initiatives implemented by youth (Study conducted by the European Youth Forum - EYF (http://www.youthforum.org/) + MyCity+20 initiatives: Paris+20 (EUR); Mumbai+20 (APA); New York+20 (ENA), Dhaka+20 (APA), Kathmandu+20 (APA), Mexico+20 (LAC), São Paulo+20 (LAC).	
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	**PI:** Number and scale of initiatives enabling youth-led social innovation promoting social cohesion, development, peace and non-violence **B/b:** at least 1 national and 1 community youthled initiatives launched in each region by 2013 - at least 1 youth development and prevention of violence project initiated in Africa	- 7 initiatives implemented: MyCity+20 initiatives: Paris+20 (EUR); Mumbai+20 (APA); New York+20 (ENA), Dhaka+20 (APA), Kathmandu+20 (APA), Mexico+20 (LAC), São Paulo+20 (LAC). - South-South cooperation project in Guinea-Bissau in the framework of UNESCO's "Open Schools" programme - The Fourth Group of the Youth Peace Ambassador, Hiroshima, Japan, 24-31 March 2012 - 2 workshops on civic and democracy education were organized in the cities of Tozeur and Kasserine	Creating opportunities for youth to engage as partners for development and peace in their communities • 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 have been 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 |
| | **PI:** Level and nature of follow-up of the Youth Forum recommendations by youth and other stakeholders **B/b:** at least 10 initiatives launched or - implemented by youth delegates in follow up to the 7th Youth Forum by 2013 A(at least two of them in Africa) - 5 youth representation structures initiated at national or community level, including within the National | - 8 initiatives implemented by youth (Study conducted by the European Youth Forum - EYF (http://www.youthforum.org/) + MyCity+20 initiatives: Paris+20 (EUR); Mumbai+20 (APA); New York+20 (ENA), Dhaka+20 (APA), Kathmandu+20 (APA), Mexico+20 (LAC), São Paulo+20 (LAC). - 2 National Youth Policy Review Processes currently underway in Burundi and Liberia; 3 national policy development/reviews on the the verge of been initiated in Ghana, Sierra Leone and Zambia. - 2 capacity building sessions have been supported in Ghana and Sierra Leone. | |

| 36 C/5 Expected Results | Performance Indicators (PI) and associated Benchmarks (B)/baselines (b) | | Achievement(s) including Challenges/Lessons learnt |
	Programmed	Attained	
	Commissions for UNESCO (At least two in Africa)		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.
	PI: Increased investment by Member States in sport and physical education programmes that enhance social inclusion and community development **B/b:** - at least 3 Member States develop or extend programmes to maximize the socio-economic benefits of sport	3 key programme partnerships have been consolidated so far.	• 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. • In Brazil, UNESCO has 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. Promotion and implementation of the African Youth Strategy • Fostering the development of policies and frameworks to address youth issues: Two national youth policy review processes are underway (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 are on the verge of being 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

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	**Attained**	
			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. <u>Challenges/lessons learned</u> • Limited resources to fully apply UNESCO's holistic approach to youth development and civic engagement • Complexity of youth issues and of responses to them at national level. There is some lack of awareness that youth issues at national policy level should not be addressed in silos (by line ministries) but in a comprehensive and coordinated manner engaging all ministries around an integrated policy framework on youth. In many cases, youth issues are addressed independently by different ministries in the same country.

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

- The Youth Team is identifying cost-effective measures at every stage of implementation of its activities.

- Given the Organization financial situation, fund-raising appears to be a key challenge. In this regard, efforts were made during the first 6 months to obtain extrabudgetary sources. Such efforts were succesful (AA EVAC: LAC - 15,000€; ExB Project JFIT - YouthActionNet Senegal: 169,952 USD; In-Kind: Youth Peace Ambassadors (Asia); Emergency funds: 190,000 USD for ARB; 189,430 USD for LAC and 250,000 USD for AFR). Replies are pending from ISESCO following submission of three proposals and a joint meeting held in June 2012.

- In the framework of the Intersectoral Platforms (PCPD, Priority Africa and Culture of Peace and Non-Violence), special efforts were made both at FO and HQ to submit project proposals related to young women and men, in different domains and targeting all regions.

- Thanks to the efforts made in late 2011 (implementation in 2012-2013), the Youth programme is benefitting from extrabudgetary funds as follows: AA Netherlands: Democracy Project in Tunisia - 39,083 USD; ExB Project - Renforcement de la participation des jeunes filles vulnérables aux mécanismes de consultation et de prise de décision, Tunisia: 333,333 USD; AA ISESCO: Supporting Youth civic engagement and policy dialogue to mitigate climate change challenges in the Arab region - 16,970 USD).

- The budgetary constraints and the time spent in fund-raising activities caused some delays in the implementation of the planned activities.

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$ 1 023 562	Expenditures 2012-2013: US$ 400 883	Allotment 2012-2013: US$ 6 547 043	Expenditures 2012-2013: US$ 3 166 856

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. The intention is to identify a set of indicators and develop a methodology to assess the level of inclusiveness of select public policies at the national and municipal level. Seed funds have been identified and will be decentralized 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. It is too early to report on results.	MOST programme - Social inclusion • 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. UNESCO's Director-General chaired the Global Migration Group principals' meeting that took place during the CEB meeting in Geneva in April, which discussed the preparation for the High-Level Dialogue in 2013 and the evaluation of GMG. UNESCO and UNODC were tasked with the preparation of the GMG review report, in coordination with all UN entities of GMG. UNESCO is involved with UNICEF and other agencies in the preparation of a publication for the upcoming GFMD meeting in Mauritius with specific input on migration, youth and education. The publication contract for the online journal Diversities (on Migration) has been renewed, as the partner (Max Planck Institut Göttingen) has agreed to do further work on a no-cost basis. In the framework of the preparation of the MOST IGC meeting of 2013, UNESCO has been putting emphasis on the follow-up to the recommendations of Ministerial Fora of Social Development held in the last biennium in Kingston (2010), El Salvador and Colombo (2011). Physical education and sport • 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
	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 in the context of the quarterly review of work plans, taking account of the intersectoral science policy dimension.	
	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.	
	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 is in the process of being published on line.	
	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	It is too early to assess progress	

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
	policy-makers		well as a School Physical Education Basic Needs Model. • Significant advances have been made on the occasion of the 2012 Plenary Session of CIGEPS and the meeting of its advisory body, the Permanent Consultative Council (PCC), held from 17 to 19 April 2012 in Lausanne, Switzerland, with support from the International Olympics Committee. This served as a unique platform to unite stakeholders from Member States and the sport movement and bring different expertise and perspectives to bear on the substantive work of the programme: CIGEPS approved work in progress concerning the development of benchmark indicators on Quality Physical Education (QPE) in schools and Quality Physical Education Teacher Training (QPETT), as well as the study on the socio-economic benefits of public investment in physical education and sports. • The fifth Ministerial Conference of Ministers and Senior Officials responsible for Physical Education and Sport (MINEPS V) will be held in May 2013 in Berlin. Several Member States pledged to host expert preparatory meetings to develop the content for the programme commissions for three themes: Social inclusion, where access to sport is a fundamental right for all; Promoting public investment in physical education and sport; and preserving the integrity of sport. Azerbaijan also offered to host an extraordinary session of CIGEPS in March 2013 to validate the inputs to be presented to participants at MINEPS V. • With a view to mobilizing the transformative potential of sport, key programme partnerships have been consolidated - notably with the IOC - in the initial preparations for the 8th World Conference on Sport, Education and Culture to be held in Amsterdam, the Netherlands, in November 2012; the development and implementation of the Olympic Values Education Programme; and the launch of a new youth initiative - with European Athletics in the organization of the 2012 Young Leaders Forum held during the Championships in Helsinki in June with the participation of 60 youth leaders; and with TAFISA through the launch of the first VIPS (Volunteer Initiative for Peace through Sport) workshop, held in Tanzania in April 2012. Moreover, a number of communication and visibility activities have been initiated including a more focused use of UNESCO Champions for Sport. The Gala Match organized in Algeria by the Goodwill Ambassador Rabah Madjer mobilized funds for youth programmes in Africa. The partnership with European Athletics resulted in UNESCO's name and brand being carried on mainstream European television for the duration of the Championship. For the sport programme, the challenges for programme implementation remain related to a lack of human resources and regular programme funds. Efforts are being made to raise the necessary funds to support regular programme activities through extrabudgetary sources. To this end, US$ 30,000 has been raised since the beginning of the year to support human resourcing and

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	**Attained**	
			programme implementation. Additionally, options are being sought to employ in-kind alternatives.
ER 6: International agendas on global environmental change informed and national policy responses enhanced by emphasis on its inherently social and human dimensions, drawing on the contributions of the social and human sciences	**PI:** Incorporation of social and human sciences approaches to GEC in international policy agendas, as assessed by the content of the 2012 World Social Science Forum and 2013 World Social Science Report, and by analysis of UN outcome documents **B/b:** Publication of World Social Science report by end 2013.	Preparations for WSSR well on track, despite resources constraints. WSSF reoriented to other thematic issues and no longer regarded as relevant to this ER. With respect to UN agendas, major efforts have been committed to planning, raising funds for and organizing five separate events in Rio in the context of the UN Conference on Sustainable Development and related Science Forum, designed to bring the green society agenda and various specific aspects of it to various audiences. At the time of writing, the impact of these efforts cannot yet be assessed.	• In the area of ethics, the work of COMEST has been delayed by resource constraints, in particular in Africa, but was relaunched at the Extraordinary Session in July 2012. Core medium-term outputs remain achievable. A series of activities in science ethics have established new partnerships (e.g. with the Académie de l'éthique, Centro Volta and, resuming earlier connections, with the Pugwash movement) and created opportunities to formulate agendas, notably at European level through participation in the Danish Presidency conference on "Science in Dialogue" (Odense, April 2012) and through planned collaboration with the European Commission. Environmental ethics has also benefited from improved synergies with philosophy and the humanities, notably through the series of events focusing on "narratives of change". The commitment to proactive dissemination of the programme and its objectives contributes directly to the agenda-setting that is central to the C/5 in the area of global environmental change. • Concerning the strengthening of the social sciences knowledge base, progress towards the World Social Science Report, which constitutes the core output, is satisfactory. Following the meeting of the scientific editorial committee in June 2012, a call for papers has been finalized. The ISSC-led Global Change Design Project has also been successfully completed. In addition to feeding in to the WSSR, the Project will lead in due course to an ambitious integrated research programme, set within the Future Earth initiative, to strengthen social science on environmental change. SHS is strongly involved in the development of the programme, which will contribute directly to agenda-setting and further enhance the knowledge base by mobilizing specific external funding over a 10-year period. • Work to contribute to UN agendas has focused both on dissemination of the social science results and activities referred to above and on direct promotion of a social agenda for sustainable development, notably through the five events co-organized at Rio+20 and through input to UNESCO's official contributions. Association of youth with a number of these, in particular through the Paris+20 and MyCity+20 simulations, demonstrates synergies that make a direct contribution to agenda-setting. • Support for national adaptation policies depends on resource mobilization, which is actively being sought (via the emergency fund, the intersectoral platforms and external fundraising), with a targeted focus on the Caribbean, the Sahel and the Pacific. Tangible results will start to be achieved in the second semester of 2012. • Major results are thus on the way to being achieved, in particular with respect to setting agendas for the social science contribution to integrated science on sustainable development, thanks notably to a strategic and productive partnership with the ISSC, which builds on the Rio+20 outcomes.. In this respect, the activity is
	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.	Promising signs that Norway will establish and fund a MOST network focusing specifically on social science contributions to climate change analysis. Also promising signs that major funding will be forthcoming for the ISSC-led Climate Change Research Project, which will make it possible to support existing and new networks in this area. Reorientation of existing netwroks towards the transformative social science cornerstones, as developed jointly with ISSC, is most likely to be achieved through this research programme.	
	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).	On hold pending establishment of specific project frameworks. Due to resource constraints, background work on these issues has not been possible. Development of tools will need to be pursued within the projects themselves. Prospects for mobilizing resources to implement country-level or subregional projects are reasonably promising at this stage.	

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
			making a decisive contribution to the C/5 result on global environmental change. This result is in turn closely related to the C/4 insofar as environmental change is one of the central social and ethical challenges to which contemporary societies need to respond on the basis of a rigorous knowledge base and strongly rooted ethical principles. However, many results depend critically on fundraising. While some small successes have already been achieved in the first semester of 2012, major efforts are called for, particularly to ensure delivery of support for national adaptation policies. While there are a number of positive signs, there is no guarantee of success at this stage. Challenges and lessons learned • Despite severe resource constraints, activities on global environmental change have maintained the path towards key medium-term outputs, while also ensuring significant activities in the first semester of 2012. Refocusing has proved detrimental to activities in certain areas, particularly environmental ethics, but successful efforts to raise external resources and to build partnerships are enhancing capacity in ways that show significant promise. Furthermore, activities in ethics of science and technology implemented under global environmental change (such as science ethics) have been maintained and show significant potential for development. Tangible synergies have been established between philosophy and the humanities and the ethical, social science and policy questions around the social and human dimensions of the environment.

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

Major rationalization efforts have been undertaken in a context of resource scarcity, essentially focusing the programme on those areas where, through partnerships involving support in kind and targeted additional appropriations, tangible results can be achieved. As a result, taking account of inadequate staffing, certain foreseen objectives have been put on hold. Nonetheless, some progres is being made in all parts of the programme.

Part II.A. IV. Culture

	Regular Programme[1]: operational budget only		Extrabudgetary resources[1]	
	Allocation 2012-2013: US$ 5 223 600	Expenditures 2012-2013: US$ 1 435 032	Allotment 2012-2013: US$ 74 552 329	Expenditures 2012-2013: US$ 42 780 297

	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	208	4 084 667	1 194 546	29	2 674 845	45	394	287 622 043	74 000 643	42 427 304	57
ER 1: The 1972 World Heritage Convention effectively implemented	12	279 043	70 425	25	111 990	63	29	22 699 590	5 029 108	3 153 200	63
ER 2: Contribution of World Heritage properties to sustainable development enhanced	18	359 895	101 452	28	244 440	42	47	35 122 076	12 480 979	6 465 807	52
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)	21	413 644	76 366	18	296 144	26	81	82 996 883	21 228 287	12 004 900	57
ER 4: Protection of cultural properties through the effective implementation of the 1954 Convention and its two Protocols enhanced	4	145 600	6 199	4	33 000	19	3	804 604	275 183	62 083	23
ER 5: Effective implementation of the 2001 Convention encouraged and international cooperation for the preservation of the underwater cultural heritage increased	8	94 421	20 889	22	22 500	93	7	2 168 017	392 159	238 070	61
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	16	386 838	166 801	43	343 285	49	30	2 716 052	670 209	147 006	22
ER 7: Safeguarding of the intangible cultural heritage enhanced through the effective implementation of the 2003 Convention - Grouping	1	42 000	23 464	56	35 000	67	9	3 894 028	1 363 140	397 209	29
ER 8: The role of the governing bodies of the 2003 Convention strengthened, particularly through the effective organization of the statutory meetings - Grouping	2	297 993	117 773	40	297 993	40	7	881 498	685 998	356 274	52
ER 9: The national safeguarding capacities of Member States in particular of developing countries, strengthened	37	393 000	118 652	30	211 221	56	20	10 607 707	4 344 166	3 091 492	71
ER 10: The 2005 Convention effectively implemented	3	280 200	111 441	40	157 699	71	7	4 415 131	2 373 302	2 126 341	90
ER 11: Policies, measures and programmes pertaining to the 2005 Convention supported and strengthened at the national, regional and international levels	10	118 000	14 430	12	41 000	35	6	10 123 404	3 185 600	2 500 157	78
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	3	110 000	62 477	57	110 000	57	1	73 000	64 586	20 126	31

	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
Convention											
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	12	206 809	76 700	37	135 700	57	19	11 450 969	2 546 200	1 446 921	57
ER 14: Approaches to culture and development clarified in order to guide and assist Member States in devising inclusive development policies	6	20 000	0	0	15 000	0	12	5 543 423	1 068 734	666 698	62
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	12	309 021	24 643	8	124 250	20	23	23 203 961	6 754 978	3 594 871	53
ER 16: Contributions of cities to sustainable development enhanced	3	40 955	35 648	87	40 955	87	6	535 627	245 957	145 029	59
ER 17: Activities in the fields of books, translation and crafts promoted	4	74 286	54 290	73	74 286	73	14	6 484 268	975 275	299 740	31
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	11	161 577	28 422	18	121 577	23	35	20 333 766	4 279 981	1 671 914	39
ER 19: Indigenous and endangered languages promoted and protected	0	0	0	N/A	0	N/A	2	3 076 253	917 931	1 029 455	112
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	13	19 169 896	2 082 379	1 307 709	63
ER 21: Promotion and use of the general and regional histories published by UNESCO strengthened, for educational purposes	4	58 994	23 766	40	35 994	66	9	12 590 584	1 514 324	453 508	30
ER 22: Knowledge of the slave trade, slavery and the African Diaspora enhanced	5	88 500	12 126	14	53 000	23	4	316 000	244 857	81 680	33
ER 23: Conditions, capacities and arrangements for intercultural dialogue and a culture of peace strengthened locally, nationally and regionally	12	203 891	48 582	24	169 811	29	10	8 415 306	1 277 310	1 167 114	91

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	PI: Operational and capacity building projects implemented; Promotional and awareness raising activites undertaken with key stakeholders; B/b: 4 Conservation and/or safeguarding projects New ratications of the 1954 and 2001 Conventions in Africa At least 3 awareness rasiing activites understaken	- One Member State (Angola) became Party to the 1954 Hague Convention - The Secretariat provided assistance in the implementation of the Hague Convention during the recent conflicts in Mali through the application of the Standard Plan of Action developed to protect cultural property in such situations. - The Secretariat is in close contact with the relevant Austrian authorities with a view to organizing in a second half of 2013 a seminar on the Hague Convention and its two Protocols for certain African English-speaking countries.	- 40% of the World Heritage International Assistance requests approved since January 2012 are from the Africa region. The Regional Programme for the Africa region discussed during the 36th session of the World Heritage Committee is conceived in two modules to address issues at both cultural (Africa 2020) and natural (Africa Nature) World Heritage sites. The overall objective is to improve the management effectiveness through targeted capacity-building workshops, field projects and knowledge-sharing. - During the first semester of 2012, activities to strengthen national capacities to safeguard intangible cultural heritage were underway in 19 African States. 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. Efforts also continued to consolidate and expand the network of African experts knowledgeable about the 2003 Convention. The Secretariat organized workshops in 2012 at the School of African Heritage (EPA) in Benin to train EPA personnel as potential facilitators for the capacity-building strategy, and at the Centre for Heritage Development in Africa (CHDA) in Kenya targeted at African university lecturers in the field of heritage. For the 2013 cycle of nominations, 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. - 26 projects from 17 African countries are receiving funding from the International Fund for Cultural Diversity (IFCD). These projects carry great potential for structural impact on cultural policies and industries, varying in objective from, for example, measuring the economic contribution of Zimbabwe's cultural industries, to encouraging creative entrepreneurship in South Africa through recycled arts and developing a strategic plan to implement cultural policies in Togo. As one of the activities of the pilot capacity-building programme of the 2005 Convention targeting Africa (action supported by the Emergency Fund), a capacity-building workshop for 47 National Commissions in Africa was organized in Abidjan, Côte d'Ivoire, on 9 June 2012. It is expected that participants will be able to guide their respective governments towards the ratification and that they will also ensure forwarding well-formulate project applications for the IFCD. The French adaptation of a Policy Guide for the development of cultural and creative industries in Africa has been released in May 2012 in partnership with the Organisation de la Francophonie. It is considered an important policy tool to assist public officials in Africa to develop policies to develop cultural and creative industries.
Culture mainstreamed across Africa in national development polices inclusive of gender equality	PI: Culture integrated in UN joint programming exercises, including UNDAFs B/b: At least 5 UNDAFS integrating culture, gender equality and human rightd	Based on an in-depth analysis of existing UNDAFs documents, UNESCO's efforts to participate in UN common country programming exercises has led to an increased inclusion of Culture in such frameworks, reaching 70% as of January 2012.	The MDG-F Culture and Development Joint Programmes implemented in Africa (Ethiopia, Mozambique, Namibia, Senegal) contributed to integrating culture in national development policies, including the gender equality dimension, through the development of 7 legal acts related notably to world heritage site protection (Ethiopia), the free circulation of handicrafts (Mozambique) and gender equality (Senegal); 3 national cultural strategies related to creative industries (Ethiopia, Mozambique, Senegal); and 7 national cultural policies as well as national studies that inform development policies. Those policies and studies address critical issues such as the creation of a cultural management information system (Mozambique), national language and endangered minority languages (Ethiopia), creative industries (Mozambique), copyrights (Mozambique), cultural gaps in the national education system and the integration of culture, gender and human rights (Namibia).

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	
Knowledge of Africa and the contribution of its diaspora increased	**PI:** Integratino of pedagogical materials emanaatin form the General History of Africa into school curricula (extrabudgetary) **B/b:** 3 content components for primary and secondary schools in Africa, plus teachers guides	The drafting of common content (curriculum outlines, teachers' guides and textbooks) on the General History of Africa to be integrated in African primary and secondary schools is underway. The first draft of the curriculum outlines was reviewed by the Scientific Committee. Clear guidelines for the drafting of the teachers' guides, textbooks, historical atlas and glossary were defined by the Committee.	- The implementation of the Pedagogical Use of the General History of Africa Project is contributing to a better knowledge of Africa. Representatives of the African Diaspora have been associated to the preparation of the common pedagogical contents (curriculum outlines, teachers' guides and textbook, historical atlas and glossary) which will permit to modernize the teaching of African history in primary and secondary schools. Following the last meeting of the International Scientific Committee in Addis Ababa in April 2012, clear guidelines were defined for the elaboration of the teachers' guides, text books, historical atlas and glossary. Collaboration with the African Union Commission was reinforced with the participation of a representative in the Scientific Committee and the adoption by the last Conference of Ministers of Education of the African Union (COMEDAF) held in Abuja, Nigeria in April 2012, of a decision calling for financial support from African Union Members States to this pan African project. - In order to highlight the various achievements of the African Diaspora, the Slave Route Project is preparing a series of activities 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.

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	**PI:** Participation of communities, practitioners, NGOs, experts and centres of expertise facilitated in the implemenation of the 2003 Convention **B/b:** Gender parity in the number of experts	Of 196 persons entered into the individual expert database from 1 January 2012 to 30 June 2012, 47% of those individuals whose gender is known are female.	- The overall participation of women in World Heritage training workshops as trainers/experts was approximately 40%. - Regarding intangible cultural heritage, the Secretariat of the 2003 Convention has made every effort to achieve gender parity among the beneficiaries of human resource strengthening in Member States in the framework of its global capacity-building strategy. This goal is an integral component of all extrabudgetary projects and national work plans in the area of intangible heritage. To ascertain the degree of gender parity achieved, the Intangible Heritage Section began tracking data in early 2012. Concrete results are expected to be available in late 2012. Out of the 196 experts recognized by the Section as having competence in the various fields of intangible heritage and entered into the expert database from January to July 2012, 47% of those individuals whose gender is known are female.
	PI: Human and institutional capacities developed and or strengthened. **B/b:** Gender parity among beneficiaries	In implementing the Convention's global capacity-building strategy, the Organization gives great attention to achieving gender parity among the beneficiaries of human resource strengthening in Member States. This goal is integrated into all extrabudgetary projects and into workplans at the national level. During the first semester of 2012 the Section has not, however, systematically tracked demographic data to ascertain the degree to which this goal has been achieved. Systematic data collection will be put in place henceforth so it will be possible to demonstrate concrete results in the remainder of the biennium.	
	PI: Increased numbers of women as participants and trainers in workshops under the 1972 Convention **B/b:** 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 Global Priority Gender Equality Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
	PI: Enhanced awareness -raising within the military and cultural heritage professionals under the 1954 Convention and its two protocols **B/b:** 1 workshop for African countries with a special focus on gender	The Secretariat is in close contact with the relevant Austrian authorities with a view to organizing in a second half of 2013 a seminar on the Hague Convention and its two Protocols for certain African English-speaking countries with a special focus on gender.	
Culturally appropriate and gender-responsive policies and actions at country level designed and implemented	**PI:** Culture integrated in United Nations joint programming exercises, including 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)	- Based on an in-depth analysis of existing UNDAFs documents, UNESCO's efforts to participate in UN common country programming exercises has led to increased inclusion of Culture in such frameworks, reaching 70% as of January 2012. - In the framework of the MDG-F Culture and Development Joint Programmes, a special focus was put on women's empowerment through the creation of new employment and income opportunities for women in the culture sector and gender equality. For example, 5 gender-responsive policies were developed (such as a national policy on gender and interculturalism in Ecuador) and a number of outstanding results were achieved, such as the political representation of women for the first time in the Guelmin Province (Morocco) during the 2009 elections thanks to the capacity-building component of the Joint Programme which contributed to their increased awareness of their socio-economic political role. - A questionnaire on HIV/AIDS has been sent to communities in Nigeria for collection of data for the creation of a Community-Based Advocacy tool	- The 18 MDG-F Culture and Development Joint Programmes placed special focus on women's empowerment through the creation of new employment and income-generating opportunities for women in the culture sector. Capacity-building workshops helped to increase awareness of the socio-economic and political role of women in communities. Thanks to the support of the Joint Programme, five gender-responsive policies were developed (e.g., a national policy on gender and interculturalism in Ecuador), and women were represented for the first time in the 2009 elections held in Morocco's Guelmin Province. Other noteworthy activities included conducting research on food traditions among women in rural and urban areas in Costa Rica, supporting crafts enterprises so as to bring about a 63% increase in women's employment in targeted communities in China, and fighting gender-based violence (GBV) in 33 communities in Senegal through a wide range of mechanisms in collaboration with administrative, political and religious authorities (e.g., radio broadcasting, skits, songs, sermons, GBV monitoring and warning committees). - To increase women's active and visible participation in cultural and creative industries, Parties to the 2005 Convention have been encouraged to involve more women in the development of cultural policies and cultural industries. Moreover the Secretariat carefully monitors the participation and involvement of women in all capacity-building initiatives organized by UNESCO in the area of cultural policies and cultural industries. For example, women accounted for 50% of the experts selected to participate in the EU/UNESCO project "Strengthening the Governance of Culture in Developing Countries". According to a preliminary analysis of a sample of Periodic Reports submitted by Parties to the 2005 Convention, some 44% of Parties have report on policies and measures specifically targeting women. - 4 newly recruited staff members of the Manuscript Center and the Islamic Museum of the Haram al Sharif in Jerusalem, out of a total of 9, are women. They are trained by UNESCO in management, conservation techniques, and follow IT and English courses. - One of the nine 'learning units' approved by the Scientific Committee for the Pedagogical Use of the General History of Africa project to serve as a basis for the elaboration of pedagogical content, teacher guides and teaching aids will cover gender issues with a view to giving due recognition to the often-overlooked role of African women.
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	- CLT contributed to the 11th session of the UN Permanent Forum on Indigenous Issues (7-18 May 2012), as one of the topics of discussion at the forum attended by 70 NGOs on Human Rights and World Heritage. The World Heritage Centre produced a special issue of the World Heritage Review on Indigenous Peoples (Number 62, 2012) which was disseminated at UNPFII and is available on-line. - The paper on culturally-appropriate strategies to fight gender-based	CLT prepared a written contribution to the overall UNESCO report to the 11th session of the UN Permanent Forum on Indigenous Issues (UNPFII) 7-18 May 2012 (not on women). A special issue of World Heritage devoted entirely to indigenous peoples (n° 62, 2012, available online) featured an interview with Dr Myrna Cunningham, an indigenous Miskita from Nicaragua feminist and Chair of the UNPFII. This issue was disseminated at the UNPFII.

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**	
	resources)	violence has not been elaborated as no extrabudgetary has been identified yet.	
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 markers **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. However, resource constraints mean that the absence to date of extrabudgetary financing does risk jeopardizing the production of the report this biennium.	A working group has been established within CLT to outline methodology, objectives, budget and timeframe and to seek partners (e.g., universities, specialized journals) with a view to undertaking research and joint publication of the report. The Sector is working closely with the Division for Gender Equality in this regard. However, resource constraints mean that the absence to date of extrabudgetary financing does risk jeopardizing the production of the report this biennium.

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.

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$ 1 410 417	Expenditures 2012-2013: US$ 342 664	Allotment 2012-2013: US$ 38 738 374	Expenditures 2012-2013: US$ 21 623 907

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.	The 36th ordinary session of the World Heritage Committee was being held in St Petersburg, (24 June- 6 July 2012) at the time of the preparation of this report. In total, 34 working documents and 15 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 webcasting of the session was also organized, thus enhancing the transparency of the work of the Committee. This session will have allowed the statutory bodies of the Convention to take important decisions concerning the conservation of sites, inclusion in or deletion from the Danger List or new nominations, and to adopt the 2012-2022 Action Plan for the implementation of the strategic vision for the future of the 1972 Convention. An open-ended working group established by the 18th General Assembly of States Parties also prepared on 15-16 May 2012 the Implementation Plan for the recommendations of the External Auditor on the Evaluation of the Global Strategy, which had been endorsed. It indicates how to implement the recommendations, by whom, by when and the costs or funding required. The External Auditor had underlined
	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-May 2012: +22.3% in the number of visitors to the WHC website compared with the same period in 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	* Successful nominations: information not available (depends on results of 36th session of World Heritage Committee) at the time of preparation of the report. * 4 States Parties submitted their first Tentative List (Sierra Leone, Palestine, Bhutan and Antigua). * 12 States Parties revised their Tentative List (1 in Africa, 2 in Arab States, 1 in Asia-Pacifc, 8 in Europe & North America) * 1 new ratification (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	
	Parties revise their Tentative List - 2 countries ratify the Convention		the establishment or the revision of Tentative Lists as a critical tool for the credibility of the List: 12 Tentative Lists were revised since January 2012 and 4 States Parties submitted their first Tentative Lists (Sierra Leone, Palestine, Bhutan and Antigua & Barbuda). During the 36th session of the World Heritage Committee, the first transnational nomination file in Africa will be examined (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). For Chad and Palau, the nomination files examined were the first for these countries.

2 international expert meetings held in March 2012 (World Heritage Fund and extrabudgetary financing) contributed to the reflection on the notions of integrity (Abu Dhabi, UAE) and on the use of criterion (vi) (Warsaw, Poland). Both meetings acknowledged the need to develop further guidance on the understanding and use of these notions in nomination files, since they are closely linked to the conservation of the sites.
Serial nominations under preparation (Silk Roads, Qhapaq Ñan...) continue to enhance international exchange, since their success is based on dialogue and mutual cooperation between participating States Parties. Within the framework of the experimental Upstream Process, 7 States Parties are currently experiencing new forms of guidance, in order to reduce the problems encountered during the nomination process.
Consultations and awareness-raising meetings with the 5 non-signatories countries are being actively pursued, and Singapore signed the instrument of acceptance on 4 June 2012, thus becoming the 190th State Party to the Convention.

The number of visitors to the World Heritage Centre website in the first five months of 2012 increased by 22.3% compared to the same period in 2011. This is partly due to the launch of the 40th Anniversary (see Result n°3). An iPhone application launched on the World Oceans Day aims to increase visibility of these exceptional places and facilitate access to information about their outstanding value. A comprehensive database on the state of conservation of World Heritage properties since 1979 has also been launched. This information system, integrated with the World Heritage Centre's current databases, 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).

Challenges/Lessons learnt

-Although limited funding is available for the organization of statutory meetings, the majority of the costs for the World Heritage Committee meetings are being met by the Host Countries and the Statement of Requirements is being amended to reflect this. However, for the General Assembly of States Parties and World Heritage Committee meetings organized at Headquarters, this will continue to be a

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	**Attained**	
			challenge.
ER 2: Contribution of World Heritage properties to sustainable development enhanced	**PI:** Adverse impacts of tourism, urbanization and climate change on World Heritage properties mitigated in collaboration with intergovernmental organizations, policy-makers and site managers **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	- 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 EXB project "Assisting the Government of Iraq to Develop a National Tourism Strategy".	The theme of the 40th anniversary "World Heritage and sustainable development: the role of local communities" aims at demonstrating the critical role of natural and cultural heritage and the benefits of heritage conservation to local communities while sharing the heritage of Outstanding Universal Value among different cultures. States Parties to the World Heritage Convention were invited to participate in this initiative by proposing World Heritage properties in their country that they regard as an example of successful management and sustainable development. These best practices will showcase the crucial link between heritage and development on the ground and provide experience for strengthening heritage policies. 28 proposals were received and are being evaluated in order to select the best ones.
	PI: Number of activities with youth involvement in World Heritage conservation **B/b:** 5 activities, including 2 in Africa, LDCs and/or SIDS	3 activities underway, including one concerning at the same time Africa, LDCs and SIDS.	Tourism: the new World Heritage and Sustainable Tourism Programme developed with all stakeholders concerned, including the tourism industry, was to be examined by the 36th session of the World Heritage Committee in 2012. It seeks to contribute to a new paradigm that is guided by the World Heritage Convention and whereby the conservation, presentation and transmission of World Heritage properties is fully served by tourism and the potential opportunities and challenges are harnessed and mitigated for the purpose of sustainable development. The Programme implementation will be guided by a Steering Group comprised of representatives of the UNESCO Electoral Groups, the Advisory Bodies, UNWTO and donor agencies. Within the framework of 3 extrabudgetary projects (Egypt, Vietnam and Cuba), activities are undertaken to foster the links between heritage conservation, tourism and sustainable development. Urban pressure: as a follow-up to the signing of the memorendum of Understanding between UNESCO and the World Bank, the first cooperation project under this agreement involved the development of a draft demonstration programme implementing the Historic Urban Landscape approach, as part of the Indian Government's urban programme supported by the World Bank. This draft programme has now to be refined with the stakeholders concerned. The comprehensive "Best Practice Guide on World Heritage Cities Conservation & Management" featuring 44 case studies is being finalized and should be online in July 2012. Climate change: a toolkit 'Climate change adaptation guidance for natural World Heritage sites' is being developed to help sites managers to recognize climate change threats and adapt to them. A regional meeting on climate change adaptation and mitigation for UNESCO sites will be held in August 2012 in Costa Rica, in cooperation with the MAB Programme. It aims at producing a detailed project proposal for positioning UNESCO sites (World Heritage and Biosphere Reserves) as priority areas for the Reducing Emissions from Deforestation and Forest Degradation (REDD+) investments.
	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	
			Youth: young people are given the opportunity to participate in World Heritage preservation through various activities, most of them being linked this year with the 40th Anniversary. The 5th edition of the "World Heritage Volunteers Project: Patrimonito Voluntary Action" is currently on-going, in partnership with the Co-ordinating Committee for International Voluntary Service (CCIVS) and 35 youth organizations: more than 800 young volunteers from 25 countries are crossing borders, sharing their cultures, uniting to preserve 40 World Heritage sites and raising awareness amongst local communities about their heritage. The 4th Ibero-american World Heritage Youth Forum (Spain, 10-20 June 2012) allowed 46 young participants (12-15 years-old) from 15 countries (from Europe, North America and Latin America) to discover World Heritage sites in Spain and develop their own ideas for heritage conservation. The "International Youth Forum: Water and World Heritage" (Russian Federation, 30 May-20 June 2012) gathered 100 secondary school students (13-15 years old) from 12 countries of CIS and Baltic States accompanied by 12 educators from ASPnet schools. The activity contributed to establishing links between schools, students and teachers in the participating countries for mutual understanding; providing students with basic knowledge on preservation of World Heritage sites and promotion of cultural and natural heritage; and developing networks among students, teachers and heritage experts in their countries. Gender: since the beginning of the biennium, the participation of women in World Heritage training workshops as trainers/experts was around 40%. This is due to the fact that most of the trainers are international experts; the percentage would have been lower if they had been national experts in certain regions where gender equality remains a challenge. Challenges/Lessons learnt -Tourism: a few donors have been approached to extend funding to the only temporary post to coordinate the tourism programme at the World Heritage Centre and whose funding terminates in December 2012, so as to ensure that the new programme adopted is appropriately staffed. -Urban pressure: the Historic Urban Landscape approach proved to be of critical importance in Lamu (Kenya) and Zanzibar (Mozambique), as it facilitated the identification of gaps and overlaps regarding the conservation, management and development of the historic cities, allowing to prioritize the needs according to their urgency and the availability of resources (human, technical and financial).
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	**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	* Removal from Danger List: information not available (depends on results of 36th session of World Heritage Committee) at the time of preparation of the report. * 5 conservation projects in Africa, 1 in Iraq, 3 in Afghanistan, 2 in Haiti (all extrabudgetary). * 1 new partnerships signed.	The state of conservation of 140 World Heritage sites was assessed through the reactive monitoring or advisory missions (World Heritage Fund and extrabudgetary funding) conducted since the beginning of the year, some of them being extensively reported by 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

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
countries (LDCs)	projects in priority regions and countries - 6 new partnerships for World Heritage conservation		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).
	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	- 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 will fund the Regional Programme for the Arab region.	At the time of preparing this report, 2 sites had been removed from the Danger List (Rice Terraces, Philippines, and Shalimar Gardens, Pakistan). 11 conservation projects under extrabudgetary funding are undertaken in priority countries, Africa and SIDS. Out of the 10 International Assistance requests approved since January 2012, 60% are from LDCs and 40% from the Africa region.
	PI: Promotional and awareness-raising activities undertaken with key stakeholders enhance the visibility of the Convention **B/b:** - 40th Anniversary of the 1972 Convention celebrated - 6 awareness-raising activities, including 3 in Africa and/or SIDS	A large range of activities, including awareness-raising ones, in over 30 countries since January or planned until November 2012.	The invaluable role of UNESCO, both in terms of expertise and mobilization, in the preservation of heritage at risk, whatever the nature of the hazard (Libya, Syria, Mali, Italy), has been highlighted in recent weeks by a large quantity of articles in the international press. The International Coordination Committee Technical Committee (ICC) meeting for Angkor was held (June 2012). For Iraq, it was decided to review the performances of the ICC, and provide recommendations on how to better meet the needs of Iraqi institutions to safeguard heritage in view of institutional changes. It is expected that the evaluation will take place in July and August, and that a meeting of the ICC will be convened in Paris in October 2012 to discuss the findings. Since the beginning of the year, almost 400 people were trained. 3 capacity-building workshops specifically dedicated to SIDS were held in the Pacific, African and Caribbean regions (extrabudgetary funding). The World Heritage Centre has worked closely with the Advisory Bodies and regional institutions in both the Arab States and Africa regions to prepare longer term programmes for capacity building in those regions as a result of the Periodic Reporting Exercise. Similar efforts are under way in the Latin America and Caribbean region, in close consultation with the Category 2 Centres of Rio de Janeiro and Zacatecas. 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 the Pacific ones) a heightened national awareness of their heritage conservation. Finally, an overall evaluation of category 2 centres carried out by the IOS in 2011 showed how the ones related to World Heritage stood out

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
			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, a strengthened coordination among all Category 2 Centres also resulted in a number of joint bilateral and trilateral initiatives (especially North-South-South). 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 Herbie Hancock, and received wide attention by media. A considerable number of activities (conferences, thematic workshops, celebrations and general public events) have taken place throughout the world in over 30 countries since January or are planned until November 2012. They demonstrate the commitment not only of States Parties but also of the general public to the concept of World Heritage. 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. Some existing partnerships have been extended (such as the one with Google). One new partnership has been concluded, and several contacts are underway. Challenges/Lessons learnt -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. In order to try overcoming this, the 36th session of the Committee (St Petersburg, June 2012) considered possible measures to ensure adequate resources for World Heritage activities. -Considering the high number of sites in Europe and North America, the lack of resources and the difficulty of involving all site managers in the Periodic Reporting preparatory meetings as in other regions of the world, the World Heritage Centre envisages to develop and apply a "training of trainers" approach, particularly for the Central, Eastern and South-Eastern Europe sub-region. -Reduced staff resources have hindered some activities, especially in Africa. A post transfer from CLT/ DDD to WHC/AFR will partially alleviate the situation.

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

At the 36th session of the World Heritage Committee printed copies have been reduced to a minimum (only the 21 Committee members received a set of documents). For other States Parties, the Russian authorities planned to distribute the documents on USB sticks. Additional costs are 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

Cost-effectiveness/efficiency measures for this Main Line of Action
Spanish). Finally, despite the fact that the overall number of pages increased as well as the volume of urgent translations, the translation and printing costs were kept at the same level as for the 35th session, partly because the number of pages was restricted for several documents. The Category 2 Centres are encouraged to take in charge the activities UNESCO is not able to finance in 2012. For example, the Regional Programme for the Arab States region for 2012 will be fully funded by the Bahrain Category 2 Centre, the World Heritage Centre bringing the content and its own expertise.

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$ 797 604	Expenditures 2012-2013: US$ 222 389	Allotment 2012-2013: US$ 1 337 551	Expenditures 2012-2013: US$ 447 159

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 eff ective 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 ratifi cations of either the 1954 Convention or its Protocols (at least 2 in Africa)	Two Member States (Angola and Palestine) became party to the 1954 Hague Convention, one (Palestine) to the 1954 (First) Protocol and two (Poland and Palestine)to the 1999 Second Protocol.	The Secretariat's action contributed to better implementation of the Hague Convention in recent conflicts in Syria and Mali through the application of the Standard Plan of Action developed to protect cultural property in such situations. The preparation of the seventh meeting of the Second Protocol Intergovernmental Committee progresses very well and, in particular, in the field of the assistance to the relevant Azerbaijani authorities with regard to their two requests for the granting of enhanced protection. The Secretariat, together with the Chairperson of the Second Protocol Intergovernmental Committee, has provided substantive comments on the relevant draft legal provisions of the Azerbaijani Criminal Code with a view to incorporating therein the relevant obligations under Chapter 4 (Criminal responsibility and jurisdiction) of the Second Protocol. Finally, the Secretariat is preparing for the seventh meeting of the Second Protocol Intergovernmental Committee the resource mobilisation strategy for the Fund for the Protection of Cultural Property in the Event of Armed Conflict in order to increase the resources of the Fund. The implementation of this strategy will enable the Committee to disburse more assets from the Fund.
	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	- Preparation of the seventh meeting of the Second Protocol Intergovernmental Committee (December 2012). - Assistance to the Azerbaijani authorities to facilitate the consideration of the two Azerbaijani requests for the granting of enhanced protection. - Assistance in the implementation of the Hague Convention in recent conflicts in Syria and Mali through the application of the Standard Plan of Action developed to protect cultural property in such situations.	
	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 work on the French version of the article-by-article commentary on the Second Protocol is in progress. - The Secretariat is in close contact with the relevant Austrian authorities with a view to organizing in a second half of 2013 a seminar on the Hague Convention and its two Protocols for certain African English-speaking countries.	
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 States party to the 2001 Convention.	The Secretariat has focused its work essentially on three issues: the improvement of the ratification rate, implementation and capacity-building, and awareness-raising. It provided assistance in the ratification of the Convention and the harmonization of national laws, elaborated a model law on the protection of the underwater cultural heritage, and raised awareness of the Convention through
	PI: Eff ective support for statutory, scientific and technical meetings	- The third meeting of the Scientific and Technical Advisory Body took place on 19 April 2012. It resulted in the adoption of	

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
	B/b: - 1 session of the Meeting of States Parties - 2 meetings of the Scientifi c and Technical Advisory Body - 2 meetings of the working group on the Operational Guidelines	recommendations strengthening the protection of the underwater cultural heritage. - The next meeting of the working group on the draft operational guidelines planned for the second half of September 2012is under preparation.	publications, exhibitions, and a web page and cartoons for children. Furthermore, the Secretariat developed an information brochure, a film, a document on the advantages of ratification and a very substantial seven-language website.
	PI: Capacity-building, awareness-raising activities and adaptation of national legislations in Member States **B/b:** - 2 regional training workshops and 2 regional awareness-raising meetings - web-based global training tool created - new public and youth website launched	- A regional meeting on the protection of the underwater cultural heritage in Asia and Pacific with the participation of 14 Member States took place in May in Koh Kong (Cambodia). It resulted in the adoption of the Action Plan for the region aimed at essentially in increase in ratification and capacity-building. - The Secretariat has finalized a manual on the Annex of the Convention (available in English, French and Spanish both on-line and in a hard copy). It also prepared with the Bangkok Office a training manual how to organize a foundation course.	To build capacity in States Parties and other Member States, the Secretariat organized a number of training courses in underwater archaeology and elaborated two high-profile teaching manuals. The first one is on the Rules for activities directed at underwater cultural heritage, the second one is a training course book. A manual on conservation is being prepared. In view of the relatively low ratification rate of the 2001 Convention, the Secretariat intends to elaborate a targeted campaign with a view to increasing the number of States Parties.
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	**PI:** New States Parties to the 1970 Convention **B/b:** - 8 to 10 new ratifi cations for the 1970 Convention (2 for each regional group)	- Two new States Parties (Kazakhstan and Palestine)	The activities related to the fight against illicit traffic in cultural property and those related their return and restitution are given high priority in the programmes of the Organization. In order to respond to the importance of these key programme issues, the increasing number of ratifications of the 1970 and 1995 Conventions, the growing interest of Member States, scholars, mass media and the public and the role played by the Restitution and Return Committee and recent successful restitution cases, additional financial and human resources were provided to the Secretariat to enhance its delivery capacity. In this context, in addition to the second Meeting of States parties to the 1970 Convention and the 18th session of the Restitution and Return Committee, a series of six workshops in Latin America, Africa and South East Europe is being prepared and will be organized during the second semester 2012. UNESCO continued its cooperation with its institutional partners, including UNIDROIT, to which it provided assistance for the organization of its "First Meeting of the Special Committee to review the practical operation of the 1995 UNIDROIT" (UNESCO Headquarters, 19 June 2012). With a view to raising further awareness of the importance of preventing the illicit traffic in cultural property, the Secretariat organized, for the first time in the history of UNESCO, together with the Italian Carabinieri, an exceptional exhibition of stolen and retrieved cultural objects (The exhibition was inaugurated officially on 19 June 2012). Finally, as a reaction to the possibility of illicit exports of cultural objects from Mali and Syria, the Secretariat called the attention of INTERPOL, the World Customs Organization, as well as of the French and Italian special police forces to this issue. UNESCO has also alerted countries neighbouring both Syria and Mali, to the increased probability of illicit trafficking.
	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-specifi c awareness-campaigns	- The Secretariat organized, together with the Italian Carabinieri, an exhibition of stolen and retrieved cultural objects (The exhibition was inaugurated officially on 19 June 2012). - A series of six workshops in Latin America, Africa and South East Europe is being prepared. These workshops will be implemented during the second half of 2012 upon the request of the Director-General.	
	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	- The second Meeting of the Parties took place on 20 and 21 June 2012 and the 18th session of the Intergovernmental Committee for Promoting the Return of Cultural Property to its Countries of Origin or its Restitution in case of Illicit Appropriation took place on 22 June 2012. - The Second Meeting of the Parties to the 1970 Convention established two institutional mechanisms: a Meeting of States Parties every two years and an eighteen-Member Subsidiary Committee of the Meeting of the States Parties to be convened by the Secretariat every year.	
	PI: New national legislations, import/export certificates for cultural property, translation of national laws and certificates, examples of successful return cases of cultural property **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 certifi cates - 50 examples of successful return cases of cultural property	- January 2012 : restitution of the top of a statue from Italy to Libya - February 2012 : restitution of eight archaeological objects from Spain to Egypt - May 2012 : restitution of a wooden sculpture of the eighteenth century from Italy to the Czech Republic	

Cost-effectiveness/efficiency measures for this Main Line of Action
Increased cost-effectiveness was pursued through a better co-ordination of work together with the secretariats of other Conventions and, in particular, through the logistics cell for the preparation of statutory meetings, the electronic transmission of documents and, in the case of the Intergovernmental Committee of the Second Protocol to the Hague Convention, the reduction of languages used for the translation of 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$ 973 865	Expenditures 2012-2013: US$ 312 432	Allotment 2012-2013: US$ 6 393 304	Expenditures 2012-2013: US$ 3 844 975

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 eff ective implementation of the 2003 Convention	**PI:** Number of States Parties to the Convention increased **B/b:** 10 new States Parties to the Convention	Two additional ratifications (Benin and The Netherlands).	Results: 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. Two new States Parties have been recorded during the first semester of 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. 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 depends 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 dureing the reporting period and the second semester of 2012. However, there is a marked increase in international assistance requests for the 2012 and 2013 cycles, which will thus begin implementation in 2013 and later. 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 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. Challenges/lessons learnt:
	PI: International assistance-funded safeguarding activities eff ectively 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	1 best safeguarding practice from Brazil is being researched and documented prior to being promoted through the Convention website. 2 international assistance activities, in Belarus and Kenya are being implemented. International assistance requests from Viet Nam and Malawi were approved by the Bureau of the Committee. 2 preparatory assistance contracts were also approved and implemented, with 2 others unable to be implemented for reasons beyond UNESCO's control.	
	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	None	
	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 number of experts	212 additional entries in the database, of which 16 additional entries in the NGO database, 196 entries in individuals experts database.	

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

Limited human resources 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 limited resources do not allow to efficiently monitor their activities and consult with 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 pursued . |
| ER 8: The role of the governing bodies of the 2003 Convention strengthened, particularly through the eff ective organization of the statutory meetings | **PI:** Meetings of the statutory bodies, the subsidiary body and consultative body for the examination of nomination files for the statutory lists effectively organized
B/b: - 5 meetings of the statutory bodies, 4 examination meetings for advisory services and 2 information meetings | Three meetings of the statutory bodies and one meeting of the advisory bodies held. Three online consultation processes underway. | Results:

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 4th extraordinary Committee meeting exceeded the normal schedule of the governing bodies. The work of the advisory bodies and Bureau continues on-line, outside of scheduled face-to-face meetings, although it is well behind the statutory schedule set out in the Operational Directives (the bodies will meet in September, rather than May, as required). Civil society participation in governance meetings continues to grow.

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 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 |
| | **PI:** Participation increased in the statutory meetings by developing country experts and civil society representatives
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 | Attendance to the Committee meeting will be known in November 2012. 17% increase in civil society organizations attending the General Assembly meeting as compared to 2010. | |
| | **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
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 | 52 international assistance requests processed, 26 from under-represented countries; 90 nominations and proposals processed (Urgent Safeguarding List, Representative List and Register of Best Practices), 60% from underrepresented countries. | |

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
			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.
			The present biennium shows a marked increase in States Parties' proactivity concerning international assistance, with more than 50 such requests currently being processed for possible examination in 2012 or 2013 (including four held over from 2011). 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.
			Challenges/lessons learnt:
			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 seriously hinder efforts to streamline and rationalize the processes of evaluating nominations and hence to strengthen the Convention's governance. Despite the concern expressed by the Director-General 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, even if the delay of two years presents important reputational risks to the Convention.
			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. 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.
			States Parties have demonstrated increasing sensitivity to the systemic

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
			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.
ER 9: The national safeguarding capacities of Member States in particular of developing countries, strengthened	**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	53 countries have benefitted from capacity-building projects (13 in Asia, 19 in Africa, 7 in the Arab States and 14 in Latin America and the Caribbean). Projects in 23 countries are in the implementation process, projects covering 6 countries just received the final donor approval and will start any day, projects for a further 14 countries are awaiting final approval and projects for 10 countries are at the needs assessment and elaboration stage.	Results: 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 dwarf 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 the three axes of action is done primarily by the Section.
	PI: National policies for intangible cultural heritage developed and/or strengthened- **B/b:** policy eff orts supported in 30 States	All the above-mentioned projects foressee to solidify national policies and legislation. It is too soon to assess this indicator.	
	PI: nformation 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	- 3 brochures in English & French on inscribed elements on the Lists and the Register of Best Safeguarding Practices for 2010 and 2011 elaborated. - 1 leaflet on inscribed elements in 2011 (in English & French) elaborated. - As statistical data before November 2011 are no more retrievable, it will be possible to measure the increase of audience only in the next assessment.	During the first semester of 2012, capacity-building activities were underway in more than 50 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 is foreseen for the second semester of 2012. The Secretariat continues to draw up and update curriculum materials and training resources, based upon the feedback of those actually applying the materials in the field, and gradually expanding the range of subjects covered. Through effective mobilization of extrabudgetary resources, these materials are being made available not only in English and French, but also in Spanish, Portuguese, Arabic, Russian and other languages. The Secretariat 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. The

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
			Convention's website has seen a marked increase in the number of pages available (including the working documents of the General Assembly 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 semester. Challenges/lessons learnt: 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. 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. 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. 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.

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 its limited 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

Cost-effectiveness/efficiency measures for this Main Line of Action
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$ 891 775	Expenditures 2012-2013: US$ 300 038	Allotment 2012-2013: US$ 8 169 688	Expenditures 2012-2013: US$ 6 093 545

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 meetings **B/b:** - 2 ordinary Committee sessions, 1 Conference of Parties and 3 information sessions	The 6th Intergovernmental Committee meeting will take place from 10-14 December 2012. Preparations are currently underway. An exchange session on "technical assistance to strengthen the governance of culture in developing countries" is under preparation to take place prior to opening of 6th Intergovernmental Committee meeting .	Statutory meetings during the Biennium will take place in December 2012 and 2013 and in June 2013. Preparations are underway for the sixth session of the Intergovernmental Committee to take place from 10-14 December 2012 including transversal analysis of Parties periodic reports, five working documents on the IFCD, evaluation of the IFCD pilot phase, fundraising strategy, project implementation and selection, guidelines on the 2005 Convention emblem, annual reports on the implementation of Article 21 and the strategy of ratification. In addition to the results achieved for launching the 3rd cycle of the IFCD, the Secretariat was engaged in the IFCD pilot phase evaluation by IOS that began in January 2012 and will be finalised in July 2012. It also launched and completed a process to solicit proposals for IFCD fundraising campaign. The Secretariat has been working to further strengthen relations with IFCD project managers in 36 countries and to give visibility to their activities through project profiles on the 2005 Convention website. A new Guide to assist civil society and Parties in the preparation of their project application was prepared and published by the Secretariat in English and French. This Guide was used in capacity building seminars in Latin America and Africa. The implementation of the strategy of ratification is linked to activities to raise awareness of the 2005 Convention, including publication of the first edition of its Basic Texts published in six official languages of UNESCO and distributed to various stakeholders. The Convention Secretariat participated in two regional meetings (one in Asia and one in Africa) whose major objectives were to raise awareness about the 2005 Convention and encourage its ratification by non-Parties. The Dhaka Ministerial Forum for Asia-Pacific (9-11 June 2012), organized by the Bangladeshi government with partial funding from the International Fund for Cultural Diversity, brought about enormous visibility to the 2005 Convention as it was attended by the Director-General of UNESCO and Ministers of Culture
	PI: The International Fund for Cultural Diversity (IFCD) is managed eff ectively **B/b:** 150 IFCD applications processed and 30 projects successfully completed and evaluated	The Third cycle for the IFCD was launched in March 2012 and its project applications deadline is 30 June 2012. Monitoring 48 IFCD ongoing projects through the 2005 Convention website from 36 developing countries. Twelve projects have been successfully completed and are undergoing final evaluation.	
	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	Since the beginning of 2012, three States have ratified the 2005 Convention (Indonesia, Angola and Central African Republic), making the total number of Parties to 123.	

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
			from over 20 countries in the region. The Convention Secretariat organized on 9 June 2012 a capacity-building workshop for all National Commissions in Africa.

Achievement(s) column continued:

Challenges and lessons learnt:

1) All efforts are being made to reduce costs associated with the organisation of statutory meetings, including the organisation of paperless meetings, cancellation of receptions, coffee breaks. This requires that all services within UNESCO work toward the same goal. Better cooperation between central services and the sector would be valuable to facilitate efficiency and cost-effectiveness in this regard.
2) While the management of the IFCD is as streamlined as possible, greater results could be achieved with more resources, particularly to address the challenges of monitoring 48 projects in 36 countries. The Secretariat has benefited from invitations to meet in person with project managers to monitor the implementation of these projects more closely and to maximise expected results without additional costs. The Secretariat also relies on the active participation of Field Office colleagues and has reached out to National Commissions to assist with monitoring of the projects on the ground.
3) An unexpected, positive result of the IFCD is the demand from IFCD project managers for the Secretariat to facilitate south-south cooperation between project managers from Africa and Latin America as well as with those from SIDS. The Secretariat is investigating how this can be achieved through a social networking platform but as well as looking for funds to organise a physical meeting point.
4) Ratification of Conventions is at the discretion of governments. Efforts by the Secretariat to raise awareness of this complex Convention have proven useful, particularly among countries that had little prior awareness of the Convention. Ratification processes can take time which does not follow a fixed schedule. Since the beginning of 2012, three additional countries have ratified the Convention.

Contrbution to 34C/4 Outcomes:

Culture Conventions have been identified as the main priority for the Sector and work is underway to ensure the timely and effective delivery of statutory activities ranging from: support to the decision-making organs, international assistance, capacity building and tools to facilitate the development of policies and measures to support the creative industries in developing countries, communication/visibility organisation and facilitating international cooperation with both Parties and representatives of civil society, creation of a knowledge management system to facilitate the world wide sharing of information, statistics and best practices to promote the diversity of cultural expressions. Within the Sector, a Convention Liaison working group has been established to streamline procedures between Secretariats wherever possible. 5 sub-working groups comprised of responsible professionals from each Secretariat have been established to generate synergies on issues of: periodic reporting, capacity building

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
			models, international assistance, communication/visibility, knowledge management. Common results of the implementation of the Conventions provide evidence to feed into the global culture for development agenda in the post 2015 environment.
ER 11: Policies, measures and programmes pertaining to the 2005 Convention supported and strengthened at the national, regional and international levels	**PI:** Number of national authorities supported in developing and/or strengthening of national policies **B/b:** 10 technical assistance missions undertaken, including 2 in Africa, LDCs and/or SIDS	95 public officials supported to put in place creative hubs (Buenos Aires), develop a music industry strategy (Seychelles), integrate cultural modules in school curricula (Burkina Faso), develop a cultural policy and a music sector strategy (RDC), increase funding for culture (Viet Nam) and develop a cultural industry strategy (Mauritius).	The 2005 Convention Secretariat entered into its operational phase in 2012 with a pilot technical assistance programme funded by the EU to reinforce human and institutional capacities and introduce policies to support the emergence of dynamic cultural sectors in developing countries. The lessons learned from this pilot programme are informing a new capacity building activity of the Secretariat to facilitate the implementation of the 2005 Convention in Africa, particularly through the development of creative industry strategies and policies.
	PI: Develop and maintain online database of experts to respond to requests for technical assistance **B/b:** 30 experts included in online database, including at least one-third women	30 profiles available in 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. Expert's profile and achievements are regularly updated in the 2005 Convention website.	Requests for technical assistance were received from 80 developing countries indicating the high level of demand for such a programme. The available funds were originally projected for 10 countries. With efficient management of the budget, an additional 3 countries will benefit from technical assistance in 2012. It is estimated that just under 100 public officials and civil society representatives have benefited from technical assistance thus far. Of the 13 countries to receive technical assistance: 2 missions were finalised in June 2012 (Argentina and Seychelles), 4 missions were launched (Burkina Faso, DRC, Mauritius and Viet Nam) 7 missions entered first stages of preparation (Barbados, Cambodia, Haïti, Honduras, Kenya, Niger and Malawi). Technical assistance missions are undertaken by experts who were selected as a result of an international call for applications. They collectively participated in a training workshop in 2011 in Rabat where experiences on the implementation of technical assistance were shared and could inform a Guide to implementing the 2005 Convention through technical assistance. Challenges and lessons learned: Pool of experts: The large number of applications received (610) during a call that lasted six weeks, indicates the importance of creating a pool of experts in the field of the governance of culture and the 2005 Convention. Selection of beneficiary countries: the evaluation process revealed the difficulties faced by developing countries to formulate specific objectives and expected results. Furthermore, it demonstrated the continuing need to communicate on the key messages of the Convention that have not yet been fully understood by all. Management: following the delay in the implementation of the project due to alignment of the EU and the UNESCO administrative systems, the donor agreed to extend the project period for an additional six months (February 28, 2013). As the project comes to an end at the beginning of 2013,

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
			additional funding will be required to continue the programme. Contribution to the 34 C/4 Outcomes: The implementation of the project and the experience gained by national teams as a result of these targeted technical assistance missions has enabled the transfer of skills and knowledge. This transfer contributes to capacity building in developing countries to ensure the development and strengthening of cultural industries and policies thereby contributing to the implementation of the 2005 Convention on the ground. This activity contributes to achieve the expected results of C4, to promote sustainable development, economic growth and social cohesion through the cultural and creative industries.
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	**PI:** Analysis of the periodic reports provided by State Parties **B/b:** 60 Parties periodic reports received and analysed, including from a gender perspective	The Secretariat developed an interactive form for the submission of Parties' Periodic Reports and an online database for processing the results. As of 15 June 2012, 37 Periodic Reports were received and registered by the Secretariat. 5 international experts were engaged to produce transversal analysis of the Reports by theme. The Secretariat's analysis is to be finalized in September 2012.	For the first time since the entry into force of the 2005 Convention, a comprehensive exercise is being carried out to both collect relevant data and monitor its implementation at the national level. A series of activities have been undertaken by the Secretariat to implement expected result 12 from the development of tools to assist Parties in the preparation and submission of their first periodic reports including: 18 video tutorials, electronic submission form, FAQ posted to the 2005 Convention website, a guide of suggested sources and definitions. Training for Field Offices, National Commissions, and the Points of Contact for the 2005 Convention were undertaken in cooperation with Field Offices throughout the first half of 2012 in Vientiane, Buenos Aires, Windhoek and Abidjan. In addition, the reporting exercise itself represented an occasion for a broad dialogue between various stakeholders on the national level. As part of the periodic reporting exercise, in country-consultations were held among different Ministries, research institutes, professional associations, non-governmental organizations and the private sector, which reinforced and, in some cases, created national networks including officials, experts and cultural professionals. Thanks to the obligation to involve civil society in the production of the Report, fruitful exchanges took place in a significant number of States Parties that can be expected to result in an increased synergy between governmental bodies and civil society organizations to implement the 2005 Convention. Challenges and lessons learnt: The main challenge consisted in overcoming the hesitation of a number of Parties to submit their first Periodic Report. The following reasons given by different Parties explain were: - poor understanding of the subject matter and lack of expertise at the national level to produce the Report - lack of resources to hold the necessary consultations and/or to translate the Report from the national language into English or French - considering that the Reports are to be made public after the session of the Committee in December 2012, lack of confidence in the quality of their
	PI: Collection and dissemination of best practices **B/b:** 20 best practice cases, including 25% relating to women	The best practices, including those relating to women, are to be collected from the results of the expert analysis of the Periodic Reports and processed in November 2012.	
	PI: Development and reinforcement of Convention related online knowledge management resources and tools **B/b:** 20% increase in the number of visitors	Emergency Funds have been allocated in May 2012 to start developing online Knowledge Management resources and tools. A system to monitor the number of users is being put in place. It is too early to measure results at this point.	

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
			report and desire to see what other Reports will look like first To address the above challenges, intensified efforts will be made to build national capacities in this domain (especially in Africa - only two Reports have so far been submitted out of 26 scheduled for 2012). Contribution to 34 C/4 Outcomes: The results to be achieved contribute to the collection, analysis and distribution of information, data and best practices on measures Parties have taken to protect and promote the diversity of cultural expressions. UNESCO's clearing-house function is facilitated through the development and implementation of an online knowledge-management system. The goal is to ensure the inclusion of resources from different regions and subregions of the world as well as to facilitate increased access to these sources.
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	**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	Test phase I implemented in 6 countries: Bosnia and Herzegovina, Colombia, Costa Rica, Ghana, Uruguay and Viet Nam. Test phase II has already started in Ecuador and Namibia and will be launched in the latter half of the year in Burkina Faso, Egypt and Cambodia Methodology manual in final editing stages.	CULTURE FOR DEVELOPMENT INDICATOR SUITE 1) The results of the test phase have highlighted the added value of the CDIS in order to: i) reinforce awareness among key national authorities on the potential of culture for people-centered, inclusive and sustainable development; ii) foster participatory and country-led process with a real impact in terms of orientation or policy priorities; iii) build data collection and analysis capacities for policy purposes.
	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 identifi ed and provided to international development institutions for inclusion in their indexes	2 tools published: "Politiques pour la créativité: guide pour le développement des industries culturelles et créatives" is a policy tool contributing to the strenghtening of the cultural and creative industries and the implementation of the Convention published in French and Spanish and made available online through the 2005 Convention knowledge management system.	2) UNESCO CDIS methodology has been the result of cooperation with an international network of experts, UNESCO staff and country teams. This methodology is being documented in a manual and related operational materials (Results Tables, Implementation Toolkit, Global Database, and Final Report Template) that will inform the second phase of in-country testing (=11 countries) 3) There has been significant communication and visibility of the CDIS, particularly at the national levels. Presentations of the CDIS initiative and the results of the first test phase have been made in 5 international and regional events this year. 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 being respected and, as foreseen in the project document, the project is expected to be finalized by the end of 2013. Delays in making available the final indicators from test phase I countries is inevitable due to the need of aligning results with the revised Methodology Manual. Yet this is necessary to ensure "comparable understanding" of the indicators in the future. The project has progressively gained in terms of visibility which is testament to the high expectations and the concrete needs to which the CDIS is responding both at national and at international level. Expectations, in terms of theoretical, technical and methodological

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
			approaches of the CDIS and their relevance in helping to delineate future development policy strategies and measures at international and national levels are high.
			POLICY MAKING TOOLS FOR THE CULTURAL AND CREATIVE INDUSTRIES
			Printing of the first of the five capacity building tools "Politiques pour la créativité: guide pour le développement des industries culturelles et créatives". On 21 May 2012, the tool was officially presented at the Organisation Internationale de la Francophonie to an audience of cultural industry professionals working in Francophone Africa. The same day an on-line version of the Guide was published on the website, becoeming one of the building bloccks of the 2005 Convention KMS. Copies of the Guide are being distributed to Permanent Delegations and National Commissions.
			The adaptation of the French version of the Policy Guide to Francophone Africa required extensive consultation and probing to ensure that the contents and approach was suitable for the region and addressed a diversity of situation and needs. First reactions and feed back is so far highly positive. This experience is illuminating the production and validation of other 2005 Convention tools such as the Guide for Effective Partnership Collaboration developed under the Global Alliance for Cultural Diversity.
			The extrabudgetary project under which this Policy Guice in French was elaborated and adapted did not envisage to cover the printing costs, only the production of an online version. The partnership with the OIF in publishing and distributing this Policy Guide has been highly efficient and allows to increase the expected impact of the Guide and improve its outreach.
			Contribution to 34 C/4 Outcomes:
			By producing for the first time new data and indicators on the contribution of culture to national development processes through the applicaton of the UNESCO Culture for Development Indicators Suite in eight countries and the production and dissemination of tools, such as the Policy Guide for the development of cultural and creative industries, activities are contributing to C/4 results on the creation of methodologies and the dissemination of tools to collect data and information for policy making purposes. These results will contribute directly to capacity-building activities and to the implementation of the 2005 Convention.

Cost-effectiveness/efficiency measures for this Main Line of Action
All efforts are being made to reduce costs associated with the organisation of statutory meetings, including the organisation of paperless meetings, cancellation of receptions, coffee breaks.
Regarding implementation of statutory activities, special efforts are being deployed in order to promote co-financing and partnership schemes at country level as well as additional extra budgetary fundraising.

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$ 709 704	Expenditures 2012-2013: US$ 157 859	Allotment 2012-2013: US$ 14 242 856	Expenditures 2012-2013: US$ 7 407 707

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	**PI:** Definitions, concepts, and approaches related to Culture and Development formulated **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	- A Think Piece entitled "Culture: a Driver and and Enabler of Sustainable Development" (May 2012) was elaborated as a contribution to the "UN Task Team Report on Post-2015 UN Development Agenda". - 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 to these major themes (May 2012).	The Culture Sector has worked on clarifying its conceptual approach and messaging related to the role of culture in development. In particular, in response to the recommendations of the Independent External Evaluation of SPOs 9 and 10, the Culture Sector elaborated clear messages on the contribution of culture to sustainable development both as a driver and an enabler. Following the recruitment of qualified sustainable development experts - as per the recommendation of the External Evaluation- the Culture Sector undertook extensive internal reflections to address the ambiguities that were identified by the Evaluators both in programme formulation, written contributions, and tools, data collection and case studies to support the advocacy on culture and development, and formulate solid and more convincing arguments to inform policy makers. These improvements have resulted in positive outcomes at the level of UNESCO and in the framework of the United Nations' efforts to define the future of the global sustainable development agenda. UNESCO's considerations on the contribution of culture to sustainable development were taken on board in several key documents that paved the way to Rio+20, or are paving the way for the UN Post 2015 agenda, in particular in relation with culture's contribution to building equitable and inclusive societies, and shaping a human-centered and context-based sustainable development agenda. UNESCO's outputs, such as the publications and papers prepared for the LDCs and Rio+20 Conferences, and for the UN inter-agency consultations, including the Rio+20 e-brochure on culture and development, constitute useful tools that support Member States in devising inclusive development policies.
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	**PI:** The role of culture in sustainable development acknowledged in international development policies **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	UNESCO contributed to the following United Nations documents: - January 2012: "Working Towards a Balanced and Inclusive Green Economy- A United Nations System-Wide Perspective", a UN publication done in the context of Rio+20. The sub-chapter 7.3 "Culture and Lifestyles" refers to UNESCO's ideas	Following extensive efforts to formulate sound and evidence-based arguments on the linkages between culture and sustainable development, and in particular its contribution to the three pillars of development, UNESCO's contributions on culture were successfully included in UN documents related to Rio+20 and the United-Nations Post 2015 Agenda. Although

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
inclusion and community cohesion, human development and economic growth	Rio+20 Conference in 2012	and projects under Chapter 7 which is dedicated to "Investing in Social Capital". - The Outcome Document adopted at Rio+20 includes several references to the importance of culture, cultural diversity, cultural heritage and cultural tourism for sustainable development.	the Outcome Document adopted by the Member States at Rio+20 does not include a specific paragraph on culture, it gives greater recognition to the importance of a human-centered and context-based approach to sustainable development and includes references to cultural diversity, cultural heritage conservation, urban revitalization, indigenous and traditional knowledge, and cultural tourism for sustainable development. In the context of the elaboration of the UN Post-2015 Agenda, UNESCO has been able to ensure recognition of the importance of culture in "Realizing the Future We Want for All", the UN System Task Team report on Post 2015 submitted to the UN Secretary-General in May 2012 and contributed to thematic Think Pieces by producing one piece on culture. These documents underline culture's contribution to achieve equitable, inclusive and rights-based sustainable development, and to generate economic growth. The Culture Sector is actively engaged in preparing for the 2013 ECOSOC meeting that will partly address, among other issues, the role of culture in achieving the MDGs, and in the on-going consultations towards Post 2015, drawing on the successes achieved during the reporting period as well as in 2010 and 2011.

To date, 9 MDG-F Joint Programmes on Culture and Development have been completed and demonstrated tangible results on the contribution of culture to development and the consideration given to culture in national policies as showed through the knowledge management project that is under implementation. In the same vein, the established database of culture entries in UNDAF documents and the related analysis conducted by the Culture Sector shows that as of January 2012, 70% of UNDAF include culture, as compared to 30% in the late 1990's .

A questionnaire on HIV has been sent to Community-based organizations in Nigeria for the collection of data in order to elaborate a Community-Based Advocacy tool. |
	PI: Culture integrated in United Nations joint programming exercises, including UNDAFs **B/b:** - 10 UNDAFs integrating culture, gender equality and human rights - culture-inclusive UNDAF database established - 18 joint programmes implemented and completed and related knowledge management established(extrabudgetary resources) - 3 culturally appropriate and gender responsible policies and actions supported in the field of HIV and AIDS and maternal health (extrabudgetary resources)	- As of January 2012, 70% of UNDAF include culture. - The culture UNDAF database has been elaborated (Excel). Work initiated to develop a web search tool. - 9 MDG-F Joint Programmes on Culture and Development implemented and completed; 3 regional e-publications issued (South East Europe, Latin America, Asia) ; a dedicated MDG-F webage on Culture website launched. - A questionnaire on HIV/AIDS has been sent to communities in Nigeria for collection of data for the creation of a Community-Based Advocacy tool.	
	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	The preliminary preparations for a technical conference with UN participation on the role of culture in sustainable development have been launched. This conference aims at informing the United-Nations Post 2015 framework, and shall take place in the city of Hangzhou in China in Spring 2013 (funded by the Chinese Government).	
	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	- A Think Piece entitled "Culture: a Driver and and Enabler of Sustainable Development" was elaborated (May 2012) 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) - May 2012, contribution made to the UN wide document "Realizing the Future We Want for All" prepared in view of the high panel on the Post 2015 Framework. Several paragraphs refer to culture.	
	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)	- CLT contributed to the 11th session of the UN Permanent Forum on Indigenous Issues (7-18 May 2012), as one of the topics of discussion at the forum was a contribution by 70 NGOs on Human Rights and World Heritage. The World Heritage Centre produced a special issue of the World Heritage Review on Indigenous Peoples (Number 62, 2012) which was disseminated at UNPFII and is available on-line. - The paper on culturally-appropriate strategies to fight gender-based violence has not been elaborated as no extrabudgetary has been identified yet.	

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
ER 16: Contributions of cities to sustainable development enhanced	**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)	- Bogota, Hangzhou, Beijing, Jeonju and Norwich have joined the network. - The annual network meeting took place in Montreal on 21/22 May 2012 with 32 member cities out of 34 participating. The discussions focused on the future development of the network and led to a 6 month review on the operation and management modalities.	Regardless of the on-going difficulties for activities pertaining to this expected result, which were to be funded exclusively through extrabudgetary funding, partnerships have been established and cooperation developed with cities/local governments newly associated with the Creative Cities Network. These contributed to raising awareness on the role of culture in development, provided assistance and support to cities in the Latin American and Arab States region with a view to enhance the geographical representation and balance of the programme. Certain adjustments to management modalities and operations of the Creative Cities Network will need to be put in place until the necessary extra-budgetary funds are secured.
	PI: Artistic and cultural activities in cities in developing countries contribute to development **B/b:** - 5 festivals in Africa - 5 other activites in Africa or other regions(extrabudgetary resources)	No extrabudgetary funds have been identified so far to progress towards this performance indicator.	
ER 17: Activities in the fields of books, translation and crafts promoted	**PI:** Links between handicrafts, design and tourism strengthened in developing countries **B/b:** - craftspeople winning the UNESCO Award of Excellence for craft s 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)	No extrabudgetary funds could be identified so far.	The Index Translationum has pursued its mission to collect data concerning translated books in the world and the provision of statistics in this domain. Its unique role in this regard was underlined during the conference organized on the occasion of its 80th anniversary held during the World Book and Copyright Day (23 April 2012, UNESCO Headquarters). The growing number of users of the database, as well as the number of participating countries (149 with the participation, for the first time, of African countries) are successes worth mentionning. Although no extrabudgetary funding could be secured for the "Award of Excellence" handicraft programme, a partnership was established with the French Foundation Culture et Diversité, to facilitate the exchange of knowledge through the provision of fellowships to young artisans. During the reporting period, 4 fellowships were awarded to young craftspeople and 5 more are to follow.
	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 Translationium(extrabudgetary resources)	- 90,000 new records in the Index Translationum. - The number of countries participating in the Index has risen to 149 (with data from Africa for the first time).	
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	- Partnerships with the African museum and training networks CHDA, EPA and Africom are being intensified and a high-level international experts meeting is organized for July 2012 in Rio de Janeiro, Brazil. Operational projects are carried out in several developing countries.	Assistance to World Heritage Site Museums in Cambodia, Laos and Viet Nam, with 9 participating museums, is contributing to the establishment of a sub-regional network of museum professionals, to build capacity in museum management and to strengthen its outreach capacity and relevance towards the public, and in particular youth and local communities. The most recent workshop was organised from 10 to 19 May 2012 in Siem Reap, Cambodia, with 5 experts and 19 sub-regional participants, with the aim of producing a joint sub-regional exhibition, as well as to carry out a field study trip to the Wat Phu site in Laos. The training addressed overall exhibition production management, the elaboration of exhibition materials, educational and public outreach programmes. The Revitalization and Collection Care Programme for the Museum of Folk Architecture and Rural Life in Lviv, Ukraine was launched, and a global situational analysis was
	PI: Educational role of museums strengthened to attract new public, men, women, boys and girls **B/b:** - 4 operational projects	- The project for the National Museum of Egyptian Civilizations is being re-oriented in order to provide responses to the recent Arab Spring events and to serve as a tool to foster democracy .	
	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	- A new project for the Revitalization and Collection Care Programme for the Museum of Folk Architecture and Rural Life in Lviv, Ukraine, was launched. - The Revitalization of the Giorgi Chitaia Open Air Museum of Ethnography is almost completed with emphasis on inventorying of the collections, development of the permanent exhibition,	

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
		and storage.	established in consultation with the museum staff. The Revitalization of the Giorgi Chitaia Open Air Museum of Ethnography is close to completion: safeguarding, inventorying and documentation of the collections have been undertaken, the permanent exhibition has been developed, and the storage building rehabilitation designed (architectural designs, planning etc). 2 Workshops have taken place since January 2012, in collection management, exhibition development, management, storage and administration. The ICCROM/UNESCO developed tool 'Storage Reorganization Methodology: RE-ORG' was translated into Georgian In Jerusalem, the training of the 4 new staff of the Islamic Museum on the Haram al Sharif and the 5 new staff of the Manuscripts Centre of the Al Aqsa Mosque in Jerusalem is progressing well and the inventory of the museum is nearly completed. Training of staff continued at the National Museum for Egyptian Civilizations (NMEC), however due to the political instability in the country, UNESCO's counterparts changed several times and this negatively impacted planning in the medium-term. The construction works at the building and the interior refurbishment have come to a halt. Based on recommendation 1 of the Campaign's Executive Committee, UNESCO commissioned Lord Cultural Resources to carry out a situational analysis of the NMEC project so as to determine with precision the tasks, financial and human resources that are needed and how long it will take to make the museum operational.
ER 19: Indigenous and endangered languages promoted and protected	**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)	The UNESCO Atlas of the World's Languages in Danger was continuously updated thanks to remaining extrabudgetary funding from Norway. Information on the updates can be found on the Atlas website.	Progress towards this result is contingent on the availability of extrabudgetary funds as no Regular Programme funds are earmarked in the 36 C/5. In January-June 2012, the remaining extrabudgetary funds (under the Norway FIT) were used to finance the maintenance and updates of the online Atlas of the World's Languages in Danger that had over 17,000 visitors in February 2012, and a few small grants for indigenous linguists, in partnership with the Smithsonian Institution. Contacts have been established to raise extrabudgetary funds, with proposals submitted to Governments and Foundations. However, no funds have been raised as yet, in spite of these efforts.

Cost-effectiveness/efficiency measures for this Main Line of Action
The Culture and Development advocacy activities have been carried out essentially with staff time, and the recruitment of two external experts in sustainable development, as recommended by the Independant External Evaluation of SPOs 9 and 10, with the aim of clarifying and defining UNESCO's messages on the linkages between culture and sustainable development.

Cost-effectiveness/efficiency measures for this Main Line of Action
Bearing in mind the limited Regular Budget assigned to this MLA, progress towards many of the expected results is dependent on extrabudgetary funding, while the Regular Programme is used as seed money. In effect, several activities could not be implemented as planned (notably on handicrafts, cities, books and languages). The Culture Sector is mobilized to identify partners and extrabudgetary funding and has established promising contacts in this regard.

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$ 440 235	Expenditures 2012-2013: US$ 99 650	Allotment 2012-2013: US$ 5 670 556	Expenditures 2012-2013: US$ 3 363 004

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 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	**PI:** At least 5 subregional expert working groups established **B/b:** - at least one meeting per group(extrabudgetary resources) - one action plan per group(extrabudgetary resources)	Although the absence of extrabudgetary resources did not allow the creation of the subregional experts working groups, the four Regional Centres of Excellence for Cultural Heritage in South East Europe met in March 2012 in Zadar, Croatia, to discuss and put in place joint coordination and cooperation mechanisms. Thematic regional events took place involving national partners/stakeholders (museums; intangible heritage; cultural industries; local communities; policy makers).	Through the four Regional Centres of Excellence for Cultural Heritage recently created in South East Europe in the field of underwater cultural heritage (Zadar, Croatia), intangible cultural heritage (Sofia, Bulgaria), cultural heritage digitization (Skopje, Former Yugoslav Republic of Macedonia) and cultural heritage restoration (Tirana, Albania), joint coordination mechanisms have been put in place and cooperation initiatives boosted. This institutional framework enabled to strengthen networks of experts in the region, promote the exchange of best practices and enhance technical transnational cooperation, thereby promoting dialogue at the professional level and regional integration, in the spirit of the programmatic framework initiative entitled "Culture: a Bridge to Development". The Regional Centres of Excellence held their first joint meeting in March 2012. The meeting served to discuss and enhance new partnerships and funding mechanisms between the regional centres, international institutions (especially the European Union and the World Bank) and bilateral donors (Turkey, Italy). It was agreed to promote and use in future, in consultation with national governments, and with the support of UNESCO, relevant funding mechanisms (Instrument for Pre-Accession Assistance (IPA) funding, World Bank grants) for the enhancement of the regional centers on cultural heritage. Several other initiatives in South East Europe have taken place during the reporting period in the framework of the initiative "Culture: a Bridge to Development", bringing together decision-makers, cultural professionals, artists, creators, among which: - Regional meeting of national history museums from South-eastern Europe, for the organization of the travelling regional exhibit Imagining the Balkans - History, Memory and Dialogue in South East Europe - Ljubljana (Slovenia), 8-9 March 2012;

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
			- Balkan Visions: Creativity for the Future in South-East Europe: first regional forum on the promotion of creativity and cultural diversity in South-eastern Europe, organised within the framework of the International Sofia Film Centre - Sofia (Bulgaria), 17 March 2012; - Sixth Annual Regional meeting on Intangible Cultural Heritage - Promoting a shared vision of intangible cultural heritage in South-East Europe - Athens (Greece), 10-11 May 2012; - Support to the organisation of the 10th annual SEE Heads of States Summit - Mostar (Bosnia and Herzegovina), 2-3 June 2012; - Regional meeting Holocaust education and intercultural understanding in South-East Europe: renewing the "Ex-Yugoslav" Pavilion in Auschwitz-Birkenau - Belgrade (Serbia), 4 June 2012; - World Heritage and Sustainable Development: The Role of Communities in the Management of UNESCO Designated Sites - Regional forum in Kotor (Montenegro) 7-8 June 2012 In the same vein, the MDG-F Joint Programmes implemented around the world including in several countries of South East Europe, among which Bosnia and Herzegovina, Albania and Turkey, promoted joint action to improve cross-cultural understanding by focusing on cultural diversity and cultural expressions, cultural heritage and cultural industries. In particular, the Joint Programme recently completed in Bosnia and Herzegovina focusing on cross-cultural understanding and reconciliation while promoting the country's multicultural identity, allowed for, among many actions, the restoration of several landmark cultural heritage monuments belonging to the three main religious communities, thereby fostering the emergence of a common understanding of the region's shared cultural assets.
ER 21: Promotion and use of the general and regional histories published by UNESCO strengthened, for educational purposes	**PI:** Teaching and information materials based on the General and Regional Histories **B/b:** - 2 promotional events in diff erent regions, in particular an event highlighting women's role in history - 2 sets of teaching and information materials	-The last volume (Vol IV) of the General History of Caribbean as well as the the Volume III of the Different Aspects of Islamic Culture have been published. -DVD and CD-ROM on the History of Civilisations of Central Asia and General History of Africa disseminated to interested partners. Brochures and the special Courrier issue on the General and Regional Histories disseminated -Ongoing discussion with Field Offices (Kingston, Beirut, Doha, Montevideo) for the organisation of promotional events on the published volumes	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) the copyrights problem which limits the online dissemination of those volumes published with co-publishers. The Culture Sector is addressing this issue in consultation with the Office of International Standards and Legal Affairs and the Sector for External Relations and Public Information. Half of the volumes of the Histories are concerned.
	PI: Integration of contents based on the General History of Africa into school curricula (extrabudgetary funds) **B/b:** - 3 content components for primary and secondary schools in Africa and 3 teachers' guides	-The drafting of common content (curriculm outlines, teachers' guides and textbooks) on the General History of Africa to be integrated in African primary and secondary schools is underway. The first draft of the curriculum outlines was reviewed by the Scientific Committee. Clear guidelines for the drafting of the teachers' guides, textbooks, historical atlas and glossary were defined by the Committee. -A questionnaire for the evaluation of the teaching of the General History of Africa in Higher education was elaborated and validated by the Scientific Committee.	The implementation of the Pedagogical use of the General History of Africa made significant progress thanks to the interest generated by this project and the dedication of project stakeholders and partners (members of the Scientific Committee and Drafting teams). The last meeting of the Scientific Committee evaluated the curriculum outlines already elaborated and defined clear guidelines for the drafting of the teachers' guides, textbooks, historical Atlas and glossary. This project depends solely on extrabudgetary funding. As an

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	**Attained**	
			immediate response to the situation created by the decision in March 2012 of the main donor to discontinue its funding, and pending the identification of extrabudgetary funds, support was immediately provided from the Emergency Fund. This enabled the continuity of the project without interruption until the end of 2012. A fund-raising strategy has been elaborated in order to find sustainable funding for the project .
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 accompanied by a pedagogical booklet targeting youth was realised with the active participation of 300 pupils, produced and broadcast. -A document on the different aspects of slavery by the members of the International Scientific Committee of the Slave Route project was finalised.	Efforts have been undertaken to reinforce and intensify collaboration with partners in implementing some of the activities foreseen under the Slave Route Project, in particular with the Centre for Black and African Arts and Civilizations (CBAAC) in Nigeria, the Palmares Cultural Foundation in Brazil, the Slavery Museum in Qatar, Brock University and Harriet Tubman Intitute in Canada. A new partnership strategy is being elaborated to build a network of institutions prepared to contribute to the objectives of the Slave Route Project. Following the meeting of the International Scientific Committee in Calabar, Nigeria, in March 2012, a new Network Research on the slave trade and slavery in the Mediterranean, Indian Ocean and Middle East is being established in order to facilitate research, cooperation and information-sharing between scholdars in these regions. The potential of audiovisual materials to raise awareness on the consequences of slavery is used with the production of a new film entitled " A Story Not to be Forgotten" accompanied by a pedagogical booklet targeting youth. The film received its premiere on French TV. The project is sollicited by the Higher Commissioner for Human Rights for the preparation of the Plan of Action for the Decade for People of Descent (2013-2022) to be proclaimed end of 2012 by the UN General Assembly. Specific activities are being undertaken in order to contribute to the Decade such as the preparation of a traveling exhibition on the contribution of peoples of African descent to the progress of modern societies, and the realisation of a spot for the launching of the Decade. The international seminar on the management of sites of memory to be held in Rio de Janeiro in August 2012 will capitalise on the available experience and expertise in this area and define guidelines for the elaboration of a guide and training modules to reinforce the capacity of managers of itineraries of memory. Finally, consultations are underway to define new orientations for the Slave Route project in order to respond to the new international context and in particular the emerging interest in Latin America.
	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	- An international seminar on the management of sites of memory to be held in Rio, Brazil, in August 2012 is being prepared in partnership with the Palmares Cultural Foundation. - A questionnaire for the elaboration of a guide and training modules was elaborated and disseminated. A comparative analysis of different experiences in the management of sites of memory is being prepared on the basis of the responses to this questionnaires.	
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	No new activity has been understaken since the project was launched in September 2011, due to lack of extrabudgetary funds on which the project now depends. However the Secretariat has received and approved numerous requests for patronage.	Most of the activities planned under this expected result were to be funded exclusively through extrabudgetary resources. Hence, little progress has been achieved in the reporting period (notably the Rabindranath Tagore, Pablo Neruda and Aimé Césaire for a Reconciled Universal project, the Arabia Plan, DREAM Centres).

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	**Attained**	
	for the promotion of a reconciled universal in educational, scientific and cultural environments(extrabudgetary resources)		However, many requests for sponsorship, assistance and collaboration were received from external partners regarding the intersectoral programme Rabindranath Tagore, Pablo Neruda and Aimé Césaire and arts education. Proposals have been submitted to specific partners (including ISESCO, the Qatar Foundation, Saudi Arabia Funds) as well as to the Intersectoral Platform on Culture of Peace and non-Violence.

Extrabudgetary resources were mobilized and various activities organized promoting intercultural dialogue and social cohesion through arts education in the framework of the first edition of the International Arts Education Week, proclaimed at the 36th session of the General Conference. More than 30 local, regional, inter-regional arts education projects were presented and cooperation established to foster social cohesion through the implementation of the Seoul Agenda (Goals for the Development of Arts Education). |
| | **PI:** Improved knowledge of cultural interaction between the Arab-Muslim world and the rest of the world
B/b: - 2 activities of the Arabia Plan focused on youth and dialogue(extrabudgetary resources) | Proposals for funding have been submitted to ISESCO and Qatar Foundation. | |
| | **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) | - Visibility of the Seoul Agenda has been ensured through awareness-raising activities and broad communication actions of the celebration of International Arts Education Week 2012 , which further disseminated and recommended the Seoul Agenda to Member States, UNESCO communities, partners and networks at the Symposium on the "Implementation of the Seoul Agenda" (23 May 2012, UNESCO HQ). - Discussion about the modalities of the DREAM Centers programme are underway. | |
| | **PI:** Strengthening of intercultural skills/ competences as prerequisites for sustainable dialogue
B/b: - guidelines and pedagological materials developed and disseminated within networks and to UNESCO's partners | Discussions with partners is underway. Proposals were also submitted to the Platform on the Promotion of Culture of Peace and Non Violence. | |

Cost-effectiveness/efficiency measures for this Main Line of Action
Activities under MLA 6 were heavily affected by the budget cuts. However, support provided from the Emergency Funds 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.

Given the potential of the activities under this MLA, fundraising strategies are being 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 (ISESCO, Qatar Foundation, Saudi Arabia Funds, etc) as well as to the Intersectoral Platform on Culture of Peace and non-Violence. A USD 1 million agreement was concluded in April 2012 with the Hariri Foundation for Sustainable Human Development to carry out arts and creativity activities in the Arab world. |

Part II.A. V. Communication and information

Regular Programme[1]: operational budget only		Extrabudgetary resources[1]	
Allocation 2012-2013: US$ 4 106 799	Expenditures 2012-2013: US$ 1 184 024	Allotment 2012-2013: US$ 13 394 686	Expenditures 2012-2013: US$ 7 272 896

	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	258	3 253 399	1 022 127	31	1 561 910	65	308	55 810 906	13 394 686	7 272 896	54
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	58	900 762	367 071	41	499 648	73	24	9 776 157	4 126 465	2 149 242	52
ER 2: The role of media enhanced to contribute to a culture of peace and democratic governance	12	73 010	14 953	20	28 500	52	11	2 269 386	837 976	430 260	51
ER 3: Media capacities strengthened to foster dialogue and reconciliation, contribute to disaster risk reduction and provide humanitarian information	14	111 785	18 971	17	35 540	53	5	1 661 184	504 241	524 947	104
ER 4: Member States supported in the development of free, independent and pluralist media, reflecting the diversity of the society	42	619 147	241 962	39	333 193	73	216	13 586 192	3 831 968	1 518 526	40
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	257 544	35 469	14	82 270	43	16	323 648	114 724	87 171	76
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	129 160	29 842	23	68 020	44	5	3 082 976	537 926	221 379	41
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	36	482 038	160 831	33	237 236	68	14	1 946 787	604 172	428 109	71
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	385 514	52 251	14	122 536	43	7	13 331 696	342 699	234 089	68
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	294 439	100 777	34	154 967	65	10	9 832 880	2 494 515	1 679 173	67

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	**PI:** Demonstarted 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 **B/b:** Number of IPDC projects, including community media projects, and inputs into a number of country programming in line with the media develement indicators; country programming and project documents indicate a discerning approach to community media	Of the 84 projects approved by the 56th meeting of the IPDC Bureau, 33 were in support of Africa, with a total amount of US$ 724,350, representing 33,5%. These projects cut across a range of areas including community media and multimedia centres; electoral and human rights reporting; journalism education, including science reporting; and journalists' safety. These projects build on existing programmatic activities in several African countries, including Liberia, Nigeria, Sierra Leone; Djibouti; Ethiopia, Niger, Burkina Faso, Mali, Madagascar, Tanzania, and Botswana.	The fact that 33 project proposals submitted to the IPDC indicate a perceived linkage between media and sustainable development issues highlights progress as it concerns Global Priority Africa Expected Result 1. A widening of the base of applicants is worth noting, ensuring greater diversity in the choice of topics and the number of applicants themselves in the framework of IPDC proposals. A significant extrabudgetary project has been secured in the area of community media, funded by SIDA. Through this 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. 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.
Learning and teaching processes enhanced through ICT content and applications	**PI:** Member States assisted in developing strategies for using ICTs in knowledge acquisition and sharing **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	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. UNESCO has advanced the West African Economic and Monetary Union (UEMOA) ICT Project with a planning meeting with the Heads of universities and senior officials that occured in early July.	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. 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/) 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. UNESCO has also significantly advanced the West African Economic and Monetary Union (UEMOA) ICT Project to create a regional virtual library network in the 8 UEMOA Member States: Benin, Burkina Faso, Cote d'Ivoire, Guinea-Bissau, Niger, Mali, Senegal and Togo. A Planning Meeting with the Heads of universities and senior officials from 8 UEMOA States occurred in early July.
	PI: Access to scientific information **B/b:** Multilingual platform for the sharing of open scientific resources accessed by users in Africa	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 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.	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

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	
			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. 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.
Media and information literacy enhanced to facilitate civic participation in development processes	**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 **B/b:** UNESCO Model curricula for Journalism Education and criteria of training excellence are adapted by 21 training institutions	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. In many cases, such actions or intentions follow meetings organised in the 2010/11 period, or those about to be held.	There is progress in the area of journalism education as well as media and information literacy, the two key performance indicators for Global Priority Africa Expected Result 3. 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-organize 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. 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-Sahara 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 organized 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. Through establishing strategic partnerships, many of the MIL-related actions are on track.
	PI: Availability of Masters/ qualification programmes to upgrade skills and essential disciplinary knowledge **B/b:** Masters/ qualification programmes and training made available by 12 African journalism training insitutions for media professionals at all levels	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.	
	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	Plans and negotiations have 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.	
	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	This is work in progress, and will be linked to UNESCO's extrabudgetary project on promoting MIL and Intercultural Communication supported by Saudi Arabia. However, there is no dedicated budget as such.	

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**	
	associations		
	PI: Utilization of information literacy indicators **B/b:** Information literacy indicators tested in pilot countries and information literacy logo used by organizations, which count youth organizations	This is work in progress 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 owenership on a local level despite current budgetary restraints.

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 Development Indicators	**PI:** Demonstarted linkages between the gender-related categories of media development indicators and gender development interventions within the context of the IPDC, United Nations system country programming exercises and national development efforts **B/b:** Country programming and project documents indicate a high level of gender sinsitivity on media develement issues	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 operation and content will be highlighted.	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 communities, particularly for women as well as good practices undertaken by public service broadcasters, commercial and community media, and NGOs. 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.
	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 roder to reinforce the application of gender-sensitive media development indicators **B/b:** Country report produced defining media-related gender gaps/ areas requiring attention	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 are underway.	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

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	
			Center for Journalism in the Americas. The IFJ (International Federation of Journalist) was also involved. 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. 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.
National information policies formulated and implemented in a gender inclusive manner	**PI:** Support for advice on information standards and the formulation of gender-inclusive national information policies **B/b:** Information/ knowledge policy and starategy templates with a gender component produced and applied in 1 country per region	In the framework of the regional fora for OER and the -promotion of the OA strategy, gender dimensions have regularly been evoked as an important aspect of the formulation of national information policies. Pending supplementary funds, the programmed benchmark will be reached.	In the first six months of the biennium, UNESCO has ensured that national information policies have been formulated in a gender-inclusive manner both in the policy process and content. The Organization of the World OER Congress and all related consultations, workshops, and meetings included a gender equality component . The OER Declaration, the major outcome of the 2012 World OER Congress (Paris, 20-22 June), recommends to Member States a gender equity perspective in promoting and using OER to widen access to education. More than a third of participants of the OER Congress were women. UNESCO has continued to support and carry out capacity building for women and girls in accessing, using and developing technologies in order to foster and preserve information and knowledge. Adoption of Open Access enabling policies through the gender mainstreamed Policy guidelines, which is the flag-ship publication for the Sector's capacity building activities in the area of OA was encouraged. In the Asia and Pacific region FOSS instruments and ICT platforms were developed or are being developed in order to popularize their use and incite girls and boys to interact and share ideas for sustainable development through knowledge (Central Asia and Pakistan). The Memory of the World Recommendations, the major outcome of the Memory of the World experts meeting (Warsaw, 8-10 May), detailed the experts' proposals to the DG and Member states on strengthening the Programme. The experts participating in the meeting were gender balanced. In Africa (Chad), a workshop on archival management and digitization took place comprising balanced participation of men and women librarians and archivists. It is expected that the aforementioned activities will increase the number of women accessing, using and developing ICTs, OERs and FOSS materials.

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**	
			Furthermore, it is expected that appropriate national stakeholders will adopt Open Access enabling policies. The MoW experts' meeting recommendations will be on the agenda of the 190th Executive Board. It is also expected that women will be part of the efforts for preservation of collective memory and knowledge in libraries and archives. Efforts for raising awareness 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 remain essential.
UNESCO-supported training programmes offered on an equal basis to men and women	**PI:** Number of media training institutions offering high-quality training programmes based on the UNESCO model curricula on journalism education and striving to achieve the criteria for training excellence **B/b:** UNESCO Model Curricula on Journalism Education and UNESCO Criteria for Institutional Excellence in Journalism Training adapted by 40 training institutions; gender balance among trainees achieved	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. 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. 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 WPFD celebration in Tunis, 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 WPFD and nearly
	PI: Professional organisations supported to provide training opportunities, particularly safety training, for female journalists **B/b:** 150 women media professionals trained particularly on the safety of journalists	Concerning the safety of journalists, and female journalists in particular, six projects have been approved by the UNESCO International Programme for Development of Communcation (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 parnerships 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.	
	PI: Relevant training programmes made accessible to women (geographically accessible, community media projects, use of local languages and appropriate technology, etc) **B/b:** Number of women professionals included in training events increases to 50%	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 comunity 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 participation in public debates on development issues. This project is in progress. Negotiations with partners are on-going and base-line assessment will commence soon.	

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	
			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$ 1 380 023	Expenditures 2012-2013: US$ 454 065	Allotment 2012-2013: US$ 5 468 682	Expenditures 2012-2013: US$ 3 104 449

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	**PI:** Number of local activities organized on the World Press Freedom Day	The implementation of the programme the first six months progressed according to the action plan and began yielding the expected results. World Press Freedom Day was celebrated globally in 2012 and served as an occasion to raise awareness of violations against the right to freedom of expression. Events to celebrate World Press Freedom Day were organized in more than 100 countries.	In 2011, the world has been encouraged by the unprecedented global socio-political democratic developments in which media has played an important part to the extent that some have spoken about the "social media revolution". This newfound media freedom is promising to transform societies in ways perhaps unimaginable only a year ago. In celebration of these developments, the theme for World Press Freedom Day in 2012 was chosen in order to analyze New Voices: Media Freedom Helping to Transform Societies. In this regard, an international conference was organized in Tunis, Tunisia. Protecting hard-won gains in press freedom and improving safety of journalists and ending impunity for crimes against them emerged as the main concerns of participants who attended the conference on 4 and 5 May. Over 700 participants from almost 90 countries took part in the event, which ended with the adoption of the Carthage Declaration. This Declaration underscores the "historical juncture" at which World Press Freedom Day was celebrated this year, especially in the Arab region. "It is important to consolidate the culture, law and journalistic practices that are essential to protect hard-won freedoms," they stated, reflecting concerns expressed throughout the conference on the fragility of these freedoms.
	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 WPFD 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	The implementation of the programme the first six month progressed according to the action plan and began yielding the expected results. An unprecedented coaltion of partners (UN, NGOs, professional associations, Member States) have come together to implement a strategy on the safety of journalists and the fight against impunity. The UN Plan of Action on the Safety of Journalists and the Issue of Impunity was commended by the UNESCO IPDC Council in March 2012 and fully endorsed by the UN Chief Executive Board in April 2012.	

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	**Attained**	
	least 6 of which are in Africa		The celebrations for World Press Freedom began in Tunis on 3 May with the award ceremony for the UNESCO Guillermo Cano World Press Freedom Prize to Azerbaijani journalist Eynulla Fatullayev. The award ceremony was hosted by the President of Tunisia, Dr Moncef Marzouki, who pledged that the freedoms won during last year's revolution would not be violated.
	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)	Through support secured from extrabudgetary funding, an important work concerning media regulation and media policies has been launched in at least 10 countries, leading to a roadmap for media reform.	Events were also organized in more than 100 countries including historical celebrations in Libya, Yemen, Myanmar and Lao PDR, who celebrated their first ever World Press Freedom Day in 20 years since the UN designated the Day in 1992. The Celebration of World Press Freedom Day and the related conference gained considerable media attention, particularly in publications based out of Europe and South America. Outlets including The Huffington Post, Voice of America, AllAfrica.com, Salon, the Pakistan Observer, the Jakarta Post, the New Zealand Herald and the Botswana Gazette all ran articles concerning World Press Freedom Day and the current state of safety for journalists and media personnel. The Tunisian media provided exhaustive coverage of the international conference in Tunis. Overall, almost 6,000 articles in the international press were devoted to the Day, UNESCO's corresponding award and its winner. WPFD was highly successful, surpassing the 2011 event in terms of social media outreach, with at least 80,000 tweets on May 3rd. The topic trended in several Latin American countries, particularly concerned by journalist assassinations. Although a "live Google hangout" (video chat) was organized with the President of Tunisia, the discussions' lack of advance publicity especially in the Tunisian press resulted in limited viewing. A poster competition, organized by CI with the online site Eyeka.com, yielded some of our top performing online content about WPFD on our social media properties. The posters allowed people to visualize the meaning of press freedom. Crowdsourcing is a powerful tool for public engagement, and we hope to utilize public-contributed event maps, online competitions, and more for future UNESCO events. There is great potential with social media to engage leading personalities, but this takes lots of advance work and promotion. In pursuance of the UN Inter-Agency Meeting held at UNESCO HQs (13-14 September), the UN Chief Executive Board endorsed on 13 April 2012 the UN Plan of Action on the Safety of Journalists and the Issue of Impunity. Its objective is "working towards the creation of a free and safe environment for journalists and media workers in both conflict and non-conflict situations, with a view to strengthening peace, democracy and

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	**Attained**	
			development worldwide." It resulted in a concrete plan of action to coherently enhance UN agencies' cooperation for guaranteeing journalists' safety and combating impunity surrounding the crimes against them. Coordinating the implementation of this action plan will be a main line of work in the months to come, especially with the preparation of the 2nd UN Inter-agency Meeting on the Safety of Journalists and the Issue of Impunity that will be held in Vienna, Austria, from 22 to 23 November 2012 with the aim of formulating a concrete UN Implementation Strategy on The Safety of Journalists and the Issue of Impunity. UNESCO will continue to monitor developments on the ground in regards to journalists' safety, the DG will continue to condemn journalists' killings and other severe violations of freedom of expression, and the Organization will further contribute to the Universal Periodic Review (UPR). Two projects on safety, namely on good-practices in Member States and research on violence against women journalists will be launched in June. The Organization has continued its efforts to promote freedom of expression on the Internet, while safeguarding privacy and other legally protected interests. The French version of "Freedom of Connection - Freedom of Expression: The Changing Legal and Regulatory Ecology Shaping the Internet" was finalized. A global survey on privacy in the Internet age is under finalization. A seminar on "The Media World After Wikileaks" was held in January 2012. Comprehensive and in-depth consultations are still on-going in Egypt, Tunisia, Jordan, East Timor, Myanmar, Liberia, etc, leading to a roadmap for media reform. Thanks to extra-budgetary contributions. UNESCO's work in these countries has also included professional training for journalists and media professionals, and support for public service broadcasting, with advice on best practices regarding media legislation and regulation.
ER 2: The role of media enhanced to contribute to a culture of peace and democratic governance	**PI:** Impact of communication and media in fostering dialogue, cultural self-expression, mutual understanding, peace and reconciliation **B/b:** - implementation of the dialogue and exchange programme, and the conflict sensitivity programme in at least 10 countries, specifically through the framework of the Power of Peace Network (PPN) - improved reporting on cultural diversity in cooperation with at least 5 media professionals organizations and academic institutions	The PPN network project has been delayed due to a lack of financial resources. This being said, a lot of initiatives promoted by youth associations and young social media citizens are emerging, notably in the area of Internet freedom.	The PPN network project has been delayed due to a lack of financial resources. We will explore in the near future if this activity should be discontinued. This being said, a lot of initiatives promoted by youth associations and young social media citizens are emerging, notably in the area of Internet freedom. Several projects embrace a series of activities such as advocacy and sensitization on conflict-sensitive and election reporting training, monitoring of media coverage of the elections as well as of promotion of media's use of the freedom of information law.
	PI: Number of journalists trained on the application of best practices in regard to reporting elections and to	With the support of extra-budgetary funding, UNESCO has developed activities linked to election reporting	

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	**Attained**	
	investigative journalism **B/b:** - at least 30 journalists (at least 50% women) trained at regional and national training workshops - election reporting manual developed and published with at least 1 global launch; at least 5 regional consultations undertaken and training workshops organized	training, monitoring of media coverage of the elections as well as of conflict sensitive reporting in at least 10 countries.	A project on "Enhancing Professional and Accurate Media Reporting on the Electoral Process" in Jordan has recently been presented to the EU for funding contribution. Furthermore, UNESCO has continued to work in Liberia to enhance media capacity and create an enabling environment of freedom of expression as a pilot for a broader project in the Mano River Region ("Building Media Sustainability and Capacity in the Lead up to an Electoral Period: Liberia as Pilot in the Mano River Region"). Activities include: -Advocacy and sensitization on freedom of information, through two sensitization stakeholder forums focused to be held in Monrovia and Gbarnga targeting media professionals and legislators; as well as research on FOI in an electoral post-conflict setting; -Media capacity building on conflict-sensitive and issue-focused election reporting, building their professional skills and facilitating technological equipment; monitoring media coverage of the electoral campaign, as well as media's reporting on the implementation of FOI legislation and their own use of the FOI law recently approved in the country; -Media management mentoring; facilitating media management get-together and organizing a regional multi-stakeholder conference.
ER 3: Media capacities strengthened to foster dialogue and reconciliation, contribute to disaster risk reduction and provide humanitarian information	**PI:** Impact of media for disaster risk reduction and for humanitarian action in post-disaster environments **B/b:** - capacities of community radio and rural multimedia community centers reinforced and quality of training in disaster risk- reduction information dissemination enhanced in collaboration with at least 8 media professional organizations - humanitarian information disseminated to the population in at least 5 countries where the UN is providing emergency assistance	During the first six months of delivery of the 36 C/5, The Organisation has focused particularly on post-conflict areas and countries in democratic transition, specifically in the Arab Region in light of global transformations.	Support to post conflict and countries in transition has been provided mainly through extra budgetary funding. UNESCO's work on the development of free and independent media has focused on creating an enabling environment through concrete projects. Freedom of expression and access to information has been promoted as an important part of peace and democratization processes. Advocacy for the respect and protection of freedom of expression is key in recovery and reconstruction in post-conflict efforts and therefore technical advice has been provided to the media legal and policy reform in order to ensure respect for freedom of expression. In particular, UNESCO has worked to sensitize and build relevant institutional and human capacity among governments, media professionals and civil society to put into practice principles of freedom of expression and freedom of information. UNESCO has partnered with Canal France International to provide significant benefits to society and communities. In this regard, capacities of media professionals have been built on transition from emergency situations towards democratic processes. During the first six months of the biennium, activities have taken place in Palestine, Myanmar and Liberia, and plans have been made to undertake in the next six month period
	PI: Number of independent media and independent media associations in post-conflict countries and countries in transition **B/b:** - media independence guaranteed through media legislation, freedom of information enhanced and editorial independence facilitated in at least 30% of countries in which UN peace-keeping operations are current - at least one new independent media association established or reinforced in at least 5 post-conflict countries - improved media professionalism and ethical standards implemented through training in at least five conflict and post-conflict countries, benefitting	Capacity-building of media associations and Organisations has been provided in 15 countries.	

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	**Attained**	
	the population at large		similar activities in Cote d'Ivoire and Libya. With support from the Danish government, freedom of expression has been supported substantially in Liberia, and with the support from Swedish government projects are in the initial phase in eight Arab countries and in South Sudan. World Press Freedom day was also celebrated in various post conflict countries. Furthermore, several project proposals have been discussed and submitted to several donors on further strengthen UNESCO's work on supporting freedom of expression in post conflict and transitional countries. In-depth and long term assessments of the media sector are under finalization in Egypt, Tunisia and Jordan, aiming at putting forward a series of evidence-based recommendations on the measures to be taken thanks to the support from the Government of Belgium.

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

The Sector is constantly vigilant in identifying cost-effective measures. It is foreseen to plan/monitor/evaluate more effectively the publications (production/distribution and translation).

Challenges, lessons, learned vis a vis freedom of expression and freedom of information include:
-Safety of journalists and the fight against the impunity of perpetrators of crimes against media workers remain challenges in the fight to uphold the principles of freedom of expression and the free flow of information. UNESCO will continue to provide co-ordination of UN-wide collaboration on this subject as well as work closely with NGOs. The UN Plan of Action on the Safety of Journalists and the Issue of Impunity will be discussed for its implementation in Vienna, November 2012.
- In conflict and post-conflict areas, the Organization needs to be present at an early stage in order to optimize the value of its support in the analysis and redesign of media systems. Furthermore, unstable environments can hinder the Organization in supporting independent media in areas of tension and violent conflict. For examples, activities in specific countries such as Syria, Mali, and Bahrain have been suspended due to the ongoing events.
- A critical challenge entails encouraging Member States to allocate sufficient resources to for strengthening PSBs and to enhance their accountability,
.UNESCO can also play a key role in developing online content and taking advantage of the opportunities emerging in the digital era, therefore extending their reach. UNESCO can also support new media, bloggers and users of digital platforms in serving the public interest.
- In order to esnure that FOI laws are in accordance with international standards in many Member States, the fostering a shift from a culture of secrecy to one of transparency within the public sector must be ensured.

Finally, in a globalised context of diminishing revenues, fund-raising is a key challenge.

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$ 371 194	Allotment 2012-2013: US$ 4 484 618	Expenditures 2012-2013: US$ 1 827 076

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	**PI:** Number of countries and media development initiatives supported by IPDC based on UNESCO Media Development Indicators **B/b:** - at least 70 developing countries supported with 150 media development initiatives through the IPDC to implement media development projects - Media Development Indicators applied in at least 10 developing countries and countries in transition to identify media development gaps	The 56th Bureau of the IPDC Council was organized at UNESCO Headquarters in Paris from 22 to 24 February 2012. The main purpose of the meeting was to select the media development projects to be financed by IPDC in 2012. Among 103 projects proposals considered, the IPDC Bureau approved 85 projects in 62 countries for a total amount of US$ 2,170,180. Thirty-three of the projects approved are in Africa, 21 in Asia and the Pacific, 18 in Latin America and the Caribbean, 12 in the Arab region and one project is an interregional one. The 28th session of the Intergovernmental Council of the IPDC was held at UNESCO Headquarters, 22 to 23 March, and commended the preparation of the draft UN Plan of Action on the Safety of Journalists and the Issue of Impunity.	Results at 6 months of implementation and contribution to C/4 outcomes are not easily measured as it concerns the development of free, independent and pluralistic media. However, outputs are evident in regards to achieving benchmarks. In this regard, good progress is being made, especially in the light of budgetary limitations and the freezing of staff positions (2 administrative and 2 professional positions). The 56th Bureau of the IPDC Council was organized at UNESCO Headquarters in Paris from 22 to 24 February 2012. The main purpose of the meeting was to select the media development projects to be financed by IPDC in 2012. Among 103 projects proposals considered, the IPDC Bureau approved 85 projects in 62 countries for a total amount of US$ 2,170,180. Thirty-three of the projects approved are in Africa, 21 in Asia and the Pacific, 18 in Latin America and the Caribbean, 12 in the Arab region and one project is an interregional one. UNESCO is working closely with UN members of the communication for development working group to identify priorities and country-specific locations where joint collaboration can take place. Members of the working group have agreed that the UN Inter-Agency Round Table mechanism will be used to mobilize joint collaboration at the country-level and with UN country teams. Focal points have been designated, upon the request of the UNESCO Director-General, by ESCAP, FAO, IFAD, UNAIDS, UNCDF, UNDP, UNEP, UNICEF, UNIDO, WIPO and the World Bank. FAO has informed UNESCO of its commitment to organize and host the 13th UN Inter-Agency Round Table which will take place in the final quarter of 2013. Much of the planning on country-level joint collaboration will take place during the preparatory meetings that will commence during the 3rd quarter of 2012. UNESCO, as coordinator of the round table mechanism, has communicated FAO's commitment to all Heads of Agencies and submitted a UN report on Communication for Development to the 67th session of the UN General Assembly. The Media Development Indicators will be used to guide UNESCO's
	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	Due to 0 budget, potential interventions have been identified in 12 countries and a CR policy shortcomings follow up in collaboration with UNESCO Chair in India has been proposed as well as a strategy development for a CR Network in Mongolia by Beijing Office. Monitoring of legislation has been carried out in Liberia, Myanmar and Cap Verde. National forums are planned in 7 SSA countries 2013.	
	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	UNESCO is working closely with UN members of the communication for development working group to identify priorities and country-specific locations where joint collaboration can take place. The FAO has agreed to organize the 13th UN Inter-Agency Round Table. UNESCO, in its position as coordinator, has communicated FAO's intention to all Heads of Agencies. Following UNESCO's request, 11 agencies have designated C4D focal points to follow up the recommendations of the 12th UNRT. UNESCO has identified ten countries where UN joint collaboration can take place including with UNCTs. The Media Development Indicators will be used to guide UNESCO's focus on communication for development, influence UNDAFs, articulate UN joint collaboration and sensitize UNCTs in the following potential	

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
		countries: Bhutan, Democratic Republic of Congo, Ethiopia, India, Lesotho, Mongolia, Namibia, South Africa, Tanzania and Zambia.	focus on communication for development, influence UNDAFs, articulate UN joint collaboration and sensitize UNCTs in the following potential countries: Bhutan, Democratic Republic of Congo, Ethiopia, India, Lesotho, Mongolia, Namibia, South Africa, Tanzania and Zambia.
	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	There is limited budget for the gender-sensitive indicators for media (GSIM). Funding proposals have been sent to seven potential sources. Negotiations for adaptations of GSIM in Morocco and China are underway. The annual Women Make the News (WMN) involved groups from over 40 countries, and 9 of the 13 broadcasting unions, and 20 local community radio stations. UNESCO organised an international debate on gender and media during the IPDC Council Meeting on 23 March 2012.	In light of zero budget allocation, necessary linkages are being made to synchronize and meet the benchmarks including through extra-budgetary funded projects such as "Empowering Local Radio with ICTs," funded by SIDA. In this regard, and in terms of lessons learned, it is clear that the work of FEM in support of the development of free, independent and pluralistic media is well regarded by external agencies like SIDA who have responded well to requests for support.
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 equality perspectives in media	**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 education based on UNESCO Model Journalism Curricula and 15 regional training institutions that adapted criteria for excellence	The Organisation is working to have the model curricula systematically taken up and ensuring, through the revision and expansion of the curricula, that it is easily adapted and integrated into national curricula. Lack of a budget due to the revised budgetary situation may lead to difficulty throughout the bienniumin delivering on the programmed benchmark. However, key priorities for revision have been identified through participation in a conference by the European Journalism Centre and in a preconference panel at the forthcoming AEJMC conference in Chicago. The IPDC-supported Africa-UK Exchange workshop is connecting African and UK journalism educators to innovate ways of incorporating gender and new media into curricula.	As with Expected Result 1, Results at 6 months of implementation and contribution to C/4 outcomes are not easily measured as it concerns the strengthening of media capacities. However, outputs are evident in regards to achieving benchmarks. In this regard, good progress is being made against the programmed benchmarks as detailed above. The need to mobilize further funds to ensure optimal delivery continues to be a challenge, in particular given that journalism education does not seem to be a priority for many funding sources. This being said, networks have been strengthened in order to ensure continued work in the domain of journalism education through in-kind contributions and partnerships.
	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.	As there is no dedicated budget to produce this resource guide, efforts have included lobbying key journalism education experts to offer free services in developing modules on specialised topics, science reporting, data journalism, business reporting, etc. Other efforts include the participation of programme specialists in high-profile international conferences to raise the intellectual profile of UNESCO on journalistic specialisms. Such participation constitutes UNESCO's technical expertise to Member States, enabling them to see the value of journalism education as contributory to their development needs, particularly as represented in drawing their attention to journalistic specialisms, such as diversity reporting and climate journalism. In addition, an eastern-African workshop for science journalists is under preparation, in collaboration with UNECA.	
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	**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	French and Arabic versions of the MIL Curriculum have been published and the Curriculum is being translated into Japanese and German. Negotiations are being finalised with 7 teacher training institutions to adapt the curriculum. With the Swedish UNESCO Council, the MIL Curriculum has been translated into Swedish. Plans and negotiations have also been completed in	As with Expected Result 1 and 2, Results at 6 months of implementation and contribution to C/4 outcomes are not easily measured as it concerns the capacity building in MIL. However, outputs are evident in regards to achieving benchmarks. In this regard, good progress is being made against the programmed benchmarks as detailed above.

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	**Attained**	
both women and men	integrating media and information literacy - at least 3 international partnerships established to foster Media and Information Literacy	Ethiopia, Gabon and Morocco.	In this regard, UNESCO has continued to work in strengthening its relationship with existing networks concerned with MIL to ensure optimal delivery despite budgetary restrictions.
	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	Collaboration with the University of Cairo to develop an international network to advocate for MIL and intercultural dialogue is under elaboration. MIL and Intercultural Dialogue Week in Spain on 22-25 May 2012 helped UNESCO reach 30 other universities and over 40 citizens media group.	
	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	Negotiations are ongoing with URTI to conduct a familiarization session on UGC during its General Assembly in October 2012, Paris, UNESCO HQ.	

Cost-effectiveness/efficiency measures for this Main Line of Action
In order to ensure cost-effectiveness in light of current budgetary constraints, small budgets have been leveraged through networks to produce outputs. In the immediate, this is cost-effective but in longer-term it means fewer outputs because of work required in securing resources and support from networks. Leading journalism education experts are being lobbied to assist us without payment to produce modules on specialised journalisms.

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$ 1 441 458	Expenditures 2012-2013: US$ 358 765	Allotment 2012-2013: US$ 3 441 386	Expenditures 2012-2013: US$ 2 341 371

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. 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	As it concerns Expected Result 1, there are several activities currently progressing at different levels of implementation and success. Major activities include • 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

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	**Attained**	
		Software (FOSS) and Digital Commons (IDLELO) which was held in Abuja, Nigeria from 19th to 23rd March, 2012.	for Teachers • ICT in Science While promoting Open Access is a big challenge, our consistent approach, UNESCO's release of the Open Access policy guidelines have improved the Organization'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. Budgetary provisions in the C/5 have been a major constraint for implementation of the workplans, and the Sector has ensured constant extrabudgetary fundraising efforts to reinforce its flagship yet poorly resourced programmes. 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. Development of partnerships with other Organizations is a priority, and the success of our actions in the area of OER is an example in this direction. Developing strategic partnerships with Organizations that have different strengths in addition to financial support is key to successful implementation of the Sector's mandate.
	PI: Number of users of and resources on UNESCO's online applications and training platforms for development and sharing of e-learning policies, tools and materials **B/b:** - major institutions in at least 5 Member States apply guidelines for OER application and adapt UNESCO curricula available on the UNESCO OER platform - 4,250 e-learning resources on the Open Training Platform (OTP) - Average of 9,000 visits to the OTP per month	The revamped Open Training Platform has been completed and much of its content cleaned up during the period. The platform is now linked to 3,500 resources. UNESCO has prompted OERs though 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.	
	PI: Number of major institutions applying ICT in building scientific knowledge and open access to research results **B/b:** - two ICT applications developed on community level data capture and analysis - three research funding bodies in Member States adopt national OA generation and dissemination frameworks - Five Member States improve national OA policies based on UNESCO recommendations - 100 major institutions effectively use and favourably evaluate the Global Open Access Portal	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 has passed a law in support of Open Access.	
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	**PI:** Number of new inscription in the Memory of the World Register; number of operational committees; number of trained preservation professionals **B/b:** at least 30 new inscriptions in the Memory of the World Register; at least 5 new National Memory of the World Committees set up and operational; 50 preservation professionals trained	The decision on new inscriptions will not be made until the IAC meeting in 2013 but 83 nominations are being assessed. No new committees established as yet.	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 Programme to ensure that it maintains its role in protecting the documentary heritage of humanity as a source of knowledge. The 5th UNESCO Memory of the World Regional Committee for the Asia Pacific (MOWCAP) meeting, hosted from 14-16 May by the Thai National MoW Committee and Thai National Commission for UNESCO in Bangkok, Thailand 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 facebook site was launched as well as a list of the integrated methodology at the UNESCO Bangkok website. MOWCAP maintains a newsletter and website, and is a catalyst for workshops and other activities. Results include:
	PI: Number of implemented strategies that strengthen libraries and archives as contributors to building knowledge societies; number of established digital library services **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	No funds were received to ensure the activities leading to the identified programmed benchmarks in the framework of the reduced budget scenario of the 36 C/5. In this regard, extrabudgetary and CAP proposals have been actively elaborated in order to reinforce possible actions. The 2012 World Digital Library meeting is planned for December 2012.	

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
			-The experts' meeting was very positive with detailed recommendations formulated for implementation by the DG and Member States. The recommendations will be on the agenda of the 190th Executive Board. -Member States submitted a substantial number of nominations for inscription on the international register confirming the impact of MoW. Evaluation is underway and the preliminary results will be communicated in December. The high response (+240) for the Call for Papers for the Digital Conference in Vancouver that will take place in September 2012 is indicative of the interest in the topic and its importance for the continuity of access to knowledge for sustainable development. This should result in more efficient policies in place in Member States for the management of digital heritage. Challenges and lessons learned include: -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.
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	**PI:** Number of established/strengthened National IFAP Committees; number of countries that apply the Information Society Policy Template **B/b:** at least 6 National IFAP Committees established/strengthened; National Information Society Policy Template applied in at least 10 Member States	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 priority in their respective countries.	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. Within the framework of ongoing efforts to establish new National IFAP Committees, HQ and relevant Field Offices have been familiarizing Member States (Iran, Mongolia, Trinidad & Tobago and Uruguay) with the National Information Society Policy Templates as a key resource to support national policy. 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. UNESCO has made continued progress in fostering information literacy. In this regard, the Organization contributed to the European meeting on Media and Information Literacy in Education held from 27-29 February 2012 in Milano, Italy. The Organization has also 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
	PI: Web accessibility curriculum and training resources 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	The issue of information accessibility of disadvantaged and 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. No funding has yet been secured to ensure the development of web accessibility curriculum and training resources by and for persons with disabilities. In this regard, extrabudgetary funding sources are being actively sought to ensure delivery on this programmed benchmark.	
	PI: Number of WSIS related multi-stakeholder events and initiatives, and of WSIS online community platform and website visitors	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	

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	**Attained**	
	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%)	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.	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, has started over the period covered by this assessment the development of a new world report titled "World Report on International Domain Names (IDN) Deployment - 2012". UNESCO raised awareness about and facilitated the implementation of WSIS outcomes, by co-organizing with ITU, UNDP and UNCTAD 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. According to its leading facilitator's role, UNESCO organized six Action Line facilitation meetings and more than 150 stakeholders learnt about the recent WSIS development and UNESCO's priorities in the field of ICT and education, access to knowledge, e-science, cultural and linguistic diversity and info-ethics. Furthermore, UNESCO has started the preparation of the WSIS +10 high-level review meeting that will take place at UNESCO HQ from 25 to 27 February 2013. In order to ensure the house-wide coordination, a steering committee was created under ADG/CI and ADG/BSP and the importance of WSIS as institutional commitment was reaffirmed within the Organization. The Committee carried out three meetings and is working on the selection of 12 research and 12 session proposals submitted by Programme Sectors. 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.

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

In light of current budgetary restraints, efforts were made to deliver the same quality of activities and products with considerably less resources.

Additional efforts were made to cost-save by holding virtual conferences and meeting where possible. For example, the 19th IFAP Bureau meeting was conducted by audio-conferencing and this resulted in reduced meeting time, significant savings in document reproduction and travel while maintaining a high-level of quality. This approach involved a much higher level of active engagement between the Secretariat and Bureau members during the preparatory stages and advanced submissions by each Member on the agenda items. Time zone differences, quality of telecommunication services and the nature of the meeting may pose limitations on the application of this approach.

However, while duly taking into consideration the fact that a programme is most effective when it achieves its result at the lowest cost possible, the mobilization of extrabudgetary resoursces has been constant to ensure that the required (specific for each programme/activity) critical mass of resources is secured which, if not properly secured, would jeopardize both the quality of delivery and the delivery itself.

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$ 2 224 676	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	The regional indicators on teaching and school conditions collected for sub-Saharan Africa were analysed and an information note and data visualisation on the UIS website were produced. The data collection is being implemented again this year. The regional indicators collected for Latin America and the Caribbean are being analysed and results are expected in September 2012.	1a. Achievements Significant progress has been made in terms of the regional indicator initiative, especially for sub-Saharan Africa, where newly disseminated indicators inform key policy issues around resources for early grade learning and teach staff and flows. The regional indicators on teaching and school conditions collected for sub-Saharan Africa were analysed and several outputs produced: an information note and data visualisation on the UIS website. Agreement was reached on the dissemination of the indicators, which will be released with ADEA and the African Union Observatory in a report for the regional meeting of Education Ministers in March 2012 (COMEDAF V).
	PI: Improved coverage of education finance indicators **B/b:** 70% of countries reporting a basic set of indicators	The coverage of public finance data for education has been extended to a number of countries through the application of data plans, questionnaire B template and specific capacity development projects (concluded in 4 East African and 3 Latin American countries in the first half of 2012). The programmed benchmark will be assessed at the end of the calendar year.	The regional indicators collected for Latin America and the Caribbean are currently in analysis. The first release of results is planned for September 8th (World Literacy day) including the production of a UIS information note and a presentation by the UIS Regional Advisor in Santiago for an event organized by UNESCO Santiago for the World Literacy Day and as part of the GRALE 2012 report. The data collected by the LAC regional module will be used within the framework of monitoring the Regional Education Project for Latin America and the Caribbean (PRELAC) adopted by Ministers of Education. PRELAC intends to promote changes in educational policies and practice, through the implementation of five focus policy areas, including one on managing flexible
	PI: Improved coverage of educational attainment and literacy measures **B/b:** 65% (educational attainment) and 75% (literacy)	Progress has been made in improving the coverage of educational attainment and literacy measures through the expanded use of household surveys and new data available from the census round of 2010 (though many countries have yet to report these data). The programmed benchmark will be assessed at the end of the calendar year.	education systems to offer effective life-long learning opportunities. The LAC Regional Module was endorsed by the Intergovernmental Committee's Bureau of PRELAC (composed by a group of 7 Ministers of Education of the region) and will track national progress in terms of offering educational opportunities to young and adult population who were left out of formal education programmes.

1b. Challenges/Lessons learned Many of the challenges are related to promoting national ownership and use of the data, especially in sub-Saharan Africa. This has been a different an issue in Latin America and the Caribbean. The mechanisms are largely political in |

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
			nature and have been established for the current round. Efforts are still underway to establish a solid platform for data reporting on a regular basis for the future. 2a. Achievements The achievements of the UIS finance work continue to impress. We have been succesful on several fronts - adapting our own approaches to better adapt to national reporting constraints. As part of the education finance project, the UIS has worked closely with four countries (Gambia, Ghana, Malawi and Rwanda) to help them produce short analytical papers based on the data for use by national policymakers. Following country site visits, a workshop was organized for national participants and local development partners in May in Senegal. The UIS capacity-building initiative to improve the production and use of education finance data was extended in sub-Saharan Africa and introduced in other regions. With the UNESCO Santiago Office and IIEP, the UIS introduced the capacity-building efforts in three Latin American countries (Ecuador, Guatemala and Nicaragua). In Asia, the UIS implemented finance data plans and templates to improve the compilation, production and use of data in Indonesia and Sri Lanka. 2b. Challenges/Lessons learned Some of the challenges relate to the complexity of the education finance data instrument and there have been further discussions in Montreal on potential solutions, including an EZ form with far lighter data demands. However, key issues remain regarding implementation (e.g., are we also lowering expectations? When do countries "graduate" from an EZ form? Etc.). This will be addressed in questionnaire redesign activities in 2012 and 2013. 3a. Achievements Good progress has been made in the area of educational attainment and literacy data. UIS updated its literacy database at the end of April and we prepared the attached document for you, based on our most recent data. It Prepared a summary of current adult and youth literacy rates, trends since 2000, and projections to 2015 for the E9 countries More specifically 42 new national literacy data sets submitted by countries in Survey 2011 were processed, and Global Age-Specific Literacy Projections (GALP) model were produced from 568 national datasets. For educational attainment, 83 new educational attainment datasets received with UIS Educational Attainment Survey 2012 and a dataset with completion ratios in 70 countries was created in order to estimate mean years of schooling. 3b. Challenges/Lessons learned Challenges relate to moving ahead methodological work related to a mean years of schooling indicator. Still looking for financial resources to support this stream of work.
Appropriate methodologies and standards in the field of education statistics	**PI:** Greater awareness and use of ISCED by countries **B/b:** validate at least 50% of countries	Preparations are underway to publish ISCED2011 in six UN languages. The drafting of the ISCED2011 operational manual is to be completed by Q3 2012. This will be widely disseminated and serve to provide	1a. Achievements ISCED2011 implementation is at an early stage - but initial efforts have been made to work with Member States in remapping their education systems, both

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
developed, maintained and refined	with ISCED2011 mappings	guidance to Member States implementing the new classification. Efforts to work with Member States in mapping their education systems have taken place at regional workshops organised in Asia and planned for workshops in the Arab States and East and Southern Africa in 2012. Additional regional workshops are planned in 2013.	at regional workshops and national site visits. Significant ramping up of these activities is planned from early 2013.

1b. Challenges/Lessons learned
Many of the major challenges are still ahead - questionnaire and database redesign; ensuring time series across the break in the classification. The careful process towards the adoption of the new classification certainly makes it easier - Member States are on board and eager to apply the revised classification.

2a. Achievements
The fields of study classification is moving ahead well and hopefully should be considered for approval at the next UNESCO General Conference
As the first step in preparing a proposal to revise ISCED fields of study, the UIS has formed a technical advisory panel, which met in Montreal in May, and included 10 international experts on classifications. Further consultations with experts from developing countries will take place in 2012.
Eurostat conducted a review of the current 3-digit coding and UIS consulted them for proposals on the update and for recommendations for experts to participate in the panel.

2b. Challenges/Lessons learned
Identifying national classification experts from developing countries has been difficult - but we are moving ahead in communicating through national statistical offices.

3a. Achievements
Consultations with stakeholders are key at an early developmental or review stage.
To better respond to setting out key concepts, the UIS developed a pilot questionnaire to map national TVET provision. The related data collection will be conducted in nine countries: Cameroon, India, Kenya, Mali, Senegal, Tanzania, Thailand, the Philippines and Uruguay. The results will be published in 2012 and will help to provide basis for further development of the conceptual framework and measurement approach.

3b. Challenges/Lessons learned
Challenges are anticipated - and partnerships with relevant constituencies is key to future achievements. |
| | **PI:** Implementation of new fields of study classification
B/b: Revised classification | UIS has formed a technical advisory panel, which met in Montreal in May, and included 10 international experts on classifications. Further consultations with experts from developing countries will take place in 2012. | |
| | **PI:** Consultations conducted with stakeholders to develop conceptual frameworks for indicators on EFA/MDGs progress monitoring, technical and vocational education and higher education
B/b: Priority issues identified | Consultations have been undertaken for TVET/skills development in the context of regional and international initiatives and the World Congress on TVET held in Shanghai in May. An initial mapping of the skills sector in four developing countries was carried out and provided as a background paper for the EFA Global Monitoring Report on skills. Consultations for on indicators on teachers and teaching and on EFA/MDGs are anticipated in late 2012. | |
| Capacities of national statisticians strengthened in the production and use of national and comparative education data | **PI:** National Data Quality Assessments conducted and the recommendations implemented by the countries
B/b: In at least 5 countries | Data Quality Assessment Frameworks (DQAF) were officially endorsed by Botswana and Malawi and final versions are ready for validation by Mauritius and Namibia. | 1a. Achievements
The data quality assessment framework is now, following the implementation of recommendations from a review meeting held in December 2011, a formal part of the UIS toolkit. It has showed continued potential for describing different dimensions of data quality as reflected in processes of collection, production, dissemination and use.

1b. Challenges/Lessons learned
While there are positive examples from certain countries, challenges remain around the country ownership of the results and improving demand for the use of the results. There should be stronger national commitment at the outset of the process and/or international donors/funders should be part of the process. |
| | **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 | Training workshops for national statisticians in East Asia, South and West Asia delivered. Additional training workshops planned for Arab States and South and East Africa in 2012. The training includes ISCED 2011 mappings of national systems. | |

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	**Attained**	
			2a. Achievements Training workshop for education planners and policymakers are a key mechanism for UIS to build a global community of producers and users of education statistics. Training workshop for national statisticians in East Asia was immediately followed by another workshop for South and West Asia. The training focused on: instructional time module; ISCED 2011; UIS template for the collection, use and reporting of education finance data. Further workshops are planned for the Arab States and South and East Africa in 2012. 2b. Challenges/Lessons learned Regional training workshops are costly - as a result, we have called on UIS field staff participation to a greater extent than in the past. A broader range of activities with regional, sub-regional and national partners should be better elaborated.
Use and analysis of education statistics promoted	**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	Education data public education data were released according to schedule in January and May (reference release). Moreover, data were provided in a timely and comprehensive manner to key partners, for use in flagship reports (e.g., MDGs, EFA Global Monitoring Report, State of the World's Children, World Development Indicators, Population report and others).	1a. Achievements Data dissemination has been well-routinised within UIS and is well-monitored. 1b. Challenges/Lessons learned Need for database versioning; need for better attribution by partner agencies publishing UIS data.
	PI: Greater web access to statistical data observed **B/b:** a 10% increase in accessing education statistics in UIS Data Centre	Efforts are underway to provide more varied ways to access education data - through data visualisations on the UIS web-site and through new E-Atlases hosted by Harper Collins. Three new electronic atlases were introduced in the first half of 2012. Additionally, work on incorporating a new data table viewer is progressing well. The programmed benchmark, assessing data downloads, will be measured at the end of the calendar year	2a. Achievements The UIS programmed a series of new indicators in the UIS database for the measurement of school participation. They include the adjusted net enrolment rate, the total net enrolment rate as well as the out-of-school rate for children of primary and lower secondary age. A new steering committee was formed to develop a strategy for improving data visualisation and the accessibility of data on the UIS website. Data visualisation initiatives have proven to be very popular with users. 2b. Challenges/Lessons learned We are tackling human resource development issues, for example, the use of new types of software (which is also a rapidly developing area) requires training and support. We've developed a key resource staff approach and increased internal training opportunities.
	PI: Prmote use of education statistics **B/b:** two thematic report produced	The first thematic report - on higher education in East Asia - is in preparation. It is expected to be released in early 2013. The second thematic report will focus on either out of school children or school progression and wastage and will be released in late 2013.	3a. Achievements The description and analysis of data trends through the use of thematic reports will play an increasingly important role in terms of UIS outputs. Work is at a relatively early stage. 3b. Challenges/Lessons learned The need for establishing partnerships from an early stage remains a challenge.

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

The MLA saw cuts in core programme funding for 2012. As a result, the following measures were taken:

Cost-effectiveness/efficiency measures for this Main Line of Action
- Further prioritisation of activities with a focus on specific countries. - More efficient use of human resources, which has meant a reduction of staff, more efficient use of UIS in field offices, greater reliance on partners in implementation of activities. - Reduction of costs associated with travel from both less travel and greater reliance on partner funding. This can have potential risks for the profile of UIS, but at the same time, it has attached a higher value to UIS contributions. - Greater reliance on partnerships to deliver data and analysis, which has been a growing trend in the past several years. This has resulted in more "joint" activities and outputs - some which mean that UIS is recognised for its contribution in certain areas, but also means that some contributions still are under-recognised.

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	Data being analysed and report in preparation. Data released expected by October 2012.	The results will be achieved in 2012 (third indicator: to be started in 2012). LAMP has been a very demanding endeavour for the UIS. This situation has translated in the UIS having to face several challenges that were not anticipated when the programme was originally conceived. Nevertheless, the assessment has been completed in the first round of countries and results will be released in 2012 (after the analysis is completed). LAMP represents a major contribution to reframing the policy debates on literacy. It pays proper attention to CONFINTEA VI's recommendations on how literacy should be meausred and provides relevant information for policy purposes.
	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	Data being analysed and reports in preparation. national dissemination activities (icnluding reports) scheduled for late 2012.	
	PI: LAMP implementation has begun in the "second wave" of countries B/b: At least 10 countries implementing LAMP.	Implementation has satrted in Afghanistan, Jamaica, Lao, and Namibia. Other countries have expressed interest in LAMP. The UIS is providing guidance and trying to ensure progress is made in a way that meets the UIS operational capacities given the current financial constraints.	
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: Approximatley one-third (=27) of	This becnchmark will be achieved in 2013. The current financial constraints made it difficult to start activities in 2012.	Methodological development activities are a central part fo any statistical endeavour. Unfortunately, in times of financial constraints, these activities have to be reprogrammed or postponed since direct support to member states should be prioritised.

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
	total number are replaced		
	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	Overall design in progress, catalogue to be in place by 2013 covering most countries in the world.	The development of the Observatory of Learning Outcomes is a major undertaking by the UIS that should inform the current debates that are intended to place learning at the centre of the post-2015 agenda. Given its mandates, the UIS through a consultative process has identified that creating a catalogue and promoting convergence among existing assessments are the proper niches where it can deploy its best efforts. The fact that the UIS has deployed a startegy based upon consultations allows identifying areas for improvement and the issues where the UIS can have a greater impact.
	PI: Methodological papers (which will include relevant data) to highlight the scope and limits of the various assessments prepared **B/b:** At least three papers published	This benchmark will be attained once the compilation of data reaches a level that allows conducting some preliminary analysis and commision papers in 2013.	It is important to ensure the team is equipped with the different resources that are needed for a succesful development of the Observatory. While institutional negotiations and dialogue with national and international counterparts are of key importance, the UIS contribution to the field has to have a strong technical (statistics, educational testing) component that should not be overlooked. Expertise and deep knowledge of educational assessment issues, make the UIS a legitimate partner and, therefore, enable it to engage with other partner institutions.
	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	Inter-institutional agreements in progress. The framework development should be addressed after a formal agreement is achieved by September 2012.	

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

The Learning Outcomes section is a small professional team that deploys its activities relying on its own technical expertise, and by establishing partnerships and collaboration agreements with a large number of individuals and institutions. These partnerships are essential to:
(i) get diverse and rich input to continuously improve our work;
(ii) keep operational costs at a minimum level.
At the same time, these partnerships can only be sustained by a combination of:
(i) strong technical capacity in the UIS team which is required for the UIS to be a legitimate partner;
(ii) clear focus, priorities and identification of the niche where the UIS can play a significant role; and
(iii) a disposition towards engaging diverse partners and welcoming diversity of opinions as pre-requisites for having productive exchanges and deep foundations for collaboration.

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	**PI:** Response rates to the UIS R&D	Survey launched in June 2012 as scheduled. Response rates will	The unit has been able to conduct most of the scheduled tasks in a

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
analysis on research and development and innovation statistics made available to Member States	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	be assessed later in the data collection cycle.	succesful manner. Coordination with external partners and other UNESCO units is important to maximise the impact fo the activities. Capacity development activities are necessarily limited in number given the size of the team and the resoupurces 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	A visit was made to the research council in Oman in April 2012; a joint UNESCO-UIS-AU/NEPAD STI policy and indicators workshop in the framework of the African STI Indicators (ASTII) project was carried out in April 2012 in Cape Town, South Africa; and three technical assistance workshops were carried out in 3 regions of Vietnam from 8 to 16 June 2012.	
	PI: S&T report is made available though the UIS website and e-mail alerts **B/b:** report published on the website	The R&D e-publication was 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.	
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 consultation process is being launched. Nevertheless, two countries already requested the document to provide feedback.	Methodological development and country support are two improtant 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 have requested UIS support regarding their own R&D surveys. The UIS is alreday working with Viet Nam in the same area and then it will continue by addressing a survey on innovation.	
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	Preparatory work completed. The survey will be launched in the second half of 2012.	The assistant programme specialist position directly involved with this area was vacant for two months in early 2012. Depsite this situation, the preparatory work (including both internal and external coordinations) have been succesfully conducted. Activities, therefore, are moving forward as expected. Strog linkages with external partners are a key success factor to take into account.
	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	Preparatory work in progress. The workshop will take place in September in Seoul.	
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	Preparatory work in progress. The survey will be launched in the second half of 2012.	Activities are moving forward as expected. The strategy focused on including countries in batches, which allows the UIS to provide technical advice and support even with a small team.
	PI: An item response rate	Response rates will be assessed as soon as the survey is	

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
	B/b: 50% or more items reported by at least 75% of countries participating in the UIS media data collection	copleted in 2013.	
	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	Handbook on cultural participation under final review. Review of existing emthodologies for measuring the economic contribution of cultural industries produced. This review will be the first part of the planned handbook.	The unit has been able to sustain its main activities while undertaking some developmental work aimed at identifying a second area in relation to which the UIS can conduct a regular data collection effort. This work is extremely important to consolidate and develop the UIS presence in the field of cultural statistics.
	PI: Methodological handbooks presented at, at least, two regional workshops on cultural statistics to national staff responsible for culture statistics **B/b:** participants from at least 20 countries clearly informed about the tools presented in the handbooks	To be carried out as soon as the handbooks are ready.	
	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	Regional training workshop for Asia Pacific to be conducted in September 2012.	
	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 porvided in Mongolia and South Africa.	
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	Survey to be launched in July 2012. Response rates will be assessed in due course.	Some activities (cultural employment survey) have been deeply affected by the financial situation since hiring an expert is a necessary condition to make substantive progress. Beyond that area, the unit has been able to keep the work on track and proceed as origiinally planned in terms of the abovementioned benchmarks.
	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 questionnaire will be drafted by 2013.	

Cost-effectiveness/efficiency measures for this Main Line of Action
The SCC section comprises a very small team. The team has shown a substantive degree of intiative and capacity to create, sustain and develop a significant presence of the UIS in their fields of action. Interaction with DPSS is a key area that impacts on one of the core activities (data processing) and it has been developed properly. The team also benefits from the fact that it keeps itlself focused on a small but critical number of areas of intervention. That allows for the development of substantive expertise (which enables thye UIS to support member states) and systematic work on the areas currently covered by the team. The current financial situation is affecting the section especially because one P5 and one P3 positions are forzen. Nevertheless, interim arrangements have been made and most of the effect of this staff shortage is managed.

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 constantly monitored	**PI:** Increased number of surveys and questionnaires included in data quality monitoring and reporting **B/b:** benchmark 2013: All UIS questionnaires and statistical results are included in the monitoring [2010: 3 education questionnaires and survey results are included]	This work will be initiated in the second half of 2012.	Quality of data produced by the UIS improved and constantly monitored. The first half of each year focusses extensively on survey mailouts, data collection, and data processing activities. While the second half of the year also includes these activities, the schedule permits the inclusion of developmental work to improve quality in the second half of the year. Work to advance these expected results will be undertaken in July to December 2012.
	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	The initial scoping work for this activity was started in January and continued during a field staff meeting in Montreal in June. A taskforce is being setup and a work plan will be established identifying key milestones.	
	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	Efforts to improve response rates are underway.	
UIS data-users given easier and more efficient access to the UIS data through the redesigned online Data Centre	**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)	The need for a satisfaction survey is being reconsidered. If there is perceived value, a survey will be launched in the second half of 2012.	UIS data-users given easier and more efficient access to the UIS data through the redesigned online Data Centre. The redesign of the UIS Data Centre was initially hampered by unforeseen delays in signing an MOU with the OECD. The MOU has been signed and good progress has been made. The completion of this initiative will be achieved within the biennium.
	PI: Improved comparative rating as measured by benchmarking UIS Data Centre against its peers	The peer benchmarking study was completed. The results from the benchmarking study were communicated via a report to all stakeholders. The study was subsequently used to orient	

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	**Attained**	
	B/b: (benchmarks will be defined by undertaking a benchmarking survey at the initial stages of the initiative	a workplan focussed on improving the UIS data centre. Workplan implementation has progressed well.	
	PI: Increased usage of Data Centre **B/b:** increase of 10% in the usage of redesigned data centre	A new version of the data centre will be completed and will go online in 2013. This benchmark will be measured near the end of the biennium.	

Cost-effectiveness/efficiency measures for this Main Line of Action
In order to dramatically reduce costs and increase the time to market for this initiative, a partnership agreement (in the form of an MOU) was established with the OECD to share technologies and to some degree, human resources. This agreement is part of a larger collaboration agreement, managed by the OECD, between multiple national and international statistical agencies. The software development costs for statistical data dissemination tools will be shared amongst all partner agencies. An estimate of the savings realised to the UIS from this approach is more than $250,000 saved in up-front development costs for website software development. This does not take into consideration further savings from avoiding ongoing maintenance costs and reinvestment costs. The MOU governing this agreement was signed in May 2012 and is valid for a period of five years.
In addtion, a tentative agreement has been reached with the World Bank for them to donate some of their technology to the UIS along with technical expertise in order to implement the solution and put online a detailed catalogue of documentation regarding learning outcomes surveys and innovation surveys being undertaken at the national level, worldwide. The agreement has been established. The implementation is currently being scoped and planned.

General Operating

Regular Programme[1]: operational budget only		Extrabudgetary resources[1]	
Allocation 2012-2013: US$ 6 298 700	Expenditures 2012-2013: US$ 2 224 676	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	**PI:** UIS Field staff and Montreal section execute their work in coordination **B/b:** 4 resolutions a year	1 resolutions (revised appropriation resolution 2012) has been adopted as planned	The UIS staff operated 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			The resource mobilization in the first 6 months was on-track brining one new signed agreement for the financial support of the UIS (AusAID), as well as securing funds from JFIT and other partners. The work has begun and needs to be pursued to develop new partnerships with non-traditional donor countries (Republic of Korea, Russia) as well as private foundations. The Governing Board (though its Policy and Planning Committee) approved the work undertaken by the Institute both in attaining its programmatic goals and in administering its budget. There have been gains in improving the visibility and outreach of the UIS work. The quality and diversity of contents on the UIS website has considerably improved, thanks in large part to strong collaboration between the

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
			communications and publications unit and programme specialists and the IT department. As a result, we have seen a 28% rise in page visits. Moreover, website users are browsing more pages on the UIS website rather than just focusing on the home page and the data centre. Also, by working with partners such as the EFA Global Monitoring Report, the UNESCO DPI and external partners such as Women Watch, we can considerably expand our outreach. The challenge will be to expand this pool of partners and establish workflows to improve our efficiency.

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. Whenever possible the work is reorganized and streamlined to achieve better use of the available resources.

Part II.A. Intersectoral Platforms

Regular Programme[1]: operational budget only		Extrabudgetary resources[1]	
Allocation 2012-2013: US$ 2 849 500	Expenditures 2012-2013: US$ 0	Allotment 2012-2013: US$ 2 759 558	Expenditures 2012-2013: US$ 371 237

Culture of Peace and Non-violence

Regular Programme[1]: operational budget only		Extrabudgetary resources[1]	
Allocation 2012-2013: US$ 0	Expenditures 2012-2013: US$ 0	Allotment 2012-2013: US$ 2 659 558	Expenditures 2012-2013: US$ 348 530

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	**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 **B/b:** At least five national mechanism launched each year (Provisional, to be checked by the appropriate Sector).	- 2 international expert meetings are in preparation, (21 Sept. and 19 Nov 2012). -1 System for training and certification of trainers and facilitators on cultural dialogue in selected Arab States is in progress. -1 media campain in preparation for broadcasting through selected media companies in Arab States	Necessary administrative procedures were engaged to release extrabudgetary funds needed, as well as the recruitment of two ALD staff. Work plans were refined and projects effectively engaged. Relevant expertise has been identified and two contracts signed, while two TOR are in preparation. Activities engaged thus far will effectively contribute to the main strategy developed and expected results to be attained. Very important policy documents are under preparation, as well as the preparation of an international contest, interactive tools and materials and international expert meetings that will help developing concrete frameworks toward the promotion of "everyday peace".
	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 **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).	- an inventory of relevant institutions engaged and concrete partnerships and collaboration scheme are progressively established within different projects under this programme. - New partnership opportunities are also being explored. A database will be progressively constituted in this regard.	
	PI: Studies of different cultures undertaken, focusing on cultural dynamics in different symbolic places (schools, libraries, museums, open markets, public transport, stadiums, places of worship, etc.) and introduced in schools and public broadcasting; furthermore, special occasions such as commemorations, festivals, book fairs, sport events promoted and intercultural skills improved **B/b:** At least two pilot studies of different cultures focusing on cultural dynamics undertaken and introduced in schools	- 1 study on a conceptual and operational platform on intercultural competences has been undertaken (draft under revision). Recommendations for programme revision to follow this. Preliminary contacts are taken with for example the Tunisian NatCom and UNSSC in view of adapting and developing training modules for training-of-trainers. - Policy brief on "everyday peace".	

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	**Attained**	
	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).		
	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).	-a draft "Roadmap on global consciousness" is in preparation. - a policy brief on "everyday peace" in preparation by a high level expert along with a relevant sensitazation brochure. - a contest on the same issue (to be launched in Sept 2012)	
	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).	Work in process, in collaboration with CI and ED, for the development of an e-portal, a net-art, a digital exhibition.	
	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).	- Besides the projects engaged and in good progress for the attainment of specific targeted benchmarks, one can already account of the productive exchanges held during the Thematic Debate of the Director-General with Member States on March 30 2012 as well as the brainstorming session "Brainstorming Session on Intercultural Dialogue and Education" (2-4 April 2012) during which concrete aspects of the building of "everyday peace" were considered.	
	PI: Some "magic moments", emblematic figures and intercultural sites identified - within contemporary diverse societies - which bind ordinary people to each other and enable them to experience common concerns and values irrespective of their cultural, ethnic, religious, linguistic and gender backgrounds **B/b:** At least one "magic moment", one emblematic figure and one "intercultural site", which bind ordinary people to each other and enable them to experience common concerns and values irrespective of their backgrounds, identified.	The international contest in preparation and to be launch in Sept. 2012 will provide such a "magic moment", as well as some of the high level debates and international gathering in preparation under this programme and for which more details will be available in a later stage of their execution.	

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
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	**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 **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).	- The Conference "Fostering Intercultural Dialogue through Youth-Creativity" project is in progress, though to be reoriented towards the role of youth volunteers in the Arab region and beyond as requested by donor. A little delay will therefore occur as a consequence, with particular regard to the conference initially planned in December 2012. - Other youth-oriented activities are however in preparation under the Programme and concrete output will be provided at a later stage.	The development of relevant tools for promoting a culture of peace is in good progress and more concrete elements will be provided at a later stage. Identification of relevant experts done and two contracts signed. Important concept document and policy briefs are in preparation and will be further discussed at the occasion of two important gatherings to take place in September and November 2012. Challenges/lesson learnt: - The comparative advantage of UNESCO in mobilizing its fields of competence to develop relevant tools and materials for a better mutual understanding, and also for gathering a pool of international experts to endorse these documents. - Copyright issues for different resources to be mobilized and compiled for the realization of interactive tools may impose additional delay. - The importance of intersectorality to address some complex challenges between conceptual thinking to be develop and their effective adaptation as appropriate tools . - The difficulty and challenging experience of reporting on projects with different focus and implementation calendar, but contributing to the same Expected Result. - Additional delay in project implementation when having to consider re-orientation of strategy requested by donor. - Need to mobilize more extrabudgetary ressources to engage specific project contributing to this expected result. Contribution to C/4 outcomes: New dynamic for the implementation of projects and activities tested to chart the Organization's responsiveness and leadership in this domain. New concepts related to culture of peace and conflict prevention are in development, participating thus to new framework for action and considerations for post 2015 Agenda.
	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 **B/b:** Relevant guidelines, roadmaps and pedagogical tools on the causes, nature and new forms of violence in contemporary societies developed to enhance capacities in particular of women and youth to participate in decision-making processes (Provisional, to be checked by the appropriate Sector).	- 1 draft interactive DVD prepared and is under revision - 1 expert meeting on textbook revision/development is in preparation (to be held on 24-25 Sept 2012). - 1 international competition for youth (14-18 years) in preparation - 1 website for the Culture of Peace and Non Violence Programme in construction - 1 E-portal in construction	
	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 religious divided societies (e.g. South Africa, Rwanda) (Provisional, to be checked by the appropriate Sector).	- 1 Philosophical dialogue with researchers engaged, a steering committee established (SOPHITHINK Group), the 1st encounter to be held in 9-11 July 2012 to identify relevant themes toward producing adequate education tools that allow transmitting thinking and pluralistic views of the history and philosophy - Additional extrabudgetary resources is still to be mobilized to develop further phase II of the "Intercultural Vademecum" project.	
	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).	Work in progress, relevant stakeholders are associated in the implementation process and concrete outputs to be available at a later stage.	
Exploring opportunities offered by the media, including new social media, as a vehicle for reconciliation, tolerance and intercultural understanding	**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 **B/b:** Community radio programmes as well as multimedia materials, roadmaps and toolkits on intercultural competences developed and implemented in divided	- The "Learning to live together media Campaign" project started and is in progress. - 1 regional consultation meeting with expert held in March 2012 to discuss the role of communication to facilitate intercultural dialogue and define modalities for the media campaign. - 1 communication plan is in preparation and production of spots in progress, as well as discussion with local media production companies. - 1 policy document on intercultural communication is in	- Three projects engaged under this XB programme contribute directly to this ER: (i) Reporting to others-youth, journalism and dialogue (ii) Intercultural skills for youth journalists and (iii) "Learning to live together media Campaign". Their level of implementation is satisfactory at this early stage of their implementation. - Already engaged and the different expert meeting planned for the development of concrete toolkits, modules and other

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	**Attained**	
	societies around the world, using their local languages (Provisional, to be checked by the appropriate Sector).	preparation.	training material to further develop the professional competence of young journalists is worth mentioning. - The development of projects and activities to be funded under the regular programme/emergency funds under this expected result offers also very interesting prospects. Indeed, a cluster of projects have been selected following an evaluation process under this IP and is about to be submitted to the PMC for review. If funded, this will be an additional pool for experiencing a collective action involving different units, field offices and IPs in-house for charting the Organization capacity to build peace in the minds of men, in particular through media professional empowerment and ICTs. Contribution to C/4 outcomes: New dynamic for the implementation of projects and activities tested to chart the Organization's responsiveness in this domain. New concepts and tools related to the promotion of a culture of peace and conflict prevention are in development, participating thus to new framework for actions to maintain UNESCO's comparative advantage in this domain in post 2015 Agenda.
	PI: Capacity-building of young media professionals reinforced to ensure high quality, independent, intercultural and conflict-sensitive journalism **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).	Different tools and training modules are under preparation under specific projects under this Programme and will contribute particularly to strengthening media professional capacities (training modules for journalists, media campaigns, intercultural communication policy document, etc.). More concrete information will be available at a later stage.	
Science and culture diplomacy approaches developed and promoted to raise awareness about the contribution of all civilizations to humanity's progress through exchange and cross-fertilization of ideas	**PI:** Knowledge base about different cultures and peoples as well as peace-building and reconciliation approaches and best practices consolidated and disseminated in printed and electronic forms **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).	Differents projects and activities to contribute to this ER are engaged and more detailed information are to be provided at a later stage.	The early stage of implementation of the project does not allow more comments on the results attainment. It is however important to note the ongoing developments under the Intersectoral Platform mechanism and the consideration of a specific project to be presented to the PMC for funding under regular programme.

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

A Unit for the Intersectoral Platform for a Culture of Peace and Non-Violence has been established at BSP and is effectively operational since late February 2012. It assumes the coordination of the implementation of the UNESCO's Programme of Action on a Culture of Peace and Non-Violence as decided by the General Conference at its 36th session and contained in the approved 36 C/5. Four Assistant Programme Specialist were appointed to assist in the implementation and coordination of different components of the projects and activities under this Programme.

In the actual financial context of the Organization, it is worth mentioning the driven force of this extrabudgetary Programme and its contribution to the Programme of Action for a Culture of Peace and Non-Violence. Besides, given the limited amount of funds expected from the regular programme and considering the high potential for funds mobilization of some projects proposals under the Intersectoral Platform, concrete action and step forward is taken to further mobilizing additional resources. Indeed, by mobilizing the Organization's comparative advantage and beyond, this Programme of Action serves as a laboratory for experiencing a new delivery process whereby UNESCO's global action and impact for the promotion of "everyday peace" will be increased.

Within the framework of the projects undertaken, the systematic mapping of available resources, consultation with relevant stakeholders, partnership mobilization, identification/hiring of local experts and consultants is particularly privileged for cost-effectiveness.

The role and importance of Participation Programme has to be highlighted at this point. The new framework of its evaluation and monitoring allows more effective connexions and contribution to Sectors/Platforms programmes. Indeed, this is a source of funding for activities, but the contribution of which was not properly reflected on C/5 Programme in general.

Cost-effectiveness/efficiency measures for this Main Line of Action
If the expected results of this Programme are even partially achieved, there is a hope that the Programme of Action for a Culture of Peace and Non-Violence will contribute to the elaboration of the multilateral agendas beyond 2015, notably the Millennium Development Goals (MDGs). In that regard, it must be recalled that the heads of States and governments participating in the UNESCO Leaders' Forum of the 36th session of the General Conference (October 2011) insisted on the impossibility to achieve development without peace and vice versa. They underlined the imperative need to adopt a holistic approach of policies regarding a culture of peace and sustainable development, best captured by the image of being the "two sides of the same coin" to crafting everyday peace, nurtured by humanity's experiences and aspirations. This means that lasting peace cannot be realized when millions are deprived of dignity, justice and a decent life and are experiencing the stark gap between wealth and poverty as well as marginalization, xenophobia and conflict.   UNESCO has therefore a tremendous opportunity to remain the tribune of the world's consciousness where "the defences of peace in the minds of men" can be built, thanks to international cooperation in its fields of competence. In fact, these fields - education, the sciences, culture, and communication and information - are, if correctly used, transformative tools for human dignity, freedom, equality, mutual trust, shared responsibilities and intercultural solidarity, main ingredients for democracy and new humanism, so ardently needed today to move forward.

UNESCO's Contribution to Climate Change Mitigation and Adaptation

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	
Interdisciplinary climate change knowledge base strengthened	**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 partnersships with other UN bodies and Member States, **B/b:** UNESCO fully involved in the GFCS	UNESCO is involved in the shaping of the GFCS through participation at meetings where the GFCS is discussed and through inputs to ongoing consultation processes headed by WMO. WMO and its partners, including UNESCO, are working on a detailed implementation plan and governance structure designed to maximize the full potential of the Framework. This will be presented at WMO's Extraordinary Congress in October 2012. The First Order Draft of the Implementation Plan and Governance Structure of the Global Framework for Climate Services Documents are open for consultation until Mid July 2012.	It is anticipated that the Global Framework for Climate Services (GFCS) will commence in January 2013. While driven by WMO, UNESCO is recognized as one of the key UN bodies for establishing GFCS leadership and management. While our role and credibility in this context is largely gained through the prestige of UNESCO's onging existing science programmes, the true strenght of UNESCO's future role might very well lie in how well we can bring some of these programmes together in a more holistic fashion. As a fully operational GFCS undoubtedly will require additional financial resources, our present financial weakness might jeapardize our future position. The Climate Change Platform is fully aware of this situation and is looking into different programme collaboration and fund raising strategies for this purpose.
	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	IOC, IHP and MAB are engaged with the GFCS process. IHP is taking an active part in the Inter-Agency Consultation process on the User Interface Platform for the Agriculture and on Partnering climate services with water management in the GFCS and IOC is engaged in discussions on climate (Ocean) oservation for adaptation in relation to the GFCS.	
	PI: Science capacity development programmes created or expanded **B/b:** At least ten countries supported to establish or expand programmes	Through UNESCO's international and intergovernmental programmes, Member States have been supported in their science capacity development efforts linked to climate change under GOOS, GCOS, WCRP, MOST and MAB. Related publications include World Water Assessment Programme's publication on Groundwater and global change: trends, opportunities and challenges By Jac Van der Gun (2012) World Water Assessment Programme side publications series 1. The Climate Change Platform has also developed several	

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	**Attained**	
		intersectoral project proposals including Field and Headquarters Colleagues related to supporting climate science, research and monitoring capacities in Member States. Groundwater resources in drought-affected parts of the Somali region in Ethiopia: new agreement between DFID and UNESCO to launch a new initiative on the identification of groundwater resources in drought affected parts of the Somali region.	
	PI: Climate science knowledge base collaboration enhanced with UN partners **B/b:** At least fi ve UN collaboration partnerships implemented	The main activities here related to the GFCS collaboration process with WMO and a number of UN bodies, such as FAO and UNEP. UNESCO is also collaborating with UNEO and WMO on PROVIA (The 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 eff orts **B/b:** Ten countries assisted	The Climate Change Platform has developed a dedicated and detailed project entitled Climate Change Adaptation Forum: Science and Knowledge for Informed Action-first activities. The objective of the project is to: • improve the application of climate science knowledge in local UNESCO-themed networks, for response and adaptation strategies • improve regional provision of climate information through the identification of observing and research gaps and needs to feed back into climate monitoring, scientific research projects, and service development • assist Member States in developing project proposals for the Adaptation Fund based on local priorities • apply these general objectives in the first instance in the Caribbean and in East Africa As soon as this project is funded (either through regular, emergency or CAP funds), several regional training and project development workshops will be organized to assist Member States in their fund raising efforts for their adaptation activites, such as through the Adaptation Fund.	The project developed by the Climate Change Platform for the establishment of the Climate Change Adaptation Forum has received strong support throughout the organization and is expected to receive regular programme support allowing the platform to arrange the first regional Fora consultations later this year. Emmergency Fund resources could also make it possible to further assist Member States in mobilizing financial resources for critical adaptation activities, such as through the UNFCCC Climate Change Adaptation Fund.
	PI: Number of countries engaged in the UNESCO Climate Change Adaptation Forum. **B/b:** Twenty-five countries, primarily SIDS and in Africa, engaged in the UNESCO Climate Change Adaptation Forum	The above-menioned Climate Change Adaptation Forum will launch its first activities later this year in the Caribbean and in East Africa. Glaciers are key indicators of climate change. The UNESCO International Hydrological Programme and the Man and the Biosphere Programme are working with Andean Members States to establish an international network in order identify research and policy needs.	
	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 Climate Change Platform is supported by SHS specialists and the ODG Gender Team to help ensure that all the project acivities have been designed with ethical and gender considerations.	
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	Climate Change Education is one of the areas that following extrabudgetary support in the last biennium has gone from strenght to strength. Several products have been released lately: - UNESCO video "Learning to address climate change" shows in four minutes why climate change education is important to shape sustainable development. - The report and recommendations ot	Climate Change Education in the overall context of ESD is now a succes story within UNESCO, towards which sevaral Member States are or have pledged to provide financial support. Work on media and public awareness is critically important and is internationally recognized as one of UNESCO's strengths within its work on communication and information.

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	**Attained**	
		the UNESCO expert meeting (21-23 September 2011, the Bahamas), which was held to address the vital role of education in helping populations from the Caribbean, Pacific and Indian Oceans adapt to this challenge, have been published. - Education sector responses to climate change: background paper with international examples Published by UNESCO Bangkok	
	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	Workshop for South African media professionals on reporting the science of climate change (4-5 June 2012, Pretoria, South Africa). The Climate Change Platform has developed several project proposals on this topic to scale-up activites through the world.	
	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	Work is continuing to follow-up on the first International Conference on Broadcast Media and Climate Change in 2009, which culminated in the Paris Declaration on Media and Climate Change and the special agreement with the African Union Commission (AUC) focusing on the tripartite objective of (i) providing support for the development of regional science and technology networks for journalism students and media professionals, (ii) improving the range and scale of journalism training in reporting science and technology, and (iii) developing a centre of excellence in journalism training in science and technology.	
	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	Progress are being made in line with the UNESCO Paris Declaration on Media and Climate Change.	
Global climate change field observatory of UNESCO sites expanded	**PI:** Number of UNESCO sites engaged in climate change knowledge, mitigation and adaptation initiatives **B/b:** Over 50% of UNESCO Sites in SIDS and Africa active in climate change knowledge, mitigation and adaptation initiatives	The International Coordinating Council of UNESCO's Man and the Biosphere Programme (MAB), added 20 new sites, including two transboundary, to the World Network of Biosphere Reserves (WNBR). Biosphere Reserves were inscribed in Haiti, Kazakhstan, and Sao Tome and Principe for the first time this year. A very large number of the WNBR sites are concerned and active on climate change. The World Heritage Committee at its 36th session added 26 new sites to UNESCO's World Heritage List during the session. It marked the 40th anniversary of the Convention Concerning the Protection of the World Cultural and Natural Heritage. The new properties include five natural, 20 cultural and one mixed site. The number of countries with sites on the List grew to 157, with the inscription of sites in Chad, Congo, Palau and Palestine. Similarly, many of these sites are active on	Recent additions to the World Network of Biosphere Reserves, and the World Heritage list clearly show that Member States are adopting and developing biosphere reserves and WH sites for enhanced climate change mitigation and adaptation actions. The Climate Change Platform has therefore stepped up its efforts to seek financial support for the further development of the global climate change field observatory of UNESCO sites. Largely, the success of the observatory will be linked to UNESCO's capacity to collect, analyze and share a large volume of information received from the site and to add value to this information through the identification and multiplication of good practices.

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	**Attained**	
		climate change.	
	PI: Number of UNESCO sites used for UN-wide climate change activities **B/b:** 25 UNESCO sites used	Several UNESCO sites are targets for support by the GEF and other international funding mechanisms.	
	PI: Demonstration projects launched in UNESCO sites related to REDD and REDD+ and renewable energy **B/b:** At least five projects launched	UNESCO MAB and WHC are in discussions with several groups related to REDD+ activities and opportunities for launching pilot projects. However, the Climate Change Platform is moving forward with some caution as REDD is sometime subject to negative criticism in the media following the improper use of "REDD" as a catch phrase by unscrupulous project developers. A REDD workshops focusing on the Meso American green corridor is being organized later this year by the WH Center and supported by MAB.	
	PI: Thematic And Regional Networking Established or reinforced among UNESCO sites on climate change **B/b:** At least five networks established or reinforced	The first congress of the newly created World Network of Island Biosphere Reserves was jointly organised by the governments of Spain, the Republic of Korea, and the autonomous governments of Menorca and Jeju Island, under the overall coordination of UNESCO. Island biosphere reserves from Europe, Asia, Oceania, Latin America and Africa took part in this first meeting. Climate change was high on the agenda. The GLOCHAMOST (Global and Climate Change in Mountain Sites - Coping Strategies for Mountain Biosphere Reserves) continues to successfully promote the development of adaptation strategies for mountain biosphere reserves in the context of global and climate change.	

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

In the last couple of months, the Climate Change Platform has developed 35 proposals, all posted on the intranet (http://myintranet.hq.int.unesco.org/en/twg/climate/Pages/default.aspx) for a total budget of more than US$ 5 million. Through the work of the sector focal points for the Climate Change Platform, and with inputs from ODG's gender focal point, and representatives of the SIDS and Africa Platforms, the Climate Change Platform has ranked these proposeals according to BSP criteria with a view of presenting them as priority for regular and emergency fund support.
As we know that only a few proposals will receive regular programme funding, the Platform needs to step up its fundraising efforts.

The Climate Change Platform has launched an electronic newsletter
(http://myintranet.hq.int.unesco.org/en/twg/climate/Documents/Climate%20Change%20Platform%20Newsletter/CC%20IP%20Newsletter%20June%202012.pdf) and an active facebook page
(http://www.facebook.com/ClimateUNESCO) in order to share information at low cost.

UNESCO's contribution to the fight against HIV and AIDS

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**	
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	Not available yet	Process Given the reduced funding available, and the call for a small number of innovative, high impact, high visibility projects per IP, it was decided that the justification for a competitive bidding process was questionable and risked raising expectations for funds that could not be met. A collaborative work planning approach was felt to be more inclusive, would allow for more strategic use of the funds, and result in stronger inputs from a larger number of sectors, field offices and institutes.
	PI: Number of countries that provided life skills-based HIV education in school settings within the last academic year **B/b:** tbc	Not available yet	Following endorsement by ADG/ED, the process was launched in February by the UNESCO Global Coordinator for HIV and AIDS. The programmatic guidance that was shared with the multisectoral Consultative Group, HIV focal points network and field office directors called for the development of two proposals with the objectives of 1) improving the quality and impact of members 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. Proposal development was led by two intersectoral groups at headquarters, with field offices invited to submit expressions of interest to explain how they might contribute to one or both of the objectives. Expressions of interest were received from 11 field offices for the first area of work, and 18 for the second. Based on a review of the expressions of interest, both groups refined the scope of the proposals, with the first focusing on strengthening effective programming for key populations, and the second on using new media to increase HIV knowledge among young people. The final proposals, submitted to ADG/ED in March are for US$250,000 each, and involve at least three programme sectors and multiple field offices. Guiding principles for both include ensuring that the bulk of resources are directed at regional and country levels, that they contribute to UNESCO's deliverables under the C/5 and UNAIDS Unified Budget, Results and Accountability Framework (UBRAF), and that they demonstrate measurable impact in priority countries for the HIV response.
	PI: Number of countries in which social media platforms were developed and strengthened to increase access to quality HIV and AIDS education, communication and information **B/b:** tbc	Not available yet	
			Extrabudgetary projects A collaborative workplanning process was also adopted for UNESCO's core 2012-2013 allocation of US$12.4 million under the UNAIDS Unified Budget and Results Accountability Framework (UBRAF). This process has resulted in the development of regional and country-level programmes that draw on the expertise of multiple sectors to contribute to UNESCO's response, rather than discrete projects implemented by each sector. As a result, 45% of UBRAF funds are multisectoral. This includes almost $3.2 million for UNESCO's ongoing commitment to intersectoral Regional AIDS Advisors and National HIV Programme Officers.
			Examples of intersectoral programmes include collaboration between ED, CI and SHS in Russia and Ukraine that is expected to reach over 50,000 young people via the Internet, social media, peer-to-peer communication and broadcast media, to improve their knowledge, and develop or strengthen their motivation to make informed choices to stay healthy, avoid STIs, unintended pregnancy and substance abuse. In West and Central Africa, support to countries to improve HIV knowledge focuses

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	**Attained**	
			on scaling up harmonized curricula for formal and non-formal education, and community-based education through ICT-based training and the production of radio and TV programmes. In the 5 CEMAC countries, 168 facilitators were trained, 488 radios and 51 kits made available, and 123 radio programmes produced. In Cameroon, 118 journalists were trained; 581 trainers reached 4,258 teachers. In Gabon, 18 radio programmes reached 300 teachers.

Cost-effectiveness/efficiency measures for this Main Line of Action
Not available yet

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$ 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**	
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	**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 **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	In the framework of "Policy-advice and capacity-development for Climate Change Education and Education for Disaster Risk Reduction", expert recommendations for Climate Change Education in SIDS have been developed. Climate Frontlines field projects have been completed in six SIDS. Discussions have been initiated on the development of a Climate Frontlines field network capacity development event on traditional/indigenous calendars in SIDS. UCSIS organized disaster risk reduction SD-Learning event at UNCSD.	In spite of the current financial constraints, considerable progress was made towards the expected result relating to the reinforcement of community resilience in SIDS. The UNCSD outcome document reaffirmed the importance of this strategic focus - with climate change and disaster risk reduction identified as key areas of priority for SIDS. The outcome document noted that SIDS "remain a special case for sustainable development in view of their [...] exposure to [...] a large range of impacts from climate change and potentially more frequent and intense natural disasters." Under the Climate Frontlines programme, which has a specific SIDS focus, key strategic achievements include the implementation - and in most cases conclusion - of small-scale research projects on local community climate change observations and adaptation strategies undertaken in six SIDS. Further capacity development and network building among these community-level initiatives is planned for the coming year. In extension hereof, the launching of "Weathering Uncertainty" at the Forum on STI for Sustainable Development preceding the UNCSD underlined the critical role of local communities in international efforts to monitor global climate change impacts and to develop capacities to respond. "Weathering
	PI: SIDS perspectives clearly reflected in inputs to the Intergovernmental Panel on Climate Change's Fifth Assessment Report (AR5) **B/b:** Submission to AR5 contains data and information sourced from SIDS and reflecting SIDS priorities	In the framework of the Climate Frontlines project, the publication "Weathering Uncertainty" was formally launched on 13 June at the UNESCO/ICSU Forum on STI for Sustainable Development preceding the Rio+20 summit. Developed following consultation with IPCC, it has been made available to the lead authors of the 5th Assessment Report. The book underlines the critical role of local communities in international efforts to monitor global climate change impacts and to develop capacities to respond. "Weathering Uncertainty" contains a dedicated chapter on the traditional knowledge of SIDS communities.	

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
	PI: UNESCO's climate change education initiatives, including Sandwatch, further consolidated and expanded in SIDS **B/b:** New programmes implemented in five SIDS covering at least two regions	The final report of the 21-23 September 2011 UNESCO International Experts Symposium on climate change education for sustainable development in SIDS was published in May 2012. The Sandwatch programme has expanded its SIDS presence. National training events were held in several countries, including Cap Verde, Dominican Republic, and Kiribati. The global Sandwatch database is currently undergoing trials by a selected number of practitioners. The Sandwatch manual has been published and distributed in English, French and Spanish.	Uncertainty" contains a dedicated chapter on the traditional knowledge of SIDS communities with particular emphasis on the Pacific island region, and has been made available to the lead authors of the IPCC's fifth assessment report with the explicit purpose of encouraging the referencing of peer-reviewed literature on local and indigenous knowledge on cilmate change in the Report. The importance of climate change education in SIDS was profiled through the publication in May 2012 of the final recommendations of the September 2011 UNESCO International Experts Symposium on climate change education for sustainable development in SIDS. Regional follow-up to this event was begun through frameworks such as "Policy-advice and capacity-development for Climate Change Education and Education for Disaster Risk Reduction" in the Caribbean. A flagship ESD and climate change education programme with a particular SIDS emphasis, Sandwatch expanded its SIDS presence trough national training events held in several countries, including Cap Verde, Dominican Republic, and Kiribati. The second edition Sandwatch manual was published in Spanish in May 2012 and widely distributed. Development of the Sandwatch database progressed to the trial stage. An initial trial with participation by 10 Sandwatch teams around the world has been completed, with a second stage trial now commenced. The development of the Sandwatch database will mark a significant achievement - linking SIDS schools and communities in a worldwide climate change monitoring and exchange programme. UNESCO's Intergovernmental Oceanographic Commission provides essential servieces in the areas of ocean and related climate monitoring as well as ocean-related disaster risk reduction. The extension of IOC membership in the Pacific, marked by Kiribati's joining the Commission in May 2012, further strengthened the reach of IOC to the Pacific islands region and enhancing the output of regional meetings under the Pacific Tsunami Warning System platform. UNESCO's programmes on climate change and disaster risk reduction in SIDS were profiled throughout thUNCSD. At UNESCO's official side event on Oceans, a presentation on the Sandwatch climate change education programme emphasized its work in SIDS, while the University Consortium of Small Island States - a UNESCO UNITWIN Network - hosted an SD-Learning event on disaster risk reduction in SIDS. Finally, thruogh the SIDS Intersectoral Platform's regularly contributions towards the UN SIDS Interagency Consultative Group, UNESCO posters, video and information relating to oceans, disaster risk reduction and culture in SIDS was provided to UNDESA exhibition on SIDS at the UNCSD organized by UNDESA.
	PI: SIDS participation in existing UNESCO natural disaster preparedness and early warning programmes expanded **B/b:** Activities undertaken in at least five new SIDS	IOC Membership increased in the Pacific with Kiribati joining in May 2012. The following Pacific Tsunami Warning System meetings were organised: PTWS Task Team on PacWave11 Exercise - 21 May, PTWS Task Team on Enhancing Products - 22-23 May, PTWS Steering Committee - 24-25 May. Venue - Honolulu, Hawaii, USA. Results and outcomes of the meetings are being shared throughout the region. Work is continuing with Fiji, Tonga and Vanuatu to finalise national Tsunami Response Plans (TRPs) and SOPs. Tonga and Vanuatu TRPs have been completed in May.	
	PI: Targeted follow-up on SIDS priorities arising from the United Nations Conference on Sustainable Development (Rio+20) through the development of intersectoral action addressing SIDS vulnerabilities **B/b:** At least one new intersectoral initiative addressing SIDS vulnerabilities launched	The book "Weathering Uncertainty" was launched on 13 June at the UNESCO/ICSU Forum on STI for Sustainable Development. The booklet "Healthy Ocean, Healthy People" with extensive SIDS content was published and widely disseminated. A presentation on Sandwatch and the programme's work in SIDS was included in the UNESCO-IOC Oceans Rio summit side event. As a result of UNESCO contributions towards the UN IACG on SIDS, UNESCO posters, video and information relating to oceans, disaster risk reduction and culture in SIDS was provided to UNDESA exhibition on SIDS at the Rio Summit organized by UNDESA.	

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	**Attained**	
			Challenges/lessons learnt: The current financial constraints has had a clear impact on the progress towards attaining this expected result. In particular, the difficult financial situation in field offices covering SIDS has delayed the implementation of activities, leading to a reduction in the volume of reporting submitted to the Platform. The development of new and innovative partnership structures - through which UNESCO contributes alonside 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.
SIDS efforts towards sustainable development supported through the safeguarding and reinforcement of island cultural and natural heritage, including local and indigenous knowledge and practices	**PI:** SIDS engagement with UNESCO's cultural conventions mobilized and reinforced, with new inscriptions on the World Heritage and Intangible Heritage lists **B/b:** Four new World Heritage sites in SIDS submitted for inscription Convention on Intangible Heritage ratified by four SIDS Institutional capacity-building activities related to the Intangible Heritage Convention undertaken in five SIDS	In the Pacific, a Niue ESD Heritage workshop report and Plan of Action was finalised. An Intangible Cultural Heritage (ICH) implementation Workshop was held by Papua New Guinea in May 2012. Capacity building in ICH safeguarding enhanced in the Pacific was undertaken in three SIDS - Cook Islands, Solomon Islands and Samoa. A Caribbean Cultural Heritage Law Initiative was released in order to assist in harmonizing laws on the comprehensive protection of cultural heritage.	Progress towards the expected result relating to safeguarding and reinforcement of island cultural and natural heritage was limited by the current financial constraints, which caused delays in implementation and considerably reduced the volume of reporting to the SIDS Intersectoral Platform. However, in spite of these constraints, considerable progress was made in several areas of action. In the Pacific, capacity development activities in support of UNESCO's cultural conventions progressed, with the implementation of national training events relating to intangible heritage safeguarding and implementation held in four Pacific SIDS. Such capacity development is an essential prerequisite for the Pacific's active engagement with the conventions. Although no ratification of the Convention on Intangible Heritage occurred in the Pacific subregion during the reporting period, discussions and processing towards ratifications are underway in several Pacific islands countries, including Cook Islands, Kiribati, Marshall Islands, Nauru and Samoa.
	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 **B/b:** Intersectoral projects focusing on the ICTassisted transmission of local and indigenous knowledge in formal and non-formal educational contexts implemented in two regions	The publication "Matenek Lokal, Timor Nian!" was published by the Jakarta Office, the result of a national workshop held in Dili, Timor Leste a year earlier. It explores aspects of local and traditional knowledge and its relation to conservation, land and natural resource management, and industry. A panel on "Indigenous Knowledge and Sustainable Futures" was convened at the Planet Under Pressure Conference (March 2012, London). Indigenous experts and researchers discussed community-based knowledge on environmental change, adapting livelihoods and shaping national goals and global priorities.	In July, one of the most iconic sites of the Pacific, Palau's Rock Islands and Southern Lagoon, was added to the World Heritage list for its natural and cultural properties. The inscription marks a major milestone in the implementation of the Convention in the Pacific, with initial discussions on the nomination of the site initiated over a decade ago. Signaling the importance assigned to cultural heritage issues in SIDS across all regions, the release of a Caribbean Cultural Heritage Law Initiative promised to contribute towards harmonizing laws on the comprehensive protection of cultural heritage. In the Pacific, Niue adopted an ESD heritage plan of action. UNESCO's continued support to such initiatives is crucial in order to sustain the momentum now generated in the field of cultural and natural

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
			heritage legislation in many SIDS. Addressing the particular role of local and indigenous knowledge in underpinning SIDS livelihoods, the book "Matenek Lokal, Timor Nian!" was published by the UNESCO Jakarta Office, exploring aspects of East Timorlocal and traditional knowledge and its relation to nature conservation, land management and natural resource management, and industry. Particular traditional small-island approaches to resource management and environmental change were also highlighted at the panel "Indigenous Knowledge and Sustainable Futures", convened at the Planet Under Pressure Conference (March 2012, London). The panel included an extended presentation and discussion on traditional ways of living with environmental change in Vanuatu. Challenges/lessons learned: As noted above, some activities showed limited or no progress due the restricted budget situation. In the Pacific, the lack of regular programme funds to allow staff mission travel required UNESCO Apia to re-programme regular programme activities this year. In particular, national consultations initially planned for Niue, Tuvalu and the Federated States of Micronesia are no longer possible. Budget foreseen for these activities has therefore been re-programmed and used in part to support public consultations in Samoa (where the Apia Office is located), thereby not requiring staff missions. The development of new and innovative partnership structures - through which UNESCO contributes alonside other organizations towards jointly organized events and projects - is emerging as an increasingly common modality of implementation.
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	**PI:** Engagement with key SIDS higher education networks reinforced and expanded through new interregional cooperation agreements **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	In the Pacific, a literature review of education system performance assessment was conducted. A concept note for Asia-Pacific follow-up to SABER (System Assessment and Benchmarking for Education Results) was prepared. Technical support was provided to Papua New Guinea to review its policy planning around non-formal education. Literacy and numeracy achievement in formal and non-formal education sectors improved in the Pacific. 13 Pacific Islands Countries expressed their willingness to participate in the implementation of the Pacific Islands Literacy and Numeracy Assessment (PILNA) in the latter half of 2012. Higher education in SIDS was strengthened through the University Consortium of Small Islands States (UCSIS).	Considerable progress was made towards the expected result targeting SIDS youth, reflecting the priority status of youth in the current Medium-Term Strategy (34 C/4). In all SIDS regions, dedicated youth-focused activities were developed and implemented, in spite of considerable financial constraints. Supported by an Emergency Fund element and targeting the development of a Pacific SIDS science, technology and innovation policy framework, a broad Pacific island subregional partnership was established by UNESCO, linking institutions, individuals and projects that share an interest in promoting the development of appropriate policy and planning frameworks for STI in the Pacific. Taking its point of departure in a 1987 high-level symposium organized by UNESCO and SPEC (precursor of the Pacific Islands Forum Secretariat), the partnership is preparing the organization of the first major subregional Pacific science, technology and innovation discussion in decades. Key collaborators and co-funders of the event are ACP-EU (which has confirmed a
	PI: Training programmes for young researchers established and implemented **B/b:** Training programme undertaken in two SIDS regions	A representative from the University of Mauritius took part in the First Africa Forum on STI for Youth Employment, Human Capital Development and Inclusive Growth, Nairobi, Kenya, 1-3 April 2012, which served to develop networoking among African Young scientists associations and Youth associations.	

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	**Attained**	
	PI: Expansion and consolidation of activities 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	In the context of Youth Visioning, and in close cooperation with partners in Jamaica, a youth organization has been selected to carry out a project on HIV/AIDS in the country. Similarly, an NGO has been identified in Mauritius. The NGO is in charge of 19 centres in Mauritius and one in Rodrigues helping children ranging from 12 to 18 years with school difficulties (failures and drop-outs). Another selection process is being initiated in Papua New Guinea.	substantial financial contribution towards the partnership), the University of the South Pacific, the University of Papua New Guinea and the Australian National University. In a further example of new and emerging UNESCO partnerships with regional and international implementation partners and donors, the Pacific Islands Literacy and Numeracy Assessment (PILNA) is a collaborative work by UNESCO and the Secretariat of the Pacific Board for Educational Assessment (SPBEA) with participation of thirteen Pacific island countries. Under the PILNA project, UNESCO's partner SPBEA has secured funds from AusAID for implementation.
	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	Commitments from 2011 related to the gender equality perspective in Pacific media were completed. The E-waste for Journalists kit, and special issue of the Pacific Journalism Review under the theme "Press Freedom in Oceania" was completed. Awareness raising and information undertaken with a view to establishing new National Information for All Programme Committee in Trinidad and Tobago, in response to a request from the country.	Particular mention should be made of Jamaica, which has recently hosted several important initiatives. Jamaica serves as a pilot country under UNESCO-UIS's Literacy Assessment and Monitoring Project (LAMP) project funded through the Inter-American Development Bank (AIDB). A national project document has been finalized and submitted to UNESCO Institute of Statistics, with an MoU to be signed in the near future. The successful implementation of the Caribbean's first LAMP project was achieved in spite of considerable human and financial constraints. Also in Jamaica, a Kingston-based youth organization has been selected under the Youth Visioning for Island Living programme to conduct a project on HIV/AIDS in the country, with a second project under development in Mauritius. Challenges/lessons learnt: The current financial constraints has had a clear impact on the progress towards attaining this expected result. In particular, the difficult financial situation in field offices covering SIDS has delayed the implementation of activities, leading to a reduction in the volume of reporting submitted to the Platform. However, as is evident from the progress made, the development of new and innovative partnership structures - through which UNESCO contributes alonside 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.

Cost-effectiveness/efficiency measures for this Main Line of Action
In early 2012, the SIDS platform invited the submission of proposals for intersectoral projects to be considered by the PMC for funding under the new modality for financing of the Intersectoral Platforms. Through a consultative process, a working group comprising the Platform Manager, the Programme Sector focal points for SIDS, and staff of the Section for Small Islands and Indigenous Knowledge led the process.

Cost-effectiveness/efficiency measures for this Main Line of Action
In consultation with the Lead ADG (ADG/SC), all proposals were reviewed by the working group, and feedback was submitted to proponents along with suggestions for strengthening each proposal. Following the receipt of revised proposals, the working group elaborated a shortlisting of proposals ranked according to priority, as well as a list of proposals requiring additional revisions before being considered for submission. The shortlisting was based on the basic criteria of quality, degree of intersecorality, adherence to UNESCO strategic priorities, contribution towards the SIDS ISP's expected results, as well as geographical and thematic balance. Taking into account these criteria, the Working Group finalized the shortlist in consultation with ADG/SC. As of end June, the proposals have now been reviewed by the PMC who will submit its recommendations to the DG in the coming weeks. Regular exchanges were held with the other Platforms (Climate Change, Africa, Post-Disaster, etc.) in order to ensure complementarity in approach, avoid overlaps among shortlisted proposals, and to ensure full complementarity between platforms. In addition to inter-platform exchanges within UNESCO, iit has proven time- and cost-effective to co-organise events with UNESCOs partners, in particular in areas such as climate change and related fields (which are of concern to a number of UN agencies). In an example hereof, UNESCO's engagement with a multiagency partnership led to the publication of "Weathering Uncertainty" with UNU.

Priority Africa and its implementation by UNESCO

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**	
A priority Africa Action Plan, including: objectives, activities,implementation strategy and allocated resources, drawn up and implemented byField 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	A la faveur d'un appel à projets, la Plateforme a pu capitaliser un portefeuille de 31 projets, conçus et élaborés par des équipes intersectorielles, auxquelles ont été parties prenantes tous les secteurs de programme, les bureaux et instituts en Afrique, ainsi que des entités de l'Organisation situées en dehors de ce continent.	Après vingt deux années de mise en œuvre, il est apparu que la Priorité Afrique manque encore d'un cadre directeur de référence pour le Secrétariat, les Etats membres et les partenaires. Afin de pallier cet état de fait, il a été mené avec les secteurs de programme, les bureaux en Afrique, l'Union Africaine, le NEPAD, les communautés économiques sous régionales, le groupe africain ainsi que des experts institutionnels et individuels, une série de consultations et de séminaires prospectifs, destinés à doter la "Priorité globale Afrique", d'un tel cadre, sous la forme d'un document dit de stratégie opérationnelle. •L'élaboration de cette stratégie est dans sa dernière phase. Sa finalisation a été retardée par les difficultés actuelles qui ont, elles-mêmes, impacté le budget du Département et retardé la mise en place des budgets alloués aux plateformes. •Cette stratégie a pour vocation, en tenant compte, prospectivement, des défis et enjeux de développement identifiés, de doter cette priorité d'une vision référentielle, assortie d'objectifs globaux et spécifiques partagés, de dresser l'état des lieux des opportunités et des contraintes liées à ces objectifs, d'indiquer les parties prenantes à sa mise en œuvre avec leurs lignes appropriées d'autorité, de responsabilité et de collaboration, et d'identifier les moyens humains et financiers requis.
	PI: Resource mobilization strategy for Priority Africa put in place with accountability vested in the programme sectors and offi ces in the subregion **B/b:** funds mobilized	SISTER financial reports on priority Africa produced	
Special programmes and projects on the main	**PI:** Three or four specifc regional or	31 Priority Africa Intersectoral project were elaborated and	Par Note Ivoire, (DG/Note/11/22), la Directrice a réajusté la mission

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	**Attained**	
lines of action identified and included in UNESCO's strategy for Africa supported and/or implemented jointly with UNESCO's partners, with coordination by and technical assistance from the Africa platform	subregional programmes/projects drawn up, validated by Member States or regional organizations and extrabudgetary funds sought **B/b:** funds mobilisation	funds are being mobilised for 11 recommended projects.	du Département en vue de lui donner une plus grande maitrise 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.

C'est ainsi que notamment, afin de définir les axes stratégiques d'un programme pour la culture de la paix en Afrique et jeter les bases d'une coopération avec l'Union africaine et d'autres partenaires régionaux, ceux-ci ont effectué à Addis Abeba entre le 16 et le 20 avril 2012, une mission qui a donné lieu à un aide-mémoire contenant les domaines de coopération ainsi que les projets à développer de manière conjointe avec l'Union africaine. Parmi les axes de coopération figurent les cadres d'action de l'UA suivants : "l'Architecture africaine de paix et sécurité", la campagne de sensibilisation "Agissons pour la paix : Make Peace Happen" ; le "cadre des valeurs partagées" ; la "Charte africaine de la démocratie, des élections et de la gouvernance" et la "Charte africaine de la jeunesse".

Un premier des Forum de réflexion sur la culture de la paix a eu lieu en Côte d'Ivoire sous le titre : "Culture de la paix en Afrique de l'Ouest : un impératif de développement économique et une exigence de cohésion sociale" (Abidjan - 4 et 5 juin 2012). 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, ainsi qu'avec 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 et des ONG. Une série de recommandations et de pistes d'action concrètes ont été élaborées. Ces recommandations sont une contribution aux prochains C5 et C4 de l'UNESCO ainsi qu'au Sommet des Chefs d'Etat et de Gouvernement de l'Union africaine prévu en janvier 2013. Par ailleurs, un inventaire des projets sur la culture de la paix développés en Afrique, a été initié avec les bureaux hors-siège de l'UNESCO afin de constituer une base de données des "bonnes pratiques" dans ce domaine. Il a été également initié un recensement des mécanismes traditionnels de prévention et de résolution des conflits. |
	PI: Technical assistance provided by UNESCO to Member States and to major specialized agencies of the African Union for the implementation of the programmes/projects accepted under the platform **B/b:** joint projects	Consultation avec l'Union africaine et d'autres partenaires régionaux afin de définir les axes stratégiques d'un programme régional global pour la culture de la paix en Afrique (Addis Abeba 16-20 avril 2012)	
	PI: Progress reports on project implementation submitted regularly to the Organization's governing bodies and meetings held to exchange experiential data on project/programme implementation **B/b:** Extra-budgetary projects elaborated and funds mobilized ;	Following possible funding the priority intersectoral projects recommeded will be implemented before the end of the 3rd trimester of 2012.	
Priority Africa activities monitoring the implementation of plans of action (African Union	**PI:** Annual report on the impact of UNESCO cooperation in Africa, by	AFR contributed to EX/4 reports on priority Africa	A la faveur d'un appel à projets, la Plateforme a pu capitaliser un portefeuille de 31 projets, conçus et élaborés par des équipes

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
decisions) systematically reviewed	sector, submitted to the governing bodies **B/b:** report		intersectorielles, auxquelles ont été parties prenantes tous les secteurs de programme, les bureaux et instituts en Afrique, ainsi que des entités de l'Organisation situées en dehors de ce continent. Les centres d'intérêts de ces projets portent sur l'eau, l'environnement, l'éducation à la Culture de la Paix, la Promotion des langues africaines, la formation des maîtres, le renforcement des capacités dans les STI, la jeunesse et le genre. L'ensemble de ces projets ont été soumis à un groupe intersectoriel, chargé d'en faire l'évaluation, sur la base d'une grille de critères portant sur : le degré d'intersectorialité, l'approche innovante, l'impact et la soutenabilité, la pertinence de la stratégie partenariale et de mobilisation de fonds, la stratégie de mise en œuvre, la visibilité et la prise en compte de la problématique genre. A l'issue de cette évaluation, dix projets, qui semblent potentiellement les plus à même de contribuer, dans les conditions susmentionnées, à la mise en œuvre de la "Priorité Afrique", ont été retenus au titre d'une première soumission au PMC et à l'approbation de la Directrice Générale. Le budget total requis est de $ 3.335.000 dont la majeure partie est constituée de ressources extrabudgétaires à mobiliser. Les Team leaders et leurs équipes, le manager et les points focaux au sein d'AFR, ont d'ores et déjà pris des dispositions, au plan interne, et entamé, au niveau externe, des démarches auprès de certains partenaires, en vue de l'exécution de ces projets dès leur approbation.
	PI: Regular statistical analyses of the budget allocated for Africa and for various themes on Africa **B/b:** Financial report	SISTER financial reports on priority Africa was produced	
	PI: Monitoring of the alignment of UNESCO activities in Africa with the needs expressed by Member States and in African Union decisions	36 C/5 Intersectoral project proposals, submitted by the Sectors and field offices were evaluated on the alignment to regional, sub regional, national assessed priority needs. In this regard it was checked if the projects demonstrate a clear linkage to regional priorities, aligned to the African Union Decisions within UNESCO's field of competence as well as decisions of UNESCO's governing bodies concerning Africa.	

Cost-effectiveness/efficiency measures for this Main Line of Action
The priority Africa platform is awaiting allocation of funds for its 11 intersectoral projects to be implemented.

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$ 0	Expenditures 2012-2013: US$ 0	Allotment 2012-2013: US$ 100 000	Expenditures 2012-2013: US$ 22 707

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	**PI:** Strategic framework for PCPD responses prepared for DG approval within the framework of the PCPD Intersectoral Platform through	Consultations and analyses are ongoing toward the establishment of a PCPD strategic framework, aligned with the 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,

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
Headquarters, with efficient and timely staffing and administrative support mechanisms, elaborated and implemented.	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.		from the humanitarian and early recovery phase through to Peacebuilding and Disaster Risk Reduction. Sector focal points of the PCPD Intersectoral Platform 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 and response during the biennium **B/b:** At least 50 staff further trained or updated on PCPD strategy and response.	Due to financial constraints, no trainings were organized in this reporting period as a cost-saving measure.	
	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	To strengthen intersectoral programming approaches within UNESCO, 8 new PCPD activites totalling $1,040,000 have been selected and approved for funding. 2 new UNESCO Project Offices have been established (Tunis, Tunisia, and Tripoli, Libya) 2 new NRC secondees deployed (UNESCO Amman and UNESCO Beirut) in support of UNESCO response to the situation of Syrian refugees in Jordan and in Lebanon.	
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.	Participation in 2 new frameworks (i) Syria Regional Response Plan adressing the Syrian refugee crisis; (ii) UN in Libya Strategic Framework 2012-2014. Leading agency on culture and tourism. Supporting agency on education and agriculture. In the 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 is broadening its response capacity in post-crisis and transition countries, including through the rapid establishment or strengthening of PCPD antennas in Tripoli, Tunis and Myanmar and through the newly established Juba Office. UNESCO is emerging as a core PCPD actor in several new crisis and disaster-prone countries (including the MENA region, Myanmar and South Sudan) as well as within new areas of intervention during the humanitarian phase, for example in floods management and remote sensing for emergency fresh groundwater. Field staff appear to have a strengthened awareness and knowledge to effectively engage within within UN Country Teams and project prioritization exercises in post-crisis settings, in part through the cycle of six PCPD Preparedness workshops carried out by BFC in the previous biennium reaching all Field Offices, as well as Headquarters EOs and AOs.
	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 the first half of 2012, UNESCO took part in six OCHA Humanitarian Appeals, notably the Horn of Africa drought response, as well as Pakistan floods. 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.	
	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	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 are nearing completion in the Central African Republic and in Liberia.	

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	**Attained**	
	channels.		
Post-Crisis countries supported in the fields of disaster risk reduction, conflict prevention and peace building, with clear programming linkages between the relief, recovery and sustainable development phases.	**PI:** Number of post-disaster activities that support national capacity building in the field of Disaster Risk Reduction implemented. **B/b:** At least five new activities under implementation.	UNESCO is further evolving as a key specialized actor in post-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, and in the extension of global Tsunami early warning systems. UNESCO's technical capacities in drought and floods response may be a new area of potential growth and funding opportunities during the emergency phase.	The PCPD Platform management seeks to integrate UNESCO fully in joint post-crisis needs assessments and funding mechanisms, while broadening awareness and the range of specialized mandates that are prioritized during the humantarian and transition phases of crisis and recovery. Innovative intersectoral approaches to PCPD programming will be field tested through eight new initiatives 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 et cetera.	

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 not relied on any consultant staff to support these core functions, during the reporting period. At the field operational level, PCPD 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$ 20 894 625	Expenditures 2012-2013: US$ 5 972 797	Allotment 2012-2013: US$ 3 285 300	Expenditures 2012-2013: US$ 323 567

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

Regular Programme[1]: operational budget only		Extrabudgetary resources[1]	
Allocation 2012-2013: US$ 18 783 025	Expenditures 2012-2013: US$ 5 972 797	Allotment 2012-2013: US$ 1 205 300	Expenditures 2012-2013: US$ 318 407

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	**Attained**	
The first phase of UNESCO's reform of its field presence network implemented	**PI:** Design of various office types strucure **B/b:** N/A	Phased transformation of field offices as per the decision of the board is implemented.	The transformation of Nairobi and Dakar office has already started. The host country Agreement for Ivory Coast is in the process of being finalised. The post of the Head of the Office is advertised internally for one month until 18/08/2012. The post od Head of Office of Juba is also advertised interannly until 18/08/2012.
Performance assessment of all directors and heads of field offices completed	**PI:** Objectives and results set **B/b:** N/A	The Performance assessment of all Directors and Heads have started and planned to be finalised by the end of 2012.	The Performance assessment of all Directors and Heads have started and planned to be finalised by the end of 2012.
Operating budgets of field offices monitored and their management and administration improved	**PI:** Respect of overall budgets **B/b:** N/A	The operating budget of all field offices is closely monitored. Not all expenses related to operating costs could be financed by the reduced approved budget. Expenses related to Contribution to Common UN shared costs are financed by Emergency funds.	Travel and temporary assistance are closely monitored to remain within the approved ceiling.
	PI: Respect of ceilings given in WPs relating to travel, temporary assistance and other Objects of Expenditure **B/b:** N/A	Travel and temporary assistance are reduced ans within the approved ceiling.	
Capacity and skills of field staff improved	**PI:** Share information with field offices **B/b:** N/A	This is an on going process and is done on a daily basis.	Clear and effective assistance is provided to field colleagues.
Acceptable level of security and safety of UNESCO personnel and premises ensured, commensurate with security conditions and risk assessments	**PI:** Field office staff well aware of the security phase in their duty station **B/b:** N/A	Staff security is of utmost importance. To this end, field offices are informed on the security phase in their duty station on a systematic manner.	Information of UNDSS is analysed and transmitted to field colleagues on a timely basis.

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
Abilities of all UNESCO personnel enhanced and made sustainable regarding field security and safety matters	**PI:** Field staff to complete the required training **B/b:** N/A	Information to all field offices is sent in order for all staff to complete the security training.	Information to all field offices is sent in order for all staff to complete the security training. This is followed up by the field security focal points.
Integration into United Nations post-conflict and post-disaster responses ensured	**PI:** Close collaboration with other UN agencies **B/b:** N/A	Information of UNDSS is analysed and transmitted to field colleagues on a timely basis. Staff security is of utmost importance. To this end, field offices are informed on the security phase in their duty station on a systematic manner.	Information of UNDSS is analysed and transmitted to field colleagues on a timely basis.
Staff capacities for post-conflict and post-disaster situations reinforced, based on lessons learnt	**PI:** Staff to undertake the required security training **B/b:** N/A	Information to all field offices is sent in order for all staff to complete the security training. This is followed up by the field security focal points.	Information to all field offices is sent in order for all staff to complete the security training. This is followed up by the field security focal points.
Capacity for fund-raising for post-conflict and post-disaster interventions enhanced	**PI:** Signing of new projects **B/b:** N/A	New Projects in Juba, Tripoli and Ramallah are signed.	Challenges faced relates to the timing between the signing, receipt of funds and start of implementation. Costs related to security need to be included in such projects.

Cost-effectiveness/efficiency measures for this Main Line of Action
Funds were raised albeit little ressources. The organisation need to provide enough resources in order to implement new projects. The lack of resources will endager the full implementation of projects.

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$ 2 080 000	Expenditures 2012-2013: US$ 5 160

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
Design and implement a full strucutre for regional offices			The phased transformation of Nairobi and Dakar office is underway. The posts of Head of Office of Ivory Coast and Juba are advertised internally until 18/08/2012.

Cost-effectiveness/efficiency measures for this Main Line of Action
The transformation of the two regional offices (Nairobi and Dakar) is doen through transfer of staff but not through recruitment.

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$ 111 727	Allotment 2012-2013: US$ 472 935	Expenditures 2012-2013: US$ 113 519

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	**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 **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	- Participation au 18ème Sommet de l'UA (Janvier 2012, Addis Abeba), 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)	L'UNESCO a participé au 18ème Sommet de l'Union africaine (Janvier 2012, Addis Abeba), témoignant de nouveau de l'engagement de l'UNESCO de prendre en compte les priorités définies par les Etats membres africains eux-mêmes en s'impliquant au plus haut niveau décisionnel. La coopération et le plaidoyer commun avec l'UA se sont consolidés autour de thématiques communes: - 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. 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 universitaire 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
	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 **B/b:** Partenaires mobilisés dans le cadre de PEER	-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. Some key results already realized owing to this new programming approach in Somalia:	
	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 **B/b:** Mission à Géneve pour relancer la coopération avec les Agences UN jusqu'en fin 2012; Rapports élaborés	UNESCO AFR coordinates the UN S&T Cluster of 13 UN Agencies in support to the AU CPA implementation for science and technology. UNESCO-AFR and ECA in collaboration with the AUC HRST elaborated the UN S&T Cluster contribution to the AU Ten Year Capacity Building Program; UNESCO-AFR is currently in discussions with UNECA and the AUC on the organization of the Science with Africa III conference that will take place early 2013. Mandated by the African Ministers of Finance, this conference will focus on innovation in Africa.	

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
			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. Afin de définir les axes stratégiques d'un programme régional global pour la culture de la paix en Afrique et jeter les bases d'une coopération avec l'Union africaine et d'autres partenaires régionaux dans ce domaine, une mission a eu lieu à Addis Abeba entre le 16 et le 20 avril 2012. 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 partagés (2012) ; "la Charte africaine de la démocratie, des élections et de la gouvernance et la Charte africaine de la jeunesse". - 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. Un plan d'action, issu de ce Forum, est en cours d'élaboration afin d'identifier les domaines prioritaires. 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) .

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	**Attained**	
			-The African Union Commission (AUC), UNESCO SC and AFR, the Economic Commission for Africa (ECA), the African Development Bank (AfDB), the United Nations Educational, Scientific and Cultural Organization (UNESCO), in collaboration with the Association for the Development of Education in Africa (ADEA) and in cooperation with the Government of Kenya, organized a forum entitled "African Forum on Science, Technology and Innovation for Youth Employment, Human Capital Development and Inclusive Growth ", , in Nairobi, Kenya from 1 to 3 April 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. ?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

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	**Attained**	
			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. challenges/lessons learnt -Le défi majeur pour le Département Afrique reste celui de la recherche de fonds, dans la mesure ou les difficultés budgétaires actuelles de l'Organisation ont largement impacté la mise en œuvre du Programme régulier destiné à l'Afrique. -A cet égard, il est envisagé de poursuivre le cycle de rencontre, d'ores et déjà entamé, avec les partenaires, au premier rends desquels le partenariat africain. -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".
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	**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 **B/b:** Réunions dans le cadre de la plateforme intersectorielle Afrique et projets phares élaborés	36 C/5 Intersectoral project proposals, submitted by the Sectors and field offices were evaluated on the alignment to regional, sub regional, national assessed priority needs. In this regard it was checked if the projects demonstrate a clear linkage to regional priorities, aligned to the African Union Decisions within UNESCO's field of competence as well as decisions of UNESCO's governing bodies concerning Africa. An evaluation on the alignment with priority Africa Expected Results and main lines of action for priority Africa platform as set out in the 36 C/5 was also put into consideration and if it contribute to the achievement of the main lines of action of the priority Africa intersectoral platform .	A la faveur d'un appel à projets, la Plateforme a pu capitaliser un portefeuille de 31 projets, conçus et élaborés par des équipes intersectorielles, auxquelles ont été parties prenantes tous les secteurs de programme, les bureaux et instituts en Afrique, ainsi que des entités de l'Organisation situées en dehors de ce continent. -Les centres d'intérêts de ces projets portent sur l'eau, l'environnement, l'éducation à la Culture de la Paix, la Promotion des langues africaines, la formation des maîtres, le renforcement des capacités dans les STI, la jeunesse et le genre. -L'ensemble de ces projets ont été soumis à un groupe intersectoriel, chargé d'en faire l'évaluation, sur la base d'une grille de critères portant sur : le degré d'intersectorialité, l'approche innovante, l'impact et la soutenabilité, la pertinence de la stratégie partenariale et de mobilisation de fonds, la stratégie de mise en œuvre, la visibilité et la prise en compte de la problématique genre. -A l'issue de cette évaluation, onze projets, qui semblent potentiellement les plus à même de contribuer, dans les conditions susmentionnées, à la mise en œuvre de la "Priorité Afrique", ont été retenus au titre d'une première soumission au PMC et à l'approbation de la Directrice Générale. Le budget total requis est de $ 3.335.000 dont les 60% reposent sur des financements additionnels à mobiliser. -Les Team leaders et leurs équipes, le manager et les points focaux au sein d'AFR, ont d'ores et déjà pris des dispositions,
	PI: Activities of the intersectoral platform on Africa as a framework for "Priority Africa" implementation and evaluation energized and allocated greater resources	A la faveur d'un appel à projets, la Plateforme a pu capitaliser un portefeuille de 31 projets, conçus et élaborés par des équipes intersectorielles, auxquelles ont été parties prenantes tous les secteurs de programme, les bureaux et instituts en Afrique, ainsi que des entités de l'Organisation situées en dehors de ce continent.	
	PI: A portfolio of promising, special intersectoral projects in science, technology and innovation, science education, culture for development and culture of peace developed	Dans le cadre des travaux des plateformes intersectorielles un portfolio de projets, correspondant aux axes d'actions prioritaires, a été élaboré et soumis au PMC et à la Directrice générale.	

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	**Attained**	
	and promoted among partners		au plan interne, et entamé, au niveau externe, des démarches auprès de certains partenaires, en vue de l'exécution de ces projets dès leur approbation. Le défi majeur pour le Département Afrique reste celui de la recherche de fonds, dans la mesure ou les difficultés budgétaires actuelles de l'Organisation ont largement impacté la mise en œuvre du Programme régulier destiné à l'Afrique.
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	**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 **B/b:** Réunions régulières de consultation, participation du Département aux réunions du groupe africain, organisation de la semaine africaine comme activité conjointe. Renforcement de la coopération avec la société civile.	Réunions régulières de consultation - Participation du Département aux réunions du groupe africain - organisation de la semaine africaine comme activité conjointe - 7 visites officielles de la Directrice générale en Afrique - Quatre ONGs majeurs établissent des relations avec l'UNESCO	La consolidation des relations avec les Etats Membres et le partenariat substantif développé à ce sujet peuvent être ici appréciés : - 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 ; - en terme d'actions et de plaidoyers communs, tels que: (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, tenue au Kenya, à Nairobi du 1er au 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 ; (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 ; (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. Difficultés et enseignements tirés, durabilité: 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
	PI: An action plan/strategy to mobilize substantive, technical and financial intra-African and international partnerships developed and implemented **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.	Stratégie en cours d'élaboration en vue d'approches ciblées pour le renforcement du partenariat avec les ONGs, les OIGS, les partenaires au financement.	
	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	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.	

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	**Attained**	
			multi-disciplinaires et qui aboutiraient à ces propositions pouvant être utiles à l'Organisation ; ce qui en assurerait aussi la durabilité. 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. 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. 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. 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. Une liste de principaux partenaires non-gouvernementaux africains à encourager la coopération avec l'UNESCO a été élaboré comme groupe-cible prioritaire pour favoriser la coopération inter-africaine. 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. Difficultés et enseignements tirés, durabilité: Une fois la liste de projets spéciaux approuvés, un plan de mobilisation doit être élaboré en vue de la mobilisation de fonds et de partenaires. Il est nécessaire de renforcer la mobilisation de partenaires dans le Secteur privé autour de thèmes spécifiques comme culture de la paix et Jeunesse. Les relations avec les Etats Membres et le partenariat substantif ont été consolidées et développées. L'Union africaine et des Chefs d'Etat_ ont réaffirmé leur attachement à la mission et aux actions de l'UNESCO dans une période où l'Organisation doit faire face à des contraintes financières. Des Etats membres africains (Cameroun, Congo, Gabon, Namibie, Tchad) ont répondu favorablement à l'appel à

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
			contributions volontaires au fonds d'urgence multi-donateur tandis que d'autres pays ont contribué "en nature" (in kind contribution) en accueillant des réunions et mettant à la disposition de l'Organisation toutes les facilités (Kenya). En termes de partenariat substantif et technique, on peut souligner : -le 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 ; -l'implication du Département Afrique à la réalisation de la Semaine africaine, marquée notamment par des conférences thématiques autour de la culture et du développement, du développement endogène au développement durable, et avec un focus spécial sur les sciences. C'est dans ce cadre que s'est tenue une conférence sur Ki-Zerbo : l'Homme, le militant engagé et l'Historien a été organisé en coopération avec la Fondation Ki-Zerbo, et la Communauté Africaine de Culture, des organisations non-gouvernementales, en relations de consultation avec l'UNESCO., -Une série de conférences visant à la réflexion sur des thèmes pertinents pour l'Afrique sont en cours de préparation. -Quatre Organisations non gouvernementales œuvrant en faveur de l'Afrique ont établi des relations de consultation avec l'UNESCO. -Grâce au partenariat développé avec le CEPS, le programme culture de la paix a été lancé à travers 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. -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. -Une liste de partenaires non-gouvernementaux africains a été élaborée comme groupe-cible prioritaire dans le cadre du développement de la coopération inter-africaine. -Des échanges sont en cours avec le Centre de Recherche et de Documentation sur les Traditions Orales et pour le Développement des Langues Africaines (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.

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	**Attained**	
			-Une fois la liste de projets spéciaux approuvés, un plan d'action sera élaboré en vue de la mobilisation des partenariats techniques et financiers. -Under the framework of promoting N-S and S-S 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. -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 will be 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.
Visibility of UNESCO's action in Africa strengthened	**PI:** A number of studies on specific problems of concern/interest to Africa produced and distributed	Une étude sur les jeunes et le média est en cours de réalisation par le Bureau de Addis Abeba	Mobiliser les médias sur les actions de l'UNESCO en faveur de la Priorité Afrique -Forum STI à Nairobi (avril 12) ; -la semaine africaine ; -la Conférence sur Ki-Zerbo ; -le Forum international sur la paix. On peut également constater que le Département commence à être de plus en plus sollicité pour intervenir dans les médias (presse écrite et TV). La base de données n'ayant pas été créée pour des raisons budgétaires, son implémentation sur le portail n'a pas pu être réalisée. Cette base de données aurait été un élément essentiel d'augmentation des consultations du portail Edition du Bilan des activités de l'UNESCO en Afrique : étant données les contraintes budgétaires, le Bilan n'a pas été réalisé.
	PI: A number of publications on UNESCO's relations/cooperation with Africa produced and distributed	-Edition d'une Brochure sur la "Priorité Afrique" : la Brochure est en cours de réalisation. -Projet en cours de coédition d'un livre unique de photographies sur plus de 25 pays d'Afrique sub-saharienne réalisées pendant 30 ans par un des meilleurs photojournalistes français : Pascal Maître. -Suivi et évaluation de la prise en compte de la Priorité Afrique dans les publications de l'UNESCO : mise en place mensuelle par ERI de la "Publication Board", un outil garantissant la prise en compte de la Priorité Afrique dans l'élaboration des publications des Secteurs.	
	PI: Viewing of the AFR website increased **B/b:** Website alimenté et tenu à jour	Le nombre de visites sur le portail du Département est en constante augmentation. L'analyse des chiffres de données montre un accroissement de 48% entre le mois de janvier et mai 2012.	

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

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 maitrise 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.

-In mid-February, facing an 81% reduction in its running costs due to reductions in the overall AFR Department programme, PEER embarked quickly to reduce its remaining staff numbers and closed, in full cooperation with national partners, its remaining two project offices in Somalia. Close collaboration with Regional Office, its Sector Specialists and the new emphasis on a planned approach in Somalia using the UNESS and UCPD, however, has allowed PEER to continue to facilitate the expansion of UNESCO engagement with Somalia. Efforts to identify additional capacity continue; Japan has approved funding through UN Volunteers for a media specialist to work with PEER for one year (tentative date July 2012-13) to enhance regional culture of peace programming. Upon the agreement of AFR Department and BFM, PEER's administration has been merged with Regional Office's as at 1 January 2012 and the Programme no longer holds separate accounts. Further integration with a view to streamline process and improving oversight is recommended.

-Strategy for enhanced funds mobilization and the creation of partnerships: situated in Nairobi, the Programme is in a position to directly implement projects in the sub-region, specifically in Kenya where it is housed and in the adjacent countries of Somalia, Djibouti, Eritrea, Uganda and Rwanda where UNESCO is a non-resident Agency and coordination is Nairobi-based. Under this modality, PEER will seek funds for mandated activities (increasingly culture of peace-related) which the Programme will directly implement in partnership with Nairobi Office. Somalia is the natural starting point of this process and the effectiveness of this strategy is already producing results; the strategy is to build through the raising of extrabudgetary activities the implementation capacity of both Nairobi office and PEER to allow Somalia to be effectively covered, freeing PEER resources and time to develop its regional mandate and culture of peace focus, rather than acting as a sort of de facto "UNESCO Somalia" office.

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$ 96 673	Expenditures 2012-2013: US$ 34 418	Allotment 2012-2013: US$ 293 038	Expenditures 2012-2013: US$ 207 000

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	**PI:** Number of gender responsive programmes and initiatives in all Sectors, Field Offices and Institutes **B/b:** 20 per cent increase. Quality criteria existence of gender analysis, gender-specific results and specific budget allocation for GE	Support activities are still underway.	Priority Gender Equality is implemented in UNESCO's fields of work through a two-pronged approach: on the one hand, by mainstreaming gender equality considerations in every programme and project, when applicable, and, on the other hand, by supporting gender-specific programmes and projects. The mainstreaming of gender equality considerations in programmes and projects is supported through (i) capacity building of programme colleagues that are directly working on programmes and projects, as the next expected result illustrates, and (ii) gender mainstreaming activities that are carried out by the Division for Gender Equality in the view to ensure coherence and the crosscutting application of common principles. In this framework, a gender equality perspective was integrated in more than 300 requests submitted by the Member States and NGOs under the Participation Programme in all of UNESCO's fields of competence, including fellowships and study grants, through collaboration with concerned National Commissions for UNESCO,

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
			Permanent Delegations to UNESCO, Programme Sectors and Gender Focal Points in the Field Offices. The project proposals, which strive to provide direct assistance to initiatives undertaken by Member States in line with the priorities that they themselves determine, focus both on projects pertaining directly to gender equality and women's empowerment and on general matters in which gender equality considerations are being mainstreamed. Furthermore, gender equality considerations were mainstreamed in all projects submitted to four of the five Inter-sectorial Platforms (Culture of Peace, Africa, Post Conflict/Post Disaster, Climate Change), through the analysis and reformulation (when needed/requested) of selected proposals.
			Concerning gender-specific programmes, technical support has been offered to colleagues, mainly through the Gender Equality Clinics, to ensure that the initiatives are responsive to the practical and strategic needs of women and men. The analysis conducted by the Division for Gender Equality reveals that staff's capacity in relation to gender-specific programming is sounder and more developed than the one related to gender mainstreaming. This highlights that sectorial research findings on gender disparities are systematically integrated in gender specific project or programme documents.
Requisite staff and institutional capacities built for gender mainstreamed and gender-specific programming, advocacy and policy advice	**PI:** Number of work plans, UNESCO strategic and policy documents mainstreaming gender **B/b:** increase in the number and quality of gender mainstreamed work plans, references made to gender equality in strategic and policy documents	Considering the current financial situation of the organization, that requires that work plans are prepared on a quarterly basis, ODG/GE decided to offer continuous support to programme staff and sectors, changing the modality of provision from written report to ad-hoc support sessions offered in the form of clinics. Considering the cuts and changes being undertaken by sectors on work plans, statistics cannot be produced in this current phase, as number change frequently. Baseline statistics were nonetheless collected in February 2012.	UNESCO's Programme on Capacity Development and Training in Gender Mainstreaming aims at improving staff understanding of gender equality concepts and issues in relation to UNESCO's domains, to ensure the integration of gender equality perspectives and women's empowerment in both programme/project implementation and monitoring and evaluation, and to enhance the capacities of staff to help contribute towards the achievement of gender-related EFA and Millennium Development Goals (MDG). Previous training or orientations sessions targeted staff at Headquarters, including the External Relations and Information Sector, as well as numerous Field Offices, Institutes, National Commissions and the newly appointed Gender Focal Points at Headquarters and in the Field Offices. In the first half of 2012, 22 staff of the Social and Human Sciences Sector received training.
			At the beginning of the second trimester of 2012, the Division for Gender Equality also launched regular Gender Equality Clinics. The Clinics aim to assist colleagues in mainstreaming gender equality into work plans, project proposals and other key documents in their respective areas of work, attending colleagues both individually and in small groups. Ten sessions took place since April 2012, involving colleagues from Headquarters, Field Offices and Institutes (CLT, SC, CI, IBE, and Field offices in Amman, Apia, Harare, Lima and Quito). The support is provided face-to-face, by email or via videoconference and telephone in order to adapt to the needs of the concerned colleagues and limit costs to the organization. The Gender Equality Clinics enabled colleagues to incorporate gender-responsive implementation strategies into their work plans and key documents, expected results and performance indicators, and thus indirectly

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
			contributed to the capacity building of Sectors and field offices in gender equality.
			During the second trimester of 2012, the Division for Gender Equality launched Brown Bag Lunches, i.e. informal lunch-time conferences on relevant topics aiming to facilitate exchange between the Gender Focal Points, and to offer learning opportunities on burning issues, recent developments or relevant work from other entities to all interested colleagues. The sessions are organized with a view to maximize horizontal exchanges and dialogue, and video/teleconference facilities are used to encouradge 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 as presenters. More Brown Bag Lunches are being organized for autumn 2012. Furthermore, in order to increase exchanges of best practices and lessons learnt among Gender Focal Points, a Community of Practice which will connect the Gender Focal Points at Headquarters, in the Field Offices and Institutes, was initiated with a view to share and exchange information, publish and edit articles and papers, download information and launch discussions on relevant topics linked to gender equality, women's empowerment and women's rights. The Community of Practice will be fully operational as of September 2012.
			Both the Gender Equality Clinics and the Brown Bag Lunches intend to complement the more traditional capacity development activities that were illustrated at the beginning of this section by offering UNESCO staff flexible, individualized and diversified instruments to deepen and widen their knowledge on issues related to one of the two Global Priorities of the organization. A total of 58 colleagues (excluding the two Brown Bag Lunches planned for July) have participated in these diverse forms of training in the first half of 2012.
UNESCO's strategic contribution to the UN inter-agency cooperation in the area of gender equality and the empowerment of women articulated and integrated at the global, regional and country levels	**PI:** Number of UN information material and tools where UNESCO's contribution has been reflected/integrated, especially in gender equality in education and culture **B/b:** increase in the references made to Gender equality in education and culture documents	UNESCO activities in UN-interagency cooperation related to gender equality and women's empowement continue to streghten. There might be a need to reformulate slightly this indicator as the Division is not plannign to monitor anymore this type of information.	UNESCO has reinforced its cooperation with UN Women (United Nations Entity for Gender Equality and the Empowerment of Women) in order to ensure greater collaboration in programming and implementation between the two agencies. During the CSW Meeting held in New York in February 2012, a consultation meeting was organized between UNESCO and UN Women staff in order to plan this collaboration. The meeting resulted in the drafting of a letter of cooperation listing main areas of current and future collaboration. This letter was signed by the Heads of both agencies in Paris in May 2012. The letter notes that UNWomen and UNESCO will cooperate to enhance the synergy and coherence of their programmes, activities and other initiatives on normative intergovernmental work. In particular, it is stipulated that education is a primary area of cooperation between the two agencies, and that UNESCO will continue to play a major role in UNCT Gender Theme Groups and will work with UN Women to ensure the complementarity of results for the

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
			promotion of gender equality.
			In the first semester of 2012, UNESCO has collaborated with several UN working groups and task forces on gender equality and women's empowerment, including the Standing Group on Women, Peace and Security, and a working group on Rural Women, and has contributed to the reports and publications of these groups. UNESCO was represented at the joint IANWGE (Interagency Network on Women's Empowerment and Gender Equality) and OECD Gendernet Workshop on Empowerment of Rural Women, which was held in January in Addis Ababa, and presented a paper on challenges to education for rural women and girls. UNESCO is also participating in the activities of the UNDG Task Team on Gender Equality, and in particular on the preparation of a 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. The marker will allow for UN system-wide reporting with regard to funds contributing to promoting gender equality. In this same framework, UNESCO is contributing to the "System-wide Action Plan for implementation of the CEB Policy on gender equality and the empowerment of women" (SWAP).
			UNESCO participated in common advocacy exercises with UNWomen and other UN agencies in the preparation of the United Nations Conference on Sustainable Development (Rio + 20). UNESCO's contributions in relation to gender equality in the final document, as in other preparatory documents, were retained. UNESCO contributed inputs to the Annual Reports of the Committee on the Elimination of Discrimination against Women (CEDAW) in its 52nd and 53rd sessions, as well as to the various Reports of the Secretary-General of the United Nations in all of UNESCO's fields of competence (CSW: Situation of and assistance to Palestinian Women, for example) and to the ECOSOC meeting in July 2012.
			In the framework of the support to inter-agency collaboration at the country level, the Division for Gender Equality started offering support on gender mainstreaming to FOs colleagues involved both in UNCT Gender Theme Groups and UNDAF formulations.
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	6	UNESCO has supported member states to undertake initiatives in favour of gender equality through provision of policy-relevant research and support in planning and implementing activities to further gender equality. In particular this support has been provided through the establishment and development of gender equality research and documentation centres. The Regional Research and Documentation Centre on Women, Gender and Peace Building for the Great Lakes Region held an

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
			extraordinary meeting of the Board of Directors in May 2012, which permitted the Member States present to define a Plan of Action for the Centre in terms of research objectives, and to establish budgets for the final six months of 2012 and for all of 2013. These decisions, as well as the agreement on Terms of Reference for the appointment of a permanent director should permit the Centre to advance in terms of putting in place concrete research programmes and training activities. UNESCO has also supported Member States of the Great Lakes Region in establishing their National Associate Centres trhough planning meetings with Ministries concerned.
			UNESCO has worked with the Palestinian Authority and the Norwegian Representative Office in Palestine to carry out an evaluation of the Palestinian Women's Research and Documentation Centre in Ramallah. 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.
			Initial meetings have also taken place with regard to the establishment of a new regional centre on the Elimination of Female Genital Mutilation/Cutting which will be located in Nairobi, Kenya.
			UNESCO is focusing its support to member states on women's empowerment and gender equality on two main issues: prevention of sexual and gender-based violence, and women's political participation and leadership. Several pilot programmes have been launched in these areas including an innovative programme in the Democratic Republic of the Congo to engage students as ambassadors against 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, and should be adopted into the National Programme for Social Sciences by the Conseil des Universités and Minstry for Education. Students who have followed the courses have also been trained in communication techniques in order to pursue sensitisation activities in their home communities.
			A new project to develop teaching and training courses on women's political participion and prevention of SGBV will be launched in Madagascar in cooperation with the higher education sector.
			In West Africa, a programme is being launched in collaboration with Rutgers University and African university partners to provide trainign for women's political leadership. This programme will be piloted in three West African Countries: Ghana, Liberia and Sierra Leone, before being rolled out across the Region.
New partnerships with various stakeholders, including the private sector, to promote gender equality and the empowerment of women established	**PI:** Visibility of UNESCO actions promoting gender equality and the empowerment of women,	contacts still underway.	UNESCO continues exploring the potentialities for women's empowerment and gender equality of partnering with private sectors' entities in the framework of the UNESCO's Global Partnership for

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	**Attained**	
and implemented	especially at the country level, increased **B/b:** one additional GE specifi c partnership		Girls' and Women's Education. The first anniversary celebration of the Global Partnership, organized at the UNESCO headquarters on 25th May 2012, thanks to the high level of the panellists and guests (the Executive Director of UN Women, Michelle Bachelet, the UNESCO Special Envoy on Literacy for Development, Princess Laurentien of the Netherlands, the Minister for Primary and Civic Education of Chad, Mr Etienne Faïchou, the Director-General of UNESCO, Irina Bokova) generated interest in new private partners to participate through funding the projects under the Partnership. Talks are currently underway to expand the support offered to the Partnership by private entities already funding projects and to attract at least another corporate partner by 2012.

Cost-effectiveness/efficiency measures for this Main Line of Action
Within ODG/GE, the regular staff has been increased of one unit, with the addition of one professional staff as of March 2012. Temporary contracts had been terminated at the end of the previous biennium, and the Division is therefore reinforced by the presence of qualified interns - 6 in total in the first semester of 2012 (3 during the period January-March and 5 during the period April - June). Furthermore, travels on mission have been reduced and/or undertaken when costs were borne by external partners. Innovative and no-cost (via tele and videoconference) forms of training activities (for example, the Gender Equality Clinics illustrated in the previous section) have been implemented.

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$ 751 897	Expenditures 2012-2013: US$ 165 647	Allotment 2012-2013: US$ 1 269 873	Expenditures 2012-2013: US$ 734 410

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	**PI:** Endorsement by the Executive Board of the Draft 37 C/5 and the Draft 37 C/4 **B/b:** Phase 1 : Based on the Preliminary proposal submitted to the Executive Board, orientations and decisions for draft 37 C/4 and draft 37 C/5 provided Phase 2 : Draft 37 C/4 and draft 37 C/5 endorsed by the Executive Board and sent for adoption to the General Conference	First phase completed successfully. Document 190 EX/19 submitted to Executive Board for decision	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: 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)
	PI: Adoption of Draft C/4 and Draft C/5 by the 37th	(Spring session)	

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
	General Conference **B/b:** Phase 3: GC resolution including adoption of budget for 2014-2017		(see reports in 190 EX/19 part I A); preparations for the other three to be held in September are underway. 3- The DG'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)
Programming, monitoring and reporting functions carried out in line with UNESCO's results-based approach and in compliance with the strategic orientations and the programming framework and priorities set by the governing bodies and with the Director-General's directives	**PI:** Degree to which workplans are aligned with governing bodies decisions, and Member States priorities **B/b:** BSP analysis and recommendations on a regular basis	BSP end of June analysis revealed a sizeable improvement in workplans and budget allotments were approved by the DG and made for 6 months.	In accordance with DG's decision to review workplans and the programme implementation f closely on a quarterly basis, BSP has conducted the analysis of the workplans at three successive intervals: end of January 2012; end of March 2012 and end of June 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 quarterly budget allotments were approved by the DG. BSP, in cooperation with IOS, continues deploying efforts towards improving the quality of monitoring and reporting. A time-bound action plan was developed to that end, and submitted to the 190 Executive Board (cf. 190 EX/INF. 21). BSP prepared document 190 EX/4 which presents DG's report on the execution of the programme adopted by the GC for the first 6 months of the biennium. 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.
	PI: % of Executive Board Members who express satisfaction with the quality of reports on programme implementation **B/b:** 75% (baseline: 5%)	[end of October 2012]	
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	**PI:** Increased unearmarked voluntary contributions received by UNESCO, notably under the Emergency Multi donor Fund and other special accounts **B/b:** Shortfall in 35 C/5 and 36 C/5 partially met through un earmarked contributions to Emergency Fund.	With the establishment of the Emergency Multi donor fund, UNESCO has received USD 35.5 million (as at 10 July 2012) and additional USD 27.7 million have been pledges 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. As matter of fact, the unearmarked contributions provided by donors under the Emergency Multi donor trust fund and the funding provided by new emerging donors under funds-in-trust agreements have compensated the slightly reduction of about 8-10 million USD per year that is noted since 2009. Challenges and Lessons learnt: 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,
	PI: Expanded UNESCO donor's base including contributions and pledges from countries from the south to the Emergency Multi donor Fund and signing of funds-in trust agreements with emerging donors and private sector **B/b:** Contributions to Emergency Fund include new bilateral donors to 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	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 (USD 162 million) and the first 6 months of 2011 (USD 138 million) shows an increase of more than 15% (including contributions received under the emerging Fund), while the total amount of funds mobilized	

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	**Attained**	
	Republic of Korea. Increase in number of agreements concluded with the private sector.	(signed agreements) stands at USD 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 (USD 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).	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 areas.
	PI: Design of a specific strategy for engagement with private sector **B/b:** Strategy for cooperation with private sector endorsed by Executive Board.	As requested by the Members States, a strategy for engagement with private sector was developed for 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 shall be translated into operational guidelines after approval by the Executive Board.	
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 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 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 projects were posted on the intranet for all interested staff and parties to follow and offer comments. All 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, which will receive the bulk of resources for regional and country level activities. In total, 198 intersectoral projects were submitted, out of which some 55 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 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
	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.	Leadership for the effective implementation of the Programme of Action for a Culture of Peace and Non-Violence ensured: - Intersectoral Platform Peer Review Committee established and coordination with other Intersectoral Platform ensured, - 17 intersectoral projects for a total amount of $1,119,500 started under Regular Programme and Emergency Funds. - 11 extrabudgetary projects started	
	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	- Sector strategies completed - Biennial mapping prepared - Global category 2 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	

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	**Attained**	
	developed; Strategic policy documents prepared in consultation with members of the Review Committee and submitted to the Governing Bodies. The specific feature on Category 2 Institutes and Centres implemented in SISTER.		and US $2.99 million from the Emergency Fund. The Director-General approved the allocation of funds from the Emergency Fund to the Intersectoral Platforms so as to be enable the IPs to attain the expected results approved in the 36 C/5. Implementation has since started under each IP. Leadership and backstopping over the interdisciplinary Programme of Action for a Culture of Peace and Non-Violence have been ensured by BSP, with the effective implementation initiated and monitored under the Intersectoral Platform for a Culture of Peace. BSP also particularly ensured the mobilization and involvement of all UNESCO's sectors and Field Offices in the implementation of this Programme of Action. Besides the activities under Regular Programme stated above, 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" as well as one project funded by Danish government on "Building competences to develop policies and programmes for intercultural dialogue respectful of human rights" have effectively started. BSP is coordinating their implementation and follow-up the process toward the charting of a way forward to make a peace an everyday reality, with the development of some innovative tools, capacity building initiatives, curriculum revision, global awareness raising campaigns and special dialogue forums. This included also the drafting of relevant inputs to UN Secretary-General's reports in order to share UNESCO's vision and action on this theme. Strategic political discussion forums were organized and expert meetings held to identify new ideas for building a culture of peace and non-violence. This includes for example the International Forum for Reflection: "A culture of peace in West Africa: a necessity for economic development", (Abidjan, Côte d'Ivoire, 5-6 June 2012); the 10th Summit of Heads of States from South-East Europe on "Religious, Cultural and Historical Heritage as a Foundation for more Intensive Cooperation among States" (Mostar, Bosnia and Herzegovina, 2-3 June 2012); the 4th Congress of Leaders of World and Traditional Religions on the theme "Peace and Harmony as a Choice of Humankind" (Astana, Kazakhstan, 30 May 2012). The collaboration with strategic partners such as the Alliance of Civilisation was ensured, namely within the 2nd Regional Conference on AoC Strategy for South-East Europe and Focal Points meeting (Belgrade, 10-11 April 2012). The involvement of UNESCO Member States to integrate their vision and concern was attended with the organization of a Thematic Debate on a Culture of Peace, held on 30 March 2012. More information on actions and synergies developed within the implementation of this interdisciplinary programme of action are available on UNESCO's dedicated webpage: http://www.unesco.org/new/en/bureau-of-strategic-planning/themes/culture-of-peace-and-non-violence/. 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,

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	**Attained**	
			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 programme results at the MLA level; information on all costs incurred as a result of interaction with category 2 centres and institutes; 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 website at: http://www.unesco.org/new/en/bureau-of-strategic-planning/resources/category-2-institutes/. In addition, a Review Committee was established with all members of senior management, IOS and LA to coordinate the renewal review assessment process so as to ensure the continued relevance of all category 2 institutes and centres and to identify the criteria and procedures for the renewal of agreements, and to provide guidance to sector focal points for measures to be taken concerning institutes/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 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 cat. 2 networks, which

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	**Attained**	
			are hyperlinked with BSP's website. BSP continued to coordinate the preparatory process for the Organization's participation in the Rio+20 Conference by, inter allia ensuring inter-sectoral 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 Liaison Office in New York, UNESCO Brazilia 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 and one on the Ocean, were organized.. BSP, in cooperation with ERI, set up an inter-sectoral 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 coordinated the publication From Green Economies to Green Societies with all sectors, as well as UNESCO's contribution to the UN publication "Working towards a Balanced and Inclusive Green Economy," which was also launched at Rio+20. Challenges and Lessons learnt: 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 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 projects as well as the process itself could serve as model for the development of UNESCO's future projects. The Intersectoral Platform for a Culture of Peace and non-Violence is the only one with a detailed Programme of Action to implement and which was integrated in all sectors MLAs. The monitoring and coordination of all activities part of this process is a major challenge. However, by designing a clear coordination strategy which integrates the intersectoral and interdisciplinary dimensions of this Programme of Action, it was possible to create a unique synergy for better delivery and impact. Good communication among teams involved in the implementation of Extrabudgetary projects have also proven to be necessary to ensure better visibility and coherence with the objectives of the Programme of Action, as well as communication with donors. 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

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	**Attained**	
			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 inter-sectoral 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.
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	**PI:** Number of UNESCO Future Forums, Seminars and Lectures **B/b:** 3 Future Forums and 2 Future Lectures organized	Three Future Forums and one Future Lecture 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.	Three Future Forums and one Future Lecture 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. Key challenges and stakes facing UNESCO vis-à-vis the issues at hand for the UN Conference on Sustainable Development (Rio+20) have been identified and reflected upon during the debates organized and in the brochures published by the Foresight Programme. 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 which welcomed delegates from Member States, international institutions and scientific/academic communities. During these debates, various emerging models and their applications contributing to fostering sustainable development have been presented and examined, which could eventually inform the formulation of the C/4. In the same vein, the results of the UNESCO Leaders' Forum, organized within the framework of the 36th General Conference, on the theme "How does UNESCO contribute to building a culture of peace and to sustainable development?" have been disseminated to Member States through a publication in English and French on the same theme. New concrete ideas culled from the highest levels of government have been put forward and have shaped UNESCO's strategies in relation to Rio+20 and the post-2015 agendas. More support to the role of UNESCO as a broker for the "culture of peace/sustainable development" nexus has been expressed by policymakers during this Forum. With regard to the intersectoral priority on the culture of peace, the Foresight Programme - through the holding of a Future Forum on the Arab Spring - has underscored the need to flesh out a roadmap that would instil a new set of values and attitudes using education, the sciences and culture in helping forge the peaceful transition to democracy and good governance. Concretely, these include implementing policies that enhance freedom of expression through
	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	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.	
	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	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. Preparations for upcoming seminars are underway.	

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	**Attained**	
			the media, girls' and women's education, technical and vocational education, as well as cultural tourism and heritage. The appointment of the Chief of the Foresight Section paved the way for the holding of meetings, presentations and seminars about recent developments in the discipline of foresight and the potential to use the future in order to develop strategic capacities within UNESCO. A series of discussions has started with a number of staff in Headquarters and Field Offices regarding the approach to developing the internal capacity of UNESCO to use the future by engaging in learning-by-doing foresight activities. Despite continuing gaps in financial and human resources, the activity has thus far met the established expectations. By a rigorous selection of themes for Future Forums and Lectures, the Foresight Programme has narrowed its focus to relevant areas that required in-depth reflection in order to inform the strategic components of the C/4. Knowledge-sharing in the field of foresight methodologies and approaches has accelerated during the last part of the evaluation period following the various meetings and presentations conducted by the Chief of Foresight with Sector and Field Office colleagues. Collaboration has started in building foresight capacities with a number of colleagues and follow-up work is already under way. Challenges and Lessons learnt: The Foresight Programme has benefitted from the opportunity offered by Member States through their Permanent Delegations and by outside partners to organize future-oriented debates. This partnership building is testimony to growing support for foresight and anticipation approaches in UNESCO's fields of competence which feeds into strategic planning and intersectorality. These debates have attracted a significant number of audiences (representatives from Permanent Delegations, UNESCO Secretariat, scientific and academic communities, NGOs, among others). Follow-up should be ensured on the above activities in order to enhance sustainability. Seeking partnerships with the scientific community and the foresight networks has to be a priority of the activity in order to enrich its knowledge creation and knowledge sharing capacities within and outside UNESCO. More collaborative undertakings should be sought with various partners (including fundraising with the private sector) so as to deliver effective partnerships. The discussions with Sectors and field offices referred to above have to be followed by a concrete plan of action for collaboration. As new methodological resources and approaches in the foresight discipline have emerged over the last decade, additional approaches should be developed in order to enhance and diffuse foresight culture in UNESCO and among its Member States.
UNESCO's programmatic contribution in the context of the United Nations reform and United Nations inter-agency cooperation articulated and strengthened at the country, regional and global levels,	**PI:** Number of UN programmatic initiatives for which UNESCO is entrusted a leadership role **B/b:** Co-leadership of at least 1 UN reform initiative and 1 inter-agency programmatic initiative	UNESCO has been entrusted (co-)lead roles in three programmatic initiatives and three UN reform-related initiatives	During the reporting period, UNESCO made considerable progress in leading the inter-agency discussions in its programmatic areas of competence at the global, regional and country levels. At the global level, UNESCO played a key role in the development of the United Nations Secretary-General's new global initiative on

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
including through the administration of dedicated programme resources and staff capacity-building programmes			"Education First". The initiative, to be launched on 26 September in New York, will aim to mobilize resources and attention to three areas of action in education: delivering on the 2015 promise - putting every child in school; improving the quality of learning; and fostering global citizenship through education. The first meeting of the Steering Committee of the initiative, of which UNESCO's Director-General is the Executive Secretary, was held in New York in July 2012 and brought together the Secretary-General, the Director-General of UNESCO, the United Nations Special Envoy on Education Gordon Brown, and Heads or high-level representatives of the Education for All convening agencies - UNICEF, UNDP, UNFPA, UN Women and the World Bank - as well as the Global Partnership for Education, Education International, the Global Campaign for Education and the private sector. UNESCO is working closely with the Secretary-General's cabinet and partners on the development of the initiative in order to ensure that it is closely aligned with the EFA process. Another area of UNESCO's leadership concerned sustainable development. The UN Secretary-General Ban Ki-moon called on UNESCO to lead implementation of recommendations of an ad hoc group on science for sustainable development composed of the executive heads of 21 UN specialized agencies, funds and programmes and chaired by the Director-General of UNESCO. Notably, UNESCO spearheaded the setting up of a Scientific Advisory Board to which it will provide the secretariat. The board will bring together eminent specialists from the natural sciences, the social and human sciences, and engineering, representing diverse backgrounds and regions. Through this mechanism, the Secretary-General and UN agencies will be provided with comprehensive advice on all of the dimensions of Science, Technology and Innovation (STI) for sustainable development, as well as on how to promote cooperation among various UN agencies and with the international scientific community. One of its key functions will be to promote cooperation on science-related issues between UN agencies, and with the international scientific community. UNESCO contributed, together with UNEP, to the development of the Ocean Compact launched by the Secretary-General at the Expo on 'The Living Ocean and Coast' in Yeosu, Republic of Korea, on 12 August 2012. The Compact is a strategic vision for the UN system to deliver more coherently and effectively on its ocean mandate. It has three objectives: protecting people and improving the health of the oceans; protecting, recovering and sustaining the oceans' environment and restoring their full food production and livelihoods services; and strengthening ocean knowledge and management of oceans. UNESCO has a particular stake in the last objective and will be fully engaged in the implementation of the Compact. Furthermore, UNESCO's proposals contained in the Blueprint for Ocean and Coastal Sustainability not only provided a basis for the development of the Oceans Compact, but were one of the main contributions on oceans issues at the Rio+20 conference and are contributing to the promotion of a Sustainable Development Goal on Oceans in the post-2015 agenda.

| 36 C/5 Expected Results | Performance Indicators (PI) and associated Benchmarks (B)/baselines (b) | | Achievement(s) including Challenges/Lessons learnt |
	Programmed	Attained	
			UNESCO has also been entrusted to steer inter-agency discussions on aspects relating to the UN system's reform initiatives, such as (i) the review of the Chief Executives Board (CEB) led by the Director-General together with the UNFPA Executive Director; (ii) Vice-Chairmanship of UNDG (ADG/BSP), charged inter alia with a review of existing funding modalities in support of the UN Resident Coordinator System; and (iii) Co-Chairmanship (Dir BSP/PB) of the inter-agency working group on joint funding and business operations, charged inter alia with driving the harmonization of UN business practises. 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). Challenges and Lessons learnt: The number of funding requests for UNESCO's engagement in country programming documents 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 mobilization and management of extrabudgetary resources and United Nations reform/United Nations Development Assistance Framework (UNDAF) approaches	**PI:** Recognition by Member States of the improvement of results evidence-based reporting **B/b:** Debates in Commissions and Ad Hoc working Group focus on core issues, that is achievements and challenges/lessons learnt rather than on format (187th EB session: Satisfaction on Format although remains inconsistency on quality and timeframe among Sectors, recognized improvement towards results-based reporting)	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 Board	RBM: Efforts have been pursued to reinforce the institutional capacities in the results-based management approach to further enhance the results-orientation of the Organisation. To ensure a common understanding and consistency of UNESCO's RBM approach, training courses and capacity building workshops 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 reporting. In particular, the importance of informing on achievements viewed from the key stakeholders and especially the direct beneficiaries' perspective is emphasized. Moreover, 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
	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) **B/b:** - At least quarterly reports/statistics. (Baseline: 3). UIS, IBE, IITE, IICBA, IESALC, IIEP, UIL, ICTP	The first 3 quarterly workplan analysis were based on SISTER information (end-January, end-March and end-June 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	

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	**Attained**	
	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)	Management conclusions were partly based on SISTER information/processes. Update of information regarding Participation Programme thanks to a Country Report on "Cuba" by Permanent Delegations.	lessons learnt and cost-effectiveness/efficiency measures. A new feature has been introduced, through which responsible officers of Main line of Actions and Chapters are requested to assess the achievements towards each C/5 result (i.e. Below, Meets or Exceeds expectations). Along the same lines, responsible officers of activities/projects are also requested to assess the overall implementation of the activity/project. In addition to introductory courses attended by 33 participants, 1 RBM workshops has been organised for 14 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. 12 36 workplans (RP and XB) were reviewed by the responsible officers to improve their results-orientation. Furthermore, the 189 EX/4 for SC has been revised. 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. 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 since the beginning in September 2008. SISTER: Regarding SISTER, in addition to introductory courses/demonstrations attended by 64 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. Several Member States responded to the invitation to attend SISTER demonstrations. 9 members of 8 Permanent Delegations participated to a SISTER Demonstration session, bringing the total number of participants to 29 since the beginning in March 2010. In the past 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 1,900 UNESCO Staff Members (of which more than 900 from Field Offices or Institutes) connected more than 70,000 times, and over 50 Member States connected more than 150 times to SISTER for the 36 C/5. SISTER for the 36 C/5 was used to facilitate the preparation and management of the Organization's RP and XB workplans, including extrabudgetary

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
			Outlines for the 36 C/5 CAP. Hence, recommendations contained in the quarterly analysis of the workplans were partly based on the SISTER substantive reports and statistics in particular regarding the contribution of Sector activities to C/5 results, Global Priorities and other key/targeted issues as well as monitoring Roadmap targets 1 to 3. Reports on other budgetary and/or substantive issues have also been prepared on-request for UNESCO management. Decisions taken as well as information provided in the "Information Meeting of the Executive Board with the Director-General" were partly based on SISTER data. Finally, the information entered in SISTER served as the basis for the 190 EX/4 statutory report. 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).Furthermore, continuing XB CAP Outlines and XB Projects in 2012-2013 have been carried-forward from the 35 C/5 allowing to prepare the 36 C/5 CAP; to ensure alignment between the RP and XB resources and hence to have within SISTER a comprehensive view of both Regular Programme and extrabudgetary workplans. The integration of the Category 1 Institutes is being finalised including the specific interface between FABS and SISTER. Thereafter, will require to be implemented the future link with PerfoWeb/Cornerstone thus ensuring that all three pillars of the RBM approach that is results, resources and staff performance are encompassed in SISTER. The SISTER project has been transferred to MSS/BKI as of 31/07/2012. Please refer to Main line of Action "6644000000BKI (Template N°: 46)". 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 and the World Heritage Centre. 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. UN reform/UNDAF approaches: Due to the current financial constraints, no capacity-building activities on UN reform and UNDAF approaches was conducted. However, work on the analysis of UNESCO's programmatic contributions to

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
			UNDAFs was continued and expanded to communication and information programme-related elements. 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 or 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 continue progressing on the path to RBM a limited focused number of "SMART" impact-oriented expected results for each C/5 entity needs to be defined along with quantitative and qualitative performance indicators and associated target and baseline. 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 with the underlying assumptions and causal sequence needs to be further emphasized throughout the programme cycle at both the C/5 and workplan levels. The transition from output-reporting to a more analytical impact-oriented EX/4 represents a culture change in the Organization, which is work-in-progress and necessitates efforts at all levels. Despite the increasing number of staff revising their programmes as a follow-up to RBM training, efforts need to be pursued in this regard. Regarding SISTER, the contracts of the SISTER team members were changed to half-time and will be discontinued end-July 2012. The user training and assistance functions will be ensured thereafter by two MSS/BKI colleagues on a half-time basis. Consequently, transfer of knowledge was ensured during June, thereby decreasing certain services such as the update of SISTER Help Materials. Furthermore, all evolutions have been halted, delaying the finalisation of Category 1 Institutes integration or implementation of Participation Programme and extrabudgetary process improvements. The challenge of maintaining the balance between a user-friendly system and the need for new functionalities has been addressed as much as possible. So far, users have expressed satisfaction with the system and are 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.

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

Cost-effectiveness/efficiency measures for this Main Line of Action
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. 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$ 830 600	Expenditures 2012-2013: US$ 398 729	Allotment 2012-2013: US$ 261 000	Expenditures 2012-2013: US$ 15 297

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 has been drafted and shared for internal review within the Secretariat.	The draft 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
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	A governance and decision-making process for investments in KM & ICT has been defined and is being implemented	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.

Cost-effectiveness/efficiency measures for this Main Line of Action
During the first semester of 2012, the Bureau has been an active contributor from to the realization of the Roadmap objectives from an ICT support perspective and the cost efficiency initiatives devised in the context of TASCO. The ICT Working Group and Advisory Board is in action and several ICT policies have been validated and issued. In particular, the ICT procurement policy has been defined with the aim to standardize ICT equipment, applications and services across the Organization and so achieve cost efficiency and effectiveness . To sustain this efficiency and effectiveness effort 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$ 479 927	Allotment 2012-2013: US$ 1 371 155	Expenditures 2012-2013: US$ 995 661

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 ODG and Programme Sectors	Coordination of information meetings and DG's theatic debates with member states. appointments for newly appointed permanent delegates to present credentials. Orientation seminars for new permanent delegates are being organised for the new diplomatic envoys.	From 1 January to 30 June 2012, MSO Sections have continued their core functions 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. MSO is following the political and socio-economic developments of our Member States and provided UNESCO' Senior management as well as programme sectors with appropriate recommendations, analysis and assistance.
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	Stronger coordination and more efforts have been put in place to ensure better preparation of briefings and prepration and follow-up of the DG's meetings and visits to member states.	ERI/MSO has been directly involved in the organization of the Director-General's visits to Member States and her meetings with government officials at UNESCO. 23 visits of the Director-General to Member States were prepared within the last six months. 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.
ER 3: UNESCO's involvement in the United Nations system enhanced, including through the coordination of substansive imputs to major International meetings and to United Nations documents and reports.	**PI:** Input coordinated with programme sectors and ODG **B/b:** Once/year/report	UNESCO also contributed to the preparation and participated actively in major UN summits and conferences, including the UN Conference on Sustainable Development (Rio +20) - UNESCO participated in the first session of the Chief Executive Boards for Coordination (CEB) hosted in Geneva on 13-14 April by WMO and ITU. The Board adopted the UN Plan of Action on the Safety of Journalists and the Issue of Impunity coordinated by UNESCO. It also endorsed a Global Oceans Compact which had been prepared by UNESCO and UNEP. Also, the Director-General was designated to undertake, with the Executive Director of UNFPA, the second phase of the review of the CEB. The CEB and other inter-agency meetings provided an opportunity for the DG to meet with her UN counterparts	- UNESCO participated in the first session of the Chief Executive Boards for Coordination (CEB) hosted in Geneva on 13-14 April by WMO and ITU. The Board adopted the UN Plan of Action on the Safety of Journalists and the Issue of Impunity coordinated by UNESCO. It also endorsed a Global Oceans Compact which had been prepared by UNESCO and UNEP. Also, the Director-General was designated to undertake, with the Executive Director of UNFPA, the second phase of the review of the CEB. - The Director-General participated in the UNDG and the CCO/UNAIDS meetings at the level of Executive heads. She also chaired the Global Migration Group (GMG) Principals meeting which was organized on the margins of

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
		and exchange on several topics of mutual interest in an "informal" setting. It was also an opportunity to reaffirm UNESCO's specific mandate and ensure that the Organization is playing a lead role in forthcoming Conferences.	the CEB, in the presence of the Secretary-General. - UNESCO also contributed to the preparation and participated actively in major UN summits and conferences, including the UN Conference on Sustainable Development (Rio +20). - A letter of Cooperation with the UN Entity for Gender Equality (UN-Women) was signed on 25 May 2012, by which UNESCO and UNHCR establish closer cooperation on a wide range of subject including inter alia educating girls and women; establishing research and documentation centers ion gender equality; training women for leadership. Ms Bachelet, Executive Director of UN-Women visited UNESCO HQ and participated in the First Anniversary of the Global Partnership for Girls and Women's Education. Challenges and Lessons Learnt: The launch of the Secretary-General Initiative on Education (25 September) during the 67th session of the UN General Assembly will offer an opportunity for UNESCO to shape the education agenda globally, particularly in terms of commitments of Member States. UNESCO is the principal partner of the United Nations in the preparation of this important new Initiative and is working closely with the different UN partners in order to raise education on the international agenda. The CEB and other inter-agency meetings provided an opportunity for the DG to meet with her UN counterparts and exchange on several topics of mutual interest in an "informal" setting. It was also an opportunity to reaffirm UNESCO's specific mandate and ensure that the Organization is playing a lead role in forthcoming Conferences.
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	Meetings took place between UNESCO and representatives of ISESCO, OIC, Organisation internationale de la Francophonie.	Strengthening of cooperation with the Islamic Educational, Scientific and Cultural Organization (ISESCO): A new Framework agreement was signed between UNESCO and ISESCO on 5 June 2012 to reinforce the longstanding cooperation between both institutions, through carrying out a more focused programme of cooperation in the form of extrabudgetary projects. A coordination meeting between the two organizations was subsequently held on 5-6 June 2012, in which all five Programme Sectors were represented. The UNESCO/ISESCO coordination committee examined and discussed thoroughly UNESCO's project proposals for 2012-2013. The joint Committee was followed by a luncheon meeting organized on the following day among members from ISESCO and CFS and ERI to

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	**Attained**	
			fine tune some project proposals. Some 20 projects were finally retained for funding by ISESCO under the extrabudgetary format (Fund-in-Trust). - Strengthening of cooperation with OIC: UNESCO was invited to the 9th session of the Islamic Conference of Information Ministers (ICIM) in in Libreville and UNESCO was represented by the Director of the UNESCO Libreville office in the meeting. The Organization also participate in and contribute actively in the general meeting of cooperation between the United Nations system and the OIC general meeting held in Geneva on 1-3 May. - Strengthening of cooperation with the Group 77 and China: A meeting was held between the Director-General and the new Chair of the Group on 1 February 2012 on the occasion of her appointment as Chair. UNESCO supported the organization of the plenary meeting of the G-77 Chapters held at UNESCO Headquarters 16 February 2012. On this occasion, ADG/ERI was invited to the Working Lunch organized by the G-77 Chapters. UNESCO equally provided logistical support for the organization of periodical meetings of the Group, Paris chapter, including the Round Table on "What future and challenges for UNESCO?" organized on 14 June 2012, which were actively participated by the representatives of Member States, and civil society organizations. - Strengthening of cooperation with the Group of Non-Aligned Movement (NAM): UNESCO provided logistical support to the organization of the periodical meetings of NAM at UNESCO Headquarters. - Strengthening of cooperation with the Community of Portuguese-Speaking Countries (CPLP) through UNESCO's participation in the celebration of the Journée de la Langue Portugaise 2012 (UNESCO Headquarters 10 May), An address was read by ADG/ERI on this occasion. - Renforcement de la coopération avec l'Organisation internationale de la Francophonie : l'UNESCO a participé à la deuxième édition du festival international de films francophones intitulé "Voyages à travers les films" qui s'est tenue le 22 mars 2012 à la Cité internationale universitaire de Paris dans le cadre de le Journée internationale de la Francophonie. La Directrice générale participera et représentera le Secrétaire général de l'ONU au Sommet de la Francophonie qui se tiendra à Kinshasa (RDC) en octobre 2012.
ER 5: Effective contribution of National	**PI:** REgional and Subregional consultations of	The five regional Consultation of the DG with Member	The five regional Consultation of the DG with Member

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
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.	National Commissions on the preparation of the draft 37 C/5 as well as regional conference of National Commissions	States and National Commissions on the preparation of the 37 C/4 and the 37 C/5 were initiated in June and will be completed on 1st October 2012. The Consultations for the Africa region (Abidjan, Côte d'Ivoire, 6-8 June 2012) and the Asia and Pacific region (Thanh Hoa, Viet Nam, 15-18 June 2012) were characterized by fruitful exchanges and a demonstrated willingness to lead a reflection on the definition of UNESCO's role and the priorities of its mandate.	States and National Commissions on the preparation of the 37 C/4 and the 37 C/5 were initiated in June and will be completed on 1st October 2012.

The Consultations for the Africa region (Abidjan, Côte d'Ivoire, 6-8 June 2012) and the Asia and Pacific region (Thanh Hoa, Viet Nam, 15-18 June 2012) were characterized by fruitful exchanges and a demonstrated willingness to lead a reflection on the definition of UNESCO's role and the priorities of its mandate. The financial circumstances as well as the reflection led by the United Nations on the post 2015 agenda, lead/require/force us to carry out this in-depth reflection. The fruitful deliberations during the two consultations marked the launching of the series of consultations and of this reflection process which will determine UNESCO's outreach for the coming years.

The first round of this series was devoted to the Africa region which welcomed delegations of 34 counties. On the eve of the event, His Excellency Mr Alassane D. Ouattara, President of the Republic of Côte d'Ivoire, offered a solemn and warm welcome in his presidential palace to Ms Irina Bokova, Director-General of UNESCO, on an official visit to the country, as well as to all the representatives of African countries. The consultation was inaugurated by the Prime-Minister of Côte d'Ivoire and the Director-General. The exchanges led on this occasion particularly focused on today's challenges for Africa: the culture of peace and education. It was highlighted that the quality of education should imperatively be improved if it is to prepare young people for citizenship and fundamental values to ensure peace. There was also a consensus on the need for the continent to construct a sustainable culture of peace, specifically building on traditions, media, women, youth and partnerships at regional, national, public and private levels. As regards the priorities, it was decided by consensus to maintain both global priorities Africa and gender equality. The proposition was also made to choose youth as third global priority. You will find the full Report (in English and French) of this consultation online.

The Consultation for the Asia and Pacific region gathered 30 Member States and National Commissions. On 15 June, prior to this regional consultation, the participants to this event celebrated the 35th anniversary of the establishment of the Vietnamese National Commission in Hanoi, in which leaders of the host country, including the Vice President and Vice Prime Minister of Viet Nam took part. On this occasion, Ms Irina Bokova, Director-General of UNESCO, sent a congratulating message. This Consultation also coincided |
| | **PI:** Number of meetings of the informal Tripartite Working Group (TWG) | A document containing proposals concerning the remit and terms of reference of the open-ended tripartite working group for the review of the cooperation of UNESCO's Secretariat with National Commissions for consideration by the Executive Board has been prepared and submitted to the executive board for its 190 session. | |

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
			with the Certificate Granting Ceremony for the inscription of Citadel of Ho (Thanh Hoa, Viet Nam) as World Heritage. During the consultation, participants have widely supported the adoption of youth as new global priority next to Africa and gender equality. The importance of paying greater attention to Small Island Developing States (SIDS) and Least Developed Countries (LDC), and of developing a green economy and green societies in the context of sustainable development was also underscored. A final report containing recommendations and highlighting UNESCO's future orientations and priority programmes for these Consultations was adopted, which is being submitted to the DG and the Executive Board for consideration. As lessons learnt, sufficient time should have been given to the Member States and National Commissions to allow for a better preparation and an effective participation in this consultation process. The key documents on C/4 and C/5 should be sent earlier to let them conduct necessary consultation with their government and partners concerned, before attending the regional consultation. The review of cooperation between the UNESCO Secretariat and the National Commissions is intended to generate findings on this longstanding relationship, best practices and key challenges, as well as to make recommendations to optimize interaction between the Secretariat and the National Commissions. Next step is to setting a tripartite group as decided by the 189th session of the EX to follow-up the recommendations of the review report and prepare an action plan to implement them. The coming 190th EX will approve the remit and TOR of the group discussed during the regional Consultations. The outcome of this working group will be reported to the 191st and subsequent sessions of the Board.
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	Pending	The International Conference of National Commissions for UNESCO "Euro-Arab Dialogue: Contribution to a New Humanism" was held in Vienna, Austria, at the Grand Hotel Wien. The conference was officially opened by H. E. Sheikh Mohamed Bin Issa Al Jaber, Founder and Chairman of MBI Al Jaber Foundation, H. E. Dr Mustapha Abou Chagour, First Deputy Prime Minister of Libya, Mr Sebastian Kurz, State Secretary of the Federal Ministry of Interior of the Republic of Austria, and Mrs Irina Bokova, Director-General of UNESCO. The opening ceremony was conducted in the presence of 79 representatives from 53 National
	PI: consultation and interface with NatComs increased	The electronic Monthly Letter have been produced and dispatched to keep National Commissions informed of the latest developments at ERI and major upcoming events in UNESCO. The website specially designed for "for Member States and their National Commissions" (www.unesco.int) provides them in a timely and user's friendly manner (including documents, schedules, speeches and even links to the websites of individual	

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	**Attained**	
		National Commissions). In order to increase the visibility of Natcoms' contribution to UNESCO's programmes, a forum is also dedicated to the promotion of their activities. The International Conference of National Commissions for UNESCO "Euro-Arab Dialogue: Contribution to a New Humanism" was held in Vienna, Austria, at the Grand Hotel Wien. The conference was officially opened by H. E. Sheikh Mohamed Bin Issa Al Jaber, Founder and Chairman of MBI Al Jaber Foundation, H. E. Dr Mustapha Abou Chagour, First Deputy Prime Minister of Libya, Mr Sebastian Kurz, State Secretary of the Federal Ministry of Interior of the Republic of Austria, and Mrs Irina Bokova, Director-General of UNESCO. The opening ceremony was conducted in the presence of 79 representatives from 53 National Commissions from the Europe and Arab region, 4 representatives of 4 international governmental organizations, 19 invited guests and many representatives of Austria's NGOs and Governement bodies.	Commissions from the Europe and Arab region, 4 representatives of 4 international governmental organizations, 19 invited guests and many representatives of Austria's NGOs and Government bodies. The electronic Monthly Letter have been produced and dispatched to keep National Commissions informed of the latest developments at ERI and major upcoming events in UNESCO. The website specially designed for "for Member States and their National Commissions" (www.unesco.int) provides them in a timely and user's friendly manner (including documents, schedules, speeches and even links to the websites of individual National Commissions). In order to increase the visibility of Natcoms' contribution to UNESCO's programmes, a forum is also dedicated to the promotion of their activities. The website specially designed for Member States' Permanent Delegations and National Commissions "www.unesco.int" provides them in a timely and user's friendly manner with more information materials and documentary resources to facilitate communication flow and exchanges with Member States and their National Commissions. All the information useful to National Commissions, including documents, schedules, speeches and even links to the websites of individual National Commissions can be found now from this website. In order to increase the visibility of National Commissions' contribution to UNESCO's programmes, some parts of the website "for Member States and their National Commissions" (www.unesco.int) is also dedicated to the promotion of their activities, publications, and other practical information. In this regard, a standard-template was sent to all National Commissions for uploading information on this website.
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.	general positive assessment of progress made towards reaching expected results can be formulated. All measures and initiatives taken strived to respond to the need to widen the scope of our partnerships for them to be more instrumental in the implementation of UNESCO's activities and to give a more inclusive and dynamic image of our cooperation with NGOs. A more rigorous and transparent process of evaluation of new requests for admission has been put in place, including an internal process of evaluation led and coordinated by the Section (ERI/NCS/NGO), involving all sectors and services concerned as well as relevant field offices and, when necessary, the Office of Legal Affairs and/or the relevant national commission for UNESCO. In addition to the criteria
	PI: Geographic representation and diversity of NGO partners widened	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: Improved database with better research and reporting functions and updated information on NGOs, mapping with their branches and members at	No action has been undertaken in this respect during the period considered.	

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	**Attained**	
	national and regional levels		provided by the new Directives, the evaluation process is guided by the following considerations: the adequacy of the NGO's field of activity with specific fields of UNESCO's competence; the real impact of the NGO's action on the field; the extent of the activities implemented jointly by the NGO and UNESCO in recent years; and the potential for future cooperation. A comprehensive evaluation form resuming the entire process is therefore submitted to the Director-General for final decision. This would allow UNESCO to select new active, high-profile partners in order to capitalize on the increased participation of non-governmental actors in the Organization's fields of competence. Despite the time constraints imposed by the 189th session of the Board, which met earlier than usual, UNESCO was able to carry out the reclassification process in a very short timeframe to ensure an efficient and timely implementation of the Directives. The exercise, which was led by the Section for NGO and involved all Programme Sectors, has in fact resulted in an increased number of organizations benefiting from the associate status (63 instead of 22) and - more importantly - a greater geographic diversification in this core group, with at least one NGO based in each region. Some NGOs have expressed their feeling that the redistribution does not adequately reflect their actual role and importance for UNESCO. In this regard, new proposals could be considered in view of the next Spring Session of the Executive Board. Generally speaking, NGOs have responded very positively (by return mails or by continuing to regularly provide information for the online forum) to the initiatives taken by the Secretariat to strengthen communication between the Secretariat, Member States and official NGO partners and increasing the visibility of our cooperation.
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 have been invited to contribute 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.	The contribution of NGOs in the programming cycle of the Organization is an important pillar of the new Directives, which detail the procedures for consultation with NGOs on the Medium-Term Strategy (C/4) and the Programme and Budget (C/5). It should be noted that even though specific questionnaires have not been developed, efforts have been made to contain a section dedicated to UNESCO's cooperation with NGOs. At the same time, new measures have been taken to ensure the participation of NGOs not present in Paris, by webcasting the information meeting and allowing a Q&A exercise online: around 100 participants representing 70 NGOs attended the meeting and 27 connections were established through Internet show that such measures have benefited some NGOs. Records of the meeting are still available online. Finally, although during the period considered UNESCO
	PI: Strengthened cooperation with the NGO-UNESCO Liaison Committee	Draft rules of procedure of the International Conference of NGOs, prepared in collaboration with the Liaison Committee, are submitted to a first consultation with all NGOs. A meeting on Rio+20 was organized in March by	

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	**Attained**	
		the joint Commission Education for sustainable development with the participation of the Secretariat which led to the preparation of proposals from NGOs posted online. The Secretariat was involved in the preparation and participated in the April NGOs Day on Early Childhood Care and Education: Seeds for the Future as part of the Global Action Week for Education for All.	Secretariat has been closely working with the UNESCO-NGO Liaison Committee, the cooperation with the Committee will certainly request more efforts to better ensure that the committee is with full efficiency playing its role as representative of all NGOs and as interface between NGOs and UNESCO in the interest of all NGOs in official partnership with UNESCO.
	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. A forum on the website www.unesco.int was specifically devoted to NGOs activities, publications and any other relevant information concerning partner organizations. Specific cooperation between UNESCO and NGO partners at programme implementation level are reported at sectoral level in doc. EX/4	
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	The Publications Board, set up in 2011, met on monthly basis. It helped improve distribution policy, needs of specific audiences, budgeting practices, quality control, communication of publications through identifying publications with high media potential, guidelines for best practices .	The Publications Board, set up in 2011, met on monthly basis. It helped improve distribution policy, needs of specific audiences, budgeting practices, quality control, communication of publications through identifying publications with high media potential, guidelines for best practices .
ER 10:UNESCO's activities and priorities given increased and more positive coverage in leading national and international media autlets including a better knowledge of UNESCO's image in the media and partnerships established with major news organizations.	**PI:** Number of articles about or referring to UNESCO in print, on-line and broadcase media increased **B/b:** 200 000 articles annually	55 press releases written, translated, dispatched; 27 media advisories on UNESCO events;3 press Breakfasts: DG and German correspondents;WW Development report launch; runup to RIO + 20. 2-day workshop on UNESCO for Portuguese journalists. 18 interviews/month betw. UNESCO programme specialists and major print & broadcast media.12 DG op-eds in major international newspapers. Audiovisual production incl.DG & ADGs video messages, HQs events photographed & covered; videos produced for UNESCO's YouTube.video interviews & DG's messages viewed; photos distributed. B-rolls downloaded.	Over the same period, over 70,000 articles referencing UNESCO were monitored in national and international media outlets in all regions. This is slightly less than the figures for the same period in 2011. The press service was often able to use current events in which there was a UNESCO connection to promote UNESCO's messages or position of issues covered by its mandate, highlighting the importance of timing and strategic planning when dealing with the media. The media relations section has reduced expenditure to a strict minimum during this period. Among the activities cut are external translations of media products, now done by the team itself.
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.	**PI:** Presence of UNESCO in news media increased: image ameliorated **B/b:** increase Number of videos and photos published in 2010-2011		The Audiovisual Section saw a significant increase in demand for its products, especially from internal sources. It also diversified its way of working, producing a variety of products for any one particular event. The statistics concerning views for the various clips produced by the Audiovisual Section show that these products are appreciated. The "best-seller" during this period was the first edition of Jazz Day. One unfortunate trend over this period was the domination of English language products - representing a clear move

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
			away from the multi-lingual approach that has been followed in previous years. This is largely due to the fact that the audiovisual is very small and is faced with an exponentially increasing demand for its products, which means there is less time to devote to the production of different language versions. Given the current budgetary constraints, we understand that it may not be possible to return immediately to full multilingual production. Statistics for the photobank are very light for this semester. This is due the temporary closure of the photobank brought about by cutbacks in personnel and the freeze on recruitment of a photographer.
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.	**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 **B/b:** benchmark will be the number and quality of special events at the end of 2011		The specificity of this period has been threefold: - Increased online event marketing work to promote our events toward a young public more efficiently with a time saving system to manage events' publics - An unprecedented number of media partnerships (ARTE, France Ô, Libération, Metro, TSF, TF1, Ushuaïa TV, Xinhua) - more audiovisual based events (15 documentaries/movies screenings) allowing partnerships and patronages with media/production companies. Special emphasis has been put to fully exploit events and events promotion to build notoriety on our major activity domains (WHC anniversary, Oceans, Hydrology, anti-doping...) and contribute to build our corporate image beyond mobilizing the events appropriate public;
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.	**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 an branding. **B/b:** benchmark will be set by the Publications Board.		In the past six months, 71 events have been granted UNESCO's patronage and 15 reports have been received. It needs to take into account that some of the events that have been granted patronage have not yet taken place. Guidelines for use of name and logo have been updated in the Admin Manual. Mini specialized guidelines were produced and sent to NGOs and UNESCO clubs. The Publications Board, set up in 2011, met on monthly basis. It helped improve distribution policy, needs of specific audiences, budgeting practices, quality control, communication of

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	**Attained**	
			publications through identifying publications with high media potential, guidelines for best practices . The number of requests for ISBNs has doubled since the creation of the Board. Annual Report improved. But the UNESCO Courier was not produced due to lack of resources.
ER 14: Dissemination of knowledge and information facilitated via the integrated web content management platform.	**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. **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.		UNESCO has put in place two web-platforms to address different internal audiences: UNESCO.int, focusing on strategic issues for member states and partner organizations and UNESCO's intranet, focusing on issues relevant to staff. In addition, information and announcements for staff and delegations are shown on the public information screens at headquarters. These platforms can effectively pass information on strategic, programme and administrative issues. Efforts have been undertaken by the sector to use the web at full potential, in particular pulling together written and audiovisual content. We have improved the quality and timeliness of information that is posted in the different sections. A major effort, with the federation of the various web platforms within UNESCO and the establishment of a streamlined and more efficient structure is well underway. ERI has implemented a series of improvements to the UNESCO Homepage to communicate more clearly on strategic events and highlight the communication materials available for these events.

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

Suite à la restructuration du Secteur, il y a eu une meilleure répartition des rôles et des tâches.
Rationalisation des publications grâce au Publications Board.

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$ 841 333	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)	**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. **B/b:** ensure a constructive communication with Member States in order to help them in preparing and presenting their PP requests	The Section PPE has been in constant contact with both the Permanent Delegations and Natcoms in informing & guiding them throughout the first phase of the PP process and notably the preparation and submission of the PP requests.The 30 reference points in this respect annexed to the DG's CL on the PP for 2012-2013 were useful and well appreciated by Member States. The Intersectoral Committee for the Participation Programme met twice (4 May and 4 June) to discuss PP reques. The next meeting of this Committee is scheduled for 5 July.	What has been achieved including challenges/lessons learnt as of 30 June: Following the 36th session of the General Conference and the adoption of its 36 C/Resolution 69 on Participation Programme, the Director-General had dispatched to Member States a Circular Letter (CL/3985) in early January 2012, inviting them to submit requests under the Participation Programme which correspond to the conditions and criteria stipulated by the above-mentioned Resolution of the General Conference. This letter included, for the first time, 30 reference points in order to improve the formulation and presentation of the project proposals to be submitted under the PP for 2012-2013. The Section PPE has been in constant contact with both the Permanent Delegations and Natcoms as well as with INGOs in informing & guiding them throughout the first phase of the PP process and notably the preparation and submission of the PP requests. The 30 reference points in this respect annexed to the DG's CL on the PP for 2012-2013 were useful and well appreciated by Member States. By the deadline of 28 of February 2012, with few exceptions, 148 Member States submitted to the Secretariat some 1219 project proposals for a total amount of $30M. The compliance regarding the presentation and contents of these requests with the conditions and criteria stipulated in 36 C/Resolution 69 as well as with the major priorities of the Medium-Term Strategy (C/4) and the Programme and Budget (C/5) was verified. Then they were registered in SISTER for substantial evaluation by programme sectors and concerned central services with a view to submitting them to the Intersectoral Committee for the Participation Programme for its consideration. The Intersectoral Committee for the Participation Programme met twice (4 May and 4 June) to discuss PP requests. The next meeting of this Committee is scheduled for 5 July. In this

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	**Attained**	
			distribution, the Committee has taken into account the priorities defined by the governing bodies, especially the relations with the major programmes, the activities in favor of Africa, the least developed countries (LDC's), women, youth and small islands developing countries. As of 30 June, the DG has approved 127 requests and 3 Emergency Assistance requests for the total amount of $ 3 00 366. The PPE Section encountered some problems relating to the timely submission of the requests by Member States by fax. In the future this modality should be deleted in the CL in order to avoid transmission delays. Another problem was related to the absence of the required number of support letters or pro forma invoices. It would be appropriate to further insist that these documents are strongly required in order to speed up the PP process.Finally, further efforts should be made to improve the quality of the requests and in particular the adequate presentation of the estimated budgets by Member States.
Implementation of adjustable strategies to meet the special and urgent needs of some groups of countries with common characteristics improved	**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. **B/b:** ensure an equitable balance in PP funds distribution in taking into account the economic development indicators (annual GDP per capita)	Following its two meetings the Intersectoral Committee for the Participation Programme recommended to DG's final approval 127 requests of which 93 from Africa, 22 requests from SIDS countries and 12 from LDCs, post-conflict and developing countries. PPE Section was in contact with PCPD Platform in coordinating assistance to PCPD countries.	What has been achieved including challenges/lessons learnt as of 30 June: 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 favor of Africa, LDC's, SIDS, post-conflict countries, women and youth, the Intersectoral Committee in its discussions gave priority exclusively to the above priorities and target groups of countries. Thus the Committee has recommended to DG's final approval 127 requests of which 93 from Africa, 22 requests from SIDS countries and 12 from LDCs, post-conflict and developing countries. More efforts were made in coordinating the presentation of these requests to the Committee in close cooperation with Permanent Delegations, Natcoms, Field Offices and PCPD Platform. We have privileged exclusively the requests from AFRICA and some SIDS in the first phase of the process. Even if this is accepted by Member States, some Member States, in particular the Caribbean SIDS expressed their wish to see their PP requests discussed also as top priority. Some of these countries have annual GDP per capita higher than $10,000 but insist to be considered with the other SIDS. These countries should be reminded that in DG's CL she has encouraged all

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	**Attained**	
			countries whose annual GDP per capita exceeds $10,000, to refrain from submitting requests.
Participation Programme impact and accountability mechanisms strengthened through enhanced information and communication with Member States at all stages of Programme execution	**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. **B/b:** improvement of the quality of the financial and evaluation reports	In June, ADG/ERI presented the PP highlights in Abidjan and Thanh Hoa(Viet Nam) on the occasion of DG's regional consultations on documents 37 C/5 and 37 C/4. for AFR and APA coumntries.These presentations were apprceiated by the participants. Special efforts were made to coordinate the validation of the financial reports by BFM. 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.	What has been achieved including challenges/lessons learnt as of 30 June: In April 2012, Chief ERI/PPE attended a Sub-Regional Workshop on Reinforcing Capacities of Secretaries-General of National Commissions for UNESCO in the implementation of UNESCO Programme and Budget (C/5). He presented the highlights and main rules and regulations of the Participation Program to the Secretaries-General from the countries under the Accra Cluster Office of UNESCO, namely: Benin, Côte d'Ivoire, Ghana, Liberia, Nigeria, Sierra Leone and Togo. Then he went to Abidjan and had an extensive meeting with the members of the Natcom focused exclusively on the Participation Programme exercise for 2012-2013. Both presentations have been useful and much appreciated by the participants. In June, ADG/ERI presented the PP highlights and requirements on the occasion of DG's regional consultations for 37C/5 & 37C/4 à Abidjan and in Thanh Hoa (Viet Nam). These presentations were also very much appreciated by all participants. A particular attention was given to the need for programme sectors to well study the received by the Secretariat evaluation reports and introduce by all means in SISTER their substantiated comments of the results an impact achieved at the closure of the implemented PP projects by Member States and INGOs. This request was repeatedly forwarded to all the PP focal points within the Secretariat for appropriate action. Constant efforts have been made to guide the Natcoms and INGOs in preparing and presenting their financial reports. The PPE Section was in constant contact with Member States in advising them on the proper way to prepare their financial reports and providing them with the necessary information and documents/forms in this respect. Special consideration was given to carry on overall revision of all previous PP files of some countries relating to their outstanding financial reports in close cooperation with the concerned Natcoms and Permanent Delegations and BFM in order to resolve their situation of blocked countries and allow them to benefit again from the PP funds. Despite the 30 reference points, the PP presentations and the continuous efforts of the PP Section, the quality of the

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	**Attained**	
			submitted requests could still be improved. More efforts should be made also by Field Offices in accompanying this process in the field in providing information and advice to Natcoms in preparating their requests. More attention should be given to the precision of the financial requests and evaluation reports. The number of countries which still owe financial reports or reimbursements to the Organization is important and these countries are blocked. The PP Section is sending systematically reminders to these countries and is constantly trying to resolve this question but it is up to member States in fine to cooperate in this regard.

Cost-effectiveness/efficiency measures for this Main Line of Action
What has been achieved including challenges/lessons learnt as of 30 June:
Taking into account the 31% reduction of the overall budget allocated for the PP, a series of measures were taken in order to ensure an equitable distribution of these funds in considering the economic development indicators of countries with their annual GDP per capita higher or lower than $10 000, reducing some amounts for the celebration of anniversaries, travel and refreshments expenses as well as reducing some supplies for Natcoms or other exaggerated supplies requests as well. The key priority is given to African countries, LDCs, SIDS and the other priority groups of countries as defined by 36 C/Resolution 69.
The PPE Section encountered difficulties in explaining to Member States that in the current financial situation, the Secretariat should revise the suggested estimated budgetary breakdowns in order to achieve the same expected results with lower budgets.

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$ 124 921	Allotment 2012-2013: US$ 1 043 136	Expenditures 2012-2013: US$ 590 840

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	**PI:** Dispatch of Announcement Letters to the National Commissions of beneficiary Member States requesting them to submit candidatures accoring to definite criteria and conditions. **B/b:** The extrabudgetary contributions in cash and in-kind ensures sustainability of the fellowships activities to achieve the expected	In cash and in-kind extrabudgetary contributions are committed to ensure funding the fellowships.	As the programmes are still ongoing, the assessment of the achieved results will be fulfilled when the implementation is completed.

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
	results.		
Fellowship beneficiaries empowered in programme priority areas through sharing of knowledge and upgrading of skills at graduate and post graduate levels	**PI:** Registration of submitted candidatures in SISTER and selection by Programme Sectors **B/b:** Payments will be used to ensure implementation monitoring.	In cash and in-kind contributions of extrabudgetary funding of fellowships have been secured and the use of these contributions will follow the progress in fellowships implementation.	As the implemention of the fellowships programmes is still ongoing, the assessment of the achieved results will come later on when the implentation would be terminated.
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 sucess of implementation monitoring.	the fellowships programmes are still ongoing and the assessment of their results will come later on when the implementation of these programmes will be terminated.	The assessment of the results achieved and the challenges/lessons learned will fulfilled when the implementation of these fellowships programmes would be terminated. These fellowships are aligned to the strategic objectives of C/5 and C/4 is through the fact that these fellowships contribute to achieving UNESCO Programme priority.

Cost-effectiveness/efficiency measures for this Main Line of Action
The conribution of the RP to fellows' travel tickets is limited to the most economic direct travels, to reduce costs and transit time.

Part I.A. Governing Bodies

Regular Programme[1]: operational budget only		Extrabudgetary resources[1]	
Allocation 2012-2013: US$ 9 462 000	Expenditures 2012-2013: US$ 1 246 888	Allotment 2012-2013: US$ 0	Expenditures 2012-2013: US$ 0

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$ 98 743	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$ 121 900	Expenditures 2012-2013: US$ 53 676	Allotment 2012-2013: US$ 623 750	Expenditures 2012-2013: US$ 176 770

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$ 47 126	Allotment 2012-2013: US$ 26 290	Expenditures 2012-2013: US$ 23 760

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	**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 **B/b:** at least 5 significant instances involving Headquarters and field offices	• Better management of partnership risks and enhanced programme delivery through audits of UNESCO Chairs and Category 2 institutes. • More effective use of funds through review and follow-up on the management of special accounts. • Improved financial control through re-configured access to critical treasury authorizations in IT systems. • Improved management control and budget transparency of staff cost savings.	IOS issued eight final audit reports and memoranda during this semi-annual period directly relevant to the expected result. In addition, 29 recommendations from prior audits were closed, and internal audit contributed to a range of organization-wide cost reduction and efficiency initiatives. Audit engagements completed covered (i) programme management (eg, UNESCO Chairs), (ii) extrabudgetary project management (internal control, cost recovery, compliance with agreements and reporting) and (iii) management control of IT projects (IT acquisition and development). Recommendations resulting from these audits address risk and control issues as well as systemic and specific opportunities to improve efficiency and effectiveness.

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	**Attained**	
			Recommendations closed during the period have resulted in improved financial control, budget transparency and value for money. Progress continues in implementing open audit recommendations in such areas as programme management (eg, Category 2 institutes), field security, performance management of staff and IT governance. Contributions to organization-wide cost reduction and efficiency initiatives included a range of specific measures drawn from past audits and current analyses to respond to budget constraints and to promote operational efficiencies in delivering UNESCO's programme.
Strategic management of the Organization, policy & programme development, and programme delivery informed by evaluations and audits	**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	Action Plans have been requested for all recently completed evaluations, and IOS systematically monitors progress towards implementation of recommendations. Currently, there are 95 open evaluation recommendations.	Action Plans have been requested for all recently completed evaluations, and IOS systematically monitors progress towards implementation of recommendations. Currently, there are 95 open evaluation recommendations. The entire set of SPOs evaluations was completed between 2009 and 2011. Respective action plans were developed and reports were used to assist with the formulation of new C5 document. It is expected that various programmes are going to be reoriented . Better management of partnership risks and enhanced programme delivery through audits of UNESCO Chairs and Category 2 institutes.
	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	The entire set of SPOs evaluations was completed between 2009 and 2011. Respective action plans were developed and reports were used to assist with the formulation of new C5 document. It is expected that various programmes are going to be better focussed.	
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%	Enhanced compliance and accountability through systematic enquiry and resolution of allegations of fraud and misconduct. Investigations were completed for 24 cases during the period resulting in eight disciplinary actions including six separations.
	PI: Percentage of investigations completed within an effective timeframe **B/b:** at least 90% completed less than 5 months after receipt of allegation	only 50 percent completed because of workload.	

Cost-effectiveness/efficiency measures for this Main Line of Action
Intern engaged to support investigative administration and increase timeliness of case closure.
Desk review methodology introduced for more cost-effective audit analyses of FABS data following the roll-out of Materials Management, Travel and Assets Management modules to field offices.
Skype interviews used more widely to support evaluations while reducing travel costs.

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$ 20 494	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: ***	***	- Vérification de la conformité des documents rédigés pour la 189e session 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 de la 189e session du Conseil - Secrétariat du Comité CR assuré par l'Office lors de la 189e session du Conseil Défis - 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: ***	***	Résultat 2 : Protection effective des droits de l'Organisation - 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 - 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 centraux tels qu'ADM et HRM Défis - 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: ***	***	- Participation active et fourniture d'avis juridiques aux services centraux 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

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	**Attained**	
			Défis - 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:** ***	***	Assistance juridique permanente : - 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 la 4e session extraordinaire du Comité intergouvernemental de sauvegarde du patrimoine culturel immatériel - 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 Défis - 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	**PI:** *** **B/b:** ***	***	- 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 et 2003. - 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 à la 189e session du Conseil exécutif à ce sujet - Actualisation régulière des informations relatives au suivi des conventions et recommandations sur le site Textes normatifs Défis - 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

Stratégie mise en œuvre par notre Office pour atteindre ses résultats escomptés

Au cours des 6 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 centraux, 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 et 2003, 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 nouvelles 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 à la 189e session 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$ 10 825	Allotment 2012-2013: US$ 87 705	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	
Financial disclosure policy and conflict of interest rules implemented and disseminated	**PI:** New policy on financial disclosure, according to which some staff members will have to report to the employer about their personal finances, with a definition on conflict of interest. **B/b:** 100 (0)	The 'Declaration of Interest and Financial Disclosure Programme (FDP)' has not yet been submitted for approval to the Director-General, therefore, there are no benchmarks that can be attained against performance indicators.	The 'Declaration of Interest and Financial Disclosure Programme (FDP)' has been slightly modified in terms of scope. Following a stringent consultation process with various Central Services (LA, HRM), the Ethics Office has decided to widen the scope to include more employees: at UNESCO, certain employees have financial-decision making responsibilities despite not being in a position of authority, whilst others, are in a position of authority but do not have any financial-decision making responsibilities.

The FDP was recently presented to the Advisory Council on Personnel Policies (ACPP) as part of the procedure of the review process. This is a sensitive programme, as it deals with certain private interests of UNESCO employees, therefore, the Ethics Office and ACPP had three separate meetings over a period of two months to review the FDP. There have been a number of minor amendments to the Administrative Circular, including the addition of a number of supporting documents in annex (terminology and definitions).

The Ethics is awaiting the recommendation from the ACPP, through HRM, to be able to proceed with the next final step. At present, the FDP is ready to be submitted to the Director-General for approval, alongside recommendations by the ACPP and the Ethics Office's recommendations. It is expected that the FDP will enter into force in the beginning of 2013. |
| Training module on ethics delivered both at Headquarters and in the Field Offices (includes category 1 institutes) | **PI:** All employees of UNESCO, whether at Headquarters or in the field, have participated to the training on ethics. **B/b:** 3980 (2400) | 2012 the Ethics Office has trained a further 502 employees. During the first six months of 2012, the Ethics Office has trained a further 502 employees. Thus the benchmark at present is: 3980 (2400 + 502 = 2902) approximately 73% of UNESCO employees have been trained; including an additional 13% in the first six months of the present biennium. | The Ethics Office has continued to provide training on ethics both at Headquarters and in the field. With cuts in budget, the Ethics Office has had to find alternative arrangements to continue to deliver training workshops and keep on track to fulfill our ambitious target of training all employees by the end of the present biennium. During the period under review, the delivery of training to the field was impacted with the cuts in the budget, and the Ethics Office therefore, focused mainly on the delivery of the training on ethics at Headquarters. However, some Field Offices were able to provide budget to the Ethics Office to deleiver the training to their employees.

To date, in 2012, the Ethics Office has trained 502 employees.

This is the breakdown:

At Headquarters (325 employees):

- CLT |

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	**Attained**	
			- ODG - BFC - ADM/MSS In the Field (177 employees): - Amman - Ramallah - Gaza - Palestinain Women 's Research Centre - Doha - Kabul - Islamabad Recently, the Director-General has allocated emergency funds specifically to continue and facilitate our efforts in delivering training to all Field Offices and Category I Institutes. This should allow the Ethics Office to fulfill its objective. The training on ethics is the flagship training programme provided by the Ethics Office to all employees irrespective of contractual status. Both the Ethics Advisor and the Ethics Officer provide these workshops personally, and it is seen as a key activity to establish a culture of ethics in the Organization.

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

MLA 1 - Declaration of Interest and Financial Disclosure Programme

The Ethics Office is prepared to run 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 made use of external servers to store sensitive information.

The UNESCO Ethics Office aims to keep the whole Programme in-house, from the design and implementation of the software, to the analysis of the disclosures made by UNESCO employees. There should be no financial costs in the immediate future. However, in the long-term, it might be beneficial to invest in better software to facilitate the reporting and the analysis with regards to the FDP, as well as to explore improved security measures - such as hiring external servers to store sensitive information.

MLA 2 - Training on Ethics

The Ethics Office has managed to find Field Offices with funds to cover the costs of training.

In addition, the training workshop itself is provided 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. There has been no use of the emergency fund to date. However, the Ethics Office expects to use the allocation to complete the remaining Field Offices and Institutes that have yet to be trained.

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

Regular Programme[1]: operational budget only		Extrabudgetary resources[1]	
Allocation 2012-2013: US$ 6 452 002	Expenditures 2012-2013: US$ 2 925 092	Allotment 2012-2013: US$ 0	Expenditures 2012-2013: US$ 0

United Nations Joint Inspection Unit.

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	
Improved control and management mechanism.	**PI:** number of improved mechanism **B/b:** at least two per year	JIU has undertaken many studies of specific issues across the UN system. This can support adoption of good practices, establish norms and introduce consistent practices across the agencies where beneficial. The actual impact of JIU's work in relation to costs, including the considerable staff time the Secretariat applies in supporting these studies, is unclear as other more dynamic mechanisms also exist for addressing cross-cutting issues within the UN system.	The principal output during this period was a JIU study of the management and administration of UNESCO. Results will be presented to the 190th session of the Executive Board, and the report is generally favorable to UNESCO. Considering the broad body of work of the Internal Oversight Service, the External Auditor and various management studies of direct relevance to the Board, this JIU study is largely supplementary. In a number of instances, JIU benchmarking across the UN system has proven helpful. For example, studies of procurement, accountability frameworks and ICT governance have been considered by the UNESCO managers responsible for these areas.

Cost-effectiveness/efficiency measures for this Main Line of Action
Joint UN common cost over which UNESCO has no control

Statutory contribution of the UN Department of Safety and Security.

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	
UNESCO's membership in the	**PI:** Timely payment of annual	Not withstanding the fact that the 2012 bill has not yet been received by	Not applicable at this stage as not funds are foreseen for the

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	**Attained**	
common UN security management system	UNESCO's contributions for 2012 and 2013 **B/b:** N/A	UNESCO, there is no financial provision foreseen in the C/5 as decided by the Director-General	payment of the statutory contribution to UNDSS.

Cost-effectiveness/efficiency measures for this Main Line of Action
The 2012-2013 statutory contribution to UNDSS is currently estimated at $3,500,000. No proposed budget is included as instructed by BSP.

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$ 2 713 195	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	Survey of security compliance of all field offices (including updated UNDSS assessments) - ongoing implementation of the outstaind security requirements; strategic and logistic support to field offices. Close budget monitoring and compliance with UNESCO's prevailing practices and procedures	BFC continously ensured that UNESCO Field Offices reach acceptable levels of security and safety standards . Timely and effective support and backstopping was provided in crisis situations, in particular following the March 2012 events in Mali. 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 furhter the security measures. 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. BFC managed the field security budget in cost-effective and sustainable manner by montoring 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.
	PI: Development and support in implementation of contingency plans (including pandemic) **B/b:** N/A	Policy and strategic support to field offices.	
	PI: Timely response to security emergencies, coordinated house wide support to the Field Offices and personnel **B/b:** N/A	Support provided during security crisis in Mali (including evacuation of international staff and dependents); corrdination of UNESCO's response to incidents in UNESCO field offices.	
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	Policy advice to Heads/Directors of field Offices and security focal points.	Policy advice was provided to the Field Offices in the area of field security. Security briefings are provided to newly appointed/reassigned staff at HQ and in the field. 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. 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 remains a
	PI: Strengthened capacity of all UNESCO personnel to effectively handle their security and safety responsibilities **B/b:** N/A	Launch of the revised UNESCO Field Security Awareness training and Basic Security in the Field II.	

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
			challenge and controls at the AO levels when approving official travel should be reinforced.
Field security policy making	**PI:** Effective UNESCO participation in the inter-agency, field security policy making; **B/b:** N/A	Active involvment in the UN Security Management System coordination; co-chairing of the Inter-Agency Security Management Network and its Steering Group sessions, facilitation of the joint positions of the specialized agencies.	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.
	PI: Development and promulgation of the established UN system wide policies and UNESCO's specific practices and guidelines **B/b:** N/A	UNSMS policies developed with active UNESCO involvement (including participation in the IASMN working group on premises policy and FB Network's working group on jointly financed security costs). Review of the proposed security standards including MOSS and MORSS.	

Cost-effectiveness/efficiency measures for this Main Line of Action
Field security related budget is being allocated on a case by case basis subject to receipt and verification of required justifications (UNDSS recommendations, bills/invoices, copies of the contracts). Reimbursment of the residential security measures (managed by BFC) is scurpulously followed and verified on a monthly basis. Procurement policies are followed and security equipement is procured from the most cost effective sources (via HQ if needed).

Malicious Acts Insurance Policy.

Regular Programme[1]: operational budget only		Extrabudgetary resources[1]	
Allocation 2012-2013: US$ 240 000	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 payment of the UNESCO MAIP premium	**PI:** Timely payment of annual UNESCO's MAIP premiums for 2012 and 2013 **B/b:** N/A	2012 MAIP bill yet to be received from UN Secretariat	Personnel data received from all field offices (including antennas) and institutes.

Cost-effectiveness/efficiency measures for this Main Line of Action
Not applicable.

Part III.A. Human resources management

Regular Programme[1]: operational budget only		Extrabudgetary resources[1]	
Allocation 2012-2013: US$ 13 670 550	Expenditures 2012-2013: US$ 5 670 004	Allotment 2012-2013: US$ 848 825	Expenditures 2012-2013: US$ 455 924

Part III.A. Human resources management

Regular Programme[1]: operational budget only		Extrabudgetary resources[1]	
Allocation 2012-2013: US$ 3 870 550	Expenditures 2012-2013: US$ 864 822	Allotment 2012-2013: US$ 405 000	Expenditures 2012-2013: US$ 167 910

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	In progress. E-Recruitment tool launched on 27 June 2012 and new HR planning tool is being put in place.	HR management strategy developed and approved by General Conference in October 2011 for implementation. During this 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. In the recruitment and planning area, work focused on the improvement of processess and tools with the following progress achieved: - 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. By end 2012, consultant and internships applications will also be managed in the E-Recruitment system. - implementation of Generic Job Descriptions for Programme Specialists and Directors of Division in the Education Sector. Implementation to other Sectors is planned for 2nd semester 2012. The use of Generic Job Descriptions facilitates the recruiting manager's task and reduces the processing time of recruitment. It also ensures consistency in the way that duties/responsibilities are set out within the same occupational group. - a new Succession Planning and Competency Assessment and Performance Assessment tool (including 180° feedback) has been purchased. Implementation will be phased, with the first module
	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.	
	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	On-going. Mobility policy reviewed. Next phase to consult the various stakeholders before submitting to DG for approval.	

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
			(Competency Assessment) to be operational by end 2012, followed by Succession Planning and Performance Assessment, by June 2013. - despite the reduced number of vacancies, mobility, in particular in support of the Field Reform in Africa, continued. A total of 17 moves (P and D staff) took place from January to June 2012 (7 from HQ to the Field, 2 from Field to HQ and 8 from Field to Field) with more in the pipeline pending administrative clearances.
Equitable geographical distribution and gender balance improved, in particular at the senior management levels	**PI:** Implement approved Action Plan for the improvement of geographical distribution **B/b:** Targets detailed in Action Plan	Since November 2011, the number of Member States has increased from 193 to 195 and, as of June 2012 there are 161 Member States represented in the Secretariat (compared to 152 in June 2011). During this reporting period, due to the financial situation of the Organization, there have been very few recruitments during this period: this coupled with the natural attrition of staff retirements as well as the Voluntary Mutual Separation Programme implemented in January 2012, is proving very challenging vis-à-vis improving geographical distribution.	Action Plan on the Improvement of Geographical Distribution in the Secretariat: Since November 2011, the number of Member States has increased from 193 to 195 and, as of June 2012 there are 161 Member States represented in the Secretariat (compared to 152 in June 2011). During this reporting period, due to the financial situation of the Organization, there have been very few recruitments during this period: this coupled with the natural attrition of staff retirements as well as the Voluntary Mutual Separation Programme implemented in January 2012, is proving very challenging vis-à-vis improving geographical distribution. Gender Action Plan: Since June 2011, steady progress has been made in the representation of women at senior management level, with an increase of 3% of the percentage of women Directors (from 27% to 30%, as of 1 June 2012). Overall, almost half of UNESCO's international professional staff (P/D) are women (49%). At the more junior levels, women are more represented than men: 67% at P-1/P-2 levels and 54% at P-3 level. At P-4 and P-5 levels, women represent 46% and 38% respectively, as at June 2012.
	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	Since June 2011, steady progress has been made in the representation of women at senior management level, with an increase of 3% of the percentage of women Directors (from 27% to 30%, as of 1 June 2012). Overall, almost half of UNESCO's international professional staff (P/D) are women (49%). At the more junior levels, women are more represented than men: 67% at P-1/P-2 levels and 54% at P-3 level. At P-4 and P-5 levels, women represent 46% and 38% respectively, as at June 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	During this period, new MBF contribution rates were implemented to balance income against expenditure as well as the development of cost containment measures to control the rising medical claims expenditures.	In addition to the steps taken by the Director-General in introducing new contribution rates and cost containment measures, a new governance mechanism is under consideration by an outside healthcare consulting firm to bring professionalism, efficiency and transparency to the management of the Fund.
Learning and development plan elaborated, implemented and monitored	**PI:** Ensure deliverance of established corporate training plan, as approved by the Director-General	Due to the financial situation of the Organization, no funds were allocated for training. As a result, no corporate training plan could be established for the approval of the Director General.	Due to the financial situation of the Organization, no funds were allocated for training. Nevertheless, taking into account the Executive Board resolution on staff development, and the results of the Training Needs Analysis, the Learning and Development Commission decided to look into training which can be implemented at HQ and Field Offices, with trained internal facilitators, thus at no cost to the Organization. Some training has already been implemented, including RBM, Ethics training, Procurement, training on new IT tools and language training. The use of existing self-learning modules on intranet were further promoted. In July 2012, the Learning and Development Commission will take other decisions with regard to training.
	PI: Implementation of learning and development activities and initiatives	Certain learning and development activities have been implemented at no cost to Organization. These include, RBM training, Performance Management, Ethics, language training, use of new informatic tools.	

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
			Financial resources will remain the biggest challenge. It will be difficult for our colleagues, especially from Field Offices, to attend training organized by the United Nations System Staff College on UN reform. This can result in UNESCO not having the required capacity to deal with reform in the Field Offices. At a time when the Executive Board is requesting that greater efforts be made with regard to staff development, there has been reduction of staff in HRM. This may have an impact on the the coordination of training activities. Past efforts made to develop new training programmes and training internal facilitators, can presently ensure that certain corporate training activities can be implemented. The use of e-learning modules developed previously is now proving to be cost-effective in reaching staff in all Field offices. The possibility to look for a Learning Management System (including Webex/e-learning tools) was postponed to the next cycle taking into account other priorities for other HR Tools.
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	Due to financial situation of the Organization, delivery of learning opportunities with traditional and on-the-job training of management and leadership competencies has not as yet been implemented. However, we continue to provide career counselling on an ad hoc basis.	L'évaluation des performances pour 2010-2011, les phases 3 et 4, ont pris une large part du temps dans la mesure où il a fallu former l'ensemble des membres du Panel (nouveaux managers) et de nombreux membres du personnel. Par ailleurs, afin de suivre les recommandations des auditeurs aux comptes, le suivi des liens entre l'octroi des échelons et l'évaluation, les processus de médiation et d'interventions, l'obligation pour les superviseurs quittant l'UNESCO de finaliser les évaluations de leurs personnel, ont permis en raison d'étroites relations de travail au sein des différentes équipes de HRM de renforcer la cohérence de la gestion des performances. Des améliorations ont été apportées pour 2012-2013, notamment pour la mise en place de compétences génériques pour tous les membres du personnel à titre pilote, mais il est évident que les deux nouveaux outils informatiques Cornerstone, gestion de la performance et exercices de compétences (360, 180, organizational survey, ou auto-évaluation) vont permettre pour le cycle prochain d'améliorer la culture de la gestion de la performance au sein de l'UNESCO, siège et hors siège.
	PI: Performance tool reviewed and streamlined to reflect a culture of performance management	L'évaluation des performances pour 2010-2011, les phases 3 et 4, ont pris une large part du temps dans la mesure où il a fallu former l'ensemble des membres du Panel (nouveaux managers) et de nombreux membres du personnel. Par ailleurs, afin de suivre les recommandations des auditeurs aux comptes, le suivi des liens entre l'octroi des échelons et l'évaluation, les processus de médiation et d'interventions, l'obligation pour les superviseurs quittant l'UNESCO de finaliser les évaluations de leurs personnel, ont permis en raison d'étroites relations de travail au sein des différentes équipes de HRM de renforcer la cohérence de la gestion des performances. Des améliorations ont été apportées pour 2012-2013, notamment pour la mise en place de compétences génériques pour tous les membres du personnel à titre piloteL	
	PI: 180 degrees feedback for supervisors implemented	Les deux nouveaux outils informatiques Cornerstone, gestion de la performance et exercices de compétences (360, 180, organizational survey, ou auto-évaluation) vont permettre pour le cycle prochain d'améliorer la culture de la gestion de la performance au sein de l'UNESCO, siège et hors siège.	
	PI: Monitoring of implementation of the performance management and feedback mechanism	Following the recommendation of the External Auditors, HRM has streamlined and reinforced the monitoring and reporting mechanism especially at the Review Panel phase. Once the competency-based assessment tool is operational (in 2014), HRM will launch the 360° exercise feedback as a tool for improving personal development	

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	**Attained**	
		plans and managerial competencies.	
	PI: Implementation of a recognition system for outstanding performance	Un programme de reconnaissance devrait être établi après la finalisation des discussions au sein de la Commission de la Fonction publique internationale et du HR Network	
Administrative actions relating to recruitment, appointments and benefits/entitlements administration efficiently processed	**PI:** Recruitment process reduced to 180 days	This is an objective that will be addressed in the implementation of the new e-recruitment tool	During the first 6 months of this biennium (01/01/12 to 30/06/12), most of the recruitment actions have been suspended, due to the financial situation of the Organization and therefore it was not possible to implement the planned activities.
	PI: Development of streamlined, generic advertisements	This is an objective that will be addressed in the implementation of the new e-recruitment tool	However, one important achievement during this period was the implementation of the new E-recruitment system which is expected 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).
	PI: Targeted recruitment pool to identify quality candidates	This is an objective that will be addressed in the implementation of the new e-recruitment tool	The new E-recrutment system 'Careers" was launched on 27 June 2012.
	PI: Streamline service provisions and establish a monitoring mechanism to ensure appropriate and standard service delivery	This is an objective that will be addressed in the implementation of the new e-recruitment tool	In addition, and while not detailed in the benchmarks for this expected result, rapid progress has been made for the period under review with regard to the automation of HR Workflows e.g.
	PI: Delegation of authority reviewed within the Bureau with the purpose of reducing layers while ensuring appropriate accountability	Chiefs Meetings in May and June 2012 devoted to the review of the Delegation of Authority within HRM. All current delegations of authority within the various Sections/Offices in HRM sent to AEO to compile into one document which will be the subject of the next Chiefs Meeting in July.	4 paper oriented and labour-intensive internal work processes have been automated: ? Check-out process ? Overtime payments ? Salary step increments (linked to perfoweb) ? Post establishment and rolling out organizational management HRM has developed and/or has almost completed the development of 8 other workflows to streamline/rationalize administrative processes and ensure a more timely processing of staff entitlements and benefits i.e. no more mail distribution. 5 of these workflows are now completed [SPA, separation, Special leave with/without pay, contract extension, promotion] and are currently with BKI for analysis and development of the IT application. The last 3 workflows [change of assignment, appointments & transfers and the development of PAF] will be completed end of July.

Cost-effectiveness/efficiency measures for this Main Line of Action
During the first 6 months of this biennium (01/01/12 to 30/06/12), a key achievement was the implementation of the new E-recruitment tool 'Careers' which will contribute 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 will incorporate a Consultant Roster which will enhance the transparency and competitiveness of the consultant selection process. During this period, HRM has developed and/or has almost completed the development of 8 workflows to streamline/rationalize administrative processes and ensure a more timely accurate processing of staff entitlements and benefits.

Cost-effectiveness/efficiency measures for this Main Line of Action
A number of HR-related cost-cutting measures were developed during the reporting period and will be implemented in July 2012 (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$ 120 000	Expenditures 2012-2013: US$ 18 625

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.	Due to the financial situation, no funds were allocated for training. Nonetheless, taking into account the Executive Board resolution on staff development, and the result of the Training Needs Analysis, the Learning and Development Commission decided to look into training which can be implemented at HQ and Field Offices, with trained internal facilitators, thus at no cost to the Organisation. Some training has already been implemented, including RBM, Ethics training, Procurement, training on new IT tools and language training. The use of existing self-learning modules on intranet were further emphasised.

Past efforts made to develop new training programmes and training internal facilitators, can presently ensure that certain corporate training activities can be implemented. The use of e-learning modules developed previously is proving to be cost-effective in reaching staff in particular in the Field offices. |
| | **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 Organisation. Those include, RBM training, Performance Management, Ethics, language training, use of new informatic tools. | |

Cost-effectiveness/efficiency measures for this Main Line of Action
Due to the financial situation, no funds were allocated for training. Nonetheless, taking into account the Executive Board resolution on staff development, and the result of the Training Needs Analysis, the Learning and Development Commission decided to look into training which can be implemented at HQ and Field Offices, with trained internal facilitators, thus at no cost to the Organisation. Some training has already been implemented, including RBM, Ethics training, Procurement, training on new IT tools and language training. The use of existing self-learning modules on intranet were further emphasised.

Past efforts made to develop new training programmes and training internal facilitators, can presently ensure that certain corporate training activities can be implemented. The use of e-learning modules developed previously is proving to be cost-effective in reaching staff in particular in the Field offices. |

Part III.B. Financial management

Regular Programme[1]: operational budget only		Extrabudgetary resources[1]	
Allocation 2012-2013: US$ 595 700	Expenditures 2012-2013: US$ 120 280	Allotment 2012-2013: US$ 480 515	Expenditures 2012-2013: US$ 90 456

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$ 34 089	Allotment 2012-2013: US$ 480 515	Expenditures 2012-2013: US$ 90 456

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 plateforms is under review and will be implemented by the end of 2012. BFM follows the harmonisation of business paractices at UN level , including HACT, and inform field offices by providing guidance.	Under the umbrella of the field reform in Africa, the administrative plateform in Africa staffing will be decided after discussion on this matter at 190 EXB. Operational tasks related for financial, administrative, procurement and budgetary matters will be decentratlised to the plateform. Based on the level of delegation of authority to the plateform taking into account the need to harmonise business practices with other UN agencies, the the field office manual will be prepared after consultation with field offices. Regarding HACT: guidelines were prepared and shared with Addis Abeba office for implementaiton as pilot since 2011. The expeted results from the application of harmonised cash transfer modalities were not aobtained at all UN agencies level as there were many bottlenecks at UNCTs, Headquarters and coordination with member states. The HACT Advisory Group has launched a global assessment to be undetaken by an external consultant in order to revise the framework a propose more proactiocal solutions. Challenges: Update the frameworks at UN level and make sure that UNESCO rules and regulations updates follow immedialty after to apply decision taken at different networks level.
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	The report on external audit recommendations implementations will submitted to member states at the 190 session of EXB. The accountability framework will be further developed; In the meantime a Statement on Internal Control , Self assessment questionaire and personnal attestation has been put in place and all sectors and Field offices have been compliant to this.	The report on external audit recommendations implementations will submitted to member states at the 190 session of EXB. The accountability framework will be further developed; In the meantime a Statement on Internal Control , Self assessment questionaire and personnal attestation has been put in place and all sectors and Field offices have been compliant to this.
Transparent and high quality audited	**PI:** Production of IPSAS compliant	Financial report and audited and consolidated financial	Financial report and audited and consolidated financial statements of

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
financial statements produced in accordance with IPSAS and presented to the Governing bodies with a clean audit opinion	financial statements for 2011 and 2012 **B/b:** 2010 Audit opinion	statements of UNESCO for Year ended 31 /December 2011 with clear audit opinion will be presented to member states at 190 EXB.	UNESCO for Year ended 31 /December 2011 with clear audit opinion will be presented to member states at 190 EXB.
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	1.The guidelines will be developed by end of December 2012. 2. AO reform have been undertaken for Corporate and programme support services and focal point assigned by the AO forum have been particpating actively by highlighting the concerns of AOs. The forum has alos been consulted on 12/04/2012. Meeting mInutes of the working group as well the AO forum are available.	1.The guidelines will be developed by end of December 2012. 2. AO reform have been undertaken for Corporate and programme support services and focal point assigned by the AO forum have been particpating actively by highlighting the concerns of AOs. The forum has also been consulted on 12/04/2012. Meeting mInutes of the working group as well the AO forum are available.
Operational guidance and overall coordination provided to Field Offices on theimplementation of measures agreed upon in the context of harmonized businesspractices in the UN system framework	**PI:** Development of Field Office Manual including operational guidelines on harmonised UN business practices, incorporating lessons learnt from pilot HACT countries **B/b:** none	1.The guidelines will be developed by end of December 2012. 2. AO reform have been undertaken for Corporate and programme support services and focal point assigned by the AO forum have been particpating actively by highlighting the concerns of AOs. The forum has also been consulted on 12/04/2012. Meeting mInutes of the working group as well the AO forum are available.	1.The guidelines will be developed by end of December 2012. 2. AO reform have been undertaken for Corporate and programme support services and focal point assigned by the AO forum have been particpating actively by highlighting the concerns of AOs. The forum has also been consulted on 12/04/2012. Meeting mInutes of the working group as well the AO forum are available.

Cost-effectiveness/efficiency measures for this Main Line of Action
After the merger of BOC, BB and part of BFC, the new team BFM has to learn to work together. A team day has been organised where several proposal were made by BFM staff members . Based on this outcome BFM structure has been redesigned to focus on the three priorites and for more efficient and client oriented services: Cover the operational and daily tasks while training and delegating to AOs Monotoring and reporting given the financial cosntrains tha the organisation is facing, provide information on financial situation for SMT for informed decision making has been for the last 6 months a priority number 1.

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

Part III.C. Support services management

Regular Programme[1]: operational budget only		Extrabudgetary resources[1]	
Allocation 2012-2013: US$ 13 087 600	Expenditures 2012-2013: US$ 5 854 881	Allotment 2012-2013: US$ 2 312 312	Expenditures 2012-2013: US$ 709 850

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$ 2 069 900	Expenditures 2012-2013: US$ 816 392	Allotment 2012-2013: US$ 711 000	Expenditures 2012-2013: US$ 653 065

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		New operational modalities, including outsourcig, for the auxilary services placed under the responsibility of MSS sector for the servicing of the diplomatic franchises of tobacco and alcohols as well as for catering are at study with the aim of (1) To conclude the implementation of the External Audit recommendations and (2) To survey the market and eventually request business proposals from external suppliers to carry on with the basic business needs as regards catering for UNESCO personnel and distribution of duty-free products for UNESCO. The implementation of the External Audit recommendations has advanced as planned. The technical specification and terms of reference for the externalization of the supply and distribution of duty free tobacco and alcohols to entitled personnel have been finalised The terms of reference for the recruitmment of an interim manager for catering services have been finalised
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		The Information Technology Security policy has been defined. In addition, a risk assessment and determination of the business criticality of the business applications is being conducted. Finally, BKI is conducting a research on the suitable options for the eventual outsourcing of the disaster recovery services.
Unified communications network with Voice over Internet Protocol	**PI:** Project executed and services available		Fully fledged investment in unified communications has been deferred due to the financial constraints. To address urgent needs, field connectivity and

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	**Attained**	
(VoIP)technology developed encompassing both HQs and the Field Offices and Multimedia capabilities integrated into Electronic Records Management system	**B/b:** existing services		conferencing tools have been given priority attention and various cloud-based (external) services to provide audio and webconferencing facilities have been 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		Records management (RM) training material has been defined and training sessions carried out for HRM, BKI and BFM RM retention schedules have been reviewed and updated for HRM, BFM and SEPU seeking consistency with UN rules and guidelines RM Intranet pages have been developed and made available on-line with updated guidelines and procedures
"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	The calculation of UNESCO's 2011 Greenhouse Gas (GHG) emissions using the UN International Civil Aviation Organization (ICAO) calculator and the UN GHG data collection tool was launched in the the first half of 2012. To sustain UNESCO's GHG efforts in the longer term, the Greenhouse Gas Emissions Reduction Plan setting the overalll objective, an outline of GHG governance, the overview of GHG data collected by UNESCO from 2008 to 2010, GHG reduction targets and the approach to reducing GHG emissions has been drafted and initially considered by the Coroporate Services Committee (CSC) who took note of the proposal and agreed to set up a small sub-working group chaired by BSP and composed of representatives from IOC , BFM and HRM to work with the Sustainability Management Focal Point on completing the GHG Emissions Reduction Plan for its re-submission to the CSC.	UNESCO remains committed as part of the UN System sustainability initiative to producing an annual inventory of its greenhouse gas (GHG) emissions in order to be able to measure year on year progress on GHG emissions reductions. To that end, the calculation of UNESCO's 2011 GHG emissions using the UN International Civil Aviation Organization (ICAO) calculator and the UN GHG data collection tool was launched in the the first half of 2012. To sustain UNESCO's GHG efforts in the longer term, the Greenhouse Gas Emissions Reduction Plan has been outlined and initially reviewed by the Corporate Services Committee

Cost-effectiveness/efficiency measures for this Main Line of Action
As at 30 June 2012, the budget deficit for MSS Coordination, IT infrastructure, systems and communications management has been reduced from $1M to $0.15M and a plan of action has been established to timely offset this remainder budget deficit by the end of the biennium. A 100% freeze on vacant/to fall vacant posts is being applied by MSS with the exception of the business critical posts specifically approved by the Director-General. To sustain these efforts in the longer term, MSS will also undertake a comprehensive restructuring that will lay the basis for a different way of doing business which will hopefully translate in a further reduction opportunity of the overall support costs of the Organization. In MSS/BKI : a twofold governance structure has been implemented comprising the Knowledge Management and Information Technology Board(KMITB): with focus on strategy and the KM& ICT Working Group (KMITCWG): with focus on operations and the main chapters of a knowledge and information systems management (KISM) strategy have been drafted under the directions set by the KMITB. Once internally cleared, the strategy will be shared with Member States at a dedicated Information Meeting (tentatively in September 2012) to garner support for the investments that may be required. New policy on the use of UNESCO mobile telephones, on printer usage, ICT procurement and IT security have been issued. As regards structure, a new organization structure for BKI has been formulated. MSS/BKI business continuity critical functions and activities have been ensured including additional input from the Emergency Fund where the implementation of allotted funds is in full swing. Office of ADG MSS : two posts and staff in the Executive Office have been proposed for transfer to other sectors and activities of the Organization. Operations: key business processes in MSS are being reviewed for cost and efficiency gains in coordination TASCO. The management review of the auxiliary services placed under the responsibility of MSS has commenced.

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

Regular Programme[1]: operational budget only		Extrabudgetary resources[1]	
Allocation 2012-2013: US$ 628 400	Expenditures 2012-2013: US$ 277 326	Allotment 2012-2013: US$ 1 601 312	Expenditures 2012-2013: US$ 56 785

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	User expectations for CLD services have been met. However, the financial constraints as observed during the period and if maintained in the medium term, will make no longer possible to maintain the level of service and reactivity as seen to date. As such, new levels of service will be defined in close consulation with users of CLD services	User expectations for CLD services have been met. However, the financial constraints as observed during the period and if maintained in the medium term, will make no longer possible to maintain the level of service and reactivity as delivered to date. As such, service levels will be adjusted to the level of resources and re-defined, as adequate, in close consulation with users of CLD services
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	Work on service level agreements for significant translation clients advances and is on schedule so that the new agreements can be in place by 01st January 2013.	Work on service level agreements for significant translation clients advances and is on schedule so that the new agreements can be in place by 01st January 2013.
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	The development of electronic distribution solutions, including statutoty distributions, is on schedule	The rationalization of document distribution lists, including e-distribution, is on-schedule and coordination between CLD and ERI on this matter is assured.
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	paper consumption and quality label	Printing paper consumption in the first semester of 2012 has decreased by 63% when compared when similar periods in prior years. The reason for the decrease is twofold: 1. the decrease in activity due to financial constraints, 2. efficiency initiatives that are bearing fruit.

Cost-effectiveness/efficiency measures for this Main Line of Action
CLD is an active player in TASCO and in the definition of cost efficiency measures in its field of competence. A number of alternatives and options are being identified for the subsequent definition of alternative option in the delivery of CLD services. In particular, the organization and support of conferences and meetings was streamlined through the establishment of a new one-stop conference section resulting from the merger of two former sections. Along the same lines, the organization and support of cultural events is being discussed with ERI in search of coordination, service synergies, quality and cost efficiency. With regard to interpretation costs a new CEB-AIIC agreement setting the arrangements for free lance interpretation was renewed and effective 1st July 2012 . With regard to translation, a new CEB-AITC is being discussed. Any eventual cost increase arisng fro higher unit fees resulting from these revised agreements will be offset internally

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$ 10 389 300	Expenditures 2012-2013: US$ 4 761 163	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.	assessment and mitigation of the potential risks resulting from the freeze on resources imposed by the financial constraints	the maintenance, upkeep and operation of the technical facilities and installations at Headquarters has been severely impacted by the freeze on regular budget resources imposed by the financial contraints. DCS priority is to strive to extent feasible to minimize the risks and negative effects of austerity.
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.	Cost-sharing and user cost-awareness	The definition of the contribution to the common operating costs by sectors and bureaux at HQ based on objective parameters remains an unresolved issue. End users across the Secretariat are not aware of the real operating cost and this situation cannot be maintained.
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	safety and security standards	The limitations on the use of temporary assistance poses difficulties in meeting safety and security standards. The construction of the forward security post at Fontenoy has been put on hold due to financial constraints
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.	building maintenance standards	Maintenance and upkeep programmes are executed on a priority basis and within the limitations imposed by the financial constraints. Limitations on the use of temporary assistance is posing a real challengue to the timely intervention and reactivity of the workshops to face a constant or increasing workload . Cost efficiency efforts continued with the launching of the GTC, (Central technical management) system that will facilitate further energy savings
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 have are readjusted in view of budget reduction. 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.	Long Term Agreements for routine purchases and supplies at HQ	During the first semester of 2012, the financial contraints overall have determined a significant decrease in procurement activity. Efforts have been directed to the review of responsibilities over the procurement and contracting chain at HQ and to the subsequent redefinition of processes and procedures there where adequate
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.	procurement regulations and rules	Procurement staff are a proactive and solicited advisor to the various units across the Secretariat accompanying them through the various stages of the procurement and contracting chain to ensure observance of the rules and the obtention of best value for money

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
	B/b: Procurement services ensuring technical and administrative support and 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)	**PI:** Maintain an up to date inventory register of UNESCO assets. **B/b:** Current inventory register of UNESCO assets for reporting in line with IPSAS standards.	IPSAS property management standards	Timely registration of assets and physical verification of inventories are issues of concern and of priority attention so to ensure timely and full compliance with IPSAS property management standards.

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

In order to remain within the advised budget allotments for the biennium, the division of common services has set in motion a number of cost effectivenes and efficiency measures that during the first semester of 2012 have included: 1 the review of service contracts with key building service providers in order to maintain 2011 tariffs for 2012; 2. the adjustmnet of the centralized technical management system for electricity in Fontenoy to reduce electricity waste in non working hours; 3. the restructuring of the technical workshops that have been regrouped and versatile teams established; 4. the definition of a new structure and share of responsibilities between BFM and MSS over procurement and contracting (travel and insurance); 5. the analysis of adherence to UNESCO Administrative Manual regulations and norms on office space which has shown that about 200 offices in Fontenoy can be liberated, permitting the move of CLT and CI from Bonvin to Fontenoy building. Offices liberated in Bonvin would become available for rental and thus generate an additional revenue estimated between EUR 0.7 to 1M/year. that could serve to lower the exposure of the Headquarters operating costs to the regular budget which at present covers 65% of these costs. The Headquarters Committee was consulted and the eventual advance of up to EUR1.2M to finance the start-up of this project from available reserves in the HQF has, in principle, been agreed provided that the Legal Advisor would in writing confirm that the rental operation would not result in additional legal or financial liabilities for UNESCO; and 5. a major fund raising initiative in favor of UNESCO programmes through a unique art auction sale devised under the specialist services provided in-kind by Sotheby's France.

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$ 3 445 905	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$ 3 445 905	Allotment 2012-2013: US$ 0	Expenditures 2012-2013: US$ 0

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$ 0	Allotment 2012-2013: US$ 0	Expenditures 2012-2013: US$ 0

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

Part V. Anticipated Cost Increases Staff Costs

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