

192 EX/4 Part 1 Annex Report: SISTER 36 C/5 - Monitoring of Programme Implementation for Regular Programme and Extrabudgetary Resources as at 30/06/2013¹

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

Part II.A. I. Education.....	3
Part II.A. II. Natural sciences.....	79
Part II.A. III. Social and Human Sciences	147
Part II.A. IV. Culture.....	164
Part II.A. V. Communication and information	203
Part II.A. UNESCO Institute for Statistics (UIS)	222
Part II.A. Intersectoral Platforms.....	233
Part II.A. Field Office implementation of decentralized programmes (BFC).....	266
Part II.B. Chapter 1. Coordination and monitoring of action to benefit Africa.....	272
Part II.B. Chapter 2. Coordination and monitoring of action to benefit Gender Equality	272
Part II.B. Chapter 3. Strategic planning, programme monitoring and budget preparation	281
Part II.B. Chapter 4. Organization-wide knowledge management	295
Part II.B. Chapter 5. External relations and public information	296
Part II.C. Chapter 1. Participation Programme.....	307
Part II.C. Chapter 2. Fellowships Programme	309
Part I.A. Governing Bodies	311
Part I.B. Chapter 1. Directorate.....	312
Part I.B. Chapter 2. Executive Office of the Director-General	312
Part I.B. Chapter 3. Internal Oversight.....	312
Part I.B. Chapter 4. International Standard and Legal Affairs.....	315
Part I.B. Chapter 5. Ethics Office.....	317
Part I.C. Participation in the Joint Machinery of the United Nations System (JUNM).....	319
Part III.A. Human resources management.....	324
Part III.B. Financial management	330
Part III.C. Support services management	332

Part II.A. I. Education

Regular Programme ¹ : operational budget only		Extrabudgetary resources ¹	
Allocation 2012-2013: US\$ 29 321 865	Expenditures 2012-2013: US\$ 20 379 533	Allotment 2012-2013: US\$ 193 993 715	Expenditures 2012-2013: US\$ 127 364 878

	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 2012-2013 US\$	Exp. % 2012-2013	N°	Total Allocation US\$	Allotment 2012-2013 US\$	Expenditure 2012-2013 US\$	Exp. % 2012-2013
Part II.A. I. Education	248	14 146 211	9 033 997	64	466	693 555 618	190 691 365	124 468 048	65
ER 1: National capacities strengthened for policy formulation and planning focusing on promoting the right to quality education and gender equality, and drawing on information and communication technologies	49	2 494 432	1 664 418	67	90	140 904 140	55 481 043	34 056 954	61
ER 2: National capacities strengthened to plan, manage and scale up gender-sensitive, quality literacy and non-formal education policies and programmes	30	1 427 483	1 027 262	72	49	79 495 466	32 815 148	22 611 251	69
ER 3: National capacities strengthened to develop and implement teacher policies, with particular emphasis on quality and gender issues	27	1 745 094	1 097 383	63	34	24 153 163	6 680 020	4 099 791	61
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	1 532 519	956 141	62	34	39 499 409	8 097 553	4 404 265	54
ER 5: Basic education including early childhood care and education, policies, programmes and practices improved in Member States, strengthening quality, equity, inclusion and gender equality	36	2 120 841	1 245 676	59	61	102 728 351	16 117 582	10 794 323	67
ER 6: Capacities in Member States strengthened to ensure more equitable access to quality higher education and research, including through innovative modes of provision	21	1 267 030	628 076	50	25	32 389 532	6 459 643	3 663 691	57
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	852 061	637 169	75	33	28 166 536	7 442 985	4 913 337	66
ER 8: Good quality comprehensive HIV and sexuality education delivered by Member States, promoting healthy lifestyles, gender equality and human rights	8	313 085	192 305	61	98	157 903 523	33 686 223	25 097 957	75
ER 9: Education for global citizenship, with emphasis on universal values based on peace, mutual understanding and respect for human dignity integrated into education policies, plan and programmes.	8	620 264	268 045	43	28	13 335 206	7 188 700	4 519 402	63
ER 10: Political and financial commitment mobilized at the global, regional and national levels towards the achievement of the EFA goals, and monitoring mechanisms of EFA strengthened	14	1 485 972	1 149 361	77	12	74 752 962	16 515 864	10 174 519	62
ER 11: Global and national commitment to education for girls and women strengthened through advocacy and appropriate multi-stakeholder partnerships which are in conformity with the objectives of the Organization	3	88 000	48 638	55	0	0	0	0	N/A
ER 12: Education stakeholders informed through research and foresight studies on emerging trends and challenges in education	5	199 430	119 523	60	2	227 330	206 604	132 558	64

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	<p>PI: Annual Joint meetings co-chaired by UNESCO and the AU/HRST</p> <p>B/b: 2 (1 annual meetings per year)</p>	<p>2 annual meetings with AU/HRST (Human Resources, Science and Technology department) 2012 and 2013 AU/HRST Business Plan jointly elaborated with AU/HRST and the RCM Annual Business Plans reviewed and reported upon 1 PACTED meeting organized within the context of COMEDAFR 1 Regional EFA consultation meeting organized Benchmark achieved</p>	<p>Education and Human Resources sub - Cluster Business Plan Results Matrix</p> <p>1. Support to Pan-African University (PAU) project: Research Space in Africa:</p> <p>Launched in December 2011 by the Chairperson of the African Union Commission, the PAU aims to strengthen and sustain: quality Assurance, mobility and Postgraduate of teachers. The strategic vision of the Pan-African University is to create institutions for excellence in science, technological innovation, social sciences, humanities and governance, which will constitute a solid foundation for higher studies and research.</p> <p>The three institutions launched are:</p> <ol style="list-style-type: none"> 1. The Institute for Governance, the Humanities and Social Sciences of Central Africa, based at the University of Yaoundé II, in Soa, Cameroon; 2. The Institute for Basic Sciences, Technology and Innovation of East Africa, based at the Jomo Kenyatta University of Agriculture and Technology, Juja, Kenya; 3. The Institute for Life and Earth Sciences (including Health and Agriculture) of West Africa, based at the University of Ibadan, Nigeria. <p>The project is supported financially by five Partners: Germany, Belgium, Sweden, the European Union and India.</p> <p>UNESCO is continuing to support technically the project by advocacy, Consultations, organisation and participation to the different meetings.</p> <p>2. Meetings of Education and Human Resources sub-Cluster.</p> <p>Within the strategic framework of the African Union (AU)/United Nations (UN) ten-year capacity building program for the AU and the New Partnership for Africa's Development (NEPAD) and as part of the Social and Human Development (SHD) Cluster of the Regional Coordination Mechanism (RCM), the Education and Human Resources Sub-Cluster (EHRSC) aims to provide concerted support to the AU and its NEPAD program in the areas of education and youth for advancing social, human, and educational development in Africa with a specific focus on the implementation of the Second Decade of Education for Africa Plan of Action (2006-2015) and the Africa Decade for Youth Development and Empowerment (2009-2018).</p> <p>UNESCO Liaison Office, IICBA and AU/Human Resources, Science and Technology Department organized several meetings on the progress of the implementation of the business plan 2012 and 2013 of the Education and Human Resources sub-Cluster. The following collaboration programmes have been proposed: Operationalization of SMT Centers using Open and Distance Learning, Development of Open Education Resources, Development and implementation of the African Teacher Mobility Protocol, Partnership in resource mobilization and Quality for teacher Education</p> <p><u>Challenges/</u></p> <p>- Ambitious business plan while resources are limited</p>
	<p>PI: Nnumber of key priorities of the Business Plan fully met</p> <p>B/b: 10 key activities (baseline: 0)</p>	<p>RCM Education Business Plan finalised and approved by to the Education and Human Resources sub-cluster PACTED Roadmap elaborated and adopted by the COMEDAF V. Coordination of PACTED assumed by IICBA. Review of the AU MDG2 2012 report completed Support provided to the launch of the Pan African Universities, 3 institutes created: 1. The Institute for Governance, the Humanities and Social Sciences of Central Africa, based at the University of Yaoundé II, in Soa, Cameroon; 2. The Institute for Basic Sciences, Technology and Innovation of East Africa, based at the Jomo Kenyatta University of Agriculture and Technology, Juja, Kenya; 3. The Institute for Life and Earth Sciences (including Health and Agriculture) of West Africa, based at the University of Ibadan, Nigeria</p>	

36 C/5 Global Priority Africa Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
Policy advice and technical assistance provided for the adoption of the Quality education framework by a number of African countries on teacher issues, competency based curriculum and learning outcomes	<p>PI: Number of countries initiating the process of adoption of quality education framework B/b: 4-5 countries (Baseline: 0)</p>	<p>Internal, not visible to Member States Copy to external field Post Graduate programme on Curriculum Developmnet covering both Anglophone asFrancophone countries in Africa Since 2012 In Southern Africa Africa 5 countries (Lesotho, Zambia, Swaziland, Namibia, and Angola) have engaged in the 2nd batch of PGPCD training. In Eastern Africa , 6 countries (Seychelles, Tanzania, Uganda, Kenya, Ethiopia, Eritrea) ahave engaged and from the ECOWAS, The Gambia has also joined in In Francophone countries, Universities of 8 UEMOA countries (Senegal, Mali, Burkina , Niger, Togo, Benin , Guinea Bissau) are engagend in the development of the Francophone Course</p>	<p>Over the covered period, Quality Education was at the heart and cut across all the ERs in the Region. Treated both as thematic area with many entry points and also as a cross cutting issue, this ER will certainly remain the focus, within the framework of Post 2015 reflexion and planning processes. The Regional offices tackled it through 5 main pillars:</p> <ul style="list-style-type: none"> • Promoting ECCE, • Inclusive education, reaching marginalized, refugees • Supporting girls education, namely in rural areas and promoting access of girls to secondary education • Promoting quality through the reforms of curriculum of Basic education, teacher training and development of teaching and learning materials, • Quality through youth integration <p>ECCE: the focus was made on the definition of quality parameters,</p>
	<p>PI: Number of countries withindicators to measure teacher quality and learning outcomes</p>	<p>Ethiopia, Angola, and Namibia have initiated development of EMIS focusing on Teachers</p>	

36 C/5 Global Priority Africa Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
	integrated in their EMIS B/b: 4-5 countries		

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	

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	
Partnerships mobilized and technical support provided for the definition and adoption of TVET Regional Qualification Frameworks and its operationalization in the ECOWAS region and the SADC regions respectively	<p>PI: Regional Qualification Frameworks (RQF) formulated and proposed for validation B/b: 2 frameworks (baseline 1)</p> <p>PI: Number of partners engaged in the National Qualification Frameworks/Regional Qualification Frameworks (NQF/RQF) formulation process B/b: 5 partners (baseline 2)</p>	<p>1. ECOWAS Region a) 4th ECOWAS meeting (Abuja, October 2012): - Experts and Ministers of Education of ECOWAS endorsed strengthening of IATT support to NQF/RQF - Participants validated keys recommendations of IATT - Sub-regional survey and NQF/RQF roadmap validated by all Member States. b) Knowledge sharing at regional level for development of NQF/RQF by Member states increased, including dissemination of analysis and implementation tools at sub-regional and national levels c) IATT substantially consolidated through the officialization by ECOWAS 2. SADC: a) TVET report edited and ready for publication, rproviding evidence to be shared across countries on TVET experiences in SADC b) SADC TVET Technical Committee established c) Support provided for formulation of NQF of Swaziland: d) Dialogue between SADC and the European Union on NQF/RQF postponed to second half of 2013</p> <p>1. ECOWAS a) 4th IATT consultative meeting took place with increased number of financial and technical partners, (ADB, ECOWAS, UNDP, IFAD, WAEC, CAMES and UNWomen (May 2012) b) ECOWAS action plan on TVET elaborated and endorsed c) Joint roadmap revised and updated with ECOWAS Secretariat and Partners (Cotonou, Sept 2012). d) Regional advocacy on more efficient partnerships and on enhanced quality of TVET systems undertaken at country level (Senegal as part of UNDAF and T&F Partners processes) and Regional meeting (Dakar, June 2013) in collaboration with UNDP/YERP and support of IATT (including Youths and partners: AUC, ECOWAS, SADC, AFRISTAT, ILO, UNESCO, YEN) and for 12 countries from 3 Regional Economic Communities of Africa. e) Development of tools for strengthened partnerships and mobilization of funds initiated (Mapping of partners) f) The institutionalization and replicationof IATT at country level initiated with Senegal as pilot country - Capitalization and online cross-country sharing on good practices undertaken (video was produced)</p>	<p>1. Results against performance indicator(s) and benchmark(s): ECOWAS</p> <p>I) KNOWLEDGE SHARING FOR THE DEVELOPMENT OF NQF/RQF BY MEMBER STATES increased substantially</p> <ul style="list-style-type: none"> • At regional and international levels, TVET programmes contributed to relevant results for the Global Priority Africa mainly through participation and contribution to major regional and international events on TVET, notably the ADEA Triennale (Ouagadougou, February 2012) and the Third international Congress (Shanghai, May 2012), the OIF-CONFEMEN Assises (Ouagadougou, Sept 2012), the 5th International Conferences on Quality Assurance in Higher Education in Africa (ICQAHEA) and its Capacity Building Workshop on Development of Competencies and Qualification Frameworks for TVET in Africa. These events contributed to inform and define new paradigms for Member States of Africa on TVET, including NQF/RQF as a key area that was part of the debate (special sessions organized with partners in both international events). These events were opportunities for Member States to inform (or to be informed), to exchange and update their strategy for the development and/or implementation of NQF/RQF. Clarification on the concept and process provided to Member States. At regional and international levels, TVET programmes contributed to relevant results for the Global Priority Africa mainly through the work achieved through participation and contribution to the organization of major regional and international events on TVET, notably • At sub-regional and national levels, the work conducted on NQF/RQF concentrated on the ECOWAS sub-region, as follow up and consolidation of the results from previous biennium activities. The 4Th IATT consultative meeting took place and included working-sessions with Member States and Partners for the formulation of guidelines to jointly develop NQF and RQF in the ECOWAS subregion, with a focus on policy decision making at inter-ministerial level. One representative of Senegal and Ghana joined the IATT Technical Committee on NQF/RQF. New UN

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	

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	

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	

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	

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

The IATT approach is in itself a modality that seeks cost-effectiveness and efficiency as several organizations work together towards the same goal, bringing together financial and technical resources and making it therefore easier to have a larger impact and scope than one organization would do only. In addition, by having the ECOWAS validating the IATT work and integrating the TVET issues into the ECOWAS Ministers of Education Agenda, it facilitates high level advocacy and policy decision making use of the existing structures for convening the ECOWAS countries at low or no cost.

36 C/5 Global Priority Gender Equality Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
National capacities strengthened in designing and managing literacy policies and programmes targeting women and girls	PI: Number of gender-based literacy programmes supported by UNESCO B/b: 100% of related programmes	-35 countries out of 43 with critical literacy challenges, in the process of operationalizing national action plans to ensure gender-specific programming -At least in 5 countries large-scale literacy programmes targeting women launched and on-going (Afghanistan, Morocco, Egypt, Senegal, Nigeria)	Significant progress has been made since January 2012 in addressing gender equality across all UNESCO programmes and policies related to Education. Literacy is a priority for the Education Sector and is being given high visibility to strengthen commitments and efforts by countries to promote literate environments, especially for women and girls: most notable even was the High-Level International Round Table on Literacy (Sep. 2012) which brought 200 participants, including 14 Ministers and Vice-ministers of Education. The Paris Communique issued by this Roundtable made particular note of the need to give highest priority to and accelerate progress in women's literacy. UNESCO, including through the UNESCO Institute for Lifelong Learning
	PI: Number of LIFE countries that have integrated a GE perspective in curricula and learning materials B/b: 60% of LIFE countries	In over 20 LIFE countries, efforts have continued within the literacy and CapEFA programmes to scale-up the review National Literacy Action Plans and develop specific strategies and programmes for girls and women to help remove the barriers to their access to basic education/learning. - 8 cases studies on using mobile technologies to support literacy education with specific focuses on women and girls have been completed. - 4 countries in Latin America (Bolivia, Venezuela, Colombian, and Ecuador) focusing on strengthening	

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	
		intercultural and gender perspectives in literacy and post-literacy policies.	
Gender-sensitive teacher policies developed in Member States	<p>PI: Number of countries where new and/or revised teacher education and training policies reflect a tangible gender dimension B/b: 10</p>	-9 countries are engaged in developing or revising national teacher policy frameworks with UNESCO's assistance (Burundi, Cambodia, Ethiopia, Guinea, Lesotho, Malaysia, Palestine, Sierra Leone, Uganda)	UNESCO also supported Member States in reviewing and developing regional policy frameworks and strategies on teacher development, with particular emphasis on gender equality. Under the programme "Quality Systems for Quality Teachers" funded by the European Union, UNESCO provided technical assistance to support the implementation of the Teacher Education Strategy (TES) in Palestine. In this connection, the World Teachers' Day was celebrated on the theme of "Teachers for Gender Equality" with the essential role of teachers, both women and men, in searching and enhancing equal opportunities and roles in the society regardless of gender. With a view to advocating the integration of inclusion and gender equality and women's empowerment into teacher education,

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	
			UNESCO is also in the process of finalizing advocacy guides that provide practical tips on how to use advocacy for promoting inclusive teacher education. An advanced draft on Positive Teachers Policies, with a focus on gender in each of the section of the document was developed by UNESCO together with ILO. The document is being updated by ILO and validation/appropriation by countries will be held end June 2013.
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	-The UNESCO Guide for Mainstreaming Gender in Teacher Training Institutions is being developed pilot tested in six countries (Cape Verde, Equatorial Guinea, Ghana, Guinea Bissau, Kenya and Lesotho) -15 countries from west and Central Africa benefited from IICBA training seminars on capacity building of teachers	UNESCO has also focused on capacity building for institutionalizing gender training in teacher training institutes, awareness-raising among policy makers on gender equality issues in the teacher professional development, and production of training materials for mainstreaming gender in teacher training and practices. Over 15 countries from West and Central Africa benefited from training seminars organized by the International Institute for Capacity Building in Africa (IICBA), which includes specific modules on gender sensitive teaching approaches. UNESCO also supported Member States in reviewing and developing gender sensitive regional policy frameworks and strategies on teacher development, with the contribution from the European Union and the Japanese Funds In Trust (JFIT), among others
	PI: Number of countries implementing teacher training programmes that address HIV and AIDS and gender B/b: 5	-6 countries received support in developing strategies to support learners and teachers (Belarus, Kyrgyzstan, Russia, Tajikistan, Tanzania, and Ukraine).	
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	-8 countries (Gambia, Guinea Bissau, Tanzania, Ethiopia, Mali, Niger, Burkina) developed an inclusive uninterrupted curriculum framework, focussing on primary to secondary transition, assessment and gender sensitive pedagogy, -At least 3 countries supported to review and develop gender responsive curricula and textbooks and training materials (Bangladesh, Lebanon, Niger)	Despite significant progress made towards universal primary education, challenges remain in increasing access to, retention and completion of secondary education among girls. Therefore, secondary education of girls, together with literacy for women, has been identified as one of the main focuses under UNESCO's Global Partnership for Girls and Women's Education. As the first step towards advancing this Outcome has been to better understand the challenges that girls face in accessing, progressing and completing secondary education through research on the situation of girls in secondary education. Success stories and best practices were also documented in order to inform policy making and implementation. To better understand the particular challenges around transition of learners from primary to secondary education, UNESCO supported a series of country studies on this issue with particular attention to the gender dimensions of it (Ecuador, Malawi, Nepal, Viet Nam, and Yemen). These studies were shared at a Technical Consultation Meeting "From Primary to Secondary Education: Lessons for Equity and Quality Improvement" (November 2011) at UNESCO HQ. In Africa, UNESCO supported 8 countries (Gambia, Guinea Bissau, Tanzania, Ethiopia, Mali, Niger, Burkina) to develop an inclusive uninterrupted curriculum framework, focussing on the transition from primary to secondary, looking at mode of assessment and gender sensitive pedagogy, Best practices and case studies on girls' retention to secondary Education in the Gambia and Senegal were produced. Targeted programs on increasing and sustaining girls' access to secondary education were implemented in Africa, through the development of gender-transformative and leadership curriculum (e.g. in ECOWAS English-speaking countries). In Bangladesh, gender-responsive curricula and training materials were developed and some 450 curriculum and textbook developers, teacher trainers and teachers were trained in their use.
	PI: Number of countries where systems to monitor access and assess learning achievements of girls and boys in secondary education (general and technical/vocational) are put in place B/b: N/A	-The General Education Quality Diagnosis/Analysis and Monitoring Framework (GEQAF) has been developed and was piloted in 5 countries (India, Egypt, Gabon, Oman, South Africa)	
National TVET policies reviewed	PI: Number of countries adopting	-Policy review reports prepared by UNESCO and validated by national	UNESCO has paid special attention to the inclusion of girls in national

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	
to ensure adequate skills acquisition for employment for girls and boys alike	inclusive TVET policies B/b: 10	stakeholders for three countries (Cambodia, El Salvador and Lao PDR). -A gender-responsive TVET policy in Zanzibar was reviewed and the plan of action on Tanzania was developed. -Thematic studies on gender mainstreaming in TVET were undertaken in Tanzania and in Arab Gulf countries	Technical Vocational Education and Training (TVET) programs and their transition from school to work, and provided upstream policy advice and capacity building for mainstreaming gender in TVET policies and practices. Three TVET Policy Review reports (Cambodia, El Salvador and Laos PDR) were reviewed and validated by national stakeholders, and regional and country thematic studies on gender mainstreaming in TVET were undertaken in Tanzania and in Arab Gulf countries. UNESCO has also been leading research on gender and TVET so as to inform national policies and strategies. Regional and country thematic studies on gender mainstreaming in TVET were undertaken in Tanzania and in Arab Gulf countries. 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 was conducted in 2012. In Senegal, a group and cooperative of young women were trained under the project "Education qualifiante des jeunes et des adultes". Awareness-raising at the highest policy level has been critical in promoting mainstreaming gender in the areas of TVET. Therefore, a special session on women and TVET during the 3rd International Congress on TVET (May 2012, Shanghai) was organized, to highlight gender equality concerns and promote gender equality and inclusion of girls and women in TVET.
	PI: Number of countries with policies integrating strategies for preventing gender-based violence in schools B/b: at least 1	-At least 2 countries are working on responses to Gender-Based Violence (GBV) through education (DRC, Lebanon). South Africa is supported in addressing GBV in schools using mobile gaming technology.	
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	-13 countries reported on sex-disaggregated statistics on access to education for all levels of education through the 8th Consultation on the implementation of the Convention against Discrimination in Education	UNESCO supported Member States to mainstream gender in sector-wide education policy and planning, in policy reviews and thematic studies. Three sub-regional thematic groups were established in Central Asia, one of which was on gender responsive education, in an effort to strengthen national capacities in planning and management. In Ecuador and Colombia, UNESCO supported strengthening of national technical capacities to develop inter-sectoral policies for education with a focus on gender equality. Several research papers and case studies have been developed, along with the IIEP, to foster a gender perspective in Educational planning and policy globally or in particular countries. The latest one that is much expected is "A matter of right and reason: gender equality in Educational Planning and Management" that investigated the enablers and obstacles to gender equality in educational leadership from two aspects: one that examined internal and external perceptions of women and men in leadership positions, and the other that studied the effect of organizational structures and cultures on gender equality. A high-level advocacy event entitled 'Stand up for Malala - Girls' Education is a right' was co-organized in 2012 by UNESCO and the Government of Pakistan as a tribute to Malala Yousafzai and in support for girls' right to education. It brought together some 20 eminent personalities (including the President of Pakistan, French Prime Minister, Minister of Foreign Affairs of UAE, former President of Finland, Executive Director of UN Women, religious leaders, UN officials, and others) who advocated for girls' right to education. The Malala Fund for Girls' Right to Education was established with a pledged contribution of \$10 million from Pakistan.
	PI: Number of countries with national educational plans and policies developed or reviewed according to the principles of gender equity B/b: 10	-7 countries are engaged in developing or revising national teacher policy frameworks with UNESCO's assistance (Burundi, Cambodia, Ethiopia, Guinea, Lesotho, Malaysia, Uganda) -The ICT in education policy was reviewed in one country (Malaysia)	
Education systems' responses to HIV and AIDS are gender-sensitive	PI: Number of countries adopting education sector strategies and workplace policies on HIV and AIDS	- Regional initiative launched and in process to develop high-level political commitment to sexual and reproductive health for young people, involving 21 ESA countries. - 21 countries were supported to	21 Member States received support for HIV and AIDS education that is gender sensitive. National capacities were developed through training of trainers workshops, and UNESCO has undertaken relevant work to

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	
that are gender-sensitive B/b: N/A	develop and/or review country policies and programmes, and advocate or implement key actions - Policies and strategies to implement and scale up sexuality education in 28 Asia Pacific countries were reviewed. - 2 countries in Asia-Pacific, were supported through Training of Trainers "Connections: Empowering Women to Talk about Sexual and Reproductive Health" (Myanmar and Cambodia) -13 countries in west and central Africa benefited from capacity development for workplace policies and teachers living with HIV. -4 countries in Asia (China, Cambodia, Thailand and Vietnam) ,supported to strengthen national capacities in responding to homophobic bullying	address School-related gender-based violence (SRGBV) in Lebanon, DRC, South Africa, and a number of countries in Asia-Pacific, as a major human rights issue and a factor that is seriously affecting girls opportunities to education. In Lebanon, a national study on SRGBV was completed based on which recommendations were presented to education ministry officials; in DRC. Gender has been mainstreamed in all materials produced, for example, the booklet on Good Policy and Practice in HIV and Education and Gender, and a booklet on 'Gender Equality, HIV and Education' were finalized. These materials have been used to support UNESCO's advocacy efforts and technical support to Member States. National capacities were developed through training of trainers workshops (e.g. Myanmar and Cambodia), and in Senegal, a workshop on literacy, HIV and gender "Connections: Empowering Women to talk about sexual and reproductive health", was organized. UNESCO also worked on domestic violence against women (e.g. in China) and a handbook on anti-domestic violence for community and social workers was prepared and advocacy was undertaken among policy-makers and legislators. A functioning Domestic Violence Prevention and Response Model was established in 3 pilot counties in Asia-Pacific region and capacities of local governments, key stakeholders and social workers were developed/improved to protect women against domestic violence.	

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

Coordination with partners and other UN agencies at regional and national levels, are recognized as essential to effective implementation and larger impact of UNESCO's efforts to promote gender equality in and through education on the ground, although sometimes it can be time consuming and complex. UNESCO should continue to actively participate in the various partnerships and networks on girl's education and gender equality, and to positively "exploit" these channels to foster collective advocacy and develop collaborative programs and projects on the ground.

As Gender Equality is a concern for the whole United Nations, building Education programmes cannot be considered as a stand-alone initiative from UNESCO. Building support for change through alliances/partnerships is critical to achieve the overarching goal for women's empowerment and gender equality. In alignment with the overall United Nations "Delivering as One" reform approach, UNESCO had been actively working on gender equality by building support for change through alliances/partnerships with other UN agencies and external partners. UNESCO continued to be actively engaged in two major global partnership initiatives for girls' education and gender quality, namely, the United Nations Girls' Education Initiative (UNGEI) and the UN Task Force on Adolescent Girls. Under the UNGEI partnership, a side-event panel on accelerating progress towards EFA Goal 5 was organized jointly with UNICEF, during the EFA Global Education Meeting (GEM, November 2012). In Asia-Pacific, UNESCO organized the event 'Connecting Girls: Inspiring Futures through Physical Education and Sport' and issued an advocacy brief on the topic, the monthly e-newsletter 'Gender Wire', highlighting current gender trends and issues was also issued by UNESCO. UNESCO continued to collaborate with UNGEI East Asia Pacific (EAP) to produce policy briefs highlighting this situation in the region and how policy makers and practitioners can take action to bridge the education divide and improve disabled girls life chances. Challenges of the language barriers that girls and women face in accessing education or once in school were addressed through a UNESCO project in collaboration with the Asia Multilingual Education Working Group (MLE-WG). In Africa, a partnership with the Islamic development Bank and FAWE led to development of the programme - currently piloted in Niger and Burkina-Faso, Education and Science: "Promoting access to Math and science Education in Secondary Education in Sahel countries". Within the frame of a quality environmental education, UNEP and UNESCO have collaborated together to address gender as a cross cutting theme in the joint "YouthXchange Climate Change and Lifestyles Guidebook". In October 2012, UNESCO established a Memorandum of Understanding with the Korean Women's Development Institute (KWDI) to examine gender and different facets of quality of education in the Asia-Pacific region, including career perspectives and choices and the role of education in influencing these. UNESCO, in collaboration with UNICEF, the University of the West Indies (UWI) and the CARICOM Regional Working Group on Health and Family Life Education(HFLE), is supporting quality delivery of comprehensive sexuality education (CSE) through capacity development of teachers in Caribbean schools. In Latin America, UNESCO in Santiago participated in a regional interagency activity focused on gender violence in the school setting organized by UN Women, UNICEF and UNFPA and has engaged in various planning sessions on areas of shared interest since then with other gender focal points in the region.

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\$ 8 841 181	Expenditures 2012-2013: US\$ 5 942 300	Allotment 2012-2013: US\$ 103 073 764	Expenditures 2012-2013: US\$ 65 172 261

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.	<p>PI: Number of countries supported in education policy, planning and management B/b: 15 Member States</p>	<p>UNESCO provided advocacy and technical assistance to several Member States in order to support evidence-based policy and plan formulation, implementation and monitoring, among them are: Benin, Botswana, Chad, DRC, Ethiopia, Gabon, Liberia Niger, Mauritania, Togo, Tunisia, Tanzania, Sudan, Uganda, Zimbabwe Afghanistan, Cambodia, Malaysia, Mongolia, Myanmar, Pakistan, Viet Nam, Central Asia, Pacific island countries, Uzbekistan, Bahrain, Egypt, Iraq, Jordan, Kuwait, Lebanon, Libya, Mauritania, Oman, Palestine, Qatar, Sudan, Syria, Tunisia, UAE, Yemen Bolivia, Ecuador, Guatemala, Haiti Education policy and planning instruments, guidelines and tools: - EFA 2015 Reviews (Concept note, Implementation and Technical Guidelines) - Capacity Development Guidelines with IIEP - Capacity Needs Assessment Methodology for planning and managing education - Final draft on "Review of Education Sector Dialogue Mechanisms -Occupied Palestinian Territory, Haiti, DRC Congo". - User Manual of "EPSSIM Model" - Decentralized Finance and Provision of Education - Student Learning Assessment - Education Beyond 2015: Outcomes Papers - Education Micro-planning Toolkit - UNESCO Handbook on Education Policy Analysis and Programming</p>	<p>The main activities undertaken towards this expected result (ER-1) can be grouped into 4 categories: (1) National education policy review and capacity development for education planning and management; (2) Support in the implementation of innovative programmes in ICTs in education; (3) Thematic studies/policy guidelines quality, gender issues or ICT in education; and (4) Support in disaster risk education, needs assessment and planning for reconstruction and related capacity development.</p> <p>(1) National education policy review and capacity development for education planning and management HQ Support to National EFA 2015 Reviews process - The concept note, Implementation and Technical Guidelines for EFA2015 Reviews were finalized and translated into other UN languages (French, Arabic and Spanish). - A series of regional consultative workshops have been jointly organized with the respective Regional Bureaux (Bangkok and Beirut). - A project proposal to support the national EFA 2015 reviews in Africa was prepared and having dialogue with AU to mobilize funds.</p> <p>Fund mobilization and technical support - Technical support provided to the National Stakeholder Consultation on Strengthening Education in Yemen (one million USD from MBI Foundation). - Over 20 technical reviews on the preparation of UCPD by UNESCO FOs. - A project proposal to seek financial support for a new programme to improve access and quality of education in Africa through the innovative use of ICT was prepared and submitted to Republic of Korea.</p> <p>Preparation and launch of the Global OpenEMIS Initiative - A Framework for Collaboration was signed with Community System Foundation (CSF), a Not-for-profit corporation providing information technology products and services through the United Nations DevInfo Initiative. - A dedicated website to host OpenEMIS was set up. - Technical assistance and support for the design of EMIS implementation strategies and plans provided: Jordan, Tunisia, Uzbekistan, Haiti, Organization of Eastern Caribbean States (OECS), Myanmar.</p> <p>Publication work including editorial work - The joint THE-IIEP publication "Capacity Development Guidelines (CDG) in educational planning and resource management", disseminated to education staff in the field. - Finalization of the Education Policy and Strategy Simulation model (EPSSim) guide: An updated version of the former EPSSim user's guide has been developed with UNESCO BKK. The guide is</p>
	<p>PI: Number of countries supported in the implementation of innovative programmes in ICTs in education B/b: 5 Member States</p>	<p>UNESCO Policy Guideline on Mobile learning has been developed and published. - Paris OER Declaration was released in June 2012 with CI Sector. -5 countries (Antigua and Barbuda, Jamaica, Trinidad and Tobago, Maldives, and some states of India) have been supported in developing their new ICT in education policies and implementation of innovative programmes in ICTs in education. - 4 countries (Mexico, Nigeria, Pakistan, and Senegal) have been supported to develop and implement programmes on use of mobile technologies to support teacher development. - 2 country (Malaysia, Thailand) received policy review on its national ICT in Education Policies and to</p>	

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
		update its master plans of implementing the policy based on UNESCO's policy recommendations. - 2 countries (Angola, and Indonesia) received direct capacity building activities to develop its national ICT competency standards for teachers. - 3 countries (Indonesia, Kenya, and Oman) have been assisted to develop national OER policies.	
	<p>PI: Number of thematic studies or policy guidelines produced including on quality, gender issues or ICTs in education</p> <p>B/b: 5 thematic studies or policy guidelines</p>	<p>- Malaysia Education Policy Review was produced. - The report of the Working Group for Education of the Broadband Commission, Technology, Broadband and Education: Advancing the EFA Agenda was published. - 10 thematic studies on mobile learning policies and using mobile technologies to support teachers (Africa, Asia, Europe, Latin America, and North America) have been completed and published as UNESCO Working Papers on Mobile Learning. - 8 cases studies on using mobile technologies to support literacy education with specific focuses on women and girls have been completed. -The framework of UNESCO Guidebook for Applying ICT-CFT to Help Member States Develop National ICT Competency Standards for Teachers has been formulated. - A report entitled "Technology, broadband connectivity and school education: What works well and why" - UNESCO Working Papers on Mobile learning policies (for each region: Africa, Asia, Europe, Latin America, and North America) - Publication: Assessing Education Data Quality in the Southern African Development Community (SADC). - Training modules for SADC sub-region: Syllabus for "Education finance" completed, Syllabus for "Methodology for education data reconciliation" (underway), "Education data quality" training module (underway).</p>	
	<p>PI: Number of conflict- and disaster-affected countries supported in disaster risk education, needs assessment and planning for reconstruction and related capacity development</p> <p>B/b: 10 Member States</p>	<p>Technical backstopping, including resource mobilization was provided to 9 countries (Congo Brazzaville, DRC, Egypt, Libya, Lebanon, Jordan, Liberia, Syria and Yemen).</p>	
ER 2: National capacities strengthened to plan, manage and scale up gender-sensitive, quality literacy and non-formal education policies and programmes	<p>PI: Number of 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</p>	<p>Consultations are on-going particularly with the thirty-five countries which have shared their plans at the High Level Round table (September 2012) to ensure that the national literacy action plans are integral part of national education policies and plans. With UNESCO support activities are in progress in all regions. Bangladesh, Cambodia,</p>	<p>Expected result N°2: ER 2: National capacities strengthened to plan, manage and scale up gender-sensitive, quality literacy and non-formal education policies and programmes</p> <p>2013: Overall progress</p> <p>Outputs: Activities undertaken from January 2012 to June 2013 to assist Member States in strengthening national capacities to plan, manage and scale up gender-sensitive, quality literacy and non-formal education policies and programmes, focused on the following interconnected areas. In some countries work has progressed in all 3 areas while in others activities were enhanced in one</p>

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
	<p>integral part of national education policies and plans B/b: 5 Member States</p>	<p>Chad, Mauritania, Mozambique, Nepal, Papua New Guinea, Rwanda, Senegal, South Sudan, Timor Leste, Togo and Yemen are being assisted, within the CapEFA programme to develop appropriate and relevant literacy and NFE policies. In addition, Afghanistan, India, Indonesia, Iran, Pakistan, Papua New Guinea, Egypt, Lebanon, Iraq, Morocco, Nigeria amongst others are developing literacy and NFE policies and national strategies to enhance the planning and management of programmes at different levels. Meetings with the Education Ministries of the Andean countries (Ecuador, Bolivia, Colombia and Venezuela) led to the strengthening of gender-responsive and inter cultural approaches in literacy and post literacy activities. The Literacy Acceleration Programme (LAP) has been developed and shared with the field offices to assist the countries to further refine their action plans for ensuring quality, gender responsiveness and development relevance, taking into account the funding, disbursement, procurement, implementation, monitoring and evaluation aspects.</p>	<p>particular area: 1. Advocacy for the mainstreaming literacy into national development agenda was carried out through policy dialogues, promotional events and knowledge creation/sharing and publications. Given the financial constraints the strategy was to capitalise on the 2012 International Literacy Day (ILD) celebrations and the Literacy Prizes' awarding ceremony, to draw attention of the international community to the persistence of illiteracy, its impact on individuals, societies and nations, and, the urgent need for accelerated actions.</p> <ul style="list-style-type: none"> • Policy dialogues: <ul style="list-style-type: none"> - The High Level Roundtable held on in September 2012 mobilised Education Ministers (14) and high level representatives from over 40 countries with high literacy challenges, partners, NGOs and experts. It adopted the "Paris Communiqué on Scaling up Literacy", demonstrating political will and administrative willingness to scale up gender-sensitive literacy programmes aligned to national development goals. Consultations were continued in 2013 to follow up the recommendations of the round table with regard to accelerating progress up to 2015 and plan activities for the post 2015 period. - Consultations on the UNLD final evaluation with countries and development partners were carried out in early 2013, the report has been drafted and will be presented at the UN General Assembly in September 2013, with a renewed vision of literacy as a development imperative, relevant to demands of the evolving contemporary world. - Member States in Africa were mobilized by UIL for the follow-up of CONFINTEA, to produce progress reports on the implementation of the Belém recommendations. A regional workshop was held in Cape Verde with the participation of 18 countries to finalise the report. The target with regard to formulation of policies and the establishment of norms and standards has been achieved. - Action research for the measurement of literacy (Raama) involving Senegal, Burkina Faso, Mali and Niger, is in progress and the pilot surveys were conducted in Senegal and Burkina Faso. - A harmonized bilingual education curriculum framework has been adopted by the Organisation Internationale de la francophonie (OIF) for the implementation of the project "Elan" in eight countries in West Africa. - In Nigeria, within the strategic framework of literacy and NFE, three workshops were organised with BREDA's support to mobilize the private sector, UN agencies, experts and all stakeholders to restructure the programme. The project is supported by strategic structures such as "Mother and Child Enhancement Foundation (MCCEF)" the First Lady of Nasarawa State and "Hikma Foundation" the first lady of the Emir of Garki.
	<p>PI: Number of Member States, especially in Africa, having scaled up or scaling up literacy and non-formal education programmes with UNESCO's support, with particular attention to adolescent girls and women B/b: 10 Member States</p>	<p>Globally, countries are taking major steps within LIFE, E-9 and CapEFA frameworks to scale up literacy and NFE with a focus on girls and women. Iraq, Egypt, Lebanon and Morocco in the Arab States and Afghanistan, Bangladesh, India, Indonesia, Lao PDR, Pakistan, and Timor-Leste in Asia, are carrying out important activities to enhance literacy, NFE and Adult Learning. In Latin America, Bolivia, Venezuela, Colombian and Ecuador are focusing on strengthening intercultural and gender perspectives in literacy and post-literacy policies. In Africa, Benin, Burkina Faso, Côte d'Ivoire, Guinea-Bissau, Eritrea, Mali, Nigeria, Senegal, Sierra Leone and Togo have demonstrated political will and commitment to scale up literacy efforts and to plan actions beyond 2015. Nigeria, through a self-benefiting fund, is implementing "The Revitalizing Adult and Youth Literacy". Chad is scaling up literacy and NFE. With support from UNESCO LAP is being finalised in Benin, Burkina Faso, CAR, Eritrea, the Gambia, Guinea, Guinea-Bissau, Madagascar, Mali, Mozambique, Niger, Rwanda, Senegal, Sierra Leone, South Sudan and Togo. BREDA has launched the Big Push Initiative to mobilize stronger political and financial commitment at all levels to support African countries in achieving the EFA goals. Discussions are underway integrate the LAP in this initiative.</p>	<ul style="list-style-type: none"> • Promotional events: <ul style="list-style-type: none"> - The ILD 2012 was celebrated with promotional activities and communication materials developed and disseminated at global, regional and national levels. The Awarding of the UNESCO 2012 Literacy Prizes gave visibility to prize-winning programmes and highlighted the need for expanding the outreach of such effective practices. - Promotional activities for the ILD 2013 have been duly planned and in May 2013 the Director General launched the call for nomination of candidates for the International Literacy Prizes. The Jury meeting was held during 2-5 July. Press conferences, messages, communication materials are being developed for the 2-day event to be held on 9-10 September 2013 for the commemoration of

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
	<p>PI: Number of advocacy and policy materials in support of development-relevant, gender-responsive literacy and non-formal education prepared</p> <p>B/b: - 2 volumes of Emerging Trends in Literacy</p>	<p>In 2012 promotional activities were organised at the global, regional and national levels, around the commemoration of International Literacy Day (ILD) which provided the participants platforms to discuss the current literacy challenges, their impact on national and global development, the way forward and gave visibility to prize-winning effective practices. Communication materials emphasized the need for accelerating the literacy scaling up process for global peace and development. Preparation for the 2013 ILD is underway. The call for 2013 Literacy Prizes has been launched and the Jury meeting will be held from 2 to 5 July in Paris. Consultations with field offices are underway for the organisation of promotional activities at regional and national levels. Due to resource constraints the production of the "Emerging Trends in Literacy" is expected to be published in autumn 2013. However, a substantial amount of advocacy, training and knowledge sharing materials and training programmes have been developed in all regions to back up the activities, particularly the Bangkok office published End of Decade Notes of EFA goals 3 and 4, and the Santiago office has published "Policies and practices in youth and adult literacy: Lessons from innovative practices in Latin America and the Caribbean"</p>	

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

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
ER 3: National capacities strengthened to develop and implement teacher policies, with particular emphasis on quality and gender issues	<p>PI: Number of countries supported by UNESCO in developing and/or revising and implementing teacher policies, strategies, plans and qualification frameworks, paying strong attention to gender issues B/b: 15 Member States</p>	<p>In Africa, some 41 countries have been supported (see performance indicator below) The following Arab states have been supported with regard to specific Teacher projects: 1. Lebanon: Training of school teams to implement whole-school approaches 2. Palestine: Meeting children's needs in Gaza 3. Syria: Emergency Support to Safeguard Education Quality for Syrians in Jordan (UNESCO Amman); Training of teachers and headmasters that accommodates Syrian refugee students (UNESCO Beirut) 4. Iraq: Training of teachers trainers in support of quality education; National Teacher Training Strategy and National Framework on competency standards for teachers In APEC, more than 15 countries have been supported by UNESCO in the said areas, including China, Lao PDR, Nepal, Thailand, Bangladesh, Mongolia, Viet Nam, Bhutan, India, Maldives, Sri Lanka, Indonesia, Kazakhstan, Kyrgyzstan, Uzbekistan, Tajikistan and Turkmenistan, Pakistan, Malaysia, Federated States of Micronesia, Iran, Cambodia, etc. In LAC the Second Phase of the Regional Strategy on Teachers is under development by UNESCO Santiago. Within this framework, UNESCO Santiago has organized the III Technical Meeting in which policy makers from 24 countries of the region and representatives of teacher unions and international agenciesre participated. 6 technical documents related to specific knowledge gaps on teachers field in the region and a Data Base including 30 LAC experience on Teachers' Good Policies are under</p>	<p>UNESCO's work in the thematic priority area "teachers education and development" follows the lines of the new UNESCO Teachers Strategy and the Initiative for SSA countries. As both the Strategy and the Initiative have been launched in the middle of the current biennium there is an ongoing effort to realign the existing activities, both in the regular and the in EXB budgets. The adoption and implementation of the Teacher Strategy is very encouraging, as all regions have been sensitized. The realignment of existing and ongoing activities has already yield a number of results. UNESCO has been supporting some 41 countries in the field of teachers.</p> <p>Globally, implementation has been satisfactory and objectives met for all strategic areas, namely (1) Supporting the development of evidence-based teacher's policies and strategies; (2) Enhancing capacity of the Teacher Training Institutions (TTIs), including through the use of ICT, and; (3) Monitoring instruments and promoting standards of professional practices.</p> <p>1. Supporting the development of evidence-based teacher's policies and strategies:</p> <p>Support to policy development was provided in all the regions through a number of initiatives and activities (workshop, seminars, etc.), such as:</p> <p>Regional Strategy on Teachers in LAC region, aiming to close specific knowledge gaps in the area of teacher in the region which was detected in the first phase. Within this framework, a number of policy documents were produced on issues, including: (i) challenges in pre-service teacher training; (ii) standards for pre- service teacher training; (iii) teachers' professional development - collaborative learning; (iv) the teaching profession: performance assessment; (v) construction of public policies for the teaching sector; (vi) economic aspects of public policies for the teaching sector.</p> <p>In the Arab region, the initiative on "Enhancing Teacher Policy and Practice in the Arab States" was launched, with a first workshop held on 9-11 December 2012, bringing together more than 30 participants, from 16 Arab States, and major partners. Aimed at exploring links between teacher research and policy, as well as teachers' roles in promoting quality learning, the workshop resulted in an agreement between participating countries to further work towards developing a common Teacher Policy Framework for the Region. The results of this workshop also informed the Regional Teacher Forum that Queen Rania Teacher Academy (QRTA) organized in March 2013 in Amman</p>

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
		elaboration and shall be published durieng 2013.	with ALECSO and the World Bank. Actual country support in teacher's policy/strategy development has been provided to 15 Member States in Asia and the Pacific. In Sub-Saharan Africa, 10 countries have been supported in the conduct of the teacher diagnostic studies and policy dialogues, from which some of them are initiating the elaboration/revision of their teacher's policies and strategies.
	<p>PI: Number of teacher training institutions supported by UNESCO that have reinforced the use of ICTs in their management, administration and pedagogical policies and practices</p> <p>B/b: 12 teacher training institutions, with a focus on those in UNESCO's target countries</p>	<p>In Sub Saharan Africa, thanks to the China Funds in Trust, three teacher training institutions are benefiting from dedicated efforts to reinforce the use of ICTs, namely in Cote d'Ivoire, Ethiopia and Namibia. In the Arab States, this work has been done in Palestine (Commission for Developing the Teaching Profession (CDTP), with the Ministries of education of 5 Maghrebian countries and also with the Ministry of Education of Jordan. In Asia and the Pacific more than 12 teacher education institutes in UNESCO target countries have been supported by UNESCO in the use ICTs in management, administration and pedagogical policies and practices. In LAC a policy paper on ICTs in education were produced. The document is under editorial revision. In addition, UNESCO Habana has organized two teacher training sessions in which 56 teachers in language (36 F and 18 M) and 186 teachers in Mathematics and Physics (102 F and 84 M) and other specialists in teacher training participated</p>	<p>To support teacher's policy development, a number of technical guidelines are being developed, including: (i) the UNESCO Guide for Mainstreaming Gender in Teacher Education (to be finalized by August 2013), and; (ii) a Guide for effective teaching of ESD in teacher training Institutions (work in progress).</p> <p>In the same vein, the Int'l Task Force on Teachers for EFA has supported 5 SSA countries to undertake a comprehensive situational analysis leading to the development of national teacher policies. It is coordinating a group of African Union partners in the implementation of a regional roadmap on teacher development, and supported a regional teacher strategy in LAC. It is supporting 10 Arab countries in reviewing their policies and practices on TVET teachers and instructors. It has raised awareness of hundreds of decision makers and teacher stakeholders during international policy dialogue forums on key policy dimensions of teachers and teaching affecting quality and inclusive education. It brings knowledge and information generated in its network of technical experts and partners to inform global EFA frameworks and initiatives (GEM, UN SG Education First Initiative; GPE; CEART, etc.).</p> <p>2. Enhancing capacity of the Teacher Training Institutions (TTIs), including through the use of ICT.</p>
	<p>PI: Number of sub-Saharan African countries with a teacher policy and innovative teacher programme developed</p> <p>B/b: 12 Member States</p>	<p>UNESCO has supported some 21 countries in sub-Saharan African countries. 1. Angola (CapEFA, Competency based teacher curriculum development, NQF) 2. Benin (diagnostic study + post-diagnostic phase) 3. Burkina Faso (CapEFA, Capacity development in teacher training in gender and classroom practices, and curriculum) 4. Burundi (CapEFA + diagnostic study) 5. Congo (diagnostic study) 6. Côte d'Ivoire (CFIT Project) 7. DRC (diagnostic study + capacity building with Spanish funds) 8. Ethiopia (CFIT Project) 9. Guinea (CapEFA + diagnostic study) 10. Lesotho (CapEFA + diagnostic study) 11. Mali (CapEFA + diagnostic study) 12. Mauritania (diagnostic study) 13. Mozambique (diagnostic study) 14. Namibia (CFIT Project) 15. Niger (CapEFA + diagnostic study) 16. Sierra Leone (CapEFA) 17. Swaziland (Competency based teacher curriculum development) 18. Tanzania (Competency based teacher curriculum development) 19. Uganda (CapEFA + diagnostic study) 20. Zambia (Competency based teacher curriculum development) 21. Zimbabwe (NQF) The International Task Force on Teachers for EFA has supported 5 sub-Saharan African countries to undertake a comprehensive situational analysis leading to the development of national teacher policies. It is coordinating a group of African Union partners in the implementation of a regional</p>	<p>The Program for Capacity Building of Teachers and Teacher Trainers in Support of Curriculum Reforms for quality EFA, jointly with IBE, is being reinforced, engaging key actors at different levels to develop their capacities surrounding curriculum issues. The post graduate diploma in curriculum design and development has been experienced in Africa (2nd edition) and in Latin America (3rd edition). Negotiations are underway for the implementation of the PGDCDD in Arab States, through Cairo University in Egypt. Resources are mobilized through Hamdan Rashid Al-Maktoum Foundation to support implementation of the diplomas in Africa and Latin America and the Arab Region. A Concept Note and negotiations are in process to expand the programme to Asia during the 2013-2014.</p> <p>A number of capacity development activities are being implemented at country level, mostly through CapEFA extra-budgetary support, with a focus on curriculum design and implementation, teacher management and professional standards, and the use of ICT for teacher education. Current concrete activities include: (i) capacity development for the teaching of math and sciences (Angola and Samoa); (ii) design and implementation of curriculum framework for teacher education (Lesotho and Angola); (iii) improving teaching of cross-cutting issues, such as ESD, health, HIV/AIDS (Angola, Burkina Faso); (iv) harmonization of the training programme for secondary teachers (Burundi); (v) development of teachers' code of conduct (Laos, Burundi); (vi) development of teacher's management information system (Laos).</p> <p>In all the regions, ICT-supported solutions are being promoted as a means to enhance the capacity of the TTIs and to improve the quality of the training provided. It is in this context that UNESCO Santiago produced a policy paper on ICTs in education (under editorial revision). In Sub-Saharan Africa, the "Development of ICT-enhanced Teacher Development (ICTeTD) Training Syllabuses for African Teacher Education Institutes" was positively assessed.</p> <p>One important milestone in this domain has been the launching - within the framework of the Initiative for SSA - of the project "Enhancing teacher education for bridging the education quality</p>

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
		roadmap on teacher development,	
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	<p>PI: Number of countries having used UNESCO's policy reviews to initiate the development of policy based on the principles of inclusion, gender equality and sustainability</p> <p>B/b: 15 Member States</p>	Four policy reviews reports (Benin, Cambodia, El Salvador, Lao PDR) were edited and validated by national stakeholders. In each case the methodology used integrates the work in the ongoing processes of national TVET policy dialogue. The draft policy review report for United Republic of Tanzania (Zanzibar) has been validated	<p>OUTPUTS</p> <p>UNESCO is implementing the Strategy for TVET (2010-2015) by focusing on three core areas 1) Provide Upstream Policy Advice and Develop Capacity at the Country Level 2) Facilitate Conceptual Clarification and Improve the Monitoring of TVET and 3) Act as a Clearing House and Inform the Global TVET Debate.</p>

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
implementation		by national stakeholders. the draft policy review for Saint Kitts and Nevis has been submitted to the Ministry of Education. In this case, the findings of the review will inform TVET policy formulation. This policy review is of interest to other countries in the OECS sub-region. Policy reviews are also underway in Chad. Six countries are benefitting from CapEFA support (Afghanistan, Benin, Cote d'Ivoire, Liberia, Madagascar, Malawi) Five countries benefitting from BEAR project support (Botswana, DR Congo, Malawi, Namibia and Zambia) Number of countries having used UNESCO's policy reviews and benefitted from UNESCO's support: 17	<p>RESULTS</p> <p>1) UPSTREAM POLICY ADVICE AND RELATED CAPACITY DEVELOPMENT</p> <p>UNESCO's work at global, regional and national levels has contributed towards a heightened level of policy interest in TVET which has contributed to the political momentum necessary for the adoption of a sub-regional strategy on TVET in SADC region, key directions for NQF/RQF in ECOWAS and ASEAN.</p> <p>TVET policy review and advice is having impacts at both national, sub-regional and regional levels. Four validation workshops of the TVET policy reviews (El Salvador, Cambodia, Lao PDR and Zanzibar) were held and two national workshops (in Malawi and Benin) were organized jointly with ILO in the framework of G20 process. The Asian Development Bank launched a strategic review of TVET funding in Cambodia following UNESCO TVET Policy Review recommendations.</p> <p>CapEFA projects on TVET have commenced in Benin and Liberia. A technical collaboration and fund-raising between UNESCO and ONUCI is on-going in Cote d'Ivoire since January 2013 to design a coherent programme to support the integration of ex-combattants.</p> <p>In the ECOWAS sub-region, collaboration has been strengthened with other partners and notably the Organisation Internationale pour la Francophonie (OIF) and the ECOWAS commission. The "Abuja Process" is improving the knowledge development and sharing on TVET and this provides results that enhance quality of TVET systems with better linkages with the world of work and for better employment of youths and adults. Partners have been mobilized to consolidate the ECOWAS Inter-Agency Task Team (IATT).</p> <p>The SADC TVET report will provide written evidence that can be shared across nations on the TVET experiences of the SADC countries. The technical committee has prioritized facilitating harmonisation of TVET policies and standards in the region for the period 2013-2014. For the BEAR (Better Education for Africa's Rise) project national workshops have been held in the five countries for curriculum development. The BEAR Project, supported by the Republic of Korea, is being implemented in 5 SADC countries (Botswana, Democratic Republic of Congo, Malawi, Namibia and Zambia).</p> <p>In the Arab States 24 Directors and Coordinators of UNEVOC Centres in the Arab region developed National and Sub-Regional TVET Frameworks (Amman, July 2012), as part of enhancing UNEVOC Centres Network and Capacities in having TVET and Skills Development within the National Agendas. Youth and Employment of TVET graduates were two key issues to enhance the role of TVET.</p> <p>In Asia and the Pacific capacity building workshops have been organized (e.g., Cambodia, China, Timor-Leste) to address key issues such as NQFs and TVET. UNESCO has successfully provided technical support through policy reviews (e.g., Cambodia, Lao PDR, Myanmar), development of TVET national plans (e.g., Afghanistan). In Cambodia, the Vocational Orientation Guidelines was finalized and approved by the Minister of Education, Youth and Sports.</p> <p>In Latin America and Caribbean, UNESCO has developed a regional TVET concept note/strategy paper which highlights the importance of good TVET policies and programmes in the context of the LAC region's high youth unemployment rates and levels of inequality. These issues were taken up by the 3rd Board meeting of the UNESCO Regional Education Project for LAC (PRELAC), where Ministers and other high level education stakeholders adopted a roadmap for the regional post-2015 educational agenda.</p>
	<p>PI: Number of countries setting up or enhancing existing frameworks for the monitoring and evaluation of TVET systems and policy innovations</p> <p>B/b: 15 Member States</p>	<p>TVET indicators developed by the Interagency Group on TVET are being piloted in two countries (Malawi and Benin). 12 countries in Latin America and the Caribbean participated in a study on Enhancing Statistical Information Systems for TVET. Two countries (Madagascar and Cote d'Ivoire) finalized the annual 2011/2012 yearbooks. Four Arab countries (Jordan, Lebanon, Oman and Morocco) developed country frameworks for integrating Entrepreneurship Education in Secondary Education and TVET Programmes. Number of countries: 18</p>	
	<p>PI: Number of users of the UNESCO-UNEVOC educational resources platform on TVET</p> <p>B/b: 20% increase in users</p>	<p>The UNEVOC homepage received 4 million hits and had around 90,000 visitors. 274 different people have actively participated in the discussions. On 13 June 2013 there were 2836 members from 173 countries. Much of the increase is made up of staff members from UNEVOC Network institutions. 719 messages have been disseminated in 179 different e-discussions. Number of users: 2836</p>	

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

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

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

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

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
COST-EFFECTIVENESS/EFFICIENCY

Cost-effective approaches were used for the Third International Congress on TVET, which used partnerships with international agencies, and benefitted from contributions from the private sector. China supported the cost of interpretation. UNESCO's partners including the World Health Organization, the European Training Foundation, the Asian Development Bank, NORRAG, the Commonwealth of Learning and Microsoft, made a significant contribution to cost-effectiveness by convening various sessions of the Congress.

The budget available for TVET Policy Reviews in 2012-2013 is minimal and this has influenced the quantity, quality and timing of this work. The involvement of UNESCO regional thematic coordinators has improved the cost-effectiveness of TVET Policy Reviews and reduced, to a certain extent, the costs of external expertise. Partnerships with other international organizations such as ILO has also helped. Linking TVET Policy Review with Cap-EFA support helped ensuring relevant and efficient follow-up to the policy reviews, for example in Benin and Malawi. In this period UNEVOC is promoting geographical clusters, thematic clusters and online clusters as a way of enhancing coordination and exchanging good experiences, whilst maximizing cost-effectiveness.

All offices made their best efforts to spend these in the most effective way with the limited funding available. Many offices have created important partnerships with other agencies in order to co-organise events, to co-finance activities and to achieve wider dissemination of outputs. For example in order to maximize cost-effectiveness of the activities, UNESCO Bangkok established a partnership with Regional Cooperation Platform, a program established by GIZ, for collaboration. UNESCO Beijing and UNESCO Dhaka also decided to join this regional joint study in order also to maximize the impact of their funding. TVET actions were coordinated with the TVET Section at HQ, UNESCO-UNEVOC International Centre, and UNESCO Field Offices in the Arab region to ensure effective utilization of the limited budget for TVET and pooling of resources.

The convening of High Level Round Table on Literacy was a cost efficient exercise of bringing together around 40 countries resulting in heightened political commitment, providing a platform for knowledge sharing and helping move the literacy agenda forward.

Working closely with UIL and the field offices activities are being planned to achieve synergy of action in a cost effective manner. Combining UNLD evaluation with UIL's GRALE reporting process, dovetailing Literacy acceleration plans with BREDA's big push initiative in Africa are other examples.

MLA 2: Building quality inclusive education systems

Regular Programme ¹ : operational budget only		Extrabudgetary resources ¹	
Allocation 2012-2013: US\$ 3 696 872	Expenditures 2012-2013: US\$ 2 162 482	Allotment 2012-2013: US\$ 22 577 225	Expenditures 2012-2013: US\$ 14 458 014

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	-2 inter-agency technical meetings on HECDI; -Draft HECDI guide completed -Advocacy materials were produced for 2012 Global Action Week, Guidelines for inclusive ECCE for Roma children finalized. -23 country summaries on ECCE progress uploaded. -Iraq supported by HQ for the national advocacy event -Technical support provided to 3 countries (Iraq, UAE, Morocco) for ECCE policy development and advocacy -Strengthening of integrated and multisectoral ECCE in Cuba and the Dominican Republic. Dominican Republic -5 Arab States ECCE centres established(Sudan, Egypt , Syria, Yemen and Kuwait). -35+ Asia-Pacific countries benefited from UNESCO evidence-based, inclusive, and quality basic education programmes	Outcomes/Results: Considerable progress was made in ECCE in the last 6 months of 2013, despite financial and human resource constraints. Work on HECDI has moved forward with the preparation of the technical guide, presenting the set of potential indicators for constructing HECDI identified jointly with partner agencies. The technical guide will be a valuable tool for countries in the EFA assessments. More concrete discussions to pilot the HECDI started with four countries by end of the year. A draft guide on ECCE quality, and the draft of the ECCE Handbook, and a final draft of the guidelines on inclusive ECCE for Roma children are underway. Results from these efforts include interest from member states in highlighting ECCE and more opportunities for UNESCO to form partnerships with other agencies around ECCE, such as through the Learning Metrics Task Force. At regional level, UNESCO has been working to enhance ECCE importance within education framework through capacity building, advocacy and process quality. Extensive partnerships and networking and platforms for discussion, networking, best practices workshops and seminars were widely organized in Asia, Arab States and LAC. As part of the capacity building, UNESCO continued to support governments to develop and strengthen ECCE policies and provisions. In the Arab region, a regional working group on ECCE was established and capacity building activities were organized. As part of advocacy activities, policy makers in the Arab region have been sensitized on the importance of ECCE. In Asia, close collaboration with ARNEC was further strengthened to promote holistic and comprehensive ECCE in the region through advocacy research and capacity building activities, such as the community-based parenting education programme implemented in seven countries (Bangladesh, Myanmar, Pakistan, Samoa, Viet Nam, Kazakhstan and Mongolia) by UNESCO Bangkok. In LAC, capacity building had been fostered with the coordination of the CELEP to build on new capacities within the national administration to well articulate the priority needed on ECCE and its positive impact on reducing poverty and social exclusion. In Africa, under the framework of the ADEA working Group on ECCE, UNESCO produced the ECCE policy support guide and Indicators and the Methodological and pedagogical guide of the use of Bouba et Zaza was finalized. Support to southern Africa countries was extended to develop their policies and strategies in ECCE. A Sub regional conference organized in SADC bringing together stakeholders from 4 countries (Namibia, Botswana, South Africa and Angola) to address the issue of learning needs for San communities in Namibia. Various advocacy materials were developed during the course of the year, in particular, the set of advocacy resource materials produced for the Global Action Week on EFA Goal 1
	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	-5 countries (India, Gabon, South Africa, Oman and Egypt) used the GEQAF. -1 document compiling successful school experiences in Mexico -400+ teachers to be trained in Belize for Teacher Certificate in Primary - 4-5 Primary and Secondary school curriculum units developed in Grenada -2 national plans in COFINTEA VI in the Caribbean, 20 experts trained in LAMP instruments, 1/2 countries pilot LAMP, 1 web portal operational covering 20 caribbean countries. -MERCOSUR: 1 meeting involving 5 countries (Argentina, Bolivia, Brazil, Colombia and Uruguay) -1 Arab country received intensified effort to develop framework for curriculum development -Arab Community of Practice platform will be launched in October 2012- -40+ Asian-Pacific countries supported to access, adapt and utilize knowledge resources for inclusive, quality basic education policies, programmes and practices. -Asia regional knowledge products have been translated and adapted into more than 15 languages within the region and outside.	
	PI: Number of countries that UNESCO has supported to improve inclusion in basic education B/b: -10 countries - Report on the inclusion of Roma children	-A guide to address exclusion was widely disseminated. -Partnership with the French NatCom on innovative training for inclusive education. - Partnership established with UNICEF around Art 24 of the UNCRPD - Online community on 'Building inclusive societies for persons with Disabilities' launched. -5 country profile briefs on secondary education - 19 countries attended IX Conference on special and inclusive education -10 successful inclusive education experiences systematized in LAC. - SIRNEE methodological proposal validated in 45 schools of 5 countries -50 statistics and special education professionals of the MoE in LAC trained -1 Arab state received intensified support to promote inclusive education (Palestine) -Resource Pack on inclusive education developed in Asia -15 countries (Bangladesh, Bhutan, Cambodia, China, India, Lao PDR, Malaysia, Myanmar, Nepal, Pakistan, Philippines, Sri Lanka, Thailand, Viet Nam, Indonesia, Timor Leste) supported inclusive	

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
		education, mother tongue based multilingual education, gender, etc.	

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

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

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

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
ER 6: Capacities in Member States strengthened to ensure more equitable access to quality higher education and research, including through innovative modes of provision	<p>PI: Number of countries supported to scale-up access to equitable, gender-and development-responsive access to quality higher education through innovative modes of provision</p> <p>B/b: - 10 countries - 1 compendium</p>	<p>UNESCO provided policy advice and technical support to ministries of higher education in Afghanistan, Cambodia, Haiti, Myanmar, Sudan, South Sudan, Senegal, Seychelles, vietnam among others. UNESCO has entered into a partnership with ICDE, Sloan-C, IAU, QRG, EU to conduct a global survey of distance and online learning at world-wide higher education institutions. On June 29, 2013 a workshop took place at UNESCO HQ to advance the feasibility study, to identify key survey</p>	<p>AFRICA</p> <p>1. National level support: Policy advice to Ministries of higher education Senegal: The project has been adequately executed and the expected results are obtained: The institutional capacity of the national quality assurance authority has been reinforced through several workshop on Quality Assurance and close involvement of quality assurance specialists from the national Directorate of Higher Education in planning, executing and</p>

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
	of publications on innovative methods for scaling up equitable access to development-response quality higher education	questions and to determine the parameters of the pilot design. Partnerships agreements strengthened with 4 African universities from Gambia, Ghana, Liberia and Nigeria. Partnership also strengthened between UNESCO and ECOWAS, UNFPA. Regional conventions: 2 states confirmed their intention to ratify the Tokyo Convention in 2013. June 2013: HED/HQ co-chaired the organization of the 20th Joint Meeting of the ENIC/NARIC Networks and the Lisbon Convention Committee in Split, Croatia. Global Convention: Elaboration of Feasibility Study which informed the document submitted to the Exec Board 191st Session. Approved to be included in the agenda of the 37th session of the General Conference. Bangkok Office organized the 12th Session of the Regional Committee on the Recognition of Qualifications in higher education. Toolkit developed and approved by the Regional Committee to support member states regarding the revisions on the Asia Pacific Regional Convention and speed up their ratification processes. Participation in the 6th International Barcelona Conference on higher education social responsibility (GUNI).	monitoring all aspects of the project. The technical capacity of at least 30 higher education specialists from Ministries and national Universities has been strengthened on the area of Quality Assurance. Finally three (3) important tools have been produced and made available to the national authority of Quality Assurance. 2. Sub-regional programme executed: Three main sub-regional activities were adequately executed in 2012 and have continued to move forward between January and June 2013. 2.1. Creation of virtual higher education institute for UEMOA: As a result of UNESCO Africa Reform, the implementation of Project PADTICES UEMOA UNESCO has been moved to UNESCO Dakar office. Since April 2013, PADTICES has been redynamised through the following activities: i) Information and sensitization missions undertaken in UEMOA countries to inform Ministers of Higher Education and Universities about the management changes related to PADTICES within UNESCO. ii) Organization of Partnership meeting for PADTICES and iii) Organization of the Steering Committee meeting (Dakar, June 18th 2013) 2.2. Development of Center of Excellence in technology within Higher education Institution (PETU) a) Policy advice and technical support: UNESCO Yaounde office provided an effective technical support for the elaboration and validation of the road map for the creation of Centers of Excellence in technology within Higher Education Institutions of the Economic Community of East and Central Africa (ECEA). b) UNESCO Yaounde office in collaboration with ECEA elaborated the budgeted proposal which is submitted to the African Development Bank for funding. They will conduct a feasibility study to assess the capacity of host institutions. 2.3. Capacity building for the development a joint gender and transformative leadership programme in African universities within ECOWAS region a) Effective Partnership building to promote gender in Higher education and other domains: This is an ongoing programme which started in November 2012. UNESCO BREDIA, UNESCO Division of Gender (ODG/HQ), ECOWAS, UNFPA-Nigeria and Rutgers Universities and three universities from Gambia, Ghana and Nigeria elaborated a set of 10 modules on gender and transformative leadership. UNESCO-BREDIA reviewed each one of the modules and a workshop is planned in Abuja June 24-26 for the group review of all the modules and continuation of the elaboration of the curriculum. 3. Regional programmes executed: 3.1. Institutionalizing governance and Quality Assurance within higher education institutions in Africa a) Effective partnership development: UNESCO Dakar office has privileged the creation of a strong partnership with DAAD, IIEP and other regional organizations dealing with higher education in Africa in order to organize the West and Central Africa Conference on Governance and Quality Assurance. As output a road map for the development of a capacity building for African universities with the support of all partners including particularly UNESCO and DAAD was validated by all partners in November 2012. b) Resource mobilization: Through the effective partnership developed by UNESCO Dakar office, DAAD allocated 197,000 US dollars (150000 Euro)
	PI: Number of countries supported by UNESCO that have developed quality assurance systems and other accountability tools B/b: - 10% increase	As a follow up of the Regional meeting organized by UNESCO and German DAAD in December 2012, the capacities of 4 African countries and 3 regional higher education institutions (CAMES, AAU, AFRIQAN) have been strengthened. A UNESCO/UNDP Workshop on university governance is being organized in collaboration with the Beijing and Bangkok offices. Planned for late 2013 in Beijing. 11 Arab countries supported to develop QA systems. 2 regional scoping studies on quality assurance in higher education planned for Africa and the Caribbean.	
	PI: Global policy debates on critical issues in higher education enriched B/b: - 2 global fora on key policy challenges in higher education - 2 UNITWIN networks initiated on global higher education research trends - All UNESCO chairs reviewed	1 publication: Rankings and Accountability in Higher Education. Policy fora carried out by UNESCO Rabat and UNESCO Beirut in collaboration with UNESCO Doha. In collaboration with IESALC and HED/HQ, UNESCO Kingston is planning the 2nd Conference on higher education for the Caribbean for October 2013. 17 member countries are expected to participate and benefit from the debates. In conjunction with the initiative "Inclusion in Higher Education in Chile" led by Universidad Santiago de Chile, the UNESCO Santiago organized 3 technical meetings to disseminate information on exclusion in Chile. 14 universities are currently participating in the initiative. UNESCO Chairs reviewed. UNITWIN strengthened. The Program counts today 763 Chairs and 69 Networks bringing together over 850 higher education and research institutions in 134 countries. Since January 2012, 50 Chairs and 1 Network were created, of which 5 Chairs established in 2013 focusing on priority areas (ESD, intangible heritage etc.). By the end of the 2013 application cycle, 46 new applications were received and evaluated. Results will be communicated shortly and all new agreements are expected to be finalized by end of October 2013.	

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

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

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

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

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

(ER5) At all levels, UNESCO has been using various cost-effective/efficient measures. UNESCO has shared the costs of most of its activities with partners and events/activities were organized in collaboration with national and international partners on a cost-sharing basis. For example, for GEQAF piloting, the Government of India fully financed all local costs including the rolling out of the GEQAF in two states. More and more UNESCO offices are working with new partners such as academia, foundations, national and regional networks, and the private sector. Efficiency has also been ensured through selection of implementation partners on a competitive basis. Other solutions such as the choice of low-cost venues for meetings and events were also used. Very little was spent again for the first 6 months of 2013 on staff travel and virtual meetings and online discussions were used to its maximum and effectively both with field colleagues and external partners. Adjustments were made in our course of action whenever required to keep within our resources in the most effective way possible. Therefore, results were obtained with utmost efficiency in terms of financial costs, but the lack of funding still continue to place significant burden on the abilities of the programme staff to work at odd hours and against tight timeframe both in HQs and in the field.

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\$ 1 975 410	Expenditures 2012-2013: US\$ 1 161 619	Allotment 2012-2013: US\$ 48 317 907	Expenditures 2012-2013: US\$ 34 530 696

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
ER 7: Capacities in Member States strengthened to integrate a holistic vision of education for sustainable development, including climate change education and education for disaster preparedness and risk reduction, into educational policies, development plans and programmes	PI: Number of countries supported to develop policies, plans and programmes on climate change education for sustainable development B/b: 10 countries	Global: Climate Change Education for Sustainable Development (CCESD) capacity building underway in 5 pilot countries; CCESD secondary teacher education course piloted in 10 countries, finalized and put online (http://www.unesco.org/new/ccesd) Africa - ongoing support on CCESD for 3 countries, analysis underway of CCESD in the curriculum of 14 SADC countries Arab States - ongoing support for 4 countries Asia Pacific - ongoing support for 10 countries Latin America & Caribbean - ongoing support on CCESD for 2 countries, teacher training supported in 10 Caribbean countries, 1 regional CCESD programme developed, 4 case studies being produced	RESULTS DESD Advocacy, Coordination and Monitoring towards the integration of a holistic vision of ESD into educational policies, plans and programmes Education for Sustainable Development (ESD) - the reorientation of education in line with the principles of sustainable development - has demonstrably moved up the international agenda in the reporting period and has gained more prominence at regional and national level. At the international level, evidence of this includes significant references to ESD in the outcome document of the UN Conference on Sustainable Development (2012, Rio de Janeiro, Brazil). Among other things, Member States committed at the Rio+20 conference to continue and strengthen ESD beyond the end of the UN Decade of ESD (DESD, 2005-2014), for which UNESCO is the lead agency. UNESCO's focused advocacy on ESD at the global, regional and national levels in the lead up to the conference played a significant role in this achievement. The importance of ESD for progress towards sustainable development was one of the main messages UNESCO took to the Rio+20 conference (through side-events, position papers, etc). Education and more specifically ESD also play a noticeable role in the ongoing consultations on the global post-2015 agenda. In a number of the 11 UN-coordinated thematic consultations on the post-2015 agenda that took place in late 2012 and early 2013, education and ESD were referred to as important elements. Most significantly, a separate strand of the thematic consultation on environmental sustainability was dedicated to ESD as a key driver of environmental sustainability. The second of three UNESCO-reports on the DESD, "Shaping the Education of Tomorrow", which was launched at the Rio+20 conference, shows how ESD is increasingly seen by Member States and other stakeholders as an important component of quality education and an educational approach that addresses the relevance of education in the light of the challenges of today's world. In a similar vein, the prioritization of educating for global citizenship in the UN Secretary-General's Global Education First Initiative also shows that the issue of relevance in education is gaining momentum. A further indication of the growth of the importance of ESD both at international and national levels is the large demand and positive feedback for UNESCO's ESD materials. The 2012 report on the DESD has been downloaded 8,000 times. The new ESD Sourcebook, a
	PI: Number of countries supported to address biodiversity and disaster preparedness issues through ESD in educational policies, development plans and programmes B/b: 20 countries	Global - participants from 6 countries participated in UNESCO's Biodiversity Learning workshop and committed to follow-up activities; Multiple Perspective Tool on Biodiversity piloted in 5 countries; case studies on Disaster Risk Reduction (DRR) in curricula from 30 countries prepared Africa - ongoing support for 6 countries on environmental education and awareness, including biodiversity; DRR training provided to education planners and curriculum developers in 14 countries Arab States - ongoing support for 3 countries Asia Pacific - ongoing support for 8 countries on DRR, and 2 countries on biodiversity Latin America & Caribbean - ongoing support to 12 countries	
	PI: Number of teacher training institutions that have incorporated ESD modules and principles to promote innovative learning and teaching to address climate change, biodiversity and disaster preparedness B/b: 20 teacher training institutions	Global - 56 teacher training institutions from 40 countries participated in the 2012 biennial meeting of the International Network of Teacher Education Institutions and are committed to further integrating CCESD in their work Africa - ongoing work with 3 networks and collaboration initiated with 3 new ones Arab States - ongoing work with teacher training institutions in 7 countries, and with 2 networks Latin America & Caribbean - ongoing work with 3 networks, 2000 teachers trained in different countries	

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

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

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

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

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

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
ER 8: Good quality comprehensive HIV and sexuality education delivered by Member States, promoting healthy lifestyles, gender equality and human rights	<p>PI: Number of countries where HIV education is part of the curriculum in primary schools, secondary schools and teacher training (UNGASS indicator 2/NCPI Aii 2.1)</p> <p>B/b: HIV education is part of the curriculum in primary schools, secondary schools and teacher training in at least 9 of the 17 countries that have the largest number of young people living with HIV</p>	<p>In East and Southern Africa, HIV education is part of the curriculum in 20 out of 21 countries. In total 173 curriculum developers from 17 countries have been trained during this reporting period (Jan 2012 - June 2013) which represents 114% of the target. In Zimbabwe, 50 HIV focal points and health lecturers from higher and tertiary institutions trained in comprehensive sexuality education. In West and Central Africa, based on UNAIDS reports and SERAT results (setting an arbitrary threshold), HIV education is part of the curriculum in 15 out of 24 countries. 358 core trainers and 9981 teachers trained in sexuality education. Over 50 resource persons trained in curriculum development. In Asia Pacific, curriculum revision was supported in Cambodia and Mongolia, and teacher training supported in China, Kazakhstan, Kyrgyzstan, Pakistan & Tajikistan. Sexuality education materials updated and translated in China, Tajikistan & Thailand; HIV distance course reached 15,000 students in 23 universities in Indonesia & Timor-Leste; 340 educators in 114 institutions trained and equipped with an e-course "Building Knowledge about HIV & AIDS" in Kyrgyzstan & Kazakhstan. The trained educators deliver prevention education to more than 14,000 school and college students in the latter three countries.</p>	<p>1. BUILDING COUNTRY CAPACITY FOR EFFECTIVE AND SUSTAINABLE EDUCATION RESPONSES TO HIV</p> <p>In the context of the UNAIDS Interagency Task Team on Education, convened by UNESCO, a Global Progress Survey (GPS) on the HIV response within the Education Sector was undertaken resulting in 39 country reports as well as global report which was finalized in mid-January 2013. The 22nd IATT Member's Meeting and Symposia took place in Accra, Ghana in February 2013, and focused on HIV in tertiary educational settings. Members endorsed the document "Measuring the education sector response to HIV and AIDS: Guidelines for the construction of core indicators".</p> <p>In East and Southern Africa, UNESCO has engaged in a series of regional and global consultations to develop a global monitoring and evaluation framework, and a new indicator to measure knowledge levels of learners was field tested by four pilot countries (Namibia, South Africa, Tanzania, Zambia) and recommended for inclusion in routine annual data collection processes through Education Management Information Systems. Countries will be collecting data on this indicator from 2014 onwards and will begin reporting on it from 2015.</p> <p>Over the course of the biennium, a number of publications have been developed and produced in multiple languages, including but not limited to: a guidance document on meeting the needs of Young People Living with HIV in the Education Sector; a policy brief on Cost- and Cost-Effectiveness of Comprehensive Sexuality Education Programmes; Good Policy and Practice on Gender Equality, HIV and Education; Comprehensive Sexuality Education: The Challenges and Opportunities of Scaling-Up. A report entitled "Education and HIV & AIDS: Bold targets; bold responses" was jointly commissioned by</p>
	<p>PI: Percentage of young women and men, aged 10-24 years, who correctly identify ways of preventing the sexual transmission of HIV and who reject major misconceptions about HIV transmission (UNGASS indicator 13)</p> <p>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</p>	<p>Across the ESA region average knowledge levels stand at less than 40%. A new indicator to measure knowledge levels of learners was field tested and will be implemented starting in 2014. Across the WCA region average knowledge levels stand at 30%. Only 1 country reports more than 80% of young people who correctly identify ways of preventing the sexual transmission of HIV and who reject major misconceptions about HIV transmission (Ivory Coast). The Ministries of Kyrgyzstan and Tajikistan have endorsed national recommendations on HIV policy adapted from the 2011 UNESCO/ILO regional document 'Practical Recommendations on HIV Policy Implementation in Education Sector'. This regional document has also been introduced to Uzbekistan. The</p>	

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
	number of young people living with HIV	current status of HIV prevention and SRH education was assessed in 4 Central Asian countries (Kazakhstan, Kyrgyzstan, Tajikistan, and Uzbekistan) for advocacy and programme planning purposes.	
	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	For East and Southern Africa, HIV education strategies exist in 20 out of 21 countries which represent 95% of the countries in the region. For WCA HIV education strategies exist in 18 out of 24 countries which represent 75% of the countries in the region (based on 2011 data). The Ministries of Kyrgyzstan and Tajikistan have endorsed national recommendations on HIV policy jointly produced by UNESCO and the ILO in 2011 UNESCO, and the regional document has been introduced to Uzbekistan. An assessment of the status of HIV prevention and SRH education was undertaken in 4 Central Asian countries (Kazakhstan, Kyrgyzstan, Tajikistan, and Uzbekistan).	
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	Increased focus on the integration of peace and human rights education at a national level as a result of advocacy, technical support and cooperation with partners is notable in a number of member states. 54 countries (as of 28 June) submitted their national reports on the implementation of the 1974 Recommendation concerning Education for International Understanding, Cooperation and Peace and Education relating to Human Rights and Fundamental Freedoms. Elaboration and publication of ECOWAS Reference Manual on peace, human rights and citizenship Education for 15 west African countries (published in French, English and Portuguese). Training of 15 trainers of trainers in each of the 15 ECOWAS countries for the appropriation of the Reference Manual. 14 countries participated in first ever regional consultation on holocaust education and genocide prevention involving fourteen Sub-Saharan countries was held and those countries committed to exploring the inclusion of these topics with peace education, civics or other educational initiatives at national level.	Overall progress on ER9 has been positive and 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 been strengthened through a range of activities initiated at headquarters in collaboration with colleagues in Regional Offices, UNESCO Institutes and external partners within the UN, government, civil society and the private sector. A Consultation on Global Citizenship Education (Seoul, Republic of Korea September 2013) will address conceptual, definitional and measurements issues at the global level. Advocacy and technical support, and direct school level activities through the Associated Schools Network have contributed to greater understanding and integration of education promoting human rights, peace and global citizenship through both regular programmes and extra budgetary programmes.
	PI: Number of new educational institutions joining the ASPnet from underserved regions and their involvement in South-South and South/North twinning and partnership arrangements on education for values, citizenship, human rights, tolerance and peace B/b: - 20% increase of ASPnet member institutions in the regions currently underserved by the Network - 5 twinning arrangements	Since 01/01/2012, 736 new member schools (547 in 2012 and 189 in June 2013) have been registered and certificates delivered. The ASPnet database is up to date as concerns new ASPnet National Coordinators and activities. ASPnet member institutions have implemented school-based activities on education for values, citizenship, human rights, tolerance and dialogue for reconciliation and peace, as well as education for sustainable development. With the development of the first online collaborative platform, that provides educational resources and encourages schools, teachers and young people to take action on important environmental issues affecting their own or others.	The ASPnet provides an excellent network and sustainable tool for learning, sharing and exchanging among the ASPnet schools worldwide, in particular with the new online platform "ASPnet in Action" supported by the J-FIT, dedicated to biodiversity and sustainable development (e.g. organization of 4 webinars, campaigns and practical activities at the school level). In the area of education for global citizenship innovative projects are already making a difference to children and young people's lives and with the launch of the Secretary Generals new initiative on education and the emphasis on fostering global citizenship (at all levels local, national, regional and global) this work will increase significantly in 2013.
	PI: Number of countries actively using UNESCO advocacy tools and programmatic guidance on issues like school violence, gender-based cyber-bullying and attacks on education B/b: 15 countries	A functioning Domestic Violence Prevention and Response Model established in the 3 pilot counties. Capacity of local governments, key stakeholders and social workers improved to protect women against domestic violence in Asia-Pacific region. UNESCO Beirut has finalized studies, and guidelines on issues related Gender and school violence and Lebanon conducted a national Study on gender based Violence. Curriculum developers in Lebanon and Iraq are sensitized on gender issues Tool for measuring peaceful co-existence rolled out in schools in	In Japan support to communities affected by the devastating earthquake and tsunami in March 2011 has enabled children, their teachers and the wider community to support recovery and resilience to future disasters is underway through summer camps, community activities, redevelopment of school playgrounds and workshops for children. Resources for disaster risk reduction will draw on the

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
		Chile. In partnership with UN sister agencies UNICEF, UNHCR and civil society groups UNESCO has continued its advocacy work to prevent attacks on education during. Kenya (Ministry of Education) has agreed to pilot the Teaching Respect for All toolbox at the national level.	

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

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

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

Regarding ER 7:

Programme implementation/cost-effectiveness measures

Important parameters for the programme implementation in ESD in the reporting period have been the limited (Regular Programme) resources available as well as the continued support by key partners in ESD (including through extrabudgetary resources). Consequently, a way to maximize impact is to combine UNESCO's leadership and expertise in ESD with the expertise and outreach capacity of other stakeholders through joint projects or other partnership modalities. A number of the above-mentioned results have been achieved in this manner.

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

UNESCO has made every effort to implement activities as planned, despite the adjustments and challenges linked to addressing the current financial situation. Field Offices came up with several measures and arrangements to ensure cost-effectiveness. For example, some mobilized local resources to support activities, while close communication and mutual support between ESD colleagues at global, regional, cluster and country level helped to make full use of available resources. In light of the financial situation, several activities were complemented by extrabudgetary funds, others were revised and different implementation modalities were explored.

Regarding ER 8:

COST EFFECTIVENESS / EFFICIENCY

Through the UNAIDS Joint Programme, UNESCO partnership with other UN entities has become a standard practice throughout the regions, and provides numerous opportunities for cost-saving measures. Joint efforts, including joint workplans and funding mechanisms, have reduced duplication of efforts and demonstrated that the UN can work as One at the regional level.

Partnerships with ministries of education, national and municipal AIDS associations and NGOs also provide opportunities to integrate UNESCO initiatives in national work plans with minimal financial investment. Work to provide online information and materials also reduces costs, both for the organization and at the country level. Important efforts have been made to secure funds and to find innovative and creative solutions to ensure the sustainability of the programme.

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

Regular Programme ¹ : operational budget only		Extrabudgetary resources ¹	
Allocation 2012-2013: US\$ 2 043 402	Expenditures 2012-2013: US\$ 1 568 589	Allotment 2012-2013: US\$ 16 722 468	Expenditures 2012-2013: US\$ 10 307 077

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	<p>PI: Number of global and regional institutions and groups addressing at high level EFA issues (such as G8, G20, UNGA, African Union, ALECSO, ASEAN, EU, ISESCO, OEI)</p> <p>B/b: 5 high-level meetings</p>	<p>XXII Iberoamerican Summit of Heads of State and Governments (Cádiz, Spain, 16- 17 November 2012) addressed education and culture, and reaffirmed education as key for future development in the final Declaration. ASEAN Summit (Phnom Penh, Cambodia, 18-20 November 2012) Declaration affirms education as a priority area of cooperation, and improving education quality as a key objective of the EAS Education Plan of Action (2011-2015) Launch of UN Secretary General's "Education First" Initiative (NY, USA, 26 September 2012) GMR Launch events in Paris, Johannesburg/Soweto, "I am Malala" event at UNESCO HQ (10 December 2012) on girls' and women's right to education E-9 Ministerial Review Meeting (New Delhi, India, 8-10 November 2012) 2012 GEM (Paris, 21-23 November 2012) with 20 Ministers and vice ministers "Learning for All" Ministerial Roundtable with World Bank Group President took place during the IMF/WB Spring Meetings, 18 April 2013, Washington DC</p>	<p>UNESCO has significantly improved the efficiency and visibility of its EFA coordination through the new structures and working modalities introduced by the EFA coordination reform.</p> <p>The selection process by region of Member States for the EFA-SC (EFA Steering Committee) and GEM (The Global EFA Meeting) has strengthened the engagement and participation of countries in the EFA discussions and most notably attracted and included countries from Group I and II in a new way. As a result of the minister's participation in the GEM, Ukraine has decided to host the first-ever regional EFA meeting for Central and Eastern Europe in 2013 and preparations are currently underway for the meeting to be held in September or early December. All EFA partners are now represented in the EFA-SC and participated in its meetings and electronic consultations. However, due to the sequencing of five major EFA meetings in a 2 month period and the lack of resources, other stakeholders - such as regional and sub-regional organisations, academia, representatives of EFA flagships and thematic initiatives - were not sufficiently involved in the 2012 GEM. UNESCO will strive to make the next GEM more inclusive in order to increase its outreach and visibility.</p> <p>Regional EFA coordination meetings took place in the Arab (Oct 2012), SSA (Oct 2012, the first one since 2000), LAC (Jan 2013) and AP (Feb 2013) regions and brought together governments and EFA partners. All four resulted in important decisions concerning the acceleration of EFA progress until 2015- the "last big push", the conduct of National and Regional EFA reviews and of recommendations concerning key issues and priorities for the Post-2015 Education agenda. All meetings were part of the UNESCO-UNICEF Thematic Consultation on Education in the Post-2015 Development Agenda and the detailed analysis of the discussions and outcomes will be published by UNESCO in July 2013.</p> <p>Due to the close collaboration of the EFA teams in HQ and the four RBs, all regional meetings address similar issues: (1) key elements for speeding up EFA progress; (2) innovative approaches and practices that have shown promising results in terms of attainment of EFA goals at the country level; (3) development of national EFA acceleration outlines by identifying bottlenecks, prioritized actions and feasible interventions; (4) key steps and procedures for carrying out national EFA reviews; and (5) inputs on education for the future and towards the post-2015 development agenda. The close cooperation between HQ</p>
	<p>PI: Increased support to EFA from non-traditional partners, including emerging donors, private sector, foundations and innovative financing sources</p> <p>B/b: 5 new, non-traditional partners, including emerging donors, the private sector and, foundations, support EFA</p>	<p>Technical and financial support received from Republic of Korea for Asia Pacific region (including FIT to UNESCO Bangkok), but also for Africa (TVET) Japanese FIT support to UNESCO BGK Chinese support to teachers in Africa project India hosted and supported meetings on teachers' challenges of the International Task Force on Teachers for EFA (New Delhi, 29-30 May 2012), including a special day for E-9 countries (31 May), the 9th E-9 Ministerial Review Meeting (New Delhi, 8-10 November 2012) and a follow-up E-9 Technical Meeting (27-28 June 2013) to develop a workplan for 2013-2014 Financial and technical support from MICROSOFT and funding/tickets from South African Airways mobilised for Regional EFA Meeting in Johannesburg (October 2012), and from INTEL for 2012 GEM. ALECSO/World Bank sub-grant within the "Arab Regional Agenda for Improving Education Quality Program" (ARAIEQ), hosted by UNESCO Beirut, allowed mapping of 17 countries with regards their national evaluation systems Collaboration with Pan-African Parliamentarians Forum for EFA advocacy initiated by UNESCO-Dakar, and continued by UNESCO Bangkok with the Asia-Pacific Parliamentarians for Education and UNESCO Santiago with the Parlantino</p>	
	<p>PI: Number of outreach activities and advocacy events organized for the GMR</p> <p>B/b: - 70 per year - GMR reports disseminated: printed 16,000 and 48,000 electronically</p>	<p>40% increase in distribution and communication events, including regional launches in all regions and many national launches. 14,397 reports distributed resulting in a 40% increase in distribution and communication events English-language version of the 2012 GMR was downloaded 19,864 times (or 6,621 times on average per month). By comparison, the 2011 GMR was downloaded 12,974 over the three</p>	

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
		months following its launch (or 4,324 times on average per month). This is a 53% increase in downloads of the 2012 Report compared with the 2011 Report over the same period after the launch.	

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

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

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

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

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
ER 11: Global and national commitment to education for girls and women strengthened through advocacy and appropriate multi-stakeholder partnerships which are in conformity with the objectives of the Organization	<p>PI: Increased support from multi-stakeholder partners to UNESCO activities on education for girls and women B/b: - 1 partnership in each region established</p> <p>PI: Increased awareness among the wider public on the importance of education of girls and women through high-profile events B/b: - 1 global event with prominent high-profile personalities - 3 roundtables in conjunction with celebration of UN Days - 2 on-line discussions on critical aspects of girls' and women's education</p>	<p>- Ongoing partnerships with Procter & Gamble (P&G), the Packard Foundation, GEMS Education, Nokia, Microsoft have mobilized \$5million since 2011. Partnership with P&G extended for another 3 years for \$2.4 million - MOU signed with the Government of Pakistan (\$10 million) - Two new partnerships established with UN Women and the Barefoot College - New partner: 'Connect to Learn' Initiative Africa: UN Women, Islamic Development Bank/ Arab States: Office of the Italian Cooperation for Development in Lebanon, UN agencies (UNFPA, ILO), Centre for Educational Research and Development (CERD), Global Partnership in Education (GPE/WB)/ Asia-Pacific: UNGEI, APPEAL Cooperation Programme, GENIA/ LAC: UN Women, other UN agencies</p> <p>More than 17 advocacy events were organized at the global, regional or national level. (Global events: High-level advocacy event 'Stand up for Malala - Girls' Education is a Right' (Paris, 10 December); Launch of the advocacy report 'From Access to Equality' during the Global EFA Meeting (Paris, November); 1st Anniversary of the Global Partnership for Girls' and Women's Education (Paris, 25 May); special session on women and TVET during the 3rd International Congress on TVET (Shanghai, 13-16 May); Launch of the UNESCO World Atlas of Gender Equality in Education on International Women's Day (Paris, 8 March); side event on the occasion of the 56th Session of the Commission on the Status of Women (New York, 29 February) (Regional events: a friendly football match, organized with the Right to Play in Bangkok; a seminar on culture, gender-based violence, education and HIV/AIDS for Mekong Countries; an exhibition in Bangkok featuring drawings by young people;</p>	<p>Results: UNESCO continued to promote gender equality in education through advocacy, policy dialogue, and research, capacity building by mainstreaming and highlighting gender equality aspects in planned activities and by increasing gender specific programming.</p> <p>Partnerships: UNESCO attaches great importance to broadening and enhancing partnership with key stakeholders in promoting girls' and women's education. Partnerships, particularly with the private sector, such as Procter & Gamble, Packard Foundation, GEMS Education, Nokia, Microsoft, have enabled UNESCO to mobilize extra-budgetary funds (Some \$7.4 million mobilized since 2011). These partnerships have enabled the implementation of alternative learning approaches for the hardest to reach girls and women in remote rural areas with literacy classes, and projects to promote girls' access to and retention in secondary education in Ethiopia, Kenya, Lesotho, Senegal and Tanzania, under the framework of UNESCO's Global Partnership for Girls' and Women's Education. The partnership with P&G was extended for another 3 years for an additional \$2.4 million (project under preparation in Nigeria). A MoU was signed with the Government of Pakistan for a pledged amount of \$10 million. New agreements were signed with UN Women and Barefoot College. Discussions are on-going with three potential new partners including the 'Connect to Learn' Initiative. Partnership has also been broadened at regional level to extend beyond the education sector. One such example was a seminar organized on issues related to culture, GBV, education and HIV/AIDS</p>

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
		<p>launch of the 2012, 2013 drawing contests; a high-profile event organized on the first International Day of the Girl Child with the Government of Thailand. Arab Region: 3 national seminars in Lebanon to present the finding on school-related GBV; school-to-work transition of young women; textbook analysis from a gender perspective).</p>	

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

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

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

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

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
ER 12: Education stakeholders informed through research and foresight studies on emerging trends and challenges in education	<p>PI: Number of forward-looking country case studies on emerging societal trends and challenges for education conducted, published and disseminated</p> <p>B/b: 4 case studies (one in each region)</p>	<p>Interim report of the Senior Experts Group (established to revisit the 1972 Faure and 1996 Delors reports) - 'Towards a Humanism of Knowledge: Rethinking education for development in a complex world', (2nd Draft: June 2013). Five (5) ERF Occasional Papers published on-line: - The Challenges of Creativity - Beyond the Conceptual Maze: The notion of quality in education - Desire and Doubt: Drivers of creativity and rationality? - Revisiting 'Learning: The Treasure Within' - Assessing the influence of the Delors report - Fragility of Power: A challenge for education Three (3) ERF Occasional Papers in press: - Higher Education Grappling with Shocks of our Times - Beyond 2015: UNESCO and the international education agenda - Global Citizenship and Education Three (3) articles published elsewhere: - 'Towards a Humanism of Knowledge, Action and Cooperation', In: International Review of Education (2013) - 'Quels savoirs pour quelle société?', In: Hommes et Libertés (2012) - 'Teaching: A profession with a future', In: Worlds of Education (2012) Two (2) ERF-led institutional position papers published on-line: - "UNESCO Principles on Education and Development Beyond 2015" (2013) - "Education and Skills for Equitable and Sustainable Development Beyond 2015" (2012) Education Sector think piece for the post-2015 UN Task Force [w/ input from GMR, EFA and TVET teams]</p>	<p>The range of outputs in terms of occasional papers and other publications and outcome documents have fed into the process of 'Rethinking Education in a Changing World' based on a critical re-reading of the 1972 and 1996 landmark global reports on learning, as well as into the global debate on education in the post-2015 development agenda. Participation in international education fora such as the World Innovation Summit on Education (WISE, Doha, Nov. 2012), the Council for International Education Societies (CIES, New Orleans, March 2013) & World Congress of Comparative Education Societies (WCCES, Buenos Aires, June 2013), have provided UNESCO with greater visibility among the international education research community and have helped to shape UNESCO positioning towards and beyond 2015.</p> <p>Towards a Humanism of Knowledge: Rethinking Education for Development in a Complex World: The second draft of the interim report of the Senior Experts Group (June 2013) is currently being reviewed with the co-chairs, Ms. Amina Mohammed, Special Advisor to the UN Secretary-General on Post-2015 Development Planning, and Prof. John Morgan, Chairman of the UK National Commission for UNESCO. Building on the philosophical heritage of the landmark 1972 'Learning to Be' and the '1996 Learning: The Treasure Within' UNESCO publications, the report of the Senior Expert Group starts by exploring emerging patterns in the creation, reproduction, appropriation and recognition of knowledge in today's increasingly complex and uncertain world. The report then sets out a framework of aspirational principles for the future of education and a set of recommendations for UNESCO to carry this work further. The report is intended as a call for dialogue and action for a humanistic approach to knowledge, learning and education for global development based on principles of respect for life, human dignity, and cultural diversity; international solidarity; and social justice.</p>
	<p>PI: Number of proceedings of international research colloquia /conferences which are jointly organized by UNESCO and international research partners</p> <p>B/b: 4-6 international colloquia/seminar proceedings prepared and disseminated</p>	<p>SEMINAR PROCEEDINGS: Four (4) sets of proceedings/outcomes of international/regional meetings finalized: - Regional Asia-Pacific consultation on education in the post 2-15 agenda (Bangkok, 28 February and 1 March 2013). [Outcome document published on-line]. - "Beyond 2015: Rethinking Learning in a Changing World", High-Level Expert Meeting (Bangkok, 26-28 Nov 2012). Organized by UNESCO ERF program in Bangkok and the Japanese National Commission. [Outcome document published on-line]. - "Towards EFA 2015 and Beyond - Shaping a New Vision of Education", High-Level Expert Meeting in Asia-Pacific region (Bangkok, 9-11 May 2012). Organized by the Regional Bureau in Bangkok and the Korean National Commission. [Outcome document published on-line] - "Beyond 2015: Perspectives for the role of TVET and skills development". International Consultation (Shanghai, 17 May 2012) Organized by UNESCO (ERF & TVET) and NORRAG. [Not yet published on-line]</p>	

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

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

The ERF program has been able to work collaboratively with other UNESCO entities (whether in Paris, in the regions, or in institutes), as well as with other development and/or research partners (National Commissions, UNESCO Chairs, and research networks (NORRAG, AFIRSE, EriNet, etc...)).

from ER 11 on gender: Despite severe funding constraints, UNESCO has been able to accomplish quite an extensive range of activities at global, regional and national levels, which have raised UNESCO's visibility as a significant player in promoting gender equality in education. In order to sustain these ongoing activities and make larger impact in the system, UNESCO will continue to expand its partnership and mobilize resources, internally and externally, for supporting gender equality projects. Gender issues are often kept silent in the name of mainstreaming.

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\$ 2 578 900	Allotment 2012-2013: US\$ 500 000	Expenditures 2012-2013: US\$ 364 313

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	<p>PI: Number of personnel trained in quality curriculum change and management B/b: - 400</p> <p>PI: Number of countries involved in capacity development activities B/b: - 30</p>	<p>A total of 88 specialists are being trained in the Diploma courses (47 in Africa and 41 in Latin America and the Caribbean, see MLA 2 - Expected result 5)</p> <p>A total of 25 countries involved in the Diploma courses (see MLA 2 - Expected result 5), and 7 countries involved in the GASERC-IBE project</p>	<p>The IBE has supported the Ministry of Education of Colombia in the process of elaborating the national policy framework of inclusive education in partnership with the local Foundations EXE ('Empresarios por la Educación') and 'Saldarriaga Concha'. The framework will steer the implementation of inclusive education policies and programmes at national and local levels. The framework includes, among others, the methodological process sustaining its development; a comparative international perspective on inclusive education; the conceptualization around the triad inclusive curricula - schools - teachers; the identification of the main challenges facing the education system to foster inclusion; and a roadmap to promote inclusive education in the country.</p> <p>The IBE is also supporting the elaboration and implementation of the Country Programme 2012-2014 in Uruguay with a view towards designing long-term educational, curricular and teaching proposals in the next twenty years. The Ministry of Education and Culture of Uruguay and UN agencies have signed a cooperation agreement to implement the programme in June 2013.</p> <p>Within the framework of the Gulf Arab States Educational Research Centre (GASERC)-IBE Inclusive School Project 2011-2013, the IBE produced four booklets in English for the development of inclusive schools and classrooms in the Gulf Arab States. They consist of: (1) introduction to inclusive education: reviewing policies and practice; (2) promoting inclusive education: a school development guide; (3) developing inclusive classrooms: a guide for teachers; and (4) additional resources. The booklets have been reviewed and validated by several partners and are currently being translated into Arabic. In the context of the project 'Developing new Iraqi Curricula' (2010-2013), the guidelines for writing mathematics and sciences syllabuses that were developed in December 2012 have been used to train national teams in 2013. The production of such a training tool was part of the capacity building efforts aiming at strengthening national</p>

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 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	Currently 14 teacher trainers working at the ministerial or related level are being trained in the 2012 diploma courses (7 in Africa and 7 in Latin America and the Caribbean).	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. As mentioned in the previous progress report, participants in the 2012 diploma courses (Sub-Saharan Africa and Latin America and the Caribbean) and customized workshops (Africa, Arab States, Asia, and Latin America and the Caribbean) included 90 teacher trainers working at the ministerial or related level.
MLA 2 - expected result 5 Basic education, including early childhood care and education, policies, programmes and practices improved in Member States, strengthening quality, equity, inclusion and gender equality	PI: Number of specialists trained through recognized courses ("diploma") in curriculum development B/b: - 30	A total of 88 specialists are being trained through two Diploma courses (41 in Latin America and the Caribbean, and 47 in Africa).	41 participants from 7 countries in Latin America and the Caribbean are being trained in the third Diploma course (started in August 2012). 47 participants from 15 African countries and 3 participants from other countries are being trained in the second Diploma course (started in November 2012). In terms of participants' evaluation, after the 2012 diploma face-to-face sessions 80% of participants in Latin America and the Caribbean and 89% of participants in Africa strongly agreed or agreed that their competencies in the field of curriculum design and development were strengthened. A Survey of 2011 cohorts in Africa and Latin America shows that 95% of participants felt more comfortable and confident in applying curriculum strategies and ideas in their own professional and work context. Interviews with 2011 graduates in Africa (10) indicated unanimous agreement on the importance of the diploma training in their work performance. Feedback collected from 2010 Latin America Diploma graduates (one year after graduation) confirm the training's valuable impact in the long run. A new IBE project aiming at improving learning outcomes through curriculum development has been selected for funding by the Global Partnership for Education (GPE) through its Global and Regional Activities Programme Fund. The project 'Learning outcomes in early grades: Integration of teaching, learning materials and assessment' targets four African countries (Burkina Faso, Niger, Senegal and South Sudan) which all have in common poor student learning outcomes in early grades and weak basic skills acquisition, especially in reading and numeracy. In addition to the focus on the curriculum itself, there will be an emphasis on teaching practices and more effective teaching and learning materials for improving pupils' literacy and numeracy skills in the first three years of primary education. During the first half of 2013 the project's concept notes were fine-tuned and developed more thoroughly through extensive consultations with national education authorities and education partners and stakeholders (including development agencies, UN agencies, NGOs, and UNESCO field offices). National teams have been officially formed by the ministries of education involved in the project. Fact-finding missions and technical meetings organized in each country allowed to gather information and feedback on the initial project proposal in order to ensure that the project scope and objectives are aligned with countries' needs and priorities. The final concept note was approved and the agreement will be signed soon (summer 2013). In 2012 the IBE supported the process of curriculum revision in South Sudan, and further assistance was pending subject to additional
	PI: % of diploma awardees that have declared improving their practice on workplace B/b: - 75%	A Survey of 2011 cohorts in Africa and Latin America shows that 95% of participants felt more comfortable and confident in applying curriculum strategies and ideas in their own professional and work context. Interviews with 2011 graduates in Africa (10) indicated unanimous agreement on the importance of the diploma training in their work performance. Feedback collected from 2010 Latin America Diploma graduates (one year after graduation) confirm the training's valuable impact in the long run.	

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
MLA 3 - expected result 7: Capacities in Member States strengthened to integrate a holistic vision of education for sustainable development, including climate change education and education for disaster preparedness and risk reduction, into educational policies, and development plans and programmes	PI: Tools developed and used to support teachers, teacher trainers and curriculum developers to integrate ESD and climate change in the curricula of primary and secondary education B/b: - 2	No progress made (reprogrammed)	Initially planned for the 36 C/5; the envisaged contribution has been reprogrammed in light of the current situation.
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	At the end of May 2013, a total of 132 new documents/resources (20 of which added during January-May 2013) have been evaluated and added to the UNESCO HIV and AIDS education clearinghouse.	During January-June 2013, a total of 20 new documents have been added to the UNESCO HIV and AIDS education clearinghouse. These documents provide relevant and up-to-date information about HIV and related issues such as sexuality, gender, youth, etc., that can be used by practitioners, officials at ministries of education, development agencies, civil society, researchers and other partners. The IBE has also assisted the ministries of education in six African countries of the Economic Community of Central African States-CEMAC (Cameroon, Central African Republic, Chad, Congo, Equatorial Guinea and Gabon) through a content evaluation of teaching materials (44 teacher guides and students textbooks) and self-training materials (6 tutorials and 150 radio programmes) for programmes on sexuality and HIV and AIDS targeting primary and secondary schools teachers. This has been conducted through the delivery of six evaluation reports (one for each country) in terms of strengths and weaknesses as well as recommendations for improvement, the organization of a workshop for presenting the results of the assessment and for strengthening the capacities regarding the introduction of HIV and AIDS within the curriculum, and the production of a new tool 'SERAT (Sexual Education Review and Assessment Tool) IBE Pedagogical' for content assessment.
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;	A total of 163 profiles have been updated (the sixth edition included 161 countries/jurisdictions).	Concerning the Global Survey on Instructional Time, in February 2013 the UNESCO Institute for Statistics (UIS) sent out the questionnaire to some 150 countries within the framework of its annual Education Survey. By the beginning of May 16 countries have sent back to UIS their replies; it should be noted that it is the first year that the questionnaire on instructional time is included in the Education Survey, thus national teams may need more time to process it. It is estimated that countries will continue to send their replies up to the end of the year. Depending on the number of filled questionnaires received, the analysis of data will start either at the end of year or during the first half of 2014. The IBE contribution to the EFA Global Monitoring Report 2013 (theme: 'Teaching and Learning for Development') was delivered at the beginning of April. The study (titled: 'A rapid assessment of curricula for general education focusing on cross-curricular themes and generic competences or skills') presents the results of a quick mapping of a range of curriculum frameworks, policies and provisions around the world. This rapid assessment shows that cross-curricular themes related to environment and sustainability are one of the most
PI: Number of studies and publications in comparative education and curriculum disseminated B/b: - 12	4 issues of Prospects published in 2012 and an additional one in 2013; 2 issues of the Educational Practices series (one published, another being finalized) produced; 1 study on cross-cutting themes and generic competences produced as a contribution to the GMR 2013; 1 Working Paper on Curriculum Issues being finalized.		
PI: The journal Prospects widely disseminated and used B/b: - 200 Consortia, 5,000 academic and government institutions in 60 countries	The journal Prospects continues to be widely disseminated through 274 Consortia reaching 7,315 institutions worldwide. The journal is also disseminated in Chinese and Arabic by regional partner institutions.		
PI: Number of regional and interregional exchanges on curriculum issues and policies	Two regional exchanges took place: in Africa (on capacity development in Francophone countries of the Economic Community of West African States) and in Latin America (on secondary education).		

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
	through the IBE's Community of Practice as well as other networks B/b: - 5		

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

The IBE budget and resource allocations are discussed and approved annually by the IBE Council; the implementation of activities is also monitored by the Steering Committee of the IBE Council (i.e. mid-year review). Despite savings and efficiency measures adopted, along with the mobilization of extra-budgetary resources, responding to the requests for assistance and support in the field of curriculum development continues to be difficult.

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\$ 2 742 787	Allotment 2012-2013: US\$ 1 094 170	Expenditures 2012-2013: US\$ 1 066 297

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	1165 persons as at 15 June 2013	<p>In a strained financial context, the Institute ring-fenced resources for capacity development programmes. It offered training and technical assistance at projected levels, and was able to deliver on the core component of its mandate. Other programme dimensions were affected by budget revisions, with effect on the level of activity and expected results.</p> <p>Deep programme reforms are being implemented. They draw on two external programme evaluations that assess performance from the dual lenses of effectiveness and efficiency. These measures complement a sustained fundraising effort, including from non-traditional sources such as private foundations and philanthropies. While IIEP demonstrates continued capacity to attract extrabudgetary resources, the increasing share of earmarked funding raises invites the question: can IIEP remain a global public good provider?</p> <p>From a management perspective, the External Auditor gave clear audit opinions at the end of each annual audit. The number of new recommendations is decreasing significantly and nearly all previous audit recommendations are closed. This further substantiates the Internal Oversight Service findings that the Institute is well governed and managed.</p> <p>Developing capacities at individual and organizational levels Over 1,100 participants benefited from IIEP's training offer, the expansion of which was pursued through: - thematic, linguistic, and geographic diversification; - investment in distance learning to diversify training strategies; and - the implementation of a blended course on strategic planning for Indonesia, Thailand, and Vietnam.</p> <p>A recent study reaffirmed the effectiveness of the Institute's training approach: - 95% of Heads of Planning Units states that IIEP's training programmes are effective in helping people perform their jobs better. - 85% declare that IIEP's training improves the performance of Planning Departments.</p> <p>The Institute also trains and coaches planners on the job. IIEP worked with over 800 professionals from 27 countries to: design plans, develop planning tools, assess organizational constraints and capacity needs, or support plan implementation. Achievements include: - conflict and disaster risk reduction strategies embedded in education plans in: Burkina Faso, Chad, and South Sudan; - tools to improve accountability in education introduced in Lao PDR and Burkina Faso; - national education accounts map comprehensively the cost and the financing sources in Kenya, including the range of public and private actors; - complete overhaul of the statistical database and development of a new EMIS in Seychelles as part of a comprehensive sector development strategy; - training capacities of Angola's Inspectorate upgraded;</p>
	PI: % of women planners and managers trained through the Advanced Training Programme (ATP) and the Specialized Course Programme (SCP) B/b: 50%	ATP: 31% female participants (two cohorts) SCP: 41% female participants (two cohorts)	
	PI: % African countries reached through the ATP and the SCP B/b: 50%	49% of African countries covered (two cohorts)	
	PI: % beneficiaries having received IIEP training declaring positive effect of training on workplace performance B/b: 90%	Tracer study deferred.	
	PI: % supervisors of IIEP trainees declaring noticeable improvement in performance B/b: 70%	95% (sample of 43)	
	PI: Nb countries receiving technical assistance B/b: 20	27	

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
IIEP-related networks and peer networks facilitate knowledge-sharing and capacity development	<p>PI: Number of dissemination activities to which IIEP related networks contribute B/b: - RedEtis: 5 - SACMEQ: 3</p> <p>PI: Monthly unique visitors to IIEP-related network websites B/b: - RedEtis website: 6,000 - SACMEQ website:10,000</p>	<p>SACMEQ : 6</p> <p>RedEtis: 6,900 average monthly visits SACMEQ: 10,230 average monthly visits</p>	<p>As trusted knowledge broker, IIEP is committed to improving the quality of the information available from planners and decision-makers. In 2012-2013 IIEP:</p> <ul style="list-style-type: none"> - expanded its portal on educational trends in Latin America, with an information system on early childhood; - redesigned its portal on education and youth inclusion in the labour market, with direct effect on website traffic; and - developed a portal to support planning for learning to provide evidence to feed into educational policies and strategies, in politically and financially feasible ways. <p>The Institute also facilitated information-sharing and networking notably through:</p> <ul style="list-style-type: none"> - a policy forum on Engaging Youth in Planning Education for Social Transformation. A concrete agenda for action is mobilizing Member States (Burundi, Pakistan, South Sudan, and Yemen) and development actors. - a policy forum on Teacher Policies: Training, regulations and professional development. New paradigms and their impact on the teaching profession, teacher training policies and key issues related to professional development were debated. - an IWGE meeting, From Schooling to Learning, where this informal network of aid agencies and foundations discussed possible interventions and reforms likely to scale up investment in teaching learning processes, reinforce accountability measures, and improve the governance and management of institutions. <p>These and other events drew on web technologies that expand and diversify outreach and enrich debates. Dedicated online platforms are maintained as reference points and as a nucleus for further professional and community interaction.</p>
Education managers and planners are accessing and using research findings and IIEP resources	<p>PI: Number of publications B/b: - 8 newsletters, 4 UNESCO publications, 15 working documents in print and electronic forms</p> <p>PI: Monthly unique visitors to IIEP website B/b: 22,000</p> <p>PI: Monthly unique visitors to IIEP web-based databases B/b: - Planipolis: 49,000 - SITEAL: 13,000 - RedEtis: 6,000</p> <p>PI: Number of IIEP contributions/papers that inform policy-dialogue meetings and conferences B/b: 20</p>	<p>12</p> <p>164,000</p> <p>Planipolis: 100,000 SITEAL: 11,000 RedEtis: 6,900</p> <p>24</p>	<p>IIEP had to curtail research implementation without damaging the outcome of the whole research cycle defined in its Medium-Term Plan. This resulted in the re-prioritization of some publications and the re-definition of its dissemination and post-research investment.</p> <p>Nonetheless, the Institute achieved significant results. In Kenya IIEP's analyses of women's leadership in education and gender equality in learning outcomes are facilitating national discussion and prompting forward action. Similarly, research on school grants fed into the discussion of a bill outlining the roles of decentralized actors in the education system. In Côte d'Ivoire, building on previous research on Public-Private Partnerships, IIEP is collaborating with the ministry of education to improve EMIS data collection using mobile devices. Similarly, IIEP research influenced the ministry of education in Lao PDR as it developed its first teacher code of conduct.</p> <p>The research programme evaluation revealed that 90% of national partners appreciate how IIEP listens to them and prioritizes country ownership in research implementation. It confirmed that IIEP's engagement in research triggers change. Decision-makers and implementers of specific policy issues become better aware of issues, have a stronger evidence base for decisions, and see the value added of applied research.</p>

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
	PI: % of IIEP book-length publications being reviewed in journals B/b: 30%	55% (5 out of 9 book-length publications)	

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

IIEP undertook a comprehensive review of the cost and effectiveness of its training programmes. The Institute concentrated first on redesigning the curriculum and the economic model of the ATP. The following areas were affected by this re-engineering: overall length, relative time share of the distance and residential phases, modularity of the programme, content, pedagogy, staff time use, fee recovery, and trainee management. A similar re-engineering is taking place regarding the Regional Training Course offered in Buenos Aires.

Discussion on costs and cost recovery in the area of research has also been fed by the evaluation of the research programmes. This will have a series of programme consequences in the next medium-term period with effect on research breadth and research cycle, as well as type and volume of publications.

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\$ 1 031 550	Allotment 2012-2013: US\$ 1 168 722	Expenditures 2012-2013: US\$ 1 051 754

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	265 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, - 40 in African CONFITEA FU Meeting, - 6 in 2012 CONFITEA Fellowship Programme . - 150 policy-makers and researchers from Cambodia, Indonesia, Malaysia, Lao People's Democratic Republic, the Philippines, Thailand and Viet Nam in a two-day seminar in Hanoi as a follow-up of the UIL Pilot Workshop on Developing Capacity for Establishing Lifelong Learning Systems (late 2010). - 40 representatives from 10 ministries trained in National Training Workshop on Innovative Concepts and Systems of Lifelong Learning, organised in cooperation with UNESCO Tehran Cluster Office, the Iranian National Commission for UNESCO, and the Ministry of Education of the Islamic Republic of Iran.	National capacities for policy formulation and planning in adult learning and education are strengthened through several interrelated processes in the CONFITEA VI follow-up process: a) the regular tri-annual post-CONFITEA progress reporting process, which helps Member states to take stock of and review relevant developments in adult learning and education, so that on the one hand, the data base on adult education policy, concepts and practice is improving at both levels, nationally and globally and, on the other hand, a range of governmental, non-governmental and private institutions become involved in the reporting process, and are informed about recent developments in the mentioned areas; b) the series of regional or sub-regional CONFITEA follow-up meetings, which generate lessons learnt from successful policy practice in the region and provides insights to key policy makers; c) the provision of direct support to experts and senior government officials through the CONFITEA fellowships and scholarships. Due to the dispersed nature of adult education, the collection of consistent and comparable data is a challenge itself. Hence UIL developed a specific tool to support the preparation of these national progress reports in cooperation with the UNESCO Institute of Statistics (UIS). It was sent to all UNESCO National Commissions in three languages (English, French and Spanish) and countries submitted their national progress reports to the Institute between November 2011 and July 2012. 141 countries (or 139 Member States) submitted their national post-CONFITEA VI progress reports, assessing the current situation of adult
	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	23 interventions implemented: From a total of 5 regional CONFITEA VI follow-up conferences, 2 have been implemented (for LAC and AFR); 21 advisory activities conducted, input provided to: ASEM Lifelong Learning conference in Copenhagen in May 2012; the international conference on lifelong learning in Istanbul in Oct 2012; the third world forum on lifelong learning in November in	

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	Marrakesh in Nov 2012, the 2nd Berlin Demography Forum; the 47th SEAMEO Council Conference; Lifelong Learning Planet Forum; the International High Level Forum of Lifelong Learning Cities; Expert Symposium for Sustainable Lifelong Learning Cities in Asia and the Pacific Region; Renewing vocational education and training to tackle skill mismatch: work-based learning and apprenticeship for all; and the 9th Hungarian National and International Lifelong Learning Conference. 3 rounds of international consultations for establishing the IPLC in May, July and Nov/Dec 2012, a public seminar on the role of higher education in promoting lifelong learning was organized in May 2012; 1 public seminar on the role of higher education in promoting lifelong learning organised; the IPLC, previously the GLCN, has mobilized 20 partners. The Expert Group held its 2nd meeting in Jeju, Rep of Korea, in June 2013.	
	PI: Number of support activities for the development or review of national lifelong learning qualifications frameworks or similar mechanisms B/b: 6 support activities	2 support activities: 1) 24 draft country reports on National Qualifications Frameworks (NQFs) prepared for the international inventory on NQFs, and the inventory will provide resources for supporting activities to be organized. 2) In 2013 UIL organized, in collaboration with the DVV International Office in South East Asia, a workshop for 18 policy makers and experts from Cambodia, Lao People's Democratic Republic, ASPBAE (Association of South Asia and the Pacific Basic and Adult Education) and SEAMEO CELL (Southeast Asian Ministers of Education Organization's Centre for Lifelong Learning). The main outcomes of this workshop are a deeper understanding among the participants on the key concepts of lifelong learning and the UNESCO Guidelines for RVA, and a plan for the construction of national RVA systems in the three countries	
	PI: Belém Framework for Action followed up, implemented and monitored in Member States B/b: 100 member States	141 national progress reports received, 129 of them using the common template developed to facilitate analysis, which has been undertaken as a source for the second GRALE (Global Report on Adult Learning and Education). Six thematic chapters of GRALE have been drafted by UIL research staff and revised by experts.	
	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	96 countries reported in their national progress report to have laws, legal regulations or other public policy measures/initiatives with a primary focus on supporting lifelong learning. 107 countries reported in their national progress report to have laws, legal regulations or other public policy measures/initiatives with a primary focus on supporting adult education. (It has to be noted in this context that no information on the content of policies is available.)	
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	550 from 22 countries: 20 in DRC (January/February 2012) 25 in Mozambique (February and May 2012) 60 in South Sudan (March 2012) 80 + 2 in Afghanistan (May and July 2012) 20 in PNG (June 2012) 20 in Togo (July/ August 2012) 100 in Indonesia with participants from 9 countries (LIFE and ASEAN+ countries, Bangladesh, Cambodia, Egypt, Indonesia, Malaysia, Nigeria, Philippines, Thailand and Timor Leste) (November 2012) 30 in	Outputs/ results: - around 600 copies of the Global LIFE Mid-term Evaluation Report 2006-2011: Looking Forward with LIFE were made available to key stakeholders, mainly in LIFE countries, to share lessons and promote recommended actions resulting from the mid-term evaluation(http://uil.unesco.org/home/programme-areas/literacy-and-basic-skills/life-literacy-initiative-for-empowerment/life-mid-term-evaluation-report-package/).

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
	development activities in at least 12 countries	Nigeria (November 2012) Five trained country teams involving altogether about 50 researchers in Burkina faso, Mali, Morocco, Niger and Senegal January to June 2013: Nepal: 30 Mozambique: 44 Nigeria: 10 Ethiopia, South Sudan, Nigeria, Egypt, Indonesia, Afghanistan, Nepal: 35	<ul style="list-style-type: none"> - Around 500 participants from European, LIFE and 41 target countries countries were mobilised through different advocacy events taking place in the context of the ILD in September 2012. - Over 230 subscribers of UIL's mailing list from all around the world, mainly LIFE countries, have been reached with relevant research findings on literacy - Action-Research on Measuring the Learning Outcomes in Adult Literacy Programmes (Recherche-action sur la mesure des apprentissages des bénéficiaires des programmes d'alphabétisation - RAMAA): In 2012 five country teams involving approximately 50 researchers in Burkina Faso, Mali, Morocco, Niger and Senegal, their research instruments and reports were trained. An international workshop in April 2012 conducted with the five country teams reviewed the progress of the country processes. With the participation of OECD, UIS and University of Liège, Belgium, the overall approach to developing competence frameworks and subsequent instruments developed were reviewed. A team of experts have been providing guidance and feedback, both from a distance and through field visits. The fifth international workshop of RAMAA was organised in Niamey, Niger from 22 to 25 April 2013 with the participation of the five country teams and specialists in the field. A report has been produced on the workshop outcomes. Several consultants had been contracted to make suggestions on how to improve different components of the pilot instruments and reports of the country teams. The reports on the pilot field research of Morocco, Burkina Faso and Senegal are now available. Morocco has taken a step forward; the report on the main field research is being finalised. A sustainability strategy needs still to be developed and discussed with country teams. - The draft of an action-research guidebook on literacy in multilingual contexts in Africa and Asia which is being written by UIL, UNESCO Dakar and three specialists (from Ethiopia, Niger, and Senegal) who have used action research to improve curricula, training of trainers and the development of a literate environmentis almost ready for peer review. - A proposal outline for the Global and Regional Activities Programme was developed with the working title "Integrated and inter-generational approaches to improving the quality of literacy teaching and learning practices supported by evidence of neuroscience". - Until May 2013 30 new case studies on literacy were added to LitBase with a focus on under-represented world regions and themes. Four of the programmes receiving the 2012 UNESCO International Literacy Prize or an Honourable Mention are covered in the Effective Literacy & Numeracy Practices Database. User feedback through the website's email address (15 to 20 messages monthly) as well as feedback collected from visitors to UIL's Documentation Centre indicate high user satisfaction regarding the website contents. A quantitative user survey is still to be undertaken in the second half of 2013. A proposal for the enhancement of LitBase has been agreed upon with ED/BLS/LNF, however funding is still not secured, which may hamper the implementation of the planned activities. LitBase has become a trendsetter for other UNESCO units such as UNEVOC in Bonn. Capacities of literacy, NFE and education-sector personnel in a number of LIFE and target countries have been strengthened through UIL's technical assistance. Within the CapEFA Programme, UIL supported a) Mozambique (February and May 2012, March 2013): capacity needs assessment; development of a work plan; development of a harmonized supervision strategy and related tools to improve the quality and relevance of adult literacy programmes; b) Democratic Republic of Congo with the revision of a normative framework for the non-formal education sub-sector; c) Nepal with the capacity assessment and development of
	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	10 countries supported: A peer-learning activity on recognition, validation and accreditation of non-formal or informal learning organised in June 2012 in New Delhi, in collaboration with the Ministry of Human Resource Development in India, policy-makers and experts from 6 countries participated in the peer-learning activity (Denmark, Austria, Mauritius, Mexico, New Zealand and the United Kingdom). In the MENA region, 4 countries (Jordan, Syria, Palestine and Lebanon) have taken steps towards integrating lifelong learning perspectives and learning outcomes approaches into curriculum and assessment standards for recognising adult learning achievements.	
	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	- 600 partners in LIFE countries received the "Global LIFE Mid-term Evaluation Report 2006-2011: Looking Forward with LIFE" with a set of recommended actions to advance literacy efforts; the report and related background documents were also accessible online - Around 500 participants from European, LIFE and 41 target countries countries were mobilised through different advocacy events taking place in the context of the ILD in September 2012 January to June 2012:	

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

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

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
<p>MLA 4 - expected result 14: Education stakeholders informed through evidence-based research and studies on emerging trends and challenges in education</p>	<p>PI: Series of publications on concepts and practice examples of lifelong learning produced and disseminated B/b: 60 cases added</p>	<p>- 42 case studies were uploaded on LitBase (http://www.unesco.org/uil/litbase/) in English and French until end of May 2013. In 2012 an average of 4,200 visitors per month used LitBase (= 50,400 for 2012), and 13,000 pages of UIL's LitBase are viewed per month; In 2013 the usage statistics for the reporting period indicate that the benchmark regarding website usage has been well surpassed: January: 5,400; February: 5,800; March: 6,700; April: 6,800 users; May: 7,500 users. 2 peer-reviewed publications on RVA and NQF prepared for publication, and synthesis report on recognition, validation and accreditation of non-formal and informal learning in UNESCO Member States consolidated. 3 research papers relating to NQFs disseminated.</p>	<p>Striving to serve as UNESCO's centre of excellence for lifelong learning, UIL has increased its research capacity and profile, in particular, in analyzing national lifelong learning policies and strategies, synthesizing diverse research findings in the field of RVA of non-formal and informal learning. In the context of a policy review and research project, in 2012, a total of 102 documents on lifelong learning policies from 64 countries, five international organizations and one region (Europe) have been collected and mapped. A concise input to the analysis of the continued relevance of the Delors' report was delivered on the request of the Education Sector of UNESCO Headquarters. These documents provide a good base for further policy research. At the request of UNESCO Ha Noi Office, UIL has prepared the Synthesis Report on Building a Learning Society in Japan, the Republic of Korea and Singapore as a reference document to policy makers and experts of Viet Nam in their efforts to develop a national strategy for building a learning society. In strengthening the research on RVA and national qualifications framework (NQF), 2 peer-reviewed publications on international perspectives and practices have furthermore been finalized. A synthesis report on RVA of the outcomes of non-formal and informal learning in UNESCO Member States has been consolidated and 3 research papers relating to NQFs have been disseminated.</p> <p>Global Report on Adult Learning and Education (GRALE): Until June 2012, 140 Member States submitted their national progress reports in preparation of GRALE 2012, including information assessing the United Nations Literacy Decade. The key difference between GRALE 2009 and GRALE 2012 lies in their overall functions. The first edition aimed to provide an overview of trends, and to be a</p>
	<p>PI: Comparative studies on contemporary and emerging trends and issues in global educational development conducted, published and disseminated B/b: 2 comparative studies produced</p>	<p>Two comparative studies prepared and disseminated to the ADEA Triennale 2012: 1) RVA of non-formal and informal learning in six African Countries, and 2) Study on key issues and policy considerations in promoting lifelong learning in selected African countries. In collaboration with UNESCO Hanoi Office, a comparative study on building a learning society in Japan, Republic of Korea and Singapore finalised. This report shows that the three countries have attached great importance to developing a lifelong learning system and are moving steadily toward their goals of realizing a Lifelong Learning Society (Japan), a Learning Society (the Republic of Korea) and a Learning Nation (Singapore), in which all people can participate in learning opportunities at any time and</p>	

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
		receive recognition for their achievements. Although the three countries have adopted different policies and strategies in the process, the paper has drawn seven common lessons drawn from their endeavours.	
	<p>PI: Substantive contributions made by UIL to the further development of lifelong learning concepts at international research seminars/conferences</p> <p>B/b: 30 contributions made</p>	<p>26 contributions made, incl. Launch of the European Agenda for Adult Learning (Brussels); Latvia's Parliament's Education Committee; annual meeting of the South-Danish Library and Cultural Association (Assens); 2 annual conferences of the European Basic Skills Network (Prague, Madrid); Fifth meeting of the EUR-Alpha Network (Brussels); EU Commissions thematic working group on Financing Adult Learning; Annual Conference of the Asian Association of Open Universities, Japan; RVA of Non-Formal and Informal Learning, Halifax; 3rd World Forum on Lifelong Learning (Marrakesh); Seminar for Lifelong learning: Policy and Management, University of Deusto, Bilbao; 2012 Hangzhou International Conference on Educational Innovations; 2nd Forum of the Asia-Pacific Parliamentarians for Education FASPPED (Tehran); Annual International Conference on Lifelong Learning and Continuous Education for Sustainable Development (St Petersburg); 2nd Berlin Demography Forum; the International High Level Forum of Lifelong Learning Cities; Expert Symposium for Sustainable Lifelong Learning Cities in Asia and the Pacific Region, Changwon; Renewing vocational education and training to tackle skill mismatch, CEDEFOP; 9th Hungarian National and International LLL Conference; Research Seminar of LLAKES (Centre for Learning and Life Chances in Knowledge Economies and Societies); Annual Conference of Scotland's Learning Partnerships; The future of Adult Learning, Edinburgh, UK.</p>	
	<p>PI: Global Report on Adult Learning and Education produced and broadly disseminated</p> <p>B/b: 1 Global Report Produced 2 000 downloads in all regions</p>	<p>All chapters for GRALE 2012 have been prepared by UIL research staff and revised by experts. Publication in English is expected for July 2013, French and Spanish will follow.</p>	

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 Air Tickets 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\$ 515 800	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	National level : 11 10 high-level decision makers attended the Ministerial Round table meeting(Nov. 2012) + 1 from Armenia (head of department/Ministry of education) Regional level : 7 from Ministry of Republic Sakha (Yakutiya), Russian Federation Municipal level : 41 (6 - heads of regional bodies of education management + 35 heads and deputy heads of municipal bodies of education management from Uluses of Republic Sakha (Yakutia), Russian Federation).	<p>In 2012-2013, IITE contributed to the achievement of the results of Major Programme I and the IITE related expected result - (1) 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. 2013 workplan was revised to focus on a limited number of activities where IITE has a comparative advantage and dissemination of results:</p> <p>(1) Policy and Technical Assistance. (2) Teacher Professional Development and Networking. (3) OER and Digital Pedagogy.</p> <p>POLICY AND TECHNICAL ASSISTANCE IITE has released a comprehensive publication on modern ICTs in education (in Russian) to provide a more strategic assistance to CIS and other countries. IITE continued publishing policy briefs that proved their efficiency as a policy advocacy tool (12 issues in 2012-2013). The IITE-2012 International Conference "ICTs in Education: Pedagogy, Educational Resources and Quality Assurance" (November 2012, Moscow) was held to discuss policies and best practices of ICT application in education, and innovative educational methodologies. The Conference was attended by policy-makers, representatives of academic community, private sector and potential donors from 40 countries. Within the Conference IITE organized the Ministerial Round Table was attended by representatives of Ministries of Education and university rectors from 12 countries who requested the UNESCO IITE to study the best international practices in the field of national and regional teacher ICT competency standard setting based on UNESCO ICT-CFT and provide a technical assistance to the Member States upon their request for development and implementation of such kind of standards as a starting point for the creation of sustainable national systems of professional development in education; to support the Member States regularly on the ways and means of implementation of the Paris OER Declaration and to provide technical assistance and policy advice upon request; to launch the OER initiative for CIS countries, based on the accumulated expertise and aimed at promoting the openness of education and supporting the use of new open and distance education approaches, confirmed by international authorities in consultation with the relevant government authorities</p> <p>Within a joint project with the Intergovernmental Foundation for Educational, Scientific and Cultural Cooperation "Promotion of the Use of ICTs in Technical and Vocational Education and Training" an analytical</p>
	PI: Number of countries benefiting from targeted assistance in integrating ICT policies and strategies into national education policy B/b: 5 countries	3 countries (Azerbaijan, Armenia, Mongolia)	
	PI: Number of educational programmes targeted at promoting ICTs in the Africa region B/b: 5 programmes	Activities postponed due to financial situation. However, all IITE curricula, training materials and courses are available at IITE web-site for use from any member state including the one from Africa region.	
	PI: Number of countries actively using UNESCO advocacy tools and programmatic guidance on issues like gender-based ICT policies B/b: 15 countries	18 countries (Armenia, Azerbaijan, Belarus, Bulgaria, Estonia, Finland, Hungary, Kazakhstan, Kyrgyzstan, Latvia, Lithuania, Moldova, Russian Federation, Tajikistan, Ukraine ,Uzbekistan,Slovakia, Mongolia)	

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

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
National capacities strengthened in teacher professional development on ICTs and the promotion of OER networks	<p>PI: Number of countries implementing ICT enhanced approaches to teacher training programmes B/b: 5 countries</p> <p>PI: Number of curriculum and training materials developed B/b: 10 set of training materials</p> <p>PI: Number of pre-service and in-service teachers trained under the International Advanced Training Course / Master Programme in the field of ICT for teachers, implemented in partnership with leading pedagogical universities B/b: 30 teachers</p> <p>PI: Number of countries and institutions developed an OER in the national language(s) B/b: 5 countries</p>	<p>4 countries (Mongolia, Azerbaijan, Russian Federation, Kazakhstan)</p> <p>11 sets of training materials in Russian and English both in on-line and hard copy versions. 1 Model Master Programme Curriculum for Teachers in English 1 Master Programme Curriculum for Teachers in Russian adapted to requirements of the Russian State Federal Educational Standard 1 Master Programme Curriculum for Teachers in Russian adapted to requirements of the State Educational Standard of Kazakhstan 1 Curriculum on MIL in Russian 1 Handbook on MIL in Russian</p> <p>The curriculum of the IITE International Master programme is developed & disseminated through UNESCO Chairs. 8 teachers completed successfully the first training module of the IITE Mater Programme. More than 700 teachers and school administrators from Republic Sakha (Yakutia), Russian Federation have been trained based on the modules of IITE Master Programme Curriculum and IITE training materials. The total number of registered users of Teacher of the Arctic Project Portal is 17,744.</p> <p>5 countries (Brazil, China, Lithuania, Russia and Viet Nam)</p>	<p>In 2012-2013, IITE contributed to the achievement of the results of Major Programme I and the IITE related expected result (2) National capacities strengthened in teacher professional development on ICTs and the promotion of OER networks . 2013 workplan was revised to focus on a limited number of activities where IITE has a comparative advantage and dissemination of results:</p> <p>(1) Policy and Technical Assistance. (2) Teacher Professional Development and Networking. (3) OER and Digital Pedagogy.</p> <p>TEACHER PROFESSIONAL DEVELOPMENT According to the IITE's medium-term strategy, teachers were one of the main focuses during the last years. IITE has been instrumental in developing the methodology of the ICT-CFT (UNESCO ICT-CFT translated into Russian and Mongolian and published) and organizing several capacity development seminars on teacher competencies in ICT. The localization methodology was published in English and Russian. The further relevant activities will be implemented in the close cooperation with CI and BEJ Office. IITE in collaboration with the Finnish Society for Media Education produced a handbook "Pedagogies of Media and Information Literacies". The Handbook was published in English and Russian. This Handbook helps teachers to enhance their media and information literacy and encourage them to take up media education in the classroom. The main target group is teachers of secondary schools who are either in training or in service. IITE and UNESCO Moscow Office has translated and published the UNESCO manual "Media and Information Literacy: Curriculum for Teachers" in Russian. Localization of the UNESCO "Media and Information Literacy (MIL) Curriculum for Teachers" with regard to the needs and current state of development of ICT in Russia and the International Conference on Media and Information Literacy for Knowledge Societies (24-28 June, 2012) within a round table "Instruments of MIL Promotion. Challenges of the Localization of the UNESCO MIL Curriculum for Teachers". The primary goal of the round table was to provide a platform for discussing the UNESCO MIL Curriculum for Teachers as one of the important instruments of MIL promotion, to identify key challenges of the Curriculum's localization with due account for regional and cultural peculiarities. IITE results in promoting information and media literacy were presented at the All-Russian Research-to-Practice Conference "Media and Information Literacy in the Information Society" (25 April 2013, Moscow) and at the Twentieth Anniversary International Conference Crimea'2013 "Libraries and Information Resources in the Modern World of Science,</p>

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

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

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

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

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

IITE has been working on partnership strategy. Currently, IITE is strengthening its partnership cooperation with UN agencies, NGOs, IOs, leading universities and scientific centers, academic and educational communities, IT companies as well as Global UNESCO networks, such as ASPnet, UNITWIN/UNESCO Chairs and UNESCO INEVOC.

This kind of partnership helps to get additional resources, in-kind support as well as extrabudgetary resources.

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

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

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

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\$ 1 289 425	Allotment 2012-2013: US\$ 321 971	Expenditures 2012-2013: US\$ 194 499

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	PI: Number of Member States supported by IICBA	The Institute has initiated a new capacity development action plan with the	"Results against PI and benchmarks":

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
capacities strengthened to develop and implement teacher policies, with particular emphasis on quality and gender issues	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.	Government of Guinea: (i) for the development of a comprehensive and holistic teacher policy drawing on the recent teacher diagnostic study findings and recommendations, (ii) for the capacity-building of teacher supervisors and inspectors, (iii) for the capacity-building of TEIs (Teacher Education Institutions) in providing practical training to teachers. The same is being initiated in Uganda with the UNESCO Nairobi office after the completion of the holistic teacher diagnosis by Pole de Dakar. IICBA is now undertaking in Uganda a capacity assessment exercise which will set a capacity baseline and initiate an Action Plan. In addition in Burkina-Faso and Niger, the institute started the process of data collection and assessment exercise in teacher training with National Teams and UNESCO Dakar. In those countries IICBA trained the national teams on data collection methodology, tools conception and helped plan activities and budget.	<p>As indicated above Guinea and Uganda will be implementing new activities as a result of diagnostic studies on teacher issues conducted with support of IICBA and its partners.</p> <p>Data collection for diagnostic on teacher issues has started in Niger and Burkina Faso and a validation workshop will be held soon in Mali.</p> <p>As a result of the workshop held in Abidjan on TEIs management in ECOWAS region, draft workplans were prepared by participants to be implemented in their respective countries.</p> <p>Harmonization of teacher education curricula is in progress in ECCA countries.</p> <p>Training modules demonstrating the use of ICT & ODL in teacher education programmes are being finalized and will be reviewed (by external reviewers) and validated before dissemination.</p> <p>"Challenges and lessons learned": Lessons learnt - There is a need to look for partners to fund the training or Ministries and other relevant organizations to sponsor participants from their countries.</p>
	PI: Number of Member States supported by IICBA that have strengthened their capacity in the management of teacher education institutions (TEIs) B/b: At least six countries will be using the modules on TEIs management.	IICBA has been conducting capacity building training workshops on the management of teacher education institutions (TEIs) with the objectives of a) providing participants with knowledge, skills and attitudes in the areas of financial management, staff management, space management and other aspects of management of TEIs, b) enabling heads, deputy heads, registrars, finance officers and other management staff of TEIs and colleges of education share experiences in the management of their institutions to identify what works where and why, c) demonstrating the usefulness of open source software and ICT for TEI management, and d) encouraging networking among fellow professionals of teacher education institutions and colleges of education in the RECs. IICBA has thus undertaken a training workshop on the management of TEIs for the countries of the ECOWAS in May 2013 in Abidjan, Cote d'Ivoire. At the end of the workshop, participants prepared workplans that will be implemented in their respective 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	ECOWAS countries have worked in harmonizing their curricula of Teacher Education programmes. ECCA countries are in the process of analyzing their national curricula of teacher education programmes having in view their harmonization in the region. The activities related to the National and Regional Qualification Frameworks could not be implemented due to the budget constraints.	
	PI: Number of Member States that have promoted the use of pedagogy-based ICT and ODL to support teacher development and management B/b: At least 30% of countries in SADC, ECOWAS, EAC, IGAD and ECCA regions will be engaged in the process of using of pedagogy-based ICT and ODL to support teacher development and management.	IICBA continues to encourage countries to provide documented evidence that they are promoting the use of ICTs and ODL (open and distance learning). The proposed draft syllabuses, principles and templates for the six modules developed by IICBA will be shared with members states to demonstrate how ICTs and ODL can be used in teacher education programmes.	
	PI: Number of publications and policy dialogues on teacher issues through advocacy and partnership B/b: Printed publications disseminated in all African Member States and beyond.	Two publications under "Fundamental series" are under preparation. One is related to "Developing Teachers and Caregivers for Indigenous Early Childhood Care and Education in Africa" and another is on Quality Assurance of Teacher Education Programmes".	

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

In conducting workshops, IICBA obtained support from its partners within the UNESCO family and outside (such as Commonwealth Secretariat and OIF). This has contributed to the accomplishment of activities that otherwise

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

could not be undertaken.

IICBA has adopted an approach of language grouping participants in organizing the workshops to circumvent the high cost of interpretations during meetings.

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\$ 1 169 830	Allotment 2012-2013: US\$ 467 488	Expenditures 2012-2013: US\$ 335 199

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 MESALC has been a long-evolving project aimed at strengthening existing statistical data in higher education in LAC, as well as to building capacities in those countries not counting with such systems. MESALC intends to homogenize the various existing criteria in HE towards a harmonious set of variables and dimensions. The project considers national specificities and is building a common regional area that encourages institutional capacity building in both, IES and NHES. Due to financial restrictions (and absence of operational budget allotments 2012 and 2013), the implementation process for the MESALC project has been re-scheduled to 2013-2014.	IESALC has continued with its efforts to reaffirm its historical regional leadership position in Higher Education as explicitly manifested by the GRULAC and CELAC. Faced with challenging budgetary restrictions and governance structural changes, IESALC has proceeded to revise and fine-tune its strategic direction and much effort has been undertaken to readjust the programming of IESALC's activities to the new financial scenario. The Institute continues with fundraising efforts, and expects to reap the benefits in the not-so distant future.
	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	Taking into consideration limited financial resources, the V Meeting of University Networks and Councils of Rectors was re-scheduled and successfully convened on 11-12 July 2013 in Panama City, Panama. The III ENLACES Follow-Up Commission meeting was held in Caracas on 28-29 June 2012, and resulted in the elaboration of a project for academic mobility led by ReLARIES and IESALC. Within the ENLACES Follow-Up Commission, the University Networks and Councils of Rectors were informed - by means of the Commission - of the documents related to the revision of the 1974 UNESCO Recognition of Studies, Titles of Diplomas.	
	PI: The functioning of regional HE Observatories strengthened to better serve Member States B/b: 25% increase of visitors in IESALC's website	During the Biennium, the following regional observatories have been further developed and strengthened: "Academic and Scientific Mobility," "Cultural Diversity and Intercultural Higher Education". In addition, the Regional Observatory on "University Social Responsibility" has received tremendous endorsement after the Regional Forum "Responsibility and Education for All" held in Asunción, Paraguay, with the forceful backing of the Paraguayan Government and third party financial cooperation.	
Capacities of Member States and university systems in higher education in Latin America and the Caribbean supported and strengthened	PI: Number of countries supported in policy review, policy advice, plan preparation and quality assurance B/b: 33 countries supported through technical assistance	Support for "Evaluation and Accreditation of Ecuadorian Universities": technical assistance and accompaniment to SENESCYT (CEAACES) in the institutional assessment and accreditation process of the Ecuadorian universities, leading to a successful reengineering of Ecuadorian Higher Education appraisal and performance framework. Similar assistance was provided to the Honduran government. Technical support was also	Considering the tremendously difficult financial circumstances during this period, IESALC was capable of providing technical assistance to the countries in the LAC Region, by being present in a range of Higher Education events that informed the debate and served as a reference point for regional cohesion and articulation. Based on the high reputation, and the sustained presence and visibility of IESALC, the number of countries and institutions

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
		provided to the Honduran Government and 33 countries of LAC currently revising their adherence to the 1974 UNESCO Scheme for the Recognition of Studies, Titles and Diplomas for LAC.	supported by IESALC's core team in policy advice and practical orientation towards a quality higher education was significantly enhanced. The meeting with GRULAC in February 2013 in Paris marks a cornerstone for the transition period of the Institute and guides the activities to be realized in 2013 onwards.
	PI: Number of existing national and regional accreditation agencies supported B/b: at least 10 national and regional existing accreditation agencies supported	The principal priority for IESALC is to follow-up on activities and results on recognition in the LAC region, and since 2012 conclusive consultations with Member States have been undertaken. Substantial effort has been made in the region, but more on bilateral agreements. An IESALC survey made in 2012-2013 by sent to the respective governmental authorities revealed the fact that a regional convention is not a priority to Member States. Nevertheless this topic was introduced and discussed with Higher Education Networks and Rectors Conferences to underline the importance of recognition of studies, titles and diplomas for LAC, and to tackle the route for IESALCs high level meeting scheduled for late 2013/early 2014.	
	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	Twenty-five Latin American universities participated in the this management course.	
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	Throughout the biennium, different measures were introduced to stimulate ENLACES. The new working programme of IESALC was concentrated and elaborated within this frame and all international activities realized by IESALC were linked to the goals and objectives of ENLACES. IESALC's contribution at Annual meeting of RIACES in 2012 in Montevideo, at 14th General Conference of IAU (International Association of Universities) in 2012 in Puerto Rico, at the Bi-regional University Association Conference in 2012 in Brazil, and at Academic Summit 2013 in Chile, were directly influenced by the ENLACES project. Overall, ENLACES is evolving but has it not yet reached the target of the active participation of 200 Higher Education Institutions. The newly designed CHASQUI platform, framed within the ENLACES project in the field of academic exchange and mobility, will further encourage additional institutions to participate and have a presence in ENLACES.	The financial constraints hampered the growth and consolidation of the ENLACES initiative. Nevertheless, the project has continued in the 2012-2013 biennium to involve more stakeholders in the region. IESALC's academic, political and institutional contribution at international conferences and in bilateral meetings have strengthened the higher education system and fostered direct and continuing learning opportunities for the region. ENLACES is a very important mandate for UNESCO-IESALC to support and formulate effective policies and plans for the higher educational development goals in LAC.
	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	Conceptual design of an information platform to back up the "CHASQUI" Academic Mobility Programme for Professors, Researches and students of Latin America and endorsed by all University Networks and Councils of Rectors in LAC which attended the Fifth Encounter in Panama City.	

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

IESALC is facing a challenging period of transition due to the drastic budget cuts which practically have eliminated resources for current and planned academic projects. All activities had to be subordinated to this situation and third-party-funding activities and no-cost-missions were the only solution. IESALC concentrated its efforts mainly on the re-positioning of the institute by first prioritizing on implementing the improvement plan, new programmatic

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

approaches and institutional procedures as an outcome of IOS evaluation, and then to the projects.

Generous financial support from the Venezuelan Government guaranteed the basic functioning of the Institute and missions were mainly financed by governmental counterparts or the European Union. IESALC took advantage to closely cooperate with four major projects of ALFA III program: on inclusion (ACCEDES), quality assurance and qualification framework (ALFAPUENTES), integrated information systems on HE (INFOACES) and social responsibility of HE (VINCULAENTORNO). These initiatives are in line with IESALC's working programme and IESALC's allocation will be maintained.

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

Regular Programme ¹ : operational budget only		Extrabudgetary resources ¹	
Allocation 2012-2013: US\$ 345 000	Expenditures 2012-2013: US\$ 216 252	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 3 - ER 7: Capacities in Member States strengthened to integrate a holistic vision of education for sustainable development, including climate change education and education for disaster preparedness and risk reduction, into educational policies, development plans and programmes	PI: To be determined B/b: To be determined	To be determined	While the Institute was formally opened in November 2012 and the Interim Director was appointed in January 2013, MGIEP is not yet fully operational and has not begun to implement its planned activities. This situation will change with the establishment of the MGIEP Governing Board that will approve the Institute's work-plans, budget and staffing structure. Prior to the establishment of a full-fledged Governing Board, an Expert Advisory Body (EAB) was created to support the interim Director. During its first meeting in March 2013, the EAB discussed the Institute's governance issues, and further defined MGIEP's role in the area of education for a culture of peace and sustainable development.
MLA 3 - ER9: Education for global citizenship, with emphasis on universal values based on peace, mutual understanding and respect for human dignity, integrated into education policies, plans and programmes	PI: To be determined B/b: To be determined	To be determined	While the Institute was formally opened in November 2012 and the Interim Director was appointed in January 2013, MGIEP is not yet fully operational and has not begun to implement its planned activities. This situation will change with the establishment of the MGIEP Governing Board that will approve the Institute's work-plans, budget and staffing structure. Prior to the establishment of a full-fledged Governing Board, an Expert Advisory Body (EAB) was created to support the interim Director. During its first meeting in March 2013, the EAB discussed the Institute's governance issues, and further defined MGIEP's role in the area of education for a culture of peace and sustainable development.

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

Does not apply as the Institute is not fully operational yet.

Part II.A. II. Natural sciences

Regular Programme ¹ : operational budget only		Extrabudgetary resources ¹	
Allocation 2012-2013: US\$ 5 521 796	Expenditures 2012-2013: US\$ 4 275 083	Allotment 2012-2013: US\$ 66 168 580	Expenditures 2012-2013: US\$ 42 013 281

	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 2012-2013 US\$	Exp. % 2012-2013	N°	Total Allocation US\$	Allotment 2012-2013 US\$	Expenditure 2012-2013 US\$	Exp. % 2012-2013
Part II.A. II. Natural sciences	252	3 212 742	2 489 129	77	321	321 060 147	65 908 623	41 793 671	63
ER 1: Strengthened and self-driven national STI systems and policies developed	11	111 335	88 239	79	34	52 500 147	8 931 100	4 411 568	49
ER 2: Culture of innovation enhanced through national, regional and local innovation systems, science parks and technology business incubators	4	125 400	73 066	58	1	112 841	22 577	22 577	100
ER 3: Global STI monitoring strengthened through improved monitoring, assessments and information sharing	7	34 362	29 843	87	4	2 731 120	157 196	128 416	82
ER 4: Innovative interdisciplinary science and engineering curricula developed, including in such fields as renewable energy	14	162 590	147 882	91	7	2 227 991	1 288 334	1 000 995	78
ER 5: Institutional research capacity strengthened through networked centres of excellence, South-South and North-South partnerships and university-industry alliances	12	138 258	123 157	89	18	99 411 338	6 334 458	3 647 549	58
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	65 600	35 089	53	4	2 726 229	531 521	519 850	98
ER 7: Public awareness of science, technology and engineering raised and STI policy agendas developed with civil society, including women and youth	8	18 699	18 244	98	7	3 235 944	504 928	433 960	86
ER 8: Local and indigenous knowledge-driven sustainable development policies and actions developed, and appropriate support provided for implementation at global, regional and local levels	7	93 902	83 219	89	10	1 475 677	543 402	407 476	75
ER 9: Vulnerabilities of Small Island Developing States (SIDS) addressed through science policy, practice and education	5	22 964	16 254	71	6	731 938	329 090	183 909	56
ER 10: Peace-building enhanced through diplomacy and cooperation in the field of science	1	0	0	N/A	0	0	0	0	N/A
ER 11: Effective end-to-end early warning systems for tsunamis and other sea level related hazards established by Member States at national and regional levels, including disaster preparedness and mitigation measures	11	101 097	79 221	78	24	11 010 198	4 178 773	2 584 798	62
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	81 859	51	19	6 281 812	2 706 333	1 727 970	64
ER 13: Capacities of Member States improved in ocean sciences and services to monitor, assess and manage marine resources	7	147 093	92 325	63	19	11 054 242	5 668 266	2 941 389	52
ER 14: Capacities of Member States developed to protect and sustainably use oceans and coastal zones	6	125 000	66 034	53	13	8 316 435	2 198 779	1 285 892	58
ER 15 Member States supported in building technical and institutional capacities, and policies and mechanisms improved for	20	351 759	245 267	70	16	7 691 819	2 946 969	1 722 397	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 2012-2013 US\$	Exp. % 2012-2013	N°	Total Allocation US\$	Allotment 2012-2013 US\$	Expenditure 2012-2013 US\$	Exp. % 2012-2013
adaptation to global changes to river basins at the national, regional and global levels, based on the scientific knowledge base									
ER 16: World's freshwater resources assessed, notably through the United Nations World Water Development Report, and Member States supported in strengthening policies for water governance, including of shared waters	17	777 434	679 346	87	16	52 398 499	6 862 846	5 269 514	77
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	165 737	156 524	94	17	11 451 587	4 491 416	3 348 064	75
ER 18: Education capacities for water management reinforced at all levels, especially taking into account Africa and gender equality issues	10	28 487	13 899	49	13	3 575 911	506 396	424 505	84
ER 19: Use of biosphere reserves as research and learning platforms for sustainable development broadened, and implementation of the MAB Programme strengthened, including through enhanced exchange of best practices with regional and global networks	34	231 177	154 529	67	46	25 847 794	10 034 676	6 106 209	61
ER 20: Earth sciences research, education and capacity-building for sustainable development enhanced, with a particular focus on Africa.	12	122 814	106 570	87	10	1 064 950	823 969	690 332	84
ER 21: CCTU Biodiversity: Sustainable and equitable use of biodiversity and ecosystem services strengthened in collaboration with key United Nations institutions and agencies and Regional Reference Centres.	9	72 594	69 612	96	12	5 775 023	2 440 787	1 295 112	53
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	3	1 149 246	95 486	95 484	100
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	3	63 801	16 764	16 764	100
ER 24: Knowledge base and policies for renewable energy, in particular solar energy, and energy efficiency and sustainable use promoted for the purpose of sustainable development, also targeting resident communities in biosphere reserves as beneficiaries of the solutions found	5	0	0	N/A	2	186 677	108 351	104 069	96
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	91 280	85	10	5 618 197	1 187 939	979 203	82
ER 26: CCTU Natural Disasters: Scientific knowledge base and adaptation capacity of Member States for water hazards at regional and country levels improved	6	50 200	37 670	75	7	4 420 731	2 998 267	2 445 669	82

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	Twelve countries (Tanzania, Nigeria, Rwanda, Kenya, Egypt, Sudan, Tunisia, Yemen, Burundi, Central African Republic, Senegal and Togo) have received assistance from UNESCO for their STI policy.	<p>The results achieved contributed to the timely achievement of the expected result, considering the related performance indicators and benchmarks. The first High level African Ministerial Conference on Science, Technology and Innovation for Youth employment, Human Capital Development and Inclusive Growth, resulted in the "Nairobi Declaration", a milestone for a renewed commitment of ministers in charge of STI in Africa to strengthen scientific research. UNESCO participated to the fifth ordinary session of the African Ministerial Conference on Science and Technology (AMCOST V) in November 2012 in Brazzaville, Congo. The meeting discussed the strategies and reports on the implementation of Africa's Science and Technology Consolidated Plan of Action (CPA), implementation of the African Union Summit and AMCOST Decisions.</p> <p>Needs assessments at country level have been conducted through consultation processes to set up priorities in STI policies and development of project proposals. With funding from UNESCO and other development partners and national governments, a number of human and institution capacity building in national innovation system and STI policies for sustainable development activities were conducted in more than twelve African and Arab countries. UNESCO's intervention focused on production of policy briefs and training (including private sector representatives) in management of National STI systems development with the objective to increase their effectiveness in STI policy design implementation, monitoring and evaluation for enhanced socio-economic and sustainable development. UNESCO in partnership with other UN Agencies through UN Delivering as One are providing technical assistance to the Governments of Kenya, Nigeria and Rwanda in reviewing their country's Medium-Term Plans with the objective to leverage funding for cost effectiveness.</p> <p>Within UNESCO's framework of Promoting access to STI policies and access to knowledge and building capacities in the basic sciences and engineering respectively, a two day workshop was organized for 29 women and three men scientists, engineers, policy makers and academics from Cameroon, Ethiopia, Ghana, Kenya, Nigeria, South Africa, Tanzania and Zimbabwe in Sub-Sahara Africa. The workshop brought together renowned 29 women professors and distinguished women in their mid-careers in science, engineering and technology, policy makers, and representatives of agencies which are mainstreaming gender programmes who shared their experiences on strategic policies and strategies for promoting women in SET while those who have supported or benefited from gender-specific programmes, like the L'Oreal Corporate Foundation led discussion on emerging issues and made recommendations on the way forward. This was followed by honouring 10 distinguished women scientists by UNESCO/L'Oreal with a fellowships award of US\$20,000 each towards completion of their PhD programmes.</p> <p><u>Challenges/Lessons Learned:</u> It is challenging to maintain the high political commitment required and to strengthen further cooperation in STI, in particular South-South cooperation. In the current financial situation, the main challenge faced in a executing a number of these activities was the timely and sufficient funding. This was however mitigated by collaborating</p>
	PI: Number of African Virtual Camups centres created B/b: two	Proposals for new AVC have been developed and submitted for external funding.	

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	
Education capacity development and research in the sciences and engineering strengthened through networking, partnerships, collaborative research and training	<p>PI: Number of additional institutions joining specific networks B/b: Each specific subject network to increase by 5% compared to 2011</p>	<p>The overall achievement of progress made in the eighteen months exceeds the programmed benchmark. Implementation of each specific subject network increased well above the 5% targeted. Many additional institutions joined the various UNESCO networks, such as ANSTI, Geoscience for Women Network, the IAP (a global network of science academies), ICTP and WAYS.</p>	<p>The results achieved contributed to the timely achievement of the expected result, considering the related performance indicators and benchmarks. In line with UNESCO's mandate in providing leadership and guidance in science education and research, a number of projects were implemented in Africa to enhance capacity in science and engineering through curricula review and pedagogical assistance in teaching of science and mathematics. Innovative teaching and learning methodologies were developed in enhancing interest in science and promoting career in science at primary, secondary and tertiary levels in a number of African countries. UNESCO also provided technical assistance to Member States in the development of new programmes in science and engineering in universities and research institutions in new and emerging areas such as nanotechnology, petrochemical engineering, solar energy technologies, space science and climate science, in response to the needs of Africa's socio-economic growth and sustainability.</p> <p>ICTP held regional training activities in Cote d'Ivoire, Ghana, Kenya, Senegal, South Africa, Tanzania, supported five affiliated centres in Egypt, Benin, Senegal, Ghana, Cameroon, and supported 18 scientific meetings in Africa during 2012. ICTP has received a major contract from the European Commission for "Training and Preliminary Backbone Infrastructure Development" within air transport and satellite service applications in Africa. It aims at training scientists in Africa in Global Navigation Satellite System implementation, management and testing. ICTP continues to play an advisory role with the Nigerian National Assembly to improve the country's science and technology policies. The Centre is collaborating in masters programs in High Performance Computing (HPC) at African universities, supervises the editorial services for the African Review of Physics, a peer-reviewed and on-line international e-Journal. ICTP co-coordinates with the Johannes Kepler University in Linz, Austria, the scientific network ANSOLE to foster training and research in solar energy in Africa.</p> <p>The IAP, the global network of science academies, is a global network of academies of sciences (currently 105 scientific academies from around the world) established in 1993. IAP works closely with its member academies to strengthen the role that science plays in society. A series of activities is implemented towards these primary objectives, also promoting South-South and North-South cooperation (e.g., on water, science education), and the science-policy interface (e.g., through the IAP Statement on issues of global importance such as the IAP Statement on "Population and Consumption"); furthermore, IAP is increasingly working at the regional levels through the IAP Affiliated Regional Networks, including the Network of African Science Academies.</p>

36 C/5 Global Priority Africa Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
			<p>Strengthening the capacity of Africa bioscientists in genomics and bioinformatics has the potential to improve agricultural productivity, increase incomes and improve food and nutritional security. Within UNESCO's framework of building capacities in the basic sciences including through the IBSP, UNESCO in partnership with the Biosciences Eastern and Central Africa (BeCA-ILRI Hub) in Nairobi trained 41 African bioscientists of which ten were women, from ten African countries (Cameroon, Democratic Republic of the Congo, Ethiopia, Kenya, Madagascar, Rwanda, South Sudan, Sudan, Tanzania and Uganda) in August, 2012. The overall objective of the training was in fulfilment of UNESCO, AU-NEPAD and BeCA-ILRI's mission to harness the potential of the biosciences to contribute to increased agricultural productivity, education and training of the next generation of African agricultural research leaders and scientists and to promote the development and adoption of technologies to address key agricultural productivity constraints.</p> <p>The Mathematics of Planet Earth 2013 initiative implemented in 2013 exceeded expectations in terms of providing, schools, decision-makers and the general public with an opportunity to experience and grasp many aspects of mathematics, including its inter-disciplinarily, applications in life and earth sciences, its relevance on societal and environmental issues, the impact of mathematics research on thematic topics specific to Africa, the involvement of women in mathematics and global trends and perspectives on mathematics for sustainable development.</p> <p>Scientific capacity of Member States was improved through training or institutional capacity building. In the framework of the Centre of Excellence in Biodiversity project, Rwanda has been supported through organization of training of trainers in taxonomy and the development of Rwanda's National Research Policy. Capacity-Building for Integrated Lands and Ecosystem Management adapted in Africa is going on in ERAIFT. Twenty-six African specialist coming from 11 African countries have completed their Masters Degree in April 2012 and currently, 97 specialists from 21 countries are being trained (64 Master from 6th and 7th promotions and 33 PhD). The call for a new promotion was published in June 2013. The external evaluator has confirmed the improvement of the project efficiency. The institutional sustainability is discussed at the board level of the ERAIFT and at UNESCO Headquarters. It is proposed that ERAIFT be assessed to become a category 2 center under the auspices of UNESCO.</p> <p>Dissemination of scientific results and innovations has increased as a result of various initiatives including the World Library of Science which seeks to transform the world science education landscape, by creating a common ground of current, research-oriented, vetted information and curriculum across all countries. The Library contains 2,500 - 3,000 learning modules in all concepts of the life and physical sciences.</p> <p>Presentation and dissemination of research results and networking of scientists and engineers are also facilitated through awards of fellows and grants to scientists and engineers. These are done through partnerships</p>

36 C/5 Global Priority Africa Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
			<p>with L'Oreal Corporate foundation, DAAD, the African Development Bank and the African Network of Scientific and Technological Institutions (ANSTI).</p> <p><u>Challenges/Lessons Learned:</u> The networks are very active and Member States' interest has increased. One challenge is to promote more networks of women scientists in different scientific specialties in Africa. However, the need for strengthening capacity in science and engineering in Africa is more urgent now than ever before. The continent has several countries which are among the fastest growing economies in the world, but has limited human and intuitional capacity to harness science technology and innovation for its socio-economic development and environmental sustainability. UNESCO is well placed to assist member countries in developing capacity in science, technology, engineering and innovation through technical assistance and support in education and research but has limited funding. A number of the well-articulated proposed activities to make impact in science and engineering education and research have not found donors. The challenges for those which are funded are also limited due to the amount of funding to make significant impact.</p> <p>The expected result directly contributes to 34 C/4 Strategic Programme Objective 4 "Fostering policies and capacity-building in science, technology and innovation".</p>
Policy dialogue enhanced between IOC Secretariat and African national and regional institutions and stakeholders; resources mobilized in support of African institutions and programmes in ocean observation and data and information exchange, sea level monitoring, vulnerability mapping and integrated coastal area management, and climate change adaptation	<p>PI: Number of individuals, institutions and/or communities receiving training B/b: at least 100</p>	Three training workshops were held, attended by 80 participants. In addition, UNESCO sponsored another ten participants to attend training organized by other programmes.	<p>The results achieved contributed to the achievement of the expected result, considering the related performance indicators and benchmarks. During the reporting period, UNESCO-IOC mobilized extrabudgetary resources to complement the regular budget allocations facilitating the establishment of the IOC Sub-Commission for Africa and the Adjacent Island States (IOCAFRICA) as the new IOC governance structure in Africa. The IOC Coordinator in Africa was appointed as the Technical Secretary for the Sub Commission and is posted at the UNESCO Regional Office in Nairobi since March 2012. The Sub-Commission developed its Strategic Plan and adopted a work plan for the period 2012-2013 focusing on: (i) a survey of available capacities (human resource skills, infrastructure, equipment, availability of decision-support tools) and identification of gaps that need to be addressed; (ii) utilization of existing UNESCO/IOC Chairs in the region for capacity development and (iii) implementation of ongoing projects/programmes including the Integrated Data and Information Products and Services for the Management of Oceans and Coastal Zones in Africa (ODINAFRICA-IV). The IOC Secretariat reinforced existing international cooperation with WMO, GEF, UNDP, UNEP, and FAO.</p> <p><u>Challenges/lesson learnt:</u> As the IOCAFRICA was only established in March 2012, and it approved its work plan for 2012-2013 and endorsed elements of its Strategic Plan only in May 2012, there was not much time to develop a working rhythm and implement activities. Despite this, good work was undertaken. However, with the limitation of the current constraints of financial and human resources, the key challenges remain the mobilization of the financial support from the African Member States and their regional institutions for the development and implementation of programmes. The proper staffing of the Secretariat of the newly created</p>

36 C/5 Global Priority Africa Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
			<p>Africa Sub-commission remains an issue.</p> <p>The expected result directly contributes to 34 C/4 Strategic Programme Objective 3 "Leveraging scientific knowledge for the benefit of the environment and the management of natural resources" 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".</p>
Freshwater resources assessed, and technical cooperation provided for strengthening water governance, including of shared waters and management	<p>PI: Number of sub-regional assessments disseminated B/b: At least two assessments</p>	<p>The World Water Development Report's chapter 7.1 on the 46 UNECA Member States in Africa provides an assessment of regional water resources, along and two specific case studies. This was launched during World Water Week in Marseille, France in March 2012.</p>	<p>The results achieved contributed to the timely achievement of the expected result, considering the related performance indicators and benchmarks. Several initiatives and capacity building activities in support to informed decision-making for sustainable management of water resources, to reinforce flood risks management have been carried out in Africa. They include the Africa Water Cycle Coordination Initiative launched in Libreville in February 2012; training workshop on the UNESCO IWRM Guidelines at River Basin Level; Second Workshop on ISARM for central Africa countries leading to the improvement of the identification and characterization of transboundary aquifers of the region and to the preparation of an Action Plan for ISARM activities within the region; a series of sub-regional workshops on water conflict management and cooperation in SADC and IGAD regions within the framework of the International Year of Water Cooperation 2013 in particular the Workshop on Water Sciences for Peace and Sustainable Development in the Eastern Nile attended by more than 100 participants (out of which 70 water experts and researchers) from the Eastern Nile Countries (Egypt, Sudan, South Sudan and Ethiopia) in May 2013. Support has been provided for the celebrations of World Water Day focusing on water cooperation in Madagascar, Kenya, Comoros, Rwanda, South Sudan, Zimbabwe and Namibia. The project on Lake Chad approved under the Emergency Fund will contribute to better management of the transboundary resources, including water resources. In this regard, more than 30 senior officials of the Lake Chad Basin Commission have been trained in negotiation skills on water management issues.</p> <p>Around 100 people were trained in Namibia, Benin and South Sudan) on issues related to flood risk management. A roadmap has been adopted in Namibia and Kenya for the preparation of projects within the framework of national actions on flood risk management. Priorities on capacity building have been identified in the three countries.</p> <p>Several meetings were organized in collaboration with partners including for instance the conference on water science, policy and governance in Africa and the fourth regional meeting of IHP national committees of Sub-Saharan Africa, held from 23-27 April 2012 in Dar es Salaam; the Africa regional consultation on groundwater governance held in Nairobi 29-31 May 2012 organized in partnership with AMCOW and the Government of Kenya; in October, a conference on sustainable management of water resources in Africa with a focus on water quality issues was jointly organized by UNESCO, DAAD and University of Maseno in Kenya. In the current financial situation, for all these activities, partnership has been</p>
	<p>PI: Number of IWRM workshops held and number of participants B/b: At least two workshops of at least ten participants each</p>	<p>Several initiatives and capacity building activities in support of IWRM have been carried out in 2012 and 2013 in Africa benefitting hundreds of participants; for instance two training sessions on IWRM Guidelines, one on ISARM for Central Africa, three on Water Sciences for Peace and Sustainable Development, three on flood risks management.</p>	

36 C/5 Global Priority Africa Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
Renewable energy policies and knowledge base promoted	<p>PI: Number of African Member States receiving renewable energy policy advice increased</p> <p>B/b: At least two new Member States</p>	<p>Policy advice and assistance was provided for the assessment of prospects for renewable energy sources for Togo, Somalia, Senegal and Kenya, and training has been provided for access to solar energy in rural communities in Rwanda.</p>	<p>The results achieved in the eighteen months of the biennium contributed to the timely achievement of the expected result, considering the related performance indicators and benchmarks.</p> <p>In renewable energy efforts continued to enhance the knowledge base and exchange of best practices and promote related energy policies. Training of six women from Rwanda (4) and Benin (2) in Tilonia, India was supported by Indian Government and in Rwanda, funds have been granted to help the trainees implement in country-activities upon their return under the One UN framework. A network of Barefoot College engineers will be supported and in country training organized in Rwanda. The organization</p>

36 C/5 Global Priority Africa Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
			<p>of the fourth session of African Solar School to be held in 2013 was initiated and will benefit from the support of ISESCO, TIKa and other regional institutions. Under ISESCO support, a "Strategy for the development of renewable energy in Togo" was formulated.</p> <p>Concurrently, project proposals for the organization of two regional high level experts meetings as well as a Solar Electrification of Rural Schools initiative in Sub-Saharan African countries that includes a capacity building component were developed and submitted for funding.</p> <p>Somalia's energy sector has suffered from over two decades of neglect and lack of planned investments. A UNESCO-UNDP Partnership-led Forum on Energy for Somalia's Future Goals for 2015 in partnership with Government of Turkey, the World Bank, the AfDB, EU and other development partners and academia was organised to accelerate Somalia's economic development at the Second Istanbul Conference in June 2012 in Istanbul, Turkey. The Forum deliberated and agreed on Programmatic Priorities and a tripartite Partnerships Framework to comprehensively address the energy needs in Somalia in order to overcome the barriers to access to energy and diversifying the energy mix. Recommendations from the four partnership fora including the Energy forum were presented at the Tripartite Plenary meeting on preparing Somalia's Future: Goals for 2015 Chaired by the United Nations Secretary General.</p> <p><u>Challenges/lessons learnt:</u> Extrabudgetary support is starting to be mobilized to address renewable energy, although there remains a vast need for additional funding to adequately address this topic and in kind support was particularly difficult to obtain, although it was successful in the end. Using unconventional energy sources to support communities that are off the grid is a valuable contribution to national energy planning.</p> <p>The Expected Result directly contributes to 34 C/4 Strategic Programme Objective 4 "Fostering policies and capacity-building in science, technology and innovation" outcome "Governments assisted in the development of national policies pertaining to renewable and alternative energies and sustainable energy management".</p>
Resilience of communities reinforced, with particular reference to climate change adaptation and natural disaster preparedness	<p>PI: Number of communities receiving training in climate change adaptation and/or disaster risk reduction</p> <p>B/b: At least 10 communities, with equal representation of women and men in each community</p>	Workshops and training have been undertaken targeting communities from drylands (Horn of Africa region) and wetlands (Lake Bosomtwe, Ghana) where 26 indigenous communities were trained.	<p>The results achieved contributed to some achievement of the expected result, considering the related performance indicators and benchmarks.</p> <p>Three new biosphere reserves have been approved in Africa (Senegal, São Tomé and Príncipe and Ethiopia) where sustainable development approaches will be implemented addressing climate change issues in many cases. Thanks to efforts of the MAB programme, the biosphere reserve agenda is gaining momentum in many African countries if assessed by the number of Member State showing interest in submitting applications for biosphere reserves nominations (e.g., Angola, Botswana, Zimbabwe, Tanzania, Kenya, Rwanda, and South Africa). Focus is on training to promote successful applications and creating awareness on how biosphere reserves contribute to strengthen the communities' capacity to apply sustainable development approaches including responses to</p>

36 C/5 Global Priority Africa Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
			<p>climate change. One of the main challenges is the threat due to deforestation and mining activities, particular in the Congo basin. UNESCO launched an important project in June 2013 to establish a transboundary biosphere reserve straddling the borders of Cameroon, Congo and Gabon; this region is one of the areas of intense mining and logging activities.</p> <p>The IGCP programme is currently supporting a continental-scale project aiming at gathering knowledge on seismic active zones in Africa in the view of improving the preparedness and mitigation of earthquakes. UNESCO-IOC is also working with other Tsunami Warning Centres, Disaster Management Organisations and academia to set up an Indian Ocean Tsunami Warning and Mitigation System that would be beneficial for countries like Tanzania, Kenya, Mozambique, Madagascar and Comoros. Two others IGCP projects supported by Sida, are evaluating the health and environmental impacts of mining activities in Sub-Saharan African countries, with focus on abandoned mines; the objective is to provide science-based advises to governments on mitigation measures. Studies are focusing on understanding the process through which pollutant trace elements contaminate soil, water and food chain by using experimental sites in various African countries (Burkina-Faso, Cameroon, Democratic Republic of Congo, Kenya, Namibia, Nigeria, Senegal, South Africa, and Zambia).</p> <p>UNESCO efforts to combat drought in the Horn of Africa has made progresses in two directions: through capacity building studies and training in Kenya, Somalia and Ethiopia on the use of modern technologies for water assessment, the end result be the improvement of the resilience to adverse effects of climate change; and through projects on targeted specific regions to assess groundwater for the use of communities during emergency situations; the use of modern technologies have been very successful in Ethiopia and similar study is now being conducted in Turkana region in Kenya. Continuing efforts have also been focusing on advises to Member States to overcome flooding such as in West Africa and in Namibia.</p> <p>Following a recommendation of the third regional meeting of IHP national committees in Africa, UNESCO has embarked on the preparation of an important Pan African programme RESHSYST-Africa on production of tools for the design of resilient hydraulic infrastructures in Africa within the context of climate change. For its first phase, the programme will concern the countries of West and Central Africa to revisit tools developed since 1960-70 but still used by engineers and managers despite the complete change of ecosystem and observed climate variability. Twelve national baseline studies have been carried out in DRC, Togo, Chad, CAR, Ivory Coast, Cameroon, Niger, Rwanda, Benin, Guinea, Senegal and Congo.</p> <p><u>Challenges/lessons learnt:</u> Climate change, particularly in Africa where the scientific basis of knowledge is still in the development stage (although many UNESCO projects are contributing at this higher level), is very challenging to fund under the current financial situation.</p> <p>The expected result directly contributes to all four outcomes of 34 C/4</p>

36 C/5 Global Priority Africa Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
			Strategic Programme Objective 5 "Contributing to disaster preparedness and mitigation" .

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

Activities for all these results for Priority Africa are strongly dependent on collaboration with external partners, and many Member States are not in a position to provide financial contributions. In addition, some activities have been fully or partially implemented using staff time as the only input. As examples of partnership collaboration, the Nelson Mandela African Institute of Science & Technology contributed some funds to support partially the consultants who were selected to develop materials and train the trainees in the STI policy workshop. They also provided the venue and support materials during the training activities and the cascading training where the trainees will be tested in their ability to deliver the course to real participants; and UNESCO provided technical expertise in the One UN review and development of the national MTPII of Kenya and Rwanda through the Delivering as One mechanism.

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	- L'Oréal-UNESCO For Women in Science Awards ceremony, March 2013 at La Sorbonne, Paris with the five laureates and 16 fellows as role models - Pink Cloud Conference, organized by Microsoft in partnership with UNESCO in Florence, May 2013 - Preparation has been underway for a Side-event on Women and Research to be held during ECOSOC, Geneva, July 2013 jointly organized with UNESCO, CERN and IFUW with the participation of L'Oréal/UNESCO Laureates for Africa and the Arab Region in 2013.	During this semester, the expected results have met the benchmarks related to the promotion of women scientists as role models and the support to young women scientists. L'Oréal-UNESCO For Women in Science, which is the main programme in this area, celebrated its 15th anniversary this year. The programme has continued expanding its support to women scientists and in particular the promotion of women role models in science, benefiting from a strong press and media coverage. In March 2013, the Programme rewarded five outstanding women scientists for their excellence in physical sciences, but also around 200 international, regional and national fellowships to young women researchers. <u>Challenges/Lessons Learned:</u> UNESCO has a broad network of women scientists to serve as role models to younger generations of scientists but very limited resources and the Organization fully depends on external funding (e.g. L'Oréal). Thus, the main challenge is to support financially the participation of women role models at international scientific events. These results contributed to 34 C/4 SPO 4 "Fostering policies and capacity-building in science, technology and innovation" outcome "Institutional and human capacities in the basic and engineering sciences and energy strengthened at all educational levels, notably in Africa, LDCs and SIDS and benefitting female students" as well as contributing to the 2008-2013 Gender Equality Action Plan expected outcomes "UNESCO-L'Oreal For Women in Science partnership continued".
	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	No major science policy documents were developed during this semester, however, gender issues were integrated in all science policy and capacity-building events organised within the science policy programme in UNESCO.	
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	A sub-regional network in the Indian Ocean SIDS and Madagascar to support the transmission and recognition of traditional medicine by female and male practitioners, with special emphasis given to knowledge of and for women, was established during a meeting of practitioners, NGOs and researchers from all countries in the Seychelles in February 2013.	The UNESCO Chair on Water, Gender and Governance in Santo Domingo, Dominican Republic was endorsed. Once formally in place, the chair will address women's role in local knowledge related to water governance and will enlarge the network of water and gender Chairs in the region and worldwide. Under the framework of the SIDS intersectoral platform, in the Indian Ocean SIDS (Seychelles, Mauritius, Comores, La Reunion, Maldives) and Madagascar, transmission and recognition of traditional medicine was supported through the formation of a sub-regional network of more than 17 practitioners, half of whom are women, that will support each other to exchange best practice, dialogue with policy-makers and scientists, develop good practice guidelines and ethical codes, improve sustainable use of plant resources and develop appropriate education programmes, with special emphasis given to knowledge of and for women. This network was established during a meeting of practitioners, NGOs and researchers from all countries in the Seychelles in February 2013. In many cases the medical attention required by women, as well as the quality of medical treatment available to them differs from that required by and available to men. The project places special emphasis on the medicinal knowledge held by and used for women. For instance, the book

36 C/5 Global Priority Gender Equality Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
			<p>"Women's Knowledge: Traditional medicine and nature", published in French in 2011 (http://publishing.unesco.org/details.aspx?Code_Livre=4823), for which the English translation is underway, is a study of traditional medicine in the Mascarene Islands, where women were vastly outnumbered by men for centuries and often had difficulty accessing appropriate health care. Within this context, unique medical traditions arose, derived from medical traditions of the various waves of migrants from Europe, Madagascar, Africa, India, China and other places, held primarily by women.</p> <p><u>Challenges:</u> Due to the financial situation, originally planned activities have been delayed, including women's role in local knowledge concerning water governance, which will be addressed by the newly established Chair. In the case of the Indian Ocean SIDS project, the funds only became available in September 2012. Consequently, the workplan had to be revised to take into account the shorter period of time available for implementation. The primary challenge was to identify and contact traditional practitioners in some of the countries where there is little or no sense amongst practitioners of their belonging to a community, where their practice is somewhat underground and where they are not used to using email or even mobile phones. A related challenge is to ensure that the practitioners themselves participate in the project, despite the eagerness of scientific and government institutions to speak and participate on their behalf.</p> <p><u>Lessons learned:</u> Retaining a flexible attitude to project implementation pays off. For the Indian Ocean SIDS project, the meeting took place in February 2013 and was the opportunity for the practitioners to begin phases of a regional network. A statement, agreed in English and French, with recommendations for ensuring safe and effective traditional medical practice in the Indian Ocean SIDS was produced. It was also the opportunity for formal and informal exchange of ideas and information between practitioners, men and women from different countries, including sharing ethical codes and good practice guidelines from Seychelles and Madagascar. The meeting received media coverage by Seychelles Broadcasting Network and the newspaper 'Seychelles Nation'.</p> <p>These results contributed to the 34 C/4 SPO 5 "Contributing to disaster preparedness and mitigation" outcome "Vulnerable and weakened communities prepared to cope with disasters through access and use of information and knowledge and to mitigate their impact" as well as the 2008-2013 Gender Equality Action Plan expected outcome "Value of indigenous and local knowledge held by women, as well as women's contributions to sustainable development in SIDS, highlighted and showcased, with particular reference to natural disaster preparedness and response, biodiversity conservation and climate change".</p>
Gender equality issues incorporated in the WWDR4	<p>PI: Stand-alone publications, or chapters on water and gender equality in World Water Development Report-4</p> <p>B/b: at least one special section on GE and water</p>	<p>An addendum to Chapter 35 of the WWDR4, 'Water and Gender', was published in August 2012. WWAP event "Water Resources and Gender Equality: What is the link?" held at World Water Forum, Marseille, March 2012. Gender Focal Point seminar held at the University of Turin in May 2012. During Stockholm World Water Week August 2012 a fund-raising strategy for sex-disaggregated indicators was proposed to the AMCOW gender representatives. WWAP lecture to African Department Students, on 27 November 2012 on gender mainstreaming, the role of gender policies, and the importance of sex-disaggregated indicators.</p>	<p>This expected result was fully accomplished in the first year of the biennium. The discussion on gender indicators has been brought together with ongoing planning elsewhere in the Sector so as to strengthen future planned work on gender indicators and policy instruments.</p> <p><u>Challenges:</u> Lack of dedicated funding could have derailed the attempts to mainstream gender, but the commitment of staff time, in Perugia and in Paris, ensured success.</p> <p><u>Lessons learnt:</u> The creation of a Advisory Group on Gender Equality for WWAP led to the Programme's strong commitment to ensure that women's perspectives on water issues are told and heard. Through its advocacy, outreach and capacity development activities and programmes WWAP raises awareness of the need to include women in water management at all levels - from local water and regional basin authorities to international water assemblies with key decision-making functions. WWAP integrates its gender mainstreaming techniques with its work on regional processes, providing advice and technical support to regional organizations (currently AMCOW for the Africa process) so that they can establish processes for and promote the collection and use of sex-disaggregated data on water management and use.</p>

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

36 C/5 Global Priority Gender Equality Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
			scientific dimensions of sustainable development", and to SPO 3 "Leveraging scientific knowledge for the benefit of the environment and the mangement of natural resources" outcome "Principles and guidelines for science-based sustainable management of natural resources agreed upon and implemented in all regions through national policies". They also contributed to the 2008-2013 Gender Equality Action Plan expected outcome "Gender-responsive approaches to biodiversity conservation and sustainable development fostered through promotion of effective participation of women in decision-making processes".
Gender-responsive approaches to disaster risk reduction promoted	<p>PI: Number of DRR activities with a gender-specific component</p> <p>B/b: At least 5</p>	<p>UNESCO promoted active involvement of women-scientists in leading the regional networks on landslide research and risk reduction within the International Consortium on Landslides, notably for LAC region, Balkan countries, as well as the North Asia sub-region. The role of these networks is to promote research and capacity building, but also to focus on raising awareness of population and especially of vulnerable communities on landslide risks, in which women can play a prominent role.</p>	<p>Progress has been made towards the benchmark for this expected result. UNESCO is actively engaged in changing the practices of professionals in the disaster risk reduction (DRR) community so that it can be met in future. UNESCO promoted active involvement of women-scientists in leading the regional networks on landslide research and risk reduction within the International Consortium on Landslides, notably for LAC region, Balkan countries, as well as the North Asia sub-region. The role of these networks is to promote research and capacity building, but also to focus on raising awareness of population and especially of vulnerable communities on landslide risks, in which women can play a prominent role.</p> <p>On 13 October 2012 UNESCO celebrated International Day for Disaster Reduction as a reminder that disaster resilience must be a development priority in all parts of the world. The 2012 celebration focused on the role of women and girls in reducing disasters risks, drawing attention to the fact that their efforts to protect and rebuild their communities before and after disasters are often unrecognized.</p> <p>IHP developed a component on "Gender Mainstreaming and Drought Management" within the Intersectoral Platform on Priority Africa project "Drought Monitoring at the Country Level - Towards Regional and National Drought Mitigation and Risk Management and Planning Strategies in Africa". This aims to raise awareness of the impact of drought on vulnerable and disadvantaged groups, focusing particularly on women and to enable gender mainstreaming and engagement in drought policies; and to develop gender responsive approaches to drought mitigation planning. In IOC, training programs in several topics increased the number of women participants. For example, tsunami preparedness was promoted in Dominican Republic, Ecuador, Colombia, Chile, Peru, Nicaragua, Haiti, Indonesia and Philippines through more than 10 training courses for local communities and school teachers and in these at least 30% of the participants were women. The workshop on research and monitoring for the prevention of marine environmental degradation attracted more women than men (41 to 32). The Ocean Teacher Global Classroom Pilot Project continues to aim at gender parity amongst participants. In an activity in the Arab Region, Qatar University's Chair on Sustainable Development taught female students about the value of natural ecosystems, in this case the ecology of floating mangroves, to disaster resilience along coastlines.</p> <p><u>Challenges:</u> SISTER reporting was poor, and needs to be gender-disaggregated when discussing activity participants or recipients. It is likely there was more progress than reported here. Many activities still haven't integrated a gender approach for disaster mitigation efforts. Therefore the development of strategies which allow further involvement of women in DRR activities remains a challenge for the Organization.</p> <p><u>Lessons learnt:</u> Staff require gender equality coaching to improve their activity reporting, and need to take the seminars that SC/DRR in close cooperation with ODG/GE is organizing for UNESCO staff on how to mainstream gender components in DRR activities. Experts are invited to share their experiences and the tools for integration of gender elements will be proposed following the seminars. The first such meeting took place in February 2013 in Paris, facilitated by an expert from the United Nations Office for Disaster Risk Reduction. The second seminar will be organized on 8 July 2013.</p>

36 C/5 Global Priority Gender Equality Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
			These results contributed to the 34 C/4 SPO 5 "Contributing to disaster preparedness and mitigation" outcome "Vulnerable and weakened communities prepared to cope with disasters through access and use of information and knowledge and to mitigate their impact" and to the 2008-2013 Gender Equality Action Plan expected outcome "Gender-responsive approach to disaster risk reduction promoted".

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

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

MLA 1: Promoting STI policies and access to knowledge

Regular Programme ¹ : operational budget only		Extrabudgetary resources ¹	
Allocation 2012-2013: US\$ 460 941	Expenditures 2012-2013: US\$ 304 644	Allotment 2012-2013: US\$ 9 110 873	Expenditures 2012-2013: US\$ 4 562 561

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
ER 1: Strengthened and self-driven national STI systems and policies developed	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	1) Technical advice in science policy formulation and review provided through missions and consultations with STI stakeholders in several countries, including Botswana, Brazil, Burundi, Cap Verde, Congo-Brazzaville, Democratic Republic of the Congo, Jordan, Iraq, Kenya, Namibia, Nigeria, Rwanda, Togo, Swaziland and Zambia. 2) Training workshops on governance and monitoring of STI policy systems were conducted for West African countries and Lusophone countries in Africa.	During this biennium, the expected results have met the benchmarks mainly with support from extrabudgetary resources particularly for projects at national and sub-regional level. More than 20 extrabudgetary projects are included in this MLA. The main focus continue to be on the development of STI policies and strategies but also on capacity-building with a series of training workshops that have been organized at sub-regional level in Africa (South Africa, Feb&May 2013; Dakar, March 2013 and Maputo, June 2013). Challenges/ Lessons Learnt: The main challenge remains in responding to national requests with restricted resources and limited staff support. Another challenge is the difficult political situation in some of the countries (political instability, insecurity). To face this challenge and enable stronger impact, UNESCO is working closely with other UN agencies, development and funding agencies, such as WB, UNDP, UNECA, IsDB, AfDB and with Institutions such as CERN and UNU-Merit. Furthermore, in order to ensure cost-effectiveness, some capacity-building activities initially planned at national level were regrouped at the sub-regional level, with the participation of several countries. The results directly contribute to the 34 C/4 Strategic Programme Objective 4: "Fostering policies and capacity-building in science, technology and innovation", in particular to the expected outcome "Evidence-based
	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	Outlines and discussions were undertaken with donors for the development of self benefiting projects, in science policy and capacity building in STI for Angola and Nigeria.	
	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	1) Regional and sub-regional STI policy platforms were consolidated in South-East Europe and in the Arab Region. 2) Capacity-building for the African SADC region: Second workshop and final conference held in STI policy for policy-makers in the SADC region (February and May 2013, South Africa). 3) STI Policy Research Groups strengthened in the University of Zimbabwe and the Nelson Mandela African Institute of S&T (Tanzania). 4) Discussions ongoing regarding the renewal and reorientation of training and research activities of the UNESCO Chair on	

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
	centres established; African CPA supported with capacity-building in science policy; one new AVC centre established	technical entrepreneurship at Tswane University of Technology in South Africa.	
ER 2: Culture of innovation enhanced through national, regional and local innovation systems, science parks and technology business incubators	<p>PI: Technical cooperation in the elaboration, evaluation or review of action plans for the national, regional and local innovation systems</p> <p>B/b: four countries supported in the elaboration of their national, regional or local innovation system; action plans acknowledged and utilized</p>	Two countries (Indonesia and Mongolia) received technical advice for the elaboration of their regional innovation system.	<p>The expected results have met the benchmarks mainly with support from partner agencies, such as the International Center for South-South Cooperation on Science, Technology and Innovation (ISTIC) and the World Technopolis Association (WTA). More than one hundred managers of science parks, researchers and government officers were trained on science park and technology business incubator governance in Bogota, Colombia (February 2013), Banjul, The Gambia (April 2013) and Darkhan, Mongolia (June 2013). At the same time, the three countries also received technical advice for the development of science parks and technology business incubators. UNESCO also supported Sheikh Bahai Innovation Festival in Ishfahan (May 2013) and participated in the organization of the International Conference on Entrepreneurship and Innovation: Making Things Work Better in Dubrovnik, Croatia (May 2013). Within the framework of the celebration of the 5th years anniversary of the International Center for South-South Cooperation on Science, Technology and Innovation (ISTIC), UNESCO supported the organization of an international conference on "A role model for South-South cooperation through science, technology and innovation". The conference discussed about STI policy, technopernership development, engineering and inquiry-based science education.</p> <p><u>Challenges and lessons learned:</u></p> <p>The main challenge is the lack of finance to provide technical assistance and capacity building cativitis requested by the Member State in in the development of science park, technology business incubators and to support grassroots innovation activities. To overcome this challenge, we requested cost sharing for technical assistance and capacity building activities. The danger of this strategy is that not all Member States can afford this. Another challenge is that participation in UNESCO capacity building activities makes the former trainees more competitive in the job market so they can easily find other work outside of the science park and technology business incubator. To resolve this problem, we will reduce the number of countries participating in our capacity building activities but we have to increase the number of participants per science park as well as to increase the length of training, towards on-the-job training for at least three weeks.</p> <p>The results directly contribute to the 34 C/4 Strategic Programme Objective 4: "Fostering policies and capacity-building in science, technology and innovation", in particular to the expected outcome "Evidence-based national science, technology and innovation policies adopted by Member States in all regions, especially in Africa".</p>
	<p>PI: Capacity-building activities organized for managers of science parks and TBI</p> <p>B/b: two international and two regional training workshops organized to train managers of science parks and TBI</p>	Three national training workshops organized in Colombia (Bogota, 4-8 February 2013), The Gambia (Banjul, 10-12 April 2013) and Mongolia (13-15 June 2013). One international Conference organized by UNESCO in cooperation with the United Nations Economic Commission for Europe (UNECE) and the Croatian Ministry of Entrepreneurship and Crafts organized on "Entrepreneurship and Innovation: Making Things Work Better", in Dubrovnik, Croatia (23-24 May 2013).	
	<p>PI: Technical advice provided to select developing Member States for the development of science parks and TBI</p> <p>B/b: four countries supported</p>	Three countries supported by UNESCO in the development of science park and technology business incubator (Colombia, The Gambia and Mongolia).	
ER 3: Global STI monitoring strengthened through improved monitoring, assessments and information sharing	<p>PI: Design and launch STIGAP</p> <p>B/b: STIGAP launched and new approaches for international monitoring developed, tested and validated in cooperation with UIS and regional</p>	At regional level, the STIGAP was presented and discussed with STI representatives of nine African countries (Angola, Burkina Faso, Burundi, Cape Verde, Gabon, Ivory Coast, Mozambique, Niger and Senegal) during the two UNESCO sub-regional training workshops in Africa (Dakar, March 2013 and Maputo, June 2013).	The expected results have met most of the benchmarks with support from extrabudgetary resources, in particular the Spanish FIT project on Capacity Building in Science Policy in Africa. The main focus continues to be on the development of the Go-SPIN and STIGAP initiatives, as flagship programmes.

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
	research networks; methodology tested in two regions		<p><u>Challenges/ Lessons Learnt:</u></p> <p>The main challenge is to manage and implement the two main monitoring and assessment programmes (GO-SPIN and STIGAP) with limited resources and shortage of staff. To face this challenge, UNESCO is partnering with other specialized agencies such as WB, ISESCO, ADEA, AOSTI/AISTI to ensure smooth implementation of the activities. At the level of Africa, a contract has been established with AOSTI as UNESCO's main partner for the completion and integration into the GO-SPIN platform of selected African countries. Furthermore and as mentioned earlier, the training activities initially planned at national level were regrouped at the sub-regional level, with the participation of several countries.</p> <p>The results directly contribute to the 34 C/4 Strategic Programme Objective 4: "Fostering policies and capacity-building in science, technology and innovation", in particular to the expected outcome "Evidence-based national science, technology and innovation policies adopted by Member States in all regions, especially in Africa".</p>
	<p>PI: Number of foresight and assessment studies undertaken, and establishment of a global science policy information network (SPIN)</p> <p>B/b: at least two national STI indicators studies; the African STI Observatory functioning; at least ten additional countries integrated in SPIN</p>	Nine African countries were represented at the UNESCO training workshops, organized in cooperation with the UIS and AOSTI/AISTI, on monitoring and governance of STI systems. National working teams of selected STI officials are completing the GO-SPIN surveys for the integration of these countries in the GO-SPIN platform (Angola, Burkina Faso, Burundi, Cape Verde, Gabon, Ivory Coast, Mozambique, Niger and Senegal).	
	<p>PI: Dialogues and capacities for STI decision-making involving civil society, scientific communities and parliaments fostered</p> <p>B/b: two new sub-regional fora or interregional parliamentary fora on STI; capacity-building activities organised for at least two selected sub-regions and training materials disseminated online</p>	Dialogues and e-forum discussions on STI policy issues and concerns amongst researchers, policy-makers, scientists and scholars organized and network of STI stakeholders were strengthened in the Asia-Pacific region. Representatives from Parliament took part in the sub-regional African training workshops on governance of STI systems.	

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

Due to the financial constraints UNESCO tried to build on existing STI policy projects/programmes and add the training component related to STGAP and GOSPIN initiatives. This worked well for 2013 but it is uncertain whether these initiatives will achieve their full potential without success in mobilizing new funding.

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\$ 550 048	Expenditures 2012-2013: US\$ 414 463	Allotment 2012-2013: US\$ 8 154 313	Expenditures 2012-2013: US\$ 5 168 395

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
ER 4: Innovative interdisciplinary science and engineering curricula developed, including in such fields as renewable energy	<p>PI: Number of universities with science and engineering programmes strengthened in interdisciplinary curriculum development and in integrating collaborative team-based research projects into the curriculum</p> <p>B/b: at least 5 universities as initial participants</p>	Academic consortia formulated in five countries involving 21 universities in Japan (five); Indonesia (three); Philippines (six); Thailand (five); Vietnam (two). Two new UNESCO category 2 centres, the Aalborg Centre for Problem-based Learning in Engineering Science and Sustainability in Denmark and the International Knowledge Centre for Engineering Sciences and Technology in Beijing, China, were recommended by the Executive Board for approval by the General Conference. These will facilitate expansion of interdisciplinary curriculum	Progress has been made against both performance indicators, with one benchmark now met. Science education was reinforced through activities aiming at improving teacher capacities to adopt new approaches for knowledge transmission, and revision of teaching curricula. Relevant sections of the curriculum framework and science textbooks of grades four to six were analyzed and reviewed in the Maldives to develop a structure for "educational material" and science curricula of grades six to eleven was reviewed to identify areas for effective use of science kits in Sri Lanka. The proposal of

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
		development more broadly. New curriculum to introduce nanotechnology in all college sciences majors was prepared (Cairo); this has been accepted by Future University in Sudan and is being considered by the Supreme Council of Universities in Egypt. Another curriculum for a higher industrial diploma in nanotechnology developed and is under consideration of the Egyptian Ministry of Higher Education for approval and use in 19 Egyptian Universities.	new curricula in science teaching also stressed new areas of science such as nanotechnology for all college science majors, prepared through UNESCO Cairo Office, which have been accepted by the newly created University of Khartoum, Sudan. Building regional linkages between academic institutions has also strengthened science teaching. Academic consortia have been developed in five countries in the Asia and Pacific Region involving 21 institutions to handle the on-site operation of the UNESCO's Biotechnology School in Asia. Implementation of innovative science education strategies using social networks, through a pilot Facebook page, was launched and engaged among science teachers in Uruguay.
	<p>PI: Fora for planning and design of higher education systems, including regional accreditation standards established</p> <p>B/b: at least one regional forum per region on accreditation process for basic science and engineering programmes, faculty development training programmes, new materials for faculty development, guidelines for career advancement for young faculty, in particular women</p>	The Opening Week of the Mathematics of Planet Earth 2013 (MPE2013) implemented at UNESCO Headquarters (March 2013) provided to schools, decision-makers and the general public an opportunity to experience and grasp many aspects of mathematics. Summer schools took place in Kuala Lumpur, Malaysia, in collaboration with COMSAT. UNESCO is working with prestigious engineering societies IEEE, the WFEO, the ASME and other partners to determine the possibility of international accreditation standard for engineering. Higher education systems and restructuring the engineering curriculum has been discussed with universities in Denmark, Germany, Greece, Malawi, Namibia and Nigeria.	<p>One of the objectives of the UNESCO Engineering Initiative aims to determine the quantity and specific type of engineers needed globally but especially in Africa. It is estimated that some 2.5 million new engineers and technicians will be needed in sub-Saharan Africa alone if the region is to achieve the MDG target of improved access to clean water and sanitation. There have been several high-level meetings aiming at addressing the issue of the "needs and numbers" in engineering for developing countries, especially in Africa. Higher education systems and restructuring of engineering curricula (among universities of six countries in Africa) also were given priority. UNESCO worked with IEEE, WFEO, ASME, ICE, EWB and other partners from industry to start the implementation of international accreditation standards for engineering needs. In the institutional capacity building side, the establishment of a Chair for Women in Engineering (Republic of Korea), strengthening the role of women in engineering, and a further Chair in Engineering (Uruguay) are being set up, complementing the newly established Chair in Engineering in Israel for the support of entrepreneurship training for engineers. Two new UNESCO category 2 centres, the Aalborg Centre for Problem-based Learning in Engineering Science and Sustainability in Denmark and the International Knowledge Centre for Engineering Sciences and Technology in Beijing, China, were recommended by the Executive Board for approval by the General Conference. Human capacity-building took place through UNESCO's collaboration with ICTP and the University of Nigeria in organizing a Science and Engineering Week in Nsukka, Nigeria (June 2013) including training sessions for teachers on scientific mobile learning, hands-on experimentation using the UNESCO Global Microscience project, commemoration of the 2013 International Year of Water Cooperation and an outreach programme on engineering. The state-of-art in terms of advocacy for interdisciplinary science and engineering, the Opening Week of the Mathematics of Planet Earth 2013 at UNESCO Headquarters (March 2013) provided an opportunity to experience and grasp many aspects of mathematics, including its interdisciplinarity, its applications in life and earth sciences, its relevance on societal and environmental issues, the impact of mathematics research on thematic topics specific to Africa, the involvement of women in mathematics and global trends and perspectives on mathematics for sustainable development. As a follow-up of this Opening Week, 1,400 copies of a special issue of</p>

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
ER 5: Institutional research capacity strengthened through networked centres of excellence, South-South and North-South partnerships and university-industry alliances	<p>PI: Number of capacity building activities for trainers of trainers at tertiary level in science education, including on renewable energy, involving partnerships and networks focusing on S-S and N-S-S cooperation</p> <p>B/b: at least one innovative programmes for faculty exchange developed and implemented in at least three universities of developing countries</p>	<p>Four teacher training activities were organized in Congo Brazzaville, Cote d'Ivoire, Haiti and Sudan within the framework of the Microscience Project. Two teachers' training workshops in physics and applications were held in Armenia and Tunisia in 2012 and Ethiopia, Tunisia and Thailand in 2013. The fifth South East Asian Summer School on Renewable Energy organised in Malaysia with support of ISESCO and COMSAT. Under UNESCO patronage and in cooperation with UNEP and UNIDO, the Energy Globe Foundation launched a global online campaign focused on energy efficiency and best practice. Support provided to three international events that served as events Platforms for international partnership, cooperation and exchange of best practices on renewable energy science, technologies and their applications.</p>	<p>Good progress has been made against all the performance indicators, with all benchmarks already met. A significant part of the outstanding capital funding needed to complete construction of SESAME has been obtained. Attention of the international scientific community has been drawn to the opportunities for developing cooperation with SESAME, a centre which constitutes a unique platform for cooperation in basic science in the Middle East and neighbouring countries. The network of countries/science institutions cooperating with SESAME has been enlarged and reinforced. A budgetary framework for SESAME's action in 2013-2017 has been reviewed and updated.</p> <p>Networking provided the basis for knowledge sharing and strengthening of regional capacity. The Capacity and Networking Project workshop in mathematics and didactics (August 2012) in San Jose, Costa Rica was supported. The Mathematics Education</p>
	<p>PI: N-S public-private partnerships in research and entrepreneurship education</p>	<p>One Chair in Engineering was established in Israel. Activities developed with IEEE, WFEO, Airbus, and ASME as well as</p>	

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
	<p>established B/b: at least 1 collaboration developed</p>	<p>EWB and ICE to address the requests of the partners. Collaboration has also been developed with Intel and Microsoft for hands-on engineering teaching.</p>	
	<p>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</p>	<p>Process of establishment of a UNESCO chair dedicated to women in mathematics in Africa is ongoing. Two Category 2 Centres were established at the Nsukka, Nigeria (Biotechnology) and Magurele-Bucharest, Romania (Physics). Activities supported towards strengthening the SEE Regional Network on Phytochemistry (PhytoChemNet) established in 2011 on the occasion of the International Year of Chemistry Network meeting held. Collaboration with ANSTI and the L'Oreal Foundation L'Oreal Foundation with emphasis on women scientists - consultative events organized. Academic consortia were formulated in five countries (Indonesia, Japan, Philippines, Thailand and Vietnam). The joint Communiqué UNESCO and SESAME addressed to governments and the scientific community at large reinforced international commitment to the SESAME project. An important step forward in advanced training of users has been made at the SESAME Users' Meeting. A significant part of the outstanding capital funding needed to complete construction of SESAME has been obtained.</p>	
ER 6: Member States' capacities strengthened to develop models for enhancing student research leadership and career mentoring for young researchers, through university networks and professional societies, in particular for developing countries	<p>PI: Number of student competitions to solve local or regional challenges B/b: one international or regional competition carried out; two workshops for sharing experiences organized</p>	<p>The first ever UNESCO Intel Science Competition - Arab World 2012, a pan-Arab science competition was held with 120 participants from ten Arab countries. A competition to bring together creative young African innovators from engineering and the earth science fields was developed jointly by the UNESCO Engineering Initiative and Earth Science Education in Africa Initiative. The first "Fly Your Ideas" Competition, jointly sponsored by Airbus and UEI, was held in UNESCO Paris in June 2013--the same day Airbus' new A350 made its test flight.</p>	<p>This expected result has met two of its three objectives so far, with several activities in planning for the latter half of 2013. With the objective of promoting the popularization of science among youth and to stimulate critical thinking, UNESCO encouraged the organisation of science competitions such as the UNESCO Intel Science Competition - Arab World 2012, a pan-Arab science competition. The Director-General nominated Dr Hayat Sindi, from Saudi Arabia as UNESCO Goodwill Ambassador for Sciences (October 2012) to inspire girls to consider science careers. Further, a new partnership developed with Airbus aims to stimulate innovative thinking among young students in aeronautical engineering on ways to improve flying in the future, through a Fly Your Ideas Competition run jointly by Airbus and UEI. Within the Regional Centre for Biotechnology in India (category 2 centre), a programme of Young Investigator Awards mentorship programme for outstanding young Ph.D. scientists in the region was launched to promote innovative research in topical areas of biotechnology.</p> <p>In collaboration with the Division of Water Sciences activities for the International Year of Water Cooperation 2013 include a global project on water engineering for students around the world. Projects for rural areas in Africa and other developing countries to work on infrastructure development were designed with Engineers Without Borders.</p> <p>The International Year Mathematics of Planet Earth (MPE) 2013 was launched in March 2013 at UNESCO Headquarters. This included a week-long MPE Open Lab and Exhibition. Participation of 250</p>
	<p>PI: Number of student leadership programmes B/b: at least three universities from different regions develop student leadership programmes; one regional student associations established or strengthened</p>	<p>The International Year Mathematics of Planet Earth 2013 (MPE 2013) was launched in March 2013 at UNESCO Headquarters. This included a week-long Mathematics of Planet Earth Open Lab and Exhibition. Participation of 250 attendees each day included 36% women. A competition to bring together creative young African innovators from engineering and the earth science fields was developed jointly by the UNESCO Engineering Initiative and Earth Science Education in Africa Initiative.</p>	
	<p>PI: Number of training activities provided for young researchers B/b: ten training activities; a mentoring programme for young researchers developed and implemented in three universities in developing countries</p>	<p>The International Year Mathematics of Planet Earth 2013 (MPE 2013) was launched in March 2013 at UNESCO Headquarters. This included a week-long Mathematics of Planet Earth Open Lab and Exhibition. Participation of 250 attendees each day included 36% women. Preparatory work was undertaken for the organization of one mobile-based activity in science learning for young researchers in Nigeria (The Regional Centre for Biotechnology in India (Category 2 Centre) launched a programme of Young Investigator Awards and a related</p>	

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

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

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

The number of activities implemented through partnerships and extrabudgetary funds demonstrates the attractiveness and efficiency of the cross-cutting thematic units for science education and for the UNESCO Engineering Initiative.

MLA 3: Mobilizing broad-based participation in STI

Regular Programme ¹ : operational budget only		Extrabudgetary resources ¹	
Allocation 2012-2013: US\$ 263 443	Expenditures 2012-2013: US\$ 184 414	Allotment 2012-2013: US\$ 1 377 420	Expenditures 2012-2013: US\$ 1 025 345

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	<p>PI: Number of international and regional workshops, conferences or symposia on the contribution and popularization of science and science exhibitions</p> <p>B/b: Four regional and one international event for UNCSD; two international or regional conferences or symposia; two science exhibitions; two conferences or symposia on history of science</p>	Celebrated of 60th anniversary of the UNESCO Kalinga Prize for the Popularization of Science by organizing an International Conference on the Popularization of Science Bhubaneswar, India, 4-5 January 2012. The conference was co-organized with the Indian Government, the State of Orissa and the Kalinga Foundation and was attended by living Kalinga Prize laureates and prominent experts in science communication. The Conference focused on current challenges and opportunities for science communication. UNESCO Venice Office co-organized the international public communication of science and	Most performance indicators under this expected result were not implemented due to the lack of funds. The staff-time only collaboration on the Journées Hubert Curien 2012, "Science Communication: International Perspectives, Issues and Strategies" was a resounding success and UNESCO was invited to continue the collaboration. Beyond this, UNESCO was only able to support IPSO in the dissemination of their programmes and working with WAYS so that during the WSF 2013 they will have two sessions for young researchers and supporting them to mobilize the necessary resources for their participation in the WSF

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
		technology (PCST) conference 2012. UNESCO participated in the Journées Hubert Curien 2012, Science Communication: International Perspectives, Issues and Strategies", held Nanci, France 4-7 September 2012. It was attended by representative from 60 countries. UNESCO now is participating in the strategic planning for the next Journées Hubert Curien.	2013. The lesson learned is that we need a small amount of seed money in order to mobilize partners and extra resources. If there is no seed money it is very hard to start an activity or attract partners. Staff are over-extended and the ability to conduct activities only with their time has reached its limit.
	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	No progress has been made due to lack of resources.	
	PI: Number of STI policy study results, conference proceedings and manuals of STI indicators published B/b: At least 2 policy studies; 2 proceedings and 1 manual	This activity was not conducted due to the lack of funds. However, under the STGAP/GO-SPIN initiatives a manual to produce a SETI country profile was developed and it is now being applied in five countries in Africa.	
	PI: National and regional actions on science and gender equality for science policy-making; reference groups for women in science; young people involved in consultation B/b: One international meeting on gender equality and science; support to Young Women Researchers Network; support to the World Association of Young Scientists	Due to financial constraints this activity as not been implemented. However, IPSO research proposals were supported by disseminate them among a few donors. In the beginning of the year France and Brazil organize a good meeting about Science for Peace and the role of IPSO. WAYS will be part of the WSF in Rio de Janeiro and we are trying to mobilize funds for WAYS participants.	
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 UNCSO, CBD, UNFCCC and IPCC processes	- UNESCO's Local and Indigenous Knowledge Systems (LINKS) programme consolidated engagements with IPCC on climate change, and IPBES on biodiversity and ecosystem services. UNESCO led inter-agency efforts to bring indigenous knowledge into IPCC's Fifth Assessment Report (AR5). 'Weathering Uncertainty: traditional knowledge for climate change assessment and adaptation', co-published in 2012 by UNESCO and UNU with SCBD and UNDP-SGP, provided IPCC authors with key references to reinforce traditional knowledge in the AR5 draft. - UNESCO-LINKS leads IPBES work on indigenous knowledge. An expert workshop on Indigenous and Local Knowledge in IPBES, co-organized by UNESCO and UNU and supported by Japan (June 2013, Tokyo), recommended procedures for building synergies between indigenous knowledge and science for the IPBES Multidisciplinary Expert Panel. - Organized by UNESCO-Montevideo and Quito with Ecuador (SENESCYT), a regional workshop was held on mainstreaming indigenous knowledge into Science and Technology policies (April 2013, Quito). Participants from Argentina, Brazil, Colombia, Ecuador, Mexico and Peru, included scientists, indigenous leaders and the	Outstanding results were had for the first performance indicator. The UNESCO-LINKS programme on local and indigenous knowledge has been running since 2002. Based on more than a decade of work at the global level, a significant breakthrough has been made this biennium towards the acknowledgement of indigenous knowledge and community-based approaches in international policies and innovation strategies. This broad recognition is apparent across the UN system, but is perhaps most evident with respect to three major developments: 1. UN Conference on Sustainable Development "Rio+20", where UNESCO-LINKS organized two major events with support from the Government of Denmark. In the run-up to Rio+20, UNESCO-LINKS and SCBD co-convened an international panel on "Indigenous knowledge and sustainable futures: community-based evaluations of climate change vulnerability, adaptation and innovations", that contributed to the international science conference "Planet Under Pressure" (March 2012, London). The session provided recommendations that fed into the UNESCO-ICSU Science Forum in Rio. UNESCO-LINKS then organized and co-chaired the plenary thematic session entitled "Indigenous Knowledge (IK) and Science: From Recognition to Knowledge Co-

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
		SCBD. - Work advanced on a UNESCO Policy on engaging with indigenous peoples through workshops in LAC (Santiago, Chile), Africa (Luanda, Angola) and Asia (Chiang Mai, Thailand), as well as at the WSIS event in Paris (on CI aspects) and on World Heritage (Copenhagen, Denmark). Staff have now begun drafting Policy elements.	production" as part of the UNESCO-ICSU Science Forum (June, Rio de Janeiro). The session included presentations from five indigenous and community-based speakers that provided an overview of progress made in the framework of the Rio Conventions (notably CBD and UNFCCC) since the Earth Summit in 1992 and emerging international processes (IPBES and IPCC).
	<p>PI: Number of community-level projects established with global networking</p> <p>B/b: At least 30 community-level projects, including projects on women, and projects in Africa, LDCs and SIDS; one global database established on indigenous knowledge, biodiversity and climate change</p>	<p>- The Climate Frontlines multilingual online forum on indigenous knowledge of climate change impacts and adaptation is supported by Denmark and reaches 64,000 members. Its network of community projects now includes: Coping and Resilience amongst the Bidayuh of Malaysia, Climate Change Adaptation using Pandanus and Traditional Knowledge, Traditional Calendars and Seasonal Variation in the Philippines, and Weather Forecasting by Mbororo pastoralists in sub-Saharan Africa. - Pacific projects were reinforced by a workshop on Traditional Calendars for informing Climate Change Policies (June 2013). The book "Echoes at Fishermen's Rock: Traditional Tokelau Fishing", was translated from the original Tokelauan into English, and launched in Auckland with support from the New Zealand National Commission. - In the Indian Ocean SIDS, a workshop with traditional medicinal practitioners was held in Seychelles (April 2013) and the book, Savoirs des Femmes, on Creole women's knowledge of medicinal plants was translated into English. - In Timor Leste, a workshop on "Traditional Knowledge Systems and Cultural Diversity" was co-organized with the National Commission and reports were produced in Indonesia, the Philippines and Timor-Leste on "Local and Indigenous Knowledge related to Hydro-meteorological Hazard Risk Reduction and Climate Change Adaptation". - Extrabudgetary funding was secured from France to work on community-based monitoring of climate change in the Arctic.</p>	<p>2. Intergovernmental Panel on Climate Change, for which UNESCO leads inter-agency efforts to bring indigenous knowledge into IPCC's Fifth Assessment Report (AR5). With support from the Government of Denmark, 'Weathering Uncertainty: traditional knowledge for climate change assessment and adaptation' was co-published in 2012 by UNESCO and UNU with SCBD and UNDP-SGP. The book provides IPCC authors with key references to reinforce traditional knowledge in the AR5 draft. The expert review of the AR5 second draft reveals a strong uptake of information and case studies from 'Weathering Uncertainty' since the first-order draft. This is a clear indication of the success and timeliness of UNESCO-LINKS' engagement with IPCC authors to reinforce their awareness of the role that indigenous knowledge plays in climate change assessment, with direct impact on the content of the AR5 science-policy document.</p> <p>3. Intergovernmental Platform on Biodiversity and Ecosystems Services (IPBES), where UNESCO-LINKS has been assigned the lead role for IPBES work on indigenous and local knowledge. UNESCO-LINKS produced the Information Document (IPBES/1/INF/5) on 'Recognizing indigenous and local knowledge and building synergies with science' for the first IPBES Plenary in Bonn (January 2013). UNESCO-LINKS then co-organized with UNU an expert workshop on Indigenous and Local Knowledge in IPBES, supported by the Ministry of Environment of Japan (June 2013, Tokyo), which made recommendations to the IPBES Multidisciplinary Expert Panel on procedures and approaches for building synergies between indigenous and local knowledge and science.</p>
	<p>PI: Number of pedagogical materials on indigenous knowledge and language in formal and non-formal education</p> <p>B/b: Five sets of pedagogical materials in five countries</p>	<p>- With the Mayangna people of the BOSAWAS Biosphere Reserve, Nicaragua, major outputs include: 1) a workshop with Mayangna teachers, education professionals and leaders on the use of classroom materials and the UNESCO publication "Mayangna Knowledge of the Interdependence of People and Nature: Fish and Turtles" to support transmission of indigenous knowledge and language; 2) a year-long classroom pilot of pedagogical materials was conducted in 25% of Mayangna schools; 3) over 50 community meetings were held to present the materials to 25% of Mayangna communities; 4) the results of the pilot have been compiled and analyzed in a workshop in Managua in April 2013; and (5) work is underway to integrate revisions into final versions of the pedagogical manuals and student workbooks. - The "Learner's Resource Pack" to guide classroom use of the UNESCO resource "The Canoe Is the People" has been finalized. - Development of a new UNESCO Open Educational Resource based on more than 40 lesson plans in English and Marovo posted by Marovo school administrators and teachers on the "Marovo Wiki" website is underway with an on-site workshop in Marovo Lagoon planned for July-August 2013.</p>	<p>In line with the above, UNESCO-LINKS, in its capacity as UNESCO focal point on indigenous issues, also furthered work to improve the overall engagement of UNESCO with indigenous peoples. Progress was made on developing a house-wide policy to guide UNESCO's work with indigenous peoples, through a regional LAC meeting with indigenous peoples, the UNPFII and UNESCO staff in collaboration with the Santiago, Montevideo and Havana offices, funded from the Emergency Fund.</p> <p>Concerning the second performance indicator, excellent progress was made. UNESCO-LINKS activities in the framework of the Climate Frontlines project profiled very prominently in the international arena the importance of indigenous knowledge and community-based approaches in international policies and innovation strategies relating to the science-policy interface, sustainable development, climate change and biodiversity use and conservation. Supported by the Government of Denmark, the projects, which are anchored in local communities, connect global action on climate change to on-the-ground realities and</p>

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

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
ER 9: Vulnerabilities of Small Island Developing States (SIDS) addressed through science policy, practice and education	<p>PI: Action plans from regional and inter-regional meetings on science policy development in SIDS, including in Africa B/b: Action plans utilized by three SIDS</p> <p>PI: Capacity-building actions in SIDS regions on climate change adaptation and natural disaster preparedness through Sandwatch and related programmes B/b: Participation and follow-up training of trainers undertaken in three SIDS regions through Sandwatch and related programmes with participation of a minimum of 50% women</p>	<p>A Pacific science policy and university networking dialogue event was held at the University of the South Pacific main campus in Suva, Fiji, during 5-7 November 2012. More than 30 participants took part in the discussions, representing ten Pacific universities (including seven vice-chancellors) as well as other stakeholders, including representatives from Africa and the Caribbean. A Pacific Islands Universities Research Network was established as a result of the meeting and is now developing its programme. Under activity "Addressing vulnerabilities of Small Island Developing States (SIDS) in the Caribbean through science policy", the Caribbean Sub-Regional Consultation Forum was held 18-19/3/2013, with the participation of 24 delegates, of which nine women, from six countries: Jamaica, Curacao, St. Marteen, Belize, Guyana and Trinidad and Tobago, as well as representatives of three sub-regional organizations: Caribbean Academy of Sciences, CARISCIENCES and Caribbean Science Foundation. Thirty recommendations were proposed and are currently being reworked to be included in the draft regional strategic action plan.</p> <p>Through FIT projects funded by the Government of Denmark as well as with support from a Climate Change Intersectoral Platform, activities have progressed significantly under the Sandwatch and Climate Frontlines programmes. The Sandwatch manual was published Spanish (May 2012) and Portuguese (November 2012) and widely distributed. The global Sandwatch database (see below) was formally launched (March 2013) and training events have been confirmed to take place later in October-November 2013. Under Climate Frontlines, the UNESCO-UNU publication "Weathering Uncertainty" was launched at the 2012 Rio Science Forum. Sandwatch activities have been initiated in Liquica, Timor-Leste as well as in three island communities in Indonesia. In total, these activities involve nine schools and more than 170 students and teachers, integrating local and indigenous knowledge for each area into the training sessions.</p>	<p>In spite of the current severe funding constraints, considerable progress was made towards the attainment of ER9 during the first 18 months of the biennium, particularly within the framework of the global Sandwatch and Youth Visioning programmes, the development of science policy advice in SIDS, as well as through UNESCO's strategic contributions to the wider UN system's support for implementation under the Mauritius Strategy.</p> <p>In addition to the progress documented under the performance indicators above, regular contributions were made towards the UN-wide interagency coordination for the 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 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 regular contributions towards the IACG, UNESCO posters, video and information relating to oceans, disaster risk reduction and culture in SIDS was provided to a UNDESA exhibition on SIDS at the Rio Summit. Finally, in the context of the Climate Frontlines programme, the UNESCO-UNU publication "Weathering Uncertainty: traditional knowledge for climate change assessment and adaptation" was launched at the UNESCO Rio Science Forum. The publication contains a dedicated section on small island climate change knowledge and strategies.</p> <p>Given the constraints imposed on the regular programme, implementation of activities relied to a large extent on the development of strategic partnerships as well as extrabudgetary resources. Supported by an Emergency Fund and targeting the development of a Pacific SIDS science, technology and innovation policy framework, a broad Pacific</p>

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
	<p>PI: Global N-S-S network on coastal monitoring and resilience B/b: Database operational, accessed and utilized in ten countries</p>	<p>Work on the development of global Sandwatch and Climate Frontlines databases progressed on schedule. Detailed, second-stage trials of the Sandwatch database by Sandwatchers in eight countries was completed, arrangements for hosting and design were concluded with migration of the database to BrightSolid Online completed in early 2013, and a global launch held at the Africa Climate Change Education Seminar in Mauritius in March 2013. Initial preparatory work for the Climate Frontlines database was completed.</p>	

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
ER 10: Peace-building enhanced through diplomacy and cooperation in the field of science	<p>PI: Scientific cooperation in solving common problems and fostering dialogue, cultural self-expression; and mutual understanding, especially in conflict and post-conflict countries</p> <p>B/b: One international meeting on science and international affairs; support to the Israeli-Palestinian Science Organisation</p>	This ER suffered from lack of financial resources and therefore the implementation as been slow. The strategy used was for us to collaborate with other partners and organize sessions on science diplomacy in existing fora. Two such collaborations are foreseen for second-half 2013.	UNESCO was not able to organized the originally envisioned large conference due to lack of financial resources. Emergency Funds are being used to organize several sessions on science diplomacy in several large STI-related events. This approach will be more cost efficient and will bring more visibility to this area and UNESCO's work.

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

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

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

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

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

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\$ 889 840	Expenditures 2012-2013: US\$ 615 751	Allotment 2012-2013: US\$ 15 012 109	Expenditures 2012-2013: US\$ 8 759 658

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
ER 11: Effective end-to-end early warning systems for tsunamis and other sea level related hazards, established by Member States at national and regional levels, including disaster preparedness and mitigation measures	<p>PI: Improved lapse time for regional watch messages after tsunami-generating earthquakes</p> <p>B/b: less than 20 minutes in all regional warning systems</p>	<p>After the Regional Tsunami Service Provider (RTSP) operations for the Indian Ocean Tsunami Warning System (IOTWS) commenced on 12 October 2011, the RTSPs of Australia, India and Indonesia issued their first ocean-wide bulletins on 11 April 2012. The ICG/IOTWS requested in November 2012 that the Regional Tsunami Service Providers of Australia, India and Indonesia assume full operational provision of regional tsunami services from 31st March 2013. This marks a new era of regional cooperation for tsunami warning following seven years of development and preparation. For the North-eastern Atlantic, the Mediterranean and connected seas three member states formally confirmed and announced (in July and August 2012) the operational status of their national tsunami watch centres and their ability to act as Candidate Tsunami Watch Providers, pending their accreditation: France, Greece and Turkey. Tsunami Wave Exercises and system communication test exercises were also carried out in all four regional tsunami warning regions (Caribbean, Pacific, Indian Ocean and North East Atlantic and Mediterranean). During the time period there have been tsunami events in the Indian Ocean and the Pacific and the alerts have been issued within 20 minutes.</p>	<p>1a. 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.</p> <p>The Tsunami Information Center for the Tsunami Early Warning and Mitigation System in the North-eastern Atlantic, the Mediterranean and connected seas (NEAMTIC) has produced several tsunami awareness products and documents are now being translated to Arabic, French, Greek, Portuguese and Turkish. Funding for NEAMTIC has been provided by the European Union DG Directorate for Humanitarian Aid & Civil Protection. The first phase of the NEAMTIC project ended on 30 April 2013. The document NEAMTIC Summary of Achievements 2010-2013 provides a full overview of the products that have been developed (see http://unesdoc.unesco.org/images/0022/002206/220651e.pdf) A full summary of achievements has been published (see http://neamtic.ioc.unesco.org/). The IOC is exploring funding opportunities for a second phase of the NEAMTIC.</p> <p>The 7th Session of the Intergovernmental Coordination Group for the Tsunami and Other Coastal Hazards Warning System for the Caribbean and Adjacent Regions (ICG/CARIBE EWS-VII) was held in Willemstad, 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.</p> <p>The 8th Session of the ICG/CARIBE-EWS was held in Port of Spain, Trinidad & Tobago, from 29 April to 1 May 2013. Steady progress continues: (i) 94% of National Contacts and Warning Focal Points have been designated; (ii) 85% implementation of the seismic network and 44% of the sea level network have been established.</p> <p>The Pacific Tsunami Warning and Mitigation System (PTWS) is focusing on the development of new experimental tsunami forecast products were introduced as part of the basin-wide exercise PacWave11, which included maps indicating the level(s) of threat for each country.</p> <p>1b. 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.</p> <p>More than 20 brochures and school manuals have been produced by the DIPECHO projects, the International Tsunami Information Center (ITIC) and the Jakarta Tsunami Information Centre (JTIC) in several languages. More than 10 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</p>
	<p>PI: Number of countries at risk for tsunami developing gender sensitive tsunami community preparedness programmes</p> <p>B/b: ten</p>	<p>Tsunami preparedness was promoted in Dominican Republic, Ecuador, Colombia, Chile, Peru, Nicaragua, Haiti, Indonesia and Philippines through more than 10 training courses for local communities and school teachers. Anguilla (UK) became the first international TsunamiReady® non USA recognized community, through a pilot initiative lead by IOC and NOAA. Secondary school students from Chile, Colombia, Ecuador and Peru participated at a Sub-Regional Contest "Students on Tsunami Alert", under the auspices of a DIPECHO funded UNESCO/IOC Project. In the Mediterranean and North-eastern Atlantic, France, Greece, Italy, Portugal and Turkey are implementing or taking steps towards tsunami preparedness programmes.</p>	

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
ER 12: Member States' understanding improved of ocean environment and related	PI: Level of in situ infrastructure (e.g., floats, buoys, ship tracks) for GOOS	The in situ ocean observation networks coordinated within JCOMM's Observations Coordination Group dropped slightly from 62% to 61% of their initial implementation goals, due to	2a. 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

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
processes in the global climate, and skills and national capacities developed for adaptation to climate change impacts	maintained by Member States B/b: maintain 62% as measured by JCOMM based on GOOS/GCOS targets	gaps in surface drifting buoys and tropical Pacific moorings.	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)	As the IPCC AR5 report will only be released in September 2013, the specific performance indicator will need to be measured later in the biennium. However, the IPCC Special Report on "Managing the Risks of Extreme Events and Disasters to Advance Climate Change Adaptation" (SREX, 2012) mentions 'sea level' on 106 out of 594 pages.	IOC and IOCCP organized and co-sponsored the workshop 'Time series, moving toward Global inter-comparability in a Changing Ocean' at the Bermuda Institute of Ocean Sciences, 27-30 November 2012. The was to develop a process for building consensus for sustaining and evolving routine and systematic ocean and coastal observations in support of scientific and societal needs. As a first outcome, IOC has compiled the existing time series in fixed stations around the world and a dedicated webpage can be find at: http://www.ioccp.org/time-series-efforts
	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. Engagement of further countries in this work is also being pursued through IOC's engagement in the Global Framework for Climate Services.	<p>IOC together with IOCCP and other is organizing the second international workshop of the Global Ocean Acidification Observing Network (GOA-ON) (St. Andrews, Scotland, UK on 24-26 July 2013). The workshop will build upon progress made during the first international workshop to document the status and progress of ocean acidification in open-ocean and coastal environments, and to understand its drivers and impacts on marine ecosystems.</p> <p>2b. The IOC-led sustained observing system GOOS (Global Ocean Observing System) has been implementing a Framework for Ocean Observing in defining common observing requirements for societal benefit, coordinating observing networks through JCOMM to common standards and using best practices, and evaluating the fitness-for-purpose of the data management arrangements and information for decision that are the output of GOOS. Benefiting from Emergency Funds, GOOS has been able to maintain progress through two Steering Committee meetings, regional activities, and the development of an ongoing work plan for approval by the IOC Assembly in July 2013. Solutions have been found to distribute activities funded by US extrabudgetary sources to partner organizations - maintaining continuity but weakening the influence and role of IOC in sustained ocean observations and services.</p> <p>2c. IOC continues to raise awareness of Ocean Acidification. Rising levels of atmospheric carbon dioxide (CO₂) are causing the ocean to acidify at rates not seen for the last 20 million years. This is affecting marine plants and animals by causing calcium carbonate, the building block of shells and skeletons and the basis of much of the ocean's phytoplankton, to dissolve. There are likely large effects on marine food webs, and potential extinction of species vital to the health and productivity of our planet. IOC has led a number of UN-Oceans organizations involved in the ocean and collaborated at the UNFCCC/COP17 in organizing a side event in order to raise the profile of this important issue (see paragraph 17). More recently, IOC led a session on ocean acidification in the conference 'Planet under Pressure' (London, UK, 26 March 2012). The partnership aims at raising the awareness of the biogeochemical stresses exerted on the ocean mainly by acidification, but also by loss of oxygen and temperature rise.</p> <p>The IOC was a co-convener of the 2nd International Symposium on the Effects of Climate Change in the World's Ocean (Yeosu, Korea, 15-19 May 2012). The main conclusions of this Symposium were reported at the STI Forum organized by ICSU together with ISSC and UNESCO as part of the UNCSD Rio+20.</p> <p>The 3rd International Symposium Oceans in a High CO₂ World (Monterey, USA, 24-28 September 2012), co-organized by the IOC, SCOR and IGBP was attended by a total of 528 scientists from 34 countries (58 female speakers). Impacts of climate change/oceanacidification on marine ecosystems and their living resources</p>

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
ER 13: Capacities of Member States improved in ocean sciences and services to monitor, assess and manage marine resources	<p>PI: Increase in number of Member States participating in UN Regular Process for the global reporting and assessment of the state of the marine environment</p> <p>B/b: at least 50 countries engaged in Regular Process frameworks</p>	<p>15 countries participated in the South East Pacific Regional Workshop 7 countries participated in the South Est Asia Regional Workshop 14 countries participated in the European Regional Workshop 23 Countries participated in the Caribbean Regional Workshop 12 Countries participated in the East Africa Regional Workshop 7 Countries participated in the Pacific Regional Workshop Total so far: 78 countries 402 Experts representing 41 countries nominated to the Regular Process Pool of Expert.</p>	<p>3a. 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 organization of Regular Process Regional Workshops, and the development of a clearing house mechanism, together with UNEP, to fulfill the information and communication needs of the Regular Process. In addition, IOC is keeping its Member States informed on recent developments, such as the constitution of a pool of experts, to which IOC Member States have been invited to designate national experts. During this period, a project proposal was developed and submitted to the Global Environment Facility (GEF) to support the implementation of the Transboundary Water Assessment of all 64 Large Marine Ecosystems (LME) and large ocean areas. IOC has successfully obtained a project grant of 1 Million USD to measure globally a number of key marine ecological, socio-economic and governance indicators. The project was initiated in</p>
	<p>PI: Number of women and men expert/managers trained by</p>	<p>18 courses organized. For what concerns participation in training courses of the network of oceanographic data centres</p>	

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
	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	and marine libraries, the data are as follows: 107 countries participating in training; 1216 students trained, of which 468 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 Centers (NODCs) were established in 2012. There was no follow-up by Morocco and Poland on their interest to join the network. There are now 84 national coordinators for data management, and 53 national coordinators for marine information management (the slight decline in national coordinators for marine information management is due to the retirement of 2 coordinators, who have not yet been replaced) 84 national coordinators for ocean data management; 52 national coordinators for marine information management The further development of the IODE OceanDataPortal was halted in 2012 as the RP funds that have been allocated were not available. As the financial crisis came unexpectedly it was not possible to mobilize Exb funds in time. Most data providers have now disconnected from the network. The work of the past 5 years will need to be re-started if and when funds become available. Due to the inactivity of the ODP it was not possible to measure use of information and data from IODE. In terms of OBIS there were 50,000 unique visitors in 2012 of which 35% were returning visitors.	
	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	The further development of the IODE OceanDataPortal was halted in 2012 as the RP funds that have been allocated were not available. As the financial crisis came unexpectedly it was not possible to mobilize extrabudgetary funds in time. Most data providers have now disconnected from the network. The work of the past 5 years will need to be re-started if and when funds become available. The Government of Canada kindly made available a project manager for the ODP project. He started his work (from his usual place of work) on 1 May 2013. The Russian Federation has signed the agreement of the Partnership Centre for the IODE ODP. The facility is expected to be inaugurated on 10 September 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). At least 6 countries of Latin America (Colombia, Ecuador, Panama, Chile, Peru and Brazil) are using the IOC guidelines on coastal indicators and/or marine spatial planning. 5 countries of West Africa (Mauritania, Senegal, Gambia, Guinea Bissau, Cape Verde) are using the	4a. 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 has since been developed further. The session adopted resolutions and recommendations focusing on development of the IOC Africa Strategic Plan. Strengthening of the Sub-Commission, Capacity Development, and Work Plan for the 2012-2013 biennium. The Sub-Commission elected a Bureau comprising Dr Monde Mayekiso (South Africa) as the Chair and Dr Jean Folack (Cameroun), Prof Mohamed Said (Egypt) and Mr Mohamudally Beebeejaun

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
		IOC Guidelines on coastal adaptation developed in the context of SPINCAM. In addition, 5000 copies of the IOC Marine Spatial Guide have been disseminated, these are used by national and provincial/state authorities in USA (states of Massachusetts and Washington, the National Ocean Policy Task Force), Canada/British Columbia and Coastal First Nations, UK, Norway, Sweden, Belgium & Poland, New Zealand, China, Vietnam; and Costa Rica, among other countries.	(Mauritius) as the Vice-Chairs. The Bureau is finalizing the draft Strategic Plan for consideration by the Sub-Commission before it is presented to the 27th Session of the Assembly in 2013. 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 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. IOCAFRICA: The second session of the IOC Sub Commission for Africa and the Adjacent Island States was hosted by the South Africa Department of Environmental Affairs at the University of Western Cape, in Cape Town, South Africa from 3-4 April 2013. It was attended by more than 60 participants representing 19 member states along with other partners, including UN agencies, the LME projects and NGOs. The session reviewed and revised the Draft Strategic Plan for the Sub Commission, which was prepared by an Inter-sessional Working Group established for this purpose by the first session. The Strategy outlines how the Sub Commission intends to achieve IOC's objectives, focussing on the priority issues such as
	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): More than 55 participants representing 22 Member States (61 % of Member States) attended the session Ninth Intergovernmental Session of the IOC Sub-Commission for the Western Pacific (WESTPAC) (Busan, Republic of Korea, 9-12 May 2012): some 70 delegates and representatives from WESTPAC Member States attended the Session. 12 out of 20 Member States (60%) were represented in the meeting IOCAFRICA: The second session of the IOC Sub Commission for Africa and the Adjacent Island States was held in Cape Town, South Africa from 3-4 April 2013. It was attended by more than 60 participants from 19 member states (53% of Member States) along with other partners, including UN agencies, the LME projects and NGOs. IOCARIBE - The Twelfth Session of the IOC Sub-Commission for the Caribbean and Adjacent Regions was held in Panama City, Panama from 9 to 12 April 2013. The Session was attended by 37 participants from 12 Member states of the Caribbean Region (40% of Member States) , UN Agencies and regional organizations. WESTPAC organised 12 regional workshops and strategic planning meetings, 4 regional trainings and summer schools and 2 joint cruises across three key thematic areas of ocean processes in the Indo-Pacific region during the period of June 2012 to June 2014.	
	PI: Number of new IOC regional training and research centres on oceanography B/b: at least one new regional training and research centre established	The WMO-IOC Regional Marine Instrument Center for the Asia-Pacific Region (RMIC/AP) was established jointly by WMO and IOC	

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

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

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

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

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

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

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

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

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

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

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

Similar measures are being applied to the IOC Assembly session - 26 June - 5 July - with some adjustments based on the results of the questionnaire.

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\$ 1 739 516	Expenditures 2012-2013: US\$ 1 392 834	Allotment 2012-2013: US\$ 14 807 627	Expenditures 2012-2013: US\$ 10 764 481

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
ER 15: Member States supported in building technical and institutional capacities, and policies and mechanisms improved for adaptation to global changes to river basins at the national, regional and global levels, based on the scientific knowledge base	<p>PI: Network strengthened and guidelines established to enhance knowledge base and capacities on global changes and recommendations provided for IWRM and adaptation for river basin management</p> <p>B/b: HELP network strengthened with particular focus on Africa in association with category 2 centres and N-S and S-S cooperation; guidelines for global changes mainstreaming in national water policy for at least five countries in Africa</p>	<p>The HELP social network is now active and has carried out discussions on Sustainable Development Goals for the post-UNCSD process. Special HELP volumes of the Journal of Hydrology and Journal of Hydrologic Environment were published which included case studies from over 30 river basins (including four in Africa) documenting best practices in Integrated Water Resources Management (IWRM). The IWRM Guidelines at River Basin Level have been used to train water experts from Egypt, Ghana, Nigeria, South Africa, Tanzania and Zimbabwe.</p>	<p>Good progress is being made against the performance indicators. Several teleconference sessions were organized to discuss ISI activities. Interim synthesis report was revised. Programme linkages were developed. An inception workshop was organized to discuss glacier retreat and impacts on water resources in the Andes in May 2012. The inception workshop gathered over 40 experts from IHP and MAB networks as well as social scientists, and decision makers from governments of the region. Programme partnership developed with on-going funded projects undertaken by other agencies. The workshop also benefitted from good press coverage. The EU Drought Dialogue Forum (pan-EU DDF) will be linked up with the International Drought Initiative and the High Level Meeting on National Drought Policy (HMNDP) of WMO and UNCCD and other UN organizations.</p> <p>Other results included the modified Nile Forecast System as the main tool of converting the climate change scenarios to water budget scenarios.</p> <p><u>Challenges/lessons learnt:</u> The financial constraints have impacted the ability to deliver some of activities to Member States. However, active collaboration with National IHP Committees and category 2 water centres has helped to mitigate this. The success of some programmes depends entirely on the commitment of the partners. Several cost efficiency measures were introduced. While extrabudgetary resources were successfully raised, one remaining challenge is the reduced level of seed funds to raise additional resources. It is unclear how long UNESCO can continue to use external support to operate some aspects of these IHP programmes.</p> <p>The MLA directly contributes to 34 C/4 Strategic Programme Objective 3 "Leveraging scientific knowledge for the benefit of the environment and the management of natural resources".</p>
	<p>PI: Information systems established to strengthen knowledge base on global changes, including hydrological processes, sedimentation and glaciers</p> <p>B/b: common FRIEND data portal developed using a shared normalized metadata format; International Sediment Initiative information system enhanced</p>	<p>The FRIEND meta-database for the European Water Archive is near completion. More than 40 participants, from six Nile countries including Egypt, Ethiopia, Kenya, Sudan, Tanzania and Uganda are involved in the FRIEND/Nile network activities. Technical publications were prepared. Information system was further developed at the International Sediment Initiative (ISI) technical secretariat. The ISI information system is now located at the International Research and Training Centre on Erosion and Sedimentation (category 2 centre) and is updated regularly. ISI e-newsletter circulated. ISI in cooperation with European SedNet launched a collaboration project on "Practical training course on sustainable sediment management". A training course on sustainable sediment management was held with the Sava River basin as a showcase.</p>	
	<p>PI: Comprehensive ecohydrology concept integrated into engineering approaches for water management and adaptation to climate change</p> <p>B/b: network of 30+ ecohydrology demonstration sites with at least three new such sites in Africa made operational in association with UNESCO category 2 centres</p>	<p>In collaboration with the 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 second edition of the book "Practical Experiments Guide for Ecohydrology".</p>	
ER 16: World's freshwater resources assessed, notably through the United Nations World Water Development Report, and Member States supported	<p>PI: State of world's freshwater resources assessed, water use and management issues evaluated, critical issues, trends and problems identified and awareness</p>	<p>The fourth World Water Development Report (WWDR4) was launched at the sixth World Water Forum held in Marseille, France in March 2012. It includes sections on gender and health and a chapter on regional challenges. WWAP has also published one</p>	<p>Overall, results contribute to strengthened governance and coordination on water; improved knowledge on water resources at the global level; and improved cooperation between IHP (both at Headquarters and at Regional Offices), WWAP, UNESCO-IHE and</p>

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
in strengthening policies for water governance, including of shared waters	<p>raised</p> <p>B/b: WWDR4 published including reporting from regions, gender and public health</p>	<p>special report, three side publications and seven WWDR4 Stakeholder Briefing Notes. Over 55,000 copies of the English version of the WWDR4 have been distributed in hardcopy, CD and electronic format combined. Overview of Key Messages of the WWDR4 is available in six UN languages and Portuguese. Translation of complete WWDR set (WWDR1-2-3-4) is available in Korean. The WWDR2 (2006) is available in Spanish and Turkish. Around 20,000 copies of side publications, overviews and summaries were distributed.</p>	<p>water-related category 2 centres and UNESCO Chairs.</p> <p>IHP leads the International Year of Water Cooperation 2013 and the World Water Day 2013 on Water Cooperation. The Launching event for the Year took place in Paris in February 2013, with an associated event for Youth (421 participants, one high level plenary session, four thematic sessions, many public events). The Celebrations for World Water Day 2013, coordinated by UNESCO, took place in The Hague, with several events worldwide. The fourth World Water Development Report was published in 2012, launched and disseminated. The twentieth session of the IHP Council and respective Bureaux took place. In particular, the IHP Council approved a total of eight resolutions on the future of IHP, including the IHP-VIII strategic plan, various initiatives and centre proposals. IHP organized over 40 official sessions, side-events and regional events at the sixth World Water Forum (Marseille, France, March 2012), UNCSD (Brazil, June 2012), and Stockholm World Water Week (August 2012). In the context of water cooperation, through a number of activities (training seminars, capacity building events, regional consultations, international conferences), IHP brought its target audiences together and allowed them to (a) increase and exchange their knowledge and experiences in the field of transboundary water management, (b) learn lessons from past practices and disseminate successful methodologies for the management of shared water resources, (c) exchange data and information related to shared water resources bodies (groundwater bodies more specifically); and (d) build networks of experts and decision makers who will work together in following real-life scenarios. IHP coordinated at the World Water Forum 2012 the Priority for Action 1.5. "Contribute to Cooperation and Peace through Water". The Conference on Traditional Knowledge for Water Resources Management (TKWRM) was held in Iran, February 2012. It also contributed to enhance Member State capacities related to TKWRM and made progress regarding institutional arrangements of the International Qanats Club.</p> <p><u>Challenges/lessons learnt:</u> Several cost effectiveness and efficiency measures were introduced, including a reduced duration of the IHP Council (from five to six days to four days); the intermediary session of the IHP Bureau took place just before the Council at no direct cost to UNESCO; reduced number and length of IHP Council and Bureau documents, including final report; the temporary cancellation of the Kovacs Colloquium, which normally precedes the Council and is a scientifically important event; participation at key international events via extrabudgetary funds; collaboration with category 2 centres and international associations to reduce costs. Some of these measures present challenges. For instance the reduced four-day format of the IHP Council implied a very condensed agenda, reducing detailed discussions on several items. While considerable extrabudgetary resources were successfully raised, the reduced level of seed funds available to raise additional resources is challenging and may translate into lost opportunities; the long-term impact of reduced funds is not yet known.</p>
	<p>PI: Number of publications to strengthen water governance through cultural, societal and scientific responses</p> <p>B/b: at least one publication on research methods and practices related to historical and cultural water interactions published</p>	<p>Work on cultural, societal and historical aspects of water is in preparation for launching in late 2013. A special side event on water, culture and history took place during the twentieth session of the IHP Council.</p>	
	<p>PI: Number of training courses and publications to strengthen knowledge and capacities related to the management of transboundary surface water and aquifers</p> <p>B/b: at least two training courses organized and new guidelines prepared on Transboundary aquifer management</p>	<p>Two training modules on water and conflict resolution were organized by IHP and UNESCO-IHE. The water conflict management MSc specialization started up. Contributions were provided to training on water conflict management (e.g. IUCN, University of Roma Tre, University of Köln). A number training workshops were organized by PCCP, in support of the "Water and Peace in Africa" (for SADC and IGAD regions), in collaboration with IUCN (2 workshops in Peru, 1 in Costa Rica). An updated UNESCO/IGRAC Transboundary Aquifers of World Map was published. Two thematic papers on the Governance of Groundwater and the Legal Aspects of Groundwater Governance were prepared with FAO, IAH, the World Bank and experts. Regional Consultation Workshops were organized in LAC, Africa, Arab States and Asia. UNESCO through IHP leads the coordination, on behalf of UN-Water, of the Water Cooperation 2013 Campaign, which includes the International Year of Water Cooperation and the World Water Day. Efforts progressed to raise awareness on the challenges and benefits of water cooperation, through the implementation of an Action Plan; communication tools; substantive and informative material; collaboration with other UN agencies and programme's events; development of global events. UNESCO coordinated the main Water Day event, hosted by the Dutch Government (421 participants, one high level plenary session, four thematic sessions, many public events) and contributed to events worldwide.</p>	

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
ER 17: Effective water and sediment management strengthened through improved knowledge base and scientifically sound policy guidance for urban areas, arid and semi-arid zones and groundwater resources and aquifer systems	<p>PI: Number of publications issued to improve capacities for sustainable urban water management, including protection of water quality and interactions with rural water management</p> <p>B/b: three projects on urban water management; at least two case studies on water quality; at least one policy guidance document on water supply and sanitation in rural areas</p>	<p>Three new books were published as part of the Urban Water Series. Progress was made in the implementation of the projects "Sustainable Strategies for Urban Water Management" and "Integrated Urban (Water) Infrastructure Provision for Slums". The identification of potential case studies on water pollution is underway. The development of environmentally clean technologies and the introduction of innovative new crops on degraded lands of the Aral Sea basin and the Republic of Karakalpakstan (Uzbekistan) have been carried out. In the context of UN-sponsored work on the Aral Sea region, the capacity of the Khorezm Rural Advisory Support Service was strengthened through training on water use in agriculture for food security.</p>	<p>Good progress overall has been made against the performance indicators and benchmarks. Results include the increased capacity building of engineers and scientists in water resources management; improved knowledge on sedimentation and erosion on large river basins around the world under the International Sediment Initiative; increased capacity on water management in arid and semi-arid regions under Asian G-WADI Network; improved knowledge via publication of special issue for G-WADI in Journal "Sciences in Cold and Arid Regions", Asian Hydro-geological Maps and Transboundary Aquifer map for Asia. Similar progress was achieved in Latin America and in Arab States in the first half of 2013. The G-WADI website continued to disseminate web based information and was supported by a category 2 centre. G-WADI geoserver, which provides near real time satellite precipitation estimation, is updated and supported by partners. Africa G-WADI group discussed water resources needs in the region.</p> <p>The financial situation led to the increased reliance on partners and preference for the execution of low or no cost activities. Cooperation with partners at regional and international level have been initiated or strengthened. Synergies with on-going extrabudgetary project activities are being evaluated, as well as possibilities to leverage additional extrabudgetary funds.</p> <p>The MLA directly contributes to C/4 Strategic Programme Objective 3 "Leveraging scientific knowledge for the benefit of the environment and the management of natural resources".</p>
	<p>PI: Number of workshops and reinforced networks to enhance the knowledge base of the hydrological systems in arid and semiarid areas</p> <p>B/b: - G-WADI networks in all arid and semi-arid regions strengthened - at least five case studies, workshops and publications on aquifer recharge in coastal aquifers and SIDs implemented in cooperation with UNESCO Centres and Chairs</p>	<p>The first workshop following the establishment of G-WADI for Sub-Saharan Africa was organized at AGRHYMET in Niamey, Niger, in association with the training workshop on the Africa drought monitor for West African countries. A training activity was organized on Adaptive Water Management in vulnerable basins of the drylands of Latin America and the Caribbean. A series of dialogues was established with governmental agencies of Chile, Peru, Bolivia, and started implementing project deliverables, such as the Latin American Drought Atlas, the drought monitoring and early warning observatory (Chile) and soil water management strategies for the Bolivian Altiplano. More than 15 Arab water experts are involved in the Arab G-WADI Network representing key water institutions in Oman, Egypt, Sudan, Bahrain, Jordan, Morocco, Yemen, Saudi Arabia, United Arab Emirates and Lebanon. Participants from eight Arab countries (Egypt, Sudan, Bahrain, Lebanon, Morocco, Jordan, Yemen and Oman) attended the First Steering Committee meeting of Arab G-WADI, which was successfully organized in Muscat, Oman on 28-29 January 2013. The Government of Oman approved hosting the secretariat of the Arab G-WADI Network.</p>	
	<p>PI: Number of case studies to improve groundwater systems management and adaptation measures</p> <p>B/b: five regional case studies produced with UNESCO Chairs and centres to demonstrate adaptation measures to climate change impacts</p>	<p>The GRAPHIC project's case study book, "Climate Change Impacts on Groundwater Resources - A Global Synthesis of Findings and Recommendations", was published in cooperation with the International Association of Hydrologists (IAH). The publication presents the scientific results and policy-relevant recommendations derived from 20 case studies that have been carried out in the framework of the GRAPHIC project over the past five years. The book was launched during a side event during the sixth World Water Forum (WWF6) and presented to a broad audience of decision makers and scientists. A series of groundwater and climate change related sessions were organized during the IAH annual congress (Canada, Sept 2012). A GRAPHIC paper was published in Nature Climate Change. The database for the Map "River and Groundwater Basins of the World" at 1:50,000,000 scale was prepared in the framework of WHYMAP; the map was launched</p>	

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
		during WWF6. A meeting was organized for the preparation of a global groundwater vulnerability map jointly by WHYMAP, IAH and GWES and hosted by BGR (Germany).	
ER 18: Education capacities for water management reinforced at all levels, especially taking into account Africa and gender equality issues	<p>PI: Task force established and number of publications to enhance freshwater education at the tertiary and vocational education levels issues</p> <p>B/b: international education review task force on undergraduate and post-graduate water education for IWRM at the country level made operational; and policy documents produced in at least five least developed countries</p>	Capacity of the higher education sector to deliver IWRM masters and training programmes were improved through an international water education workshop held in association with the Regional Centre for Integrated River Basin Management (RC-IRBM). The workshop developed modular curricula for technical and vocational education using best practice examples. This is being followed by a IWRM education implementation plan by RC-IRBM.	<p>Best practices in water education at all levels to deliver sustainable development objectives have been developed. A global synthesis of water education was developed by experts from all regions.</p> <p>The curricula tools were successfully piloted by UNESCO Field Offices in several Member States and served as a basis for the workshop in Cape Verde. Within the scope of this activity, IHP 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.</p> <p>Two training workshops on IWRM were organized in Africa. In other regions, a training course on Integrated Flood Analysis System in collaboration with ICHARM (Japan) and IMHEN (Vietnam) was organized in Hanoi, Vietnam in June 2012. Events organized within "Volga Day-2012" were attended by local authorities. The seminar in Nizhny Novgorod, held within the International Great Rivers Forum, was attended by the representative of the Ministry of Natural Resources and Ecology of the Russian Federation. Information was disseminated on IHP's involvement in major and high-visibility events, particularly the Sixth World Water Forum, the twentieth session of the IHP Intergovernmental Council and UNCSD. Various news items and highlights on other events organized with partner organizations as well as just-released IHP publications were posted online. More than 1,300 movies/videos are now available online on thewaterchannel.tv.</p> <p><u>Challenges and lessons learnt:</u> Lack of seed funds for the preparation 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, continues to seek extrabudgetary funding to pursue such communication-related activities. Lack of seed funds may delay the process related to the expected result. Collaboration with category 2 centres helped implementation.</p> <p>The MLA directly contributes to C/4 Strategic Programme Objective 3 "Leveraging scientific knowledge for the benefit of the environment and the management of natural resources".</p>
	<p>PI: Number of materials to enhance capacities for water education for schools, children and youth</p> <p>B/b: one set of water education curricula tools, incorporating gender issues; at least two support materials for teaching of water issues</p>	The IHP WET materials were made available in French. Two new host institutions have been incorporated into the IHP WET programme in LAC: one in Colombia (IDEAM) and one in Paraguay (OMAPA). In addition, a request for extension of the existing agreement with CONAGUA and FCEA from Mexico have been received by the Secretariat and positively assessed. CDs with the Volga Kit materials were prepared and distributed during the Volga Day in Astrakhan. The tools on learning about freshwater were produced as part of ED/ESD intersectoral collaboration and are now available in English and French. A project on twining pilot schools from all regions to develop collaborative projects on water was initiated in June 2013.	
	<p>PI: Number of decision makers, stakeholders and mass-media professionals benefiting from water education</p> <p>B/b: at least 100 decision-makers trained on global changes, impacts and adaptation strategies for sustainable management of water resources and conflict management in Sub-Saharan Africa</p>	One thousand two hundred and fifty (1,250) African water professionals were trained in the context of FETWATER. Representatives of river basin organizations in Africa were trained on the UNESCO IWRM guidelines. UNESCO has provided technical contribution to the training held in Accra on national and transboundary water resource management in Africa. A training course on Integrated Flood Analysis System in collaboration with ICHARM (Japan) and IMHEN (Vietnam) was organized in Hanoi, Vietnam in June 2012; training course on IFAS carried out in Jakarta Indonesia from 15 to 17 January 2013. IHP provided technical support to a water course organized by CEHICA category 2 centre for media professionals.	

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

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

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

Regular Programme ¹ : operational budget only		Extrabudgetary resources ¹	
Allocation 2012-2013: US\$ 683 285	Expenditures 2012-2013: US\$ 480 380	Allotment 2012-2013: US\$ 13 520 033	Expenditures 2012-2013: US\$ 8 307 970

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	Case studies on BR as learning sites for sustainable development continues, thanks to the interest of the Member States and team work of UNESCO staff both in the field and at the Headquarters. This includes the identification studies of new BR in countries in all continents, especially countries currently without BR, development of green economy and green entrepreneurship in BRs in several African countries (Ghana, Tanzania and Nigeria), sustainable management of islands and coastal marine ecosystems and development of local economy using BRs as models, impacts of global and climate change on fragile mountain ecosystems using mountain BRs as study and monitoring sites, wetland assessments, studies through the Sustainable Management of Marginal Drylands project (nine countries in arid and semi arid zones), promotion of transboundary BR as tools for regional integration and Peace (Lake Chad, Cameroun-Congo-Gabon, Guatemala, Honduras-El Salvadore). In addition, MAB published resource book 'Education for Sustainable Development in Biosphere Reserves and other Designated Areas' from the Venice Office. Five BR videos are now online (English and French). A film about UNESCO Sultan Qaboos Prize for Environmental Preservation, managed by the MAB Secretariat, is being produced featuring all the Prize winners, several of which are associated with MAB and BR. The building internet clearing house for BR managers have been on hold due to budget constraints.	Despite the difficult financial situation of the biennium, the MAB Programme continues delivering its service in accordance with the main indicators established. The World Network of Biosphere Reserves (WNBR) are increasingly used by the Member States as research and learning platforms for sustainable development. The MAB Council in 2013 has examined a total of 16 new biosphere reserve nominations and designated 12 new biosphere reserves and one extension from 12 Member States. This new addition, together with the 20 biosphere reserves designated in 2012, make the WNBR a total of 621 sites, including 12 transboundary sites, in 117 countries. To ensure quality and full functioning of biosphere reserves, MAB continues its rigorous Periodic Reviews for Biosphere Reserves, in accordance with the Statutory Framework of the World Network. In 2013, 58 periodic review reports from 20 Member States were examined by the Advisory Committee for Biosphere Reserves and the MAB Council, resulting in 31 concrete recommendations for improvements to site management in 14 countries. Furthermore, an Exit Strategy has been adopted by the MAB Council in June 2013, to ensure that the WNBR is recognized as an important international reference, with sites demonstrating sustainable development in practice at local and national levels, as well as contributing to key international and regional conventions and initiatives such as the CBD, the Future Earth Initiative and IPBES.
	PI: Number of countries with new BR designated as places for sustainable	The MAB Council in 2013 has examined a total of 16 new biosphere reserve nominations and designated 12 new	

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
	<p>development B/b: at least 20 new BR designated in all world regions</p>	<p>biosphere reserves and one extension from 12 Member States. This new addition, together with the 20 biosphere reserves designated in 2012, make the World Network of Biosphere Reserves (WNBR) a total of 621 sites, including 12 transboundary sites, in 117 countries.</p>	
	<p>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</p>	<p>Member States continue showing their interest in the MAB Young Scientists Research Grants Awards. In 2012, UNESCO received 63 eligible applications from 39 countries, and 24 eligible applications from 19 countries in 2013. There have been a total 18 MAB Young Scientists Research Grant Awards (four of them funded by the Austrian MAB national committee), among them 11 were female researchers (60%). These young researchers are from Benin, Côte d'Ivoire, Egypt, Indonesia, India, Iran, Mali, Mexico, Nicaragua, Russian Federation, Senegal, Spain, Thailand, Togo, Ukraine. The financial situation has affected this scheme, and in 2012 only six Grant Awards were provided. The 2013 Michel Batisse Award for Biosphere Reserve Management was attributed to Marisa Coetzee and Harry Biggs (South Africa) for their case study concerning the South African Kruger to Canyons Biosphere Reserve. The 2012 Batisse Award was granted to Elizabeth Ines Taylor Jay (Colombia) for her case study on "Improving sustainable development and coral reef conservation through community-based watershed management in the Seaflower Biosphere Reserve."</p>	
ER 20: Earth sciences research, education and capacity-building for sustainable development and management of UNESCO sites enhanced, with a particular focus on Africa	<p>PI: Participation of developing countries, especially from Africa, in IGCP scientific research and capacity-building projects; collaboration between IGCP and MAB for resource extraction in protected areas B/b: at least 30 IGCP projects operational in fields of mineral resources, global change and geohazards with a doubling of participation of African scientists; three IGCP-MAB joint workshops or initiatives on resource extraction</p>	<p>During the 2012 and 2013 meetings of the IGCP Board, in addition to 13 continuing projects, ten new projects were approved by the Board plus a further seven which were funded by the Swedish Development and Cooperation Agency (Sida). Scientists from developing countries are participating in all 30 IGCP projects including scientists from 21 African nations (Benin, Botswana, Burkina Faso, Cameroon, Central African Republic, Chad, DR Congo, Ethiopia, Ghana, Kenya, Mali, Mozambique, Namibia, Nigeria, Senegal, Sierra Leone, South Africa, Tanzania, Togo, Zambia and Zimbabwe). Eleven IGCP projects are co-led by African scientists. UNESCO participated and contributed to a conference of the Geological Society of Kenya in March 2012 to help raise awareness of the IGCP and Kenyan Earth Scientists participated in a Sida-sponsored workshop in the second half of 2012 to develop skills for preparing IGCP project bids. Following on from the first expert IGCP-MAB discussion in Paris, the second expert meeting on extractive industries in biosphere reserves took place in Belo Horizonte, Brazil in March 2013 and focused on the discussion of a series of case studies.</p>	<p>The key results reported here for the last eighteen months of this biennium help move the section towards the programmed benchmarks.</p> <p>The 40th anniversary celebrations of the IGCP in February provided a platform not only for celebrating the achievements of the past 40 years but also an opportunity for looking forward to the continuing development of this important international geoscience programme. A structured discussion on the future of the IGCP with a panel of international experts concentrated on how to increase the societal relevance of the IGCP and on how to further increase participation of geoscientists from the developing world, notably Africa. The 40 years of IGCP were commemorated with the publishing of the book, "Tales Set in Stone." Discussions continued at the International Geological Congress in Brisbane, Australia with the new executive committee of IUGS on ways to increase the societal relevance of the IGCP and these will continue during the remaining period of this biennium. Twenty-one African nations are involved in some of the 30 active IGCP projects, eleven of which have African scientists acting as co-leaders.</p>
	<p>PI: Number of new geoparks created building on European and Asian experience and networking activities between geoparks nationally and regionally</p>	<p>So far in the biennium, eight new territories have been admitted into the Global Geoparks Network. A further ten applications are presently being assessed including the first applications from Uruguay, Turkey and The Netherlands. Major capacity building</p>	<p>In 2012 a total of 29 projects received continued support out of which five were new proposals. Seven projects received financial support from the Swedish International Development Cooperation Agency (Sida) through individual contracts with UNESCO. In 2013</p>

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
	B/b: at least two geoparks in Africa created and the first regional network in Latin America initiated	activities for Geopark development have occurred in Japan (May 2012), Portugal (September 2012) and Addis Ababa (January 2013). Further events are planned for Italy, Korea and Brazil (September 2013) and Argentina (November 2013). The topic of formalising the link between the Global Geoparks and UNESCO has been discussed at both the 190th and 191st meetings of the Executive Board and a Working Group on Geoparks established following the 191st meeting has met once. Through funding activities of the Global Geoparks, three year funding has been secured to establish a Geopark in Tanzania. Furthermore, two areas in South Africa are presently preparing application dossiers. In Latin America, active Geopark projects now exist in Colombia, Brazil and Ecuador. Additionally, the Global Geoparks have agreed to an annual contribution of \$1,000 per Geopark to the UNESCO Secretariat to support further capacity building activities.	
	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	UNESCO Offices in Paris, Nairobi and Cairo have pushed forward this Earth Science Education Initiative with its international partners to prioritize the activities, mobilize funds and implement the activities. A brochure (English, French and Arabic) describing the Initiative has been developed for fundraising. UNESCO collaborated with the IUGS and the French Geological Survey (co-founders of the Centre International pour la Formation et les Echanges en Geosciences) to ensure that the latter works closely with UNESCO on the African Earth Science Education Institutional (ANESI) network building activity under this Initiative. The ANESI was launched in January 2013. Eighty representatives of heads of Earth science institutions in Africa met in Addis Ababa to launch the network to boost collaboration between themselves. A team of six experts from five African regions are preparing the ANESI Business Plan, to be endorsed by the African Vice-Chancellors and Deans of Science in November 2013. In partnership with the European Geological Union, a series of four regional African Geoscience Information for Teacher workshops was launched. In supporting geological mapping, UNESCO has partnered with AfricaArray, the Society of Exploration Geophysicists and the University of Witwatersrand to provide an International Geophysics Field School for African earth science students from June 23-July 12, 2013 in South Africa.	
	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	Due to staff cuts and a lack of funding, progress on GARS, GEOSS and CEOS is frozen. However progress is continuing in the development of a new lithological map based on the very long term partnership with the Commission of the Geological Map of the World. UNESCO remains involved in Earth Observation primarily through involvement with the International Centre on Space Technologies for Natural and Cultural Heritage, a category 2 centre in Beijing. Programme specialists lend Earth science expertise to the Disaster Risk Reduction	

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
		Cross-cutting Thematic Unit.	
ER 21: Sustainable and equitable use of biodiversity and ecosystem services strengthened in collaboration with key United Nations institutions and agencies and Regional Reference Centres	<p>PI: Contribution to research and monitoring base underpinning Intergovernmental Science-Policy Platform on Biodiversity and Ecosystem Services (IPBES)</p> <p>B/b: at least two case studies on biodiversity issues and at least three policy briefs; at least two of these presented at UNCSD</p>	<p>The research and monitoring base underpinning IPBES has been ensured through: (i) operationalization of the Future Earth research programme (the research base); and (ii) the finalization of the joint plans by UNESCO, the CBD and DIVERSITAS to organize a meeting on the full operationalization of the Global Earth Observations Biodiversity Observing Network (GEO-BON), to be held at UNESCO Headquarters in early 2014. Benchmarks: (i) case studies: the Future Earth final Design Team Report, and the many case studies included in the IPBES Expert Workshop on Multiple Knowledge Systems in support of IPBES (Toko, June 2013) (ii) policy briefs: UNESCO's contribution to the UN DESA-led Global Sustainable Development Report, UNESCO's contribution to the Sustainable Development Solutions Network final report, and the UNESCO-led Policy Brief on STI for consideration by the UN General Assembly Open Working Group on the Sustainable Development Goals (the latter, ongoing). (All of these policy briefs to be presented to the UN General Assembly post-2015 Development Agenda process.)</p>	<p>1. Under the UNESCO Biodiversity Initiative (UBI, first grouping under this ER), several activities were successfully implemented, and sound progress made against the performance indicators despite limited funding from the UNESCO core budget, thanks to extrabudgetary contributions, including in the form of emergency funds, as well as strategic partnerships. UNESCO's contribution to the UN Strategic Plan on Biodiversity and its Aichi Targets was pursued actively, under the coordination of UBI, inter alia by the Education Sector (Aichi Target 1 on Education), UNESCO-MAB and WHC (Aichi target 11 on Protected Areas), SC/PCB/LINKS (Target 18 on Traditional Knowledge, Innovations and Practices of Indigenous Peoples and Local Communities) and SC/PCB (Target 19 on STI). The lead role of UNESCO in relation to the above-mentioned targets was recognized by the Environment Management Group of the UN Chief Executives Board. Several UNESCO Field Offices were active in this area, including the Brasilia Office, through initiatives to support conservation and sustainable use of biodiversity, including within national World Heritage natural sites and biosphere reserves. The Havana Office actively pursued a GEF-funded project in collaboration with Bioversity International on the promotion and mainstreaming of agrobiodiversity practices in Cuba, as well as efforts on the preservation, updating and projections of the biological collections in collaboration with relevant governmental institutions in Cuba, with a view to expanding these efforts to other Latin Caribbean countries. The New Delhi Office has been active in the area of demonstrating the interlinkages between biological and cultural diversity through a project supported by a US-based philanthropic organization. The UNESCO Offices in Jakarta and Beijing have continued to support national and regional activities in the area of biodiversity and ecosystem services.</p> <p>UNESCO's participation in and contribution to IPBES has been firmly ensured, as reported under the related activity. Mainstreaming biodiversity in UNESCO through the UBI has ensured more coherence in UNESCO's biodiversity portfolio in support of the UN Strategic Plan for Biodiversity and has helped enhance UNESCO's visibility in the context of inter-agency cooperation and the UN system as a whole. UNESCO's contribution to the UN Strategic Plan for Biodiversity is also related to UNESCO's work in support of National Biodiversity Strategies and Action Plans including through UNESCO's work in the area of STI national policies. Equally importantly, UNESCO's biodiversity work supports integration of the Aichi Targets in the SDGs process, thus helping link the Strategic Plan with the post-2015 Development Agenda. UNESCO's action in biodiversity supports awareness-raising for the integration of biodiversity in the ongoing SDGs and post-2015 Development Agenda processes. In the period 2012 - June 2013, the UBI has contributed to elucidating the link between biodiversity and issues such as water, land and food, which are</p>
	<p>PI: Number of pilot studies on natural resource management and green economies in drylands, tropical forests, mountains, urban areas and coastal areas and islands</p> <p>B/b: at least five regional and thematic research networks for sustainable development operational in all world regions</p>	<p>Thanks to the extrabudgetary project "Sustainable Management of Marginal Drylands", studies on drylands in nine Member States has continued with an international workshop held in La Paz (Bolivia) in November 2012. Due to lack of Regular Programme funding, the studies directly supported by MAB on global change impacts on mountain BR have discontinued. Studies on urban-rural interactions have been carried out thanks to private funding received from CHIC Group (China) with the publication of UNESCO-MAB White Paper 'Biosphere Integrated Rural Urbanization Programm. Funding has been secured from Spain complementing funding from the Jeju Island Government for the World Network of Island and Coastal Biosphere Reserves. Capacity-Building for Integrated Lands and Ecosystem management adapted in Africa is ongoing in ERAIFT. 26 African Specialist coming from 11 African countries has completed their Master Degree in April 2012 and actually, 97 specialists from 21 countries are trained (64 Master from 6th and 7th promotions and 33 PhD).</p>	
	<p>PI: Number of workshops and publications on biodiversity sciences, environmental conservation and human well-being</p> <p>B/b: at least eight international workshops with results published</p>	<p>Publications on drylands and coastal zones/islands have been published on the Internet through the MAB website. Virtually all international workshops (drylands, mountains, tropical forests, urba-rural areas, and coastal zones/islands and regional MAB network workshops) have been held solely through the support of extrabudgetary funding given the present financial situation of UNESCO. Should the financial situation improve, a larger number of workshops, also through the MAB related regional networks, can be organized and workshop results in form of publications can be released.</p>	

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

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
ER 22: Biosphere reserves and natural World Heritage sites integrated, in collaboration with UN-REDD, CDM and similar climate change mitigation and adaptation financing mechanisms	<p>PI: Number of joint research and conservation activities between BR and natural World Heritage sites B/b: at least six joint activities</p>	<p>More than six joint activities are contributing to ER 22, through cooperation and funding from UNESCO Intersectoral Platform on Climate Change: - Field Guide to Climate Change Adaptation for Natural World Heritage Site Managers in Mt. Kenya BR and in Nanda Devi BR, India. - Participation by WHC and MAB in a UNWTO project on "Development of Sustainable Tourism along Migratory Bird Flyways" involving WH sites and BRs. -The RENFORUS Initiative-Renewable Energy Futures for UNESCO Sites, engaging BRs and WH Sites globally in sharing information and good practices, which brings input to Global Climate Change Field Observatory of UNESCO Sites as priority reference for understanding climate change impacts on human societies and cultural diversity, biodiversity and ecosystem services, natural and cultural heritage. - The Biosphere Smart Initiative, launched at 24th MAB-ICC highlighting the need of the MAB and its networks to be substantial tools for the implementation of the Rio+20 follow up. - UNESCO Climate Change Resilience and Adaptation Forum being developed in cooperation with WMO. -The newly launched private-sector-financed UNESCO MAB project "Strengthening of the Arganaie BR (SABR), Morocco". - Pilot of UNESCO, MAB France, Ecole Nationale Supérieur des Arts Appliqués et des</p>	<p>In spite of the financial shortfall in the biennium, more than six joint activities are contributing to this expected result, including through cooperation with and funding through the UNESCO Intersectoral Platform on Climate Change, notably:</p> <ul style="list-style-type: none"> - Testing of the "Field Guide to Climate Change Adaptation for Natural World Heritage Site Managers" in Mt. Kenya Biosphere Reserve and in Nanda Devi Biosphere Reserve in India. - Joint participation by the World Heritage Centre and the MAB Secretariat in a project coordinated by the UNWTO on "Development of Sustainable Tourism along Migratory Bird Flyways" involving World Heritage Sites and Biosphere Reserves. - The RENFORUS Initiative - Renewable Energy Futures for UNESCO Sites - financed through the Intersectoral Platform on Climate Change with the involvement of both the World Heritage Centre and the MAB Secretariat, which engages biosphere reserves and World Heritage Sites globally in sharing of information and good practices related to the sustainable use of renewable energy, thus contributing to climate change mitigation.

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
		Métiers d'Art on the Fontainebleau & Gâtinais BR (including WH) on practical design and communication solutions to sustainability challenges, including energy efficiency.	<p>- The RENFORUS Initiative feeds into the development of the Global Climate Change Field Observatory of UNESCO Sites the objective of which is to use World Heritage Sites and biosphere reserves as priority reference sites for understanding the impacts of climate change on human societies and cultural diversity, biodiversity and ecosystem services, the world's natural and cultural heritage and the possible adaptation and mitigation strategies.</p> <p>- The BiosphereSmart Initiative is a contribution to the Global Climate Change Field Observatory, as an on-line interactive mapping tool for biosphere reserves and World Heritage sites to share ideas, knowledge, good practices, and experiences on issues related to climate change, green economies, and sustainable development. The BiosphereSmart Initiative was launched during the 24th Session of the MAB-ICC which highlighted the need of the MAB Programme and its networks to be a substantial tool for the implementation of the Rio+20 follow up.</p> <p>- UNESCO Climate Change Resilience and Adaptation Forum is being developed in cooperation with WMO with support from the UNESCO Intersectoral Platform on Climate Change. The objective of the Forum is to bring together UNESCO stakeholders, including from biosphere reserves and World Heritage Sites to discuss climate change resilience and adaptation measures at the regional levels and to interact with the meteorological community on the provision and use of climate services under the overarching process of developing a Global Framework for Climate Services (GFCS). The first regional Forum event was held in conjunction with a GFCS workshop in Trinidad, May 2013.</p> <p>- The newly launched private-sector-financed UNESCO MAB project "Strengthening of the Arganeraie Biosphere Reserve (SABR), Morocco" will help conserve the Argan forest (and the sustainable use of Argan oil) and thus contribute both the climate change mitigation (reduction in the loss of trees), climate change adaptation (planting of trees will help combat desertification) and the protection of Argan trees and associated traditional know-how as a tangible and intangible cultural heritage.</p> <p>- A reference guide brochure produced on the differences and complementarities among biosphere reserves and World Heritage Sites, as well as Global Geoparks, and Ramsar Sites.</p> <p>- Pilot cooperation project among UNESCO-MAB, MAB France, Ecole Nationale Supérieur des Arts Appliqués et des Métiers d'Art on the Fontainebleau & Gâtinais Biosphere Reserve (including the World Heritage Site) on finding practical design and communication solutions to sustainability challenges, including energy efficiency.</p> <p>- The project on "Local Environmental Management for natural Resources: Management and provision of Environmental services in the Bosawas Biosphere reserve (Nicaragua)" that successfully</p>
	<p>PI: Number of initiatives between BR and natural World Heritage sites in the context of UN-REDD and UN-REDD+</p> <p>B/b: at least four initiatives operational by MAB/ICC, the World Heritage Committee or both</p>	<p>UN-REDD and UN-REDD+ activities have proven to be more challenging than anticipated due to uncertainty in the development of UNFCCC methodologies and lengthy preparation modalities with potential donors. MAB and WHC have engaged in a partnership with Terra Global to prepare a comprehensive report on the potential of UNESCO sites in relation to REDD+. The report presents the results of a global scale spatial analysis which evaluated 216 of 610 BRs (some are also WH), for their Reduced Emissions from Deforestation and Degradation (REDD+) and Afforestation, Reforestation and Revegetation (ARR) carbon potential. The spatial analysis for REDD+ potential was designed to quantify forest carbon density, estimate deforestation rates and assess governance capacity for all sites for which boundary information was available. The results of the analysis were then used to estimate the quantity of potential emission reductions in order to propose two potential global REDD+ portfolios: Portfolio A presents the top 10 potential global REDD+ project sites selected according to their potential emission reductions potential on a per hectare basis. Portfolio B presents the top 10 potential global REDD+ project sites selected according to their absolute carbon values across their entire landscapes such that the top 10 sites are those that contain the highest summed potential emission reduction values. This report will help UNESCO to leverage significant international public and private funding.</p>	

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

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

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
ER 23: Management of natural and cultural World Heritage sites, biosphere reserves and priority ecosystems of the MAB programme enhanced through a network of space science and space technology partners.	<p>PI: Joint activities with space partners to improve management, conservation, and dissemination of information about Member State's cultural and natural heritage assets and priority ecosystem conservation status B/b: at least 20 countries using the data generated</p>	<p>The project 'Using the 'magic' of satellite images as support for an educational package: Understanding Climate Change Effects on Small Island Developing States' was granted emergency funding through the SIDS platform to bring applicable tools from remote sensing for education, monitoring of environmental change, management, and policy to Caribbean SIDS. With additional funds from the Belgian Science Policy Office having been obtained, the University of Ghent has been able to join the project as a full partner. Images are being obtained from space partners and the University of Ghent is prepared to start the analysis. Under the current funding scenario, the project proposes to start with four initial countries: Barbados, Dominican Republic, Haiti, Jamaica and St. Lucia. Synergies will be sought to provide tools relevant for other UNESCO activities such as educational tools for SANDWATCH and management tools for biosphere reserves and World Heritage sites.</p>	<p>Regrettably, due to vacant frozen posts, progress was considerably slowed towards the benchmarks set for this ER. UNESCO now has an operational network of space partners, comprising space agencies, space research institutions, universities, and the private sector. Projects monitor World Heritage sites and provide capacity building, outreach, and educational activities, using remote sensing and other space-based technologies. The vast potential of satellite images to easily tell stories affords UNESCO greater visibility, brings space S&T to universities and makes it available to the public. This expertise can now be brought to bear on BR and priority ecosystems as well. An extended role of the UNESCO space partners is planned by supporting selected Member States in strengthening national science policies based on sound scientific data derived from space technologies. With this objective, World Heritage sites and BR can be used as in situ cases to develop, jointly with Member States, case studies concerning changes in forest cover, urban growth, coastlines, etc. due to, for example, climate change or natural disasters.</p> <p>Summary and lessons learned: Progress on this expected result has suffered from the retirement of the main responsible officer and the loss of the expert consultant. As a result, the activities within the ER have been maintained wherever possible in close coordination with the work of ER 20. In the future, the new relevant Chinese Category 2 Centre will be relied upon to help fill this role. Thanks to emergency funding obtained through the SIDS platform, a project on providing remote sensed tools to Caribbean SIDS is moving ahead with the additional support from Belgium and the partnership of the University of Ghent.</p> <p>It is critical to recruit a programme specialist to resume the space technology related work.</p> <p>The results under ER 23 contribute to 34 C/4 Strategic Programme Objective 3 'Leverage scientific knowledge for the benefit of the</p>
	<p>PI: Increased commitment from space partners B/b: establishment of one new category 2 centre; drafting of an International Charter on "Space for Heritage"</p>	<p>The preparation is underway to activate an agreement with the International Institute for Space Survey and Earth Sciences, the Netherlands in line with the new category 2 center strategy and model. There is a proposed UNESCO Chair in World Heritage Observation that has been submitted by Germany; both will be process during the remaining time of the biennium. Unfortunately, due to a frozen post, there is no follow-up on the proposed centre in Guyana nor the International Charter.</p>	
	<p>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</p>	<p>The recently established Category 2 International Centre on Space Technologies for Cultural and Natural Heritage in China is working to develop more international activities on this topic. The Center conducted a special session on remote sensing (RS) for natural and cultural heritage during the 33rd International Symposium on Remote Sensing of Environment (ISRSE) in Beijing in April 2013 (over 800 participants, 400 from China and 400 worldwide). UNESCO presented a paper on the SIDS work at the 2nd workshop on RS for natural and cultural heritage in Matera, Italy, organized by the European Association</p>	

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
		of Remote Sensing Laboratories (EARSeL), the University of Basilicata (Italy) and the Italian Ministry for Heritage. Over 60 participants from Europe, USA, Latin America and Africa attended. The exhibition for UNFCCC COP 17 in Durban (South Africa) 'Satellites and World Heritage sites, partners to understand climate change - An eye on Africa' stayed at the beachfront until the end of January 2012 and then it was taken to the environment education centre of the Durban Green Corridor Initiative. A copy of that exhibition was also taken to Brussels, Mons, Leuven (Belgium, end of 2011 to March 2013) and will be in Carcassonne (France) in August. A congress on Global Applications of Space Technologies is being planned at UNESCO HQ in 2014 in partnership with the International Astronautical Federation. The first circular has now been distributed.	
ER 24: Knowledge base and policies for renewable energy, in particular solar energy, and energy efficiency and sustainable use promoted for the purpose of sustainable development also targeting resident communities in biosphere reserves as beneficiaries of solutions found	<p>PI: Support for renewable energy policies and regional entities provided with technical cooperation and policy advice</p> <p>B/b: at least two policy documents produced</p>	<p>Main outputs include: two UNESCO Regional Summer Schools on renewable energy in Africa and South East Asia; three international conferences on renewable energy supported; training in solar energy at Barefoot College for women who then began work to provide solar electrification to their villages in Africa; contribution to 2012 International Year of Sustainable Energy for All through the organization a round table/conference in Moscow with the International Sustainable Energy Development Center; input for High Level segment UN Global South-South Development Expo 2012 and the Conference on "Energy, Water and Climate Change - Building Bridges". Concurrently, UNESCO contributes actively to Post-2015 Thematic Consultations on Energy. UNESCO's contribution was also made for both the United Nations Secretary General report on the Decade 2014-2024 of "Sustainable Energy for All" as well as for the UN-Energy publication on achievements towards addressing the UN Secretary General's Initiative on Sustainable Energy for All.</p>	<p>In renewable energy, efforts continued to enhance the knowledge base and promote related policies to address sustainable and environmentally sound energy solutions. In its contribution to 2012 International year of Sustainable Energy for All", UNESCO organised with support of the International Sustainable Energy Development Center (Cat.2), a round table-conference held in Moscow. UNESCO contribution was also made at the High Level segment United Nations Global South-South Development Expo 2012 and the high level conference on "Energy, Water and Climate Change - Building Bridges". Concurrently, UNESCO contributed actively to Post-2015 Thematic Consultations on Energy to define how energy should be integrated into the global development framework. UNESCO's contribution was also made for both the United Nations Secretary General report on the Decade 2014-2024 of "Sustainable Energy for All" as well as for the UN-Energy publication on achievements towards addressing the United Nations Secretary General Initiative of "Sustainable Energy for All". In addressing the exchange of best practices and related energy policies support was provided to the three international events that served as renewable energy platforms for scientific exchange. Two UNESCO Regional Annual Summer Schools on renewable energy were initiated in Africa and South East Asia to promote the knowledge base and related policies on solar energy conversion, use and application. Support to three international conference that served as a platform for exchange on renewable energy science and technologies as well as networking, was made as well. Training in solar energy was provided at Barefoot College to six women who then began work to provide solar electrification to their villages, as the start of a larger, longer-term project. Assistance and policy continued to be provided to enhance the use and application of renewable energy and disseminate the related technologies through both field Office and HQ activities and interaction with national concerned institutions and Governments. Contribution to UN-Energy activities was furthered through the active participation to the UN energy meetings and contribution to "2012 International Year of sustainable energy for all".</p>
	<p>PI: Innovative experiences and best practices identified and shared within the WNBR</p> <p>B/b: at least one publication on best practices: at least one learning material or tool</p>	<p>To make progress in the identification of Best Practices in BR, information on known existing projects and initiatives has been uploaded to the Biosphere Smart platform. These are not exactly the best practices of the project "Renewable Energy Futures for UNESCO Sites" (RENFORUS), but rather the identification of cases and projects in general. Until now about 80 have been included with more in process. These can be a good preliminary reference. Similar cases have also been identified for World Heritage sites, but have not been included yet. Many of these serve as informative basis for RENFORUS project. Concurrently, an information brochure on the project is being finalised for broad distribution including to UNESCO site focal points. A questionnaire was also developed for the identification of best practices and reference cases. Collaboration with the Global Sustainable Electricity Partnership (which includes the 13 biggest electricity companies) was initiated.</p>	

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

Strong measures have been taken since the financial difficulty started at the end of 2011. This includes the reduction of mission cost by all means, reducing statutory meetings costs, and use ICTs for publication and information diffusion and distribution. The programme of MAB, the WNBR and IGCP make every effort to ensure the priorities as set in 34 C/4 and 36 C/5 are attended, while taking painful decisions to reduce activities that are important but of less priority for the biennium. Greater effort has been made by all staff members in the Secretariat, both at the Headquarters and the Field Offices, to raise extra-budgetary funding, develop new partnerships including with the local governments and the private sectors, and encourage the Member States to support with their resources the programmes in the 36 C/5. The achievements so far, if taking into account the resource reduction, meet the expectations set up at the beginning of the biennium.

MLA 7: Natural disaster risk reduction and mitigation

Regular Programme ¹ : operational budget only		Extrabudgetary resources ¹	
Allocation 2012-2013: US\$ 234 323	Expenditures 2012-2013: US\$ 182 196	Allotment 2012-2013: US\$ 4 186 206	Expenditures 2012-2013: US\$ 3 424 873

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	Support was provided to facilitate knowledge sharing among DRR specialists and to capacity-building for DRR through specialized events, programmes and projects: 1) Twenty-two countries (senior level experts in seismology, geology and earthquake engineering) attended the International Workshop of the regional network for "Reducing Earthquake Losses in the Extended Mediterranean Region". 2) Nine countries (earthquake engineers) participated at the	Sound progress was made on all performance indicators, against the benchmarks. Support was provided to knowledge sharing among specialists in DRR and to capacity-building for disaster mitigation through workshops organized by UNESCO and various events were held, including in association with major high-level fora, such as IDRC Davos, ASEAN Ministerial Conference, HLCP retreat on HFA 2 discussions, Global Consultation on DRR for Post 2015 Development

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
		<p>international Memorial Symposium on "Protecting Lives from Earthquake and Tsunami Disasters". 3) Twenty-two countries (senior level experts in seismology, geology and earthquake engineering) participated at the workshop on "Earthquake & Tsunami Early Warning in the Eastern Mediterranean for the Countries Bordering the Dead Sea Fault". 4) Forty countries actively participated in the International Consortium on Landslides (ICL) and the International Programme on Landslides network supported by UNESCO on landslide research and landslide risk reduction. 5) Knowledge on EWS strengthened at regional and national level, procedures and legal frameworks on EWS within the Central American region were harmonized and capacity of education ministries for EWS education, within the existing DRR framework in the six selected countries, were strengthened.</p>	<p>Agenda and the fourth Session of the UNISDR Global Platform on DRR. Notably, UNESCO played a prominent role within the UNISDR system in encouraging advocacy for the integration of DRR into educational programmes and considering safe educational infrastructures, including through support given to the Global Alliance for Disaster Risk Reduction Education, in which UNESCO is the chair and the secretariat since February 2013.</p> <p><u>Challenges/Lessons learned:</u> Cooperation between various divisions and units in SC, including in the Field, as well as intersectoral cooperation during the preparation of major events, illustrates to be a great asset for providing Member States and UNESCO's partners multidisciplinary and multisectoral advices and services. The interdisciplinary nature of DRR could benefit from the development of a house-wide strategy to coordinate the efforts of various UNESCO sectors, divisions, institutions and offices in order to respond adequately to the emerging challenges of disasters and avoid duplication in activities, as well as multiply positive results towards UNESCO's efforts in contributing to build a culture of disaster preparedness, to which SC/DRR is very committed.</p> <p>The mitigation and prevention of natural hazards may be expected to be an important component of the scientific activities of international and intergovernmental programmes. Therefore UNESCO's actions for reducing vulnerability to natural disasters should capitalize more on intersectoral activities. The Organization should also put emphasis in advising on policy and project proposals for incorporation into national development plans, such as policy support for DRR, promotion of knowledge, school safety, early warning systems and mainstreaming of gender equality in DRR.</p> <p>Future actions should be focused on mobilizing increased extrabudgetary funding and on stepping up cooperation with stakeholders involved in disaster resilience at national and local levels, as well as with UN sister agencies.</p> <p>The results under this expected result directly contribute all the expected outcomes of 34 C/4 Strategic Programme Objective 5 "Contributing to disaster preparedness and mitigation".</p>
	<p>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</p>	<p>1) Thirty countries were supported in earthquake risk reduction efforts through sharing of scientific data and knowledge. 2) Six countries appointed women to be responsible for DRR for contributing to UNESCO programmes, networks and platforms. 3) The number of women as regional/thematic programme coordinators increased to 37% in the ICL/IPL network on landslide risk reduction. 4) One global and one regional advocacy event to mainstream DRR into national action plans and priorities, such as IDRC Davos and ASIAN Ministerial conference on DRR were held. 5) The capacity of Albania was strengthened in the field of Disasters Risk Management for Cultural Heritage properties. 6) Disaster preparedness was promoted through education and awareness raising events through media and evacuation drills implemented in cooperation with the Civil Defense at four pilot schools in Amman, Jordan. 8) Regional and national capacities to manage climate-related natural disaster risks in the Arab Region were strengthened in close cooperation with UNISDR regional office in Cairo. 9) Disaster and climate change resilience, disaster risk assessment for Pacific countries was enhanced through a workshop and toolkit. 10) Resilience towards hydro-meteorological hazards and climate change impacts is being strengthened in SE Asia through action research on the role of Local & Indigenous Knowledge for DRR and CCA.</p>	
	<p>PI: Number of disaster-prone countries including a disaster risk reduction component in CCA/UNDAF B/b: at least three countries</p>	<p>1) Ten disaster-prone countries (Algeria, Egypt, El Salvador, Ethiopia, Honduras, Jordan, Morocco, Peru, Syria, Tunisia) included DRR in their CCA/UNDAF. 2) UNESCO showcased its work on advocacy for the integration of DRR into the educational programmes during the fourth Session of the UNISDR Global Platform for DRR held in Geneva in May 2013. 3) UNESCO provided support to facilitate knowledge sharing among earthquake specialists and to capacity-building for earthquake risk reduction through a specialized meeting within the International Platform for Reducing Earthquake Disasters (IPRED) project. 4) A category 2 institute on seismology and earthquake engineering was endorsed by the Executive Board of UNESCO. It would be the first category 2 centre of UNESCO in the area of DRR.</p>	

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
ER 26: Scientific knowledge base and adaptation capacity of Member States for water hazards at regional and country levels improved	<p>PI: Number of Member states with strengthened hydrological services and number of communities responding to GLOF, floods and drought risks</p> <p>B/b: three African countries using Drought Monitor remote sensing techniques; two guidelines developed for flood and drought management; risk and hazard maps for two mountain valleys with the highest GLOF risk</p>	<p>UNESCO with Princeton University have upgraded an operational drought monitoring system. A meeting was held in the Islamic Republic of Iran to discuss a road-map for the International Drought Initiative. Different UN organizations were invited including WMO, FAO, UNDP and the Global Water Partnership. The meeting results will be presented to the next Intergovernmental Council of IHP. There is a strong commitment from the Government of the I.R. of Iran to implement the activities. The establishment of the African Drought Monitor in AGRYMET Niger has helped to strengthen the capacity of the institution to deal with droughts. State-of-art reports on floods forecasting early warning systems have been developed for ten countries in Asia Pacific highlighting comparisons between the various systems employed. UNESCO has contributed the flood management strategy developed by the Friends of Democratic Pakistan Water Sector Task force. The strategy includes an action and investment plan, under the coordination of the Asian Development Bank and has been approved by the Government of Pakistan. The strategy takes all issues relating to water resources under consideration including its critical relevance to agriculture, sustainable development and disaster prevention. UNESCO is liaising with WMO and the Global Water Partnership on the integrated drought management policies.</p>	<p>For some activities the results exceeded the expectations while for others implementation was limited because of lack of financial and human resources. There is need to further integrate the work of the water related disaster and the DRR units.</p> <p><u>Challenges/Lessons learned:</u> The collaboration with category 2 centers and water Chairs helped to reduce costs, but reduced UNESCO's control of the process.</p> <p>The results under this expected result directly contribute to the 34 C/4 Strategic Programme Objective 3 "Leveraging scientific knowledge for the benefit of the environment and the management of natural resources", in particular to expected outcomes "UNESCO's leadership for United Nations system activities in the areas of freshwater and the oceans at the global and national levels firmly established, including in United Nations system country programming exercises" and "Global monitoring reports produced periodically for the state of freshwater and the oceans", via via IHP, WWAP, UNESCO-IHE and the networks of water-related category 2 centres and UNESCO Chairs" as well as to three of the expected outcomes of Strategic Programme Objective 5 "Contributing to disaster preparedness and mitigation".</p>
	<p>PI: Tools provided for education and capacity-building concerning impacts of water hazards on water resources management, including development of adaptation strategies</p> <p>B/b: one document on floods issued, including a set of computational tools for applications</p>	<p>The African Drought Monitor was successfully implemented in Niger and Kenya and 20 participants from neighboring countries trained. With Princeton University the technical training of technical personal and water managers and the update of the African Drought Monitor has been finalized. An upgraded version of the African Drought Monitor will be installed at AGRHYMET, Niger and training held later in 2013 to make recommendations towards national drought policy plans. Together with the Regional Office in Nairobi, WMO, UNESCO category 2 centers in Africa and Europe and America (ICIWaRM, South Africa, Kenya, Sudan), GWP, ISPRA, AMMA and AGRHYMET, an agenda for a scientific/technical workshop has been finalized. IFI Flood Book Series has been published in cooperation with Cambridge Press entitled: Floods in a Changing Climate (Inundation Modeling; Hydrological Modeling; Risk Management and Extreme Precipitation).</p>	
	<p>PI: Number of groundwater studies on hotspots in areas prone to natural hazards</p> <p>B/b: at least five country studies on strategic management of aquifer systems for access to groundwater resources in emergency situations</p>	<p>Events on "Addressing the links between Groundwater Resources and Human Security and Natural Disasters" and "Methodological Guide for Groundwater in Emergency Situations" were organized at the sixth World Water Forum in 2012. Based on the above mentioned methodology several IHP national committees and UNESCO partners organized workshops to disseminate it worldwide. Database and mapping of groundwater resources were completed (GWES, WHYMAP/BGR, IAH, IGRAC). A database was delivered to the Ministry of Water and Energy, Ministry of Agriculture and the Somali Regional State Water Bureau. MoWE has developed a National Groundwater Information System and had trained 20 experts. Due to the high turnover, practically no trained expert remains in their post. Additional training was provided to over 100 early level professionals</p>	

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
		(engineers, hydrogeologists, geologists) drawn from different parts of Ethiopia. The training has been conducted in collaboration with USAID, USGS, MWE, AG consultant and Addis Ababa University School of Earth Sciences. The training subjects covered were: (1) Groundwater field techniques and concepts; (2) Groundwater hydraulics; (3) Remote sensing applications for water resources; (4) Advanced groundwater hydraulics; and, (5) Remote sensing and GIS. Fifteen hydrogeologists were trained on borehole rehabilitation and maintenance with particular emphasis on women. The training identified one borehole in Somali which was then rehabilitated.	

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

The lack of financial resources for this MLA remains a challenge. Close collaboration with category 2 centres and water Chairs seems to be an efficient low-cost way of operation. Future actions should be focused on mobilizing increased extrabudgetary funding and on stepping up cooperation with stakeholders involved in disaster resilience at national and local levels, as well as with UN sister agencies. Within the Organisation, due to financial difficulties, cooperation between various units in the Natural Sciences Sector, including the Field Offices, as well as intersectoral cooperation proved to be another cost-effective way for providing Member States and UNESCO's partners multidisciplinary and multisectoral advice and services.

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	Two hundred ninety-nine (299) water sector professionals, the majority from developing countries, have been trained at MSc level of which approximately 45% are women.	<p>Good progress has been made against the performance indicators and benchmarks. Forty percent of all MSc students are now enrolled in the MSc programmes given jointly with partner institutes, mostly in the South. The growth of student numbers can partly be attributed to the diversification of fellowship funding.</p> <p>The new Postgraduate Professional Diploma Programme in Sanitation and Sanitary Engineering was developed with Bill and Melinda Gates Foundation funding, and a Hybrid Master Specialization in Sanitation and Sanitary Engineering is also under development.</p> <p>The process of re-accreditation with the Dutch-Flemish Accreditation Organization (NVAO) was launched.</p> <p>The assessment of the performance of the quality assurance, staff and facilities of partner universities, where relevant to joint programme activities, was concluded in 2012.</p> <p>A Double Degree Programme in Sanitary and Environmental Engineering given jointly with Universidad del Valle in Colombia ran for the first time.</p> <p>The new joint degree in Limnology and Wetland Management was launched, with partners BOKU University of Natural Resources and Life Sciences in Austria, and</p>
	PI: Number of water sector professionals from developing countries trained in short courses B/b: Over 1,000 water sector professionals from developing countries trained in short courses of which 1/3 are women	Six hundred seventeen (617) water sector professionals, the majority from developing countries, have been trained in regular short courses of which approximately 35% are women.	

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
	<p>PI: Number of partner universities in the South delivering joint M.Sc. programmes with UNESCO-IHE</p> <p>B/b: More than ten partner universities in the South delivering joint M.Sc. programmes with UNESCO-IHE</p>	Sixteen joint or double degree programmes are now operational with different universities around the world, of which 15 are with universities in the South.	
Research capacity in the water sector increased, focusing on MDG-related topics and primarily aimed at solving problems in developing countries	<p>PI: Number of M.Sc. theses written, all addressing water issues relevant for development</p> <p>B/b: A minimum of 350 MSc theses written, of which a minimum of 1/3 will be written by female students</p>	Two hundred ninety-nine (299) MSc research theses were written, of which 45% are written by women.	<p>Progress is on track to meet all benchmarks by the end of the biennium. There were record numbers of both registered PhD fellows and PhD graduations. Scientific publications overall continued to grow; in particular the increase of articles in peer-reviewed journals was notable. The paper 'Modelling storm impacts on beaches, dunes and barrier islands' became the most cited article in Elsevier's leading Coastal Engineering journal since 2008.</p> <p>The Sustainable Water Management Improves Tomorrow's Cities' Health (SWITCH) Project Consortium and the European Union won the International Water Association Sustainability Award 2012 for innovation.</p> <p>Several staff members also won prestigious prizes with their research. The agreement for the Erasmus Mundus Joint Doctorate programme on Environmental Technologies for Contaminated Soils, Sediments and Solid waste was signed, leading to a European PhD degree in Environmental Technology, issued jointly by the University of Cassino (Italy), University Paris-Est (France) and UNESCO-IHE.</p> <p>Twelve projects were awarded UNESCO-IHE Partnership Research Fund (UPaRF) funding, bringing the total UPaRF portfolio to 45 research projects with more than 50 partner institutes in 37 countries.</p> <p>UNESCO-IHE contributes its expertise in governance, capacity development, and knowledge management in the new € 8 million interdisciplinary research project WeSenseIt, which allows citizens to become active stakeholders in capturing,</p>
	<p>PI: Number of PhD theses completed by research fellows at UNESCO-IHE, all addressing water issues relevant for development</p> <p>B/b: A minimum of 30 PhD theses completed by research fellows at UNESCO-IHE</p>	Twenty-two PhD theses have been completed by research fellows.	
	<p>PI: Number of scientific publications in peer reviewed journals</p> <p>B/b: A minimum of 300</p>	During this reporting period, nearly 300 publications have appeared in peer reviewed journals, out of which approximately 18% have at least one female academic staff member as author.	

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
	scientific publication in peer reviewed journals of which at least 15% will be 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	Several projects are underway that work regionally either through new collaboration (Asia Development Bank partnership) or through continuous successful collaboration (WATERNET for Southern Africa and Nile Basin Capacity Building Network (NBCBN) for the Arab States).	<p>Good progress has been made to achieve the second two performance indicators during the biennium. The programmatic cooperation with the Asian Development Bank (ADB) started its full operation, managing a fund of 2.5 million US dollars to support water operations in ADB's Developing Member Countries and ADB staff. Currently there are 18 running projects, with 13 new proposals being developed. Seven new NICHE projects were included in the UNESCO-IHE portfolio, of which UNESCO-IHE has a leading role in three.</p> <p>In the USD 11.1 million project 'Stimulating Local Innovation on Sanitation for the Urban Poor in Sub-Saharan Africa and South-East Asia' funded by the Bill and Melinda Gates Foundation, the Postgraduate Professional Diploma Programme in Sanitation and Sanitary Engineering and the Hybrid Master Specialization in Sanitation and Sanitary Engineering were developed. Over 100 online course participants received certificates, 23 MSc students started, five post-doc researchers and 20 PhD fellows were active. Advisory services were provided for the national governments of the Netherlands (defining water cooperation programmes with Benin and South Sudan) and Bangladesh (development of the Bangladesh Delta Plan).</p> <p>UNESCO-IHE took part in a water mission to Myanmar after 20 years of isolation; seminars were held at the Ministry of Agriculture and Irrigation and Yangon Technical University, and about 75% of alumni present at an alumni meeting organized by the Netherlands Embassy had studied at the Institute. Within the completed ENP Mediterranean Environment programme (part of Horizon 2020), UNESCO-IHE delivered a total of 30 short courses in 14 countries, involving 20 staff members and ten guest lecturers, training about 1,000 professionals.</p> <p>Challenges include identifying the right partner institutes to work together to generate regional and local impact with high quality research and education to solve water problems as well as to appropriately communicate with all stakeholders on the global campus initiative, including UNESCO and member states. The Lesson learnt is that a lot of time must be invested in bringing awareness to a new initiative as well as giving all stakeholder a sense of engagement and ownership to the initiative.</p> <p>UNESCO-IHE is contributing to 34 C/4 outcome under SPO 3 by seeking and implementing relevant and demand driven capacity development in the water sector, serving especially developing countries and countries in transition through acquisition of competitive projects as well as responding to direct requests for services.</p>
	PI: Regional capacity development networks supported B/b: at least two regional networks functional	WATERNET (Southern African network) and NBCBN are now functioning networks. Additionally, UNESCO-IHE has recently been awarded a project that aims to contribute to sustainable sanitation solutions by creating a networking platform, African Sanitation Knowledge Network (ASKNet), where experiences are shared, training courses are improved and developed via innovative learning approaches, directed to increase the problem solving capacity of its students and graduates.	
	PI: Number of education projects running B/b: 8 projects	UNESCO-IHE now has 19 successful Netherlands Organisation for International Cooperation in Higher Education (NICHE) projects out of the 21 evaluated so far, of which seven as the lead partner, corresponding to a success ratio of ~90%.	

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

UNESCO-IHE financial operations during this reporting period showed a significant increase in revenues and a modest increase in expenditures, as compared to 2011. The total turnover increased to just under €34 million. The overall result shows a surplus of €31,000. This corresponds to an operational result against turnover of 0.2%.

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\$ 700 400	Allotment 2012-2013: US\$ 0	Expenditures 2012-2013: US\$ 0

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
STI policies implemented, related capacities built, excellence promoted and regional collaboration in developing countries supported.	PI: ICTP regional branch institutes created. B/b: 2 ICTP branch institutes established	The ICTP Branch in Sao-Paulo, Brazil, is established and going very well. Progress continues in establishing Centres of Excellence that collaborate with ICTP in Mexico, China and Turkey.	<p>Good progress is being made against all performance indicators. ICTP has continued its capacity building efforts by supporting numerous activities in the developing world. In 2013 there were 19 activities, seminars or schools organized outside of Trieste, with five so far in 2013.</p> <p>In August 2012, the U.S. Permanent Delegate to UNESCO, Mr. Killion, on a visit to ICTP said: "There is incredible work being done here at ICTP that's right in line with UNESCO's fundamental mandate on building peace in the minds of men and women around the world." What policymakers need to understand better", he continued, "is the importance of science and scientific discourse to long-term, sustainable economic growth. The brilliant and innovative minds that science attracts can serve as central forces in shaping developing countries' domestic economic landscapes. It's these dynamic scientific and academic cultures that will incentivize the developing world's brightest minds to stay and innovate at home."</p> <p>The efforts to create ICTP branch institutes are progressing. The ICTP Branch in Sao Paulo is operative and going very well. There is progress towards creation of ICTP linked Centres of Excellence in China, Mexico and Turkey.</p> <p>ICTP continues (since 2010) to play an advisory role with the Nigerian National Assembly to improve the country's science and technology policies.</p> <p>ICTP in partnership with the Office of Astronomy for Development (a project of the International Astronomical Union) has launched a call for proposals for a suite of global activities aimed at using astronomy to stimulate high quality education and research at university level.</p> <p>In March 2013 it was reconfirmed that the particle discovered in 2012 most likely was the Higgs boson. ICTP participates in the ATLAS experiment in a team together with the University of Udine under the umbrella of the Italian National Institute of Nuclear Physics. The confirmation comes from the increased available data and more detailed measurements of the properties of the particle; in 2011 around 100,000 Higgs bosons were produced and in 2012 almost one million. Why it is important to understand if the Higgs boson fits into the Standard Model or goes beyond the Standard Model? The Higgs -- being the giver of mass -- couples directly to all particles with mass and even indirectly to all particles</p>
	PI: Number of regional activities funded by local institutions. B/b: 3 regional activities undertaken per year with local funding.	When ICTP undertakes an activity in the field, local contribution in one of the other way is always needed. The first half of 2013 saw four regional training activities in Colombia, Georgia, India, and Singapore. In 2012, 19 activities were undertaken outside Trieste, all of the having a regional character: (Brazil (2), China, Colombia, Costa-Rica, Cuba (2), Ecuador, Ghana, Haiti, India, Indonesia, Ivory Coast, Kenya, Malaysia, Nepal, Pakistan, Senegal, South-Africa, Tanzania).	
	PI: Interdisciplinary research promoted. B/b: Interdisciplinary activities cover 10% of Scientific Programme.	Five interdisciplinary activities have been held so far in 2013: 25 February - 1 March College on Soil Physics - 30th Anniversary. 11March - 28 March Workshop on Computer Programming and Advanced Tools for Scientific Research Work & Quantum ESPRESSO Developer Training. 15 April - 26 April School on Modelling Tools and Capacity Building in Climate and Public Health Organizers. 29 April - 10 May Workshop on Mathematical Models of Climate Variability, Environmental Change and Infectious Diseases. 17 June - 21 June Joint ICTP - IAEA Workshop on Evaluating Groundwater Pathways and Residence Times as part of Site Investigations and Post-Closure Safety Assessments for Geological Repositories. There were four interdisciplinary activities in the 2012 scientific programme, three of which were held in the second semester (out of 72 total activities).	
	PI: Programs in new research fields (Energy, Quantitative Biology, High-Performance Computing) started. B/b: Two permanent or long-term scientific appointments, six activities per year.	QUANTITATIVE BIOLOGY: Open vacancy for 1 P3. One senior postdoc joined in March. Two staff associates. ENERGY: New appointments: none. Currently there are two senior postdocs and one regular postdoc working in this field. ICTP together with the University in Graz, Austria, is coordinator of the ANSOLE network, and is also taking part in a local initiative on research on renewable energy. Two scientific activities organized in 2012, one is upcoming in 2013. HIGH PERFORMANCE COMPUTING: Two persons appointed under PA contracts. With them, ICTP has four full-time experts working on High-	

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
		<p>Performance Computing. High-performance computing is at the basis of various in-house research activities, like climate modelling and computational materials science. Seven advanced schools were organized in 2012, in 2013 one so far. ICTP presented its e-learning and HPC initiatives in three dissemination events abroad. Weekly lectures on HPC topics started at ICTP, aimed at all interested scientists. Collaboration agreement with SISSA to establish an HPC system with around 100 Tflops, this system will be the second largest in Italy. Signed agreement between ICTP and SISSA to start an international Master's in HPC for Science and Technology. Agreement signed in Abuja, Nigeria to develop and teach HPC/HPC application related courses to all graduate students of the mathematics, computer science, petroleum engineering, theoretical physics, material science departments.</p>	
	<p>PI: Publication of research in peer reviewed journals B/b: 400 scientific publications in peer review journals per year.</p>	<p>Articles published in 2013 (as per 13 June) in peer reviewed journals by scientists affiliated with ICTP = 186. Articles published in 2012 (2nd semester) in peer reviewed journals by scientist affiliated with ICTP = 220, with 399 during the entire year.</p>	
<p>Access increased to scientific knowledge for scientists and science educators especially from developing countries.</p>	<p>PI: Number of activities in the ICTP scientific calendar B/b: 60 activities per year</p>	<p>The figures for 2013 as per June are: Regular scientific activities at ICTP Number of conferences and workshops: 28 (2 jointly with IAEA) Number of visitors: 2438 Female: 566 (23%) Male: 1872 Number of person-months: 1932 (58,762 days) Nations represented: 120 Visitors from LDCs: 118 (21 nations represented) ICTP regional training activities (4) Asia: 3 (Georgia, India, Singapore); Latin America: 1 (Colombia), TOTAL ACTIVITIES SUPPORTED BY ICTP=32 Hosted activities (held at ICTP but organized by external groups) Number of conferences: 12 Participants: 550 (this number is not included in the 2438) The figures for 2012 are: Regular scientific activities at ICTP Number of conferences and workshops: 56 (11 jointly with IAEA) Number of visitors: 5098 (of which 520 to regional training activities) Female: 1107 (22%) Male: 3991 Number of person-months: 4884 (148,547 days) Nations represented: 136 Visitors from LDCs: 240 (26 nations represented) ICTP regional training activities (19) Africa: 6 (Cote d'Ivoire, Ghana, Kenya, Senegal, South Africa, Tanzania UR); Asia: 6 (China, India, Indonesia, Malaysia, Nepal, Pakistan); Latin America: 7 (Brazil 2, Colombia, Costa Rica, Cuba 2, Ecuador, TOTAL ACTIVITIES SUPPORTED BY ICTP=75 Hosted activities (held at ICTP but organized by external groups) Number of conferences: 28 (14 activities have missing n. of participants) Participants: 670</p>	<p>The activities set out in the implementation strategy are ongoing and proceeding according to plans. Ten students are currently enrolled in the new Joint ICTP/SISSA PhD programme, against the benchmark of eight. Also for the STEP fellows and the Diploma students, the results are in line with or above the benchmark. In the regular scientific activities at ICTP, in 2013 were 23 % of the participants female. 4.7% of the participants, 358 persons out of 7,536, were from LDCs, 97 of these from Africa. ICTP organized in 2012 and so far in 2013 a total of 107 activities of which 84 were held in Trieste.</p> <p>Upon ICTP's initiative, the Union of Central American and Caribbean Universities has approved the creation of a PhD in mathematics and physics. The new agreement with the Technological University of Panama paves the way for scientific exchange programmes for students and faculty and the coordination of joint conferences and workshops, amongst other activities. The agreement with the International Astronomical Union is expected to lead to a new diploma program to train African scientists to work at the SKA. Progress has been made and it seems possible to sign an agreement with the University of Trieste for a Master's program in medical physics.</p>
	<p>PI: Number of STEP and Diploma students. B/b: 30 STEP students and 40 Diploma students per year</p>	<p>2013 figures as of June: 16 Step fellows have organized a visit to ICTP from 1.1-13.6. Per date there are 32 STEP fellows active in 2013 and 41 diploma students. 2012 figures: In 2012, ICTP had 40 STEP visits, around 25 were present during the second half of 2012. Total number of Postgraduate Diploma Students admitted to the academic year 2012-2013 : 41.</p>	<p>A collaboration agreement between ICTP and SISSA is signed, under which an international Master's in HPC for Science and Technology will be designed, start-up is foreseen in the autumn 2013.</p>
	<p>PI: Number of PhD students enrolled in the Joint ICTP/SISSA programme</p>	<p>2013 figures: Currently ten students are enrolled in the joint ICTP-SISSA PhD programme. 2012 figures: Five new students (1 in Condensed Matter, 2 in High-Energy, 2 in Maths) have been admitted</p>	<p>Under an agreement with the University of Science and Technology in Abuja, Nigeria, ICTP will develop and teach HPC/HPC application related courses to all graduate students of the five main departments (mathematics, computer science, petroleum engineering, theoretical physics, material science). With the support from the International Science Programme of the University of</p>

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
	<p>B/b: 8 students enrolled</p> <p>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.</p>	<p>in the joint ICTP/SISSA PhD program that started in Fall 2012. Six students are pursuing their second year in the Joint ICTP/SISSA programme.</p> <p>All the following courses (180 lectures) are ready: CM - Classical Mechanics MM - Mathematical Methods AEM - Advanced Electromagnetism AQM - Advanced Quantum Mechanics SSP - Solid State Physics SM - Statistical Mechanics RQM - Relativistic Quantum Mechanics PES - Physics of the Earth System The QM - Quantum Mechanics course (25 lectures) is registered, "post-processing" of it is on-going.</p>	
Programmes on natural disaster risk reduction and mitigation and the impacts of climate change on water resources, food production and health, offered with the needs of end-user groups identified and addressed.	<p>PI: Number of activities in this field in the ICTP scientific calendar. B/b: 4 activities per year</p> <p>PI: Pan-African network in climate modelling supported through visits and participation of African scientists in ICTP activities. B/b: 10 visits and 100 participants / year.</p>	<p>2013 figures: 25 February - 1 March College on Soil Physics - 30th Anniversary. 15 April - 26 April School on Modelling Tools and Capacity Building in Climate and Public Health Organizers. 29 April - 10 May Workshop on Mathematical Models of Climate Variability, Environmental Change and Infectious Diseases. 6 May - 7 May 2nd Workshop on Water Resources in Developing Countries : Planning and Management in a Climate Change Scenario. 17 June - 21 June Joint ICTP - IAEA Workshop on Evaluating Groundwater Pathways and Residence Times as part of Site Investigations and Post-Closure Safety Assessments for Geological Repositories. 17 June - 28 June Earthquake Tectonics and Hazards on the Continents 2012 figures: 23 January - 3 February Workshop on Infectious Diseases (Arusha - United Republic of Tanzania) 7 May - 18 May Sixth ICTP Workshop on the Theory and Use of Regional Climate Models 21 May - 25 May Workshop on Atmospheric Deposition: Processes and Environmental Impacts 12 November - 16 November Workshop on Variability in the Western Tropical Pacific: Mechanisms, Teleconnections and Impacts on Sub-Seasonal, Inter-Annual and Inter-Decadal Time Scales</p> <p>2013 figures: 92 African participants in the activities in this field: 13 in the College on Soil Physics 20 in the School on Modelling Tools and Capacity Building in Climate and Public Health Organizers. 15 in the Workshop on Mathematical Models of Climate Variability, Environmental Change and Infectious Diseases. 16 in the 2nd Workshop on Water Resources in Developing Countries : Planning and Management in a Climate Change Scenario. 11 in the Joint ICTP - IAEA Workshop on Evaluating Groundwater Pathways and Residence Times as part of Site Investigations and Post-Closure Safety Assessments for Geological Repositories. 17 in the Earthquake Tectonics and Hazards on the Continents 6 visits to the ESP section as per June: 2 Ethiopia (1 postdoc, 1 PhD student) 1 Senegal (long term visitor) 1 Sudan (long term visitor) 1 Ghana (STEP student) 1 Algeria (2-month visit) 16 STEP fellows from Africa (Cameroon 1, Cote d'Ivoire 1, Egypt 3, Ethiopia 1, Ghana 3, Kenya 1, Nigeria 2, Senegal 1, Sudan 3) 2012 figures: 60 African participants in the activities in this field: 16 in the Workshop on Infectious Diseases (Arusha - United Republic of Tanzania) 16 in the Sixth ICTP Workshop on the Theory and Use of Regional Climate Models 26 in the Workshop on Atmospheric Deposition: Processes and Environmental Impacts 2 in</p>	<p>Good progress was made against the benchmarks, with the number activities and of participants well in line with expectations. At least one activity was held on each of the main topics. ICTP's earth system physics (ESP) and astrobiology research were presented at the European Geophysical Union's (EGU) General Assembly 2013 in Vienna, Austria. For more than a decade, scientists in ICTP's Earth System Physics section have been fine-tuning a regional climate modelling system (RegCM), using specific equation-based codes that simulate the Earth's climatic conditions to produce localized, detailed climate projections that can play a vital role in assessing climate impact in vulnerable regions of the world. The ESP section is also interested in the impact of climate on health. They have developed a dynamical disease model (VECTRI), to assess malaria risk, taking into account the role of population dynamics and surface hydrology. At the EGU meeting was presented results regarding the inter-annual variability and longer-term projections of malaria transmission in Africa.</p> <p>A study by the Earth Systems Physics group should contribute to more accurate local rain monitoring in the near future. This ICTP study is the first to focus on the sensitivities of cloud and precipitation sensors at the regional scale. The study, titled "Using CloudSat cloud retrievals to differentiate satellite-derived rainfall products over West Africa", will validate seasonal forecasts over West Africa. Another activity, AfriCARP, has as its focus the improved accessibility to numerical weather prediction and seasonal forecast products in Africa. Initial progress on both has been according to plan.</p> <p>Many of the ESP Section's activities were undertaken and reported for under the by Italy funded project BUILDING ENVIRONMENTAL NETWORKS AND THE MONITORING OF THE ENVIRONMENT IN AFRICA</p> <p>1. Development of an African network to access forecast products and climate model outputs from outside Africa. A series of successful workshops and schools in Ghana, Ethiopia and Botswana have introduced students and scientists to (1) methods to access global climate models and process the data (2) hands-on use of the ICTP regional climate model for more advanced scientists and students to conduct their own research in the climate change on a regional scale and (3) advanced the research into impact models for agriculture, water and health (malaria) and instructed students into their use for regional forecasting and climate change impact studies. The Ethiopia school targeted a smaller group of around 30 Ethiopian and pan-regional students in a workshop/network model that is designed to low budget and sustainable - this</p>

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
		<p>the Workshop on Variability in the Western Tropical Pacific: Mechanisms, Teleconnections and Impacts on Sub-Seasonal, Inter-Annual and Inter-Decadal Time Scales 8 visits to the ESP section: 2 from Ethiopia (1 is a postdoc) 2 from Senegal 1 from Sudan 1 from Cameroon 2 STEP students from Ethiopia</p>	

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

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

In 2012, ICTP 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.

In 2012 ICTP implemented FABS, UNESCO's finance and budget system, and reviewed the presentation of ICTP in SISTER, including developing a more comprehensive set of benchmarks and performance indicators, following recommendations from IOS and the external evaluation. ICTP's results and achievements should with these be more visible both to UNESCO and the Member States. However, the link between FABS and SISTER is not yet operational for ICTP, so that the important financial support by the Italian Government to ICTP's activities does not appear.

Part II.A. III. Social and Human Sciences

Regular Programme ¹ : operational budget only		Extrabudgetary resources ¹	
Allocation 2012-2013: US\$ 3 219 062	Expenditures 2012-2013: US\$ 2 418 950	Allotment 2012-2013: US\$ 27 449 955	Expenditures 2012-2013: US\$ 17 601 131

	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 2012-2013 US\$	Exp. % 2012- 2013	N°	Total Allocation US\$	Allotment 2012-2013 US\$	Expenditure 2012-2013 US\$	Exp. % 2012- 2013
Part II.A. III. Social and Human Sciences	56	2 337 537	1 800 254	77	91	160 842 548	27 413 341	17 577 289	64
ER 1: Bioethics	9	298 779	265 431	89	3	208 044	208 044	205 075	99
ER 2: Anti-doping	1	140 000	116 198	83	6	3 194 735	1 694 363	733 947	43
ER 3: Social inclusion promoting a culture of peace and democratic principles	4	52 000	36 321	70	19	27 627 087	6 226 553	3 031 105	49
ER 4: Youth	13	586 379	460 029	78	33	101 011 727	11 294 889	8 070 690	71
ER 5: Social inclusion (national and municipal public policies)	18	782 765	535 465	68	27	28 600 955	7 789 492	5 361 394	69
ER 6: Global Environmental Change (GEC)	11	477 614	386 810	81	3	200 000	200 000	175 078	88

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	<p>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</p> <p>B/b: At least 1 country initiating policy development or review processes to align with the African Youth Charter</p>	Both the quantitative and qualitative targets were reached - 2 countries (Burundi and Liberia) have completed national policy reviews and 3 (Ghana, Sierra Leone and Zambia) are in progress with completion of Zambia's policy review planned for August 2013.	<p>In line with the UNESCO Strategy on African Youth, the policy review processes in Liberia, Burundi have been completed, the policy review in Zambia will be finalized, with UNESCO's leadership, by August 2013, whereas in Ghana a roadmap leading to the establishment of a National Youth Parliament, in the context of the implementation of the national policy, was developed, with UNESCO's support, and adopted at a national consultative forum.</p> <ul style="list-style-type: none"> In Burkina Faso and Malawi, in collaboration with Category II Institutes, UNESCO has launched a training programme on social entrepreneurship and a culture of peace, engaging 60 young women and men. In Zambia and Kenya, in collaboration with UNESCO Chairs and local youth development centres and NGOs, UNESCO has rolled out a leadership programme engaging vulnerable and marginalized youth, which allowed the training of 32 youth facilitators and 150 young people from the rural communities, who have then developed local projects. In Burundi, 40 youth leaders trained on social entrepreneurship are implementing business-plans. Youth-led training, youth consultations and focus groups discussions to promote non-violent youth participation in electoral processes were conducted in Ghana and Sierra Leone. <p>Furthermore, the Culture of Peace programme contributed to strengthening the capacity of young women and men through equipping them with knowledge, skills and information necessary to cultivate a culture of peace, including social and technical competencies necessary to help mitigate conflict and promote reconciliation. In 3 African countries (Liberia, Sierra Leone, and Burundi) youth participation and engagement were strengthened at the local and national levels, especially in democratic and transition processes.</p>
Member States utilise the impact measurement tool to improve policies on social inclusion	<p>PI: Utilisation of measurement tool to assess public policies in social inclusion</p> <p>B/b: At least one public policy reviewed based on recommendations emanating from country reports</p>	The Programme on the assessment of the level of inclusiveness of public policies is currently being developed for pilot-testing with a focus on persons with disabilities in Burkina Faso, Niger, and Senegal in the Africa region.	<ul style="list-style-type: none"> In the field of social inclusion, the Programme on the assessment of the level of inclusiveness of public policies is being developed. It enables the assessment of policies and regulatory frameworks at four levels: constitution, legislation, policy content and formulation, and institutional mechanisms. The Programme is being developed and pilot-tested with a focus on person with disabilities in Burkina Faso, Niger, and Senegal in the Africa region.
Ethically informed and regionally relevant agendas elaborated to shape problem definitions and responses in connection with environmental challenges	<p>PI: Creation of a dynamic based on the COMEST African environmental ethics working group to foster intellectual work and scientific cooperation.</p> <p>B/b: At least two meetings of the Working Group, held on the basis of extrabudgetary funding.</p>	To enhance national policy responses, a series of targeted projects to work on adaptation with governments and civil societies in areas of particular vulnerability in the Sahel is being carried out.	Drawing on the contributions of the social and human sciences, including environmental ethics, progress has been made to enhance national policy responses through a series of targeted projects to work on adaptation with governments and civil societies in areas of particular vulnerability: in the Sahel. In addition, work is under way in West Africa, through the Intersectoral Platform on Climate Change, to enhance the subregional interdisciplinary knowledge base on climate change in order to support informed policy responses.
National bioethics committees established and function enhanced	<p>PI: Number of NBCs established</p> <p>B/b: 2 new NBCs established</p>	Establishment of 2 NBC (in Chad and Malawi) 8 countries received training from UNESCO for their National Bioethics Committees.	<ul style="list-style-type: none"> UNESCO supported the establishment of new National Bioethics Committees (NBCs) in Chad and Malawi. In terms of capacity-building, 8 countries in Africa received assistance from UNESCO for their National Bioethics Committees. The improvement of the quality of Ethics Teaching was an objective for the Ethics Teachers Trainings (ETTC) organized in 4 different countries. Training workshops for newly established National Bioethics Committees were organized in Cote d'Ivoire, Gabon, Ghana, Guinea, Malawi, Chad, Togo and in Namibia (ethics teachers training). Indirectly, many other countries benefited from these trainings by having their nationals as participants and beneficiaries. For instance, the ETTC in Windhoek, Namibia, featured participants from Nigeria, Kenya, South Africa, and Tanzania.

Cost-effectiveness/efficiency measures for this Major Programme: Africa
<p>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.</p> <ul style="list-style-type: none"> • 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, targeting women	<p>PI: Utilisation of measurement tool to assess public policies in social inclusion</p> <p>B/b: At least one public policy reviewed based on recommendations emanating from country reports</p>	<p>In the area of social inclusion, the Programme on the assessment of the level of inclusiveness of public policies is being developed and contains a detailed and gender-sensitive indicators framework. It enables the assessment of policies and regulatory frameworks at four levels: constitution, legislation, policy content and formulation, and institutional mechanisms. It reinforces a culture where citizens, women and men alike, are heard, engaged and included in all matters that affect their lives, and that their rights are respected. UNESCO contributed to the promotion of gender-specific programing, mainly in the area of eliminating violence against women and improving the security of women migrant. UNESCO and the Yunnan University produced a comparative report containing strategic and practical recommendations on migrant women's access to education and training, decent work and housing in the Yunnan and the Guangdong provinces to raise awareness of the importance to promote and respect female migrants' rights and combat violence against women. UNESCO and UN Women created the Migration Media Network composed of journalists committed to producing fact-based and non-stigmatizing material on labour migration in former USSR countries. UNESCO and UNICEF launched the Internal Migration in India Initiative to support the social inclusion of female and male migrants in the economic, social, political and cultural life of the country, combining research, policy and advocacy. The initiative has become an informal network of 200 researchers, NGO's, policy makers and UN agencies, such as the International Organization for Migration, UN-HABITAT and UN Women, determined to raise the profile of internal migration in India and to propose policy changes and creative practices. A Regional Forum "Gender Equality as a Millennium Value" (Moscow, 5-7 December 2012) established a platform for research-policy dialogues on gender equality in the context of the Millennium Development Goals (MDGs) and the post-2015 framework from global and regional perspectives. The Forum provided an opportunity to present UNESCO's work on the promotion of gender equality and women's empowerment to the partners from the Post-Soviet countries</p>	<p>The global priority gender equality was mainstreamed in all MP III work plans, including in capacity-building activities in bioethics, youth, social inclusion, migration and sports.</p> <p>In bioethics, due regard was paid to appropriate human-rights and gender equality frameworks, and specific gender sensitive elements were introduced, including ensuring gender balance in the composition of national bioethics committees. In 2012, National Bioethics Committees addressed several topics explicitly dealing with gender equality during the training workshops organized by UNESCO. Particular attention was put on the promotion of the civic participation of young women, and their active participation as agents of change in all spheres of society through investment in youth-focused research, inclusive public policies and capacity building initiatives that create enabling conditions to prosper, exercise rights and engage as responsible and informed social actors. The participation and engagement of young women to cultivate a culture of peace, including social and technical competencies necessary to help mitigate conflict and promote reconciliation, was moreover strengthened at the local and national levels, especially in democratic and transition processes, through capacity-building initiatives.</p> <p>In the area of social inclusion, the Programme on the assessment of the level of inclusiveness of public policies is being developed and contains a detailed and gender-sensitive indicators framework. It enables the assessment of policies and regulatory frameworks at four levels: constitution, legislation, policy content and formulation, and institutional mechanisms. It reinforces a culture where citizens, women and men alike, are heard, engaged and included in all matters that affect their lives, and that their rights are respected. UNESCO contributed to the promotion of gender-specific programing, mainly in the area of eliminating violence against women and improving the security of women migrant. UNESCO and the Yunnan University produced a comparative report containing strategic and practical recommendations on migrant women's access to education and training, decent work and housing in the Yunnan and the Guangdong provinces to raise awareness of the importance to promote and respect female migrants' rights and combat violence against women. UNESCO and UN Women created the Migration Media Network composed of journalists committed to producing fact-based and non-stigmatizing material on labour migration in former USSR countries. UNESCO and UNICEF launched the Internal Migration in India Initiative to support the social inclusion of female and male migrants in the economic, social, political and cultural life of the country, combining research, policy and advocacy. The initiative has become an informal network of 200 researchers, NGO's, policy makers and UN agencies, such as the International Organization for Migration, UN-HABITAT and</p>

36 C/5 Global Priority Gender Equality Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
			<p>UN Women, determined to raise the profile of internal migration in India and to propose policy changes and creative practices. A Regional Forum "Gender Equality as a Millennium Value" (Moscow, 5-7 December 2012) established a platform for research-policy dialogues on gender equality in the context of the Millennium Development Goals (MDGs) and the post-2015 framework from global and regional perspectives. The Forum provided an opportunity to present UNESCO's work on the promotion of gender equality and women's empowerment to the partners from the Post-Soviet countries</p> <p>UNESCO continued its support to promote the access to sport for women and girls and to empower them through physical education as a means to develop personal qualities essential to democracy such as tolerance, solidarity, respect and leadership, and provide a means of inclusion for the most marginalised and vulnerable women and girls.</p> <p>With extrabudgetary funds from UN Women, UNESCO led a joint project with UN Women and CODESRIA on "Women's Movement and Gender-Based Violence in the Sahel Region." The project would result in two publications on gender-based violence and on the assessment of social women/feminist movements in Senegal, Gambia and Guinea Bissau, and serve as a starting point for a series of studies covering a significant number of African countries.</p>

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

In a context of scarce resources, increasing emphasis has been put on leveraging partnership in particular within the UN system.

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\$ 721 479	Expenditures 2012-2013: US\$ 596 687	Allotment 2012-2013: US\$ 1 902 407	Expenditures 2012-2013: US\$ 939 022

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
ER 1: Capacity of Member States enhanced at national level to identify and address bioethical challenges with due regard to appropriate human-rights and gender equality frameworks	<p>PI: Number of countries supported in building their capacities in bioethics, including the establishment of National Bioethics Committees</p> <p>B/b: 2 countries</p>	<p>Significant progress has been made in 2012 in providing capacity-building support to countries, especially in Africa. Chad, Oman and Malawi established new National Bioethics Committee (NBC), and Chad and Malawi joined ABC; Argentina and Malaysia negotiated MoUs with UNESCO to join ABC. Côte d'Ivoire and Ghana received assistance in drafting an Action Plan. Seven ABC trainings were conducted for the newly-established National Bioethics Committees: in Chad, Cote d'Ivoire, Gabon, Ghana, Guinea, Malawi and Togo. Four Ethics Teachers Training Courses have been held (in Croatia, Azerbaijan, Lithuania and Namibia). In total, 69 ethics teachers graduated from UNESCO's ETTTC programme in 2012, representing a wide variety of</p>	<p>Due to the financial crises, the funds allocated for bioethics capacity-building in 2012-2013 were frozen in the beginning of the biennium. However, due to the significance ascribed to capacity-building by the Member States, and based on the success and efficiency of such projects as ABC and EEP, funding was partially restored from the Emergency Fund for 2012. Based on this funding, in 2012, UNESCO's bioethics team has conducted more capacity-building projects than planned in that year, focusing on Assisting Bioethics Committees project, and Ethics Teachers Training Courses. For activities carried out in 2012, Please see report in related EF activity 494GLO3000.1.2.</p>

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
		countries and educational institutions. In 2013, no funding was available from the regular budget. However, with the cooperation of the government of Malaysia, we managed to hold the 1st Assisting Bioethics Committee (ABC) Training for the National Bioethics Council of Malaysia, 23-25 June 2013. From the 2013 emergency funds some funds were granted to the ABC Project for Latin America and the Caribbean: - Two NBC has been created through the legal documents in Colombia, (Law) and Ecuador (Ministry of Health resolution), but they have not selected members yet; -Two NBC trained. Jamaica NBC and El Salvador NBC, and eight (8) countries received assistance for the creation of the NBC, (Argentina, Uruguay, Paraguay, Trinidad and Tobago, Ecuador, Colombia, Brazil and Dominican Republic).	Unfortunately, no funding was available from the regular budget or the emergency fund for 2013. However, using the networks and partnerships developed by the Bioethics programme with external agencies, as well as internally with other sectors of UNESCO, the Programme was able to carry out number of activities in 2013 relying on the external funding. Within the Ethics Education Programme, specialized courses were organized for specific, critically important audiences by UNESCO and its international and national partners. In particular: - A Bioethics Course for Judges was organized by UNESCO at the University of Naples (Italy), on the theme of Bioethics & Professional Responsibility on May 23 - 25, 2013. Other partners who took active part in the event and made considerable contributions towards it were the UNESCO Chair in Bioethics at Haifa University, American National Center of State Courts and the International Organization for Judicial Training (IOJT). - The "Seminar on Bioethics and Law," from 4-6 March 2013 and the "Workshop on Bioethics, Medicine and Law," from 7-8 March 2013 was co-organized by UNESCO, along with the Supreme Court of Justice of Mexico and the Federal Judicial Council of Mexico. Both events aimed at promoting the UNESCO Universal Declaration on Bioethics and Human Rights and its application. The judiciary represents a critical branch in the realization of bioethics principles through legislation and practice, in Mexico, as well as in other countries. - The bioethics section also collaborated with the CI Sector, to make a contribution concerning the bioethics section of the model Syllabus that the sector is developing for training journalists on science reporting. In the final version of the document, bioethics will occupy an important space.
	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	The IBC Report on Traditional Medicine Systems and their Ethical Implications was finalized in February 2013, and duly transmitted to the DG. The Draft IBC Report on the Principle of Non-Discrimination and Non-Stigmatization was completed in late May 2013, and was examined during the 20th Session of the IBC in Seoul, Republic of Korea from 19-21 June 2013. The revised draft will be submitted to the Member States of the Intergovernmental Bioethics Committee (IGBC) on 5-6 September 2013.	
	PI: Number of universities introducing the core curriculum in medicine and other relevant schools	Most participants of the Ethics Teachers Training Courses, representing a wide range of institutions of higher education, expressed their intention to use the Core Curriculum in their Teaching Programme. Many Universities have formally introduced the curriculum as a basis of the bioethics course that is obligatory in certain degree programmes. University of Baku, Moscow State University and Sakharov International University in Minsk are good examples. Pilot testing of the UNESCO Bioethics Core Curriculum is under discussion or already being implemented with universities in Argentina, Costa Rica and Uruguay; Consultation ongoing with the Ministry of Education of Argentina to introduce the core curriculum in all medical schools of the country; similar consultation ongoing with World Medical Association for medical schools worldwide. In the Latin American and Caribbean region, UNESCO plans to introduce Core Curriculum in 10 universities in the Latin America and Caribbean region, to all the medicine schools in Argentina through the ministry of Education. Taking advantage of the presence of UNESCO staff in Seoul, for the 20th Session of the IBC, the Korean National Commission for UNESCO organized a MoU signing ceremony between UNESCO and the Gangneung-Wonju National University for the introduction of the UNESCO Bioethics Core Curriculum at the University. Currently ongoing discussions to sign a MoU with the Ministry of Education of Mexico.	
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)	175 Member countries adhere to the ICADS as States Parties. The expected goal of 175 States Parties to the ICADS is considered achieved for the biennium.	1. Increasing the number of States Parties to the ICADS: In order to increase adherence of States Parties to the ICADS, the Secretariat targeted regions which have still a great number of countries not yet adhering. Therefore Member States from Group IV, Group V(a) and Group V(b) were particularly sensitized to adhere to the ICADS. This approach resulted to reach 174 States Parties as of 11 June 2013.
	PI: Number of projects approved under the Fund for the Elimination of Doping in Sport	31 projects have actually been approved and funded.	

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
	B/b: (Benchmark: 38)		
	PI: ? Percentage of States Parties compliant with the International Convention against Doping in Sport B/b: (Benchmark: 65%)	As follow-up to the Circular letter of the Director-General to States Parties to fulfill their compliance duties to the ICADS, 69 % of the goals set are achieved. It is expected that the on-going momentum on the compliance requirement will be improved before the Conference of Parties in September 2013 considering the growing number of States Parties who are fulfilling their duties for compliance	

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

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

In term of cost-effectiveness the ADS programme has shown over the biennium its impetus despite an unusual context of delivery and operational compared to the recent past. As a corollary to the above, the ADS programme, continues to mobilize strong interest and response to its objectives to support and assist States Parties to fulfill their obligation in the implementation and monitoring of the ICADS.

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\$ 724 179	Expenditures 2012-2013: US\$ 560 750	Allotment 2012-2013: US\$ 17 521 441	Expenditures 2012-2013: US\$ 11 101 796

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
ER 3: Understanding improved of the implications of social inclusion for the promotion of a culture of peace, integrating human rights and democratic principles	PI: On-line teaching programme on human rights mainstreaming HRBA in FO developed with UNESCO chairs in SHS mandates B/b: 2 teaching programmes	The Secretariat's contribution is in ensuring that a Human Rights-Based Approach is applied to all its programmes. Efforts have focused in ensuring that HQ and field activities apply HRBA approach, especially through the different country activities promoting the link between research and policies.	UNESCO's contribution is in ensuring that the social inclusion programmes apply a Human Rights-Based Approach to all its programmes. Efforts have focused in ensuring that HQ and field activities apply HRBA approach, promoting equality, participation and inclusion. Furthermore, throughout the work carried out under this MLA, increased efforts were undertaken to apply a gender lens throughout all activities carried out at the field level and HQ. The situation, plight and challenges facing women and especially young girls and women were systematically addressed especially in relation to policies and programmes promoting their inclusion in all processes concerning their lives. Efforts focused on developing initiatives targeting youth as key actors in promoting democratic interactions and social cohesion, especially through the Intersectoral Platform on the Culture of Peace, which contributed to strengthening the capacity of young women and men through equipping them with knowledge, skills and information necessary to cultivate a culture of peace, including social and technical competencies necessary to help mitigate conflict and promote reconciliation. In the 11 countries (Liberia, Sierra Leone, Burundi, Tunisia, Lebanon, Egypt, Nicaragua, Costa Rica, Guatemala, Honduras, Panama) covered by the programme, youth participation and engagement were strengthened at the local and national levels, especially in democratic and transition processes. The active involvement of all stakeholders (including the civil society) in the project, the mainstreaming of culture of peace initiatives in government plans and the mobilization of the UN system, all guarantee the sustainability of the initiative beyond the funding period. Synergies have been developed among field offices, which contributed to exchange of good practices as well as coherence in the programme. Under the youth programme, in the framework of the UNESCO Strategy on African Youth, UNESCO has partnered with international and regional partners, including UNESCO Chairs and Category II Institutes, to build youth capacities in the fields of social entrepreneurship, leadership and a culture of peace and to engage them in related community development action, in Zambia, Kenya, Burundi, Sierra Leone, Senegal, Ghana, Burkina Faso and Malawi. UNESCO has also continued supporting youth engagement in the
	PI: Number and scale of initiatives for the enjoyment of women's rights in conflict and post-conflict situations enhanced within the framework of the UNESCO Strategy on African Youth B/b: one initiative in Africa at regional level and four initiatives at national level	4 additional initiatives in a country in transition (Tunisia)	
	PI: Number of studies, toolkits, mapping tools and other initiatives on challenges and opportunities related to democracy and reconciliation for building culture of peace, elaborated with and addressed to youth inter alia, especially under the Strategy on African Youth B/b: 2 in Africa (North and Sub-Saharan) and at least two developed in another region but targeting Africa	2 additional initiatives in Malawi and Burkina Faso focusing on youth-led social entrepreneurship and a culture of peace	
	PI: Number of awareness-raising initiatives and of partners and networks involved to sensitize the widest possible audience on current and emerging challenges, notably through the celebration of the Youth Forum, World Philosophy Day, World Humanities Forum, Comest, IBC and SAC B/b: At least five	The second World Humanities Forum held in 2012 in the Republic of Korea The online Women Philosophers Journal published in 2013 - one SAC committee meeting (March 2013) - sessions of COMEST (Paris, July 2012 - Bratislava, May 2013) - sessions of IBC (Paris, September 2012 - Seoul, June 2013) which have contributed to philosophical reflection on the emerging challenges of science and technology Celebration of World Philosophy Day in 2012 Broadbased online consultations with young women and men across the world for the identification of the thematic agenda and format of the 8th UNESCO Youth Forum	

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
ER4: Social change conducive to peace and non-violence promoted through youth-led social innovation and engagement of young women and men in their communities	<p>PI: Number and scale of initiatives enabling youth-led social innovation promoting social cohesion, development, peace and non-violence</p> <p>B/b: at least 1 national and 1 community youthled initiatives launched in each region by 2013 - at least 1 youth development and prevention of violence project initiated in Africa</p>	<p>More than 20 initiatives in Africa; 15 in LAC; More than 15 in ARB; 3 initiatives</p>	<p>Fostering the development of policies and strategic frameworks to address youth issues:</p> <p>In line with the UNESCO Strategy on African Youth, the Organization has been supporting policy development and policy revision processes, with the participation of youth, in seven countries - , Burundi, Ghana, Liberia, Sierra Leone and Zambia Morocco and Egypt. These efforts are conducted in close collaboration with national authorities and with the UN Country Teams or sister agencies on the ground. The policy review process in Liberia was concluded. In Zambia, where UNESCO is leading the process, situation analysis, expert group work and provincial youth consultations have been organised for the elaboration of a revised national youth policy and action plan which will be examined and validated by August 2013. In Burundi, four regional workshops were organized to determine the</p>
	<p>PI: Level and nature of follow-up of the Youth Forum recommendations by youth and other stakeholders</p> <p>B/b: at least 10 initiatives launched or - implemented by youth delegates in follow up to the 7th Youth Forum by 2013 A(at least two of them in Africa) - 5 youth representation structures initiated</p>	<p>No additional initiatives to the ones previously reported.</p>	

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
	at national or community level, including within the National Commissions for UNESCO (At least two in Africa)		
	<p>PI: Increased investment by Member States in sport and physical education programmes that enhance social inclusion and community development</p> <p>B/b: - at least 3 Member States develop or extend programmes to maximize the socio-economic benefits of sport</p>	2 initiatives	

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

For the activities relating to youth, targetted partnerships and collaboration with UNESCO Chairs, UNESCO Category 2 Institutes, youth organisations and UN country teams, as well as increased ownership through the involvement of national and local authorities have allowed to maximize resources and efficiency, strenghten sustainability and reduce costs for UNESCO.

In the current budgetary context of UNESCO, the collaboration with academic partners has allowed the advancement of the work in human rights, building on staff expertise and intellectual input, without incurring any cost to the organisation.

The field activities undertaken with the Intersectoral Platform on the Culture of Peace has allowed to build new partnerships, especially with other UN entities, in implementing the programme. As for long term gains, the decision of the Government of Egypt to mainstream the manual on democary in the national curriculum, builds on an initiative developed in Tunisia and adapted to the context of Egypt and thus ensuring the sustainability of the initiative.

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\$ 1 773 404	Expenditures 2012-2013: US\$ 1 261 514	Allotment 2012-2013: US\$ 7 989 492	Expenditures 2012-2013: US\$ 5 536 472

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	<p>PI: Number of national pilot studies for the development of indicators to qualify the impact of social inclusion policies</p> <p>B/b: - a set of indicators gradually developed to evaluate and monitor the impact of social inclusion policies at the national level. The indicators will serve as a benchmark tool for future work on social inclusion</p>	The programme of work on the level of inclusiveness of public policies is being developed for testing in 9 countries.	<p>MOST programme - Social inclusion</p> <ul style="list-style-type: none"> In the field of social inclusion, the Programme on the assessment of the level of inclusiveness of public policies is being developed. It enables the assessment of policies and regulatory frameworks at four levels: constitution, legislation, policy content and formulation, and institutional mechanisms. The Programme is currently being developed for pilot-testing with a focus on person with disabilities in three regions and nine countries (Burkina Faso, Niger, and Senegal in the Africa region; Lebanon, Morocco, and Jordan in the Arab region; Guatemala, Honduras, and El Salvador in the Latin America and the Caribbean region). The outcomes of the MOST international workshop on "measuring social public policies: inclusiveness and impact" (March 2013) also made a significant contribution on state-of-the art and indicators data gathering and is reflected in the methodology that is being developed. UNESCO remained an active member of the Global Migration Group (GMG). As interim Chair of the GMG in the first quarter 2012, the Director-General led the Global Migration Group Principals meeting that took place on the side of the CEB meeting in Geneva in April 2012 (the only Principals' meeting attended so far by the Secretary General). In view of the upcoming High Level Dialogue on International Migration and Development in 2013 and the ongoing discussions on the post-2015 UN development agenda, the Global Migration Group's (GMG) Principals undertook a review of the GMG in order to rationalize its work and respond effectively to current developments and challenges. Based on its outcomes, the GMG Principals adopted a set of recommendations which determined the orientations of the working level GMG since then. UNESCO also actively participated in the elaboration of the GMG thematic report on youth and migration which will be issued in the summer of 2013 and in the upcoming publication targeting the High-level Dialogue on International Migration and Development to be hosted by the UN General Assembly in October 2013. Within the framework of the partnership with the Max Planck Institute (Germany) an issue of the e-journal Diversities on Skilled Migration and the Brain Drain, was published in December 2012 and the current issue which is dedicated to the subject of Language and Superdiversities is due to appear in the summer of 2013. UNESCO initiated activities in the area of the promotion of the rights of migrant women both in India and in China. While the activity in India will support the social inclusion of female and male migrants in the economic, social, political and cultural life of the country, the activity in China will promote the rights and empowerment of migrant women and their access to decent work, education and housing. The 11th session of the Intergovernmental Council (IGC) of UNESCO's Management of Social Transformations (MOST) Programme was held from 27 to 28 March 2013. It stressed the role of MOST as a bridge between research and policy and recommended that the MOST Programme should concentrate on results-oriented actions and activities aimed at assisting Member States in contributing to policy-making to face challenges relating to social transformations.
	<p>PI: Number of national reviews of social science research systems as a basis for improved policy making concerning critical development issues, particularly social inclusion and the promotion of inclusive societies</p> <p>B/b: - at least five national reviews in which the social science component is represented, jointly with the natural sciences</p>	Activity frozen due to resource constraints. The feasibility of retaining performance indicators relating to social science research systems, subject to future resource mobilization, is being considered.	
	<p>PI: Increased investment by Member States in sport and physical education programmes that enhance social inclusion and community development</p> <p>B/b: - development of internationally agreed indicators on quality physical education and quality physical education teacher training</p>	The 5th International Conference of Ministers and Senior Officials Responsible for Physical Education and Sport (MINEPS V), was organized by UNESCO in co-operation with the Government of the Federal Republic of Germany and with the support of the International Council for Sports Sciences and Physical Education (ICSSPE), in Berlin from 28 to 30 May 2013. It brought together sports ministers and other government representatives from over 130 countries. They were joined by law enforcement agencies, experts, researchers and non-governmental organizations involved in sport. Through the 'Declaration of Berlin', the Conference adopted an extensive list of recommendations to curb corruption in sport, share the socio-economic benefits of sport more equitably and ensure access to sport	

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
		for all. Work has progressed on the development of a set of indicators for quality physical education and the associated basic needs model. Experts from the UN system, NGOs, and academic institutions gathered at Headquarters in June 2013 to validate the indicators and to analyze draft guidelines for governments and a draft toolkit for practitioners with the aim of operationalizing the core principles of these indicators, both at the upstream and grassroots levels. In implementing the commitments made at MINEPS V, specific attention will be paid to inclusive quality physical education so as to assure equal opportunities to all to participate in and through sport at all levels. This activity is designed to be carried out in co-operation with the UN country teams, notably with UNDP, UNICEF and WHO.	
	<p>PI: Number of municipalities engaged in the implementation of the regional Coalitions' ten point action plans against discrimination and quality of reports received</p> <p>B/b: - the current number of cities involved in the existing Coalitions of Cities will be maintained or increased -</p>	<p>a) One sensitization video campaign against racism and xenophobia in Europe launched by the UNESCO European Coalition of Cities against Racism (ECCAR) on 21 March 2013. b) One publication on "Fighting Racism and Discrimination - Identifying and Sharing Good Practices in the International Coalition of Cities (ICCAR)" containing 50 good practices of more than 38 cities launched in June 2012. c) One meeting of the Steering Committee of the "European Coalition of Cities against Racism" organized in Berlin on 10-12 April 2013.</p>	
	<p>PI: Feedback on use and usefulness of social inclusion self-advocacy tool-kits or materials developed for vulnerable populations to be distributed by and to policy-makers</p>	<p>Due to mobilization and pooling of resources from other donors, the development and release of a higher number of outputs than originally planned was possible: k) 7 policy briefs instead of 5 initially planned were produced; l) 8 full research papers published and a summary report in full print copy published instead of the initially planned online; m) One Joint UNESCO-UNICEF Policy Event organized at no cost for the organization at the occasion of International Migrants Day (18 Dec): Launching of 3 publications on internal migration in Indian jointly with UNICEF (Workshop Report/ Workshop Research/ Policy Briefs); n) One text of handbook completed and awaiting publication board decision.</p>	

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
ER 6: International agendas on global environmental change informed and national policy responses enhanced by emphasis on its inherently social and human dimensions, drawing on the contributions of the social and human sciences	<p>PI: Incorporation of social and human sciences approaches to GEC in international policy agendas, as assessed by the content of the 2012 World Social Science Forum and 2013 World Social Science Report, and by analysis of UN outcome documents</p> <p>B/b: Publication of World Social Science report by end 2013.</p>	<p>The benchmark is on target to be fully achieved. Editorial preparation of the World Social Science Report is largely complete, with a publication date of 4 November 2013. Copublication of the report with the OECD will ensure enhanced outreach and impact and contribute decisively to achieving the agenda-setting objectives attached to the report. The thematic focus of the World Social Science Forum, organized by ISSC, have been modified since the original plan was established. The 2013 Forum will focus not on GEC but on social transformations in the digital age. Regarding UN outcome documents, active promotion of a broad social approach to sustainable development challenges has coincided with extensive criticism of the narrow green economy agenda and widespread recognition, including in the Rio+20 outcome document, of the need for an improved articulation of the social and environmental dimensions of sustainability. While it would not be realistic to regard these shifts as attributable to the action undertaken within the present activity, the outcome does nonetheless tend to validate its general thrust and purpose.</p>	<p>Outputs have been significantly reconfigured due to severe resource constraints. Nonetheless, significant progress has been made towards achieving key results. Editorial preparation of the World Social Science Report is largely complete, following an open call for papers, extensive discussion in the Scientific Committee, peer review of all contributions and copy preparation. Completion of the manuscript is scheduled in late July 2013, with a publication date of 4 November 2013. While reduced funds prevented consultation at regional level being organized as originally planned, opportunities to contribute have been ensured for all relevant stakeholders. Copublication of the report with the OECD will ensure enhanced outreach and impact and contribute decisively to achieving the agenda-setting objectives attached to the report. Active promotion of a broad social approach to sustainable development challenges has coincided with extensive criticism of the narrow green economy agenda and widespread recognition, including in the Rio+20 outcome document, of the need for an improved articulation of the social and environmental dimensions of sustainability. While it would not be realistic to regard these shifts as attributable to the action undertaken within the present activity, the outcome does nonetheless tend to validate its general thrust and purpose. Similarly, activities to support national adaptation policies have been pursued through the Emergency Fund and Intersectoral Platforms. Governments have been directly involved in multi-stakeholder meetings in the Caribbean and Central Asia, and will be involved in future activities in West Africa and the Pacific. Acceptable agendas based on consultation are therefore already starting to emerge. They will lead in due course to practical approaches based on toolkits and guidelines. Results have been achieved in particular by seeking close connections between the work of COMEST on environmental ethics and the social science knowledge base, as reflected notably by the World Social Science Report. The emphasis on connecting ethics and social transformations is directly in line with the thrust of the C/4. The work of COMEST is further connected thematically to the process to consider the desirability of preparing a declaration of ethical principles in relation to climate change, in the context of which the Executive Board (190 EX/Decision 10) welcomed the proposal by COMEST to explore the feasibility of a comprehensive framework of ethical principles in relation to climate change. At its 8th Ordinary Session, COMEST adopted an action plan to conduct this work by 2015.</p>
	<p>PI: Number of new and existing social science knowledge networks that focus on GEC, including climate change and Ethics of development</p> <p>B/b: 1 new network established, and 1 existing network effectively reoriented.</p>	<p>The SIDA-led programme to support social science research on global environmental change has been in principle agreed by the donor, and is expected to start operationally in the fourth quarter of 2013. The proposed new network on values and power in relation to global environmental change, with funding from a group of Norwegian institutions, is progressing, but is delayed by institutional factors in Norway over which UNESCO has no control. Nonetheless, a positive outcome is expected by end 2013. More generally, significant success has been achieved through strong partnership with ISSC in ensuring representation of social science paradigms in emerging international initiatives such as Future Earth.</p>	
	<p>PI: Development of policy-relevant tools and guidelines to support national policies to respond to global environmental change</p> <p>B/b: One set of guideline material developed on the management of</p>	<p>Specific activities in this area have been significantly reshaped due to resource constraints. However, significant results have been achieved through the Emergency Fund and Intersectoral Platforms. Governments have been directly involved in multi-</p>	

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
	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).	stakeholder meetings in the Caribbean and Central Asia, and will be involved in future activities in West Africa and the Pacific. Acceptable agendas based on consultation are therefore already starting to emerge. In particular the work of COMEST is directly relevant to national adaptation policies, notably through its analytical report on the "Background for a Framework of Ethical Principles and Responsibilities for Climate Change Adaptation", adopted at the 8th Ordinary Session (Bratislava, 27-29 May 2013). In order to ensure both the visibility and quality of the report, it was submitted to peer review and opened to public comment. Following adoption, the report will be actively disseminated in order to foster debate. The contribution of environmental ethics to adaptation policies, along with mobilization of the social science knowledge base, has been systematically mainstreamed in all subregional projects, which will inter alia produce relevant guidelines/policy briefs.	

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

In a context of scarce resources, increasing emphasis has been put on leveraging partnerships, in particular with the International Social Science Council, which has proved decisive in attaining major objectives under ER6. It should be noted however that the ability to sustain such partnerships will depend on minimum capacity within UNESCO to provide intellectual input and availability of human resources.

Significant progress has been made in reducing the cost of statutory commitments, in particular by effective fundraising to support the activities of COMEST. Whether such efforts can be made sustainable remains to be seen.

The progress made in social inclusion has benefitted from partnerships developed on the country level with different partners, including the UN system, academia and the research community in undertaking policy review studies. UNESCO's action on migration and involvement with the GMG group relies on staff expertise without any cost incurred.

Part II.A. IV. Culture

Regular Programme ¹ : operational budget only		Extrabudgetary resources ¹	
Allocation 2012-2013: US\$ 7 452 319	Expenditures 2012-2013: US\$ 5 144 932	Allotment 2012-2013: US\$ 108 649 926	Expenditures 2012-2013: US\$ 69 964 543

	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 2012-2013 US\$	Exp. % 2012-2013	N°	Total Allocation US\$	Allotment 2012-2013 US\$	Expenditure 2012-2013 US\$	Exp. % 2012-2013
Part II.A. IV. Culture	233	6 272 947	4 459 717	71	454	325 848 567	108 075 125	69 390 768	64
ER 1: The 1972 World Heritage Convention effectively implemented	14	972 253	846 103	87	31	23 154 237	5 756 957	4 352 505	76
ER 2: Contribution of World Heritage properties to sustainable development enhanced	19	520 725	358 045	69	52	39 295 172	16 566 412	10 907 632	66
ER 3: Cultural and natural heritage protection and promotion strengthened, especially in Africa, in post-conflict and post-disaster situations, in small island developing States (SIDS) and least developed countries (LDCs)	26	491 546	404 090	82	100	92 896 427	33 776 666	20 841 705	62
ER 4: Protection of cultural properties through the effective implementation of the 1954 Convention and its two Protocols enhanced	5	162 357	82 487	51	3	876 238	249 564	141 496	57
ER 5: Effective implementation of the 2001 Convention encouraged and international cooperation for the preservation of the underwater cultural heritage increased	9	108 273	91 148	84	9	2 910 850	971 197	520 299	54
ER 6: Implementation of the 1970 Convention made effective and reinforced, and measures enabling the fight against the illicit import, export and transfer of ownership of cultural property strengthened	22	791 019	518 065	65	34	2 574 147	1 350 969	633 280	47
ER 7: Safeguarding of the intangible cultural heritage enhanced through the effective implementation of the 2003 Convention - Grouping	2	112 001	68 762	61	9	7 384 911	3 709 334	601 215	16
ER 8: The role of the governing bodies of the 2003 Convention strengthened, particularly through the effective organization of the statutory meetings - Grouping	2	413 564	334 756	81	8	2 214 481	1 676 958	862 704	51
ER 9: The national safeguarding capacities of Member States in particular of developing countries, strengthened	37	393 000	260 870	66	21	12 942 358	7 243 914	4 980 241	69
ER 10: The 2005 Convention effectively implemented	3	410 200	209 582	51	7	5 859 860	3 174 853	2 762 964	87
ER 11: Policies, measures and programmes pertaining to the 2005 Convention supported and strengthened at the national, regional and international levels	10	188 048	106 288	57	8	10 054 193	3 601 149	2 888 386	80
ER 12: Information and best practices on the protection and promotion of the diversity of cultural expressions identified, disseminated and shared with States Parties to the 2005 Convention	3	110 000	76 667	70	1	73 000	63 198	62 102	98
ER 13: The role of culture in sustainable development fostered through creative and cultural industries and initiatives that encourage joint projects to promote cultural innovation, production and exchange as vectors of growth	13	290 738	234 968	81	23	15 157 129	3 384 764	2 826 866	84
ER 14: Approaches to culture and development clarified in order to guide and assist Member States in devising inclusive development policies	6	20 000	17 769	89	12	5 955 225	962 861	800 409	83

	Total RP workplans in SISTER/FABS linked to C/5 results				Total XB Projects in SISTER/FABS linked to C/5 results (including Emergency Funds)				
	N°	Allocation 2012-2013 US\$	Expenditure 2012-2013 US\$	Exp. % 2012-2013	N°	Total Allocation US\$	Allotment 2012-2013 US\$	Expenditure 2012-2013 US\$	Exp. % 2012-2013
ER 15: The role of culture in sustainable development better integrated into international development policies and within United Nations common country programming exercises in order to reinforce social inclusion and community cohesion, human development and economic growth	14	366 689	235 559	64	25	25 269 041	7 275 225	5 303 109	73
ER 16: Contributions of cities to sustainable development enhanced	3	40 955	40 955	100	7	947 885	401 264	300 329	75
ER 17: Activities in the fields of books, translation and crafts promoted	4	74 286	53 991	73	17	8 462 763	2 063 228	1 083 374	53
ER 18: Social, economic and educational roles of museums as vectors for sustainable development and intercultural dialogue promoted and capacity-building in this area strengthened, in particular in developing countries	14	231 347	72 533	31	43	22 038 732	8 025 440	3 759 644	47
ER 19: Indigenous and endangered languages promoted and protected	0	0	0	N/A	2	4 921 500	1 367 918	1 024 129	75
ER 20: Heritage promoted as a vector of dialogue, cooperation and mutual understanding, especially in post-conflict countries	4	0	0	N/A	18	23 469 603	3 839 415	2 340 362	61
ER 21: Promotion and use of the general and regional histories published by UNESCO strengthened, for educational purposes	4	58 993	57 563	98	9	12 843 397	1 076 727	990 903	92
ER 22: Knowledge of the slave trade, slavery and the African Diaspora enhanced	5	90 847	69 227	76	5	359 536	266 866	265 773	100
ER 23: Conditions, capacities and arrangements for intercultural dialogue and a culture of peace strengthened locally, nationally and regionally	14	426 106	320 289	75	10	6 187 882	1 270 246	1 141 341	90

36 C/5 Global Priority Africa Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
African heritage and cultural expressions better safeguarded and promoted in Member States	<p>PI: Operational and capacity building projects implemented; Promotional and awareness raising activities undertaken with key stakeholders;</p> <p>B/b: 4 Conservation and/or safeguarding projects New ratifications of the 1954 and 2001 Conventions in Africa At least 3 awareness raising activities undertaken</p>	<p>- Two Member States (Angola and Benin became party to the 1954 Hague Convention, one (Benin) to the 1954 (First) Protocol and two (Benin and Mali) to the 1999 (Second) Protocol. - Two regional training workshops in the field of underwater cultural heritage (Cuba, March 2012; Jamaica, November 2012) and two regional awareness-raising meetings (Cambodia, May 2012; Bahrain, October 2012) enhanced national capacity and increased awareness.</p>	<p>44.8% of the World Heritage Fund International Assistance requests approved in 2012-2013 are from the Africa region. The Regional Programme for the Africa region approved by the 36th session of the World Heritage Committee (June 2012) is now under implementation. Targeted capacity-building workshops, field projects and knowledge-sharing address issues at both cultural (Africa 2020) and natural (Africa Nature) World Heritage sites in order to improve management effectiveness.</p> <p>The Intangible Cultural Heritage Convention had capacity-building activities underway in 26 African States, and projects under development in 14 others. Tangible effects were visible from the increased participation of African States Parties in the Convention's international mechanisms, with 5 States having their periodic reports examined in 2012, 6 nominations to the Urgent Safeguarding List (of which 4 were inscribed), 2 nominations to the Representative List (of which 1 was inscribed) and 7 requests for International Assistance (of which 2 were approved). For the 2013 cycle, 7 periodic reports and 14 nominations or requests were submitted and processed during 2012.</p> <p>30 projects from 17 African countries have been funded by the International Fund for Cultural Diversity (IFCD). These projects carry great potential for structural impact on cultural policies and industries.</p> <p>In 2012 and early 2013, support from the Emergency Fund enabled the Secretariat to launch a pilot training programme in Africa. As one of the first tangible results of this programme, the number of country reports on the implementation of the Convention prepared by African countries increased by 50% in 2013.</p> <p>The four MDG-F Joint Programmes implemented in Africa sought to develop knowledge bases on cultural and natural heritage through inclusive and community-driven processes, such as mapping and inventorying exercises, while also promoting traditional and indigenous knowledge. Priority was given to improving capacities to safeguard and manage cultural and natural heritage by building individual capacities and strengthening the culture sector through new and improved legal and regulatory frameworks, in line with international commitments. For instance in Senegal, the programme benefited altogether 5960 national civil servants and enhanced capacities on heritage and natural resources management as well as copyrights. More information is available on www.unesco.org/new/mdgf/</p>
Culture mainstreamed across Africa in national development policies inclusive of gender equality	<p>PI: Culture integrated in UN joint programming exercises, including UNDAFs</p> <p>B/b: At least 5 UNDAFs integrating culture, gender equality and human rightd</p>	<p>- An Analytical Overview of culture in UNDAFs (http://www.unesco.org/new/undaf) indicates that culture entries in UNDAFs linked to social and economic development account for 55% of the total, 18% relate to governance, 17% to sustainable development and to 10% to human rights and the rule of law. - Most of the cases of cross-cutting approaches to culture in UNDAFs are related to education (50%), HIV/AIDS (31%), Gender (12%), health (4%) and youth (3%).</p>	<p>The MDG-F Joint Programmes on Culture and Development implemented in Africa addressed gender disparities by mainstreaming gender in the promotion and protection of cultural heritage resources in Namibia, developing an integrated model to mainstream gender in development planning in Mozambique, and fighting gender-based violence in 33 communities in Senegal through mechanisms involving administrative, political and religious authorities along with capacity building workshops and human rights for 100 local women and 60 women leaders.</p>
Knowledge of Africa and the contribution of	<p>PI: Integratio of pedagogical materials emanaatin form the</p>	<p>The three pedagogical contents (curriculum outlines, teachers' guide and textbooks) elaborated for the three age groups (10-12 years, 13-15 years and 17-19 years)</p>	<p>As a result of extrabudgetary funding provided by Brazil, the elaboration of the 9th volume of the General History of Africa was launched in Addis Ababa</p>

36 C/5 Global Priority Africa Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
its diaspora increased	General History of Africa into school curricula (extrabudgetary) B/b: 3 content components for primary and secondary schools in Africa, plus teachers guides	were reviewed by a committee that met in Paris in February 2013 and are ready for validation by the Scientific Committee of the project in its next meeting in October 2013.	<p>In May 2013 on the occasion of the 50th Anniversary of the Organization of the African Unity and of the organization of the first experts meeting.</p> <p>The pedagogical materials for primary and secondary education have been elaborated and will be reviewed by the Scientific Committee before submission to African Ministries of Education.</p> <p>An evaluation of the teaching of the General History of Africa in higher education in Africa was undertaken. Efforts to mobilize funding for the General History of Africa have been pursued, targeting foundations and the private sector companies.</p>

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

Despite the financial constraints and severe budget cuts that affected Major Programme IV, the Secretariat was in a position to implement several activities of importance for Priority Africa during the reporting period in question, and in particular in the normative area, thanks to support provided from the Emergency Fund. This is the case for the 1954, 1970, 1972 and 2005 Conventions and the implementation of related capacity-building programmes targeting Africa as a priority. Support from the Emergency Fund was also provided to the Pedagogical Use of the General History of Africa, while the Secretariat worked on identifying other sources of funding. For instance, Brazil's financial contribution enabled to launch the preparation of the 9th volume of the General History of Africa, and it is expected that those efforts in this direction could lead to possible additional support in the near future. The Slave Route project has also benefitted from the Emergency Fund to support the Decade for People of African Descent. In parallel, under the intersectoral platform for Africa, funding was provided from the Emergency Fund directly to certain field offices for national activities, for instance under the 2003 Convention.

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 implementation of the 2003 Convention B/b: Gender parity in the number of experts	39 additional entries in the NGO database, 323 entries in individuals experts database; less than half of individual experts whose gender is known are female.	<p>Gender equality principles has been increasingly introduced in operational guidelines: e.g. in the Draft Policy Guidelines of the 1972 World Heritage Convention examined by the 37th session of its Committee (June 2013); the Committee of the 2003 Intangible Heritage Convention (2012) recommended that State Parties give greater attention to gender in intangible heritage safeguarding.</p> <p>The 2003 Convention has integrated gender-responsive components into their capacity-building programme. The Secretariat is working on new materials aimed at reinforcing the capacity of States Parties to incorporate gender perspectives into national policies and intangible heritage safeguarding plans.</p> <p>The overall participation of women in World Heritage training workshops as trainers/experts is approximately 41%.</p>
	PI: Human and institutional capacities developed and or strengthened. B/b: Gender parity among beneficiaries	Every effort has been made to achieve gender parity among the beneficiaries of the "human resource strengthening" in Member States within the framework of the global capacity-building strategy.	
	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	The participation of women in World Heritage training workshops as trainers/experts reached 41% over the course of the reporting period.	
	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 military was trained through two training workshops at the International Institute of Humanitarian Law in San Remo, Italy, May 2013, and in Beirut, Lebanon, June 2013.	
Culturally appropriate and gender-responsive policies	PI: Culture integrated in United Nations joint programming exercises, including	- Most of the cases of cross-cutting approaches to culture in UNDAFs are related to education (50%), HIV/AIDS (31%), Gender (12%), health	The 18 MDG-F Culture and Development joint programmes (concluded in 2013) had a strong gender equality focus. In partnership with UN agencies,

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	
and actions at country level designed and implemented	UNDAFs B/b: 10 UNDAFs integrating culture, gender equality and human rights 3 culturally appropriate and gender responsible policies and actions supported in the field of HIV and AIDS and maternal health (extrabudgetary resources)	(4%) and youth (3%) (Analytical overview of Culture in the UNDAF, 2012). - Following a questionnaire sent to 200 youth led NGOs based in Nigeria, the use of culturally appropriate strategies to tackle HIV was promoted through a UNESCO Workshop on "Strengthening youth and youth-led NGO's involvement with Family life and HIV Education" held in Abuja, Nigeria (5 to 8 December 2012).	including UN Women, UNESCO supported cultural employment opportunities for women, gender mainstreaming in policymaking and project planning, women's involvement in decision-making and inclusion of gender equality in national cultural policies. Key achievements: 600 jobs created for women in Senegal's cultural tourism sector, a Policy on Gender and Interculturalism in Ecuador, gender equality principles integrated into the occupied Palestinian territory's new National Strategy for the Culture Sector, and a 63% increase in women's employment in crafts enterprises in China. Within the framework of the 2005 Convention, the UNESCO/EU Technical Assistance mission in Malawi (concluded in late 2012) has supported the elaboration of national initiatives targeting the empowerment of female cultural entrepreneurs, which include the creation of a professional network and increased access to decision-making mechanisms. A special 'learning unit' on gender issues aimed to give due recognition to the contributions of African women to Africa's history and development has been created in collaboration with CI. The content is scheduled to be approved by the Scientific Committee for the Pedagogical Use of the General History of Africa project in autumn 2013.
Indigenous women's movement and faith-based organizations engaged in reconciliation and peace-building initiatives	PI: Cultural diversity and intercultural dialogue principles in regional policy agendas and United Nations priorities B/b: at least 1 paper on culturally appropriate strategies to fight gender-based violence produced with indigenous women's associations (extrabudgetary resources)	No extrabudgetary resources have been identified during the period in question for the paper on culturally-appropriate strategies to fight gender-based violence produced with indigenous women's associations.	No new activities have been carried out by CLT in this area in 2013.
Policy-making informed by a report on Gender and Culture promoting gender equality in the fields of culture	PI: Report on Gender and Culture produced and disseminated to policy makers B/b: One Report produced and disseminated (extrabudgetary resources)	- The Report on Gender and Culture, foreseen in the 36C/5, will be a pilot publication for a possible future UNESCO series on gender and the various domains of the Organization's competence, aimed at decision-makers, civil society organizations and cultural professionals. The Report will be the first comprehensive study of policies, measures and activities undertaken by governments, civil society as well as UNESCO and the international development community to ensure that women and men enjoy equal access and opportunities to create, benefit from and take part in cultural life. As such, it will provide a solid research and statistical benchmark and serve as both an advocacy toolkit and a set of guidelines to inform policy making among Member States and guide future UNESCO policy in this area. - A working group has been established within CLT to pilot the project in close collaboration with the Division for Gender Equality. A consultant specialized in gender has been contracted to undertake the initial research. The expected publication date is the end of 2013 or early 2014.	As part of its commitment to strengthen the evidence base on gender equality in the field of culture, UNESCO is preparing a Report on Gender Equality and Culture, which aims to provide the first global evidence base to ensure that women and men enjoy equal access and opportunities to participate in and contribute to cultural life. The report is expected to be published in early 2014.

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

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

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\$ 2 355 407	Expenditures 2012-2013: US\$ 1 833 415	Allotment 2012-2013: US\$ 56 175 740	Expenditures 2012-2013: US\$ 36 177 133

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	<p>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</p>	The 36th and 37th sessions of the World Heritage Committee were held in St Petersburg, Russian Federation, (24 June-06 July 2012) and Phnom Penh, Cambodia (16-27 June 2013) respectively.	<p>The 36th and 37th ordinary sessions of the World Heritage Committee were organized (St Petersburg, 24 June-6 July 2012 and Phnom Penh, 16-27 June 2013). In total, 67 working documents and 29 information documents were prepared and sent within the statutory deadlines. Since 2012 they have been all made available to the general public at the same time as their distribution to the Committee members. A live webcasting of the sessions have also been organized since 2012, enhancing the transparency of the work of the Committee.</p> <p>The External Auditor had underlined the establishment or the revision of Tentative Lists as a critical tool for the credibility of the World Heritage List: 36 Tentative Lists were revised between January 2012 and June 2013 and 8 States Parties submitted their first Tentative Lists. In 2012-2013, the first transnational nomination file in Africa was inscribed (Cameroon, Central African Republic, Rep. of Congo), as well as another 5 from the Africa region (Chad, Côte d'Ivoire, Lesotho, Niger and Senegal) and 2 from the Pacific region (Fiji and Palau). (Palestine, Qatar, Chad, Lesotho, Fiji and Palau had sites inscribed for the first time.) Within the framework of the experimental Upstream Process, 7 States Parties are currently receiving new forms of support and guidance in order to reduce the problems encountered during the nomination process.</p> <p>Singapore became the 190th State Party to the Convention in June 2012, and consultations and awareness-raising meetings with the 5 remaining non-signatory countries are being actively pursued.</p> <p>The number of visitors on the World Heritage Centre website between January 2012 and May 2013 increased by 24% compared to the same period in 2010-2011. After the iPhone application launched on the World Oceans Day, a tablet PC application of the popular World Heritage calendar was launched in December 2012 with the aim of promoting environmental education through the protection of World Heritage sites. A comprehensive database on the state of conservation of World Heritage properties since 1979 was also launched with support from Flanders Government. This information system, integrated with WHC's current databases and currently containing around 1,700 reports, will contribute to the institutional memory of the World Heritage Convention and facilitate well-informed and consistent decision-making by the World Heritage Committee.</p>
	<p>PI: Integrated and comprehensive information and knowledge management system further developed and used by visitors B/b: 20% increase in the number of visitors to the WHC website</p>	Data available for January 2012-May 2013: +24% in the number of visitors to the WHC website compared with 2010-2011.	
	<p>PI: Under-represented countries, regions or categories better represented on the World Heritage List B/b: - 5 successful nominations from underrepresented countries, regions or categories - 5 States Parties prepare and submit their first Tentative List; 30 States Parties revise their Tentative List - 2 countries ratify the Convention</p>	* Successful nominations: 6 from the Africa region (Chad, Côte d'Ivoire, Lesotho, Niger and Senegal, and the first transnational nomination file in Africa in Cameroon, Central African Republic and Rep. of Congo) and 2 from the Pacific region (Fiji and Palau). 6 States Parties had their first site inscribed (Chad, Lesotho, Fiji, Palau, Palestine and Qatar). * 8 States Parties submitted their first Tentative List (Rwanda, Sierra Leone, Kuwait, Palestine, Bhutan, Singapore, Antigua & Barbuda and St Vincent & the Grenadines). * 36 States Parties revised their Tentative List (4 in Africa, 3 in Arab States, 10 in Asia-Pacific, 13 in Europe & North America and 6 in Latin America & the Caribbean) * 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	
ER 2: Contribution of World Heritage properties to sustainable development enhanced	<p>PI: Adverse impacts of tourism, urbanization and climate change on World Heritage properties mitigated in collaboration with intergovernmental organizations, policy-makers and site managers B/b: - 2 projects to demonstrate the link between culture and development - 4 intersectoral actions with relevant Conventions and programmes - 2 actions in cooperation with United Nations and the tourism industry concerning heritage preservation and tourism</p>	<p>- 4 extrabudgetary projects linking heritage conservation and sustainable development (Egypt, Vietnam, Portugal and Cuba). - 1 intersectoral action MAB-WHC is developed in relation with REDD+ (climate change). - UNWTO was a member of the Steering Committee which developed the new World Heritage and Sustainable Tourism Programme. Coordination and complementarity of actions is ensured with UNWTO and ILO within the framework of the extrabudgetary project "Assisting the Government of Iraq to Develop a National Tourism Strategy".</p>	<p>The expansion of a more holistic and integrated view, linking World Heritage to the role that local communities play in its management and protection and enhancing its subsequent contribution to sustainable development, is a marking feature of the biennium 2012-2013. The theme of the 40th Anniversary of the World Heritage Convention in 2012, the "Kyoto Vision", the official recognition of Vigan's successful management, the 26 case studies of the book entitled "World Heritage-Benefits Beyond Borders" and the Earth Hour campaign in 2013 strongly demonstrated that a people-centered approach to World Heritage conservation contributed to sustainable development and was the best way to ensure the long-term protection of the Outstanding Universal Value of World Heritage sites.</p>
	<p>PI: Number of activities with youth involvement in World Heritage conservation B/b: 5 activities, including 2 in Africa, LDCs and/or SIDS</p>	<p>7 activities underway, including 2 concerning at the same time Africa, LDCs and SIDS.</p>	<p>Sustainable development is also part of the new World Heritage and Sustainable Tourism Programme developed with and guided by a Steering Group involving UNWTO, and adopted by the 36th session of the World Heritage Committee. As for the 4 extrabudgetary projects implemented in 2012-2013, including 3 in the Field, it aims to foster the links between the conservation of each site's Outstanding Universal Value, tourism planning needs and sustainable development.</p>
	<p>PI: Increased number of women as trainers/experts in training workshops B/b: - 3 workshops/projects involving local communities and women - women constitute at least 30% of trainers/experts in training workshops</p>	<p>- Several workshops held in Central Africa consulted and informed the local communities (including women) of 3 countries about the nomination process of the Sangha Tri-National. - the participation of women in World Heritage training workshops as trainers/experts was around 41%.</p>	<p>The links between youth, World Heritage and sustainable development were at the heart of the 2nd South East European World Heritage Youth Forum (Zajecar, Serbia, 6-11 April 2013), of the 1st Asia Regional Forum of Site Managers and Youth NGOs (Seoul, Rep. of Korea, 26-30 Aug. 2012) and of episodes 9 and 10 of the Patrimoine World Heritage Adventures series released in 2012. More generally, young people have been given the opportunity to participate</p>

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
ER 3: Cultural and natural heritage protection and promotion strengthened, especially in Africa, in post-conflict and post-disaster situations, in small island developing States (SIDS) and least developed countries (LDCs)	<p>PI: Operational conservation projects implemented with relevant experts/partners in priority regions and countries and for properties on the Danger List</p> <p>B/b: - removal of 3 properties from the List of World Heritage in Danger - 6 conservation projects in priority regions and countries - 6 new partnerships for World Heritage</p>	<p>* Removal from Danger List: 3 (Rice Terraces in the Philippines, Shalimar Gardens in Pakistan and Bam Cultural Landscape in Islamic Republic of Iran). * 5 conservation projects in Africa, 1 in Iraq, 3 in Afghanistan, 2 in Haiti (all extrabudgetary) * 6 new partnerships signed; another 7 were extended</p>	<p>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). In total, 13 conservation projects under extrabudgetary funding are undertaken in priority countries, Africa and SIDS.</p> <p>3 sites were removed from the Danger List at the 37th Committee</p>

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
	conservation		session (Rice Terraces, Shalimar Gardens and Bam) but another 12 sites were added to alert the international community to critical situations in the hope that it can join efforts to save them. These include 2 Malian sites and all 6 Syrian sites.
	<p>PI: Capacity of States Parties and other stakeholders developed through innovative partnerships</p> <p>B/b: - at least 300 people trained - partnerships with category 2 centres in all regions</p>	<p>- more than 600 people trained (main targets: Africa, SIDS, Latin America and young people) - several joint bilateral and trilateral initiatives between category 2 centres; Bahrain Category 2 Centre funds the Regional Programme for the Arab region; AWHF and WHITRAP conducting capacity-building workshops in Africa and Asia regions respectively.</p>	<p>In 2012-2013, the capacities of more than 600 people have been enhanced in site management (taking into account the participation of communities), risk preparedness or nomination processes, especially in Africa and SIDS. Capacity-building programmes for the Arab States and Africa regions have been prepared in close collaboration with the Advisory Bodies and regional institutions. Similar efforts are under way in the Asia-Pacific and Latin America and Caribbean regions, in close consultation with the relevant Category 2 Centres.</p>
	<p>PI: Promotional and awareness-raising activities undertaken with key stakeholders enhance the visibility of the Convention</p> <p>B/b: - 40th Anniversary of the 1972 Convention celebrated - 6 awareness-raising activities, including 3 in Africa and/or SIDS</p>	<p>More than 120 activities, including awareness-raising ones, in over 47 countries in 2012 within the framework of the 40th Anniversary.</p>	<p>Within the framework of the Periodic Reporting Exercise, more than 400 people were also trained on specific key conservation and management issues. This 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 their long-term conservation. It has also been a means of 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.</p> <p>The category 2 centres related to World Heritage operate under strong policy and strategic framework, facilitate inter-institutional coordination (through annual meetings) and report to the statutory organs of the Convention. Since January 2012, a number of joint bilateral and trilateral initiatives (especially North-South-South) have been launched among all World Heritage Category 2 Centres.</p> <p>The 40th Anniversary year, with more than 120 events organized in 47 countries, demonstrated the commitment not only of States Parties but also of the general public to the concept of World Heritage. The closure event in Kyoto (November 2012) was a landmark event where all pertinent issues relating to the past, present and future of the Convention were discussed and led to the "Kyoto Vision".</p> <p>Eight issues of the quarterly magazine World Heritage were published between January 2012 and June 2013 and five new publications were issued in the World Heritage Papers Series. 171,000 copies of the World Heritage Maps were produced and disseminated. The e-mail newsletter "World Heritage Information" reaches 95,000 addresses.</p> <p>An Open-Ended Working Group elaborated an implementation plan for the recommendations made by the External Auditor on the Partnerships' Initiative, and the subsequent Partnership's strategy was approved at the 37th session of the World Heritage Committee (June 2013). Since January 2012, 7 partnerships have been extended; 6 new partnerships have been concluded and others are in development.</p>

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

At the 36th (2012) and 37th (2013) sessions of the World Heritage Committee, printed copies were reduced to a minimum and the documents were distributed on USB sticks. Additional costs were covered by the host-countries (translation and interpretation costs, overtime, live streaming etc.) and donor countries (e.g. Qatar for interpretation in Arabic and Spanish).

The Category 2 Centres were encouraged to take in charge the activities UNESCO was not able to finance in 2012. They have been participating in particular in the design and financing of capacity-building regional programmes and related activities.

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

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

Regular Programme ¹ : operational budget only		Extrabudgetary resources ¹	
Allocation 2012-2013: US\$ 1 244 874	Expenditures 2012-2013: US\$ 789 311	Allotment 2012-2013: US\$ 2 571 729	Expenditures 2012-2013: US\$ 1 295 075

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
ER 4: Protection of cultural properties through the effective implementation of the 1954 Convention and its two Protocols enhanced	<p>PI: New States Parties to the Convention and its two Protocols B/b: 6 new ratifications of either the 1954 Convention or its Protocols (at least 2 in Africa)</p> <p>PI: Effective support to meetings of High Contracting Parties to the Convention, of the Parties to the Second Protocol, as well as of the Second Protocol Intergovernmental Committee B/b: - 2 ordinary meetings of the Second Protocol Intergovernmental Committee, and 1 meeting of the High Contracting Parties to the Hague Convention - 1 meeting of the Parties to the Second (1999) Protocol - 6 sites granted enhanced protection by the Second Protocol Intergovernmental Committee</p> <p>PI: Enhanced awareness-raising within the</p>	<p>Three Member States (Angola, Benin and Palestine) became party to the 1954 Hague Convention, two (Benin and Palestine) to the 1954 (First) Protocol and four (Benin, Mali, Palestine and Poland) to the 1999 (Second) Protocol.</p> <p>The seventh meeting of the Committee for the Protection of Cultural Property in the Event of Armed Conflict took place from 20 to 21 December 2012 at UNESCO Headquarters. Its main achievements were the granting of financial assistance to Mali with regard to emergency measures in the amount of US\$ 40,500 from the Fund for the Protection of Cultural Property in the Event of Armed Conflict; consideration of synergies between the Second Protocol to the 1954 Hague Convention and the 1972 World Heritage Convention; and discussion of issues related to the protection of cultural property in occupied territory.</p> <p>- The website of the the Hague Convention and its two (1954 and</p>	<p>Three African States (Angola, Benin and Mali) have either become party to the Hague Convention or its Second Protocol. In addition, Palestine became party to the Hague Convention and its two Protocols. Thus, while the number of six ratifications has not been achieved, substantial progress has been achieved, in particular with regard to Mali and Palestine that are affected by an armed conflict.</p> <p>The granting of the PP request in the amount of US\$ 25,000 will facilitate the organization of the November 2013 meeting in Austria on the Hague Convention and its two Protocols for Sub-Saharan countries.</p> <p>The seventh meeting of the Committee for the Protection of Cultural Property in the Event of Armed Conflict contributed to better protection of cultural property both in peacetime and wartime, in particular by granting financial assistance to Mali with regard to emergency measures in the amount of US\$ 40,500 from the Fund for the Protection of Cultural Property in the Event of Armed Conflict</p>

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
	<p>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</p>	<p>1999) Protocols was substantively improved to make it user-friendly. - The Secretariat is in contact with the Austrian authorities with regard to a training seminar on the Hague Convention and its two Protocols for Sub-Saharan African Countries with focus on gender foreseen to take place in November 2013 in Austria. A PP request of US\$ 25.000 has been approved by the Director-General for that purpose. Ethiopia, Ghana, Kenya, Nigeria, South Africa, South Sudan, United Republic of Tanzania, Zambia and Zimbabwe will participate in the training. - The French version of the article-by-article commentary on the Second Protocol is in progress. - The military was trained through two training workshops at the International Institute of Humanitarian Law in San Remo, Italy, May 2013, and in Beirut, Lebanon, June 2013.</p>	
ER 5: Effective implementation of the 2001 Convention encouraged and international cooperation for the preservation of the underwater cultural heritage increased	<p>PI: Adherence of new States Parties to the Convention B/b: 6 new States Parties, at least one in Africa</p>	<p>Three new States (France, Antigua and Barbuda & Tobago) became party to the 2001 Convention since January 2012.</p>	<p>Three States became party to the 2001 Convention, among which one from Africa. A number of States are making progress on the ratification of the Convention, thus, the number of new States Parties is expected to increase.</p> <p>The Convention has now entered a new phase, following the adoption of the Operational Guidelines for its implementation by the fourth session of the Meeting of States Parties (UNESCO Headquarters, 28 - 29 May 2013).</p> <p>The publication of the manual on the Annex of the Convention should enhance the protection of underwater cultural heritage.</p>
	<p>PI: Effective support for statutory, scientific and technical meetings B/b: - 1 session of the Meeting of States Parties - 2 meetings of the Scientific and Technical Advisory Body - 2 meetings of the working group on the Operational Guidelines</p>	<p>- The fourth session of the Meeting of States Parties (UNESCO Headquarters, 28-29 May 2013) resulted in the adoption of the Operational Guidelines for the implementation of the 2001 Convention, the accreditation of eleven NGOs to the Convention and acknowledgment of the importance of organizing events in commemoration of the Centenary of World War I, focusing on the protection of its underwater cultural heritage. - The fourth meeting of the Scientific and Technical Advisory Body took place on 30 May 2013 and decided to collect information for its next session in order to develop a Best Practice List of Underwater Cultural Heritage Sites regarding public access, to develop educational material as well as to initiate collaboration with the UNESCO UNITWIN Network on Underwater Archaeology in order to assess the state of submerged heritage. - In the margin of these statutory meetings, an Exchange Day on the Protection of the Underwater Cultural Heritage and the Future of the 2001 Convention was held on 27 May 2013 and emphasized the need to reinforce responsible public access to underwater cultural heritage sites and awareness on their protection.</p>	
	<p>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</p>	<p>- Two regional training workshops (Cuba, March 2012 and Jamaica, November 2012) and two regional awareness-raising meetings (Cambodia, May 2012 and Bahrain, October 2012) were held and enhanced national capacity and increase awareness. - An International Workshop on the Alexandrian National Museum on Underwater Cultural Heritage was held in Alexandria (Egypt) in May 2013 to revive the project following its interruption in the context of Arab Spring events. - A Sub-regional Meeting on Cultural Heritage Protection Laws for the Caribbean Small Island States took place on 18-20 June 2013 in St. Kitts & Nevis. A model law for heritage protection for the participating Caribbean States was been adopted. - The first meeting of the UNESCO UNITWIN Network on Underwater Archaeology took</p>	

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
		place in May 2013 in Turkey and gathered thirty universities and institutions specialized in underwater archaeology. - A manual on the Annex of the Convention available in English, French and Spanish has been published and distributed, together with a training manual on the organization of underwater cultural heritage protection courses. Both training tools are also accessible on the website of the Convention. - A new brochure on the Convention has been designed and made available on line, targeting the general public, and in particular youth.	
ER 6: Implementation of the 1970 Convention made effective and reinforced, and measures enabling the fight against the illicit import, export and transfer of ownership of cultural property strengthened	<p>PI: New States Parties to the 1970 Convention B/b: - 8 to 10 new ratifications for the 1970 Convention (2 for each regional group)</p>	Three Member States became party to the Convention (Kazakhstan, Palestine and Swaziland).	While the eight - ten expected ratifications has not been achieved, a number of States are making progress towards the ratifications, and prospects in this regard are encouraging.
	<p>PI: Increased understanding and awareness of UNESCO policy on fighting illicit traffic B/b: - 4 to 5 publications and update or creation of a new web-site on illicit traffic and restitution - 3 to 4 documentaries and clips produced - 3-5 region-specific awareness-campaigns</p>	- An awareness-raising exhibition of stolen and retrieved cultural objects was co-organized with the Italian Carabinieri in June 2012 to sensitize the public on the fight against illicit trafficking of cultural property. - A joint video on the fight against the illicit traffic in cultural property was prepared by UNESCO Montevideo Office and INTERPOL Buenos Aires Office. - The website was updated notably to reflect action in Syria, Mali, the creation of the new governance framework for the Convention, recent successful restitution cases etc. - UNESCO has continued to act as a facilitator and legal and informal advisor to States engaged in claims of restitution of cultural objects (e.g. Cambodia, Egypt, Libya, Mongolia).	<p>The organization of eleven training programmes on the fight against the illicit traffic in cultural property in 2012 and 2013 in Western and Southern Africa, the Andean region and South America, Europe, the Gulf region, and South East Europe has contributed to better awareness-raising and enhanced national capacity of Member States.</p> <p>The organization of the Extraordinary Meeting of the States Parties and the establishment of the Subsidiary Committee represent a major progress in efforts to strengthen the implementation of the Convention through improved governance mechanisms. Those mechanisms will facilitate policy discussions, the exchange best practices and the provision of support, and will thereby enable States Parties and would-be Parties to better implement the Convention at the national level and benefit from it.</p>
	<p>PI: Effective support to meetings of States Parties to the 1970 Convention and capacity-building sessions efficiently organized and implemented B/b: - 1 meeting of States Parties to the Convention and 8 to 10 workshops (1 to 2 workshops by region) - 1 ordinary session of the Intergovernmental Committee for Promoting the Return of Cultural Property towards Countries of Origin or its Restitution in Case of Illicit Appropriation</p>	- 11 regional training workshops on the fight against the illicit traffic of cultural property were conducted in 2012 and 2013 in Western and Southern Africa, the Andean region and South America, Europe, the Gulf region, and South East Europe. - The governance of the Convention was improved through the establishment, by the Second Meeting of the Parties to the 1970 Convention (20-21 June 2012), of a Meeting of States Parties every two years, and of an eighteen-Member Subsidiary Committee convened annually. - 190 EX/Dec.43 authorized the Director-General to convene an Extraordinary Meeting of States Parties to the 1970 Convention (Headquarters, 1st July 2013), charged with electing the members of the Subsidiary Committee, and to convene the first meeting of the Subsidiary Committee (2-3 July 2013). - 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 was held successfully on 22 June 2012. - The Secretariat mobilized INTERPOL, the World Customs Organization, as well as of the French and Italian special police forces on the risk of illicit export of cultural objects from Mali and Syria. It has alerted countries neighbouring both Syria and Mali and the art market to prevent illicit trafficking. - A training seminar was organized in Amman (Jordan) on the illicit trafficking of cultural objects from Syria with neighbouring countries. Support was provided in the context of experts' missions sent to Mali.	Ensuring adequate human and financial resources to support the newly-created Subsidiary Committee will represent a major challenge.

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
	<p>PI: New national legislations, import/export certificates for cultural property, translation of national laws and certificates, examples of successful return cases of cultural property</p> <p>B/b: - 20 new national legislations, 4 national legislations updated or adopted, 10 import/export certificates for cultural property and 50 translations of national laws and certificates - 50 examples of successful return cases of cultural property</p>	148 new national legislations from 19 countries have been added to the UNESCO Database of National Cultural Heritage Laws since January 2012. It currently provides free access to more than 2,450 texts from more than 180 Member States.	

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

In the context of the current financial constraints, the Secretariat has devoted important efforts to identify the necessary resources, notably to be in a position to organize the extraordinary meeting of States Parties to the 1970 Convention and the first meeting of the Subsidiary Committee, for which no funds had been foreseen under the 36 C/5. Thanks to financial support from China, Greece, Switzerland and Turkey and from the Multi-Donor Emergency Fund, the Secretariat managed to hold the two meetings. Altogether, almost US\$ 600.000 were raised in 2012-2013 for activities dedicated to the implementation of the 1970 Convention.

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

Regular Programme ¹ : operational budget only		Extrabudgetary resources ¹	
Allocation 2012-2013: US\$ 1 161 906	Expenditures 2012-2013: US\$ 833 140	Allotment 2012-2013: US\$ 12 630 206	Expenditures 2012-2013: US\$ 6 444 160

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
ER 7: Safeguarding of the intangible cultural heritage enhanced through the effective implementation of the 2003 Convention	<p>PI: Number of States Parties to the Convention increased</p> <p>B/b: 10 new States Parties to the Convention</p>	Six States Parties have had instruments of ratification validated by LA during 2012; and another six have already (30 June) been validated in 2013; the benchmark has thus been exceeded by 20%, thereby accelerating the pace of ratification of the Convention.	<p>Results:</p> <p>The 2003 Convention continues to be implemented effectively at the international and national levels and thereby to contribute to the safeguarding of the intangible cultural heritage globally. Six new States Parties have been recorded in 2012, and six more already to date in 2013, and increased interest in the Convention is likely to produce additional ratifications throughout the biennium, in particular after the capacity-building activities undertaken to that effect in a number of countries worldwide.</p> <p>UNESCO's direct support to safeguarding at the national level takes the form primarily of international assistance from the Intangible Cultural Heritage Fund. Implementation of international assistance-funded safeguarding activities and promotion of best practices for public awareness depend upon the rate of submissions from States Parties and approvals by the Committee in 2010, 2011 and 2012. Since few States were yet mobilized in that period to request international assistance, there was little to implement during the reporting period of 2012. However, there has been a marked increase in international</p>
	<p>PI: International assistance-funded safeguarding activities effectively implemented and best practices for public awareness and strengthened safeguarding capacities promoted</p> <p>B/b: 20 international assistance-funded safeguarding activities implemented and 10 best practices promoted</p>	In addition to the five international assistance funded activities underway during the first semester of 2012, five more were approved by the Bureau or Committee at the end of 2013 and therefore began implementation in 2013. Approval and implementation is thus lower than the benchmark, but this depends in large part on the initiative of States Parties to submit requests and on the quality of the requests thus submitted; the Secretariat cannot implement projects that have not been requested or approved. One best practice is being prepared for promotion, with a video having been produced and edited. Benchmark not attained. Here too, States Parties have not attached priority to the Register of Best Safeguarding Practices when selecting what their one annual nomination shall be.	
	<p>PI: Partnerships strengthened with other</p>	Participation in 2012 meeting of WIPO Intergovernmental	

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
	<p>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</p>	<p>Committee on traditional cultural expressions. No new partnerships established in 2012 or 2013. Benchmark not attained.</p>	
	<p>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</p>	<p>39 additional entries in the NGO database, 323 entries in individuals experts database. Benchmark exceeded by 80%.</p>	
ER 8: The role of the governing bodies of the 2003 Convention strengthened, particularly through the effective organization of the statutory meetings	<p>PI: Meetings of the statutory bodies, the subsidiary body and consultative body for the examination of nomination files for the statutory lists effectively organized B/b: - 5 meetings of the statutory bodies, 4 examination meetings for advisory services and 2 information meetings</p>	<p>Five meetings of the governing bodies: - Fourth session of the General Assembly of the States Parties to the Convention (4 to 8 June 2012) - Fourth extraordinary session of the Committee (8 June 2012) - Seventh session of the Committee (3 to 7 December 2012) - Meetings of the Bureau of the Committee (8 June 2012 and 24 October 2012), plus 5 electronic consultations of the Bureau (January, May, June, November 2012 and April 2013) Five meetings for advisory services: - Joint meeting of the Subsidiary and the Consultative Body (22 to 23 March 2012, 4 to 5 April 2013) - Meeting of the Subsidiary Body (17 to 21 September 2012, 24 to 28 June 2013) - Meeting of the Consultative Body (3 to 7 September 2012) One open-ended intergovernmental working group: - Open ended intergovernmental working group on the right scale or scope of an element (22 and 23 October 2012) One information meeting: - Information meeting on the 7th Intergovernmental Committee (24 October 2012)</p>	<p>Results:</p> <p>The governance of the Convention continues to mature. The first semester of 2012 saw three category II meetings (4th session of the General Assembly, 4th extraordinary session of the Committee, meeting of the 7th session of the Intergovernmental Committee Bureau) and one joint meeting of the two advisory bodies (Subsidiary Body and Consultative Body). The second semester of 2012 saw five category II meetings (meeting of the Subsidiary Body, meeting of the Consultative Body, open-ended working group, seventh session of the Committee and meeting of its Bureau) as well as two electronic consultations of the Bureau. The first semester of 2013 saw two category II meetings (joint meeting of the Subsidiary Body and Consultative Body, meeting of the Subsidiary Body) and one electronic consultation of the Bureau.</p>
	<p>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</p>	<p>- A total of 39 developing country experts attended the Committee's seventh session (11 States Members, of which 4 were from Africa; 28 States Parties, of which 13 were from Africa), as compared to 11 States Members and 18 States Parties attending the sixth session in 2011, thus representing an increase of 35%. - A total of 18 NGOs and experts were invited to attend the seventh session as guests of the Committee, in the first year in which this was possible. Altogether, 65 accredited NGOs participated in the seventh session, as compared to 35 accredited NGOs and those recommended for accreditation participated in the sixth session, thus representing a 86% increase.</p>	<p>The 4th extraordinary Committee meeting and open-ended working group exceeded the normal schedule of the governing bodies.</p> <p>The General Assembly extensively discussed important amendments to the Operational Directives: the principle of an annual ceiling of submissions was accepted; it will be set during each Committee session for the next two cycles. While striving to examine at least one nomination per submitting State, the Committee will give priority to files from countries having no elements inscribed, best safeguarding practices selected, or international assistance greater than US\$25,000 granted, and to nominations for the Urgent Safeguarding List. The latter is thus placed at the highest level of priority for the Convention. The Representative List will continue to function according to its own specific procedure and will therefore not benefit during its evaluation process from the recommendations of non-governmental organizations and independent experts, as is the case for the other mechanisms, since the General Assembly left evaluation in the hands of the Subsidiary Body composed of six Committee members. The Assembly also did not accept the Secretariat's proposal to allocate 10% (US\$615,000) of the resources of the Intangible Cultural Heritage Fund, on an exceptional basis, to help cope with statutory activities until the</p>
	<p>PI: Requests for international assistance from the Intangible Cultural Heritage Fund, nominations to the Urgent Safeguarding List and to the Representative List, as well as proposals to the Register of Best Practices processed effectively B/b: - 30 international assistance requests processed (including preparatory assistance), 10 from under-represented countries - 75</p>	<p>- The Secretariat completed processing 56 files that were examined by the Committee at its seventh session in 2012, and is in the process of treating 61 such files for examination during the eighth session in 2013. In addition 8 international assistance requests were examined by the Bureau in 2012 and 22 others are being processed for examination by the Bureau. These 147 files are distributed as follows: 45 international assistance requests (all-inclusive), of which more than 20 are from under-represented countries; 102 nominations and proposals (Urgent Safeguarding List,</p>	

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
	<p>nominations and proposals processed (Urgent Safeguarding List, Representative List and Register of Best Practices), 20 from underrepresented countries</p>	<p>Representative List, Register of Best Safeguarding Practices), of which 50 are from under-represented countries (zero or one previous inscription). - By the deadline of 31 March 2013 for submission of files for the 2014 cycle, 52 new files have been received as follows: 37 files for the Representative List, 8 for the Urgent Safeguarding List, 4 for the Register of Best Safeguarding Practices and 3 International Assistance Requests greater than US\$25.000.</p>	

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
ER 9: The national safeguarding capacities of Member States in particular of developing countries, strengthened	<p>PI: Human and institutional capacities in the field of intangible cultural heritage developed and/or strengthened B/b: - Human and institutional capacities reinforced in 50 States, with gender parity among the beneficiaries of human resource strengthening</p> <p>PI: National policies for intangible cultural heritage developed and/or strengthened- B/b: policy efforts supported in 30 States</p> <p>PI: Information and promotional materials produced and disseminated via knowledge management system, including those targeting youth and women B/b: - 5 information materials produced and 20% increase in number of visitors to the website</p>	<p>The Programme outreach has expanded. The number of countries benefitting from capacity-building projects has reached 70 over the period of reporting. Projects in 45 countries are in the implementation process.</p> <p>All the above-mentioned projects foresee strengthening national policies and legislation. This indicator will be assessed at the end of the biennium.</p> <p>- 3 brochures in English & French on inscribed elements on the List of Intangible Cultural Heritage in Need of Urgent Safeguarding, the Representative List of the Intangible Cultural Heritage of Humanity and the Register of Best Safeguarding Practices for 2010 and 2011. 2011 leaflets on inscribed elements in English & French. - knowledge management system: revised sets of workshop materials made available through the website for two workshops (ratification - 7 documents and presentations; implementation - 14 documents and presentations) - 25 workshops described online through an interactive map</p>	<p>Results:</p> <p>The Organization's focus on global strategy for strengthening national capacities for safeguarding intangible heritage continues to bear important fruit. UNESCO is systematically deploying all decentralized Regular Programme resources to this end, reinforced by extrabudgetary resources in various modalities that compensate the severely limited Regular Programme funds. The Secretariat's activities in implementing this global capacity-building strategy centre on three axes: 1) creation of training curricula and materials, 2) establishment and training of a network of expert facilitators and 3) delivery of training and capacity-building services to beneficiary stakeholders. The first two axes are essentially the responsibility of the Intangible Cultural Heritage Section, while the third is carried out by UNESCO's network of field offices, in cooperation with national counterparts and with on-going technical support from the Intangible Cultural Heritage Section. Mobilization of resources to carry out all three axes of action is done primarily by the Section.</p> <p>During 2012-2013, capacity-building activities were underway in more than 70 States worldwide. Each beneficiary State receives a custom-</p>

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

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

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

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

The Intangible Cultural Heritage Section continues its cost-cutting measures, having already moved in 2010 and 2011 to low-paper or no-paper meetings for its advisory bodies and governing bodies. On-line evaluation of nomination files by the Subsidiary Body and Consultative Body represents a substantial reduction in staff time as compared to the off-line process used in 2009. Non-stop enhancements and improvements to the Convention's knowledge management system result in similar improvements in the quality, timeliness and efficiency of many key processes. 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 Programme¹: operational budget only

Extrabudgetary resources¹

Regular Programme ¹ : operational budget only		Extrabudgetary resources ¹	
Allocation 2012-2013: US\$ 1 178 232	Expenditures 2012-2013: US\$ 715 946	Allotment 2012-2013: US\$ 10 223 964	Expenditures 2012-2013: US\$ 8 540 318

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	<p>PI: Support to the governing bodies of the 2005 Convention through the timely organisation of statutory meetings B/b: - 2 ordinary Committee sessions, 1 Conference of Parties and 3 information sessions</p>	<p>- From January 2012 to June 2013, the Secretariat organized two meetings of statutory bodies of the Convention: the 6th ordinary session of the Intergovernmental Committee was held in December 2012, and the 4th ordinary session of the Conference of Parties in June 2013. Both meetings were held in a highly cost-effective manner, which included reducing paper, photocopying and mailing costs. - In addition, three Exchange Sessions were organized ahead of these meetings, focusing on the results of the EU funded technical assistance programme to implement the Convention at country level in 13 developing countries, the launch of the IFCD fundraising campaign, "Your 1% Counts for Creativity" and the results of the first round of quadriennial periodic reporting. - Following the 4th ordinary session of the Conference of Parties, a satisfaction survey was conducted among the Parties and observers with the aim of getting objective (anonymous) feedback to streamline and improve the Secretariat's practices. The results of this survey will be shared with the Parties.</p>	<p>RESULTS</p> <p>1) The 6th ordinary session of the Intergovernmental Committee (6IGC) was held in December 2012 and the 4th ordinary session of the Conference of Parties (4CP) was held on 11-14 June 2013 at UNESCO Headquarters. These meetings were attended by representatives Parties to the Convention, UNESCO's Member States as well as observers (experts, civil society representatives). The Secretariat produced 16 working documents and 5 information documents in English and French for the 6IGC and 16 working documents and 5 information documents, and 14 working documents (in six languages) and 9 information documents in two languages for the 4CP. Those two statutory meetings led to the adoption of 17 IGC Decisions and CP 15 Resolutions. Two new operational guidelines were adopted on the use of the resources of the IFCD and on the use of the Convention emblem.</p> <p>Three information sessions were organized at the request of the Parties to the Convention:</p> <ul style="list-style-type: none"> - "Unlocking Opportunities: Governance of Culture for Development - the UNESCO/EU partnership on the implementation of the 2005 Convention" was organized on 10 December 2012 in the margin of the 6IGC. The session presented the preliminary results of the Project entitled "Expert Facility to Strengthen the System of Governance for Culture in Developing Countries" funded by the European Union and implemented by UNESCO. The session featured discussions by four experts who undertook technical assistance missions within the framework of the project and a question/answer session. - "Your 1% Counts for Creativity" that launched the fundraising campaign for the International Fund for Cultural Diversity (IFCD) by bringing together IFCD project beneficiaries to share experiences and discuss the opportunities their projects are opening at the local level and the impact they are achieving in developing countries. The session was held on 10 June at UNESCO Headquarters. - "Periodic Reporting on the Implementation of the 2005 Convention" bringing Parties to the Convention together to engage in a direct dialogue with the international experts whose contributions informed the Secretariat's analytical summary of the Parties' first 45 quadriennial periodic reports submitted in 2012. <p>2) In 2012, the Secretariat received 219 IFCD applications, out of which 48 applications from 30 countries and 3 international non-governmental organizations were deemed eligible. After the technical examination of the applications performed by the</p>
	<p>PI: The International Fund for Cultural Diversity (IFCD) is managed effectively B/b: 150 IFCD applications processed and 30 projects successfully completed and evaluated</p>	<p>- The International Fund for Cultural Diversity (IFCD) ended its Pilot Phase (2010-2012) in June 2012, during which funding was provided to 61 projects in 40 developing countries totaling USD 4 million. The 2012 IOS evaluation of the pilot phase found that the IFCD is a highly relevant and unique mechanism contributing to the implementation of the Convention by financing innovative initiatives to foster the emergence of dynamic cultural sectors in developing countries. In conformity with decisions taken by the Conference of Parties and the Committee, a three phased communication and fundraising strategy was produced, adopted by the Intergovernmental Committee in December 2012 and launched by the Conference of Parties in June 2013 (to date, contributions to the IFCD amount to USD 5,9 million). The Conference of Parties also revised the Guidelines on the Use of the Resources of the Fund, based on the lessons learnt during the Pilot Phase and the IOS recommendations. - The third call for applications was launched in March 2012 and the fourth call for applications was launched in March 2013. - In 2012, over 200 applications were processed and 26 projects were successfully completed and evaluated.</p>	
	<p>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</p>	<p>The Convention's ratification strategy aims to have the Convention ratified by 140 Parties by the end of 2013. Since the beginning of 2012, eleven States have ratified the Convention (Angola, Antigua and Barbuda, Central African Republic, Colombia, El Salvador, Indonesia, Morocco, Rwanda, Swaziland, United Arab Emirates and the Bolivarian Republic of Venezuela, bringing the total number of Parties to 131; 3 of which are from under-represented regions.</p>	

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

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
ER 11: Policies, measures and programmes pertaining to the 2005 Convention supported and strengthened at the national, regional and international levels	<p>PI: Number of national authorities supported in developing and/or strengthening of national policies</p> <p>B/b: 10 technical assistance missions undertaken, including 2 in Africa, LDCs and/or SIDS</p>	<p>- In 2012-2013, the UNESCO/EU funded project "Expert Facility to Strengthen the System of Governance for Culture in Developing Countries" resulted in technical assistance interventions in 13 countries (Barbados, the City of Buenos Aires, Burkina Faso, Cambodia, the Democratic Republic of the Congo, Haiti, Honduras, Kenya, Malawi, Mauritius, Niger, the Seychelles and Viet Nam) undertaken by international specialists in the field of cultural policies and cultural industries. Those missions aimed to support countries in their efforts to establish legal/institutional frameworks for the development of national culture sectors and to introduce policies that address the role of culture in social and economic development, particularly through cultural industries. The community of experts involved in the programme met in May 2013 to assess the impact of the missions at country level and plan the future programme based on lessons learnt.</p> <p>- Over 50% of the missions were undertaken in Africa/LDCs. The estimated number of experts/officials from the national authorities supported in developing and/or strengthening national policies for the creative industries through this action is over 400.</p>	<p>RESULTS</p> <p>- 13 technical assistance missions completed in: Argentina, Barbados, Burkina Faso, Cambodia, Haiti, Honduras, Kenya, Malawi, Mauritius, Niger, Democratic Republic of Congo, Seychelles and Vietnam. National teams made up of public and civil society stakeholders were set up and accompanied by international experts selected to provide assistance in the development of policies and implementation plans to support the emergence of cultural and creative industries.</p> <p>- Policy Recommendations to turn Buenos Aires into a global center for the production of audiovisual content for children in Spanish;</p> <p>- Strategy for artistic and cultural education in Burkina Faso for young people to discover and identify themselves through various</p>
	<p>PI: Develop and maintain online</p>	<p>- An online database of experts was developed and maintained throughout the reporting</p>	

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
	<p>database of experts to respond to requests for technical assistance</p> <p>B/b: 30 experts included in online database, including at least one-third women</p>	<p>period to respond to 76 technical assistance requests from 42 developing countries. Profiles of 30 experts are available through the online database with a gender balance (50/50) and balanced North/South representation. Profiles were selected through an international competitive process with 610 applications. 19 experts have participated in 13 technical assistance missions. Experts' profiles and achievements are regularly updated on the 2005 Convention website. - In 2012, a new call for experts was launched in Africa to begin training a new generation of local experts and strengthen their expertise in the fields of the Convention through workshops and mentoring (200 applications received and processed). As a result, an additional 32 specialists from 25 African countries were selected and received training on policy approaches to cultural and creative industries development as well as on Convention mechanisms such as quadrennial periodic reporting. 40% of the selected specialists are women. Training workshops were held in Cape Town and Dakar in autumn 2012 in partnership with the African Arts Institute (AFAI) and the NGO Culture et développement.</p>	

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
ER 12: Information and best practices on the protection and promotion of the diversity of cultural expressions identified, disseminated and shared with States Parties to the 2005 Convention	<p>PI: Analysis of the periodic reports provided by State Parties B/b: 60 Parties periodic reports received and analysed, including from a gender perspective</p> <p>PI: Collection and dissemination of best practices B/b: 20 best practice cases, including 25% relating to women</p> <p>PI: Development and reinforcement of Convention related online knowledge management resources and tools B/b: 20% increase in the number of visitors</p>	<p>- As at 30 June 2013, 63 Periodic Reports had been received and registered by the Secretariat. - A transversal analytical summary of the first 45 reports received by August 2012 was carried out and presented to the Intergovernmental Committee for the Protection and Promotion of the Diversity of Cultural Expressions at its the sixth ordinary session (December 2012). The results were transmitted to the fourth ordinary session of the Conference of Parties (4CP) held in June 2013 and were the subject of debate during a three hour exchange session held immediately prior to the 4CP. - The Parties expressed their satisfaction with the quality of the analysis and had a fruitful debate during the exchange session on this subject, including the addition of new indicators that may possibly lead to modifications to the operational guidelines and reporting framework to be examined at the 7th session of the Intergovernmental Committee to take place in December 2013. - Following technical support to under-represented regions, the number of reports submitted from Parties from Africa increased by 50% during since January 2013.</p> <p>47 best practices were identified in the Parties' periodic reports with the help of the international experts. These and other best practices were included in the Secretariat's working document presented to the Conference of Parties, and also published online. Cases that demonstrate the promotion of gender equality in the culture sector have been identified in the periodic reports and are being elaborated.</p> <p>In the absence of extrabudgetary funding, the Secretariat undertook activities designed to lay the ground work for a future Knowledge Management System including the development of three new web platforms: - IFCD Platform that integrates all documents pertaining to the 2nd, 3rd and 4th calls for funding. The platform also contains aggregated statistics, charts and graphs and is available at http://www.unesco.org/culture/cultural-diversity/2005convention/en/programme/ifcd/; - Quadrennial periodic reports platform that contains the reports received and the transversal analysis by the Secretariat, 47 cases of innovative examples, statistical annexes, links to a series of 18 online video tutorials illustrating the process of preparing periodic reports with civil society organizations etc. It is available at http://www.unesco.org/culture/cultural-diversity/2005convention/en/programme/periodicreport/; -Implementation of Article 21 platform providing an inventory of examples and practices related to this article and a submission form to engage users in the information collection and dissemination</p>	<p>RESULTS</p> <p>1) Analytical summary of the first quadrennial periodic reports submitted by the Parties to the 2005 Convention</p> <p>2) Selection of good practices with regard to:</p> <ul style="list-style-type: none"> - cultural policies and measures; - international cooperation measures; - preferential treatment for developing countries measures; - measures to integrate culture in development policies; - participation of civil society <p>3) Three online platforms established, thereby improving the dissemination of data and knowledge about the Convention and its implementation.</p> <p>CHALLENGES</p> <p>The main challenge relates to the reductions in the Regular Programme funds for activities in the present biennium that resulted in series delays in progress for knowledge production and management.</p> <p>CONTRIBUTION TO UNESCO GLOBAL PRIORITIES</p> <p>The collected information and best practices on measures focusing on women's involvement in the cultural sector contribute to the attainment of the expected results under Global Priority Gender.</p>

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
		process. It is available at: http://www.unesco.org/culture/cultural-diversity/2005convention/en/programme/articlexxi/ .	
ER 13: The role of culture in sustainable development fostered through creative and cultural industries and initiatives that encourage joint projects to promote cultural innovation, production and exchange as vectors of growth	<p>PI: Development of UNESCO Culture for Development Indicator Suite</p> <p>B/b: - 10 countries testing and implementing Indicator Suite - UNESCO culture for development indicators methodology manual translated into 3 languages and disseminated internationally</p>	<p>- With support of the Spanish Government, the Secretariat continued to implement the project 'Culture for Development Indicator Suite' (CDIS) throughout the 2012-2013 period, which promotes a comprehensive approach to measure the inclusion of culture in development strategies as well as cultural policies for development. The CDIS project has received significant media coverage and has been implemented in close and successful collaboration with UNESCO Field Offices. - The CDIS has been implemented in 12 countries: Colombia, Uruguay, Ghana, Viet Nam, Bosnia and Herzegovina, Ecuador, Namibia, Cambodia, Peru, Egypt, Swaziland, Burkina Faso. CDIS results are informing the formulation of a framework law for culture in Cambodia and have led to the inclusion of culture in the next UNDAF in Namibia (2014-2018). - The results will be consolidated in the last quarter of 2013 feeding a global database on Culture for Development. - The manual is in final drafting stages and will be published in Autumn 2013 in three languages.</p>	<p>RESULTS</p> <p>1) Financing for the Culture for Development Indicator Suite (CDIS) project comes from extra-budgetary sources. Detailed information on the progress achieved is available through SISTER in the following Extrabudgetary Project "In search of statistical data and indicators of culture and development: UNESCO Culture for Development Indicator Suite"; 514GLO4003 - 6414401001DCE (Template N°: 5167).</p> <p>The CDIS Methodology and Implementation Tools were fine-tuned and improved to integrate the lessons learned and results of first test phase and better respond to the needs of the development community. The CDIS Methodology Manual is expected to be published electronically by Autumn 2013. Workshops were carried out in 12 countries and concrete policy impact results have been recently witnessed in Ecuador, Namibia and Cambodia.</p> <p>The CDIS project has gained visibility and profile both at the national and international levels. This demonstrates that the project addresses a real need from the participating countries and from the community of cultural practitioners, generating evidence on the contribution of culture to national development. Expectations, in terms of theoretical, technical and methodological approaches of the CDIS and their relevance in helping to orient future development policy strategies and measures at international and national levels are high.</p> <p>2) The printed version of the Policy Guide for the development of cultural and creative industries has been fully distributed and features among the key tools for capacity building and training activities to implement the Convention at the national level, particularly in Africa and Latin America.</p> <p>3) Feedback from Field Offices and from the international civil society organisations on the IFCD project design guide indicates its usefulness for capacity building purposes. The result is a significant improvement in the quality of the project applications as indicated by the Panel of Experts evaluating the project files.</p> <p><u>CHALLENGES AND LESSONS LEARNED</u></p> <p>Despite the complexity of the CDIS project, which involves an intensive and time consuming research process as well as field interventions in up to 12 countries, the timetable for activities is globally being respected and the project is expected to be finalized by the end of 2013.</p>
	<p>PI: Policy-making, data collection, and partnership tools for the cultural and creative industries</p> <p>B/b: - 5 UNESCO capacity-building tools targeting governments, researchers and cultural entrepreneurs elaborated and made available - indicators identified and provided to international development institutions for inclusion in their indexes</p>	<p>- Due to the reductions in Regular Programme funds for activities, only two capacity-building tools have been produced in 2012-2013, namely: (i) a Guide on defining and designing successful projects for the IFCD, and (ii) a policy guide entitled "Politiques pour la créativité : guide pour le développement des industries culturelles et créatives", produced in partnership with the Organisation Internationale de la Francophonie. This tool is being adapted into English and is expected to be published in Autumn 2013. - Alternatively, UNESCO was entrusted with the preparation of the 2013 Special Edition of the World Creative Economy Report in cooperation with the UNDP, and will be published in September 2013. This publication, addressing creative economies at the local level in developing countries, can be used in capacity-building programmes given the policy and analytical nature of the report.</p>	

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

The main challenge to the implementation of activities in 2012-2013 related to the reductions in the Regular Programme funds for activities in the present biennium. The result was that several activities were postponed or experienced delays.

Emergency Funds have allowed the Secretariat to carry out the pilot capacity-building programme in Africa and the knowledge management work as well as financing the fourth ordinary session of the Conference of Parties (June 2013), while extrabudgetary funds permitted the implementation of the technical assistance programme (EU funding), the development of the 'Culture and Development Indicators Suite', the implementation of the operational project of the 'Global Alliance for Cultural Diversity', the development of the 'Diversity Kit for Youth' and the production of awareness-raising materials over the same period (Government of Spain funding).

In addition, the Secretariat made every effort in 2012-2013 to reduce costs which included:

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

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

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

Regular Programme ¹ : operational budget only		Extrabudgetary resources ¹	
Allocation 2012-2013: US\$ 849 623	Expenditures 2012-2013: US\$ 484 383	Allotment 2012-2013: US\$ 20 095 936	Expenditures 2012-2013: US\$ 12 270 994

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
ER 14: Approaches to culture and development clarified in order to guide and assist Member States in devising inclusive development policies	<p>PI: Definitions, concepts, and approaches related to Culture and Development formulated</p> <p>B/b: - at least one expert meeting convened (extrabudgetary resources) - at least two research papers and two policy papers produced - at least one comprehensive document produced to guide and assist Member States</p>	<p>- The UNESCO International Congress, "Culture: Key to Sustainable Development" (Hangzhou, China, 15-17 May 2013) discussed the role of culture in sustainable development in view of the United Nations post-2015 agenda. It brought together 500 participants from 82 countries and resulted in the adoption of a Declaration underlining the importance of including culture in the post-2015 agenda. - The Hangzhou Declaration entitled "Placing Culture at the Heart of Sustainable Development Policies", the outcome of the Congress, was published in the 6 UN official languages. - A regional meeting was held in Yaoundé on 21-23 November 2012 with the Organisation internationale de la francophonie (OIF) and the Economic Community of Central African States (ECCAS) on the Elaboration of joint cultural policies with focus on cultural industries. - Ten thematic papers were written on Culture and Development and diffused through the Hangzhou International Congress Website, addressing culture's contribution culture's contribution to the social, environmental and economic pillars of development, to peace, as well as to a number of issues of relevance to development, including public-private partnerships, measurement of progress and wellbeing, cities, the importance of heritage and creativity in achieving equitable and inclusive development, and post-2015 at large.</p>	<p>The Culture Sector has accelerated and substantially improved its advocacy to foster the inclusion of culture into national and international development policies and programmes through a very intense activity that included the production of papers, the organisation of regional and international events, and the dissemination of results in targeted fora, in particular within the UN, in the context of the post-2015 development agenda. The number of the initiatives undertaken and documents produced has allowed improving knowledge on the subject amongst national policy makers, and diffusing and promoting it widely, often going beyond the programmed benchmarks. This has also allowed improving UNESCO's credibility and leadership on Culture and Development, within the UN System and the international community at large.</p>
ER 15: The role of culture in sustainable development better integrated into international development policies and within United Nations common country programming exercises in order to reinforce social inclusion and community cohesion, human development and economic growth	<p>PI: The role of culture in sustainable development acknowledged in international development policies</p> <p>B/b: - at least 2 strategic partnerships promoting the role of culture in sustainable development established with international development entities and/or United Nations agencies - the role of culture for development addressed at the Rio+20 Conference in 2012</p>	<p>- The President of the UN General Assembly convened in partnership with UNESCO a Thematic Debate on "Culture and Development" (12 June 2013, UN Headquarters, New York). It was opened by the UN Secretary-General, together with the President of the UN General Assembly, the UNDP Administrator, the President of the Alliance of Civilizations and 14 government ministers, who all stressed the role of culture in achieving development goals. During the debate the G-77 plus China, the EU and the Community of Latin American and Caribbean States (CELAC) called for culture to be explicitly recognized as a driver and an enabler of development in the post-2015 global development agenda. - The Rio+20 Outcome document mentions culture in a number of paragraphs: in support of the cultural diversity (article 41), recognizing the relationship between people, their ecosystems and their cultural heritage (article 30); on cultural tourism (articles 130 and 131); on the conservation of the natural and cultural heritage of human settlements, the revitalization of historic districts, and the rehabilitation of city centres" (article 134); on the important relationship between culture and biodiversity (article 197); and on the cultural heritage of</p>	<p>The Culture Sector has successfully launched regional, international, and UN-wide debates on the role of culture into national and international development policies and programmes, in the context of the post-2015 agenda and beyond, and has managed to mainstream culture in several key policy documents of the UN System related to the Rio+20 Conference on Sustainable Development, the post 2015 agenda, and the 2013 ECOSOC Annual Ministerial Review. It has ensured the wide dissemination of its messages through other international networks including the civil society. Important highlights of these initiatives include the Hangzhou Congress "Culture: Key to Sustainable Development" (15-17 May 2013), the UN President of the General Assembly Debate on Culture and Development (12 June 2013), and the preparation of the ECOSOC Annual Ministerial Review.</p> <p>The knowledge generated by the 18 UN Joint Programmes under the MDG-F has been well disseminated through a wide distribution of the publications in the field through Field Offices as well as at the global level in the framework of international fora such as the Hangzhou International Congress (China, May 2013) and the UN General Assembly Debate on Culture and Development (New York, June</p>

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
		indigenous peoples and local communities (articles 58, 109, 197, 211). - The implementation of several Memoranda of Understanding recognizing the role of culture in development and concluded with international organisations has continued: with the World Bank, the Smithsonian Institution and with UNDP, for the preparation of the 2013 edition of the Creative Economy report.	2013). Knowledge and evidence-based data on the contribution of culture to development generated in the framework of the Delivering as One exercise (MDG-F and UNDAF) has been widely disseminated both at country and global levels, and provides substantial contributions to the post-2015 exercise. Moreover, an information session during the 191st session of the Executive Board shared results with UNESCO Member States.
	<p>PI: Culture integrated in United Nations joint programming exercises, including UNDAFs</p> <p>B/b: - 10 UNDAFs integrating culture, gender equality and human rights - culture-inclusive UNDAF database established - 18 joint programmes implemented and completed and related knowledge management established(extrabudgetary resources) - 3 culturally appropriate and gender responsible policies and actions supported in the field of HIV and AIDS and maternal health (extrabudgetary resources)</p>	- As of 30 June 2013, 18 Joint Programmes are operationally completed. - Most of the cases of cross-cutting approaches to culture in UNDAFs are related to education (50%), HIV/AIDS (31%), Gender (12%), health (4%) and youth (3%) (Analytical overview of Culture in the UNDAF, 2012). - Following a questionnaire sent to 200 youth led NGOs based in Nigeria, the use of culturally appropriate strategies to tackle HIV was promoted through a UNESCO Workshop on "Strengthening youth and youth-led NGO's involvement with Family life and HIV Education" held in Abuja, Nigeria (5 to 8 December 2012).	
	<p>PI: United Nations entities and Member States contribute to technical meetings on Culture and Development</p> <p>B/b: - 4 regional and/or thematic experts meetings conducted (extrabudgetary resources) - conclusions adopted globally</p>	- The following UN entities took an active part in the UNESCO International Congress "Culture: Key to Sustainable Development" held in Hangzhou, China, on 15-17 May 2013, and in the one-day technical workshop that preceded the congress: UN-DESA, UNDP, UNCTAD, WIPO, UNWTO, UNIDO, UN-HABITAT, and UNEP. - The conclusions of the International Hangzhou Congress were endorsed globally through the adoption of the Declaration "Placing Culture at the Heart of Sustainable Development Policies". - An international conference in Chengdu, China on 14-15 June to celebrate the tenth anniversary of the 2003 Convention, provided an opportunity to reflect on the contribution of intangible cultural heritage to sustainable development. - A UN Development Group Task Team on Culture and Development, chaired by ADG/CLT, held three teleconference technical meetings with the participation of UN Department of Economic and Social Affairs (UN DESA), UNDP, UNFPA, UNIDO and ILO.	
	<p>PI: Advocacy, outreach and monitoring on the role of culture in development</p> <p>B/b: - 2 UNESCO publications produced (extrabudgetary resources) and at least 1 contribution to a United Nations publication - networks of professionals and development actors reinforced</p>	- UNESCO contributed to the UN-wide report on the preparation of the post-2015 agenda "The future we want for All" thus ensuring the inclusion of culture in several articles. - Knowledge and evidence-based data on the contribution of culture to development generated in the framework of the Delivering as One exercise (MDG-F and UNDAF) has been widely disseminated both at country and global levels, and provides substantial contributions to the post-2015 exercise. An	

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
		<p>information session during the 191st session of the Executive Board shared results with UNESCO Member States. - The outcome document of the Hangzhou Congress, a Declaration entitled "Placing Culture at the Heart of Sustainable Development Policies", was published into the 6 UN official languages in June 2013. - Following the Hangzhou Congress, UNESCO's network has been considerably reinforced with several civil society and international organizations disseminating and promoting the Hangzhou Congress as well as the outcomes of the President of the UN General Assembly's debate on Culture and Development through their websites and coalitions of partners.</p>	
	<p>PI: Cultural diversity and intercultural dialogue principles in regional policy agendas and United Nations priorities B/b: - at least one contribution to joint initiatives of the IASG with the United Nations Forum on Indigenous Issues, to the Decade on Education for Sustainable Development, and another to EDUCAIDS - at least one paper on culturally-appropriate strategies to fight gender-based violence produced with indigenous women's associations (extrabudgetary resources)</p>	<p>- As regards joint initiatives of the Inter-Agency Support Group with the United Nations Forum on Indigenous Issues, an article entitled "International trade in indigenous cultural heritage: comments from UNESCO in light of its international standard-setting instruments in the field of culture" was published in 2012 in "International Trade In Indigenous Cultural Heritage Legal and Policy Issues" by the research centre for communication and art law at the University of Lucerne, Switzerland. - As concerns the Decade on Education for Sustainable Development, a joint project was launched with ED on "Promoting Intangible Cultural Heritage for Educators to Reinforce Education for Sustainable Development in the Asia-Pacific Region". - No extrabudgetary resources have been identified during the period in question for the paper on culturally-appropriate strategies to fight gender-based violence produced with indigenous women's associations.</p>	
ER 16: Contributions of cities to sustainable development enhanced	<p>PI: Strengthened cooperation between cities in industrialized and developing countries B/b: - at least 10 new cities, including 6 in Africa, the Arab States, the Caribbean and the Pacific, become members of the Creative Cities Network(extrabudgetary resources) - 5 network activities designed to strengthen awareness of cities' role in economic, social and cultural development(extrabudgetary resources)</p>	<p>Extrabudgetary resources were identified for the Creative Cities Network programme, thereby allowing its operational re-activation. 50 pending applications are being processed and will be evaluated before the end 2013 (among which the applications of the cities of Zahlé, Lebanon, and Brazzaville, Republic of Congo). The preparation of the applications of Ouagadougou (Burkina), Kampala (Uganda), Dakar (Sénégal) and Lubumbashi (Republic of Congo) has progressed well. During the transition period, the Secretariat provided guidance to applicant cities, and elaborated new nomination procedures and a governance framework for approval by the Network members in September 2013.</p>	<p>The identification of funding for the Creative Cities Network has enabled the Secretariat to relaunch its activities. The 50 pending applications are being evaluated, and its governance framework is being re-engineered. As regards artistic festivals in Africa, no extrabudgetary funds have been received, and as such progress towards expected results is below expectation.</p>
	<p>PI: Artistic and cultural activities in cities in developing countries contribute to development</p>	<p>No extrabudgetary funds have been identified to date.</p>	

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
	B/b: - 5 festivals in Africa - 5 other activities in Africa or other regions(extrabudgetary resources)		
ER 17: Activities in the fields of books, translation and crafts promoted	<p>PI: Links between handicrafts, design and tourism strengthened in developing countries B/b: - craftspeople winning the UNESCO Award of Excellence for crafts in 3 regions and in 5 subregions(extrabudgetary resources) - initiatives to train craftswomen in at least 3 regions (extrabudgetary resources) - young designers taking part in competitions organized under Design 21 (extrabudgetary resources)</p>	<p>-18 Aschberg fellowships promoting the mobility of young artists worldwide have been granted in 2012 and 19 fellowships in 2013 to artists worldwide. Two new artistic residencies in Morocco and in Canada have been included. -As part of an exchange programme promoting the mobility of artists, ceramists from Gabon, Tunisia and Morocco participated in training workshops in Jingdezhen, China, and Chinese ceramic masters went to Morocco, Tunisia and Gabon. -The partnership with the Foundation Culture & Diversité enabled 4 students (Chili, India, Lebanon, Mali) to obtain fellowships in French institutions, and 5 French to acquire experience in Argentina, Burkina Faso and Viet Nam. The 2013 selection is now underway. -17 training and awareness-raising programmes for young artists and artisans were conducted in Kazakhstan, Uzbekistan, Mongolia, Viet Nam and Laos. Employment opportunities were created for young craft workers in participating countries. -The first and second meetings of the Administrative Council of the International Fund for the Promotion of Culture took place respectively in July 2012 and in February 2013. The Executive Officer and Assistant have been recruited. The Fund is now fully operational. The first call for proposals, from 1 March to 2 May 2013, attracted 1551 applications from all over the world. These are currently being evaluated and will be presented to the Administrative Council at its Third Ordinary Session on 24-25 October 2013.</p>	These cultural exchange programmes contributed to the promotion of South-South cooperation and encouraged dialogue between Africa, Arab states, Asia and Europe through the mobility of artists. They generated employment opportunities and enhanced professional development in the field of handicrafts.
	<p>PI: The role of the book and measures to promote translations through the global database strengthened B/b: - initiatives to promote books in 5 developing countries(extrabudgetary resources) - two cities selected as World Book Capital - number of countries providing data to the Index Translationum(extrabudgetary resources)</p>	<p>The number of countries participating in the Index Translationum has risen to 152 (with data collected from Africa for the first time). During the last 18 months, some 160,000 new records were added to the database. However, unless extrabudgetary resources are identified, the work will not be able to continue. Fundraising activities are underway and the Secretariat is exploring alternative modalities for its continuation.</p>	
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	<p>PI: Development of partnerships for museums in Africa and LDCs B/b: - 3 new partnerships and 3 high-level regional meetings - 4 operational projects</p>	<p>The partnership established between UNESCO, the Islamic Museum of the Haram al Sharif in Jerusalem and the Pergamon Museum in Berlin is fruitful and contributing to the rehabilitation of the museum in Jerusalem and the training of its 5 staff. The inventory and reorganization of the storage spaces has been completed.</p>	The museum activities under this expected result improved the capacity of museums' staff in restoration, conservation, inventorying, storage of objects and collections, increased local community participation and parity men/women and raised awareness the about social and educational roles played by museums.
	<p>PI: Educational role of museums strengthened to attract new public, men, women, boys and girls B/b: - 4 operational projects</p>	<p>Following the conclusions of the high-level international meeting on the role of museums held in Rio de Janeiro in July 2012, the Executive Board decided at its 191st</p>	

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
		session, after having examined the independent preliminary study elaborated by the Secretariat on the elaboration of a new standard-setting instrument in the form of a recommendation on the subject, to inscribe this on the agenda of the forthcoming General Conference.	
	<p>PI: Inventories, basic conservation, security and store-rooms improved</p> <p>B/b: - 5 customized training activities with emphasis on Africa and LDCs - 5 inventories - 2 multi-language pedagogical tools</p>	<p>-Five new staff members (3 men and 2 women) have been recruited for the Manuscripts Centre of the Al Aqsa Mosque in Jerusalem. There is now a total of 10 Palestinian staff at the Centre, who completed 4 training modules in 2012/2013. -UNESCO contributed to the rehabilitation of the National Museum of Sudan through training of its staff. -The sub-regional exhibition "Our Common Heritage: Exploring World Heritage Sites" was inaugurated in 8 museums in Cambodia, Laos and Viet Nam and museum training workshops were conducted in parallel in these countries. -In Ukraine, 2 capacity-building workshops on museum management, restoration and documentation were held in 2013.</p>	
ER 19: Indigenous and endangered languages promoted and protected	<p>PI: Targeted initiatives taken at global, regional and national levels</p> <p>B/b: - 2 UNESCO monitoring tools on linguistic diversity (notably endangered languages and translation flows) are updated (extrabudgetary resources) - at least 1 activity per region to monitor, safeguard or promote endangered and indigenous languages (extrabudgetary resources)</p>	<p>Extrabudgetary funding for the Atlas of the World's Languages in Danger has been exhausted. While fundraising efforts have been undertaken during the reporting period, to date, no new funds have been secured to enable the implementation of this Expected Result in 2013. In spite of the absence of funding, some updates were made in the online version of the Atlas. The project for the Documentation of Brazilian Indigenous Languages has enabled the documentation of 13 languages with the participation of communities, or the Atlas of the World's Languages in Danger.</p>	<p>Progress towards this result is contingent on the availability of extrabudgetary funds as no Regular Programme funds are earmarked in the 36 C/5 for it. Efforts are maintained to raise extrabudgetary funds, with proposals submitted to Governments and Foundations.</p> <p>In spite of the lack of funding, some updates were made in the online Atlas of the World's Languages in Danger , and a small expert meeting on language policies was organized in the framework of of WSIS Review event in February 2013, with funding from the CI Sector, to review policies and measures in support of linguistic diversity and endangered languages. However, the identification of funding is necessary in the near future, failing which progress towards this expected result will not be possible. In particular, it will not be possible to maintain the online Atlas.</p>

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

The Culture and Development advocacy activities scheduled during the reporting period, and notably the UNESCO Hangzhou International Congress on Culture and Development, have been successfully carried out, and through extrabudgetary funding exclusively. The identification of funds for the Creative Cities Network in June 2013 has enabled to relaunch its activities, and the programme is being re-engineered. However, several other activities under this MLA are dependent on extrabudgetary funding and experienced limited progress (notably on handicrafts, books and languages). The Secretariat continues to look for resource-generating partners 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\$ 662 277	Expenditures 2012-2013: US\$ 488 737	Allotment 2012-2013: US\$ 6 952 349	Expenditures 2012-2013: US\$ 5 236 863

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	<p>PI: At least 5 subregional expert working groups established</p> <p>B/b: - at least one meeting per group(extrabudgetary resources) - one action plan per group(extrabudgetary resources)</p>	<p>- Cooperation among cultural institutions and awareness on shared heritage was raised through the travelling exhibition, 'Imagining the Balkans. Identities and Memory in the long 19th century', inaugurated on 8 April 2013 in Ljubljana on the occasion of the Conference of Culture Ministers of South East Europe. The aim of the exhibition is to deepen regional integration. - Artistic creativity in South East Europe was promoted through the holding of the second edition of the "Balkan Bridges Speak" in the context of the initiative "Culture: A Bridge to Development".</p>	<p>The travelling exhibition "Imagining the Balkans. Identities and Memory in the long 19th century", inaugurated on 8 April 2013 in Ljubljana on the occasion of the Conference of Culture Ministers of South East Europe contributed to deepening regional integration. By travelling from one museum to the other, this exhibition, part of UNESCO's global initiative "Culture: a Bridge to Development", has strengthened cooperation among cultural institutions and professionals, and has helped raise public awareness about the place of national histories in a global context and about shared memories across South East Europe countries, thereby encouraging dialogue.</p> <p>In the context of the initiative "Culture: A Bridge to Development", a sub-regional "Balkan Bridges Speak" event was organized in Lovech, Bulgaria (10-11 May 2013). This second regional encounter followed on the one organized in Edirne, Turkey, in November 2012, and featured round tables that debated ways to promote artistic creativity in South East Europe and the role played by cities in this regard. This encounter contributed to facilitating exchanges amongst culture professionals, municipalities, artists and civil society on cultural policies, strategies and practices that stimulate the cultural sector as a viable economic and social resource and as an instrument of dialogue.</p>
ER 21: Promotion and use of the general and regional histories published by UNESCO strengthened, for educational purposes	<p>PI: Teaching and information materials based on the General and Regional Histories</p> <p>B/b: - 2 promotional events in different regions, in particular an event highlighting women's role in history - 2 sets of teaching and information materials</p>	<p>- Volume III of the Different aspects of Islamic Culture (DAIC) has been translated into Arabic - The last volume of the General History of the Caribbean collection (volume IV) published in 2012 was promoted and presented to general public through events organized by the UNESCO Kingston Office. - The comparative study of the General and Regional Histories has been achieved and will serve to develop pedagogical materials. - An E-learning Platform on the role of Women in African History has been developed with CI and was presented during public events, in particular at the 50th anniversary of the Pan African Women Organization organized by UNESCO.</p>	<p>L'atteinte de ce résultat escompté et la mise en oeuvre des activités concernées dépendent de la mise à disposition des fonds extrabudgétaires nécessaires. Le Secrétariat s'est employé à identifier et mobiliser des partenaires et donateurs, et les difficultés rencontrées dans ces efforts a retardé la mise en oeuvre des activités concernant l'Histoire générale de l'Afrique. Le Secrétariat fait face aux mêmes difficultés pour les activités concernant la promotion, la vulgarisation et l'utilisation des autres Histoires.</p> <p>Cependant, malgré ces contraintes, il est à noter que des progrès significatifs ont pu être accomplis, par exemple grâce au financement du Brésil de 2 millions de dollars intervenu au cours de la période couverte par ce rapport pour le 9eme volume.</p> <p>Les efforts de mobilisation, y compris auprès du secteur privé, se poursuivent.</p>
	<p>PI: Integration of contents based on the General History of Africa into school curricula (extrabudgetary funds)</p> <p>B/b: - 3 content components for primary and secondary schools in Africa and 3</p>	<p>- The three pedagogical contents (curriculum outlines, teachers' guide and textbooks) elaborated for the three age groups (10-12 years, 13-15 years and 17-19 years) have been reviewed by a committee that met in Paris in February 2013 and are ready for validation by the Scientific Committee of the</p>	

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
	teachers' guides	project in its next meeting in October 2013. - The preparation of the Regional Conference on the teaching of the General History of Africa in Higher Education is underway. The questionnaire sent to partners in all African countries has been analyzed and an evaluation report was prepared. Participants were identified and the working document prepared. This regional conference which will bring participants from all African countries has been postponed several times due to lack of funds. Thanks to the Emergency Fund, it is currently scheduled to take place from 21 to 26 October 2013. - Thanks to Brazilian financial support, the elaboration of a 9th volume of the General History of Africa was launched in Addis Ababa in May 2013 on the occasion of the 50th Anniversary of the creation of the Organization of African Unity, and will address the new challenges faced by Africa and African Diaspora.	
ER 22: Knowledge of the slave trade, slavery and the African diaspora enhanced	<p>PI: Teaching materials on the slave trade and slavery developed and disseminated B/b: - 2 sets of teaching and awareness-raising materials</p>	<p>- A new book entitled "The Slave Trade and Slavery: New Directions for Teaching and Learning" was published in January 2013 with the aim of encouraging the integration by Member States of the teaching of the slave trade and slavery in formal primary and secondary education levels. - The new educational film entitled "Slave Route: the Soul of Resistance" produced in 2012 was screened on many occasions. The English version is promoted by jazz musician Marcus Miller, and the French version by footballer Lilian Thuram. A TV programme entitled "facing a Classroom" and featuring a discussion between students and experts on the slave trade and slavery was filmed at UNESCO and broadcast on French TV "France O". - UNESCO supported events to commemorate the International Day of Remembrance of Victims of Slavery and the Transatlantic Slave Trade (25 March). On that occasion, a global video conference for primary and secondary educational institutions in five countries - Denmark, France, Senegal, Trinidad and Tobago, the United Kingdom and the United States, was organized by UNESCO's ASPNet programme to sensitize youth about this history. - The Bureau of the International Scientific Committee for the Slave Route project in Bridgetown, Barbados, in March 2013, reviewed the new orientations defined for the project and has launched the elaboration of a plan of action for the 20th Anniversary of the project and the Decade for People of African Descent (2013-2022) to be adopted in its next meeting planned in Rio de Janeiro, Brazil, in November 2013.</p>	<p>Le budget très restreint alloué au projet La Route de l'esclave n'a pas permis d'atteindre tous les objectifs visés. Les réunions statutaires du Comité scientifique international, l'organisation d'ateliers de formation pour le renforcement des capacités nationales, l'élaboration d'un guide conceptuel et méthodologique pour une meilleure gestion et promotion des sites et lieux de mémoire, le développement d'outils pédagogiques, la production de matériel de sensibilisation à l'intention du grand public et des jeunes en particulier, ont été réduites ou reportées. Malgré ces contraintes financières et le manque de personnel, des résultats positifs ont été atteints.</p> <p>Pour mettre en œuvre des activités de grande portée, et principalement dans le cadre des célébrations du 20^e anniversaire du projet La Route de l'esclave et du programme d'action de la Décennie des personnes d'ascendance africaine 2013-2022 qui sera promulguée fin 2013 par l'Assemblée générale des Nations Unies, il est indispensable de faire appel au secteur privé pour mobiliser les fonds nécessaires et développer des partenariats, ce qui constitue le <u>défis</u> le plus important, et pour lequel le Secrétariat est mobilisé.</p>
	<p>PI: Scientific studies on the slave trade, cultural heritage and itineraries of memory linked to the slave trade and slavery strengthened B/b: - 2 studies on the slave trade and on sites of memory</p>	<p>- UNESCO continued to promote the preservation and promotion of sites and places of memory related to the slave trade and slavery and to encourage the creation of itineraries of memory that can serve as educational and awareness raising tools. - To that end, experience and best practices in management itineraries of memory were collected and analyzed, and the preparation of a methodological guide and training modules to reinforce the capacities of professionals</p>	

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
		involved in the creation and management of itineraries of memory has been initiated. - An itinerary of memory was created in Guadeloupe, in the Caribbean, with the support of the slave route project and will be inaugurated shortly. - Contributions to the collective book "The Slave Trade and Slavery: New Directions for Teaching and Learning" elaborated by the members of the Slave Route Scientific Committee were posted on line on the project's website, which was updated and reconfigured.	
ER 23: Conditions, capacities and arrangements for intercultural dialogue and a culture of peace strengthened locally, nationally and regionally	PI: Multidisciplinary initiatives contributing to the intersectoral programme "Rabindranath Tagore, Pablo Neruda and Aimé Césaire for a Reconciled Universal" B/b: - 2 initiatives and audiences targeted for the promotion of a reconciled universal in educational, scientific and cultural environments(extrabudgetary resources)	- The Rabindranath Tagore, Pablo Neruda and Aimé Césaire for a Reconciled Universal project has continued to enjoy wide support as manifested through the numerous requests received by the Secretariat to participate in events commemorating the Centenary of Aimé Césaire. - No extrabudgetary resources have been received for the project during the reporting period.	L'atteinte de ce résultat escompté reste un défis dans les contraintes financières actuelles, et les activités prévues ont peu progressé au cours de la période couverte par ce rapport. C'est le cas pour le Plan Arabia, le programme Rabindranath Tagore, Pablo Neruda and Aimé Césaire, et l'Education artistique. En revanche, des progrès ont été accomplis pour la préparation de la plateforme en ligne consacrée aux Routes de la soie, grâce à des financements de l'Allemagne et du Kazakhstan. Le Prix Sharjah et le programme de bourses Aschberg, qui bénéficient des financements nécessaires, ont également pu être mis en œuvre.
	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)	- The International jury of the UNESCO Sharjah Prize for Arab Culture met on 15 January 2013 and the Arab British Centre (UK) and Mustapha Chérif (Algeria) were appointed laureates for the 11th edition of the Prize. The award ceremony was held on 25 April at UNESCO Headquarters. - No extrabudgetary resources have been received for the Arabia Plan during the reporting period.	
	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)	- Aschberg fellowships promoting the mobility of young artists worldwide have been granted in 2012 and 19 fellowships in 2013, to artists from all regions of the world. Two new artistic residencies, in Morocco and in Canada, have been included. - The first edition of the International Arts Education Week was celebrated in May 2012 at UNESCO Headquarters. No extrabudgetary resources were identified for an edition in 2013. UNESCO participated in the World Arts Education Summit held in May 2013 in Germany. - Funding was made available by the National Federation of UNESCO Associations in Japan (NFUAJ) to support DREAM centre projects in Africa.	
	PI: Strengthening of intercultural skills/competences as prerequisites for sustainable dialogue B/b: - guidelines and pedagogical materials developed and disseminated within networks and to UNESCO's partners	The various materials (books, photos, films and other archive materials) generated in the framework of the Silk Road project have been exploited for the development of an online platform promoting and facilitating access by the general public to the knowledge and data developed by UNESCO and its partners over the course of this landmark programme initiative, with funding from Kazakhstan and Germany. The online platform is scheduled to be launched in the second semester of 2013	

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

Cet axe principal d'action dépend pour une très large part de la mise à disposition des financements extrabudgétaires nécessaires en l'absence de fonds au titre du Programme régulier. Le soutien apporté par le Fonds d'urgence ainsi que par le Brésil a permis au Secrétariat de poursuivre la mise en œuvre de certaines activités clés, et en particulier la Route de l'esclave et l'Utilisation pédagogique de l'Histoire générale de l'Afrique, dans le

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

cadre de la Priorité Afrique. Le Secrétariat s'efforce d'identifier donateurs et partenaires potentiels, et il est attendu que certaines initiatives en ce sens puissent déboucher sur de possibles financements.

Part II.A. V. Communication and information

Regular Programme ¹ : operational budget only		Extrabudgetary resources ¹	
Allocation 2012-2013: US\$ 4 552 068	Expenditures 2012-2013: US\$ 3 412 570	Allotment 2012-2013: US\$ 25 356 616	Expenditures 2012-2013: US\$ 13 127 499

	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 2012-2013 US\$	Exp. % 2012-2013	N°	Total Allocation US\$	Allotment 2012-2013 US\$	Expenditure 2012-2013 US\$	Exp. % 2012-2013
Part II.A. V. Communication and information	273	3 719 739	2 837 693	76	341	79 306 452	25 356 617	13 127 500	52
ER 1: Freedom of expression, freedom of information and freedom of the press more broadly promoted and integrated into policies in Member States, related internationally recognized legal, safety, ethical and professional standards respected, the safety of media professionals enhanced, and the combat against impunity strengthened	64	1 106 840	884 037	80	28	16 797 896	6 349 153	3 552 344	56
ER 2: The role of media enhanced to contribute to a culture of peace and democratic governance	12	73 010	55 163	76	15	4 212 866	1 761 947	998 654	57
ER 3: Media capacities strengthened to foster dialogue and reconciliation, contribute to disaster risk reduction and provide humanitarian information	15	114 755	74 563	65	7	1 459 264	492 585	490 913	100
ER 4: Member States supported in the development of free, independent and pluralist media, reflecting the diversity of the society	46	628 104	466 518	74	226	15 640 630	6 752 923	4 116 108	61
ER 5: Capacities of media training and journalism education institutions strengthened to reach the established criteria of excellence in training as regards journalists' investigative skills and gender equality perspectives in media	28	251 544	182 475	73	17	954 513	163 935	135 303	83
ER 6: Media and Information Literacy enhanced to enable citizens to make full use of their rights to freedom of expression and the right to information, taking into account the access and needs of both women and men	17	135 160	108 846	81	6	3 011 088	746 217	456 872	61
ER 7: The impact of activities in the fields of education, sciences and culture enhanced through gender-sensitive Open Suite strategies (open access, free and open source software and open educational resources) and innovative ICTs	40	506 922	369 344	73	17	9 200 565	5 072 067	1 271 715	25
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	485 504	375 171	77	10	12 989 487	411 845	299 901	73
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	417 900	321 576	77	15	15 040 143	3 605 945	1 805 690	50

36 C/5 Global Priority Africa Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
A free, independent and pluralistic media landscape fostered by Member States to benefit democracy and sustainable development	<p>PI: Demonstrated linkages between the media development indicators and the development interventions on pluralistic media within the context of the IPDC, United Nations system country programming exercises and national development efforts</p> <p>B/b: Number of IPDC projects, including community media projects, and inputs into a number of country programming in line with the media development indicators; country programming and project documents indicate a discerning approach to community media</p>	<p>Out of 63 Projects approved by the IPDC Bureau at its 57th Session, 26 focused on Africa, with a total of US\$ 352 000. These projects cut across a range of areas including community media, electoral and human rights reporting, journalism education including training in journalists' ethics, adaptation for local use of the UNESCO Model Curricula for Journalism Education and journalists' safety. These projects build on existing programmatic activities in several African countries, including Liberia, Nigeria, Sierra Leone; Djibouti, Ethiopia, Niger, Burkina Faso, Malawi, Mali, Madagascar, Tanzania, Zambia, Botswana and Zimbabwe. In terms of the deployment of MDIs in Africa, comprehensive MDI-based assessments were completed or are in their final stages in Egypt, Gabon and Tunisia. New MDI assessments have launched since the beginning of the biennium in ten countries, including Côte d'Ivoire, South Sudan, Togo, and Uganda.</p>	<p>Over the past 18 months of the biennium, a free, independent and pluralistic media landscape was fostered by Member States to benefit democracy and sustainable development, particularly through IPDC funded projects in the Africa region. The IPDC continues to service applicants from Africa, despite the reduced levels of funding, reflecting the financial difficulties the Organization is going through. Focus within the IPDC is now shifting towards Knowledge-Driven Media Development, with emphasis on what UNESCO can learn from its support of activities implemented in Africa.</p> <p>An important contribution in this regard is the recently published book entitled "Model Curricula for Journalism Education: A Compendium of New Syllabi." It contains a module on community radio journalism which is an important part of promoting community media for development in Africa. More importantly, the syllabus includes clear references to the African situation, making it relevant to the schools of journalism on the continent and facilitating the establishment of a stronger link between community media and journalism education in Africa.</p>
Learning and teaching processes enhanced through ICT content and applications	<p>PI: Member States assisted in developing strategies for using ICTs in knowledge acquisition and sharing</p> <p>B/b: Effective integration of ICTs in processes of teaching and/or learning; indicators to measure the impact of the use of ICT in education developed and tested; teacher networks and communities of practice of educational resources established benefiting from South-South cooperation</p>	<p>UNESCO and the Commonwealth of Learning (COL) co-hosted the Africa Open Educational Resources Forum in Pretoria, providing African-specific inputs to the Draft Paris Declaration that was submitted to the World OER Congress in June 2012 in Paris (France). Sixteen African Member States were represented at the 2012 World OER Congress held at the UNESCO Headquarters from 20 - 22 June, 2012. Extrabudgetary funding has been secured for "The Role of Women in African History: An E-Learning Tool" from Bulgaria and the Intersectoral Platform on Priority Africa. The development, in this framework, of an e-learning tool to contribute to Phase II of the Pedagogical Use of the General History of Africa will ensure the mainstreaming of gender content through ICT use in the teaching of the history of Africa.</p>	<p>In order to enhance learning and teaching processes through ICT content and applications in Africa, UNESCO has produced several knowledge products such as the ICT Competency Framework for Teachers and the Guidelines for the use of OER in Higher Education. These products are available online in French and English for African Member States. Significant global events such as the 2012 World Open Educational Resources (OER) Congress bring attention to the unique UNESCO concepts of ICT and OERs in Education to African policy-makers and decision-makers.</p> <p>In the lead-up to the 2012 World OER Congress, an Africa OER Forum was organized in Pretoria, South Africa from 28 - 29 March, 2012. 52 OER practitioners and policy-makers including the Vice-Ministers of Education of South Africa and Kenya took part with representatives from Botswana, Burkina Faso, Burundi, Cameroon, Ghana, Kenya, Mauritius, Mozambique, Namibia, Rwanda, Seychelles, South Africa, Swaziland, Tanzania and Uganda. (http://www.unesco.org/new/en/communication-and-information/resources/news-and-in-focus-articles/all-news/news/africa_open_educational_resources_forum_ended_in_pretoria/)</p>
	<p>PI: Access to scientific information</p> <p>B/b: Multilingual platform for the sharing of open scientific resources accessed by users in Africa</p>	<p>UNESCO participated in the 1st Africa Forum on Science, Technology and Innovation in Nairobi, Kenya from 1 - 3 April 2012 presenting the UNESCO Open Access (OA) Strategy including the Global Open Access Portal (GOAP). http://www.unesco.org/new/en/communication-and-information/portals-and-platforms/goap/ The UNESCO intervention highlighted the issues surrounding Open Access to peer-reviewed scientific information to create awareness and develop relevant policies. The GOAP has been translated into French and its use is being promoted in Francophone countries in Africa.</p>	<p>At the World OER Congress (www.unesco.org/oercongress) held at UNESCO Headquarters, there were representatives from 16 African Member States. The Hon. Lee Ocran, Minister of Education of Ghana, provided the keynote address and the Hon. Mariama Ali, Minister of Education of Niger served as the President of the Bureau. The OER Africa NGO was a full UNESCO partner co-organizing the Open Seminar & Exhibition of the Congress.</p> <p>It has been a challenge to ensure the full participation of all African Member States especially African LDCs or SIDS where there is very little budget or feedback to indicate awareness/development of ICT in Education or OER. The core lesson is to work with a small number of African Member States (at least 10: 5 Anglophone and 5 Francophone) in the biennium to ensure UNESCO meets expected targets despite the reduced budget.</p> <p>UNESCO has been very successful in attracting extrabudgetary funds. The 2012 World OER Congress and the 6 regional policy forums including the Africa Forum were funded by the Hewlett Foundation (USA) in partnership with the Commonwealth of Learning. This included the</p>

36 C/5 Global Priority Africa Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
Media and information literacy enhanced to facilitate civic participation in development processes	<p>PI: Media training institutions offering high-quality training programmes based on the UNESCO Model curricula for Journalism Education, and striving to achieve the criteria for training excellence</p> <p>B/b: UNESCO Model curricula for Journalism Education and criteria of training excellence are adapted by 21 training institutions</p>	<p>The Model Curricula has continued being a useful resource for journalism educators/trainers, with the following African countries adapting it for use: Lesotho, Mauritius, Rwanda, South Africa, Tanzania, Gabon, Congo, Djibouti, Equatorial Guinea, Angola, Botswana, DRC, Lesotho, Malawi, Namibia, Nigeria, Mozambique, Swaziland, Zambia and Zimbabwe. Furthermore, in Nigeria alone, eleven training institutions took steps to adapt the Model Curricula. The aforementioned African countries demonstrate an increasing use of the Model Curricula by Member States, clearly highlighting the continuing relevance of the resource. Furthermore, UNESCO is set to publish, by the end of 2013, an interdisciplinary resource guide on reporting climate change in Africa supported in the framework of the Intersectoral Platform for Priority Africa. The publication will be distributed widely, and work to ensure its uptake will continue into the next biennium. Its "specialist" nature builds into the notion of excellence identified in the 2007 study by UNESCO, thus reinforcing the accession to the criteria of excellence set in the study.</p>	<p>In order to enhance media and information literacy to facilitate civic participation in development processes, adaptations of the Model Curricula for Journalism Education in Africa are ongoing. In terms of journalism education, the focus on Africa is evident in the strengthening of the UNESCO-designated potential centres of excellence, including the strategic partnerships that are being forged in their favour, such as with the Open Society Institute for Southern Africa. For their part, the UNESCO Model Curricula have become a rallying point for most work in Africa, with increased journalism curricula focusing on them. The training workshop in Addis Ababa referred to above demonstrated how journalism training and education is increasingly being underpinned by new approaches, such as those drawing on science journalism.</p> <p>Indeed, this pedagogical re-orientation is true of how UNESCO's partners have collaborated with African journalism educators. For example, in terms of general support to journalism education, DW-AKADEMIE, Deutsche Welle's international center for media development, media consulting and journalism training, worked with UNESCO to co-organise a Train-the-Trainer Course for 12 young lecturers from 8 African journalism education institutions in East London, South Africa from 16 to 27 January 2012. The training was hosted by Walter Sisulu University. Journalism educators from Namibia, Mozambique, South Africa and Zimbabwe took part, sharing their experiences of teaching journalism with a focus on community media. A second workshop in the series targeted 10 young lecturers from 6 African journalism education institutions. It was held in Rabat, Morocco, from 5 to 16 March 2012. The training was hosted by the Institut supérieur de l'information et de la communication (ISIC). Journalism educators from Burkina Faso, Cameroon, Madagascar, Morocco, Senegal and Tunisia shared their teaching experiences with a focus on new media and multimedia.</p> <p>The African Democracy Institute (Idasa) completed an assessment on how HIV and AIDS, as well as other development issues, are featured in journalism curricula at four academic institutions in South Africa. Commissioned by UNESCO and implemented by Idasa's Governance and AIDS Programme (Idasa-GAP), the assessment explored the way in which journalism teaching prepares students for covering development challenges like HIV and AIDS. The assessment was based on a conceptual approach informed by Idasa-GAP's experience in developing learning materials for journalism training in eight countries in sub-Saharan Africa: Burundi, Cameroon, Ghana, Mali, Namibia, Uganda, Zambia and Zimbabwe. This is a good example of how UNESCO is promoting the growth of other journalistic literacies that are clearly linked to sustainable development and civic participation. In this vein, another good example is the workshop organised by UNESCO and Gender Links (GL) for media educators from eight Southern African institutions, held in Johannesburg, South Africa, from 10 to 13 April 2012. They worked on ways to mainstream gender in journalism and media training.</p>
	<p>PI: Availability of Masters/qualification programmes to upgrade skills and essential disciplinary knowledge</p> <p>B/b: Masters/qualification programmes and training made available by 12 African journalism training institutions for media professionals at all levels</p>	<p>UNESCO undertook an internal review of the UNESCO-designated Potential Centres of Excellence and Reference in Journalism Education in Africa. The Review demonstrated increased provision of Master's and PhD programmes at twelve such centres. As part of that Review, UNESCO is now proposing a second phase of the project that will lead to the elaboration of a "Global Initiative for Excellence in Journalism Education," to be launched during the next biennium as a second phase of the project.</p>	
	<p>PI: Curriculum enrichment material and toolkits for teacher training available on media and information literacy</p> <p>B/b: Number of teacher-training institutions piloting media and information literacy in their programmes</p>	<p>In close collaboration with field colleagues, adaptation of the MIL Curriculum has commenced with more than 20 teacher training institutions benefiting. More than 50% of these are from Africa. National adaptation has been carried out in Gabon and Morocco. The MIL Curriculum has been translated into Swedish and a national adaptation carried out. National adaptation is on-going in Ethiopia. Over 20 universities, especially in Africa and the MENA region, have been identified and contacted to participate in the forthcoming Global Forum for Partnerships on MIL, incorporating the International Conference on MIL and Intercultural Dialogue, which will form another key entry point for introducing MIL as a catalyst for intercultural dialogue</p>	
	<p>PI: The guidelines provided by media organizations for user-generated content producers reflect the key elements of media and information literacy</p> <p>B/b: Comprehensive guidelines for user-generated content made available and adopted by major broadcasting</p>	<p>Despite financial constraints, training sessions and awareness raising actions were undertaken with partners such as the Arab States Broadcasting Union (ASBU), URTI and the International Radio and TV Council of French Speaking Countries (CIRTEF), reaching over 80 broadcasters, some of whom are in Africa.</p>	

36 C/5 Global Priority Africa Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
	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	Given current budgetary constraints, extrabudgetary sources are being solicited in order to ensure delivery.	

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

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

Efficiency measures have involved use of multiple donors to leverage the impact of activities. For example, the hosting of the International Conference on MIL and Intercultural Dialogue in Nigeria is a joint event, involving the Saudi Arabian government, the federal government of Nigeria, SIDA and other international and local partners. In addition, some work, such as reviewing the work of the Potential Centres of Excellence in Journalism Education in Africa, has been done in-house, reducing the costs associated with outsourcing such work.

IPDC support has continued to leverage media development in developing countries, with more than 5 projects each year submitted in the area of journalism education, particularly as it relates to the adaptation of the Model Curricula. IPDC support has significantly contributed towards achieving the expected results not only as a source of financing but -- more importantly perhaps -- as an indicator of how globally popular UNESCO domains of competence remain. To further encourage cost efficiency, it is important to broaden support and applicants will be encouraged to become more innovative and adventurous in their relationships with other 'donor' agencies. This should encourage greater partnership-building and financial support.

An important element of the implementation of activities has been the creation of partnerships, including even relating to the undertaking of MDI-based assessments - in itself indicative of the importance UNESCO partners attach to its normative role (e.g. Model Curricula, MDIs, MIL Curricula, etc.). Such strategic and operational partnerships need to be encouraged in order to leverage the overall impact of the UNESCO outputs.

Where there was no funding to support a particular activity, efforts were made to rely on the partnerships created to take the work forward. This is clearly evident with regard to promoting user-generated content in Africa. Furthermore, internal expertise became a key aspect of implementing these activities. For example, the internal review of the African Potential Centres of Excellence/Reference was carried out by CI staff, thereby avoiding what would have been a costly exercise. This ought to be encouraged, where desirable, as an insider perspective can sometimes produce richer results for internal strategic decision-making.

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: Demonstrated linkages between the gender-related categories of media development indicators and gender development interventions within the context of the IPDC, United Nations system country programming exercises and national development efforts B/b: Country programming and project documents indicate a high level of gender sensitivity on media development issues	National assessments based on the UNESCO Media Development Indicators have been completed in Egypt, Gabon and Tunisia, and are ongoing in Bolivia, Brazil, Colombia, Côte d'Ivoire, the Dominican Republic, Liberia, Iraq, Nepal, Palestine, South Sudan, Togo, Uganda and Uruguay. A regional project is ongoing that covers Croatia, Serbia and FYROM. In all these assessments, a gender-sensitive approach has been adopted and gender equality in media operation and content, or their lack, is highlighted.	A critical achievement in supporting Member States in the application of gender-sensitive Media Development Indicators was the tools' finalization following a consultative process that had started in 2010. This tool will contribute to gender equality and women's empowerment in and through media of all forms, irrespective of the technology used. Several projects have been launched on the basis of these indicators. For example, UNESCO is promoting a more balanced representation of women and men in the media and fostering gender equality in Morocco, under extra-budgetary projects financed by the Swedish and Finnish Governments. In partnership with the High Authority of the Audiovisual Communication (HACA), the Permanent Conference of the Mediterranean Audiovisual Operators (COPEAM) and the National Society of Radio and Television (SNRT), UNESCO is helping sensitize media professionals and reinforce their capacities to produce audiovisual content that follows a gender-
	PI: Research supported to review current aspects of women and the media and existing media policy concerning the portrayal of women in the media, in order to reinforce the	The Gender Sensitive Indicators for Media tool was published in 2012. It includes, inter alia, reports of self-assessment (case studies/research) commissioned by UNESCO and carried out by 5 major broadcasting unions/associations on gender mainstreaming in media organizations 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	
	<p>application of gender-sensitive media development indicators</p> <p>B/b: Country report produced defining media-related gender gaps/ areas requiring attention</p>	<p>their policies and practices in the listed countries: 1. Asia Pacific Broadcasting Unions (Phillipines Broadcasting Service, Radio Television Malaysia, Thai Public Service Broadcasting Service, and Voice of Vietnam), 2. Caribbean Broadcasting Union (TV 6, Trinidad and Tobago; Nation Publishing, Barbados; Starcom Netwrok, Barbados; and RJR Group, Jamaica), 3. Southern Africa Broadcasting Association (South African Braodcasting Corporation, the Namibian Broadcasting Corporation, Lesotho National Broadcasting Service and Broadcasting Service of Botswana), 4. COPEAM (Permanent Conference of the Mediterranean Audiovisual Operators) [XCyprus Broadcasting Cooperation, Jordan radio Television, Radiotelevisione Italiana (RAI), Italy and National Society of Radio and Television, Morocco]and 5. Organizacion de Telecomunicacio iberoamericanas (Canal Uno, Ecuador; Televisia, Mexico) In furtherance of this process, the GSIM is now being piloted in 25 media organizations (some listed above) and will lead to policy and strategy development in these organizations. UNESCO will continue to build on these successes</p>	
National information policies formulated and implemented in a gender inclusive manner	<p>PI: Support for advice on information standards and the formulation of gender-inclusive national information policies</p> <p>B/b: Information/ knowledge policy and starategy templates with a gender component produced and applied in 1 country per region</p>	<p>Actions to strengthen gender-inclusive policies, standards and strategies in various areas of use and access to information have been undertaken throughout the biennium, including: Gender balanced participation at the 2012 International Conference on Digital Preservation and Digitization in the 2013 international conference commemorating inscriptions of 14 institutions holding items on the Memory of the World Register relating to human rights and at the 2012 World OER Congress. The OER Declaration recommended a gender equity perspective in promoting and using OER; The Final Statement of the 2013 WSIS+10 Review Event and the 2013 Joint Statement of the UNGIS on the Post-2015 Development Agenda asserted the importance of empowering women through ICT. Capacity-building and actions to strengthen skills and competencies with a strong gender sensitive component include: 657 experts joined the online community on Gender and FOSS. Over 10 multidisciplinary OA repositories with gender related information linked to the Global Open Access Portal and now 34 journals and reports on Gender Studies and</p>	<p>Empowering women through access to information and knowledge by addressing gender specific needs especially through the use and development of ICTs is being continually addressed through the implementation of OER, OA and FOSS programmes and policies. Considering the under-representation of girls and women in technologies the activities, statements and declarations including the Paris OER Declaration and Vancouver Declaration have been developed with the aim to raise awareness on the issue of girls' and women's role and participation in the area of access to information and knowledge and increase the number of women accessing, using and developing ICTs, OERs, OA and FOSS materials. Based on these declarations, it is expected that appropriate national stakeholders will adopt OER and OA enabling policies with a gender equity perspective. It is anticipated that the formulation of policies and strategies for digital preservation and digitization as stated in the UNESCO/UBC Vancouver Declaration will lead to the adoption of national strategies in the area of digitization and digital preservation with a</p>

36 C/5 Global Priority Gender Equality Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
		<p>OA are accessible through the GOAP. Gender sensitive panel participation was ensured at the 2012 IGF in Azerbaijan; In the field of information and ethics training workshops in 3 African countries were organized with gender balanced participation; A gender specific session was organized during the 2013 WSIS+10 Review Event.</p>	<p>clear gender sensitive perspective. It is also expected that women and men will be part of the efforts for preservation of collective memory and knowledge in libraries and archives on an equal basis.</p> <p>The formulation of gender-inclusive policies, standards and strategies in various areas of use and access to information was achieved through a gender balanced participation and implementation of activities and programmes which include the following:</p> <ul style="list-style-type: none"> - Gender balanced participation at the International Conference on Digital Preservation and Digitization (September 2012) and formulation of policies and strategies as stated in the UNESCO/UBC Vancouver Declaration of the Conference; - Gender sensitive participation at the 2012 World OER Congress and formulation of OER principles in the OER Declaration, recommending to Member states a gender equity perspective in promoting and using OER; - The Final Statement of the WSIS+10 Review Event (Paris, 25-27 February 2013) asserted the importance of empowering women through ICT in order to "fully integrate gender equality perspectives in WSIS related strategies and facilitate their implementation" - The Joint Statement of the United Nations Group on the Information Society (UNGIS) (comprised of 30 UN Agencies and currently chaired by UNESCO) on the Post-2015 Development Agenda (Geneva, 13 May 2013) recognized the importance of empowering women through ICTs as critical drivers and essential tools for the creation of jobs and the delivery of basic public services, for improving access to knowledge and education, and enhancing transparency. <p>Capacity-building and strengthening skills and competencies for Gender specific activities in the area of Gender and FOSS and with a strong gender sensitive component in the participation and implementation of activities and programme was achieved through the following activities:</p> <ul style="list-style-type: none"> - The online community on Gender and FOSS, continuously growing, has attracted more than 657 experts and groups working in the field coming from IGOs, NGOs, the private sector, civil society and individuals. The community conducted and shared studies and information and collaboration and exchange of information was enhanced. A discussion paper on developing indicators for measuring the gender gap in the FOSS world was prepared and will feed further discussions during next biennium's activities. Participation in international debates on the subject (FOSSASIA) was ensured. In Central Asia and Pakistan FOSS instruments and ICT platforms were developed in order to popularize their use and incite girls and boys to interact and share ideas for sustainable development through knowledge. - Over 10 multidisciplinary OA repositories that contain gender related information are linked to the GOAP and 34 Open Access journals and reports on Gender Studies and Open Access are accessible through the Global Open Access Portal (GOAP). The Policy guidelines in the area of Open Access was gender mainstreamed. - Participation at the Internet Governance Forum in Baku, Azerbaijan (November 2012) ensured gender sensitive participation in the panels organized. In the field of information and ethics training workshops in 3 African countries were organized with gender balanced participation. - A gender specific session was organized during the WSIS+10 Review

36 C/5 Global Priority Gender Equality Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
			<p>Event (Paris, 25-27 February 2013) on the topic of "Reviewing gender equality and women's empowerment in the knowledge society: setting an agenda for WSIS+10." The session was organized in cooperation with UN Women, APC, US State Department and highlighted the importance of increasing women's representation in the ICT sectors.</p> <p>- An international conference (Gwangju, Republic of Korea, 15-18 May 2013), part of the 2013 World Human Rights Cities Forum, commemorated inscriptions of 14 institutions holding items on the Memory of the World (MoW) Register relating to human rights. The conference's participants were gender balanced and focused on raising public awareness of the significance of preserving human rights records as the foundations to peace and democracy.</p> <p>Efforts for increasing awareness raising about the role, the specific needs and the benefits for women and girls when using, accessing and developing technologies remain necessary in order to build capacities for encouraging and preserving information and knowledge. In addition, financial constraints have slowed down additional development of Gender and FOSS activities.</p>
UNESCO-supported training programmes offered on an equal basis to men and women	<p>PI: Number of media training institutions offering high-quality training programmes based on the UNESCO model curricula on journalism education and striving to achieve the criteria for training excellence</p> <p>B/b: UNESCO Model Curricula on Journalism Education and UNESCO Criteria for Institutional Excellence in Journalism Training adapted by 40 training institutions; gender balance among trainees achieved</p>	<p>Journalism and media educators from eight Southern African institutions met in Johannesburg, South Africa, from 10 to 13 April 2012 and worked on ways to mainstream gender-sensitive journalism and media education and training. Gender Links (GL), in partnership with UNESCO, ran a four-day inception workshop with educators on mainstreaming gender in journalism and media education and training curricula. To be launched during the 3rd World Journalism Education Congress (WJEC-3) in Mechelen, Belgium, is a new publication titled "Model Curricula for Journalism Education: A Compendium of New Syllabi." It includes a module on Gender and journalism, authored by Dominique Payette and Estelle Lebel. This course is about how strategic gender analysis can be enlisted in journalistic production. It describes and analyses how gender inequalities are culturally produced, and reproduced by media organizations, providing an opportunity for students to critically interrogate and challenge their own stereotypical assumptions. This syllabi - along with nine others in this compendium - can be used as part of any regimen of journalism training programmes.</p>	<p>Throughout the biennium, the Sector has continued, to the extent possible, to offer UNESCO-supported training programmes on an equal basis to men and women. This effort has resulted in over 500 women journalists, community radio practitioners, policy makers, and teachers have being trained on various topics including safety of journalists online and offline, developing gender related content for community radio stations and how to mainstream gender in their operations, gender-sensitivity in mainstream media, and media and information literacy and intercultural dialogue.</p> <p>A key enabler of capacity development projects promoting gender equality has been the International Programme for development of Communication (IPDC). The participation of at least 50% women in projects focused on human resource development has been ensured. Moreover, financial support mobilized through the IPDC in the period under review specifically sought to enhance gender mainstreaming in journalism education, expand women participation in media, as well as to foster gender sensitive reporting, and through regional projects.</p>
	<p>PI: Professional organisations supported to provide training opportunities, particularly safety training, for female journalists</p> <p>B/b: 150 women media professionals trained particularly on the safety of journalists</p>	<p>The implementation strategy to operationalize the UN plan at the global, regional and local level in 2013-2014 has been finalized, and is being adapted to a selection of countries for a first roll-out phase (including Iraq, Nepal, Pakistan and South Sudan, as well as countries in Latin America). Relevantly, the strategy specifically foresees the development of common initiatives and projects to combat violence against women journalists.</p>	<p>The extrabudgetary project "Empowering Local Radios with ICTs" is focused on capacity building of 32 local radio stations in Democratic Republic of the Congo, Kenya, Lesotho, Namibia, South Africa, Tanzania and Zambia. Among other results being currently assessed, issues of local public concern to poor people, especially women and girls, are now being taken into account in radio programming and broadcasting. For radio staff and correspondents, the opportunity to learn, develop and discuss themes such as gender equality and radio skills is being praised as an unprecedented opportunity to change the way in which media professionals interact with the community, and more specifically on gender related issues. The planned workshops for 2012 were carried out for a total of 672 participants (279 women) on diverse topics, including gender-sensitive reporting. Baseline surveys identified subjects concerning poor women and girls, such as teenage pregnancy, child mortality during delivery, domestic violence, child abuse, human trafficking, women's financial empowerment</p>
	<p>PI: Relevant training programmes made accessible to women (geographically accessible, community media projects, use of local languages and appropriate technology, etc)</p> <p>B/b: Number of women professionals included in training events increases to 50%</p>	<p>Over 500 women journalists, community radio practitioners, policy makers, and teachers have been trained on various topics including safety of journalists online and offline, developing gender related content for community radio stations, how to mainstream gender in their operations, gender-sensitivity in mainstream media, and media and information literacy and intercultural dialogue.</p>	

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

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	

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

Insofar as the application of the Gender-Sensitive Indicators for Media is concerned, the process has been cost effective/efficient in that partner broadcasting unions/association took ownership of the process and contributed their own resources. For instance the Broadcasting Union of Africa is piloting the GSIM in seven of its member organisations despite the fact that UNESCO resources could cover only four.

As another efficiency measure, small and short in-country workshops for specialized training rather than regional workshops were favored while ensuring a multiplier effect.

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\$ 1 591 117	Expenditures 2012-2013: US\$ 1 218 084	Allotment 2012-2013: US\$ 8 603 685	Expenditures 2012-2013: US\$ 5 041 912

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
ER 1: Freedom of expression, freedom of information and press freedom more broadly promoted and integrated into policies in Member States, and related internationally recognized legal, safety, ethical and professional standards respected, the safety of media professionals enhanced, and the combat against impunity strengthened	<p>PI: Number of local activities organized on the World Press Freedom Day</p>	<p>20 th Anniversary of World Press Freedom Day was celebrated in San Jose Costa Rica where the UNESCO/Guillermo Cano World Press Freedom Prize was awarded. More than 110 events around the world organized, the focus being safety of journalists, the issue of impunity and safety on-line.</p>	<p>During the reporting period, UNESCO has continued to promote freedom of expression and press freedom, notably through the celebration of the 20th Anniversary of World Press Freedom Day. The main celebration took place from 2-4 May 2013 in San Jose, Costa Rica. The event was co-organized by UNESCO, the Government of Costa Rica, and the University for Peace in Costa Rica. The event attracted over 300 participants from every region. The UNESCO/Guillermo Cano World Press Freedom Prize was awarded to Reeyot Alemu, an Ethiopian journalist by the Director-General on 3 May.</p> <p>About 110 events took place around the world in celebration of world press freedom. The focus of this year's event was on the safety of journalists, the issue of impunity, and online safety.</p> <p>Press coverage was higher this year compared to 2012. This ensures that this flagship event is a high-visibility event for UNESCO. In the social media realm, the hashtag #PressFreedom and #LibertadDePrensa were tweeted over 150,000 times, making it the top CI activity in 2013. Over 5000 news articles in multiple languages featured WPF.</p> <p>UNESCO continued to monitor the safety of journalists and combatted impunity through the DG's condemnations of journalist killings. The Sector contributed to the UN Universal Periodic Review and the delivery of journalist safety trainings. To address the challenge of ensuring investigation of past crimes against journalists and prevention of others from happening, UNESCO has collaborated with specialized organizations and has raised awareness around the UN Plan of Action on Safety of Journalists and the Issue of Impunity, including the launching of national consultative processes and plans of action in the countries covered in the first phase of its rollout.</p> <p>During the last six months, UNESCO promoted voluntary media self-regulation mechanisms through the implementation of a project funded by the EC in Albania, Bosnia and Herzegovina, Croatia, Montenegro, Serbia, Turkey, the FYR of Macedonia and Kosovo (under UNSCR 1244). Furthermore,</p>
	<p>PI: Number of international campaigns and capacity-building initiatives for the safety of journalists and media professionals B/b: - UNESCO's yearly WPF Prize voted by the independent jury and awarded. Local activities held on the occasion of WPF in at least 20 countries each year - strengthening of 5 regional and local alert networks and implementation of 2 international campaigns on media professionals' safety in cooperation with specialized organizations. At least 500 media professionals and government authorities (at least 50% women) trained on safety of journalists, related guidelines distributed in at least 10 countries, at least 6 of which are in Africa</p>	<p>A Global awareness campaign was undertaken on Freedom of Expression and the safety of journalists through the international day against impunity and World Press Freedom Day. Regional and local networks in places including Pakistan, Nepal, and Latin America were created around the issue of the safety of journalists.</p>	
	<p>PI: Application of policies and regulatory frameworks conducive to freedom of expression in regard to all types of media and social communication platforms B/b: - laws, regulations and policies conducive to freedom of expression, freedom of information, press freedom and media safety drafted and adopted in at least 10 countries - adoption of regulatory frameworks conducive to editorially independent public service broadcasters in at least 5 countries (3 in Africa); new edition of international legal survey on public service broadcasting produced, internationally launched, and disseminated in at least 10 countries (including 6 in Africa)</p>	<p>Voluntary media self-regulation mechanisms were promoted in 7 countries in South East Europe and in 5 Arab countries. The legal survey on Public Service Broadcasting in Africa was distributed. The publications "Global Survey on Internet Privacy and Freedom of Expression" and "Freedom of connection, freedom of expression: the changing legal and regulatory ecology shaping the Internet" were published in English, French and Arabic and disseminated.</p>	

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
ER 2: The role of media enhanced to contribute to a culture of peace and democratic governance	<p>PI: Impact of communication and media in fostering dialogue, cultural self-expression, mutual understanding, peace and reconciliation B/b: - implementation of the dialogue and exchange programme, and the conflict sensitivity programme in at least 10 countries, specifically through the framework of the Power of Peace Network (PPN) - improved reporting on cultural diversity in cooperation with at least 5 media professionals organizations and academic institutions</p> <p>PI: Number of journalists trained on the application of best practices in regard to reporting elections and to investigative journalism B/b: - at least 30 journalists (at least 50% women) trained at regional and national training workshops - election reporting manual developed and published with at least 1 global launch; at least 5 regional consultations undertaken and training workshops organized</p>	<p>Participation in various professional Fora on Internet, freedom of expression and cultural diversity has been ensured. Professionals have been trained on conflict-sensitive reporting. Guidelines on conflict-sensitive reporting have been distributed among 10 professional organizations.</p> <p>Capacity-building activities on election reporting, including training workshops, the reinforcement of independent electoral commissions, and the monitoring of media outputs have been ensured in 10 African countries and 6 Arab countries.</p>	<p>UNESCO continued to support professional standards in journalistic coverage of elections in different regions, with a strong focus on Arab States and Africa, in particular in DRC, Jordan, Kenya, Lebanon, Madagascar, Malawi, Sierra Leone.</p> <p>Extra-budgetary funding has been raised for training in media coverage during elections in Jordan, Egypt, and Tunisia.</p> <p>A particular effort has been done throughout the world on conflict-sensitive reporting and investigative journalism.</p> <p>Through the support of the "Abdullah bin Abdulaziz International Programme for a Culture of Peace and Dialogue", an e-course on communication is being developed to as a tool to promote dialogue and exchange. The e-course encourages users, in particular youth, to build case studies base on their own lived-experience and local characteristics on the issues of freedom of expressions which will be shared with other users around the world. Such exchange of different experiences amongst the global youth will involve dialogue, cultural self-</p>

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
ER 3: Media capacities strengthened to foster dialogue and reconciliation, contribute to disaster risk reduction and provide humanitarian information	<p>PI: Impact of media for disaster risk reduction and for humanitarian action in post-disaster environments B/b: - capacities of community radio and rural multimedia community centers reinforced and quality of training in disaster risk- reduction information dissemination enhanced in collaboration with at least 8 media professional organizations - humanitarian information disseminated to the population in at least 5 countries where the UN is providing emergency assistance</p> <p>PI: Number of independent media and independent media associations in post-conflict countries and countries in transition B/b: - media independence guaranteed through media legislation, freedom of information enhanced and editorial independence facilitated in at least 30% of countries in which UN peace-keeping operations are current - at least one new independent media association established or reinforced in at least 5 post-conflict countries - improved media professionalism and ethical standards implemented through training in at least five conflict and post-conflict countries, benefitting the population at large</p>	<p>Humanitarian information was provided to Syrian refugees through the establishment of radio in camps in 3 countries.</p> <p>At least 5 extra-budgetary projects affecting more than 15 countries and aiming at establishing independent media as well as an environment conducive to Freedom of Expression have been launched and strengthened.</p>	<p>A series of extra-budgetary projects is ongoing to ensure media capacities are strengthened to foster dialogue and reconciliation, contribute to disaster risk reduction, and provide humanitarian information:</p> <ul style="list-style-type: none"> • The Swedish government promoted the work in the Arab Spring countries donating 2,8 million USD to the project entitled "Promoting an Enabling Environment for Freedom of Expression: Global Action with Special Focus on the Arab Region in 2012-2015." The first annual report was submitted and the annual review meeting completed in February 2013 with the donor; • Denmark donated for freedom of expression by supporting activities in Mano River states in West Africa with 475,000 USD in 2010-11 and allocated 200,00 USD more in 2012-2013. Implementation is ongoing. • Canal France International (CFI) donated 500,000 USD funding in Cote d'Ivoire, Myanmar, Libya, Liberia and Palestine to support the media's role in democracy, development and dialogue. The amendment for extension of the project until December 2013 has been agreed. Pakistan has also been selected to participate. • UNESCO and The EC signed a Joint management agreement in December 2012 for 500,000 Euros for Media Accountability in South East Europe for 2012-2015 after direct negotiations with the DG Enlargement. The Project implementation is on its way regarding the national round tables in the project countries, the pilot activity in Albania, and the on line hate speech study; • A 2,3 million euro grant from the Finnish government was signed on 31 January 2013. The project is currently in inception period and activities have begun in Morocco and Tunisia.

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

The Sector is constantly vigilant in identifying cost-effective measures. Accordingly, focus on cost sharing has been ensured for activities undertaken with partner organizations. For example, for the celebration of World Press Freedom Day, UNESCO mobilized more than 30 partner organizations (public and private) to organize the main event in Costa Rica. Regarding the UN Plan of Action on Safety of Journalists, a tripartite partnership has been done between UNESCO, the International Media Support and Open Society to maximize our impact not only at the global level but also at the local implementation level. Extra-budgetary support greatly facilitated programme implementation.

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\$ 941 448	Allotment 2012-2013: US\$ 7 663 074	Expenditures 2012-2013: US\$ 4 708 282

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
ER 4: Member States supported in the development of free, independent and pluralistic media, reflecting the diversity of society	<p>PI: Number of countries and media development initiatives supported by IPDC based on UNESCO Media Development Indicators</p> <p>B/b: - at least 70 developing countries supported with 150 media development initiatives through the IPDC to implement media development projects - Media Development Indicators applied in at least 10 developing countries and countries in transition to identify media development gaps</p>	<p>5 countries completed MDI studies, and 12 additional studies are in progress. This has involved various partnerships. Guidelines and a checklist have been introduced to guarantee quality results. For the biennium, the IPDC Bureau approved 148 projects in 75 developing countries for a total amount of US\$ 3,222,336. The IPDC Bureau also made an additional allocation of US\$ 35,000 for the development and application of a set of indicators for measuring the safety of journalists, as an add-on to the Media Development Indicators (MDIs), endorsed by the IPDC Intergovernmental Council in 2008. MDI-based assessments that received direct financial support from IPDC include: Bolivia, Brazil, Colombia, the Dominican Republic, Egypt, Liberia, Nepal, Palestine, South Sudan, Tunisia, Uganda and Uruguay.</p>	<p>Through work under MLA 2, Member States have been further supported to develop free, independent and pluralistic media, reflecting the diversity of society. In this regard, Media Development Indicators are on track, and the programmed benchmarks concerning Community Radio as it concerns policy reform and sustainability are being attained through 2 publications, 672 participants trained in Africa, and a youth radio toolkit currently in production. Furthermore, the adaptation of the MIL Curriculum has been completed and is progressing with translations into 9 languages beyond English. In addition, two international online MIL courses are in development, and one of them has already been used to enhance competencies of over 80 people (half of whom are women).</p> <p>The 2nd MILID (media and information literacy and intercultural dialogue) week in Cairo in April reinforced further reinforced the Sector's results. A Global Forum for Partnerships in MIL (GFPMIL) was launched on 26-28 June 2013 in Abuja, Nigeria to further ensure the Sector's work in this domain.</p> <p>Capacity building exercises have been undertaken to strengthen the skills of sixty-five young journalists/ information</p>
	<p>PI: Number of countries that have recognized community radio in the regulatory system and the community media forums that applied sustainability measures</p> <p>B/b: - enabling regulatory provisions clarifying complementarities between private, public and community media introduced in 10 piloting countries - sustainability measures applied by community media forums in at least 10 countries</p>	<p>Work is underway in Ethiopia, Mongolia, India and Uganda and a mapping exercise covering 30 countries is complete (the final report is currently under review). In addition, the Sector is currently finalizing a report called "POLICY REFLECTIONS AND INTERNATIONAL COMPARATIVE SURVEY: A collection of 10 country policy reflections." In Africa, 32 radio stations in 7 countries are part of a significant capacity building programme that enhances sustainability and builds a community of practice.</p>	

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
	<p>PI: Number of initiatives that enhanced collaboration of UN agencies in communication for development</p> <p>B/b: at least 10 joint capacity-building measures for C4D integrated within common country programming documents</p>	<p>The 13th Round Table on Communication for Development has been postponed until 2014. UNESCO has had to pull back on coordination and mobilization during the current biennium due to cuts in the regular programme budget. Progress has been made in Caribbean countries in training young people on video production on HIV-AIDS subjects and a country-level round table on C4D was negotiated with the UNCT and UN Resident Representative in Kingston.</p>	
	<p>PI: Number of public service broadcasting institutions that applied gender-sensitive media indicators and management practices</p> <p>B/b: gender-sensitive indicators applied by at least 20 public service broadcasters</p>	<p>5 regional broadcasting organizations and 20 public broadcasters are applying the gender sensitive indicators for media. This work is further reinforced by training and by advocacy. Over 30 journalists and media professionals from 10 Public Service Broadcasting Institutions in 10 countries have been trained on reporting gender equality issues in media and how to formulate relevant policies and strategies. The theme of the Women Make the News annual campaign, "Towards a Global Alliance on Media and Gender," was promoted by 20 broadcasting organizations and 20 international stakeholders.</p>	
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	<p>PI: Number of countries that improved the journalism education on the basis of the UNESCO Model Curricula for Journalism Education and the number of training institutions that applied the UNESCO-developed criteria for institutional excellence</p> <p>B/b: at least 30 countries with improved journalism education based on UNESCO Model Journalism Curricula and 15 regional training institutions that adapted criteria for excellence</p>	<p>The Model Curricula has continued being a useful resource for journalism educators/trainers, with over 34 countries adapting it in varying degrees. A new publication: the "Model Curricula for Journalism Education: A Compendium of New Syllabi", has been completed. UNESCO undertook an internal review of the UNESCO-designated Potential Centres of Excellence and Reference in Journalism Education in Africa. The Review will lead to an elaboration of a "Global Initiative for Excellence in Journalism Education," to be launched during the next biennium as a second phase of the project.</p>	<p>As it concerns results attained against benchmarks, the Sector is on track to meet benchmarks for adaptation of the Model Curriculum, including through the development of a compendium of new syllabi and the interdisciplinary resource guide on reporting climate change in Africa. The internal review of the UNESCO-designated "Potential Centres of Excellence/Reference in Journalism Education in Africa" initiative is of particular note in this regard. As it concerns science journalism training, the material development process will culminate in the 2nd half of 2013, but the benchmark for training may only be met in the next biennium due to budgetary constraints.</p>
	<p>PI: Number of journalism education institutions that introduced quality science journalism based on UNESCO resource guide, and increase in the number of journalists reporting on sustainable development issues with scientific perspectives</p> <p>B/b: - at least 15-20 journalism education institutions that adapted UNESCO resource guide on science journalism - at least 100-150 working journalists (of which at least 50% are women) in 30 countries using the UNESCO science reporting resources in water, bio-diversity, energy, climate change, oceanographic impacts, desertification, etc.</p>	<p>Under advanced preparation is an interdisciplinary resource guide on reporting climate change in Africa supported through the Intersectoral Platform on Priority Africa. The publication will be distributed widely, with its use likely to produce results in the next biennium.</p>	<p><u>Challenges and lessons learnt</u></p> <p>Challenges and lessons learnt include the importance of IPDC support in contributing to the achievement of benchmarks despite financial constraints. The continued work in this area means that UNESCO is seen as an important global player in journalism education, worthy of establishing strategic partnerships with. Such partnerships have resulted in cost-effectiveness, with UNESCO using the least financial resources to produce high-quality work likely to have immense benefit. For instance, the new compendium is being published as a result of strategic partnerships with key journalism education experts who have been persuaded to provide their services free of charge.</p> <p>The internal review of the UNESCO-designated Potential Centres of Excellence and Reference in Journalism Education in Africa indicated the extent to which the centres have realised their potential for excellence, and the escalation of a focus on African journalism excellence to the "Global Initiative for Excellence in Journalism Education" will define a new path for UNESCO's work</p>

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
ER 6: Media and Information Literacy (MIL) enhanced to enable citizens to make full use of their rights to freedom of expression and the right to information, taking into account the access and needs of both women and men	<p>PI: Number of teacher training institutions that have integrated media and information literacy into teacher training and the established international partnerships to foster Media and Information Literacy</p> <p>B/b: - at least 15 national teacher training curricula integrating media and information literacy - at least 3 international partnerships established to foster Media and Information Literacy</p>	Adaptation of the MIL curriculum has been completed in 7 teacher training institutions in 5 countries. In addition, further adaptation has commenced in 4 countries and is ongoing in three institutions in Ethiopia, two in the Philippines and one each in Australia and Canada. In Morocco, large scale uptake of the MIL curriculum has been confirmed. Two international online MIL courses are in development at Queensland University of Technology and Athabasca University. One course launched by the MILID Network in February 2013 through a Wiki set-up. A second course targeting girls from all regions is being finalized. Over 80 teachers/policy makers/master trainers have enhanced their MIL and intercultural dialogue competencies through the above MIL course. Fifty of the participants are women and 40% are from the Arab States.	<p>As it concerns enhancing Media and Information Literacy (MIL) 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, the Sector is on track for the biennium with at least 15 national teacher training curricula integrating media and information literacy and at least 3 international partnerships established to foster Media and Information Literacy. In addition, 12 citizens' media groups/UNESCO Chairs have been supported to foster media and information literacy in developing countries and countries in transition.</p> <p>A major challenge foreseen is the need to have certain resources in multiple languages (and subtitles for audiovisual products) which could strengthen intercultural exchanges. This challenge is also a key opportunity, which should be explored in a phase 2 of the project. For instance considerable resources will be required to offer the online course in multiple languages including in Arabic.</p> <p>To ensure greater synergies, the Sector's work on MIL has ensured synergies where possible with other regular programme and extrabudgetary projects, including the Peace and Dialogue E-portal (in non-Arabic languages) and an activity dedicated to building intercultural skills for young journalists. In this regard, strategic linkages with other donor initiatives are strengthening the potential impact of the work of the Sector in MIL. These include inputs from UNESCO, UNAOC, the Swedish International Development Cooperation Agency and the Japanese Funds in Trust that have contributed to the development and expanded reach of the two online courses on MIL and intercultural dialogue and a multimedia intercultural MIL teaching resource tool.</p>
	<p>PI: Number of citizens' media groups and UNESCO Chairs that advocated media and information literacy as way to increase the quality of media</p> <p>B/b: at least 12 citizens' media groups/ UNESCO Chairs supported to foster media and information literacy in developing countries and countries in transition</p>	Sixty-five young journalists/information specialists/researchers within citizens' media groups have strengthened their capacity to promote MIL and intercultural dialogue. A network has been established in cooperation with the University of Cairo and the UNESCO/UNAOC MILID Network, IFLA and IFJ to ensure sustainability.	
	<p>PI: Number of public service broadcasters that applied standards for user-generated content</p> <p>B/b: at least 50 public service broadcasters that applied UNESCO-developed guidelines on user-generated content</p>	Due to both financial and human constraints, the programmed benchmark was not. The Sector is actively fundraising to ensure, to the extent possible, the programmed benchmark for the biennium is met.	

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

As it concerns cost-effectiveness and efficiency measures, extrabudgetary funds have been essential in leveraging and ensuring the impact of the IPDC and the work of the Sector as it concerns community radio. In addition, reliance on partnerships where services are rendered free of charge or in kind to UNESCO has remained important.

As it concerns the Sector's work on Media and Information Literacy specifically, cost effectiveness and sustainability of related activities are ensured through the systemization of partnerships with established institutions and networks such as UNESCO, UNAOC, the MILID Network, and other stakeholders. Illustratively, the online course will be sustained through cooperation with the Queensland University of Technology and the Athabasca University in Canada. Another example is the multimedia intercultural teaching resources tool which will be integrated into the existing online platform of the UNAOC.

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

Regular Programme¹: operational budget only

Extrabudgetary resources¹

Regular Programme ¹ : operational budget only		Extrabudgetary resources ¹	
Allocation 2012-2013: US\$ 1 675 633	Expenditures 2012-2013: US\$ 1 253 039	Allotment 2012-2013: US\$ 9 089 857	Expenditures 2012-2013: US\$ 3 377 305

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	<p>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</p>	<p>The strategy for ICT CFT has been rolled out in 4 countries covering 3 regions. Furthermore, a study on ICT in Education in 5 countries in the Arab States is available online in English and is currently being translated into Arabic. There is a partnership strategy in place for a study on ODL (including OER and mobile technologies) with IGOs, NGOs, and academic institutions, and a pilot is currently being planned. CI/KSD shared the findings of the case study on the deployment of FOSS in primary and secondary schools in Africa at the 5th African Conference on Free and Open Source Software (FOSS) and Digital Commons (IDLELO) which was held in Abuja, Nigeria from 19th to 23rd March, 2012. CI/KSD is currently conducting 3 additional studies on Open Solutions including Open Data worldwide and specifically in the Caribbean, financially ensured through emergency funds. The FOSS programme has received funds from the PCPD and Africa Intersectoral platforms to create a World Map of UNESCO Points of Interest and the project HOPE on open source in hydrology. An ICT application on the Role of Women in African History is currently in the stage of finalization and will be launched at the 37th session of the General Conference.</p>	<p>As it concerns enhancing the impact of activities in the fields of education, sciences and culture through gender-sensitive Open Suite strategies (open access, free and open source software and open educational resources) and innovative ICTs, several flagship activities have been undertaken, specifically:</p> <p>Open Educational Resources Open Access to scientific information and research Free and Open Source Software Open Training Platform ICT in Education, especially the ICT- Competency Framework for Teachers ICT in Science ICTs in Culture, in particular as it concerns the General History of Africa</p> <p>The Open Suite strategy provided rich dividends in a number of areas including ICTs in education (CFT), Open Educational Resources and Open Access to information and knowledge repositories. The first step of the Open Suite strategy was to develop policy guidelines for Member States which was successfully completed in the biennium. Then a series of international conferences, workshops and seminars were held to promote advocacy for these guidelines and encourage Member States to adopt policies which would enhance access to educational resources and knowledge repositories. All the performance indicators and benchmarks were successfully followed and implemented.</p> <p>There were numerous challenges including the lack of financial resources due to the prevailing financial situation in UNESCO. In order to overcome these challenges, the sector developed strategic partnerships with key players in their respective fields of competence as well as generated extra-budgetary funding. One example of this approach is the partnership established with the Commonwealth of Learning (COL) for the Sector's work in the area of Open Educational Resources. The Sector undertook a number of initiatives jointly with COL and also pursued a joint fund-raising strategy which paved the way for the Hewlett Foundation grant which was critical in taking forward the work of OER following the Paris Declaration. The Sector is also working closely with leading players in OER and OA including Harvard University, SCIELO and others. These partnerships have helped the Sector continue delivering strong results.</p>
	<p>PI: Number of users of and resources on UNESCO's online applications and training platforms for development and sharing of e-learning policies, tools and materials B/b: - major institutions in at least 5 Member States apply guidelines for OER application and adapt UNESCO curricula available on the UNESCO OER platform - 4,250 e-learning resources on the Open Training Platform (OTP) - Average of 9,000 visits to the OTP per month</p>	<p>Following on from the very successful 2012 World Congress on Open Educational Resources (OER) with the unanimous adoption of the Paris OER Declaration, the Hewlett Foundation (USA) awarded UNESCO with a grant for \$400,000 to develop national-level OER policies and teacher-training OER materials in 5 countries. UNESCO and the Commonwealth of Learning has also developed national-level OER policies for Grenada and Saint Vincent and the Grenadines. The OER Platform has been re-developed in partnership with Infosys (India) with more than 150 openly-licensed UNESCO publications. The UNESCO OER Policy Guidelines have been translated into Vietnamese, Chinese, Portuguese, Spanish, and Russian. The deployment of the new Open Training Platform (OTP) was finalized and further developments have advanced with external private sector partners. The site generates an average of 5,000 visits per month. OTP hosting and maintenance was secured, mainly through extrabudgetary funding. Alternative hosting scenarios are being studied, in close consultation with CI/EO, BKI/CIO and other programme specialists responsible for projects requiring similar services (e.g. managed hosting), such as the OER</p>	

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
		platform. A partners meeting is scheduled to take place in September 2013 at UNESCO, where an improved integration of IMark and OTP will be discussed in order to improve visibility performance.	
	<p>PI: Number of major institutions applying ICT in building scientific knowledge and open access to research results</p> <p>B/b: - two ICT applications developed on community level data capture and analysis - three research funding bodies in Member States adopt national OA generation and dissemination frameworks - Five Member States improve national OA policies based on UNESCO recommendations - 100 major institutions effectively use and favourably evaluate the Global Open Access Portal</p>	UNESCO released the "Policy Guidelines for the Promotion and Development of Open Access" in English. UNESCO releasing the Policy Guidelines on Open Access has a significant impact on Open Access around the world, and the number of Open Access journals, repositories and policy mandates are increasing steadily. Recently the Chamber of Deputies of Argentina passed a law in support of Open Access. The French version of the policy guidelines was published in early 2013. Funding support from DG's Emergency funds were used to implement open access activities as per the strategy approved by the General Conference.	
ER 8: World's documentary heritage protected and digitized, capacities of Member States strengthened to that effect, preservation and digitization strategies and principles adopted and archives and libraries reinforced as centres of education and learning	<p>PI: Number of new inscription in the Memory of the World Register; number of operational committees; number of trained preservation professionals</p> <p>B/b: at least 30 new inscriptions in the Memory of the World Register; at least 5 new National Memory of the World Committees set up and operational; 50 preservation professionals trained</p>	The number of inscriptions in the Memory of the World are steadily increasing and new inscriptions were included during the 11th Meeting of the International Advisory Committee for the Memory of the World Programme on 18-21 June in the Republic of Korea. In addition, the Memory of the World Programme has received particular attention on its 20th anniversary with the publication of the book "Memory of the World: The Treasures that Record Our History From 1700 BC to the Present Day," co-published by Harper Collins. This has added additional visibility to the programme following the first international conference on the digital preservation of documentary heritage in Vancouver in September 2011.	<p>Concerning the protection and digitization of the World's documentary heritage, an experts' meeting funded and hosted by Poland saw the participation of almost 50 persons from all regions of the world. The meeting had a very positive outcome and resulted in the formulation of detailed recommendations needed to strengthen the Memory of the World Programme to ensure that it maintains its role in protecting the documentary heritage of humanity as a source of knowledge. These recommendations were presented to the 191st session of the Executive Board.</p> <p>54 new inscriptions were included during the 11th Meeting of the International Advisory Committee for the Memory of the World Programme on 18-21 June in the Republic of Korea.</p>
	<p>PI: Number of implemented strategies that strengthen libraries and archives as contributors to building knowledge societies; number of established digital library services</p> <p>B/b: at least 5 national strategies for libraries and archives implemented; World Digital Library content expanded; at least 5 new digital library services established</p>	Due to limited funds, the library and archives programme has suffered considerably. However, the Sector has maintained partnerships with organizations like IFLA and ICA and is currently in the process of enhancing its work in the field of digital preservation and archiving with several new initiatives such as the one undertaken under the auspices of IFAP in GRULAC and other regions of the world.	<p>The 20th anniversary was celebrated with several activities that helped to raise the profile of documentary heritage preservation. Concrete outcomes and results include the preparation and publication of the Memory of the World book which has been well received by professionals bodies, and the exhibition around UNESCO premises which was originally planned for 1 month but was extended by 2 months. Resultant visibility for the Programme has led to an increase in the number of requests for information on the Programme.</p> <p>In cooperation with the University of British Columbia and many other partners, UNESCO organized an international conference "Memory of the World in the Digital Age: Digitization and Preservation" from 26 to 28 September 2012 in Vancouver, Canada. The conference explored the main issues affecting the digitization and preservation of digital documentary heritage. It resulted with the adoption of the UNESCO/UBC Vancouver Declaration which proposes specific recommendations to UNESCO, its Member States,</p>

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
ER 9: Member States enabled to implement the World Summit on the Information Society (WSIS) outcomes and develop gender-sensitive policy frameworks for universal access to information and for bridging the digital divide	<p>PI: Number of established/strengthened National IFAP Committees; number of countries that apply the Information Society Policy Template B/b: at least 6 National IFAP Committees established/strengthened; National Information Society Policy Template applied in at least 10 Member States</p> <p>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</p>	<p>The international and national outreach of the Information for All Programme (IFAP) has been further enhanced. IFAP has delivered a number of programmes and initiatives, including capacity building and training on foundations of government information leadership in Africa, Latin America and the Caribbean through a series of workshops, with an emphasis on the Information Society policy template. IFAP's contribution in its priority areas was particularly appreciated during the WSIS +10 Review Event organized by UNESCO in February 2013.</p> <p>The information accessibility initiative of UNESCO constitutes one of the key initiatives of the organization to enhance access to information and knowledge. In spite of extremely limited resources allocated to this programme due to the financial difficulties faced by the organization, a series of initiatives have been undertaken in partnership with private sector organizations in this area in the last biennium. UNESCO has published and launched the global report "Opening New Avenues for Empowerment - ICTS for Persons with Disabilities," which includes concrete recommendations for five regions of the world and a general set of recommendations for Member States.</p>	<p>The international and national outreach of the Information for All Programme (IFAP) was enhanced. Recently, both Argentina and the Republic of Korea undertook activities aimed at reviving their National IFAP Committees. The National IFAP Committees of China and the Republic of Korea are also providing technical support to Mongolia in the establishment of its National IFAP Committee. It will, however, be necessary to have the required human and financial resources in order to continue to actively follow-up and consolidate these positive developments over the coming months.</p> <p>UNESCO made progress in fostering information literacy: The Organization also contributed to the European meeting on Media and Information Literacy in Education held on 27-29 February 2012, in Milano, Italy. The Organization developed activities for fostering multilingualism in cyberspace by conducting the joint study "The economic aspects of local content creation and local Internet infrastructure" together with ISOC and OECD. The result was broadly disseminated at the WSIS Forum 2012 held in May in Geneva. The recently published UNESCO supported publication "Net.LANG. Towards the Multilingual Cyberspace" also contributed to the</p>

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
	<p>PI: Number of WSIS related multi-stakeholder events and initiatives, and of WSIS online community platform and website visitors</p> <p>B/b: global WSIS Forums and UNGIS meetings co-organized with ITU and UNCTAD; UNESCO contributions to the international debate on Internet governance and policies enhanced by the organization of 6 IGF workshops (number of online community contributions increased by 50%)</p>	<p>This biennium has witnessed a heightened set of activities and initiatives under the WSIS banner. The WSIS+10 Review event "Towards Knowledge Societies for Peace and Sustainable Development", held in Paris from the 25-27 February had some 1450 participants from 130 countries. The event had 83 high-level sessions on diverse knowledge societies related issues. A Final Statement was also adopted by consensus which involved a multistakeholder approach and will provide a basis for UNESCO's participation in the upcoming WSIS review events as well as our strategic approach to the post 2015 agenda. The WSIS Forum has also been co-organized with ITU every year as scheduled as has been the case with the Internet Governance Forum where UNESCO continues to play a leadership role.</p>	

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

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

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

Regular Programme ¹ : operational budget only		Extrabudgetary resources ¹	
Allocation 2012-2013: US\$ 7 598 700	Expenditures 2012-2013: US\$ 6 298 700	Allotment 2012-2013: US\$ 571 734	Expenditures 2012-2013: US\$ 409 224

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\$ 188 834	Expenditures 2012-2013: US\$ 117 624

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	New data collection instruments designed for regional data collection in Asia and refined for sub-Saharan Africa. An analytical report was prepared based on the data collected through the regional module for Latin America and the Caribbean. It presents a conceptual framework for adult learning and survey results on literacy, primary and secondary adult education. It will be released in July. Another round of data was collected through the sub-Saharan Africa regional module on schooling conditions. The data will be presented in a UIS information bulletin released in June. In addition, an article on teachers data was published by the Observatoire Démographique et Statistique de l'Espace Francophone.	Results have been meeting performance indicators set. The regional module approach has been leading to positive results in terms of generating locally relevant issues which then are collected through UIS channels and brought back to policymakers in the region. Although there are challenges faced in terms of building engagement among regional agencies. There are still more efforts needed to strengthen the use of data. Much effort has gone into improving education finance indicators which are collected by the UIS. An important challenge is that this often involves intensive work at the national level. Thus we need to further build our own capacities among UIS field staff to be able to intervene at the national level, and continue to pursue opportunities to strengthen capacities in a sustainable manner. Educational attainment and literacy indicators have been improved in terms of coverage and building consistent time series. An important challenge has emerged in the presentation of these indicators, especially in terms of direct assessment of skills and self-reporting. This distinction needs to be maintained..
	PI: Improved coverage of education finance indicators B/b: 70% of countries reporting a basic set of indicators	Benchmark was met - coverage of finance indicators was maintained.	
	PI: Improved coverage of educational attainment and literacy measures B/b: 65% (educational attainment) and 75% (literacy)	Benchmarks for coverage of educational attainment and literacy indicators were met through the use of new data sources, including household surveys.	
Appropriate methodologies and standards in the field of education statistics developed, maintained and refined	PI: Greater awareness and use of ISCED by countries B/b: validate at least 50% of countries with ISCED2011 mappings	In collaboration with national statisticians and partner agencies, we are preparing to report data according to the revised ISCED framework in 2014. We have provided training and support to help countries adapt their education data reporting systems to ISCED 2011. By the end of 2013, all countries should have had the opportunity to participate in a regional training workshop. In addition, UIS field staff are providing in-country support and guidance as required.	The transition to ISCED 2011 is moving ahead apace with many activities at the national level. There are still many remaining challenges, including the further refinement and validation of national mappings. A new operational manual will also support countries in completing their mappings. The fields of education classification has also advanced well, and has been broadly consultative and drew upon a wide range of technical expertise in classifications. The remaining challenges are related to implementation of the classification - which is not only about reporting data, but may also involve the revision of national data collection instruments. We have been part of the discussions related to EFA/MDG monitoring and skills, which have involved many other agencies as well. Our entry point has been measurement issues - so as policy priorities emerge, we need to be responsive in examining implications for indicators.
	PI: Implementation of new fields of study classification B/b: Revised classification	A review of the ISCED 1997 fields of education has been undertaken and work is underway to revise the classification. A three-level hierarchical classification (ISCED-F) based on the ISCED 1997 has been developed and reviewed. Following the global consultation, a final framework will be submitted for adoption at the 37th UNESCO General Conference.	
	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	We have taken part in consultations and international technical meeting on monitoring skills. Key priority issues have been identified in these areas.	
Capacities of national	PI: National Data Quality Assessments	National data quality assessments were conducted in five countries	A data quality assessment took place in Benin at the end of 2012. Four

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
statisticians strengthened in the production and use of national and comparative education data	conducted and the recommendations implemented by the countries B/b: In at least 5 countries		assessments conducted towards the end of the last biennium were officially endorsed (Botswana, Malawi, Mauritius and Namibia) and action plans have been developed to implement the reports' recommendations. The assessment report is ready for Benin to validate.
	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 were conducted in four regions.	In May 2013, two workshops were held (a) for Latin American countries participating in the World Education Indicators programme, in Lima, Peru and (b) for countries in Central and West Africa in Dakar, Senegal. Further workshops are planned in the second half of 2013 for countries in (c) Central Asia, (d) the Arab States and possibly, (e) the Gulf States. The latter two workshops are being funded by the co-hosts: ALECSO (the Arab League's Educational, Cultural and Scientific Organization) and the Statistical Authority of Qatar respectively. Training completed with four countries in Sub-Saharan Africa (Gambia, Ghana, Malawi and Rwanda) and results presented at a workshop in Dakar, Senegal in May 2012. National finance briefs developed by participants were published in October 2012. Some of the training and tools developed during the project are being extended to a number of other countries in the Arab States, Sub-Saharan Africa, Latin America and Asia with support from the UIS's network of statistical advisors based in these regions. An Excel template developed during the project to assist countries to transform their national education finance data to meet the requirements of the UIS's education finance questionnaires has proved extremely useful and has been further elaborated for more general use. It is helping to improve the quantity and quality of education finance data submitted to the Institute.
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	Data were released on time and according to schedule.	The UIS Data Centre was updated in January, May and October, according to schedule. The annual print Global Education Digest will be replaced with a combination of electronic/paper reporting outputs for core data and a thematic report on out of school children.
	PI: Greater web access to statistical data observed B/b: a 10% increase in accessing education statistics in UIS Data Centre	There has been greater use of the UIS website, especially due to the introduction of new data visualizations.	Preparations are underway to launch a new Table Viewer called dot Stat. A number of new interactive on-line education data visualizations have been produced, including: - info-graphic and interactive tool highlighting the gap between the supply and demand for teachers as part of celebrations surrounding EFA Action Week 2013, which focused on teachers; - interactive flow map about student mobility in higher education, which is extremely popular among users; - Mind the Gap- Gender & Education, allows users to create their own personas and explore the progress and pitfalls of girls' and women's education around the world; - interactive tool on dropout and repetition rates - French and Spanish language editions added to the eAtlas series, which is regularly updated with new data.
	PI: Promote use of education statistics B/b: two thematic report produced	Two thematic reports - on out of school children with UNICEF and other partners and higher education in Asia are in preparation.	Preparation of reports on Out of school children and Higher education in Asia are underway. The UIS contributed data and analysis for the: MDG report; final evaluation report of the UN Literacy Decade; and the EFA Global Monitoring Report. The UIS has prepared information bulletins on gender and

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

The financial restrictions in 2012 did present a challenge and continued to do so in 2013. In terms of technical assistance, we have targetted countries most in need in each region and sought the most cost-effective destinations for hosting the workshops; we have met our targets and are continuing to address the needs of the national statisticians who benefit from this type of training. Furthermore, some countries were able to fund their participation in the workshops and we have accepted offers to host some workshops at little or no cost to the Institute. In terms of reporting, we have leveraged partnerships with other organisations - and have developed a range of joint products with the EFA Global Monitoring Report, the Millennium Development Goals and others. We have also sought to develop tools for indicator review and calculation of indicators which have added greater efficiencies.

MLA 2: Development of international statistics on education outcomes

Regular Programme ¹ : 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	All four "first wave" country summaries released by the end of June.	Outputs: four country summaries released; four data sets available to countries. Results: literacy information available to policymakers in four countries. <u>Challenges/lessons learnt:</u> For long-haul projects like LAMP, which require a great deal of commitment on the part of national authorities, government changes are one of the biggest challenges. This has proved a major issue in countries like El Salvador, Jamaica, and Niger. One lesson learnt, therefore, is that it pays to involve at least one organization that is based in the country but has a special status, for instance OEI (Organizacion de Estados Iberoamericanos), an international organization, in Paraguay; or NCHRD (The National Center for Human Resources Development), a governmental organization that reports directly to the King, in Jordan. Contribution to C/5: This information contributes to EFA goals 3 (learning needs of youth and adults) and 4 (reducing adult literacy). Governments will now know what adults can and cannot do when it comes to reading and numeracy; therefore they will be able to plan interventions that rely on the skills people already have in order to be able to help them develop those that they do not have yet.
	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 made available to all four "first wave" countries, which have the prerogative to determine the timeline for release of their reports. Paraguay's national report to be released in the next quarter.	
	PI: LAMP implementation has begun in the "second wave" of countries B/b: At least 10 countries implementing LAMP.	LAMP implementation has begun in Afghanistan and Lao PDR.	
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 total number are replaced	The work has been put on hold due to budgetary cuts.	The work has been put on hold due to budgetary cuts.
	PI: Research the impact of writing in the	The work has been put on hold due to	

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
	assessment of reading B/b: At least one study produced	budgetary cuts.	
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	Work on hold pending disbursement of project funding	The work on a catalogue and linking regional assessments is on hold pending disbursement of project funding. Nevertheless, the Institute has made a considerable progress in establishing a framework to measure and improve learning outcomes for children and youth worldwide through the international Learning Metrics Task Force (LMTF) co-convened by the UIS and the Centre for Universal Education (CUE) of the Brookings Institution with financial support of the Hewlett Foundation. Up to date, the LMTH, acting via its working groups and global consultations with numerous stakeholders, has produced its first report "Toward Universal Learning: What Every Child Should Learn", the second report "Toward Universal Learning: Measuring to Improve Learning" is currently being finalized; with the final recommendations expected to be available by the end of 2013
	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	Work on hold pending disbursement of project funding	
	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	Work on hold pending disbursement of project funding	

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

The programme has been severely hit by budgetary cuts. Under these circumstances, the UIS had to seek major external funding to ensure that the work can be continued. The project proposal related to the international monitoring of progress in learning outcomes (ER#3) has been favorably accepted by the Global Partnership for Education (GPE), and as soon as the approved funds are received, the Institute will resume its activities in this field.

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

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

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
Timely statistical information, and analysis on research and development and innovation statistics made available to Member States	PI: Response rates to the UIS R&D and innovation questionnaires B/b: more than 50% countries respond to the UIS R&D questionnaire and data on innovation from at least 25 countries available at the UIS Data Centre	24% net response rate to the R&D survey. Innovation questionnaire will be launched in July 2013.	The R&D questionnaire was launched in June 2012, according to schedule. Results will be released end June or early July 2013. Preparations to launch an innovation survey in July 2013 are on track. UIS participated in 7 workshops with various partners (AU/NEPAD, RICYT, SC/PSB, EC). One regional workshop was organised for Gulf countries. Three expert meetings on various topics were attended, as well as one coordination meeting for a project to improve STI data quality in Western Balkan countries. The R&D e-publication was with some delay released in June 2012 and
	PI: Capacity building workshops carried out especially in sub-Saharan Africa and Asia B/b: at least four workshops	7 workshops with various partners, 1 UIS regional workshop, technical assistance to 5 countries and one organisation, 3 expert meetings on various topics and one coordination meeting.	

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
	<p>PI: S&T report is made available through the UIS website and e-mail alerts</p> <p>B/b: report published on the website</p>	<p>The R&D e-publication was released in June 2012 and updated. The analysis of the pilot innovation data collection was released on the UIS website in June 2012. Fact sheets with the results of the R&D data collection and on women in science have been updated and released on the website. First drafts of chapters for the UIS report on higher education and research in Asian universities have been written.</p>	
New S&T methodological tools made available to Member States	<p>PI: Feedback on the new guidelines on S&T activities</p> <p>B/b: feedback received from at least 10 countries</p>	<p>Feedback has been received from several countries in Latin America.</p>	<p>A draft with Guidelines on the conduct of R&D surveys has been sent to selected peer reviewers. Another consultant has delivered a final version of a report on methodological problems in CIS countries. The guide to conduct an innovation has been postponed to 2014. The two papers written by a consultant on the revision of the concept of Scientific and Technological Activities (STA) have been merged into one and will be diffused under interested parties for comments.</p> <p>Technical assistance was delivered to Oman, the United Arab Emirates, Vietnam, Ecuador, China and to AU/NEPAD.</p>
	<p>PI: Technical assistance provided in response to requests from developing countries seeking to conduct an R&D survey</p> <p>B/b: requests received from at least 5 developing countries</p>	<p>Technical assistance on R&D or innovation surveys has been delivered to Oman, the United Arab Emirates, Vietnam, Ecuador and China.</p>	
Data on information and communication technologies in education are collected in regional modules and made available in the UIS database.	<p>PI: Regional data collections of ICT in education data launched in Asia and another priority region</p> <p>B/b: at least a 50% response rate is achieved</p>	<p>ICT in education questionnaire was sent to 35 countries (mostly Asian) and responses were received from 31.</p>	<p>Despite a short delay at the beginning of the biennium due to post vacancy, the work on ICT in education statistics is now firmly back on track. Reports on ICT in education in LAC and in 5 Arab Member States have been published. Data collection in Asia-Pacific is on-going. Preparation are underway for data collection in Africa.</p> <p>In addition, the UIS also plays an active role in the Partnership on Measuring ICT for Development.</p>
	<p>PI: Workshop on ICT in education statistics conducted in a priority region (sub-Saharan Africa or Asia, to be defined in 2011 according to needs identified)</p> <p>B/b: at least 90% of the countries in the region participated in the workshop</p>	<p>A workshop on ICT in education statistics was conducted in September 2012, attended by 26 Asian countries, as well as Kenya, Oman, Colombia and Dominica. Preparations for African workshop (to be held in September 2013 in Dakar) are underway</p>	
New statistical information on print, broadcast and online media is made available through the UIS database	<p>PI: Number of countries reporting media statistics to the UIS</p> <p>B/b: at least 60 countries from different regions</p>	<p>56 countries</p>	<p>Despite the size of the team, the collection of media statistics was conducted according to schedule in 2012. The 2010/2011 media pilot survey report and country profiles based on the 2012 data collection have been published. The UIS media indicators reference Guide has been published as well. However, due to budgetary constraints, the activities for 2013 have been suspended.</p> <p>The team is supporting the CI sector in developing a toolkit on Media and Information Literacy indicators.</p>
	<p>PI: An item response rate</p> <p>B/b: 50% or more items reported by at least 75% of countries participating in the UIS media data collection</p>	<p>88% of participating countries provided their information</p>	
	<p>PI: Capacity building support in production and reporting media statistics provided</p> <p>B/b: at least one workshop is conducted for selected participants</p>	<p>A workshop was conducted in May 2012 for the new 28 countries joining the Working Group.</p>	
Capacities of national statisticians	<p>PI: At least two methodological</p>	<p>Two handbooks completed (Handbook for Measuring the Economic</p>	<p>Overall expectations were met regarding the production and release of the</p>

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
strengthened in the production of cultural statistics and the use of new methodological tools facilitating application of the 2009 UNESCO Framework for Culture Statistics	handbooks produced B/b: two new methodological documents available on the UIS website	Contribution of Cultural Industries and Measuring Cultural Participation), work on a new handbook on festivals has started.	new methodological handbooks. Capacity building activities pertaining to the direct support of member states remained limited due to the financial constraints with only one mission being carried out during the 1st half of 2013.
	PI: Methodological handbooks presented at, at least, two regional workshops on cultural statistics to national staff responsible for culture statistics B/b: participants from at least 20 countries clearly informed about the tools presented in the handbooks	The handbooks were disseminated electronically to key stakeholders and to all Member States.	
	PI: Statisticians and/or cultural officers trained on the methodological guidelines for the framework B/b: specialists from at least 30 countries trained through capacity-building workshops	One regional workshop was carried out for 13 countries in South and East Asia, and four national workshops (Mongolia, South Africa, Senegal, Serbia), training in total almost 200 stakeholders.	
	PI: Direct support provided in response to the countries' requests B/b: at least 50% of countries that request assistance to produce cultural statistics receive UIS support	Training activities were provided in Senegal, Serbia and Mongolia. Technical assistance is provided to Colombia 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	2012 Feature Film Survey was conducted as planned with collection and processing of data completed in 2013. First phase of supplementary data collection completed. Response rates will be assessed later in the data collection cycle.	Overall, expectations were met although the implementation of the cultural employment survey is progressing at a slower pace due to a lack of human resources. However, the team successfully developed a cultural employment metadata questionnaire, which was sent to selected countries in late 2012 as part of the test data phase of the project. A full global Cultural Employment Metadata collection took place in the 1st part of 2013. Results of this data collection were presented at the 1st Meeting of the UIS Expert Group on Cultural Employment Statistics. The results will be used to guide the development and implementation of the Cultural Employment Statistics Pilot Questionnaire. Regarding the Feature Film Survey, data processing and data validation were completed and a factsheet showing the most recent feature film statistics was produced and released on the UIS website in May 2013. The analytical report of the 2012 is expected later this year.
	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 produced. A pilot questionnaire will be drafted in 2013 and methodological work will continue.	

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

The Science-Culture-Communication section comprises a very small team. The team has shown a substantive degree of initiative and capacity to create, sustain and develop a significant presence of the UIS in their fields of action.

The team remains focused on a small but critical number of areas of intervention. That allows to develop substantive expertise (which enables the UIS to support Member States) and sustain systematic work in the areas currently covered.

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

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

MLA 4: Reinforcement of cross-cutting statistical activities

Regular Programme ¹ : operational budget only		Extrabudgetary resources ¹	
Allocation 2012-2013: US\$ 0	Expenditures 2012-2013: US\$ 0	Allotment 2012-2013: US\$ 382 900	Expenditures 2012-2013: US\$ 291 601

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 has been initiated and the results will be included in the UIS Governing Board report.	<p>In 2012, The UIS introduced several initiatives to improve the timeliness and efficiency of data production, while maintaining the same staffing levels. First, data processing systems were updated and put into production closer to survey launch dates to ensure that the Institute is ready to process questionnaires as soon as they arrive from respondents. Second, a pilot project was initiated to better distribute tasks across the data processing team. The result is that over 600 questionnaires were processed and timeliness objectives were surpassed for all surveys. It is important to note that in addition to the 600 questionnaires processed over this period, over 50 updates to historical data or new submissions for multiple years were received and processed. The average processing time for questionnaires was reduced from 2.4 months in 2011 to less than 1.4 months in 2012. The response rate to our inquiries to countries was also increased during this time frame from 55% to 66% for the education survey, which represents an improvement to data quality since respondents are better placed to provide necessary clarifications regarding their data submissions.</p> <p>Even with these improvements there are more gains to be made. For example the team was unable to process Feature Film data as quickly given their capacity. As the data collections become more complex to accommodate regional and modular questionnaires, it will be necessary to improve our collection and processing systems in order to maintain and increase our capacity to deliver high quality data. Work was started in 2012 to define these needs so that new systems can be delivered by 2015.</p> <p>There is a shared desire to improve the UOE (UIS-OECD-Eurostat) data sharing agreement which should result in improvements starting in 2014 when the redesigned questionnaires will be launched. It was agreed that UNESCO, OECD and Eurostat would organise meetings to discuss specific ways the three organisations can cooperate on bringing their validation processes closer together. In addition, a joint project has been launched to improve efficiency of sharing UOE Education data amongst the three organisations through automation and the use of the SDMX standard.</p> <p>The UIS started a new project with the OECD and Eurostat to use SDMX to facilitate the Research and Development (RD) data exchange. Several telephone conferences were held regarding the creation of a joint data structure definition in order to facilitate the RD data exchange. The UIS reviewed the initial Data Structure Definition (DSD) and provided comments and contributed the first draft of the ISCED11 classification to the DSD. To ensure cost-effectiveness, email exchanges and video conferences were conducted rather than face to face meetings. Key <u>challenges</u> are the need to balance each organisations specific needs</p>
	PI: Indicators designed to predict whether or not targets will be met or corrective actions are required B/b: number of indicators included in systematic monitoring	The data for a number of predictive indicators have been gathered and are being used on a regular basis for the ongoing management of some statistical activities related to data collection and processing.	
	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	The incremental changes which have been introduced to date are already generating increased usage. Usage statistics will be reported after the new data centre has been launched. Two surveys closed during this period and response rates for each dipped by 3%.	

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
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)	A user satisfaction survey was complete at the end of 2012 which will form a benchmark against which future assessments will be measured. Another assessment will be undertaken shortly after the new data centre has been launched.	<p>To date great progress has been made regarding assessment and improvement UIS data dissemination.</p> <p>In the first half of 2012, the following primary activities have been completed:</p> <ul style="list-style-type: none"> - the Steering Committee has been formed; - a prioritised multi-departmental work plan has been produced and is being implemented; - eight data visualizations have been released on the UIS website; - a release calendar announcing public release data of UIS Statistics has been produced and is readily available on the UIS website; - an MOU has been signed with the OECD to share software (dotStat) and a test/validation environment was setup; <p>In the second half of 2012, a great deal of activity has taken place on improving the dissemination environment of UIS. The dissemination steering committee is functioning well and now delivering on some major activities. The following activities have been completed:</p> <ul style="list-style-type: none"> - the production environment for the new Data Centre has been setup; - the latest software versions, dotStat v3, has been implemented and all content migrated to the new version; - a UIS Revision Policy has been finalized and will be used to communicate - 11 data visualizations have been published - metadata management tools have been installed and assessed; - the Research and Development metadata and mapping has been completed; - the first draft of a new data centre homepage and thematic profiles have been designed and are under review; - a user satisfaction survey has been completed and results analysed; - analytics have been tested in the new dotStat data centre and a Google Analytics Account set up to monitor traffic and reports produced - a pilot has been conducted in partnership with the World Bank on cataloguing the 'Innovation Inventory' and 'Observatory of Learning Outcomes' Catalogues <p>The project remains on track to launch the new data centre this biennium. The website is complete and has been setup internally in an isolated environment. There are design changes being made to improve some aspects of the presentation. Efforts are also being made to increase the amount of data in the new dissemination environment. The first results will be realised at the end of June with the launch of UIS.Stat(beta), the new UIS dissemination data warehouse and tabular data presentation tool. In addition to these outputs, additional data visualisations and the first UIS data visualisation movie have been launched.</p>
	PI: Improved comparative rating as measured by benchmarking UIS Data Centre against its peers B/b: (benchmarks will be defined by undertaking a benchmarking survey at the initial stages of the initiative)	A comparative study was completed at the beginning of 2012 which will form a benchmark against which future assessments will be measured. Another assessment will be undertaken after the new data centre has been launched.	
	PI: Increased usage of Data Centre B/b: increase of 10% in the usage of redesigned data centre	The incremental changes which have been introduced to date are already generating increased usage. Usage statistics will be reported after the new data centre has been launched.	

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

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

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

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

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

To promote further efficiency of operations, the majority of activities are undertaken using videoconferencing and remote collaboration tools.

General Operating

Regular Programme ¹ : operational budget only		Extrabudgetary resources ¹	
Allocation 2012-2013: US\$ 7 598 700	Expenditures 2012-2013: US\$ 6 298 700	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	All the expected resolutions (revised appropriation resolution 2012, approval of work in 2012, appropriation resolution for 2013, approval of work plans for 2013, and revised appropriation 2013 based on mid-term assessment) have been adopted as planned.	The UIS staff operate in good working conditions having all the necessary means for successful execution of the approved work plan. UNESCO rules and regulations are carefully followed in all UIS operations.
UIS, supported by its Governing Board and partners, operates with sufficient means ensuring adequate dissemination of its work and coordination between its different offices			<p>The resource mobilization in 2012 was on-track bringing new signed agreements for the financial support of the UIS (AusAID, The Hewlett Foundation), as well as securing funds from JFIT, Finland, and Norway. Negotiations with other traditional and new donors continued in the first 6 months 2013. In particular, the UIS is currently finalising the agreement for funding 3 major projects with the Global Partnership for Education (GPE), and is discussing multi-year agreements with AusAID, CIDA, and DfID</p> <p>The UIS Governing Board approved the work undertaken by the Institute both in attaining its programmatic goals and in administering its budget in 2012 and endorsed the UIS plans for 2013. At its mid-term meeting (May 2013), the Board's committee confirmed that the Institute in well on-track in execution its 2013 programme and budget.</p> <p>In the first 18 months of the biennium, the UIS considerably improved dissemination of its products and outreach to users' communities. A big emphasis is made on interactive data visualization tools, electronic publications, infographics which are primarily aimed at reaching more general audiences. A lot of attention is given to making the UIS products available through partners' electronic resources providing for maximum audience coverage.</p>

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

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

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

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

Part II.A. Intersectoral Platforms

Regular Programme ¹ : operational budget only		Extrabudgetary resources ¹	
Allocation 2012-2013: US\$ 2 888 334	Expenditures 2012-2013: US\$ 1 505 539	Allotment 2012-2013: US\$ 6 318 580	Expenditures 2012-2013: US\$ 3 761 353

Culture of Peace and Non-violence

Regular Programme ¹ : operational budget only		Extrabudgetary resources ¹	
Allocation 2012-2013: US\$ 364 464	Expenditures 2012-2013: US\$ 269 854	Allotment 2012-2013: US\$ 4 068 988	Expenditures 2012-2013: US\$ 2 211 278

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
Values and principles of a culture of peace promoted and integrated into education systems, policies, plans and curricula in all regions	<p>PI: Number of national mechanisms (such as intercultural fora, public debates and consciousness-raising campaigns launched) with a focus on encouraging participation by young women and men - to highlight the benefits of intercultural solidarity, sustainable diversity, human rights and dialogue as well as to fight discrimination and violence in everyday life</p> <p>B/b: At least five national mechanism launched each year (Provisional, to be checked by the appropriate Sector).</p>	<p>Different mechanisms are initiated at global, regional and national levels: - A tool on writing/revising textbooks was developed and tested and will inspire a revision process at national levels; - National surveys started in 11 ASPA countries to appraise the integration of peace education into curriculum - 4 frameworks are enhanced in LAC for fighting against violence and promoting inclusiveness - Mapping of current policy and resources for integrating peace education was started in 45 countries in sub Saharan Africa and preliminary results were obtained - A regional mapping and assessment exercise of available training resources for the promotion of a culture of peace and dialogue is on-going in the Arab States (10 countries covered). Also, a regional Training of Trainers on Intercultural Dialogue was held in Oman and network was created. Works toward establishing Undergraduate Course and Master Programme on Intercultural Dialogue in Selected Universities within Arab States was enhanced in collaboration with OIF. A learning to live together media campaign was launched in Arab States; - Regional and national frameworks for women and youth involvement and empowerment were initiated; through surveys, policy design, capacity building, contests and youth-led initiatives, to strengthen democracy, citizenship, fight against gender-based violence and in schools, promote</p>	<p>The promotion of values and principles of a culture of peace and the integration into education systems, policies, plans and curricula in all regions has remained a focus of the Programme of Action for a Culture of Peace and Non-Violence. Activities initiated at the beginning of the biennium in this context were smoothly follow-up under to achieve the main performance indicators and benchmarks identified. Mechanisms, relevant forum, discussion and campaigns that contribute to the assessment of the level of inclusion of values and principles of a culture of peace into education systems, policies and curricula are initiated or enhanced at global, regional and national levels. Capacity building was further improved, with in particular the involvement and empowerment of young women and men as agent of dialogue and peace. Besides, relevant tools and materials have also been developed or are under development. The assessment of progress is reported as follows, combining actions from activities within extra budgetary projects, regular programme and emergency funds under this Intersectoral Platform:</p> <ul style="list-style-type: none"> • UNESCO Global Initiative for Building a Culture of Peace through Education and Youth Empowerment mobilizes 3 field offices (Bangkok, Santiago and La Havana), each providing specific input to help strengthening peace and non-violence through education. National surveys to appraise the integration of peace education, including non-violence (especially gender-based) into curriculum, teacher training and assessments were launched by Bangkok Office in 11 countries. Mapping exercises are completed or nearly completed in Afghanistan, Indonesia, Malaysia, Philippines and Republic of Korea and is on-going in Australia, Myanmar, Nepal, Sri Lanka and Thailand. Synthesis report will be produced by November-December 2013 and widely disseminated. • The Santiago Office input focuses on the fight against violence and the promotion of inclusive and peaceful societies in Latin America and the Caribbean. The "Non-Violence and Human Rights Education Consultation in Latin American and the Caribbean" was launched within the framework of the Regional Observatory on Inclusive Education. A joint work plan has been approved. National consultations started in March 2013 in Mexico, Guatemala, Costa Rica, Colombia, Bolivia and Paraguay. National reports were

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
	<p>PI: Explicit links created between organizations devoted to cultural diversity and intercultural dialogue (mainly to be found in civil society) and organizations devoted to social inclusion, sustainable development and peace</p> <p>B/b: Establishment of a number of institutional flexible mechanisms/task forces/networks working on the field of diversity, dialogue, social inclusion, sustainable development and peace (Provisional, to be checked by the appropriate Sector).</p>	<p>dialogue and mutual understanding for lasting peace.</p> <p>Very dynamic networks, partnerships and other collaboration frameworks were established and add to the implementation capacity, impact and sustainability of the projects and activities undertaken within the Programme of Action for a Culture of Peace and Non-Violence: Strategic partnerships and networking were established or enhanced with relevant institutions at international, regional and national levels to foster intercultural dialogue, social inclusion, mutual understanding and peace. In kind and financial contribution and supports is provided UNESCO's presence and lead role for the promotion of a culture of peace and non-violence within the UNDAF processes is reinforced, with at least 3 projects implemented as "Delivery as One". Task forces and working groups are established and at work within different projects under Relevant tools mobilizing expertise from different fields are developed and enhance reflexion and debate The framework of UNESCO chairs continued also to be mobilized for the promotion of transcultural studies, interreligious dialogue and peace. 2 new chairs proposals were evaluated positively in the field of intercultural and interreligious studies and peace and conflict studies for India and Kazakhstan and to be established soon.</p>	<p>produced and data are being processed for a regional report, expected in August 2013.</p> <ul style="list-style-type: none"> • UNESCO La Havana is mobilizing the UNESCO Associated Schools Project Network (ASPnet) in Cuba and the Dominican Republic for implementing School's newsletters for a culture of peace to strengthening the core values of a culture of peace and non-violence among youth and teachers implicated. 35 newsletters were published and 2500 young school boys and girls in the region involved. 250 Cuban and Dominican teachers have been trained through the first part of the Diploma course on Culture of Peace (from Nov. 2012- May 2013). • The project led by ED on "Promoting a culture of peace and non-violence in Africa through education for peace and conflict prevention", addresses the objectives of both Priority Africa IP and the Programme of action for a culture of Peace and Non-Violence. A comprehensive mapping of current policy and resources of 45 countries in sub-Saharan Africa UNESCO was started to develop a fuller picture of how a culture of peace is reflected in education in the region. This mapping of is being complemented by a compilation of endogenous oral traditions (such as traditional conflict prevention and resolution practices) and elements of history of Africa from within the African regions. In October 2013 resources will be tested in 4 pilot countries to support to capacity development in country and to further strengthen the resource pack before final dissemination at the end of 2013. • The promotion of values and principles of a culture of peace and intercultural dialogue is particularly synergized within the Abdullah bin Abdulaziz International Programme for Dialogue, Cooperation and Peace funded by Saudi Arabia, enhancing thus UNESCO's work to promoting a culture of peace and non-violence. This is attended through curriculum revision/adaptation, the development of training modules tools and diploma for capacity building on intercultural dialogue and culture of peace, the launching of sensitization and awareness raising campaigns and contests. Progress was achieved in terms of outcomes and results include the elaboration of tools for the revision of school manuals free from racial, gender or religious stereotype. A draft training tool on writing/revising textbooks with three modules on gender, cultural diversity and religious diversity was developed. A workshop on "Writing textbooks free from prejudice" was held from 6 to 9 May 2013 in Rabat (Morocco), to test the tool on existing textbooks and within on-going revision process in certain Arab States. The tool will be revised finalised in September 2013. This is a follow-up to the first expert meeting that held in September 2012 on the drafting of this reference guideline. • The project on Intercultural skills for youth journalists, led by CI sector, further served as a framework to highlight the role of media and ICTs to inculcate the values and principles of intercultural dialogue and a culture of peace to journalists. A concrete plan action was agreed upon following the first MILID Week held in May 2012 in Barcelona and its implementation started. The last MILID week was held in Cairo on 23-25 April 2013, in collaboration with the University of Cairo. Online course on MIL and intercultural dialogue for teachers and policy makers was developed and launched. 80 persons were trained. A second entry-level online course for citizens is in preparation. A multimedia intercultural online MIL teaching resources tool is being developed through a partnership with the UN AOC and Filmpedagogerna (Swedish NGO). A regional workshop held in Cairo on 13-17 January 2013 trained 65 young journalists/ information specialists/researchers within media organisations and citizens' media groups. 150 young journalists from all over Africa and the Arab States will be trained on MILID during the Global Forum for Partnerships on MIL, incorporating the International Conference of MIL and Intercultural
	<p>PI: Studies of different cultures undertaken, focusing on cultural dynamics in different symbolic places (schools, libraries, museums, open markets, public transport, stadiums, places of worship, etc.) and introduced in schools and public broadcasting; furthermore, special occasions such as commemorations, festivals, book fairs, sport events promoted and intercultural skills improved</p> <p>B/b: At least two pilot studies of different cultures focusing on cultural dynamics undertaken and introduced in schools and public broadcasting, along with the promotion of at least one major event to improve intercultural skills (Provisional, to be checked by the appropriate Sector).</p>	<p>- A publication on "Intercultural Competences. Conceptual and Operational Framework" was issued and enhance the debate on the topic - 2 surveys were issued on violence in schools in LAC region, 2 new studies started; - A study was carried out to develop certified resources for regional intercultural dialogue and piloting of service learning university programme is enhanced in the Arab States - 2 pilot studies are initiated in ASPA region, assessing culture through a gender lens to develop policies and tools to fight against gender-based violence - 2 touring exhibitions were developed "Writing Peace" and "Imagining the Balkans. Identities and Memory in the long 19th century". They build on studies on the contribution of different cultures to the world's diversity and peace for one and on the rich heritage of the people of South East Europe for the other. Both participate in enhancing diversity, reconciliation, mutual</p>	

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
		<p>understanding and peace - Major events were used to improve intercultural skills and understanding: The Pan African Forum: Africa, Source and Resource for a Culture of Peace was organized" (Luanda, April 2013), 2nd World Forum on Intercultural Dialogue (Baku, Azerbaijan, 29 May-1st June 2013), the official launching ceremony of the International Decade for the Rapprochement of Cultures (2013-2022) "Melodies of the Great Steppe" (15 April 2013)</p>	
	<p>PI: Guidelines and roadmaps for sustainable intercultural dialogue developed to build inclusive democratic societies and to facilitate regional integration (South East Europe, South-East Asia, Caucasus, Indian Ocean, Central Africa, Caribbean, Andean Region, Central America, Mediterranean, etc.); number and profile of institutions using UNESCO's resources on this topic (E-Portal, learning and teaching material, roadmaps, guidelines) B/b: At least one International/Regional Organization and between 10 to 20 National Entities (public or private institutions) making use of UNESCO's resources on this topic (Provisional, to be checked by the appropriate Sector).</p>	<p>- "UNESCO's Programme of Action, Culture of Peace and Non-Violence. A Vision in action" was issued - "Media and Information Literacy: Curriculum for teachers" publication served as useful resource for workshops and courses - "Intercultural Competences. Conceptual and Operational framework" is a new set of recommendations for developing skills and attitudes for learning to live together in a globalized world. Guidelines for further implementing such intercultural competences are under development - "Manuel d'apprentissage de la démocratie pour les jeunes en Tunisie" (2011), is a UNESCO reference document used to develop national youth strategies . It is being adapted in the context of Egypt to develop a gender sensitive manual on democracy. - Studies and surveys undertaken in LAC and ASPA regions constitute the basis for recommendations to fight violence against women and in schools - 'Imagining the Balkans' exhibit reinforced the pedagogical role of museums with the relevant sessions for school children during its touring throughout South East Europe - The "Writing Peace" exhibition and other tools developed under this programme are being enriched and used at regional and national levels to improve intercultural understanding - A draft "Roadmap to develop a global consciousness" is being developed - The e-portal in creation will enhance the dissemination and use of such materials and others to be finalized.</p>	
	<p>PI: An interactive e-portal set-up including relevant information and e-teaching and e-learning tools to strengthen capacity building to fight violence and discrimination as well as to create the conditions of social inclusion, mutual understanding and a culture of peace through a lasting dialogue B/b: E-portal fed with the latest and most updated relevant information, e-teaching and e-learning</p>	<p>An e-portal is under development. A regional portal is also being developed for relevant tools in Arabic.</p>	

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
	tools to strengthen capacity building to fight violence and discrimination as well as to create the conditions of social inclusion, mutual understanding and a culture of peace (Provisional, to be checked by the appropriate Sector).		
	<p>PI: Various dimensions of the concepts of "everyday peace" and "non violence" - respectful of cultural diversity, human rights, dialogue and social inclusion - articulated and widely disseminated</p> <p>B/b: At least two studies and two pilot projects launched on the concept of "everyday peace" and "non violence" articulated and disseminated by the most convenient means (Provisional, to be checked by the appropriate Sector).</p>	<p>The Programme of Action for a Culture of peace and Non-Violence is implementing the concepts of "Everyday peace" and "non-violence", which were effectively materialized to enhance respect for cultural diversity, human rights, dialogue and social inclusion through: - the development of relevant tools (exhibitions such as "Writing Peace and "Imaging the Balkans") - the launching of contests and awareness raising campaigns were such relevant concepts were appreciated through youth lenses, vision and critical mind - the development of tools, online courses and programmes for building Intercultural competences and youth-led activities to improve their contribution in everyday peace making process - The realization of surveys, studies and tools to fight against gender-based violence and violence in schools in LAC and ASPA - the evaluation and approval within the Participation Programme of relevant proposals to make everyday peace and non-violence a more tangible reality - The enhancement of research and studies through the creation of new dedicated UNESCO Chairs</p>	
	<p>PI: Some "magic moments", emblematic figures and intercultural sites identified - within contemporary diverse societies - which bind ordinary people to each other and enable them to experience common concerns and values irrespective of their cultural, ethnic, religious, linguistic and gender backgrounds</p> <p>B/b: At least one "magic moment", one emblematic figure and one "intercultural site", which bind ordinary people to each other and enable them to experience common concerns and values irrespective of their backgrounds, identified.</p>	<p>Important forums and events are used to share the concern, experience and added value UNESCO has in building a culture of peace and non-violence: - The High Level Debate "Sustainable Peace for a Sustainable Future" (21 September 2012) - 3rd High Panel on Dialogue among civilizations, 19 November 2012, Paris (France) - 5th Forum of the Alliance of Civilizations "Responsible Leadership in Diversity and Dialogue", 26-28 February 2013, Vienna (Austria) - Panafrican Forum: Africa. Sources and Resources for a Culture of Peace (26-28 March 2013 Luanda (Angola) - 2nd Baku World Forum on Intercultural Dialogue, 29 May- 1 June 2013 Baku (Azerbaijan) - "Anna Lindh Mediterranean Forum: Relaunching dialogue across the Mediterranean Region", 4-6 April 2013, Marseille (France), - "The Image of the Other: Interreligious and Intercultural Education - Best practices in the Mediterranean Region", conference organized by the King Abdullah bin</p>	

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
		Abdulaziz Interntaional Center for Interreligious and Intercultural Dialogue, KAICIID, 22 May 2013, Vienna, (Austria), - Launching event of the International Decade for the Rapprochement of Cultures (2013-2022) in April 2013. - A consultation for the preparation of a plan of action for the decade was initiated and will further help identifying relevant initiatives and "magic moments" contributing to everyday peace.	
Education for a culture of peace and non-violence strengthened to achieve intercultural solidarity and intergenerational dialogue and mutual understanding in favour of reconciliation and peace-building	<p>PI: Youth mobilized for promoting a new era for sharing experience and a sense of common values, as well as a willingness to act and change the world in a peaceful manner</p> <p>B/b: Holding of youth events on culture of peace and non-violence led by youth organizations, preferably one major event per year (Provisional, to be checked by the appropriate Sector).</p>	<p>- Pilot 'Clubs citoyenneté et droits de l'homme' are set up, allowing innovative and youth-led activities (7 clubs created and 7 Youth-led projects to empower youth participation in democratic process selected) - Online training course for young journalists on MILID was developed and 1 session held and trained 50 young journalists - An international contest for Mutual Understanding "Writing Peace" (14-25 years) was launched in September 2012 and completed in May 2013. A regional Photo/image contest for youth (15-35 years) on learning to live together started in Asia in May 2013 - BE THE CHANGE youth led projects built youth capacity to understand, produce and to participate in traditional and new media related to intercultural Dialogue (5 projects were selected) - A conference on youth and volunteering is in preparation. It will mobilize 100 young delegates from all over the world to discuss and share best practices on engaging for intercultural dialogue and peace (3-5 Dec. 2013 in Jeddah, Saudi Arabia)</p>	<p>The activities engaged to achieve the Expected Result N°2: "Education for a culture of peace and non-violence strengthened to achieve intercultural solidarity and intergenerational dialogue and mutual understanding in favour of reconciliation and peace-building" are in very good track for curriculum revision and development of new tools, but also through special activities to empower national authorities.</p> <ul style="list-style-type: none"> Promoting a culture of peace and non-violence in countries in transition for the enhancement of democratic processes, reconciliation and non-violence is central to UNESCO's interdisciplinary project 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" led by SHS and involving 6 field Units and covering 11 countries. Initiatives are undertaken at global, regional and national levels to promote the participation and empowerment of young women and men as agents of positive change within their communities. In this context and as a follow-up to the Roadmap Democracy and Renewal in the Arab World, elaborated in 2011, UNESCO supports the transition to democracy in the Arab States. Member States are provided with concrete frameworks for achieving the right to full participation in political, economic, social and cultural spheres of young women and men. UNESCO is using schools framework and participatory/active learning methods for the dissemination of democratic values through innovative tools, with special emphasis on the evaluation and planning of citizenship education, including the adoption of a human rights-based approach. In Tunisia more precisely, UNESCO supports the implementation of a national strategy for the creation of 24 "Clubs de la citoyenneté et des droits de l'homme", with a view to reforming and generalizing civic education in primary and secondary schools. Six UN agencies in the country are mobilized around a dedicated Task Force and participate in this project. 7 clubs have already been created and 7 youth-led projects selected. In Egypt, a gender sensitive manual on democracy is currently being elaborated, in collaboration with the Ministry of Youth, the Ministry of Higher Education and other stakeholders. This is an adaptation of a manual originally produced in Tunisia: "Manuel d'apprentissage de la démocratie pour les jeunes en Tunisie" (2011) and which will be widely used for formal and non-formal education and capacity building of teacher on the teaching of democracy. In Lebanon, the focus is placed on the intercultural and inter-faith dialogue through the capacity-building of students and schools, with a view to reconciling youth in a context of violence and conflict. 10 workshops were carried out in April and May 2013 with the participation of students from different sectarian background and selected from the conflict region of Bab El Tabbaneh -Jabal Mohsen. Youth participants were very supportive of the idea of working together although despite the tension in their communities.
	<p>PI: Educational tools, including e-learning materials produced and analytical and anticipatory research undertaken on the causes, nature and new forms of violence in contemporary societies</p> <p>B/b: Relevant guidelines, roadmaps and pedagogical tools on the causes, nature and new 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).</p>	<p>- Online courses on Media and Information Literacy and Intercultural Dialogue finalized - A learning to leave together media campaign was launched in Arab States (video spots developed) - Toolkits and guidelines for revision/adaptation of school curricula free from cultural, gender or religious stereotypes in development - Undergraduate and post graduate programmes on intercultural dialogue and peace in development in Arab states - A gender sensitive manual on democracy addressing young people in Egypt to be used in formal and non-formal education is in development. It will be used for teacher training on democracy - Relevant studies and reports on violence against women engaged in 11 countries in Asia - An active advocacy network to promote a balanced and human rights</p>	

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
		based view on "Gender" and "Culture" in the Pacific created to achieve a Culture of Peace resources for building intercultural competences are developed - Two national diagnoses on violence in schools were released for Costa Rica and El Salvador and two new have started in Honduras and Panama. A regional report is being finalized to inform recommendations and guidelines for national policies - Studies and tools to fight gender-based violence in Asia and the Pacific - Schools newsletters for a culture of peace and non-violence developed (35) - Applications for MILID as well as to promote the fight against gender-based violence under development	
	<p>PI: Knowledge of academic and teaching staff as well as community leaders on historical reconciliation promoted in several regions, taking into account the root causes of violence, and appropriate teaching materials and methods elaborated on gender issues and violence prevention with a special use of online programmes</p> <p>B/b: Mapping of existing or ongoing mechanisms on historical reconciliation promoted worldwide, but particularly in ethnically or religiously divided societies (e.g. South Africa, Rwanda) (Provisional, to be checked by the appropriate Sector).</p>	<p>- A comprehensive mapping of current policy and resources of 45 countries in sub-Saharan Africa was developed and is being complimented by a compilation of endogenous oral traditions (such as traditional conflict prevention and resolution practices) and elements of history of Africa from within the African regions. - A reference document on "Intercultural Competences : Conceptual and Operational Framework" was developed, disseminated and enhance discussion in the academia on the topic - Capacity of youth, teacher training institutions and corporate bodies is built on MILID - Community Radio Programmes are being developed in South Sudan, using narratives collected from interviewing elders on the post-conflict and reconciliation process - Support is provided to the "inclusive people's history of Liberia" project to help writing an "inclusive history of Liberia", a key recommendation of the Truth and Reconciliation Commission set up after years of the conflict. - Two key exhibitions were developed and contribute to cultural diversity, reconciliation, mutual understanding and peace, and form relevant sensitization and pedagogical tools, accessible online</p>	
	<p>PI: Policy-makers, teaching staff, students, local leaders and traditional chiefs, youth associations, and relevant authorities have implemented the above-mentioned learning and teaching materials</p> <p>B/b: The learning and teaching materials are used by a large majority of the people who have been provided with (Policy-makers, teaching staff, students, local leaders and traditional chiefs, youth associations, and relevant authorities) (Provisional,</p>	<p>- Relevant institutions have adapted policies and programmes to strengthen democracy and citizenship in legal frameworks and in practice in Tunisia, Egypt - The concept of tolerance and non-violence is disseminated among the general public, in particular young women and men, as well as among institutions - The process on instilling human right infused intercultural competences is promoted. The publication</p>	

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
	to be checked by the appropriate Sector).	produced is widely disseminated and being translated in French, guidelines and principles for their implementation and relevant training modules are being drafted - Touring Exhibitions produced are traveling around the world and suggestions for including new . - Online courses and other material used and further adapted to local contexts. For example, 2 teacher training institutions have piloted the MIL Curriculum and have developed intercultural modules. 2 international adaptation by members of the MILID University Network (Queensland University of Technology and University of Athabasca) resulting in institutionalisation of two online courses on MILID - The Philosophical dialogue to produce relevant pedagogical continued with identified experts with a view to promote the thoughts of philosophers from the South and their use in the academics (2 coordination meetings held in July 2012 and January 2013 and a validation meeting is under preparation).	
Exploring opportunities offered by the media, including new social media, as a vehicle for reconciliation, tolerance and intercultural understanding	<p>PI: Relevant community radio programmes as well as diverse multimedia materials, roadmaps and toolkits dedicated to enhancing intercultural competences created, published in different local languages and widely disseminated</p> <p>B/b: Community radio programmes as well as multimedia materials, roadmaps and toolkits on intercultural competences developed and implemented in divided societies around the world, using their local languages (Provisional, to be checked by the appropriate Sector).</p>	<p>• Peace messages extracted from curriculum on values education developed in the context of a UNESCO project to support the provision of secondary education to Ivorian refugee and children of host communities in south-eastern Liberia, customized into radio broadcasts to be aired by community radios in three counties in southeast Liberia • 12 educative programmes are being produced to be used by local radio stations and also to be included in the Toolkit will be workshoped with main stakeholders in North Uganda. Additionally three training sessions were held, one in Gulu, one in Lira and one in Arua. • Relevant manuals, tools courses and programmes on intercultural skills for youth journalists developed and in preparation.</p>	<p>• The opportunities offered by media, including social media as a vehicle for reconciliation, tolerance and intercultural understanding is an important focus of activities initiated under this IP through major projects under RP, EXB and Emergency Funds. All the approved projects and activities are in good track to reach the state where journalism training/education institutions, relevant NGOs and CBOs as well as other institutions from across Arab States, Africa, Asia, Latin America, Europe and USA have incorporated multiple MIL competencies, including intercultural competencies, into their teaching, research and/or professional orientations with a view to making young researchers and journalists guard themselves against bias in news/information gathering and reporting/dissemination.</p> <p>• UNESCO continued to promote the positive role that traditional and new media can have in making the culture of peace a tangible reality, namely in Northern Uganda and South Sudan under the Interactive Community Media for a Culture of Peace and Non-Violence project involving Juba and Nairobi offices, thanks to emergency funds mobilized under this platform. In particular, the Organization developed a Toolkit for media reporting on peace and reconciliation in Uganda. The Toolkit borrows from a number of existing training resources and was also enriched and validated by media professionals that were consulted in developing the toolkit. The toolkit is used to develop the capacity of print, radio and community media to promote peace, reconciliation and tolerance. The journalism training modules include understanding conflict, a definition of peace journalism, the role of the media in conflict resolution and peace building, ethical guidelines and values for reporting for peace building/conflict prevention and gender-sensitive reporting. The toolkit also promotes the use of ICT in peace education as in giving voice to women and students in northern Uganda in promotion of a culture of peace and tolerance. The citizen journalism and ICT includes modules on reporting on peace and reconciliation through ICTs, social media and its use to promote peace and crowd mapping. The toolkit guided already training and mentoring of reporters, editors and citizen journalists in Uganda: Twenty journalists and citizen reporters were trained in</p>
	<p>PI: Capacity-building of young media professionals reinforced to ensure high quality, independent, intercultural and conflict-sensitive journalism</p> <p>B/b: Holding of courses on intercultural and conflict-sensitive journalism for Young media professionals, specially from conflict zones (Provisional, to be checked by the appropriate Sector).</p>	<p>- Twenty journalists and citizen reporters were trained in Gulu (Uganda) on safety for journalists and reporting in post-conflict settings - More than 25 community based trainers trained in 2012 election cycle in Sierra Leone as part of Youth Ambassadors for Peace Network, - In cooperation with United Press International, an online monitoring tool is being developed to assist newly trained journalists and citizen reporters to receive mentoring on productions regarding peace and tolerance - Over 80 teachers/policy makers including 15 master</p>	

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
		<p>trainers are now pursuing MILID course. 50% of the participants are women and 40% are from Arab States. -65 young journalists/ information specialists/ researchers within media organisations and citizens' media groups, mostly from Arab States have acquired new MIL and intercultural competencies and have initiated dialogue on Facebook; 60% were women - Over 150 young journalist, information specialists, researchers and trainers from all over Africa will be trained on MILID and will used the skills attained participate in related network to be set up. -2 teacher training institutions have piloted the MIL Curriculum and have developed intercultural modules. 2 international adaptation by members of the MILID University Network (Queensland University of Technology and University of Athabasca) resulting in institutionalisation of two online courses on MILID</p>	

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
Science and culture diplomacy approaches developed and promoted to raise awareness about the contribution of all civilizations to humanity's progress through exchange and cross-fertilization of ideas	<p>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</p> <p>B/b: Elaboration of a series of comprehensive material in printed and electronic format analysing the different approaches given by different societies to peace-building and reconciliation, as well as set of best practices on this field (Provisional, to be checked by the appropriate Sector).</p>	<p>- 2 travelling exhibits: "Writing Peace" and "Imagining the Balkans. Identities and Memory in the long 19th century" were developed - Several educative, engaging and multimedia programmes are under development for the production of educative radio programmes and online monitoring tool (South Sudan and Uganda), to enhance media and information literacy with online training platform developed (global), a Learning to live together media campaign launched for the Arab States. - A tool on the promotion of "Intercultural Competences" was issued. It is available online and in paper format in English. A French version is being finalized. Guidelines and training modules are under development. - Knowledge about school-based violence is being documented in Latin America through the Open Schools Programme - Studies on gender-based violence are carried out in Asia and the Pacific and tools to help fighting against this phenomenon are under development</p> <p>- The 2nd Baku Forum on Intercultural Dialogue was held with the sharing of some UNESCO initiatives and tools to promote intercultural dialogue and mutual understanding for peace. The E-portal for sharing relevant materials</p>	<p>Consolidation and dissemination of knowledge base about different cultures and peoples as well as peace-building and reconciliation approaches and best practices have started within two main activities under this IP.</p> <p>- UNESCO's mission to enhance dialogue and reconciliation through history, and to strengthen cooperation among cultural institutions and professionals, was particularly enhanced within the "Heritage and Dialogue" project supported with Regular Programme funding under the Intersectoral platform for a Culture of Peace and Non-Violence. UNESCO Venice Office in this regard coordinated the preparation of a major travelling exhibit entitled, "Imagining the Balkans. Identities and Memory in the long 19th century", and bringing together for the very first time all national history museums from South East Europe. This exhibit was elaborated as a historic opportunity to place national histories in a global context, compare disputed narratives, confront items and collections and revive shared memories. It was inaugurated by the Director-General on 8 April 2013 in Ljubljana, at the National Museum of Slovenia, and will travel in the South East European region from 2013 to 2015. This initiative has also reinforced the pedagogical capacity of museums, providing them with a very useful tool to organize discussion sessions with schools during exhibition. This further strengthened the involvement and cooperation of SEE countries in this project as a very good example of reconciliation process through a shared history and common heritage, associating the Summit of South East European Countries and associated with the overall UNESCO Global Initiative Culture. A bridge to Development.</p> <p>In this same spirit, the 2nd World Forum on Intercultural Dialogue was organized by the Government of Azerbaijan, in collaboration with UNESCO, the United Nations Alliance of Civilizations, UNWTO, the Council of Europe, the Council of Europe North-South Center</p>

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
		<p>produced on intercultural dialogue and culture of peace and non-violence is under development</p>	<p>and ISESCO. It held in Baku (Azerbaijan) from 29 May to 1st June 2013 on the theme "Living together peacefully in a diverse world". The Forum gathered delegates from around the world around workshops, side-events and special sessions including "Cultural corridors in Southeast Europe, Black Sea and Caucasus regions", "Intercultural Dialogue through History Teaching: Best Practices and Challenges", "Promoting intercultural dialogue between Muslim and Western world", "Tourism as a key driver of mutual understanding and tolerance among peoples and cultures", "Intercultural dialogue: Faith and Science", but also special ceremonies such as "Do one thing for Diversity and Inclusion", the "Intercultural Innovation Award ceremony for Central Asia, Black Sea and Mediterranean regions" and the "Living Together Peacefully in a Diverse World" Prize. A Ministerial Meeting gathered ministers and delegation of ministries in charge for culture and tourism around two special sessions on "How can culture and creativity build intercultural confidence?" and on "Common ground for intercultural dialogue: heritage and cultural tourism".</p> <p>UNESCO's participation in this Forum was marked by a workshop on "Building intercultural competences for the 21st century", held on 30 May 2013. Rooted in the Organization's longstanding experience in promoting intercultural sensitivity and solidarity with a view to fighting intolerance, stereotyping, discrimination and violence through its fields of competence, it gathered some experts from different regions on this topic to discuss and provide recommendations for the design of a general framework for addressing new global challenges and threats undermining humankind's cohesion. It was a follow-up to the expert meeting on "Building competences to develop policies and programmes for intercultural dialogue respectful of human rights" held at UNESCO Headquarters on 10 April 2013. The new publication entitled "Intercultural Competences: Conceptual and operational framework" issued by UNESCO (2013) was presented during the Baku Forum and is available online at: http://unesdoc.unesco.org/images/0021/002197/219768e.pdf. New guidelines and training tools to build human rights infused intercultural competences are under development within these activities pertaining to the project on "Building competences to develop policies and programmes for intercultural dialogue respectful of human rights" and funded by the government of Denmark.</p> <p>This Forum was also the occasion for UNESCO to display its touring exhibition on "Writing Peace", for thinking and sharing peace across time and space, elaborated within the framework of the "Abdullah bin Abdulaziz International Programme for a Culture of Peace and Dialogue" funded by the Kingdom of Saudi Arabia. This exhibition was first presented during the celebration of the 2012 International Peace Day at the United Nations Headquarters in New York. Its trilingual catalogue (English, French and Arabic) is now available online at: http://unesdoc.unesco.org/images/0021/002176/217691m.pdf. Further to its success and the creative interaction it generates, 10 sets of this exhibition are currently being reproduced for international display, through some UNESCO Regional Offices for sensitization and awareness raising activities around the theme of peace and non-violence. This is a very timely initiative within the International Decade for the Rapprochement of Cultures (2013-2022). 3 sets have already been produced. As an evolving tool, it invites to discover and extend the written forms of "peace" in some of the world current writing systems, and encourages enriching this interactive exhibition. The exhibition was already displayed in New York, and Almaty (2012) in Luanda, Angola, (March 2013) and it is presently touring in Azerbaijan, following the 2nd World Forum on Intercultural Dialogue mentioned above. This initiative shows a combination of different contributions and support received to enhance visibility and impact at lesser cost to the Organization.</p>

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
			<p>To improve human resource capacity in the area intercultural and intercommunity dialogue in the Arab, UNESCO Beirut Office is piloting BE THE CHANGE youth-led projects in collaboration with the Ministry of Education and Higher Education in Lebanon and the UNESCO Lebanese National Commission and the Arab Thought Foundation. The aim of this pilot is to encourage young people to be the change they want to see in their schools and communities; to promote messages of peace and dialogue; to encourage youth on participation and freedom of expression; and to give youth a venue for expressing their needs and dreams in their communities. The pilot will be documented, evaluated, and amended as to be scaled up in other countries of the region. Relevant outputs and deliverables include the following: Review of current media training initiatives in universities regarding intercultural dialogue; support to youth-led media projects on intercultural dialogue in selected Arab States (4 youth led projects were supported in Lebanon and 1 in Sudan). This initiative is also part of the "Abdullah bin Abdulaziz International Programme for a Culture of Peace and Dialogue". All these outputs and many more other to be finalized will be displayed on the e-portal on dialogue that is currently being developed, with a view to enhance their accessibility and use by a larger audience.</p>

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

Cost Effectiveness;

Intersectorality has been particularly enhanced and collaboration among projects under the coordination of this IP is enabling a better exchange and sharing of ideas, tools, and practices relevant to avoid duplication and re-doing. New collaboration frameworks were established or further strengthened with relevant institutions at international, regional and national level to foster intercultural dialogue, social inclusion, mutual understanding and peace. Links with relevant experts and organizations on cultural diversity, intercultural dialogue and devoted to promoting social inclusion, sustainable development and peace are created throughout the project and activities within the Programme of Action for a Culture of Peace and Non-Violence. Government commitment and involvement is effective and contribute to enhance the implementation capacity, namely in collaboration with ministries and National commissions for UNESCO.

UNESCO's presence and relevance within the UN country teams is reinforced with projects implemented as "Delivery as one" or within Task Forces involving different UN agencies and other regional and national institutions and organizations. This help to avoid duplication and facilitate synergies. For example, UNESCO Apia Office is implementing its project on women empowerment for a culture of peace and non-violence in the Pacific as "Delivery as one", enhancing thus the Organization's contribution to its Priority Gender Equality as well as MDG3.

Beyond the very important capacity to involve relevant partnerships at international, regional and national levels, cost-effectiveness within this IP is also demonstrated by the mobilization of additional financial resources, capitalizing on the seed money provided by the IP and scaling up project's framework and impact. Indeed, the budget approved for each project and activity was seriously reduced, due to the general financial situation. Many workplans were revised as a consequence, and certain planned activities leave out. However, thanks to the dynamism of project teams and the seed money to start their activities, some were able to mobilize additional funds. The lead role of SHS Rabat in the UN Task Force on "Education citoyenne" and the support of the UN Resident Coordinator in Tunisia has for instance helped securing additional UN financial contributions (133.500 USD), which allowed the development of a partnership with the Arab Institute for Human Rights (IADH). This constitutes a good example of leveraging resources through the use of the seed funds of the Intersectoral Platform (USD 40.000). Beijing Office could also raise some funds with the Mahatma Gandhi Institute of Education for Peace & Sustainable Development (MGIEP) to support the expansion to additional countries. Collaboration with the Asia-Pacific Centre on Education for International Understanding (APCEIU) and Monash University are also supporting this exercise further helped this office conducting their mapping exercise on gender based violence for the Republic of Korea and Australia respectively, on a no-cost basis. Besides, with its popper seed money, the IP could support ed the San José Office with additional funds (1.500 USD) enabling thus the office to continue supporting in Nicaragua the "Open Schools Programme" in a school identified as being of high risk.

In collaboration with the Government of Azerbaijan, the Platform contributed to the involvement of UNESCO in the Agenda of the 2nd World Conference on Intercultural Dialogue, and the organization at no cost of a special workshop on "building Intercultural Competences for the 21st Century". This contributed to continue an expert discussion for the development of guidelines and principles to advance the Organization's work on this topic, securing also the participation of some UNESCO staffs to this important event.

Cost effectiveness was also ensured through the Participation Programme where more than 25 projects were evaluated positively for their substantial contribution to the expected results of the Programme of Action for a culture of peace and non-violence. Translating their input in the general reporting framework of a MLA remains however challenging. The same goes for the UNESCO Chairs where two new proposals were evaluated positively.

Challenges and Lessons Learnt

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

Main challenges related to the coordination and backstopping are a large number of project and activities are taking place worldwide.

Important ones were during the Steering Committee Meeting with Saudi Arabia Fund In Trust in support of the "Abdullah bin Abdulaziz International Programme for a Culture of Peace and Dialogue" held on 25 March 2013 and which are attended carefully.

The first deals with the visibility of the Programme and enhanced collaboration with the Donor, namely during important events and meetings organized. The importance of a visual for the Programme was also highlighted and a logo has been designed. It will now be used as a unifying visual for all activities carried out within this Programme.

I appeared that a more proactive communication with the Donor is essential, so to avoid misunderstanding and unnecessary delays in trying to address them. For example, under the "Philosophical Dialogue" project for which the Donor has expressed some dissatisfaction with the organization of the coordination meeting that held at Headquarters on January 2013, and as a consequence has requested that the funds other from this Programme should be used to cover the cost of that meeting. As a consequence and challenge, USD 14,981 needs to be refunded to this Programme.

The need to review the implementation period to harmonize timeframe of all projects of the Programme was requested and the agreement of the Donor to extend the execution period for Phase I until February 2014 was obtained. An extension date till December 2013 was also granted under the project funded by the Government of Denmark.

With a view to maintain the dynamic created around the programme by ensuring the availability of funds for the extension of some activities of Phase I, almost completed and launching of new initiatives under this Programme, a submission of proposals for Phase II was made to the donor during the steering committee mentioned above. This is also particularly important for making Coordination Funds available, as the initial allocation for Phase I is now almost fully absorbed. The main challenge here resides is the different implementation rates among the project, so to meet the full satisfaction of the donor and activate a Phase II. However, the delay in obtaining the approval of the Donor for the activation of a Phase II may cause some additional constraints for meeting the objectives of this programme.

Contribution to C/5 results

All activities taking place within the Intersectoral Platform for a Culture of Peace and Non-Violence were designed to contribute specifically to the Programme of Action for a Culture of Peace and Non-Violence adopted by the General Conference in its 36th session. As such, the projects implemented under extrabudgetary funds ("Abdullah bin Abdulaziz International Programme for a Culture of Peace and Dialogue" and under Danish cooperation fund) as well as approved within the Regular Programme and Emergency Funds under this Platform addresses the main objectives, areas of actions and expected results spelt out in the 35C/5 (paragraphs 07008-070029). UNESCO's Programme of Action for a Culture of Peace and Non-Violence fully integrates Gender Equality, implemented in an interdisciplinary approach through the Intersectoral Platform on a Culture of Peace and Non-Violence, under a dedicated thematic cluster: "Women and youth empowerment for democratic participation, new citizenship/identity, and social cohesion". While gender equality is effectively mainstreamed in all projects of this platform, as a basic requirement, this however particularly operationalized in 3 of its projects thus: (i) Women empowerment and gender mainstreaming for a Culture of Peace and Non-Violence in Asia and the Pacific, implemented by Beijing and Apia Offices, "strengthening the empowerment of young women and men and their engagement, particularly in democratic processes, in order to promote intercultural dialogue and social inclusion"(SHS Led) and "Toolkit on revision/adaptation of curricula, school textbooks and other learning materials to remove cultural, religious and gender biased stereotypes" (ED Led).

The contribution to Priority Africa is attended through the different fields of competences of UNESCO, with project developed and approved as cost sharing which enable the mapping of the inclusion of principles and values of peace in education in 45 countries in Sub Saharan Africa. Strengthening young women and you participation in democratic process is also enhance in Africa through projects and activities in Burundi, Liberia and Sierra Leone. Besides, media professionals and the local population at large is empowered to the development and use of community radio programmes to enhance their capacity to manage post conflict and reconciliation processes, namely in South Sudan and Northern Uganda. Countering the appeal of terrorism is the main focus of a project in Nigeria led by the Abuja Office within the framework of the UN-CTITF. Also, the Platform attended the process for designing a new strategy for the Priority Africa and lead the drafting of its Flagship One related to the promotion of a Culture of peace in Africa.

UNESCO's Contribution to Climate Change Mitigation and Adaptation

Regular Programme ¹ : operational budget only		Extrabudgetary resources ¹	
Allocation 2012-2013: US\$ 548 370	Expenditures 2012-2013: US\$ 183 365	Allotment 2012-2013: US\$ 588 830	Expenditures 2012-2013: US\$ 434 228

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 partnerships with other UN bodies and Member States, B/b: UNESCO fully involved in the GFCS	UNESCO is well engaged with the GFCS, notably through IHP and IOC. The Director-General delivered a message of support to the Extraordinary Session of the World Meteorological Congress, held in Geneva in October 2012, regarding the further implementation of the GFCS. UNESCO participated at the UNFCCC side event in Doha on the GFCS. UNESCO also attended and sponsored participants at the GFCS Regional workshop on Climate Services at the national level for the Caribbean held in Trinidad and Tobago, 29-31 May 2013.	The Global Framework for Climate Services (GFCS) is positioned to become an important endeavor for climate change knowledge-based service delivery and for the strengthening of the climate change knowledge-base in general in the coming years. Spearheaded by WMO, UNESCO has successfully mobilized several of its programmes and platform projects with the view of assisting in the design and implementation of the GFCS. Progress is good against the benchmarks, as several UNESCO programmes are fully involved in the GFCS and more than ten
	PI: UNESCO international and	IHP and IOC are particularly well involved with the GFCS. For	

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
	<p>intergovernmental programmes involved with the Global Framework for Climate Services (GFCS) B/b: At least two UNESCO programmes fully involved in the GFCS</p>	<p>example, IOC leads the implementation of the Global Ocean Observing System, providing marine environmental information for climate forecasts and projections. In research, modelling and prediction - IOC is working with partners to sponsor the World Climate Research Programme. It is also addressing issues of scientific uncertainty in the climate system and the impacts of climate change on ecosystems. Through IHP, UNESCO has contributed to the 'water exemplar' of the Water User Interface Platform (Water UIP) within the framework of the GFCS, and UNESCO has also made a technical contribution to the 'Operational Climate Services: A dialogue on practical action' for which IHP in consultation with member states and WMO have organized the technical session on 'water'. IOC is leading a Climate Change Platform project on the establishment of regional UNESCO Climate Change Resilience and Adaptation Forum linked to the GFCS. The first meeting of the UNESCO Climate Change Resilience and Adaptation Forum was held in conjunction with the GFCS Regional workshop on Climate Services at the national level for the Caribbean held in Trinidad and Tobago, 29-31 May 2013. IHP is working on the 'user interface' of the GFCS related to water.</p>	
	<p>PI: Science capacity development programmes created or expanded B/b: At least ten countries supported to establish or expand programmes</p>	<p>Several of the ten projects funded through the Climate Change Platform contribute towards science capacity development in Member States, including in Africa and SIDS, notably the projects on "Climate Change Impacts in Major Mountainous Regions of the World: Multidisciplinary Network for Adaptation Strategies (Africa, Asia, Latin America, and Europe)" and on "A Networked System of Open Indigenous Knowledge Resources for Climate Change Mitigation and Adaptation in Polar Regions". More than ten countries have been supported, including through participation at UNESCO workshops and seminars.</p>	
	<p>PI: Climate science knowledge base collaboration enhanced with UN partners B/b: At least five UN collaboration partnerships implemented</p>	<p>Collaboration enhanced through UNESCO's engagement with the GFCS, which now involves several UN partners, such as the UNESCO regional climate change resilience and adaptation forum. Other frameworks for cooperation include GOOS (The Global Ocean Observing System), Sandwatch, RENFORUS (Renewable Energy Futures for UNESCO Sites), ProVia (Programme of Research on Climate Change Vulnerability, Impacts and Adaptation) and the Climate Change Platform Project on "Climate Change Impacts in Major Mountainous Regions of the World: Multidisciplinary Network for Adaptation Strategies (Africa, Asia, Latin America, and Europe)".</p>	
<p>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</p>	<p>PI: Number of countries assisted in their fundraising for adaptation efforts B/b: Ten countries assisted</p>	<p>The UNESCO Climate Change Resilience and Adaptation Forum is being developed in cooperation with WMO with the objective to bring together UNESCO stakeholders, including from biosphere reserves and World Heritage sites to discuss climate change resilience and adaptation measures at the regional levels and to interact with the meteorological community on the provision and use of climate services under the overarching process of developing a Global Framework for Climate Services (GFCS). The first regional Forum event was held in conjunction with a GFCS workshop on Climate Services at the National Level for the Caribbean, Trinidad &</p>	<p>The development of the Climate Change Resilience and Adaptation Forum took a good step forward through the first regional forum that was held in conjunction with a GFCS workshop on Climate Services at the National Level for the Caribbean, Trinidad & Tobago, 29-31 May, 2013. A regional workshop for Africa is being prepared. It is anticipated that the benchmark of assisting ten countries in their fundraising efforts for adaptation will be met through the regional workshops and that 25 countries, primarily SIDS and in Africa, will be engaged in the UNESCO Climate Change Resilience and Adaptation Forum.</p>

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
		Tobago, 29-31 May, 2013. A regional workshop for Africa is being prepared. It is anticipated that the benchmark of assisting ten countries in their fundraising efforts for adaptation will be met through the regional workshops and associated support to develop national projects for the Adaptation Fund.	<p><u>Challenges/lessons learned:</u> Although UNESCO is accredited as a Multilateral Implementing Entity (MIE) with the Adaptation Fund, the availability of funding for regional projects have proved to be limited. Strategic partnerships with other funding bodies are therefore being sought.</p> <p>These results will contribute to 34 C/4 SPO 5, contributing to disaster preparedness and mitigation, outcome "Governments advised and assisted in the design of policies mitigating disaster risks and impact".</p>
	<p>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</p>	The UNESCO Climate Change Resilience and Adaptation Forum is being developed in cooperation with WMO with with the objective to bring together UNESCO stakeholders, including from biosphere reserves and World Heritage sites to discuss climate change resilience and adaptation measures at the regional levels and to interact with the meteorological community on the provision and use of climate services under the overarching process of developing a Global Framework for Climate Services (GFCS). The first regional Forum event was held in conjunction with a GFCS workshop on Climate Services at the National Level for the Caribbean, Trinidad & Tobago, 29-31 May, 2013. A regional workshop for Africa is being prepared. It is anticipated that the benchmark of engaging 25 countries, primarily SIDS and in Africa, in the UNESCO Climate Change Adaptation Forum will be met.	
	<p>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</p>	The Adaptation Forum is developed as an interdisciplinary activity with important ethical and gender dimensions. It could be noted here that the first regional Adaptation Forum meeting that took place in Trinidad & Tobago, 29-31 May, 2013 benefited from the results of the Conference organized by SHS on Climate Change Adaptation in the Caribbean: Science, Ethics and Policies, 8-9 March 2011, Basseterre, Saint Kitts and Nevis.	
Climate change education and public awareness for sustainable development strengthened in Member States	<p>PI: number of countries supported to develop policies, plans and programmes on climate change education for sustainable development B/b: At least ten countries</p>	The results already reached together with those anticipated to be achieved shortly, are well above the programmed benchmark. - Sandwatch project: preparations under way of two regional Climate Change Education for Sustainable Development teacher educator capacity development events in Africa (SIDS and coastal countries, respectively (at least 15 countries in total). - Sub Regional Centre for Training on Climate Change Leadership for the MERCOSUR region established with and initial focus on Argentina, Brazil, Chile, Paraguay and Uruguay. -Initiated in November 2012 and based on UNESCO's newly published teacher education climate change materials as well as the new, second edition of the Sandwatch manual, the project marks the first formal effort at merging Sandwatch's field-based approach with UNESCO's teacher education materials. In May 2013, two expert consultants completed the development of a short, fully integrated course merging core elements of these two resources. This set of materials will form the core of the course material contents, while participants from at least 15 countries (male and female) will be drawn existing TEI and Sandwatch networks. A training session on the Sandwatch database will be integrated into both events.	<p>The results already reached together with those anticipated to be achieved shortly, are well above the programmed benchmarks. Outputs includes UNESCO's newly published teacher education climate change materials as well as the new, second edition of the Sandwatch Manual. A custom-designed prototype global Sandwatch database allowing Sandwatch groups to enter, analyse and share data has also been produced. Preparations undertaken for important events to enhance media coverage of climate change issues. The establishment of the Sub Regional Centre for Training on Climate Change Leadership for the MERCOSUR region is an important step for promoting a new generation of climate aware decision makers and leaders.</p> <p>The <u>challenges</u> faced included the timing of the availability funds granted to the platform.</p> <p>The results will contribute to 34 C/4 SPO 12, Enhancing universal access to information and knowledge, outcome "Capacities and competencies of media and information professionals enhanced".</p>
	<p>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</p>	The benchmark will be met through: - Two five-day national media training workshops will be conducted in Pakistan and Bangladesh end June/ early July 2013 to train 20 journalists / country on climate change. - Workshops will subsequently also be undertaken in India,	

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
	<p>least ten journalism training/education institutions undertaking curricula review to incorporate elements of climate mitigation and adaptation into curricula</p> <p>PI: journalism curricula developed to incorporate the climate change mitigation and adaptation sensitive reporting B/b: At least ten journalism training/education institutions undertaking curricula review, especially in Africa and SIDS</p> <p>PI: The quantity of climate change reporting increased B/b: At least 25 more media institutions in Africa covering climate change more frequently, using the science media reporting At least 10 North-South and South-South content exchange partnerships established among media institutions to enhance reporting of climate change</p>	<p>Nepal, Bhutan and Sri Lanka. Project to strengthen climate change mitigation and adaptation in the Sahel and West Africa includes that 40 researchers from at least 5 research institutions and about 5 policymakers will participate in the climate change workshop scheduled to take place in September 2013. - Some 30 and 40 media professionals are targeted for sensitization which will take place alongside a climate change workshop for the Sahel and West Africa.</p> <p>UNESCO is working with leading journalism experts to develop specialised syllabi at no cost to the Organisation. As such, a new resource publication, tentatively entitled "MODEL CURRICULUM FOR JOURNALISM EDUCATION: A COMPENDIUM OF NEW SYLLABI", will be published in 2013. It is expected to be launched during the third World Journalism Education Congress in Belgium. In addition, an Africa-regional WJEC-3PrepCom on teaching journalistic specialisms in Africa, supported by OSISA in partnership with UNESCO, will look at issues of specialised reporting, including that on climate change.</p> <p>Project preparations are underway to strengthen climate change mitigation and adaptation in the Sahel and West Africa, including through media interventions. Specifically, this project which builds on gains made during the 36 C/5 activity "Climate Change and Migration in Africa", has three key components; mapping science expertise and bridging networks; b) climate change workshop; and c) outcome report. With agreements now reached with both implementing partners about the content of the project, the various components are now being developed.</p>	
Global climate change field observatory of UNESCO sites expanded	<p>PI: Number of UNESCO sites engaged in climate change knowledge, mitigation and adaptation initiatives B/b: Over 50% of UNESCO Sites in SIDS and Africa active in climate change knowledge, mitigation and adaptation initiatives</p> <p>PI: Number of UNESCO sites used for UN-wide climate change activities B/b: 25 UNESCO sites used</p>	<p>There are currently 621 biosphere reserves in 117 countries, including 12 transboundary sites and the World Heritage List includes 962 properties forming part of the cultural and natural heritage which the World Heritage Committee considers as having outstanding universal value, the majority of these sites are engaged in climate change knowledge, mitigation and adaptation initiatives, including in Africa and in SIDS. Through the Climate Change Platform funded initiative on 'Renewable Energy Futures for UNESCO Sites', 90 UNESCO sites were identified for their interest and potential good practices related to climate change mitigation and adaptation, notably in the context of the sustainable use and applications of renewable energy. See: http://www.renforum.net/</p> <p>More than 25 UNESCO Sites are being used for UN-wide climate change activities and supported by funding bodies, such as the GEF. Some examples are: Yasuni Biosphere Reserve (Ecuador), Tehuacan-Cuicatlan Biosphere Reserve (Mexico), Sierra Gorda Biosphere Reserve (Mexico), Maya Biosphere Reserve (Guatemala), Camili Biosphere Reserve (Turkey), Danube Delta Biosphere Reserve (Romanian / Ukraine), Baa atoll Biosphere Reserve (Maldives), Gulf of Mannar Biosphere Reserve (India), Giam Siak Kecil-Bukit Batu Biosphere Reserve (Indonesia), Kien Giang Biosphere Reserve (Viet Nam) Socotra Archipelago Biosphere Reserve (Yemen). UNESCO will promote the active use of UNESCO sites in the framework of the GFCS and the UNESCO Climate Change Adaptation Forum.</p>	<p>The programmed benchmarks are satisfactorily being met: over 50% of UNESCO Sites are assessed to be active in climate change knowledge, mitigation and adaptation initiatives; more than 25 UNESCO sites used for UN-wide climate change activities; demonstration projects about to be launched in UNESCO sites related to renewable energy; and more than five thematic and regional UNESCO site networks established or reinforced on climate change. Good progress has been made to establish an observatory on the sustainable use and applications of renewable energy sources in UNESCO Sites through the platform financed initiative on Renewable Energy Futures for UNESCO Sites. Successful collaboration with the Global Sustainable Electricity Partnership (that includes the 13 largest electricity companies) was initiated for reasons of cost-efficiency and outreach.</p> <p>Challenge: due to the timing of funds available for the Platform, activities requiring funding have been somewhat delayed compared to the initially planning.</p> <p>These results will contribute to 34 C/4 O02, outcome "Scientific knowledge translated into national science policies supporting sustainable development in all regions".</p>

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
	<p>PI: Demonstration projects launched in UNESCO sites related to REDD and REDD+ and renewable energy</p> <p>B/b: At least five projects launched</p>	<p>UN-REDD and UN-REDD+ activities have proven to be more challenging than anticipated due to uncertainty in the development of UNFCCC methodologies and lengthy preparation modalities with potential donors. MAB and WHC have engaged in a partnership with Terra Global to prepare a comprehensive report on the potential of UNESCO sites in relation to REDD+. The report presents the results of a global scale spatial analysis which evaluated 216 of 610 BRs (some are also WH), for their Reduced Emissions from Deforestation and Degradation (REDD+) and Afforestation, Reforestation and Revegetation (ARR) carbon potential. The spatial analysis for REDD+ potential was designed to quantify forest carbon density, estimate deforestation rates and assess governance capacity for all Sites for which boundary information was available. The results of the analysis were then used to estimate the quantity of potential emission reductions in order to propose two potential global REDD+ portfolios: Portfolio A presents the top ten potential global REDD+ project sites selected according to their potential emission reductions potential on a per hectare basis. Portfolio B presents the top ten potential global REDD+ project sites that contain the highest summed potential emission reduction values selected according to their absolute carbon values across their entire landscapes. This report will help UNESCO to leverage significant international public and private funding. Ninety UNESCO sites have been identified for their interest and potential good practices related to climate change mitigation and adaptation, notably in the context of the sustainable use and applications of renewable energy under the RENFORUS Initiative. See: http://www.renforus.net/</p>	
	<p>PI: Thematic And Regional Networking Established or reinforced among UNESCO sites on climate change</p> <p>B/b: At least five networks established or reinforced</p>	<p>More than five networks were established or reinforced on climate change issues, including the World Network of Island and Coastal Biosphere Reserves (WNICBR); the South and Central Asia MAB Network; the Ibero-American MAB Network; the AfriMAB Network; the ArabMAB Network and the Southeast Asian Biosphere Reserve Network. Through the Climate Change Platform funded thematic initiative on 'Renewable Energy Futures for UNESCO Sites', UNESCO sites are encouraged to network on good practices related to renewable energy and energy conservation.</p>	

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

Cost-effectiveness / efficiency measures have been focused on establishing strategic partnerships with other UN bodies, funding agencies and the private sector. By building on existing UNESCO sites and field networks, project costs can also be reduced and the long-term sustainability of results ensured.

UNESCO's contribution to the fight against HIV and AIDS

Regular Programme ¹ : operational budget only		Extrabudgetary resources ¹	
Allocation 2012-2013: US\$ 500 000	Expenditures 2012-2013: US\$ 135 227	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	<p>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</p>	Activities are still in the process of implementation; therefore it is not yet possible to provide concrete data on benchmarks attained. However, the planned activities foresee a particularly broad outreach to young women and men aged 10-24, through the use of ICTs and the regional training modules.	<p>Progress towards expected result 1 of the Intersectoral Platform "UNESCO's contribution to the fight against HIV and AIDS" is on track despite delays in implementation due to funding complications. Accordingly, reporting is focused more on outputs than on impact as it is not yet possible to gauge broader outcomes.</p> <p>OUTPUTS & RESULTS The first prong of the Intersectoral Platform seeks to strengthen Member States' responses to HIV and AIDS amongst key populations through the provision of higher-quality technical support by UNESCO and other UNAIDS cosponsors. Training modules on programming with adolescent and young key populations (AYKP) were first developed by the UNESCO Bangkok Office, based on a short course titled "Understanding the focus on young key affected populations in concentrated and low prevalence HIV epidemics" and with inputs provided by a working group at UNESCO HQ during a workshop in November 2012. The first capacity building workshop was held in Asia-Pacific in February 2013 using the draft modules and served as an opportunity to pilot the documents in the field. In June 2013, the second capacity building workshop was held in Johannesburg for 40 participants including UNESCO staff and staff from other UN agencies in ESA. The next workshop will be in West and Central Africa (November 2013) and Latin America (October 2013) using the training modules and the guidelines. For each workshop, documents are adapted to the socio-cultural context and the specific needs of Member States in the region. Initial feedback from participants in the February and June 2013 workshops - including staff members from UNESCO and other UN agencies - have confirmed that there is significant interest in and need for these specialized trainings, and high potential for applying the training in country-level programmes.</p> <p>The second prong of the Intersectoral Platform seeks to support the development, adaptation and promotion of the use of a Virtual Classroom - a web-based resource and learning space, with additional components of social media and mobile telephony, that focus on improving HIV and sexuality education related knowledge, skills and values. Subsequent to a review and planning meeting held in Paris in December 2012, progress in each country was on track through March 2013. Detailed country plans were developed and partners identified, contracts with partners were prepared and key messages began to be developed based on the knowledge needs of each target audience group. In Jamaica, collaboration with new partners including UNICEF</p>
	<p>PI: Number of countries that provided life skills-based HIV education in school settings within the last academic year B/b: tbc</p>	Activities are still in the process of implementation; therefore it is not yet possible to provide concrete data on benchmarks attained. However, trainings on programming with adolescent and young key populations provided for two regions, with expected application in over 11 Asia Pacific countries and 17 East and Southern African countries.	
	<p>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</p>	Specific country-level initiatives are foreseen in 4 countries (Zimbabwe, China, Jamaica and Russia), and regional initiatives are foreseen in Asia Pacific, the Middle East, Central Asia and the Caribbean.	

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
Multidisciplinary and intersectoral responses of Member States promoted so countries can develop, disseminate and support the use of gender-responsive evidence-based policies and practices on HIV and education	PI: Number of countries with a multisectoral strategy that addresses HIV in the school setting B/b: tbc	Activities are still in the process of implementation; therefore it is not yet possible to provide concrete data on benchmarks attained. However, two trainings have been held on programming with adolescent and young key populations attended by staff from UNESCO and other UN agencies, who will apply lessons learned when supporting Member States in the development of policies and practices for HIV and education.	Progress towards expected result 2 of the Intersectoral Platform "UNESCO's contribution to the fight against HIV and AIDS" is on track despite delays in implementation due to funding complications. For further information on outputs, challenges/lessons learnt, and contributions to C/4 outcomes, please see the full assessment of progress above.
	PI: Number of countries supported to develop and/or implement HIV-related policies that integrate the	Activities are still in the process of implementation; therefore it is not yet possible to provide concrete data on benchmarks attained. However, two trainings on programming with	

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
	needs of women and girls, and/or address gender inequalities and inequities B/b: tbc	adolescent and young key populations have been held in the Asia Pacific region and East and Southern Africa, and is expected to be applied in 27 countries. Work to develop gender responsive web-based resources and learning spaces will be applied in 4 countries (Jamaica, Zimbabwe, China and Russia).	
Capacities of Member States enhanced to effectively address HIV-related stigma and discrimination in order to establish an environment that is more respectful of the rights, dignity and needs of vulnerable populations, including women and girls and young people, and people living with HIV	PI: Number of countries that have non-discrimination laws or regulations which specify protections for most-at-risk affected populations (MARPs) or other vulnerable population groups, including young people B/b: tbc	Activities are still in the process of implementation; therefore it is not yet possible to provide concrete data on benchmarks attained. However, trainings on programming with adolescent and young key populations provided for two regions, with expected application in over 11 Asia Pacific countries and 17 East and Southern African countries.	For further information on outputs, challenges/lessons learnt, and contributions to C/4 outcomes, please see the full assessment of progress above.
	PI: Number of countries supported to develop and/or implement HIV-related policies that specifically address gender-based violence; engagement of men and boys; and/or other actions promoting gender equality B/b: tbc	Activities are still in the process of implementation; therefore it is not yet possible to provide concrete data on benchmarks attained. However, UN staff in 27 countries have been provided with training in gender-responsive programming that addresses the specific vulnerabilities of girls and young women in key or at risk populations. Virtual classroom activities will support Member States in providing gender-sensitive information on HIV and other health issues to adolescents and young women and men.	

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

Due to the complications in the disbursement of the full IP funds, activities thus far have been implemented on an extremely limited budget. Partnerships with local organizations, the private sector (Baidu) and other UN agencies have helped to improve cost-effectiveness and manage funding delays.

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

Regular Programme ¹ : operational budget only		Extrabudgetary resources ¹	
Allocation 2012-2013: US\$ 395 000	Expenditures 2012-2013: US\$ 211 288	Allotment 2012-2013: US\$ 720 000	Expenditures 2012-2013: US\$ 576 909

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	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	Through FIT projects funded by the Government of Denmark, activities have progressed significantly under the interagency partnership Climate Frontlines, including the publication and launch of the UNESCO-UNU interagency collaborative publication "Weathering Uncertainty" at the Rio Science Forum. Climate Frontlines field projects have been concluded - or are	The implementation of seven fully intersectoral projects under the SIDS Intersectoral Platform during 2012-2013 constitutes a solid UNESCO contribution towards addressing SIDS vulnerabilities within UNESCO's mandate areas. Implementation of the projects is guided by the preparatory process in the lead-up to the third International SIDS Conference to be held in Samoa in 2014,

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
society	change observations and adaptation strategies undertaken in five SIDS At least two activities undertaken in the context of UN interagency partnerships on climate change	under the final stages of implementation - in eight SIDS countries. In June 2013, participants from five Pacific SIDS took part in the regional Pacific discussion "Te Hurihuri O te Ao - Cycles of Change" on the role and potential of traditional calendars in informing climate change policies. All five are currently preparing case study papers for inclusion in a programmes peer-reviewed Climate Fronlines publication scheduled for 2014.	through close liaison between the UNESCO SIDS Focal Point and the UNDESA SIDS Unit and other key UN partners. In spite of the current severe funding constraints, extensive progress was made towards addressing vulnerabilities of SIDS through science policy, practice and education during the first 18 months of the biennium, particularly within the framework of the global Sandwatch, Youth Visioning and Climate Fronlines programmes, the development of science policy advice in SIDS, as well as through UNESCO's strategic contributions to the wider UN system's support for implementation under the Mauritius Strategy. Given the constraints imposed on the regular programme, implementation of activities relied to a large extent on the development of strategic partnerships as well as extrabudgetary resources.
	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	The UNESCO-UNU publication "Weathering Uncertainty" has been made available to lead/coordinating authors of the IPCC's AR5. Several lead and coordinating authors have acknowledged receipt and have requested further information in view of including material based on its contents. "Weathering Uncertainty", which is quoted nine times in the second draft of the AR5, contains a dedicated small islands section and a comprehensive small islands / SIDS climate change bibliography.	The expansion of SIDS participation in existing UNESCO natural disaster preparedness and early warning programmes was advanced through UNESCO-IOC. The seventh 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 that were introduced as part of the basin-wide exercise PacWave11, which included maps indicating the level(s) of threat for each country.
	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	Under the project, "Using the 'magic' of satellite images as support for an educational package: Understanding Climate Change Effects on SIDS", discussions have been initiated with the University Consortium of Small Island States, headquartered at the University of the West Indies, as technical partners. Opportunities to distribute educational products through schools participating in Sandwatch are being explored, as well as the chance for Sandwatch schools to provide the 'place' perspective to complement the 'space' imagery. Contact with UNESCO field offices has been initiated and will be enlarged as the project progresses to organize a regional workshop in November 2013. Through Danish FIT funded project as well as with support from a Climate Change intersectoral platform project, the Sandwatch manual, already available in English and French, was published in Spanish (May 2012) and Portuguese (November 2012) and widely distributed. Three training events with participation from SIDS in the Africa region are under preparation. Trials of the global Sandwatch database were carried out in at least eight SIDS in the Indian Ocean and the Caribbean during 2012, and a full-scale global launch of the database was organized in Mauritius on 20 March 2013 in conjunction with a UNESCO Climate Change Education in Africa conference. Two training events for African SIDS and coastal countries have been scheduled for the second half of 2013.	These results contribute to 34 C/4 SPO 5 expected outcome "Vulnerable and weakened communities prepared to cope with disaster through access and use of information and knowledge and to mitigate their impacts".
	PI: SIDS participation in existing UNESCO natural disaster preparedness and early warning programmes expanded B/b: Activities undertaken in at least five new SIDS	Through UNESCO-IOC, substantial progress has been made with respect to promoting integrated and sustained tsunami monitoring and warning systems in the Pacific Ocean, with tsunami warning systems already strengthened in Fiji, Tonga and Vanuatu and work ongoing in Kiribati, Nauru and Tuvalu. Engagement with Pacific Island countries through regional workshops and other events organised by collaborating	

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
		<p>partners such as WMO has given further opportunity to provide briefings and updates on the Pacific Tsunami Warning System (PTWS) activities such as the proposed new products/services, upcoming Intergovernmental Coordination Group for the PTWS XXV Session and PacWave 2013 Exercise. In the Caribbean, two dedicated training sessions were provided to Tsunami Warning Centers in Haiti and Dominican Republic in 2012. The most recent Caribbean Tsunami Exercise, on 20 March 2013 had a participation rate of 94% of the Member States and Territories, with broad media coverage and almost 50,000 people participating at different levels. Almost all Tsunami Warning Focal Points have activation and response processes and more than half of the members have tsunami emergency response plans.</p>	
	<p>PI: Targeted follow-up on SIDS priorities arising from the United Nations Conference on Sustainable Development (Rio+20) through the development of intersectoral action addressing SIDS vulnerabilities B/b: At least one new intersectoral initiative addressing SIDS vulnerabilities launched</p>	<p>The implementation of seven fully intersectoral projects under the SIDS Intersectoral Platform during 2012-2013 constitutes a solid UNESCO contribution towards addressing SIDS vulnerabilities within UNESCO's mandate areas. Implementation of the projects is guided by the preparatory process in the lead-up to the Third International SIDS Conference to be held in Samoa in 2014, through close liaison between the UNESCO SIDS Focal Point and the UNDESA SIDS Unit and other key UN partners. The SIDS Platform project "Islands of the Future" - under which an interregional youth preparatory planning meeting was held in Fiji in June 2013 - secures a strong voice for SIDS youth in the preparatory process leading up to the the 2014 SIDS conference, as well as in subsequent follow-up activities - ensuring that SIDS youth actively contribute to addressing key SIDS vulnerabilities, Likewise, the "Using the Magic" project directly addresses SIDS vulnerability to climate change through the employment of satellite imaging in a range of educational contexts.</p>	
<p>SIDS efforts towards sustainable development supported through the safeguarding and reinforcement of island cultural and natural heritage, including local and indigenous knowledge and practices</p>	<p>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</p>	<p>In the context of the project "Strengthening island cultural and biological diversity through UNESCO sites biosphere reserves and World Heritage", an Inter-Ministerial and Experts Conference for Biosphere Reserves in the Caribbean Sub-region: Policies & Tools for Sustainable Development and Growth was held in St. Kitts and Nevis from 26 to 27 March 2013. Ministers and delegates of 12 Caribbean countries participated. A St. Kitts and Nevis Declaration and an Action Plan were approved, containing commitments and plans for the development of biosphere reserves in the Caribbean. Under the project "Sustainable development, poverty eradication and empowerment of vulnerable communities in Timor-Leste through Safeguarding the Cultural and Natural Heritage", two workshops were held in Dair and Maubara in May-June 2013. Over 50% of attendees were women. The Centre of Studies for Peace and Development produced the paper "Assessment of laws and policies affecting women and youth in Timor-Leste". The document includes a revision of the existing laws,</p>	<p>The implementation of seven fully intersectoral projects under the SIDS Intersectoral Platform during 2012-2013 constitutes a solid UNESCO contribution towards addressing SIDS vulnerabilities within UNESCO's mandate areas. Implementation of the projects is guided by the preparatory process in the lead-up to the third International SIDS Conference to be held in Samoa in 2014, through close liaisons between the UNESCO SIDS Focal Point and the UNDESA SIDS Unit and other key UN partners. In spite of the current severe funding constraints, extensive progress was made towards safeguarding and reinforcement of island cultural and natural heritage, including local and indigenous knowledge and practices during the first 18 months of the biennium. Given the constraints imposed on the regular programme, implementation of activities relied partially on the development of strategic partnerships, extrabudgetary resources, as well as linkages with Emergency Fund elements.</p> <p>In the Caribbean, a major achievement was attained with the</p>

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
		<p>regulations and official programmes related to social and economic inclusion of women and youth in Timor-Leste as well as a set of recommendations. Action research on marine ecological knowledge was conducted in Biqueli and Maqueli villages, Atauro Island, Timor-Leste in April 2013. A total of 27 local community members from each village participated in the survey and focus group discussions.</p>	<p>adoption of the St. Kitts and Nevis Declaration and an Action Plan, containing commitments and plans for the development of biosphere reserves and a biosphere reserve network in the Caribbean.</p> <p>Under the "Supporting Traditional Medicinal Knowledge in the Indian Ocean SIDS", workplans were revised to take into account the shorter period of time available for implementation. For instance, initial contacts with relevant scientists, researchers, institutes and organizations throughout were made in late 2012 in the Indian Ocean region, serving to identify the best practitioners to participate in the planning meeting held in the Seychelles from 31 January-2 February 2013. The primary challenge was to identify and contact traditional practitioners in some of the countries where there is little or no sense amongst practitioners of their belonging to a community, where their practice is somewhat underground and where they are not used to using email or even mobile phones. A related - and continuing challenge - is to ensure that the practitioners themselves participate in the project, despite the eagerness of scientific and government institutions to speak and participate on their behalf. A network of practitioners is now emerging, with development of a web-based online platform under way to facilitate regular exchange.</p> <p>Under the "Reinforcing Pacific Island Languages and Traditional Knowledge through OER" project, the development of new UNESCO OER resources based on indigenous Pacific language educational resources is progressing on schedule, with expected launch of resources originating in Solomon Islands, Vanuatu and Cook Islands during the second half of 2013.</p> <p>Reflecting the intersectoral nature of the projects, the results contribute to multiple 34 C/4 SPO outcomes including SPO 1 "Member States in all regions assisted in integrating ICTs in teaching and learning processes at all levels."; SPO3 "Principles and guidelines for science-based sustainable management of natural resources agreed upon and implemented in all regions through national policies"; and SPO 9 "Principles of cultural diversity integrated into policies, mechanisms and practices at national and regional levels" and "Awareness about the cultural contribution of indigenous peoples to sustainable development enhanced".</p>
	<p>PI: SIDS in two or more regions participating in intersectoral projects focusing on the ICT-assisted transmission of local and indigenous knowledge in formal and non-formal educational contexts B/b: Intersectoral projects focusing on the ICT-assisted transmission of local and indigenous knowledge in formal and non-formal educational contexts implemented in two regions</p>	<p>Under the project "Supporting Traditional Medicinal Knowledge in the Indian Ocean SIDS", a meeting was held in Seychelles in February 2013 to facilitate traditional medical practitioners in three Indian Ocean SIDS exchanging best practice and developing policy-positions and best-practice guidelines, including the ethical dimension. A position statement was developed. To assist communication across the region, a region-wide web-based practitioners' network is currently under development. Under "Reinforcing Pacific Island Languages and Traditional Knowledge through OER", two UNESCO Pacific educational resources are under development for launch on UNESCO's OER platform during the second half of 2013: The CD-Rom "The Canoe Is the People" and its associated Learners' Resource Pack, and a series of locally developed lesson plans based on the UNESCO publication "Reef to Rainforest ". Through network and training events planned for Solomon Islands and the Cook Islands in August and November, respectively, these resources will be utilized in at least five Pacific countries. Discussions have been held between UNESCO and the Vanuatu Ministry of Education to transform the digital version of the "Chief Roi Mata Domain" materials including teacher and student components for download, distribution via CD, or printing hard-copies.</p>	
Capacity built in SIDS for the development and implementation of policies and practices that reinforce educational, economic and livelihood opportunities for island youth, both women and men, with particular reference to ESD, TVET, STI, media and information, and cultural industries	<p>PI: Engagement with key SIDS higher education networks reinforced and expanded through new interregional cooperation agreements 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</p>	<p>Through support from the Director-General's Emergency Fund , a Pacific science policy and university networking dialogue event was held at the University of the South Pacific main campus in Suva, Fiji, during 5-7 November 2012. More than 30 participants took part in the discussions, representing ten Pacific universities (seven at vice-chancellor level) as well as other stakeholders and experts from the Pacific, the Caribbean (representing the University Consortium of Small Island States - UCSIS) and Africa. A Communique was released detailing the</p>	<p>The implementation of seven fully intersectoral projects under the SIDS Intersectoral Platform during 2012-2013 constitutes a solid UNESCO contribution towards addressing SIDS vulnerabilities within UNESCO's mandate areas. Implementation of the projects is guided by the preparatory process in the lead-up to the 3rd International SIDS Conference to be held in Samoa in 2014, through close liaisons between the UNESCO SIDS Focal Point and the UNDESA SIDS Unit and other key UN partners. In spite of the current severe funding constraints, extensive progress was</p>

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
	programme launched At least one activity involving two SIDS regions	main decisions taken, which included the formal establishment of the Pacific Islands University Research Network. With support from the Government of Spain and UNDESA, UCSIS prepared the global launch of its interdisciplinary joint island sustainability masters' programme, with an expected launch during the second half of 2013 or first half of 2014.	made towards building capacity for the development and implementation of policies and practices that reinforce educational, economic and livelihood opportunities for island youth during the first 18 months of the biennium. Given the constraints imposed on the regular programme, implementation of activities relied partially on the development of strategic partnerships, extrabudgetary resources, as well as linkages with Emergency Fund elements.
	PI: Training programmes for young researchers established and implemented B/b: Training programme undertaken in two SIDS regions	Support was provided to a meeting of young scientists on on the occasion of the Euroscience Open Forum ESOF 2012 (Dublin 10-14 July 2012), attended by - among other participants - Mr Vishwamitra Oree, from the Dept of Electrical and Electronic Engineering, University of Mauritius. The meeting provided a platform for discussion of challenges shared in common by a mobile, international research workforce. The international consortium created and collaboration started between national associations with other researcher associations such as the Global Young Academy (GYA), Eurodoc, and the World Association of Young Scientists (WAYS). As noted in the benchmark above, with support from the Government of Spain and UNDESA, UCSIS prepared the global launch of its interdisciplinary joint island sustainability masters' programme , with an expected launch during the second half of 2013 or first half of 2014.	Now in the advanced stages of implementation, the Apia Office-led project "Islands of the Future" - an inter-regional effort at mobilizing the voice of SIDS youth in the lead-up to the Third International Conference on SIDS and 20-year Review of the Barbados Programme of Action to be held in Samoa during 1-4 September 2014 - leveraged support from across the UN system. The project enabled UNESCO to lead and coordinate an interagency effort at securing a strong voice for youth at the Samoa meeting under the heading "My World My SIDS", through the organization of three preparatory youth workshops held in the Pacific, the Caribbean and the Indian Ocean during June-July 2013.
	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	Under Youth Visioning for Island Living, two projects were implemented in full: - In Jamaica, Children First youth organization conducted a series of MSM empowerment sessions, where 66 peer educators have been trained. - In Mauritius, through the Adolescent Non-Formal Education Network, out-of-school youth were provided with training on health and HIV/AIDS issues to empower them to adopt safe behaviours and encourage them to enroll as active partners in the fight against HIV/AIDS. Three other HIV/AIDS projects are under implementation: - In Haiti, Association Haiti Chaka Dance "HTD" initiated in March 2013 twenty three workshops related to HIV / AIDS and other STIs in Cité Soleil, Vallée de bourdon, Carrefour feuilles and Martissant. Procedures for the establishment of a Cultural Network in the fight against HIV / AIDS in these communities are underway. - In Papua New Guinea, discussions are underway with the National Youth Commission to conduct training on HIV and AIDS for the Seven Highlands Region of Papua New Guinea. The aim is to consolidate the knowledge and skills of Provincial Youth Officers and community development workers who have young people at the core of their work so that they can provide the adequate information on the development of HIV infection and main prevention methods. - In Guinea-Bissau, contacts have been established with youth organizations, including 'Ce u et Terra', for the development of a project on Health and HIV/AIDS.	Representing a significant milestone in the development of SIDS higher education networks, a broad Pacific island subregional partnership was established by UNESCO, linking institutions, individuals and projects that share an interest in promoting the development of appropriate policy and planning frameworks for STI in the Pacific. More than 30 participants took part in the discussions, representing ten Pacific universities (seven at vice-chancellor level) as well as other stakeholders and experts from the Pacific, the Caribbean (representing the University Consortium of Small Island States - UCSIS) and Africa. The meeting concluded with the formal establishment of the Pacific Islands University Research Network, linking ten Pacific higher education and research institutions with institutional relations to organizations and institutions in the Caribbean and Africa. Under the Youth Visioning for Island Living programme, opportunities for youth to organize and advance their ambitions were granted through the successful completion of two youth-led HIV-AIDS awareness projects in Jamaica and Mauritius. In both countries, youth organizations designed, implemented and evaluated project activities under guidance from UNESCO's Youth Visioning for Island Living programme. Under the "Enhancing Open Suite Strategies in Caribbean SIDS" project, several milestones were reached in the advancement of Open Suite (Open Educational Resources (OER), Open Access to scientific information and Free and Open Source Software) Strategies in the Caribbean. This included the roll-out of OER policies in three countries (Saint Vincent and Grenadines, Grenada and Antigua) as well as the development of a publication
	PI: Development and implementation of	Under the project "Enhancing Open Suite Strategies in	

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
	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	Caribbean SIDS", three countries (Saint Vincent and Grenadines, Grenada and Antigua) rolled out the Open Education Resources (OER) policies in their respective countries with technical assistance from UNESCO. UNESCO expert teams visited all three countries during March-June 2013 to conduct workshops for developing policy documents on OER. A Caribbean regional Consultation for Open Access was organized from 5 to 8 March 2013 in Kingston. Forty experts and policy specialists from 23 countries participated and developed strategies and a road map to implement Open Access (OA) policies in the Latin American and Caribbean Region. A report on the state of the art and prospects for integrating Free and Open Source Software, Open Standards and Open Data in existing national information frameworks and strategies as well as national development programs in 17 Caribbean countries was produced and published.	

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

In spite of the current severe funding constraints, as well as the late availability of funds (in September 2012) considerable progress was made towards addressing SIDS related-issues during the first 18 months of the biennium, with implementation of all projects well advanced and in some cases approaching final completion.

Partnership building has been pursued as widely as possible in order to maximize the utility of the limited funds available. The Pacific Science Policy dialogue and establishment of the Pacific Islands Universities Research Network are examples hereof. Through a multi-agency partnership, considerable funding was leveraged via UNESCO's contribution from partners such as the Technical Centre for Agricultural and Rural Cooperation of ACP-EU, which contributed \$80,000 complementing UNESCO's contribution of \$20,000.

Priority Africa and its implementation by UNESCO

Regular Programme ¹ : operational budget only		Extrabudgetary resources ¹	
Allocation 2012-2013: US\$ 575 500	Expenditures 2012-2013: US\$ 287 071	Allotment 2012-2013: US\$ 1 417 332	Expenditures 2012-2013: US\$ 470 994

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
A priority Africa Action Plan, including: objectives, activities, implementation strategy and allocated resources, drawn up and implemented by Field Offices and UNESCO institutes, in close cooperation with other agencies in the United Nations system and other partners	PI: Number of major intersectoral projects included in the Priority Africa Action Plan and reflected in the work plans	11 projects have received funding to enable the implementation. These projects are being implemented jointly with UNESCO's partners under the overall coordination of the Intersectoral Platform Priority Africa.	a) Key achievements: (1st January to 30th June 2013) The Intersectoral Platform Priority Africa is coordinating, 11 approved projects whose implementation started from January 2013. The summary on project implementation and execution rate is as follows:

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
	<p>PI: Resource mobilization strategy for Priority Africa put in place with accountability vested in the programme sectors and offices in the subregion</p> <p>B/b: funds mobilized</p>	<p>It was proposed in the original operational strategy for priority Africa and it was not yet developed.</p>	

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

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
Special programmes and projects on the main lines of action identified and included in UNESCO's strategy for Africa supported and/or implemented jointly with UNESCO's partners, with coordination by and technical assistance from the Africa platform	PI: Three or four specific regional or subregional programmes/projects drawn up, validated by Member States or regional organizations and extrabudgetary funds sought B/b: funds mobilisation	11 projects have received funding and additional efforts are made to mobilise more funds.	<u>Difficultés, enseignements et perspectives</u> La collaboration intersectorielle entre les services du Siège et ceux du terrain a été particulièrement fructueuse et bénéfique. Elle a notamment contribué au partage des expériences (réussites et échecs) tout en confortant l'esprit d'équipe. Les activités de mobilisation de ressources extrabudgétaire, en particulier de fonds Africains, restent à être mieux ciblées à l'avenir.
	PI: Technical assistance provided by UNESCO to Member States and to major specialized agencies of the African Union for the implementation of the programmes/projects accepted under the platform B/b: joint projects	-Technical assistance is being provided by UNESCO to Member States.	
	PI: Progress reports on project implementation submitted regularly to the Organization's governing bodies and meetings held to exchange experiential data on project/programme implementation B/b: Extra-budgetary projects elaborated and funds mobilized ;	This report has been done in the framework of the EX4 exercice.	
Priority Africa activities monitoring the implementation of plans of action (African Union decisions) systematically reviewed	PI: Annual report on the impact of UNESCO cooperation in Africa, by sector, submitted to the governing bodies B/b: report	Africa Department submitted contribution to 192 EX/4 on UNESCO projects in Africa for the year 2013; These activities are developed in alignment to requests by member states and AU decisions relevant to UNESCO;	Please refer to the results defined above (Assessment of progress).
	PI: Regular statistical analyses of the budget allocated for Africa and for various themes on Africa B/b: Financial report	Statistical analysis on budget allocated to Africa is monitored including that of the Priority Africa Platform.	
	PI: Monitoring of the alignment of UNESCO	This report has been done in the	

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
	activities in Africa with the needs expressed by Member States and in African Union decisions	framework of the EX4 exercise.	

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

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

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

Regular Programme ¹ : operational budget only		Extrabudgetary resources ¹	
Allocation 2012-2013: US\$ 505 000	Expenditures 2012-2013: US\$ 418 734	Allotment 2012-2013: US\$ 592 096	Expenditures 2012-2013: US\$ 467 380

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
An overarching in-house PCPD strategy put in place to strengthen responses through the Field network and at Headquarters, with efficient and timely staffing and administrative support mechanisms, elaborated and implemented.	PI: Strategic framework for PCPD responses prepared for DG approval within the framework of the PCPD Intersectoral Platform through consultation with all concerned sectors and services B/b: At least three intersectoral implementation plans elaborated and put into action through relevant field offices and HQ sectors and services.	Under elaboration during the final quarter of biennium, in line with field reform in Africa and through close consultation with PCPD practitioners at HQ and Field level.	During the reporting period, the PCPD Platform secretariat (BFC) continued to provide core administrative and financial support to PCPD project antennas operating in Myanmar, Gaza, Somalia, Tripoli and Tunis, as well as the new national offices in South Sudan and Côte d'Ivoire. The establishment of an Intersectoral Platform Standby Pool for PCPD response has allowed for a rapid release of funds in support of UNESCO activities in Gaza, Mali and Somalia. An overarching PCPD strategy must fully align and support the ongoing field reform process, and be well informed through clear analyses and mapping of UNESCO activities and capacities in PCPD situations, from the humanitarian and early recovery phase through to preventive actions through Peacebuilding and Disaster Risk Reduction. PCPD focal points (PCPD Intersectoral Platform members) and participants from the six PCPD trainings held last biennium will be consulted.
	PI: Number of staff from HQ, Field Offices, Category I Institutes trained on PCPD strategy and response during the biennium B/b: At least 50 staff further trained or updated on PCPD strategy and response.	In view of financial constraints, no new staff trainings were organized in this reporting period, in favor of the use of RP funds only for operational support to field offices in PCPD situations. At the same time, the PCPD Platform continues to support an Intranet knowledge network with 370 registered members and some 1000 PCPD-related documents and project templates, managed on a no-cost basis through the training and supervision of qualified interns. Further significant site upgrades will be contingent on improvements in the financial situation.	
	PI: Number of administrative/financial mechanisms revised or newly implemented to facilitate more timely and efficient PCPD	The establishment of an Intersectoral Platform Standby Pool for PCPD response has allowed for a rapid release of funds: to date in support of UNESCO activities in Gaza, Mali and	

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
	<p>response operation B/b: At least two administrative/financial mechanisms revised or newly implemented</p>	<p>Somalia. BFC continues to provide core logistical support to PCPD project antennas operating in Myanmar, Gaza, Somalia, Tripoli and Tunis, as well as the opening of national offices in South Sudan and Côte d'Ivoire. To reinforce intersectoral programming approaches, 8 new PCPD field activities totaling \$1,040,000 are under implementation, following a peer review of 43 project submissions submitted by 27 field offices.</p>	
<p>Effective contributions to the relevant United Nations post-crisis coordination mechanisms, joint needs assessments, multi-donor and other post-crisis funding modalities made, with UNESCO's projects prioritized and funds mobilized within UN humanitarian and early recovery transition appeals.</p>	<p>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.</p>	<p>In the reporting period, through the support of PCPD IP secretariat (BFC) the Organization undertook two cultural assessment missions in Somalia and Mali (notably Timbuktu). The Bureau of Field coordination also supported CLT and ED activities related to the demobilization of ex-combatants in Cote d'Ivoire and South Sudan.</p>	<p>UNESCO secretariat has broadened its response capacity and presence in post-crisis and transition countries, including through the rapid establishment or strengthening of PCPD antennas in Tripoli, Tunis, Yangon, Somalia, and through the newly established Juba Office.</p> <p>UNESCO is contributing as a PCPD actor in several new crisis and disaster-prone countries (including the MENA region, Myanmar and South Sudan) as well as within new modes of operational intervention during the humanitarian phase: for example in floods management in Pakistan and remote sensing for emergency fresh groundwater in the Horn of Africa. The Organization also is gaining visibility and new operational capacities in Peacebuilding and, in South Sudan, in the Disarmament, Demobilization and Reintegration (DDR) of ex-combatants.</p>
	<p>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.</p>	<p>In the first half of 2013, UNESCO field offices participated via humanitarian project submissions in 5 new OCHA Humanitarian Appeals: for South Sudan, Syria, the Syria Regional Refugee Response, Palestine and Kenya. These projects are addressing UNESCO's fields of competence in Education, Water & Sanitation, and Early Recovery and Livelihoods, notably in the fields of TVET, Psychosocial support, Cultural Heritage (Syria) and Education under Attack.</p>	
	<p>PI: Number of implemented UNESCO activities funded through Peacebuilding Fund, OCHA Central Emergency Response Fund, UNDP-Spain MDG Achievement Fund (Peacebuilding and Conflict Resolution Thematic Window) or other multi-donor trust funds. B/b: At least ten UNESCO activities under implementation through these funding channels.</p>	<p>The UN Peacebuilding Fund has allocated USD1,587,076 to UNESCO, representing 6% of total PBF allotment in 2013. This includes a joint project on gender and youth violence in Guatemala, to be implemented by UNDP, UNESCO, UNFPA, UNODC and UN Women. During this period, UNESCO also has begun implementation of USD2.44 million from the Iraq UNDAF Fund. In South Sudan, UNESCO leads the inception activity of a major Disarmament, Demobilization, and Reintegration Programme (DDR), piloting a TVET and lifeskills training to support the reintegration of South Sudanese ex-combatants back into society. The "Conflict Resolution & Peacebuilding" thematic window of the MDG Achievement Fund (MDG-F) is nearing completion, for which UNESCO received US \$5.6 million in funds for Brazil, Chile, Costa Rica, Guatemala, Haiti, Lebanon, Macedonia, Mexico, Panama.</p>	
<p>Post-Crisis countries supported in the fields of disaster risk reduction, conflict prevention and peace building, with clear programming linkages between the relief, recovery and sustainable development phases.</p>	<p>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.</p>	<p>UNESCO is further evolving as a key specialized actor in post-Natural Disaster settings: notably through fresh groundwater initiatives in the Horn of Africa (Ethiopia, Somalia, Northern Kenya) as well as DRR activities in Chile, Myanmar, Namibia, Haiti, the LAC region, and in the extension of global Tsunami early warning systems. UNESCO's technical capacities in drought and floods response appear to be an area of potential growth and funding opportunities during the humanitarian phase of new crises.</p>	<p>The PCPD Intersectoral Platform management has sought to integrate UNESCO in joint post-crisis needs assessments and funding mechanisms, while broadening awareness of the range of its specialized mandates that can be prioritized during the humanitarian and transition phases of crisis and recovery.</p> <p>The PCPD Platform continues to monitor and backstop ten field units (Accra, Hanoi, Islamabad, Jakarta, Juba, Nairobi, New Delhi, Tunis and Windhoek) now implementing intersectoral PCPD activities, through the allocation of US\$505,000 in Regular</p>

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
	<p>PI: Number of conflict prevention and peace-building initiatives implemented in PCPD countries.</p> <p>B/b: At least five new activities under implementation.</p>	<p>The UN Peacebuilding Fund has allocated USD1,587,076 to UNESCO, representing 6% of total PBF allotment in 2013. This includes a joint project on gender and youth violence in Guatemala, to be implemented by UNDP, UNESCO, UNFPA, UNODC and UN Women. During this period, UNESCO also has begun implementation of USD2.44 million from the Iraq UNDAF Fund. In South Sudan, UNESCO leads the inception activity of a major Disarmament, Demobilization, and Reintegration Programme (DDR), piloting a TVET and lifeskills training to support the reintegration of South Sudanese ex-combatants back into society. The "Conflict Resolution & Peacebuilding" thematic window of the MDG Achievement Fund (MDG-F) is nearing completion, for which UNESCO received US \$5.6 million in funds for 9 countries. The PCPD Intersectoral Platform is directly funding four Peacebuilding activities during this biennium. These are: "Radio and Drama for Literacy and Culture of Peace in South Sudan" (\$130,000), "Educating Young Girls for Peace in Mano River Region" (\$150k); "Promotion des valeurs de droits humains, des principes démocratiques et des droits de la presse au sein des forces de l'ordre et du secteur des médias en Tunisie" (\$100,000) ; and "Education and access to information in conflict-affected areas of KPK and bordering areas of Pakistan and Afghanistan" (\$100,000).</p>	

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

A number of essential activities were postponed due to financial constraints, notably further staff training on post-crisis programming. The PCPD Platform supports an Intranet knowledge network with 370 registered members and some 1000 PCPD-related documents and project templates. The PCPD Platform secretariat also maintains a PCPD Web Portal. Both sites are presently managed on a no-cost basis through the training and supervision of qualified interns. Further significant site upgrades will be contingent on improvements in the financial situation.

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

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

Regular Programme ¹ : operational budget only		Extrabudgetary resources ¹	
Allocation 2012-2013: US\$ 21 531 035	Expenditures 2012-2013: US\$ 15 405 229	Allotment 2012-2013: US\$ 4 566 433	Expenditures 2012-2013: US\$ 2 497 257

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

Regular Programme ¹ : operational budget only		Extrabudgetary resources ¹	
Allocation 2012-2013: US\$ 20 204 702	Expenditures 2012-2013: US\$ 15 385 814	Allotment 2012-2013: US\$ 2 431 433	Expenditures 2012-2013: US\$ 1 750 520

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: Establishment of field offices according to the new structure B/b: 5 regional offices established before end of 2013	4 out of 5 regional offices have been established; 2 new national offices have been established; cluster offices have been transformed in to national offices	<p>The process has been made more difficult due to the tight financial outlook for the coming 2014-2015-biennium and investments have been conservative not to engage in costs that cannot be sustained in the coming biennium. However, a grant from the Emergency Funds have made the above mentioned implementation of the first phase possible.</p> <p>It is an obstacle for the final implementation that the Secretariat has still not received a recommendation from the Southern African countries in regard to the coming location of the regional office in Southern Africa.</p> <p>Staff has been transferred either from HQ or from former cluster offices to regional offices. The process is however not finalized and the difficult financial situation slows down the process</p>
	PI: Staff moved accordingly to new reform B/b: Regional offices have multi-sectoral coverage by international programme specialists	4 out of 5 regional offices have been established; 2 national offices have been established; cluster offices have been transformed into national offices	
Performance assessment of all directors and heads of field offices completed	PI: Objectives and results set B/b: N/A	Performance assessments have not yet been done	The heavy procedure with a large panel to make the assessments of directors and heads of office has made it very cumbersome to follow up on the requested performance cyclus.
Operating budgets of field offices monitored and their management and administration improved	PI: Respect of overall budgets B/b: N/A	Budgets are being fully respected	No major problems in this biennium.
	PI: Respect of ceilings given in WPs relating to travel, temporary assistance and other Objects of Expenditure B/b: N/A	Benchmarks are met	
Capacity and skills of field staff improved	PI: Share information with field offices	Together with BKI an improved HQ-Field and Field-Field information structure has been established.	A pilote project based in Dakar has proved to be of great importance for the information dissemination among programme staff working in African field offices

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
	B/b: N/A		
Acceptable level of security and safety of UNESCO personnel and premises ensured, commensurate with security conditions and risk assessments	PI: Improved compliance with DSS standards (MOSS, MORSS) in line with the UNSMS security risk management policy, conducive to safer and more secure working and living conditions of staff B/b: N/A	Continuous monitoring of MOSS compliance of the field offices (as a prerequisite for fund allocation for security improvement measures)/. Backstopping/ advice to field offices in prioritization of recommendations; support in security risk assessments. Backstopping in establishment of new field offices and/or moves to new premises. Timely reimbursement of residential security measures through payroll to all entitled international staff in the field including monitoring of implementation and cost effectiveness of measures.	BFC ensures in sustainable manner that UNESCO Field Offices reach acceptable levels of security and safety standards . Effective and pro-active support and backstopping was provided in crisis situations. Support was provided to international UNESCO staff and families in security emergency situations. Policy and logistic assistance was also provided by BFC to the offices with a view to raising further the security measures. BFC continued to monitor closely MOSS compliance of field offices with objective of having periodic UNDSS security assessments. One of the challenges is the response rate from the field offices which delays significantly completion of this type of exercise.
	PI: Field Security Budget managed and monitored in a sustainable and cost-effective manner B/b: N/A	Field security budget is being permanently monitored and revised to reflect actual anticipated needs. Funds are being provided for security related expenses on a case by case basis to avoid allocations exceeding actual costs - these are made after review of the substantial need (UNDSS recommendations), adequate application of rules and procedures governing contracting, procurement; care is being taken that resources are utilised in the most cost efficient manner and alternative solutions are being sought for ensuring security in less costly manner. 92% of allocated funds implemented by 30/06/2013	Field Offices were supported in development of business continuity plans with template model developed by BFC Advice provided to senior management on programme criticality and appropriateness of deployment of missions/activities to high risk areas. BFC managed the field security budget in cost-effective and sustainable manner by monitoring closely the security requirements, appropriate procurement procedures and justifications. BFC is responsible for implementations of MORSS (Minimum Operating Residential Security Measures) thorough monitoring of implementation of these measures by staff, ensuring compliance with recommended UNDSS measures and their cost-effectiveness.
	PI: Timely response to security emergencies B/b: N/A	Support provided in crisis situations (in particular Mali,Gaza, Egypt, Lebanon); coordinated BFC/HRM/BFM action taken. Timely coordinated backstopping to safety/medical emergencies.	BFC maintains and updates personnel statistics for multiple purposes: emergency contingency/Malicious Acts insurance policy/distribution of locally shared security costs. Advice provided to senior management on programme criticality and appropriateness of deployment of missions/activities to high risk areas. BFC continued to enforce the mandatory requirements regarding security trainings and security clearance. 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. 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, review of JFA security activities and MORSS. BFC continues to be a member of HLCM/FB Network's Working Group on Security Costs. UNESCO's participation in several inter-agency mechanisms provides greater opportunity to reflect organization's position in UN system wide policies. Effective and timely dissemination of the security guidelines and procedures was carried out. UNESCO has the obligation to ensure safety and security of personnel and assets and follows established by UNDSS recommendations/policies and

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	<p>PI: Enhanced security awareness among staff in the field and at HQs of field security policy, guidelines, respective responsibilities, accountability; security training programmes B/b: N/A</p>	Completion of the mandatory training by all concerned personnel. review of the instructions related to UNDSS security training programmes, periodicity of re-certification. Revision together with HRM of relevant HR manual provisions. Travel/aviation safety requirements fully implemented by staff and monitored.	Staff compliance with the security clearance procedures and training remains a challenge and controls at the AO levels when approving official travel should be reinforced. Ensuring that security aspects are included in all travel instructions/policies/procedures. BFC continued to enforce the mandatory requirements regarding security trainings and security clearance. In line with the new UNDSS policy on security training (developed with active UNESCO's involvement) specific instructions were issued regarding validity of UNDSS mandatory training courses and their re-certification and applicability. Ongoing work with other services on integration of UNDSS information management tools into UNESCO internal travel systems. The new Field Security intranet page is continuously updated. Effective and timely dissemination of the security guidelines and procedures was carried out.
	<p>PI: Strengthened capacity of all UNESCO personnel to effectively handle their security and safety responsibilities B/b: N/A</p>	Application by UNESCO personnel of the relevant procedures/adequate reaction in case of security emergencies.	
Integration into United Nations post-conflict and post-disaster responses ensured	<p>PI: Close collaboration with other UN agencies B/b: N/A</p>	UNESCO is increasingly well integrated in the UNCT and for crisis situations this integration has worked well, in particular in Mali and in Bamako	<p>For the time, UNESCO leads the inception activity for a UN Disarmament, Demobilization, and Reintegration Programme (DDR) in South Sudan, having piloted a TVET and lifeskills training in support of the reintegration of South Sudanese ex-combatants back into society. Working closely with DPKO and the UNCT, the Organization also is engaging in the DDR process in Cote d'Ivoire.</p> <p>In the post-crisis humanitarian space, UNESCO field offices participated in OCHA Humanitarian Appeals inter alia in South Sudan, Syria and the regional Syrian refugee response, Palestine, Pakistan and the Horn of Africa drought response. UNESCO fields of competence at UNCT level continue to be reflected in 2012-13 within the OCHA Humanitarian Clusters for "Education"; "Early Recovery/Livelihoods", as well as for the first time within the "Water, Sanitation and Hygiene Cluster", for "rapid groundwater development for emergency water and sanitation services" in the Horn of Africa. Via OCHA's Central Emergency Response Funds (CERF), UNESCO implemented \$181,000 to provide psychosocial support to children, following the April 2012 munitions explosion in Brazzaville, Congo.</p> <p>With regard to Peacebuilding activities, UNESCO has received USD1,587,076 from the the UN Peacebuilding Fund (PBF) in 2013, representing 6% of total PBF allotments in the UN system. Cooperation includes the joint UNCT project on gender and youth violence in Guatemala, implemented by UNDP, UNESCO, UNFPA, UNODC and UN Women.</p> <p>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</p>

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
			recently began implementation i.a. of USD2.44 million from the Iraq UNDAF Fund.
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	BFC PCPD website contains a rich volume of files which can enhance the capacity of colleagues working on these files. Furthermore the PCPD intersectoral platform is in close contact with all appropriate staff	<p>In the housewide effort to enhance intersectoral project innovation and cooperation, BFC convened a multi-sectoral 11-person peer review process to review 42 PCPD intersectoral project submissions received from 27 Field Offices and HQ. The 42 projects were graded based on intersectorality, innovation, linkages to Member State priorities and needs assessments; alignment with expected results and global priority; as well as, implementation strategy, partnerships and extrabudgetary funds mobilization potential, sustainability and scalability. Eight projects were approved by DG for funding, with a total budget of USD1,040,000 now under implementation.</p> <p>BFC continues to maintain a database of some 1,000 PCPD-related guidance and project templates, now with 370 registered Sharepoint members on UNESCO's Intranet. Further significant site upgrades will be contingent on improvements in the financial situation. Due to ongoing financial constraints, a renewed cycle of PCPD staff trainings were put on hold during the reporting period. Director and senior staff-level trainings on PCPD were organized on six occasions during the previous biennium, at HQ and in each field regions.</p> <p>The Norwegian Refugee Council provided professional secondments to UNESCO for PCPD responses notably in DR Congo, Jordan, Lebanon, Liberia, Myanmar and South Sudan.</p>
Capacity for fund-raising for post-conflict and post-disaster interventions enhanced	PI: Signing of new projects B/b: N/A	Funds have been raised both in South Sudan, Somalia, DRC, Mali and Republic of Congo.	<p>BFC provided funding and coordination to reinforce UNESCO's response capacity in post-crisis situations. In the current reporting period, BFC's PCPD secretariat worked in the following areas:</p> <ul style="list-style-type: none"> -the establishment and ongoing financial and technical support to a PCPD project office in Tripoli, Libya, which has enabled the office to implement projects for cultural heritage protection, educational planning and management, technical and vocational education, as well as press freedom. -the establishment of a PCPD project office in Tunis, Tunisia, which is implementing activities in the fields of freedom of expression, quality education, and cultural heritage protection. -funding and staffing support to UNESCO Office in Juba (South Sudan). The Office is now working in each of UNESCO's core mandates. As the lead inception agency for Demobilization, Disarmament and Reintegration (DDR) process, UNESCO is piloting TVET and lifeskills training in support of the reintegration of South Sudanese ex-combatants back into society. -ongoing support to UNESCO's Yangon Project Office in support of the transition to development and democracy in Myanmar. The UNESCO project office is fully active in implementing extrabudgetary funding for education, media development and press freedom, culture and heritage, disaster risk reduction and peacebuilding. -key financial support to the Nairobi Office to aid Somalia's transition, as well as to strengthen its PCPD coordination role in the Horn of Africa. Through the

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
			<p>Nairobi Office, UNESCO engages actively in relevant UN post-crisis coordination mechanisms and joint needs assessments, notably playing the lead UN role in the first National Education Conference for Somalia held in two decades, organized in June 2013.</p> <p>-support to the UNESCO Ramallah Office to scale up of operations in Gaza in response to the heightened violence in November 2012. Activities there have included rapid assessment of damages sustained by higher education institutions; elaboration of school-based contingency plans; psychosocial support activities, and offering an integrated community mobilisation and capacity development package.</p> <p>-financial support for the technical evaluation mission to Timbuktu in June 2013, in order to determine the extent of damage to the cultural heritage of Mali, and to refine the related Plan of Action.</p> <p>-coordination of PCPD intersectoral platform funding (USD1.04 million) to Accra, Hanoi, Islamabad, Juba, Nairobi, New Delhi, Tunis and Windhoek.</p> <p>To date, this seed funding to eight intersectoral projects has directly helped to raise an additional \$2 million in extrabudgetary funding (\$1million from Samsung in Viet Nam, and \$1million from Japan in Pakistan).</p>

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

A number of essential activities were postponed due to financial constraints, including further staff trainings on post-crisis programming. BFC supports an Intranet knowledge network with 370 registered members and some 1000 PCPD-related documents and project templates, and also seeks to maintain a PCPD Web Portal. Both sites are presently managed on a no-cost basis through the training and supervision of qualified interns. Any further significant site upgrades will be contingent on improvements in the overall financial situation. At the field operational level, the PCPD Platform continues to focus on strengthening extrabudgetary funds mobilization and in-kind partnerships, notably through the vital staff secondment partnership with the Norwegian Refugee Council and others.

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

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

Regular Programme ¹ : operational budget only		Extrabudgetary resources ¹	
Allocation 2012-2013: US\$ 1 326 333	Expenditures 2012-2013: US\$ 19 414	Allotment 2012-2013: US\$ 4 270 000	Expenditures 2012-2013: US\$ 1 076 688

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\$ 312 131	Expenditures 2012-2013: US\$ 236 403	Allotment 2012-2013: US\$ 589 970	Expenditures 2012-2013: US\$ 429 419

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

Regular Programme ¹ : operational budget only		Extrabudgetary resources ¹	
Allocation 2012-2013: US\$ 97 626	Expenditures 2012-2013: US\$ 60 169	Allotment 2012-2013: US\$ 924 864	Expenditures 2012-2013: US\$ 539 400

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
Gender equality and women's empowerment promoted in all UNESCO programmes at all stages through gender mainstreaming and gender specific programming ensuring compliance with the strategic orientations and the programming frameworks and priorities set by the governing bodies, actions/results identified in GEAP as well as with the Director-General's directives	<p>PI: Number of gender responsive programmes and initiatives in all Sectors, Field Offices and Institutes</p> <p>B/b: 20 per cent increase. Quality criteria existence of gender analysis, gender-specific results and specific budget allocation for GE</p>	The gender analysis of work plans was not carried out in this reporting period. The implementation procedure for the Gender equality marker has been initiated.	<p>In this reporting period, UNESCO has continued to implement its Priority Gender Equality through policy advice and dialogue; high-level advocacy; capacity development; coordination and networking; new or reinforced partnerships as well through the implementation of gender-specific and gender mainstreamed initiatives at the field level. In these efforts, the Organization continuously draws lessons from its mechanisms and modalities and adapts and adopts a range of new initiatives and strategies, which are replicated by other UN agencies.</p> <p>Division for Gender Equality in the Office of the Director-General (ODG/GE) focussed its efforts on systematic integration of GE considerations in policies and strategic frameworks by providing input into the consultation processes for the development of 37 C/4 and 37 C/5. To contribute to reflections on 37 C/4 within the Secretariat, the Division prepared three think-pieces (i) population dynamics for the next 20 years; (ii) linkages between gender equality and sustainable development; (iii) linkages between gender equality and sustainable peace.</p> <p>Two review exercises to assess the implementation of the Priority Gender Equality Action Plan for 2008-2013 (GEAP I) were conducted between November 2012 and March 2013 by the Internal Oversight Service (IOS): the IOS/external consultant review of Priority Gender Equality and the International Labour Office's (ILO) Participatory Gender Audit Report. The results of these exercises were presented to the</p>

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
			<p>Executive Board at its 191st session. The implementation of the recommendations stemming from the findings of these reviews are being incorporated into the drafting of the Priority Gender Equality Action Plan for 2014-2021 (GEAP II), so that GEAP II is much more closely aligned with C/4 and C/5 documents, which in turn enables clear and consistent implementation and monitoring of actions to promote gender equality, contains clear and realistic targets and plans for implementation, as well as structures and chains of responsibility for achieving the expected results.</p> <p>One of the key Organization-wide activities of this reporting period has been the drafting of the Priority Gender Equality Action Plan for 2014-2021. The draft GEAP II - to be presented to the 192nd session of the Executive Board - contains information on the strategic actions by programme sectors pertaining to gender equality with corresponding expected results and performance indicators; elaboration of processes for coordination, implementation, monitoring and reporting on action in support of Priority Gender Equality; and institutional mechanisms for the pursuit of gender equality in UNESCO with a focus on capacity development, coordination and accountability. Coordinated by ODG/GE, the Plan was developed through wide-ranging consultations and with the involvement of UNESCO staff from HQ, Field Offices and Institutes. Consultations with Member States and external partners, including UN agencies, are planned in preparation for the submission of the Action Plan to the 192nd session of the Executive Board.</p> <p>UNESCO actions in support of women's empowerment and gender equality at the field level are multi-faceted and produce positive results. In line with 179 EX/Decision 42 (Part II) by which the Executive Board requests the Director-General to present a stand-alone report on the actions of the Organization to promote women's empowerment and gender equality at the field level, the third stand-alone report covering the period June 2011- June 2013 has been prepared for the 37th session of the General Conference. This report (i) describes specific initiatives and results achieved; (ii) highlights capacity building and advocacy initiatives; (iii) identifies key challenges and lessons learned; and (iv) provides recommendations for the way forward.</p> <p>Within the framework of its monitoring function, ODG/GE analyses all of the workplans in SISTER in the beginning of each biennium to identify trends and progress in order to provide recommendations for improvement. Effective management by results requires systematic and purposive monitoring and recording. To this end, ODG/GE has developed a framework for building knowledge base on gender equality that aims to: (i) provide a tool for comprehensive assessment and recording of UNESCO's gender-specific and, at a later stage, gender mainstreamed projects/initiatives at field level; (ii) serve as a platform for purposive collection of monitoring findings in UNESCO programme areas; (iii) foster exchange on Priority GE among staff at HQ, field offices and Institutes; (iv) generate policy recommendations in the area of gender equality; (v) develop a culture of results orientation for gender mainstreaming; (vi)</p>

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
			<p>strengthen and broaden monitoring capacities of participating staff; (vii) develop a collection of visual recording of testimonials from beneficiaries of UNESCO's GE initiatives at the field level.</p> <p>ODG/GE is also working on the introduction of a "gender marker" into SISTER which aims to facilitate the measuring of budget allocations to Global Priority GE and in general ensuring more significant and traceable allocation of resources to gender mainstreaming and to gender-specific activities in sectors with a pre-defined minimum.</p> <p>In this reporting period, ODG/GE participated in and provided guidance for the inclusion of a gender equality perspective in key programmatic areas such as the Global Partnership for Girls' and Women's Education, UNESCO strategy for mobile learning, for teacher training, gender sensitive media indicators, and the development of a report on gender and culture, among other. Technical support was also provided for the revision and evaluation of initiatives under all Intersectoral Platforms - including the discussions for the elaboration of UNESCO policy on engaging with indigenous peoples - and for the evaluation of proposals submitted to the Participation Programme. As an ex officio member of the UNESCO Publication Board, the Division prepared the Publication Board's "Gender Guidelines for Publications" intended to help those engaged in preparing/editing/commissioning publications to regularly and systematically take gender equality considerations into account.</p> <p>Starting in 2011 and continuing through 2012 and 2013, ODG/GE has been working closely with the World Water Assessment Programme (WWAP) and other United Nations agencies to develop gender sensitive indicators and sex-disaggregated data on access to, use of and control over water. GE considerations have been successfully mainstreamed in the 2012 edition of the World Water Development Report (WWDR 4), launched in Marseille in March 2012 with the only side event on water and GE organized by UNESCO. In the same vein, the Division is contributing for the 2013 edition of the Report (WWDR5).</p> <p>In February 2013, UNESCO presented its first report against the UN System-wide Action Plan (UN-SWAP) for implementation of the CEB Policy on Gender Equality and the Empowerment of Women (CEB/2006/2). A comparative analysis of UNESCO's performance by UN Women highlights the following: (i) UNESCO is acknowledged for its comprehensive reporting on the UN-SWAP and its remedial action plan that included detailed reasoning for ratings, identification of individuals and offices responsible for follow-up, and realistic timelines and resources needed for improvement; (ii) UNESCO's on-going work on integrating a gender marker in its project monitoring software is considered a most significant step forward and this development is particularly celebrated as resource tracking is an area of weakness across the UN system - ODG/GE is working with BKI and BSP to introduce the gender marker into SISTER in order to facilitate the measuring of budget allocations to Priority Gender Equality and in general to ensure more significant and traceable allocation of resources</p>

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
			to gender mainstreaming and to gender-specific activities in sectors with a pre-defined minimum; (iii) UNESCO's mandatory training on gender equality for all staff, including senior management, makes it a leader in the area of Capacity Development. UN Women declares UNESCO the lead in the latter area in the UN system. Overall, against UN-SWAP's 15 performance indicators, UNESCO exceeds requirements for four Performance Indicators (26 percent), meets requirements for one Performance Indicator (7 percent of all indicators), and approaches requirements in another nine (60 percent of all indicators).
Requisite staff and institutional capacities built for gender mainstreamed and gender-specific programming, advocacy and policy advice	<p>PI: Number of work plans, UNESCO strategic and policy documents mainstreaming gender</p> <p>B/b: increase in the number and quality of gender mainstreamed work plans, references made to gender equality in strategic and policy documents</p>	Significant increase in the number and quality of workplans prepared/monitored by the GFP Network that attended the 2011 GE Sraining workshop and as a result of GE Clinics.	<p>To enhance organizational capacity, the Division has continued to strengthen and reinforce the organization-wide network of Gender Focal Points (GFPs) across Headquarters, field offices and institutes. The training of 75 GFPs in November 2011 has already shown concrete results in the improved implementation strategies, indicators and expected results visible in many workplans across sectors. Coordination and communication between HQ, Field Offices and Institutes have also been improved through the operational gender focal point network.</p> <p>Following the recommendation of the IOS review of the implementation of Priority Gender Equality for "mapping and better use of available expertise in sectors, and [developing] a capacity building plan for staff", ODG/GE has prepared surveys that will be sent out to all staff and GFPs respectively aiming at mapping the existing capacities in the Organization. The results of these surveys will be used to: (i) identify and locate the existing capacities in programme sectors, central services, field offices and institutes for the implementation of priority GE; and (ii) preparation of a 4 year capacity-building plan as a companion document for GEAP II.</p> <p>UNESCO's mandatory "Capacity Development and Training for Gender Equality Programme" - developed and implemented with ODG/GE's in-house expertise since September 2005 - has now been provided to all programme sectors at Headquarters (the last one provided to SHS staff in January 2012), as well as to numerous field offices, institutes, National Commissions, as well as to staff of other United Nations agencies.</p> <p>In the 18-month reporting period, GE training was also offered to (i) the senior management team; (ii) BREDA office in Dakar; (iii) Disaster Risk Reduction Thematic Unit in the Science Sector, (iv) Senior faculty members and administrators at the UNESCO-IHE Institute for Water. Training for UNESCO partners upon demand also continued, with training provided to the International Bioethics Committee (IBC) in September 2012.</p> <p>To improve capacity for the implementation of Priority GE, new mechanisms have been established to offer technical support in gender mainstreaming to UNESCO staff. One such mechanism is the "Gender Equality Clinics", offering individual and tailored support to staff in mainstreaming gender equality into their programming, implementation, monitoring and evaluation activities. Ten sessions have taken place in</p>

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
			<p>2012-2013, targeting colleagues from Headquarters, field offices and institutes. The support is provided face-to-face, by email or via video conference and telephone in order to adapt to the needs of the concerned colleagues and limit costs to the Organization. Results of these clinics have been very positive with improved planning and implementation of activities for gender equality.</p> <p>During the second trimester of 2012, the Division also launched a "GE Seminar Series" to replace the former modality entitled "UNESCO Forum for GE". These informal seminars aim to offer learning opportunities on recent developments linked with gender equality or relevant work from other entities. The sessions are organized with a view to maximize horizontal exchanges and dialogue, and video/teleconference facilities are used to encourage the participation of Field Office colleagues. Among the sessions organized in this 18-month reporting period, the following are noteworthy: (i) Mainstreaming Gender Equality in Work Plans; (ii) RIO+20: Outcomes from a Gender Equality Perspective; (iii) Social Institutions and Gender Index (SIGI) by the OECD Development Center; (iv) Women's Empowerment: The Intersection of Power & Agency and Economic Advancement by Sarah Degnan Kambou, President, and Ravi Verma, Regional Director for Asia, of the International CRW Center for Research on Women.</p> <p>In collaboration with MSS, ODG/GE is involved in the work of the intersectoral working group responsible for fostering the institutionalization of gender equality in the existing administrative texts, such as the Administrative Manual, the Human Resources Manual, document production, official correspondence, etc., by ensuring the use of gender neutral language in official communications of the Organization.</p> <p>The process of mainstreaming gender equality considerations into publications remains an important vector for the institutionalization of gender mainstreaming in UNESCO processes. To facilitate this process, ODG/GE prepared the Gender Mainstreaming Guidelines for Publications, as well as the Gender Equality Checklist for Publications. ODG/GE monitors the use of these tools through the review of the gender equality assessments of publications by GFPs which are then submitted to ODG/GE and the Publications Board where DIR/ODG/GE is an ex officio member whose representative participates in all meetings of the Board.</p> <p>Another effort to institutionalize gender mainstreaming involves the UNESCO Country Programming Documents (UCPD). ODG/GE has been closely involved in the process of drafting of UCPDs through the provision of comments and entry points for gender mainstreaming.</p>
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	PI: Number of UN information material and tools where UNESCO's contribution has been reflected/integrated, especially in	UNESCO's contribution reflected in key UN documents: UN-SWAP, Gender marker UNDG Task team on Climate and Gender equality (UNESCO is the co-chair) UN -CSW document on rural women UN-CSW document on VAW UN	In this reporting period, UNESCO has continued to engage proactively and effectively with the UN system, and in particular with UN Women, culminating in the signing of a Letter of Cooperation by the Heads of both agencies in May 2012 to outline the specific areas of synergy.

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
levels	<p>gender equality in education and culture</p> <p>B/b: increase in the references made to Gender equality in education and culture documents</p>	<p>system wide work on women, peace and security UN system Capacity development and Training materials UN system working documnt on women's economic empowerment Rio+20 Post-2015 - Inequalities</p>	<p>UNESCO participated in the UN Women-led process of developing a UN system-wide basic on-line training course on GE for all UN staff. UNESCO's "Capacity Development and Training in Gender Mainstreaming Programme" and its on-line interactive eLearning tool are used as the basis for the development of the UN system-wide basic training in gender equality. This course as well as a special handbook for Gender Focal Points in the UN system is based on UNESCO's pioneering work in these areas. The World Food Programme (WFP) has asked UNESCO to adapt this training programme and implement it for their senior management and field offices with full financial coverage. UNESCO is also collaborating with UN Women to develop an on-line interactive eLearning module on gender equality and education to thematically integrate the UN system-wide basic e-course on gender equality. The module is expected to be completed in the next semester and is intended to be offered to all UN staff worldwide, thus ensuring high visibility to UNESCO in its area of expertise.</p> <p>In collaboration with UN Women, UNESCO has successfully advocated for the integration of gender equality perspectives into Rio+20 and the post-2015 reflections and agenda. UNESCO is actively contributing to the "System-wide Action Plan for implementation of the CEB Policy on gender equality and the empowerment of women" (SWAP) and the work of the United Nations Development Group (UNDG) Task Team on Gender Equality on the preparation of the Gender Equality Marker system that tracks and reports on allocations and expenditures for gender equality and women's and girls' empowerment with agreed upon parameters and standards inside the UN system. In addition, UNESCO is represented in several UN working groups and task forces on women's empowerment and gender equality, including the Standing Group on Women, Peace and Security, Working Group on Rural Women, and co-chairs, with UNDP, the Inter Agency Task Force on Gender and Climate Change which follows up on the Rio+20. After positively assessing the work of UNESCO and UNDP as co-chairs for 2012 of the Inter Agency Task Force on Gender and Climate Change, IANGWE requested UNESCO and UNDP to continue this task for another year, until February 2014. As part of its activities, the Task Force will facilitate mainstreaming gender equality considerations into UN side events at COP19 and will reinforce capacities of the UN agencies that work under the Global Alliance for article 6.</p> <p>During the 56th session of the Commission on the Status of Women (CSW) in New York in March 2012, UNESCO organized a side event on the education of rural girls and women. At the 57th session of CSW in March 2013, UNESCO organised two side events. Both side events were related to the priority theme of the CSW, namely The Elimination and prevention of all forms of violence against women and girls. Side events in 2012 and 2013 were well attended with over 100 participants drawn from UN agencies, government representatives, NGOs and academics. In 2013, the first side event focused on "The Prevention of Gender-Based Violence through Education". The second side event focused on "The</p>

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
			<p>Safety of Women Journalists". This event provoked interesting debate on the particular forms of violence facing women journalists and the need to increase awareness of this issue and devise new forms of protection.</p> <p>In this reporting period, ODG/GE continued to draft and submit UNESCO contributions to the Secretary-General's reports for the General Assembly and ECOSOC on various topics focusing on girls/women and gender equality, including reports to the Committee for the Convention on the Elimination of All Forms of Discrimination against Women (CEDAW) on Article 10, ie., education of girls and women.</p>
Member States support and undertake initiatives in favor of gender equality and the empowerment of women	<p>PI: Number of Member States involved in new UNESCO-led GE initiatives</p> <p>B/b: 10-15 Member States, particularly in sub-Saharan Africa</p>	<p>Collaboration with several African countries in addition to the 11 countries in the Great Lake Region which are members of the UNESCO Category II Kinshasa Center are: Kenya, Tanzania, Senegal, the Gambia, Ghana, Nigeria, Madagascar, Ethiopia. Countries in other regions: Turkey, Italy, UK, the Netherlands, Germany, Thailand, India, Egypt, Tunisia</p>	<p>In collaboration with relevant sectors and field offices, ODG/GE is focusing its support to Member States on two main issues: prevention of sexual and gender-based violence (SGBV), and women's participation and leadership in UNESCO domains. Activities in these areas are implemented in collaboration with other UN agencies and research and civil society networks. Several pilot programmes have been launched, including an innovative programme in the Democratic Republic of the Congo (DRC) to work with universities and engage male students as ambassadors for the prevention of SGBV. This programme has involved the production and validation of new teaching modules on gender equality and violence prevention which are now being taught in universities in the North and South Kivu Regions. Lessons learned from the pilot project in DRC are also used to inform the planning of a project to develop teaching and training courses on women's political participation and prevention of sexual and gender-based violence in Madagascar in cooperation with the higher education sector in that country.</p> <p>In West Africa, a programme is launched in collaboration with Rutgers University, African university partners and UNESCO's BREDA office to provide training for women's transformative political leadership. This training is also developed for women in the Arab Region, especially in countries undergoing democratic transitions, starting with Egypt and Tunisia. Work is underway, to adapt UNESCO Gender Equality training modules for universities and large private sector companies in Turkey in collaboration with Koc University in Turkey. This latter initiative is expected to result in an on-going financial contribution to the Division for other activities.</p> <p>As a complement to UNESCO's regular activities, the Participation Programme has also been a vital tool for the implementation of the Priority Gender Equality and for advancement of women's empowerment and gender equality through strengthening partnerships with Member States and with international non-governmental organizations. ODG/GE evaluates all requests that focus on women's empowerment and gender equality and provides recommendations for the approval or improvement of proposals.</p> <p>Throughout this reporting period ODG/GE organized and/or coordinated a number of high-level events in collaboration with Member States,</p>

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
			<p>programme sectors and external partners for awareness raising and advocacy. The key among those are:</p> <ul style="list-style-type: none"> • Events for International Women's Day 2012- including two Conferences on (i) women engineers and (ii) trafficking in women as well as artistic exhibitions and concerts; • Events for the celebration of the International Women's Day 2013, with artistic exhibitions of artists from Armenia, Belarus, Bolivia, Ethiopia, France, India, Morocco and the Netherlands and a classical music concert "Tribute to Women in Music: from Romantic to Electronic" organised in collaboration with Sveriges Radio from Sweden and Radio France, with the participation of the Permanent Delegations of France and Sweden; • The first anniversary celebration of the Global Partnership on 25th May 2012, with high level panelists and guests, which led to support for expanding the projects already funded by the private sector (e.g. in Senegal, Tanzania, Kenya, Ethiopia and Lesotho) and generated interest from new private sector partners (e.g. Barefoot College). A comprehensive monitoring framework has been developed by the Division to undertake monitoring of the Global Partnership projects with ED. • On 20 November 2012, UNESCO organized the world premiere screening of the documentary-film "Lily's Journey: Stories of Women's Social and Economic Empowerment in the 21st Century" presenting the intertwined stories of women and men on the subject of women's empowerment and gender equality for the achievement of all of the United Nations Millennium Development Goals (MDGs). • To mark the International Day for the Elimination of Violence against Women (25 November 2012), a conference entitled "Trafficking of women: exploring effective policies and mechanisms to prevent it through education" was organized by the Delegation of the Kingdom of the Netherlands to UNESCO and ODG/GE in collaboration with all programme sectors. • Under the auspices of UNESCO and in cooperation with the Institute Destrée, an international conference was organized on 3 and 4 December 2012 at UNESCO Headquarters on "Millennia 2015 - Women Actors of Development for the Global Challenges". The conference adopted an Action Plan for women's empowerment. • High-level event "Stand Up for Malala - Girls' education is a right" on 10 December 2012 with the participation of the President of Pakistan, Prime Minister of France, UN Women Executive Head and former President of Chile Michelle Bachelet, former President of Finland Tarja Halonen, among others, generated considerable media coverage with over 500 articles published in 35 countries and it was also covered by television channels and social media. A new agreement was signed with Pakistan for a pledged amount of \$10 million for girls' education.
New partnerships with various stakeholders, including the private sector, to promote gender equality and the empowerment of women established and implemented	PI: Visibility of UNESCO actions promoting gender equality and the empowerment of women, especially at the country level, increased	Partnership to establish the UNESCO Category II Center in Nairobi (with Kenya) Partnership with Madagascar Partnership with Ghana, Nigeria and the Gambia Partnership with Rutgers University (US), Koc University (Turkey), Smith College (US)	Throughout this reporting period, partnerships with academic, policy-making and civil society networks have continued to be developed and reinforced, in particular through the establishment and development of a series of regional and international gender equality research and documentation centres as centres of excellence for research and

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
	B/b: one additional GE specific partnership		<p>teaching on gender equality, and as centres for collection and diffusion of documentation and resources through virtual networks and libraries. In this area, UNESCO's work with the Regional Research and Documentation Centre on Women, Gender and Peace Building for the Great Lakes Region in Kinshasa focused on defining a Plan of Action for the Centre, and to establish budgets for the final six months of 2012 and for all of 2013. UNESCO also supported Member States of the Great Lakes Region in establishing their National Associate Centres through planning meetings with Ministries concerned, and training for the establishment of virtual libraries.</p> <p>For the Palestinian Women's Research and Documentation Centre (PWRDC) in Ramallah, UNESCO worked with the Palestinian Authority and the Norwegian Representative Office in Palestine to carry out an evaluation of the Centre. The evaluation report has led to a decision to restructure the Centre, and UNESCO is involved in elaborating a new strategic plan to ensure that PWRDC responds to local needs in terms of research and documentation, and support for gender equality programming within Palestine and in the Arab Region. Considerable progress has also been achieved with regard to the establishment of the first regional Centre on the Elimination of Female Genital Mutilation/Cutting in Nairobi, in collaboration with the Government of Kenya, WHO and UNFPA.</p> <p>UNESCO has established partnerships with universities in the Democratic Republic of the Congo and Madagascar to introduce new courses and modules on gender equality, focusing on the prevention of gender-based violence and women's political participation. UNESCO also established partnerships with four universities in West Africa: Universities of Ghana, the Gambia, Liberia and Nigeria, to develop transformative leadership training for women.</p> <p>In June 2013, a Letter of Cooperation was signed with Koc University in Turkey to organise training for gender equality for the private sector across the country. In a second phase, this collaboration will extend to other countries in the region.</p> <p>Within the World Summit on the Information Society (WSIS) +10 Review meeting co-organised with UN Women, ITU, UNCTAD and UNDP from 25 to 27 February 2013, ODG/GE organised two special sessions on gender equality. The first session was co-organised with UN Women, Intel, IT for Change, International Chamber of Commerce (ICC)/Business Action to Support the Information Society (BASIS), and Women of Uganda Network (WOUNGNET), and focused on the identification of key trends, achievements, barriers and gaps on governance and policy, infrastructure, capacities, content, women in ICT Sector, and gender equality in ICT sectoral application. During the second session co-organised with UNCTAD, US State Department, Government of Kenya, Association for Progressive Communications (APC), and Research ICT Africa, participants drafted recommendations for post-2015 agenda in the</p>

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
			area of gender equality, women's empowerment and ICTs.

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

Mobilization of funds and partnerships - UNESCO has responded to the challenges posed by the current financial situation of the organization by seeking external funding from wider sources. While efforts to raise funds for gender-specific programmes such as the Global Partnership for Girls' and Women's Education, l'Oreal-UNESCO Women in Science Programme, and Gender Sensitive Media Indicators have continued with successful results, funds have also been secured from the Japanese Funds In Trust (JFIT), and the European Commission's European Instrument on Democracy and Human Rights (EIDHR) mechanism for initiatives at the country level. New partnerships have been concluded with Koc University in Turkey to adapt UNESCO's GE training programmes to the private sector and with INTEL to develop programs for girls in STEM.

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

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

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

Regular Programme ¹ : operational budget only		Extrabudgetary resources ¹	
Allocation 2012-2013: US\$ 825 040	Expenditures 2012-2013: US\$ 558 462	Allotment 2012-2013: US\$ 1 941 536	Expenditures 2012-2013: US\$ 1 362 754

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
Draft Medium-Term Strategy for 2014-2021 (37 C/4) and the Draft Programme and Budget for 2014-2015 (37 C/5) (2014-2017 for programme and 2014-2015 for budget) prepared	<p>PI: Endorsement by the Executive Board of the Draft 37 C/5 and the Draft 37 C/4</p> <p>B/b: Phase 1 : Based on the Preliminary proposal submitted to the Executive Board, orientations and decisions for draft 37 C/4 and draft 37 C/5 provided</p> <p>Phase 2 : Draft 37 C/4 and draft 37 C/5 endorsed by the Executive Board and sent for adoption to the General Conference</p> <p>PI: Adoption of Draft C/4 and Draft C/5 by the 37th General Conference</p> <p>B/b: Phase 3: GC resolution including adoption of</p>	<p>First phase completed successfully. Document 190 EX/19 submitted to Executive Board for decision. Preparations for the second phase started immediately after the end of the Executive Board session. BSP launched the preparation of draft documents 37 C/4 and 37 C/5 in accordance with 190 EX/Decision 19. The Executive Board examined the proposed documents and formulated its decisions 191 EX/Decision 15, and subsequent 5 X EX/Decision 2.</p> <p>(Autumn 2013).</p>	<p>In accordance with the General Conference 36 C/Resolution 1 and 36 C/Resolution 112, BSP launched the preparation of the preliminary proposals concerning 37 C/4 and 37 C/5 as of January 2012:</p> <ol style="list-style-type: none"> 1. The Questionnaires were prepared and made available on-line as well as dispatched through regular mail. All replies received by the deadline were analysed and synthesized (see 190 EX/19 Part I B and C) 2. Two regional DG consultations with Member States and National Commissions were conducted (in Africa and in Asia and the Pacific) (see reports in 190 EX/19 part I A); preparations for the other three to be held in September are underway. 3. The Director-General's Preliminary proposals of DG concerning 37 C/4 and 37 C/5 were prepared and submitted to the Executive Board

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
	budget for 2014-2017		
Programming, monitoring and reporting functions carried out in line with UNESCO's results-based approach and in compliance with the strategic orientations and the programming framework and priorities set by the governing bodies and with the Director-General's directives	<p>PI: Degree to which workplans are aligned with governing bodies decisions, and Member States priorities B/b: BSP analysis and recommendations on a regular basis</p>	The sizeable improvement in workplans revealed in the BSP end of June analysis was pursued in the BSP end-December analysis and budget allotments were approved by the Director-General and made for 6 months. This trend was observed during the second semester of 2012. A number of unfunded workplans were examined and approved for funding through the Emergency Fund. Workplan analysis and formulation of recommendations to the DG were pursued on a six months basis during 2013.	<p>In accordance with Director-General's decision to review workplans and the programme implementation closely first on a quarterly and thereafter on a six months basis, BSP has conducted the analysis of the workplans at four successive intervals: end of January 2012; end of March 2012; end of June 2012 and end of December 2012. Instructions given to the Sectors/Bureaux drew particular attention to the Organization's need to pursue the 18 targets set forth in the Roadmap document (189 EX/15 Part I Add). Accordingly, workplans were revised and adjustments made. The overall objectives are to: enhance programmatic focus and strategic prioritization; adhere to decentralization rates as approved in the 36 C/5; reduce costs; mobilize additional funds. Based on observed positive developments and improvements in the workplans and implementation, the budget allotments were approved by the Director-General. The same process was followed for the first six months of 2013. BSP, in cooperation with IOS, continues deploying efforts towards improving the quality of monitoring and reporting. A time-bound action plan was submitted to that end, and approved at the 190th Executive Board (cf. 190 EX/INF. 21). BSP prepared documents 190 EX/4 and 191 EX/4 which present the Director-General report on the execution of the programme adopted by the General Conference for the first 6 and 12 months of the biennium respectively. The format and content of the reports were improved to enable easy reading and a more strategic decision-</p>
	<p>PI: % of Executive Board Members who express satisfaction with the quality of reports on programme implementation B/b: 75% (baseline: 5%)</p>	The Executive Board expressed its satisfaction with the format, structure and content of the report (190 EX/Decisions and 190 EX/INF.24). Members for the first time noted that the quality of information, which had become more analytical, enabled the debate on substantive issues and guided the members in their monitoring tasks. Regarding the programme execution report (191 EX/4 Part I), Member States expressed their satisfaction with the useful and relevant executive summary, and the inclusion of the two global priorities Africa and gender equality, while calling for the same analytically focused and evidence-based reporting as demonstrated in document 190 EX/4.	

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
Volume of extrabudgetary resources stabilized, with a higher ratio of un-earmarked resources, through the enhancement and diversification of channels and methods for resource mobilization, including public-private sector partnerships and innovative financing approaches	<p>PI: Increased unearmarked voluntary contributions received by UNESCO, notably under the Emergency Multi donor Fund and other special accounts</p> <p>B/b: Shortfall in 35 C/5 and 36 C/5 partially met through un earmarked contributions to Emergency Fund.</p>	<p>With the establishment of the Emergency Multi donor fund, UNESCO has received US\$ 74,864,951 (as at 13 June 2013) and additional US\$ 70,413 have been pledged by donors and partners but not yet paid to UNESCO. These contributions were provided on an unearmarked basis to support the priorities and reform initiatives under UNESCO's Approved Programme and Budget documents for 2010-2011 and 2012-2013 (35 C/5 and 36 C/5).</p>	<p>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.</p> <p>In spite the current financial crises and reduction of voluntary contribution from some UNESCO's traditional donors, the global trend of voluntary contributions received by UNESCO remain stable. The creation of the Emergency Multi-donor Fund has also helped to expand UNESCO's donor base including contributions and pledges from Algeria, Andorra, Belize, Cameroon, Chad, Congo, Gabon, Iceland, Indonesia, Kazakhstan, Luxembourg, Monaco, Mauritius, Namibia, Oman, Qatar (Office of Her Highness Sheikha Mozah), Saudi Arabia, San Marino, Timor-Leste, and Turkey, many of whom are first time donors to UNESCO. It has also mobilized donations from private individuals including through the on-line-donation facility set up for the Fund. Resource mobilization efforts towards the private sector has mainly been focused on engaging the corporate sector and foundations originating from the BRICS and other middle income countries and major breakthroughs were achieved notably from emerging countries. Similarly, more efforts were deployed towards mobilizing US based Foundations.</p> <p><u>Challenges and Lessons learnt:</u> The challenges remain to further diversify and expand the bases of UNESCO's donors, notably in order to compensate the eventual reduction expected from the traditional donors from the Eurozone, due to the impact of the current financial crises. Mobilization efforts will be intensified for attracting more contributions from emerging countries, including for stimulating south-south and triangular cooperation, as well as with private sector, including through the provision of enhanced information about funding opportunities in UNESCO's programme areas.</p>
	<p>PI: Expanded UNESCO donor's base including contributions and pledges from countries from the south to the Emergency Multi donor Fund and signing of funds-in trust agreements with emerging donors and private sector</p> <p>B/b: Contributions to Emergency Fund include new bilateral donors to UNESCO and donors which make unearmarked contributions to UNESCO for the first time. Funds-in-trust agreements signed with emerging countries such as China and Republic of Korea. Increase in number of agreements concluded with the private sector.</p>	<p>The creation of the fund has also helped to expand and diversify UNESCO's donor's base including contribution and pledges from countries from the south in addition to the UNESCO's traditional donors. As at 18/06/2013 the total amount of voluntary contributions mobilized (signed agreements) by UNESCO since 01/01/2012 is of US\$ 393,594,515. The comparison of the pattern of voluntary contributions mobilized by UNESCO during the present biennium as at June 2013 (US\$ 393,594,515) with the amount of funds mobilized during the previous biennium as at 30/06/2011 (US\$ 384,203,506), shows that the flow of extrabudgetary resources remain stable despite the current financial crises. New funds-in-trust agreements, including self-benefiting have been signed with emerging countries such as Republic of Korea, China (US\$ 8 million to support education in Africa), Malaysia, Angola, Cameroon, Indonesia, Mozambique, Pakistan. Further agreements are under negotiation with Azerbaijan, Kuwait and Thailand. UNESCO has also concluded agreements with a broad range of private partners and notably from the United Arab Emirates with GEMS Education to support the development of a learning platform for principals in Ghana, Kenya and India, with the Hamdan bin Rashid Al-Maktoum Award for Distinguished Academic Performance in support of Capacity-Building for Teachers, from Brazil with Petra Energia on Support for Scientific and Technological Development in Brazil, from Korea with Panasonic on supporting the UNESCO's core mandate and priority programmes, with a particular focus on World Heritage sites, from China with CHIC Group Ltd (China) to conduct a Biosphere Integrated Rural Urbanization Programme, with the Phoenix TV Holdings Ltd. in the area of Culture of Peace, the Wanda Group in supporting Culture and Development, and more</p>	

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

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

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

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

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
Foresight activities related to emerging trends and challenges at the global and regional levels undertaken, integrated into programming of all Sectors and results widely disseminated	<p>PI: Number of UNESCO Future Forums, Seminars and Lectures B/b: 3 Future Forums and 2 Future Lectures organized</p>	<p>Five Future Forums and three Future Lectures were organized during the period assessed: 1) "The Arab Spring - a Year After - Egyptian Perspectives", in collaboration with the Permanent Delegation of the Arab Republic of Egypt to UNESCO, 24 January; 2) Global Water Futures 2050+, 12 April; 3) Paris-Nishan</p>	<p>The house-wide labels "UNESCO Future Forums and Future Lectures" have gained significant recognition and popularity as one of UNESCO's most innovative and state-of-the-art platform for anticipatory thinking in the five programme sector themes. Through the outcomes of these conferences, Member States and the Secretariat have been encouraged to use more forward-looking</p>

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
		<p>Forum on "Confucianism and New Humanism in a Globalized World", co-organized with the Confucius Institute Headquarters, 16 April; 4) Future Lecture "Towards a Sufficiency Economy: A New Ethical Paradigm for Sustainability, In Homage to the Philosophy on "Sufficiency Economy" by His Majesty King Bhumibol Adulyadej of Thailand, in collaboration with the Permanent Delegation of Thailand, 11 June; 5) Future Lecture "Perspectives on Strategic Foresight", 1 October; 6) UNESCO Future Forum - Exploring the Dynamics of Knowledge Societies: Using the Future to Shape Transformative Policies, within the framework of the WSIS+10 Review Meeting, 27 February 2013; 7) UNESCO Future Forum - Imagining Africa's Future: Beyond Models of Catch-up and Convergence, 11 March 2013; 8) The UNESCO Future Lecture Series "Foresight Frontiers: Thinking the World Post-2015", 25 March 2013.</p>	<p>approaches in their policy and decision-making processes, as well as in programme management and implementation. Key challenges have been identified using foresight models in the various themes that have been taken up during these conferences. They have also informed UNESCO's strategic vision in various international fora such as Rio+20 and the post-2015 agendas. Emphasis on Priority Africa has benefitted from the Future Forum organized in March 2013, for which follow-up Future Forums on the same theme are slated to be organized during the biennium. UNESCO's commitment to the WSIS movement has been supported through the holding of a Future Forum during the WSIS+10 Review Meeting. Furthermore, the Future Forums and Lectures organized from the last part of 2012 up to the present have been seeking to enhance collective intelligence and develop new models and metrics to better understand the gains of "using the future" to motivate present choices and action.</p> <p>In regard to foresight methodologies, the Future Lecture Series "Foresight Frontiers: Thinking the World Post-2015" served as a venue for sharing the latest developments in the field of future studies from around the world, and explored how it is advancing the capacity of decision makers to use the future to understand the complex emergent present.</p> <p>Within the framework of a grant agreement with The Rockefeller Foundation, the Foresight Programme is in the midst of implementing the extrabudgetary project "Networking to Improve Global/Local Anticipatory Capacities - A Scoping Exercise". This project has gained ground in developing research protocols for the design of Local Scoping Exercises with locally relevant themes, and in zeroing in on the conceptual frameworks on the "discipline of anticipation" and "communities of practice" (see related report XB FABS code 570GLO0018). The two majors events organized within the Scoping Exercise - the Steering Committee Meeting and the Bellagio Conference - have considerably contributed to the design and definition of the Scoping Exercise. In both events, high-level futurists and futures practitioners from the different regions of the world, who were selected in view of their professional expertise and extensive experience in the theory and praxis of futures studies, generously shared their own tools, methods and practices. Local Scoping Exercises have been planned since the Conference: The Millennium Project, Baku (1 June); CGEE Brazil (11-12 July); Association of Professional Futurists, Chicago (19 July); Tunis (November); Cape Town; Dakar; Freetown; Lima; Mexico City; and a number of other countries where there have been initial contacts and expressions of interest. Other aspects of the project that have advanced significantly during this period include: i) An evaluation process that was initiated from the outset of the entire Scoping Project. ii) The design of a web-based communication platform is taking form on the basis of direct input from users such as the Steering Committee and Bellagio participants. iii) Efforts to finance Local Scoping Exercises continue apace, with many of the Steering Committee members and Bellagio participants contributing potential sources and leads. There is strong and consistent feedback regarding the value-added provided by the Scoping exercise across a wide range of areas, in particular the</p>
	<p>PI: Intersectoral priorities and related strategic goals developed B/b: Contribution to Rio+20 and the Leaders' Forum; The promotion of a culture of peace and intercultural dialogue; Perspectives on strategic foresight for decision-making</p>	<p>The outcomes of the Future Forums organized - including the UNESCO Leaders' Forum held on the 36th session of the General Conference - yielded contributions to the Rio+20 process and the formulation of the C/4. The outcomes included substantive discussions among national policymakers and other stakeholders that have shaped the Organization's reflection on its future agenda. New developments in the futures field presented during the Future Lecture on "Perspectives on Strategic Foresight" has also underlined the potential leadership role of UNESCO in building foresight capacities at the international level, especially in promoting intersectorality and interdisciplinarity within the Organization's fields of competence. An awareness and acknowledgement of futures thinking as an essential part of strategic planning has been demonstrated in various Future Forums. Within the framework of WSIS+10, the Future Forum on "Exploring the Dynamics of Knowledge Societies" highlighted the importance of policy leadership and political will in encouraging the development of futures thinking, as well as new models and metrics, to anticipate the knowledge societies of the future and prepare during the present. The Priority Africa agenda was reinforced by the holding of a Future Forum that delved into using various models of African futures.</p>	
	<p>PI: Methodological knowledge about foresight approaches deepened among staff of Programme Sectors and Field Offices B/b: Meetings, presentations and seminars on foresight methods and approaches organized;</p>	<p>Meetings, presentations and seminars on the developments in the discipline of anticipation and Futures Literacy have been conducted by the new Chief of Section among different Programme Sectors and colleagues. UNESCO Futures Literacy Workshops</p>	

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
	UNESCO Futures Literacy Workshops conducted with BSP, SC, SHS and IOS	conducted with BSP, SC, SHS and IOS. The UNESCO Futures Lectures on "Perspectives on Strategic Foresight" and "Foresight Frontiers: Thinking the World Post-2015" have paved the way for a better awareness and understanding of various foresight methodologies and tools. This was all the more strengthened through a collective intelligence process during a series of meetings held under the banner of Scoping Exercise financed by The Rockefeller Foundation.	
UNESCO's programmatic contribution in the context of the United Nations reform and United Nations inter-agency cooperation articulated and strengthened at the country, regional and global levels, including through the administration of dedicated programme resources and staff capacity-building programmes	PI: Number of UN programmatic initiatives for which UNESCO is entrusted a leadership role B/b: Co-leadership of at least 1 UN reform initiative and 1 inter-agency programmatic initiative	UNESCO has been entrusted (co-)lead and coordination roles in UN reform initiatives geared at increased system-wide coherence, as well as in various UN system-wide programmatic initiatives (the latter are reported on also by UNESCO Programme Sectors).	UNESCO continues to be an active participant in the UN system coordination mechanisms at global/inter-agency level, including in the Chief Executives Board (CEB) and its three subsidiary bodies, the High-Level Committees on Programme and Management (HLCP and HLCM) and the UN Development Group (UNDG). UNESCO (co)lead and/or coordinated in particular the following: <ul style="list-style-type: none"> • UNESCO has chaired the UNDG Task Team mandated to develop cost-sharing modalities and a cost-sharing formula for the future

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
			<p>funding of the Resident Coordinator System. The results of the Task Team's work have been presented to the undg Principals Advisory Group meeting on 4 April 2013 and to the CEB on 5 April 2013, for implementation by 2014 onwards.</p> <ul style="list-style-type: none"> • UNESCO has actively contributed to the formulation of 'standard operational procedures' (SOPs) guidance for those countries which decide to implement 'Delivering as One' (DaO), as mandated by the 2012 QCPR. UNESCO is fully involved in the development of these tools, and has been co-leading the work in the area of harmonized business operations. The development of standard operational procedure is an important step in further scaling up the increased coherence, relevance, effectiveness and efficiency of the United Nations development system achieved through Delivering as One. • UNESCO has contributed to the various stages of developing the 2012 QCPR, including by providing input to the DESA survey of agency headquarters on QCPR follow-up which have informed the report of the UN Secretary-General, the draft recommendations on the QCPR to ECOSOC, and to the elaboration of the prioritized system-wide QCPR action plan. • BSP furthermore coordinated UNESCO's overall input to the post-2015 development agenda (see reporting under ER 4). • At the regional and country levels, UNESCO continues to strengthen its involvement in joint UN activities, in particular through Regional undg Teams and United Nations Country Teams. Detailed reporting on these activities can be found in the EX/4 Add. Documents (annual reporting cycle). <p>UNESCO provides coordination and/or leadership functions in a number of sectoral UN system-wide initiatives (see also reporting by Programme Sectors):</p> <ul style="list-style-type: none"> • Since taking on the role of Secretariat of the UN Secretary-General's Global Education First Initiative (GEFI) at the start of 2013, UNESCO has developed an Action Framework of advocacy opportunities to support the Initiative's priorities. The Organization has also liaised closely with Member State Champion Countries to define actions they can undertake to promote GEFI. The second meeting of the GEFI High-Level Steering Committee, which Director-General facilitated in Washington DC on 18 April, focused on how to reinforce through high-level advocacy acceleration efforts within countries to reach the 2015 EFA and MDG goals. • In 2011 UNESCO was officially appointed by UN-Water to lead the preparations for the International Year of Water Cooperation and the World Water Day in 2013. In February 2013, the Director-General launched the United Nations International Year of Water Cooperation in the presence of the Chairperson of UN-Water and other high-level personalities. IYWC events are evolving, through interest from Member States as one way UNESCO's water family is contributing to the dialogue on the post-2015 development agenda and its future water-related goals and targets. In this regard, UNESCO-IHP is organizing an high-level IYWC event in Nairobi, Kenya (9-13 September 2013) to bring high-level participants from Africa and UN-Water, together with members of UNESCO's water family to discuss, among other things, the role of cooperation in post-2015 development

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
			<p>agenda. The outcomes of the Nairobi meeting shall inform the discussions during the concluding event of IYWC foreseen to take place in Budapest, Hungary, in October, 2013.</p> <ul style="list-style-type: none"> • With respect to the establishment of the Scientific Advisory Board (SAB) of the UN Secretary-General (for which UNESCO has been asked to take a lead role, including by providing its Secretariat), the Director-General has undertaken broad consultations with the heads of other UN organizations and scientific organizations. The results of the consultation process, i.e. the Terms of Reference of the SAB and the list of members, have been submitted by the Director-General to the UN Secretary-General. The UN Secretary-General is now deliberating the proposals by the Director-General. • In the area of culture, The undg Task Team on Culture and Development pursues its work under the leadership of UNESCO. A meeting of the TT took place on the margins of the International Congress on Culture and Development in Hangzhou (15-17 May 2013). • The President of the General Assembly convened, in cooperation with UNESCO, a High-Level thematic debate on "Culture and Development" at United Nations Headquarters in New York on 12 June 2013. • Within the framework of the Open Access Strategy adopted by the 36th General Conference, UNESCO became the first agency of the United Nations to adopt an Open Access policy for its publications resulting in making a number of digital publications available on a global basis free-of-charge with an open license. <p>At the regional and country levels, UNESCO continues to strengthen its involvement in Regional undg Teams and United Nations Country Teams (detailed reporting on these activities can be found annually in the EX/4 Add documents). 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 facilitated the preparation of UNESCO Country Programming Documents (UCPDs), as well as facilitated UNESCO's involvement in UNDAFs and related UN reform processes.</p> <p><u>Challenges and Lessons learnt:</u></p> <ul style="list-style-type: none"> • As many donors scale down or withdraw funding for Delivering as One and the UN Resident Coordinator system, participating UN organizations will have to contribute increasingly to ensuring the minimum funding requirements; • UN reform and coordination activities are implemented with a minimum of staff, and require often high staff time investments, including at the most senior levels of the Organization. • The 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% support funds are important, they should be transitional

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
			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	<p>PI: Recognition by Member States of the improvement of results evidence-based reporting</p> <p>B/b: Debates in Commissions and Ad Hoc working Group focus on core issues, that is achievements and challenges/lessons learnt rather than on format (187th EB session: Satisfaction on Format although remains inconsistency on quality and timeframe among Sectors, recognized improvement towards results-based reporting)</p>	<p>From BSP/PB colleagues quarterly workplan assessment quality is continuously improving although further efforts have to be undertaken. Member States (MS) have recognized the considerable progress made regarding the EX/4 Document. From the 190th session of the Executive Board (ExB) reporting of achievements was provided by C/5 result across all funding sources, assisting the Organization in advancing towards RBB. Hence, both aspects regarding programme implementation, that is progress assessments on results attainment and budget execution rates of Regular Programme core operational costs and extrabudgetary resources, were associated for the first time for each C/5 result. The ExB expressed its satisfaction with the format, structure and content of the report (190 EX/Decisions and 190 EX/INF.24). Members for the first time specified that the quality of information, which had become more analytical, would facilitate the debate on substantive issues and guide the members in their monitoring tasks. At its 191 session the ExB requested to further base on analysis and evidence when reporting on the progress made towards the achievement of 36 C/5 expected results.</p>	<p>RBM: Efforts have been pursued to reinforce the institutional capacities in the results-based management approach to further enhance the results-orientation of the Organisation. To ensure a common understanding and consistency of UNESCO's RBM approach, training courses and capacity building workshops including an advanced version have been organised, in line with 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. Given the current financial constraints, an interactive e-learning RBM introduction is currently being designed to respond to the needs in particular of Field Office and Category 1 Institutes/Centres colleagues. Furthermore, in line with IOS recommendations, a "RBM for managers" workshop has been designed to improve the quality of evidence-based result-oriented monitoring and reporting. The significance throughout the programme cycle at both the C/5 and workplan levels for the results-chain, built on the principle of aggregation of results, and in particular providing the rationale of the intervention logic, with the underlying assumptions and causal sequence, has been further emphasized. This includes the definition of performance indicators and associated baseline and quantitative and qualitative targets for results and key outputs. The importance of the development of a monitoring framework which reflects the results-chain at the planning stage, and also the coherence and linkages between monitoring information at different levels has been underlined and specific guidance provided. To that effect a new output and result table or results framework has been designed to ensure that this framework is clearly defined from the outset and monitored when implementing. It has been incorporated in the revised Extrabudgetary Project Document (Enclosed model project document http://intranet.unesco.org/exbhelpdesk) and will be implemented in SISTER for the 37 C/5. In particular, the importance of informing on achievements viewed from the key stakeholders and especially the direct beneficiaries' perspective is emphasized. Moreover, has been underscored the responsibilities of each officer and supervisors when validating first the workplans and their pertinence to the C/5 and C/4 and thereafter when proceeding with monitoring and reporting. This chain of responsibility and accountability has been formalized through SISTER to ensure the programmatic coherence at both the Field Office (or country/regional) and Sectoral levels as well as effective prioritization. In addition, in line with the RBM approach and with the recommendations of the Executive Board, an effort was made to improve the presentation and content of the Director-General's EX/4 report to the Executive Board, focusing increasingly on an assessment of results and outcomes, as well as of challenges and lessons learnt and cost-effectiveness/efficiency measures. At the 190th session of the Executive Board reporting of achievements was provided by MLA C/5 result, assisting the Organization in advancing towards RBB.</p>
	<p>PI: N° of reports and statistics produced which inform management on substantive and/or budgetary aspects of C/5 and workplans encompassing both the Regular Programme (including staff costs) and Extrabudgetary resources (including of Category 1 Institutes)</p> <p>B/b: - At least quarterly reports/statistics. (Baseline: 3). UIS, IBE, IITE, IICBA, IESALC, IIEP, UIL, ICTP and IHE use SISTER for reporting to their Governing Boards. (Baseline: UIS, IITE, IICBA). - At least for the recommendations to the DG on the monitoring of the 36 C/5 workplans and for those on the 37 C/5 workplans approval. - References to the SISTER Country report by these stakeholders. (Baseline: 0). - References to SISTER information in general in reports or interventions undertaken by these stakeholders. (Baseline: 2 external auditors and Denmark)</p>	<p>The 4 workplans analysis were based on SISTER information (end-January, end-March, end-June and end-December 2012). Information provided to Executive Board Ad Hoc Working Group regarding programme implementation as well as Member States information meeting (e.g. road map targets 1-3 and Emergency Fund information) based on SISTER data. External audit on travel Management and Participation Programme conclusions were partly based on SISTER information/processes. Update of information regarding Participation Programme thanks to a Country Report on "Cuba" by Permanent Delegation. Member States particularly appreciated the increased transparency resulting from their access to SISTER and its reports (190 EX/Decisions). Was welcomed for instance the reports regarding: Emergency Funds attribution; Mobilized funds by themes; programmes by Benefiting Country.</p>	

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

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

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

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

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

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

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

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

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

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

Regular Programme ¹ : operational budget only		Extrabudgetary resources ¹	
Allocation 2012-2013: US\$ 797 139	Expenditures 2012-2013: US\$ 777 570	Allotment 2012-2013: US\$ 521 998	Expenditures 2012-2013: US\$ 389 476

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	<p>PI: Document and presentation describing the agreed KM & ICT strategy</p> <p>B/b: UN IT strategy</p>	The Knowledge Management (KM) and Information and Communications Technology (ICT) Strategy was finalized and presented to the SMT. An Action Plan 2013 for realization of the first phase of the strategy has been endorsed by the KM & ICT Advisory Board and submitted to the Director-General for additional funding.	<p>The KM & ICT Strategy was finalized in 2012. The KM & ICT Strategy document is the result of a broad consultation and stock-taking process that aimed to address all KM and ICT user needs and expectations in a comprehensive and integrated manner. The strategy is aligned to the strategic framework for KM & ICT agreed within the UN system (HLCM). The strategy will be reviewed at the end of 2013 to take into account the 37 C/5 and C/4.</p> <p>The execution of the Action Plan for 2013 is ongoing and somewhat delayed due to additional project funding not (yet) approved. Significant progress has been made on financial and HR dashboards for management information as well as on simplified reporting for programme specialists.</p> <p>The benefits of the Action Plan 2012 have been analyzed and the benefits are substantial in all areas i.e. quantified efficiency gains, monetary gains, shortened process times and qualitative benefits such as improved data quality, transparency and management information.</p>
Governance and decision-making process for investments in knowledge and information management defined and implemented across the Organization	<p>PI: Document and presentation describing UNESCO's KM & ICT governance model</p> <p>B/b: JIU report on UN agencies IT governance implementations</p>	We have implemented both a KM & ICT Working Group and Advisory Board and several standards, policies and procedures to improve governance and decision making.	<p>We have implemented both a KM & ICT Working Group and Advisory Board. Both governance bodies are working well and are driving the user input on KM & ICT decision making and priority setting. Further work has been done on compliance with regard to the developed policies.</p> <p>The most important work has been done in this area and the results achieved. To further enhance KM & ICT governance and decision making, more work can be done on some specific policies, introducing long term agreements for ICT equipment, introducing a more formal service catalogue and increasing charge out of non-standard services and improving compliance.</p>

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

During 2012, BKI has been an active facilitator and contributor to the Roadmap objectives from an ICT support perspective and cost efficiency initiatives were identified in the context of TASC0. Most of these recommendation have either been implemented or are in a second phase of implementation.

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

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

Regular Programme ¹ : operational budget only		Extrabudgetary resources ¹	
Allocation 2012-2013: US\$ 2 300 775	Expenditures 2012-2013: US\$ 1 623 008	Allotment 2012-2013: US\$ 2 709 376	Expenditures 2012-2013: US\$ 2 535 890

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	THE NUMBER OF INFORMATION AND CONSULTATION MEETINGS WITH MEMBER STATES HAS INCREASED DURING THE PERIOD CONSIDERED AND FOCUSED PRIMARILY ON PRIORITY ISSUES & ON THE ELABORATION OF THE NEW MEDIUM-TERM STRATEGY FOR 2014-2021 AND THE BUDGET AND PROGRAMME FOR 2014-2017 (37 C/4 and C/5) TO BE DISCUSSED BY THE GOVERNING BODIES. DUE TO A HIGHER RHYTHM OF MEETINGS WITHIN REGIONAL GROUPS THIS YEAR, ERI HAVE RAPIDLY EXHAUSTED BOTH AMOUNTS OF 42 000 USD ALLOCATED FOR THE WHOLE BIENNIUM FOR THIS ACTIVITY (6645003009 RGA) AND NOW ALSO THE REPLENISHMENT OF 50 000 USD FROM THE EMERGENCY FUND (494GLO0007.1.3ERG) USED TO COVER INTERPRETATION COSTS OF THESE REGIONAL GROUPS' MEETINGS. THESE GROUPING HAVE BEEN INFORMED OF TE SCARCITY OF FUNDS IN THE CURRENT BUDGETARY CONTEXT AND INVITED TO LIMIT TO THE EXTENT POSSIBLE THESE COSTS OR TO MAKE THEIR OWN ARRANGEMENTS FOR MEETINGS WHERE THE SECRETARIAT TAKES NO PART. IT IS EXPECTED THAT THE NUMBER OF MEETINGS WILL INCREASE ON THE EVE OF THE 192TH SESSION OF THE EXECUTIVE BOARD AND 37TH SESSION OF THE GENERAL CONFERENCE AND THE ELECTORAL PERIOD AHEAD.	THE NUMBER OF INFORMATION AND CONSULTATION MEETINGS WITH MEMBER STATES HAS INCREASED DURING THE PERIOD CONSIDERED AND FOCUSED PRIMARILY ON PRIORITY ISSUES & ON THE ELABORATION OF THE NEW MEDIUM-TERM STRATEGY FOR 2014-2021 AND THE BUDGET AND PROGRAMME FOR 2014-2017 (37 C/4 and C/5) TO BE DISCUSSED BY THE GOVERNING BODIES. DUE TO A HIGHER RHYTHM OF MEETINGS WITHIN REGIONAL GROUPS THIS YEAR, ERI HAVE RAPIDLY EXHAUSTED BOTH AMOUNTS OF 42 000 USD ALLOCATED FOR THE WHOLE BIENNIUM FOR THIS ACTIVITY (6645003009 RGA) AND NOW ALSO THE REPLENISHMENT OF 50 000 USD FROM THE EMERGENCY FUND (494GLO0007.1.3ERG) USED TO COVER INTERPRETATION COSTS OF THESE REGIONAL GROUPS' MEETINGS. THESE GROUPING HAVE BEEN INFORMED OF TE SCARCITY OF FUNDS IN THE CURRENT BUDGETARY CONTEXT AND INVITED TO LIMIT TO THE EXTENT POSSIBLE THESE COSTS OR TO MAKE THEIR OWN ARRANGEMENTS FOR MEETINGS WHERE THE SECRETARIAT TAKES NO PART. IT IS EXPECTED THAT THE NUMBER OF MEETINGS WILL INCREASE ON THE EVE OF THE 192TH SESSION OF THE EXECUTIVE BOARD AND 37TH SESSION OF THE GENERAL CONFERENCE AND THE ELECTORAL PERIOD AHEAD.
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	ERI HAS BEEN MONITORING CLOSELY WITH CONCERNED PERMANENT DELAGATIONS, NATIONAL COMMISSIONS AND FIELD OFFICES THE PREPARATION OF DG'S OFFICIAL VISITS TO MEMBER STATES AT THEIR INVITATION. REGULAR FOLLOW UP ACTIONS ARE DISCUSSED WITH PROGRAMME SECTORS.	ERI HAS BEEN MONITORING CLOSELY WITH CONCERNED PERMANENT DELAGATIONS, NATIONAL COMMISSIONS AND FIELD OFFICES THE PREPARATION OF DG'S OFFICIAL VISITS TO MEMBER STATES AT THEIR INVITATION. REGULAR FOLLOW UP ACTIONS ARE DISCUSSED WITH PROGRAMME SECTORS.
ER 3: UNESCO's involvement in the United Nations system enhanced, including through the coordination of substansive inputs to major International meetings and to United Nations	PI: Input coordinated with programme sectors and ODG B/b: Once/year/report	UNESCO WHICH CO-CHAIRS THE PHASE II OF CEB REFORM HAS GREATLY CONTRIBUTED IN FINALISING THE LIST OF PRIORITIES AND TERMS OF REFERENCES DISCUSSED BY UN HEADS OF	UNESCO WHICH CO-CHAIRS THE PHASE II OF CEB REFORM HAS GREATLY CONTRIBUTED IN FINALISING THE LIST OF PRIORITIES AND TERMS OF REFERENCES DISCUSSED BY UN HEADS OF

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
documents and reports.		AGENCIES. FURTHER CONSULTATIONS WITH UN PRINCIPALS ARE UNDERWAY TO FINALIZE THE REPORT TO BE APPROVED BY UNSG AT NEXT CEB FALL SESSION (NOVEMBER 2013) COORDINATION OF SECTORAL INPUTS TO UNGA AND SECTORAL INPUTS TO UNGA AND ECOSOC REPORTS WAS ENSURED AS WELL AS IMPORTANT SIDE EVENTS TO PUSH FOR MORE CULTURE AND SCIENCE VISIBILITY IN POST-2015 DEVELOPMENT AGENDA	AGENCIES. FURTHER CONSULTATIONS WITH UN PRINCIPALS ARE UNDERWAY TO FINALIZE THE REPORT TO BE APPROVED BY UNSG AT NEXT CEB FALL SESSION (NOVEMBER 2013) COORDINATION OF SECTORAL INPUTS TO UNGA AND SECTORAL INPUTS TO UNGA AND ECOSOC REPORTS WAS ENSURED AS WELL AS IMPORTANT SIDE EVENTS TO PUSH FOR MORE CULTURE AND SCIENCE VISIBILITY IN POST-2015 DEVELOPMENT AGENDA
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	ACTIVE NEGOTIATIONS LED TO THE SUCCESSFUL SIGNATURE OF A PLAN OF ACTION WITH ISESCO; MOUs WILL BE SIGNED BEFORE THE END OF THE YEAR WITH UNIDO, CARICOM AND ASEAN.	ACTIVE NEGOTIATIONS LED TO THE SUCCESSFUL SIGNATURE OF A PLAN OF ACTION WITH ISESCO; MOUs WILL BE SIGNED BEFORE THE END OF THE YEAR WITH UNIDO, CARICOM AND ASEAN.
ER 5: Effective contribution of National Commissions and related networks to the preparation, implementation and evaluation of UNESCO's programmes secured, through an active involvement of National Commissions for the mobilization of UNESCO partners and for the visibility of UNESCO and for partnerships with Parliamentarians, UNESCO Clubs movement, cities and local authorities.	PI: REgional and Subregional consultations of National Commissions on the preparation of the draft 37 C/5 as well as regional conference of National Commissions	Five regional consultations of the Director-General with Member States and National Commissions on the preparation of the Draft Medium-Term Strategy for 2014-2021 (37 C/4) and the Draft Programme and Budget for 2012-2013 (37 C/5) were successfully organized in June and September 2012, with the generous support of the host countries (Cote d'Ivoire, Viet Nam, Slovakia, Uruguay and Oman) and in the presence of 154 Member States, Associate Members and their National Commissions. The Director-General attended the Consultations in Abidjan and Montevideo. The recommendations on UNESCO's future priorities were adopted and submitted to the 190th session of the Executive Board. These recommendations were largely taken into account by the DG while formulating her preliminary proposals on the draft 37 C/4 and the draft 37 C/5.	Following the adoption of the Executive Board decision on this subject (190 EX/Decision 37), the 1st meeting of the open-ended tripartite working group was held on 19 October 2012 at UNESCO HQ, in which 98 Member States, including 35 National Commissions and 85 Permanent Delegations as well as the Secretariat participated. As a follow-up to the first meeting of the group, an e-Forum was launched on 21 November 2012. This online platform has been designed as a working space to collect proposals for the Action Plan to be submitted to the Executive Board at its 191st session in April 2013. The second meeting of the Tripartite Working Group was held at UNESCO Headquarters on 21 and 22 February 2013. Before the meeting, a draft document containing a series of findings and recommendations to improve cooperation between UNESCO and National Commissions was prepared on the basis of the previous discussions including the e-Forum and circulated to all
	PI: Number of meetings of the informal Tripartite Working Group (TWG)	Following the adoption of the Executive Board decision on this subject (190 EX/Decision 37), the 1st meeting of the open-ended tripartite working group was held on 19 October 2012 at UNESCO HQ, in which 98 Member States, including 35 National Commissions and 85 Permanent Delegations as well as the Secretariat participated. As a follow-up to the first meeting of the group, an e-Forum was launched on 21 November 2012. This online platform has been designed as a working space to collect proposals for the Action Plan to be submitted to the Executive Board at its 191st session in April 2013. The second meeting of the Tripartite Working Group was held at UNESCO Headquarters on 21 and 22 February 2013. Before the meeting, a draft document containing a series of findings and recommendations to improve cooperation between UNESCO and National Commissions was prepared on the basis of the previous discussions including the e-Forum and circulated to all	This meeting brought together representatives of 45 National Commissions and 95 Permanent Delegations from 110 Member States. The group adopted its report along with a Draft Action Plan containing 14 findings and recommendations. This report was submitted to the Executive Board for consideration (191 EX/33). The Executive Board endorsed the Draft Action Plan at its 191st session and decided to submit it to the 37th General Conference for adoption.

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
		Permanent Delegations and National Commissions. This meeting brought together representatives of 45 National Commissions and 95 Permanent Delegations from 110 Member States. The group adopted its report along with a Draft Action Plan containing 14 findings and recommendations. This report was submitted to the Executive Board for consideration (191 EX/33). The Executive Board endorsed the Draft Action Plan at its 191th session and decided to submit it to the 37th General Conference for adoption.	
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	Training workshops and seminars were held with the support of partners. They include workshop for the East African National Commissions, 22-24 October 2012 in Bujumbura, Burundi, seminar for National Commissions of Southern Africa, 6-8 November 2012 in Windhoek, Namibia, seminar for Central Asian National Commissions, 3-5 December 2012 in Bishkek, Kyrgyzstan, video conference for members of the El Salvador National Commission, 13 November 2012 and video conference for members of Honduras National Commission, 6 February 2013. Further seminars/forums were organized in Asia, Pacific (30 March-2 April 2013, Dhaka, Bangladesh and 14-18 May 2013, Honiara, Solomon Islands), Caribbean (21-23 May 2013, Kingston, Jamaica) and Arab region in cooperation with ISESCO (12-13 June 2013, Rabat, Morocco).	<p>Training workshops and seminars were held with the support of partners. They include workshop for the East African National Commissions, 22-24 October 2012 in Bujumbura, Burundi, seminar for National Commissions of Southern Africa, 6-8 November 2012 in Windhoek, Namibia, seminar for Central Asian National Commissions, 3-5 December 2012 in Bishkek, Kyrgyzstan, video conference for members of the El Salvador National Commission, 13 November 2012 and video conference for members of Honduras National Commission, 6 February 2013.</p> <p>Further seminars/forums were organized in Asia, Pacific (30 March-2 April 2013, Dhaka, Bangladesh and 14-18 May 2013, Honiara, Solomon Islands), Caribbean (21-23 May 2013, Kingston, Jamaica) and Arab region in cooperation with ISESCO (12-13 June 2013, Rabat, Morocco).</p>
	PI: consultation and interface with NatComs increased	Representatives of National Commissions and Directors of field offices met and exchanged views and informations during the regional consultations on 37 C/4 and 37 C/5. In addition, consultations among these two networks were held regularly at cluster level. These meetings and consultations facilitated their interface and working together to associate and mobilize vast partners and stakeholders. The field offices were closely involved in the preparation and organization of the above-mentioned seminars. Their officers in charge and other field staff presented regional and subregional activities and contributed to the discussions. The Secretaries-General agreed to enhance their interaction with respective UNESCO field offices. 18 issues of the electronic monthly letters were produced and news from for National Commissions were regularly posted on UNESCO's websites for larger information and publicity. These training events and information materials helped National Commissions to enhance working capacities, increase visibility and promote best practices. Because of the current financial difficulties, UNESCO could not contribute, as in the past from its regular budget, to the funding of parliamentary and clubs related activities initiated and organized by our partners at regional and national levels.	<p>Representatives of National Commissions and Directors of field offices met and exchanged views and informations during the regional consultations on 37 C/4 and 37 C/5. In addition, consultations among these two networks were held regularly at cluster level. These meetings and consultations facilitated their interface and working together to associate and mobilize vast partners and stakeholders.</p> <p>The field offices were closely involved in the preparation and organization of the above-mentioned seminars. Their officers in charge and other field staff presented regional and subregional activities and contributed to the discussions. The Secretaries-General agreed to enhance their interaction with respective UNESCO field offices. 18 issues of the electronic monthly letters were produced and news from for National Commissions were regularly posted on UNESCO's websites for larger information and publicity. These training events and information materials helped National Commissions to enhance working capacities, increase visibility and promote best</p>

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
		However, at the request of Members States and National Commissions, several funds were granted under the Participation Programme to support the clubs' capacity-building activities (in Bhutan, Central African Republic, Congo, Guinea, Liberia and with World Federation of UNESCO Clubs and Associations WFUCA).	
ER 7: Statutory framework for cooperation with NGOs and foundations improved and simplified	PI: Reclassification of NGOs in the application of the new Directives	Pursuant to the adoption of the Directives (36 C/Res. 108), all UNESCO's NGO partners were reclassified beginning 2012 according to the two new partnership categories (63 in association and 284 in consultation). The reclassification was submitted to the Executive Board at its 189th session. In 2013, at its 191st session the Executive Board, on the recommendation of the Director-General, decided on the reclassification of two (2) UNESCO's NGO partners to associate status. Generally speaking, a more rigorous and transparent process of evaluation of new requests for admission has been put in place, as well as an online form prepared and made available together with extensive information on how to become an NGO in official partnership with UNESCO.	Despite time constraints, UNESCO was able to carry out the reclassification of all NGO partners in a very short timeframe to ensure an efficient and timely implementation of the Directives and submit it to the Executive Board at its 189th session. The exercise, which was led by the Section for NGOs and involved all Programme Sectors, has in fact resulted in an increased number of organizations benefiting from associate status (63 instead of 22) and - more importantly - a greater geographic diversification in this core group, with at least one NGO based in each region. Similarly, among the new 10 NGOs and 2 foundations admitted to official partnership during the considered period, there is a broader geographical diversification than in the past; Africa is better represented as well as Asia and Latin America, although major efforts need to be done to this end. In addition, in accordance with the new Directives, among the 10 organizations elected to the NGO-UNESCO Liaison Committee, there are currently, for the first time, NGOs representing different regions of the world (5 out of the 6 defined by UNESCO). This new geographical representativeness of the Committee is a crucial element to further expand and strengthen our partnership with NGOs in all regions of the world. The contribution of NGOs in the programming cycle of the Organization has also been an important pillar of the first part of the biennium's achievements. Thus, an unprecedented number of NGOs (93) participate in the first phase of the consultation process by answering to the questionnaires on C/4 and C/5, as a result on the one hand of simplified questionnaires including a section dedicated to UNESCO's cooperation with NGOs and, on the other of an increased effort of communication and awareness-raising among NGOs. In addition, the International Conference of NGOs (12-14 December 2012) approved a final collective contribution to the elaboration of C/4 and C/5, which was submitted to DG and was presented at the 191st session of the Executive Board. Finally, a more rigorous and transparent process of
	PI: Geographic representation and diversity of NGO partners widened	Efforts have been made to promote a greater geographical diversity, both in the network of NGOs in official partnerships as well as in their collective cooperation with UNESCO. The reclassification process undertaken in 2012 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 the new 10 NGOs and 2 foundations admitted to official partnership during the period considered, there is a broader geographical diversification than in the past; Africa is well represented as well as Asia and Latin America. In addition, in accordance with the new Directives, among the 10 organizations elected to the Liaison Committee at the International Conference of NGOs (12-14 December 2012), there are currently, for the first time, NGOs representing different regions of the world (5 out of the 6 defined by UNESCO).	
	PI: Improved database with better research and reporting functions and updated information on NGOs, mapping with their branches and members at national and regional levels	From January 2012 to June 2013, the database has regularly been updated. Measures have been taken to transfer back to UNESCO the database, Presently managed by the Union of International Associations, so as to render it more efficient and less-costing. Transfer will be implemented throughout the second part of 2013.	

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
ER 8: Participation of non-governmental partners in the work of the governing bodies strengthened.	<p>PI: Consultation with NGOs for the draft £& C/5 reinforced and rationalized</p> <p>PI: Strengthened cooperation with the NGO-UNESCO Liaison Committee</p>	<p>All UNESCO's NGO partners were invited to contribute individually to the consultation on next C/4 and C/5 by answering to the questionnaires prepared to this effect. An information meeting for NGOs was organized in cooperation between ERI and BSP to provide guidance to NGOs on the process of elaboration of the C/4 and C/5. The meeting was broadcasted live over the Internet, and measures were taken to enable those NGO representatives who could not attend to ask electronically questions in advance, as well as live during the meeting. Finally, at the International Conference of NGOs (12-14 December 2012) NGOs had the opportunity to discuss the preliminary proposals of the Director-General on C/4 and C/5 and approved a final collective contribution to the elaboration of these documents, which was submitted to DG and was presented at the 191st session of the Executive Board.</p> <p>The success of the International Conference of NGOs held in December 2012 was the result of a renewed dialogue and of the tireless efforts that the Secretariat and the Liaison Committee have made to give a new visibility to this partnership. In line with the plan of action for 2013-2014, the newly elected NGO-UNESCO Liaison Committee and the Secretariat is coordinating the organization of two forums per year, as provided for by the new Directives around themes among UNESCO's priorities: the 1st forum will be held at UNESCO Headquarters on education; the 2nd forum in Asia on the role women in fighting poverty; the 3rd forum in 2013 in Africa on water and youth; the 4th forum in 2013 in</p>	<p>Generally speaking, NGOs and Member States responded very positively to the initiatives taken to strengthen communication between the Secretariat, Member States and official NGO partners, to increase the visibility of our cooperation, and also to create the conditions so that partners are given more space to participate in the activities of our organization. Thus, the Member States can find on their website (www.unesco.int) updated information concerning the activities of our NGO partners, whilst NGOs regularly receive - through the monthly letter - detailed information on the activities and major events of the Organization.</p> <p>EXB Member States appreciated the new mobilization of NGOs in their collective action and the refocusing of this action on the Organization's priorities for the realization of specific projects.</p> <p>Thus, as a result of the efforts made for several months to revitalize the dialogue with NGO partners and give new visibility to this longstanding partnership, the International Conference of NGOs, which met in December 2012, attracted widespread interest and participation of NGOs - 129 partner NGOs were represented compared to 70 at the previous conference - as well as interest from observer NGOs and Member States, some of which had come to observe the NGOs collective work for the first time. Almost 300 participants attended the Conference at UNESCO Headquarters and many others followed a webcast of the debates online.</p> <p>As a follow up to the Conference, the new NGO-UNESCO Liaison Committee has already given a new impetus to the</p>

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
		Bulgaria on youth and world heritage. In addition, NGOs will campaign to organize events around the celebration of international days that are particularly relevant to UNESCO's collective priorities.	
	PI: Collective consultations with NGOs to the meetings and conferences of UNESCO strengthened	A monthly written communication specifically targeting NGOs (which actually reacted very positively to this initiative) was initiated aiming at sharing information on major UNESCO activities and events and better involving NGOs in their elaboration and implementation. A forum on the website www.unesco.int specifically devoted to NGOs activities, publications and any other relevant information concerning partner organizations, was created in 20012 and is regularly updated. NGOs also regularly massively attended the sessions of the EXB Committee on non-governmental partners (NGP) and participated actively to the thematic discussions organized respectively on cooperation with the framework of Education for All, global Priority Africa and water cooperation. Other specific cooperation between UNESCO and NGO partners at programme implementation level are reported at sectoral level in doc. EX/4 (ex. the CCNGO on EFA met in October 2012).	
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 continues to improve the production, dissemination and monitoring of UNESCO Publications. Many more publications are disseminated on-line only, reducing printing and distribution costs. Printruns have also substantially reduced and more and more publications are starting with a low printrun and being topped up by print on demand services. Discussions have started with OECD to use their electronic dissemination and distribution services to replace UNESCO current dissemination model. An Open Access Policy was adopted which will define publications policy in coming years.	<p>Outputs and results for the Division of Public Information continued to meet benchmark expectations, despite cuts in budget and staff across the entire Division.</p> <p><u>Challenges</u> involve:</p> <ul style="list-style-type: none"> - maintaining DPI services in all official UN languages; - developing a new integrated web platform and content management system (Drupal) with no extra resources - differentiating between "features" and "press releases" in web content - adding visual and multi-media components to press releases. <p>The Division of Public Information contributed to C/5 results by ensuring that UNESCO was highly visible to both the general public and specialized stakeholder groups. pects: outputs, results, challenges and lessons learnt, cost-effectiveness/efficiency measures and contribution to C/5 result(s)</p>
ER 10: UNESCO's activities and priorities given increased and more positive coverage in leading national and international media outlets including a better knowledge of UNESCO's image in the media and partnerships established with major news organizations.	PI: Number of articles about or referring to UNESCO in print, on-line and broadcast media increased B/b: 200 000 articles annually	the Media Relations section: - wrote, translated, dispatched and posted 47 press releases announcing news from UNESCO and 17 media advisories alerting media to events occurring at UNESCO - either at headquarters or in the field; - held four press breakfasts: Mali heritage (8 February); World Radio (13 February);	Between 1 January 2013 and 14 June 2013, the Media Relations section: - wrote, translated, dispatched and posted 47 press releases announcing news from UNESCO and 17 media advisories alerting media to events occurring at UNESCO - either at headquarters or in the field;

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
		<p>Francophone women journalists with the Director-General (19 March); Latin American journalists and the Director-General (26 April) - set up an average of 30 interviews per month between UNESCO programme specialists and major print and broadcast media outlets from all regions (figures for June not completed at time of reporting). These figures do not include the many interviews organized for the Director-General. - Placed 9 op-eds signed by the Director-General in major international newspapers.</p>	<p>- held four press breakfasts: Mali heritage (8 February); World Radio (13 February); Francophone women journalists with the Director-General (19 March); Latin American journalists and the Director-General (26 April) - set up an average of 30 interviews per month between UNESCO programme specialists and major print and broadcast media outlets from all regions (figures for June not completed at time of reporting). These figures do not include the many interviews organized for the Director-General.</p> <p>- Placed 9 op-eds signed by the Director-General in major international newspapers.</p> <p>Results: Over the same period, over 83,000 articles referencing UNESCO were monitored in national and international media outlets in all regions. It should be noted that these statistics are only partial. They cover many but not all languages. They also include only those media sources that are considered to be of international, national or regional importance. It can safely assumed that the true figures are much higher.</p> <p><u>Challenges and lessons learned:</u> Materials produced for the media must be prepared and distributed in a timely way. Improving timeliness at UNESCO, means easing the validation process so that preparation and distribution can happen more rapidly. Stories need to either announce real news or to relate to current events; too often our press releases relate to process and conferences that are of little interest to the news media. This is not new, but it is a constant problem.</p> <p>Cost effectiveness and efficiency measures: Missions reduced and mostly paid for by sectors; newspaper subscriptions reduced to a minimum; press kits developed in electronic form to avoid printing and to cut paper use. Translations done internally, except in special circumstances.</p> <p>Contribution to C5 results: UNESCO's public image remains very positive, despite the Organization's difficult financial circumstances. The vast majority of stories/reports present the organization as a reliable source of information, especially statistical data on education, a moral authority in its various domains of activity and the custodian of the world's most prestigious heritage</p>
ER 11: Enhanced visibility of UNESCO through	PI: Presence of UNESCO in news media increased:	Audiovisual production during the first semester from 1	Outputs: 37 video clips; 65 video interviews; 33 video

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
increased use of UNESCO's audiovisual materials - including videos and photos by media networks, television and other multimedia information sources.	image ameliorated B/b: increase Number of videos and photos published in 2010-2011	January to 15 June: 42 b-rolls; 37 video clips; 65 video interviews; 33 video messages from the Director-General and Assistant Directors-General; 4 radio interviews. Photos: 143 events photographed at Headquarters. Video coverage: 26 events. the 37 videos produced for UNESCO's YouTube channel and website were viewed 25275 times. Video interviews were seen 5557 times. 6 of the 25 DG Video message have been posted on You Tube and seen 6529 (no data for the remaining video messages), the DG's message for the World Press Freedom Day was viewed 2,759 times. 4 894 photos were distributed; 143 events photographed. The B-rolls were downloaded by diverse news media outlets and web sites 178 times, and distributed to TV Agencies. This figure does not include the distribution of this material to news agencies such as Reuters, AP, the EBU and Unifeed, which also relay our products	<p>messages from the Director-General and Assistant Directors-General; 4 radio interviews. Photos: 143 events photographed at Headquarters. Video coverage: 26 events.</p> <p>Results: the 37 videos produced for UNESCO's YouTube channel and website were viewed 25275 times. Video interviews were seen 5557 times. 6 of the 25 DG Video message have been posted on You Tube and seen 6529 (no data for the remaining video messages), the DG's message for the World Press Freedom Day was viewed 2,759 times. 4 894 photos distributed; 143 events photographed. The B-rolls were downloaded by diverse news media outlets and web sites 178 times, and distributed to TV Agencies. This figure does not include the distribution of this material to news agencies such as Reuters, AP, the EBU and Unifeed, which also relay our products</p> <p><u>Challenges and lessons learnt:</u> Video production, especially concerning b-roll, is very much related to UNESCO's event calendar and international news. The promotional video with the Director-General for Jazz Day worked very well, with 2287 views (which is remarkable for a video message). This may be a model to follow for other big events.</p> <p>The public service announcement on the Journeys to School exhibition also did very well, with 11,133 views. All news concerning Mali was another best seller for the audiovisual unit during this period, reinforcing DPI's conviction that production, must, wherever possible, be tied to current events.</p> <p>The restructuring and re-design problems that have afflicted the Photobank have underscored the necessity of moving to an automatic distribution service online as quickly as possible.</p>
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	48 events were organized within this 6 months period: 28 cultural events and 20 institutional events (Holocaust commemoration, Mali Day, L'Oreal Prize, fences exhibitions, etc.); among the 20 institutional events 10 were organized thanks to communication partnerships; In addition, it is to be underlined that communication partnerships significantly developed the outreach of the team's work (see below). Permanent Delegations appreciated the event management of the team and in particular the increase of online/websased promotion	4 major outputs: 1/ cultural events serving the Member States willingness to promote their culture and UNESCO the Cultural diversity; 2/ corporate events and partnerships carrying UNESCO's actions and message at HQ and through media; 3/ an increased communication effort for all these HQ events 3/ Visitors at HQ management

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
		<p>effort. UNESCO Programme Sectors very much appreciated the support provided for event management and overall communication. The collaboration was particularly productive for the ED and SC teams. The key increase of public attendance and visibility is double: - through partnerships in co-hosting events; - through outreach with media partnerhisps (National Geographic, ARTE, 10x10 US production house)</p>	<p>as results: 1/ all Delegations requested were properly treated and promoted 2/the requests for event managemetn of the Sectors were duely served and opportunities were brought to them; Media partnerships were set up for events with SIPA press, ARTE, National Geographic, the Swedish Radio supported by private sponsors when necessary (Intel, Transdev, Renault, Nature et Découvertes) A specific mention shall be made for the Journeys to School exhibition" seen by 60 000 persons during the 2 months exhibition at the UN HQ in New York, plus additional public in Paris, Boston, Nantes and Brussels. the important press coverage obtained also drastically impacted the Organisation visibility for Education; 3/Thevents calendar electronic distribution list expanded to reach 20 000 persons. Tests were made in particular to quantify the impact of UNESCO event communciation outlet, showing that the events calendar for exemple fills between 18 and 28% of the room l according to the nature of the event. Social networks campaigns were set up lionked to events, partnership events and Prizes; In terms of public, the objective of increasing UNESCO visibility and image building among the young people was fulfilled in particular through partnerhisps like, the Cesar Academy (2 000 students), the Université de la terre (7000 students), Earthworkshop (2 000), Model UN (2700),... 4/ the visitor service reached in January the objective of 70% students with an average of 1500 persons having followed guided tours with the team. specific visits were organized around themes like Girls education for major groups of 300 students.</p> <p>The main <u>challenge</u> is to handle partnerhsips and opportunities with a reduced team. Opportunities are significant when UNESCO partner with a renown media and a privatecomapny on a project..</p>
<p>ER 13: Publications programme enhanced and a coherent set of communication materials prepared and distributed by Sectors and Services and UNESCO branding and merchandizing capacities improved, with a better evaluation of the impact of UNESCO's name and logo and an improved strategy for their use.</p>	<p>PI: Number, quality and relevance of publications in both traditional print media and online enhanced by reinforcing their focus on programme priorities. UNESCO's visibility through partnerships and institutional networks ensured by its graphic identity an branding. B/b: benchmark will be set by the Publications Board.</p>	<p>After two years of existence the Publications Board continues to improve the production, dissemination and monitoring of UNESCO Publications. Many more publications are disseminated on-line only, reducing printing and distribution costs. In the first six months of 2012 there were some 70 publications proposals sent to the Board. For the same period in 2013 only 36. A decrease of 49% decrease in the number of submissions. Planning and promotion have also improved with better pick up in the press and in social media and steady increase in visibility through tools like Google Books. Printruns have also substantially reduced and more and</p>	<p>monitoring of UNESCO Publications. Many more publications are disseminated on-line only, reducing printing and distribution costs. In the first six months of 2012 there were some 70 publications proposals sent to the Board. For the same period in 2013 only 36. A decrease of 49% decrease in the number of submissions.</p> <p>Planning and promotion have also improved with better pick up in the press and in social media and steady increase in visibility through tools like Google Books.</p>

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
		<p>more publications are starting with a low print run and being topped up by print on demand services. Discussions have started with OECD to use their electronic dissemination and distribution services to replace UNESCO current dissemination model. The Publications Unit was successful in getting adopted the Open Access Policy which will define publications policy in coming years. In terms of logo use, we only measure patronage requests at DPI because all the other forms of use related to partnerships, programmes, conventions, networks rest with the concerned Sectors and services. There is a slight increase in requests for patronage. There are 87 patronage requests in the first six months of 2013 compared with 58 in the first six months of 2012.</p>	<p>Print runs have also substantially reduced and more and more publications are starting with a low print run and being topped up by print on demand services.</p> <p>Discussions have started with OECD to use their electronic dissemination and distribution services to replace UNESCO current dissemination model.</p> <p>The Publications Unit was successful in getting adopted the Open Access Policy which will define publications policy in coming years.</p> <p>Requests for the use of UNESCO's name and logo and the patronage are still increasing. The turn around time for these requests is less than 24 hours. The guidelines are regularly explained to Delegations, Nat. Coms (including new Secretaries), and NGOs.</p> <p>In spite of the reduction in staff by 50% the book and gift shop continues to cover costs and produce a small surplus.</p> <p>Content on Open UNESCO has not been moved to web site.</p>
ER 14: Dissemination of knowledge and information facilitated via the integrated web content management platform.	<p>PI: 1 New web content management platform deployed and numerous unlinked current systems phased out 2 Increase in our global audience of online users and followers Measures of likes, linkbacks, friends, followers, et al as provided by GoogleAnalytics, Facebook, Weibo, Twitter, YouTube, Fotopedia, et al. 3 Increase in the quantity, quality and multilingualism of news, events, and activities posted Log of produced content in each area and in each language provided by Web CMS Implementation of new web communication products. Most web communication products available in all 6 languages.</p> <p>B/b: The final version of the new web content management platform in place. Protocol for the handling of the unlinked content in place. Accomplishment of a significant growth in UNESCO Social media channels and improved ranking compared to other agencies in the UN system. Extension of the Social media channels used by UNESCO. Implementation of new web communication products. Most web communication products available in all 6 languages.</p>	<p>The following progress has been made in developing a new web integrated platform for UNESCO, with a new content management system (Drupal): - active content is displayed by theme, geographic location and partner - all new categories of content - seven integrated themes have been agreed at the EO level, each with appropriate sub-themes - a new graphic "look and feel" has been developed - the new site has been launched in Beta version The permanent version of the new website and CMS has been launched on 5 July, 2013. Traffic to UNESCO's websites has increased, with better indexing of pages, a modern interface with high-quality content including more photos and videos. Google Analytics shows a steady increase since the beginning of the year. In May the average page views (7 million) and visits (2.5 million) represent an increase of 25% from December 2012. UNESCO's social media channels, all combined, have grown by 64% in the past 6 months. UNESCO has currently the 2nd top Google+ and Weibo accounts in the UN system; the 3rd top QQ account; as well as a top 5 standing for social media accounts in Arabic, French, Russian and Spanish. The English-language accounts, which had the 8th or 9th biggest followings in the UN system, are now in 6th or 7th place, after UNICEF, UNHCR, UNHQ, WHO, UNDP, and IMF. A new Pinterest account was officially unveiled early June 2013. Intended</p>	<p>Results for social media and languages have met expectations, despite shortages of staff and funds. Outputs and results have met or exceeded benchmark indicators.</p> <p>Development of the new CMS and integrated web platform has been slower than expected, due to a shortage of funds and the time required for team integration. Sectoral teams must now work in intersectoral groups.</p> <p>ERI started the Web development project before UNESCO voted to admit Palestine and subsequently lost financial support from the United States. Therefore it has been undertaken without the required funding or staff support. Nevertheless, real progress has been made - contributing to C/5 results by making UNESCO more visible to the General Public and key stakeholder groups.</p>

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
		<p>as a visual catalogue of UNESCO's activities, the account will be completely multilingual. The two web communication products implemented in 2012 with a view to increase the quality and visibility of our content management activities (International Day pages and the new feature story) continue to be implemented in order to cover all the International Days celebrated by UNESCO. A new approach has been implemented as to be able to assure the sustainability and availability of previous years' celebrations. Currently near 30 dedicated websites/pages for International days are available, most of them in 6 languages. UNESCO's social media channels, all combined, have grown by 64% in the past 6 months. UNESCO has currently the 2nd top Google+ and Weibo accounts in the UN system; the 3rd top QQ account; as well as a top 5 standing for social media accounts in Arabic, French, Russian and Spanish. The English-language accounts, which had the 8th or 9th biggest followings in the UN system, are now in 6th or 7th place, after UNICEF, UNHCR, UNHQ, WHO, UNDP, and IMF.</p>	

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

In spite of financial situation and the reduction in staff, the Sector has succeeded in keeping its level of programme delivery.

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

Part II.C. Chapter 1. Participation Programme

Regular Programme ¹ : operational budget only		Extrabudgetary resources ¹	
Allocation 2012-2013: US\$ 12 055 000	Expenditures 2012-2013: US\$ 10 252 522	Allotment 2012-2013: US\$ 0	Expenditures 2012-2013: US\$ 0

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
Formulation, evaluation and follow-up of requests improved in such a way as to enhance complementarity between the activities planned as part of the Programme and Budget and those supported under the Participation Programme, ensuring conformity with the major priorities of the Medium-Term Strategy (C/4) and the Programme and Budget (C/5)	<p>PI: 1. Ensure active communication with Member States with a view to ensuring better formulation of PP projects. 2. Send the 30 reference points to Member States to streamline the submission process. 3. Speed up the approval process in convening more frequently the Intersectoral Committee for the Participation Programme mission.</p> <p>B/b: ensure a constructive communication with Member States in order to help them in preparing and presenting their PP requests</p>	<p>The Section PPE has been in constant contact with both the Permanent Delegations and Natcoms as well as with the Field Offices concerned in informing & guiding them throughout this advanced phase of the PP process and notably the final evaluations and approvals of their PP requests. In particular, further efforts were made in order to finalize the evaluations of the projects that were in line with the key priorities of C/4 and C/5. Four meetings of the Intersectoral Committee for the PP were convened during this period, the last one of which was held on 7 June and during which 78 requests were positively recommended to the DG for her final approval.</p>	<p>The Section PPE has been in constant contact with both the Permanent Delegations and Natcoms as well as with INGOs and Field Offices concerned in informing & guiding them throughout this advanced phase of the PP process. In particular, further efforts were made in order to coordinate with the Sectors and central services concerned the finalization of the evaluations of the PP projects that were in line with the key priorities of C/4 and C/5.</p> <p>The Intersectoral Committee for the Participation Programme met four times to discuss the evaluated PP requests. During the last for this biennium meeting held on 7 June, all the funds under the PP direct costs have been recommended to the DG's final approval.</p> <p>As of 30 June, the DG has approved 591 requests including 17 Emergency Assistance requests for the total amount of \$ 11 905 125, which represents 99,97% of the PP direct costs. It is for the first time that the PP approval process ends in 14 months instead of 18 months in average for the past biennia.</p> <p>The PPE Section encountered some problems relating to the timely submission of the financial and evaluation reports which has significantly delayed the whole process. It is worth mentioning that the PPE Section was still receiving these mandatory reports in May, 12 months after the required date (30 April 2012) for their submission. Another problem was related to the absence of the required number of supporting letters or pro forma invoices. Concerning the pro forma invoices we are working with BFM on ways and means to further streamline this process in considering new guidelines for evaluation by BFM.</p>
Implementation of adjustable strategies to meet the special and urgent needs of some groups of countries with common characteristics	<p>PI: 1. Special attention and priority to be given to Africa, LDCs, SIDS, developing countries, post-conflict & post-disaster countries, middle income</p>	<p>Throughout its four meetings the Intersectoral Committee on the Participation Programme has taken into account the priority groups of countries defined by the governing</p>	<p>Taking into account the DG's CL on the PP and in particular the priorities defined by the governing bodies, especially the projects conformity to the UNESCO major programmes, the</p>

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
improved	<p>countries & countries in transition. 2. Ensure better coordination with PCPD Platform prior to the approval of Emergency Assistance requests.</p> <p>B/b: ensure an equitable balance in PP funds distribution in taking into account the economic development indicators (annual GDP per capita)</p>	<p>bodies, especially the activities in favour of Africa, LDC's, SIDS, developing countries, post-conflict & post-disaster countries, middle income countries & countries in transition. A regular consultation was maintained with PCPD Platform in coordinating the treatment of Emergency assistance requests and prior to their approval by the DG.</p>	<p>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.</p> <p>Following the requests recommended during the last meeting of the PP Committee on 7 June, it is worth mentioning that some \$4.5M were approved for Africa which represents more than 37% of the PP direct costs for 2012-2013. This is exactly the target set in the beginning of this biennium. The other priority groups of countries obtained almost all the remaining PP funds as initially planned. The exact percentages by category of countries will be indicated in the PP document to be submitted to the Executive Board for its upcoming fall session.</p> <p>On the basis of the UNESCO External Auditor report findings and recommendations and following an extensive coordination with selected MS, we have suggested a series of changes to the PP draft resolution to be endorsed by the General Conference at its 37th session. In particular, we proposed the introduction of the annual GDP per capita established by the World Bank as an appropriate selection criterion to ensure an equitable balance in distributing PP funds and setting up adequate financial ceilings communicated to Member States. Moreover, we proposed in the same draft resolution that Member States with high annual GDP per capita, as established by the WB, be invited to refrain from submitting requests.</p>
Participation Programme impact and accountability mechanisms strengthened through enhanced information and communication with Member States at all stages of Programme execution	<p>PI: 1. Ensure detailed presentations on the PP principles and procedures during the information seminars for recently-appointed Secretaries-General of National Commissions in Paris and in the field. 2. Liaise with programme sectors to ensure rapid & substantive analysis of the received evaluation reports. 3. Provide relevant information & advice to Member States to better prepare their financial reports.</p> <p>B/b: improvement of the quality of the financial and evaluation reports</p>	<p>Extensive PP presentations followed by Q&A sessions have been scheduled on the occasion of a number of sub-regional training seminars and meetings at Headquarters focused on a substantial briefing on the PP highlights and new developments, in particular UNESCO's External Auditor report findings & recommendations.</p>	<p>During the concerned period further efforts were made with a view to ensuring timely submission of the financial and evaluation reports.</p> <p>As far as financial reports verification is concerned and following the External Auditor report findings and recommendations, it is urgent to introduce a systematic scrutiny, entailing liaison among PPE, BFC, BFM, IOS to ensure that field offices, subject to exceptions, be given authority to check financial reports on PP projects. We are currently discussing this possibility with the above-mentioned services with a view to involving more actively the field offices in this very important exercise.</p> <p>Concerning the quality and handling of the evaluation reports by the Secretariat, the External Auditors found that their quality was highly disparate and that the sectors make minimal use of these reports. In their recommendations they urge the Secretariat to strengthen the system for evaluating implemented projects and their real impact. At a recent coordination meeting with PPE, BKI, BFM and key Sectors,</p>

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
			<p>we stressed the need for sectors to routinely draft sectoral, geographical and thematic synopses of evaluation reports in order to have clearer picture of PP projects impact and share best practices with Natcoms.</p> <p>Substantial PP presentations have been made on the occasion of recent sub-regional seminars in Honiara (Solomon Islands), Kingston (Jamaica) and Rabat (Morocco) which were considered extremely relevant and useful by all the participants. Similar presentations and Q&A sessions are planned also for the Regional Capacity Building Workshop for Southern Africa (22 - 26 July 2013, Gaborone Botswana) and another two sub-regional training seminars in LAC region and Senegal in September 2013. Moreover, similar exercise is planned for the participants in the upcoming session of the general Conference. An interactive tool on the PP rules & regulations as well as best practices is being discussed with BKI and external consultant a view to guiding MS in all PP stages.</p>

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

Following the External Auditor's recommendations, we have proposed in the PP draft resolution the reduction of the number of submitted requests from 10 to 7 in order to optimize the PP process in eliminating useless and expensive treatment of requests (which would never be approved) and duplicative paper trails. For this biennium for example only 591 requests out of 1300 were approved by the DG.

Moreover, as proposed in the PP draft resolution and with a view to making a real and determined effort to reduce the economic cost of processing requests the number, we are working on possible submission of PP applications on line for the next biennium, which would contribute significantly to further reduce the economic cost of processing PP requests.

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\$ 361 026	Allotment 2012-2013: US\$ 1 319 705	Expenditures 2012-2013: US\$ 933 279

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
National capacities enhanced in areas of UNESCO's programme priorities	<p>PI: Dispatch of Announcement Letters to the National Commissions of beneficiary Member States requesting them to submit candidatures according to definite criteria and conditions.</p>	<p>Co-Sponsored fellowships programmes are executed according to the Terms of Reference (TOR) and implementation calendar agreed upon with donors. The cost sharing arrangements between UNESCO and donors sustained fellowships programmes to satisfy the demands for capacity development in</p>	<p>The fellowships programme has contributed to the capacity development in beneficiary countries. Until now, a total of 347 fellowships have been awarded to developing countries, especially least developed countries (LDCs) from 1 January 2012 until June 2013. Young men and women acquired knowledge and upgraded their skills to be empowered to contribute to the development of their countries.</p>

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
	B/b: The extrabudgetary contributions in cash and in-kind ensures sustainability of the fellowships activities to achieve the expected results.	developing countries, especially least developed countries.	The whole budget spent until now amounts to US\$ 4,498,867: the contribution of the Regular Programme to this budget is limited to US\$ 348,017 while the contribution of the extabudgetary resources to this budget amounts to US\$ 1,309,850 in cash and US\$ 2,841,000 in-kind. The contribution of the fellowships programme to Gender Equality amounts to 62 % while its contribution to the Priority Africa amounts to 45 %. As planned, the programme is satisfactorily progressing.
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.	Submitted candidatures are registered in SISTER for recording the selecting and monitoring. Payments are made in instalments to ensure monitoring from the award of the fellowship until the submission of progress and/or final reports.	The programme is satisfactorily progressing. Fellows have acquired knowledge and upgraded their skills to be empowered to contribution to the development of their countries. Although the analysis of the outputs, achieved results, challenges and lessons learnt will be conducted by the end of the biennium (as the programme is still going on), the programme is cost-effective since the contribution of the Regular Programme is limited to paying the costs of fellows' travel to host contries while donors pay the remainig costs of training and accomodation. Fellowships contribute to the implementation of UNESCO Programme and to funding capacity development in areas closely related to the priorities of the Organization's Programme.
Thematic areas aligned to strategic programme objectives and biennial sectoral priorities	PI: monitoring and submission of progress and final reports and evaluation of the results achieved. B/b: Submission of progress and final reports is a means of success of implementation monitoring.	Payments are made in instalments to ensure monitoring from the dispatch of award letters until submission of progress and final reports.	The cost-sharing arrangements with interested donors ensured the sustaibability of the fellowships programme and itd contribution to capacity development in areas closely aligned to UNESCO Programme Priorities. The contribution of the Regular Programme to the budget of fellowships is limited to around 8%. Donor contributions financing the Co-Sponsored Fellowships Scheme, either in cash or in-kind, contribute to funding knowledge acquisition and upgrading of skills needed by young men and women in developing countries, especially least developed countries.

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

Fellowships programmes are cost-effective since the contribution of the Regular Programme to the Co-Sponsored Fellowships Programmes is limited to paying the costs of travel to host academic institutions while donors pay all remaining costs. In addition, all trval tickets are through most economic and direct flights. The fellowships are awarded in areas closely aligned to UNESCO Programme Priorities. They give young women and men opportunities to build their lives and empower them to contribute to the development of their countries.

Part I.A. Governing Bodies

Regular Programme ¹ : operational budget only		Extrabudgetary resources ¹	
Allocation 2012-2013: US\$ 8 378 064	Expenditures 2012-2013: US\$ 4 107 623	Allotment 2012-2013: US\$ 0	Expenditures 2012-2013: US\$ 0

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
Cost effectiveness of the Governing Bodies improved	PI: Budget expenditures contained and outstanding running deficit absorbed B/b: expenditure from previous years' equivalent sessions	Efforts have continued but real difficulties containing documentation expenditure plus Member State decisions generating extra expenditure (length of sessions, holding of a Special Session of the Board) etc. Budget still on target to remain within cashflow shortfall objectives	A difficult biennium for measured and planned progress on these fronts. Cashflow shortfall budget objectives are still expected to be achieved although the scheduling of a Special Session of the Board (cost approx 110,000) not provided for and constitutes an overspend risk. Documentation produced pre session for the 191st session of the Board was 50% over initial target. Planning within House and commitments to deadlines and length of documents is not properly complied with. Quality of service to the Governing Bodies has been maintained thanks to extreme devotion of concerned staff and to a degree to the level of understanding of Member States of the difficult current conditions.
	PI: Costs previously under Part III (ADM/CLD) amounting to some \$200,000, for temporary assistance relating to translation, absorbed (for the EXB) B/b: previous budget records	achieved	
	PI: New more cost-efficient methodologies for record-keeping explored B/b: na	put on hold for want of time and resources	
	PI: Further progress achieved toward reducing paper consumption in Governing Body meetings B/b: previous trends	documentation volume difficult to contain - results only partially successful	
Services to Members States optimized	PI: Documentation quality maintained while volume reduced by 5% (for the GC) and 10% (for the EXB) B/b: na	not full achieved for all sessions but in the main documentation volume is down by some 25%	same remarks as for expected result no 1
	PI: Further progress achieved in organizational efficiencies through tight agenda-building and time planning B/b: past statistics	continued progress	

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

same remarks as above

Part I.B. Chapter 1. Directorate

Regular Programme ¹ : operational budget only		Extrabudgetary resources ¹	
Allocation 2012-2013: US\$ 206 000	Expenditures 2012-2013: US\$ 174 327	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\$ 252 490	Expenditures 2012-2013: US\$ 202 835	Allotment 2012-2013: US\$ 1 078 627	Expenditures 2012-2013: US\$ 755 656

Part I.B. Chapter 3. Internal Oversight

Regular Programme ¹ : operational budget only		Extrabudgetary resources ¹	
Allocation 2012-2013: US\$ 487 430	Expenditures 2012-2013: US\$ 226 783	Allotment 2012-2013: US\$ 167 336	Expenditures 2012-2013: US\$ 29 136

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
Risk management, control, compliance and value-for-money mechanisms strengthened	<p>PI: Number of significant instances resulting from IOS products and services and development of learning and accountability (e.g., recommendations, technical assistance, tools and guidelines) at Headquarters and field offices</p> <p>B/b: At least 5 significant instances involving Headquarters and field offices</p>	Benchmark was exceeded; examples of improvements in programme management, financial control, budget transparency and value for money are provided under the Assessment of Progress detailed below.	<p>Outputs: IOS issued final reports on sixteen audits and five advisory engagements during the period that were directly relevant to the expected result. The audit engagements covered programme management (e.g., UNESCO Chairs, Special Accounts, ED Sector, WHC and Cost Recovery), UNESCO's two Category I Science Institutes, and five field offices. Internal audit also contributed to a range of organization-wide initiatives to reduce costs and streamline business processes.</p> <p>Results from these outputs: Recommendations resulting from these engagements address risk and control issues as well as systemic and specific opportunities to improve efficiency and effectiveness. Recommendations implemented during the period have resulted in improved programme/project management, financial control, budget transparency and value for money. Examples include the following:</p> <ul style="list-style-type: none"> • An audit of the UNESCO Chairs programme identified the need to better align chairs with current UNESCO priorities. Senior managers improved the programme alignment of chairs, terminating over 100 inactive or obsolete chairs, and improved the ongoing engagement between and among the chairs and their UNESCO counterparts to

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
			<p>achieve better programme results.</p> <ul style="list-style-type: none"> • An audit of UNESCO special accounts identified instances where large balances of extrabudgetary funds were idle or underused. In responding to the audit, senior management developed workplans to either accelerate implementation or to reprogramme the funds. • An audit of UNESCO cost recovery policy identified slow adoption of the policy and significant under-recovery of the costs of Regular Programme staff working on extrabudgetary projects. To make the cost recovery policy more effective, management has established two working groups relating to the policy and associated work processes. • A review of UNESCO's Partnership with the Foundation for UNESCO for the Education of Children in Need noted widespread non-compliance with the partnership agreement and recommended that management determine a clear purpose for the partnership (i.e., visibility, fundraising and/or programme implementation) in deciding its future. Management directed a more proactive engagement with the partner as a first step towards addressing the situation. • Audits of two Category I science institutes identified opportunities to improve the financial control framework and to better integrate programmatic results of the institutes in UNESCO's RBM framework. The issues raised provide inputs for a new cooperation agreement with one institute and will substantially strengthen UNESCO's overall results reporting in collaboration with both institutes. • A stocktake of IT projects in UNESCO identified 83 planned and ongoing projects, some of which were duplicative, as well as a need for better priority setting. Senior management established an IT governance board and introduced a corporate policy for IT acquisition and development. • An audit of 53 critical authorizations in FABS showed that access was too broad. These findings were incorporated into a project to redesign user roles to limit such access and maintain effective segregation of duties. • Field office audits showed challenges in the current budget situation including long-term vacancies in key positions and identified opportunities to address these through such measures as improved backstopping, updated procedural guidance and more effective handover for interim managers. <p><u>Challenges and lessons learnt:</u></p> <ul style="list-style-type: none"> • Clear purpose and programmatic alignment of partnerships should be periodically assessed. • Evaluation of large-scale extrabudgetary projects is needed for both learning and results reporting. • Results reporting of Category I institutes needs to be better integrated in UNESCO's RBM framework. • Unclear IT governance and standards for acquisition and development contribute to inefficiencies such as duplicative systems and investment in lower priority initiatives. • Interim arrangements including responsive backstopping, compliance monitoring and

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
			<p>updated procedural guidance are needed for field offices with long-term vacancies in AO posts.</p> <ul style="list-style-type: none"> • Ambiguous accountabilities can contribute to slow implementation of extrabudgetary projects. <p>Contribution to C/5 Result:</p> <p>Improvements are noted above in results reporting, IT governance and budgetary control. Progress continues in implementing open audit recommendations in such areas as programme management (e.g., Chairs and Category 2 institutes), financial management (e.g., budgeted and actual staff costs), printed materials, protocol services, field security, project/programme monitoring and performance management of staff. Contributions to organization-wide cost reduction and efficiency initiatives included a range of specific measures drawn from past audits and current analyses to respond to budget constraints and to promote operational efficiencies in delivering UNESCO's programme.</p>
Strategic management of the Organization, policy & programme development, and programme delivery informed by evaluations and audits	<p>PI: Percentage of recommendations that have been accepted and fully implemented B/b: at least 75% implementation rate within 18 months of the finalisation of the respective reports</p>	<p>By mid-2013, approximately 80% of all IOS recommendations have been implemented within 18 months. Further Action Plans have been established for recently completed evaluations and the open recommendations are being monitored by IOS.</p>	<p>During the reporting period IOS EVS issued 7 new evaluation reports and 9 reviews of decentralized bodies (six Category I centres (IBE, IITE, IICBA, IESALC, UIL and IIEP), the IOCARIBE Secretariat and 3 field offices) and continued the follow up on the implementation of previous evaluation recommendations. In addition to the improved evaluation culture and increasingly results based reflections that are triggered during the evaluation process a number of significant changes and improvements were achieved as the results of recommendations.</p> <p>Action plans responding to recommendations are made available on the IOS website and the process for recommendations follow-up has been further improved, including a central database for follow up and analysis.</p> <p>The IEE follow up process which is coordinated by IOS allows the Executive Board a close monitoring of the implementation of all IEE recommendations. A series of reform efforts have led to improvements within the areas identified in the IEE among the 5 Strategic Directions that steer the DGs overall reform efforts,</p> <ul style="list-style-type: none"> • The Review of UNESCO Liaison Offices led to the redefinition of their respective roles and functions; • Findings and recommendations from Strategic Programme Objective evaluations informed efforts to reorient programmes such as MOST and IFAP; and helped the sectors to strengthen focus and improve the delivery of their mandates • The Evaluation of UNESCO Prizes prompted a revision of the strategy on prizes, stricter application criteria for eligibility of prizes and the establishment of a new Feasibility Study Framework to strengthen Prize alignment with UNESCO priorities; • The Evaluation of Priority Africa led to a strategic reflection process in particular on clarifying the roles and responsibilities of different UNESCO entities and for strengthening of capacities in the field; • In follow-up to the Review of Cooperation of UNESCO Secretariat with National Commissions of UNESCO, the tripartite working group has developed an action plan
	<p>PI: Number of significant instances of IOS products and services resulting in the reorientation of programmes identified as ineffective B/b: at least 4 significant instances of programmes being reoriented</p>	<p>Benchmark was exceeded; key examples of improvements in programmes, projects and operations are provided under the Assessment of Progress detailed below.</p>	

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

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
Accountability and adherence to rules and regulations in UNESCO strengthened	PI: Percentage of complaints received which are acknowledged and cases opened within 10 working days B/b: 100% of complaints received are acknowledged within 10 working days	100% of the complaints received by the investigation section were acknowledged and screening was initiated within 10 working days.	Investigations were completed for 78 cases during the period January 2102 to June 2013. These resulted in 17 disciplinary actions including 8 separations.
	PI: Percentage of investigations completed within an effective timeframe B/b: at least 90% completed less than 5 months after receipt of allegation	Average duration of investigations during 2012 was 139 days. This increased during 2013 due to the nature of the cases, with 10 out of 24 cases closed within 150 days after receipt of allegation.	

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

Effective use of interns to support IOS projects, partially addressing the vacant posts resulting from the current budget shortfall.

Reduced travel using interviews via teleconference and Skype and digital copies of documents.

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

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

Regular Programme ¹ : operational budget only		Extrabudgetary resources ¹	
Allocation 2012-2013: US\$ 168 624	Expenditures 2012-2013: US\$ 69 656	Allotment 2012-2013: US\$ 0	Expenditures 2012-2013: US\$ 0

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
Quality legal advice provided to the Organization and its governing bodies	PI: *** B/b: ***	***	<ul style="list-style-type: none"> - Vérification de la conformité des documents rédigés pour les 189e, 190e et 191e sessions du Conseil exécutif et préparation des documents de travail du Comité sur les conventions et recommandations (CR) - Fourniture d'avis juridiques sur le champ lors du Bureau, des plénières et des réunions des différents comités et commissions des 189e, 190e et 191e sessions du Conseil - Secrétariat du Comité CR assuré par l'Office lors des 189e, 190e et 191e sessions du Conseil <p><u>Défis</u></p> <ul style="list-style-type: none"> - LA doit continuer à offrir des prestations de qualité avec des ressources humaines insuffisantes, tout en faisant face à une demande de services accrue

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
Organization's rights effectively protected	PI: *** B/b: ***	***	<ul style="list-style-type: none"> - Actions de rappel des privilèges et immunités en réponse aux différents actes de procédures judiciaires notifiés à l'Organisation, y compris ceux notifiés aux bureaux hors-Siège - Contribution à la protection du nom et emblème de l'UNESCO lors de la conclusion de projets d'accords, notamment avec des partenaires privés dans le cadre d'opérations de patronage ou de financements extrabudgétaires, mais aussi dans le cadre des directives opérationnelles relatives à la mise en œuvre et à l'application des conventions - Amélioration de la rédaction d'un large éventail d'accords conclus par l'Organisation avec les Etats membres, les organisations intergouvernementales, mais aussi avec des partenaires privés, y compris dans le cadre de passation de marchés - Représentation de l'Organisation auprès du Tribunal administratif de l'OIT pour défendre ses intérêts dans des litiges avec des fonctionnaires en sus des conseils juridiques destinés à aider la Directrice générale à régler les contentieux en cours devant le Conseil d'appel - Représentation de l'Organisation pour défendre ses intérêts dans le cadre de différends résultants de contrats ou d'autres différends de droit privé dans lesquels l'UNESCO est partie, - Vérification de la stricte application des règles et procédures internes concernant les activités de l'Organisation et le personnel, par la fourniture de nombreux avis juridiques aux services internes tels que MSS et HRM <p><u>Défis</u></p> <ul style="list-style-type: none"> - LA doit continuer à offrir des prestations de qualité avec des ressources humaines insuffisantes, tout en faisant face à une demande de services accrue
Internal rules of the Organization relating to activities, funds and property of the Organization revised and improved to enhance the protection of the interests of the Organization	PI: *** B/b: ***	***	<ul style="list-style-type: none"> - Participation active et fourniture d'avis juridiques aux services internes lors de la révision des volumes I et II du Manuel administratif - Assistance continue à HRM pour une meilleure formulation des circulaires administratives en matière de personnel <p><u>Défis</u></p> <ul style="list-style-type: none"> - LA doit continuer à offrir des prestations de qualité avec des ressources humaines insuffisantes, tout en faisant face à une demande de services accrue
Informed legal advice provided on the establishment and operation of the intergovernmental bodies in charge of the implementation of conventions and newly established bodies	PI: *** B/b: ***	***	<p>Vérification de la conformité juridique des documents de travail et fourniture d'avis juridiques sur le champ lors du Bureau et des plénières des sessions des organes suivants :</p> <ul style="list-style-type: none"> - à la 2e réunion des Etats parties à la Convention de 1970 concernant les mesures à prendre pour interdire et empêcher l'importation, l'exportation et le transfert de propriété illicites des biens culturels - aux 36e et 37e sessions ordinaires du Comité du patrimoine mondial de la Convention de 1972 concernant la protection du patrimoine mondial, culturel et naturel - à la 4e session ordinaire de la Réunion des Etats parties au Deuxième Protocole de 1999 relatif à la Convention de La Haye de 1954 pour la protection des biens culturels en cas de conflit armé et à la 7e session ordinaire du Comité pour la protection des biens culturels en cas de conflit armé - à la 4e session ordinaire de la Conférence des Etats parties à la Convention de 2001 sur la protection du patrimoine subaquatique - à la 4e session de l'Assemblée générale des Etats parties à la Convention de 2003 pour la sauvegarde du patrimoine immatériel ainsi qu'à la 4e session extraordinaire et à la 7e session ordinaire du Comité intergouvernemental de sauvegarde du patrimoine culturel immatériel - à la 4e session ordinaire de la Conférence des Parties de la Convention de 2005 sur la protection et la promotion de la diversité des expressions culturelles et à la 6e session ordinaire du Comité intergouvernemental pour la protection et la promotion de la diversité des expressions culturelles <p><u>Défis</u></p> <ul style="list-style-type: none"> - LA doit continuer à offrir des prestations de qualité avec des ressources humaines insuffisantes, tout en faisant face à une demande de services accrue.

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
Monitoring of the Organization's standard-setting instruments coordinated	PI: *** B/b: ***	***	<p>- Meilleure harmonisation des avis juridiques lors de la préparation des documents de travail des sessions des organes institutionnels de suivi des différentes conventions, en particulier des Conventions de 1954, 1970, 1972, 2001, 2003 et 2005.</p> <p>- Renforcement de la vérification auprès de chaque secteur de programme ou institut concerné du respect des nouvelles procédures adoptées par le Conseil exécutif à sa 177e session sur le suivi de l'application des 3 conventions (celles de 1960, 1970 et 1989) et des 11 recommandations déclarées prioritaires pour lesquelles aucun mécanisme institutionnel spécifique de suivi n'est prévu et rapport aux 189e, 190e et 191e sessions du Conseil exécutif à ce sujet</p> <p>- Actualisation régulière des informations relatives au suivi des conventions et recommandations sur le site Textes normatifs et mise en ligne de l'intégralité des textes fondamentaux de l'Organisation en format HTML dans les deux langues de travail de l'Organisation ainsi qu'en espagnol.</p> <p><u>Défis</u> -LA doit continuer à offrir des prestations de qualité avec des ressources humaines insuffisantes, tout en faisant face à une demande de services accrue.</p>

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

Au cours des 18 premiers mois de l'exercice budgétaire 2012-2013, l'Office des normes internationales et des affaires juridiques (LA) a continué de mettre l'accent sur la protection des intérêts de l'UNESCO et sur la coordination du suivi des instruments normatifs de l'Organisation. En effet, LA a défendu les intérêts de l'Organisation (protection contre toute utilisation non autorisée de son nom et l'emblème ou contre toute prétention juridiquement injustifiée, rappel de ses privilèges et immunités etc.) et a maintenu une assistance juridique continue aux secteurs et aux Bureaux hors-Siège, notamment pour vérifier et améliorer un large éventail de projets d'accords/contrats conclus par l'Organisation. L'Office a également soutenu juridiquement les services internes en particulier HRM dans la rédaction de circulaires administratives et de ses avis en matière de contestation du personnel. De plus, LA a participé activement aux travaux des organes intergouvernementaux chargés de la mise en œuvre des conventions dernièrement entrées en vigueur, à savoir ceux des conventions de 1954, 1970, 1972, 2003 et 2005, et ce, en fournissant de nombreux avis juridiques au secrétariat des autres conventions. Pour ce qui est de la coordination de l'action normative, l'Office a continué de veiller, dans le cadre du premier mandat du Comité sur les conventions et recommandations du Conseil exécutif (CR), à la mise en œuvre des 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 aux 189e, 190e et 191e sessions du Conseil exécutif et a préparé plusieurs documents à son attention dans le cadre des travaux de son Comité CR. En conclusion, LA a dû faire face à de nombreuses demandes d'avis juridiques dans un contexte insuffisant de ressources humaines et ce, tout en maintenant une qualité satisfaisante de ses avis et prestations juridiques.

Part I.B. Chapter 5. Ethics Office

Regular Programme ¹ : operational budget only		Extrabudgetary resources ¹	
Allocation 2012-2013: US\$ 54 100	Expenditures 2012-2013: US\$ 30 960	Allotment 2012-2013: US\$ 175 410	Expenditures 2012-2013: US\$ 101 132

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	PI: New policy on financial disclosure,	Following a stringent consultation process with relevant internal	The Ethics Office developed a policy aimed at addressing the risk of conflicts of

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
and conflict of interest rules implemented and disseminated	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)	stakeholders (the Bureau of Human Resources Management; the Office of International Standards and Legal Affairs; the Advisory Council on Personal Policies; and both Staff Associations), the policy on the Declaration of Interest and Financial Disclosure Programme was approved by the Director-General.	interest in UNESCO. Avoiding conflicts of interest is the duty of all UNESCO employees and is in the best interest of the Organization in order to preserve the individual's as well as UNESCO's integrity. The purpose of this policy is to reduce the risk of conflict of interest arising from the financial holdings or outside activities of some employees, while striking the right balance between their private interests and their obligations to the Organization. As a first step, only employees at P-5 level and above, and those whose principal duties include the procurement of goods and services for UNESCO, or relate investment of UNESCO assets, are eligible to respond to the questionnaire. It was envisaged in the future that the scope may be widened at the discretion of the Director-General. The employees in question will be requested by the Ethics Office to complete a short questionnaire on the previous calendar year. The questionnaire will be composed of ten questions and information will have to be provided in relation to the employees, their spouse or partner (if any), and their children (if any). This policy is quite different from the ones in place elsewhere, as the information will only have to be shared when it relates to a potential conflict between the functions of the employee and his/her private interests. While in most United Nations entities, employees have to declare all their personal assets even if these assets are not in relation with their work. The Deputy Director-General decided that the first disclosure would be made in March 2014 for the 2013 reporting period.
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)	xxx	Education is key in building a culture of Ethics in UNESCO. From its inception, the Ethics Office considers that sensitizing employees and raising ethical awareness is the best way to attain this objective. This is the reason why the Ethics Office kept implementing a specific training programme aimed at enabling all employees to make decisions in a clearly understood ethics context. As at 30 June 2013, the mandatory training on Ethics was delivered to 3015 employees, whether at Headquarters or in the field. It is important to note that 253 employees were trained during 2013. 93 out of these 253 were employees from the field offices (Brussels, Addis Ababa, Lima, Santiago, Teheran, Tashkent, Almaty), while 25 were employees from category 1 Institutes (IHE in Delft and IICBA in Addis Ababa). At the level of the Headquarters, the Ethics Office completed to deliver the training, with 153 employees from the Sector for the Management of Support Services.

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\$ 10 452 348	Expenditures 2012-2013: US\$ 6 201 471	Allotment 2012-2013: US\$ 0	Expenditures 2012-2013: US\$ 0

International Civil Service Commission

Regular Programme ¹ : operational budget only		Extrabudgetary resources ¹	
Allocation 2012-2013: US\$ 578 720	Expenditures 2012-2013: US\$ 299 986	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	
	<p>PI: Participation in the ICSC twice yearly sessions; regular reporting to Governing Bodies on measures adopted by ICSC or General Assembly</p> <p>B/b: Annual ICSC Reports</p>	<p>DIR/HRM represented UNESCO at the Spring and Summer Sessions of the ICSC. DIR/HRM is also a Co-Chair of the HR Network representing in particular the interests of the Specialized Agencies. Regular audio and video-conferences with the Co-Chairs and CEB throughout the year to assure interests of Agencies with regard to recommendations of ICSC. At every Spring session of UNESCO's Executive Board, a document is submitted summarizing the most salient points of the decisions taken by the ICSC and/or General Assembly affecting UNESCO staff. For each General Conference, a document is submitted regarding measures affecting staff salaries, allowances and other benefits that may be adopted either by the General Assembly or by virtue of the authority conferred upon it by the ICSC.</p>	<p>As part of the UN Common System, UNESCO follows the General Assembly Resolutions and ICSC decisions regarding staff members' salaries and entitlements. It is therefore important to ensure UNESCO's representation at ICSC regular session meetings, the working groups on various topics affecting salaries, entitlements and HR policy issues.</p> <p>During the period under review, DIR/HRM represented UNESCO at the Spring and Summer Sessions of the ICSC in 2012 and 2013. DIR/HRM is also a Co-Chair of the HR Network representing in particular the interests of the Specialized Agencies. Regular audio and video-conferences with the Co-Chairs and CEB throughout the year to assure interests of Agencies with regard to recommendations of ICSC.</p> <p>At every Spring session of UNESCO's Executive Board, a document is submitted summarizing the most salient points of the decisions taken by the ICSC and/or General Assembly affecting UNESCO staff. For each General Conference, a document is submitted regarding measures affecting staff salaries, allowances and other benefits that may be adopted either by the General Assembly or by virtue of the authority conferred upon it by the ICSC.</p>

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

As part of the UN Common System, UNESCO is required to contribute to the running costs of ICSC and the Common System machinery e.g. the cost of the local GS Salary Surveys.

United Nations System High-Level Committee on Management.

Regular Programme ¹ : operational budget only		Extrabudgetary resources ¹	
Allocation 2012-2013: US\$ 170 944	Expenditures 2012-2013: US\$ 49 996	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	
	PI: participation in HLCM annual meeting; participation in 4 functional networks B/b: HLCM report HR, F & B, Procurement & ICT Network reports	The DDG is the UNESCO Representative on the HLCM. DIR/HRM has assisted when there are HR-related topics of interest for UNESCO.	The DDG attends the HLCM on behalf of UNESCO. Briefings have been prepared for his attention on work and recommendations emanating from the four functional networks. On occasion, DIR/HRM has assisted when there are HR-related topics of interest for UNESCO, as have the UNESCO representatives of the Finance & Budget, Procurement and ICT Networks. DIR/HRM is also a member of the HLCM Steering Committee on the Harmonization of Business Practices who validated in 2011, the project proposal "Harmonization of vacancy announcements at country level for General Service and National Officer positions" led by UNESCO (HRM).

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

As part of the UN Common System, UNESCO is required to contribute on cost-sharing basis with other UN Agencies to the CEB.

United Nations Joint Inspection Unit.

Regular Programme ¹ : operational budget only		Extrabudgetary resources ¹	
Allocation 2012-2013: US\$ 272 897	Expenditures 2012-2013: US\$ 31 824	Allotment 2012-2013: US\$ 0	Expenditures 2012-2013: US\$ 0

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
Improved control and management mechanism.	PI: number of improved mechanism B/b: at least two per year	The JIU has completed a substantial number of studies relevant to UNESCO. These mostly address thematic areas across the UN system but also include one specific study of UNESCO's administration and management. UNESCO participated effectively in each system-wide study and has taken steps to implement applicable recommendations. For the UNESCO-specific study, the implementation of recommendations has been directly monitored by the Executive Board. In all cases, actions taken by UNESCO and the recommendation status is reported annually to the JIU and made available on-line to Member States.	With IOS serving as UNESCO's focal point for the JIU, and eight studies involving UNESCO participation currently ongoing, effective engagement with the JIU has substantial resource implications across the Organization. UNESCO participates effectively in these studies with particular attention to those involving matters of direct importance to the Organization. In all cases, recommendations are monitored and relevant benchmarking data is shared with managers to achieve benefits from the Organization investment in JIU studies.

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

UNESCO has no impact on how JIU conducts its work. UNESCO also has no say over how much the contribution to JIU is. A number of reports have been useful as a reference point, especially on system wide issues. The recommendations are followed up by IOS and the status is reported to the Executive Board

Statutory contribution of the UN Department of Safety and Security.

Regular Programme ¹ : operational budget only		Extrabudgetary resources ¹	
Allocation 2012-2013: US\$ 2 381 817	Expenditures 2012-2013: US\$ 0	Allotment 2012-2013: US\$ 0	Expenditures 2012-2013: US\$ 0

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
UNESCO's membership in the common UN security management system	PI: Timely payment of annual UNESCO's contributions for 2012 and 2013 B/b: N/A	In line with exchanges between the Director-General and UN Secretary-General regarding payment of the statutory contribution for 2012-2013 during 2013, funds have been identified and earmarked for this purpose. Bill has already been received from UN and payment will be made once funds are released.	UNESCO is complying with its statutory obligation towards UN joint machinery; payment of the contribution to the jointly shared core UNDSS budget will ensure continuity of UNDSS services and support which are imperative to operations at the field level.

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

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

Security requirements of staff members in the field.

Regular Programme ¹ : operational budget only		Extrabudgetary resources ¹	
Allocation 2012-2013: US\$ 6 628 418	Expenditures 2012-2013: US\$ 5 595 007	Allotment 2012-2013: US\$ 0	Expenditures 2012-2013: US\$ 0

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
Safe security conditions of field staff and personnel	PI: Enhanced compliance with DSS standards (MOSS, MORSS) in line with the UNSMS security risk management policy, conducive to safer and more secure working and living conditions of staff B/b: N/A	Continuous monitoring of MOSS compliance of the Field Offices (as a prerequisite for fund allocation for security improvement measures). Backstopping/advice to Field Offices in prioritization of recommendations; support in security risk assessments. Backstopping in establishment of new Field Offices and/or moves to new premises. Timely reimbursement of residential security measures through payroll to all entitled international staff in the field including monitoring of implementation and cost effectiveness of measures.	BFC ensures in sustainable manner that UNESCO Field Offices reach acceptable levels of security and safety standards. Effective and pro-active support and backstopping was provided in crisis situations. Support was provided to international UNESCO staff and families in security emergency situations. Policy and logistic assistance was also provided by BFC to the offices with a view to raising further the security measures. One of the challenges is the response rate from the Field Offices which delays significantly completion of this type of exercise. Field Offices were supported in development of business continuity plans with template model developed by BFC Advice provided to senior management on programme criticality and appropriateness of deployment of missions/activities to high risk areas.
	PI: Development and support in implementation of contingency plans (including pandemic) B/b: N/A	Policy and technical support to Field Offices. Development of business continuity plans/contingency plans.	
	PI: Timely response to security emergencies, coordinated house	Support provided in crisis security/safety situations; coordinated BFC/HRM/BFM action taken;	

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
	wide support to the Field Offices and personnel B/b: N/A		
Field security awareness	PI: Enhanced security awareness among staff in the field and at HQs of field security policy, guidelines, respective responsibilities, accountability; security training programmes B/b: N/A	Completion of the mandatory training by all concerned personnel, review of the instructions related to UNDSS security training programmes, periodicity of re-certification. Revision together with HRM of relevant HR manual provisions	Advice provided to senior management on programme criticality and appropriateness of deployment of missions/activities to high risk areas. BFC continued to enforce the mandatory requirements regarding security trainings and security clearance. In line with the new UNDSS policy on security training (developed with active UNESCO's involvement) specific instructions were issued regarding validity of UNDSS mandatory training courses and their re-certification and applicability. Work with other services is ongoing on integration of security information tools into UNESCO travel processes.
	PI: Strengthened capacity of all UNESCO personnel to effectively handle their security and safety responsibilities B/b: N/A	Application by UNESCO personnel of the relevant procedures/adequate reaction in case of security emergencies	The new Field Security intranet page is continuously updated. Effective and timely dissemination of the security guidelines and procedures was carried out.
Field security policy making	PI: Effective UNESCO participation in the inter-agency, field security policy making; B/b: N/A	UNESCO position reflected in the system wide policies and standards. UNESCO co-chairing of the Inter-Agency Security Management Network (IASMN) providing opportunity for better involvement in policy design and development. UNESCO (BFC field security coordinator) active participation in inter-agency working groups on JFA UNDSS activities, on MORSS, on cost sharing formulas for JFA security budgets.	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, review of JFA security activities and MORSS. 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	Field Offices and HQs personnel aware and implementing prevailing UNSMS policies and instructions/effective distribution among staff including via UNESCO intranet. Development of UNESCO specific instructions and inclusion of security aspects in all relevant UNESCO internal policies and procedures (Administrative Manual and HR Manual). Ensuring that security aspects are included in all travel instructions/policies/procedures. Revision together with HRM of relevant HR manual provisions.	Effective and timely dissemination of the security guidelines and procedures was carried out. Staff compliance with the security clearance procedures and training remains a challenge and controls at the AO levels when approving official travel should be reinforced. Ensuring that security aspects are included in all travel instructions/policies/procedures.

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

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

Administrative Tribunal of the International Labour Organization.

Regular Programme ¹ : operational budget only		Extrabudgetary resources ¹	
Allocation 2012-2013: US\$ 269 304	Expenditures 2012-2013: US\$ 161 869	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	
	PI: Prepare & submit at least 6 appeals per year B/b: Annual ILO report	on average, between 6 and 10 cases are reviewed by the ILO Tribunal per year. The list of judgements is published on ILO's site.	UNESCO submits from 6 to 10 appeals per year to the ILO Administrative Tribunal. Given the cost of submitting appeals to the Tribunal, HRM and LA must work closely together to ensure files are sound and well prepared.

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

As part of the UN Common System, UNESCO is required to contribute on a cost-sharing basis with other UN Agencies to the ILO Administrative Tribunal e.g. session & submission fees.

Malicious Acts Insurance Policy.

Regular Programme ¹ : operational budget only		Extrabudgetary resources ¹	
Allocation 2012-2013: US\$ 132 800	Expenditures 2012-2013: US\$ 62 788	Allotment 2012-2013: US\$ 0	Expenditures 2012-2013: US\$ 0

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
Updated comprehensive staff data for MAIP premium purposes	PI: Maintenance of updated database of all personnel covered by the MAIP B/b: N/A	Annual database of all UNESCO personnel worldwide covered by MAIP currently being undertaken; will be submitted when requested by the UN in the 3rd quarter of 2013.	BFC is carrying out the annual personnel count with a view to establishing a database of all personnel covered by MAIP worldwide (by country). The database will also serve for any security emergency situations as it includes additional information on personnel contact information/eligible dependents. The main <u>challenge</u> in this exercise remains timeliness of replies from Field Offices and accurateness of information which require very close monitoring and follow up by BFC.
Timely payment of the UNESCO MAIP premium	PI: Timely payment of annual UNESCO's MAIP premiums for 2012 and 2013 B/b: N/A	2013 bill yet to be received from UN - funds are earmarked for this purpose	N/A as bill yet to be received.

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

N/A as bill to be received from UN -

Part III.A. Human resources management

Regular Programme ¹ : operational budget only		Extrabudgetary resources ¹	
Allocation 2012-2013: US\$ 14 095 381	Expenditures 2012-2013: US\$ 10 405 582	Allotment 2012-2013: US\$ 814 160	Expenditures 2012-2013: US\$ 632 941

Part III.A. Human resources management

Regular Programme ¹ : operational budget only		Extrabudgetary resources ¹	
Allocation 2012-2013: US\$ 3 395 381	Expenditures 2012-2013: US\$ 2 404 348	Allotment 2012-2013: US\$ 697 228	Expenditures 2012-2013: US\$ 516 077

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
Action plan for the human resources management strategy for 2011-2016 developed and implemented	PI: Implementation of a streamlined staffing process covering external appointments to internal appointments/mobility changes	E-Recruitment tool implemented on 27 June 2012 at HQ and feasibility study on-going for roll-out to Field Offices. A new HR planning tool is also being put in place.	<p>During the period under consideration, the Bureau of Human Resources Management (HRM) pursued the priority actions outlined in the Action Plan of the HR Management Strategy for 2011/2016. As reported in the first two progress reports on the implementation of the HR Strategy (ref. 190 EX/5 Part IV and 191 EX/5 Part IV), some of the activities listed in the Action Plan have been paced in line with the financial resources available. Work during this period focused on the streamlining and development of IT tools and the related review and updating of HR policies and processes.</p> <ul style="list-style-type: none"> • Implementation of the new E-recruitment system (July 2012) to streamline advertisements, identification of pools of qualified candidates, the monitoring of service delivered and in particular, the objective of reducing the time to complete the recruitment process (targeted to 180 days). • Roster to collect CVs of experts/consultants and support staff integrated in the new e-recruitment system thus eliminating a 'stand-alone' system which was no longer effective for its original purpose. • A web-based tool/mechanism is under development to address priorities activities outlined in the Action Plan of the HR Strategy including Succession Planning, Career Development, Performance Management and Competency-Assessment. All these initiatives are being reviewed and developed in collaboration with staff/managers; and also to ensure that there is integration amongst these activities such as mobility, planning and recruitment. • E-learning platform purchased to provide accessibility to all learning materials already produced and still relevant for staff at HQ and in the Field. • HRM, with technical support from BKI, continues to review its administrative processes with a view to streamlining and automating the most frequent/labour-intensive/paper oriented processes in order to
	PI: Succession planning mechanism for specific profiles and skills implemented and a candidate pool established	In progress. The Careers Centre is ready to be used by all staff for the integration of their own detailed profile. The tool has successfully been piloted with staff in IOC. We also did some testing with staff in Field Offices so as to ensure that they can access the tool without any problem. Comments and feedback received has been considered and integrated in the tool as much as possible. Launching to all staff is expected 3rd quarter 2013.	
	PI: Improved competency-based interviews	Competency-based interview protocols developed.	
	PI: Redesigned vacancy notices, new e-recruitment tool introduced	Implemented. New e-recruitment tool 'Careers' launched at HQ on 27 June 2012.	
	PI: Implementation of geographical mobility policy	Several meetings with various stakeholders including the ACCP have taken place. The updated policy is now with the Staff Associations for the statutory one-month internal consultation phase. It is estimated that the policy will be issued 3rd quarter of 2013.	

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
Equitable geographical distribution and gender balance improved, in particular at the senior management levels	<p>PI: Implement approved Action Plan for the improvement of geographical distribution B/b: Targets detailed in Action Plan</p> <p>PI: Implement approved Gender Action Plan targeting 50% representation at all professional levels in particular at the senior management level B/b: Targets detailed in Action Plan</p>	<p>The representation of Member States has slightly decreased during this 18-month reporting period from 161 (83%) to 157 (81%) which is below the target of 85%. This trend is primarily due to retirements/resignations and very few recruitments this year. It is anticipated that the current downward trend will continue due to retirements and limited recruitments in 2014. It is essential that geographical distribution be considered when appointing external candidates, at equal competence.</p> <p>Gender parity has been achieved amongst International Professional staff since January 2012 (50%/50%). The representation of women at Director level has improved from 28% in January 2012 to 32 % as of June 2013. This trend is due mostly to the reduction in the number of men Directors whilst women Directors have remained in the same numbers. As at 30 June 2013, there are 28 women Directors (32%) and 59 men Directors (68%). With regards to P-5 positions, the representation of women has decreased from 57 women (January 2012) to 54 (June 2013).</p>	<p>The representation of Member States has slightly decreased during this 18-month reporting period from 161 (83%) to 157 (81%) which is below the target of 85%. This trend is primarily due to retirements/resignations and very few recruitments this year.</p> <p>It is anticipated that the current downwards trend will continue due to retirements and limited recruitments in 2014. It is essential that geographical distribution be considered when appointing external candidates, at equal competence.</p> <p>Gender parity has been achieved amongst International Professional staff since January 2012 (50%/50%).</p> <p>The representation of women at Director level has improved from 28% in January 2012 to 32 % as of June 2013. This trend is due mostly to the reduction in the number of men Directors whilst women Directors have remained in the same numbers. As at 30 June 2013, there are 28 women Directors (32%) and 59 men Directors (68%). With regards to P-5 positions, the representation of women has decreased from 57 women (January 2012) to 54 (June 2013).</p>
Effective and financially sound social security schemes for staff ensured	<p>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</p>	<p>• New MBF Governance Structure and updated MBF rules have been submitted to MBF Board for its comments and will be submitted as part of the Director-General's report on MBF to the 37th General Conference once it is discussed at the General Assembly of participants of MBF. • MBF Plan Design changes have been submitted to MBF Board by the Working Group of the MBF Board of Management and are currently under consideration.</p>	<p>• New MBF Governance Structure and updated MBF rules have been submitted to MBF Board for its comments and will be submitted as part of the Director-General's report on MBF to the 37th General Conference once it is discussed at the General Assembly of participants of MBF. • MBF Plan Design changes have been submitted to MBF Board by the Working Group of the MBF Board of Management and are currently under consideration.</p>
Learning and development plan elaborated, implemented and monitored	<p>PI: Ensure deliverance of established corporate training plan, as approved by the Director-General</p>	<p>No Corporate Training Plan was developed due to lack of budget allocation.</p>	<p>While there was a suspension in budget allocation with regard to training and learning for 2012/2013, certain training programmes and activities continued with no cost implication. This included FABS and IPSAS,</p>

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
	PI: Implementation of learning and development activities and initiatives	Certain training programmes with no cost implication were implemented at HQ. This included FABS and IPSAS, SISTER, IT training, Ethics, RBM, Performance Management. Some Field Offices have made use of experts on mission to have small workshops for the staff. At HQ language training programmes have been organised in the 6 official languages on a cost-sharing basis for staff members and staff of the permanent delegations. An E-learning platform was purchased and will be accessible to all staff at HQ and the Field. It will include all existing UNESCO e-learning modules on competencies development, leadership and management skills development and Microsoft Office use. In addition, it will include some modules which other UN Agencies are sharing. The e-learning tool has been customised and training programmes have been uploaded in the system. The e-learning content and tool is ready to be tested. Modification will be made depending on the comments and feedback for the selected users. The tool will then be implemented.	
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	Careers Centre which is part of succession planning tool has been developed and is ready to launch.	Much progress has been made on the Performance Management and Competency Assessment components. The first phase is underway i.e. the review of the Performance Management policy which is currently at the internal consultation phase (ACPP). The second phase which is the customisation of the Performance Management Tool will take place after this review of the policy. It is foreseen that the final phase will be tested in the last quarter of 2013 in order to be operational in 2014 in tandem with the performance cycle 2014/2015 Competency Assessment will be considered as a feedback element in the performance management process and this tool will be implemented alongside the Performance Management tool. It is foreseen that the final phase will be tested in the last quarter of 2013 in order to be operational in 2014 in tandem with the performance cycle 2014/2015.
	PI: Performance tool reviewed and streamlined to reflect a culture of performance management	The first phase is underway i.e. the review of the Performance Management policy which is currently at the internal consultation phase (ACPP). The second phase which is the customisation of the Performance Management Tool will take place after this review of the policy. It is foreseen that the final phase will be tested in the last quarter of 2013 in order to be operational in 2014 in tandem with the performance cycle 2014/2015.	
	PI: 180 degrees feedback for supervisors implemented	Competency assessment will be considered as a feedback element and for development purposes in the performance management process. The tool will be implemented alongside the Performance Management Tool.	
	PI: Monitoring of implementation of the performance management and feedback mechanism	On-going regular process.	
	PI: Implementation of a recognition system for outstanding performance	Once the Performance Management System and Competency Assessment is operational, a recognition programme will be developed.	
Administrative actions relating to recruitment, appointments and benefits/entitlements administration efficiently processed	PI: Recruitment process reduced to 180 days	Before the implementation of the new e-recruitment tool (launched in July 2012) the recruitment process could last 8 to 10 months average (300 days). With the implementation of the new system, it was expected to reduce to 180 days, from the closing date of the advertisement to the Director-General's decision. The new system has been in use for one year and the target of reducing the recruitment process has been already achieved. Out of the 26 completed recruitment processes in the new tool, 100% of them have met the target, with an average time of 149 days.	- Implementation of the new E-recruitment system (July 2012) to streamline advertisements, identification of pools of qualified candidates, the monitoring of service delivered and in particular, the objective of reducing the time to complete the recruitment process (targeted to 180 days). The new system has been in use for one year and the target of reducing the recruitment process has been already achieved. Out of the 26 completed recruitment processes in the new tool, 100% of them have met the target, with an average time of 149 days. A feasibility study is on-going to roll-out the system to the Field Offices.

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
	PI: Development of streamlined, generic advertisements	Implemented	
	PI: Targeted recruitment pool to identify quality candidates	This action has been postponed to a later date which is indicated in the Action Plan of the HR Management Strategy 2011/2016 seeing that only mission critical posts approved by the DG are being advertised due to the financial context of the Organization.	
	PI: Streamline service provisions and establish a monitoring mechanism to ensure appropriate and standard service delivery	With the introduction of the new e-recruitment tool, service provisions and monitoring mechanisms have been streamlined, for example, managers have direct access to the system to manage their posts; and new recommendation format has been automatized.	
	PI: Delegation of authority reviewed within the Bureau with the purpose of reducing layers while ensuring appropriate accountability	An analysis has been carried out internally amongst the various Sections/Units in HRM and is pending finalization and issuance, estimated end 2013.	

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

A key achievement during this 18 month reporting period was the implementation of the new E-recruitment tool 'Careers' in July 2012 which is contributing to the streamlining of the recruitment process including preparation of vacancy announcements and prescreening of applications. This has already had a positive impact on the time taken to recruit a position. The tool in use now for one year has already achieved its target of reducing the average time taken in a recruitment process. It has also generated some savings in human resources and administrative costs e.g. one P1/P2 function in charge of pre-screening, three half days of one GS staff responsible for printing and assembling CV's etc. as well as the massive reduction in the paper trial. The new tool also incorporates a new Consultant Roster (to date, 4 000 candidates registered) which enhances the transparency and competitiveness of the consultant selection process. A feasibility study is underway on the roll-out of the e-recruitment system to the Field Offices starting with 2 Regional Bureaux.

New web-based tools incorporating Succession Planning and Career Development, Performance Management and Competency-Assessment were purchased. The first phase started in August 2012 and implementation will be phased with the Careers Centre ready to be launched 3rd quarter of 2013 and the Performance Management & Competency Assessment components to be operational by 2014 to link in with the new performance cycle 2014/2015. The Succession Planning component will be operational in 2014 after the testing and launching of the Careers Centre in 2nd semester 2013 along with the e-learning platform tool. Given the suspension of the 2012/2013 training allocation and the importance of staff training, this tool was "fast-tracked" (training activities were originally due to be developed/implemented in 2014/2015 as per approved Action Plan). The tool which is accessible to all staff will include all existing UNESCO e-learning modules on competencies development, leadership and management skills development and Microsoft Office use. In addition, it will include some modules which other UN Agencies are sharing with us. The e-learning tool has been customised and training programmes have been uploaded in the system. The e-learning content and tool is ready to be tested. Modification will be made depending on the comments and feedback for the selected users. The tool will be then be implemented estimated in the latter half of 2013. These web-based tools/mechanisms should further rationalize and streamline HR process and procedures.

HRM, with technical support from BKL, continues to review its administrative processes with a view to streamlining and automating the most frequent/labour-intensive/paper oriented processes in order to eliminate the latter. To that effect, 3 specific IT workflows have been launched at HQ and the Field since March/April 2013 and the feedback received to date has been positive: extension of contracts, part-time work, and promotion.

A number of HR-related cost-cutting measures were developed implemented during the last 18 months (e.g. education grant advances, mission travel, pre-assignment mission and interview travel); the most recent being the the "20%" reduction in honorary fees of consultants.

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\$ 216 932	Expenditures 2012-2013: US\$ 171 138

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.	Despite the financial situation, we have tried to implement as much training as possible at no cost. Staff have been encouraged to make use of the e-learning modules which have been developed to acquire the competencies that they need.
	PI: Development and implementation of management competency modules B/b: Number of modules developed and participants trained	Sectors and Corporate Services have continued to implement certain training programmes which were at no cost to Organisation. These include, RBM training, Performance Management, Ethics, language training, use of new informatic tools and FABS training. We have further promoted the self-learning CDROMs developed, which are also available on-line and staff members have resorted to this form of training to address any competency development needs. The multi-media centre has been increasingly used for self-learning.	

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

While HRM is limited in financial terms as to what we can produce, Staff Training is a priority for the Organization. Training programmes which can be facilitated by internal resource persons were successfully implemented and will continue to be implemented at no cost. An e-learning platform was purchased end of 2012 (Learning Management System) to provide accessibility to all learning materials already produced and still relevant for staff at Headquarters and in the Field. This system is due to be rolled-out in September 2013 as part of the the Talent Management tool.

Part III.B. Financial management

Regular Programme ¹ : operational budget only		Extrabudgetary resources ¹	
Allocation 2012-2013: US\$ 595 700	Expenditures 2012-2013: US\$ 541 699	Allotment 2012-2013: US\$ 481 788	Expenditures 2012-2013: US\$ 290 819

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\$ 164 187	Allotment 2012-2013: US\$ 481 788	Expenditures 2012-2013: US\$ 290 819

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 HACT framework is being revised by HACT advisory board and UNESCO as member is currently following this closely. There is need to develop new policy under the administrative manual if the experience from the pilot countries is encouraging and decision is taken to enhance HACT further.	The HACT framework is being revised by HACT advisory board and UNESCO as member is currently following this closely. After several conclusions, the Advisory group concluded that HACT main objective reduction in transaction cost was not achieved as this cost has been rather shifted to our partners but not reduced in reality. An external audit company is currently undertaking the revision and the preparation of training packages. The new modalities may be operational in 2014. If the full implementation of HACT in UNESCO is not achieved, it is due to problems beyond UNESCO control.
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	Most of the EA recommendations under BFM responsibility have been implemented and for those pending a follow mechanism highlighting the challenges have been put in place.	Most of the EA recommendations under BFM responsibility have been implemented and for those pending a follow mechanism highlighting the challenges have been put in place. For each recommendations champions have been identified who are coordinating the implementation.
Transparent and high quality audited financial statements produced in accordance with IPSAS and presented to the Governing bodies with a clean audit opinion	PI: Production of IPSAS compliant financial statements for 2011 and 2012 B/b: 2010 Audit opinion	IPSAS compliant financial statements for 2011 and 2012 have been published with clear audit opinion.	IPSAS compliant financial statements for 2011 and 2012 have been published with clear audit opinion. This was a challenging task given the current financial situation of the Organisation. This report is published on UNESCO website as it gives a fair view of the financial position of the organisation as of 31/12/2013. The statement of Financial Performance provides information about the Organisation's cost of programme delivery and the amounts and the resources of revenue. The cash flow statement and Notes to the Financial Statement are also part of the report, including a comparison

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
			of the budget and actual amounts for the same periods.
Effective operational reporting lines established from Administrative Officers to the CFO, with particular attention to the Field Office network	<p>PI: 1. Development of accountability agreement including reporting and support guidelines by December 2012</p> <p>2. Regular quarterly meetings of AO Forum, incorporating Field Office AO presence</p> <p>B/b: None</p>	As follow up to the roadmap targets 12 and 13, under the umbrella of CMWG, a working group lead by the CFO was established to review the reform of AOs units under the programme sectors. The recommendations will be submitted in September 2013 to the Director General. Several meetings were held with the chief AOs including representatives for this purpose which in a sense had replaced the AO forum meetings. For the field AOs, a new field offices structure based on clear matrix which takes into account the level of resources to be managed by the offices and other elements have been developed.	A simplified accountability framework with further delegation of authority to field offices including for the administrative office is currently being developed.
Operational guidance and overall coordination provided to Field Offices on the implementation of measures agreed upon in the context of harmonized business practices in the UN system framework	<p>PI: Development of Field Office Manual including operational guidelines on harmonised UN business practices, incorporating lessons learnt from pilot HACT countries</p> <p>B/b: none</p>	please see ER1	please see ER1

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

BFM/AO platform is operational since January 2013 and is providing support services for all non programme sectors and services with 1/3 less staff. Through process review, BFM is eliminating validations by BFM where AOs and EOs are fully implicated, in order to avoid overlaps and where the financial risks related to the delegation are low (extrabudgetary project below \$250K or \$50K for regular programme additional appropriations)

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\$ 377 512	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\$ 13 465 952	Expenditures 2012-2013: US\$ 11 566 749	Allotment 2012-2013: US\$ 2 402 411	Expenditures 2012-2013: US\$ 986 194

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

Regular Programme ¹ : operational budget only		Extrabudgetary resources ¹	
Allocation 2012-2013: US\$ 1 644 777	Expenditures 2012-2013: US\$ 1 255 796	Allotment 2012-2013: US\$ 1 828 664	Expenditures 2012-2013: US\$ 1 628 440

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	<p>PI: cost and quality of services service levels</p> <p>B/b: baseline data on cost, quality and user satisfaction</p>	For the core activities relating to Knowledge Management (KM) & Information and Communication Technologies (ICT) an outsourcing strategy was defined. In this context, research was conducted in order to evaluate outsourcing opportunities from both cost and quality perspectives. For other non core activities or auxiliary services and in particular with regard to the restaurant services (URS) a plan has been put in place to address all URS difficulties with the objective to reestablish within one year a positive financial balance, as well as, to implement all of the recommendations made by the External Auditor in its report of 2011 on the situation of the URS (187 EX/Decision 37). As soon as, the overall objective will be achieved, the Organization will have, in turn, to make its decisions on the long-term functioning of URS.	The services of UNICC specifically for email, collaboration tools and web hosting are considered too expensive by most UN agencies. We have therefore also considered e.g. Amazon for web hosting, but concluded that at this point due to high complexity of the environment it is not the right moment to outsource. For email and collaboration tools an UN wide initiative is underway in which UNESCO is involved as observer to outsource these services to a public cloud. The contracting phase is currently ongoing and when this contracts are concluded we will further discuss the implication for UNESCO. Both Google and Microsoft have offered these services at no charge to UNESCO as we are considered an educational institution.
IT security policy, business continuity and disaster recovery plan developed for IT systems, services and infrastructure,	<p>PI: Validated document available for IT Security policy Validated document available for Business Continuity plan with recommendations for disaster recovery</p> <p>B/b: UN compliance</p>	The Information and IT security policy has been developed and formally issued. User awareness accompanying measures are being sought through regular communication on security matters, booklet and Information. IT security training will follow together with a new and enhanced password policy.	User behaviour and awareness of IT security matters among users are areas that require priority attention. Users are regularly alerted about IT security threats and cautioned about bad user practices includes unsecure passwords, password disclose, malware, ransomware or phishing.
Unified communications network with Voice over Internet Protocol (VoIP) technology developed encompassing both HQs and the Field Offices and Multimedia capabilities integrated into Electronic Records Management system	<p>PI: Project executed and services available</p> <p>B/b: existing services</p>	Video, web and audio services is available. The full implementation of unified communications system including the implementation of a new telephone system.	The investment in unified communications has been deferred due to the financial situation. To cope with the growing demand for conferencing tools, cloud-based (external) services have been contracted to provide audio and webconferencing facilities at affordable prices. Efforts to promote and increase the use of the Conferencing facilities continue and a shared reservation system made available.
Organizational knowledge management in	PI: KM and IT plan Electronic	An electronic records management tool will implemented in 2013.	The implementation of the electronic records management system was

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
line with the IT strategic plan supported by electronic records management,	records management tool implemented B/b: current situation		delayed due to higher than expected complexity of migration. As migration are sorted out, the new tool will be available by end of 2013.
"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 Buildings Management Section (MSS/B) and the Operations Section (MSS/OPS) have been reorganized to better coordinates of efforts to integrate greening initiatives into UNESCO's operational practices and in the end reduce carbon footprint	While efforts to integrate greening initiatives into UNESCO's operational practices are deployed, the compilation of reliable data for the purpose of the annual carbon footprint inventory remains an area of concern due to the lack of human resources and the tools available to it.

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

While efforts to integrate greening initiatives into UNESCO's operational practices are deployed, the compilation of reliable data for the purpose of the annual carbon footprint inventory remains an area of concern due to the lack of human resources and the tools available to it.

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

Regular Programme ¹ : operational budget only		Extrabudgetary resources ¹	
Allocation 2012-2013: US\$ 431 875	Expenditures 2012-2013: US\$ 428 199	Allotment 2012-2013: US\$ 1 488 079	Expenditures 2012-2013: US\$ 73 157

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	Services delivered by MSS/CLD have received, in general, a positive feedback from clients.	MSS/CLD was reorganized (cf. ivory note DG/13/8 of 04/06/13) in order to increase efficiency and coherence, as well as to offer improved support to clients (one stop shop for conferences and cultural events (including interpretation); streamlined workflow of translation services; one stop shop for the management of the entire document cycle (including distribution and mail activities). Internal workflows are being reviewed to rationalize processes and eliminate duplication. Given the current scarce human and financial resources, some activities have been delayed or postponed.
ER 13: Service level agreement established with at least three significant translation clients	PI: establishment of three service level agreements B/b: 3 service level agreements	No formal SLAs established. The SLA approach is to be reviewed in the light of TASCOS recommendation 33 and depends on the implementation of TASCOS recommendations 25, 26 and 27. In the meantime, the Translation Management Section maintains close consultation with 3 of its major clients (GBS, ED, IOC).	MSS/CLD is in a process of decentralization to Sectors of the translation of materials other than those emanating from DG office, relating to administrative texts, governing bodies, intergovernmental bodies, flagship publications and statutory meetings. In cooperation with HRM a database of qualified translators and revisers has been created using the new roster database.
ER 14: E-distribution developed	PI: review and rationalization of distribution lists to facilitate switch to e-distribution	E-distribution benchmark attained for activities under MSS/CLD responsibility	A single contact database for the whole Organization is required (project included as priority 3 in BKI action plan for 2013).

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
	appropriate IT mechanisms developed B/b: e-distribution developed for statutory distribution of publications		
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	MSS/CLD continues to reduce as much as possible hard copy production of information materials and promote print-on-demand service. The impact of EO validation will be evaluated very soon. MSS/CLD participates actively in Publications Board.	The full realization of this objective depends on external factors that remain beyond MSS/CLD control, as shown in the survey recently conducted by MSS/CLD with Permanent Delegations and National Commissions.

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

The objective of MSS/CLD is to provide quality services at lower cost.
Sale of in-house offset printing and associated equipment: request approved by the Property Survey Board (PSB) on 17/01/13.
New black/white digital rental with much reduced capacity. Expected annual savings \$250,000.
New tender related to multi-functional printing services is at study.
LTA signed with China Translation and Publishing Corporation (CTPC), a Chinese translation agency. Based on annual workload of 500,000 words, the expected savings would be around \$20,000.
Systematic recourse to outsourcing rather than hiring temporary assistance, when this represents better value for money and where risk is minimal.

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

Regular Programme ¹ : operational budget only		Extrabudgetary resources ¹	
Allocation 2012-2013: US\$ 11 389 300	Expenditures 2012-2013: US\$ 9 882 754	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.	To mitigate to the extent possible risks resulting from aggravating under-budgeting and under-staffing due to the financial situation and critical budget reduction.	Maintenance and upkeep programmes are executed on a priority basis. Temporary assistance has been suspended due to financial constraints, and maintenance interventions are delayed or postponed to execute urgent priorities.
Cost-sharing developed for optimal use of human and financial resources	PI: Provide services to users of Headquarters buildings. B/b: Services to users of the Headquarters buildings at an efficient and satisfactory level.	To mitigate to the extent possible risks resulting from aggravating under-budgeting and under-staffing due to the financial situation and critical budget reduction.	The fact of no longer having or limited recourse to temporary assistance to meet peak workloads can affect business continuity. Planning of urgent priority and vital interventions has become a must
Safety and security measures assessed and updated to current situations	PI: Operation of the security and safety installations maintained risks minimized B/b: Operations of the security and safety installations maintained at proper level. Utilities at necessary level	To mitigate to the extent possible risks resulting from aggravating under-budgeting and under-staffing due to the financial situation and critical budget reduction.	Safety and security at Headquarters is a matter of concern as it available resources are below the norms and important works related to the Medium Term security plan postponed due to lack of available funding.

36 C/5 Expected Results	Performance Indicators (PI) and associated Benchmarks (B)/baselines (b)		Achievement(s) including Challenges/Lessons learnt
	Programmed	Attained	
Facilities and installations maintained at a satisfactory level in compliance with host country norms and within budgetary allocations.	PI: Headquarters buildings are maintained in accordance with host country norms. B/b: Headquarters premises are maintained to health and safety standards for users.	To mitigate to the extent possible risks resulting from aggravating under-budgeting and under-staffing due to the financial situation and critical budget reduction.	Maintenance and upkeep programmes are executed on a priority basis. Economies are being identified. Temporary assistance has been suspended making it difficult to ensure routine maintenance. The "Helpdesk" service is now essential in the planning of urgent priority and vital interventions.
Capital Master Plan in Fontenoy and Miollis/Bonvin sites implemented within the limits of resources available.			The Capital Master Plan (CMP) priorities as presented to the Headquarters Committee (180th - June 2012) and the Executive Board (190th October 2012) have been reflected in reprogrammed 2nd semester workplans by priority and budget availability for completion by year end.
Procurement processes simplified and Long Term Agreements (LTA's) in place for most frequent and routine purchases at Headquarters	PI: Provide simplified procedures on procurement of recurrent items, including LTAs. B/b: Routine procurement services provided efficiently and at satisfactory levels to the Organization.	To mitigate to the extent possible risks resulting from aggravating under-budgeting and under-staffing due to the financial situation and critical budget reduction.	All efficiency and TASCO measures relating to procurement are well advanced and the Long Term Agreements (LTA's) for most frequent and routine purchases at Headquarters under review for higher efficiency and lower cost.
Technical skills in procurement improved Organization-wide to ensure that decentralized procurement flows in strict application of rules and regulations	PI: Provides technical and administrative support and advice on the procurement services of goods, works and services in line with administrative procedures. B/b: Procurement services ensuring technical and administrative support and advice at satisfactory levels with a focus on transparency and conformity of Administrative procedures.	All efficiency and TASCO measures relating to procurement are well advanced and the Long Term Agreements (LTA's) for most frequent and routine purchases at Headquarters under review for higher efficiency and lower cost.	All efficiency and TASCO measures relating to procurement are well advanced and the Long Term Agreements (LTA's) for most frequent and routine purchases at Headquarters under review for higher efficiency and lower cost.
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.	Property management processes and procedures at Headquarters are under review to ensure full compliance with International Public Sector Accounting Standards (IPSAS).	Property management processes and procedures at Headquarters are under review to ensure full compliance with International Public Sector Accounting Standards (IPSAS).

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

Day to day operational activities required for business continuity are being ensured but the real impact of the budget reductions are making this increasingly challenging. Economies are being identified there where still possible. Priorities reviewed and evaluated constantly to contend with the budget cuts and under-staffing and are reflected in updated workplans. Temporary assistance is suspended except for fire safety. The charge-back mechanism for expedition costs proves to be a cost effective tool in ensuring full cost recovery, forcing a change in business practices and to look to other ways and means of communication. The Office Space Optimization Project has liberated some 220 offices and the space occupied by the Secretariat reduced by 12.5%.