



United Nations  
Educational, Scientific and  
Cultural Organization

36

C/5

2012-2013

APPROVED  
PROGRAMME  
AND BUDGET



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Educational, Scientific and  
Cultural Organization

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AND BUDGET**

**2012-2013**

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# 36 C/5 – Approved Programme and Budget

## Table of Contents

	Paragraph	Page
Introduction by the Director-General		i
Appropriation Resolution for 2012-2013		ix
Summary by Sector/Unit of regular programme and extrabudgetary resources		xv
<b>Section 1 – Approved Programme and Budget</b>		
<b>Part I – General Policy and Direction</b>		<b>3</b>
<b>I.A – Governing bodies</b>	00101-00106	7
<b>I.B – Direction</b>	00201-00604	8
Chapter 1 – Directorate	00201	8
Chapter 2 – Executive Office of the Director-General	00301	8
Chapter 3 – Internal Oversight	00401-00405	8
Chapter 4 – International Standards and Legal Affairs	00501-00503	10
Chapter 5 – Ethics Office	00601-00604	11
<b>I.C – Participation in the Joint Machinery of the United Nations system (JUNM)</b>		12
<b>Part II – Programmes and Programme-Related Services</b>		<b>13</b>
<b>II.A – Programmes</b>	01000-08009	13
Major Programme I – Education	01000-01604	15
Major Programme II – Natural sciences	02000-02208	73
Major Programme III – Social and human sciences	03000-03043	121
Major Programme IV – Culture	04000-04080	145
Major Programme V – Communication and information	05000-05058	179
UNESCO Institute for Statistics (UIS)	06000-06023	209
Intersectoral platforms	07000-07060	221
Field Office implementation of decentralized programmes	08000-08009	249
Supplementary funding for the Field Network Reform		255
<b>II.B – Programme-related services</b>	09100-09542	257
Chapter 1 – Coordination and monitoring of action to benefit Africa	09100-09131	259
Chapter 2 – Coordination and monitoring of action to benefit Gender Equality	09200-09207	266
Chapter 3 – Strategic planning, programme monitoring and budget preparation	09300-09308	271
Chapter 4 – Organization-wide knowledge management	09400-09403	277
Chapter 5 – External relations and public information	09500-09542	278

	Paragraph	Page
<b>II.C – Participation Programme and Fellowships</b>	10100-10202	291
Chapter 1 – Participation Programme	10100-10103	292
Chapter 2 – Fellowships programme	10200-10202	299
<b>Part III – Corporate Services</b>		301
<b>III.A – Human resources management</b>	11000-11003	304
<b>III.B – Financial management</b>	12000-12005	308
<b>III.C – Management of support services</b>	13000-13027	311
<b>Part IV – Loan Repayments for the Renovation of Headquarters Premises and the IBE Building</b>		317
<b>Part V – Anticipated Cost Increases</b>		319
<b>Section 2 – Annexes</b>		
Annex I	Budget summary by main line of action of regular and extrabudgetary resources	323
Annex II	Summary of regular programme established posts by grade for 2012-2013	326
Annex III	Summary of established posts for 2012-2013: regular and extrabudgetary programmes	327
Annex IV	Summary of decentralization by region	331
Annex V	36 C/5 Evaluation Plan	338
Annex VI	Regular budget summary by main object of expenditure	339
Annex VII	Summary of extrabudgetary operational projects by beneficiary region	341
Annex VIII	Summary of self-financing funds (extrabudgetary)	344
<b>Organizational Chart of the UNESCO Secretariat 2012-2013</b>		

# Introduction by the Director-General

I am pleased to present hereby to Member States in consolidated form the Approved Programme and Budget for 2012-2013 (36 C/5) with a budget envelope of US \$653 million representing a zero nominal growth (ZNG) over the 35 C/5. This Programme and Budget document, the first which I have prepared as Director-General of UNESCO, is aligned with the broader strategic and global priorities and objectives set out in the Approved Medium-Term Strategy for 2008-2013 (34 C/4), including the two global priorities Africa and gender equality.

In drawing up the Draft 36 C/5, I closely followed Executive Board decision 185 EX/Decision 17, which sets out the programming principles and a comprehensive framework for the programme priorities and other components of the Draft 36 C/5. As an important part of this process, special efforts were made to provide for the most effective and rational use of financial resources, in particular by making significant savings on administrative costs. Overall, the programme and budget seeks to maximize the impact of the Organization at the global, regional and national levels, concentrating on the most relevant activities.

In its draft form, this Programme and Budget underwent various stages of review and adjustment. While building the Draft 36 C/5 on a zero real growth basis (ZRG), which I had proposed to the Board at its 185th session, I applied a diversified and modulated approach. My principal objective was to propose a strengthening of the activity budget of all Programme Sectors over and above the full recosting, thus reflecting real reinforcement above the zero-real growth approach, while keeping administrative areas well below zero real growth. As a result, the all-important Major Programmes benefitted from real growth and the ratio between programme and support services improved as did, internally, the ratio between programme and administration. In so doing, I followed the request of the General Conference to explore possibilities for reallocating resources from other Parts of the Programme and Budget to strengthen Part II.A

At its 186th session, the Executive Board requested me to submit to the 187th session of the Board an alternative option for the Draft Programme and Budget with a budget envelope of US \$653 million representing a zero nominal growth (ZNG) to enable comparison with the version based on a zero real growth (ZRG) budget envelope. In preparing the ZNG option in the addendum to the Draft 36 C/5, I closely followed the direction provided by Executive Board decision 186 EX/Decision 15 (36 C/6), including some changes in the programmatic content of the Major Programmes.

In my view, this Programme and Budget approved by the General Conference at the 36th session (36 C/5) establishes a solid base for the Organization to deliver on its broad range of mandates, and to vie for, and indeed assume, the lead role in a number of areas where you have mandated that we bring to bear our skills and competencies more assertively and with more concrete results leading to greater impact.

The implementation of the Programme and Budget will occur while many countries continue to grapple with the fall-out of the ongoing financial, economic and social crises. There can be no doubt

that at times of these multiple crisis UNESCO is needed more than ever – to ensure education for all, to drive science, technology and innovation initiatives, to build inclusive knowledge societies, to preserve and encourage cultural diversity and to operationalize the link between culture and development, to promote sustainable development through the natural and social sciences, to support freedom of information and expression for all, giving the highest priority to Africa and to gender equality. Together, and with the help of our many partners, we must pursue these noble goals and ensure that UNESCO makes a difference at the global, regional and country levels. Yet, it is clear that the reduction of the budget to the ZNG level will have an impact on the scope, depth and intensity of our Programme activities, including at the country level.

UNESCO is increasingly at the forefront of multilateral action. The Approved 36 C/5 is geared to assisting Member States in their efforts to achieve the internationally agreed development goals (IADGs), including the Millennium Development Goals (MDGs), while also preparing the ground for our action beyond 2015, the date for the attainment of those goals. The six Education for All goals will be in the forefront of our efforts in this regard. Furthermore, the Programme identifies UNESCO's follow-up action to the Fourth UN Conference on Least Developed Countries (May 2011, Istanbul, Turkey) and our contribution to the 2012 UN Conference on Sustainable Development (Rio+20).

Beyond asserting UNESCO's leadership role in education, the Approved 36 C/5 places emphasis on the critical role of science, technology and innovation for developing countries and in particular Africa; the potential for protecting biodiversity through the newly created Intergovernmental Science-Policy Platform on Biodiversity and Ecosystem Services (IPBES); the growing role of culture in the development process; a determined outreach and support effort to engage youth and better respond to their aspirations; the abiding focus on freedom of the media and the press, especially in times of conflict and crisis; the exploration of the potential of the internet delivered via broadband for all our domains; – and last but not least: our Organization's constitutional commitment to building peace, promoted through dialogue, rapprochement of cultures, reconciliation and measures to impart tolerance and mutual understanding, with the intersectoral and interdisciplinary programme for a culture of peace and non-violence.

UNESCO has always had a profoundly humanist agenda. It has taken “development” to mean the holistic development of the intellectual, social and cultural fabric of societies, in addition to material well-being. Today, with the financial and economic crises, with global challenges such as climate change, it has become more evident that only this holistic approach can bring truly sustainable development – and hence my call for a “new humanism”, a genuinely people-centered development paradigm.

As a special feature, I have highlighted, at the beginning of each Major Programme, an overview of activities intended to reinforce the impact of UNESCO's action during 2012-2013.

Guided by programmatic continuity, the Approved 36 C/5 builds on the 34 C/4, including its global priorities (Africa and Gender Equality), its overarching and strategic programme priorities and its intersectoral orientation. The two global priorities – Africa and Gender Equality – have been translated into clear action under each Major Programme.

- Each Major Programme provides an overview of the programme elements for UNESCO's engagement with Africa, taking into account the need to meet the national development priorities of African Member States, the major goals set by the African Union and the New Partnership for Africa's Development (or NEPAD), and the Outcome document adopted at the above-mentioned UN General Assembly's High-Level Meeting on the MDGs.

- As regards Gender Equality, particular attention will be paid to the pursuit of the objective of gender equality through two mutually reinforcing approaches: firstly, ensuring full implementation of the gender mainstreaming strategy in all Major Programmes; secondly, ensuring that the specific needs of women and girls are addressed through gender-specific initiatives, especially at the country level. The emphasis on gender equality is integrated into the strategies for each Biennial Sectoral Priority (BSPs) and reflected, as appropriate, in the results chain for the various Main Lines of Action (MLAs), reflecting the objectives and expected results for each Major Programme in the Gender Equality Action Plan, 2008-2013.

UNESCO's mandate, founded on a set of values-based responses, can make a decisive contribution to international efforts for peace and sustainable development.

UNESCO's ability to combine the contributions of different sectors and disciplines in a strategic manner will increase the relevance, sustainability and impact of the Organization's action. Thus, the document highlights linkages of the various components of the global agenda with UNESCO's core competences. Nurturing the ability to build bridges between these sectors or disciplines to address complex challenges will remain a key feature of UNESCO's action and, undeniably, one of UNESCO's comparative advantages in the multilateral context.

Most prominently, the Approved 36 C/5 seeks to demonstrate UNESCO's leadership in building a culture of peace and non-violence. Each Major Programme has clearly identified its contribution to this area, based on the framework referred to in the Executive Board decision, listing major activities and initiatives that will be part of the interdisciplinary and intersectoral programme, as requested by the General Conference at its 35th session. One of UNESCO's most precious assets in this regard is its unique ability – in the spirit of the mission statement of document 34 C/4 – to serve as a place for peaceful and constructive exchange and dialogue, fostering mutual understanding and commitments between peoples and nations and to strengthen cultural diversity. The experience gained with our lead role and our programmatic efforts during the observance of the International Year of Rapprochement among Cultures 2010, and the International Decade for a Culture of Peace and Non-Violence, 2001-2010, will further enhance our international profile and reinforce our ability to promote a genuine culture of peace and non-violence. I am firmly committed to taking new paths towards peace and reconciliation in the 21st century.

Bringing to bear one of UNESCO's principal comparative advantages to be able to respond to complex problems in a concerted, inter- and multi-sectoral manner, six intersectoral platforms will pursue programme delivery, involving UNESCO's field units and category 1 institutes and centres. I have set aside 8% of the programme resources of all Major Programmes to fund the activities of the various platforms. The platforms are the following:

- Promotion of a culture of peace and non-violence;
- UNESCO's contribution to climate change mitigation and adaptation;
- UNESCO's contribution to the fight against HIV and AIDS;
- UNESCO's support to countries in post-conflict and post-disaster situations;
- UNESCO's contribution to the Mauritius Strategy for the Further Implementation of the Programme of Action for the Sustainable Development of Small Island Developing States (SIDS);
- Priority Africa and its implementation by UNESCO.



Let me emphasize, however, that beyond the intersectoral platforms, the implementation of the Organization's overall programme in an intersectoral and interdisciplinary manner will also proceed through other approaches and modalities. I am committed to fostering a culture-of-thought leadership, systemic and innovative approaches within the Organization in dealing with the multifaceted challenges we face and in coming up with policy options and solutions.

Furthermore, certain thematic areas highlighted by the Executive Board, are explicitly reflected in the Approved 36 C/5, in particular:

- (a) Action in favour of least developed countries (LDCs), the Small Island Developing States (SIDS) and of the most vulnerable segments of society, including indigenous peoples and countries in post-conflict and post-disaster situations. Specific contributions to address the needs of middle-income countries (MICs) are also identified;
- (b) South-South and North-South-South cooperation serve as a particular delivery modality for all UNESCO's programmes;
- (c) Youth is given a clear priority and will benefit from UNESCO's programmes, as appropriate, to facilitate their empowerment, inclusion and contribution, especially to a culture of peace and non-violence;
- (d) Across UNESCO's programmes, an effort has been made to reinforce activities related to the promotion of human rights in UNESCO's fields of competence and to the application of a human rights-based approach to programming;
- (e) Equally throughout the Programme, intersectorality and interdisciplinarity is being promoted, to ensure the Organization's ability to provide flexible and consistent responses to complex contemporary challenges, especially at the country level;
- (f) A strong emphasis of knowledge management as a basis for programme development and planning;
- (g) As a novelty, each Major Programme reflects an explicit commitment to undertake prospective studies and exercise foresight, reinforcing the Sectors' capacity to provide timely and relevant policy advice, and also reinforcing internal knowledge management capacities;
- (h) UNESCO will further pursue partnerships with private sector and civil society actors, in order to reinforce the Organization's impact while respecting the values of the Organization.

UNESCO continues its strategic involvement in pertinent UN reform issues. I am fully committed to UNESCO's full cooperation with the United Nations system, both globally and at the country level, especially through common country approaches, including the "Delivering as One" approach, responding to national development priorities and capitalizing on the gains made in our areas of competence at the September 2010 High-level Meeting of the United Nations General Assembly on the Millennium Development Goals (MDGs), especially in the areas of education and culture and development. The present document integrates UNESCO's response and contribution to the United Nations reform process that places emphasis on enhancing coherence and "Delivering as One". At the global policy level, I will continue to deploy special efforts to get science, technology and communication more explicitly recognized as critical parameters of sustainable development, respectful of the environment and capitalizing on human skills and creativity.

At the country level, UNESCO will accordingly advocate for an inclusion of hitherto neglected science and communications components in common country programming exercises. Investing in the areas of UNESCO's mandate – education, the sciences, culture, communication and information – is more important than ever in order to lay the foundations for an early recovery from the current global financial and economic crisis and return to the path of sustainable growth and prosperity in a globalized and competitive world based on the power of knowledge and skills.

Given the importance of UN reform for enhancing effectiveness at the country level, as well as the need for UNESCO to strengthen its contribution to UN country team operations, specific provisions have been made for the participation of UNESCO in the common country programming exercises of the UN Country Teams (UNCTs) during the 2012-2013 biennium, and for contributing to harmonized and coherent action with other United Nations agencies at the country level. Particular attention is paid to opportunities for UNESCO to take a lead in common UN system programming exercises, including CCA/UNDAF preparations, Sector-Wide Approaches (SWAs) in UNESCO's fields of competence, poverty reduction strategies (PRSs) and joint assistance strategies (JAS). As in previous biennia, 2% of the programme resources of Major Programmes will be set aside in the work plans to support the contribution of UNESCO and its staff to the preparation of UNDAFs and other country documents. This modality has served us well in the past and deserves to be continued.

The Approved 36 C/5 reflects also the unique role of National Commissions as constituent elements of UNESCO and as contributors to programme implementation. This will require effective engagement with them, with a view to building capacities for the implementation of national policies in UNESCO domains, engaging in advocacy and public information activities, forming partnerships and mobilizing resources, as well as contributing to UN country team activities.

One of my most important responsibilities is to render UNESCO more visible on the international stage as an effective, respected Organization with a forceful voice. I have reviewed the Organization's positioning in view of its strategic orientation, and I have analysed different ways to make its structures more responsive and streamlined, less costly and bureaucratic, with the focus on high-quality programme delivery and results. We will promote the visibility of UNESCO at the global, regional and national levels, and the Approved 36 C/5 provides that programme activities contain a provision for public information and communication activities, to be consolidated in a coherent communication plan concentrating on the Organization's priorities.

Each Major Programme is built around Biennial Sectoral Priorities (BSPs) – linking the 36 C/5 to the 34 C/4 strategic programme objectives in a seamless manner – and main lines of action (MLAs), as listed in document 185 EX/Decision 17.

The Approved 36 C/5 draws explicitly on UNESCO's five established functions, as set out in document 34 C/4 (i.e. laboratory of ideas, standard-setter, clearing house, capacity-builder in Member States in UNESCO's fields of competence, and catalyst for international cooperation). These core functions, and the ways in which they are pursued, can and will evolve in response to changing circumstances and developments. Each Programme Sector has sought to sharpen its focus and approach in order to implement our different roles and responsibilities at various levels. This includes: (i) policy advice and institutional capacity-building; (ii) normative and standard-setting activities, including a reflection of normative-operational linkages, especially at the country level; (iii) monitoring and benchmarking responsibilities; and (iv) UNESCO's contribution in support of national development plans, through participation in United Nations common country programming exercises.

In technical and methodological terms, the Approved 36 C/5 fully applies the principles of results-based programming, management, monitoring, reporting and evaluation (RBM) for all Programme and Support Sectors as well as the corporate services. This includes a limited set of specific, measurable (to the extent possible), achievable (in a two-year span), relevant and time-bound expected results, complemented by performance indicators and benchmarks/targets at the MLA level, in line with UNESCO's "RBM Guiding Principles". The expected results given for the various MLAs reflect the aggregate impact of regular and extrabudgetary programme resources.

As in the past, the Approved 36 C/5 links the regular programme closely with extrabudgetary resources, which must be fully aligned and in coherence with the overall programme priorities. The document is only reflecting the amount of extrabudgetary resources that have already been received by the Organization or that are firmly committed in signed donor documents. Programme and thematic outlines for extrabudgetary resources developed under the 35 C/5, and which remain relevant to the 36 C/5, may be brought forward.

As the Complementary Additional Programme (CAP) is UNESCO's main vehicle for the programming of extrabudgetary projects and the mobilization of financial and in-kind resources, both of which are critical for the reinforcement of the priorities of the regular programme and its outreach, the CAP is being prepared and synchronized with the elaboration of the 36 C/5 itself. The CAP is designed to strengthen the alignment between extrabudgetary and regular programme resources.

Equally important and significant for our future will be the reform of the Organization. When I assumed leadership of UNESCO, I was clear on my intention to reform the Organization in order to make it more relevant and to enhance impact. Important structural changes concerning the Bureau of the Budget, of the Comptroller and of Strategic Planning, the Sectors of Education, the Social and human sciences, Communication and information, External relations and information, and of Administration have been implemented and are now operational:

This Approved 36 C/5 responds to many of the recommendations of the Independent External Evaluation (IEE), which has put forward a number of valuable recommendations, structured around five strategic directions. The Secretariat has already collaborated closely with the Ad Hoc Group of the Executive Board on the IEE – and we have provided constructive input to its deliberations. Many issues of organizational reform pertain to aspects of change management geared to make UNESCO more nimble and better positioned. I have also called on a small group of highly regarded experts to become part of a Senior Expert Group on Reform to advise me on change management and related issues. My management team and I are fully prepared to take up the challenges inherent in and flowing from the External Evaluation and to the extent possible these efforts are already reflected in the preparation of the present document. I consider it as one of my central tasks to lead the effort to renew and revitalize UNESCO – and to deliver more effectively on our core messages.

While the net effect of all these actions remains to be seen, I firmly believe they will lead us in the right direction, and most of all: they are sending a clear message of renewal and change both within the Organization and among our partners.


UNESCO is changing. UNESCO has already made important efforts, especially to reduce administrative costs. While I will continue to seek for continuous efficiency gains in support services, I don't believe efficiency at the expense of effectiveness should be the major driver for change. We need to shift gear from efficiency to effectiveness, from doing things right (input orientation) to doing the right things (outcome/results oriented).

However, reform should be about more than cost reduction. The focus of the reform needs to shift to increasing our effectiveness, and this is where there is still much to be done on the ground, together with our Chairs and other civil society and private-sector partners. It is at that level of intervention that a real scope for progress lies, and it is here we must focus and act.

One of the most important reforms at UNESCO, concerns its new field network structure, for which the principles have been agreed upon by the Executive Board. The main purpose of the reform is to make the Organization more responsive and more closely attuned to the needs of Member States, as well as to improve the quality, effectiveness, efficiency, accountability and relevance of our field network

I wish to assure Member States that throughout the biennium I will pay maximum attention to improve the quality of programme delivery, at the global, regional, and country levels and to apply optimal results-based management. I will also ensure that the Organization continues to pursue high quality evaluations that support programme management decisions, with adequate accountability mechanisms. I am committed to working closely with the external auditor who has rendered so many good services to the Organization in all transparency. This will lay the foundation for accountability for results, as well as financial and administrative transparency and efficiency, all of which are critical for the sound functioning of the Organization.

We have made a new start. We are living through times of change – both inside our Organization and in the world at large. I am deeply sensitive to the difficult situation in which many countries find themselves. Change leaves us with little choice but to adapt and to innovate. This will be the last C/5 document of the current Medium-Term Strategy (34 C/4). As such, the 36 C/5 has to achieve all medium-term goals and show strong signs of change for the next Medium-Term Strategy. I, for one, pledge to you to do my utmost to steer the Organization towards the fulfilment of our ambitious objectives, to do so with excellence, dedication and high quality of delivery, all while making the Organization more relevant on the international scene.



Paris, February 2012

Irina Bokova

# Appropriation Resolution for 2012-2013

*The General Conference,*

*Having examined* the Draft Programme and Budget for 2012-2013 presented by the Director-General (36 C/5 Add., Vols. 1 and 2, 36 C/6 and Addendum, 36 C/8, 36 C/8 SHS, 36 C/8 CLT, 36 C/8 CI, 36 C/8 (joint meeting), 36 C/DR.8, 36 C/DR.9, 36 C/DR.10, 36 C/DR.46, and the reports of its commissions),

*Resolves that:*

(1)	<i>Parts I-V are calculated at the constant rate of exchange of 0.869 euro to one United States dollar.</i>	
(2)	<b>The appropriation for Major Programme I includes the financial allocations for the UNESCO education institutes:</b>	
	UNESCO International Bureau of Education (IBE)	5 000 000
	UNESCO International Institute for Educational Planning (IIEP)	5 300 000
	UNESCO Institute for Lifelong Learning (UIL)	2 000 000
	UNESCO Institute for Information Technologies in Education (IITE)	1 000 000
	UNESCO International Institute for Capacity-Building in Africa (IICBA)	2 500 000
	UNESCO International Institute for Higher Education in Latin America and the Caribbean (IESALC)	2 200 000
	[Mahatma Gandhi Institute of Education for Peace and Sustainable Development (MGIEP)*	500 000 ]
	<b>Total, UNESCO education institutes</b>	<b>18 500 000</b>
	* In anticipation of the formal establishment of the MGIEP, and in keeping with the spirit of 35 C/Resolution 16, Major Programme I includes a provision of \$500,000 for MGIEP within its total activity cost budget.	
(3)	<b>The appropriation for Major Programme II includes the financial allocations for the UNESCO science institutes:</b>	
	UNESCO-IHE Institute for Water Education (UNESCO-IHE)	–
	The International Centre for Theoretical Physics (ICTP)	1 015 000
	<b>Total, UNESCO science institutes</b>	<b>1 015 000</b>
(4)	<b>The appropriation for Major Programme II includes the budget appropriations for the UNESCO Intergovernmental Oceanographic Commission (IOC) of:</b>	10 405 400
(5)	<b>The appropriation for Major Programme IV includes the budget appropriations for the UNESCO World Heritage Centre (WHC) of:</b>	12 837 400
(6)	<b>The titles of the Intersectoral Platforms are the following:</b>	
	– Promotion of a culture of peace and non-violence	
	– UNESCO's contribution to climate change mitigation and adaptation	
	– UNESCO's contribution to the fight against HIV and AIDS	
	– UNESCO's support to countries in post-conflict and post-disaster situations	
	– 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)	
	– Priority Africa and its implementation by UNESCO	

## A. Regular programme

(a) For the financial period 2012-2013 the amount of \$653,000,000<sup>(1)</sup> is appropriated as follows:

Appropriation line	\$
<b>PART I – GENERAL POLICY AND DIRECTION</b>	
<b>A. Governing bodies</b> <i>(Including: General Conference and Executive Board)</i>	13 235 600
<b>B. Direction</b> <i>(Including: Directorate, the Executive Office of the Director-General, Internal Oversight, International Standards and Legal Affairs, and the Ethics Office)</i>	20 390 200
<b>C. Participation in the Joint Machinery of the United Nations System</b>	12 037 500
<b>TOTAL, PART I</b>	<b>45 663 300</b>
<b>PART II – PROGRAMMES AND PROGRAMME-RELATED SERVICES</b>	
<b>A. Programmes</b>	
Major Programme I – Education <sup>(2)</sup>	115 421 300
Major Programme II – Natural sciences <sup>(3) (4)</sup>	58 744 500
Major Programme III – Social and human sciences	29 230 700
Major Programme IV – Culture <sup>(5)</sup>	52 213 200
Major Programme V – Communication and information	31 989 900
UNESCO Institute for Statistics	9 128 600
Intersectoral Platforms <sup>(6)</sup>	7 123 700
Field office implementation of decentralized programmes <i>(Including: Field management of decentralized programmes, Field office operating costs and Field coordination at Headquarters)</i>	79 864 100
Supplementary funding for the Field Network Reform	9 000 000
<b>Total, Part II.A</b>	<b>392 716 000</b>
<b>B. Programme-related services</b>	
1. Coordination and monitoring of action to benefit Africa	5 781 600
2. Coordination and monitoring of action to benefit gender equality	2 175 100
3. Strategic planning, programme monitoring and budget preparation	9 140 800
4. Organization-wide knowledge management	4 969 900
5. External relations and public information	27 424 800
<b>Total, Part II.B</b>	<b>49 492 200</b>
<b>C. Participation Programme and Fellowships</b>	
1. Participation Programme	19 083 400
2. Fellowships Programme	1 643 800
<b>Total, Part II.C</b>	<b>20 727 200</b>
<b>TOTAL, PART II</b>	<b>462 935 400</b>
<b>PART III – CORPORATE SERVICES</b>	
<b>A. Human resources management</b>	
1. Human resources management	20 710 500
2. Corporate-wide training and development of staff	4 000 000
3. Contribution to the Medical Benefits Fund (MBF) for Associate Participants and administrative costs	9 800 000
<b>Total, Part III.A</b>	<b>34 510 500</b>
<b>B. Financial management</b>	
1. Financial management	12 768 600
2. Corporate-wide insurance premiums	700 000
<b>Total, Part III.B</b>	<b>13 468 600</b>
<b>C. Management of support services</b>	
1. Coordination, IT infrastructure, systems and communications management	18 525 800
2. Conferences, languages and documents services management	21 065 800
3. Common services management including procurement, Headquarters security and utilities	32 540 100
<b>Total, Part III.C</b>	<b>72 131 700</b>
<b>TOTAL, PART III</b>	<b>120 110 800</b>
<b>TOTAL, PARTS I - III</b>	<b>628 709 500</b>
<b>Reserve for reclassifications / merit recognition</b>	1 300 000
<b>PART IV – LOAN REPAYMENTS FOR THE RENOVATION OF THE HEADQUARTERS PREMISES &amp; THE IBE BUILDING</b>	14 014 000
<b>PART V – ANTICIPATED COST INCREASES</b>	8 976 500
<b>TOTAL APPROPRIATION</b>	<b>653 000 000</b>

*See note on opposite page*

## **Additional appropriations**

- (b) The Director-General is authorized to accept and add to the appropriation approved under paragraph (a) above, voluntary contributions, donations, gifts, bequests and subventions, and contributions from governments taking into account the provisions of Article 7.3 of the Financial Regulations. The Director-General shall provide information thereon to the Members of the Executive Board in writing at the session following such action.

## **Budgetary Commitments**

- (c) The Director-General is authorized to enter into commitments during the financial period 1 January 2012 to 31 December 2013, within the limits of the amounts authorized under paragraph (a) above. Appropriations related to commitments to be delivered in the subsequent calendar year, in accordance with Article 4 of the Financial Regulations, shall remain available and valid during that calendar year.

## **Transfers**

- (d) With the approval of the Executive Board the Director-General is authorized to make budget transfers from Part V of the budget (Anticipated Cost Increases) to the relevant appropriation lines in Parts I-IV of the budget, for the purpose of meeting increases in staff costs, in the costs of goods and services and technical adjustments.
- (e) The Director-General may make transfers between appropriation lines up to an amount of 1% of the initial appropriation, informing the Members of the Executive Board in writing, at the session following such action, of the details and reasons for these transfers. In instances where transfers between appropriation lines entail an amount greater than 1%, the Director-General shall obtain the prior approval of the Executive Board.
- (f) The budget appropriations for the UNESCO Intergovernmental Oceanographic Commission (IOC) and the UNESCO World Heritage Centre (WHC) shall not be decreased by transfers of funds to other Parts of the budget.

## **Staff**

- (g) The established posts by grade foreseen for the 2012-2013 biennium are summarized in Annex II of document 36 C/5. The Director-General shall present to the Executive Board for prior approval any change to this annex in respect of the total number of posts of grade D-1 and above.
- (h) In accordance with their specific statutes and regulations, posts may be established at the UNESCO International Bureau of Education (IBE), the UNESCO International Institute for Educational Planning (IIEP), the UNESCO Institute for Lifelong Learning (UIL), the UNESCO Institute for Information Technologies in Education (IITE), the UNESCO International Institute for Capacity-Building in Africa (IICBA), the UNESCO International Institute for Higher Education in Latin America and the Caribbean (IESALC), the Mahatma Gandhi Institute of Education for Peace and Sustainable Development (MGIEP), the UNESCO-IHE Institute of Water Education (UNESCO-IHE), the International Centre for Theoretical Physics



(ICTP) and the UNESCO Institute for Statistics (UIS). These posts are not included in the establishment table set out in Annex II.

### **Assessment**

- (i) The appropriations authorized under paragraph (a) above (\$653,000,000) shall be financed by assessments on Member States.

### **Currency fluctuation**

- (j) The estimates for the regular budget used in preparing this draft budget have been calculated at the exchange rate of one United States dollar to 0.869 euro, the same exchange rate used in preparing the budget for the period 2010-2011. From a budgetary perspective, income and expenditure incurred in Euros against the budget will be recorded in the budget reports at the constant dollar rate of one United States dollar to 0.869 euro. However, for the accounts (as per International Public Sector Accounting Standards (IPSAS)), Euro denominated income and expenditure will be recorded using the United Nations Operational Rate of Exchange (UNORE). Differences arising from using two different bases for the budget and accounts will be outlined in reconciliation/comparison reports of the financial statements.

## **B. Extrabudgetary programmes**

- (k) The Director-General is authorized to receive funds, other than from Member States' assessed contributions, in order to implement programmes and projects consistent with the aims, policies and activities of the Organization and to incur obligations and make payments in respect of such activities in accordance with the rules and regulations of the Organization and the agreements made with funding sources.

# Summary by Sector/Unit of regular programme and extrabudgetary resources

	Regular Budget		Total 36 C/5 Approved	Extrabudgetary resources <sup>(1)</sup>
	Activities	Staff		
	\$	\$	\$	\$
<b>PART I – GENERAL POLICY AND DIRECTION</b>				
<b>A. Governing bodies</b>	<b>10 745 500</b>	<b>2 490 100</b>	<b>13 235 600</b>	–
<b>B. Direction</b>	<b>1 696 300</b>	<b>18 693 900</b>	<b>20 390 200</b>	<b>2 471 800</b>
<b>C. Participation in the Joint Machinery of the United Nations system</b>	<b>12 037 500</b>	–	<b>12 037 500</b>	–
<b>TOTAL, PART I</b>	<b>24 479 300</b>	<b>21 184 000</b>	<b>45 663 300</b>	<b>2 471 800</b>
<b>PART II – PROGRAMMES AND PROGRAMME-RELATED SERVICES</b>				
<b>A. Programmes</b>				
Education Sector (ED)	51 936 000	63 485 300	115 421 300	117 548 500
Natural Sciences Sector (SC)	18 105 200	40 639 300	58 744 500	204 154 900
<i>(of which IOC)</i>	<i>3 439 400</i>	<i>6 966 000</i>	<i>10 405 400</i>	<i>13 985 700</i>
Social and Human Sciences Sector (SHS)	8 674 100	20 556 600	29 230 700	71 906 900
Culture Sector (CLT)	15 708 400	36 504 800	52 213 200	42 581 000
<i>(of which WHC)</i>	<i>4 260 800</i>	<i>12 140 500</i>	<i>16 401 300</i>	<i>14 230 100</i>
Communication and Information Sector (CI)	11 457 400	20 532 500	31 989 900	74 988 200
UNESCO Institute for Statistics (UIS)	9 128 600	–	9 128 600	–
Intersectoral Platforms	7 123 700	–	7 123 700	–
Field office implementation of decentralized programmes (BFC)	20 465 200	59 398 900	79 864 100	1 776 200
Supplementary funding for the Field Network Reform	2 465 000	6 535 000	9 000 000	–
<b>Total, II.A</b>	<b>145 063 600</b>	<b>247 652 400</b>	<b>392 716 000</b>	<b>512 955 700</b>
<b>B. Programme-related services</b>				
1. Coordination and monitoring of action to benefit Africa (AFR)	1 437 100	4 344 500	5 781 600	–
2. Coordination and monitoring of action to benefit Gender Equality (GE)	434 600	1 740 500	2 175 100	–
3. Strategic planning, programme monitoring and budget preparation (BSP)	1 430 300	7 710 500	9 140 800	6 235 700
4. Organization-wide knowledge management	1 893 700	3 076 200	4 969 900	2 040 800
5. External relations and public information (ERI)	3 184 700	24 240 100	27 424 800	1 483 900
<b>Total, II.B</b>	<b>8 380 400</b>	<b>41 111 800</b>	<b>49 492 200</b>	<b>9 760 400</b>
<b>C. Participation Programme and Fellowships</b>				
1. Participation Programme (PP)	17 970 900	1 112 500	19 083 400	–
2. Fellowships Programme (FEL)	1 050 000	593 800	1 643 800	1 566 500
<b>Total, II.C</b>	<b>19 020 900</b>	<b>1 706 300</b>	<b>20 727 200</b>	<b>1 566 500</b>
<b>TOTAL, PART II</b>	<b>172 464 900</b>	<b>290 470 500</b>	<b>462 935 400</b>	<b>524 282 600</b>
<b>PART III – CORPORATE SERVICES</b>				
<b>A. Human resources management (HRM)</b>	<b>18 013 900</b>	<b>16 496 600</b>	<b>34 510 500</b>	<b>443 000</b>
<b>B. Financial management (BFM)</b>	<b>1 138 500</b>	<b>12 330 100</b>	<b>13 468 600</b>	<b>2 923 400</b>
<b>C. Management of support services (MSS)</b>	<b>18 251 400</b>	<b>53 880 300</b>	<b>72 131 700</b>	<b>10 723 300</b>
<b>TOTAL, PART III</b>	<b>37 403 800</b>	<b>82 707 000</b>	<b>120 110 800</b>	<b>14 089 700</b>
<b>TOTAL, PARTS I-III</b>	<b>234 348 000</b>	<b>394 361 500</b>	<b>628 709 500</b>	<b>540 844 100</b>
<b>Reserve for reclassifications/merit recognition</b>	–	<b>1 300 000</b>	<b>1 300 000</b>	–
<b>PART IV – LOAN REPAYMENTS FOR THE RENOVATION OF THE HEADQUARTERS PREMISES &amp; THE IBE BUILDING</b>	<b>14 014 000</b>	–	<b>14 014 000</b>	–
<b>PART V – ANTICIPATED COST INCREASES</b>	<b>670 000</b>	<b>8 306 500</b>	<b>8 976 500</b>	–
<b>TOTAL, PARTS I-V</b>	<b>249 032 000</b>	<b>403 968 000</b>	<b>653 000 000</b>	<b>540 844 100</b>

(1) Projects to be implemented in 2012-2013 for which funds have already been received or firmly committed, including posts financed from Programme Support Cost (PSC) income.

# **Section 1**

**Approved  
Programme and  
Budget**

# Part I – General Policy and Direction

## Part I – 1

Regular budget				Total 36 C/5 Approved	Extrabudgetary resources <sup>(1)</sup>
	Activity	Staff			
	\$	\$	\$	\$	\$
A. Governing bodies	10 745 500	2 490 100	13 235 600		–
B. Direction					
Chapter 1 Directorate	380 000	2 600 200	2 980 200		700 000
Chapter 2 Executive Office of the Director-General	387 500	6 361 300	6 748 800		1 035 800
Chapter 3 Internal Oversight	721 800	5 185 100	5 906 900		736 000
Chapter 4 International Standard and Legal Affairs	102 900	3 813 800	3 916 700		–
Chapter 5 Ethics Office	104 100	733 500	837 600		–
<b>Total, Part I.B</b>	<b>1 696 300</b>	<b>18 693 900</b>	<b>20 390 200</b>		<b>2 471 800</b>
C. Participation in the Joint Machinery of the United Nations system	12 037 500	–	12 037 500		–
<b>Total, Part I</b>	<b>24 479 300</b>	<b>21 184 000</b>	<b>45 663 300</b>		<b>2 471 800</b>

(1) Projects to be implemented in 2012-2013 for which funds have already been received or firmly committed, including posts financed from Programme Support Costs (PSC) income.

## Part 1 – 2

ESTABLISHED POSTS BY CATEGORY AND BY FUNDING SOURCE					
General policy and Direction	36 C/5 Approved				
	DG	DDG	ADG/D/P/NPO	GS/L	Total
<b>Governing bodies</b>					
Regular budget Headquarters	–	–	4	7	11
<b>Direction</b>					
Regular budget Headquarters	1	1	50	24	76
Other funding sources	–	–	7	–	7
<b>TOTAL Part I</b>					
<b>Total, Regular budget Headquarters</b>	<b>1</b>	<b>1</b>	<b>54</b>	<b>31</b>	<b>87</b>
Total, Other funding sources	–	–	7	–	7
<b>GRAND TOTAL</b>	<b>1</b>	<b>1</b>	<b>61</b>	<b>31</b>	<b>94</b>

Other funding sources: includes posts financed from Programme Support Costs income and/or other Self-Financing Funds.

Items of expenditure	Regular budget			Extrabudgetary resources <sup>(1)</sup>
	Activities	Staff	Total	
	\$	\$	\$	\$
<b>A. Governing bodies</b>				
I. Staff (established posts)		2 490 100	2 490 100	–
II. Other costs:				–
<b>General Conference</b>				
External Audit Fees	434 000		434 000	
Participants (delegates) travel	80 000		80 000	
Interpretation, translation and documentation services	3 719 300		3 719 300	
Other costs relating to the functioning of the Conference	158 000		158 000	
<b>Activity subtotal, General Conference</b>	<b>4 391 300</b>		<b>4 391 300</b>	
<b>Executive Board</b>				
Travel and subsistence allowance for Members of the Board	1 839 000		1 839 000	
Interpretation, translation and documentation services	3 827 000		3 827 000	
Other costs relating to the functioning of the Board	688 200		688 200	
<b>Activity subtotal, Executive Board</b>	<b>6 354 200</b>		<b>6 354 200</b>	
<b>Total, Part I.A</b>	<b>10 745 500</b>	<b>2 490 100</b>	<b>13 235 600</b>	–
<b>B. Direction</b>				
<b>Chapter 1 Directorate</b>				
I. Staff (established posts)		2 600 200	2 600 200	700 000
II. Other costs:				–
Temporary assistance	10 000		10 000	
Overtime	25 000		25 000	
Staff travel on official business	95 000		95 000	
Contractual services	50 000		50 000	
General operating expenses	130 000		130 000	
Supplies and material	35 000		35 000	
Furniture and Equipment	35 000		35 000	
<b>Total, Chapter 1</b>	<b>380 000</b>	<b>2 600 200</b>	<b>2 980 200</b>	<b>700 000</b>
<b>Chapter 2 Executive Office of the Director-General</b>				
I. Staff (established posts)		6 361 300	6 361 300	1 035 800
II. Other costs:				–
Temporary assistance	40 000		40 000	
Overtime	7 500		7 500	
Participants (delegates) travel	–		–	
Staff travel on official business	80 000		80 000	
Contractual services	55 000		55 000	
General operating expenses	135 000		135 000	
Supplies and material	40 000		40 000	
Furniture and Equipment	30 000		30 000	
<b>Total, Chapter 2</b>	<b>387 500</b>	<b>6 361 300</b>	<b>6 748 800</b>	<b>1 035 800</b>
<b>Chapter 3 Internal Oversight</b>				
I. Staff (established posts)		5 185 100	5 185 100	728 600
II. Other costs:				7 400
Temporary assistance	–		–	
Participants (delegates) travel	30 000		30 000	
Staff travel on official business	311 000		311 000	
Contractual services	311 500		311 500	
General operating expenses	39 600		39 600	
Supplies and material	16 700		16 700	
Furniture and Equipment	13 000		13 000	
<b>Total, Chapter 3</b>	<b>721 800</b>	<b>5 185 100</b>	<b>5 906 900</b>	<b>736 000</b>

(1) Projects to be implemented in 2012-2013 for which funds have already been received or firmly committed, including posts financed from Programme Support Costs (PSC) income.

Items of expenditure	Regular budget			Extrabudgetary resources <sup>(1)</sup>
	Activities	Staff	Total	
	\$	\$	\$	\$
<b>Chapter 4 International Standard and Legal Affairs</b>				
I. Staff (established posts)		3 813 800	3 813 800	–
II. Other costs:				–
Temporary assistance	25 000		25 000	
Staff travel on official business	24 000		24 000	
Contractual services	4 900		4 900	
General operating expenses	30 000		30 000	
Supplies and material	14 000		14 000	
Furniture and Equipment	5 000		5 000	
<b>Total, Chapter 4</b>	<b>102 900</b>	<b>3 813 800</b>	<b>3 916 700</b>	<b>–</b>
<b>Chapter 5 Ethics Office</b>				
I. Staff (established posts)		733 500	733 500	–
II. Other costs:				–
Temporary assistance	27 600		27 600	
Overtime	1 000		1 000	
Staff travel on official business	18 000		18 000	
Contractual services	38 400		38 400	
General operating expenses	10 700		10 700	
Supplies and material	3 000		3 000	
Furniture and Equipment	5 400		5 400	
<b>Total, Chapter 5</b>	<b>104 100</b>	<b>733 500</b>	<b>837 600</b>	<b>–</b>
<b>Total, Part I.B</b>	<b>1 696 300</b>	<b>18 693 900</b>	<b>20 390 200</b>	<b>2 471 800</b>
<b>C. Participation in the Joint Machinery of the United Nations system</b>				
1. International Civil Service Commission	680 000		680 000	
2. UN CARES and UN Dual Career and Staff Mobility Programme				
- UN CARES	100 900		100 900	
- UN Dual Career and Staff Mobility Programme	20 000		20 000	
3. United Nations System High-Level Committee on Management:				
- Human Resources Management Network	160 000		160 000	
- Finance and Budget Network	75 000		75 000	
- ICT Coordination activities	70 000		70 000	
4. United Nations System High-Level Committee on Programmes	44 000		44 000	
5. United Nations Joint Inspection Unit	450 000		450 000	
6. Statutory contribution of the UN Department of Safety and Security	2 427 600		2 427 600	
7. Security requirements of staff members in the field	7 540 000		7 540 000	
8. Administrative Tribunal of the International Labour Organization	230 000		230 000	
9. Malicious Acts Insurance Policy	240 000		240 000	
<b>Total, Part I.C</b>	<b>12 037 500</b>	<b>–</b>	<b>12 037 500</b>	<b>–</b>
<b>Total, Part I</b>	<b>24 479 300</b>	<b>21 184 000</b>	<b>45 663 300</b>	<b>2 471 800</b>

(1) Projects to be implemented in 2012-2013 for which funds have already been received or firmly committed, including posts financed from Programme Support Costs (PSC) income.

*The General Conference*

1. *Authorizes* the Director-General

- (a) to implement the following plan of action:
- (i) organize in the most cost-effective manner the 37th session of the General Conference (October-November 2013) and five ordinary sessions of the Executive Board during 2012-2013;
  - (ii) provide for the functioning of the Directorate and the chapters comprising the Direction of the Organization;
  - (iii) contribute to the running costs of the joint machinery of the United Nations system;
- (b) to allocate for this purpose an amount of \$24,479,300 for activity costs and \$21,184,000 for staff costs;

2. *Requests* the Director-General to report periodically to the governing bodies, in statutory reports, on the achievement of the following expected results:

**Governing bodies**

- Cost-effectiveness of the governing bodies improved;
- Services to Member States optimized;

**Internal oversight**

- Risk management, internal controls, compliance with financial rules and regulations and value-for-money mechanisms strengthened;
- Strategic management of the Organization, policy and programme development, and programme delivery informed by evaluations and audits;
- Accountability and adherence to rules and regulations in UNESCO strengthened;

**Internal standards and legal affairs**

- Quality legal advice provided to the Organization and its governing bodies;
- Organization's rights effectively protected;
- Internal rules of the Organization relating to activities, funds and property of the Organization revised and improved to enhance the protection of its interests;
- Informed legal advice provided on the establishment and operation of the intergovernmental bodies in charge of the implementation of conventions and newly established bodies;
- Monitoring of the Organization's standard-setting instruments coordinated;

**Ethics**

- Financial disclosure policy and conflict of interest rules developed and disseminated;
- Training module on ethics delivered both at Headquarters and in the field (including category 1 institutes).

3. *Also requests* the Director-General to report in her six-monthly statutory reports on the execution of the programme adopted by the General Conference on measures taken to optimize the use of resources in the implementation of programme activities, including travel, contractual services and publications.

# I.A – Governing bodies

**00101** **General Conference:** The functions of the General Conference are defined by Article IV.B of the Constitution. The Conference determines the policies and main lines of work of the Organization, takes decisions on programmes submitted to it by the Executive Board, adopts normative instruments in the fields of competence of UNESCO for submission to Member States and receives and considers reports from Member States thereon. It elects the Members of the Executive Board and a number of other international and intergovernmental bodies, as well as the Director-General. The functioning and structure of the General Conference are laid out in its Rules of Procedure.

**00102** The General Conference meets in ordinary session once every two years. The 37th session will be held in October-November 2013 and will not last more than 14 working days. Its work will be organized upon the proposals by the Executive Board, on the basis of the decisions previously taken by the Conference.

**00103** While the bulk of the budget goes to the organizational costs of the General Conference, these provisions also include (i) the payment of the fees due to the External Auditor, who is responsible to the General Conference for the audit of the accounts of the regular programme, the United Nations Development Programme and other extrabudgetary programmes, and (ii) the assistance provided by the Organization to certain categories of Member States and Associate Members for the official travel of one member of their delegations to sessions of the Conference, in order to ensure full participation therein.

**00104** **Executive Board:** The functions and responsibilities of the Executive Board are derived primarily from the Constitution and from rules or directives laid down by the General Conference. On the one hand, it examines the programme of work of the Organization and corresponding budget estimates submitted to it by the Director-General, and then it submits them to the General Conference with its recommendations; on the other hand, it is responsible for the execution of the programme adopted by the General Conference, having regard to circumstances arising between two ordinary sessions of the Conference.

**00105** During the 2012-2013 biennium, the 58 Members of the Executive Board will meet twice in 2012 and three times in 2013, including a 1 day session after the 37th session of the General Conference. The meetings of the Executive Board (Bureau, plenaries, commissions and committees) are planned to last no more than 60 days (a reduction of 10 days in all over the aggregate length in the previous biennium). The information meetings between representatives of the States Members of the Board (or their alternates) resident in Paris and the Director-General will be maintained. There will be one thematic debate in the biennium.

## **00106** **Expected results at the end of the biennium**

### **Cost effectiveness of the governing bodies improved**

#### *Performance indicators*

- Budget expenditures contained and outstanding running deficit absorbed
- Costs previously under Part III (MSS/CLD) amounting to some \$200,000, for temporary assistance relating to translation, absorbed (for the Executive Board).
- New more cost-efficient methodologies for record-keeping explored
- Further progress achieved toward reducing paper consumption in Governing Body meetings
- Further changes in working methods explored in consultation with Member States in the context of the follow-up to the Independent External Evaluation



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## Services to Members States optimized

### *Performance indicators*

- Documentation volume reduced by 10% (for the General Conference) and 15% (for the Executive Board)
- Further progress achieved in organizational efficiencies through tight agenda-building and time planning

## I.B – Direction

### Chapter 1 – Directorate

**00201** This chapter comprises primarily the posts and the functional costs of the Director-General and the Deputy Director-General.

### Chapter 2 – Executive Office of the Director-General

**00301** The Executive Office of the Director-General provides comprehensive support to the Director-General and the Deputy Director-General in the execution of their duties. It closely interfaces with Sectors, Corporate Services, UNESCO Institutes and Liaison Offices, as well as external entities to ensure a smooth flow of information, effective two-way communication, decision-making and follow-up.

### Chapter 3 – Internal Oversight

**00401** The Internal Oversight Service (IOS) provides a consolidated oversight mechanism which covers internal audit, evaluation, investigation and other management support to strengthen the functioning of the Organization. It is charged with providing assurance that programmes and plans are delivered efficiently and effectively, that strategic management information is reliable and timely, and that continuous improvements are fostered in methods, procedures and accountabilities so as to enhance the quality and impact of UNESCO's operations.

**00402** IOS's strategic approach and work programme for audit flows from the application of a risk-based priority-setting model. The work programme for evaluation flows from the Executive Board approved evaluation strategy and the Independent External Evaluation of UNESCO follow up.

**00403** Within the consolidated oversight mechanism, functional objectives are as follows:

- Internal audit provides assurance and enhances risk management, control, economy and accountability in achievement of UNESCO's objectives. Audits assess selected operations of Headquarters, field offices and information technology systems and make recommendations to improve the Organization's administration, management control and programme delivery.
- Evaluation aims at enhancement of policy development, improves programme efficiency and effectiveness, promotes organizational learning, and strengthens accountability for results.

Evaluations assess the relevance, efficiency, effectiveness, impact and sustainability of programmes, projects and operations.

- Investigation promotes accountability across UNESCO by assessing allegations of misconduct and irregularities (e.g. fraud, waste, malfeasance and abuse of authority).

**00404**

In addition, IOS provides advisory services to senior management upon request ranging from organizational advice to operational guidance. In achieving expected results, IOS will continuously manage and refine its quality assurance processes to align with best practices and will also monitor, support, and report on the implementation of IOS recommendations. IOS's operations are subject to review by the Oversight Advisory Committee who advises the Director-General in fulfilling her oversight responsibility and reports to the Executive Board once a year.

**00405**

## Expected results at the end of the biennium

### Risk management, internal controls, compliance with financial rules and regulations and value-for-money mechanisms strengthened

<i>Performance indicators</i>	<i>Benchmarks</i>
<ul style="list-style-type: none"> <li>■ 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</li> </ul>	<ul style="list-style-type: none"> <li>– at least 6 significant instances involving Headquarters and field offices</li> </ul>

### Strategic management of the Organization, policy and programme development, and programme delivery informed by evaluations and audits

<i>Performance indicators</i>	<i>Benchmarks</i>
<ul style="list-style-type: none"> <li>■ Percentage of recommendations that have been accepted and fully implemented</li> </ul>	<ul style="list-style-type: none"> <li>– at least 75% implementation rate within 18 months of the finalisation of the respective reports</li> </ul>
<ul style="list-style-type: none"> <li>■ Number of significant instances of IOS products and services resulting in the reorientation of programmes identified as ineffective</li> </ul>	<ul style="list-style-type: none"> <li>– at least 6 significant instances of programmes being reoriented</li> </ul>

### Accountability and adherence to rules and regulations in UNESCO strengthened

<i>Performance indicators</i>	<i>Benchmarks</i>
<ul style="list-style-type: none"> <li>■ Percentage of complaints received which are acknowledged and cases opened within 10 working days</li> </ul>	<ul style="list-style-type: none"> <li>– 100% of complaints received are acknowledged within 10 working days</li> </ul>
<ul style="list-style-type: none"> <li>■ Percentage of investigations completed within an effective timeframe</li> </ul>	<ul style="list-style-type: none"> <li>– at least 90% completed less than 6 months after receipt of allegation.</li> </ul>

## Chapter 4 – International Standards and Legal Affairs

**00501** The Office of International Standards and Legal Affairs (LA) is a central service reporting directly to the Director-General. The responsibilities of the Office are:

- (i) to provide legal advice to the General Conference, the Executive Board and various meetings convened by UNESCO and to all the intergovernmental bodies established by the General Conference and the Executive Board and those established for the implementation of the conventions;
- (ii) to provide legal advice on questions arising for the Organization, its Constitution, statutory texts and regulations, its privileges and immunities; the conclusion and application of agreements with Member States or other organizations and of contracts to which the Organization is a party;
- (iii) to represent the Organization before the Administrative Tribunal of the International Labour Organization and other international tribunals or dispute resolution boards;
- (iv) to assist in the drawing up and application of international standard-setting instruments and to exercise depository functions on behalf of the Director-General in relation to international treaties; and
- (v) to serve as the secretariat of the Committee on Conventions and Recommendations of the Executive Board and of the Credentials Committee and the Legal Committee of the General Conference.

**00502** The Office will continue to protect the Organization's interests and will continue to concentrate its efforts along two main lines:

- (i) ensuring compliance with the Organization's rules, regulations and procedures;
- (ii) pursuing improvements in the legal safety of activities carried out by the Organization.

### **00503** Expected results at the end of the biennium

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**Quality legal advice provided to the Organization and its governing bodies**

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**Organization's rights effectively protected**

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**Internal rules of the Organization relating to activities, funds and property of the Organization revised and improved to enhance the protection of its interests**

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**Informed legal advice provided on the establishment and operation of the intergovernmental bodies in charge of the implementation of conventions and newly established bodies**

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**Monitoring of the Organization's standard-setting instruments coordinated**

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## Chapter 5 – Ethics Office

**00601** The objective of the Ethics Office is to establish an ethical working environment in the Organization. The Ethics Office plays an important preventative advisory role by providing guidance and confidential advice to all members of UNESCO personnel and to the Organization on ethics related concerns, in order to reflect the values, principles and standards of conduct of the Organization. The Ethics Office is also there to receive complaints on unethical behaviour and assists UNESCO personnel in maintaining high professional and ethical standards, as well as providing information and counsel.

**00602** The Ethics Office is responsible with providing a comprehensive package of “ethics measures”, which include policies (whistleblower protection, financial disclosure programme), and training initiatives to all UNESCO employees. Besides, the Ethics Office applies a policy of zero tolerance and suspected irregularities are systematically investigated by the Internal Oversight Service. The Ethics Office is independent from all Programme Sectors, Support Sectors and other Central Services, and reports directly to the Director-General.

**00603** The key elements of the Ethics Office are as follows:

- Voluntary disclosure channel: this channel allows for UNESCO employees, external stakeholders and members of the public to report suspected irregularities or wrongdoing on a confidential basis;
- Implement the “whistleblower protection policy”: provides enhanced protection for individuals who report misconduct or cooperate with audits or investigations, against retaliation;
- Advice and counsel: provides confidential advice to all employees and receive complaints on ethics related issues to establish an ethical working environment
- Policy Development: implements regulations on harassment, reporting unethical behavior and on conflicts of interest (outside activities; gifts and remuneration; use of confidential information; use of UNESCO property and assets including financial disclosure);
- Outreach and Communication: promotes and raises awareness on the ethical values and standards of conduct across UNESCO; and provide the mandatory training module on ethics to all employees (regardless of contractual status); and deliver the training module on Anti-harassment.

### **00604** Expected results at the end of the biennium

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**Financial disclosure policy and conflict of interest rules developed and disseminated**

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**Training module on ethics delivered both at Headquarters and in the field (including category 1 institutes)**

# I.C – Participation in the Joint Machinery of the United Nations system (JUNM)

UNESCO contributes to the running costs of the United Nations system in accordance with agreements that specify the relevant financial and budgetary arrangements. The budget provision of \$12,037,500 included under Part I.C represents an estimated amount. The actual amount of the various UNESCO contributions will only be known when the relevant bodies will have approved their budgets and request payment from the participating United Nations system agencies. Different sectors within the UNESCO Secretariat are responsible for various elements of the JUNM, whose provisional budget is broken down as follows:

## **Under the responsibility of HRM:**

- International Civil Service Commission (ICSC): \$680,000
- UN CARES and UN Dual Career and Staff Mobility Programme
  - UN CARES: \$100,900
  - UN Dual Career and Staff Mobility Programme: \$20,000
- The Human Resources Management Network of the United Nations System High-Level Committee on Management: \$160,000
- Administrative Tribunal of the International Labour Organization: \$230,000

## **Under the responsibility of BFC:**

- Statutory contribution of the UN Department of Safety and Security: \$2,427,600
- Security requirements of staff members in the field: \$7,540,000
- Malicious Acts Insurance Policy: \$240,000

## **Under the responsibility of BFM:**

- The Finance and Budget Network of the United Nations System High-Level Committee on Management: \$75,000

## **Under the responsibility of BSP:**

- United Nations System High-Level Committee on Programmes: \$44,000

## **Under the responsibility of IOS:**

- United Nations Joint Inspection Unit: \$450,000

## **Under the responsibility of MSS:**

- ICT Coordination activities of the United Nations System High-Level Committee on Management: \$70,000

# **Part II – Programmes and Programme-Related Services**

## **II.A – Programmes**

**MP I**

**Education**

# Major Programme I

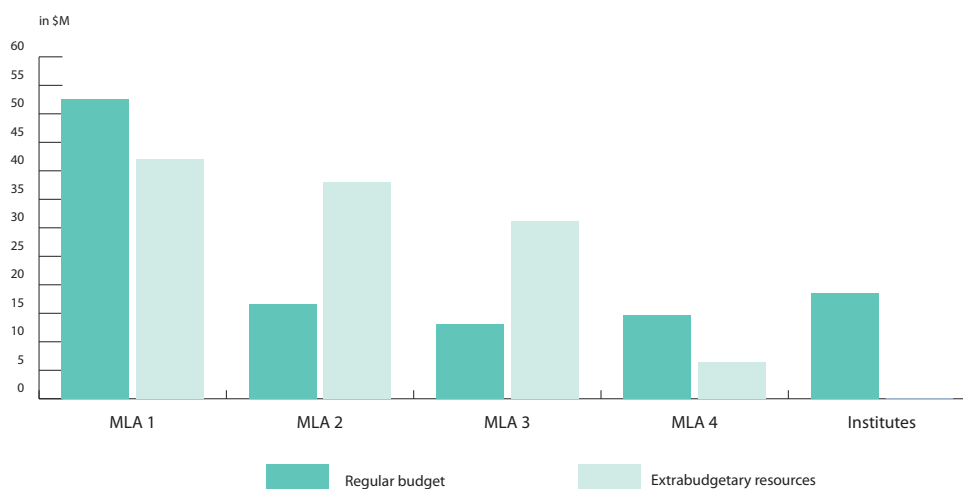
## ED 1

Main line of action	Regular budget			Total 36 C/5 Approved	Extrabudgetary resources <sup>(1)</sup>
	Activities	Staff			
		Programme- related staff	Administrative support		
	\$	\$	\$	\$	\$
<b>MLA 1</b> Accelerating progress towards EFA, in particular at the country level	19 570 900	31 477 100	1 510 900	<b>52 558 900</b>	41 993 400
<b>MLA 2</b> Building quality and inclusive education systems	5 638 900	10 535 400	423 700	<b>16 598 000</b>	37 967 900
<b>MLA 3</b> Supporting education system responses to contemporary challenges for sustainable development and a culture of peace and non-violence	3 889 800	8 867 700	393 200	<b>13 150 700</b>	31 138 800
<b>MLA 4</b> Reinforcing leadership for EFA through advocacy, partnerships and monitoring	4 336 400	9 361 800	915 500	<b>14 613 700</b>	6 448 400
<b>UNESCO education institutes<sup>(2)</sup></b>					
UNESCO International Bureau of Education (IBE)	5 000 000	–	–	<b>5 000 000</b>	–
UNESCO International Institute for Educational Planning (IIEP)	5 300 000	–	–	<b>5 300 000</b>	–
UNESCO Institute for Lifelong Learning (UIL)	2 000 000	–	–	<b>2 000 000</b>	–
UNESCO Institute for Information Technologies in Education (IITE)	1 000 000	–	–	<b>1 000 000</b>	–
UNESCO International Institute for Capacity-Building in Africa (IICBA)	2 500 000	–	–	<b>2 500 000</b>	–
UNESCO International Institute for Higher Education in Latin America and the Caribbean (IESALC)	2 200 000	–	–	<b>2 200 000</b>	–
Mahatma Gandhi Institute of Education for Peace and Sustainable Development (MGIEP) <sup>(3)</sup>	500 000	–	–	<b>500 000</b>	–
Total, UNESCO education institutes	<b>18 500 000</b>	–	–	<b>18 500 000</b>	–
<b>Total, Major Programme I</b>	<b>51 936 000</b>	<b>60 242 000</b>	<b>3 243 300</b>	<b>115 421 300</b>	<b>117 548 500</b>

- (1) Projects to be implemented in 2012-2013 for which funds have already been received or firmly committed, including posts financed from Programme Support Costs (PSC) income.
- (2) The amounts for education institutes represent the financial allocations from the regular budget and might be subsequently used for financing activities and/or staff. The institutes may also receive directly other extrabudgetary funds which are not included in this table.
- (3) In anticipation of the formal establishment of the MGIEP and in keeping with the spirit of 35 C/Resolution 16, Major Programme I includes the provision of \$500,000 for MGIEP within its total activity cost budget.

## Distribution of resources

### Total resources (staff and activities)





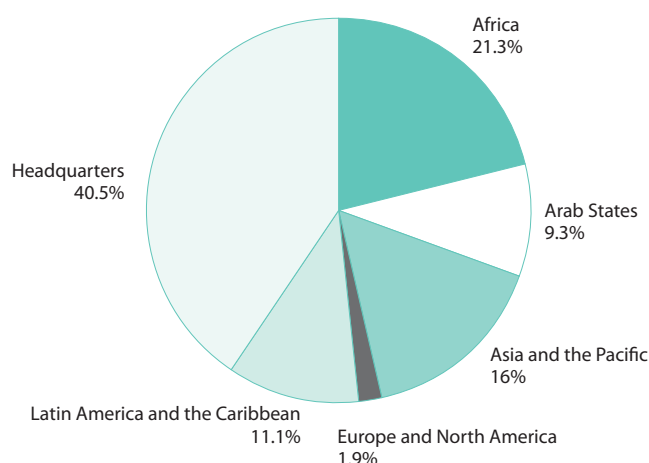
Decentralization of budget and established posts by implementing region							
Implementing region / Headquarters	36 C/5 Approved					Total	
	Activities		Staff				
	\$	Weight	\$	Weight	Posts <sup>(2)</sup>	\$	Weight
Africa (including IICBA)	11 248 000	29.1%	10 457 300	16.5%	41	21 705 300	21.3%
Arab States	2 780 000	7.2%	6 688 300	10.5%	24	9 468 300	9.3%
Asia and the Pacific (including MGIEP)	6 984 000	18.1%	9 348 500	14.7%	34	16 332 500	16.0%
Europe and North America	300 000	0.8%	1 592 300	2.5%	5	1 892 300	1.9%
Latin America and the Caribbean (including IESALC)	5 572 000	14.4%	5 768 800	9.1%	23	11 340 800	11.1%
<b>Total, Field</b>	<b>26 884 000</b>	<b>69.6%</b>	<b>33 855 200</b>	<b>53.3%</b>	<b>127</b>	<b>60 739 200</b>	<b>59.5%</b>
<b>Headquarters</b>	<b>11 752 000</b>	<b>30.4%</b>	<b>29 630 100</b>	<b>46.7%</b>	<b>127</b>	<b>41 382 100</b>	<b>40.5%</b>
<b>Subtotal</b>	<b>38 636 000</b>	<b>100.0%</b>	<b>63 485 300</b>	<b>100.0%</b>	<b>254</b>	<b>102 121 300</b>	<b>100.0%</b>
Global Institutes (IBE, IIEP, UIL and IITE) <sup>(1)</sup>	13 300 000	N/A	–	N/A	–	13 300 000	N/A
<b>TOTAL (Headquarters + Field + Institutes)</b>	<b>51 936 000</b>	<b>100.0%</b>	<b>63 485 300</b>	<b>100.0%</b>	<b>254</b>	<b>115 421 300</b>	<b>100.0%</b>

(1) As the allocations for these institutes have a global reach and their distribution by region is not yet available, they are not included in the decentralization rate.

(2) In addition to the posts funded from the regular budget, 3 posts are funded from the PSC income.

## Distribution of resources by Region and Headquarters

### Regular budget\*



\* Excluding global institutes

## Indicative Sector's contribution to Global Priorities

	Indicative resources <sup>(1)</sup>	% of total activity budget
	\$	%
Global Priority Africa	12 423 200	34.6
Global Priority Gender Equality	8 030 700	24.0

(1) Indication of the resources to be provided by the education institutes for the Global Priority Africa includes the financial allocation to IICBA. For the other Education Institutes, such indication was not available at the time of publication of this document, therefore those Institutes are not taken into account.

(2) Indication of the resources to be provided to the Global Priority Gender Equality was not available for any of the education institutes at the time of publication of this document. The financial allocations to the institutes are therefore not taken into account for the Global Priority Gender Equality.

# Major Programme I

## Education

**01000** General Conference resolution 36 C/Res.3 for Major Programme I

### *The General Conference*

1. *Authorizes* the Director-General:
  - (a) to implement the plan of action for Major Programme I, structured around the following two biennial sectoral priorities and four main lines of action, with special emphasis on gender equality, Africa, LDCs and SIDS and in particular countries most at risk of not achieving the education for all (EFA) goals by 2015, as well as youth and the most vulnerable segments of society, including indigenous peoples;
  - (b) to resort also in the implementation of the plan of action for Major Programme I to South-South and North-South-South cooperation, as complementary modalities for delivery of the programme and to continue to develop partnerships with civil society, including parliaments and regional parliamentary fora for education (FASPPED, FAPED, FARPED and FLACPED), the private sector, organizations of the United Nations system, and other international organizations at all stages of programme development, in order to:

### **Biennial sectoral priority 1: Scaling up equity, inclusion and quality in education and lifelong learning for sustainable development and a culture of peace and non-violence**

- (i) accelerate progress towards EFA, in particular at the country level, by focusing on four critical aspects of education: sector-wide policy and planning, literacy, teachers and skills development for the world of work. UNESCO will support Member States in developing national capacities to prepare and implement robust sector policies and plans, including through information and communication technologies; promoting and building the knowledge base for improving literacy policies and programmes; expanding the pool of qualified teachers and advocating that their working conditions be appropriate; reforming technical and vocational education and training systems; and promoting quality higher education. In each of these priority areas, emphasis will be placed on promoting quality and equity, including gender equality;
- (ii) support Member States in providing quality, inclusive and relevant education systems throughout life, from early childhood care and education through to primary and secondary education, as well as higher education and research. Throughout this work, particular attention will be paid to ensuring smooth transitions between the different levels of education and the achievement of a sustainable and measurable impact on education systems;

- (iii) support Member States to equip learners to become responsible global citizens, through addressing issues such as sustainable development, including climate change, HIV education and human rights and universal values in both the content and delivery of education;

## **Biennial sectoral priority 2: Strengthening global leadership in education**

- (iv) mobilize the international community and EFA partners for the achievement of the EFA goals and the education-related MDGs, paying particular attention to advocacy, including in favour of girls' and women's education. UNESCO will continue to undertake benchmarking for monitoring progress towards EFA, as well as informing the general education policy debate through cutting-edge research on educational trends, and strengthening the linkages between education for sustainable development (ESD) and EFA, thus advancing the achievement of the right to education;
- (c) to allocate for this purpose an amount of \$51,936,000 for activity costs and \$63,485,300 for staff costs;<sup>1</sup>

### 2. *Requests* the Director-General:

- (a) to implement the various activities authorized by this resolution, to the maximum extent possible through intersectoral platforms;
- (b) to report periodically to the governing bodies, in statutory reports, on the achievement of the following expected results, including relevant performance indicators:

### **Main line of action 1: Accelerating progress towards Education for All (EFA), in particular at the country level**

- (1) National capacities strengthened for policy formulation and planning focusing on promoting the right to quality education and gender equality, and drawing on information and communication technologies;
- (2) National capacities strengthened to plan, manage and scale up gender-sensitive, quality literacy and non-formal education policies and programmes;
- (3) National capacities strengthened to develop and implement teacher policies, with particular emphasis on quality and gender issues;
- (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;

### **Main line of action 2: Building quality inclusive education systems**

- (5) Basic education, including early childhood care and education, policies, programmes and practices improved in Member States, strengthening quality, equity, inclusion and gender equality.
- (6) Capacities in Member States strengthened to ensure more equitable access to quality higher education and research, including through innovative modes of provision.

<sup>1</sup> These appropriations include allocations for the category 1 UNESCO education institutes.

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

- (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.
- (8) Good quality comprehensive HIV and sexuality education delivered by Member States, promoting healthy lifestyles, gender equality and human rights.
- (9) 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.

**Main line of action 4: Reinforcing leadership for education for all (EFA) through advocacy, partnerships and monitoring**

- (10) Political and financial commitment mobilized at the global, regional and national levels towards the achievement of EFA and monitoring mechanisms of EFA strengthened.
  - (11) Global and national commitment to education for girls and women strengthened through advocacy and appropriate multistakeholder partnerships which are in conformity with the objectives of the Organization.
  - (12) Education stakeholders informed through research and foresight studies on emerging trends and challenges in education;
- 3. *Also requests* the Director-General to report, in her six-monthly statutory reports on the execution of the programme adopted by the General Conference, on measures taken to optimize the use of resources in the implementation of programme activities, including travel, contractual services and publications;
  - 4. *Further requests* the Director-General to implement the programme in such a manner that the expected results defined for the two global priorities, Africa and gender equality, pertaining to Major Programme I are also fully achieved.

# Major Programme I

## Education

### Reinforcing impact in 2012-2013

**01001** Taking stock of progress made since 2000, world leaders at the High-level Plenary Meeting of the UN General Assembly on the Millennium Development Goals (MDGs) held on 20-22 September 2010 recognized the interconnected and mutually reinforcing nature of the different MDGs. Appreciating the gains made towards the achievement of universal access to primary education, and despite the setbacks caused by the financial and economic crisis, it committed itself to furthering progress in this regard. At the same time, the annual Education for All (EFA) Global Monitoring Report (GMR) reminds us that strengthened global and national efforts are urgently needed if the world is to achieve the full set of EFA goals by the target date of 2015.

**01002** In 2012-2013 – the last biennium of UNESCO’s current Medium-Term Strategy – Major Programme I will build upon the progress made in 2010-2011. It will retain the same four priority areas set out in the 35 C/5 – sector-wide policy and planning, literacy, teachers and technical and vocational education and training – and maintain a strong programmatic focus. Furthermore, Major Programme I will continue the successful practice of providing increased support to a limited number (18) of ‘target countries’ that have been identified as being furthest from achieving the EFA goals.<sup>1</sup> The Organization’s technical support to these countries will aim primarily to strengthen national capacities in one of the four priority areas, according to national needs; each country will receive technical assistance financed through the regular programme as well as extrabudgetary resources to support one jointly-planned country programme intervention in order to maximize impact. Of the 18 target countries, some 14 are located in Africa, demonstrating both the needs of the region and its priority status for Major Programme I (see Box on Africa).

**01003** At the same time, and in order to respond to contemporary challenges and prepare the ground for education initiatives beyond 2015, Major Programme I will introduce new strategic approaches:

- (a) Improving the quality of education is a concern shared by all countries. It involves improving teaching, learning, relevance and efficiency. To that end, UNESCO will support Member States in developing their own processes for assessing and improving educational quality, particularly by piloting the UNESCO-developed comprehensive and integrated analytical framework. In cooperation with Major Programme V, more emphasis will be given to promoting information and communication technologies (ICTs) as a gateway to learning, particularly through analytical and policy-driven work aimed at fostering favourable conditions for ICT-enhanced learning;

<sup>1</sup> These 18 countries will be in addition to the 20 target countries that were provided support in 2010-2011. UNESCO will thus reach out to all 38 countries that were initially identified as being of greatest risk of not meeting the EFA goals. The Capacity development for EFA (CapEFA) programme played a key role in 2010-2011 in providing extrabudgetary support to the 20 target countries, and some of these countries will continue to receive extrabudgetary funding in the next biennium. New donors must however be identified and additional extrabudgetary resources mobilized for the 18 new target countries.

- (b) Quality education should empower learners to become responsible and active citizens who can contribute to a culture of peace and non-violence in the spirit of a 'new humanism'. Major Programme I will therefore give increased emphasis to promoting education for values, democratic citizenship, human rights, tolerance and dialogue for reconciliation and peace;
- (c) More emphasis will be given to global advocacy and the development of strategic partnerships as well as country-level actions for promoting education for girls and women. The Organization's Global Partnership for Girls' and Women's Education, "Better Life, Better Future", launched in May 2011, sponsored primarily through extrabudgetary funds and focusing on adolescent girls and non-literate women will continue to be strengthened;
- (d) Recognizing the essential contribution of education to the global response to climate change and building on work initiated in the 2010-2011 biennium, Major Programme I will scale up its climate change education programme within the framework of the United Nations Decade of Education for Sustainable Development (DESD) (2005-2014), and as a concrete contribution to this latter, through an intersectoral approach;
- (e) In view of the increasing recognition of the importance of higher education in stimulating innovation and building stronger societies and economies, and the fact that Member States today are facing growing demand for enrolment at this level, UNESCO will increase its attention to this sub-sector by focusing on key policy issues – where relevant in collaboration with other Sectors;
- (f) There is an increasing need to strengthen the global debate on emerging trends and challenges in education based on cutting-edge research and evidence. UNESCO will provide a global platform for debate on educational innovation and reform, in particular on the future of education – including setting the stage for the post-2015 period in conjunction with the Organization-wide foresight activities by the Bureau of Strategic Planning;
- (g) In order to give new impetus to efforts towards the achievement of Education for All, Major Programme I will foster partnerships with a wide range of stakeholders, including by strengthening its partnership with the EFA convening agencies and proactively seeking partnerships with private companies and civil society groups as well as innovative financing modalities. UNESCO will continue to reinforce South-South Cooperation and North-South-South Cooperation in education, and will also promote the South-South Cooperation Programme/Fund for Education.

01004

**Biennial sectoral priorities for 2012-2013**

*Biennial sectoral priority 1:*

Scaling up equity, inclusion and quality in education and lifelong learning for sustainable development and a culture of peace and non-violence

*Biennial sectoral priority 2:*

Strengthening global leadership in education

**Internationally agreed development goals and commitments**

Six Education for All goals (Dakar 2000)

United Nations Millennium Development Goals (MDGs), in particular MDGs 1, 2, 3 and 6

United Nations World Summit Outcome document (2005)

Plan of Action for the United Nations Literacy Decade (2003-2012)

International Implementation Scheme for the United Nations Decade of Education for Sustainable Development (2005-2014)

World Programme for Human Rights Education (2005-ongoing)

Conclusions and Recommendations of the 48th session of the International Conference on Education (2008)

Bonn Declaration- World Conference on Education for Sustainable Development (2009)

Communiqué- The 2009 World Conference on Higher Education

Bélem Framework for Action- Sixth International Conference on Adult Education (CONFINTEA VI) (2009)

The United Nations' Summit outcome document 'Keeping the promise: united to achieve the Millennium Development Goals', (2010)

Moscow Framework for Action and Cooperation- World Conference on Early Childhood Care and Education (2010)

Ministerial Declaration of the 2011 high-level segment of the United Nations Economic and Social Council 'Implementing the internationally agreed goals and commitments in regard to education' (2011)

01005

The global consensus has never been so strong: education is a fundamental human right and investment in education is a precondition for reducing poverty, improving health and building more peaceful, just and sustainable societies. Today's education systems must be conceived holistically, with each level and setting of learning being envisioned as an interlinked and integrated component of a whole. Systems must also provide learning opportunities throughout life and ensure articulation between the different modes and phases of delivery. Moreover, dynamic global contexts require increased flexibility and a variety of educational offerings that equip learners with the knowledge, skills and attitudes necessary to respond to contemporary challenges.

01006

Renewed attention must be paid to the quality of educational provision. Since the 2000 World Education Forum in Dakar, Senegal, governments have significantly scaled up their attention to the improvement of access to education – in particular at the primary level. This is to be commended. However, it has in many cases not been accompanied by similar attention to issues of quality – an essential dimension of the right to education. This has led to wide disparities in learning experiences both between and within countries. Thus, even when they are enrolled in school, children and adolescents from marginalized or

disadvantaged backgrounds are more likely to have teachers who are less qualified and more frequently absent, as well as access to fewer quality learning resources, than those from more privileged families. Moreover, lack of effective mechanisms for reintegrating drop-outs and out-of-school adolescents means that millions remain outside of the education system with no or little opportunity for further learning.

**01007** With these concerns in mind, and in order to accelerate progress towards the 2015 targets and promote peaceful, democratic and sustainable societies, UNESCO will emphasize the quality imperative as well as the principles of equity and inclusion throughout its work on education. It will strengthen its comprehensive approach to education and support Member States in building effective education systems and consolidating pathways between the different levels and modes of delivery.

**01008** In 2012-2013, Major Programme I will contribute to the realization of each of the overarching objectives of UNESCO’s Medium-Term Strategy (2008-2013) (34 C/4), in particular the objective of “Attaining quality education for all and lifelong learning”. Actions will be undertaken under the following two biennial sectoral priorities (BSPs):

- **Biennial sectoral priority 1: Scaling up equity, inclusion and quality in education and lifelong learning for sustainable development and a culture of peace and non-violence; and**
- **Biennial sectoral priority 2: Strengthening global leadership in education.**

**01009** The table below illustrates the structure of Major Programme I:

<b>Major Programme I – Education</b>				
<b>36 C/5 Biennial sectoral priorities (BSPs)</b>	<b>BSP 1:</b> Scaling up equity, inclusion and quality in education and lifelong learning for sustainable development and a culture of peace and non-violence			<b>BSP 2:</b> Strengthening global leadership in education
<b>Main lines of action (MLAs)</b>	<b>MLA 1:</b> Accelerating progress towards Education for All (EFA), in particular at the country level	<b>MLA 2:</b> Building quality inclusive education systems	<b>MLA 3:</b> Supporting education system responses to contemporary challenges for sustainable development and a culture of peace and non-violence	<b>MLA 4:</b> Reinforcing leadership for Education for All (EFA) through advocacy, partnerships and monitoring
<b>Thematic areas of expected results</b>	1. Capacity development for sector-wide policy formulation and planning 2. Literacy and lifelong learning 3. Teachers 4. Skills development through TVET for the world of work	5. Primary and secondary education 6. Higher education and research	7. ESD, in particular climate change education 8. HIV/AIDS and education 9. Education for values, citizenship, human rights, tolerance and dialogue for reconciliation and peace	10. EFA coordination, monitoring, advocacy and partnerships 11. Global advocacy and partnerships to promote education for girls and women 12. Knowledge-sharing and foresight in education



The two biennial sectoral priorities will be addressed through four main lines of action (MLAs). These will enable UNESCO to support countries in developing holistic education systems for lifelong learning, while at the same time stimulating and guiding the global debate on the future of education. This dual function will ensure the relevance of the Organization's work for all its Member States.

- (a) The first main line of action will be "Accelerating progress towards Education for All (EFA), in particular at country level". UNESCO will support Member States in developing national capacities to prepare and implement robust sector policies and plans so that the right to education can be realized; promoting and building the knowledge base for improving literacy policies and programmes; expanding the pool of qualified teachers and ensuring that their working conditions are appropriate; and reforming technical and vocational education and training systems.
- (b) The second main line of action will be "Building quality inclusive education systems". Under this MLA, and within the framework of lifelong learning, UNESCO will support Member States to provide quality, inclusive and relevant education systems from early childhood education and primary and secondary education through to higher education and research. Emphasis will be placed on ensuring smooth transitions between the different levels of education.
- (c) The third main line of action will be "Supporting education system responses to contemporary challenges for sustainable development and culture of peace and non-violence." Through this MLA, UNESCO will support Member States to equip learners to become responsible global citizens, through addressing issues such as sustainable development including climate change, HIV/AIDS and human rights and values in both content and the delivery of education.
- (d) The fourth main line of action will be "Reinforcing leadership for Education for All (EFA) through advocacy, partnership and monitoring". Through this MLA, UNESCO will mobilize the international community and EFA partners for the achievement of the EFA and education-related MDGs, paying particular attention to advocacy in favour of girls' and women's education. UNESCO will continue to undertake benchmarking for monitoring progress towards EFA and make available cutting-edge research on educational trends.

## Category 1 institutes

UNESCO has seven category 1 institutes in education, which are strong technical components of the Education Sector: the UNESCO International Bureau of Education (IBE); the UNESCO International Institute for Educational Planning (IIEP); the UNESCO Institute for Lifelong Learning (UIL) the UNESCO Institute for Information Technologies in Education (IITE); the UNESCO International Institute for Capacity-Building in Africa (IICBA); the UNESCO International Institute for Higher Education in Latin America and the Caribbean (IESALC); and the soon-to-be established Mahatma Gandhi Institute of Education for Peace and Sustainable Development (MGIEP). Regarding the latter, preparations for its establishment are currently on-going in cooperation with the host country, India.

Most of these institutes operate with a significant amount of extrabudgetary resources and their programmes are jointly funded by both regular programme and extrabudgetary resources. The programme activities in this biennium and their contribution to the expected results are described in the text under each of the institutes. Coordination mechanisms will be further strengthened to avoid duplication and ensure greater alignment with the priorities and work of Headquarters and the Field Offices.

## Category 2 centres

**01013** The Education Sector works in close collaboration and cooperation with the seven education category 2 centres under the auspices of UNESCO: the Asia-Pacific Centre of Education for International Understanding (APCEIU); the International Centre for Girls' and Women's Education in Africa (CIEFFA); the Guidance, Counselling and Youth Development Centre for Africa (GCYDCA); the International Research and Training Centre for Rural Education (INRULED); the Regional Centre for Educational Planning (RCEP); the South-East Asian Centre for Lifelong Learning for Sustainable Development (SEA-CLLSD); and the Regional Centre for Early Childhood Care and Education in the Arab States (RC-ECCE). In particular, the Education Sector will further encourage the work of the Network of the UNESCO Education Sector Category 2 Centres created in 2009. The Asia-Pacific Centre of Education for International Understanding (APCEIU) will serve as the 2011-2013 focal point of the Network.

**01014** These institutes/centres are valuable partners for the Organization, as they contribute to the achievement of the expected results of Major Programme I in their specific subject areas.

### Global Priority Africa

**01015** Major Programme I will continue to give priority to Africa in 2012-2013 and decentralize approximately one third of the regular programme activity budget to the Field offices in the Africa region. Twenty-six of the 38 "target countries" for the period 2010-2013 are in Africa, further reflecting the commitment to provide particular assistance to those countries considered furthest from achieving the MDGs and EFA goals. UNESCO's actions in Africa will support the African Union (AU) and its New Partnership for Africa's Development (NEPAD) programmes defined in the Plan of Action of the Second Decade of Education for Africa (2006-2015). These actions will be closely coordinated with the work of other UN agencies through common country programming approaches, including in UNDAFs, and regional coordination mechanisms including the Education and Human Resources Sub-Cluster of the Regional Coordination Mechanism (RCM), the Regional Directors' Team (RDT) and UN Country Teams. At the national level, entry points for joint UN actions will be the development, implementation, and monitoring and evaluation of quality United Nations Development Assistance Frameworks (UNDAFs) and related capacity development action plans.

**01016** The strategic priorities under Major Programme I in support of education reform in Africa will be fourfold. First, support will be given to developing Member States' capacities for policy analysis and sector-wide planning. In this regard, UNESCO will support research, advocacy and evidence-based policy dialogue with education ministries at the regional, subregional and national levels, informed by sector-wide analysis of data on access, learning outcomes and competencies relevant to the world of work. Second, the Organization will promote improved access to quality basic education, with specific attention to children and adolescents from birth to the age of 15 years, through early childhood care and education followed by 9-10 years of uninterrupted basic education of quality within the framework of the Basic Education in Africa Programme (BEAP). This will include enhancing learning through promoting the use of the mother tongue languages. UNESCO will promote the articulation of this first level with a general orientation towards entrepreneurship education and the development of skills and competencies that are relevant for the world of work. The development of policies for improving the transition to the secondary level, including through the revitalization of technical and vocational education and training (TVET), mathematics, science and technology will therefore be a third strategic priority. Finally, the Organization will champion the creation of a higher education space in Africa. Greater synergies with the Science Sector will be sought to ensure stronger and more effective support to scientific research.

Special focus will be placed on providing support to policy development and strengthening partnerships for a comprehensive development of the teacher profession in order to ensure inclusive quality teaching and learning throughout the entire system, including teacher development policies within the framework of the Teacher Training Initiative for Sub-Saharan Africa (TTISSA).

**01017** With many countries in the region lagging behind in terms of progress towards gender equality in education by 2015 (MDG 3), particular attention will be given to mainstreaming gender equality and women's empowerment into all education activities of Major Programme I in the region.

**01018** Through joint programming within the context of UNDAFs as well as through partnerships with civil society organizations, UNESCO will continue to provide policy advice and technical support to its African Member States, in alignment with national development priorities, through addressing issues related to literacy, out-of-school children and youth, unemployment, HIV and AIDS, gender-based violence and climate change. South-South cooperation will be a key modality for developing capacities and mobilizing joint resources.

## Global Priority Gender Equality

**01019** Within the framework of the Gender Equality Action Plan (2008-2013), Major Programme I will continue to mainstream gender equality and women's empowerment in all its activities, in particular in the following areas:

- literacy: develop capacities of Member States by raising awareness of the importance of policies and programmes targeting women and girls and by providing technical support to mainstream gender in literacy policies and programmes, in particular in LIFE and 'target countries';
- teachers: provide technical advice to Member States in order to mainstream gender in their teacher management, retention and training policies and to ensure gender-balanced representation in the education professions, especially within the framework of the Teacher Training Initiative for Sub-Saharan Africa (TTISSA) and in the 'target countries' and promote gender-sensitive and non-sexist teacher training contents;
- secondary education: support the development, renewal, monitoring, review and implementation of policies and strategies to ensure quality secondary education to expand equal access for and the retention of girls and boys. Particular attention will be paid to improving the transition to secondary education and drop-out rates of girls;
- technical and vocational education and training: strengthen the capacities of Member States to ensure coherence in their TVET policies with labour market and social needs, especially in view of providing equal skills development opportunities to both women and men, particularly in 'target countries';
- sector plans and policies: through the knowledge base on education policy generated, UNESCO will support Member States to plan and manage the education sector's policies, plans and budgets so that these latter are inclusive, especially in view of ensuring gender equality throughout the education sector;
- HIV and AIDS: within the framework of school health and education on sexuality and reproductive health and rights, promote gender-sensitive sector-wide response to HIV/AIDS' impact and the challenges posed.

**01020**

As we approach the target year for the internationally agreed education goals, Major Programme I will further heighten its work towards achieving gender equity and equality in education. It will do so by fostering multi-stakeholder partnerships and advocating widely to both the development community and the general public in favour of the education of girls and women (see paragraph 01057), including through the Global Partnership for Girls' and Women's Education. Building on the partnerships fostered during the past biennium with major international partners such as the David and Lucile Packard Foundation, Procter & Gamble, Nokia and Microsoft, the Organization will also assist the countries in greatest need, especially in Africa. Moreover, the Organization will use diversified and targeted communication strategies to reach out to decision-makers and the public in order to raise their awareness of the importance of gender equality in education and mobilize support for girls' and women's education.

**Biennial sectoral priority 1:** Scaling up equity, inclusion and quality in education and lifelong learning for sustainable development and a culture of peace and non-violence

**Main line of action 1:** Accelerating progress towards Education for All (EFA), in particular at the country level

**01021**

With only a few years until the target date of 2015 for achieving the EFA and the MDGs, it is critical that the international community redouble its efforts to make quality learning a reality for all. In the 2010-2011 biennium, UNESCO identified four priority areas for its work in education: literacy; teachers; skills development for the world of work; and sector-wide policies. This programmatic and budgetary concentration has enabled the Organization to significantly scale up its country-level impact.

**01022**

MLA 1 will therefore retain these four priority areas of action, build on the progress made in 2010-2011 and extend the depth and reach of the activities initiated. Recognizing that capacity development for sector-wide policy formulation and planning is critical to improving quality throughout education systems, greater prominence will be given to work in this field. The supplementary funding provided to the 18 "target countries" will be used to finance increased technical support in one of the four priority areas of action, in alignment with the country's national development priorities.

## Sector-wide policy formulation and planning

**01023**

The right to education can only be realized through sound education policies and well-designed plans. This is particularly important at a time at which education policy-makers and planners are facing an increasing number of challenges. Indeed, in addition to the longstanding issues related to demographics and funding, new issues have arisen such as the uncertainties linked to changes in occupations and in competencies required in knowledge societies. There is a growing need to reappraise how countries can make the best use of long-term planning in education, not only to guarantee access but also to improve the quality of delivery.

**01024**

UNESCO will therefore further extend its support to sector-wide education policy and planning, with particular emphasis on quality and gender equality issues. To this end, the Organization will provide support for evidence-based and result-oriented educational planning, while further reinforcing its

integration in the Common Country Assessment/United Nations Development Assistance Framework (CCA/UNDAF) processes and the harmonization of its programmes with national development and poverty reduction strategies. Particular attention will be given to institutional and national capacity development in the “target countries”. While the modalities of interventions will be adapted to the needs of particular countries, the main areas of work will include the following:

- (a) **Conducting policy reviews and enhancing the knowledge base in education policy at the country level:** UNESCO will, at the request of countries, support Member States in carrying out policy reviews in education. These reviews will result in a precise analysis of the strengths and weaknesses of the education system, drawing on the existing knowledge base, and with the overall goal of issuing policy recommendations – in particular in the areas in which UNESCO can offer direct technical assistance. In addition, UNESCO will carry out thematic policy reviews and comparative analysis at regional level, focused in particular on issues related to quality and gender. In addition to providing a direct service to the concerned countries or regions, UNESCO will use this work to reinforce its role as a reliable source of evidence and analysis in education policy;
- (b) **Development of capacities in education planning and management:** State-of-the-art methodologies, techniques and tools for education policy analysis, sector diagnosis, planning and resource projections and costing will be further enhanced. Attention will be given to reinforce national capacities to implement plans. In addition, tools for educational management at the school, local and national levels will be refined. Particular efforts will be made to mainstream critical issues such as gender, lifelong learning and education for sustainable development into national education policies, plans and budgets;
- (c) **Measuring and monitoring education quality to guide policy:** national, regional and international learning assessments are key tools to monitor quality of education over time and inform policy. Yet, too often, countries face problems when trying to translate the evidence obtained into concrete action. UNESCO will support Member States in developing capacities in the monitoring and evaluation of education systems, particularly in Africa. In particular, UNESCO will respond to the call from the African Union (AU) to support the development of an integrated programme of measurement of learning achievement and teaching and learning process in Africa, within the framework of the implementation of the AU Second Decade of Education;
- (d) **Promoting ICTs as a gateway to learning:** UNESCO will prioritize analytical and policy-driven work in addressing the challenge of fostering the conditions for ICT- enhanced learning. This will be reflected in particular through the development of relevant policy indicators, enhancing teacher capacity development, investigating and disseminating mobile learning, and supporting innovations that take advantage of technology, both in formal and non-formal education settings. Work in this area will be jointly designed and implemented by Major Programmes I and V and in close partnerships with external partners such as IT companies; and
- (e) **Reinforcing UNESCO’s response to emergencies and its contribution to sustainable recovery:** UNESCO will reinforce its strategy to link emergency response to long-term planning and reconstruction, including through its ongoing participation in the Inter-Agency Network on Education in Emergencies (INEE). This will include both preparation of needs assessments through the deployment of rapid reaction teams when emergencies strike, and long-term planning for sustainable recovery, including through capacity development.

- (f) Within UNESCO’s normative mandate and with a view to assisting Member States in strengthening the foundations of the right to education in national legal systems, the Organization will continue to reinforce the links between normative instruments in education and their translation into national legislation and practice, contributing to EFA. In close cooperation with other UN agencies and the UN treaty bodies, including with the UN Special Rapporteur on the Right to Education, UNESCO will concentrate its work around support for policy developments towards the enforcement of the right to education including technical assistance for translating international obligations into national legislation and monitoring of the implementation of UNESCO normative instruments. The Organization will report on the implementation of six of these instruments during 2012-2013.

**01025**

This work will be implemented in collaboration with the International Institute for Educational Planning (IIEP). Cooperation will be strengthened with key agencies working in the areas of education policy, planning and capacity development. In particular, cooperation with the EFA-Fast Track Initiative (FTI) will be reinforced through joint activities at country level, including joint sector review, plan preparation, capacity needs assessment and capacity development.

**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**

<i>Performance indicators</i>	<i>Benchmarks</i>
■ Number of countries supported in education policy, planning and management	– 15 Member States
■ Number of countries supported in the implementation of innovative programmes in ICTs in education	– 5 Member States
■ Number of thematic studies or policy guidelines produced including on quality, gender issues or ICTs in education	– 5 thematic studies or policy guidelines
■ Number of conflict- and disaster-affected countries supported in disaster risk education, needs assessment and planning for reconstruction and related capacity development	– 10 Member States
■ Number of countries where the legal framework on the right to education has been reported on	– 50 countries

## Literacy and non-formal education in a lifelong learning perspective

**01026**

Urgent action must be taken to bring literacy competencies to the obstinately high number of adults who continue to lack them – some 796 million.<sup>1</sup> Diverse sources have persistently underscored the reality that EFA goal 4 on youth and adult literacy will not be reached without drastic scaling-up of efforts. Yet literacy remains extremely low on the broader development agenda. Illiteracy is a particularly alarming problem among adolescent girls and women, and raising literacy levels in these groups is therefore a

<sup>1</sup> Data from 2011 *Education for All Global Monitoring Report*.

key means of increasing gender equity and equality in education and, more generally, in society as a whole. Moreover, the non-formal pathway will be enhanced to provide basic education opportunities to out-of-school children – 67.4 million of primary school age and 74 million children of lower secondary school age.

01027

UNESCO's actions in this area will be carried out within the framework of the United Nations Literacy Decade (UNLD, 2003-2012) and the Organization's Literacy Initiative for Empowerment (LIFE). UNESCO, as the designated coordinator of the UNLD, will undertake the end-of-Decade assessment in collaboration with other UN agencies and partners. The process and the ensuing reports to the UN General Assembly and the public will also address the way forward with regard to youth and adult literacy beyond 2012. In order to mobilize Member States and other partners to achieve the goals of these initiatives and EFA goal 4, UNESCO's action will focus on advocacy; capacity development; and supporting Member States to scale up effective literacy programmes:

- (a) **Advocate for the mainstreaming of literacy into sector and national development reform agenda:** The persistent neglect of literacy in national and sectoral development agendas stems from its omission at critical points including sector analyses and the use of analytical knowledge to develop sector policy, strategic, programmatic and financing frameworks, and the linking of sector reforms to national reform agendas. UNESCO will advocate for the mainstreaming of youth and adult literacy at these critical points. It will also apply the criteria of effective practice, established in the previous biennium, to call for high-quality and integrated literacy programming. Advocacy will also focus on increasing financing for literacy, drawing on evidence of the costs of illiteracy and the benchmark of 6% of the GNP for education with increased budgets for adult literacy and education called for by the Belém Framework for Action. The mobilization of private sector support for literacy will continue to be strengthened. The Platform for Effective Practices in literacy, the International Literacy Prizes and International Literacy Day will continue to provide key opportunities for increased global advocacy and visibility for literacy;
- (b) **Strengthening Member States' capacity to develop and implement effective literacy policies, strategies and programmes.** In line with the International Strategic Framework for Action of the UNLD, UNESCO will intensify its support to capacity development to enable Member States to design and implement gender-sensitive and development-responsive literacy policies, strategies and programmes. Specific measures will include working with Member States' professional teams to develop their skills; training policy makers, managers and practitioners; sharing of best practices compiled and accrued from established strategic partnership such as the E-9, UNESCO Chairs and the Knowledge and Innovations Network for Literacy; and
- (c) **Scaling up effective national literacy programmes.** UNESCO will strengthen its support to Member States to scale up their literacy programmes, drawing on established principles of effective practices and on country-level knowledge. It will do so by initiating dialogue with and among Member States and through analyzing the contextual factors, identifying constraints and opportunities for increasing access to and relevance of literacy. For youth and adults, a comprehensive, integrated and contextually responsive programming approach will be adopted to include not only basic literacy skills but also life-skills and vocational skills. For out-of-school children, focused attention will be given to establishing formal education equivalencies that allow for re-entry opportunities and that make non-formal delivery modes a real pathway for attaining basic education, including through information and communication technologies (ICTs), such as mobile phone technology for post-literacy programmes. Priority will be accorded to Africa, E-9, LIFE and UNESCO target countries.

01028

In carrying out these actions, UNESCO will give special focus to poor out-of-school children, youth and adults – in particular girls and women. The UNESCO Institute for Lifelong Learning will play an important role. Building and extending partnerships with a wide range of relevant partners will be a key strategy. The maintenance and extension of online fora and networks, and collaboration in the development of strategy papers and policy briefs, will support knowledge sharing. Traditional (government, civil society, multilaterals) and non-traditional partners, such as the private sector, will render literacy efforts more robust and extend their reach. Inclusive partnerships will deepen intersectoral collaboration, in particular with the private sector, through UNESCO’s Global Partnership for Girls’ and Women’s Education, “Better Life, Better Future” as well as participation in initiatives such as the UN Girls’ Education Initiative (UNGEI) and the Inter-Agency Task Force on Adolescent Girls.

**Expected result 2: National capacities strengthened to plan, manage and scale up gender-sensitive, quality literacy and non-formal education policies and programmes**

<i>Performance indicators</i>	<i>Benchmarks</i>
<ul style="list-style-type: none"> <li>■ Number of Member States (including Literacy Initiative for Empowerment [LIFE] and E-9 countries) that have developed or are preparing development-relevant, gender-responsive literacy and non-formal education policies that are an integral part of national education policies and plans</li> </ul>	– 5 Member States
<ul style="list-style-type: none"> <li>■ 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</li> </ul>	– 10 Member States
<ul style="list-style-type: none"> <li>■ Number of advocacy and policy materials in support of development-relevant, gender-responsive literacy and non-formal education prepared</li> </ul>	– 2 volumes of <i>Emerging Trends in Literacy</i>

## Teachers

01029

Good teachers are the bedrock of successful education systems. Lack of qualified teachers is a challenge faced by many countries across the world – regardless of their economic performance. Indeed, the *EFA Global Monitoring Report 2011* states that an additional 1.9 million teaching posts need to be established to achieve universal primary education by 2015 – more than half of which are required in sub-Saharan Africa.

01030

In order to support countries in addressing teacher shortages, boosting investment in quality teacher development and improving the working conditions of teachers, UNESCO will articulate its actions around three key areas, giving priority attention to Africa: policy development; capacity development on teacher education and training programmes, including through the use of ICTs; and advocacy:

- (a) Within the framework of its work on teacher development, the Organization will provide technical advice to policy-makers to prepare evidence-based teacher policies on relevant issues set out in the ILO/UNESCO Recommendation concerning the Status of Teachers (1996) and



the UNESCO Recommendation concerning the Status of Higher-Education Teaching Personnel (1997), ranging from their education and training, recruitment and management to their retention and working conditions. The Organization will continue to implement the Teacher Training Initiative for Sub-Saharan Africa (TTISSA), led by UNESCO's Regional Bureau for Education in Africa (BREDA) with support from the International Institute for Capacity-Building in Africa (IICBA) and Headquarters. UNESCO tools such as the TTISSA Methodological guide for the analysis of teacher issues, the Resource pack for capacity building for teacher-oriented curriculum policy and policy toolkits will support this work. A comprehensive policy framework for the capacity development of literacy and non-formal education teachers will also be launched;

- (b) Innovative approaches to teacher education and development, with a particular focus on ICTs, including mobile technologies, will be fostered through capacity development of teacher training institutions. As part of this work, the Associated Schools Project Network and the UNESCO Chairs will be mobilized to lead, support, disseminate, pilot and scale up good practices, particularly through South-South and North-South-South cooperation. In this regard, focus will be placed on the dissemination of good practices in ICTs and the promotion of cross-cutting issues such as education for sustainable development (ESD) in teacher education through intersectoral activities. Collaboration with external information technology partners will also be enhanced; and
- (c) Advocacy will aim to stimulate commitment among decision-makers, education partners and the general public to increase the pool of qualified teachers, underscoring the urgency of increasing investment in their training and improving their working conditions. Advocacy activities will be carried out through the organization of targeted high-profile events such as World Teachers' Day, as well as strategic input to other major international events on related issues, such as literacy and HIV & AIDS. Furthermore, UNESCO will continue to host and collaborate with the International Taskforce on Teachers for EFA.

**01031**

Throughout its work on teachers, UNESCO will place particular emphasis on the need to ensure gender-balanced representation in the education professions, through the collection and analysis of disaggregated data and the promotion of gender parity among school leaders and teachers. Attention will be paid to the provision and the situation of teachers in post-conflict countries and to the need to increase the numbers of female teachers in the fields of mathematics, science and technology. The role of teachers in curbing gender-based violence in schools and non-sexist teacher training contents will also be promoted.

**Expected result 3: National capacities strengthened to develop and implement teacher policies, with particular emphasis on quality and gender issues**

<i>Performance indicators</i>	<i>Benchmarks</i>
<ul style="list-style-type: none"> <li>■ 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</li> </ul>	<p>– 15 Member States</p>

<i>Performance indicators</i>	<i>Benchmarks</i>
<ul style="list-style-type: none"> <li>■ Number of teacher training institutions supported by UNESCO that have reinforced the use of ICTs in their management, administration and pedagogical policies and practices</li> </ul>	<ul style="list-style-type: none"> <li>– 12 teacher training institutions, with a focus on those in UNESCO's target countries</li> </ul>
<ul style="list-style-type: none"> <li>■ Number of sub-Saharan African countries with a teacher policy and innovative teacher programme developed through TTISSA</li> </ul>	<ul style="list-style-type: none"> <li>– 12 Member States</li> </ul>

## Skills development through technical and vocational education and training (TVET) for the world of work

**01032**

Demand for quality and relevant skills development for the world of work is increasing in UNESCO's Member States. Drawing on the analytical tools and expertise developed during the 2010-2011 biennium, the Organization will continue to implement the Strategy for Technical and Vocational Education and Training (TVET) adopted by the 181st session of its Executive Board (181 EX/Decision 8), by focusing its action on three core areas: provision of policy advice; facilitation of conceptual clarification and the comparability of data; and serving as a clearinghouse and informing the global debate:

- (a) UNESCO will respond to Member States' requests for policy advice. It will do so by strengthening their capacities to develop evidence-based policies, including through the use of existing analytical tools (such as the policy framework and workforce simulation model) and new tools that will be developed, such as forecast analyses and supply approaches. It will also support the introduction of frameworks to improve monitoring and evaluation of the quality and relevance of TVET systems, paying particular attention to how they can stimulate entrepreneurship and multi-stakeholder partnerships, as well as national qualifications and transition frameworks. UNESCO's work in this area will emphasize the need to ensure coherence between TVET and education policies, the labour market and social needs, and promote TVET systems and policies that are based on the principles of inclusion and social cohesion, gender equality and sustainability. The UNESCO-UNEVOC International Centre will play an important role in delivering capacity building and support; for this purpose, the UNEVOC network will be reinforced and further operationalized;
- (b) In order to facilitate conceptual clarification, UNESCO will build on its collaboration with other international and regional agencies, such as the International Labour Organization, World Bank, Organisation for Economic Co-operation and Development, and the European Training Foundation. Through the Interagency Platform on TVET established in 2009, it will improve comparability of data by further developing and operationalizing the shared conceptual framework – thus enabling global debates and initiatives such as the Group of 20 (G-20) meetings to be better informed. Skills for entrepreneurship and sustainable development will be added as priority areas of work. The findings of a review on normative instruments in the field of TVET will also be used to develop a new approach to the monitoring of the Convention (1989) and Revised Recommendation on Technical and Vocational Education (2001);
- (c) The Organization will strengthen its clearing house function and inform the global debate through leading the preparation and the follow-up of the 2012 Third International Congress on TVET. The outcomes of the Congress, together with the findings of the World Report on TVET

and the 2012 *EFA Global Monitoring Report*, will be used to carry out the mid-term monitoring and review of the UNESCO TVET Strategy. Furthermore, the UNESCO-UNEVOC International Centre will develop cutting-edge resources on TVET, including an online world databank on TVET systems, simulators and ICT-based resources. These actions will be undertaken as part of a global partnership involving national and regional centres of excellence in TVET.

**01033**

These actions will build on the momentum generated by the Third International Congress on TVET and the partnerships forged.

**Expected result 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**

<i>Performance indicators</i>	<i>Benchmarks</i>
<ul style="list-style-type: none"> <li>■ 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</li> </ul>	– 15 Member States
<ul style="list-style-type: none"> <li>■ Number of countries setting up or enhancing existing frameworks for the monitoring and evaluation of TVET systems and policy innovations</li> </ul>	– 15 Member States
<ul style="list-style-type: none"> <li>■ Number of users of the UNESCO-UNEVOC educational resources platform on TVET</li> </ul>	– 20% increase in users

**Main line of action 2: Building quality inclusive education systems**

**01034**

UNESCO promotes a system-wide, holistic and inclusive vision of learning for all throughout life. Recognizing that each level and setting of education contributes to the success of the whole, it supports countries to envision education and learning as a single system consisting of interlinked components. Thus, quality higher education prepares effective teachers, while the uneven provision of early childhood care and education leads to inequities in later learning outcomes. This integrated and balanced approach to the development of national education policy and plans represents one of the comparative advantages of UNESCO, which is the only United Nations organization with a mandate to provide technical support in all of the sub-sectors of education.

**01035**

Capitalizing on this system-wide approach, UNESCO will support Member States to develop effective and inclusive education systems throughout life, with strengthened attention to higher education. In this regard, and in line with the outcome document of the United Nations High-Level Plenary Meeting of the General Assembly on the Millennium Development Goals, it will place particular focus on ensuring quality and promoting smooth progression through the different stages of education and training, while facilitating flexible learning pathways and innovative means of education provision. Equitable access to all levels of education will be promoted, with particular attention being paid to improving the quality and equality of the opportunities available to girls and women.

## Quality basic education (from ECCE to secondary education)

**01036** In spite of progress in expanding access during the EFA decades, a significant number of children and youth still do not have access to quality education. According to the 2011 EFA Global Monitoring Report, only 44% of the world's children have access to pre-primary and even fewer have holistic early childhood care and education (ECCE). Sixty-seven million children of primary school age are still out of primary school and 73 million adolescents of lower-secondary school age, of whom more than half are girls.<sup>1</sup> Ensuring equal access to education opportunities therefore remains a challenge.

**01037** A related and increasingly stubborn challenge is that a high proportion of learners who enrol in some form of education do not acquire the skills, competencies, and knowledge commensurate to their educational attainment. Improving equity of education quality and of learning outcomes should be addressed from the earliest stages of education as the effect of poor quality education at lower levels have significant impact on the quality of learning at higher levels. Indeed, compelling evidence shows that ECCE is an indispensable foundation for effective learning throughout life and significantly improves learning outcomes and individual development in later years. Member States are fully aware of quality challenges and its consequences on their education and training systems as well as their overall development. Improving education quality and learning effectiveness is a cornerstone of most education reform programmes and of most development agencies that support Member States. However, for a range of reasons – e.g. weak knowledge base, fragmented approach – prior and ongoing efforts are yet to register desirable achievements in improving quality basic education and learning effectiveness for all.

**01038** UNESCO will intensify its support to Member States to address the quality challenge and to monitor progress towards quality basic education (from early childhood to secondary level) and learning effectiveness for all. This will be done through three main actions:

- (a) **Strengthen Member States' capacity to attain and monitor quality ECCE as a base for quality basic education and learning effectiveness for all.** This will be done by supporting Member States to define and monitor the adequacy and quality of ECCE provision. UNESCO, together with other EFA partners through the Inter-Agency Committee on ECCE (IAC-ECCE) set up and convened by UNESCO to support the implementation of the Moscow Framework for Action and Cooperation, will develop a Holistic Child Development Index (HC DI) based on existing indices and indicators. Member States can adapt and use the HC DI to define the adequacy and monitor the quality of ECCE services in their countries and to guide their regulatory frameworks for ECCE services including the licensing and de-licensing of providers;
- (b) **Strengthen Member States' capacity to identify and address binding constraints to attaining and sustaining quality basic education and learning effectiveness for all.** In cooperation with EFA partners, a comprehensive education quality diagnostic/analysis and monitoring framework will be developed with an objective to make it a platform for UNESCO and its EFA partners to provide collective support to Member States. The framework aims to strengthen countries' capacities to diagnose and prioritize binding constraints to their efforts to improve education quality and learning effectiveness for all, as well as to develop and implement responsive interventions to those constraints. This work will build on and consolidate UNESCO efforts such as the Basic Education in Africa Programme (BEAP) and the Teacher Training Initiative in Sub-Saharan Africa (TTISSA);

<sup>1</sup> Data from the 2011 *Education for All Global Monitoring Report*.

- (c) **Sustain support to equity and inclusion in basic education.** UNESCO will support Member States' efforts to consolidate progress toward access for all and to fortify inclusive basic education systems and to redress the high dropout rates between primary and secondary schooling especially for girls, within the context of the UNESCO's Global Partnership for Girls and Women Education, "Better Life, Better Future". Specific attention will be given to out-of-school children and marginalized groups such as the Roma children.

01039

The activities will be implemented in close cooperation with relevant UNESCO Institutes such as IBE and UIS and category 2 centres such as INRULED and CIEFFA, but also other United Nations and multilateral agencies such as UNICEF, the World Bank, OECD, the Council of Europe, the European Commission and relevant NGOs. The ASPnet, relevant UNESCO Chairs and centres of excellence will continue to play a key role in enabling UNESCO to pilot its programmes and to reach out to the public at large.

### 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

<i>Performance Indicators</i>	<i>Benchmarks</i>
<ul style="list-style-type: none"> <li>■ Number of countries that are strengthening and monitoring the adequacy and quality of their ECCE services with UNESCO</li> </ul>	<ul style="list-style-type: none"> <li>– 10 countries</li> <li>– multi-agency HCEDI</li> </ul>
<ul style="list-style-type: none"> <li>■ Number of countries that have equitable quality improvement efforts in basic education with UNESCO support</li> </ul>	<ul style="list-style-type: none"> <li>– 10 countries</li> <li>– comprehensive education quality framework developed and in use</li> </ul>
<ul style="list-style-type: none"> <li>■ Number of countries that UNESCO has supported to improve inclusion in basic education</li> </ul>	<ul style="list-style-type: none"> <li>– 10 countries</li> <li>– report on the inclusion of Roma children</li> </ul>

## Higher education and research

01040

Higher education uniquely contributes to comprehensive development by providing the high-level expertise required to lead economic, social, political, cultural, ethical/value, and human development among others. From an economic perspective, the role of higher education is even more accentuated in the 21st century where knowledgeable and technology-savvy expertise is a critical driver of growth. Yet many countries lack the resources and capacities to make quality higher education available at thresholds that are required to impact their development courses.

01041

In 2012-2013, UNESCO will intensify its response to Member States' call for technical support in building higher education systems that can effectively respond to their development challenges. In so doing, UNESCO will apply extant knowledge accrued over the years including the framework provided by the Communiqué of the 2009 World Conference on Higher Education (WCHE). It will support Member States' efforts to equitably expand access to high quality, gender-sensitive and development-responsive higher education. UNESCO will also intensify its exploration of innovative mechanisms for building affordable and sustainable higher education systems. Attention will be given to the quality and relevance of higher education programmes and the employability of graduates. This will be attained through the following major actions:

- (a) **Strengthen Member States’ capacity to develop and implement policies and strategies for equitable expansion of access to quality and development-responsive higher education systems.** UNESCO will strengthen the knowledge base to support the development of higher education systems through sound sub-sector studies and through meta-analysis of extant knowledge. Findings from these analyses will be applied to guide country-appropriate policies, strategies, programs and their effective implementation. Specific focus will be given to innovative and diverse modes of delivering higher education as well as innovative financing of the sub-sector. A compendium of innovative methods for scaling up equitable access, which takes into account national development challenges, gender and inclusion will be prepared and disseminated to heighten national and global policy and operational dialogue. Policy issues linked to the full potential of information and communication technologies (ICTs) and distance modes, backed by open educational resources (OERs) will also be considered;
- (b) **Strengthening Member States’ capacity to assure the quality of diversified provision including across borders.** One of the key risks of expanding and diversifying provision is potential declines in quality. To this effect, UNESCO will continue to support Member States’ efforts to build higher education quality assurance systems based on a spectrum of accountability tools. UNESCO will use its clearinghouse function to share quality assurance and accountability tools through a strengthened Portal on Quality Higher Education Institutions. In assuring quality, special attention will be paid to regional higher education reforms and to the creation of regional higher education areas. This activity will be underpinned by UNESCO’s conventions and recommendations on the recognition of qualifications. Awareness of the revised conventions for the recognition of qualifications in Africa and Asia and the Pacific will be raised in order to increase ratifications;
- (c) **Stimulating global dialogue on and through higher education.** UNESCO will use its convening powers to stimulate and convene dialogue on select critical issues in higher education with an aim to enable Member States to make informed decisions on these issues. UNESCO currently has some 800 Chairs, which will serve as a platform for dialogue on different subjects. They will be administered by the relevant Sectors and efforts will be made to ensure that they act as an efficient network for cooperation.

01042

In order to carry out these activities, UNESCO will intensify networking, dialogue and research in partnership with higher education stakeholders, including relevant UNESCO Chairs and UNITWIN networks and in close coordination with the Science Sector as well as with the United Nations University (UNU) and the University of Peace. Special attention will be paid to activities in Africa based on the Action Plan proposed by the WCHE, including the continued work of the UNESCO-ADEA Task Force, twinning between higher education institutions to benefit Africa through South-South cooperation and assistance to the creation of an African Higher Education and Research Area.

**Expected result 6: Capacities in Member States strengthened to ensure more equitable access to quality higher education and research, including through innovative modes of provision**

<i>Performance Indicators</i>	<i>Benchmarks</i>
<ul style="list-style-type: none"> <li>■ Number of countries supported to scale-up access to equitable, gender- and development-responsive access to quality higher education through innovative modes of provision</li> </ul>	<ul style="list-style-type: none"> <li>– 10 countries</li> <li>– 1 compendium of publications on innovative methods for scaling up equitable access to development-response quality higher education</li> </ul>

Performance Indicators	Benchmarks
<ul style="list-style-type: none"> <li>■ Number of countries supported by UNESCO that have developed quality assurance systems and other accountability tools</li> </ul>	<ul style="list-style-type: none"> <li>– 10% increase</li> </ul>
<ul style="list-style-type: none"> <li>■ Global policy debates on critical issues in higher education enriched</li> </ul>	<ul style="list-style-type: none"> <li>– 2 global fora on key policy challenges in higher education</li> <li>– 2 UNITWIN networks initiated on global higher education research trends</li> <li>– all UNESCO chairs reviewed</li> </ul>

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

**01043** Quality education aims to foster socially-responsible, peaceful and democratic attitudes among children, young people and adults. Globalization and fast changing technological progress have posed new challenges for societies and education systems. Rapid evolution is requiring individual and communities to adapt to new social, economic, cultural, environmental and technological contexts; yet, in many cases, little empirical evidence is available to guide Member States in managing these change processes. Furthermore, formal and non-formal education are recognized as effective means of promoting social transformation. The challenge then, is dual: to promote more equitable and sustainable societies through education; and to respond adequately to and prepare for uncertainties and challenges that threaten the resilience and the quality of the delivery of education systems.

**01044** Under Main line of action 3, UNESCO will therefore support its Member States to prepare comprehensive sector responses to complex contemporary challenges such as climate change and HIV & AIDS. In this regard, particular emphasis will be paid to education for sustainable development as well as for universally-shared values, citizenship, human rights, tolerance and non-discrimination, dialogue, reconciliation and peace. Major Programme I will apply an intersectoral approach to actions in this field, in particular by building on the work of the Organization conducted during the International Year for the Rapprochement of Cultures (2010) and the International Decade for a Culture of Peace and Non-violence for the Children of the World (2001-2010).

## Education for sustainable development, in particular climate change education

**01045** Meeting the needs of the present without compromising the ability of future generations to meet their own needs requires collective action. Education for Sustainable Development (ESD) equips individuals and communities with the principles, values and practices to build a more secure and peaceful future. It concerns all levels, settings and types of education, and must therefore be integrated throughout the education system. As lead agency for the UN Decade of Education for Sustainable Development (DESD, 2005-2014) and Task Manager for Chapter 36 of Agenda 21, UNESCO will continue to guide the global process to reorient education in support of sustainable development and strengthen Member States' capacities to integrate its principles into their education policies and programmes, also in the context of the 2012 UN Conference on Sustainable Development (Rio+20). Furthermore, recognizing the role of education in addressing climate change as well as for disaster preparedness and risk reduction,

UNESCO will promote climate change education as a strategy for promoting the concept of sustainable development through education.

**01046**

In 2012-2013, UNESCO's work in this area will be focused around the following components:

- (a) **Advocacy for and monitoring of the DESD.** In line with the Strategy for the Second Half of the DESD, this will include enhancing synergies with a number of education and development initiatives as well as strengthening partnerships; developing and strengthening capacities for ESD; building, sharing and applying ESD-related knowledge; and advocating for ESD as well as increasing awareness and understanding of sustainability. In particular, through intersectoral and inter-agency work, emphasis will be placed on enhancing communication, education and public awareness actions for biodiversity; as well as promoting ESD through North-South-South and South-South cooperation. This will include preparing for the end-of-Decade conference to be held in 2014;
- (b) **Provision of policy advice on climate change education.** Mitigating and adapting to climate change requires the acquisition of new knowledge, skills and behaviours. Indeed, in many regions, varying weather conditions and climate-related shocks are making it harder to deliver quality education in safe learning environments. UNESCO will therefore develop national capacities to integrate climate-relevant components into national education plans. It will also work with its Member States to manage the impact of climate change on education systems – including through preparing countries to deliver comprehensive education sector responses to disasters. Particular attention will be paid to creating environmentally sustainable, safe and adaptive schools, including through disaster preparedness, response and recovery strategies. Due account will be given to regional specificities and priorities, paying particular attention to the challenges of countries facing increased disaster risks such as Small Island Developing States (SIDS) and African countries;
- (c) **Strengthening of climate change education in secondary school teacher education programmes, curricula and assessment.** The Organization will aim to enhance both content knowledge – including on the environment, climate change and scientific literacy, green technical and vocational education and training (TVET) and disaster risk reduction and preparedness – as well as critical thinking skills in order to equip learners with the requisite skills, knowledge and attitudes to deal with future uncertainties and challenges such as climate change.

**01047**

These activities will be undertaken through close cooperation with other UN agencies and key ESD stakeholders as well as with other UNESCO programmes.

**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**

<i>Performance indicators</i>	<i>Benchmarks</i>
<ul style="list-style-type: none"> <li>■ Number of countries supported to develop policies, plans and programmes on climate change education for sustainable development</li> </ul>	<p>– 10 countries</p>



<i>Performance indicators</i>	<i>Benchmarks</i>
<ul style="list-style-type: none"> <li>■ Number of countries supported to address biodiversity and disaster preparedness issues through ESD in educational policies, development plans and programmes</li> </ul>	– 20 countries
<ul style="list-style-type: none"> <li>■ 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</li> </ul>	– 20 teacher training institutions

## HIV/AIDS and education

**01048** Despite considerable progress in stabilizing the number of new HIV infections since the late 1990s, the number of new infections overall remain high, particularly among young people, and the number of people living with HIV worldwide has increased. The impacts of HIV and AIDS on education systems continue to be a major challenge. For example, the GMR estimates that HIV and AIDS account for 77% of the teacher shortage in countries with high HIV rates. Education is the key to reducing new infections, can also foster access to treatment and helps address stigma and discrimination. Effective education responses to HIV and AIDS are essential if countries are to make successful progress towards the EFA and Millennium Development Goals.

**01049** UNESCO, in its role as a UNAIDS cosponsoring agency and as convening agency in the UNAIDS division of labour for ensuring good quality education for a more effective HIV response, will continue to expand its work to support comprehensive education sector responses to HIV and AIDS mainly using extrabudgetary resources provided by UNAIDS and other donors. In particular, UNESCO will:

- (a) move increasingly to situate its work in this field within a broader framework of school health and education on sexuality and reproductive health and rights, building on a development approach and expanded links to other relevant health promotion issues and recognizing the important interlinkages between the education and the health Millennium Development Goals (MDGs);
- (b) through EDUCAIDS, emphasize the importance of moving towards a holistic, sector-wide view of the impacts and challenges of HIV and AIDS, and the development of all components, modalities and capacities of the education system to strengthen HIV prevention and mitigate the impact of AIDS; and
- (c) draw on established best practices and will further dialogue and support understanding around the role of education in national HIV responses through expanding the evidence base, enhancing country capacity to implement scaled-up and gender-responsive programmes, thus promoting the full and effective multisectoral engagement by countries within the framework of UNAIDS.

**01050** These efforts will draw on existing partnerships and collaborations including with other Programme Sectors within UNESCO, the UNAIDS Inter-Agency Task Team (IATT) on Education, convened by UNESCO, the World Health Organization and partners supporting UNESCO's work on sexuality education.

**Expected result 8: Good quality comprehensive HIV and sexuality education delivered by Member States, promoting healthy lifestyles, gender equality and human rights**

<i>Performance indicators</i>	<i>Benchmarks</i>
<ul style="list-style-type: none"> <li>■ 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)</li> </ul>	<ul style="list-style-type: none"> <li>– <i>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</i></li> </ul>
<ul style="list-style-type: none"> <li>■ 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)</li> </ul>	<ul style="list-style-type: none"> <li>– <i>at least 80% of young people, aged 10-24, demonstrate desired levels of knowledge in at least 9 of the 17 countries that have the largest number of young people living with HIV</i></li> </ul>
<ul style="list-style-type: none"> <li>■ Number of countries with a multisectoral strategy that addresses HIV in the school setting (UNGASS indicator 2/NCPI Ai3)</li> </ul>	<ul style="list-style-type: none"> <li>– <i>at least 60 countries have a multisectoral strategy that addresses HIV in the school setting</i></li> </ul>

## Education for values, citizenship, human rights, tolerance, dialogue for reconciliation and peace

**01051**

Achieving quality education for all that responds to the social, economic, cultural and environmental dimensions of emerging challenges requires improvements to the quality and relevance of learning contents, processes and contexts. Education should encompass universal values such as peace, human rights, tolerance and democratic citizenship, empowering learners with the necessary knowledge and skills to face local and global challenges, and to become responsible citizens participating in the building of a just, peaceful and sustainable future. Moreover, since education, the sciences, culture and communication are the foundations of sustainable development, it is through a multidisciplinary approach that UNESCO can promote a culture of peace and non-violence that is closely linked to a new humanism and puts people at the core of development processes. Actions in this area under Major Programme I will therefore be carried out along the following:

- (a) Framed by the Recommendation concerning Education for International Understanding, Cooperation and Peace and Education Relating to Human Rights and Fundamental Freedoms (1974) and the World Programme for Human Rights Education (2005-ongoing), UNESCO will develop the concept of “education for global citizenship” and assist in formulating and implementing policies, plans and programmes to promote it. Education for global citizenship includes human rights education; education against discrimination; the role of history in promoting values education, intercultural and interfaith education; education for the prevention of atrocities; and education for inclusion of minorities (including linguistic and cultural minorities). For example, UNESCO will give particular emphasis to work on Roma children through subregional cooperation in Europe. Furthermore, it will continue its work for the prevention of violence in schools, including gender-based violence. The Associated Schools Project Network (ASPnet) and UNESCO Chairs will be proactive partners and important assets for UNESCO’s effort in promoting Education for Global Citizenship;

- (b) The promotion of Education for Global Citizenship will be carried out through the development and improvement of tools and guidelines to assist education personnel. ASPnet will serve as a field for testing. A monitoring and evaluation framework of the implementation of the guidelines and tools will be put in place. UNESCO will continue to provide policy advice and facilitate policy dialogue for national education authorities to assist them in the integration of Education for Global Citizenship. UNESCO will continue its efforts in enhancing advocacy for Education for Global Citizenship by public outreach through the website and other networking tools for improving partnerships and increasing e-twinning synergies;
- (c) New partnerships and cooperation will be set up with teacher training institutions and with structures responsible for training the police and civil servants for integrating Education for Global Citizenship in their programmes.

**01052**

Closer links will be made between ASPnet schools, communities and universities including UNESCO Chairs on human rights and intercultural education to enhance a policy-research-practice nexus. Cooperation with UN system organizations and other regional intergovernmental organizations will be further strengthened. Guidance and coordination for the ASPnet will continue to be provided through the implementation of the new ASPnet strategy and plan of action as well as the celebration of the 60th anniversary of the Network.

## **UNESCO Associated Schools Network (ASPnet)**

UNESCO's Associated Schools Network (ASPnet) will celebrate its 60th anniversary in 2013. The network is one of the largest global networks of schools: a showcase of UNESCO's programmes and a powerful tool to achieve the Organization's priorities and increase its visibility. Ranging from pre-schools to teacher training institutions, its activities are by nature cross-cutting and intersectoral. Therefore, ASPnet will contribute broadly to different expected results of Major Programme I:

- (a) as part of MLA 1, UNESCO will draw on ASPnet to raise awareness of the priorities of the Major Programme 1, in particular with regard to teachers and skills development for the world of work. Using the established outreach and multiplier effect of ASPnet institutions, UNESCO will reinforce partnerships to promote access, quality and inclusion in education for greater impact;
- (b) under MLA 2, UNESCO will use ASPnet member institutions to identify, experiment, evaluate and report on innovative educational content and practices, and to take to scale good practices and disseminate them broadly;
- (c) under MLA 3, UNESCO will encourage ASPnet member institutions to implement school-based activities on education for values, citizenship, human rights, tolerance and dialogue for reconciliation and peace, as well as education for sustainable development (ESD) including climate change education and HIV/AIDS and education (especially through the celebration of international days, weeks, years and decades). ASPnet will identify good practices and promote knowledge sharing in educational responses to contemporary challenges. It will also be used as a catalyst for international cooperation by encouraging school twinning and regional and international partnerships;
- (d) within MLA 4, ASPnet will increase UNESCO's visibility and strengthen advocacy in favour of the EFA goals, for example through yearly celebrations of EFA Global Action Week and activities to promote girls' education. UNESCO will also take advantage of ASPnet's privileged outreach to educators and learners to identify emerging needs in education.

ASPnet will reinforce support to its network in Africa to assist in consolidating its educational responses to relevant issues and to promote its field experiences at the international level. It will further continue its intersectoral work and contribute to the expected results of other Major Programmes and the Intersectoral Platforms of a culture of peace and non-violence, Small Island Developing States (SIDS), and climate change.

**Expected result 9: 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**

<i>Performance indicators</i>	<i>Benchmarks</i>
<ul style="list-style-type: none"> <li>■ Number of countries having integrated global citizenship-related components in their national policies</li> </ul>	<ul style="list-style-type: none"> <li>– 50 countries</li> </ul>
<ul style="list-style-type: none"> <li>■ 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</li> </ul>	<ul style="list-style-type: none"> <li>– 20% increase of ASPnet member institutions in the regions currently underserved by the Network</li> <li>– 5 twinning arrangements</li> </ul>
<ul style="list-style-type: none"> <li>■ Number of countries actively using UNESCO advocacy tools and programmatic guidance on issues like school violence, gender-based cyber-bullying and attacks on education</li> </ul>	<ul style="list-style-type: none"> <li>– 15 countries</li> </ul>

**Biennial sectoral priority 2: Strengthening global leadership in education**

**Main line of action 4: Reinforcing leadership for Education for All (EFA) through advocacy, partnerships and monitoring**

**01053**

Despite great progress towards universal primary education, the world remains far from achieving the full set of EFA goals. With only four years until 2015, new impetus is needed to make sure that EFA remains on the world agenda despite the economic downturn and competing priorities. UNESCO, together with its partners, will make more visible efforts to put education high on the development agenda. Under Main line of action 4, UNESCO will actively strengthen EFA coordination and partnerships, and advocate for education for girls and women as a development imperative. Furthermore, it will guide the international community by monitoring the realization of the right to education and progress at the global, regional and national levels towards the achievement of the EFA goals. Finally, it will begin to develop a vision for education beyond 2015 in close cooperation with the international education community, and reinforce its research and foresight function as a true laboratory of ideas.

## EFA coordination, advocacy and partnerships

**01054**

The Dakar Framework for Action stipulates that “UNESCO will continue its mandated role in coordinating EFA partners and maintaining their collaborative momentum”. This coordination encompasses four key functions: policy dialogue; monitoring; advocacy; and mobilization of funding. UNESCO will facilitate policy dialogue and knowledge generation on EFA between governments and with different partners in order to support the development and implementation of effective education policies and initiate global debates on EFA beyond 2015. It will continue to monitor EFA progress and make the results public. Furthermore, the Organization will increase the visibility of EFA and advocate more broadly for education, also by ensuring stronger linkages between EFA and the broader development agenda. It will mobilize financial resources for EFA and support capacity development including through South-South Cooperation. Finally, it will map development partners’ policy directions and activities to increase effective cooperation and avoid overlap.

**01055**

In line with the reform of the EFA coordination mechanism undertaken at the request of the EFA partners in Addis Ababa in February 2010, UNESCO will perform the above-mentioned functions through the following four key areas of action during the 2012-2013 biennium:

- (a) annual convening of a High-Level Forum as a major advocacy event to mobilize international and national political commitment and resources for EFA. The Forum will be informed by the Global Monitoring Report and by a global annual technical review meeting jointly organized with the EFA convening agencies and other partners. Furthermore, thematic or technical reviews and reports will examine progress towards all six EFA goals in light of data and analysis presented by UNESCO and by other institutions, including through the Global Monitoring Report;
- (b) further development of strategic partnerships with a range of actors and around various initiatives, such as the regular meetings among the five Heads of the EFA convening agencies, the EFA-Fast Track Initiative (EFA-FTI), the E-9 initiative, civil society networks, including the Collective Consultation of NGOs on EFA, parliamentarians and academia, the private sector, the Leading Group on Innovative Financing and the World Economic Forum;
- (c) increased coordination and improved flow of information will be fostered between national, regional and global initiatives and networks for EFA (including the Regional Project for Education in Latin American and the Caribbean (PRELAC), the Asia-Pacific Regional Thematic Working Group (TWG) on EFA and the Arab Technical Regional Working Group and thematic initiatives); and
- (d) ensuring stronger linkages between the EFA global coordination and the broader global coordination processes (such as the UN, G8 or G20), and striving to increase UNESCO’s role in those processes and donor coordination frameworks, in order to better position EFA on the broader political and development agenda.

**01056**

Monitoring is a critical tool for measuring commitment and improving accountability. In 2012-2013, UNESCO will continue to monitor progress towards the six EFA goals through the annual publication of the *EFA Global Monitoring Report* (GMR). The GMR will continue to draw on expertise from a wide range of sources: governments; academic institutions; civil society/NGOs; multilateral and bilateral agencies. For each annual exercise, the GMR team will commission a number of background papers and case studies from leading experts and research institutions. In addition, the GMR team will produce and disseminate a series of communication materials to accompany the main report. Through these

activities, the GMR will aim to increase its outreach and policy impact, notably in the least developed countries. The GMR outreach strategy will seek not only to disseminate the Report’s key messages, but also to influence the global policy debate, especially within the context of EFA coordination and ultimately contribute to policy change. To achieve this, the Team will further capitalize on its partners and networks in order to create a multiplier effect.

**Expected result 10: Political and financial commitment mobilized at the global, regional and national levels towards the achievement of EFA and monitoring mechanisms of EFA strengthened**

<i>Performance indicators</i>	<i>Benchmarks</i>
<ul style="list-style-type: none"> <li>■ 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)</li> </ul>	<ul style="list-style-type: none"> <li>– 5 high-level meetings</li> </ul>
<ul style="list-style-type: none"> <li>■ Increased support to EFA from non-traditional partners, including emerging donors, private sector, foundations and innovative financing sources</li> </ul>	<ul style="list-style-type: none"> <li>– 5 new, non-traditional partners, including emerging donors, the private sector and, foundations, support EFA</li> </ul>
<ul style="list-style-type: none"> <li>■ Number of outreach activities and advocacy events organized for the GMR</li> </ul>	<ul style="list-style-type: none"> <li>– 70 per year</li> <li>– GMR reports disseminated: printed 16,000 and 48,000 electronically</li> </ul>

## Global advocacy and partnerships to promote education for girls and women

**01057** Gender inequalities in education remain a major challenge for the successful achievement of EFA. Two thirds of the 796 million illiterate adults worldwide are women, while in many countries girls are still far less likely to complete full education cycles than boys – in particular if they come from poor families, rural areas, urban slums and ethnic and language minorities. Yet educating girls and women is a development imperative. Indeed, there is strong evidence of the importance of girls’ education not only for their own empowerment, but also in terms of the role they will play in the development of their families, communities and society. Investing in girls’ and women’s education contributes to progress across all the MDGs as it has a positive multiplier effect on a wide range of socio-economic development indicators including health, poverty alleviation and overall sustainable development.

**01058** In the last two years of implementation of UNESCO’s Priority Gender Equality Action Plan (GEAP), the Organization will reinforce its actions to achieve the six stated outcomes (relating to literacy, teachers, secondary education, technical and vocational education and training, inclusive rights-based education sector plans and policies and education responses to HIV and AIDS [see Box on priority gender equality]). These actions will be implemented across all the main lines of action of Major Programme I. At the same time, in order to further scale up the coordination and visibility of and support for these actions, UNESCO will also actively strengthen multi-stakeholder partnerships and evidence-based advocacy for the education of women and girls within the framework of the Organization’s Global Partnership for Girls’ and Women’s Education, “Better Life, Better Future”:

- (a) In order to strengthen multi-stakeholder partnerships, UNESCO will work closely with established and new partners. Within the United Nations System, it will strengthen its links with and contribute technically to fora such as the United Nations Entity for Gender Equality, the Empowerment of Women (UN Women), the United Nations Girls' Education Initiative (UNGEI), and the Inter-Agency Task Force on Adolescent Girls. Building on current successful partnerships with private companies such as Procter & Gamble, Nokia, Microsoft and the Packard Foundation, UNESCO will seek to actively expand its partnerships with the private sector and with philanthropic partners to strengthen programmatic and financial support for UNESCO's work on education for girls and women; and
- (b) The Organization will actively promote and advocate for the education of women and girls and seek to give it visibility through high-level prominent events. It will also reach out to the public at large through mass media campaigns with its private partners and publications. It will facilitate the mainstreaming of education through UNESCO's activities and increased awareness of the issue through the preparation of tools and guidelines.

**Expected result 11: Global and national commitment to education for girls and women strengthened through advocacy and appropriate multistakeholder partnerships which are in conformity with the objectives of the Organization**

<i>Performance indicators</i>	<i>Benchmarks</i>
<ul style="list-style-type: none"> <li>■ Increased support from multi-stakeholder partners to UNESCO activities on education for girls and women</li> </ul>	<ul style="list-style-type: none"> <li>– 1 partnership in each region established</li> </ul>
<ul style="list-style-type: none"> <li>■ Increased awareness among the wider public on the importance of education of girls and women through high-profile events</li> </ul>	<ul style="list-style-type: none"> <li>– 1 global event with prominent high-profile personalities</li> <li>– 3 round tables in conjunction with celebration of UN Days</li> <li>– 2 online discussions on critical aspects of girls' and women's education</li> </ul>

## Knowledge sharing and foresight in education

**01059** UNESCO's role in advancing the reflection on contemporary education issues continues to be important. Indeed, such landmark references as the "Learning: The Treasure Within" (known as the Delors Report, 1996) continue to inspire thinking about the shape of education in the current global context. Building on the wealth of data, knowledge, expertise, and analytical capacity residing through its various sectors, specialised institutes, and international networks of researchers and practitioners, UNESCO has traditionally been called upon to provide insight and guidance for education policy development and practice in all regions of the world. There is a need to strengthen this function of international laboratory of ideas and to reaffirm UNESCO's central role in the global education debate.

**01060** The establishment of the Education Research and Foresight Team in the Education Sector is one response to this need to strengthen the capacity of UNESCO's Education Sector as a platform that both mobilizes ideas and knowledge, analyzes emerging development trends, anticipates their impact on education, and proposes relevant orientations and recommendations for the future of education. In 2012-2013, Major Programme I will concentrate this work around three key thrusts of actions:

- (a) Catalyzing critical debate, creative thinking and knowledge-sharing in education;
- (b) Conducting of forward-looking research on emerging trends and challenges in education and development of education responses based on cutting-edge evidence-based research;
- (c) Sharing new education paradigms to guide the global education agenda beyond 2015.

**01061**

These actions will be guided by three main principles: (1) intersectorality and interdisciplinarity based on the recognition that the “variety of sectoral expertise [within UNESCO] is a major asset at a time when interdisciplinarity is universally acknowledged as an essential tool for grappling with the complexities of the globalizing world as well as mobilizing and capturing pertinent knowledge”;<sup>1</sup> (2) sector-wide and holistic vision of educational development based on an understanding that education policy must consider the interrelations between all formal and non formal subsystems and the way they relate to broader social policy; and (3) bridging education research, policy-making and practice for the improvement of the performance in terms of relevance and equity of education systems.

**Expected result 12: Education stakeholders informed through research and foresight studies on emerging trends and challenges in education**

<i>Performance indicators</i>	<i>Benchmarks</i>
<ul style="list-style-type: none"> <li>■ Number of forward-looking country case studies on emerging societal trends and challenges for education conducted, published and disseminated</li> </ul>	<ul style="list-style-type: none"> <li>– 4 case studies (one in each region)</li> </ul>
<ul style="list-style-type: none"> <li>■ Number of proceedings of international research colloquia /conferences which are jointly organized by UNESCO and international research partners</li> </ul>	<ul style="list-style-type: none"> <li>– 4-6 international colloquia/seminar proceedings prepared and disseminated</li> </ul>

<sup>1</sup> UNESCO Medium-Term Strategy (34 C/4): 2008-2013, p.13.



# UNESCO Category 1 institutes in education

## UNESCO International Bureau of Education (IBE)

**01100** General Conference resolution 36 C/Res.4 for IBE

*The General Conference,*

*Acknowledging* the report of the UNESCO International Bureau of Education (IBE) for the 2010-2011 biennium,

*Recognizing* the importance of maintaining the functional autonomy of IBE in order to ensure that it can provide services to the Member States in a flexible, effective and efficient way,

*Welcoming* the process of transforming IBE into a more forward-looking and cutting-edge institution as a “centre of excellence in curricula”,

1. *Emphasizes* the specialized contribution of IBE to the fulfilment of the relevant strategic objectives and the priorities of Major Programme I, particularly with regard to capacity development, policy dialogue, and knowledge management and dissemination, in the key area of curriculum development and management, through the:
  - (a) implementation of tailored and recognized training courses for curriculum decision-makers and practitioners, as well as the development of customized learning tools and training materials;
  - (b) expansion of technical assistance to national curriculum agencies and specialists;
  - (c) enhancement of its curriculum-related knowledge base, as well as its knowledge management and dissemination capacity;
  - (d) facilitation of international policy dialogue aimed at fostering quality education for all and inclusive education policies and practices;
2. *Requests* the IBE Council, acting in conformity with the statutes of the Bureau and with this resolution, when approving the Bureau’s budget for 2012-2013, to:
  - (a) ensure that the objectives and activities of IBE correspond to UNESCO’s strategic objectives and the priorities and main lines of action of Major Programme I;
  - (b) support the programmes and projects of IBE with the aim of contributing to the achievements of the expected results of Major Programme I as listed in paragraph 6 below;
  - (c) strengthen the collaboration with the Director-General to mobilize the necessary human and financial resources so that IBE may accomplish its mission as a centre of excellence in curriculum;
3. *Authorizes* the Director-General to provide support to IBE by granting a financial allocation under Major Programme I for a total amount of \$5,000,000;
4. *Expresses its gratitude* to the Swiss authorities, Member States and other bodies and institutions that have contributed intellectually or financially to the activities of IBE and *invites* them to continue their support for 2012-2013 and beyond;

5. *Appeals* to Member States, international governmental and non-governmental organizations, donor agencies, foundations and the private sector to contribute financially and by other appropriate means to the effective execution of the Bureau's activities in the service of Member States, in conformity with its mission as a centre of excellence in curricula, the priorities of Major Programme I, and the strategic objectives of UNESCO for 2008-2013;
6. *Requests* the Director-General to report periodically to the governing bodies in the statutory reports on the contribution of IBE to the achievement of the following expected results of Major Programme I:
  - 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 (MLA 1 – expected result 1);
  - national capacities strengthened to develop and implement teacher policies, with particular emphasis on quality and gender issues (MLA 1 – expected result 3);
  - basic education, including early childhood care and education, policies, programmes and practices improved in Member States, strengthening quality, equity, inclusion and gender equality (MLA 2 – expected result 5);
  - 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 (MLA 3 – expected result 7);
  - good quality comprehensive HIV and sexuality education delivered by Member States, promoting healthy lifestyles, gender equality and human rights (MLA 3 – expected result 8);
  - education stakeholders informed through research and foresight studies on emerging trends and challenges in education (MLA 4 – expected result 12).

**01101** The International Bureau of Education (IBE) is UNESCO's specialized institute in the field of curriculum, including learning contents and methods as well as processes of curriculum development and implementation.

**01102** Improving the quality of learning processes and outcomes can be realized through curriculum innovation and reform. The IBE contributes to the attainment of quality EFA by promoting the development of quality curricula, by building networks and communities of practice to share knowledge on and foster national capacities for curriculum innovation and development. The Institute aims to develop capacities for managing curriculum change and implementation, and to facilitate international dialogue on educational policies and practices.

**01103** During the course of the 2012-2013 biennium, the IBE's strategy will aim towards making the Institute a 'Centre of Excellence in Curriculum'. The Institute will progressively expand the range and reach of its services in the areas of capacity development and technical assistance in curriculum design, knowledge production and management, and educational policy dialogue.

01104

The IBE’s work will concentrate on:

- (a) capacity development in the field of curriculum design and development through regionally-based (also informed by comparative and international perspectives), long-term, intensive and recognized training courses (e.g. diploma course in curriculum);
- (b) the strengthening of local capacities for curriculum innovation and reform through the development of learning tools and training modules, such as tools and modules on inclusive education, education for sustainable development and climate change, skills for life and work and learning to live together. The IBE learning material will be adapted to the existing needs and demands of Member States;
- (c) targeted technical assistance at country level for the design and management of curriculum reform and implementation (e.g. curriculum frameworks and syllabuses, guidelines for teachers and learning materials, and assessment), prioritizing African and conflict-affected countries, as well as least developed countries, in cooperation with international development agencies and field offices;
- (d) supporting and informing curriculum decision-makers, education specialists, networks of practitioners (e.g. IBE Community of Practice in Curriculum), researchers and academic networks through enhanced access to and dissemination of systematized resources (e.g. databases and online materials), analytical services and publications; and
- (e) facilitating policy dialogue at the regional level in preparation for the forthcoming session of the International Conference on Education.

01105

The IBE will continue to support UNESCO’s global priorities (Africa and Gender equality) and contribute, within its areas of expertise, to the intersectoral platforms (Promotion of a culture of peace and non-violence, climate change mitigation and adaptation, support to countries in post-conflict and post-disaster situations, the fight against HIV and AIDS, and Priority Africa). Given the IBE’s focus on curriculum as a key dimension of quality and inclusion, its contribution is cross-cutting to most of the Education Sector’s MLAs and expected results. In particular, the IBE will contribute to the following expected results:

01106

### Expected results at the end of the biennium

#### 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

<i>Performance Indicators</i>	<i>Benchmarks</i>
■ Number of personnel trained in quality curriculum change and management	– 400
■ Number of countries involved in capacity development activities	– 30

**MLA 1 – expected result 3: National capacities strengthened to develop and implement teacher policies, with particular emphasis on quality and gender issues**

<i>Performance Indicators</i>	<i>Benchmarks</i>
<ul style="list-style-type: none"> <li>Number of teachers trained through learning tools and guidelines to support curriculum reform and implementation</li> </ul>	– 100

**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**

<i>Performance Indicators</i>	<i>Benchmarks</i>
<ul style="list-style-type: none"> <li>Number of specialists trained through recognized courses (“diploma”) in curriculum development</li> </ul>	– 60
<ul style="list-style-type: none"> <li>Percentage of diploma awardees that have declared improving their practice on workplace</li> </ul>	– 75%
<ul style="list-style-type: none"> <li>Number of learning tools and training modules for curriculum innovation and reform developed/reviewed and disseminated</li> </ul>	– 5

**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, development plans and programmes**

<i>Performance Indicators</i>	<i>Benchmarks</i>
<ul style="list-style-type: none"> <li>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</li> </ul>	– 2

**MLA 3 – expected result 8: Good quality comprehensive HIV and sexuality education delivered by Member States, promoting healthy lifestyles, gender equality and human rights**

<i>Performance Indicators</i>	<i>Benchmarks</i>
<ul style="list-style-type: none"> <li>Number of new documents and resources evaluated and included in UNESCO HIV and AIDS education clearinghouse</li> </ul>	– 200

**MLA 4 – expected result 12: Education stakeholders informed through research and foresight studies on emerging trends and challenges in education**

<i>Performance Indicators</i>	<i>Benchmarks</i>
<ul style="list-style-type: none"> <li>■ World Data on Education country profiles updated</li> </ul>	– 60 countries
<ul style="list-style-type: none"> <li>■ Number of studies and publications in comparative education and curriculum disseminated</li> </ul>	– 12
<ul style="list-style-type: none"> <li>■ The journal Prospects widely disseminated and used</li> </ul>	– 200 Consortia, 5,000 academic and government institutions in 60 countries
<ul style="list-style-type: none"> <li>■ Number of regional and interregional exchanges on curriculum issues and policies through the IBE’s Community of Practice as well as other networks</li> </ul>	– 5

# UNESCO International Institute for Educational Planning (IIEP)

**01200** General Conference resolution 36 C/Res.5 for IIEP

*The General Conference,*

*Acknowledging* the report of the UNESCO International Institute for Educational Planning (IIEP) for the 2010-2011 biennium,

*Recognizing* the importance of maintaining the functional autonomy of the Institute in order to ensure that it can provide services to the Member States in a flexible, effective and efficient way,

1. *Emphasizes and values* the important contribution of IIEP to the fulfilment of the relevant strategic objectives of UNESCO and the priorities of Major Programme I, particularly with regard to capacity development and research, in the areas of educational planning and policy analysis;
2. *Requests* the IIEP Governing Board, in accordance with the Institute's Statutes and the present resolution, when approving the budget of IIEP for 2012-2013 to ensure that the Institute's programmes and activities:
  - (a) are aligned with the Medium-Term Plan of IIEP, as well as with the strategic objectives of UNESCO, and the priorities and expected results of Major Programme I;
  - (b) reinforce Member States' capacities for the management, planning and administration of education systems, including through operational projects in its field of competence;
  - (c) strengthen national, subregional and interregional training programmes in educational planning, administration, evaluation and monitoring, in particular through the use of information and communication technologies (ICTs), in cooperation with the other UNESCO education institutes, as well as the UNESCO Institute for Statistics (UIS), and UNESCO field offices;
  - (d) develop practice-oriented knowledge in educational planning and management with a view to sharing it among Member States;
3. *Authorizes* the Director-General to support the operation of the Institute by granting a financial allocation under Major Programme I for a total amount of \$5,300,000;
4. *Expresses its gratitude* to the Member States and organizations that have supported the Institute's activities through voluntary contributions and contractual agreements, as well as to the Argentinean and French Governments, which provide the Institute's premises free of charge and periodically finance their upkeep, and invites them to continue their support in 2012-2013 and beyond;
5. *Appeals* to Member States, international governmental and non-governmental organizations, donor agencies and the private sector to grant, renew or increase their voluntary contributions, with a view to strengthening the activities of IIEP, in accordance with Article VIII of its Statutes, so that it may better meet the needs of Member States in all fields of Major Programme I;
6. *Requests* the Director-General to report periodically to the governing bodies, in the statutory reports, on the contribution of IIEP to the achievement of the following expected results of Major Programme I:
  - 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 (MLA 1 – expected result 1);
  - education stakeholders informed through research and foresight studies on emerging trends and challenges in education (MLA 4 – expected result 12).

**01201** The International Institute for Educational Planning (IIEP) is specialized in capacity development in educational planning and management, with the aim to improve the effectiveness and efficiency of education systems, thereby supporting Member States to achieve the Millennium Development Goals (in particular MDGs 2 and 3) and Education for All (EFA) goals.

**01202** At the heart of the IIEP's delivery approach is the belief that national institutions can be empowered if their capacities are built in a sustainable manner and if they operate within supportive structures. The IIEP develops the competences of national partners through a range of delivery modes, including training, research, technical assistance and policy advice.

**01203** The IIEP has a global remit but gives particular emphasis to countries furthest from achieving the MDGs and EFA goals, in particular African Member States, least developed countries and fragile states. The Institute operates within a network of partners, including Ministries of education, relevant institutions and bodies at the country level, and international development partners.

**01204** In 2012-2013, the IIEP's work will contribute to the Education Sector's Main Lines of Action 1 and 4, and in particular to the achievement of expected result 1 relating to capacity development for sector-wide policy formulation and planning, and of expected result 12 relating to identification and dissemination of emerging trends in education. The Institute's work will be guided by the following orientations:

- (a) **deepen actions to improve planning and management at country level** by acting on the depth and scale of the Institute's training offer, and seeking to improve the gender distribution of IIEP trainees; implementing activities of sensitization and skills development targeting policy and decision-makers; providing specific technical assistance to countries; promoting and contributing to the development of national and/or regional training programmes; and strengthening partnerships and networking to support the sustainability of the results achieved;
- (b) **contribute to generating evidence to guide policy dialogue and formulation** through the dissemination of IIEP's research syntheses covering in particular the following issues: education quality, financing, governance and management of education (including higher education). Other research activities will include work on gender-sensitive educational planning, ethics in education and education in emergency. Special attention will be paid to using research findings to improve field work and training programmes. In this respect, the availability of research briefs, as well as tools stemming from research, will play an important function;
- (c) **contribute to policy dialogue and formulation** by improving knowledge management and dissemination, both in terms of content and access and using communication means, such as the media and selected education events, more strategically.

**01205** The three orientations will allow IIEP to:

- (i) create a model for training and skills development which is more responsive to demand and needs, and financially sustainable allowing the Institute to further expand its training offer;
- (ii) target on-the-ground support to countries furthest from achieving the MDGs and EFA goals, with a view to drawing on and developing national capacities and alignment with the interventions of other development actors; and
- (iii) disseminate policy-oriented information and knowledge stemming from the Institute's research programmes, and increase the visibility and usability of IIEP's knowledge base.

## Expected results at the end of the biennium

### 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

IIEP's related expected results:

- (1) Education planners and managers have the knowledge and skills to perform their tasks

<i>Performance Indicators</i>	<i>Benchmarks</i>
■ Number of persons trained	– 1,600
■ % of women planners and managers trained through the Advanced Training Programme (ATP) and the Specialized Course Programme (SCP)	– 50%
■ % African countries reached through the ATP and the SCP	– 50%
■ % beneficiaries having received IIEP training declaring positive effect of training on workplace performance	– 90%
■ % supervisors of IIEP trainees declaring noticeable improvement in performance	– 70%

- (2) IIEP-related networks and peer networks facilitate knowledge-sharing and capacity development

<i>Performance Indicators</i>	<i>Benchmarks</i>
■ Number of dissemination activities to which IIEP-related networks contribute	– <i>RedEtis</i> : 5 – <i>SACMEQ</i> : 3
■ Monthly unique visitors to IIEP-related network websites	– <i>RedEtis website</i> : 6,000 – <i>SACMEQ website</i> : 10,000

### MLA 4 – expected result 12: Education stakeholders informed through research and foresight studies on emerging trends and challenges in education

IIEP's related expected result:

Education managers and planners are accessing and using research findings and IIEP resources

<i>Performance Indicators</i>	<i>Benchmarks</i>
■ Number of publications	– 8 newsletters, 4 UNESCO publications, 15 working documents in print and electronic forms
■ Monthly unique visitors to IIEP website	– 22,000
■ Monthly unique visitors to IIEP web-based databases	– <i>Planipolis</i> : 49,000 – <i>SITEAL</i> : 13,000 – <i>RedEtis</i> : 6,000
■ Number of IIEP contributions/papers that inform policy-dialogue meetings and conferences	– 20
■ % of IIEP book-length publications being reviewed in journals	– 30%



# UNESCO Institute for Lifelong Learning (UIL)

## 01300 General Conference resolution 36 C/Res.6 for UIL

*The General Conference,*

*Acknowledging* the report of the UNESCO Institute for Lifelong Learning (UIL) for the 2010-2011 biennium,

*Recognizing* the importance of maintaining the functional autonomy of the Institute in order to ensure that it can provide services to the Member States in a flexible, effective and efficient way,

*Also recognizing* the importance of the overarching concept of lifelong learning as a guiding and organizing principle of educational reform and a strategic response to address contemporary and emerging challenges, and *acknowledging* the commitment to the Belém Framework for Action adopted at the Sixth International Conference on Adult Education (CONFINTEA VI),

1. *Emphasizes and values* the important contribution of UIL to the fulfilment of the relevant strategic objectives of UNESCO and the priorities of Major Programme I, particularly with regard to promoting lifelong learning for all through advocacy, capacity development, policy research and networking, focusing on literacy as its foundation, adult education as a particular component, and non-formal education and alternative learning pathways, by:
  - (a) developing and strengthening an integrated concept of lifelong learning for the further development of holistic and inclusive education systems in Member States, with a particular focus on Africa;
  - (b) streamlining lifelong learning throughout the different sectors and all the sub-sectors of education, with special emphasis on literacy, adult learning and various alternative learning pathways, in line with the Belém Framework for Action;
  - (c) capacity development for decision-makers and education personnel to support effective governance, policy-driven research on specific issues, advocacy for lifelong learning as a response to current and emerging challenges, and dissemination and management of relevant knowledge to facilitate informed decision-making;
  - (d) contributing to global literacy efforts including the Literacy Initiative for Empowerment (LIFE) and capacity development for integrated approaches to improved policies, programmes and practices;
2. *Requests* the Governing Board of UIL acting in conformity with the Statutes of the Institute and with the present resolution, when approving the Institute's budget for 2012-2013, to:
  - (a) ensure that the objectives and activities of the Institute correspond to UNESCO's strategic objectives and the priorities and main lines of action of Major Programme I;
  - (b) consolidate and develop the programmes of UIL with the aim of contributing to achieving the expected results of Major Programme I as listed below;
  - (c) reinforce both the Institute's capacity as a global resource centre for lifelong learning and its specific responsibility for literacy, adult education and learning and non-formal education;
  - (d) propose to the Executive Board the necessary measures to follow up the Belém Framework for Action;

- (e) continue to work with the Director-General to mobilize the necessary human and financial resources to enable UIL to accomplish its mission;
3. *Authorizes* the Director-General to provide support to UIL by granting a financial allocation under Major Programme I for a total amount of \$2,000,000;
  4. *Expresses its gratitude* to the German Government for its continuing support to UIL by giving a substantial financial contribution and by providing premises free of charge; and to other Member States and organizations, in particular to the Swedish International Development Cooperation Agency (SIDA), the Government of Norway, the Swiss Agency for Development and Cooperation (SDC), the Danish International Development Agency (DANIDA), and the Federal Government of Nigeria, who have contributed intellectually and financially to UIL activities, and invites them to continue their support for 2012-2013 and beyond;
  5. *Appeals* to Member States, international governmental and non-governmental organizations, donor agencies, foundations and the private sector to grant or renew their financial and other appropriate contributions to enable UIL to contribute towards the priorities of Major Programme I and the strategic objectives of UNESCO for 2008-2013;
  6. *Requests* the Director-General to report periodically to the governing bodies in the statutory reports on the contribution of UIL to the achievement of the following expected results of Major Programme I:
    - 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 (MLA 1 – expected result 1);
    - national capacities strengthened to plan, manage and scale up gender-sensitive, quality literacy and non-formal education policies and programmes (MLA 1 – expected result 2);
    - education stakeholders informed through research and foresight studies on emerging trends and challenges in education (MLA 4 – expected result 12).

**01301** As UNESCO's resource centre for lifelong learning with a focus on literacy, adult education and non-formal education, UNESCO's Institute for Lifelong Learning (UIL) aims to make lifelong learning for all, in all forms – including non-formal and informal learning – become a reality across ages. It promotes adult education and learning within a lifelong learning perspective and within the Belém Framework for Action.

**01302** UIL supports Member States in developing their capacities for an integrated approach to education systems and provision for lifelong learning for all, with a focus on literacy, basic and continuing adult education, and alternative learning approaches – especially for disadvantaged and marginalized groups.

**01303** During the 2012-2013 biennium, activities will be undertaken along two strategic axes:

- horizontal: developing and strengthening an integrated concept of lifelong learning for the further development of inclusive education systems and provision of lifelong learning opportunities in Member States and in pursuance of the Belém Framework for Action and the CONFINTEA VI follow-up; and
- vertical: streamlining lifelong learning throughout the different sectors, and through all sub-sectors of the education system, with special emphasis on alternative learning and delivery modes beyond the formal education system in the areas of literacy, adult learning and non-formal education.

01304

The Institute’s strategy will be implemented through a variety of modalities, with special emphasis on:

- (i) **capacity development** of decision-makers and education personnel to formulate integrated lifelong learning policies and support effective governance and genuinely holistic sector-wide systems that integrate alternative learning and delivery modes;
- (ii) **policy-driven research** on specific issues such as: (a) measuring literacy and non-formal education learning outcomes; (b) advocacy for systems of recognition, validation and accreditation of non-formal and informal learning; and (c) supporting multilingual education and intergenerational approaches;
- (iii) **advocacy** for lifelong learning as a response to current challenges, e.g. climate change, HIV/AIDS, conflict resolution, gender equality;
- (iv) **promotion of global literacy** and the Literacy Initiative for Empowerment (LIFE);
- (v) **reinforcing networks** of policy-makers, experts and practitioners and promoting North-South-South and South-South cooperation; and
- (vi) **knowledge management and dissemination** on related issues to facilitate informed decision-making.

01305

In order to support the development of lifelong learning policies and systems, UIL will prepare guidelines and instruments for policy formulation and effective mechanisms for recognition, validation and accreditation of non-formal and informal learning. The Institute will also strengthen national capacities to plan, implement, manage and scale-up high quality literacy programmes to achieve national and global literacy goals. In the context of the CONFINTEA VI follow-up and its global monitoring, UIL will pursue its support to gender-responsive provision of adult learning and education by strengthening capacities for sector-wide policy, quality programme delivery, improved governance, increased participation, financing and partnership-building.

01306

UIL will accord priority to African Member States and support capacity development of governments and civil society in its areas of expertise, with the aim to accelerate progress towards the EFA goals.

01307

UIL will further ensure that gender equality principles are guiding its strategic actions. In 2012-2013, the Institute will thus contribute to Major Programme I by: 1) contributing to the achievement of expected results 1 and 2, under MLA 1, and expected result 12 under MLA 4; and 2) contributing to action under MLA 2 with regard to lifelong learning as a key to effective and inclusive education systems, and to action under MLA 3 with regard to lifelong learning as a means to address contemporary challenges.

01308

## Expected results at the end of the biennium

### 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

<i>Performance Indicator</i>
<ul style="list-style-type: none"> <li>■ Number of personnel trained in policy analysis and design, planning, management, monitoring and evaluation in adult education and learning</li> </ul>

*Performance Indicator*

- 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.
- Number of support activities for the development or review of national lifelong learning qualifications frameworks or similar mechanisms
- Belém Framework for Action followed up, implemented and monitored in Member States
- 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

**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**

*Performance Indicator*

- 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
- 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
- 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

**MLA 4 – expected result 12: Education stakeholders informed through research and foresight studies on emerging trends and challenges in education**

*Performance Indicator*

- Series of publications on concepts and practice examples of lifelong learning produced and disseminated
- Comparative studies on contemporary and emerging trends and issues in global educational development conducted, published and disseminated
- Substantive contributions made by UIL to the further development of lifelong learning concepts at international research seminars/conferences
- Global Report on Adult Learning and Education produced and broadly disseminated

# UNESCO Institute for Information Technologies in Education (IITE)

## 01400 General Conference resolution 36 C/Res.7 for IITE

*The General Conference,*

*Acknowledging* the report of the UNESCO Institute for Information Technologies in Education (IITE) for the 2010-2011 biennium,

*Welcoming* the positive development at IITE during the biennium and *recognizing* the importance of maintaining the functional autonomy of the Institute in order to ensure that it can provide services to the Member States in a flexible, effective and efficient way,

1. *Emphasizes and values* the important contribution of IITE to the fulfilment of UNESCO's relevant strategic objectives and the priorities of Major Programme I, particularly with regard to policy advocacy, capacity development and knowledge services in the field of information and communication technologies (ICTs) in education, through:
  - (a) evidence-based policy research, analytical studies and the collection and dissemination of best practices on the use of ICTs in education;
  - (b) provision of technical assistance and training for the capacity development of Member States on the application of ICTs in education, with particular emphasis on teachers;
2. *Requests* the Governing Board of IITE, in accordance with the Institute's Statutes and the present resolution, when approving the Institute's budget for 2012-2013, to:
  - (a) ensure that the objectives and activities of IITE correspond to UNESCO's strategic objectives and the priorities and main lines of action of Major Programme I;
  - (b) continue working with the Director-General to mobilize the necessary human and financial resources so that IITE may accomplish its mission;
3. *Authorizes* the Director-General to support IITE by providing a financial allocation under Major Programme I of \$1,000,000;
4. *Expresses its gratitude* to the Government of the Russian Federation for its financial contribution and for providing the premises free of charge, and to the Member States and organizations that have supported the Institute's activities intellectually and financially, and *invites* them to continue their support in 2012-2013 and beyond;
5. *Appeals* to Member States, international governmental and non-governmental organizations, donor agencies, foundations and the private sector to contribute financially and by other appropriate means to the effective application of IITE activities in the service of Member States, in conformity with its mission, so that it may better contribute to the priorities of Major Programme I;
6. *Requests* the Director-General to report periodically to the governing bodies in the statutory reports on the contribution of IITE to the achievement of the following expected results of Major Programme I:
  - 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 (MLA 1 – expected result 1);
  - national capacities strengthened to develop and implement teacher policies, with particular emphasis on quality and gender issues (MLA 1 – expected result 3).

**01401** As UNESCO's specialized resource centre and provider of technical support and expertise in the area of information and communication technologies (ICTs) usage in education, the IITE, within its status and functions, supports bridging the digital divide in education and building inclusive knowledge societies by reinforcing national capacities in promoting e-environments for increasing access to education and lifelong learning, facilitating policy dialogue, and initiating development of national strategies on the application of ICTs in education.

**01402** In line with UNESCO's priorities and strategic programme objectives for 2008-2013, as set in its Medium-Term Strategy (34 C/4), the IITE will continue to support Member States in the area of ICTs in education, particularly in evidence-based policy development and implementation, teacher training and increasing access to education for all by means of ICTs.

**01403** In 2012–2013, the IITE will contribute directly to MLA 1, and indirectly influence progress towards the achievement of the expected results of the other MLAs. The Institute will consolidate its efforts around two main modes of intervention: supporting policy research, advocacy and dialogue on ICT usage in education; and developing capacities in Member States on ICTs in education. The priority areas of work will include:

- (1) strengthening the knowledge and skills of policy-makers and educational professionals on ICTs in education through policy dialogue, high-level policy advice, improving access and exchange of information on ICTs in education;
- (2) developing and implementing advanced online/offline training courses and programmes for educators on ICT in Education, including an International Advanced Training Programme (at master level) on ICT applications in teachers' professional development. The Institute will provide further impetus for gender and ICT initiatives for the empowerment of women, especially women teachers;
- (3) fostering ICT-enhanced learning through knowledge sharing, Open Educational Resources (OER), networking and cooperation; and
- (4) reinforcing and updating UNESCO Chairs' network operating in the field of ICTs in education and teacher training, as well as the network of UNESCO Associated Schools working in this field.

**01404** The IITE's programmes and activities will cover relevant issues of ICT application at all stages and in all forms of education – from early childhood to higher education. It will continue to develop policy briefs, analytical surveys and training materials for educators and top educational managers. The IITE will also prepare a high-level training module on national policy for ICTs in education for policy-makers and top managers. It will continue to support Member States in using ICTs for inclusive education, with the aim of expanding the learning opportunities to excluded groups of children. Acting as a clearinghouse, the IITE will expand its publication activities and prepare and disseminate educational materials, handbooks and toolkits in the field of open educational resources (OERs), teacher training in pre-school, primary and higher education, and research findings in the field of new learning ICT-enhanced methodologies.

## Expected results at the end of the biennium

### 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

IITE's related expected results:

- (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

<i>Performance Indicators</i>	<i>Benchmarks</i>
■ Number of high-level decision-makers, top educational managers and experts trained	– 20 high-level decision makers
■ Number of countries benefiting from targeted assistance in integrating ICT policies and strategies into national education policy	– 5 countries
■ Number of educational programmes targeted at promoting ICTs in the Africa region	– 5 programmes
■ Number of countries actively using UNESCO advocacy tools and programmatic guidance on issues like gender-based ICT policies	– 15 countries

### MLA 1 – expected result 3: National capacities strengthened to develop and implement teacher policies, with particular emphasis on quality and gender issues

- (2) IITE's related expected result: National capacities strengthened in teacher professional development on ICTs and the promotion of OER networks

<i>Performance indicators</i>	<i>Benchmarks</i>
■ Number of countries implementing ICT-enhanced approaches to teacher training programmes	– 5 countries
■ Number of curriculum and training materials developed	– 10 set of training materials
■ 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	– 30 teachers
■ Number of countries and institutions developed an OER in the national language(s)	– 5 countries

# UNESCO International Institute for Capacity-Building in Africa (IICBA)

**01500** General Conference resolution 36 C/Res.8 for IICBA

*The General Conference,*

*Acknowledging* the report of the UNESCO International Institute for Capacity-Building in Africa (IICBA) for the 2010-2011 biennium,

*Recognizing* the importance of maintaining the functional autonomy of the Institute in order to ensure that it can provide services to the Member States in a flexible, effective and efficient way,

*Also recognizing* the important role teachers play in providing quality education and meeting the needs of Member States to develop national capacities to train, retain and manage quality teachers,

1. *Emphasizes and values* the important contribution of IICBA to the fulfilment of UNESCO's relevant strategic objectives and the priorities of Major Programme I, particularly with regard to teacher policy development, capacity development of teacher training institutions, and advocacy, through:
  - (a) support, focusing on both the development and the implementation of effective teacher policies, including through the Teacher Training Initiative for Sub-Saharan Africa (TTISSA), teacher education curricula, qualification frameworks, gender analysis, and training of teacher trainers at all levels in innovative teacher development;
  - (b) capacity-building of teacher education institutions in management and quality assurance, in the areas of ICT-enhanced teacher standards, the planning for ICTs in education strategies, development of ICTs and open and distance learning (ODL), and online certificate training programmes in teacher development;
  - (c) advocacy based on research and dissemination of research outputs through publications and policy dialogue, seminars and conferences, as well as through partnerships;
2. *Requests* the IICBA Governing Board, acting in conformity with the Statutes of the Institute and with the present resolution, when approving the Institute's budget for 2012-2013:
  - (a) to ensure that the objectives and activities of IICBA correspond to UNESCO's strategic objectives and the priorities and main lines of action of Major Programme I;
  - (b) to consolidate and develop the programmes and projects of IICBA with the aim of contributing to the achievements of the expected results of Major Programme I as listed below;
  - (c) to continue to work with the Director-General to mobilize the necessary human and financial resources so that IICBA can accomplish its mission;
3. *Authorizes* the Director-General to provide support to IICBA by granting a financial allocation under Major Programme I for a total amount of \$2,500,000;
4. *Expresses its gratitude* to Member States and organizations that have contributed intellectually or financially to the activities of IICBA, and *invites* them to continue their support in 2012-2013 and beyond;



5. *Appeals* to Member States, international governmental and non-governmental organizations, donor agencies, foundations and the private sector to contribute financially and by other appropriate means to the effective execution of IICBA activities in the service of Member States, in conformity with their respective missions, the priorities of Major Programme I, the strategic objectives of UNESCO for 2008-2013, and the strategic plan of IICBA for 2011-2015;
6. *Requests* the Director-General to report periodically to the governing bodies in the statutory reports on the contribution of IICBA to the achievement of the following expected result of Major Programme I:
  - national capacities strengthened to develop and implement teacher policies, with particular emphasis on quality and gender issues (MLA 1 – expected result 3).

**01501** The activities proposed for the period of 2012-2013 are aligned to UNESCO's Medium-Term Strategy (2008-2013) and IICBA's Strategic Plan (2011-2015). The Institute will continue to provide support to African Member States to achieve the EFA goals and the MDGs' education, while aligning activities to the African Union's Second Decade of Education for Africa Action Plan (2006-2015) and within the framework of the UNESCO Teacher Training Initiative for Sub-Saharan Africa (TTISSA) (2006-2015).

**01502** IICBA will continue to support African countries in post-conflict and disaster situations, concentrating its efforts to help avoid the recurrence of conflicts and to ensure recovery and reconstruction. In the area of gender, IICBA's gender mainstreaming strategy ensures that women and men benefit equally from programme and policy support.

**01503** IICBA's activities will specifically contribute to the achievement of expected result 2 under MLA 1, through: (a) supporting teacher policy development; (b) capacity development of teacher training institutions; and (c) advocacy.

**01504** In the area of teacher policy, IICBA will help strengthen the capacity of Member States to develop and implement policies by using the TTISSA Methodological Guide; analyze teacher education curriculum and development of qualifications framework; bridge gender gaps in teacher policy development and implementation; and train teacher trainers at all levels in innovative teacher development.

**01505** Capacity building of teacher education institutions (TEIs) will focus on management and quality assurance, including development of ICT-enhanced teacher standards, designing ICTs in education strategies; development of ICT and Open and Distance Learning (ODL) and online certificate training programmes in teacher development.

**01506** Advocacy will be based on research in: teacher policy development and implementation, assessment of teacher education policies and programmes from a gender perspective, development of teachers for early childhood care and education, effectiveness of alternative teacher training programmes, and science, mathematics and technology education (SMTE). It will be implemented through regular publications and dissemination of research outputs through newsletters, a "Series on Fundamentals of Teacher Education Development", policy briefs and technical papers, as well as through policy dialogues, seminars and conferences.

## Expected result at the end of the biennium

### MLA I – expected result 3: National capacities strengthened to develop and implement teacher policies, with particular emphasis on quality and gender issues

#### *Performance Indicators*

- Number of Member States supported by IICBA that have developed a comprehensive teacher policy that addresses issues of gender, recruitment, training, deployment, career development, welfare, discharge from duty and retirement of teachers;
- Number of Member States supported by IICBA that have strengthened their capacity in the management of teacher education institutions (TEIs);
- Number of Member States supported by IICBA that have developed competency-based curriculum and qualifications framework;
- Number of Member States that have promoted the use of pedagogy-based ICT and ODL to support teacher development and management;
- Number of publications and policy dialogues on teacher issues through advocacy and partnership

# UNESCO International Institute for Higher Education in Latin America and the Caribbean (IESALC)

**01600** General Conference resolution 36 C/Res.9 for IESALC

*The General Conference,*

*Acknowledging* the report of the UNESCO International Institute for Higher Education in Latin America and the Caribbean (IESALC) for the 2010-2011 biennium,

*Recognizing* the importance of maintaining the functional autonomy of the Institute in order to ensure that it can provide services to the Member States in a flexible, effective and efficient way,

*Also recognizing* the strategic role of IESALC in renewing higher education and in promoting scientific and technological development in the Member States of the Latin America and the Caribbean region,

1. *Invites* the Governing Board of IESALC to give priority in the Institute's programme to the following objectives:
  - (a) contribute to the transformation, expansion and consolidation of higher education in Latin America and the Caribbean, with the aim of increasing its quality, relevance, equity, inclusion and respect for diversity, through the provision of assistance to Member States and institutions of higher education in the formulation, implementation, and evaluation of higher education policies;
  - (b) promote and reinforce inter-university cooperation, as well as collaboration among higher education institutions and society in general, including the establishment of specialized cooperation networks focusing on research, planning, management and evaluation in the field of higher education, and play an active role in the coordination of joint projects of regional scope, favouring joint actions and resources;
  - (c) act as an information clearing-house and reference centre on the trends and challenges of higher education in the region, thus supporting Member States and institutions in the enhancement of their policies and activities and in the strengthening of national and regional capacities;
2. *Also invites* the Governing Board to harmonize the orientations and activities of IESALC with the relevant objectives and strategies of Major Programme I, and to take an active role in obtaining regional and international support for the Institute's projects;
3. *Authorizes* the Director-General to support the Institute by providing a financial allocation under Major Programme I for a total amount of \$2,200,000;
4. *Expresses its gratitude* to the Government of the Bolivarian Republic of Venezuela for its continuing support and for providing the premises of IESALC free of charge;
5. *Urges* Member States, international organizations, donor agencies, foundations and the private sector to grant or renew their support to enable IESALC to implement the programme activities envisaged for the 2012-2013 biennium;
6. *Requests* the Director-General to report periodically to the governing bodies, in the statutory reports, on the contribution of IESALC to the achievement of the following expected result of Major Programme I:
  - capacities in Member States strengthened to ensure more equitable access to quality higher education and research, including through innovative modes of provision (MLA 2 – expected result 6).

**01601**

IESALC will cooperate with Member States, higher education institutions, non-governmental entities and other UNESCO units to promote the development and expansion of higher education in Latin America and the Caribbean with the aim of increasing its quality and relevance while ensuring equity, inclusion and respect for diversity. The Institute will anchor higher education within society in general and within the educational system as a whole, emphasizing its commitment to sustainable human and social development, the achievement of quality education for all (EFA), and the strengthening of the connection with scientific research, innovation and technological development through education.

**01602**

IESALC will work towards fulfilling its threefold mission as:

- (a) a study and reflection centre on the dynamics, processes and trends of higher education in Latin America and the Caribbean, and the challenges it faces, by acting as a reference centre and laboratory of ideas, actively helping to lay out public policies and institutional reforms, identifying problems, designing strategies, and creating spaces for dialogue and dissemination of information;
- (b) a space for interaction, discussion and generation of public debate and as a technical support agency. It will foster cooperation between specialists, governmental and institutional leaders and other social actors, the exchange of ideas and experiences, the identification of common criteria, and the strengthening of national and regional capacities, while systemizing and sharing information on key subjects on higher education in the region;
- (c) a catalyst for cooperation initiatives and networking in the region, by contributing to the building of spaces of cooperation, favouring joint actions and the sharing of resources between the different national and international agencies relevant to higher education, and encouraging and supporting innovative projects.

**01603**

IESALC will contribute to the configuration and integration of an academic space for Latin America and the Caribbean in order to strengthen academic mobility and cooperative research, foster improved quality and relevance of higher education in the region, and contribute to scientific and technological development through education as well as a culture of innovation, by undertaking the following three areas of work:

- (i) provide a regional platform for intellectual leadership on higher education innovation and reform, and assess major trends and innovations in higher education through the mapping of tertiary systems aimed at diagnosing, anticipating and responding to emerging trends and needs in higher education in the region;
- (ii) provide technical assistance to Member States and institutions to strengthen their capacities linked to the formulation, planning, implementation and monitoring of public policies in the field of higher education, and to improve their management, monitoring and evaluation capacities for promoting scientific and technological development through education and towards the realization of the actions set out in the Communiqué of World Conference on Higher Education (WCHE);
- (iii) promote inter-regional cooperation among governments of the region, non-governmental, regional and subregional networks, national associations and councils of higher education institutions, aimed at ensuring a more concerted and effective cooperation and building a coalition of regional partners to support and enrich the Institute's interventions.

## Expected results at the end of the biennium

### MLA 2 – expected result 6: Capacities in Member States strengthened to ensure more equitable access to quality higher education and research, including through innovative modes of provision

IESALC's related expected results:

- (1) National capacities strengthened in sector-wide policy making (analysis, formulation and assessment), planning and management

<i>Performance indicators</i>	<i>Benchmarks</i>
<ul style="list-style-type: none"> <li>■ Number of Member States who benefitted from the development of nationwide key indicators on their HE trends and dynamics</li> </ul>	<ul style="list-style-type: none"> <li>– 15 Member States</li> <li>– a web-based information system built to map Latin American and Caribbean Tertiary Education Systems (MESALC) and tested by some 200 higher education institutions</li> </ul>
<ul style="list-style-type: none"> <li>■ Networking coordination reinforced and operationalized particularly in the construction of the LAC Academic Space (ENLACES)</li> </ul>	<ul style="list-style-type: none"> <li>– about 60 university networks, Council of Rectors and other HE actors have contributed in the construction of ENLACES</li> <li>– about 100,000 visits have registered the ENLACES Virtual Portal</li> </ul>
<ul style="list-style-type: none"> <li>■ The functioning of regional HE Observatories strengthened to better serve Member States</li> </ul>	<ul style="list-style-type: none"> <li>– 25% increase of visitors in IESALC's website</li> </ul>

- (2) Capacities of Member States and university systems in higher education in Latin America and the Caribbean supported and strengthened

<i>Performance indicators</i>	<i>Benchmarks</i>
<ul style="list-style-type: none"> <li>■ Number of countries supported in policy review, policy advice, plan preparation and quality assurance</li> </ul>	<ul style="list-style-type: none"> <li>– 33 countries supported through technical assistance</li> </ul>
<ul style="list-style-type: none"> <li>■ Number of existing national and regional accreditation agencies supported</li> </ul>	<ul style="list-style-type: none"> <li>– at least 10 national and regional existing accreditation agencies supported</li> </ul>
<ul style="list-style-type: none"> <li>■ Number of HEI having initiated the regional management course designed for the upper university authorities</li> </ul>	<ul style="list-style-type: none"> <li>– 20 HEI started the training for improving managerial skills within university environments</li> </ul>

- (3) Inter-regional cooperation around a common Latin America and Caribbean space of knowledge in higher education fostered

<i>Performance indicators</i>	<i>Benchmarks</i>
<ul style="list-style-type: none"> <li>■ Number of HEI involved in networking among themselves through the Latin America and Caribbean HE Area (ENLACES)</li> </ul>	<ul style="list-style-type: none"> <li>– <i>200 HEI expected to have developed cooperation networking liaisons among themselves</i></li> </ul>
<ul style="list-style-type: none"> <li>■ Convergence of national legislative frameworks developed for the recognition of HE studies, degrees and diplomas in LAC</li> </ul>	<ul style="list-style-type: none"> <li>– <i>1 regional position paper signed before the end of the biennium</i></li> <li>– <i>5 countries facilitating mobility among HE students through national reforms introduced in legislative frameworks</i></li> </ul>



**MP II**

**Natural sciences**

# Major Programme II

## SC 1

Main line of action	Regular budget			Total 36 C/5 Approved	Extrabudgetary resources <sup>(1)</sup>
	Activities	Staff			
		Programme- related staff	Administrative support		
	\$	\$	\$	\$	\$
MLA 1 Promoting STI policies and access to knowledge	1 919 900	4 894 900	324 500	7 139 300	8 378 600
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	2 000 300	5 691 900	377 400	8 069 600	2 118 700
MLA 3 Mobilizing broad-based participation in STI	885 500	2 356 700	156 300	3 398 500	11 301 600
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	3 439 400	6 428 300	537 700	10 405 400	13 985 700
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)	5 096 300	6 718 700	445 500	12 260 500	8 043 900
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)	2 933 600	9 999 400	663 000	13 596 000	5 403 500
MLA 7 Natural disaster risk reduction and mitigation	815 200	1 917 800	127 200	2 860 200	724 600
<b>UNESCO Science institutes</b>					
UNESCO-IHE Institute for Water Education (UNESCO-IHE)	–	–	–	–	85 000 000
Abdus Salam International Centre for Theoretical Physics (ICTP) <sup>(2)</sup>	1 015 000	–	–	1 015 000	69 198 300
<b>Total, Major Programme II</b>	<b>18 105 200</b>	<b>38 007 700</b>	<b>2 631 600</b>	<b>58 744 500</b>	<b>204 154 900</b>

- (1) Projects to be implemented in 2012-2013 for which funds have already been received or firmly committed, including posts financed from Programme Support Costs (PSC) income.
- (2) The amount for ICTP represents the financial allocation from the regular budget and might be used for financing activities and/or staff.

## Distribution of resources

### Total resources (staff and activities)





## SC 2

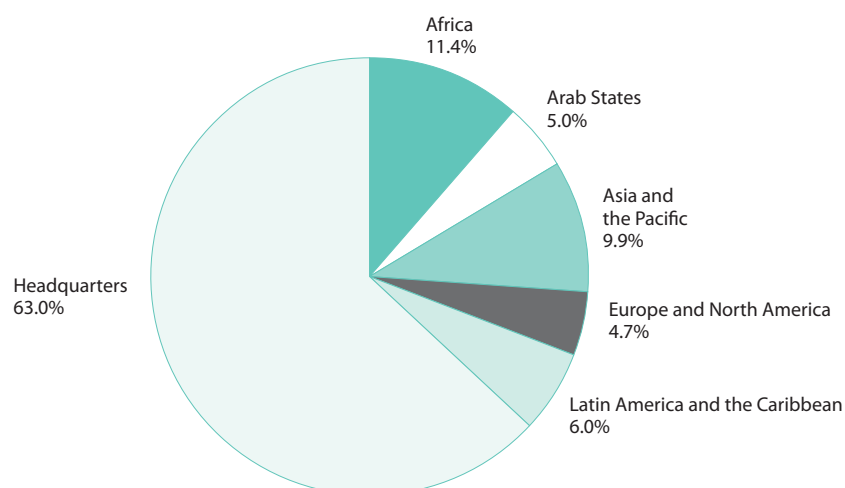
Decentralization of budget and established posts by implementing region							
Implementing region / Headquarters	36 C/5 Approved						
	Activities		Staff			Total	
	\$	Weight	\$	Weight	Posts <sup>(1)</sup>	\$	Weight
Africa	2 368 500	13.1%	4 305 400	10.6%	16	6 673 900	11.4%
Arab States	1 193 800	6.6%	1 738 600	4.3%	7	2 932 400	5.0%
Asia and the Pacific	1 809 700	10.0%	4 013 700	9.9%	16	5 823 400	9.9%
Europe and North America	565 900	3.1%	2 222 100	5.5%	7	2 788 000	4.7%
Latin America and the Caribbean	1 473 600	8.1%	2 034 000	5.0%	7	3 507 600	6.0%
<b>Total, Field</b>	<b>7 411 500</b>	<b>40.9%</b>	<b>14 313 800</b>	<b>35.2%</b>	<b>53</b>	<b>21 725 300</b>	<b>37.0%</b>
<b>Headquarters</b>	<b>10 693 700</b>	<b>59.1%</b>	<b>26 325 500</b>	<b>64.8%</b>	<b>117</b>	<b>37 019 200</b>	<b>63.0%</b>
<b>TOTAL (Headquarters + Field)<sup>(2)</sup></b>	<b>18 105 200</b>	<b>100.0%</b>	<b>40 639 300</b>	<b>100.0%</b>	<b>170</b>	<b>58 744 500</b>	<b>100.0%</b>

(1) In addition to the posts funded from the regular budget, 3 posts are funded from the PSC income.

(2) Includes estimates of IOC programme resources to be carried out through the Intersectoral Platforms

## Distribution of resources by Region and Headquarters

### Regular budget



## Indicative Sector's contribution to Global Priorities

	Indicative resources	% of total activity budget
	\$	%
Global Priority Africa	4 101 800	22.7
Global Priority Gender Equality	2 956 500	16.3

# Major Programme II

## Natural sciences

**02000** General Conference resolution 36 C/Res.17 for Major Programme II

### *The General Conference*

1. *Authorizes* the Director-General:

- (a) to implement the plan of action for Major Programme II, structured around the following two biennial sectoral priorities and seven main lines of action, with special emphasis on Africa, gender equality, youth, LDCs and SIDS, as well as the most vulnerable segments of society, including indigenous people;
- (b) to resort also in the implementation of the plan of action for Major Programme II to South-South and North-South-South cooperation as complementary modalities for delivery of the programme and to continue to develop partnerships with civil society, the private sector, organizations of the United Nations system and other international organizations at all stages of programme development, in order to:

### **Biennial sectoral priority 1: Strengthening science, technology and innovation (STI) systems and policies for sustainable development, poverty eradication, and a culture of peace and non-violence**

- (i) support Member States in the review, formulation and implementation of STI policies and the development of endogenous capacity for innovation; conduct policy studies, review indicators and promote dialogue on STI;
- (ii) strengthen higher education as well as human and institutional capacity-building and associated policies in science and engineering, including through the Abdus Salam International Centre for Theoretical Physics (ICTP), the International Basic Sciences Programme (IBSP) and UNESCO's scientific networks including the SESAME centre for research and advanced technology and other partners, with emphasis on encouraging innovative curriculum development, supporting science students and young faculty, especially women, and strengthening research capacity through university-industry partnerships and South-South and triangular North-South-South cooperation;
- (iii) mobilize participation in STI by a broad range of stakeholders including youth, women and inhabitants of SIDS, drawing, as appropriate, on local and indigenous knowledge, and contribute to a culture of peace and non-violence through science diplomacy;

## **Biennial sectoral priority 2: Mobilizing science for the sustainable use of natural resources, renewable energy and energy efficiency, and for natural disaster reduction and mitigation**

- (iv) strengthen the lead work of the UNESCO Intergovernmental Oceanographic Commission (IOC), as the specialized intergovernmental body within the United Nations system, to improve ocean governance and foster intergovernmental cooperation through ocean sciences and services; improve scientific knowledge and understanding of oceanic and coastal processes in order to support Member States, especially SIDS and LDCs, in the design and implementation of sustainable policies and approaches for prevention and reduction of the impacts of natural hazards, mitigation of the impacts of and adaptation to climate change and variability; safeguard the health of oceans and coastal ecosystems; develop management procedures and policies leading to the sustainability of coastal and ocean environment and resources; and support Member States in developing capacities in ocean sciences, services and observations;
- (v) support the execution of the seventh phase of the International Hydrological Programme (IHP), including through its global and regional programmes and networks, cross-cutting and specialized projects, international initiatives and working groups, and enhanced coordination with the IHP National Committees and focal points, the category 1 UNESCO-IHE Institute for Water Education, other water-related institutes and centres and UNESCO Chairs; strengthen scientific approaches for improved water management policies and governance, focusing on the impacts of climate change on water resources management, particularly in arid and semi-arid zones and in urban systems, via specific efforts such as the Global Network on Water and Development Information for Arid Lands (G-WADI); enhance water-related technical capacity-building and education at all levels; provide approaches for adapting to the impacts of global changes on river basins and aquifers; and actively contribute to and strengthen global monitoring, reporting and assessment of freshwater resources through the World Water Assessment Programme (WWAP), paying particular attention to sub-Saharan Africa, including the Great Lakes region and river basins;
- (vi) design and implement the UNESCO Biodiversity Initiative, underlining its valuation aspects; improve the performance and impact of the Man and the Biosphere (MAB) Programme and the World Network of Biosphere Reserves for the development of biosphere reserves as research and learning platforms for sustainable development, fostering green societies and addressing climate change; reinforce UNESCO's role within the United Nations system in building earth sciences capacity in support of sustainable development through the International Geoscience Programme (IGCP); expand partnerships with space agencies and other partners for tracking changes in land, water and oceans within the context of UNESCO and United Nations-sponsored earth systems observation and monitoring initiatives, including those concerned with risk management, World Heritage sites and biosphere reserves; promote the use of UNESCO-inscribed sites for raising awareness and understanding of climate change and other earth system processes; and promote renewable energy and energy efficiency;
- (vii) support national and regional efforts to develop, integrate and complement capacities to reduce and address risks arising from land-based and freshwater natural disasters with a focus on policy advice, knowledge sharing, awareness-raising, and education for disaster preparedness, paying particular attention to integrating a gender perspective and to youth;

- (c) to allocate for this purpose an amount of \$18,105,200 for activity costs and \$40,639,300 for staff costs;
2. *Requests* the Director-General:
- (a) to implement the various activities authorized by this resolution, to the maximum extent possible through intersectoral platforms and other intersectoral activities;
  - (b) to report periodically to the governing bodies, in the statutory reports, on the achievement of the following expected results, including relevant performance indicators:

### **Main line of action 1: Promoting STI policies and access to knowledge**

- (1) Strengthened and self-driven national STI systems and policies developed;
- (2) Culture of innovation enhanced through national, regional and local innovation systems, science parks and technology business incubators;
- (3) Global STI monitoring strengthened through improved monitoring, assessments and information sharing;

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

- (4) Innovative interdisciplinary science and engineering curricula developed, including in such fields as renewable energy;
- (5) Institutional research capacity strengthened through networked centres of excellence, South-South and North-South partnerships and university-industry alliances;
- (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;

### **Main line of action 3: Mobilizing broad-based participation in STI**

- (7) Public awareness of science, technology and engineering raised and STI policy agendas developed with civil society, including women and youth;
- (8) Local and indigenous knowledge-driven sustainable development policies and actions developed, and appropriate support provided for implementation at the global, regional and local levels;
- (9) Vulnerabilities of small island developing States (SIDS) addressed through science policy, practice and education;
- (10) Peace-building enhanced through diplomacy and cooperation in the field of science;

**Main line of action 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

- (11) Effective end-to-end early warning systems for tsunamis and other sea-level-related hazards, established by Member States at the national and regional levels, including disaster preparedness and mitigation measures;
- (12) Member States' understanding of ocean environment and related processes in the global climate improved, and skills and national capacities developed for adaptation to climate change impacts;
- (13) Capacities of Member States in ocean sciences and services improved in order to monitor, assess and manage marine resources;
- (14) Capacities of Member States to protect and sustainably use oceans and coastal zones developed;

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

- (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, on the basis of scientific knowledge;
- (16) The 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) Effective water and sediment management strengthened through an improved knowledge base and scientifically sound policy guidance for urban areas, arid and semi-arid zones and groundwater resources and aquifer systems;
- (18) Education capacities for water management reinforced at all levels, especially taking into account Africa and gender equality issues;

**Main line of action 6:** Enabling the application of ecological and earth sciences to sustainability, including through the Man and the Biosphere (MAB) Programme and the International Geoscience Programme (IGCP)

- (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;
- (20) Earth sciences research, education and capacity-building for sustainable development enhanced, with a particular focus on Africa;

- (21) Sustainable and equitable use of biodiversity and ecosystem services strengthened in collaboration with key United Nations institutions and agencies and regional reference centres;
- (22) Biosphere reserves and natural World Heritage sites integrated, in collaboration with UN-REDD, the clean development mechanism (CDM – Art. 12 of the Kyoto Protocol) and similar climate change mitigation and adaptation financing mechanisms;
- (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;
- (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;

### **Main line of action 7: Natural disaster risk reduction and impact mitigation**

- (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;
  - (26) Scientific knowledge base and adaptation capacity of Member States in respect of water hazards at the regional and country levels improved;
3. *Also requests* the Director-General to report, in her six-monthly statutory reports on the execution of the programme adopted by the General Conference, on measures taken to optimize the use of resources in the implementation of programme activities, including travel, contractual services and publications;
  4. *Further requests* the Director-General to implement the programme in such a manner that the expected results defined for the two global priorities, Africa and gender equality, pertaining to Major Programme II are also fully achieved.

# Major Programme II

## Natural sciences

### Reinforcing impact in 2012-2013

- 02001** Overall, the strategic priorities of Major Programme II (MP II) will emphasize its responsibility to:
- Focus on scientific issues of global impact which require large-scale multinational collaborations, as they cannot be effectively addressed by any one nation alone, e.g., the health of the oceans, and climate change;
  - Focus on areas where UNESCO can realize the broader goal of “science for peace”, e.g., efforts in transboundary natural resources management and regional science collaborations; and
  - More effectively realize the fundamental aim to assist Member States in meeting their own goals for strengthening science, technology and innovation (STI) ecosystems in service to society, with the ultimate objectives of:
    - poverty eradication and sustainable development, and
    - finding low-cost, effective and accessible solutions to pressing social challenges such as access to clean water, energy and other basic needs.

#### What is new about this re-formulation of Major Programme II's work?

- 02002** First and most importantly, it promotes greater cooperation between existing units; almost all of the Main Lines of Actions (MLAs) will be worked on by teams, including, as appropriate, scientists from multiple divisions and units. This re-formulation was made possible by an extensive evaluation of existing efforts to identify cross-cutting themes and activities across units.
- 02003** Secondly, the MLAs have been structured to promote a higher level of accountability than had previously been evident. Each MLA will be led by an individual who will have responsibility for assuring that the most effective set of people from throughout the sector will have the opportunity to participate.
- 02004** Thirdly, areas are identified where greater attention is needed, and where UNESCO has comparative strategic advantages. MP II will be placing greater attention on the broad areas of natural disasters, especially floods and droughts. In terms of institutional capacity-building, the Programme will enhance its focus on strengthening higher education in science and engineering, as higher education systems worldwide are at the heart of healthy STI ecosystems. MP II is further enhancing its commitment to priorities Africa and gender equity through both regular programme and extrabudgetary funding. It will also be enhancing its efforts in biodiversity, a theme which cuts across all divisions, and which has been prioritized by the Director-General. MP II is also strengthening its focus on programmes which address the mobilization of society

for greater participation in science, and which explicitly address the potential of science to contribute to peace and understanding between peoples.

**02005**

Lastly, the new plan places focus on enhancing engagement in working with other UN agencies and with other external partners. For example, MP II will collaborate with the Secretariat of the Convention on Biological Diversity and UNEP on biodiversity-related issues, including the future Intergovernmental Science-Policy Platform on Biodiversity and Ecosystem Services (IPBES); with multiple partners including the Global Environment Facility (GEF) on Reducing Emissions from Deforestation and Forest Degradation (REDD+) and transboundary water issues; and with the World Meteorological Organization (WMO), UNDP and others on natural disasters. This enhanced engagement in One UN processes is inherently coupled to a greater engagement in the field and strengthening intellectual leadership roles of Field Offices.

**02006**

This framework incorporates two overarching strategic umbrellas, specifically:

- strengthening science, technology and innovation (STI) ecosystems, and
- mobilising international science communities to address pressing challenges that cannot be addressed by any one nation alone, such as those related to the oceans, freshwater systems, biodiversity loss and climate change.



02007

**Biennial sectoral priorities for 2012-2013**

*Biennial sectoral priority 1:*

Strengthening science, technology, and innovation (STI) systems and policies for sustainable development, poverty eradication, and a culture of peace and non-violence

*Biennial sectoral priority 2:*

Mobilizing science for the sustainable use of natural resources, renewable energy and energy efficiency, and for natural disaster reduction and mitigation

**Internationally agreed development goals and commitments**

UN Decade on Biodiversity (2011-2020)

UN Decade for Deserts and the Fight against Desertification (2010-2020)

International Decade for Action "Water for Life" (2005-2015)

International Implementation Scheme for the United Nations Decade of Education for Sustainable Development (2005-2014)

Millennium Development Goals, in particular MDGs 1, 6 and 7 (targets 9 + 10)

2005 World Summit Outcome document

Agenda 21 of the United Nations Conference on Environment and Development (1992)

United Nations Framework Convention on Climate Change (1992)

Convention on Biological Diversity (1992)

United Nations Convention to Combat Desertification (1992)

Johannesburg Plan of Implementation adopted at the World Summit on Sustainable Development (2002)

United Nations Conference on Sustainable Development process

Addis Ababa Declaration on Science, Technology and Scientific Research for Development (2007)

Declaration and Science Agenda Framework for Action adopted at the World Conference on Science (1999)

Mauritius Declaration and Mauritius Strategy for the Further Implementation of the Programme of Action for the Sustainable Development of Small Island Developing States (2005)

Hyogo Declaration and Hyogo Framework for Action 2005-2015: Building the resilience of nations and communities to disaster (2005)

02008

Science has shaped modern societies and the understanding of our place in the cosmos. Science and technology (S&T) form essential pillars in the efforts towards sustainable development, poverty eradication and the MDGs as a whole. Major Programme II (MP II) has important roles to play in mobilizing the international scientific community to effectively address the challenges facing humankind, and in building capacity for science, technology and innovation (STI). UNESCO's special mission is to provide the 'human face' of science.

02009

MP II plans to bring the Medium-Term Strategy for 2008-2013 to a close through a strategic framework designed to maximize both effectiveness and accountability. To that end, MP II will: maintain support for efforts that have proven successful in meeting the needs of Member States and for which UNESCO enjoys comparative advantage; identify areas where UNESCO is poised to add significant extra value through re-organization of efforts within existing resources; enhance its effectiveness in working with

other UN agencies in the context of UN country teams; increase leadership roles and responsibilities of field offices, and improve coordination between Headquarters and the field; achieve more effective integration of work among the various units in MP II, as well as with other MPs at UNESCO; strengthen external partnerships, including with industry, UNESCO chairs and NGOs; step up work in favour of Africa and gender equality; increase the visibility of work; and focus science efforts to contribute more effectively towards UNESCO's broader goal of building a culture of peace.

**02010** This strategic framework is structured under two overarching themes: (i) strengthening STI ecosystems; and (ii) mobilizing international science communities to address pressing challenges that cannot be addressed by any one nation alone, such as those related to the oceans, freshwater systems, biodiversity and climate change. These themes are incorporated into two biennial sectoral priorities (BSP), each of which is supported by several main lines of action (MLAs).

**02011** The new strategic plan promotes greater cooperation between existing units. Almost all of the MLAs will be worked on by teams, including, as appropriate, scientists from multiple divisions and units. This was made possible by an extensive evaluation of existing efforts to identify cross-cutting themes and activities across units. Secondly, the MLAs have been structured to promote a higher level of accountability than had previously been evident. Each MLA will be led by an individual who will have responsibility for assuring that the most effective set of staff from throughout UNESCO will have the opportunity to participate. Thirdly, areas are identified where greater attention is needed, and where UNESCO has comparative strategic advantages. Greater attention will be placed on the broad areas of natural disasters, especially floods and droughts. In terms of institutional capacity-building, focus will be on strengthening higher education in science and engineering, as higher education systems worldwide are at the heart of healthy STI ecosystems. MP II will also strengthen its focus on programmes which address the mobilization of society for greater participation in science, and which explicitly address the potential of science to contribute to peace. Lastly, the new plan will enhance UNESCO's engagement in working with other UN agencies and external partners, which in turn will increase UNESCO's presence in UN country teams and contribute to a stronger science-driven intellectual leadership roles of Field Offices.

**02012** Major Programme II's first BSP, *Strengthening science, technology, and innovation (STI) systems and policies for sustainable development, poverty eradication, and a culture of peace and non-violence*, fosters a culture of science that empowers people in the pursuit of sustainable development, promoting the creation of fundamental knowledge about matter and energy and how that knowledge is brought to the attention of decision-makers and incorporated into policy.

**02013** MP II will work with Member States to develop, implement, review, and assess STI policies, systems and programmes, and support the generation and dissemination of knowledge and experience necessary for the development of appropriate policies. The necessary participation among different stakeholders will be strengthened to build meaningful dialogue and collaboration with other knowledge systems, and foster institution building. This will include emphasis on the contribution of STI for sustainable development in the UNCSD process and outcomes. The empowerment of women in setting the science and engineering agenda will be given particular relevance during the biennium. In the basic sciences and engineering new research priorities are emerging, as awareness grows of the need for sustainability and green technologies. Careers in science, and science education must be promoted and strengthened and innovative curricula and teaching methods need to be developed. New partnerships with the private sector will enable online science learning resources to be downloaded anywhere there is Internet access, thus promoting science literacy and making quality science education available to all.

**02014** The international/intergovernmental science programmes (ISP) of UNESCO that existed in 1992 – IGCP, IHP, IOC and MAB – were all tasked in Agenda 21 to participate in the global science that is essential to better understand the major environmental challenges that were identified at the Rio de Janeiro 1992 UN Conference on Environment and Development (UNCED), namely the loss of biodiversity, the increase of desertification and global climate change. These are some of the areas for which the Global Environment Facility (GEF) was created to address. UNESCO collaborates with the GEF on these themes in addition to work under the GEF International Waters theme. The BSP *Mobilizing science for the sustainable use of natural resources, renewable energy and energy efficiency, and for natural disaster reduction and mitigation* gathers UNESCO's efforts to address these and related global challenges that require global science, which will again be dealt with at the 2012 UN Conference on Sustainable Development (UNCSD, Rio+20) also in the context of building green societies, as well as in the framework of the International Year of Sustainable Energy for All in 2012, for which UNIDO was designated a lead agency.

**02015** The achievement of the MDGs hinges on water of adequate quality and in sufficient quantity to satisfy the basic needs of society. UNESCO's International Hydrological Programme (IHP) will work to generate policy-relevant scientific knowledge for the sustainable management of freshwater responding to the needs of Member States. Other critical priorities such as the promotion of sustainable groundwater management; the expansion of the knowledge base for sustainable urban water management; and enhanced approaches for transboundary water management will be developed. The global monitoring, reporting and assessment of freshwater resources through WWAP will continue, paying particular attention to Sub-Saharan Africa. The fourth World Water Development Report (WWDR4) will be issued in 2012 with the theme "Managing Water under Uncertainty and Risk", with contributions from all UN agencies dealing with water.

**02016** The Intergovernmental Oceanographic Commission of UNESCO (IOC) will promote ocean observations, services and capacity-building as well as the development of new institutional frameworks for cooperation on global sustainability research. IOC will also support the preparation of the first global integrated ocean assessment due in 2014 for the UN Regular Process on Global Reporting and Assessment of the State of the Marine Environment. IOC is guiding a process to create a World Association of Marine Stations that will be completed during the biennium. Among other IOC programmes and activities on marine biodiversity, the Ocean Biogeographic Information System (OBIS), which emanates from the decade long Census of Marine Life, will be integrated into IOC's International Oceanographic Data and Information Exchange (IODE) and will contribute to the protection of marine ecosystems by assisting in identifying marine biodiversity hotspots and large-scale ecological patterns. Spatial planning, for which UNESCO's leadership has received worldwide recognition, as well as other area-based management approaches will be promoted and demonstrated at different scales as approaches to achieve a more sustainable use of coastal and marine zones, in collaboration with the Man and the Biosphere (MAB) Programme.

**02017** Following the 2010 International Year of Biodiversity (IYB) and as a contribution to the UN Decade on Biodiversity (2011-2020) and potentially to the future Intergovernmental Science-Policy Platform on Biodiversity and Ecosystem Services (IPBES), MP II will lead the development of a UNESCO-wide Biodiversity Initiative (UBI) to improve understanding of and identify solutions to the loss of biodiversity and to understand what this loss may mean for humanity. In this regard, collaboration with GEF on REDD+, and the CBD and UNEP, will be expanded. The science pillar of the initiative will focus on biodiversity research and monitoring as well as the promotion of biosphere reserves (BR) as research and monitoring sites.

**02018** The World Network of Biosphere Reserves (WNBR) is a UNESCO flagship network dedicated to sustainable development, coordinated under MAB. Examples of local, national and international partnerships to address issues of climate change mitigation and adaptation, conservation and sustainable use of biodiversity, enhancing well-being of resident human communities, promoting renewable energy for rural development and poverty eradication, and collaboration for learning and action on various dimensions of sustainable development will be analysed and shared widely with the policy community. Case studies from BR illustrating these issues will be disseminated during the remaining years of the UN DESD as one of the key UNESCO contributions to ESD. As evident from the preparations for the UNCSD, climate change, biodiversity loss and other major environmental problems all relate to sustainable development. BR provide land- and seascapes with a mix of ecosystems, habitats and land/resource use where synergies between economic, social and environmental dimensions of development and sustainability can be demonstrated.

**02019** UNCED and WSSD emphasized the need for better earth observation data for planning sustainable development. As a result Member States created the Global Earth Observation System of Systems (GEOSS) process in which UNESCO, via its Geological Applications of Remote Sensing (GARS) programme, leads in building epistemic communities in geohazard monitoring and mitigation. Cradle-to-cradle materials use increases the need for geoscience capacity-building and education to become more interdisciplinary and evolve towards earth system science. Such initiatives will be undertaken in the networks of the International Geoscience Programme (IGCP). Space-based observations are also vital for monitoring environmental change in UNESCO sites, as is done by the intersectoral UNESCO-ESA Open Initiative on the use of space technologies to support the World Heritage Convention.

**02020** In its contribution to the United Nations system-wide implementation of the Hyogo Framework for Action on Disaster Resilience 2005-2015, UNESCO will support, in collaboration with WMO, UNDP and others, the advancement of knowledge to understand natural hazards and to mitigate their effects, and education and disaster risk reduction. Upon request of Member States, post-disaster field investigations will be encouraged in the aftermath of disasters and post-disaster interventions will be maintained and pursued. UNESCO-IOC will continue its work on tsunamis and other sea level hazards including in the Indian Ocean, North-eastern Atlantic and Mediterranean, Caribbean, and Pacific Ocean, and will introduce hazard assessment as a component of this work.

**02021** In summary, the strategic priorities of MP II will: (i) focus on scientific issues that require large-scale multinational collaborations, i.e., that are impossible to be undertaken by any one nation alone; (ii) focus on areas where UNESCO can realize the broader goal of 'science for peace'; (iii) more effectively provide assistance to Member States in meeting their own goals for strengthening STI ecosystems in service to society, with the ultimate objectives of poverty eradication and sustainable development; and finding low-cost, effective and accessible solutions to pressing social challenges, including access to potable water, clean energy, and other basic needs.

## Global Priority Africa

**02022** MP II actions in Africa at national and regional levels are guided by Africa's Science and Technology Consolidated Plan of Action (CPA) and the African Union (AU) Environment Action Plan. UNESCO will support the implementation of the CPA priorities in order to strengthen the science base of African countries and support the new initiatives designed and implemented by the AU flagship projects, such as the African Virtual Campus (AVC) and the African STI Observatory. UNESCO will continue to coordinate the UN Science and Technology Cluster, and support AU/NEPAD and the African Ministerial Council on Science and Technology (AMCOST) in the implementation of STI programmes in Africa. Strengthening African higher education institutions and STI-related organizations at national, regional and continent levels will be a priority.

**02023** The IOC implements activities in Africa through global programmes in coordination with regional subsidiary bodies. Activities to enhance ocean observing systems and data exchange standards are implemented largely through the Global Ocean Observing System in Africa (GOOS-AFRICA) and the Ocean Data and Information Network for Africa (ODINAFRICA IV), now in its fourth phase. IOC will strengthen its approach to Priority Africa by increased decentralization of activities including coastal hazard assessment, ocean and coastal observations and research, data and information management, climate change research and adaptation, capacity-building by reinforcing national and regional institutions that will foster intraregional cooperation in marine sciences. The Regional Committees (IOCEA and IOCWIO) will be strengthened to serve as platforms for the implementation of IOC programmes and may possibly be transformed towards the establishment of an IOC Sub-Commission for Africa building on the lessons learnt from the existing IOC Sub-Commissions covering the marine regions of the African continent. Through these mechanisms, IOC will also facilitate the involvement of African scientists in large-scale global programmes and networks, including IOC Chairs. IOC will initiate consultations with African regional economic groupings and institutions to foster the appropriation of its programmes by African governments and stakeholders. The aim is to establish a regular consultation mechanism at a high level between the IOC Secretariat and the African regional institutions to ensure the appropriation of the IOC programmes by the latter.

**02024** Emphasis will be placed on advancing scientific research, capacity-building and education for freshwater in Africa through the IHP, UNESCO-IHE, WWAP and the expanding network of water-related category 2 centres. Training opportunities for decision-makers on global changes, impacts and adaptation strategies for sustainable management of water resources and conflict management in Sub-Saharan Africa will be provided.

**02025** In 2012-2014 UNESCO-IHE, in cooperation with potential host countries, intends to create a replica institute in Sub-Saharan Africa as part of its global campus strategy. Support will be provided to two important knowledge networks in Africa: WaterNet, a network of over 30 universities and research centres in Southern Africa cooperating on the theme of integrated water resources management (IWRM), and the Nile Basin Capacity-Building Network for River Engineering. Through bilateral partnerships, UNESCO-IHE will also develop and assist in the implementation of masters' programmes in Ethiopia, Ghana, Kenya and Rwanda. In the Lake Victoria region, UNESCO-IHE will implement the capacity development component of the Lake Victoria Water and Sanitation Initiative lead by UN-HABITAT. In addition to these actions on the ground, in Delft, an estimated 200 African water professionals will matriculate at the Masters and 15 at Ph.D. level.

02026

Modern training in earth resource mapping, networking of African earth science institutions and the preparation of earth system science curricula for primary and secondary schools, in partnership with the Geological Society of Africa and other partners, will be instrumental in giving priority to earth sciences education in Africa. A doubling of the participation of African scientists is expected in the projects and the organization of the first three IGCP-MAB joint workshops and initiatives on resource extraction in BR. Capacity-building on modern data management and field mapping will be strengthened through national and regional training courses and at least two geoparks in Africa will be created.

02027

The energy sector is vital for development in African countries, which suffer from a deficit in both energy and access to electricity. The use of alternative and renewable energy sources will be promoted in Africa. UNESCO's action will focus on promoting energy policies, enhancing national capacities and sharing scientific knowledge and best practices.

02028

Lastly, concerning disaster resilience, action will focus on enhancing national capacities and providing authorities with technical assistance in reconstruction and risk mitigation efforts in African countries affected by natural disasters.

### **Expected results at the end of the biennium**

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**Expected result 1: 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**

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**Expected result 2: Education capacity development and research in the sciences and engineering strengthened through networking, partnerships, collaborative research and training**

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**Expected result 3: 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**

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**Expected result 4: Freshwater resources assessed, and technical cooperation provided for strengthening water governance, including of shared waters and management**

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**Expected result 5: Education, capacity-building and sharing of experience in the conservation and management of natural resources, including renewable energy, promoted**

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**Expected result 6: Resilience of communities reinforced, with particular reference to climate change adaptation and natural disaster preparedness**

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## Global Priority Gender Equality

- 02029** In line with UNESCO's Gender Equality Action Plan, efforts to effectively and systematically mainstream gender equality considerations will be enhanced. The overall strategy is conceived as a coherent, multidimensional, long-term approach pursued along three principles: inclusivity, diversity and empowerment.
- 02030** Gender perspectives and attention to the goal of gender equality are central to all science-related activities. Engendered science policy is not only crafted by regulation and legal changes but primarily by leadership and a commitment to change structures and cultures. Such holistic systemic perspective of S&T policy formulation, research and dissemination, requiring the fusion and the effective integration of gender relations within cultural, social, economic and political contexts, will bring women from the margin to the centre of the science policy process. In this way, gender mainstreaming in science policy is conceived as a transformative strategy that seeks change particularly in the spheres of culture and organization. Therefore women are not only considered beneficiaries of STI but also agents of change. Special focus will be given to the participation of women in the definition of problems, priorities, methodologies, and the design and uses of S&T shaping the science policy agenda.
- 02031** Emphasis will be put on networking, research, advocacy, capacity-building and sharing of good practices to producing science policy that fully integrates the gender equality perspective. Activities will include sensitizing and training for science policy-makers, establishing channels for systematic dialogue between S&T researchers, specialists in gender studies, policy-makers, and women's science organizations in order to plan actions with a gender perspective, evaluate their execution, and promote knowledge and application of S&T that addresses the needs, visions and perspectives of women.
- 02032** The key role of women as holders of local and indigenous knowledge and as agents of change and community cohesion at the local level will receive special attention. Activities are planned in indigenous communities and in SIDS that will emphasize the important role of women in the transmission, preservation and development of local and indigenous knowledge, particularly related to sustainable development, natural disaster preparedness and response, biodiversity conservation and climate change. For instance, educational materials produced for indigenous schools will emphasize the important role of women as holders of unique and specialized indigenous knowledge. Moreover, the importance of women's traditional knowledge will be highlighted through the publication of research papers and the organization of international fora. As recommended in the Mauritius Strategy and the Mauritius Declaration, policies will be promoted in SIDS that recognize that their sustainable development must be rooted in gender-specific local and traditional knowledge and practices, in conjunction with science. Emphasis will also be placed on gender perspectives in SIDS activities that develop capacities among youth to address key small island societal challenges ranging from public health to climate change.
- 02033** Women's inclusion and role in the basic sciences will be promoted by highlighting women scientists, promoting role models and supporting young women scientists. There will be a particular focus on gender dimensions of engineering. Activities such as the UNESCO-L'Oréal Partnership "For Women in Science" will include fellowships for young women scientists, the establishment as well as the reinforcement of new associations and networks of women in S&T, building awareness and popularization of S&T for women in rural settings. This will also involve the network of UNITWIN/ UNESCO Chairs on "Women, Science and Technology for Development" and awareness-raising of women on renewable energy opportunities.

**02034**

Following the recommendation of the 43rd session of the IOC Executive Council, IOC increased its target to 25% participation of women in its activities for the period 2008-2013, and Member States are urged to take gender equality into consideration when nominating participants in IOC activities. IOC will further pursue the mainstreaming of priority gender equality in its programmes, especially capacity-building and field activities, including support to women scientists in their work environment in the follow-up to training courses as well as activities to raise awareness and preparedness of coastal communities to sea-level related hazards and their capacity to adapt to climate and coastal change.

**02035**

Gender will be further mainstreamed in water sciences, capacity development, education and research via the activities of IHP and WWAP. Efforts will be pursued to improve gender balance in water-related networks and the emphasis on the intricate relationships between water and gender issues will be enhanced and also addressed in the WWDR4. Particular attention will be paid to enhance the education of girls and women and their capacities concerning water at different levels of education. At UNESCO-IHE, capacity development and training activities will give priority to women's education, and efforts will be made to increase the number of female students in both M.Sc. programmes and short courses, to contribute to women's empowerment in developing countries. Gender equality is also being mainstreamed in the curricula of many of UNESCO-IHE's courses.

**02036**

In the ecological and earth sciences, the importance of the role of women and gender-balanced approaches in biodiversity conservation and sustainable use will be highlighted and promoted in line with the relevant recommendations on biodiversity and gender equality adopted at the UNESCO 2010 International Year of Biodiversity Science-Policy Conference. In the framework of the implementation of the Madrid Action Plan (MAP) for BR at the national, regional and international levels, gender equality will be promoted. Applications of women to the MAB Young Scientists research grant scheme will be encouraged as for all other grants and awards. The Association of African Women Geoscientists, originally created with UNESCO's support, will be an important partner in projects such as the Earth Science Education Initiative and development of the geoparks network in Africa.

**02037**

The programme on disaster preparedness and prevention will ensure mainstreaming of gender equality in disaster risk reduction efforts with an emphasis on the role of women in building a culture of disaster resilience at different levels. The number of women in designing policies and strategies to reduce vulnerability to disasters, in capacity-building, in mainstreaming of education for disaster risk reduction into educational curricula and public awareness programmes, and in advocacy for disaster preparedness and prevention will be increased. Efforts will ensure more gender-balanced representation within international and regional networks of experts on earthquakes, volcanoes, landslides as well as water hazards. The gender perspective will be integrated in policy guidelines for disaster risk reduction with an emphasis on education, and policies will be promoted with particular attention to the key role of women as community leaders in disaster preparedness awareness programmes.

## **Expected results at the end of the biennium**

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**Expected result 1: Women included in sciences promoted activities, women scientists promoted as role models and young women scientists supported**

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**Expected result 2: Awareness of the key role of women as holders of indigenous and local knowledge raised**



**Expected result 3: Gender issues incorporated in the WWDR4**

**Expected result 4: Gender-responsive approaches in STI policy design and sustainable development, including biodiversity conservation, fostered**

**Expected result 5: Gender-responsive approaches to disaster risk reduction promoted**

**Biennial sectoral priority 1: Strengthening science, technology and innovation (STI) systems and policies for sustainable development, poverty eradication and a culture of peace and non-violence**

**Main line of action 1: Promoting STI policies and access to knowledge**

**02038**

STI are key drivers of sustainable development and UNESCO's actions in science policy focus on the integration of STI into national development policies and the economic reform agendas of countries, particularly with a view to facilitating the building of green societies in LDCs. UNESCO will assist Member States in developing new approaches for the formulation of science policy, undertake STI system reforms and elaborate STI strategies and action plans. MLA 1 includes a key component for strengthening institutional and human capacities in science policy and innovation management. Additionally, the Organization will support the development of national, regional and local innovation systems through promoting cooperation between universities and industries. Technical advice and capacity-building to develop science parks and technology business incubators will also be provided. UNESCO will further monitor, assess and report on the state of global STI by developing an overview of resources, actors, linkages and outputs, including STI foresight and assessment studies. Lastly, MP II will design, together with UIS, new methodologies for science indicators, including sex-disaggregated data, and statistics, as well as enhance science policy dialogues.

**02039**

UNESCO, as a standard-setter and capacity-builder in Member States, will propose guidelines on how to conduct science system reforms and design science policies and strategies to strengthen national STI systems. UNESCO's action will be based on international best practices and will address major socio-economic development challenges. To achieve this, UNESCO, in collaboration with development agencies, will assist Member States to reform their science systems and to develop sound science policies. In addition, UNESCO will develop methodologies to carry out science reviews and will participate in a number of country reviews, particularly in Africa. UNESCO will provide support towards the implementation of the African CPA, through its flagship projects, including the AVC. Throughout the biennium, UNESCO will also offer science policy training for STI stakeholders, and will emphasize the participation of women and youth. The action will be focused on building science policy capacities, including the establishment of university programmes in science policy, UNITWIN networks and UNESCO Chairs. Seed funds from the regular budget will be used to develop extrabudgetary projects in these key programme area.

## Expected result 1: Strengthened and self-driven national STI systems and policies developed

<i>Performance indicators</i>	<i>Benchmarks</i>
<ul style="list-style-type: none"> <li>■ New guidelines for STI sectoral policy formulation developed and STI policy reviews undertaken</li> </ul>	<ul style="list-style-type: none"> <li>– at least 2 pilot countries using UNESCO guidelines for the formulation of policies; at least 4 national STI policy reviews undertaken in pilot LDCs</li> </ul>
<ul style="list-style-type: none"> <li>■ New science reform project proposals designed with national stakeholders and adopted by governments</li> </ul>	<ul style="list-style-type: none"> <li>– at least 2 reform proposals developed in selected countries with priority given to LDCs</li> </ul>
<ul style="list-style-type: none"> <li>■ Science policy programmes and networks developed and training activities developed for STI stakeholders including policy-makers, scientists and representatives of civil society</li> </ul>	<ul style="list-style-type: none"> <li>– at least 2 UNESCO Chairs established; new programmes or S&amp;T policy units in at least 3 universities or centres established; African CPA supported with capacity-building in science policy; 1 new AVC centre established</li> </ul>

**02040**

As part of the UNESCO University-Industry Science Partnership Programme, national capacities of developing countries in technical cooperation and the management of STI for sustainable development will be enhanced. UNESCO will provide capacity-building activities to developing Member States and offer technical cooperation in improving innovation systems, particularly for the development of science parks and technology business incubators (TBI). This will involve close cooperation with international partners, such as the World Technopolis Association, the International Association of Science Parks, and the Islamic Educational, Scientific and Cultural Organization and will also draw on the category 2 centre for the Development of Science Parks and Technology Incubators in Isfahan, Iran.

## Expected result 2: Culture of innovation enhanced through national, regional and local innovation systems, science parks and technology business incubators

<i>Performance Indicators</i>	<i>Benchmarks</i>
<ul style="list-style-type: none"> <li>■ Technical cooperation in the elaboration, evaluation or review of action plans for the national, regional and local innovation systems provided</li> </ul>	<ul style="list-style-type: none"> <li>– 4 countries supported in the elaboration of their national, regional or local innovation system; action plans acknowledged and utilized</li> </ul>
<ul style="list-style-type: none"> <li>■ Capacity-building activities organized for managers of science parks and TBI</li> </ul>	<ul style="list-style-type: none"> <li>– 2 international and two regional training workshops organized to train managers of science parks and TBI</li> </ul>
<ul style="list-style-type: none"> <li>■ Technical advice provided to selected developing Member States for the development of science parks and TBI</li> </ul>	<ul style="list-style-type: none"> <li>– 4 countries supported</li> </ul>

**02041**

A Science Technology and Innovation Global Assessment Programme (STIGAP) is proposed. The main objective of the Programme is to monitor, assess and report on the state of global STI by developing a comprehensive overview of resources, actors, linkages and outputs. It will also cover STI foresight and assessment studies as well as policy dialogue. To achieve this, UNESCO will establish an international and five regional STI policy research networks, work in close cooperation with UIS, and use the International Centre for Science and Technology Strategy in Beijing, a UNESCO category 2 centre.

### Expected result 3: Global STI monitoring strengthened through improved monitoring, assessments and information sharing

Performance Indicators	Benchmarks
<ul style="list-style-type: none"> <li>■ Design and launch STIGAP</li> </ul>	<ul style="list-style-type: none"> <li>– <i>STIGAP launched and new approaches for international monitoring developed, tested and validated in cooperation with UIS and regional research networks; methodology tested in 2 regions</i></li> </ul>
<ul style="list-style-type: none"> <li>■ Number of foresight and assessment studies undertaken, and establishment of a global science policy information network (SPIN)</li> </ul>	<ul style="list-style-type: none"> <li>– <i>at least 2 national STI indicators studies; the African STI Observatory functioning; at least ten additional countries integrated in SPIN</i></li> </ul>
<ul style="list-style-type: none"> <li>■ Dialogues and capacities for STI decision-making involving civil society, scientific communities and parliaments fostered</li> </ul>	<ul style="list-style-type: none"> <li>– <i>2 new subregional fora or interregional parliamentary fora on STI; capacity-building activities organised for at least 2 selected subregions and training materials disseminated online</i></li> </ul>

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

02042

Sustainable development will be strengthened through capacity-building in the basic sciences and engineering, including for renewable energy, and through developing new policies placing S&T at the forefront of any development effort. Innovative approaches through partnerships with IGOs, NGOs, UN organizations and governments will be used to achieve this goal. Activity will focus on assisting Member States in advanced training and research, in scientific networking, as well as in creation and strengthening of centres of excellence. Further, stimulation and appropriate use of public-private partnerships, a prerequisite for successful use of STI systems for development, will be fostered. UNESCO's mandate in capacity-building and science education in the basic sciences will be pursued including through the activity of IBSP and a new thematic area on science education. A new engineering initiative will focus on engineering education and capacity-building, and will build upon the 2010 UNESCO report, *Engineering: Issues, Challenges and Opportunities for Development* – the first international report on engineering (see box). There will be a particular focus on gender dimensions of science and engineering and on the needs of Africa.

02043

Many countries face a shortage of scientists and engineers, and are concerned about the effect that this will have on development. This is compounded for poorer countries by the brain drain of scientists and engineers. There is also a need for increased education for green technologies including renewable energy and energy efficiency. UNESCO's action will focus on public awareness raising, the training of science and engineering faculty and the development of new methodologies for teaching sciences. Member States will be assisted in the strengthening of science and engineering education and capacity-building, S&T applications and innovation, and associated policies, planning and management for development.

Engineering plays an important role in addressing complex challenges, such as climate change, natural disaster risk reduction, clean technologies, and access to affordable healthcare. Engineering is also critical in poverty eradication, as it encompasses the part of the STI spectrum in which the results of research are translated into concrete products and services that can benefit local communities and create jobs for youth. Strengthening engineering, in particular in the developing world, thus is a high priority.

MP II is spearheading the launching of a UNESCO Engineering Initiative, which will focus on applications of engineering for sustainable development, and which will prioritize capacity-building, particularly in Africa. Elements of the initiative include:

- Strengthening engineering at universities, including enhancing research capacity, supporting curricular innovation, and forging better interactions with industry;
- Enhancing the focus on engineering in science policy work with Member States;
- Catalysing new S-S and N-S-S partnerships for engineering capacity-building; and
- Strengthening efforts to mobilize civil society support and understanding of engineering, including attracting youth to the field, with a focus on women and girls.

The UNESCO Engineering Initiative, cutting across all MLAs, draws on the engineering-related strengths of MP II, and will involve partnerships with different sectors of society, including academia, the private sector and NGOs. A campaign to raise extrabudgetary resources will be launched. Lessons learned in the 2012-2013 biennium will inform plans for engineering in the next Medium-Term Strategy.

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The UNESCO Engineering Initiative falls under overarching objective 2 in the 34 C/4, “Mobilizing science knowledge and policy for sustainable development” and to strategic programme objective 4, “Fostering policies and capacity-building in science, technology and innovation”.

The following expected results within MP II will be directly addressed by the Initiative: for Priority Africa: expected results 2 and 5; for Gender Equality: expected results 1 and 4; under MLA 1: expected result 2; under MLA 2: expected results 4, 5 and 6; under MLA 3: expected result 7; under MLA 4: expected result 12; under MLA 5: expected results 15 and 17; and under MLA 6: expected results 20 and 24.

#### **Expected result 4: Innovative interdisciplinary science and engineering curricula developed, including in such fields as renewable energy**

<i>Performance Indicators</i>	<i>Benchmarks</i>
<ul style="list-style-type: none"> <li>■ Number of universities with science and engineering programmes strengthened in interdisciplinary curriculum development and in integrating collaborative team-based research projects into the curriculum</li> </ul>	<ul style="list-style-type: none"> <li>– <i>at least 5 universities as initial participants</i></li> </ul>
<ul style="list-style-type: none"> <li>■ Fora for planning and design of higher education systems, including regional accreditation standards established</li> </ul>	<ul style="list-style-type: none"> <li>– <i>at least 1 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</i></li> </ul>

02044

An interdisciplinary approach is increasingly being applied to innovative research and its applications for sustainable development. One focus will be on strengthening indigenous research systems and capacity. A multi-stakeholder approach will seek to involve the private sector, in particular industry, in order to promote innovation and entrepreneurship among students and young professionals. Strengthening of research capacity requires S-S and N-S-S collaboration and specific programmes targeting joint knowledge production, increased knowledge sharing and use for the benefit of all.

#### Expected result 5: Institutional research capacity strengthened through networked centres of excellence, South-South and North-South partnerships and university-industry alliances

Performance Indicators	Benchmarks
<ul style="list-style-type: none"> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>at least 1 innovative programme for faculty exchange developed and implemented in at least three universities of developing countries</li> </ul>
<ul style="list-style-type: none"> <li>N-S public-private partnerships in research and entrepreneurship education established</li> </ul>	<ul style="list-style-type: none"> <li>at least 1 collaboration developed</li> </ul>
<ul style="list-style-type: none"> <li>Number of new centres of excellence established, with emphasis on promoting women in science and scientific networks formed or strengthened</li> </ul>	<ul style="list-style-type: none"> <li>at least 1 new centre created and at least 1 new network formed; 2 seminars, conferences and other events held for strengthening existing structures</li> </ul>

02045

Many countries are concerned about the loss of interest and enrolment of young people in the basic sciences and engineering, and the effect that this will have on capacity and development around the world. In order to attract and retain young people in these fields, it is necessary that leadership training and early career support mechanisms are put in place at university level.

#### Expected result 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

Performance Indicators	Benchmarks
<ul style="list-style-type: none"> <li>Number of student competitions to solve local or regional challenges</li> </ul>	<ul style="list-style-type: none"> <li>1 international or regional competition carried out; 2 workshops for sharing experiences organized</li> </ul>
<ul style="list-style-type: none"> <li>Number of student leadership programmes</li> </ul>	<ul style="list-style-type: none"> <li>at least 3 universities from different regions develop student leadership programmes; 1 regional student association established or strengthened</li> </ul>
<ul style="list-style-type: none"> <li>Number of training activities provided for young researchers</li> </ul>	<ul style="list-style-type: none"> <li>10 training activities; a mentoring programme for young researchers developed and implemented in 3 universities in developing countries</li> </ul>

## Main line of action 3: Mobilizing broad-based participation in STI

**02046** The limitations of conventional science policy-making processes, as well as their applications, are highlighted by an increasing inability to cope with complex challenges at all levels. Interactions among scientists, decision-makers and society must be transformed to be less linear and top-down, and more inclusive and interdisciplinary. To move towards such a holistic architecture of policy design and implementation, broad-based societal participation in STI must be mobilised. A participatory approach to science policy highlights the dialectic transformative role of science for society and society for science. It can be achieved through broadened public awareness and the expansion of citizen science, whereby people contribute to advancing scientific knowledge while transforming its status, priorities and content. The scientific community must also acknowledge the existence of other knowledge systems and recognise that development goals are informed, re-framed and transformed by indigenous knowledge and worldviews. Particularly vulnerable to global economic and environmental crises, SIDS require integrated policies and practices for sustainable development that bridge multiple dimensions of the science-society gap. Finally, by serving as a vehicle for international diplomacy, the sharing of scientific knowledge will be used to create new solidarities and promote a culture of peace.

**02047** Reflecting the global trend towards greater democratization and transparency in the STI decision-making process, citizens are becoming engaged in the deliberative processes of science-related governance issues. In this context, all citizens, including women, youth and local communities, are not only considered beneficiaries of STI but also agents of change. More scientific information, communicated more effectively, will be essential if society is to play such a transformative role. In order to increase public awareness of science and engineering, activities popularizing science will be carried out. These will include support for the development of science centres and museums; research and scientific debate on the history of science; the UNESCO prizes in science; the organization of exhibitions on S&T; events to increase the STI contribution to UNCSD; and the celebration of World Science Day for Peace and Development.

### Expected result 7: Public awareness of science, technology and engineering raised and STI policy agendas developed with civil society, including women and youth

<i>Performance Indicators</i>	<i>Benchmarks</i>
<ul style="list-style-type: none"> <li>Number of international and regional workshops, conferences or symposia on the contribution and popularization of science and science exhibitions</li> </ul>	<ul style="list-style-type: none"> <li>4 regional and one international event for UNCSD; 2 international or regional conferences or symposia; two science exhibitions; two conferences or symposia on history of science</li> </ul>
<ul style="list-style-type: none"> <li>Number of technical cooperation and capacity-building activities on governance of science centres and science museums</li> </ul>	<ul style="list-style-type: none"> <li>2 countries assisted in the development of science centres or museums; 2 regional training workshops on science centres or museum governance</li> </ul>
<ul style="list-style-type: none"> <li>Number of STI policy study results, conference proceedings and manuals of STI indicators published</li> </ul>	<ul style="list-style-type: none"> <li>at least 2 policy studies; 2 proceedings and 1 manual</li> </ul>
<ul style="list-style-type: none"> <li>National and regional actions on science and gender equality for science policy-making; reference groups for women in science; young people involved in consultation</li> </ul>	<ul style="list-style-type: none"> <li>1 international meeting on gender equality and science; support to Young Women Researchers Network; support to the World Association of Young Scientists</li> </ul>

02048

To give priority to disadvantaged and excluded groups, such as indigenous peoples, and based on the UN Declaration on the Rights of Indigenous Peoples, this programme promotes local and indigenous knowledge holders as actors in global debates and international action on sustainable development. Recognizing the interlinkages between biological diversity and cultural diversity, as well as ecosystems and social systems, a three-pronged strategy has been adopted. First, it advocates a central role for indigenous knowledge and community-based action in international environmental frameworks, to re-shape global, regional and local policy and practice on biodiversity governance, natural disaster preparedness, and climate change adaptation. Second, it promotes community-to-community, S-S knowledge sharing and exchanges of local concerns and responses, including in Africa, LDCs and SIDS. Finally, it reinforces the vitality and dynamism of knowledge in indigenous communities through concerted action to promote inter-generational transmission, recognizing the pivotal role of women, while bolstering indigenous languages, identities and worldviews. Strategic contributions will be made to key intergovernmental processes and events in the framework of UNCSD, CBD, UNFCCC and IPCC, in partnership with key UN system counterparts, governments and civil society.

**Expected result 8: Local and indigenous knowledge-driven sustainable development policies and actions developed, and appropriate support provided for implementation at global, regional and local levels**

<i>Performance Indicators</i>	<i>Benchmarks</i>
<ul style="list-style-type: none"> <li>■ Acknowledgement of indigenous knowledge and community-based approaches in international policies and innovation strategies</li> </ul>	<ul style="list-style-type: none"> <li>– <i>operational engagement with UNCSD, CBD, UNFCCC and IPCC processes</i></li> </ul>
<ul style="list-style-type: none"> <li>■ Number of community-level projects established with global networking</li> </ul>	<ul style="list-style-type: none"> <li>– <i>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</i></li> </ul>
<ul style="list-style-type: none"> <li>■ Number of pedagogical materials on indigenous knowledge and language in formal and non-formal education</li> </ul>	<ul style="list-style-type: none"> <li>– <i>5 sets of pedagogical materials in 5 countries</i></li> </ul>

02049

Reflecting the priority status of SIDS, targeted action will emphasize the contributions of STI policy towards locally appropriate sustainable development policy and planning. This is an essential element in UNESCO’s contribution to the Mauritius Strategy, in which science-based action in areas such as technology transfer, biodiversity conservation, coastal management, and natural disasters are paramount. All activities will reflect the key role of youth in SIDS, which comprise the majority of SIDS populations worldwide. Implementation will take place through the organization of regional expert meetings with a focus on science policy development, training and capacity development in SIDS; the development of global SIDS-based knowledge networks, as well as through the development of global mechanisms such as databases to support sharing of local experiences.

**Expected result 9: Vulnerabilities of Small Island Developing States (SIDS) addressed through science policy, practice and education**

<i>Performance Indicators</i>	<i>Benchmarks</i>
<ul style="list-style-type: none"> <li>■ Action plans from regional and inter-regional meetings on science policy development in SIDS, including in Africa</li> </ul>	<ul style="list-style-type: none"> <li>– <i>action plans utilized by three SIDS</i></li> </ul>

<i>Performance Indicators</i>	<i>Benchmarks</i>
<ul style="list-style-type: none"> <li>Capacity-building actions in SIDS regions on climate change adaptation and natural disaster preparedness through Sandwatch and related programmes</li> </ul>	<ul style="list-style-type: none"> <li>– 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</li> </ul>
<ul style="list-style-type: none"> <li>Global N-S-S network on coastal monitoring and resilience</li> </ul>	<ul style="list-style-type: none"> <li>– database operational, accessed and utilized in 10 countries</li> </ul>

02050

In line with the UNESCO mandate to promote science as a vehicle for enhanced dialogue, mutual understanding and peace, this programme reflects the evolving role of foreign policy as a result of the new global landscape of S&T noted in the *UNESCO Science Report 2010*. Developments in S&T have critical pervasive influence and impact the structure and process of foreign policy. With pressing global issues such as climate change, energy poverty, and management of pandemics requiring increasingly concerted action, the global agenda is shifting as a result of the increasingly complex interplay of S&T and foreign policy. In this context, science diplomacy will be a powerful instrument for the use of science as a foundation of a culture of peace and cooperation.

#### Expected result 10: Peace-building enhanced through diplomacy and cooperation in the field of science

<i>Performance Indicators</i>	<i>Benchmarks</i>
<ul style="list-style-type: none"> <li>Scientific cooperation in solving common problems and fostering dialogue, cultural self-expression; and mutual understanding, especially in conflict and post-conflict countries</li> </ul>	<ul style="list-style-type: none"> <li>– 1 international meeting on science and international affairs; support to the Israeli-Palestinian Science Organization</li> </ul>

**Biennial Sectoral Priority 2:** Mobilizing science for the sustainable use of natural resources, renewable energy and energy efficiency, and for natural disaster reduction and mitigation

**Main line of action 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

02051

The IOC promotes international cooperation and coordinates programmes in research, observations, services and capacity-building, in order to learn more about the nature and resources of the ocean and coastal areas and to apply that knowledge for the improvement of management, sustainable development, the protection of the marine environment, and the decision-making processes of its Member States. Under its Medium-Term Strategy 2008–2013, the IOC pursues four high-level objectives: prevention and reduction of the impacts of natural hazards; mitigation of the impacts of and adaptation to climate



change and variability; safeguarding the health of ocean ecosystems; and promoting management procedures and policies leading to the sustainability of coastal and ocean environment and resources. While maintaining a leading role in ocean observation, and the related sharing of oceanographic data, the IOC will strengthen its responsibility in catalyzing and coordinating marine scientific research in climate change through its contribution to increasing the understanding of the ocean's role in climate variability and climate change, including observations and models on the carbon cycle and ocean acidification; facilitating partnerships between the marine meteorological and oceanographic communities; and assisting Member States, at their request, to mitigate coastal erosion and protect communities and economies through coastal adaptation measures and strategies, especially in Africa, Arab States and SIDS. The IOC will continue to make operational end-to-end warning systems for tsunami and other sea level hazards in the Pacific Ocean and other regions (North-eastern Atlantic and Mediterranean; Caribbean), with a special attention to SIDS and Africa. Enhancing its role as catalyst of the international exchange of biological oceanographic data, the IOC will further contribute to the protection of marine ecosystems by assisting in identifying biodiversity hotspots and large-scale ecological patterns, analyzing dispersions of species over time and space, and plotting species' locations. The implementation of IOC's activities will be enhanced by a more decentralized approach (IOC Sub-Commissions and Regional Committees; UNESCO field network). The IOC will strengthen existing dialogue to inform the Parties of the UNFCCC on the ocean-related research and sustained observing needs of the Convention. This effort will take place in close cooperation with the World Meteorological Organization with which IOC co-sponsors the World Climate Research Programme and the Global Climate Observing System. These and other activities will contribute to the UNESCO Climate Change Initiative by strengthening the climate change science and interdisciplinary knowledge base. IOC will strengthen information to Parties of the CBD on observing needs to protect marine biodiversity. It will continue to input to the UN Secretary-General's report informing and advising the General Assembly on ocean science and the law of the sea, and to coordinate with other relevant UN organizations, through UN-Oceans. Particular effort will go toward raising the visibility of ocean issues in the UNCSD process. Pending confirmation of funding from the GEF, IOC will conduct a Transboundary Waters Assessment Programme in cooperation with UNEP, IHP, and other international and national partners.

02052

Increasing vulnerability to natural disasters in coastal zones poses a major threat to sustainable development, affecting lives and livelihoods. Awareness of natural hazards, preparing for minimizing the risks and involving all relevant national entities are part of any fast end-to-end warning system. Following the rapid progress in installing the Indian Ocean Tsunami Early Warning and Mitigation System, the IOC, through intergovernmental processes, will continue to make operational end-to-end warning systems for tsunami and other sea level hazards in the Pacific Ocean and other regions (North-eastern Atlantic and Mediterranean; Caribbean) working with other UN agencies towards the development of global coverage to address multiple marine hazards, thus supporting the overall objective of contributing to disaster preparedness, mitigation and recovery.

**Expected result 11: Effective end-to-end early warning systems for tsunamis and other sea-level-related hazards established by Member States at the national and regional levels, including disaster preparedness and mitigation measures**

<i>Performance Indicators</i>	<i>Benchmarks</i>
■ Improved lapse time for regional watch messages after tsunami-generating earthquakes	– less than 20 minutes in all regional warning systems
■ Number of countries at risk for tsunami developing gender sensitive tsunami community preparedness programmes	– 10

02053

Environmental observations taken with coherent, sustained systems over decades have provided the underpinning of all decisions and actions related to global climate change. The IOC, through its role as the UN's foremost marine science intergovernmental advocate, coordinator, and partner in international scientific research, will assure that global observations of the ocean will be adequate to advance the science and policy of climate change. IOC programmes improve the understanding of the earth system, by contributing to the enhancement of climate predictions and the effects on marine ecosystems and resources. Sustained ocean observations and process studies at regional and global scales and the development of science applications enhance the ability to mitigate the effects of climate change, including sea-level rise.

**Expected result 12: Member States' understanding of ocean environment, and related processes in the global climate improved, and skills and national capacities developed for adaptation to climate change impacts**

<i>Performance Indicators</i>	<i>Benchmarks</i>
<ul style="list-style-type: none"> <li>■ Level of <i>in situ</i> infrastructure (e.g., floats, buoys, ship tracks) for GOOS maintained by Member States</li> </ul>	<ul style="list-style-type: none"> <li>– <i>maintain 62% as measured by JCOMM based on GOOS/GCOS targets</i></li> </ul>
<ul style="list-style-type: none"> <li>■ Number of peer-reviewed published regional sea level projections used in the IPCC Fifth Assessment Report (AR5) Working Group I (due in September 2013)</li> </ul>	<ul style="list-style-type: none"> <li>– <i>increase of 10% on baseline of number of referred peer-reviewed published regional sea level predictions in IPCC AR4 (2007)</i></li> </ul>
<ul style="list-style-type: none"> <li>■ 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</li> </ul>	<ul style="list-style-type: none"> <li>– <i>increase of 5 countries</i></li> </ul>

02054

IOC will leverage the science and capacity to monitor and safeguard the health of ocean ecosystems and services, by addressing the conservation and sustainable management of coastal resources and marine biodiversity. In this regard, IOC will continue harmonizing its capacity development activities according to long-term capacity-development principles that improve the ability of Member States to apply sound scientific methods to the sustainable management of their resources.

**Expected result 13: Capacities of Member States in ocean sciences and services improved in order to monitor, assess and manage marine resources**

<i>Performance Indicators</i>	<i>Benchmarks</i>
<ul style="list-style-type: none"> <li>■ Increase in number of Member States participating in UN Regular Process for the global reporting and assessment of the state of the marine environment</li> </ul>	<ul style="list-style-type: none"> <li>– <i>at least 50 countries engaged in Regular Process frameworks</i></li> </ul>
<ul style="list-style-type: none"> <li>■ Number of women and men experts/managers trained by Member States in ocean sciences and services in accordance with IOC capacity-building principles</li> </ul>	<ul style="list-style-type: none"> <li>– <i>at least 10 capacity-enhancing workshops and meetings of regional networks</i></li> </ul>

<i>Performance Indicators</i>	<i>Benchmarks</i>
<ul style="list-style-type: none"> <li>■ Increase in the number of agencies and institutions using information and data from IODE and OBIS</li> </ul>	– 10% above 2010-2011 levels
<ul style="list-style-type: none"> <li>■ Volume of data and information available through the IOC/IODE data and information systems, OceanDataPortal and OceanDocs</li> </ul>	– 20% above 2010-2011 levels

**02055**

When requested, IOC will assist Member States in managing their marine and coastal environment, focusing on regional needs and developing national capabilities, by translating research results into management approaches and wise practices. This is done by area-based management such as marine spatial planning in target regions, by providing training and assistance to implement them and by strengthening IOC Regional Subsidiary Bodies to fully ensure the regional implementation of the IOC Medium-Term Strategy 2008-2013. A number of specific actions will be undertaken to strengthen the operation of the IOC and its governance and to raise awareness of, and involvement in, IOC's programme of action.

#### **Expected result 14: Capacities of Member States to protect and sustainably use oceans and coastal zones developed**

<i>Performance Indicators</i>	<i>Benchmarks</i>
<ul style="list-style-type: none"> <li>■ Number of countries using IOC's area-based management guidelines</li> </ul>	– 20 countries
<ul style="list-style-type: none"> <li>■ Level of Member States' participation in IOC Regional Subsidiary Body meetings and region-specific activities</li> </ul>	– at least 70% of regional constituencies attend IOC regional meetings
<ul style="list-style-type: none"> <li>■ Number of new IOC regional training and research centres on oceanography</li> </ul>	– at least 1 new regional training and research centre established

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

**02056**

While there has been significant progress globally towards achieving access to water in the context of MDG 7, it has been unevenly distributed both geographically and across social strata, with women and Africa particularly affected. Moreover, recent progress is further threatened by crises in finance, economics, food and energy. Inadequate water governance and lack of human and institutional capacities are still major barriers for sustainable water management. UNESCO's role in advancing scientific research, capacity-building and education for freshwater through the IHP, UNESCO-IHE Institute for Water Education, WWAP and the expanding network of water-related category 2 centres will be strengthened. The instrumental involvement of the IHP National Committees will

be continued. IHP will enter the last biennium of the strategic plan for its Seventh Phase (2008-2013), which focuses on water dependencies, in order to alleviate water systems under stress and to promote adequate societal responses. Emphasis will be given to approaches for adaptation to global changes at the river basin scale, as well as in vulnerable zones, such as arid and semi-arid zones and near glaciers, and to related hydrological risks, such as floods and droughts. Special focus will be provided to water governance issues, including related cultural and socio-economic factors, the adoption of appropriate IWRM approaches and the implications of the development of a green economy. Responses to water-related implications of rapid urbanization, the management of groundwater and aquifer systems, and freshwater management needs of arid and semi-arid zones will also be addressed. IHP's associated programmes on water cooperation – From Potential Conflict to Cooperation Potential (PCCP) and Internationally Shared Aquifer Resources Management (ISARM) – will play an important role in the UN International Year of Water Cooperation 2013. WWAP will unveil the fourth *World Water Development Report* (WWDR4) at the sixth World Water Forum (Marseille, March 2012). The triennial WWDR, coordinated by UNESCO, has already established itself as the flagship product of UN-Water. Water governance and management will be enhanced through IHP's work on water education, in collaboration with UNESCO-IHE and intersectoral partners, continuing its contribution to the DESD.

**02057**

Global changes in demographics, climate and land uses pose enormous pressure on water resources and require adequate adaptation measures. UNESCO will strengthen the scientific understanding of impacts on water systems and support the development of technical and institutional capacities for adaptation, in particular by promoting the IWRM and ecohydrological approaches. Special attention will be given to systems and processes that are particularly affected by global changes, including glaciers, water-related ecosystems and sedimentation. The aspects of water hazards dealt with under MLA 7 expand a number of the elements treated here. Two IHP cross-cutting programmes with regional and global scope, Flow Regimes from International Experimental and Network Data (FRIEND) and Hydrology for the Environment, Life and Policy (HELP), play a significant role.

**Expected result 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, on the basis of scientific knowledge**

<i>Performance Indicators</i>	<i>Benchmarks</i>
<ul style="list-style-type: none"> <li>■ 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</li> </ul>	<ul style="list-style-type: none"> <li>– <i>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 5 countries in Africa</i></li> </ul>
<ul style="list-style-type: none"> <li>■ Information systems established to strengthen knowledge base on global changes, including hydrological processes, sedimentation and glaciers</li> </ul>	<ul style="list-style-type: none"> <li>– <i>common FRIEND data portal developed using a shared normalized metadata format; International Sediment Initiative information system enhanced</i></li> </ul>
<ul style="list-style-type: none"> <li>■ Comprehensive ecohydrology concept integrated into engineering approaches for water management and adaptation to climate change</li> </ul>	<ul style="list-style-type: none"> <li>– <i>network of 30+ ecohydrology demonstration sites with at least 3 new such sites in Africa made operational in association with UNESCO category 2 centres</i></li> </ul>

02058

Water crises are often crisis of governance. Improved water governance requires adequate current assessments that can guide policy. Moreover, adequate governance entails suitable institutional capacities, which are central to address water challenges and overcome conflicting approaches in the use and allocation of water from within a basin or aquifer system, both at the national and transboundary level. Many solutions to water problems lie in better governance, with sharing water as one of the key challenges to be addressed. The need for an enabling environment conducive to water sustainability and encompassing cultural, societal and economic factors is also important. UNESCO will assist Member States to strengthen water governance via IHP – including its associated programmes PCCP and ISARM – and provide current assessments of the state of water resources at different scales via the WWDR4.

**Expected result 16: The 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**

<i>Performance Indicators</i>	<i>Benchmarks</i>
<ul style="list-style-type: none"> <li>■ State of world’s freshwater resources assessed, water use and management issues evaluated, critical issues, trends and problems identified and awareness raised</li> </ul>	<ul style="list-style-type: none"> <li>– <i>WWDR4 published including reporting from regions, gender and public health</i></li> </ul>
<ul style="list-style-type: none"> <li>■ Number of publications to strengthen water governance through cultural, societal and scientific responses</li> </ul>	<ul style="list-style-type: none"> <li>– <i>at least 1 publication on research methods and practices related to historical and cultural water interactions published</i></li> </ul>
<ul style="list-style-type: none"> <li>■ Number of training courses and publications to strengthen knowledge and capacities related to the management of transboundary surface water and aquifers</li> </ul>	<ul style="list-style-type: none"> <li>– <i>at least 2 training courses organized and new guidelines prepared on transboundary aquifer management</i></li> </ul>

02059

Human use of water resources has had a profound effect on the resource stock and quality of water over most of the inhabited world. These stresses threaten the sustainability of society and are particularly problematic in urban areas, arid and semi-arid areas, coastal zones and small islands where water scarcity may be critical. Yet societal responses to warning signs of depleting aquifers, dry streams and polluted water have generally been insufficient or inadequate. IHP will address the need to improve the management of water for productive purposes, particularly in sensitive areas. Special attention will be provided to groundwater resources and water augmentation methods applicable in the most water-stressed areas as well as sediment management issues.

**Expected result 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**

<i>Performance Indicators</i>	<i>Benchmarks</i>
<ul style="list-style-type: none"> <li>■ Number of publications issued to improve capacities for sustainable urban water management, including protection of water quality and interactions with rural water management</li> </ul>	<ul style="list-style-type: none"> <li>– <i>3 projects on urban water management; at least two case studies on water quality;</i></li> <li>– <i>at least 1 policy guidance document on water supply and sanitation in rural areas</i></li> </ul>

<i>Performance Indicators</i>	<i>Benchmarks</i>
<ul style="list-style-type: none"> <li>■ Number of workshops and reinforced networks to enhance the knowledge base of the hydrological systems in arid and semi-arid areas</li> </ul>	<ul style="list-style-type: none"> <li>– <i>G-WADI networks in all arid and semi-arid regions strengthened</i></li> <li>– <i>at least 5 case studies, workshops and publications on aquifer recharge in coastal aquifers and SIDS implemented in cooperation with UNESCO centres and Chairs</i></li> </ul>
<ul style="list-style-type: none"> <li>■ Number of case studies to improve groundwater systems management and adaptation measures</li> </ul>	<ul style="list-style-type: none"> <li>– <i>5 regional case studies produced with UNESCO Chairs and centres to demonstrate adaptation measures to climate change impacts</i></li> </ul>

**02060**

A significant increase in the number of adequately trained water professionals is needed in many Member States to meet the MDG 7 target on water, especially in Africa. As most decisions affecting water resources are made by people without sound water knowledge, skills and values, education on water issues needs to be carried out at all levels. IHP, in close collaboration with UNESCO-IHE Institute for Water Education, the network of water-related centres under the auspices of UNESCO, UNITWIN/ UNESCO Chairs Programme, the DESD coordination unit, UNESCO's ASPnet, and other parts of UNESCO and external partners, will focus on reinforcing capacities for water education at all levels and for a range of target groups, with particular attention given to Africa and gender mainstreaming.

### **Expected result 18: Education capacities for water management reinforced at all levels, especially taking into account Africa and gender equality issues**

<i>Performance indicators</i>	<i>Benchmarks</i>
<ul style="list-style-type: none"> <li>■ Task force established and number of publications to enhance freshwater education at the tertiary and vocational education levels issued</li> </ul>	<ul style="list-style-type: none"> <li>– <i>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</i></li> </ul>
<ul style="list-style-type: none"> <li>■ Number of materials to enhance capacities for water education for schools, children and youth</li> </ul>	<ul style="list-style-type: none"> <li>– <i>1 set of water education curricula tools, incorporating gender issues; at least two support materials for teaching of water issues</i></li> </ul>
<ul style="list-style-type: none"> <li>■ Number of decision-makers, stakeholders and mass-media professionals benefiting from water education</li> </ul>	<ul style="list-style-type: none"> <li>– <i>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</i></li> </ul>

## **Main line of action 6: Enabling the application of ecological and earth sciences to sustainability, including through the Man and the Biosphere (MAB) Programme and the International Geoscience Programme (IGCP)**

**02061** Ecological and earth sciences in UNESCO develop theoretical and practical knowledge to support the sustainable use of natural resources, conservation and sustainable use of biodiversity, maintenance of ecosystem services and climate change mitigation and adaptation for the enhancement of human well-being. Following the 2010 International Year of Biodiversity (IYB) and as a contribution to the UN Decade on Biodiversity (2011-2020), MP II will lead the development of a UNESCO-wide coherent Biodiversity Initiative (UBI), encompassing natural and social sciences aspects. Within MAB, BR are important sites for testing green economy initiatives for sustainable development through payments for ecosystem services, avoided deforestation and forest degradation and public-private partnerships for the sustainable use of biodiversity and natural resources. In the context of the UN Decade for Deserts and the Fight against Desertification (2010-2020) and in collaboration with partners, MAB will consolidate its S-S cooperation activities. Scientific studies will focus on the sustainable use of the natural resource base of BRs in specific ecosystems. Member States will be assisted in integrating BR and natural World Heritage sites as field observatories and pilot sites in their collaboration with UN-REDD, CDM and similar climate change mitigation and adaptation financing mechanisms. In geosciences, research, education, capacity-building and development projects of the IGCP focus on terrestrial resources use, the potential for geoengineering, geohazard monitoring, and paleoclimate modelling with a particular focus on Africa. The modernisation of earth sciences education in Africa will be prioritized through IGCP, geoparks and other earth sciences networks of UNESCO related to earth observations and earth system science. The use of space technologies to support World Heritage sites will continue in close partnership with space agencies, research institutions and the private sector. Such efforts will be expanded to biosphere reserves and priority ecosystems. Growing international interest to promote the use and application of green technologies requires the development of appropriate energy policies. UNESCO's contribution will focus on the development of local competencies and knowledge through capacity-building of policy-makers and energy sector managers to create legislative frameworks for the use and application of renewable energy sources and efficiency.

**02062** In line with decisions of MAB governing bodies, the pioneering role of BR will be demonstrated through their combined functions as places for sustainable development, research sites on natural resources management and for environmental conservation. Activities will be undertaken *in situ* through MAB's WNBR networks, building web-based platforms for joint learning and sharing of experience and local (BR), national, regional and global consultations and dialogue. The designation of new BR by UNESCO and the provision of MAB awards will enhance the sharing of best practices for sustainable development for the benefit of Member States.

**Expected result 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**

<i>Performance indicators</i>	<i>Benchmarks</i>
<ul style="list-style-type: none"> <li>■ Number of case studies on use of BR as learning places for sustainable development</li> </ul>	<ul style="list-style-type: none"> <li>– at least 5 video films on BR disseminated through Internet; collection of at least 30 case studies from BR; Internet clearing house for BR managers created</li> </ul>
<ul style="list-style-type: none"> <li>■ Number of countries with new BR designated as places for sustainable development</li> </ul>	<ul style="list-style-type: none"> <li>– at least 20 new BR designated in all world regions</li> </ul>
<ul style="list-style-type: none"> <li>■ Provision of MAB Young Scientists Research Grants Awards and ‘Michel Batisse’ Awards for case studies in BR management</li> </ul>	<ul style="list-style-type: none"> <li>– at least 20 MAB Young Scientists Research Grants Awards and two ‘Michel Batisse’ Awards provided, half of them awarded to women</li> </ul>

**02063**

UNESCO earth sciences networks and partnerships will serve as fora for accelerating the reform process of the IGCP, initiated at the beginning of the current Medium-Term Strategy. IGCP’s research, education and capacity-building activities were tasked to become directly relevant for sustainable development with a particular focus on Africa. The IGCP is now the largest N-S and S-S network in earth system science, providing major contributions to address critical issues such as those linked to climate change mitigation and adaptation, geohazard monitoring and prediction, geoenvironment and groundwater use. The partnership with MAB to use UNESCO earth sciences expertise to address mineral and hydrocarbon exploration and extraction issues in BR will be further developed. The profile of the geoparks network in earth science education and capacity-building will be raised. All activities for the modernisation of geoscience training and of earth system science research and education will be started in Africa and gradually expanded to other regions. Earth observation activities will be reinforced through international partnerships developed in the framework of GARS, GEOSS and the Committee on Earth Observation Satellites (CEOS) programmes.

**Expected result 20: Earth sciences research, education and capacity-building for sustainable development enhanced, with a particular focus on Africa**

<i>Performance indicators</i>	<i>Benchmarks</i>
<ul style="list-style-type: none"> <li>■ 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</li> </ul>	<ul style="list-style-type: none"> <li>– at least 30 IGCP projects operational in fields of mineral resources, global change and geohazards with a doubling of participation of African scientists;</li> <li>– 3 IGCP-MAB joint workshops or initiatives on resource extraction</li> </ul>
<ul style="list-style-type: none"> <li>■ Number of new geoparks created building on European and Asian experience and networking activities between geoparks nationally and regionally</li> </ul>	<ul style="list-style-type: none"> <li>– at least 2 geoparks in Africa created and the first regional network in Latin America initiated</li> </ul>



<i>Performance indicators</i>	<i>Benchmarks</i>
<ul style="list-style-type: none"> <li>■ 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</li> </ul>	<ul style="list-style-type: none"> <li>– 2 regional, economic communities equipped to use modern data handling and field mapping in Africa; at least 10 geoscience institutes networking on modernisation of earth science education; curriculum for teaching geology at primary and secondary level</li> </ul>
<ul style="list-style-type: none"> <li>■ Capacities for production and use of earth observation data built into the framework of GARS, GEOSS and CEOS programmes</li> </ul>	<ul style="list-style-type: none"> <li>– at least 10 new developing countries participating in international earth observation programmes</li> </ul>

**02064**

Multidisciplinary (including social sciences aspects) scientific findings on the status and trends of biodiversity and ecosystem services, plausible future scenarios and storylines and policy responses will be identified and brought to the attention of Member States. Collaboration will be maintained and reinforced with key UN partners. Ecological, socio-economic (including gender) and financial assessments of biodiversity and ecosystem services in BR will be undertaken involving scientists and other major stakeholders including local and indigenous communities. The use of the assessments in designing and planning green development in BR land and seascapes will be promoted through appropriate partnerships with local authorities, private sector and civil society organizations as a contribution to UNESCO's work on green societies for the UNCSD. UNESCO's long-term relationships with institutions such as ERAIFT and the UNESCO Chair on South-South Cooperation in the Amazon Basin will be used to design and develop new courses and curricula that would integrate these emerging concepts and notions in training policy and decision-makers in sustainable development.

**Expected result 21: Sustainable and equitable use of biodiversity and ecosystem services strengthened in collaboration with key United Nations institutions and agencies and regional reference centres**

<i>Performance indicators</i>	<i>Benchmarks</i>
<ul style="list-style-type: none"> <li>■ Contribution to research and monitoring base underpinning Intergovernmental Science-Policy Platform on Biodiversity and Ecosystem Services (IPBES)</li> </ul>	<ul style="list-style-type: none"> <li>– at least 2 international scientific research and monitoring programmes co-sponsored by UNESCO formally linked with IPBES; at least 10 UNESCO sites taking part in the network of sub-global assessments</li> </ul>
<ul style="list-style-type: none"> <li>■ Number of pilot studies on natural resource management and green economies in drylands, tropical forests, mountains, urban areas and coastal areas and islands</li> </ul>	<ul style="list-style-type: none"> <li>– at least 5 regional and thematic research network initiatives for sustainable development operational in all world regions</li> </ul>
<ul style="list-style-type: none"> <li>■ Number of workshops and publications on biodiversity science, environmental conservation and human well-being</li> </ul>	<ul style="list-style-type: none"> <li>– at least 8 international workshops with results published online</li> </ul>

**02065**

Activities shall contribute to the Global Climate Change Field Observatory of UNESCO sites flagship of the UNESCO Climate Change Initiative, including as recommended by the World Heritage Committee (Brasilia, July 2010), to use sites with World Heritage and BR designation to demonstrate World Heritage conservation in the context of regional sustainable development issues and opportunities. Site-specific

assessments will help to attract funding from international financing modalities such as UN-REDD and the CDM. To this end, UNESCO will participate in the meetings of policy organs of UN-REDD and other international climate change mitigation and adaptation financing mechanisms, including the UN Collaborative Programme on Community-Based Adaptation to Climate Change in Developing Countries (UN-CBA). The Observatory will contribute to maximizing the comparative advantages of UNESCO's action focused on addressing the environmental, socio-economic, and cultural impacts of climate change from local to international levels. It also strives to demonstrate the value added of UNESCO's sites for integrated management at the landscape level and to increase the visibility and the use of these sites as priority references for monitoring and adapting to climate change across a wide range of representative ecosystems and through dialogue among all the relevant stakeholders, including local and indigenous communities.

**Expected result 22: Biosphere reserves and natural World Heritage sites integrated, in collaboration with UN-REDD, the clean development mechanism (CDM – Art. 12 of the Kyoto Protocol) and similar climate change mitigation and adaptation financing mechanisms**

<i>Performance indicators</i>	<i>Benchmarks</i>
<ul style="list-style-type: none"> <li>■ Number of joint research and conservation activities between BR and natural World Heritage sites</li> </ul>	<ul style="list-style-type: none"> <li>– <i>at least 6 joint activities</i></li> </ul>
<ul style="list-style-type: none"> <li>■ Number of initiatives between BR and natural World Heritage sites in the context of UN-REDD and UN-REDD+</li> </ul>	<ul style="list-style-type: none"> <li>– <i>at least 4 initiatives operational by MAB/ ICC, the World Heritage Committee or both</i></li> </ul>

**02066**

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.

**Expected result 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**

<i>Performance indicators</i>	<i>Benchmarks</i>
<ul style="list-style-type: none"> <li>■ Joint activities with space partners to improve management, conservation, and dissemination of information about Member States' cultural and natural heritage assets and priority ecosystem conservation status</li> </ul>	<ul style="list-style-type: none"> <li>– <i>at least 20 countries utilizing the data generated</i></li> </ul>

<i>Performance indicators</i>	<i>Benchmarks</i>
<ul style="list-style-type: none"> <li>■ Increased commitment from space partners</li> </ul>	<ul style="list-style-type: none"> <li>– <i>establishment of one new category 2 centre; drafting of an International Charter on ‘Space for Heritage’</i></li> </ul>
<ul style="list-style-type: none"> <li>■ Space technologies shared with universities and outreach activities benefitting from space technologies</li> </ul>	<ul style="list-style-type: none"> <li>– <i>2 international seminars, workshops, training courses; 2 exhibitions for general public</i></li> </ul>

**02067**

Enhancing Member States’ capacities and policies for renewable energy will involve support to international high-level expert meetings and specialized events as well as advisory services for the promotion of national and regional policies and strategies for renewable energy and energy efficiency. It will also entail the organization of regional expert and decision-makers’ meetings and seminars and sharing of relevant knowledge and best practices. Emphasis will be placed on responding to Africa’s needs. Raising awareness of women and youth on renewable energy opportunities and the promotion of S-S and N-S-S partnerships in this area will also be given particular attention.

**Expected result 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**

<i>Performance Indicators</i>	<i>Benchmarks</i>
<ul style="list-style-type: none"> <li>■ Support for renewable energy policies and regional entities provided with technical cooperation and policy advice</li> </ul>	<ul style="list-style-type: none"> <li>– <i>at least 2 policy documents produced</i></li> </ul>
<ul style="list-style-type: none"> <li>■ Innovative experiences and best practices identified and shared within the World Network of Biosphere Reserves (WNBR)</li> </ul>	<ul style="list-style-type: none"> <li>– <i>at least 1 publication on best practices; at least one learning material or tool</i></li> </ul>

**Main line of action 7: Natural disaster risk reduction and mitigation**

**02068**

Vulnerability to natural hazards is unabated. UNESCO’s intersectoral approach to disaster mitigation and vulnerability reduction will help build capacities and foster partnerships using S&T. In the study of natural hazards, the Organization will build on the networks of its international scientific programmes and support risk mitigation measures through innovation, engineering and ICTs. Capacity-building at regional and country levels, including early warning systems for geohazards and floods, will be promoted and policy guidelines developed. Activities will contribute to adaptation to climate change, including on SIDS. The alleviation of risks from floods and droughts in Sub-Saharan Africa will be a priority. Risk reduction efforts in post-disaster situations may be undertaken at the request of Member States. The gender perspective and the role of youth in building a culture of disaster resilience will be strengthened. Participation in the common country approaches for disaster mitigation, such as CCA/UNDAF will be increased.

**02069**

UNESCO will contribute to strengthening international and regional networks and partnerships for disaster resilience by facilitating collaborative hazard risk assessment and mitigation mechanisms and

activities. UNESCO will provide catalytic and financial support to activities of existing platforms, and networks and support surveys and feasibility studies pertaining to the study of geohazards and efforts to mitigate their impact. It will encourage cooperative mechanisms involving scientists, decision-makers and risk managers, who operate through national, subregional, regional and international partnerships on disaster risk reduction. Gender-responsive approaches to disaster risk reduction will be promoted through education and disaster preparedness activities.

**02070**

UNESCO will provide advice for assessing hazard risk and strengthening disaster resilience at local and national levels. The Organization will participate in efforts to elaborate strategies for disaster risk mitigation and preparedness and will contribute to initiatives promoting capacity-building for vulnerable communities. Upon request, the Organization will provide guidance and coordination in science domains to enhance disaster prevention and mitigation efforts through lessons learned from post-disaster studies and integrate such lessons into disaster mitigation efforts. UNESCO will contribute to proposals within the common country programming framework of UN country teams to infuse disaster risk reduction approaches into CCA/UNDAF documents, especially for disaster-prone countries.

**Expected result 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**

<i>Performance Indicators</i>	<i>Benchmarks</i>
<ul style="list-style-type: none"> <li>■ Number of countries actively participating in the networks</li> </ul>	<ul style="list-style-type: none"> <li>– at least 10 countries involved in global initiatives; 3 subregions involved in regional and subregional initiatives</li> </ul>
<ul style="list-style-type: none"> <li>■ Number of countries and institutions supported in disaster risk reduction, including outreach for women’s participation</li> </ul>	<ul style="list-style-type: none"> <li>– at least 3 countries affected by natural disasters supported</li> <li>– 10 countries supported in disaster resilience and risk mitigation efforts, including through CCA/UNDAF</li> <li>– 10 institutions supported in disaster risk mitigation</li> </ul>
<ul style="list-style-type: none"> <li>■ Number of disaster-prone countries including a disaster risk reduction component in CCA/UNDAF</li> </ul>	<ul style="list-style-type: none"> <li>– at least 3 countries</li> </ul>

**02071**

UNESCO will provide guidance on the implementation of best practice and capacity development to produce national country reports on flood risk assessment and socio-economic impacts. UNESCO will develop the human and technical capacity of public institutions to understand and address immediate glacial lake outburst flood (GLOF) risks. UNESCO will foster scientific and technical capacity-building and provide technical cooperation to enable countries to prepare national flood and drought preparedness guidelines and standards, and to develop strategies for groundwater resources management under emergency conditions. The latter will consider factors to reduce the effects of water hazards in the most vulnerable environments and communities.

**Expected result 26: Scientific knowledge base and adaptation capacity of Member States in respect of water hazards at the regional and country levels improved**

<i>Performance Indicators</i>	<i>Benchmarks</i>
<ul style="list-style-type: none"> <li>■ Number of Member States with strengthened hydrological services and number of communities responding to GLOF, floods and drought risks</li> </ul>	<ul style="list-style-type: none"> <li>– 3 African countries using Drought Monitor remote sensing techniques; 2 guidelines developed for flood and drought management; risk and hazard maps for 2 mountain valleys with the highest GLOF risk</li> </ul>
<ul style="list-style-type: none"> <li>■ Tools provided for education and capacity-building concerning impacts of water hazards on water resources management, including development of adaptation strategies</li> </ul>	<ul style="list-style-type: none"> <li>– 1 document on floods issued, including a set of computational tools for applications</li> </ul>
<ul style="list-style-type: none"> <li>■ Number of groundwater studies on hotspots in areas prone to natural hazards</li> </ul>	<ul style="list-style-type: none"> <li>– at least 5 country studies on strategic management of aquifer systems for access to groundwater resources in emergency situations</li> </ul>

# UNESCO-IHE Institute for Water Education (UNESCO-IHE)

## 02100 General Conference resolution 36 C/Res.18 for IHE

*The General Conference,*

*Recognizing* the vital importance of water education and capacity-building in promoting research and training for the sound management of natural resources, and the role of the UNESCO-IHE Institute for Water Education therein,

*Noting* that the Operational Agreement between UNESCO and the Government of the Netherlands in support of the UNESCO-IHE Institute for Water Education was renewed for the period 2008-2013,

*Underlining* the valuable contribution being made by UNESCO-IHE in pursuit of the Millennium Development Goals (MDGs),

*Conscious* that UNESCO-IHE is entirely extrabudgetary, and thus represents a unique model among UNESCO's category 1 institutes, to which innovative and entrepreneurial approaches to management and programme delivery should be applied,

1. *Requests* the Governing Board of UNESCO-IHE to continue its efforts to:
  - (a) further strengthen cooperation with IHP in implementing UNESCO's overall water and sustainable development programme, with special emphasis on the Organization's two global priorities, Africa and gender equality, and on the needs of youth, LDCs and SIDS, as well as those of the most vulnerable segments of society, including indigenous peoples;
  - (b) contribute to the water education thematic programme of the United Nations Decade of Education for Sustainable Development (2005-2014);
  - (c) contribute actively to supporting Member States to acquire the necessary expertise and capacities to achieve MDG 7;
  - (d) support and help implement activities of the United Nations system, in particular the World Water Assessment Programme (WWAP);
  - (e) ensure the highest degree of excellence in the academic programmes offered by UNESCO-IHE;
  - (f) work in partnership with institutions from the South and North to generate knowledge for development, and further increase the accessibility of such knowledge for Member States;
  - (g) continue to innovate with new ways of delivering education and capacity-building services within developing countries themselves, including through distance learning methods with priority given to capacity-building for women;
  - (h) strengthen linkages with water-related category 2 centres, in particular within the framework of UNESCO's overall strategy for water-related category 1 and 2 institutes and centres;

2. *Takes note* of the general principles of the new decadal strategic directions and comprehensive reforms of UNESCO-IHE aimed at expanding its global impact on water education as decided by the UNESCO-IHE Governing Board, and encourages its timely implementation;
3. *Expresses its gratitude* to the Government of the Netherlands as host country to UNESCO-IHE for providing core support which ensures the operation of the Institute, and to the other Member States and institutions that provide support for UNESCO-IHE projects and fellowships;
4. *Appeals* to Member States to make voluntary contributions to UNESCO-IHE, thus demonstrating that Member States are committed to water education and capacity-building, and are willing to play a part in ensuring that category 1 institutes can operate in the long term entirely on extrabudgetary funding;
5. *Requests* the Director-General to report periodically to the governing bodies, in the statutory reports, on the achievement of the following expected results:
  - (1) sustainable development enhanced through water education and training, primarily in developing countries;
  - (2) research capacity in the water sector increased, focusing on MDG-related topics and primarily aimed at solving problems in developing countries;
  - (3) capacity to support local water-related organizations increased.

**02101**

The UNESCO-IHE Institute for Water Education became a category 1 UNESCO institute in 2003. The Institute provides postgraduate and tailor-made training programmes in the fields of water, environment and infrastructure; conducts scientific and applied research; implements an institutional capacity-building and human resource development programme; participates in policy development; and offers advisory services worldwide, particularly for the benefit of developing countries and countries in transition. The Institute is unique in the UN system for delivering fully accredited M.Sc. and Ph.D. degrees. Funding is provided exclusively from extrabudgetary sources. The Institute will continue to build global capacity in the water sector along four lines:

## Education

**02102**

The Institute will offer degree programmes at the M.Sc. and Ph.D. levels. The accreditation of the M.Sc. programmes will be reviewed during 2012-2014 towards their renewal. The accessibility of tertiary water education will be further improved by increasing the number of joint programmes offered in collaboration with partner institutions from the South, establishing a network of mirror sites in different parts of the world, and by increasing the flexibility of the educational offerings in terms of distance education, funding modalities, and exchange of credit points.

## Research

**02103**

As part of the Medium-Term Strategy of IHE, the main research themes are: water security, environmental integrity, urbanization, water management and governance, and information and communication systems. Within these themes, the UNESCO-IHE will spearhead research on climate adaptation, urban water management, water governance, flood resilience and pro-poor sanitation. The Institute will increase the number of students in its Ph.D. programme and sustain the high level of publications in peer-reviewed journals.

## Capacity development

**02104** Through capacity development projects, UNESCO-IHE supports water sector institutions and helps set up water education and research at local universities. The Institute will consolidate its project portfolio and intensify cooperation with selected southern partners to jointly develop capacities with organizations in the South, ensuring priority is given to women participants.

## Partnerships and networks

**02105** UNESCO-IHE's strengths will be reinforced by strong and direct linkages with IHP as well as with other programmes within UNESCO dealing with environment and sustainable development. To that end, a work plan has been developed and endorsed by the IHP Council. UNESCO-IHE will also continue to provide support to regional knowledge networks and will intensify collaboration with selected organizations in the context of the UNESCO-IHE Global Partnership for Water Education and Research. This global partnership will deliver innovative learning courses, implement joint research and promote creative and innovative learning. UNESCO-IHE also will continue to intensify cooperation with various UNESCO category 2 centres. An important cooperation concerns the development of staff capacities of the Brazilian HidroEx institute, including training of trainers, developing tertiary water education curricula and research facilities. With the UNESCO Centre for Water Law, Policy and Science in Dundee, UK, UNESCO-IHE will continue to offer a Masters programme in Water Conflict Management and with ICHARM in Japan UNESCO-IHE will expand joint training in the field of climate adaptation.

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### Expected result 1: Sustainable development enhanced through water education and training, primarily in developing countries

*Performance Indicators:*

- Over 400 water sector professionals from developing countries trained at M.Sc. level, of which one third are women
- Over 1,000 water sector professionals from developing countries trained in short courses, of which one third are women
- More than ten partner universities in the South delivering joint M.Sc. programmes with UNESCO-IHE

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### Expected result 2: Research capacity in the water sector increased, focusing on MDG-related topics and primarily aimed at solving problems in developing countries

*Performance Indicators:*

- A minimum of 350 M.Sc. theses written, out of which one third will be written by female students, all addressing water issues relevant for development
- A minimum of 30 Ph.D. theses completed by research fellows at UNESCO-IHE, all addressing water issues relevant for development
- A minimum of 300 scientific publications in peer-reviewed journals, of which at least 15% will be written by female professors



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**Expected result 3: Capacity to support local water-related organizations increased**

*Performance Indicators:*

- UNESCO-IHE serves as a global campus, with regional institutes in different regions and a network of local knowledge institutes
- Regional capacity development networks supported
- At least eight education projects running

# Abdus Salam International Centre for Theoretical Physics (ICTP)

**02200** General Conference resolution 36 C/Res.19 for ICTP

*The General Conference,*

*Acknowledging* the report of the Abdus Salam International Centre for Theoretical Physics (ICTP) for the 2010-2011 biennium,

*Recognizing* the important role of ICTP, as a category 1 UNESCO centre, in fostering capacities and knowledge in theoretical and applied physics, pure and applied mathematics, and interdisciplinary areas including climate change and disaster risk reduction, with special focus on developing countries, under Major Programme II,

1. *Requests* the ICTP Steering Committee and Scientific Council, in accordance with the ICTP Statutes, host country agreements, and this resolution, when approving the Centre's budget for 2012-2013:
  - (a) to continue to ensure that ICTP goals and activities correspond to UNESCO's strategic programme objectives and to the priorities in the natural sciences, with special emphasis on the Organization's two global priorities, Africa and gender equality, and on the needs of youth, LDCs and SIDS as well as those of the most vulnerable segments of society, including indigenous peoples;
  - (b) to reinforce ICTP capacity for advanced research, training and networking in the physical and mathematical sciences, as well as in interdisciplinary areas, for the benefit of scientists from developing countries, ensuring that staff scientists remain at the forefront of their fields;
  - (c) to support the Centre's efforts in the use of theoretical physics and mathematics to advance scientific understanding of global environmental changes and sustainable development;
  - (d) to explore such avenues as medical physics, computation, biophysics, nuclear physics, nanotechnology, earth system physics including interdisciplinary areas such as climate change;
  - (e) to strengthen scientific cooperation in areas of common interest with Italian government research institutions and other interested institutions of Member States of UNESCO, especially in developing countries, within the core mandate of UNESCO, with the International Atomic Energy Agency (IAEA), and with other concerned entities in the United Nations system;
2. *Authorizes* the Director-General to support ICTP by providing a financial allocation of \$1,015,000 under Major Programme II;
3. *Expresses its gratitude* to the International Atomic Energy Agency (IAEA), to the Italian Government, which gives a substantial financial contribution and provides premises to the Centre free of charge, and to the Member States and foundations that have supported the Centre through voluntary contributions, and invites them to continue their support in 2012-2013 and beyond;

4. *Appeals* to Member States, international organizations, donor agencies, foundations and the private sector to provide or renew support to enable ICTP to implement and expand the activities envisaged for the 2012-2013 biennium;
5. *Requests* the Director-General to report periodically to the governing bodies, in the statutory reports, on the achievement of the following expected results:
  - (1) science, technology and innovation (STI) policies implemented, related capacities built, excellence promoted, and regional collaboration in developing countries supported;
  - (2) access increased to scientific knowledge for scientists and science educators, especially from developing countries;
  - (3) 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.

**02201** The Abdus Salam International Centre for Theoretical Physics (ICTP) in Trieste was founded in 1964 with the following aims: to foster the growth of advanced studies and research in physical and mathematical sciences, especially in developing countries; to provide an international forum for scientific contacts between scientists from all countries; and to provide to its associates and fellows – mainly from developing countries – facilities for conducting original research. ICTP has contributed to the advancement of basic sciences in the developing world, organizing many regional activities in these countries and providing excellent research conditions for their scientists through long-term visits to its Trieste campus. In this way, ICTP has helped these scientists to keep active in research, and contribute more efficiently to capacity-building and development of their native countries.

**02202** ICTP is an entity jointly operated by UNESCO and the International Atomic Energy Agency (IAEA), largely benefiting from extrabudgetary resources, in particular provided by Italy (an estimated 90% of the total budget). Since 1996, UNESCO has been responsible for the administrative management of the Centre, prior to which it was administered by IAEA. The Centre enjoys a large degree of intellectual and functional autonomy.

## Strategy

**02203** ICTP aims to foster capacities and knowledge through strong research and training activities in the physical sciences and mathematics. Supporting scientists in developing countries remains its central task. This is accomplished through its in-house research activities in various branches of physics and mathematics, as well as the Associates Scheme, Federation Arrangements, the Diploma Programme, External Activities and the Programme for Training and Research in Italian Laboratories (TRIL). Each year ICTP organizes about 60 high-level conferences, workshops and schools in many areas of basic and applied sciences, ranging from its main research subjects to medical physics, computation, biophysics, nuclear physics and nanotechnology including interdisciplinary areas. In addition, ICTP has regular postdoctoral fellows, as well as short-term and long-term visitors.

**02204** ICTP will continue to give priority to Africa, to LDCs, and to female scientists, in order to at least maintain the results achieved in recent years. The number of applications for training activities received by ICTP from Africa has nearly doubled, from 1096 in 2000 to 1949 in 2009. Over the past nine years the number of women participating in ICTP activities has increased steadily and now stands at 20%. In 2009, the percentage of women participation in the ICTP/IAEA STEP Programme reached 35%.

The Centre will continue to pursue efforts to increase the participation of women scientists in its programmes.

**02205** ICTP aims for a leading role in promoting better working conditions for scientists in the developing world. ICTP aspires to assist science policy-makers and scientists in the creation of regional centres of excellence and active scientific networks. To confront these new challenges, ICTP will collaborate with scientists in emerging economies, thus assisting the poorest regions in Africa, Latin America and Asia whilst also strengthening research activities in Trieste. All its activities and its strategy are in line with and support UNESCO's global priorities while upholding its five established functions (laboratory of ideas, standard-setter, clearing house, capacity-builder, catalyst for international cooperation).

**02206** ICTP shares common interests and objectives with the Division of Science Policy and Sustainable Development through the IBSP, the Division of Ecological and Earth Sciences, the Division of Water Sciences, and the IOC, and will contribute to joint activities while exploring other modalities to further collaboration. Together with IAEA, ICTP runs the Sandwich Training Educational Programme, which aims to strengthen the scientific capability of young scientists and researchers from IAEA developing Member States. The Centre will continue its involvement in the SESAME programme and will expand its cooperation with the European Organization for Nuclear Research (CERN). It will actively seek to increase collaboration with other scientific institutions and has signed agreements with important institutions; following the successful "ICTP after 45: Sustainable Development for a Changing World" conference in late 2010, more agreements will follow. ICTP already collaborates closely with the AU and NEPAD. These collaborations ensure ICTP contributes to specific country needs in science.

**02207** Through agreements with national or high level entities, and by establishing ICTP regional branch institutes and centres of excellence, ICTP will support developing countries in implementation of STI policies, the building of related capacities, promoting excellence and regional collaboration and networks. Furthermore, by developing improved internet-based techniques and new e-learning methods it will increase access to scientific knowledge and supplement resources already available in the traditional classroom. In this context and in the area of the physical sciences and mathematics, it will coordinate with UNESCO and other institutions in a coherent programme of scientific education for teachers and create a library and/or archive of online videos by subject for various levels.

**02208** The ICTP will also organize conferences, workshops and schools for scientists, especially from developing countries, and host similar events. The existing TRIL will be expanded to TREL (Training and Research in European Laboratories). In addition the ICTP will initiate a programme on energy and sustainability, an important topic for developing countries with special needs for energy use and production. The programme will complement existing activities within its Earth System Physics and Condensed Matter Physics Sections. In this context, the Centre envisages the expansion of the current activities in its Earth Systems Physics Section within oceanography, the study of climate impacts on water resources, food production, health, as well as climate-lithosphere interactions. Such new interdisciplinary research will meet the increasing interest in possible interactions between climate (and climate change) and seismic activity. In the area of natural disaster risk reduction and mitigation, it will continue its engagement in programmes such as creating a pan-African network in climate modelling to identify African end-user groups and address their needs.

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**Expected result 1: Science, technology and innovation (STI) policies implemented, related capacities built, excellence promoted and regional collaboration in developing countries supported**

*Performance Indicators:*

- ICTP regional branch institutes or centres of excellence established
- Agreements with national or senior scientific entities established

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**Expected result 2: Access increased to scientific knowledge for scientists and science educators, especially from developing countries**

*Performance Indicators:*

- High-level training activities organized
- Library and/or archive of online videos organized by subject and level
- Ph.D. programme at ICTP established
- Programme on energy and sustainability initiated
- Coherent programme of science education for teachers organized
- Library and/or archive of online videos established

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**Expected result 3: 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**

*Performance Indicators:*

- Activities within the Earth System Physics Section developed
- Pan-African network in climate modelling supported

**MP III**

**Social and human sciences**

# Major Programme III

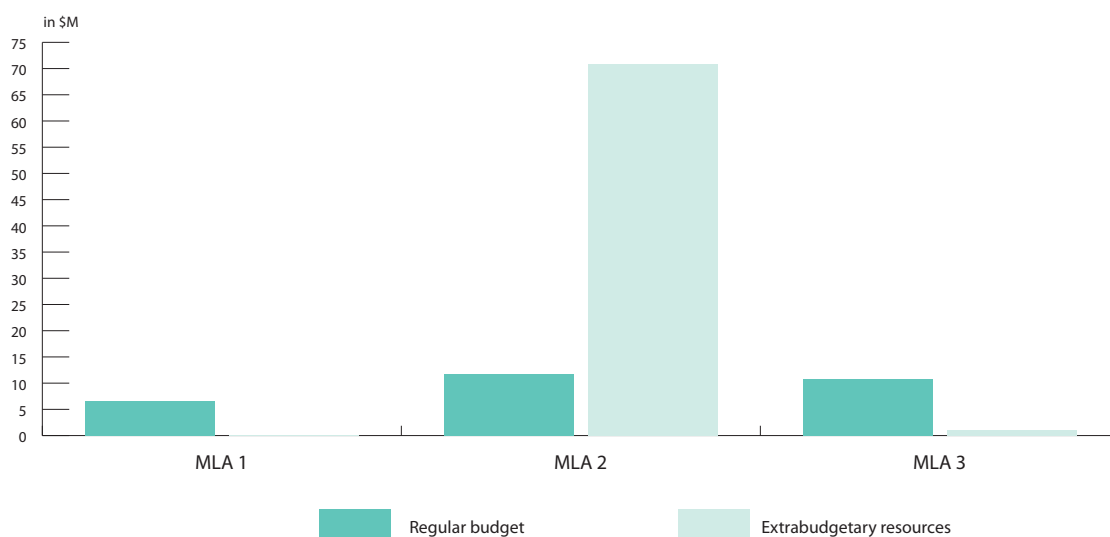
## SHS 1

Main line of action	Regular budget			Total 36 C/5 Approved	Extrabudgetary resources <sup>(1)</sup>
	Activities	Staff			
		Programme- related staff	Administrative Support		
	\$	\$	\$	\$	\$
MLA 1 Supporting Member States in the development of policies and advocacy in the ethics of science and technology, especially bioethics	1 862 100	4 321 600	407 900	<b>6 591 600</b>	92 500
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	3 616 000	8 049 200	407 900	<b>12 073 100</b>	70 837 200
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	3 196 000	6 962 100	407 900	<b>10 566 000</b>	977 200
<b>Total, Major Programme III</b>	<b>8 674 100</b>	<b>19 332 900</b>	<b>1 223 700</b>	<b>29 230 700</b>	<b>71 906 900</b>

(1) Projects to be implemented in 2012-2013 for which funds have already been received or firmly committed, including posts financed from Programme Support Costs (PSC) income.

## Distribution of resources

### Total resources (staff and activities)



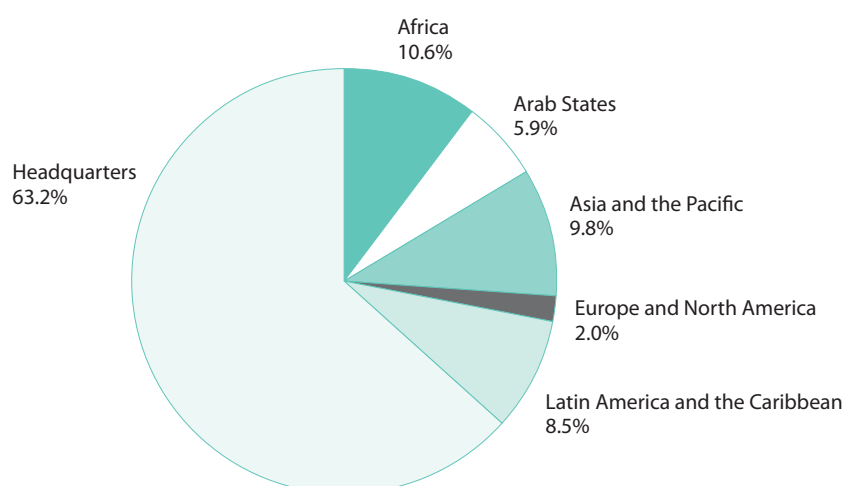
## SHS 2

Decentralization of budget and established posts by implementing region							
Implementing region/ Headquarters	36 C/5 Approved						
	Activities		Staff			Total	
	\$	Weight	\$	Weight	Posts <sup>(1)</sup>	\$	Weight
Africa	1 444 000	16.6%	1 641 700	8.0%	7	3 085 700	10.6%
Arab States	818 000	9.4%	902 500	4.4%	3	1 720 500	5.9%
Asia and the Pacific	712 000	8.2%	2 162 400	10.5%	7	2 874 400	9.8%
Europe and North America	456 000	5.3%	117 800	0.6%	1	573 800	2.0%
Latin America and the Caribbean	998 000	11.5%	1 500 200	7.3%	5	2 498 200	8.5%
<b>Total, Field</b>	<b>4 428 000</b>	<b>51.0%</b>	<b>6 324 600</b>	<b>30.8%</b>	<b>23</b>	<b>10 752 600</b>	<b>36.8%</b>
<b>Headquarters</b>	<b>4 246 100</b>	<b>49.0%</b>	<b>14 232 000</b>	<b>69.2%</b>	<b>61</b>	<b>18 478 100</b>	<b>63.2%</b>
<b>TOTAL (Headquarters + Field)</b>	<b>8 674 100</b>	<b>100.0%</b>	<b>20 556 600</b>	<b>100.0%</b>	<b>84</b>	<b>29 230 700</b>	<b>100.0%</b>

(1) In addition to the posts funded from the regular budget, 2 posts are funded from the PSC income.

## Distribution of resources by Region and Headquarters

### Regular budget



## Indicative Sector's contribution to Global Priorities

	Indicative resources	% of total activity budget
	\$	%
Global Priority Africa	1 444 000	16.6
Global Priority Gender Equality	1 136 000	13.1



# Major Programme III

## Social and human sciences

**03000** General Conference resolution 36 C/Res.34 for Major Programme III

### *The General Conference*

1. *Authorizes* the Director-General:

- (a) to implement the plan of action for Major Programme III, structured around the following two biennial sectoral priorities and three main lines of action, with special emphasis on Africa, gender equality, youth and the most vulnerable segments of society, LDCs, SIDS, and countries in post-conflict and post-disaster situations;
- (b) to resort also in the implementation of the plan of action for Major Programme III to South-South and North-South-South cooperation as complementary modalities for delivery of the programme and to continue to develop partnerships with civil society, the private sector, organizations of the United Nations system and other international organizations at all stages of programme development, in order to:

### **Biennial sectoral priority 1: Promoting the ethics of science and technology**

- (i) support prospective studies and foresight with respect to new and emerging ethical challenges, in particular within the framework of an ethical approach to sustainable development;
- (ii) promote existing standard-setting instruments in the field of bioethics (Universal Declaration on the Human Genome and Human Rights, International Declaration on Human Genetic Data, Universal Declaration on Bioethics and Human Rights) and science ethics (1974 Recommendation on the Status of Scientific Researchers and 1999 Declaration on Science and the Use of Scientific Knowledge), and support Member States in their implementation, and explore the appropriateness of a standard-setting instrument in ethical principles pertaining to climate change;
- (iii) build capacities to support the development of bodies, institutions and policies at the national level to enable developing countries to address the ethical challenges of science and technology, with particular reference:
  - to the role of national bioethics committees in enhancing the capacity of Member States at the national level to identify and address bioethical challenges with due regard to appropriate human rights and gender equality frameworks;
  - to the development of ethically grounded policies to respond to development challenges arising from converging technologies and global environmental change;

- (iv) ensure, through education and awareness-raising, that relevant audiences are familiarized both with key ethical challenges and with the resources available to address them, in particular through the maintenance and development of the online Global Ethics Observatory (GEObs) and the development and dissemination of appropriate pedagogical materials;
- (v) foster international, regional and national debate on ethical issues relating to the development of science and technology, especially bioethics, through the work of the World Commission on the Ethics of Scientific Knowledge and Technology (COMEST), the International Bioethics Committee (IBC) and the Intergovernmental Bioethics Committee (IGBC);

**Biennial sectoral priority 2: Supporting Member States in their responses to social transformations, notably to promote democracy and sustainable development for the consolidation of a culture of peace and non-violence**

- (vi) address social transformations and other global challenges on the basis of human rights, particularly in the context of the social inclusion of vulnerable groups, responding to the social and human dimensions of global environmental change, supporting youth development and participation in society, and contribute to preventing and overcoming violence affecting youth and women;
- (vii) advance knowledge on human rights in the fields of competence of UNESCO, with particular emphasis on the right to enjoy the benefits of scientific progress and on the right to freedom of expression for scientists and intellectuals, and contribute to human rights mainstreaming within the United Nations Development Group (UNDG) through training on the human rights approach to programming;
- (viii) foster the social inclusion of vulnerable populations through the MOST Programme and the implementation of UNESCO's Integrated Strategy to Combat Racism, Discrimination, Xenophobia and Related Intolerance for the purpose of improving public environments in cities in order to promote social inclusion and to enhance youth-led opportunities for social innovation by:
  - reinforcing capacities to design inclusive and democratic policies including at the level of local authorities, working through the coalitions of cities against racism and discrimination and similar city networks, with particular reference to the situation of migrants;
  - combating HIV and AIDS related discrimination;
  - promoting analysis and studies of the gender-related impact of social transformations in order to support the design of targeted policies;
- (ix) develop innovative actions for the fostering of a culture of peace through enhancement of democratic processes, reconciliation and non-violence, with particular emphasis on:
  - the prevention of violence against women and girls, especially in conflict and post-conflict situations and the development of programmes in the area of prevention of youth violence;
  - the role of youth as partners in national and community development, peace and non-violence by promoting a rights-based policy environment for successful transitions to adulthood and constructive social engagement, particularly through the implementation of the UNESCO Strategy on African Youth and by building

on findings and best practices in this area in other regions, especially in Latin America and the Caribbean;

- the continued enhancement of the organization of the UNESCO Youth Forum, benefiting from a review of past experience;
- (x) foster philosophical reflection and capacities for critical thinking within contemporary societies to identify and analyse the current and emerging challenges that need to be addressed for the establishment of a robust culture of peace, in particular through the promotion of spaces of exchange and of the inclusion of philosophy teaching in formal and non-formal education;
- (xi) strengthen social science capacities, especially in developing countries, in order to mobilize the skills, capacities, knowledge and infrastructures that reside within the social sciences as drivers of growth and innovation, within a framework of social development and inclusion, particularly through the mechanisms and activities of the MOST Programme;
- (xii) promote inclusion in international agendas of the inherently social and human dimensions of global environmental change, drawing on the contributions of the social and human sciences, and paying priority attention to the situation of LDCs and SIDS, notably with respect to climate-driven migration, working in particular through the MOST Programme, the work of the World Commission on the Ethics of Scientific Knowledge and Technology (COMEST), cooperation with the International Social Science Council (ISSC), notably in connection with the Second World Social Science Forum and the World Social Science Report; and United Nations processes, including the United Nations Task Force on the Social Dimensions of Climate Change;
- (xiii) capitalize on the potential of sport for social transformation, social inclusion and development, and peace processes, working, where appropriate, through the Intergovernmental Committee on Physical Education and Sport (CIGEPS) and its advisory body, the Permanent Consultative Council (PCC) by:
- setting up strategic partnerships to promote the role and potential of sport as an engine of development;
  - providing advice and good practices to Member States to integrate the social dimension of sport into public policy and programmes, particularly with regard to physical education and community sport;
  - engaging in international efforts to tackle doping in sport through administration and monitoring of the International Convention against Doping in Sport, as well as continuing to provide technical assistance, policy advice and financial assistance to States Parties (with priority given to Africa, LDCs and SIDS) from the Fund for the Elimination of Doping in Sport for the implementation of effective anti-doping activities;
- (c) to allocate an amount of \$8,674,100 for activity costs, and \$20,556,600 for staff costs;
2. *Requests* the Director-General:
- (a) to implement the various activities authorized by this resolution, working as appropriate through intersectoral platforms;
- (b) to report periodically to the governing bodies, in the statutory reports, on the achievement of the following expected results, including relevant performance indicators:

**Main line of action 1:** Supporting Member States in the development of policies and advocacy in the ethics of science and technology, especially bioethics

- (1) Capacity of Member States enhanced at the national level to identify and address bioethical challenges, with due regard to appropriate human rights and gender equality frameworks;
- (2) Promotion and implementation of the International Convention against Doping in Sport ensured;

**Main line of action 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

- (3) Understanding improved of the implications of social inclusion for the promotion of a culture of peace, integrating human rights and democratic principles;
- (4) Social change conducive to peace and non-violence promoted through youth-led social innovation and involvement of young women and men in their communities;

**Main line of action 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

- (5) Capacities and awareness improved in Member States and at the international level for developing, implementing and monitoring policies that promote social inclusion of all groups in society, especially youth, women, migrants, and people with disabilities;
- (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;

3. *Also requests* the Director-General to report in her six-monthly statutory reports on the execution of the programme adopted by the General Conference on measures taken to optimize the use of resources in the implementation of programme activities, including travel, contractual services and publications;
4. *Further requests* the Director-General to implement the programme in such a manner that the expected results defined for the two global priorities, Africa and gender equality, pertaining to Major Programme III are also fully achieved.

# Major Programme III

## Social and human sciences

### Reinforcing impact in 2012-2013

#### 03001

The work of the Social and Human Sciences Sector will address emerging social and ethical challenges, which constitute Overarching Objective 3 of the Medium-Term Strategy 2008-2013 (34 C/4), with due regard for the mobilization of social and human science knowledge for sustainable development (contributing to Overarching Objective 2) and for the fostering of a culture of peace (contributing to Overarching Objective 4). Building on the achievements of the programme as implemented between 2008 and 2011, Major Programme III will contribute as follows to the expected results of the 34 C/4, within an overarching human rights framework:

- International debate having been stimulated on bioethics, emphasis will be put on support for pertinent national action to embed ethical principles not just in national policies but in routine institutional practices.
- Member States will be supported in their efforts towards creating more inclusive, just and equitable societies. Activities will seek to address emerging challenges of social exclusion and turn them into opportunities for social innovation through better policies and practices, using the development of indicators of social inclusion policies and philosophical reflection in the service of a culture of peace.
- In addition to continuing work to strengthen social science capacities on the social dimensions of environmental change, emphasis will be put on developing practical support for national adaptation policies.
- Building on the promotion of youth participation in their communities, emphasis will be put on fostering youth-led social innovation to support non-violence, conflict resolution, social and economic opportunities and successful transition to adulthood.

#### 03002

Within the framework of the 34 C/4, the MP III 36 C/5 reflects the spirit of the Independent External Evaluation, and includes a number of innovative features. In particular, MP III now offers:

- **stronger integration**, for instance ensuring an explicit connection between environmental dynamics and social transformations; environmental change, social inclusion/exclusion, and transformation of social and cultural structures; and stressing youth as a force for peace and social change;
- **enhanced focus**, exploiting key intersections, such as the relation between social inclusion and anti-discrimination at city level; social change to promote peace and non-violence through youth; the connection between the dynamics of growth and innovation and robust national social science capacities; and promoting the power of sport as catalyst for social inclusion;
- **improved articulation** of cross-cutting themes such as sustainable social development and global environmental change, to enhance synergies and programme delivery;

- **more practical emphasis** on specific and feasible deliverables in all programme areas, with particular reference to capacity-building toolkits and best practices.

**03003**

Contemporary societies are undergoing rapid transformations in response to a series of distinct but interrelated dynamics that offer the potential for inclusive social change conducive to peace, non-violence, sustainable development, justice and respect for human rights, but also give rise to major threats. Demographic change, urbanization, competition for scarce resources, migration and diversity – these are among the pressures that, if inadequately managed, may foster intolerance and conflict. Nothing in the dynamics of contemporary social transformations guarantees that they will be consistent with or conducive to the ethical principles by which the international community defines itself. Young people typically bear the brunt of these pressures, and will inherit their consequences, but also have the potential and energy to respond in innovative ways that can genuinely transform their societies.

**03004**

In order to analyze such challenges, to make sense of their implications and to respond to them adequately, the resources of the social and human sciences are indispensable. Yet, as shown by the *World Social Science Report*, published in 2010, major gaps remain in the social science knowledge base, regional coverage is sharply skewed, and relevant knowledge is not systematically used to leverage the positive social transformations that it has the potential to enable. Similarly, the humanities – in particular philosophy, which has a crucial role to play in promoting critical thinking – have a major contribution to make to global, regional and national responses to contemporary social and ethical challenges

**03005**

At the most general level, Major Programme III is therefore shaped by a dual objective:

- to contribute to the enhancement of the social and human sciences knowledge base,
- to foster knowledge transfer to relevant policy communities in order to leverage social transformations conducive to universal values of justice, freedom and human rights.

**Biennial sectoral priorities for 2012-2013***Biennial sectoral priority 1:*

Promoting the ethics of science and technology

*Biennial sectoral priority 2:*

Supporting Member States in their responses to social transformations, notably to promote democracy and sustainable development for the consolidation of a culture of peace and non-violence

**Internationally agreed development goals and commitments**

Millennium Development Goals (MDGs), in particular MDG 1

United Nations Millennium Declaration

2005 World Summit Outcome Document

International Convention against Doping in Sport (2005)

Vienna Declaration and Programme of Action adopted by the World Conference on Human Rights (1993)

Declaration and Programme of Action for the International Decade for a Culture of Peace and Non-Violence for the Children of the World (2001-2010)

Plan of Action adopted by the World Conference against Racism, Racial Discrimination, Xenophobia and Related Intolerance (2001)

International instruments in bioethics, including the Universal Declaration on the Human Genome and Human Rights (1997), the International Declaration on Human Genetic Data (2003), and the Universal Declaration on Bioethics and Human Rights (2005)

Declaration on the Responsibilities of the Present Generations Towards Future Generations (1997)

Rio Declaration on the Environment and Development (1992)

Convention on the Rights of Persons with Disabilities (2006)

Copenhagen Declaration and Programme of Action adopted at the World Summit for Social Development (1995)

UN Security Council resolution 1325 on violence against women (2000)

UN General Assembly resolution 65/1 on Keeping the promise: united to achieve the Millennium Development Goals

Mauritius Strategy for the Further Implementation of the Programme of Action for the Sustainable Development of SIDS

UN General Assembly resolution 65/159 on the protection of global climate for present and future generations of humankind

The overall effectiveness of Major Programme III will be enhanced by building on the interdisciplinary approach of the social and human sciences in order to grasp the complexity of ethical challenges and social transformations in the contemporary world. In all its components, MP III will therefore put in place intra- and intersectoral working methods, integrating indispensable cross-cutting approaches in addition to the specific objectives and modalities of the three Main Lines of Action. The intergovernmental MOST Programme (“Management of Social Transformations”) will provide a mechanism for interdisciplinary work on social inclusion, social dimensions of global environmental change strengthening social science capacities and national research systems. Cross-cutting

interdisciplinary efforts will focus in particular on the needs of Africa, women, youth and the most vulnerable segments of society, LDCs, SIDS, and countries in post-conflict and post-disaster situations.

**03008** MP III will put special emphasis on a human rights-based approach (HRBA) to programming within the context of UN human rights mainstreaming at country level, with particular reference to HRBA training within the respective intersectoral strategy. Emphasis will also be put on deployment of tools to empower vulnerable segments of society in post-conflict and post-disaster situations.

**03009** Social transformations and ethical challenges will be envisaged by MP III within a comprehensive sustainable development framework that connects them to the Millennium Development Goals and other internationally agreed development goals. The requirement to place human beings “at the centre of concerns for sustainable development”, as expressed by Principle 1 of the 1992 Rio Declaration on the Environment and Development, points to the need to mobilize the social and human sciences to promote a qualitative, and thereby ethical and human rights based, rather than merely quantitative approach to development. MP III will thus contribute directly to rethinking humanism in the face of the challenges of the 21st century.

**03010** A comprehensive approach to development in terms of social transformations requires innovation both in thinking and in action. Fragmented understanding of and responses to comprehensive and cross-cutting dynamics do not offer solutions – they are part of the problem. Conversely, social innovation in the face of contemporary challenges calls for articulation of fresh thinking with an experimental, context-sensitive approach to policy design and social engagement, based on recognition of the limits of technical expert knowledge and the untapped potential of lay knowledgeability. This social innovation perspective will run through MP III.

**03011** Some key ethical challenges are well identified in relation to the social transformations from which they spring and to which they contribute. For example, the issues and principles of bioethics have a clear conceptual basis and modalities for action, which are dealt with under MLA 1 below. Other challenges of an emerging or speculative nature may be poorly identified or understood, although their social implications may become significant over a fairly short timeframe. For this reason, MP III will put cross-cutting emphasis on a foresight approach encouraging critical and historically informed thinking, drawing in particular on philosophy, to identify and respond to emerging social and ethical challenges on an innovative, pluralistic, multicultural and multidisciplinary basis.

**03012** Global environmental change – including processes such as biodiversity loss, freshwater scarcity and climate change – is a major driver of social transformation. It gives rise to ethical challenges that need to be grasped within a framework of critical thinking. In view of its comprehensive and wide-ranging implications, global environmental change must be recognized as an essentially social process. Major Programme III will therefore address global environmental change (GEC) as a cross-cutting challenge calling upon the resources of the social sciences, environmental and development ethics, and critical thinking in the humanities. Global environmental change is central to MDG 7 as well as to LDC priorities, as indicated by the outcome document of the September 2010 MDG review summit and by UN General Assembly Resolution 65/1. It also connects directly to the Mauritius Strategy for the Further Implementation of the Programme of Action for the Sustainable Development of SIDS, as reviewed and reaffirmed in September 2010, as well as to the concerns about climate change and development expressed by the UN General Assembly in resolution 65/159.

**03013** Recognizing the fragility of peace based solely on a balance of power, MP III will direct its activities towards improved understanding and practical promotion of the conditions for a culture of peace. The orientation of science and technology towards peace and the benefit of humankind as a whole will be



promoted and supported on the basis of internationally agreed ethical principles. In the context of the defence and promotion of human rights, including particularly the prevention of violence against women, reconciliation and democracy will be fostered notably through philosophical dialogue as well as youth empowerment and civic engagement. Practical policies to foster social inclusion, which constitutes a crucial background condition for a culture of peace, will be supported both by the human rights based approach to democracy, reconciliation and dialogue and by the contribution of the social sciences to understanding the dynamics and tensions that threaten inclusion in contemporary societies.

**03014** Creating opportunities for youth to engage as partners for development and peace in their communities will be central for MP III. Undergoing by definition a period of transition, youth embody the very notion of innovation and are increasingly mobilized and inspired to create change in their communities. If they are provided with the appropriate environment - from skills to spaces and networks, from programmes to policies – they can deliver innovative responses to challenges not only affecting them but their communities as a whole, thereby contributing to the realization of Internationally Agreed Development Goals. This window of opportunity is further accentuated by the demographic prevalence of youth globally and, particularly, in developing countries, as well as advances in terms of their access to education, literacy, ICTs, health and well-being and participation in society. These stress the importance of involving young people in strategies for national development or reconstruction, prevention of social conflict and peaceful transitions. MP III will encourage youth-led social innovation as a means to support youth participation in political and social processes, strengthen civil society, prevent violence and enable youth to gain the experience, knowledge, values and life skills necessary for success in careers, education and community life. Sport, culture and non-formal education will be leveraged as key entry points for such interventions.

**03015** With respect to Africa, there will be targeted interventions under each MLA. In addition, MP III will implement a cross-cutting ethically informed emphasis on development, environmental and social change, and foresight, which will be of direct benefit to Africa in terms of mapping possible futures and contributing to the new imagination required for Africa to take charge of its future. The outcomes of the critical thinking promoted in this regard, with the active involvement of African intellectual communities, will be disseminated in Africa through the range of field activities under each MLA as well as publications and the development of online resources.

**03016** Within the Priority Gender Equality Action Plan 2008-2013, contributing to MDG 3, MP III will cooperate as appropriate with regional gender research networks and programmes to explore the challenges to women's and girls' enjoyment of human rights in the context of conflict and post-conflict, with particular emphasis on the prevention of violence against women and girls. Gender concerns will also be mainstreamed into activities dealing with migration, environmental issues, youth, sport and bioethics. In each case, the issue is to conduct gendered analysis of the social transformations and ethical challenges in order to identify specific gender dimensions that can be addressed through appropriately targeted policies. Raising awareness about such policies and promoting and supporting their adoption constitute tangible contributions to enhanced gender equality.

**03017** In relevant areas, MP III will leverage positive social transformations by tapping into the potential of sport to enhance social capital, with particular reference to the concerns about peace and development expressed in UN General Assembly Resolution 65/4. In addition to the values fostered by active participation in sport, the social organization of sport at the amateur level mobilizes large numbers of committed volunteers developing skills and networks that are transferable to other areas of social engagement. Commitment to action against doping in sport responds directly to the same concerns, by underwriting the integrity not just of the values but also of the institutions and practice of sport at all levels.

- 03018** With the objective of ensuring activity design on the basis of state-of-the-art knowledge, emphasis will be placed on building, in areas relevant to MP III, a critical mass of content derived from social and human science research. With respect to disseminating and sharing knowledge and available information stemming from programme implementation, greater use will be made of ICTs, including web-based dissemination, social networking and remote education. Opportunities will also be sought for further enhancement of ICT mobilization in areas such as web-based learning, open access, virtual conferencing, and online virtual libraries and repositories.
- 03019** In all its activities, MP III will operate through partnership as a strategic approach not just to leverage resources but also to consolidate and mobilize communities of concern around shared objectives. To that extent, partnerships with NGOs, the private sector, professional bodies, parliamentarians, and multilateral institutions, will serve as a capacity-building mechanism, in particular within the framework of South-South cooperation. Selected partnerships will be further reinforced and enlarged to bring in other partners, including as appropriate the media, to ensure programme relevance, more effective implementation and better interconnectivity.
- 03020** In reflecting on key issues and priorities as well as in detailed activity design, MP III will work closely with National Commissions, UNESCO Chairs and category 2 centres. Joint work with UN agencies will also be favoured as a mechanism to ensure effective UNESCO delivery in areas of shared competence or overlapping concern, whether through existing bodies or on an ad hoc basis, including in particular through the Interagency Committee on Bioethics, the Interagency Task Team on the Social Dimensions of Climate Change, the Interagency Network on Youth, and the Global Migration Group.
- 03021** Increased impact at country level will be sought through enhanced cooperation with the United Nations system in the framework of Delivering as One. In contributing to Common Country Assessments (CCA) and United Nation Development Assistance Frameworks (UNDAF), MP III will in particular advocate the human rights approach to programming. Activities will also build capacities at country level to understand and respond to ethical challenges and social transformations, as well as the role that young people can play in the process of democracy, reconciliation and culture of peace and non-violence.
- 03022** In line with UNESCO-wide efforts, MP III will target efforts to sensitize the media and identify target audiences that can be reached through appropriate media outreach. To this end, MP III will also promote and foster an active and informed involvement of relevant stakeholders in programme reflection, design, delivery and assessment.
- 03023** Based on the achievements of the 35 C/5, and taking account of the shared and cross-cutting objectives and modalities summarized above, MP III will structure its work along **two Biennial sectoral priorities** and **three Main lines of action**.

## Biennial sectoral priority 1: Promoting the ethics of science and technology

### Main line of action 1: Supporting Member States in the development of policies and advocacy in the ethics of science and technology, especially bioethics

**03024** Using all relevant intellectual and technical resources at its disposal, and especially those of intergovernmental bodies – the Conference of Parties of the International Convention Against Doping in Sport (2005) and the Intergovernmental Bioethics Committee (IGBC) – and of international expert bodies, such as the International Bioethics Committee (IBC), the World Commission on the Ethics of Scientific Knowledge and Technology (COMEST) and the UNESCO Chairs, MP III will operate at four levels, each connected to specific Strategic Programme Objectives:

- as **laboratory of ideas**, by supporting prospective studies and foresight with respect to new and emerging ethical challenges, including those raised by cutting-edge developments in biotechnology, while continuing to advance global reflection on core bioethical principles within UNESCO's mandate;
- as **standard setter**, by promoting existing normative instruments in the field of bioethics (the Universal Declaration on the Human Genome and Human Rights, the International Declaration on Human Genetic Data, the Universal Declaration on Bioethics and Human Rights), science ethics, and ethics (the International Convention Against Doping in Sport);
- by **capacity-building**, focusing in particular on supporting the development of bodies, institutions and policies at national level to enable developing countries to address ethical challenges, particularly in bioethics (SPO 6, as well as specific contributions to SPOs 3, 5 and 7 in the respective policy areas);
- by **education and awareness-raising**, to ensure that relevant audiences are familiarized both with key ethical challenges and with the resources available to address them (SPO 6).

**03025** The MLA will contribute to the intersectoral platform on Priority Africa. The coordination and synergy of activities of United Nations system organizations and other intergovernmental organizations as well as programmes in the area of bioethics will also be strengthened through the United Nations Interagency Committee on Bioethics.

**03026** Based on a broad and inclusive nature of the concepts of Bioethics, as reflected in UNESCO's standard-setting instruments, the responses to the major ethical issues raised by science and technology will be enhanced by focusing on selected areas such as the dissemination and promotion of normative instruments in the field of bioethics, establishment of national bioethics committees and ethics education. Priority will be given to increasing the pace of coverage of capacity-building activities, particularly in Africa and LDCs. The role of gender perspectives and human rights standards will be reinforced in capacity-building efforts aimed at providing responses to bioethical challenges. The work of the National Bioethics Committees established or supported by Major Programme III contributes directly to MDGs 4 and 5 in so far as Article 14 of the Universal Declaration of Bioethics and Human Rights enshrines the principle of social responsibility, which underpins proper and equitable access to health care and medication for all and particularly for women and children.

**Expected result 1: Capacity of Member States enhanced at the national level to identify and address bioethical challenges, with due regard to appropriate human rights and gender equality frameworks**

<i>Performance indicators</i>
<ul style="list-style-type: none"> <li>■ Number of countries supported in building their capacities in bioethics, including the establishment of National Bioethics Committees</li> <li>■ 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</li> <li>■ Number of universities introducing the Core Curriculum in medicine and other relevant schools</li> </ul>

**03027**

UNESCO remains deeply concerned about the erosion of ethics and the gross inequity caused by doping in sport. This practice undermines the integrity of sport and its ability to deliver broad socio-economic benefits. UNESCO will, therefore, continue to build on the International Convention against Doping in Sport (2005) which provides a framework for governments to actively engage in the fight against doping in sport and to reinforce sporting values and ethics. The programme will focus on the administration and monitoring of the Convention, as well as continuing to provide technical assistance, policy advice and financial assistance to States Parties (with priority given to Africa, LDCs and SIDS) from the Fund for the Elimination of Doping in Sport for the implementation of effective anti-doping programmes. New activities will focus on data collection and sharing good practices through the Anti-Doping Database (ADDbase) as well as education and training, particularly among young people and other key target groups.

**Expected result 2: Promotion and implementation of the International Convention against Doping in Sport ensured**

<i>Performance indicators</i>
<ul style="list-style-type: none"> <li>■ Number of States Parties to the International Convention against Doping in Sport (Benchmark: 175)</li> <li>■ Number of projects approved under the Fund for the Elimination of Doping in Sport (Benchmark: 38)</li> <li>■ Percentage of States Parties compliant with the International Convention against Doping in Sport (Benchmark: 65%)</li> </ul>

**Biennial sectoral priority 2:** Supporting Member States in their responses to social transformations, notably to promote democracy and sustainable development for the consolidation of a culture of peace and non-violence

**Main line of action 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

**03028**

Widespread social tensions, violence, and intolerance in connection with accelerated social and political transformations create patterns of social exclusion that threaten the development of a culture of peace. Mobilizing philosophical reflection and critical thinking to enhance understanding of such current and emerging challenges is essential to promoting a culture of peace and non-violence based

on a solid framework of fundamental freedoms, human rights, democratic culture, reconciliation and dialogue. Major Programme III will place special emphasis on the role that youth and women can play as agents of change in societies by promoting policies with the view to empowering them to actively engage in their communities in reconciliation and peace processes. MP III will build on previous experience in prevention of violence among youth through South-South-North cooperation, especially in support of Africa, and through development of good practices and provision of advice to Member States with respect to civic engagement. Knowledge production and research will be supported to better understand the situation of youth and technical assistance will be provided to Member States in developing and reviewing related public policies, including through implementation of the Strategy on African Youth 2009-2013. In this context, emphasis will be put on youth and sport to imbue positive values, foster social inclusion, empower girls and women and develop life skills, as recognized by UN General Assembly resolution 65/4.

**03029** Major Programme III will work, through critical reflection and philosophy, to favour a culture of peace on the basis of democracy and human rights, promoting social inclusion, participation in democratic processes, reconciliation, better governance and non-violence. In order to foster the development of philosophical knowledge and capacities for critical thinking within contemporary societies spaces of exchange, including events to celebrate World Philosophy Day, will be promoted to benefit from a pluralistic, multicultural and multidisciplinary environment for the reflection on current and emerging challenges, and to reach out to the widest possible audience, in order to mainstream critical and independent thought as envisaged by the Intersectoral Strategy on Philosophy. Partners such as UNESCO Chairs, the academic community and International Network of Women Philosophers, will be actively involved both in producing and in disseminating knowledge.

**03030** Human rights will be advanced by conceptual development, mainstreaming of human rights within UNESCO's fields of competence into policies and teaching, and training. In partnership with UNESCO Chairs, support will be sought for the mainstreaming of human rights within UNESCO's fields of competence, in relevant areas such as human rights and bioethics, in academic curricula. Major Programme III will also participate as appropriate in the UNESCO's contribution to the drafting of CCAs and the implementation of UNDAFs at the country level. In this context, MP III will advance the integration of a human rights-based approach (HRBA) into programming within the Organization and other partners, especially at the country level. Furthermore, HRBA training will continue to be provided, using ICTs where appropriate, including through increased use of online resources.

**03031** Within the Priority Gender Equality Action Plan 2008-2013, gender equality is recognized as a fundamental human right, a commonly shared value and a necessary condition for the achievement of the Internationally Agreed Development Goals, including all Millennium Development Goals. Major Programme III will cooperate as appropriate with regional gender research networks and programmes to explore the challenges to women's and girls' enjoyment of human rights in conflict and post-conflict situations, with particular emphasis on the prevention of violence against women and girls and through the development of practical toolkits and training for policy-makers to improve the life of women in post-conflict situations.

**Expected result 3: Understanding improved of the implications of social inclusion for the promotion of a culture of peace, integrating human rights and democratic principles**

<i>Performance indicators</i>	<i>Benchmarks</i>
<ul style="list-style-type: none"> <li>■ Number of new teaching programmes on human rights in the fields of competence of the Organization developed by UNESCO Chairs</li> </ul>	<p>– 7 teaching programmes</p>

<i>Performance indicators</i>	<i>Benchmarks</i>
<ul style="list-style-type: none"> <li>■ Number and scale of initiatives for the enjoyment of women’s rights in conflict and post-conflict situations enhanced</li> </ul>	<ul style="list-style-type: none"> <li>– 1 initiative at regional and 4 initiatives at national level</li> </ul>
<ul style="list-style-type: none"> <li>■ Number of studies, toolkits, hand-outs, mapping tools and other initiatives on challenges and opportunities related to democracy and reconciliation for building a culture of peace, elaborated with and addressed to youth <i>inter alia</i></li> </ul>	<ul style="list-style-type: none"> <li>– 3 taking into account the needs of specific regions</li> </ul>
<ul style="list-style-type: none"> <li>■ 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 World Philosophy Day</li> </ul>	

**03032**

UNESCO’s work will be designed to support action by youth in their communities and to reshape the current boundaries of youth civic engagement by promoting, advocating and building capacities of key actors on youth-led social innovation. It will incorporate the development of the necessary knowledge base, including through the involvement of dedicated research networks, and of specific policy elements affecting youth development. UNESCO will promote youth-led social entrepreneurship in Africa, through capacity-building to develop leadership and related soft skills, and by providing support for youth-led community projects. Promoting youth-led democratic participation will be key in supporting continued youth engagement in political and social processes, particularly in transition contexts, and in enabling youth to create innovative new methods of democratic participation involving the most vulnerable and marginalized members of society. Building on the body of knowledge available through the “youth development and violence prevention projects” in Latin America and Africa, UNESCO will also examine the correlation between youth-led social innovation and violence prevention and will support youth led pilot projects on violence prevention in areas affected by violence. The UNESCO Youth Forum will be a central process, enabling youth to share their experiences and develop self-sustained network of youth mentors and actors in social innovation.

**03033**

Sport is a powerful medium to deliver UNESCO’s messages and programmes, and an important learning tool for young people. Participation in targeted sport programmes can imbue positive values, foster social cohesion and develop life skills. In this respect, sport holds significant potential as a driver for holistic youth development and participation in public and political life. The participation of women in sport successfully challenges negative stereotypes and contributes to women’s civic and political engagement by developing their leadership skills, confidence and capacities. Sport programmes also have a significant role to play in violence prevention, fighting racism and discrimination, and promoting the inclusion of marginalized groups. By promoting positive lifestyles and offering constructive activities, sport can contribute to reduced levels of violent behaviors, to community cohesion and social integration. A key deliverable will be the development of a cogent analysis of the valuable contributions that sport and physical education make to broad government socio-economic objectives, and for its subsequent implementation by Member States.

**Expected result 4: Social change conducive to peace and non-violence promoted through youth-led social innovation and involvement of young women and men in their communities**

<i>Performance indicators</i>	<i>Benchmarks</i>
<ul style="list-style-type: none"> <li>■ Number and scale of initiatives enabling youth-led social innovation promoting social cohesion, development, peace and non-violence</li> </ul>	<ul style="list-style-type: none"> <li>– at least 1 national and 1 community youth-led initiatives launched in each region by 2013</li> <li>– at least 1 youth development and prevention of violence project initiated in Africa</li> </ul>
<ul style="list-style-type: none"> <li>■ Level and nature of follow-up of the Youth Forum recommendations by youth and other stakeholders</li> </ul>	<ul style="list-style-type: none"> <li>– at least 10 initiatives launched or implemented by youth delegates in follow up to the 7th Youth Forum by 2013</li> <li>– 5 youth representation structures initiated at national or community level, including within the National Commissions for UNESCO</li> </ul>
<ul style="list-style-type: none"> <li>■ Increased investment by Member States in sport and physical education programmes that enhance social inclusion and community development</li> </ul>	<ul style="list-style-type: none"> <li>– at least 3 Member States develop or extend programmes to maximize the socio-economic benefits of sport</li> </ul>

**Main line of action 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**

03034

The two priorities that will be at the heart of MLA 3 will be the challenges of social inclusion policies and the emerging social dimensions of global environmental change. The promotion of social inclusion has the potential to federate different areas of policy, such as the fight against discrimination, gender equality, human rights, the inclusion of migrants, youth participation etc. There is a strong correlation between promoting social inclusion as integral to societies that are safer, more stable and just, and the conditions for sustainable economic growth and development. In order to be effective in promoting socially inclusive policies, at the national and local level, there is an opportunity for UNESCO to emphasize an approach to social inclusion that is within the Organization's fields of competence. Social and economic development, changes in the environment, and the opportunity to live in peace and security, are all inextricably linked in a world facing numerous and profound crises – affecting *inter alia* freshwater resources, crop and food production, energy, biodiversity loss, climate change, urbanization, social cohesion and natural disasters. In order to address this global environmental change (GEC), MP III will mobilize its constituencies and academic partners at international and national levels to identify, understand, and enable the effective use of the mechanisms and levers of social practices, societal change and adaptation that are interlinked with knowledge and learning. In response to the need for more scientifically informed policy-making, as identified by the 2010 World Social Science Report, social-science capacity-building is imperative, taking due account of increasingly network-oriented knowledge and policy systems. Activities in this area will draw on the specific resources of the

intergovernmental MOST programme, which will place emphasis on encouraging the development and consolidation of policy-relevant knowledge networks in identified substance areas, in connection with strengthening of national and international capacities in the social sciences. If this strengthening is achieved, social transformation is also an opportunity: the skills, capacities, knowledge and infrastructures that reside within the social sciences are integral to driving growth and innovation. In addition to the social sciences, MLA 3 will also mobilize the transformative potential of sport, which can play a major role in building transferable social capital, in addition to its role in promoting peace as recognized by UN General Assembly resolution 65/4. With this in mind, activities under MLA 3 will approach the challenges of social transformation on three axes: thematic, structural and strategic.

**03035**

The conclusions of the World Social Science Report 2010 highlighted the serious disparities in social sciences capacities across the world. It makes the case for work on systemic issues and at the national and regional levels on government investment in social-science capacities, whether in terms of infrastructure, research networks, ability to participate in international collaboration, and in the policy development arena. The MOST programme will leverage its constituency to help foster recognition of the crucial role of the social sciences in enabling governments to meet development goals and address the complexity of social transformations. The second World Social Science Forum, scheduled for 2012, will provide a major focus for capacity-building, international cooperation and networking in this regard. In collaboration with MP II, activities will focus at the systemic level and seek to capitalize on the strong interest of developing countries and emerging economies in review and strengthening of their national sciences policies and/or research systems. Particular emphasis will be put on the development of review methodologies that integrate social science. In Africa, this work will take forward cooperation with the African Union, mobilizing partnerships including with OECD, other UN agencies, and universities. Activities will engage with UNDAF processes focused on growth and innovation at country level. MOST National Liaison Committees will be encouraged to contribute to advocacy at national level for investment in the social sciences. The implementation of the Strategy on African Youth 2009-2013 will further contribute to this outcome, especially through South-South-North collaboration in research and production of knowledge on youth.

**03036**

With human mobility, migration, urbanization, internal displacements and resettlement programmes, societies are becoming ever more diverse. Economic, environmental and political crises as well as violent conflicts exacerbate the challenges of Member States and the international community to work towards a shared future of all communities and countries where each individual and group participates and contributes to the economic, social and civic life, and where a culture of peace can form the basis of society. Every individual is entitled to have equal opportunities to participate in a society free of discrimination and other obstacles to fundamental rights. These principles are enshrined in national constitutions and in international laws and other normative instruments. Governments invest in recognizing the value of all human beings by treating all residents equally, securing equal rights to men and women, promoting full participation of youth in society, granting newcomers a clear path to become citizens, combating all forms of discrimination and xenophobia, and investing in measures to achieve this. Accordingly, with the objective of promoting widespread introduction of socially inclusive policies, the Sector's work on social inclusion will be focused on developing a systematic approach to monitor, evaluate and benchmark how social inclusion policies can have a positive impact. The progress on implementing socially inclusive policies would be indicated by reference to how well they incorporate a human rights-based approach and address societal challenges that have a strong impact, such as anti-discrimination, gender equity and prevention of violence, inclusion of vulnerable segments of society, the specificities of migrant inclusion, youth participation and civic engagement.



A society for all: social inclusion as a key goal of social development. The main objective of the activities of the Organization on social inclusion is to support Member States in their efforts towards creating more inclusive, just and sustainable societies. Activities will seek to address emerging challenges of social exclusion and turn those challenges into opportunities for social innovation through better policies and practices. The development of a global policy assessment tool on the basis of a set of indicators on the impact of social inclusion policies will help to identify gaps in national policies on inclusive societies and can present best practices for social inclusion policies as inspiration for improvement. National social science capacities in selected Member States will be reviewed and strengthened to form a basis for improved policy making concerning critical development issues, particularly social inclusion and the promotion of inclusive societies. The power of sport will be promoted as a catalyst for social inclusion and socio-economic development, through the Intergovernmental Committee on Physical Education and Sport (CIGEPS) as well as partnerships with academic institutions, international sports federations, high profile sport teams and athletes. Internationally agreed indicators on quality physical education and quality physical education teacher training will be developed, in support of the global assessment tool, as well as specific sport and physical education policy tools for Member States. Cities will be supported to adopt policies against racism, discrimination and xenophobia, through the existing Coalitions of Cities against Racism and through UNESCO Chairs, UN partnerships and with other stakeholders. The policy areas of social inclusion in cities will be extended to include practical measures to promote the inclusion of persons with disabilities and other disadvantaged groups.

**Expected result 5: Capacities and awareness improved in Member States and at the international level for developing, implementing and monitoring policies that promote social inclusion of all groups in society, especially youth, women, migrants, and people with disabilities**

<i>Performance indicators</i>	<i>Benchmarks</i>
<ul style="list-style-type: none"> <li>■ Number of national pilot studies for the development of indicators to qualify the impact of social inclusion policies</li> </ul>	<ul style="list-style-type: none"> <li>– <i>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</i></li> </ul>
<ul style="list-style-type: none"> <li>■ 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</li> </ul>	<ul style="list-style-type: none"> <li>– <i>at least 5 national reviews in which the social science component is represented, jointly with the natural sciences</i></li> </ul>
<ul style="list-style-type: none"> <li>■ Increased investment by Member States in sport and physical education programmes that enhance social inclusion and community development</li> </ul>	<ul style="list-style-type: none"> <li>– <i>development of internationally agreed indicators on quality physical education and quality physical education teacher training</i></li> </ul>
<ul style="list-style-type: none"> <li>■ Number of municipalities engaged in the implementation of the regional Coalitions' ten-point action plans against discrimination and quality of reports received</li> </ul>	<ul style="list-style-type: none"> <li>– <i>the current number of cities involved in the existing Coalitions of Cities will be maintained or increased</i></li> </ul>
<ul style="list-style-type: none"> <li>■ Feedback on use and usefulness of social inclusion tool-kits or materials developed for guidance to policy-makers</li> </ul>	

Environmental challenges have too often been framed as costs to be borne and technologies to be discovered, which neglects the opportunities and co-benefits associated with serious engagement with their social and human dimensions, as understood through the social and human sciences knowledge base. Furthermore, environmental challenges are too often addressed sectorally, whereas only an integrated policy framework, grounded in an interdisciplinary knowledge base, can do justice to their implications. The contribution of MP III to positive change in this regard will be to encourage more cross-cutting and comprehensive approaches and new agendas within international policy-making that recognize the inherent social and human dimensions of GEC, with particular reference to cities and to environmentally driven migration. Specific attention will be devoted to the gendered aspects of migration in response to environmental change. Emphasis will be put on strengthening social science capacities at the national level to reinforce the knowledge base required for effective response to the challenges of global environmental change. The contribution of environmental ethics to the expected result will aim at the development of practical tools (such as methodological guidelines, protocols for technical support, online source materials and background information etc.) to support policy design and implementation, with particular reference, in light of MDG 7, to human rights based responses to the distinctive needs of SIDS and LDCs, with specific attention to disaster risk management and to the social, human and ethical dimensions of post-conflict and post-disaster response. In addition to deploying existing intergovernmental programmes (MOST) and expert advisory bodies (COMEST), activities will mobilize and work through key social science communities and outlets, including with the International Social Science Council, under its Framework Agreement, in connection in particular with the World Social Science Forum and the World Social Science Report; with the International Council for Philosophy and the Humanistic Sciences, under its Framework Agreement; with relevant networks such as IHDP; with national policy-makers; and with United Nations processes including the UN Task Force on the Social Dimensions of Climate Change, which offers an interagency framework for exchange and collaboration, and Rio+20 preparation. Activities will thus further feed into follow-up to the 1995 World Summit for Social Development. This effort will engage with the Intersectoral Platforms on Climate Change and on SIDS.

**Expected result 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**

<i>Performance indicators</i>	<i>Benchmarks</i>
<ul style="list-style-type: none"> <li>■ 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</li> </ul>	
<ul style="list-style-type: none"> <li>■ Number of new and existing social science knowledge networks that focus on GEC, including climate change</li> </ul>	<ul style="list-style-type: none"> <li>– 1 new network established, and 1 existing network effectively reoriented</li> </ul>

Performance indicators	Benchmarks
<ul style="list-style-type: none"> <li>■ Development of policy-relevant tools and guidelines to support national policies to respond to global environmental change</li> </ul>	<ul style="list-style-type: none"> <li>– 1 set of guideline material developed on the management of environmentally driven migration</li> <li>– adoption in 2 different countries of two policy briefs on ethical climate change responses drafted on the basis of wide-ranging consultation and appropriately designed hybrid peer-review in relevant thematic areas (e.g. vulnerability, gender sensitivity, participation, discounting, policy integration)</li> </ul>

## Global Priority Africa

**03039**

Major Programme III will address the Global Priority Africa by a combination of mainstreaming through cross-cutting activities and targeted interventions under each MLA.

**03040**

The cross-cutting ethically informed emphasis on development, environmental and social change, and foresight, will be of direct benefit to Africa in terms of innovation, mapping possible futures and contributing to the new imagination required to equip Africa with the capacity to take charge of its future. The outcomes of the critical thinking promoted in this regard, with the active involvement of African intellectual communities, will be disseminated in Africa through the range of field activities under each MLA as well as publications and the development of online resources.

**03041**

Specific activities implemented in Africa and responding to African concerns will include:

- under MLA 1, support for the establishment of National Bioethics Committees in countries where they do not currently exist, as well as their enhancement in the 6 countries where they have already been established through UNESCO programmes; promotion of networking between National Bioethics Committees in Africa;
- under MLA 2, research on gender based violence with African gender networks in coordination with the African Women’s Decade launched by the African Union; collaboration with African participants in the Coalition of Cities Against Racism developing social inclusion and non discrimination at the municipal level, including HIV-related discrimination, pursuing the objectives of MDG 6; implementation of the African Youth Strategy, contributing to the implementation of the African Youth Charter and of the Decade for Youth Development and Empowerment in Africa (2009-2018); and promotion of democracy, reconciliation and culture of peace in selected Member States;
- under MLA 3, strengthening of social science capacities to serve African development needs, within the framework of cooperation with the African Union; promotion of networking among African environmental ethics specialists and development of ethically grounded policy support for climate change adaptation; and promoting sport for peace and development in Africa.

## Global Priority Gender Equality

03042

In pursuing the objectives of MDG 3, within the Priority Gender Equality Action Plan 2008-2013 and with due regard to Internationally Agreed Development Goals relating to social cohesion, Major Programme III will mainstream gender equality concerns into activities dealing with human rights, migration, environmental change, youth, sport and bioethics. In each case, the issue is to conduct gendered analysis of the social transformations and ethical challenges in order to identify specific gender dimensions that can be addressed through appropriately targeted policies. Raising awareness about such policies and promoting and supporting their adoption constitute tangible contributions to enhanced gender equality. Furthermore, the cross-cutting ethically informed emphasis on development, environmental and social change, and foresight, has positive implications for gender mainstreaming as it ensures a more comprehensive approach that challenges established patterns of benign and supposedly neutral neglect.

03043

Specific activities contributing to gender equality will include:

- under MLA 1, review of the role of gender perspectives in capacity-building efforts aimed at providing responses to bioethical challenges, with reference *inter alia* to MDGs 4 and 5;
- under MLA 2, exploration of challenges to women's and girls' enjoyment of human rights in conflict and post-conflict situations, with particular emphasis on the prevention of violence against women and girls; gender equality advocacy in the context of work on the human rights of migrants, with an emphasis on challenges to the integration of women migrants; and promotion of gender equality among youth;
- under MLA 3, gendered analysis of migration as a result of climate change; advocacy of women's equal access to and participation in sport, as a contribution to gender equality; and promotion of gender equality messages through advocacy in key sports events.



**MP IV**

**Culture**

# Major Programme IV

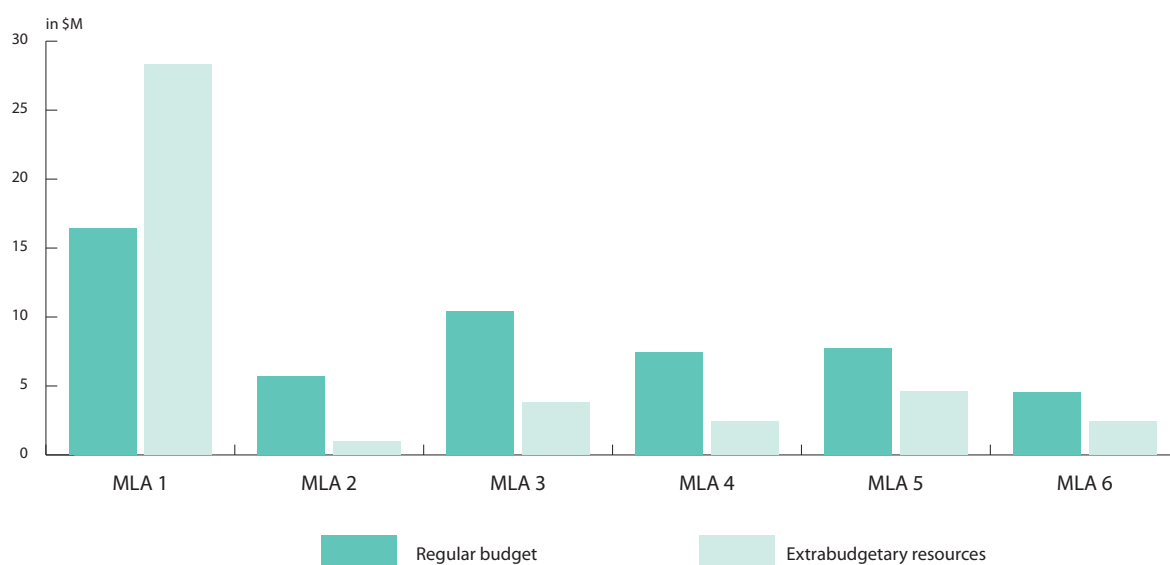
## CLT 1

Main line of action	Regular budget			Total 36 C/5 Approved	Extrabudgetary resources <sup>(1)</sup>
	Activities	Staff			
		Programme- related staff	Administrative support		
	\$	\$	\$	\$	\$
MLA 1 Protecting and conserving cultural and natural heritage through the effective implementation of the 1972 Convention	4 260 800	11 508 400	632 100	<b>16 401 300</b>	28 344 000
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	2 352 200	3 125 700	230 600	<b>5 708 500</b>	994 900
MLA 3 Safeguarding the intangible cultural heritage through the effective implementation of the 2003 Convention	3 719 600	6 225 300	422 400	<b>10 367 300</b>	3 788 600
MLA 4 Sustaining and promoting the diversity of cultural expressions through the effective implementation of the 2005 Convention	2 981 000	4 200 900	279 600	<b>7 461 500</b>	2 426 300
MLA 5 Promoting the role of culture in development at the global, regional and national levels	1 340 400	6 065 200	322 200	<b>7 727 800</b>	4 566 200
MLA 6 Promoting intercultural dialogue, social cohesion and a culture of peace and non-violence	1 054 400	3 298 800	193 600	<b>4 546 800</b>	2 461 000
<b>Total, Major Programme IV</b>	<b>15 708 400</b>	<b>34 424 300</b>	<b>2 080 500</b>	<b>52 213 200</b>	<b>42 581 000</b>

(1) Projects to be implemented in 2012-2013 for which funds have already been received or firmly committed, including posts financed from Programme Support Costs (PSC) income.

## Distribution of resources

### Total resources (staff and activities)



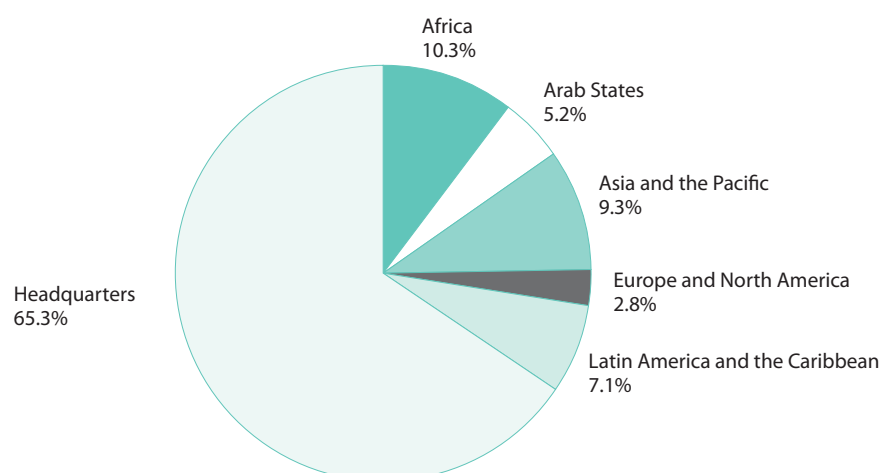
## CLT 2

Decentralization of budget and established posts by implementing region							
Implementing region / Headquarters	36 C/5 Approved						
	Activities		Staff			Total	
	\$	Weight	\$	Weight	Posts <sup>(1)</sup>	\$	Weight
Africa	2 283 500	14.5%	3 108 300	8.5%	13	5 391 800	10.3%
Arab States	1 223 300	7.8%	1 490 600	4.1%	5	2 713 900	5.2%
Asia and the Pacific	1 749 200	11.1%	3 119 800	8.5%	14	4 869 000	9.3%
Europe and North America	466 700	3.0%	991 900	2.7%	4	1 458 600	2.8%
Latin America and the Caribbean	1 412 400	9.0%	2 272 400	6.2%	9	3 684 800	7.1%
<b>Total, Field</b>	<b>7 135 100</b>	<b>45.4%</b>	<b>10 983 000</b>	<b>30.1%</b>	<b>45</b>	<b>18 118 100</b>	<b>34.7%</b>
<b>Headquarters</b>	<b>8 573 300</b>	<b>54.6%</b>	<b>25 521 800</b>	<b>69.9%</b>	<b>114</b>	<b>34 095 100</b>	<b>65.3%</b>
<b>TOTAL (Headquarters + Field)</b>	<b>15 708 400</b>	<b>100.0%</b>	<b>36 504 800</b>	<b>100.0%</b>	<b>159</b>	<b>52 213 200</b>	<b>100.0%</b>

(1) In addition to the posts funded from the regular budget, 10 posts are funded from the PSC income.

## Distribution of resources by Region and Headquarters

### Regular budget



## Indicative Sector's contribution to Global Priorities

	Indicative resources	% of total activity budget
	\$	%
Global Priority Africa	3 146 700	20.0
Global Priority Gender Equality	1 022 700	6.5

# Major Programme IV

## Culture

**04000** General Conference resolution 36 C/Res.37 for Major Programme IV

*The General Conference,*

1. *Authorizes* the Director-General:

- (a) to implement the plan of action for Major Programme IV, structured around the following two biennial sectoral priorities and six main lines of action, with special emphasis on Africa, gender equality, youth, LDCs and SIDS and the most vulnerable segments of society, including indigenous peoples;
- (b) to resort also in the implementation of the plan of action for Major Programme IV to South-South and North-South-South cooperation as complementary modalities for delivery of the programme and to continue to develop partnerships with civil society, the private sector, organizations of the United Nations system and other international organizations at all stages of programme development, in order to:

### **Biennial sectoral priority 1: Protecting and promoting heritage and cultural expressions**

- (i) provide effective support to States Parties in implementing the 1972 World Heritage Convention through the organization of the statutory meetings of its governing bodies – the General Assembly of States Parties and the World Heritage Committee – and ensuring the timely and effective implementation of their decisions;
- (ii) increase awareness of heritage protection and conservation through the further development of an integrated and comprehensive information and knowledge-management system, as well as through promotional and awareness-raising activities that enhance the visibility of the Convention, and to this end facilitate the greater involvement of young people, women, indigenous communities and vulnerable groups in World Heritage conservation;
- (iii) promote cultural and natural heritage conservation as a key vector of sustainable development, social cohesion, dialogue and peace in particular by working with States Parties to manage the impact of tourism, urbanization and climate change;
- (iv) undertake action to promote the inscription on the World Heritage List of properties from under-represented regions and of under-represented categories of heritage, and operational conservation projects in priority regions and countries, including for properties on the List of World Heritage in Danger and in post-conflict and post-disaster situations;
- (v) reinforce standard-setting activities for the protection of cultural objects by supporting the statutory meetings of the High Contracting Parties to



the 1954 Convention for the Protection of Cultural Property in the Event of Armed Conflict and of the Parties to its Second Protocol, as well as of the Committee for the Protection of Cultural Property in the Event of Armed Conflict established under the Second Protocol, and undertake capacity-building and awareness-raising activities at the international, regional and national levels;

- (vi) ensure the effective implementation of the 2001 Convention on the Protection of the Underwater Cultural Heritage by providing effective support to meetings of States Parties to the Convention, encouraging new ratifications and undertaking capacity-building and awareness-raising activities in Member States;
- (vii) reinforce the implementation of the 1970 Convention on the Means of Prohibiting and Preventing the Illicit Import, Export and Transfer of Ownership of Cultural Property, and provide support to the meetings of States Parties to the Convention, as well as to the meetings of the Intergovernmental Committee for Promoting the Return of Cultural Property to its Countries of Origin or its Restitution in Case of Illicit Appropriation;
- (viii) promote related awareness of and involvement in the UNESCO policy on fighting traffic in cultural property through capacity-building activities and information sharing, including the expansion, translation and updating of the UNESCO Database of National Cultural Heritage Laws;
- (ix) ensure the effective implementation of the 2003 Convention for the Safeguarding of the Intangible Cultural Heritage, by facilitating the decision-making process of its governing bodies and the advisory services of their subsidiary and consultative bodies; support and process requests for international assistance from the Fund for the Safeguarding of the Intangible Cultural Heritage;
- (x) enhance the safeguarding and transmission of the intangible cultural heritage by supporting States Parties in developing and/or strengthening national policies and human capacities in the field of the intangible cultural heritage; facilitate the participation of communities, practitioners, cultural actors, NGOs, non-profit making organizations, experts, and centres of expertise in the implementation of the Convention, with a special focus on youth and women; implement international assistance-funded safeguarding activities; and effective utilization of best practices for public awareness and strengthened safeguarding capacities, targeting, in particular, youth and women;
- (xi) increase general awareness of the importance of the intangible cultural heritage and its safeguarding for sustainable development, social cohesion, dialogue and peace through the further development of an integrated and comprehensive information and knowledge-management system, as well as the effective promotion of best practices in safeguarding;
- (xii) support the governing bodies of the 2005 Convention on the Protection and Promotion of the Diversity of Cultural Expressions through the timely organization of statutory meetings and analysis of the periodic reports provided by States Parties, as well as by ensuring the effective management of the International Fund for Cultural Diversity, and the further development of knowledge-management resources and tools;
- (xiii) develop awareness-raising activities to enhance the visibility of the Convention and further increase the number of States Parties thereto; support the development and strengthening of policies that promote the creation, production, distribution and enjoyment of cultural expressions, as well as the development of cultural industries at the national level; and collect and disseminate best practices in this regard;

## **Biennial sectoral priority 2: Advocating the inclusion of culture and intercultural dialogue in development policies to foster a culture of peace and non-violence**

- (xiv) advocate the inclusion of culture in international development policies and its integration into United Nations joint programming exercises, including United Nations Development Assistance Frameworks (UNDAFs), and develop strategic partnerships promoting the role of culture in sustainable development, through appropriate means;
  - (xv) strengthen management for sustainable development in cities through heritage preservation and the Creative Cities Network, and enhance cooperation between cities of developed and developing countries;
  - (xvi) continue efforts to create an enabling environment for the emergence of cultural and creative industries, and for their positive impact on socio-economic development in developing countries;
  - (xvii) mobilize innovative partnerships to promote and strengthen the role of museums as social, educational and economic channels, particularly in Africa and the least developed countries (LDCs), in order to build their capacities in the fields of safeguarding the heritage, raising awareness of cultural diversity, and promoting economic entrepreneurship in local handicrafts, cultural industries and cultural tourism;
  - (xviii) demonstrate the role of cultural expressions, arts education and heritage in fostering dialogue and social cohesion, especially in post-conflict and post-disaster contexts, paying special attention to the needs of youth;
  - (xix) promote the pedagogical use of the UNESCO general and regional histories, in particular the *General History of Africa* through the production of teaching materials and their integration into school curricula;
  - (xx) consolidate efforts to promote dialogue among cultures and increase awareness of cultural interactions, through flagship projects such as the Slave Route project: Resistance, Liberty, Heritage, the Silk Road project, the intersectoral initiative Rabindranath Tagore, Pablo Neruda and Aimé Césaire for a Reconciled Universal, the Arabia Plan, and the Roads to Independence: the African Liberation Heritage project;
  - (xxi) promote multilingualism and enhance the intercultural skills of youth through information and communication technologies (ICTs);
  - (xxii) Promote and protect indigenous and endangered languages; contribute financially to the implementation of activities regarding multilingualism through extrabudgetary resources, with a view to ensuring linguistic diversity and endogenous development;
- (c) to allocate for this purpose an amount of \$15,708,400 for activity costs, and \$36,504,800 for staff costs;
2. *Requests* the Director-General:
- (a) to implement the various activities authorized by this resolution, to the maximum extent possible, through intersectoral platforms;
  - (b) to report periodically to the governing bodies, in the statutory reports, on the achievement of the following expected results, including relevant performance indicators:

**Main line of action 1: Protecting and conserving cultural and natural heritage through the effective implementation of the 1972 Convention**

- (1) The 1972 World Heritage Convention effectively implemented;
- (2) Contribution of World Heritage properties to sustainable development enhanced;
- (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);

**Main line of action 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**

- (4) Protection of cultural properties through the effective implementation of the 1954 Convention and its two Protocols enhanced;
- (5) Effective implementation of the 2001 Convention encouraged and international cooperation for the preservation of the underwater cultural heritage increased;
- (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;

**Main line of action 3: Safeguarding the intangible cultural heritage through the effective implementation of the 2003 Convention**

- (7) Safeguarding of the intangible cultural heritage enhanced through the effective implementation of the 2003 Convention;
- (8) The role of the governing bodies of the 2003 Convention strengthened, particularly through the effective organization of the statutory meetings;
- (9) The national safeguarding capacities of Member States in particular of developing countries, strengthened;

**Main line of action 4: Sustaining and promoting the diversity of cultural expressions through the effective implementation of the 2005 Convention**

- (10) The 2005 Convention effectively implemented;
- (11) Policies, measures and programmes pertaining to the 2005 Convention supported and strengthened at the national, regional and international levels;
- (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;
- (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;

### **Main line of action 5: Promoting the role of culture in development at the global, regional and national levels**

- (14) Approaches to culture and development clarified in order to guide and assist Member States in devising inclusive development policies;
- (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;
- (16) Contributions of cities to sustainable development enhanced;
- (17) Activities in the fields of books, translation and crafts promoted;
- (18) Social, economic and educational roles of museums as vectors of sustainable development and intercultural dialogue promoted and capacity-building in this area strengthened, in particular in developing countries;
- (19) Indigenous and endangered languages promoted and protected;

### **Main line of action 6: Promoting intercultural dialogue, social cohesion and a culture of peace and non-violence**

- (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;
  - (21) Promotion and use of the general and regional histories published by UNESCO strengthened, for educational purposes;
  - (22) Knowledge of the slave trade, slavery and the African diaspora enhanced;
  - (23) Conditions, capacities and arrangements for intercultural dialogue and a culture of peace strengthened locally, nationally and regionally;
3. *Also requests* the Director-General to report in her six-monthly statutory reports on the execution of the programme adopted by the General Conference on measures taken to optimize the use of resources in the implementation of programme activities, including travel, contractual services and publications;
4. *Further requests* the Director-General to implement the programme in such a manner that the expected results defined for the two global priorities, Africa and gender equality, pertaining to Major Programme IV are also being fully achieved.

# Major Programme IV

## Culture

### Reinforcing impact in 2012-2013

- 04001** The main thrust of document 36 C/5 will be on developing operational activities that demonstrate the power of culture for sustainable development and dialogue. This will apply to all Main lines of action (MLAs) under both Biennial Sectoral Priorities (BSPs). For example, in addition to their contribution to BSP 1, MLAs 1-4 will each contribute, through operational projects demonstrating the pivotal role of cultural heritage and cultural expressions in sustainable development, to the achievement of the expected results under MLAs 5 and 6 in BSP 2 and therefore to the overarching objective of the Organization's Medium-Term Strategy for 2008-2013.
- 04002** Work on long-term flagship dialogue projects will be strengthened – the final volumes of the Histories will be published and all volumes made available on the web. Teaching materials of the pedagogical utilization of the *General History of Africa* will be developed and the work brought to term in the course of the biennium. Likewise, work on the Slave Route: Resistance, Liberty, Heritage project will focus on the development of concrete products focusing on cultural interactions and the preservation of places of memory.
- 04003** Work on Cities will continue to explore the challenges for the preservation of the ecological balance and social identity of urban communities embedded in their cultural heritage, while at the same time fostering cities as the vanguard of creativity, innovation and sustainable human development. To this end, the Creative Cities Network will be reoriented to maximize the contribution of member cities as active partners in achieving expected results.
- 04004** A the new initiative on Heritage and Dialogue will build on work being undertaken in South-East Europe by creating expert working groups in all parts of the world to develop new approaches to complex regional issues relating to heritage management, conservation and promotion, and facilitating the exchange of information and development of joint initiatives as well as training and capacity-building and exchanges between professionals. This will be devolved to the field, with Headquarters undertaking a coordinating and backstopping role.
- 04005** The preparation of an evidence-based report on Gender and Culture is another new endeavour which will showcase UNESCO's role in promoting gender equality in the field of culture.
- 04006** Another major trend of the Programme is to better delineate the responsibilities between Headquarters and the field. In terms of the six principal Conventions at its heart, Headquarters will concentrate on discharging the statutory functions of the

respective governing bodies, while field offices will focus on mainstreaming the principles of the conventions into national policies and legislation, through operational action, capacity-building and benchmarking functions.

**04007**

With a view to increasing focus and concentration of the programme, the implementation modalities of certain activities will be reoriented or discontinued. For example, work to promote the crafts industries will be undertaken exclusively in the field, with Headquarters providing a coordinating function. In the same vein, while the sector will be fully involved in the development of a house-wide policy on indigenous peoples, operational activities will be primarily devolved to the field, with Headquarters undertaking a coordination role. The tourism programme will be scaled back and limited to the work undertaken under the World Heritage Convention, the intellectual cooperation with UNWTO and the inputs of the Handicrafts programme. The subprogramme on interreligious dialogue will also be scaled down and integrated into Organization wide work on dialogue. Agreements with NGOs and specialized regional institutions will be evaluated and new functional modalities considered, as will the arrangements for implementing the Award for Excellence in Handicrafts. Finally, *Museum International* will be discontinued under the regular programme and alternative methods of production market tested.

**Biennial sectoral priorities for 2012-2013***Biennial sectoral priority 1:*

Protecting and promoting heritage and cultural expressions

*Biennial sectoral priority 2:*

Advocating the inclusion of culture and intercultural dialogue in development policies to foster a culture of peace and non-violence

**Internationally agreed development goals and commitments**

Millennium Development Goals (MDGs), in particular MDG 1, contained in the Millennium Declaration (2000) and the World Summit Outcome Documents (2005 and 2010), as well as United Nations General Assembly resolution 65/166 of 2010, which “Emphasizes the important contribution of culture for sustainable development and the achievement of national development objectives and internationally agreed development goals, including the Millennium Development Goals” and “Invites all Member States, intergovernmental bodies, organizations of the United Nations system and relevant non-governmental organizations [...] to ensure a more visible and effective integration and mainstreaming of culture in development policies and strategies at all levels”.

Reinforcing the protection and promotion of cultural diversity in all its forms as encapsulated in:

- Convention concerning the Protection of the World Cultural and Natural Heritage (1972);
- Convention for the Safeguarding of the Intangible Cultural Heritage (2003);
- Convention for the Protection and Promotion of the Diversity of Cultural Expressions (2005);
- Convention for the Protection of Cultural Property in the Event of Armed Conflict (1954) and its two Protocols (1954 and 1999);
- Convention on the Means of Prohibiting and Preventing the Illicit Import, Export and Transfer of Cultural Property (1970);
- Convention on the Protection of the Underwater Cultural Heritage (2001);
- UNESCO Universal Declaration on Cultural Diversity (2001);
- UNESCO Declaration concerning the Intentional Destruction of Cultural Heritage (2003).

Reaffirming the intrinsic linkages between culture and sustainable development:

- Action Plan of the Stockholm Conference on Cultural Policies for Development (1998);
- International Implementation Scheme for the United Nations Decade on Education for Sustainable Development (2005-2014);
- International Decade of the World’s Indigenous Peoples (2005-2014);
- United Nations Global Agenda for Dialogue among Civilizations (2001);
- UNESCO Framework for Cultural Statistics (October 2009).

Action under Major Programme IV in this third and final biennium of the Medium-Term Strategy for 2008-2013 (34 C/4) will continue to promote the pivotal role of culture for development through the recognition and promotion of cultural diversity in pursuit of the overarching objective of “Fostering

cultural diversity, intercultural dialogue and a culture of peace” and related Strategic Programme Objectives 9, 10, and 11: “Strengthening the contribution of culture to sustainable development”; “Demonstrating the importance of exchange and dialogue among cultures to social cohesion and reconciliation in order to develop a culture of peace”; and “Sustainably protecting and enhancing cultural heritage”.

**04010** Activities will be organized around two biennial sectoral priorities and, at the request of the 185th session of the Executive Board, six MLAs. All MLAs will be geared towards mainstreaming across the programme the role of culture in promoting economic equity, social cohesion, reconciliation, peace and non-violence, building on the gains made in 2010 with the adoption of A/RES/65/166 by the United Nations General Assembly, recognizing culture and cultural diversity as fundamental components of development and encouraging international cooperation in this regard. Operational action to demonstrate these links will be paramount, as will efforts to integrate culture in development policies and strategies at national and international levels, building on progress made in the framework of the Millennium Development Goals Achievement Fund as well as within UNDAFs.

**04011** Action under the First Biennial sectoral priority, *Protecting and promoting heritage and cultural expressions* will contribute to UNESCO’s five established functions by ensuring the effective implementation and monitoring of UNESCO’s international standard-setting instruments in the field of culture, with heightened attention to capacity-building in Member States, including the elaboration of policy tools, as well as the promotion of international cooperation through knowledge sharing and providing a clearing house for the collection and distribution of best practices.

**04012** Activities at Headquarters will concentrate on discharging the statutory functions of the Conventions’ respective governing bodies, while field offices will focus on mainstreaming the principles of the conventions into national policies and legislation, including through operational action, capacity-building and benchmarking functions.

**04013** The Second Biennial sectoral priority, *Advocating for the inclusion of culture and intercultural dialogue in development policies to foster a culture of peace and non-violence* will be organized around two transversal MLAs focusing on the linkages between culture and sustainable development. It will contribute to UNESCO’s established functions as a laboratory of ideas, capacity-builder in Member States and as a catalyst for international cooperation.

**04014** Emphasis will be placed on operational action that demonstrates culture’s relevance in aid effectiveness policies and mechanisms and for promoting intercultural dialogue through innovation and creativity. Initiatives begun in the last biennium to highlight the role of cities, museums and tourism as vectors for the rapprochement of cultures, peace and sustainable economic and cultural growth will be scaled up. Flagship projects promoting intercultural dialogue such as the Slave Route: Resistance, Liberty, Heritage and the pedagogical use of UNESCO’s General and Regional Histories will be strengthened and reoriented. The sector will make a major contribution to the intersectoral platform on the promotion of a culture of peace and non-violence and collaborate with other Major Programmes in designing and implementing programmes to this end. A new initiative, Heritage and Dialogue, will seek to develop new approaches to complex regional issues through the creation of expert working groups on heritage management, conservation and promotion to facilitate the exchange of information and development of joint initiatives in heritage conservation and management as well as training and capacity-building and exchanges between professionals. Actions under this Biennial Sectoral Priority will be largely devolved to the field, with Headquarters undertaking a coordinating and backstopping role.



**04015** As part of its operational functions at country level under both biennial sectoral priorities, Major Programme IV will further develop “showcase” projects designed around the coordinated implementation of the various instruments and programming tools, notably through the MDG-F extrabudgetary-funded projects, and contributions to United Nations common country processes.

**04016** Efforts to mainstream culture into national poverty reduction strategies (PRs) and joint assistance strategies (JASs), with particular attention to the roll-out UNDAF countries, and new countries joining the “Delivering as One” exercise will be reinforced. The sector will also continue to assist countries wishing to take a Sector-Wide Approach (SWAp) in the area of culture.

**04017** Action to increase South-South and North-South-South cooperation will be a feature of assistance to developing countries in fulfilling national development strategies. Cooperation with regional organizations such as the African Union will be enhanced with a view to supporting regional integration strategies. Special attention will be given to the needs of disempowered and marginalized communities in LDCs and SIDS, and especially to indigenous peoples. Particular attention will be paid to developing the capacities of African Member States to protect and promote their cultural heritage and diversity of cultural expressions. Specific activities, including capacity-building, will be geared to the empowerment of women and girls as visible actors in the promotion of cultural diversity and intercultural dialogue.

**04018** Given UNESCO’s unique mandate in the field of culture, Major Programme IV will strengthen its collaboration with other Major Programmes with a view to maximizing delivery and impact. Collaboration with Major Programme I will focus on the development of intercultural competences as a contribution to education for sustainable development and on the implementation of flagship dialogue programmes such as the Slave Route: Resistance, Liberty, Heritage and Pedagogical Utilization of the General Histories, World Heritage in Young Hands, culture-related category 2 centres and UNESCO Chairs, as well as on museums and arts education. Collaboration with Major Programme II will centre on natural disaster prevention and mitigating the effects of climate change on World Heritage properties and Biosphere Reserves, as well as the environmental challenges to urban areas. It will also collaborate with the LINKS programme on indigenous knowledge systems for the safeguarding of intangible cultural heritage and sustainable management of natural heritage sites. Work to address the interrelated cultural, economic, social and environmental challenges to urbanization and governance and work to promote cultural diversity as a vector for interaction among cultures to counter discrimination and intolerance will be the main focus of collaboration with Major Programme III, while actions to promote the development of multilingual contents in cyberspace, build an open access Global Platform on Culture and Development, advance the data collection and analysis based on the UNESCO Revised International Framework for Cultural Statistics and facilitate digital access to the UNESCO Histories and Routes of Dialogue documents will be the principal features of collaboration with Major Programme V.

**04019** The sector will work closely with all other sectors in developing the intersectoral programme “Rabindranath Tagore, Pablo Neruda and Aimé Césaire for a Reconciled Universal”.

**04020** In order to maximize the impact and visibility of programmatic priorities, emphasis will be placed on expanding the sector’s network of strategic technical, professional and financial partnerships with key stakeholders including donor countries, development banks, regional ministerial fora, civil society, the private sector, IGOs, NGOs and cultural institutions to enlarge support for culture, harnessing its capital for development and peace. In particular, a new Global Partnership for Museums, will seek to involve museums and related institutions as vital partners in the implementation of cultural policies for sustainable development. Major Programme IV will contribute to UNESCO’s partnership with the United Nations Alliance of Civilizations as embodied in the Memorandum of Understanding signed in

May 2010, through a series of concrete actions on the ground. National Commissions will continue to be the Sector's natural privileged partners for programme implementation.

**04021** Foresight capacities will focus on identifying challenges and new trends in priority areas and outreach efforts will be scaled up to better communicate the cultural dimension of development, including through UNESCO's participation in the 2012 United Nations Conference on Sustainable Development and other relevant international fora. This will include high impact initiatives such as the development of a global Knowledge Management Data Base on Culture and Development to serve as the international platform and world reference.

**04022** With regard to post-conflict and post-natural disaster situations, actions will build on lessons learnt from the experiences and key achievements of the previous biennium, including the creation of a specific culture cluster in the context of the Post Disaster Needs Assessment exercise (PDNA) undertaken by the United Nations system, the World Bank and the European Commission, and the elaboration of related practical guidelines. Efforts to have culture recognized as an important sector for reconstruction and nation-building, as well as a vector for dialogue, reconciliation and social cohesion, and worthy of consideration in its own right in the context of United Nations joint initiatives such as Flash Appeals and CAP will be pursued.

**04023** Drawing on its set of cultural normative instruments and its revised culture strategy for PCPD situations, UNESCO will continue to focus on operational interventions primarily on (i) damage-assessments, (ii) operational rehabilitation, safeguarding and conservation actions, (iii) actions building on the healing power of culture. All action will aim to further strengthen the intersectoral platform on post-conflict and post-disaster situations.

**04024** Activities carried out under the two biennial sectoral priorities will be largely financed through the regular programme, complemented as necessary by extrabudgetary funds. However, certain activities will only be possible if extrabudgetary resources are available. These are clearly identified in the expected results.

## Global Priority Africa

**04025** Major Programme IV's support for Global Priority Africa will be targeted on the enhanced implementation of the conventions in the field of culture, notably the 1972, 2003 and 2005 Conventions.

**04026** As concerns World Heritage sites in Africa, the focus will be on capacity-building, including in post-conflict countries, for a better conservation of cultural and natural heritage, and by promoting cooperation between African countries through sharing of best practices, and the development of transnational World Heritage nominations, as well as activities linking heritage conservation to sustainable development. Cooperation with the African World Heritage Fund (AWHF) will be further strengthened to achieve common objectives.

**04027** A specific strategy will address the question of illicit trafficking and looting of cultural property in post-conflict countries.

**04028** Regarding the safeguarding of intangible cultural heritage, particular attention will be paid to the strengthening of human and institutional capacities to achieve better implementation of the Convention at the national level and increase the participation of African Member States in the mechanisms of the 2003 Convention, resulting in increased nominations to the Lists established by the Convention and additional requests for international assistance.

**04029** As to the protection of cultural heritage during hostilities, those African Member States which are party to the Second Protocol to the Hague Convention will be encouraged to submit their candidatures for the Committee for the Protection of Cultural Property in the Event of Armed Conflict as well as to forward their applications for the granting of enhanced protection in order to achieve a diversified and balanced List of Cultural Property under Enhanced Protection.

**04030** Special focus will be placed on providing technical assistance for policy development, implementation and evaluation, fostering public-private partnerships in the cultural industries, as well as the collection and dissemination of best practice cases on the implementation of the 2005 Convention by States Parties as well as civil society organizations in Africa. UNESCO will also strengthen its policy advice and capacity-building with a view to fostering the emergence of local, viable markets and accessing international networks, notably in the music, craft and textile industries.

**04031** Efforts to support the sustainability and development of museums in Africa will focus on developing professional capacities in conservation and public programming skills. Cooperation with major African professional networks and training institutions, including AFRICOM, EPA and CHDA, will be reinforced.

**04032** As regards dialogue among cultures, emphasis will be placed on the pedagogical use of the *General History of Africa* through the elaboration of common curricula and teaching materials for primary and secondary schools, as well as the improvement of teacher training in history and the harmonization of history courses in higher education. A better knowledge of the slave trade and its consequences on Africa and the contribution of the African diaspora will be actively promoted in light of the renewed impetus provided by the International Year for People of African Descent, 2011.

**04033** Efforts will also be directed at strengthening a socio-cultural approach to HIV and AIDS prevention and care by local communities, notably in United Nations joint programmes.

**04034** Finally, but not least, efforts towards regional integration will be renewed through the strengthening of the cooperation and the strategic partnership between UNESCO and African regional and subregional organizations, in particular the African Union through the AU Sub-Cluster on Culture and Sports in the framework of the Regional Consultation Mechanism Meeting of United Nations Agencies and Organizations working in Africa in support of the African Union and its NEPAD programmes, and the annual technical cooperation planning meetings on culture with the Southern African Development Community (SADC). The Organization will support the African Union in the implementation of the main decisions adopted at the Khartoum Summit in 2006, especially those regarding the link between culture and education, the Charter of the African Cultural Renaissance and the Action Plan for the promotion of creative industries for African development.

## **Expected results at the end of the biennium**

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**African heritage and cultural expressions better safeguarded and promoted in Member States**

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**Culture mainstreamed across Africa in national development policies inclusive of gender equality**

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**Knowledge of Africa and the contribution of its diaspora increased**

## Global Priority Gender Equality

- 04035** UNESCO will address the global gender priority through its work in the domains of tangible and intangible cultural heritage, museums, creative industries and cultural policies, HIV and AIDS prevention, intercultural dialogue and indigenous issues.
- 04036** UNESCO's action to mainstream gender equality in cultural heritage policies will continue to focus on developing the capacities of women and girls, by preparing them for significantly greater involvement in the conservation and management of cultural, natural and intangible heritage at national and international level. This will include specific targets for the participation of women in UNESCO organized workshops and meetings, including as trainers and experts, as well as for their increased involvement as managers and/or experts in projects financed from the Funds of the relevant UNESCO Conventions.
- 04037** Special efforts will be targeted on promoting women's empowerment through their involvement in safeguarding living heritage, given their acknowledged role as transmitters of knowledge and know-how, and in managing museums.
- 04038** Action in the field of the creative industries will seek to heighten the socio-economic impact of small craft enterprises, giving priority to women craft workers and thereby contributing to their social and economic empowerment. To that effect, preliminary data on women as entrepreneurs of small enterprises in the field of crafts will be collected.
- 04039** In the field of cultural policies, the 2005 Convention specifically calls on Parties to introduce measures that encourage women to create, produce, disseminate, enjoy and have access to diverse cultural expressions. Information on the extent to which Parties have done so will be reported on in the Periodic reports; the first ones to be submitted in June 2012. The analysis to be prepared by the Secretariat will report on such measures that will enable the monitoring of developments in this field. Cases of best practice that promote women will be included in all information exchange activities.
- 04040** The development of culturally appropriate and gender-responsive policies and actions at country level in HIV and AIDS prevention and care as well as in maternal health will be pursued in particular in the framework of the "Delivering as One" approach at country level. Training materials integrating cultural diversity, gender equality and human rights will be developed and used in promoting the role of culture in larger development strategies.
- 04041** UNESCO will support efforts to prevent and combat gender inequality and gender-based violence through dialogue and partnerships with indigenous peoples. Cooperation with women's associations involved in intercultural and interreligious dialogue, in view of their key role in conflict resolution, reconciliation and peace building will be continued.
- 04042** Bringing together the findings and experiences in all the above-mentioned domains, both at the level of international practices and of national cultural policies, UNESCO will compile its first report on gender and culture in 2013.

## Expected results at the end of the biennium

Involvement of women in the conservation and management of tangible and intangible cultural heritage increased

Culturally appropriate and gender-responsive policies and actions at country level designed and implemented

Indigenous women's movement and faith-based organizations engaged in reconciliation and peace-building initiatives

Policy-making informed by a report on Gender and Culture promoting gender equality in the field of culture

## Biennial sectoral priority 1: Protecting and promoting heritage and cultural expressions

**04043** The protection, conservation, safeguarding and promotion of heritage and cultural expressions in all their forms, from cultural and natural heritage, and underwater cultural heritage, to living heritage and the cultural industries, will remain a key priority of the Programme, focused on emphasizing culture and cultural diversity as fundamental components of sustainable development, dialogue and a culture of peace and non-violence.

**04044** In addition to their contribution to this biennial sectoral priority, each of the four MLAs will contribute, through operational projects demonstrating the pivotal role of cultural heritage and cultural expressions in sustainable development, to the achievement of the expected results under the two transversal MLAs in biennial priority 2 and therefore to the overarching objective of the Organization's Medium Term Strategy for 2008-2013.

## Main line of action 1: Protecting and conserving cultural and natural heritage through the effective implementation of the 1972 Convention

**04045** The World Heritage Centre will continue to implement the key priorities adopted by the World Heritage Committee and the General Assembly of States Parties, since they contribute to achieving the strategic programme objectives of the Medium-Term Strategy for 2008-2013 (34 C/4), namely "Strengthening the contribution of culture to sustainable development", "Sustainably protecting and enhancing cultural heritage", "Contributing to disaster preparedness and mitigation" and "Support to countries in post-conflict situations". These efforts also contribute to achieving MDG No.1 "Eradicate extreme poverty and hunger" and MDG No.7 "Ensure environmental sustainability", and will be undertaken through measures that "Develop a global partnership for Development" (MDG No.8), particularly in respect of the least developed countries and small island developing States.

**04046** Therefore, action will be undertaken within the framework of the five "Cs" or strategic objectives (credibility, conservation, capacity-building, communication (including awareness-raising) and communities) established by the World Heritage Committee, in order to promote heritage conservation as a key vector for sustainable development, and to manage the rapidly growing forces of tourism, urbanization and climate change so as to achieve sustainable development, social cohesion, dialogue and peace.

**04047** Action to promote under-represented regions and categories of heritage will be pursued, including cooperation between States Parties in the preparation of transnational nominations, as a direct contribution to dialogue, as well as by helping States Parties to build institutional and individual capacities. For this purpose, training workshops will be held and collaboration will be undertaken with the growing network of category 2 centres. The various processes of the 1972 Convention will continue to be integrated into a comprehensive information and knowledge management system for greater efficiency and effectiveness in the implementation of the Convention.

**04048** Action to promote heritage conservation as a key driver for sustainable development, and to manage the forces of tourism, urbanization and climate change, as well as to promote social cohesion, dialogue and peace will be actively pursued. Special attention will be given to supporting greater involvement of local and indigenous communities, youth and women in heritage protection. Particular attention will be given to providing policy advice and guidelines on sustainable tourism and to developing programmes for a sustainable heritage use. Hence, the results of MLA 1 will contribute to those related to the promotion of cities and tourism as vectors for sustainable development (MLA 5), and to the role of youth in contributing to dialogue and regional integration (MLA 6). Cooperation and coordination with other Conventions and programmes will be reinforced, including through the relevant intersectoral platforms. Particular attention will be given to providing policy orientations and guidelines on tourism management and in general to developing programmes for a sustainable use of heritage.

**04049** With regard to post-conflict and post-natural disaster countries, efforts will be made to target assistance specifically to the countries affected, by taking cultural factors into account in reconciliation and reconstruction processes under initiatives launched by the United Nations. The network of partners will also be expanded to civil society organizations, including the private sector. The biennium will include the celebration of the 40th Anniversary of the World Heritage Convention and the adoption of reforms to the statutory processes arising from the reflections on the “future” of the World Heritage Convention begun in the previous biennium. With a view to increasing awareness about heritage protection and conservation, the sharing of information and knowledge with public and civil society partners will be enhanced through the website and targeted publications, including the *World Heritage Review*.

## Expected results at the end of the biennium

### Expected result 1: The 1972 World Heritage Convention effectively implemented

<i>Performance indicators</i>	<i>Benchmarks</i>
<ul style="list-style-type: none"> <li>■ Effective support to the governing bodies, and to the implementation of the World Heritage Convention</li> </ul>	<ul style="list-style-type: none"> <li>– 2 ordinary Committee sessions and 1 General Assembly session</li> <li>– adoption of the reformed implementation procedures</li> </ul>
<ul style="list-style-type: none"> <li>■ Integrated and comprehensive information and knowledge management system further developed and used by visitors</li> </ul>	<ul style="list-style-type: none"> <li>– 20% increase in the number of visitors to the WHC website</li> </ul>
<ul style="list-style-type: none"> <li>■ Under-represented countries, regions or categories better represented on the World Heritage List</li> </ul>	<ul style="list-style-type: none"> <li>– 5 successful nominations from under-represented countries, regions or categories</li> <li>– 5 States Parties prepare and submit their first Tentative List; 30 States Parties revise their Tentative List</li> <li>– 2 countries ratify the Convention</li> </ul>

## Expected result 2: Contribution of World Heritage properties to sustainable development enhanced

<i>Performance indicators</i>	<i>Benchmarks</i>
<ul style="list-style-type: none"> <li>■ Adverse impacts of tourism, urbanization and climate change on World Heritage properties mitigated in collaboration with inter-governmental organizations, policy-makers and site managers</li> </ul>	<ul style="list-style-type: none"> <li>– 2 projects to demonstrate the link between culture and development</li> <li>– 4 intersectoral actions with relevant conventions and programmes</li> <li>– 2 actions in cooperation with United Nations and the tourism industry concerning heritage preservation and tourism</li> </ul>
<ul style="list-style-type: none"> <li>■ Number of activities with youth involvement in World Heritage conservation</li> </ul>	<ul style="list-style-type: none"> <li>– 5 activities, including 2 in Africa, LDCs and/or SIDS</li> </ul>
<ul style="list-style-type: none"> <li>■ Increased number of women as trainers/experts in training workshops</li> </ul>	<ul style="list-style-type: none"> <li>– 3 workshops/projects involving local communities and women</li> <li>– women constitute at least 30% of trainers/experts in training workshops</li> </ul>

## Expected result 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)

<i>Performance indicators</i>	<i>Benchmarks</i>
<ul style="list-style-type: none"> <li>■ Operational conservation projects implemented with relevant experts/partners in priority regions and countries and for properties on the Danger List</li> </ul>	<ul style="list-style-type: none"> <li>– removal of 3 properties from the List of World Heritage in Danger</li> <li>– 6 conservation projects in priority regions and countries</li> <li>– 6 new partnerships for World Heritage conservation</li> </ul>
<ul style="list-style-type: none"> <li>■ Capacity of States Parties and other stakeholders developed through innovative partnerships</li> </ul>	<ul style="list-style-type: none"> <li>– at least 300 people trained</li> <li>– partnerships with category 2 centres in all regions</li> </ul>
<ul style="list-style-type: none"> <li>■ Promotional and awareness-raising activities undertaken with key stakeholders enhance the visibility of the Convention</li> </ul>	<ul style="list-style-type: none"> <li>– 40th Anniversary of the 1972 Convention celebrated</li> <li>– 6 awareness-raising activities, including 3 in Africa and/or SIDS</li> </ul>

## Main line of action 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

**04050** Actions will be aimed at achieving the strategic programme objectives of the Medium-Term Strategy for 2008-2013 (34 C/4) with a particular emphasis on: strengthening the contribution of culture to sustainable development; sustainably protecting and enhancing cultural heritage; and providing support to countries in post-conflict situations and post-disaster situations. Actions will take into account the specific needs of all community members and support their active participation in the design, planning, implementation and monitoring of the projects.

**04051** They will principally focus on protecting and conserving cultural property and objects under the related 1954 (and its two Protocols), 1970 and 2001 Conventions. A particular accent will be placed on creating synergies among those instruments in their implementation; development of capacity-building and awareness-raising, with particular focus on African Member States and gender equality (see boxes on Global Priorities); providing support to the respective intergovernmental committees linked to those Conventions and the implementation of their decisions and recommendations; maintenance and wide dissemination of the List of Cultural Property under Enhanced Protection under the Second Protocol to the Hague Convention and encouragement of States Parties to the Second Protocol to submit requests for the granting of enhanced protection, particularly with regard to Africa, in order to achieve a diversified and balanced List; organization of training seminars on the above instruments for target groups such as civil servants, cultural heritage professionals, law-enforcement agencies or the military while ensuring an approach based on gender equality; closer coordination of activities with other intergovernmental and non-governmental organizations concerned such as INTERPOL, the World Customs Organization, ICOM or ICOMOS; technical support and expertise to Member States with regard to the national implementation of their heritage laws as well as maintaining and updating the UNESCO Cultural Laws Database; the development of museum activities in LDCs, Africa and countries in emergency situations, designing educational contents and pedagogical tools to reach new audiences, especially youth, and awareness-raising about the need to protect cultural property.

**04052** Expected results from MLA 2 will contribute directly to those in MLAs 5 and 6 by providing legal tools to strengthen the role of culture in sustainable development, its integration in international development policies and within the United Nations system. In particular, such contribution will have a direct impact on social cohesion (MLA 5); and forging links between the fight against the illicit traffic in cultural property and the programme “Heritage and Dialogue” (MLA 6).

### Expected results at the end of the biennium

#### Expected result 4: Protection of cultural properties through the effective implementation of the 1954 Convention and its two Protocols enhanced

<i>Performance indicators</i>	<i>Benchmarks</i>
<ul style="list-style-type: none"> <li>■ New States Parties to the Convention and its two Protocols</li> </ul>	<ul style="list-style-type: none"> <li>– 6 new ratifications of either the 1954 Convention or its Protocols (at least 2 in Africa)</li> </ul>



<i>Performance indicators</i>	<i>Benchmarks</i>
<ul style="list-style-type: none"> <li>■ 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</li> </ul>	<ul style="list-style-type: none"> <li>– 2 ordinary meetings of the Second Protocol Intergovernmental Committee, and 1 meeting of the High Contracting Parties to the Hague Convention</li> <li>– 1 meeting of the Parties to the Second (1999) Protocol</li> <li>– 6 sites granted enhanced protection by the Second Protocol Intergovernmental Committee</li> </ul>
<ul style="list-style-type: none"> <li>■ Enhanced awareness-raising within the military and cultural heritage professionals</li> </ul>	<ul style="list-style-type: none"> <li>– 10% increase in the number of visitors to the website</li> <li>– publication of the French version of the Article by Article Commentary on the 2nd Protocol</li> <li>– 1 workshop for African countries with special focus on gender</li> </ul>

**Expected result 5: Effective implementation of the 2001 Convention encouraged and international cooperation for the preservation of the underwater cultural heritage increased**

<i>Performance indicators</i>	<i>Benchmarks</i>
<ul style="list-style-type: none"> <li>■ Adherence of new States Parties to the Convention</li> </ul>	<ul style="list-style-type: none"> <li>– 6 new States Parties, at least one in Africa</li> </ul>
<ul style="list-style-type: none"> <li>■ Effective support for statutory, scientific and technical meetings</li> </ul>	<ul style="list-style-type: none"> <li>– 1 session of the Meeting of States Parties</li> <li>– 2 meetings of the Scientific and Technical Advisory Body</li> <li>– 2 meetings of the working group on the Operational Guidelines</li> </ul>
<ul style="list-style-type: none"> <li>■ Capacity-building, awareness-raising activities and adaptation of national legislations in Member States</li> </ul>	<ul style="list-style-type: none"> <li>– 2 regional training workshops and 2 regional awareness-raising meetings</li> <li>– web-based global training tool created</li> <li>– new public and youth website launched</li> </ul>

**Expected result 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**

<i>Performance indicators</i>	<i>Benchmarks</i>
<ul style="list-style-type: none"> <li>■ New States Parties to the 1970 Convention</li> </ul>	<ul style="list-style-type: none"> <li>– 8 to 10 new ratifications for the 1970 Convention (2 for each regional group)</li> </ul>

<i>Performance indicators</i>	<i>Benchmarks</i>
<ul style="list-style-type: none"> <li>■ Increased understanding and awareness of UNESCO policy on fighting illicit traffic</li> </ul>	<ul style="list-style-type: none"> <li>– 4 to 5 publications and update or creation of a new web-site on illicit traffic and restitution</li> <li>– 3 to 4 documentaries and clips produced</li> <li>– 3-5 region-specific awareness-campaigns</li> </ul>
<ul style="list-style-type: none"> <li>■ Effective support to meetings of States Parties to the 1970 Convention and capacity-building sessions efficiently organized and implemented</li> </ul>	<ul style="list-style-type: none"> <li>– 1 meeting of States Parties to the Convention and 8 to 10 workshops (1 to 2 workshops by region)</li> <li>– 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</li> </ul>
<ul style="list-style-type: none"> <li>■ New national legislations, import/export certificates for cultural property, translation of national laws and certificates, examples of successful return cases of cultural property</li> </ul>	<ul style="list-style-type: none"> <li>– 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</li> <li>– 50 examples of successful return cases of cultural property</li> </ul>

### **Main line of action 3: Safeguarding the intangible cultural heritage through the effective implementation of the 2003 Convention**

- 04053** Awareness of the importance of safeguarding the intangible cultural heritage at the national level will be strengthened by illustrating, in particular, the way in which the intangible heritage actually contributes to sustainable development, intercultural dialogue and social cohesion, all targeted in MLAs 5 and 6. Accordingly, efforts to share information through the information and knowledge management system with a broader selection of stakeholders will be continued. Furthermore, existing complementary links between the intangible heritage and other forms of heritage will be clarified. Intersectoral action will be strengthened in order to reach young people through education and the new communication media. Cooperation with the natural sciences, too, will be strengthened, in particular under the Man and the Biosphere (MAB) and the Local and Indigenous Knowledge Systems (LINKS) programmes.
- 04054** Efforts will be pursued to ensure the effective functioning of the Convention's statutory bodies, which will make it possible to discuss strategic issues relating to the challenges facing the Convention and to carry out the tasks required to compile the Urgent Safeguarding List, the Representative List and the Register of Best Practices, and to grant international assistance. Special attention will thus be paid to developing countries, in particular African countries, LDCs and SIDS in all stages of the work.
- 04055** While pursuing additional ratifications, particular focus will be placed on building capacities in Member States in order to strengthen implementation of the Convention at the national level, with particular regard to the identification of intangible cultural heritage and to the legislative and administrative safeguarding framework to be put in place. Special attention will be paid in that regard to the role of women and young people, to whom training will be provided as a priority in order to enhance their involvement in all safeguarding activities. The collection, analysis and dissemination of best practices will continue to be a main area of action.

Large-scale communication activities will also be continued under appropriate partnerships in order to ensure that the intangible cultural heritage is understood, known and appreciated in particular, by young people, as its transmission depends primarily upon their interest in it, and by women, who play a crucial transmission role.

## Expected Results at the end of the biennium

### Expected result 7: Safeguarding of the intangible cultural heritage enhanced through the effective implementation of the 2003 Convention

<i>Performance indicators</i>	<i>Benchmarks</i>
<ul style="list-style-type: none"> <li>■ Number of States Parties to the Convention increased</li> </ul>	<ul style="list-style-type: none"> <li>– 10 new States Parties to the Convention</li> </ul>
<ul style="list-style-type: none"> <li>■ International assistance-funded safeguarding activities effectively implemented and best practices for public awareness and strengthened safeguarding capacities promoted</li> </ul>	<ul style="list-style-type: none"> <li>– 20 international assistance-funded safeguarding activities implemented and 10 best practices promoted</li> </ul>
<ul style="list-style-type: none"> <li>■ Partnerships strengthened with other intergovernmental organizations within and outside the United Nations system, civil society, and the private sector</li> </ul>	<ul style="list-style-type: none"> <li>– participation and involvement in 3 major international events</li> </ul>
<ul style="list-style-type: none"> <li>■ Participation of communities, practitioners, NGOs, non-profit making organizations, experts and centres of expertise facilitated in the implementation of the Convention</li> </ul>	<ul style="list-style-type: none"> <li>– 200 additional entries in a database of NGOs, non-profit making organizations, experts and centres of expertise</li> <li>– gender parity in the number of experts</li> </ul>

### Expected result 8: The role of the governing bodies of the 2003 Convention strengthened, particularly through the effective organization of the statutory meetings

<i>Performance indicators</i>	<i>Benchmarks</i>
<ul style="list-style-type: none"> <li>■ Meetings of the statutory bodies, the subsidiary body and consultative body for the examination of nomination files for the statutory lists effectively organized</li> </ul>	<ul style="list-style-type: none"> <li>– 5 meetings of the statutory bodies, 4 examination meetings for advisory services and 2 information meetings</li> </ul>
<ul style="list-style-type: none"> <li>■ Participation increased in the statutory meetings by developing country experts and civil society representatives</li> </ul>	<ul style="list-style-type: none"> <li>– 10% increase in the number of developing country experts attending Committee meetings</li> <li>– 10% increase in the number of civil society organizations attending Committee and General Assembly meetings</li> </ul>

<i>Performance indicators</i>	<i>Benchmarks</i>
<ul style="list-style-type: none"> <li>■ 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</li> </ul>	<ul style="list-style-type: none"> <li>– 30 international assistance requests processed (including preparatory assistance), 10 from under-represented countries</li> <li>– 75 nominations and proposals processed (Urgent Safeguarding List, Representative List and Register of Best Practices), 20 from under-represented countries</li> </ul>

### Expected result 9: The national safeguarding capacities of Member States in particular of developing countries, strengthened

<i>Indicators</i>	<i>Benchmarks</i>
<ul style="list-style-type: none"> <li>■ Human and institutional capacities in the field of intangible cultural heritage developed and/or strengthened</li> </ul>	<ul style="list-style-type: none"> <li>– human and institutional capacities reinforced in 50 States, with gender parity among the beneficiaries of human resource strengthening</li> </ul>
<ul style="list-style-type: none"> <li>■ National policies for intangible cultural heritage developed and/or strengthened</li> </ul>	<ul style="list-style-type: none"> <li>– policy efforts supported in 30 States</li> </ul>
<ul style="list-style-type: none"> <li>■ Information and promotional materials produced and disseminated via knowledge management system, including those targeting youth and women</li> </ul>	<ul style="list-style-type: none"> <li>– 5 information materials produced and 20% increase in number of visitors to the website</li> </ul>

## Main line of action 4: Sustaining and promoting the diversity of cultural expressions through the effective implementation of the 2005 Convention

**04057** As UNESCO's most recent standard-setting instrument in the field of culture, the 2005 Convention for the Protection and Promotion of the Diversity of Cultural Expressions is recognized as providing an international framework for the governance and management of culture in the twenty-first century. It aims to ensure that artists, cultural professionals and citizens worldwide can create, produce, disseminate, enjoy and have access to a diversity of cultural goods, services and activities, including their own.

**04058** The operational phase initiated in the previous biennium with the launch of the pilot phase of the International Fund for Cultural Diversity and the drafting of operational guidelines that serve as a roadmap for the implementation of the Convention at all levels of governance will be further developed.

**04059** While continuing activities to ensure the effective functioning of the Convention's statutory bodies, and to raise awareness of the Convention through the implementation of an integrated communication strategy, action during this biennium will be focused on ensuring capacity-building and clearing-house functions. This plan of action is to be achieved in cooperation with the diversity of Convention stakeholders from the public, private and civil society sectors.

**04060** In terms of capacity-building, technical assistance will provide developing countries with expertise to build up legal, institutional and human capacities to strengthen the cultural sector and the cultural industries as a means to promote sustainable development, economic growth and social cohesion. The creation of methodologies and the dissemination of tools to collect data and information for policy-making purposes will contribute directly to capacity-building activities and to the implementation of a gender equality-based policy agenda.

**04061** Effective support is to be given to the collection, analysis and distribution of information, data and best practices on measures Parties have taken to protect and promote the diversity of cultural expressions. UNESCO's clearing-house function will be facilitated through the development and implementation of an online knowledge-management system. The goal is to ensure the inclusion of resources from different regions and subregions of the world as well as to facilitate increased access to these sources.

**04062** The successful management of operational activities that can illustrate and strengthen the implementation of the Convention will continue. This includes the Global Alliance for Cultural Diversity that aims to foster public-private partnerships in the cultural industries for development.

**04063** Expected Results from MLA 4 will contribute directly to those in MLA 5 that promote the role of culture in development at the global, regional and national level, in particular those that support the integration of culture in development policies and programmes, advocacy, outreach and monitoring activities and operational projects that produce evidence for policy-making.

## ■ Expected Results at the end of the biennium

### Expected result 10: The 2005 Convention effectively implemented

<i>Performance indicators</i>	<i>Benchmarks</i>
<ul style="list-style-type: none"> <li>■ Support to the governing bodies of the 2005 Convention through the timely organization of statutory meetings</li> </ul>	<ul style="list-style-type: none"> <li>– 2 ordinary Committee sessions, 1 Conference of Parties and 3 information sessions</li> </ul>
<ul style="list-style-type: none"> <li>■ The International Fund for Cultural Diversity (IFCD) is managed effectively</li> </ul>	<ul style="list-style-type: none"> <li>– 150 IFCD applications processed and 30 projects successfully completed and evaluated</li> </ul>
<ul style="list-style-type: none"> <li>■ Increase the number of Parties to the Convention</li> </ul>	<ul style="list-style-type: none"> <li>– 135 Parties to the Convention, including a 10% increase in the number of countries from under-represented regions</li> </ul>

### Expected result 11: Policies, measures and programmes pertaining to the 2005 Convention supported and strengthened at the national, regional and international levels

<i>Performance indicators</i>	<i>Benchmarks</i>
<ul style="list-style-type: none"> <li>■ Number of national authorities supported in developing and/or strengthening of national policies</li> </ul>	<ul style="list-style-type: none"> <li>– 10 technical assistance missions undertaken, including 2 in Africa, LDCs and/or SIDS</li> </ul>

<i>Performance indicators</i>	<i>Benchmarks</i>
<ul style="list-style-type: none"> <li>■ Develop and maintain online database of experts to respond to requests for technical assistance</li> </ul>	<ul style="list-style-type: none"> <li>– 30 experts included in online database, including at least one third women</li> </ul>

**Expected result 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**

<i>Performance indicators</i>	<i>Benchmarks</i>
<ul style="list-style-type: none"> <li>■ Analysis of the periodic reports provided by State Parties</li> </ul>	<ul style="list-style-type: none"> <li>– 60 Parties periodic reports received and analysed, including from a gender perspective</li> </ul>
<ul style="list-style-type: none"> <li>■ Collection and dissemination of best practices</li> </ul>	<ul style="list-style-type: none"> <li>– 20 best practice cases, including 25% relating to women</li> </ul>
<ul style="list-style-type: none"> <li>■ Development and reinforcement of Convention related online knowledge management resources and tools</li> </ul>	<ul style="list-style-type: none"> <li>– 20% increase in the number of visitors</li> </ul>

**Expected result 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**

<i>Performance indicators</i>	<i>Benchmarks</i>
<ul style="list-style-type: none"> <li>■ Development of UNESCO “Culture for Development Indicator Suite”</li> </ul>	<ul style="list-style-type: none"> <li>– 10 countries testing and implementing Indicator Suite</li> <li>– UNESCO culture for development indicators methodology manual translated into 3 languages and disseminated internationally</li> </ul>
<ul style="list-style-type: none"> <li>■ Policy-making, data collection, and partnership tools for the cultural and creative industries</li> </ul>	<ul style="list-style-type: none"> <li>– 5 UNESCO capacity-building tools targeting governments, researchers and cultural entrepreneurs elaborated and made available</li> <li>– indicators identified and provided to international development institutions for inclusion in their indexes</li> </ul>

## **Biennial sectoral priority 2: Advocating the inclusion of culture and intercultural dialogue in development policies to foster a culture of peace and non-violence**

**04064** The second biennial priority will focus on demonstrating the cultural dimension of development and fostering international cooperation in the cultural field, aimed at achieving development goals. The accent will be on developing operational projects as the basis for evidence-based policy-making and programming.

**04065** In a departure from previous practice, the two MLAs under this priority will feed into all other MLAs under Major Programme IV and seek to consolidate synergies between the different parts of the sector, at Headquarters and in the field, and between thematic programmes, initiatives and normative instruments, in order to contribute to the achievement of the overarching objectives of the 34 C/4.

## **Main line of action 5: Promoting the role of culture in development at global, regional and national levels**

**04066** UNESCO will capitalize on the results of its advocacy work undertaken at the international level during 2010-2011 to gain acknowledgement of the importance of culture to the achievement of the MDGs and, more generally, development, as set out in the outcome document of the High-Level Plenary Meeting on the Millennium Development Goals (MDGs) (New York, September 2010) and United Nations General Assembly resolution 65/166 adopted on 20 December 2010. It will continue its advocacy work in order to broaden strategic institutional and operational partnerships and to strengthen the participation and commitment of development actors, especially donor countries, development banks, international and non-governmental organizations, the private sector and civil society. Efforts to ensure that culture forms part of an integrated United Nations system approach to development, as a “missing link” in the development equation as determined by the MDGs, will be pursued.

**04067** Such advocacy, coupled with standard-setting action under Major Programme IV, operational cultural projects conducive to sustainable development, activities linked to intercultural dialogue, peace and international partnerships, will be pursued in order to consolidate worldwide commitment to the important ties between culture and development at the Rio+20 Summit in 2012 and other relevant international fora.

**04068** At the country level, action will be continued in order to include culture in United Nations common country programming exercises, notably UNDAFs, and to formulate a strategy for analysing and sharing information on cultural entry-points in UNDAFs that already include culture. An approach that promotes cultural diversity, gender equality and human rights will be encouraged, in particular in the context of “Delivering as One”. Similarly, the implementation of the 18 joint programmes approved under the MDG Achievement Fund will be completed and action initiated in 2011 to capitalize on joint programme outcomes will be continued. For that purpose, a knowledge management database attesting to the contribution of culture to the MDGs and to development will be compiled.

**04069** Activities will also be designed to continue efforts undertaken to increase statistical knowledge and improve the measurement of potentialities in the field of culture in order to demonstrate their impact on economic development and strengthen the role of culture in Member States’ development policies. Furthermore, this exercise should lead to the identification of economic and cultural indicators, to the development of tools for strengthening cultural entrepreneurship and South-South and South-South-

North cooperation, and to the integration of cultural indicators into the United Nations monitoring and evaluation of development and, above all, into UNDP's forthcoming human development reports.

**04070** UNESCO will continue its work to create an environment conducive to the emergence of cultural and creative industries and their impact on the economic development of developing countries in cultural and artistic fields in which UNESCO's expertise has been acknowledged. This relates to books and translation, in particular through the World Book Capital and Index Translationum activities, and to crafts through the Award of Excellence and the Design 21 programme. A third Forum on Culture and Cultural Industries will be organized, financed through extrabudgetary resources.

**04071** Initiatives to promote sustainable development in cities, in a world context of growing urbanization, will further explore the challenges relating to the preservation of the heritage under MLA 1 to the ecological and social balance of embedded urban communities, and to the fostering of cities as vanguards of creativity, innovation and technology so as to increase their contribution to sustainable development. To this end, the Creative Cities Network will be further developed to better capitalize on cities as major partners in achieving results.

**04072** The new Global Partnership for Museums project will mobilize major scientific and technical stakeholders and development partners in order to promote and strengthen the role of museums as social, educational and economic actors, particularly in Africa and in the least developed countries. The goal will be to build their capacities in the fields of (i) heritage safeguarding, (ii) raising awareness of cultural diversity, and (iii) economic entrepreneurship in local crafts, cultural industries and cultural tourism. The project will draw on successful experiments and on quantitative and qualitative studies in formulating projects with educational and multiplier effects.

**04073** Finally, guided by the 2007 United Nations Declaration on the Rights of Indigenous Peoples, joint action with the United Nations Permanent Forum on Indigenous Peoples' Issues, governments and sister agencies will be strengthened in order to reinforce the integration of indigenous peoples' rights and issues in common country programming. Efforts to prevent and combat gender inequality and gender-based violence through intercultural dialogue will be strengthened in partnerships with indigenous women's associations.

**04074** In line with the decisions of the General Conference to transfer a total of 1.5 million dollars from MLAs 5 and 6 to MLAs 2 and 4, many of the activities foreseen under BSP 2 will depend entirely on extrabudgetary resources. These are clearly indicated in the text under the related Benchmarks.

## Expected results at the end of the biennium

### Expected result 14: Approaches to culture and development clarified in order to guide and assist Member States in devising inclusive development policies

<i>Performance indicators</i>	<i>Benchmarks</i>
<ul style="list-style-type: none"> <li>■ Definitions, concepts, and approaches related to Culture and Development formulated</li> </ul>	<ul style="list-style-type: none"> <li>– <i>at least 1 expert meeting convened (extrabudgetary resources)</i></li> <li>– <i>at least 2 research papers and two policy papers produced</i></li> <li>– <i>at least 1 comprehensive document produced to guide and assist Member States</i></li> </ul>



**Expected result 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**

<i>Performance indicators</i>	<i>Benchmarks</i>
<ul style="list-style-type: none"> <li>■ The role of culture in sustainable development acknowledged in international development policies</li> </ul>	<ul style="list-style-type: none"> <li>– <i>at least 2 strategic partnerships promoting the role of culture in sustainable development established with international development entities and/or United Nations agencies</i></li> <li>– <i>the role of culture for development addressed at the Rio+20 Conference in 2012</i></li> </ul>
<ul style="list-style-type: none"> <li>■ Culture integrated in United Nations joint programming exercises, including UNDAFs</li> </ul>	<ul style="list-style-type: none"> <li>– <i>10 UNDAFs integrating culture, gender equality and human rights</i></li> <li>– <i>culture-inclusive UNDAF database established</i></li> <li>– <i>18 joint programmes implemented and completed and related knowledge management established (extrabudgetary resources)</i></li> <li>– <i>4 strategic partnership agreements signed and implemented with international development entities and United Nations agencies</i></li> <li>– <i>3 culturally appropriate and gender responsible policies and actions supported in the field of HIV and AIDS and maternal health (extrabudgetary resources)</i></li> </ul>
<ul style="list-style-type: none"> <li>■ United Nations entities and Member States contribute to technical meetings on Culture and Development</li> </ul>	<ul style="list-style-type: none"> <li>– <i>4 regional and/or thematic experts meetings conducted (extrabudgetary resources)</i></li> <li>– <i>conclusions adopted globally</i></li> </ul>
<ul style="list-style-type: none"> <li>■ Advocacy, outreach and monitoring on the role of culture in development</li> </ul>	<ul style="list-style-type: none"> <li>– <i>2 UNESCO publications produced (extrabudgetary resources) and at least 1 contribution to a United Nations publication</i></li> <li>– <i>networks of professionals and development actors reinforced</i></li> </ul>
<ul style="list-style-type: none"> <li>■ Cultural diversity and intercultural dialogue principles in regional policy agendas and United Nations priorities</li> </ul>	<ul style="list-style-type: none"> <li>– <i>at least 1 contribution each to joint initiatives of the IASG with the United Nations Forum on Indigenous Issues, to the Decade on Education for Sustainable Development, and to EDUCAIDS</i></li> <li>– <i>at least 1 paper on culturally appropriate strategies to fight gender-based violence produced with indigenous women's associations (extrabudgetary resources)</i></li> </ul>

### Expected result 16: Contributions of cities to sustainable development enhanced

<i>Performance indicators</i>	<i>Benchmarks</i>
<ul style="list-style-type: none"> <li>■ Strengthened cooperation between cities in industrialized and developing countries</li> </ul>	<ul style="list-style-type: none"> <li>– 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)</li> <li>– 5 network activities designed to strengthen awareness of cities' role in economic, social and cultural development (extrabudgetary resources)</li> </ul>
<ul style="list-style-type: none"> <li>■ Artistic and cultural activities in cities in developing countries contribute to development</li> </ul>	<ul style="list-style-type: none"> <li>– 5 festivals in Africa</li> <li>– 5 other activities in Africa or other regions (extrabudgetary resources)</li> </ul>

### Expected result 17: Activities in the fields of books, translation and crafts promoted

<i>Performance indicators</i>	<i>Benchmarks</i>
<ul style="list-style-type: none"> <li>■ Links between handicrafts, design and tourism strengthened in developing countries</li> </ul>	<ul style="list-style-type: none"> <li>– craftspeople winning the UNESCO Award of Excellence for crafts in 3 regions and in 5 subregions (extrabudgetary resources)</li> <li>– initiatives to train craftswomen in at least 3 regions (extrabudgetary resources)</li> <li>– young designers taking part in competitions organized under Design 21 (extrabudgetary resources)</li> </ul>
<ul style="list-style-type: none"> <li>■ The role of the book and measures to promote translations through the global database strengthened</li> </ul>	<ul style="list-style-type: none"> <li>– initiatives to promote books in 5 developing countries (extrabudgetary resources)</li> <li>– 2 cities selected as World Book Capital</li> <li>– number of countries providing data to the Index Translationum (extrabudgetary resources)</li> </ul>

### Expected result 18: Social, economic and educational roles of museums as vectors of sustainable development and intercultural dialogue promoted and capacity-building in this area strengthened, in particular in developing countries

<i>Performance indicators</i>	<i>Benchmarks</i>
<ul style="list-style-type: none"> <li>■ Development of partnerships for museums in Africa and LDCs</li> </ul>	<ul style="list-style-type: none"> <li>– 3 new partnerships and 3 high-level regional meetings</li> <li>– 4 operational projects</li> </ul>
<ul style="list-style-type: none"> <li>■ Educational role of museums strengthened to attract new public, men, women, boys and girls</li> </ul>	<ul style="list-style-type: none"> <li>– 4 operational projects</li> </ul>

<i>Performance indicators</i>	<i>Benchmarks</i>
<ul style="list-style-type: none"> <li>■ Inventories, basic conservation, security and store-rooms improved</li> </ul>	<ul style="list-style-type: none"> <li>– 5 customized training activities with emphasis on Africa and LDCs</li> <li>– 5 inventories</li> <li>– 2 multi-language pedagogical tools</li> </ul>

### Expected result 19: Indigenous and endangered languages promoted and protected

<i>Performance indicators</i>	<i>Benchmarks</i>
<ul style="list-style-type: none"> <li>■ Targeted initiatives taken at global, regional and national levels</li> </ul>	<ul style="list-style-type: none"> <li>– 2 UNESCO monitoring tools on linguistic diversity (notably endangered languages and translation flows) are updated (extrabudgetary resources)</li> <li>– at least 1 activity per region to monitor, safeguard or promote endangered and indigenous languages (extrabudgetary resources)</li> </ul>

## Main line of action 6: Promoting intercultural dialogue, social cohesion and a culture of peace and non-violence

**04075** Action will focus on initiatives arising from the International Year for the Rapprochement of Cultures, 2010, on the strategic cooperation with the Alliance of Civilizations (AoC), and on tourism as a vector for mutual understanding and social cohesion, as well as on existing programmes, such as the Creative Cities (MLA 5); World Heritage in Young Hands (MLA 1), the Arabia Plan and projects highlighting the role of living cultures and artistic expressions in fostering social cohesion (MLA 4).

**04076** Social cohesion projects with emphasis on the role of living cultures and artistic expressions, such as DREAM Centres, will be implemented, including in post-conflict or post-disaster countries. Incentive measures relating to the role of art education as conducive to social cohesion, and a factor of sustainable development, will likewise be taken, in conjunction with Major Programme I. Operational projects under the World Heritage in Young Hands programme will enhance young people's role in contributing to dialogue and regional integration through their personal involvement in heritage conservation.

**04077** In order to illustrate intercultural dialogue in action more effectively and in a historical perspective, the Slave Route: Resistance, Liberty, Heritage and the General and Regional Histories projects will be reoriented towards a multidisciplinary and intersectoral approach, designed to combat historically inherited prejudice and stereotypes and to promote mutual understanding, in particular through the development of research, the preservation of the tangible and intangible cultural heritage and the production of teaching and information materials. These programmes will seek specifically to contribute to reflection on the construction of new identities and forms of citizenship and to a culture of peace through the promotion of shared heritage derived from cultural interaction and from the instances of confrontation and domination that have marked human history and collective memory. Efforts will be made to take the particular role played by women in the history of the various regions and in resistance to slavery better into account.

**04078** A new initiative, Heritage and Dialogue, will seek to develop new approaches to complex issues through the creation of subregional working groups on heritage management, conservation and promotion. Covering World Heritage, intangible cultural heritage, cultural industries, museums and cultural institutions, the expert groups will exchange information and experiences on heritage policies and management; promote conservation and management of heritage in the region; promote understanding of the significance of heritage for the different communities involved; address issues that may arise from practices of heritage; promote joint initiatives for the nomination, conservation, management and promotion of heritage in the region; and promote training and capacity-building and exchanges between professionals. The working groups will be composed of technical experts designated by each Member State involved in the process. They will have a permanent character and will meet periodically to address specific issues, facilitated by UNESCO.

**04079** Certain activities foreseen under this MLA will be implemented as part of Major Programme IV’s contribution to the intersectoral platform for the promotion of a culture of peace and non-violence. They will include partnerships with women’s and youth associations involved in intercultural dialogue, in view of their key role in conflict resolution, reconciliation and peace building.

**04080** Finally, Major Programme IV will actively contribute to the intersectoral programme “Rabindranath Tagore, Pablo Neruda and Aimé Césaire for a Reconciled Universal”, promoting a fresh look at contemporary challenges through the universal message of these three authors.

## Expected results at the end of the biennium

### Expected result 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

<i>Performance indicators</i>	<i>Benchmarks</i>
<ul style="list-style-type: none"> <li>At least 5 subregional expert working groups established</li> </ul>	<ul style="list-style-type: none"> <li>at least 1 meeting per group</li> <li>1 action plan per group (extrabudgetary resources)</li> </ul>

### Expected result 21: Promotion and use of the general and regional histories published by UNESCO strengthened, for educational purposes

<i>Performance indicators</i>	<i>Benchmarks</i>
<ul style="list-style-type: none"> <li>Teaching and information materials based on the General and Regional Histories</li> </ul>	<ul style="list-style-type: none"> <li>2 promotional events in different regions, in particular an event highlighting women’s role in history</li> <li>2 sets of teaching and information materials</li> </ul>
<ul style="list-style-type: none"> <li>Integration of contents based on the <i>General History of Africa</i> into school curricula (extrabudgetary funds)</li> </ul>	<ul style="list-style-type: none"> <li>3 content components for primary and secondary schools in Africa and 3 teachers’ guides</li> </ul>

## Expected result 22: Knowledge of the slave trade, slavery and the African diaspora enhanced

<i>Performance indicators</i>	<i>Benchmarks</i>
<ul style="list-style-type: none"> <li>■ Teaching materials on the slave trade and slavery developed and disseminated</li> </ul>	<ul style="list-style-type: none"> <li>– 2 sets of teaching and awareness-raising materials</li> </ul>
<ul style="list-style-type: none"> <li>■ Scientific studies on the slave trade, cultural heritage and itineraries of memory linked to the slave trade and slavery strengthened</li> </ul>	<ul style="list-style-type: none"> <li>– 2 studies on the slave trade and on sites of memory</li> </ul>

## Expected result 23: Conditions, capacities and arrangements for intercultural dialogue and a culture of peace strengthened locally, nationally and regionally

<i>Performance indicators</i>	<i>Benchmarks</i>
<ul style="list-style-type: none"> <li>■ Multidisciplinary initiatives contributing to the intersectoral programme "Rabindranath Tagore, Pablo Neruda and Aimé Césaire for a Reconciled Universal"</li> </ul>	<ul style="list-style-type: none"> <li>– 2 initiatives and audiences targeted for the promotion of a reconciled universal in educational, scientific and cultural environments (extrabudgetary resources)</li> </ul>
<ul style="list-style-type: none"> <li>■ Improved knowledge of cultural interaction between the Arab-Muslim world and the rest of the world</li> </ul>	<ul style="list-style-type: none"> <li>– 2 activities of the Arabia Plan focused on youth and dialogue (extrabudgetary resources)</li> </ul>
<ul style="list-style-type: none"> <li>■ Living cultures and artistic expressions foster social cohesion</li> </ul>	<ul style="list-style-type: none"> <li>– steps taken in at least 5 countries to act on the Seoul Agenda (extrabudgetary resources)</li> <li>– 3 new DREAMS Centres (extrabudgetary resources)</li> </ul>
<ul style="list-style-type: none"> <li>■ Strengthening of intercultural skills/competences as prerequisites for sustainable dialogue</li> </ul>	<ul style="list-style-type: none"> <li>– guidelines and pedagogical materials developed and disseminated within networks and to UNESCO's partners</li> </ul>

**MP V**

**Communication and information**

# Major Programme V

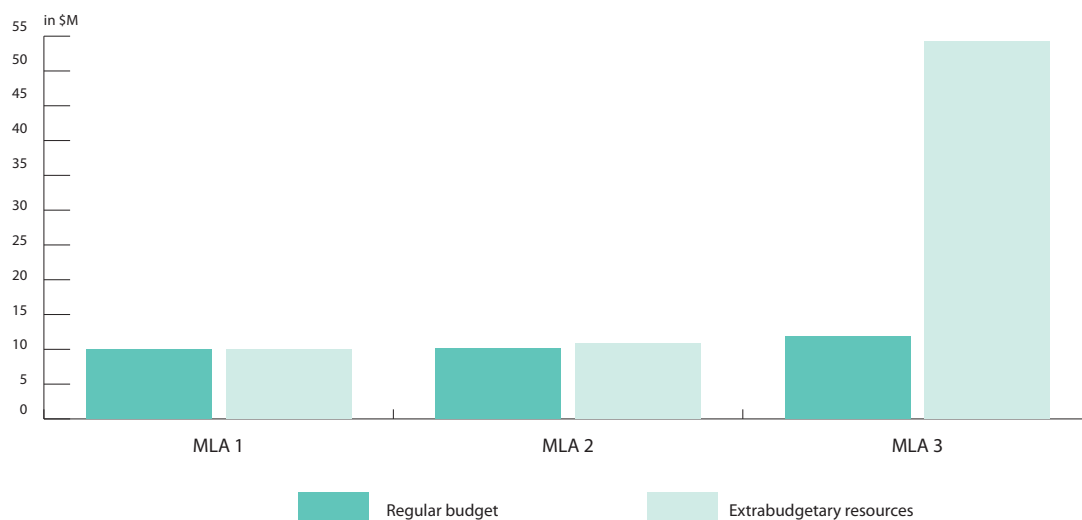
CI 1

Main line of action	Regular budget			Total 36 C/5 Approved	Extrabudgetary resources <sup>(1)</sup>
	Activities	Staff			
			Programme- related staff	Administrative support	
	\$	\$	\$	\$	\$
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	3 675 000	5 998 200	372 700	10 045 900	9 975 100
MLA 2 Strengthening free, independent and pluralistic media, civic participation and gender-responsive communication for sustainable development	3 545 000	6 150 000	372 700	10 067 700	10 826 200
MLA 3 Supporting Member States in empowering citizens through universal access to knowledge and the preservation of information, including documentary heritage	4 237 400	7 266 200	372 700	11 876 300	54 186 900
<b>Total, Major Programme V</b>	<b>11 457 400</b>	<b>19 414 400</b>	<b>1 118 100</b>	<b>31 989 900</b>	<b>74 988 200</b>

(1) Projects to be implemented in 2012-2013 for which funds have already been received or firmly committed, including posts financed from Programme Support Cost (PSC) income.

## Distribution of resources

### Total resources (staff and activities)

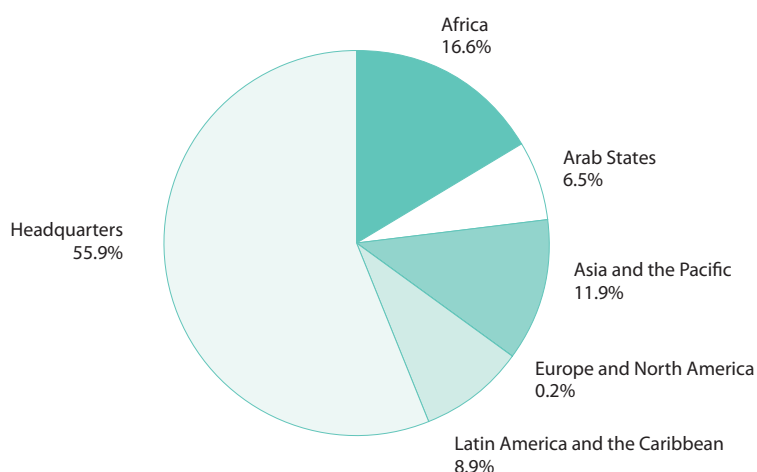


Decentralization of budget and established posts by implementing region								
Implementing region / Headquarters	36 C/5 Approved						Total	
	Activities		Staff					
	\$	Weight	\$	Weight	Posts <sup>(1)</sup>	\$	Weight	
Africa	2 286 000	20.0%	3 030 300	14.8%	13	5 316 300	16.6%	
Arab States	901 000	7.9%	1 187 600	5.8%	5	2 088 600	6.5%	
Asia and the Pacific	1 699 000	14.8%	2 092 000	10.2%	8	3 791 000	11.9%	
Europe and North America	63 000	0.5%	-	-	-	63 000	0.2%	
Latin America and the Caribbean	1 353 000	11.8%	1 502 000	7.3%	6	2 855 000	8.9%	
<b>Total, Field</b>	<b>6 302 000</b>	<b>55.0%</b>	<b>7 811 900</b>	<b>38.0%</b>	<b>32</b>	<b>14 113 900</b>	<b>44.1%</b>	
<b>Headquarters</b>	<b>5 155 400</b>	<b>45.0%</b>	<b>12 720 600</b>	<b>62.0%</b>	<b>57</b>	<b>17 876 000</b>	<b>55.9%</b>	
<b>TOTAL (Headquarters + Field)</b>	<b>11 457 400</b>	<b>100.0%</b>	<b>20 532 500</b>	<b>100.0%</b>	<b>89</b>	<b>31 989 900</b>	<b>100.0%</b>	

(1) In addition to the posts funded from the regular budget, 6 posts are funded from the PSC income.

### Distribution of resources by Region and Headquarters

#### Regular budget



### Indicative Sector's contribution to Global Priorities

	Indicative resources	% of total activity budget
	\$	%
Global Priority Africa	2 314 000	20.2
Global Priority Gender Equality	3 313 000	28.9



# Major Programme V

## Communication and information

**05000** General Conference resolution 36 C/Res.53 for Major Programme V

### *The General Conference*

1. *Authorizes* the Director-General:
  - (a) to implement the plan of action for Major Programme V, structured around the two biennial sectoral priorities and three main lines of action mentioned below, while devoting particular priority to Africa, gender equality and youth, and also placing emphasis on least developed countries (LDCs), small island developing States (SIDS), indigenous peoples and countries in post-conflict and post-disaster situations;
  - (b) to resort also in the implementation of the plan of action for Major Programme V to South-South and North-South-South cooperation as complementary modalities for delivery of the programme and to continue to develop partnerships with civil society, the private sector, organizations of the United Nations system and other international organizations at all stages of programme development, in order to:

### **Biennial sectoral priority 1: Promoting freedom of expression and information**

- (i) promote the free flow of ideas by encouraging dialogue between Member States and by sensitizing governments, public institutions and civil society to strive towards freedom of expression and freedom of the press as a central element in building strong democracies, for example, through the annual celebration of the World Press Freedom Day and the awarding of the UNESCO-Guillermo Cano World Press Freedom Prize, as well as, on a regular basis, organizing other complementary activities, while recognizing that the principle of freedom of expression must be applied not only to traditional media, but also to the Internet;
- (ii) encourage governments to develop legislative instruments to defend freedom of expression, press freedom and freedom of information as basic human rights. Provide support for the development of free, independent and pluralistic media, especially in countries in transition, as well as in conflict and post-conflict areas;
- (iii) monitor, in close cooperation with other United Nations bodies and other relevant organizations active in this field, the status of press freedom and safety of journalists, with emphasis on cases of impunity for violence against journalists, including monitoring the judicial follow-up through the Intergovernmental Council of the International Programme for the Development of Communication (IPDC) and to report on the developments in these fields to the General Conference. Build gender-sensitive capacities of media professionals to enable them to apply the highest ethical and

professional standards, particularly in the application of best practices with regard to investigative journalism and reporting on elections;

- (iv) foster dialogue, cultural expression, mutual understanding, peace and reconciliation, particularly in conflict-sensitive and crisis situations, and assist in the creation of enabling environments for freedom of expression, freedom of information and independent media that help to deal with crises. Build capacities of the media to report on disaster risk prevention and reduction and humanitarian action in post-disaster environments;
- (v) assist with the development of free, independent and pluralistic media in developing countries and those in transition through the International Programme for the Development of Communication (IPDC). Support Member States in addressing media development needs in a strategic manner through multistakeholder assessments based on the UNESCO Media Development Indicators;
- (vi) promote community media as learning platforms for development, and in particular for the involvement of marginalized groups, especially marginalized women, in democratic debate. Increase the level of United Nations inter-agency collaboration on communication for development at the country level;
- (vii) build capacities of journalism training institutions to offer high-quality journalism education based on the relevant UNESCO model curricula, the UNESCO criteria for institutional excellence in this field, and the experience gained from media and broadcasting institutions. Improve science literacy among journalists to enable informed reporting on issues impacting on sustainable development;
- (viii) foster media and information literacy, particularly through teacher training institutions, and in partnership with broadcasting associations and media organizations as a larger civic education movement. Improve media and information literacy among user-generated content producers and users, and contribute to setting standards in user-generated content for publicly-funded media organizations;

## **Biennial sectoral priority 2: Fostering information and communication capacities for universal access to knowledge to bridge the digital divide**

- (ix) support actions that help reduce the digital divide, and promote opportunities to access information and communications technologies (ICTs) and the use of the Internet for development. Particularly develop and foster partnerships with both public and private sectors to address and diminish the digital divide and the gap between men and women, households, businesses and geographic areas at different socio-economic levels of this divide, including the needs of persons with disabilities. Coordinate UNESCO's role in the Broadband Commission for Digital Development, recognizing the importance of broadband for development;
- (x) promote the application of ICTs to enhance the quality of and access to education, including the stimulation of production, sharing and access to open educational resources (OERs) and to build scientific knowledge through the promotion of open access to scientific research results;

- (xi) promote multilingualism in cyberspace;
  - (xii) harness ICTs to endow local communities with the means to promote their heritage and cultural expressions;
  - (xiii) contribute to increasing the access of developing countries to and participation in the development of free and open-source software (FOSS) and open standards;
  - (xiv) protect, digitize and promote access for all to documentary heritage through the Memory of the World Programme, and promote the awareness, preservation and safeguarding of original material, including through the Memory of the World Register and the UNESCO/Jikji Memory of the World Prize and appropriate projects;
  - (xv) strengthen digital preservation and develop principles which should guide digitization;
  - (xvi) foster and strengthen libraries and archives as contributors to knowledge societies, and build the capacities of information professionals. Further strengthen the World Digital Library to make rare and unique documents from libraries and cultural institutions all over the world available online, free of charge;
  - (xvii) reinforce the international and national outreach of the Information for All Programme (IFAP) and assist Member States in elaborating and implementing national information policy frameworks for universal access to information;
- (c) to allocate an amount of \$11,457,400 for activity costs and \$20,532,500 for staff costs;

2. *Requests* the Director-General:

- (a) to implement the various activities authorized by this resolution, to the maximum extent possible through intersectoral platforms;
- (b) to report periodically to the governing bodies, in the statutory reports, on the achievements of the following expected results, including relevant performance indicators:

**Main line of action 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**

- (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, and the safety of media professionals enhanced, and the combat against impunity strengthened;
- (2) The role of media enhanced to contribute to a culture of peace and democratic governance;
- (3) Media capacities strengthened to foster dialogue and reconciliation, contribute to disaster risk reduction and provide humanitarian information;

**Main line of action 2: Strengthening free, independent and pluralistic media, civic participation and gender-responsive communication for sustainable development**

- (4) Member States supported in the development of free, independent and pluralist media, reflecting the diversity of the society;

- (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 the media;
- (6) Media and Information Literacy (MIL) enhanced to enable citizens to make full use of their right to freedom of expression and information, taking into account the access and needs of both women and men;

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

- (7) The impact of activities in the fields of education, science and culture enhanced through gender-sensitive Open Suite strategies (open access, free and open source software and open educational resources) and innovative ICTs;
  - (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, learning and information;
  - (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;
3. *Also requests* the Director-General to report, in her six-monthly statutory reports, on the execution of the programme adopted by the General Conference, on measures taken to optimize the use of resources in the implementation of programme activities, including travel, contractual services and publications;
  4. *Further requests* the Director-General to implement the programme in such a manner that the expected results defined for the two global priorities, Africa and gender equality, pertaining to Major Programme V are also fully achieved.

# Major Programme V

## Communication and information

### Reinforcing impact in 2012-2013

**05001** Major Programme V (MP V) has been conceived to reap the benefits that communication and information hold for the enhancement of democracy, development and dialogue, placing particular emphasis on freedom of expression and information. Main lines of action (MLA) 1 and 2 will focus on enhancing the participation of citizens in communication and information processes, whilst main line of action 3 will contribute to empowering women and men by furthering their access to information and knowledge.

**05002** Flagship programmes will be strengthened to highlight the instrumental role of communication and information in sustainable development. Efforts in this regard will focus on World Press Freedom Day, the Memory of the World programme, the Power of Peace Network, the International Programme for the Development of Communication (IPDC), as well as on raising extrabudgetary funds to invigorate these activities as key vehicles for the achievement of MP V goals.

**05003** Universal access to information and knowledge will be promoted, including through the Information for All Programme (IFAP), to bridge the digital and knowledge divides and empower citizens, including marginalized groups. Renewed focus will be given to the Programme in recognition of increasing opportunities in all sectors. This includes unlocking the potential that Information and Communication Technologies (ICTs) can provide for development, and to unlock the potential that Open Access and emerging technologies hold for advancing progress towards internationally agreed development goals in the areas of education, the sciences and culture. ICTs for development provide unprecedented opportunities for enhanced cooperation with all sectors. A particular achievement will be the expansion of the Open Educational Resources platform which will provide long-term benefits particularly for UNESCO-targeted priority groups. Efforts will be consolidated to tap into the potential of mobile technology for development to improve access to information and applications for the sciences, education, and culture. UNESCO's contribution to the Broadband Commission for Digital Development, emphasizing the production and dissemination of local content, as well as linguistic and cultural diversity in cyberspace, as key elements that go hand-in-hand with the infrastructure and connectivity dimensions of broadband roll-out, will also be emphasized.

**05004** Emphasis will be placed on increasing the Organization's role in the international Internet governance debate concerning issues that are at the core of UNESCO's mandate such as freedom of expression, freedom of information, multilingualism, and local content creation. Free, independent and pluralistic media facilitate good governance by cultivating an informed citizenry, providing a platform for inclusive public debate, and serving as a prerequisite for development effectiveness. The UNESCO Media Development Indicators will provide crucial guidance in the identification of elements for common country assessments and for the development of joint UN programmes.

- 05005** While the Sector will actively contribute to the intersectoral platform that supports countries in post-conflict and post-disaster situations, activities will be concentrated on community media and the contribution of the media to disaster risk reduction, and on supporting the development of free and independent media in conflict and post-conflict countries.
- 05006** Efforts will be strengthened to mainstream gender equality considerations, notably by institutionalizing gender-responsive good practices, and by developing appropriate programme implementation guidance that supports the effective promotion of gender equality through professional development programmes. The application of UNESCO-developed gender-sensitive indicators for media will highlight the Organization's pioneering role in this area, enabling media institutions to identify specific gaps, and expanding upon the elements presented in the Media Development Indicators.
- 05007** The increased percentage of decentralized resources for MPV activities in Africa highlights the importance given to Priority Africa. Actions for building inclusive knowledge societies will address Africa as a regional priority, paying attention to the equitable representation of women and girls in order to facilitate their active participation in democratic discourse and learning for development. MPV activities will also be geared to continuing successful action in the fields of freedom of information and women's rights in Africa.
- 05008** With a view to increasing the focus, synergies and results of the programme, the Communication Development Division and the Freedom of Expression, Democracy and Peace Division have been merged to form the Division of Freedom of Expression and Media Development.

05009

**Biennial sectoral priorities for 2012-2013**

*Biennial sectoral priority 1:*

Promoting freedom of expression and information

*Biennial sectoral priority 2:*

Fostering information and communication capacities for universal access to knowledge to bridge the digital divide

**Internationally agreed development goals and commitments**

Declaration of Principles and Plan of Action of the World Summit on the Information Society (WSIS 2003 and 2005)

United Nations Millennium Declaration. Millennium Development Goals (MDGs), in particular MDG 1, MDG 2 and MDG 8

United Nations World Summit Outcome Document (2005)

Recommendation concerning the Promotion and Use of Multilingualism and Universal Access to Cyberspace (2003)

Charter on the Preservation of Digital Heritage (2003)

Declaration of Belgrade on Assistance to Media in Conflict Areas and Countries in Transition (2004)

Declaration of Dakar on Media and Good Governance (2005)

Declaration of Colombo on Media, Development and Eradication of Poverty (2006)

Declaration of Medellin on Safety of Journalists and Impunity (2007)

Declaration of Maputo on Fostering Freedom of Expression Access to Information and Empowerment of People (2008)

Paris Declaration on Broadcast Media and Climate Change (2009)

05010

Major Programme V focuses on the achievement of overarching objective 5 of the 34 C/4 Medium-Term Strategy, “Building inclusive knowledge societies through information and communication”. Its approach will emphasize development strategies for civic engagement, gender-inclusive policies and the empowerment of individuals to fully exercise their human rights and fundamental freedoms.

05011

In view of the 2015 review by the UN General Assembly on the progress towards the World Summit on the Information Society (WSIS) targets and the Millennium Development Goals, Major Programme V’s strategy will aim to further operationalize UNESCO’s concept of inclusive, equitable, open and participatory knowledge societies based on the four principles of freedom of expression, universal access, quality education and cultural and linguistic diversity, through awareness-raising, standard setting, capacity-building, and gender mainstreaming activities. This will include participation in the international debate on Internet governance in areas of UNESCO’s competence.

05012

In line with the WSIS Declaration of Principles and as facilitator of the implementation of the six action lines in UNESCO’s areas of competence, the Organization will maximise the impact of cross-cutting and policy-relevant action to enable citizens to benefit fully from inclusive knowledge societies. Intersectoral and interdisciplinary cooperation will embrace action that fosters ICTs for development in education, the sciences, access to information and knowledge, capacity-building, cultural diversity and identity, linguistic diversity and local content, free, independent and pluralistic media, and info-ethics. Media and information literacy will be fostered as a civic education programme at all levels.

**05013** The human-rights-based approach to development cooperation with Member States is an integral component of Major Programme V. In accordance with principles most recently reaffirmed in the 'Washington Declaration – 21st Century Media: New Frontiers, New Barriers' (2011), freedom of expression, freedom of information and press freedom, including on the Internet, will be promoted as basic human rights. This will be achieved through awareness-raising, assistance in policy advice, and through the development of networks, supporting governments to develop legislative instruments to defend human rights. The use of media by youth is enhanced to provide tools for self-expression and to promote dialogue and mutual understanding, notably through Internet-based media and social communication platforms.

**05014** Activities and initiatives will be undertaken to further a culture of peace and non-violence by encouraging the empowerment of local community and youth organizations to apply information and communication techniques for participatory development, notably through support for Community Multimedia Centers (CMCs), and through dialogue and exchange programme activities that focus on girls', boys', and women's specific needs and aspirations, in particular through UNESCO's Power of Peace Network.

**05015** As a new orientation, UNESCO has initiated a strategy based on intersectoral collaboration for local media to provide humanitarian assistance information, particularly in disaster and immediate post-disaster situations. Local and community media capacities will be strengthened to contribute to disaster risk reduction, and to play a role in the effective recovery and transition from relief to development in post-disaster situations. The capacities of media in conflict and post-conflict situations will also be strengthened through training on conflict-sensitive reporting and through assistance for the introduction of media legislation and regulatory frameworks.

**05016** The International Programme for the Development of Communication (IPDC) will continue to play a central role in promoting and developing free, pluralistic and independent media in developing countries. The IPDC-endorsed Media Development Indicators will be applied as a diagnostic tool for assessing the media landscape within the national context, and for assisting Member States in addressing identified media development gaps. Building on the experience of the previous biennium, actions to promote and enforce measures that foster media pluralism and diversity, including gender equality, and preserve the public interest mission of the media will be furthered in order to encourage the participation of civil society groups and citizens. Particular emphasis will be placed on news media development and the capacity-building of journalists in Africa, Least Developed Countries (LDCs), Small Island Developing States (SIDS), and in crisis-affected countries.

**05017** The Information for All Programme (IFAP) will catalyze UNESCO's efforts to foster international multi-stakeholder partnerships for enhancing the preservation of, and universal access of both men and women to, information. The Programme will foster international collaboration in the areas of, *inter alia*, the ethics of the information society and preservation of content, based on its strategic plan.

**05018** In line with the explicit reference in the Millennium Declaration that development rests on the foundations of democratic governance, the rule of law and respect for human rights, the Organization will support freedom of expression, freedom of information and media development, integrating these into common country programming processes. Particular attention will be given to the application of the Media Development Indicators in assessment processes, and to developing joint programming activities. Activities will also promote the application of ICTs for development, supporting media as a partner in education for sustainable development, public interest-oriented journalism education, and promoting educational and cultural dimensions of public service broadcasting services. Action to increase South-South cooperation and North-South-South cooperation to assist developing countries



in the achievement of national development goals will be pursued through the main lines of action, and UNESCO National Commissions will serve as partners for programme implementation.

**05019** The activities of Major Programme V will maintain special regard for disempowered and marginalized communities in Least Developed Countries (LDCs) and Small Island Developing States (SIDs), including indigenous populations. ICT policies and practices will be reinforced to address economical and geographical challenges by fostering networks and synergies for scientific and indigenous knowledge, the safeguarding of natural, cultural and intangible heritage, and the promotion of education for sustainable development. Actions for building inclusive knowledge societies will address Africa as a priority region, and attention will also be paid to the equitable representation globally of women and girls in order to facilitate their active participation in democratic discourse and learning for development.

**05020** Partnerships with civil society and the private sector will be forged in order to implement programme strategies and goals, and enhance programme impact by engaging with technologically cutting-edge corporations and organizations. Independent media associations and networks will be strengthened to promote and monitor freedom of expression and freedom of information, and partnerships with professional associations and media organizations will be galvanized to address the stereotypical representation of women in the media, and the overall inequality of women's access to and participation in communication systems. Broadcasting associations, media organizations, civil society organizations and teacher-training institutions will serve as key partners, particularly in fostering media and information literacy among media users. Strong links with international professional associations of librarians and archivists will also be maintained for the building of infostructures. Innovative partnerships will be sought with private sector actors, notably for action in the area of mobile technology, to further the 2010 recommendations of the Broadband Commission for Digital Development, and to continue ongoing strategies for the application of ICTs in education, the sciences and culture.

**05021** In view of UNESCO's cross-cutting programme and mandate in communication and information, intersectoral cooperation will be boosted through the planned interdisciplinary actions of Major Programme V, and through a strong contribution to the intersectoral platforms. Cooperation with Major Programme I will further action in the area of ICTs in education. The UNESCO Open Educational Resources (OER) Platform will empower communities of practice of education professionals to freely copy, adapt, and share UNESCO-sponsored curricula, while the UNESCO Open Training Platform (OTP) will be reinforced in the framework of the Organization's WSIS e-Learning engagement to increase access to multilingual, open and accessible learning content. Cooperation with Major Programme II to promote access to scientific information will be extended to encompass the use of ICTs in scientific research, particularly with the participation of local communities, while activity will be initiated with Major Programme IV on applying ICTs to empower disadvantaged communities to help preserve their cultures and improve livelihoods deriving from cultural works and heritage. Intersectoral action to enhance the media's capacity to contribute to UNESCO's overall objectives on peace and sustainable development will be undertaken.

**05022** With the intent of improving the visibility of UNESCO, regular information meetings will be held with Member States to promote and familiarize delegates with the main themes of the Programme. Existing partnerships will be enhanced and new ventures established, to increase target audiences globally using communication channels and products such as the CI website, online publications, social media, and communities of practice. UNESCO's visibility is also considerably enhanced through World Press Freedom Day and through the award of the UNESCO-Guillermo Cano World Press Freedom Prize, as well as the Memory of the World programme. Major Programme V will also strengthen its future-

oriented studies and research agenda to broaden programme perspectives and foresight strategies, and to reinforce its internal knowledge management capacity.

**05023**

The Programme builds on the results achieved during the implementation of the Programme and Budget 2010-2011 (35 C/5). Decentralization of Regular Programme resources is a key feature of Major Programme V. In 2012-2013, 55.5% of programme funds will be decentralized, and 55% of professional staff will deliver programme activities in more than thirty UNESCO field offices.

## Global Priority Africa

**05024**

UNESCO's action for building inclusive knowledge societies in Africa will be guided by WSIS outcomes and by the major goals and priorities set by the African Union and the NEPAD, using a multi-stakeholder approach that facilitates South-South and triangular cooperation. Action will take into account the need to meet national development priorities of African Member States, as emphasized in the Outcome document of the 2010 United Nations Millennium Development Goals Review Summit, the 2002 Declaration of Principles on Freedom of Expression in Africa, the 2010 Addis Ababa Declaration on Information and Communication Technologies in Africa and the 2005 African Regional Action Plan on the Knowledge Economy (ARAPKE). It will seek to create an enabling environment for freedom of expression, freedom of information, and press freedom, including on the Internet, and to optimize the use of media and ICTs as key elements in enhancing civic participation in contributing to poverty eradication.

**05025**

Inspired by the WSIS Declaration of Principles, and in line with the UNESCO Media Development Indicators, efforts to create a free, independent and pluralistic media landscape will be continued, and support in this area will be enhanced by the International Programme for the Development of Communication (IPDC). Assistance will be provided for the adoption and implementation of legal and regulatory frameworks conducive to freedom of expression, freedom of information and press freedom in African countries. Media accountability and democratic governance will be enhanced through the promotion and strengthening of self-regulation mechanisms and through support for investigative journalism, enhancing the work of the African media.

**05026**

Based on experiences of up-scaling the community multimedia centers in Mali, Mozambique and Senegal, collaboration will be fostered to support community media as an inclusive communication platform for disenfranchised communities and women groups, primarily by mobilizing UN interagency collaboration both at the global and country levels for joint action. The capabilities of African journalism education institutions will be further strengthened in line with the UNESCO study on criteria and indicators of excellence in journalism education and the UNESCO Model Curricula for Journalism Education. The capacities of media institutions to acquire analytical skills needed to identify the interconnections between scientific information and sustainable development will also be specific areas of focus in Africa, and the creation of science journalism networks and collaborative work with the Pan-African University will be fostered within the framework of the 2006 special agreement between the AUC and UNESCO on journalism training on science and technology in Africa.

05027

Trends and developments in the information and communication arena will be monitored to pay attention to the instrumental use of multi-platform technologies for the creation, access, preservation and sharing of information and knowledge. Action in this area will look beyond technology debate, which focuses on the need for infrastructure alone, towards the creation and dissemination of local content, including indigenous knowledge, for ICT content and applications that bolster cultural diversity and multilingualism for the increased participation of young men and women, marginalized communities, and people with special needs. UNESCO will focus on harnessing ICTs, particularly mobile devices, as effective tools in the outreach to marginalised communities, especially marginalized women, and for collecting, processing and disseminating information. Strong support will be provided for the development of open education resources and courseware, which will be channeled through teacher education and training institutions in various educational settings, contributing to the achievement of internationally agreed development goals, including the Millennium Development Goals and those of Education for All, by assisting Member States in elaborating and implementing national policy frameworks for universal access to information within the framework of the CCA/UNDAF processes.

05028

Action to foster media and information-literate communities to facilitate civic participation will involve a range of actors, both governmental and non-governmental, forging collaboration with civil society, teacher institutions, media and professional organisations to stimulate civic understanding, and the evaluation and creation of media and information content.

05029

In conflict and post-conflict countries in Africa, the Organization will support the development of media and information systems that contribute to peace-building and conflict prevention. In particular, attention will be paid to conflict-sensitive reporting, gender-specific training on electoral coverage, and support for the introduction of media legislation and regulatory frameworks that promote reconciliation and lasting peace.

## **Expected results at the end of the biennium**

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**A free, independent and pluralistic media landscape fostered by Member States to benefit democracy and sustainable development**

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**Learning and teaching processes enhanced through ICT content and applications**

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**Media and information literacy enhanced to facilitate civic participation in development processes**

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## **Global Priority Gender Equality**

05030

In line with the renewed commitment to the goal of women's empowerment, women's rights and gender equality called for by the UN Review Summit 2010, UNESCO will pursue gender equality in the fields of communication and information through a two-fold approach of gender mainstreaming and gender-specific programming (targeting girls, women, boys and men) in Member States. This approach will be aligned to the WSIS Declaration of Principles and UNESCO's Priority Gender Equality Action Plan, recognizing that women's empowerment and gender equality is directly linked to achieving progress on all other development objectives. The Programme includes action to address the stereotypical representation of women in the media and inequality in women's access and participation in communication systems.

05031

UNESCO will assist Member States in the implementation of communication and information policies that take into account the needs and potential contributions of women and girls in order to facilitate their participation in public life. Particular attention will be paid to providing assistance for the development of gender-inclusive national information policies. This action is in line with the Beijing Declaration and Platform for Action which underlines the potential that media hold for the economic, social and political empowerment of women.

05032

Media and ICTs continue to be powerful catalysts for the empowerment of women and UNESCO will continue to monitor the advances in this area to harness new opportunities for the participation of women in communications, for access to information for lifelong learning and development, and for the dissemination of information about women. The need for gender equality perspectives in media content will be advocated by the Organization through various actions: training on gender-sensitive reporting for media professionals; media literacy that promotes the development of critical abilities to evaluate and produce media content with a gender equality perspective; and through support for institutions to integrate the UNESCO gender-mainstreamed curricula for journalism education. UNESCO will also foster measures to improve fair gender representation at management levels of media organizations, particularly with publicly funded broadcasting systems, including through the application of gender-sensitive indicators for media.

05033

Coalitions will be built with regional broadcasting unions and governing bodies of publicly funded broadcasting services for action on gender equality, and assistance will take into account the gender equality perspectives embodied by the IPDC-endorsed Media Development Indicators.

05034

Support will be also provided in the context of conflict and post-conflict action to highlight the necessary engagement of women in conflict resolution and peace building.

## **Expected results at the end of the biennium**

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**Member States supported in the application of gender-sensitive indicators for media**

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**National information policies formulated and implemented in a gender-inclusive manner**

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**UNESCO-supported training programmes offered on an equal basis to men and women**

## **Biennial sectoral priorities**

05035

Based on the goals defined in the Medium-Term Strategy (34 C/4), the Programme will be centred on two biennial sectoral priorities, “Promoting freedom of expression and information” (biennial sectoral priority 1) and “Fostering information and communication capacities for universal access to knowledge to bridge the digital divide” (biennial sectoral priority 2). The strategy, which will apply to all three main lines of action of Major Programme V, will endeavor to build capacities and professional development of both men and women in Member States in the areas of media and information services, and will provide support within this domain to promote the Organization’s functions as a laboratory of ideas, a standard setter, and as a catalyst for international cooperation.

**05036** Action will focus on three key areas: (i) promoting an enabling environment for freedom of expression in order to foster development, democracy and dialogue for a culture of peace and non-violence; (ii) strengthening free, independent and pluralistic media, civic participation and gender-responsive communication for sustainable development; and (iii) supporting Member States in empowering all citizens through universal access to knowledge and the preservation of information, including documentary heritage.

## **Biennial sectoral priority 1: Promoting freedom of expression and information**

**05037** Freedom of expression and information is a fundamental principle for the development of human, social, and economically-sustainable knowledge societies, serving as a cornerstone for democracy and the development of good governance.

**05038** UNESCO will continue to promote free, pluralistic and editorially-independent professional news media as drivers for knowledge societies and as essential components for the mitigation of persisting inequalities in knowledge creation and sharing, particularly with a view to promoting gender equality.

## **Main line of action 1: Promoting an enabling environment for freedom of expression to foster development, democracy, and dialogue for a culture of peace and non-violence**

**05039** UNESCO will contribute to the promotion and monitoring of freedom of expression and freedom of information, providing assistance for building independent media associations and networks, and encouraging the establishment and strengthening of media landscapes characterized by diverse media types, including Internet and new media. Freedom of expression, press freedom and freedom of information are important elements in securing development, democracy and dialogue, gender equality – constituting key principles for the free dissemination and sharing of information and knowledge. The Organization will strengthen interagency collaboration within common country programming exercises to promote freedom of information laws and their application in Member States, as called for by the 2010 ‘Brisbane Declaration on Freedom of Information: The Right to Know’.

**05040** Awareness-raising and support for freedom of expression, press freedom, freedom of information and the safety of media professionals are key components of MLA 1. Support will be given to media associations and relevant civil society organisations that focus on media freedom and the safety of media professionals for collaboration in the organization of global World Press Freedom Day events (3 May), as well as for the large number of local and regional events organised on 3 May and on other occasions. The UNESCO-Guillermo Cano World Press Freedom Prize will be awarded on World Press Freedom Day. Action will also include encouraging dialogue between Member States, sensitizing governments, public institutions, media enterprises and civil society to the importance of freedom of expression for access to information, education and good governance, as well capacity-building activities for this purpose. The Organization will continue its efforts to fight impunity for crimes committed against media professionals, including through the IPDC. Strong collaboration with other agencies and programmes within the UN family will aim to ensure that existing conventions in this regard are respected, and capacity-building will be furthered in this area, in particular through the inclusion of safety modules in journalism training curricula.

**05041** Technical assistance and capacity-building will be provided to enable Member States to develop and apply policies and regulatory frameworks that are conducive to freedom of expression, press freedom and freedom of information, including for broadcasting and Internet services. The rights and access needs of women will be a focus in this context. Targeted institutional capacity-building will promote the principles of press freedom, transparency and accountability, and the importance of public access to information. Regulatory frameworks for both community and public service broadcasting will also be developed through the publication of a set of best practices, to facilitate media pluralism and editorial quality and independence. Within the framework of the Internet Governance Forum, the Organization will further debate on issues pertaining to freedom of expression online, the respect for privacy and new media platforms for social communication.

**05042** Capacity-building for ethical and professional standards, as well as self-regulatory media accountability systems, remains an important task for UNESCO and action will target media professionals at all levels, from publishers to reporters, through close collaboration with partner organizations within the media community. Special attention will be given to further strengthen the promotion of best practices and to develop regional repositories with examples of codes of ethics, press ombudsman and voluntary press councils. Dialogue will continue with media associations and companies on how to strengthen quality journalism and enhance the role professional journalism plays in good governance and democracy.

**05043** The media play an important role in fostering dialogue, cultural expression, mutual understanding, and peace and reconciliation. UNESCO will continue support for global activities that contribute to a culture of peace and non-violence. The Power of Peace network will be a prominent tool in this action, and will focus in particular on women and youth groups. Further action will focus on reporters working in conflict situations and countries in transition to enable them to use conflict-sensitive journalism tools. Joint collaboration programmes, including for the co-production of media content, will be supported under this action. UNESCO's activities highlighting the vital role of the media in the run-up to elections and in volatile post-election periods will be strengthened, particularly in post-conflict countries, through the dissemination of the UNESCO-produced guide book for journalists on reporting elections, 'Conflict-Sensitive Reporting: State of the Art'.

**05044** Community media can play a crucial role in providing local communities in disaster-prone areas with the tools to reduce risk, saving lives and avoiding the destruction of livelihoods. UNESCO will intensify its activities to underline the instrumental contribution of the media to disaster prevention and risk reduction, and to provide life-saving humanitarian information in post-disaster environments. The Organization will also continue its programmes to support the development of free and independent media in conflict and post-conflict countries, focusing on an enabling environment, institutional capacity-building and concrete collaboration projects that bring together media professionals from conflicting parties. Activities will be implemented in close collaboration with the United Nations system agencies for disaster risk reduction, conflict prevention and emergency operations in disaster and conflict situations, and will also have a strong intersectoral focus.

**Expected result 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**

Performance indicators	Benchmarks
<ul style="list-style-type: none"> <li>■ Number of local activities organized on World Press Freedom Day</li> </ul>	<ul style="list-style-type: none"> <li>– annual award of the UNESCO/Guillermo Cano World Press Freedom Day Prize; local activities on the occasion of WPFDD as well as other complementary activities held in at least 20 countries each year</li> </ul>
<ul style="list-style-type: none"> <li>■ Number of international campaigns and capacity-building initiatives for the safety of journalists and media professionals launched</li> </ul>	<ul style="list-style-type: none"> <li>– strengthening of 5 regional and local alert networks, and implementation of 2 international campaigns on media professionals’ safety in cooperation with specialized organizations.</li> <li>– at least 500 media professionals and government authorities trained on safety of journalists (at least 50% of whom are women), and related guidelines distributed in at least 10 countries (including at least 6 countries in Africa)</li> </ul>
<ul style="list-style-type: none"> <li>■ Number of policies and regulatory frameworks conducive to freedom of expression with regard to all types of media and social communication platforms applied</li> </ul>	<ul style="list-style-type: none"> <li>– 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 taking into consideration gender mainstreaming;</li> <li>– adoption of regulatory frameworks conducive to editorially independent public service broadcasters in at least 5 countries (3 in Africa);</li> <li>– new edition of publication, ‘Public Service Broadcasting: A Comparative Legal Survey’ produced, internationally launched, and disseminated in at least 10 countries (including 6 countries in Africa)</li> </ul>
<ul style="list-style-type: none"> <li>■ Number of professional and ethical standards and of self-regulatory media accountability systems accepted and applied</li> </ul>	<ul style="list-style-type: none"> <li>– professional and ethical standards reinforced in at least 15 countries ensuring participation of both men and women in collaboration with media associations</li> <li>– self-regulation based media accountability systems supported in at least 10 countries, including press councils and media ombudspersons</li> </ul>

## Expected result 2: The role of media enhanced to contribute to a culture of peace and to democratic governance

<i>Performance indicators</i>	<i>Benchmarks</i>
<ul style="list-style-type: none"> <li>■ Number of dialogue exchange programmes and conflict sensitivity programmes held</li> </ul>	<ul style="list-style-type: none"> <li>– <i>implementation of gender sensitive dialogue exchange programme and conflict sensitivity programme in at least 10 countries, specifically within the framework of the Power of Peace Network (PPN)</i></li> </ul>
<ul style="list-style-type: none"> <li>■ Number of professional media organizations improving the quality of reporting on cultural diversity</li> </ul>	<ul style="list-style-type: none"> <li>– <i>improved reporting on cultural diversity in at least 5 professional media organizations and academic institutions</i></li> </ul>
<ul style="list-style-type: none"> <li>■ Number of journalists trained in the application of best practices for elections reporting and investigative journalism</li> </ul>	<ul style="list-style-type: none"> <li>– <i>at least 30 journalists (at least 50% women) trained in investigative reporting at regional and national training workshops</i></li> <li>– <i>election reporting manual developed and published with at least 1 global launch;</i></li> <li>– <i>at least 5 regional consultations undertaken, and related training workshops organized on reporting elections</i></li> </ul>

## Expected result 3: Media capacities strengthened to foster dialogue and reconciliation, contribute to disaster risk reduction and provide humanitarian information

<i>Performance indicators</i>	<i>Benchmarks</i>
<ul style="list-style-type: none"> <li>■ Impact of media on disaster risk reduction and humanitarian action in post-disaster environments</li> </ul>	<ul style="list-style-type: none"> <li>– <i>capacities of community radio and rural multimedia community centres reinforced in disaster-stricken areas;</i></li> <li>– <i>quality of training in disaster risk reduction information dissemination enhanced in collaboration with at least 8 media professional organizations;</i></li> <li>– <i>humanitarian information disseminated in at least 5 countries where the United Nations provides emergency assistance.</i></li> </ul>
<ul style="list-style-type: none"> <li>■ Number of independent media outlets and associations in post-conflict countries and countries in transition</li> </ul>	<ul style="list-style-type: none"> <li>– <i>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</i></li> <li>– <i>at least one new independent media association established or reinforced in at least 5 post-conflict countries</i></li> <li>– <i>media professionalism improved and ethical standards implemented through training in at least 5 conflict and post-conflict countries</i></li> </ul>



## **Main line of action 2: Strengthening free, independent and pluralistic media, civic participation and gender-responsive communication for sustainable development**

- 05045** Main line of action 2 will contribute to strengthening free, independent and pluralistic media by assisting Member States in the creation of necessary conditions for media to effectively perform the functions attributed to them in democratic societies. This action includes the development of the investigative capacities of news media organizations to provide credible information for informed discourse, and the strengthening of citizens' capacities to engage with media to foster a public interest-minded media system.
- 05046** Within the framework of WSIS Action Line C9 "Media", and in order to foster free, independent and pluralistic media, UNESCO's action will be based on three elements: (i) identifying and supporting efforts to develop a diverse mix of public, private and community media; (ii) improving the capacities of journalism education institutions to offer public interest-minded journalism education, and for media organizations to address the challenges of reporting on complex issues, including sustainable development and sciences; (iii) fostering media and information literacy to increase the civic engagement in the development of public interest-minded media systems and information sources.
- 05047** All actions and interventions will be based on the IPDC-approved Media Development Indicators which enlists media ecology in terms of (a) systems of regulations conducive to free, independent and pluralistic media; (b) plurality and diversity of media; (c) media as a platform for democratic discourse; (d) professional capacity-building and supporting institutions that underpins freedom of expression, pluralism and diversity of media, and (e) sufficient infra-structural capacity to support free, independent and pluralistic media. The IPDC will play a central role in catalyzing international support for media development in developing countries, with particular emphasis on LDCs, SIDS and countries in transition.
- 05048** UNESCO will continue to foster community media, particularly in LDCs, to give voice to the concerns of rural and marginalized communities, as well as women's groups, and to strengthen their efforts to engage themselves as equal partners in democratic societies. Community media will be fostered as communication platforms for development, and the Organization will play a leading role in mobilizing UN interagency collaboration both at global and country levels for joint action using the UNESCO Media Development Indicators as entry points for common country programming processes in this regard. Member States will be assisted in the development of regulatory measures to promote community radio to ensure operational sustainability and to employ community media as a learning platform for development, including through national support mechanisms.
- 05049** Partnerships with professional associations and media organizations will be fostered to increase gender equality perspectives in media content and for women's equitable participation in the management structures of media, in particular publicly-funded media. This action includes support for public service broadcasters to apply UNESCO-developed gender-sensitive indicators for media, with a view to setting targets for gender balance and to measuring progress in this area.
- 05050** Efforts to build the capabilities of journalism institutions to offer high quality, multi-disciplinary journalism education will consider the increasing challenges faced by journalists in verifying and reporting on complex issues of sustainable development. Action will be based on the UNESCO Model Curricula for Journalism Education and the criteria for institutional excellence developed by the Organization, with particular attention given to Africa to further develop the identified potential

centers of excellence in journalism education. Action will be carried out in collaboration with the Science and other Sectors to further public understanding of issues related to sustainable development. UNESCO will collaborate with key partners to improve the quality of science journalism in developing countries and to foster networks of journalists to report on science issues. Emphasis will also be placed on building capacities of journalism institutions through the development of an interdisciplinary resource guide to improve the basic science literacy of journalists. This activity will also facilitate journalistic access to UNESCO information resources on issues such as climate change mitigation and adaptation, biodiversity, renewable energy, water, ocean impacts.

**05051**

In view of media's defining impact on public perceptions, the Organization will continue to improve media and information literacy as a form of civic education, to increase understanding of (a) the functions of media and information sources in a democratic society, (b) the enabling conditions needed to perform such functions, (c) abilities to critically evaluate the performance of the functions of media and information sources, and (d) skills needed to engage with media as direct contributors to media content. In accordance with the points of action contained in the Fez Declaration on Media and Information Literacy (2011), UNESCO will support Member States in the introduction of media and information literacy at all levels of education, in particular through teacher training institutions. Partnerships with broadcasting associations and media organizations will be forged to foster media and information literacy among media users, and to set standards for media organizations using the UNESCO-developed, 'Guidelines for Broadcasters on Promoting User-Generated Content'.

#### Expected result 4: Member States supported in the development of free, independent and pluralist media, reflecting the diversity of the society

<i>Performance indicators</i>	<i>Benchmarks</i>
<ul style="list-style-type: none"> <li>■ Number of countries and media development initiatives supported by IPDC based on UNESCO Media Development Indicators</li> </ul>	<ul style="list-style-type: none"> <li>– 150 media development initiatives implemented in at least 70 developing countries through the IPDC</li> <li>– Media Development Indicators applied in at least 10 developing countries and countries in transition to identify media development gaps</li> </ul>
<ul style="list-style-type: none"> <li>■ Number of countries that have recognized community radio in the regulatory system and the community media forums that applied sustainability measures</li> </ul>	<ul style="list-style-type: none"> <li>– enabling regulatory provisions clarifying complementarities between private, public and community media introduced in 10 piloting countries</li> <li>– sustainability measures applied by community media forums in at least 10 countries</li> </ul>
<ul style="list-style-type: none"> <li>■ Number of initiatives that enhanced collaboration of UN agencies in communication for development</li> </ul>	<ul style="list-style-type: none"> <li>– at least 10 Communication for Development (C4D) joint capacity-building measures integrated within common country programming documents</li> </ul>
<ul style="list-style-type: none"> <li>■ Number of public service broadcasting institutions that have applied gender-sensitive indicators for media and management practices</li> </ul>	<ul style="list-style-type: none"> <li>– gender-sensitive indicators for media applied by at least 20 public service broadcasters</li> </ul>

**Expected result 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**

<i>Performance indicators</i>	<i>Benchmarks</i>
<ul style="list-style-type: none"> <li>■ Number of countries that have improved journalism education on the basis of the UNESCO Model Curricula for Journalism Education and the number of training institutions that have applied the UNESCO-developed criteria for institutional excellence in journalism education</li> </ul>	<ul style="list-style-type: none"> <li>– at least 30 countries with improved journalism education based on UNESCO Model Journalism Curricula and 15 regional training institutions that have adapted the UNESCO criteria for excellence in journalism education</li> </ul>
<ul style="list-style-type: none"> <li>■ Number of journalism education institutions that have introduced quality science journalism based on the UNESCO-developed resource guide on science journalism, and increase in the number of journalists, particularly women, reporting on sustainable development issues with scientific perspectives</li> </ul>	<ul style="list-style-type: none"> <li>– at least 15 journalism education institutions that have adapted the UNESCO-developed resource guide on science journalism</li> <li>– at least 100 working journalists (of whom at least 50% are women) in 30 countries using UNESCO information resources on water, bio-diversity, energy, climate change, oceanographic impacts, desertification, etc.</li> </ul>

**Expected result 6: Media and Information Literacy (MIL) enhanced to enable citizens to make full use of their right to freedom of expression and information, taking into account the access and needs of both women and men**

<i>Performance indicators</i>	<i>Benchmarks</i>
<ul style="list-style-type: none"> <li>■ Number of teacher training institutions that have integrated media and information literacy into teacher training and of international partnerships to foster Media and Information Literacy established</li> </ul>	<ul style="list-style-type: none"> <li>– at least 15 national teacher training curricula integrating media and information literacy</li> <li>– at least 3 international partnerships established to foster Media and Information Literacy</li> </ul>
<ul style="list-style-type: none"> <li>■ Number of citizens’ media groups and UNESCO Chairs that have advocated media and information literacy as a means of increasing the quality of media</li> </ul>	<ul style="list-style-type: none"> <li>– at least 12 citizens’ media groups (of which at least 3 are women media groups) and UNESCO Chairs supported to foster media and information literacy in developing countries and countries in transition</li> </ul>
<ul style="list-style-type: none"> <li>■ Number of public service broadcasters that have applied standards for user-generated content</li> </ul>	<ul style="list-style-type: none"> <li>– at least 50 public service broadcasters that have applied the UNESCO-developed ‘Guidelines for Broadcasters on Promoting User-Generated Content’</li> </ul>

## **Biennial Sectoral Priority 2: Fostering information and communication capacities for universal access to knowledge to bridge the digital divide**

**05052** The thrust of Biennial Sectoral priority 2 will focus on the innovative use of Information and Communication Technologies (ICTs) to accelerate development processes in key areas of education, the sciences and culture, promoting universal access to knowledge and advocating for the preservation and sharing of information for men, women, boys and girls.

### **Main line of action 3: Supporting Member States in empowering citizens through universal access to knowledge and the preservation of information, including documentary heritage**

**05053** Taking into consideration major internationally agreed development goals, and the renewed commitment voiced by Member States at the 2010 United Nations Millennium Development Goals Review Summit, UNESCO will continue to harness information and communication technologies for development in the areas of education, the sciences and culture through intersectoral activities to bridge the digital divide (see paragraph 05020). UNESCO will enhance the Global Open Access Portal and Open Educational Resources (OER) Platform and Member States will be assisted in efforts to develop enabling policies and cooperation mechanisms. A pilot project will apply ICT to empower disadvantaged communities to use their cultural production and heritage to enhance livelihoods and local development. Assistance will be provided to public authorities in developing countries on the adoption of FOSS, Open Web, Open Standards, and Open Clouds, notably through UNESCO's Free and Open Source Software (FOSS) portal. UNESCO will assist Member States in the development of gender-sensitive and gender-inclusive policies that would enable women (including girls) and men to enjoy the benefits of ICTs and FOSS to improve their lives by providing learning opportunities, health care delivery, environmental protection, increased incomes and productivity, as well as increased participation in governance.

**05054** UNESCO will continue assisting Member States in elaborating and implementing gender-sensitive national information policy frameworks for universal access to information, integrating them into the common country programming process in line with the five priorities (Information for Development, Literacy, Preservation, Ethics, Accessibility) defined by the Information for All Programme (IFAP), including the implementation of the National Information Society Policy Template elaborated in the past biennium.

**05055** The protection of the world's documentary heritage will be ensured by strengthening the Memory of the World Programme in acknowledgement of the recommendations outlined in the 2011 Warsaw Declaration 'Culture - Memory - Identities', fostering awareness and measures at the policy level for long-term preservation and digitization. Efforts will be made to improve the quality of, and access to, culturally diverse content through development of info-structures and international collaboration mechanisms to meet digital challenges. Principles to guide digitization will also be developed. Libraries and archives will continue to be reinforced as centres of education and learning and as repositories for knowledge and key resources for development.

**05056** UNESCO will continue and reinforce its leading role in the implementation mechanisms established by World Summit on the Information Society (WSIS), such as the Internet Governance Forum. Enhanced participation in the implementation of the WSIS Action Lines under the responsibility of UNESCO will be ensured. UNESCO's input will continue to promote the building of inclusive knowledge societies

through international dialogue, establishing frameworks for collaborative action, creating awareness of the potential of ICT for development, and maintaining the focus of the debate on content issues.

**05057**

The application of information and communication technologies will be promoted, in particular mobile devices, for collecting, processing and disseminating data in local communities as regards environmental and socio-cultural change. Member States will be further assisted in the development and adoption of inclusive policy frameworks for universal access to, and dissemination of, multilingual information and knowledge through the promotion and implementation of the Recommendation concerning the Promotion and Use of Multilingualism and Universal Access in Cyberspace. Tools and guidelines on inclusion of languages in cyberspace will also be developed.

**05058**

Assistance and guidelines will be provided to Member States for the elaboration of policies to facilitate access to information and knowledge for people with special needs, particularly using ICT. Web accessibility curricula and training resources for higher educational institutions will be made available and accessible for persons with disabilities. Information literacy will be promoted in Member States. Guidance and tools such as indicators will be also provided to Member States for measuring progress achieved and for the formulation of gender-sensitive information policies and strategies.

## Expected results at the end of the biennium

### Expected result 7: The impact of activities in the fields of education, science and culture enhanced through gender-sensitive Open Suite strategies (open access, free and open source software and open educational resources) and innovative ICTs

<i>Performance indicators</i>	<i>Benchmarks</i>
<ul style="list-style-type: none"> <li>■ Number of ICT innovations applied by Member States to enhance quality of and access to education for both women and men</li> </ul>	<ul style="list-style-type: none"> <li>– 2 innovative ICT applications in education developed and internationally shared</li> </ul>
<ul style="list-style-type: none"> <li>■ Number of users and resources on UNESCO's online applications and training platforms for development</li> </ul>	<ul style="list-style-type: none"> <li>– major institutions in at least 5 Member States apply guidelines for OER application and adapt UNESCO curricula available on the UNESCO OER platform</li> </ul>
<ul style="list-style-type: none"> <li>■ Number of e-learning policies, tools and materials shared</li> </ul>	<ul style="list-style-type: none"> <li>– 4,250 e-learning resources on the Open Training Platform (OTP), with an average of 9,000 visits to the OTP per month</li> </ul>
<ul style="list-style-type: none"> <li>■ Number of major institutions applying ICT in building scientific knowledge and open access to research results</li> </ul>	<ul style="list-style-type: none"> <li>– 2 ICT applications developed on community level data capture and analysis</li> <li>– 3 research funding bodies in Member States adopt national Open Access generation and dissemination frameworks</li> <li>– 5 Member States improve national Open Access policies based on UNESCO recommendations</li> <li>– 100 major institutions effectively use the Global Open Access Portal</li> </ul>

<i>Performance indicators</i>	<i>Benchmarks</i>
<ul style="list-style-type: none"> <li>■ Number of initiatives harnessing ICT to enable local communities and women's groups to preserve and develop livelihoods from cultural heritage and indigenous works</li> </ul>	<ul style="list-style-type: none"> <li>– <i>an innovative ICT application for grass-roots cultural preservation and livelihood improvement</i></li> </ul>
<ul style="list-style-type: none"> <li>■ Increased awareness and exploitation of FOSS and Open Standards in developing countries targeted at both men and women</li> </ul>	<ul style="list-style-type: none"> <li>– <i>national authorities usefully informed by 4 new studies on FOSS applications and policies published on UNESCO's FOSS Portal</i></li> <li>– <i>one developing country university develops and adopts a FOSS policy that is gender sensitive based on UNESCO assistance</i></li> <li>– <i>at least 3 developing country specialists of whom at least 1 is a woman trained in international Open Cloud consultations</i></li> </ul>
<ul style="list-style-type: none"> <li>■ Increased awareness and exploitation of free and open software (FOSS) and Open Standards in developing countries, targeting both men and women</li> </ul>	<ul style="list-style-type: none"> <li>– <i>national authorities usefully informed by 4 new studies on FOSS applications and policies published on UNESCO's FOSS Portal</i></li> <li>– <i>one developing country university develops and adopts a FOSS gender-sensitive policy based on UNESCO assistance</i></li> <li>– <i>at least 3 developing country specialists trained (of whom at least one is a woman) in international Open Cloud consultations</i></li> </ul>

**Expected result 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 and information**

<i>Performance indicators</i>	<i>Benchmarks</i>
<ul style="list-style-type: none"> <li>■ Number of new inscriptions included in the Memory of the World Register; number of operational committees established; number of preservation professionals trained</li> </ul>	<ul style="list-style-type: none"> <li>– <i>at least 30 new inscriptions on the Memory of the World Register; at least 5 new national Memory of the World committees set up and operational; 50 preservation professionals trained (of whom 50% are women)</i></li> </ul>
<ul style="list-style-type: none"> <li>■ Number of strategies that strengthen libraries and archives as contributors to building knowledge societies implemented; number of digital library services established</li> </ul>	<ul style="list-style-type: none"> <li>– <i>at least 5 national strategies for libraries and archives implemented; World Digital Library content expanded; at least 5 new digital library services established</i></li> </ul>

**Expected result 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**

<i>Performance indicators</i>	<i>Benchmarks</i>
<ul style="list-style-type: none"> <li>■ Number of Information For All (IFAP) National Committees established/ strengthened; number of countries that apply the IFAP-developed National Information Society Policy Template</li> </ul>	<ul style="list-style-type: none"> <li>– <i>at least 6 National IFAP Committees established/strengthened</i></li> <li>– <i>National Information Society Policy Template applied in at least 10 Member States</i></li> </ul>
<ul style="list-style-type: none"> <li>■ Number of Web accessibility training resources developed and tested for men and women with disabilities; access to information enhanced for disadvantaged and marginalised groups</li> </ul>	<ul style="list-style-type: none"> <li>– <i>web accessibility training resources in open education format developed and tested by 10 higher education institutions</i></li> <li>– <i>at least 4 training projects in ICT skills for young men and women leaders to foster a culture of peace, tolerance, and sustainable development implemented</i></li> </ul>
<ul style="list-style-type: none"> <li>■ Number of WSIS-related multi-stakeholder events and initiatives organized; number of people visiting and contributing to WSIS Community Platform and website</li> </ul>	<ul style="list-style-type: none"> <li>– <i>Global WSIS Forums and UNGIS meetings including discussions on ICTs and gender equality co- organized with ITU and UNCTAD</i></li> <li>– <i>UNESCO contribution to the international debate on Internet governance and policies enhanced by the organization of 6 IGF workshops</i></li> <li>– <i>number of online WSIS Community Platform contributions increased by 50%</i></li> </ul>
<ul style="list-style-type: none"> <li>■ Number of countries that have tested the media and information literacy indicators</li> </ul>	<ul style="list-style-type: none"> <li>– <i>media and information literacy indicators tested involving both men and women (with at least 30% women) in five pilot countries</i></li> </ul>
<ul style="list-style-type: none"> <li>■ Number of policies and tools developed for the promotion of languages in Cyberspace</li> </ul>	<ul style="list-style-type: none"> <li>– <i>multilingualism reinforced with the use of specially developed internet tools and guidelines provided to Member States</i></li> </ul>

**UNESCO Institute  
for Statistics (UIS)**

**Intersectoral platforms**

**Field Office implementation of  
decentralized programmes**

**Supplementary funding for the  
Field Network Reform**

**II.B – Programme-related services**

**II.C – Participation Programme  
and Fellowships**



# UNESCO Institute for Statistics (UIS)

## UIS

Regular budget				35 C/5 Approved	Extrabudgetary resources
Activities	Activities	Staff			
	\$	\$		\$	\$
UNESCO Institute for Statistics <sup>(1)</sup>	9 128 600	-		9 128 600	-

(1) The amount for UIS represents the financial allocation from the regular budget and might be subsequently used for financing activities and/or staff. The institute may also receive directly other extrabudgetary funds which are not included in this table.

### 06000 General Conference resolution 36 C/Res.65 for the UNESCO Institute for Statistics (UIS)

#### *The General Conference,*

*Taking note* of the reports of the Governing Board of the UNESCO Institute for Statistics (UIS) for 2010 and 2011,

*Also taking note* of the Medium-Term Strategy for 2008-2013 of the UNESCO Institute for Statistics,

1. *Requests* the Governing Board of the UNESCO Institute for Statistics to focus the Institute's programme on the following priorities, with special emphasis on Africa, gender equality, youth, LDCs and SIDS as well as the most vulnerable segments of society, including indigenous peoples to:
  - (a) improve the relevance and quality of UNESCO's international database by developing new statistical concepts, methodologies and standards in education, science, culture and communication, by promoting the collection and production of quality statistics and indicators in a timely manner, and by strengthening communication with Member States and cooperation with field offices and partner agencies and networks;
  - (b) continue to support Member States and build their capacities in developing national strategies through conducting training in data collection and use, dissemination of technical guidelines and tools, and through the provision of expert advice and support to in-country statistical activities;
  - (c) support the development of policy analysis in Member States by: training in analysis, conducting analytical studies in partnership with international specialists, disseminating best practices and analytical reports to a wide audience, and by regularly reporting on the dissemination and use of UIS statistics;
  - (d) strengthen the position of the UNESCO Institute for Statistics within the international statistical landscape by looking for and/or intensifying cooperation with other relevant international organizations, including the Organisation for Economic Co-operation and Development (OECD) and the Statistical Office of the European Communities (Eurostat);
  - (e) address the issue of education quality and the related increasing importance of assessing learning outcomes by consolidating its clearing-house role in this field,

promoting cooperation and convergence among existing international initiatives regarding student assessment, and expanding the implementation of the Literacy Assessment and Monitoring Programme (LAMP) in new countries as well as presenting the results from the participating countries;

- (f) implement the revised International Standard Classification of Education (ISCED) as approved by the General Conference;
2. *Authorizes* the Director-General to support the UNESCO Institute for Statistics by providing a financial allocation of \$9,128,600;
3. *Invites* Member States, international organizations, development and donor agencies, foundations and the private sector to contribute financially or by other appropriate means to the implementation and expansion of the activities of the UNESCO Institute for Statistics;
4. *Requests* the Director-General to report periodically to the governing bodies, in the statutory reports, on the achievement of the following expected results:

### **Main line of action 1: Development of education indicators and promotion of data use and analysis**

- (1) More relevant and timely education statistics and indicators produced;
- (2) Appropriate methodologies and standards in the field of education statistics developed, maintained and refined;
- (3) Capacities of national statisticians strengthened in the production and use of national and comparative education data;
- (4) Use and analysis of education statistics promoted;

### **Main line of action 2: Development of international statistics on education outcomes**

- (5) Data on the distribution of literacy skills produced by more Member States and information used to design and implement education policies and programmes;
- (6) Methodologies for the assessment and monitoring of literacy developed, refined and implemented;
- (7) A framework to undertake comparative analysis and international monitoring of progress in learning outcomes established;

### **Main line of action 3: Development of international statistics on science and technology (S&T); communication and information; and culture**

- (8) Timely statistical information, and analysis on research and development and innovation statistics made available to Member States;
- (9) New S&T methodological tools made available to Member States;
- (10) Data on information and communication technologies in education collected within the UIS annual education survey and made available in the UIS database;
- (11) New statistical information on print, broadcast and online media made available through the UIS database;

- (12) Capacities of national statisticians strengthened in the production of cultural statistics and the use of new methodological tools facilitating application of the 2009 UNESCO Framework for Cultural Statistics;
- (13) More data on feature films and another culture topic made available in the UIS database;

#### **Main line of action 4: Reinforcement of cross-cutting statistical activities**

- (14) Quality of data produced by the UIS improved and constantly monitored;
- (15) UIS data-users given easier and more efficient access to UIS data through the redesigned online Data Centre.

**06001** The central aim of the UNESCO Institute for Statistics is to provide Member States with the data required for evidence-based policymaking. To this end, UIS produces global statistics in the fields of education, the sciences, culture and communication and information. In addition, the Institute strives to improve data quality at the international and national levels by developing statistical frameworks, classifications and methodologies and reinforcing the capacities of national statisticians in Member States.

#### **Global Priority Africa**

**06002** During the biennium, work will take place in Africa across all of the key programme elements, especially improving the quality of education statistics and indicators where the regional indicators project will be entering its second year. Training will be conducted for all countries of sub-Saharan Africa during the biennium. Data quality assessments will be undertaken in a number of countries.

#### **Global Priority Gender Equality**

**06003** Guided by the Gender Equality Action Plan for 2008-2013, UIS will ensure that, where possible, all data and indicators disseminated are disaggregated by sex or gender parity index throughout the Institute programme.

**06004** The work programme for the 2012-2013 biennium of the UNESCO Institute for Statistics (UIS) will be based on four main lines of action, which are described below.

#### **Main line of action 1: Development of education indicators and promotion of data use and analysis**

**06005** In order to ensure a comprehensive and informative picture of the state of education, the strategy for the 2012-2013 biennium focuses on improving data quality at both national and international levels, particularly the comparability, coverage, reliability and timeliness of cross-nationally comparable indicators.

**06006** UIS will address the rising demand for timely data of high quality which are critically needed to monitor progress especially as the world nears 2015 - the target year for international education goals (e.g. EFA, MDGs). Indicators are also needed to benchmark national policies and to help inform planning and policy formulation. UIS is well-positioned to ensure that the appropriate methodologies and standards are developed, up-dated, communicated and implemented with all education stakeholders.

**06007** Under MLA 1, UIS strategic action will aim to improve the international statistical system for education and support projects that contribute to the following objectives:

**(1) to improve the quality of national and international education statistics and indicators**

**06008** Activities will focus on strengthening the links to countries, data provision and indicator validation in order to improve the comparability, coverage, reliability and timeliness of the data. More particularly, UIS efforts will focus on the following three key areas:

- (i) enhancing the relevance of data through the use of regional data collection instruments (incorporating themes of regional interest) and data dissemination based on experience in sub-Saharan Africa and Latin America;
- (ii) extending the coverage of the database to include a broader range of indicators through global modular data collections (on issues such as instructional hours and teachers), improving educational attainment and literacy data and revising historical data;
- (iii) reinforcing links to national statisticians through outreach efforts conducted by UIS regional advisors and staff in South Asia; East Asia and the Pacific; Latin America and the Caribbean; sub-Saharan Africa; and the Arab States.

**Expected result 1: More relevant and timely education statistics and indicators produced**

<i>Indicators</i>	<i>Benchmarks</i>
<ul style="list-style-type: none"> <li>■ More comprehensive education data collection instruments</li> </ul>	<ul style="list-style-type: none"> <li>– 2 global modular education questionnaires designed; 1 data collection and analysis implemented; 1 new regional indicator questionnaire designed and implemented; data compiled, disseminated and analyzed for 2 regional data collections</li> </ul>
<ul style="list-style-type: none"> <li>■ Improved coverage of education finance indicators</li> </ul>	<ul style="list-style-type: none"> <li>– 70% of countries reporting a basic set of education finance indicators; capacity development undertaken in 5 countries</li> </ul>
<ul style="list-style-type: none"> <li>■ Improved coverage of educational attainment and literacy measures</li> </ul>	<ul style="list-style-type: none"> <li>– 2011 – coverage for educational attainment: 60% (increased by 5 percentage points)</li> <li>– 2011 coverage for literacy: 70% (increased by 5 percentage points)</li> </ul>

## (2) to develop appropriate methodologies and standards in the field of education statistics

06009

The UIS will reinforce its role as a standard-setter and work with key stakeholders, including national statisticians to:

- (i) raise the understanding of national statisticians in applying international standards and improving the transparency of international statistics;
- (ii) implement the newly revised International Standard Classification of Education (ISCED2011), and use the classification to map the education systems of all countries, and help to develop and implement revised fields of education classification in order to improve the cross-national comparability of UIS data;
- (iii) develop new approaches to monitor education progress beyond 2015;
- (iv) enhance the development of new education statistics in priority areas, such as: educational attainment, education finance, technical vocational education and training, adult learning, and the use of information and communication technologies (ICT) in education.

### Expected result 2: Appropriate methodologies and standards in the field of education statistics developed, maintained and refined

<i>Indicators</i>	<i>Benchmarks</i>
■ Greater awareness and use of ISCED by countries	– <i>validate at least 50% of countries with ISCED 2011 mappings</i>
■ Consultations and development of new fields of education classification	– <i>classification to be adopted by the General Conference in 2013</i>
■ Consultations conducted with stakeholders to develop conceptual frameworks for indicators on EFA/MDGs progress monitoring, technical and vocational education and higher education	– <i>new indicator frameworks, new UIS data collection instruments, pilot studies</i>

## (3) to strengthen national capacities in the production and use of data

06010

Activities designed to improve data quality depend on capacities and commitment of national statisticians and experts, who are vital partners for the UIS. The 2012-2013 strategy seeks to leverage this relationship through a number of following capacity-building initiatives. In particular, UIS will work with national teams to assess the quality of national education information systems and international reporting by applying a range of diagnostic tools (e.g., Data Plans, Data Quality Assessments). UIS regional and cluster advisors will provide technical assistance in building national education data systems and in the use and analysis of statistical outputs for evidence-based policymaking. In addition, UIS will regularly conduct training workshops on education statistics at the regional, cluster and country levels.

### Expected result 3: Capacities of national statisticians strengthened in the production and use of national and comparative education data

<i>Indicators</i>	<i>Benchmarks</i>
<ul style="list-style-type: none"> <li>■ National data plans and/or data quality assessments conducted and the recommendations implemented by the countries</li> </ul>	<ul style="list-style-type: none"> <li>– <i>carried out in at least 10 countries</i></li> </ul>
<ul style="list-style-type: none"> <li>■ Training workshops conducted for national statistician counterparts, education planners and policymakers on the use and analysis of data for results-based decision making covering all regions</li> </ul>	<ul style="list-style-type: none"> <li>– <i>5 regional workshops carried out</i></li> </ul>

#### (4) to strengthen the analysis and use of education data

06011

In order to meet the needs of key stakeholders and of the broader international statistical community, UIS will make better use of new technologies that enables the dissemination of statistical data, metadata and analysis to a wider public, more rapidly, efficiently, and in a more convenient form. Activities will focus on improving access to data and promoting data use, interpretation and analysis.

### Expected result 4: Use and analysis of education statistics promoted

<i>Indicators</i>	<i>Benchmarks</i>
<ul style="list-style-type: none"> <li>■ UIS data analysed and disseminated regularly</li> </ul>	<ul style="list-style-type: none"> <li>– <i>release education data 3 times per year</i></li> <li>– <i>produce and disseminate Global Education Digest</i></li> </ul>
<ul style="list-style-type: none"> <li>■ Greater access to education data on the UIS website</li> </ul>	<ul style="list-style-type: none"> <li>– <i>new education data visualization platforms provided in UIS Data Centre</i></li> </ul>
<ul style="list-style-type: none"> <li>■ Thematic analysis of education indicators</li> </ul>	<ul style="list-style-type: none"> <li>– <i>2 global thematic reports prepared and disseminated</i></li> </ul>

## Main line of action 2: Development of international statistics on education outcomes

06012

As part of efforts to achieve Education for All, many countries have significantly improved access to basic education. However, there is growing recognition of the need to ensure that people have access to educational services as well as the opportunities to develop and sustain the knowledge and skills that these services are intended to provide.

## Literacy Assessment and Monitoring Programme

06013

In this context, UIS is contributing to the generation of sound information concerning the literacy skills of youths and adults through its Literacy Assessment and Monitoring Programme (LAMP). In the 2012-2013 biennium, UIS will continue working with the countries currently implementing LAMP to help them report on the results of the main assessment. In addition, UIS will work closely with countries that have been newly admitted to the programme. On the other hand, UIS will continue to update and refine the LAMP methodologies and instruments. Over the next biennium, UIS will replace at least one-third of the reading and numeracy test items in order to ensure that the assessment can be properly adjusted and applied at the national level. The UIS will continue developing and regularly updating the LAMP “toolbox” to ensure that the assessment appropriately address any issues arising from the cultural, linguistic and institutional diversity of UNESCO’s Member States.

### Expected result 5: Data on the distribution of literacy skills produced by more Member States and information used to design and implement education policies and programmes

<i>Indicators</i>	<i>Benchmarks</i>
<ul style="list-style-type: none"> <li>■ LAMP results produced and internationally available for the “first wave” of countries</li> </ul>	<ul style="list-style-type: none"> <li>– <i>data for at least 10 countries</i></li> </ul>
<ul style="list-style-type: none"> <li>■ LAMP national reports produced by the corresponding national teams for national dissemination and policy use in the “first wave” countries</li> </ul>	<ul style="list-style-type: none"> <li>– <i>reports for at least 8 countries</i></li> </ul>
<ul style="list-style-type: none"> <li>■ LAMP implementation has begun in the “second wave” of countries</li> </ul>	<ul style="list-style-type: none"> <li>– <i>in 10 countries or more</i></li> </ul>

### Expected result 6: Methodologies for the assessment and monitoring of literacy developed, refined and implemented

<i>Indicators</i>	<i>Benchmarks</i>
<ul style="list-style-type: none"> <li>■ 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</li> </ul>	<ul style="list-style-type: none"> <li>– <i>at least one third (=27) of total number are replaced</i></li> </ul>
<ul style="list-style-type: none"> <li>■ Research the impact of writing in the assessment of reading</li> </ul>	<ul style="list-style-type: none"> <li>– <i>at least 1 study produced</i></li> </ul>

## Assessment of Learning Outcomes programme

06014

The UIS is also promoting the systematic measurement of key competencies in basic education (especially literacy and numeracy skills at the end of the primary level) through its programme on the Assessment of Learning Outcomes. The UIS will create a catalogue of national and international initiatives on the assessment of learning outcomes of school children. It will include detailed information on the actual results of the assessments and their methodological attributes. The UIS will also pro-

mote linkages among existing assessment initiatives in order to increase the body of internationally comparable data. The UIS will define a framework and provide a set of anchor items to measure certain elements.

### Expected result 7: A framework to undertake comparative analysis and international monitoring of progress in learning outcomes established

Indicators	Benchmarks
<ul style="list-style-type: none"> <li>■ New catalogue created</li> </ul>	<ul style="list-style-type: none"> <li>– at least 75 studies of student assessment initiatives included and analysed</li> </ul>
<ul style="list-style-type: none"> <li>■ Methodological papers (which will include relevant data) to highlight the scope and limits of the various assessments prepared</li> </ul>	<ul style="list-style-type: none"> <li>– at least 3 papers published</li> </ul>
<ul style="list-style-type: none"> <li>■ A framework to produce the required linking elements and tools established and adopted</li> </ul>	<ul style="list-style-type: none"> <li>– adoption of the framework by at least 3 regional consortia</li> </ul>
<ul style="list-style-type: none"> <li>■ A set of anchor items to measure literacy and numeracy skills at the end of primary education developed</li> </ul>	<ul style="list-style-type: none"> <li>– a set of anchor items developed and pre-tested by 2013</li> </ul>

## Main line of action 3: Development of international statistics on science and technology (S&T); communication and information; and culture

**06015** The work of UIS comprises the different domains of UNESCO’s mandate. In this regard, UIS is committed to undertaking a broad array of initiatives related to the development of international statistics (data production, methodological development, capacity development, and analysis) in the fields of science and technology (S&T), communication and information (CI), and culture.

### Science and technology statistics

**06016** In the field of Science and technology (S&T) statistics, UIS will launch in 2012 another biennial resource and development (R&D) survey, which will improve the coverage of available data in this area. In addition, a regular collection of innovation data will be institutionalized with the first questionnaire to be launched in 2013. A good response rate (hence active participation of the national statisticians) will be achieved primarily by developing national capacities for the sustainable production of science, technology and innovation (STI) statistics. This will entail the organization of regular training workshops (especially in sub-Saharan Africa, Asia and the Arab States) and the reinforcement of linkages with regional networks of practitioners involved in the generation of statistical information.

**06017** UIS will disseminate S&T statistics and indicators in a report that will be prepared on the basis of the international database that has been consolidated over the past years through the Institute’s biennial survey. The UIS is planning to publish it regularly in an electronic format.

**06018** In 2012-2013, UIS will finalize and disseminate methodological tools including: an annex to the Frascati Manual on measuring research and development (R&D) in developing countries; guidelines on how to undertake an R&D survey in developing countries; and updated definitions on S&T activities.



These tools should help, first and foremost, developing countries sustain production and international reporting of science, technology and innovation statistics. UIS will work with national statisticians in these countries to facilitate the use of the new tools.

### Expected result 8: Timely statistical information, and analysis on research and development and innovation statistics made available to Member States

<i>Indicators</i>	<i>Benchmarks</i>
<ul style="list-style-type: none"> <li>■ Response rates to UIS R&amp;D and innovation questionnaires</li> </ul>	<ul style="list-style-type: none"> <li>– <i>more than 50% countries respond to UIS R&amp;D questionnaire, and data on innovation from at least 25 countries available at the UIS Data Centre</i></li> </ul>
<ul style="list-style-type: none"> <li>■ Capacity building workshops carried out especially in sub-Saharan Africa and Asia</li> </ul>	<ul style="list-style-type: none"> <li>– <i>at least 4 workshops carried out</i></li> </ul>
<ul style="list-style-type: none"> <li>■ S&amp;T report is made available through the UIS website and email alerts</li> </ul>	<ul style="list-style-type: none"> <li>– <i>report published on the website</i></li> </ul>

### Expected result 9: New S&T methodological tools made available to Member States

<i>Indicators</i>	<i>Benchmarks</i>
<ul style="list-style-type: none"> <li>■ Feedback on the new guidelines on S&amp;T activities</li> </ul>	<ul style="list-style-type: none"> <li>– <i>feedback received from at least 10 countries</i></li> </ul>
<ul style="list-style-type: none"> <li>■ Technical assistance provided in response to requests from developing countries seeking to conduct an R&amp;D survey</li> </ul>	<ul style="list-style-type: none"> <li>– <i>requests received from at least 5 developing countries</i></li> </ul>

## Communication and information statistics

**06019** In the field of communication and information (CI) statistics, UIS will complete the first cycle of results of its new global data collection on the use of information and communication technologies (ICT) in education. The UIS questionnaire related to data on ICTs in education will be finalized and integrated into the UIS annual education survey. Member States in Africa and other regions will be supported and capacity development workshops conducted by UIS on the collection and production of data on ICTs in education.

**06020** In addition, UIS will be conducting a global data collection of media statistics. The questionnaires on print, broadcast and digital media data have been reviewed. The survey on media will be launched in 2012, and in order to support selected countries with the required data reporting activities, a number of workshops will be organized by UIS.

**Expected result 10: Data on information and communication technologies in education collected within the UIS annual education survey and made available in the UIS database**

<i>Indicators</i>	<i>Benchmarks</i>
<ul style="list-style-type: none"> <li>■ A regional survey on ICT in education launched in Asia in coordination with the UIS Education Survey</li> </ul>	<ul style="list-style-type: none"> <li>– <i>at least a 50% response rate is achieved</i></li> </ul>
<ul style="list-style-type: none"> <li>■ Workshop on ICT in education statistics conducted in Asia</li> </ul>	<ul style="list-style-type: none"> <li>– <i>at least 90% of the countries in the region participated in the workshop</i></li> </ul>

**Expected result 11: New statistical information on print, broadcast and online media made available through the UIS database**

<i>Indicators</i>	<i>Benchmarks</i>
<ul style="list-style-type: none"> <li>■ Number of countries reporting media statistics to UIS</li> </ul>	<ul style="list-style-type: none"> <li>– <i>at least 60 countries from different regions reported</i></li> </ul>
<ul style="list-style-type: none"> <li>■ An acceptable item response rate</li> </ul>	<ul style="list-style-type: none"> <li>– <i>50% or more items reported by at least 75% percent of countries participating in the UIS media data collection</i></li> </ul>
<ul style="list-style-type: none"> <li>■ Capacity building support in production and reporting media statistics provided</li> </ul>	<ul style="list-style-type: none"> <li>– <i>at least 1 workshop is conducted for selected countries</i></li> </ul>

**Culture statistics**

**06021** In the field of culture statistics, UIS will continue to focus on implementing the 2009 UNESCO Framework for Culture. A series of new methodological handbooks and/or guidelines on specific topics will be disseminated and training workshops conducted aiming at building the capacities of national statisticians in different regions.

**06022** UIS is also seeking to expand its database of cultural statistics. UIS will continue to produce internationally comparable statistics on feature films and cinemas while developing a new data collection on a key cultural issue, which will be defined in 2011 based on the findings of several exploratory studies.

**Expected result 12: Capacities of national statisticians strengthened in the production of cultural statistics and the use of new methodological tools facilitating application of the 2009 UNESCO Framework for Cultural Statistics**

<i>Indicators</i>	<i>Benchmarks</i>
<ul style="list-style-type: none"> <li>■ At least two methodological handbooks produced</li> </ul>	<ul style="list-style-type: none"> <li>– <i>2 new methodological documents available on the UIS website</i></li> </ul>

<i>Indicators</i>	<i>Benchmarks</i>
<ul style="list-style-type: none"> <li>■ Methodological handbooks presented at, at least, two regional workshops on cultural statistics to national staff responsible for culture statistics</li> </ul>	<ul style="list-style-type: none"> <li>– <i>participants from at least 20 countries clearly informed about the tools presented in the handbooks</i></li> </ul>
<ul style="list-style-type: none"> <li>■ Statisticians and/or cultural officers trained on the methodological guidelines for the framework</li> </ul>	<ul style="list-style-type: none"> <li>– <i>specialists from at least 20 countries trained through capacity-building workshops</i></li> </ul>
<ul style="list-style-type: none"> <li>■ Direct support provided in response to the countries' requests</li> </ul>	<ul style="list-style-type: none"> <li>– <i>at least 50% of countries that request assistance to produce cultural statistics receive UIS support</i></li> </ul>

### Expected result 13: More data on feature films and another culture topic made available in the UIS database

<i>Indicators</i>	<i>Benchmarks</i>
<ul style="list-style-type: none"> <li>■ The time between survey mail out and data release on the UIS Data Centre</li> </ul>	<ul style="list-style-type: none"> <li>– <i>reduce the time for data release from 18 months to 15 months</i></li> </ul>
<ul style="list-style-type: none"> <li>■ Completion of the pilot survey on cultural employment</li> </ul>	<ul style="list-style-type: none"> <li>– <i>methodology, instrument and process tested</i></li> </ul>

## Main line of action 4: Reinforcement of cross-cutting statistical activities

### 06023

In order to deliver quality services to its Member States, UIS constantly seeks to improve the quality of its data in all fields, by focusing on several dimensions of data quality including: completeness, comparability, coverage, reliability, timeliness, punctuality, as well as clarity and transparency. The UIS established a range of different procedures and activities to improve its data quality:

- (i) Over the course of the 2012-2013 biennium, UIS will be focusing on improving its questionnaire design and implementation by providing more detailed contextual information for respondents, and conducting regular survey follow-up aiming to increase response rates. Furthermore and in order to improve the timeliness of its statistics, new procedures will be introduced to improve the efficiency of data collection and processing activities;
- (ii) The UIS has established a framework to monitor and report on its data quality. This framework will be enhanced and integrated within the regular survey operation of all data collections. In addition, new guidelines will be introduced to ensure the transparency of the Institute's procedures and methodologies;
- (iii) In addition, the Institute will expand its data dissemination via the internet and other electronic means. In particular, the content, functions and user interface of the UIS statistical database will be upgraded to improve its online access and data dissemination. The quality and quantity of metadata will also be steadily improved.

**Expected result 14: Quality of data produced by the UIS is improved and constantly monitored**

<i>Indicators</i>	<i>Benchmarks</i>
<ul style="list-style-type: none"> <li>■ Increased number of surveys and questionnaires included in data quality monitoring and reporting</li> </ul>	<ul style="list-style-type: none"> <li>– <i>benchmark 2013: All UIS questionnaires and statistical results are included in the monitoring [2010: 3 education questionnaires and survey results are included]</i></li> </ul>
<ul style="list-style-type: none"> <li>■ Indicators designed to predict whether or not targets will be met or corrective actions are required</li> </ul>	<ul style="list-style-type: none"> <li>– <i>number of indicators included in systematic monitoring</i></li> </ul>
<ul style="list-style-type: none"> <li>■ Improved questionnaire response rates for all UIS surveys</li> </ul>	<ul style="list-style-type: none"> <li>– <i>increase of 7% in the percentage of questionnaires filled out and returned to UIS per survey</i></li> </ul>

**Expected Result 15: UIS data-users given easier and more efficient access to UIS data through the redesigned online Data Centre**

<i>Indicators</i>	<i>Benchmarks</i>
<ul style="list-style-type: none"> <li>■ Improved user-satisfaction as measured in satisfaction surveys</li> </ul>	<ul style="list-style-type: none"> <li>– <i>(benchmarks will be established through a satisfaction survey to be undertaken at the initial stages of the initiative)</i></li> </ul>
<ul style="list-style-type: none"> <li>■ Improved comparative rating as measured by benchmarking UIS Data Centre against its peers</li> </ul>	<ul style="list-style-type: none"> <li>– <i>(benchmarks will be defined by undertaking a benchmarking survey at the initial stages of the initiative)</i></li> </ul>
<ul style="list-style-type: none"> <li>■ Increased usage of Data Centre</li> </ul>	<ul style="list-style-type: none"> <li>– <i>increase of 10% in the usage of redesigned data centre</i></li> </ul>

# Intersectoral platforms

IP

Regular budget	
	Total 36 C/5 Approved
	\$
Intersectoral platforms	7 123 700

## 07000 General Conference resolution 36 C/Res.66 for Intersectoral platforms

### *The General Conference*

1. *Welcomes* the formation of intersectoral platforms in areas of convergence of different major programmes, which allow an exchange of ideas and more flexible programme delivery enhancing value and impact;
2. *Highlights* the need to promote a culture of intersectorality in the work of the Secretariat covering the Organization's activities as a whole, and calls on the Director-General to ensure that intersectoral work be proactively pursued on other issues than those covered by the intersectoral platforms;
3. *Underlines* the need to avoid overlaps and duplication and to monitor regularly the execution of the platforms' activities in order to ensure accountability, and to report on expected results, lessons learned and obstacles encountered during implementation in the Director-General's statutory reports;
4. *Authorizes* the Director-General to implement the plan of action for the intersectoral platforms in order to promote intersectoral action through the following six intersectoral platforms:
  - (a) promotion of a culture of peace and non-violence;
  - (b) UNESCO's contribution to climate change mitigation and adaptation;
  - (c) UNESCO's contribution to the fight against HIV and AIDS;
  - (d) UNESCO's support to countries in post-conflict and post-disaster situations;
  - (e) UNESCO's contribution to the Mauritius Strategy for the Further Implementation of the Programme of Action for the Sustainable Development of Small Island Developing States (SIDS);
  - (f) Priority Africa and its implementation by UNESCO;
5. *Approves* the allocation of 8% of the activity budget of the major programmes (excluding category 1 institutes) to be used for funding the intersectoral platform activities;
6. *Decides* to allocate for this purpose an amount of \$7,123,700 for activity costs;<sup>1</sup>

<sup>1</sup> This amount does not include the contribution from the UNESCO Intergovernmental Oceanographic Commission (of approximately \$343,900). IOC will participate fully in implementing relevant intersectoral platforms. IOC's intersectoral platforms contribution will remain within its budget and will not be pooled with the other contributions under the intersectoral platforms appropriation line.

7. *Requests* the Director-General to report periodically to the governing bodies, in the statutory reports, on the achievement of the expected results of each intersectoral platform, as set out in the chapter on intersectoral platforms;
8. *Also requests* the Director-General to report in her six-monthly statutory reports on the execution of the programme adopted by the General Conference on measures taken to optimize the use of resources in the implementation of programme activities, including travel, contractual services and publications;
9. *Emphasizes* the importance of integrated actions by Headquarters, field offices and category 1 institutes in the work of the platforms;
10. *Stresses* that intersectoral platforms should seek engagement and cooperation with National Commissions and all of UNESCO's partners and networks and organizations at the regional, subregional and national levels.

## Introduction

**07001** Intersectoral platforms will address contemporary issues in a problem-oriented and innovative mode, from either thematic or coordinating points of view. The intersectoral and interdisciplinary dimensions of UNESCO's action are reflected in the translation of the key strategic programme objectives of document 34 C/4 into 12 intersectoral platforms, which were launched during the 2008-2009 biennium. The intersectoral platforms are conceived as a modality to enhance the quality, coherence and relevance of UNESCO's programme design and delivery. By delivering action in a concerted multi-sector manner, the Organization can capitalize on one of its principal comparative advantages in the multilateral system. Moreover, the platforms provide a gateway for delivering as "One UNESCO" at the global, regional and country levels, working across sectoral frontiers, based on commonly defined objectives, jointly agreed strategies and platform-specific results.

**07002** For its part, the Executive Board at its 185th session endorsed the formation of six intersectoral platforms in areas of convergence of different Major Programmes, which allow an exchange of ideas and a more flexible programme delivery enhancing value and impact. These platforms will thus be supported by all five Major Programmes and strengthened as a major vehicle for programme delivery globally, regionally and at the country level, building to the extent possible on experience gained in preceding biennia. The platforms are also expected to generate strategic and operational partnerships with like-minded institutions, United Nations organizations and partners from the private sector and civil society. The programme activities implemented by these platforms will not substitute, but complement the sectoral work of Major Programmes in the fields concerned. At its 186th session, the Executive Board requested the Director-General to specify in document 36 C/5 for each intersectoral platform compelling objectives, programmes, expected results and performance indicators, modalities of operation and financial allocations proposed.

**07003** The Director-General will ensure that intersectoral work carried out in previous years by intersectoral platforms no longer continued – science education, national research systems, multilingualism, ICT-enhanced learning, and anticipation and foresight – will continue through informal dedicated mechanisms to be put in place for this purpose. As regards anticipation and foresight, this will be mainstreamed by all Major Programmes into their regular programme and budget, as evidenced in the present 36 C/5, as well as through thematic activities in the context of UNESCO Future Forums, Seminars and Lectures organized by the Foresight Section of BSP. As requested by Member States, intersectorality will thus go beyond the scope and themes of intersectoral platforms alone.

## Overall modalities of operation

**07004** Each intersectoral platform will be directed and managed by a “lead ADG”, assisted by a platform manager who may be chosen from the sector headed by the “lead ADG” or from a different sector. Other ADGs and senior managers participate in the process of selecting programmes and activities for the various IPs concerned through a steering committee. The steering committee will jointly select and submit to the Programme Management Committee (PMC) programmes and activities for funding. The lead ADG will report regularly to senior management on progress in implementing programmes and activities funded both from regular and extrabudgetary resources. Other members of the platforms are ADGs and senior managers and will include staff from the field offices and from UNESCO’s specialized category 1 institutes and centres. The six platforms will focus on a limited number of high-level objectives and expected results reflecting their interdisciplinary nature.

**07005** In terms of the financial allocations proposed for each intersectoral platform, the Director-General proposes that under the Zero Nominal Growth budget envelope, 8% of funds for programme activities of Major Programmes be set aside in a pooled arrangement for allocation to intersectoral activities. The Secretariat’s Programme Management Committee (PMC) will decide collectively and in a transparent manner about the allocation of specific amounts to activities developed and proposed by the various platforms, based on agreed criteria. This competitive process will be designed to ensure the selection of the most promising, impactful and innovative activities, with a particular emphasis on activities to be undertaken at regional and national levels. Efforts will also be made to have the platforms attract extrabudgetary funding. This is a major departure from the practice in previous biennia, where programme sectors were expected to contribute financial resources to the work of the platforms. The PMC will also monitor the implementation by intersectoral platforms of approved activities and progress towards attainment of results.

**07006** Administrative measures will be taken to have the activities of Platform Managers and other staff involved in intersectoral platforms duly recognized and acknowledged, including in job descriptions and performance assessments.

**07007** The agreed strategies and expected results for the proposed six intersectoral platforms are as follows:

### Intersectoral platform for a culture of peace and non-violence

#### Background

**07008** The Preamble of UNESCO’s Constitution states “that a peace based exclusively upon the political and economic arrangements of governments would not be a peace which could secure the unanimous, lasting and sincere support of the peoples of the world, and that the peace must therefore be founded, if it is not to fail, upon the intellectual and moral solidarity of mankind.” The promotion of a culture of peace is therefore an expression of UNESCO’s fundamental mandate to build the defences of peace in the minds of men and women, and an integral part of most of its work at global, regional and national levels. Hence, UNESCO had been designated by the United Nations General Assembly as the lead agency for many prominent global initiatives for promoting peace, such as the International Decade for a Culture of Peace and Non-Violence for the Children of the World (2001-2010), and the

International Year for the Rapprochement of Cultures (2010). Since its inception, and specifically during the last decade, UNESCO has been working towards a truly global movement for fostering a culture of peace and non-violence.

**07009** By resolution 52/13 of 15 January 1998, the United Nations General Assembly stipulated that a culture of peace “consists of values, attitudes and behaviours that reflect and inspire social interaction and sharing based on the principles of freedom, justice and democracy, all human rights, tolerance and solidarity, that reject violence and endeavour to prevent conflicts by tackling their root causes to solve problems through dialogue and negotiation and that guarantee the full exercise of all rights and the means to participate fully in the development process of their society”.

**07010** The programme of action on a Culture of Peace, adopted by the United Nations General Assembly in its subsequent resolution 53/243, focused on eight action areas:

- fostering a culture of peace through education;
- promoting sustainable economic and social development;
- promoting respect for all human rights;
- ensuring equality between women and men;
- fostering democratic participation;
- advancing understanding, tolerance and solidarity;
- supporting participatory communication and the free flow of information and knowledge;
- promoting international peace and security.

**07011** By 35 C/Resolution 108, the General Conference requested the Director-General to submit proposals for an interdisciplinary and intersectoral programme of action for a culture of peace, encompassing, *inter alia*, major actions relating to intercultural dialogue and education for peace, human rights and citizenship; the contribution of both social and human sciences and natural sciences to peace; the mobilization of researchers through the organization of debates in and between civil societies on the new human and societal challenges of peace-building; and the contribution of the communication and information media in the furtherance of peace. It requested that the achievements and best practices identified in the implementation of the International Decade for a Culture of Peace and Non-violence for the Children of the World (2001-2010), and initiatives organized in connection with the dialogue among civilizations, including the Alliance of Civilizations, be taken into account.

**07012** Subsequently, by 184 EX/Decision 15, the Executive Board requested the Director-General to include in her preliminary proposals regarding the draft Programme and Budget for 2012-2013, to be submitted to the Executive Board at its 185th session, a draft programme of action for the Culture of Peace including coherent intersectoral and interdisciplinary targeted activities taking into account the present global context and new challenges.

**07013** After examining the Director-General's draft programme of action at its 185th session, the provisions of 185 EX/PX/DR.7 on the culture of peace, and taking into consideration the discussions on this item in the PX Commission and during the thematic debate of the Plenary and the Drafting Group for the 36 C/5, the Executive Board, in 185 EX/Decision 17, requested the Director-General to prepare a consolidated draft action programme for a culture of peace to be included in the Draft 36 C/5. Furthermore, the Director-General was requested by 186 EX/Decision 15 to ensure an interdisciplinary, intersectoral,



coherent and convergent approach aimed at the attainment of a realistic number of programmes with targeted objectives, engaging a range of relevant partners; also, the Director-General was requested along the lines of paragraph 19 of the same decision to include it in the alternative option for the Programme and Budget to be submitted to the Executive Board at its 187th session for transmission to the 36th session of the General Conference.

**07014** The culture of peace is above all a culture of peace-building, conflict prevention and resolution, education for non-violence, tolerance, acceptance, mutual respect, dialogue and reconciliation. It helps people to cope with social, ethical, cultural, political, environmental and other societal transformations and is closely linked to a *new humanism* that puts human beings at the core of all development processes. In the current global context with its multiple crises and building on the experience gained during the International Decade for a Culture of Peace and Non-Violence for the Children of the World (2001-2010), UNESCO can open up new horizons, mobilize globally a broad range of stakeholders and launch coherent and strategic activities to bolster a culture of peace with the involvement of all UNESCO sectors.

**07015** Today, more than ever, people aspire to more freedom and demand a true democracy based on the full respect for human rights, fundamental freedoms and the principles of the rule of law. Respect for human rights and individual dignity are universally shared values that are also the basis for a rapprochement of cultures founded on a culture of peace. Promoting gender equality is fundamental for the establishment of a culture of peace. Gender equality implies that women and men have equal conditions for enjoying their human rights and realizing their full potential, contributing to, and benefiting from, economic, social, cultural and political development.

**07016** In this connection, the focus should be on education in universally shared values and on all human rights principles, peace, freedom, justice, democracy, reconciliation, tolerance, solidarity, cooperation, pluralism, cultural diversity, and dialogue in society and between nations. It is important that these programmes take an anticipatory and forward-looking approach and are targeted and potentially focused on citizenship education with a component related to capacity-building.

**07017** The nexus of cultural diversity, intercultural dialogue and culture of peace is also of central importance in addressing the challenges to peace in today's globalized world. This nexus, which has been examined in detail in the UNESCO World Report Investing in Cultural Diversity and Intercultural Dialogue, especially regarding cultural literacy, stereotypes, conflicts of memories and social cohesion, has yet to be fully harnessed for peace-building and reconciliation processes. Human rights-based good governance is fundamental for addressing cultural and religious intolerance, discrimination and social and economic inequalities, especially in the context of the persevering global crises, which fuel the misguided belief in a "clash of civilizations" hypothesis. Ignorance is very often at the root of all intolerance, hatred and ultimately conflict and war. Therefore, knowledge of other cultures and religions is a precondition for dialogue in the framework of a culture of peace and non-violence.

**07018** Over the past two biennia, specific action and a number of concrete results have been delivered through an intersectoral platform on intercultural dialogue and a culture of peace. Among the important achievements of this intersectoral effort are the digitization of the now completed General and Regional Histories and the adoption, by representatives from 46 African countries, of jointly agreed pedagogical contents drawn from the General History of Africa (regional conference, Tripoli, June 2010). An inter-regional and inter-faith study has been undertaken with a view to analyzing contemporary interreligious dialogue practices among youth worldwide, and *Stopping Violence in School – A Guide for Teachers* was widely distributed in English, French, Spanish and Arabic through the ASPNet and other UNESCO channels. The Power of Peace Network (PPN) provided support to a number of projects in different countries and regions, such as the youth broadcasting initiative "Connecting Cultures", the joint

Palestine/United Kingdom video production “Our everyday lives”, and the online debate programme and contest in Zambia “This is my life ...” The PPN also contributed to the Conflict Sensitive Reporting (CSR) Curriculum and the related training workshop series in cooperation with Rhodes University in South Africa. In the context of the Vademecum initiative (funded by Spain) an international scientific committee drew up the contents of *A scientific, philosophical, literary and artistic anthology of Muslim/Arab civilization and its contribution to the revival of Western philosophy and culture*. This project, together with its sister-initiative – the philosophical reading of “Arab- Muslim Civilization in the Mirror of the Universal: Philosophical Perspectives” – was launched in the framework of the International Year for the Rapprochement of Cultures (2010) and the partnership with the UN Alliance of Civilizations.

## **Towards an intersectoral and interdisciplinary Programme of Action for a Culture of Peace and Non-violence**

**07019** The new draft Programme of Action for a Culture of Peace and Non-violence proposed in this document builds on the knowledge gained and the best practices identified in the implementation of the International Decade for a Culture of Peace and Non-Violence for the Children of the World (2001-2010) and initiatives organized in connection with the dialogue among cultures and civilizations.

**07020** It has to be recalled that the concepts used to shape this common aspiration of humankind have evolved alongside changes of the international landscape. In this regard and in a rather chronological manner, the terms of “tolerance”, “culture of peace”, “dialogue among civilizations”, “intercultural and interreligious dialogue” and more recently “rapprochement of cultures” were used to describe this conceptual, political and programmatic approach. Nevertheless, the one of “culture of peace” for which the “International Year for the Culture of Peace” and an “International Decade for a Culture of Peace and Non-violence for the Children of the World (2001-2010) were created and for both of which UNESCO has been designated as UN lead agency, remains a very mobilizing concept as it encompasses respect for diversity, dialogue, human rights, gender equality and democratic participation to achieve international security and peace.

### **Main objectives of the draft Programme of Action:**

**07021** The following objectives will be pursued through concrete programmes drawing on UNESCO’s unique mandate and know-how in education, the sciences, culture and communication and information, mobilizing innovative and intersectoral approaches, especially at country level and with a broad range of partners:

- To promote a global movement in favour of the ideals and practice of a culture of peace and non-violence by providing fresh arguments to governments, intergovernmental and non- governmental organizations for creatively adapting policy frameworks in order to address new challenges which are jeopardizing humankind’s cohesion and peaceful co-existence;
- To improve the world’s global understanding and deconstruct preconceived ideas by placing emphasis on the future as a humanistic aspiration, thus developing a global consciousness about the emergence of a sense of belonging to a common humanity, which is becoming more and more plural, interdependent and fragile: thinking and learning for the 21st century, taking into account the emergence of a global civic space with young men and women as relevant actors;
- To develop a conceptual and programmatic approach in suitable and convincing language in favour of a strong commitment by States and civil society to nurture “everyday peace” in an environment

which encourages civic engagement and dialogue within and among cultures and communities, while improving the understanding of mechanisms underpinning various processes of violence;

- To establish guidelines for a global curriculum which foster a culture of peace, promote humanism and intercultural competences and are conducive to a practice of “cardinal virtues” (temperance, courage, wisdom and justice) as well as of empathy, hospitality, harmonious coexistence and appreciation of diversity, such guidelines should be respectful of equal rights of men and women and capable of instilling critical and creative thinking especially in youth, through formal and non-formal education;
- To raise awareness about violence and investment in youth civic engagement as a means of building participatory societies, developing critical thinking, eradicating violence against women, strengthening democracy and fundamental freedoms, and combating all forms of discrimination and xenophobia; special attention will be given to students so as to encourage them to become involved in violence prevention campaigns;
- To strengthen the links between intercultural dialogue and cultural diversity which are mutually reinforcing and subsequently to inform national policies and programmes for reconciliation and peace-building, mainly through education, arts and heritage projects as well as science, information and communications technologies (ICTs), including the internet and social media and networks;
- To identify/create some well defined geo-cultural areas/zones as “hubs of peace building”, putting emphasis on the role of women, both as actors and decision-makers and of youth, in collaboration with local and regional associations in building an “everyday peace” and create appropriate programmes to accompany peaceful integration processes at local and regional levels.

## Strategy and modalities

**07022**

The main purpose and strategic focus of the draft programme of action will be to assist Member States in preventing conflict and in promoting mutual understanding and reconciliation for a culture of peace and non-violence among countries, communities and people, in particular through intercultural and interreligious dialogue in all of UNESCO’s areas of competence. A focus on reconciliation complements the objectives of the International Year for the Rapprochement of Cultures (2010). For UNESCO, as the lead agency of the UN system, the Year has been an opportunity to identify new ways of promoting peace.

**07023**

In order to achieve these objectives at a time where globalization processes have changed the conditions for building peace, it is vital that UNESCO act to help bridge communities and mindsets, also by tackling stereotypes and new forms of violence. In this context, all five Sectors of UNESCO will need to promote genuine international cooperation and partnerships which value and enhance human potential and capabilities for living together peacefully, free and equal. It is in these fields that “soft power” is emerging and nurtured. As a consequence, greater account must be taken of the close links between cultural diversity, dialogue, development, security and peace. These interdependent notions underlie the tension between universality and particularism, cultural identities and citizenship as well as the need for a new humanism and ethics.

**07024**

UNESCO’s integrated programme in this domain will be articulated around few strategic areas of action, with a strong emphasis on violence prevention. Each area shall allow for cross-cutting actions and foster intersectoral work – also with links to other intersectoral platforms. Particular attention will be given to contemporary social transformations and innovative ways of building peace, including the role of women and youth in peace-building, in the decision-making processes and in advancing democracy. This action will fully draw on the use of ICTs in building democratic and inclusive

societies. UNESCO's two global priority areas, Africa and gender equality, with a particular emphasis on young girls and boys, will be given a special emphasis. The role of education – both formal and non-formal – will be central for promoting intercultural dialogue and understanding. A number of flagship activities is also proposed to give a better coherence to the programme of action while ensuring global engagement, ownership and visibility. (See para. 07028 below).

**07025**

Two strategic approaches would be pursued, which aim to respond to some of the major problems raised by contacts between individuals and groups coming from different cultural horizons:

- (i) To rethink the benefits of cultural diversity by acknowledging the importance of the continuous exchanges between cultures and the ties forged between them since the dawn of humanity. However, whenever diversity is described as a positive phenomenon, a factor of enrichment or development, the language used tends to be muddled, and no concrete examples or illustrations are given. The arguments in favor are undermined by this major omission. Demonstrations and illustrations are needed to prove that cultural diversity is a source of enrichment for society, drawing upon a broad spectrum of world visions, enlightenment, ideologies and creativity that offer all citizens several possible lifestyles, both individual and collective. In other words, diversity is above all a dynamic process which offers new capabilities, skills and opportunities thanks to a genuine dialogue without which it may wither away or perish due to lack of nourishment. Nevertheless, it has to be recalled that "... no one may invoke cultural diversity to infringe upon human rights guaranteed by international law, nor to limit their scope" (UNESCO Universal Declaration on Cultural Diversity, 2001). This is all the more urgent as ignorance becomes more pervasive and gaps in mutual understanding and respect widen, thus undermining the very foundations of peace. While dialogue remains key, special emphasis should be placed on the human beings in this dialogue, as it is not an abstract or disembodied process but one that involves interaction between individuals.
- (ii) To promote the principle of learning to live together. The strategy, here, aims at moving from extolling diversity to building pluralism which, according to the above-mentioned Declaration, "gives policy expression to the reality of cultural diversity" (Article 2). Pluralism is not only about recognizing symbolically the plurality of a world of objects and concepts; equally important is the dynamic role to be played by individuals, with their many allegiances, in building a coherent, interdependent society. "Living together" places citizens on an equal level while respecting differences: equality is vital if people are to converse, understand each other and work side by side; cultural differences are especially necessary because they constitute *sine qua non* conditions for stimulating and revealing one's own uniqueness.

**07026**

This large-scale action cannot be undertaken by UNESCO alone. It requires a broad and diverse range of stakeholders, partnerships, alliances and coalitions. The implementation of the foreseen actions must rely largely on Member States, their National Commissions, the UNESCO Secretariat (Headquarters and mainly Field Offices), UNESCO institutes (category 1) and centres and institutes under the auspices of UNESCO (category 2), IGOs, NGOs and scientific associations acting in consonance with UNESCO's approaches and work (e.g. the Programme of Action on a Culture of Peace, the Global Reports, the United Nations World/International Days and Years such as the 2010 International Year for the Rapprochement of Cultures). Special attention will also be given to cooperation with governmental, intergovernmental (such as the Alliance of Civilizations, ISESCO, ASEAN, ASEM, ALECSO, the Anna Lindh Foundation) and non-governmental organizations (abundant in the field of peace building, dialogue and tolerance). UNESCO Goodwill Ambassadors and UNESCO Artists for Peace, the United Nations University, journalists and the media, religious leaders, human rights institutions, women's associations and youth associations, the private sector and mediators will all be asked to contribute to this endeavor as will be parliamentarians, local authorities and their respective international networks. Higher education and

research institutions and networks will be strengthened to facilitate intercultural research, exchange of knowledge and capacity-building. In this regard, extrabudgetary programmes and funds (along the lines of funds recently received from Saudi Arabia, Denmark, Spain, etc.) will complement the activities under the regular programme. Besides, specific bridges will be established with other intersectoral platforms in order to deal better with the current challenges, existing gaps and conceptual challenges that humanity is facing today, in particular with the intersectoral platforms on Priority Africa and on UNESCO's Support to Countries in Post-Conflict and Post-Disaster Situations.

## Main areas of action

07027

In the light of the above, the following areas for action are proposed, developed and coordinated by the intersectoral platform for a culture of peace and led by one programme sector (HQ or Field Offices) in close cooperation with one or two other Sectors.

- Improvement of access to formal and non-formal education, with emphasis on quality education for all, education on human rights, cultural diversity, gender equality and the integration of marginalized groups and the strengthening of South-South and North-South-South inter-university cooperation, particularly through creating centres of excellence and innovation, with the support of the UNESCO institutes and in cooperation with UNITWIN/UNESCO Chairs, the UNESCO Associated Schools, category 1 and 2 institutes. Particular attention will be paid to the following components:
  - Revision of textbooks and improvement of learning materials, especially in history, taking into account the recent guidelines produced by UNESCO such as “On a Common Path – New Approaches to Writing History Textbooks in Europe and the Arab and Islamic Worlds: The case of the Mediterranean”.
  - Using the UNESCO Associated Schools Project (ASP) Network as an outreach possibility, develop a model interactive educational programme to stop violence for adaptation and implementation at local/community levels involving schools (including students and teachers), parents, the media and professional bodies (such as municipalities).
  - Support online exchanges for public and professional communities in order to help stop violence.
  - Develop teacher-training handbooks on new intercultural competences with a view to fighting intolerance, stereotyping, discrimination and violence in schools.
  - Support exchange on education for peace, human rights and tolerance using ICTs and social and new media networks.
- Greater opportunities for research, networking and public debates illustrating exchanges and transfers between cultures, in the form of exhibitions as well as of fairs and festivals and making use of new technologies that specifically foster linguistic diversity. Special emphasis will be given to the development of learning and teaching materials to demonstrate the links between cultural diversity and human rights (including gender equality) which sometimes are in conflict. In this regard, a multimedia intercultural library as well as an anthology of universal literature promoting intercultural sensitivity and solidarity for both formal and non-formal intercultural education could be elaborated.
- Promotion of the role of creativity, which is a fundamental attribute of innovation, by stressing both individual features and similarities of societies, and in that regard, enhancing the promotion of an integrated vision of all aspects of the cultural expression (ancient and contemporary) as a conveyor of identity and future aspirations, a resource and engine of sustainable development and tool for intercultural dialogue, which includes interreligious dialogue (for instance, the 40th Anniversary of the Convention concerning the World Natural and Cultural Heritage; the African Liberation Heritage Programme in collaboration with the African Union and UNESCO, and the initiative on training

local and urban media to report on cultures e.g. hidden cultures, or intangible culture heritage). This can also include a series of public forums and training programmes for opinion leaders such as legislators, educators, mass media professionals, religious leaders and people engaged in culture related activities – e.g. directors of museums and archeologists – as well as artists and designers of pop culture.

- Contribution of the media and ICTs to change the perception of different cultures and religions through, inter alia, the promotion of dialogue on the Internet where numerous cultural and linguistic contents can circulate and be shared; co-productions fostering dialogue between media professionals from different cultures, particularly on sensitive issues; a special emphasis will be given to media as vectors for intercultural dialogue and media literacy programmes, training of journalists, including on conflict-sensitive reporting and choice of images, particularly training of young media professionals such as through the UNESCO Power of Peace Network.
- Recognition of and respect for knowledge – including traditional knowledge and the knowledge of indigenous peoples – which contributes to safeguarding biodiversity and to promoting sustainable development. In this regard, one or two pilot projects highlighting the place of science in the process of dialogue as a universal language could be developed (for instance, activities underlying the importance of the history of science in raising awareness on the role of science for the rapprochement of cultures and its significance in helping to understand the close interconnection of science with the growth of civilization and the flourishing of cultures). The history of science and scientific thought should be regarded as an instrument of scientific humanism which will be celebrated each year on the occasion of the World Science Day for Peace and Development (10 November). Besides, an array of activities to promote human rights, philosophy and intercultural dialogue, with particular emphasis on fighting racism and discrimination as well as on the culture of peace and democracy, will be further implemented to meet new challenges, especially in the light of recent events in the Arab world.
- Development of an interactive educational programme to stop violence in schools. Using the UNESCO ASP Network as an outreach tool, develop a model interactive educational programme for adaptation and implementation at local/community levels involving schools (including students and teachers), parents, the media and professional bodies to stop violence. School children and youth are the main actors in this exercise. They document by themselves (through interviews, testimonies, etc.) the problems inside/outside schools and possible solutions in working with parents, the media, police, municipal education boards, municipal administrators and councilors through online platforms and school-based activities.
- Learning from the past: promoting dialogue for reconciliation and intercultural understanding. Building on the experience of the ongoing Transatlantic Slave Trade Education project, this activity will continue to provide opportunities for networking and exchange to increase awareness and deepen knowledge about the causes and consequences of the Transatlantic Slave Trade in order to work towards a future free from racism, discrimination, and intolerance. A specific focus will be given to increase interregional student and teacher exchanges via the use ICTs. In cooperation with the UN, an international teacher and student conference will take place around 25 March 2012, designated as UN International Day of Remembrance of the Victims of Slavery and the Transatlantic Slave Trade. Students and teachers in three regions will be able to develop an intercultural dialogue via an e-forum, videoconference and the use of social networking tools. The support of the new UNESCO Goodwill Ambassador for Peace and Reconciliation would give this event high visibility and outreach to young people.

## Flagship activities

07028

The proposed strategy will be pursued through the following flagship activities to ensure global engagement, ownership and visibility, developed and managed by the intersectoral platform on a culture of peace and non-violence (with funding from both regular programme and extrabudgetary funds):

- “Develop a Global Consciousness: Thinking and Learning for the 21st Century”. The elaboration of a roadmap on global consciousness is an urgent need. It is imperative to think about and succeed not only in adopting a broader world view, but also in aiding the young women and men in adopting such a view that enables children and youth to “think about the world” and to find and shape their place in it. To overcome national fixations, ethnic narrow narratives and instrumental ways of perceiving the world, and to redefine our relationship with nature, is the goal of the development of a global consciousness, recognizing the multiplicity of world views and cultural identities. The objectives of the project are (i) to raise consciousness in various settings, particularly in teaching, but also in centers of decision making (political as well as economic), and (ii) to develop tools and workshop settings that are suitable to anchor the overall goal of developing a global consciousness which shapes the way in which both women and men think, relate and approach problems.
- Create a digital library on major scientific and cultural landmarks, thus highlighting humankind’s intercultural solidarity, taking into account all available UNESCO’s documentation such as the *General and Regional Histories*. For example, pedagogical toolkits presenting in a straightforward and stimulating way an intercultural vision of history bringing the Arab-Muslim and Western worlds together. Particular emphasis will be paid to the need to recognize the intense interaction among all peoples in the Mediterranean Basin and the ties between them and their cultures as well as with India, Persia, the Arabian Peninsula and Africa (“Intercultural Vademecum” programme, carried out by UNESCO within the framework of the cooperation with the Alliance of Civilizations, funded by Spain).
- Develop “E-Notebooks on peace and intercultural dialogue”: these e-notebooks can be collective (initiated by a school, university, club, national or international association) or individual (possibly with two or three age groups). The goal is to create new material, which embraces the ordinary and extraordinary history of intercultural solidarity, among cultures and societies, inviting users to extend this “encounter” by sharing personal initiatives and experiences for peace and dialogue at local, national or international levels (over past, present and future) in whatever areas may be concerned (cultural, religious, scientific, educational, etc.). Stories, projects, interviews, quizzes, could be developed. The “E-Notebooks on peace and intercultural dialogue” will be available to everyone via a downloadable multilingual presentation and could be linked to other activities and campaigns.
- Promote education for a culture of peace and non-violence through media and social networking. The extent of violence in different places throughout daily life, its various forms, its causes, and its prevention need to be widely known, documented and shared. Among others, an international essay contest for teens between the ages of 14 and 18 on “How do you see non-violence acted out in the world today?” will be launched.
- Promote high profile events such as exhibitions (“*Ecritures*”, “*Voir la Paix*”, etc.), campaigns (“Do One Thing for Diversity and Inclusion”, “Coalition of Cities against Racism”, etc.), sports (such as the initiative “Imagine Peace”), existing relevant Prizes (such as the Felix Houphouët-Boigny Peace Prize) and UNESCO anniversaries; revisit the founding texts of UNESCO (such as *Race, Histoire et Culture*, Claude Levy-Strauss) and outstanding figures (Khan Abdul Ghaffar Khan, Ibn Khaldun, Al Farabi, Edouard Glissant, Joseph Ki-Zerbo, Archibald McLeish, Tagore/Césaire/Neruda, etc.).

- Set up an interactive e-portal, where its designers and users will create together the conditions of a unique place of dialogue and mutual understanding. The objective of the e-portal is threefold: provide young women and men with access to information and literature on tolerance, reconciliation and a culture of peace, e-courses on enhancing intercultural skills, and with the possibility to share their experience with other users, via a virtual forum dedicated to the “culture of peace in everyday ordinary life”. This e-portal will include progressively the entire work accomplished by the whole UNESCO family.

07029

## Expected results at the end of the biennium

The following results could be reasonably achieved at the local, national, regional and international levels:

### Expected result 1: Values and principles of a culture of peace promoted and integrated into education systems, policies, plans and curricula in all regions

#### *Performance indicators*

- 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
- 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
- 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
- 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)
- 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
- 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
- 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

### Expected result 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

#### *Performance indicators*

- 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
- 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; relevant guidelines, roadmaps and pedagogical tools regarding the above mentioned concepts developed to enhance capacities in particular of women and youth to participate in decision-making processes



*Performance indicators*

- 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
- Policy-makers, teaching staff, students, local leaders and traditional chiefs, youth associations, and relevant authorities have implemented the above-mentioned learning and teaching materials

**Expected result 3: Exploring opportunities offered by the media, including new social media, as a vehicle for reconciliation, tolerance and intercultural understanding**

*Performance indicators*

- 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
- Capacity-building of young media professionals reinforced to ensure high quality, independent, intercultural and conflict-sensitive journalism

**Expected result 4: 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**

*Performance indicators*

- 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

**Intersectoral platform on UNESCO's contribution to climate change mitigation and adaptation**

**Objectives and Strategy**

**07030**

Climate change is a threat to societies and the ecosystems that sustain them. Addressing climate change and the challenges it poses around the world is therefore a prime objective. The platform is charged with promoting the implementation of the UNESCO Strategy for Action on Climate Change and the associated UNESCO Initiative on Climate Change developed for this purpose. The overall biennial priority adopted for the platform aims at enhancing and applying the climate change knowledge base for building green societies through reinforcing the scientific, mitigation and adaptation capacities of countries, communities and groups that are most vulnerable to the effects of climate change, with special focus on Africa and SIDS. The gender dimension of climate change will be mainstreamed within all of the platform's activities. The platform will contribute to UNESCO's action leading up to the United Nations Conference on Sustainable Development (Rio +20) and to its follow-up. Altogether, the platform will aim at realising four expected results with four flagship activities that in total are estimated to require a budget of US \$9-12M.

## Expected Result 1: Interdisciplinary climate change knowledge base strengthened

07031

The first platform flagship activity will promote the continuous strengthening of the interdisciplinary climate change knowledge base, primarily involving the sound and unbiased generation and use of data, information and research concerning climate change (climate science) assessment, monitoring and early warning of relevance to climate change mitigation and adaptation. This will be integrated with UNESCO capacities in natural and social sciences, culture, education and communication to improve the resilience of Member States to climate change through national and local climate mitigation, adaptation and risk management policies based on science, local and indigenous knowledge, and ecological and sociocultural systems. Policies that do not take account of the social drivers and impacts of climate change are unlikely to succeed in protecting the interests of the most vulnerable. Based on the MOST and environmental ethics programmes, in cooperation with partners including the International Social Science Council and the International Council for Science, this flagship activity will improve understanding of the social dimensions, including gender equality issues related to climate change, and develop and implement a policy-relevant, action-oriented research programme focusing in particular on the design and implementation of appropriate climate change adaptation actions. Collaboration among IHP, IOC, MAB and MOST will be promoted on cross-cutting issues of water, energy and biosphere management contributing to Member State's efforts globally to address climate change. This work will feed into the work and delivery of the UN inter-agency Task Team on the Social Dimensions of Climate Change, in which UNESCO is an active member, as well as into the deliberations of UNESCO and WMO to enhance and lead UN-wide collaboration on the climate knowledge base and the Global Framework for Climate Services.

### Specific objectives and modalities of operation and programmes proposed

- Science capacity development programmes created or expanded with partners, including through South-South cooperation, the Global Framework for Climate Services (GFCS) and national clearing houses of climate change information
- Reductions in ecosystem services due to climate change better monitored and understood, including in oceans and coastal zones
- Better understanding achieved of groundwater's role in the global water cycle and in the development of adaptation measures
- Global science and technology capacity to manage the water resources in arid and semi-arid areas strengthened
- Better understanding of the intensification of the water cycle and resulting extreme events promoted
- Integrative knowledge of climate change impacts on biological and cultural diversity and bio-cultural heritage, as well as bio-cultural responses to such impacts, particularly from UNESCO sites, documented and disseminated to selected target audiences
- Social dynamics of resilience and vulnerability explored and gaps in social and human science knowledge base identified, to enhance climate change policy development with due regard to relevant ethical considerations
- Gender dimensions and implications of science-based sustainable management of natural resources examined, understood and addressed

Performance indicators	Benchmarks
<ul style="list-style-type: none"> <li>■ Collaboration among IHP, IOC, MAB and MOST on the climate knowledge base enhanced</li> </ul>	<ul style="list-style-type: none"> <li>– <i>at least 3 joint activities launched</i></li> </ul>
<ul style="list-style-type: none"> <li>■ UNESCO international and intergovernmental programmes involved with the Global Framework for Climate Services (GFCS)</li> </ul>	<ul style="list-style-type: none"> <li>– <i>at least 2 UNESCO programmes fully involved in the GFCS</i></li> </ul>

Performance indicators	Benchmarks
<ul style="list-style-type: none"> <li>■ Science capacity development programmes created or expanded</li> </ul>	<ul style="list-style-type: none"> <li>– <i>at least 10 countries supported to establish or expand programmes</i></li> </ul>
<ul style="list-style-type: none"> <li>■ Climate science knowledge base collaboration enhanced with UN partners</li> </ul>	<ul style="list-style-type: none"> <li>– <i>at least 5 UN collaboration partnerships implemented</i></li> </ul>

**Expected Result 2: 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**

**07032**

The platform will develop, in close cooperation with relevant UN partners, such as WMO and UNEP, a UNESCO Climate Change Adaptation Forum that will bring together the generators of climate information (based on global and regional scientific observations and research as well as local observations), and potential users of information on climate variability and change, such as coastal managers, urban planners, community groups, UNESCO site managers, the agricultural and energy sectors, educators and journalists; with the overarching goals of building the local climate knowledge base to improve adaptation strategy and responses, by improving the potential user’s understanding and use of climate information; and identifying the requirements for improved research and observations to benefit the region. This will be UNESCO’s major intersectoral contribution to the GFCS, and could help prepare projects for submission to the Adaptation Fund established by the Parties to the Kyoto Protocol of the UN Framework Convention on Climate Change. Other UNESCO-IOC sponsored programmes such as the World Climate Research Programme and Global Ocean Observing System (GOOS) are already pillars of the GFCS.

<i>Performance indicators</i>	
<ul style="list-style-type: none"> <li>■ Member States successfully developing and implementing adaptation to climate change projects, measures and policy work</li> <li>■ Coastal communities and coastal resources better protected and more resilient to climate change impacts</li> <li>■ Local and indigenous knowledge in vulnerable communities mobilized to improve community-based response and adaptation strategies to climate change impacts</li> <li>■ Infrastructure and assets assessed and better managed for climate change impacts</li> <li>■ Regional climate projections conveyed to a wide spectrum of users and continuously improved through feedback and shared best practices</li> <li>■ Member States successfully assisted on the implementation of adaptation to climate change through the submission of adaptation project proposals to the Adaptation Fund and other funds</li> <li>■ The UNESCO Adaptation Forum is functional</li> </ul>	

Performance indicators	Benchmarks
<ul style="list-style-type: none"> <li>■ Number of countries assisted in their fundraising for adaptation efforts</li> </ul>	<ul style="list-style-type: none"> <li>– <i>10 countries assisted</i></li> </ul>
<ul style="list-style-type: none"> <li>■ Number of countries engaged in the UNESCO Climate Change Adaptation Forum.</li> </ul>	<ul style="list-style-type: none"> <li>– <i>25 countries, primarily SIDS and in Africa, engaged in the UNESCO Climate Change Adaptation Forum</i></li> </ul>

Performance indicators	Benchmarks
<ul style="list-style-type: none"> <li>■ The extent to which ethical and gender considerations reflected in the Forum</li> </ul>	<ul style="list-style-type: none"> <li>– <i>all relevant UNESCO supported Forum activities have integrated ethical and gender dimensions</i></li> </ul>

### Expected Result 3: Climate change education and public awareness for sustainable development strengthened in Member States

07033

Education and public awareness are effective means to address the challenge of climate change. In many regions, varying weather conditions and climate-related shocks are making it harder to deliver quality education in safe learning environments. UNESCO will therefore develop national capacities to integrate climate-relevant components into national education plans. Due account will be given to regional specificities and priorities, paying particular attention to the challenges of countries most vulnerable to the negative impacts of climate change such as SIDS and African countries. In particular, UNESCO will provide policy advice on climate change education and support strengthening of climate change education in secondary school teacher education programmes, curricula and assessment in the overall context of ESD. The Organization will aim to enhance both content knowledge – including on the environment, climate change and scientific literacy, sustainable lifestyles and consumption, green technical and vocational education and training (TVET) and disaster risk reduction and preparedness – and pedagogy to develop adaptive and mitigation capacities in young people such as critical-thinking and problem-solving skills and action competencies. The gap between scientists and media users will be addressed through support to media organisations and associations to heighten public awareness of climate change, its impact and mitigation. Commitments from publicly-funded broadcasting services, as defined in the Paris Declaration on Broadcast Media and Climate Change (2009), will be supported, and assistance will be given to journalism education institutions in order to impart relevant information and knowledge to journalists for informed investigations and authoritative reporting on climate change related issues.

<i>Performance indicators</i>
<ul style="list-style-type: none"> <li>■ Understanding of the impact of climate change on education systems and on the educational opportunities of marginalized, vulnerable and disadvantaged groups such as girls and women increased, and governments and stakeholders responsible for planning the structure, provision, management and financing of education prepared to respond to the challenges effectively</li> <li>■ Educational approaches to climate change and sustainable development promoted in ways that respect both the strengths of discipline-based knowledge and the benefits of interdisciplinarity, through the support for whole school approaches and the development and dissemination of regionally adapted and locally relevant curriculum materials, including guidelines and flexible modules</li> <li>■ Capacity of Member States to review, develop and renew school curricula strengthened in order to integrate climate change for sustainable development into curriculum frameworks, the syllabus for secondary education and TVET, in particular aligned with new trends in skills development for adaptation to climate change</li> <li>■ Capacity of key teacher education institutions (TEIs) strengthened on climate change education through the development of a teacher education package on climate change education (guidelines and modules) in collaboration with practitioners in TEIs</li> <li>■ Partnerships within the community of practice (civil society, in particular youth and women's organizations, media networks, local and indigenous communities, social entrepreneurship NGOs and faith-based organizations) and related collaboration strengthened in regard to education on climate change for sustainability</li> <li>■ Awareness of climate change raised among the general public, as well as among schools and education networks and practitioners, through print media, TV and radio, and Internet-based channels of communication with clear messages and reliable information about climate change</li> </ul>

Performance indicators	Benchmarks
<ul style="list-style-type: none"> <li>■ Number of countries supported to develop policies, plans and programmes on climate change education for sustainable development</li> </ul>	<ul style="list-style-type: none"> <li>– <i>at least 10 countries</i></li> </ul>
<ul style="list-style-type: none"> <li>■ Functional climate literacy of media professionals improved</li> </ul>	<ul style="list-style-type: none"> <li>– <i>at least 150 journalists trained in science journalism, with a focus on climate change</i></li> <li>– <i>at least ten journalism training/education institutions undertaking curricula review to incorporate elements of climate mitigation and adaptation into curricula</i></li> </ul>
<ul style="list-style-type: none"> <li>■ Journalism curricula developed to incorporate the climate change mitigation and adaptation sensitive reporting</li> </ul>	<ul style="list-style-type: none"> <li>– <i>at least 10 journalism training/education institutions undertaking curricula review, especially in Africa and SIDS</i></li> </ul>
<ul style="list-style-type: none"> <li>■ The quantity of climate change reporting increased</li> </ul>	<ul style="list-style-type: none"> <li>– <i>at least 25 more media institutions in Africa covering climate change more frequently, using the science media reporting</i></li> <li>– <i>at least 10 North-South and South-South content exchange partnerships established among media institutions to enhance reporting of climate change</i></li> </ul>

#### Expected Result 4: Global climate change field observatory of UNESCO sites expanded

07034

The fourth flagship activity will maximize the comparative advantages of UNESCO's action to address the environmental, socio-economic and cultural impacts of climate change from local to international levels. It also strives to demonstrate the value added of UNESCO's sites for integrated management at the landscape level; and to increase the visibility and the use of these sites as priority reference for climate change monitoring, research, capacity building and action related to mitigation and adaptation across a wide range of representative ecosystems and through dialogue among all relevant stakeholders, including local and indigenous communities. The marine World Heritage sites and biosphere reserves included in the observatory will contribute to the GOOS observations of climate variability and change.

<i>Performance indicators</i>
<ul style="list-style-type: none"> <li>■ World Heritage sites, biosphere reserves and IHP water basin networks to become priority sites for implementing the overall UNESCO Climate Change Initiative and other UN-level climate change activities, including the UN-REDD related initiatives, as well as climate change related United Nations Conference on Sustainable Development (Rio+20) follow-up actions</li> <li>■ Interdisciplinary and intersectoral programme on the use of cultural industries in UNESCO sites in raising awareness and educating on climate change issues developed</li> <li>■ Local development, green economies and green societies promoted through the sustainable use and applications of alternative and renewable energy and natural resources in UNESCO sites</li> </ul>

Performance indicators	Benchmarks
<ul style="list-style-type: none"> <li>■ Number of UNESCO sites engaged in climate change knowledge, mitigation and adaptation initiatives</li> </ul>	<ul style="list-style-type: none"> <li>– <i>over 50% of UNESCO Sites in SIDS and Africa active in climate change knowledge, mitigation and adaptation initiatives</i></li> </ul>
<ul style="list-style-type: none"> <li>■ Number of UNESCO sites used for UN-wide climate change activities</li> </ul>	<ul style="list-style-type: none"> <li>– <i>25 UNESCO sites used</i></li> </ul>
<ul style="list-style-type: none"> <li>■ Demonstration projects launched in UNESCO sites related to REDD and REDD+ and renewable energy</li> </ul>	<ul style="list-style-type: none"> <li>– <i>at least 5 projects launched</i></li> </ul>
<ul style="list-style-type: none"> <li>■ Thematic And Regional Networking Established or reinforced among UNESCO sites on climate change</li> </ul>	<ul style="list-style-type: none"> <li>– <i>at least 5 networks established or reinforced</i></li> </ul>

## Intersectoral platform on UNESCO's contribution to the fight against HIV and AIDS

### Objectives and Strategy

**07035** UNESCO is uniquely placed to make an intersectoral and multidisciplinary contribution to efforts to tackle HIV and AIDS by harnessing the resources of all of its sectors. Such efforts have been coordinated through the intersectoral platform on HIV and AIDS since it was established in the previous biennium, and will be further strengthened in the 2012-2013 biennium.

**07036** UNESCO supports efforts towards universal access to comprehensive HIV programmes for prevention, treatment, care and support. This is in the framework of the MDGs, particularly MDG 6 on HIV and AIDS – namely, to halt the epidemic and to begin reversing it by 2015 – and of the six EFA goals, the achievement of which is fundamental to reducing HIV vulnerability. To this end, UNESCO is well placed to address the complex challenges of the epidemic through a holistic approach. This involves improved coordination and harmonization, especially at the country level where the response to HIV and AIDS constitutes a high-priority component of joint programming efforts by several United Nations system organizations and other partners.

**07037** UNESCO's work on HIV and AIDS is coordinated through the intersectoral platform on HIV and AIDS, overseen by the UNESCO Global Coordinator for HIV and AIDS with support from the UNESCO Focal Point on HIV and AIDS. Four regional HIV and AIDS advisers, based in Johannesburg (at the UNAIDS Regional Support Team office), Bangkok, Moscow and Santiago, and two subregional advisers in Beirut and Dakar, provide a critical link between global and country level to support national colleagues and partners to deliver relevant and high-quality technical support to Member States. Their role includes engaging in regional UN processes related to HIV, intersectoral programming, articulating and communicating UNESCO's role and impact and generating further resources to support this work. In 2010-2011, UNESCO expanded its capacity at national level to respond to HIV and AIDS through the creation of twenty National Programme Officer (NPO) posts, ten of which are intersectoral. UNESCO will continue with its efforts to strengthen country-level HIV capacity and impact in 2012-2013.

**07038** As a UNAIDS co-sponsor, UNESCO works closely with the other nine UNAIDS co-sponsors and the UNAIDS Secretariat, which collectively define commonly agreed outcomes within a division of labour

and ensure harmonized action at the country level. Under the recently revised division of labour, UNESCO has been designated as the convening agency for ensuring good quality education for a more effective HIV response. UNESCO is also a key partner in eight other areas, which focus on reducing sexual transmission of HIV, empowering young people and other key populations to protect themselves from HIV infection, meeting the HIV needs of women and girls and stopping sexual and gender-based violence, removing punitive laws and reducing stigma and discrimination, and supporting prioritized and costed national AIDS plans.

**07039**

In 2012-2013 all programme sectors will continue to contribute to strengthening and complementing education sector policies and practices, through: (i) engaging universities and research institutions to integrate HIV and AIDS in their scientific programmes, and promoting capacity building for research to ensure the dissemination of accurate scientific information; (ii) action to reduce stigma and discrimination affecting key populations and including people living with HIV, particularly through the capacity-building of national and regional networks, young people and the strengthening of policies and practices of local governments; (iii) the implementation of culturally-appropriate and gender-responsive HIV programmes, working particularly to address gender inequalities and inequities that increase the vulnerability of women and girls to HIV infection; and (iv) the design and implementation of information and communication strategies that focus on prevention activities and capacity-building of professionals in the fields of media and communication, and culture and heritage.

**Expected result 1: 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**

<i>Performance indicators</i>
<ul style="list-style-type: none"> <li>■ 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</li> <li>■ Number of countries that provided life skills-based HIV education in school settings within the last academic year</li> <li>■ Number of countries in which social media platforms were developed and strengthened to increase access to quality HIV and AIDS education, communication and information</li> </ul>

**Expected result 2: 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**

<i>Performance indicators</i>
<ul style="list-style-type: none"> <li>■ Number of countries with a multisectoral strategy that addresses HIV in the school setting</li> <li>■ Number of countries supported to develop and/or implement HIV-related policies that integrate the needs of women and girls, and/or address gender inequalities and inequities</li> </ul>

**Expected result 3: 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**

*Performance indicators*

- 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
- 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

## **Intersectoral platform on UNESCO's support to countries in post-conflict and post-disaster (PCPD) situations**

### **Objectives and Strategy**

**07040** The PCPD intersectoral platform – with representation from all programme sectors, central services and concerned Field Offices – is the coordinating body for UNESCO's operational assistance to crisis-affected Member States. The platform convenes on a monthly as well as on an emergency basis, in order to address the immediate coordination of post-crisis responses, as well as to ensure UNESCO's strategic coherence in crisis preparedness, conflict prevention, disaster risk reduction, peace-building and the "building back better" of post-conflict and post-disaster institutions, the latter in close cooperation with the intersectoral platform on a culture of peace and non-violence.

**07041** The human dimensions of relief and reconstruction lies at the heart of UNESCO's PCPD approach. Disaster risk reduction, conflict prevention and peace-building are indispensable elements of the platform's mandate. To this end, support will be provided to ensure that programme approaches are conflict-sensitive, and that there is a full integration of disaster risk reduction, early warning and preparedness efforts into recovery and reconstruction efforts. Special attention is given to the root causes of conflict and to the facilitation of national dialogue and reconciliation efforts, so as to help mitigate the risk of a relapse back into conflict.

**07042** The platform coordinates UNESCO overall interactions within the humanitarian response, ensuring UNESCO's engagement in all relevant UN coordination mechanisms, such as the Interagency Standing Committee (IASC) humanitarian clusters, working in close cooperation with UNESCO field offices, the International Institute for Educational Planning (IIEP) and category 1 institutes, and the New York and Geneva UNESCO liaison offices. The platform also seeks to strengthen cooperation with regional intergovernmental organizations and develop strategic partnerships with NGOs and professional associations involved in peace-building and disaster mitigation efforts.

**07043** At the operational level, the platform supports UNESCO field offices in formulating and executing post-conflict and post-disaster responses through programmatic support, the provision of appropriate infrastructure, training and guidance. At headquarters level, the platform engages programme sectors and central services to facilitate fast-tracked administrative processes, support funds mobilization and ensure adequate staffing of UNESCO offices working in PCPD countries.



07044

Guided by nationally-owned humanitarian and reconstruction responses, UNESCO’s priority areas are to address disrupted or dysfunctional educational systems, cultural and media services, conflict and disaster-related trauma, and to mitigate the risks of conflict or natural disaster to education systems, communication channels, cultural heritage and biological diversity. UNESCO’s expertise includes upstream policy advice and capacity development to restore national planning and management capacities to cope with challenges and “build back better”, through technical assistance and advisory services to national authorities, international partners, and professional and civil society organizations in longer-term sustainable reconstruction. Operational activities also focus on “peace dividends” through generating skills, economic opportunities, and empowering local communities to participate in the reconstruction and peace processes. UNESCO supports dialogue, confidence-building and reconciliation efforts, in particular by providing local and national policy-makers with evidence-based research and analysis and a platform for policy debate and dialogue.

07045

The Organization expertise in PCPD includes the rehabilitation of education systems through a range of capacity development initiatives including education sector planning for prevention; providing advice and expertise in conflict resolution pertaining to natural resource management and to disaster prevention and mitigation efforts, particularly on how to integrate early warning systems into post-conflict and disaster responses; protecting damaged cultural and natural heritage, including emergency consolidation and rehabilitation of damaged cultural heritage sites and institutions as well as the safeguarding of endangered intangible cultural heritage; providing access to information and strengthening the role of communication and information in fostering mutual understanding, peace-building and reconstruction; promoting the development of institutional and human capacities for the development of sustained free, independent and pluralistic media and strengthening the safety of media professionals and in providing access to humanitarian information in all sectors in crisis situation.

**Expected result 1: An overarching in-house strategy to strengthen PCPD responses through the Field network and at Headquarters, with efficient and timely staffing and administrative support mechanisms, elaborated and implemented**

<i>Performance indicators</i>	<i>Benchmarks</i>
<ul style="list-style-type: none"> <li>■ Overarching strategic framework for PCPD responses prepared within the framework of the PCPD intersectoral platform through consultation with all concerned sectors and services</li> </ul>	<ul style="list-style-type: none"> <li>– <i>at least three concrete implementation plans elaborated and put into action through relevant field offices and HQ sectors and services</i></li> </ul>
<ul style="list-style-type: none"> <li>■ Number of staff from Field Offices, category 1 institutes and HQ trained on PCPD strategy and response during the biennium</li> </ul>	<ul style="list-style-type: none"> <li>– <i>at least 75 staff trained</i></li> </ul>
<ul style="list-style-type: none"> <li>■ Number of administrative/financial mechanisms revised or newly implemented to facilitate more timely and efficient PCPD response operation</li> </ul>	<ul style="list-style-type: none"> <li>– <i>at least two administrative/financial mechanisms revised or newly implemented</i></li> </ul>

**Expected result 2: Effective contributions made to relevant United Nations system post-crisis coordination mechanisms, joint needs assessments, multi-donor and other post-crisis funding modalities; and interagency coordination bodies at global and UN Country Team levels; UNESCO's projects included in and subsequently funded under OCHA Humanitarian Appeals**

<i>Performance indicators</i>	<i>Benchmarks</i>
<ul style="list-style-type: none"> <li>■ Number of UNESCO projects funded and under implementation in OCHA Humanitarian Appeal processes, including through Central Emergency Response Fund (CERF)</li> </ul>	<ul style="list-style-type: none"> <li>– <i>at least 10 UNESCO projects funded and under implementation through OCHA Humanitarian Appeal processes and CERF</i></li> </ul>
<ul style="list-style-type: none"> <li>■ Number of post-crisis joint needs assessment or other prioritization mechanisms at country level in which UNESCO participates</li> </ul>	<ul style="list-style-type: none"> <li>– <i>participation in at least 4 joint needs assessment or other prioritization mechanisms at country level</i></li> </ul>
<ul style="list-style-type: none"> <li>■ Number of implemented UNESCO activities funded through Peace-building Fund, OCHA Central Emergency Response Fund, UNDP-Spain MDG Achievement Fund (Peacebuilding and Conflict Resolution Thematic Window) or other multi-donor trust funds</li> </ul>	<ul style="list-style-type: none"> <li>– <i>at least 10 UNESCO activities under implementation through these funding channels</i></li> </ul>

**Expected result 3: Member States supported in the fields of disaster risk reduction, conflict prevention and peace building, with clear linkages between the relief, recovery and sustainable development phases**

<i>Performance indicators</i>	<i>Benchmarks</i>
<ul style="list-style-type: none"> <li>■ Number of post-disaster activities supporting national capacity-building in the field of Disaster Risk Reduction implemented</li> </ul>	<ul style="list-style-type: none"> <li>– <i>at least 5 new activities under implementation</i></li> </ul>
<ul style="list-style-type: none"> <li>■ Number of conflict prevention and peace-building initiatives implemented in PCPD countries</li> </ul>	<ul style="list-style-type: none"> <li>– <i>at least 5 new activities under implementation</i></li> </ul>

**Intersectoral platform on 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)**

**Objectives and Strategy**

**07046**

The platform's overall objective is to contribute to the sustainable development of SIDS through innovative, strategic and targeted contributions to the fulfilment of the Mauritius Strategy. Drawing on contributions from all five UNESCO programme sectors, the platform leads and coordinates UNESCO's contribution to the strategy through the proactive delivery of intersectoral programmes and activities. The platform's interventions will reinforce intersectoral action in areas where UNESCO holds a comparative advantage within the UN system, emphasizing the development and strengthening of multilateral interagency partnerships. The platform's areas of intervention are guided by the outcomes

of the High-Level five-year review of the Mauritius Strategy as contained in United Nations General Assembly resolution 65/2, as well as by decision 41 adopted by the 185th session of the Executive Board, and resolution 33 adopted by the 35th session of the General Conference. These documents provide guidance for the identification of UNESCO interventions that directly address the unique vulnerabilities of SIDS as acknowledged by the international community since the UN Conference for Environment and Development in 1992. These interventions address three main objectives.

**07047** The platform will reinforce resilience in SIDS through targeted action to address the acute vulnerability of SIDS to climate change and natural disasters, which represent grave threats to the viability and even survival of some small island developing States in cooperation also with intersectoral platform on UNESCO’s Contribution to Climate Change Mitigation and Adaptation.

**07048** Recognizing the specificities of small island cultures and the crucial role of culture in underpinning sustainable development, the platform will address the safeguarding and reinforcement of island tangible and intangible heritage, including natural and cultural heritage, local and indigenous knowledge as well as island biodiversity. In so doing, the platform directly follows up on UNESCO’s instrumental role in ensuring the inclusion of culture in the Mauritius Strategy.

**07049** Acknowledging the economic vulnerability of SIDS and the urgent need to engage the large populations of SIDS youth in building social, economic and environmental resilience, the platform will build capacity among SIDS youth with a view towards reinforcing livelihood opportunities. In this regard, particular emphasis will be placed on generating opportunities for young SIDS researchers and students by promoting leadership and career mentoring through university networks and professional societies.

**07050** In view of these objectives, the platform has identified the following expected results. The expected cost of the regular programme to ensure the implementation of these expected results is estimated at approximately \$1.5 M, supplemented by extrabudgetary resources.

**Expected Result 1: Resilience of communities reinforced in SIDS, with particular reference to climate change adaptation and natural disaster preparedness, through evidence-based policies, education and capacity development and the mobilization of civil society**

**07051** Modalities of implementation may include: (i) strengthening SIDS climate change adaptation through initiatives such as Climate Frontlines that document SIDS community-based adaptation strategies, and UN inter-agency partnerships that contribute SIDS inputs to policy development through the 2014 Intergovernmental Panel on Climate Change Fifth Assessment Report (IPCC AR5); (ii) advancing climate change education initiatives such as Sandwatch, and undertaking follow-up to recent SIDS climate change experts meetings and events; (iii) pursuing natural disaster preparedness and early warning programmes, as well as field-based initiatives, including work on Tsunamis Early Warning Systems (TEWS); and (iv) active participation in and follow-up to the United Nations Conference on Sustainable Development (Rio+20) process, including the development of new and existing partnerships in the context of the UN Inter-Agency Consultative Group on SIDS and related modalities.

<i>Performance indicators</i>	<i>Benchmarks</i>
<ul style="list-style-type: none"> <li>■ SIDS engagement with UNESCO’s climate change-related activities further strengthened, through the expansion of SIDS participation in Climate Frontlines and related interagency partnerships</li> </ul>	<ul style="list-style-type: none"> <li>– <i>research projects on local climate change observations and adaptation strategies undertaken in 5 SIDS</i></li> <li>– <i>at least 2 activities undertaken in the context of UN interagency partnerships on climate change</i></li> </ul>

<i>Performance indicators</i>	<i>Benchmarks</i>
<ul style="list-style-type: none"> <li>■ SIDS perspectives clearly reflected in inputs to the Intergovernmental Panel on Climate Change's Fifth Assessment Report (AR5)</li> </ul>	<ul style="list-style-type: none"> <li>– <i>submission to AR5 contains data and information sourced from SIDS and reflecting SIDS priorities</i></li> </ul>
<ul style="list-style-type: none"> <li>■ UNESCO's climate change education initiatives, including Sandwatch, further consolidated and expanded in SIDS</li> </ul>	<ul style="list-style-type: none"> <li>– <i>new programmes implemented in 5 SIDS covering at least 2 regions</i></li> </ul>
<ul style="list-style-type: none"> <li>■ SIDS participation in existing UNESCO natural disaster preparedness and early warning programmes expanded</li> </ul>	<ul style="list-style-type: none"> <li>– <i>activities undertaken in at least 5 new SIDS</i></li> </ul>
<ul style="list-style-type: none"> <li>■ 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</li> </ul>	<ul style="list-style-type: none"> <li>– <i>at least 1 new intersectoral initiative addressing SIDS vulnerabilities launched</i></li> </ul>

### **Expected Result 2: SIDS efforts towards sustainable development supported through the safeguarding and reinforcement of island cultural and natural heritage, including local and indigenous knowledge and practices**

**07052**

Modalities of implementation will include: (i) strengthening the role and recognition of SIDS cultures and heritage as essential elements underpinning sustainable island development, in particular through the SIDS subprogrammes within the framework of the World Heritage and Intangible Heritage Conventions; and (ii) enhancing inter-generational transmission of islander knowledge and practice through innovative approaches, including the role of ICTs, in preparation for the ten-year review for the World Summit on Information Societies (2015).

<i>Performance indicators</i>	<i>Benchmarks</i>
<ul style="list-style-type: none"> <li>■ SIDS engagement with UNESCO's cultural conventions mobilized and reinforced, with new inscriptions on the World Heritage and Intangible Heritage lists</li> </ul>	<ul style="list-style-type: none"> <li>– <i>4 new World Heritage sites in SIDS submitted for inscription</i></li> <li>– <i>Convention on Intangible Heritage ratified by 4 SIDS</i></li> <li>– <i>institutional capacity-building activities related to the Intangible Heritage Convention undertaken in 5 SIDS</i></li> </ul>
<ul style="list-style-type: none"> <li>■ 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</li> </ul>	<ul style="list-style-type: none"> <li>– <i>intersectoral projects focusing on the ICT-assisted transmission of local and indigenous knowledge in formal and non-formal educational contexts implemented in 2 regions</i></li> </ul>

**Expected Result 3: 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**

**07053**

Modalities of implementation will include: (i) elaborating and strengthening SIDS-focused networks and intersectoral education, research and training programmes at primary, secondary and higher education levels, such as the University Consortium of Small Island States, with a focus on initiatives that interconnect all SIDS regions; (ii) training and networking opportunities for students will be generated through the development of new SIDS-SIDS, S-S and N-S-S cooperative arrangements; (iii) capacity development for young SIDS researchers planned and developed in close collaboration with UNESCO expertise and networks established under MP I, II and III, (iv) developing new actions focused on key SIDS youth issues such as the development of socio-economic opportunities, through programmes such as TVET, YouthXchange and Youth Visioning for Island Living; and (v) revitalising the SIDS-focused component of the International Programme for the Development of Communication relating to media development, access to information and strengthening of the information society.

<i>Performance indicators</i>	<i>Benchmarks</i>
<ul style="list-style-type: none"> <li>■ Engagement with key SIDS higher education networks reinforced and expanded through new interregional cooperation agreements</li> </ul>	<ul style="list-style-type: none"> <li>– <i>new cooperation arrangement with the University Consortium of Small Island States launched and implemented; at least one additional network activity implemented</i></li> <li>– <i>at least one international student leadership programme launched</i></li> <li>– <i>at least one activity involving two SIDS regions</i></li> </ul>
<ul style="list-style-type: none"> <li>■ Training programmes for young researchers established and implemented</li> </ul>	<ul style="list-style-type: none"> <li>– <i>training programme undertaken in two SIDS regions</i></li> </ul>
<ul style="list-style-type: none"> <li>■ Expansion and consolidation of activities targeting the development of opportunities for SIDS youth</li> </ul>	<ul style="list-style-type: none"> <li>– <i>new initiative launched based on UNESCO’s Youth Visioning for Islands Living and YouthXchange and other youth-focused programmes</i></li> </ul>
<ul style="list-style-type: none"> <li>■ Development and implementation of SIDS-specific intersectoral programmes enhancing access to information and development of local media in SIDS</li> </ul>	<ul style="list-style-type: none"> <li>– <i>capacity development activities for SIDS media professionals organized</i></li> <li>– <i>community radio and rural multimedia community centres in SIDS reviewed and reinforced</i></li> </ul>

**Intersectoral platform on priority Africa and its implementation by UNESCO**

**Objectives and Strategy**

**07054**

The intersectoral platform is a mechanism for coordinating, supporting and monitoring the implementation of the programme and budget priority allocated to Africa and its needs in UNESCO’s domains. The platform will strengthen its means of action and introduce new programmes and special projects in consultation with the programme sectors. There will be two levers for promoting and coordinating intersectoral activity.

**07055** Led by ADG/AFR and coordinated by the Africa Department, the Africa platform will be required to identify, formulate and provide technical assistance and take part in the implementation of a select number of major intersectoral projects, validated by Member States which are expected to have considerable impact on the ground. It will continue to provide support for ongoing regional strategies and projects such as use of the General History of Africa in education; the Slave Route project: Resistance, Liberty, Heritage; the UNESCO strategy on youth; and the three major initiatives under Africa's Science and Technology Consolidated Plan of Action.

**07056** Furthermore, the Africa platform will ensure implementation of decisions adopted by the Organization's governing bodies. It will establish synergies and common programmes with other platforms, if need be, including in particular the intersectoral platform for a culture of peace and non-violence.

**07057** Action taken by the Africa intersectoral platform will be geared mainly to achieving international goals and commitments, such as Education for All (EFA), the Millennium Development Goals (MDGs) and those of the African Union (AU), including the New Partnership for Africa's Development (NEPAD), which determine the common framework for international action in furtherance of Africa's development. It will also take into account UNESCO's gender equality action plan and the Organization's new programme directions on culture as a factor of development and the promotion of a Culture of Peace and Non-Violence.

**07058** More specifically, the platform will aim to:

- (a) give fresh impetus to intersectorality and interdisciplinarity, both in the sectors and in field offices;
- (b) identify and draw up, in cooperation with the sectors, field offices, UNESCO category 1 institutes and partners, an action plan including a programme of activities, budgetary data and a resource mobilization strategy;
- (c) mobilize substantive, technical and financial resources to implement the action plan;
- (d) implement, jointly with the sectors, field offices, UNESCO category 1 institutes and partners, projects identified under the platform, through multisectoral technical assistance teams;
- (e) establish a data bank on activities under way and/or implemented and draw up reports for the governing bodies;
- (f) carry out communication and visibility activities on progress achieved in implementing Priority Africa.

**07059** In order to ensure that UNESCO's programme is in line with that of the African Union and its NEPAD programme, the frame of reference for the Africa platform's action will be the decisions and governance texts of the African Union and the regional economic communities on the promotion of regional integration in UNESCO's various fields of competence, including in particular:

- Plan of Action for the Second Decade of Education for Africa;
- Africa's Science and Technology Consolidated Plan of Action;
- Nairobi Plan of Action for Cultural Industries in Africa;
- decisions on the links between education and culture;
- peace and security;
- African Common Position on Climate Change;
- African Youth Charter and plan of action of the Decade for Youth Development and Empowerment in Africa; and
- decisions on information and communication.

The Africa platform action will be geared to questions and issues that are crucial to the Continent, as expressed by African Member States in their regional bodies' framework documents. It will endeavour to respond to the African countries' needs so that they may achieve the MDGs and EFA goals. The main lines of action set out below take into account the Organization's new directions on the role of culture in sustainable development, the need to refocus its mission on peace-building and the role of women and young people in Africa's future:

- (a) education for a culture of peace and non-violence in Africa;
- (b) strengthening the links between education and culture for sustainable development;
- (c) mobilization of science, technology and innovation for sustainable development;
- (d) promoting the training, employment and social integration of young people;
- (e) role of higher education in strengthening education and research systems.

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**Expected result 1: 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**

*Performance indicators*

- Number of major intersectoral projects included in the Priority Africa Action Plan and reflected in the work plans
- Resource mobilization strategy for Priority Africa put in place with accountability vested in the programme sectors and offices in the subregion

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**Expected result 2: 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**

*Performance indicators*

- Three or four specific regional or subregional programmes/projects drawn up, validated by Member States or regional organizations and extrabudgetary funds sought
- 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
- Progress reports on project implementation submitted regularly to the Organization's governing bodies and meetings held to exchange experiential data on project/programme implementation

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**Expected result 3: Priority Africa activities monitoring the implementation of plans of action (African Union decisions) systematically reviewed**

*Performance indicators*

- Annual report on the impact of UNESCO cooperation in Africa, by sector, submitted to the governing bodies
- Regular statistical analyses of the budget allocated for Africa and for various themes on Africa
- Monitoring of the alignment of UNESCO activities in Africa with the needs expressed by Member States and in African Union decisions

# Field Office implementation of decentralized programmes

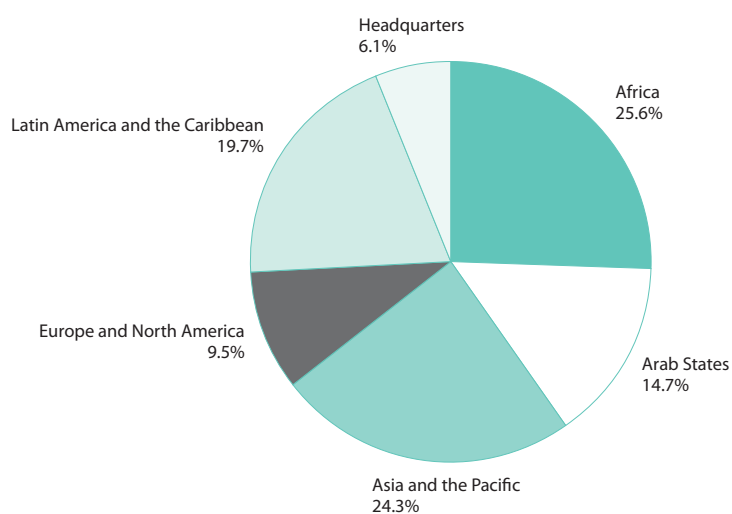
## Field - 1

Regular budget				Total 36 C/5 Approved	Extrabudgetary resources <sup>(1)</sup>
Activity		Staff			
\$		\$	\$		
1.	Field Management of decentralized programme	–	56 183 100	<b>56 183 100</b>	423 800
2.	Field offices operating costs	20 156 000	–	<b>20 156 000</b>	1 123 800
3.	Field coordination at Headquarters	309 200	3 215 800	<b>3 525 000</b>	228 600
<b>Total</b>		<b>20 465 200</b>	<b>59 398 900</b>	<b>79 864 100</b>	<b>1 776 200</b>

(1) Projects to be implemented in 2012-2013 for which funds have already been received or firmly committed, including posts financed from Programme Support Costs (PSC) income.

Region/Headquarters	Regular budget breakdown by region						
	Field Management of decentralized programme (staff)	Field offices operating costs	Field Coordination at Headquarters		Posts	Total	
			Activity	Staff		\$	%
Africa	14 241 300	6 229 100	–	–	114	20 470 400	25.6
Arab States	9 338 600	2 408 300	–	–	62	11 746 900	14.7
Asia and the Pacific	14 460 000	4 953 600	–	–	116	19 413 600	24.3
Europe and North America	4 160 100	3 419 400	–	–	17	7 579 500	9.5
Latin America and the Caribbean	13 983 100	1 774 600	–	–	92	15 757 700	19.7
<b>Total, Field</b>	<b>56 183 100</b>	<b>18 785 000</b>	<b>–</b>	<b>–</b>	<b>401</b>	<b>74 968 100</b>	<b>93.9</b>
<b>Headquarters</b>	<b>–</b>	<b>1 371 000</b>	<b>309 200</b>	<b>3 215 800</b>	<b>13</b>	<b>4 896 000</b>	<b>6.1</b>
<b>Total, Field Office implementation of decentralized programmes</b>	<b>56 183 100</b>	<b>20 156 000</b>	<b>309 200</b>	<b>3 215 800</b>	<b>414</b>	<b>79 864 100</b>	<b>100.0</b>

### Regular budget





## Field - 2

Items of expenditure	Regular budget			Extrabudgetary resources <sup>(1)</sup>
	Activities	Staff	Total 36 C/5 Approved	
		\$	\$	
<b>1. Field Management of decentralized programmes</b>				
Staff (established posts)		56 183 100	56 183 100	423 800
<b>2. Field office operating costs</b>				
<b>I. Field office running costs</b>				1 123 800
Temporary assistance	4 644 100		4 644 100	
Staff travel on official business	1 446 800		1 446 800	
Contractual services	124 300		124 300	
General operating expenses	10 742 500		10 742 500	
Improvement of premises	36 400		36 400	
Supplies and materials	919 600		919 600	
Furniture and equipment	730 600		730 600	
Other expenditure	515 700		515 700	
<b>Subtotal</b>	<b>19 160 000</b>	<b>-</b>	<b>19 160 000</b>	<b>1 123 800</b>
<b>II. Sums administered by the Bureau of Field Coordination for the reinforcement of field offices</b>				
UNESCO's participation in pilots for the "One UN" initiative	600 000		600 000	
Administrative support for post conflict and post disaster	396 000		396 000	
<b>Subtotal</b>	<b>996 000</b>	<b>-</b>	<b>996 000</b>	<b>-</b>
<b>Total, Field office operating costs</b>	<b>20 156 000</b>	<b>-</b>	<b>20 156 000</b>	<b>1 123 800</b>
<b>3. Field coordination at Headquarters</b>				
<b>I. Staff (established posts)</b>		3 215 800	3 215 800	228 600
<b>II. Other costs:</b>				
Temporary assistance	55 000		55 000	
Staff travel on official business	94 000		94 000	
Contractual services	45 000		45 000	
General operating expenses	60 000		60 000	
Supplies and materials	20 000		20 000	
Furniture and equipment	21 000		21 000	
Other expenditure	14 200		14 200	
<b>Total, Field offices coordination (Headquarters)</b>	<b>309 200</b>	<b>3 215 800</b>	<b>3 525 000</b>	<b>228 600</b>
<b>Total, Field office implementation of decentralized programmes</b>	<b>20 465 200</b>	<b>59 398 900</b>	<b>79 864 100</b>	<b>1 776 200</b>

(1) Projects to be implemented in 2012-2013 for which funds have already been received or firmly committed, including posts financed from Programme Support Costs (PSC) income.

*The General Conference*

1. *Authorizes* the Director-General:

- (a) to implement the first phase of the plan of action in order to:
  - (i) carry out the planning and implementation of the Organization's programmes and actions at the country and regional levels through the Organization's network of field offices and to continue participating actively in United Nations joint programming exercises and initiatives at the country level and always within the framework of the national priorities;
  - (ii) pursue the implementation of the strategy for the reform of UNESCO's field network and its adaptation to the demands of United Nations system-wide coherence at the country level in line with any relevant resolution adopted by the General Conference at its 36th session, and to ensure increased accountability of field offices;
  - (iii) take appropriate measures to provide administrative guidance to field offices and ensure targeted reinforcement of those involved in United Nations joint programming, including alternative arrangements in countries where UNESCO has non-resident status;
  - (iv) monitor the overall performance of field offices through joint reviews with the sectors and services concerned;
  - (v) ensure the performance assessments of all directors and heads of field offices;
  - (vi) manage, administer and monitor the implementation of field offices' operating expenditures;
  - (vii) reinforce their managerial and administrative capacities, and coordinate their overall staffing;
  - (viii) act as central coordinating and monitoring entity for the safety and security of UNESCO personnel and premises in the field and manage the corresponding budget, and participate in the further development and enhancement of common field security policies and directives within the United Nations security management system;
  - (ix) coordinate UNESCO's responses to post-conflict and post-disaster situations, and serve as focal point for corresponding inter-agency mechanisms;
  - (x) monitor and develop the relevant management and administrative infrastructures and mechanisms in support of UNESCO's responses to post-conflict and post-disaster situations, in close coordination with United Nations bodies at the international, regional and country levels;
- (b) to allocate for this purpose an amount of \$309,200 for coordination activity costs, \$20,156,000 for field offices' operating costs and \$59,398,900 for staff costs at Headquarters and in the field offices;

2. *Requests* the Director-General to report to the governing bodies periodically, in the statutory reports, on the achievement of the following expected results:

- (1) the first phase of UNESCO's reform of its field network implemented;

- (2) performance assessment of all directors and heads of field offices completed;
  - (3) operating budgets of field offices monitored and their management and administration improved;
  - (4) capacity and skills of field staff improved;
  - (5) acceptable level of security and safety of UNESCO personnel and premises ensured, commensurate with security conditions and risk assessments;
  - (6) abilities of all UNESCO personnel enhanced and made sustainable regarding field security and safety matters;
  - (7) integration into United Nations post-conflict and post-disaster responses ensured;
  - (8) staff capacities for post-conflict and post-disaster situations reinforced, based on lessons learnt;
  - (9) capacity for fundraising for post-conflict and post-disaster interventions enhanced;
3. *Also requests* the Director-General to report, in her six-monthly statutory reports on the execution of the programme adopted by the General Conference, on measures taken to optimize the use of resources in the implementation of programme activities, including travel, contractual services and publications.

**08001** The Bureau of Field Coordination (BFC) is the focal point for overall management and administration of field offices and provides advice to the Director-General and senior management on the implementation and evolving adaptation of the Organization's strategy for its field presence in order to ensure optimal programme delivery at regional and national levels as well as alignment with the changing demands of the United Nations reform at the country level, notably within the setting of General Assembly resolution 62/208 (Triennial comprehensive policy review of operational activities for development of the United Nations system – TCPR). Corresponding action will be taken in line with the decision of the Executive Board at its 185th session on the reform of the field network (185 EX/Decision 29).

**08002** BFC is particularly responsible for the phased implementation of the new Field Presence Structure as decided by the General Conference at its 36th session. This structure is based upon a two-tier model with a limited number of regional multi-sectorial offices and offices at the national level, including project offices and desks. The implementation process will be based on concrete experience with the new structure, programmatic, financial and logistical efficacy and efficiency as well as alignment with the overall United Nations system. During the implementation process there will be continued consultations with Member States and Regional Groups.

**08003** BFC designs the new profiles for Directors and Heads of field offices according to the new field presence structure and provides the Director General with advice on the concrete appointments. It furthermore supervises the Directors and Heads of field offices who report to it on the use of security costs as well as on overall office and human resources management. The network of field offices serves as a common platform for all programme sectors to which field office Directors and Heads are accountable. In addition, they have direct reporting lines to a number of central services. Within this structure, BFC, with relevant programme sectors and central services, will manage and coordinate the performance assessment of Directors and Heads of field offices, through Performance Agreements based upon biennial key expected results comprising all aspects of their functions (programme management,

mobilization of partnerships and resources, budget and finance, people management, providing visibility, security, etc.) with corresponding performance indicators.

**08004** BFC is, in close coordination with BFM, responsible for coordinating the planning of field offices' operating expenditures and for ensuring cost-efficiency, as well as for providing management and administrative support to field staff attached to it. Furthermore, BFC will advise senior management on overall staffing needs of field offices in order to ensure that there is an adequate level of and balance between programme and support staff. BFC will also provide backstopping and assistance to field offices in the implementation of all audit recommendations and for strengthening administrative and managerial capacities, including through institutional training, mentoring and tutoring schemes.

**08005** BFC will provide targeted and timely reinforcement to enhance the management, partnering, and logistical capacity of field offices involved in joint UNCT programming, also in countries where the Organization has non-resident status and when alternative arrangements are required. BFC will also ensure coordination of such joint programming exercises with BSP and Programme Sectors.

**08006** BFC will cooperate with the relevant central services in: (i) further strengthening electronic networking facilities in field offices; (ii) assisting field offices to update and further develop their website; (iii) the continued roll-out of corporate online training programmes to provide all field staff with a common vision and understanding of UNESCO, and to improve capacities of management and administrative staff.

**08007** In order to ensure enhanced security management, BFC acts as the central coordinating and monitoring entity for the safety and security of personnel and premises in the field and is responsible for the overall compliance with established security policies and strategies. This function consists of, *inter alia*, ensuring field offices' implementation of instructions and guidelines according to the United Nations Department of Safety and Security (UNDSS); administration, management and monitoring of the field security budget; assistance and strategic advice on field security matters to field offices and to all staff traveling on mission; and adequate access to and implementation of UNDSS and UNESCO field security training programmes. Within the United Nations Security Management System, BFC represents UNESCO in inter-agency mechanisms tasked with developing and enhancing common field security policies, directives and frameworks for risk assessment and management.

**08008** Finally, BFC coordinates UNESCO's response to post-conflict and post-disaster situations through its functioning as the secretariat for the Intersectoral Platform on Post-Conflict and Post-Disaster Situations (PCPD) and for other relevant joint working groups and task forces set up by the Director-General in this regard. It provides strategic focus to UNESCO's participation in the United Nations' integrated assistance to early recovery and reconstruction, including through the Office for the Coordination of Humanitarian Affairs (OCHA) Consolidated Appeals and Flash Appeals, United Nations/World Bank joint needs assessments, the Inter-Agency Standing Committee/Executive Committee on Humanitarian Affairs (IASC/ECHA) and other common programming and funding mechanisms, as well as to UNESCO's initiatives in reconciliation and peace-building. BFC acts as liaison with the relevant inter-agency mechanisms and facilitates and coordinates the smooth flow of information and interactions between Headquarters and field offices concerned. It also provides administrative and management backstopping to UNESCO's operations in post-conflict and post-disaster situations and supports as necessary the rapid deployment of UNESCO's on-site presence to facilitate the Organization's immediate response. BFC is also tasked with ensuring knowledge management and the sharing of good practices from UNESCO's post-conflict and post-disaster operations, through the creation and maintenance of internal and public information and training tools.

## **Expected results at the end of the biennium**

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**The first phase of UNESCO's reform of its field network implemented**

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**Performance assessment of all directors and heads of field offices completed**

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**Operating budgets of field offices monitored and their management and administration improved**

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**Capacity and skills of field staff improved**

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**Acceptable level of security and safety of UNESCO personnel and premises ensured, commensurate with security conditions and risk assessments**

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**Abilities of all UNESCO personnel enhanced and made sustainable regarding field security and safety matters**

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**Integration into United Nations post-conflict and post-disaster responses ensured**

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**Staff capacities for post-conflict and post-disaster situations reinforced, based on lessons learnt**

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**Capacity for fundraising for post-conflict and post-disaster interventions enhanced**

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# Supplementary funding for the Field Network Reform

## Field Network Reform

Regular budget			
	Activities	Staff	Total 36 C/5 Approved
	\$	\$	\$
Supplementary funding for the Field Network Reform	2 465 000	6 535 000	9 000 000

This budget line will cover additional recurrent and non-recurrent costs in consequence of the gradual implementation of UNESCO's reform of its field network in Africa during the 36 C/5 period.

## II.B – Programme-related services

### Part II.B – 1

		Regular budget			Extrabudgetary resources <sup>(1)</sup>
		Activity	Staff	Total 36 C/5 Approved	
		\$	\$	\$	\$
Chapter 1	Coordination and monitoring of action to benefit Africa	1 437 100	4 344 500	5 781 600	–
Chapter 2	Coordination and monitoring of action to benefit Gender Equality	434 600	1 740 500	2 175 100	–
Chapter 3	Strategic planning, programme monitoring and budget preparation	1 430 300	7 710 500	9 140 800	6 235 700
Chapter 4	Organization-wide knowledge management	1 893 700	3 076 200	4 969 900	2 040 800
Chapter 5	External relations and public information	3 184 700	24 240 100	27 424 800	1 483 900
<b>Total, Part II.B</b>		<b>8 380 400</b>	<b>41 111 800</b>	<b>49 492 200</b>	<b>9 760 400</b>

(1) Projects to be implemented in 2012-2013 for which funds have already been received or firmly committed, including posts financed from Programme Support Costs (PSC) income.

### Part II.B – 2

ESTABLISHED POSTS BY CATEGORY AND BY FUNDING SOURCE			
Programme-related services	36 C/5 Approved		
	ADG/D/P/NPO	GS/L	Total
<b>Coordination and monitoring of action to benefit Africa</b>			
Regular budget Headquarters	10	6	16
Regular budget Field	2	–	2
Other funding sources	–	–	–
<b>Coordination and monitoring of action to benefit Gender Equality</b>			
Regular budget Headquarters	5	1	6
Other funding sources	–	–	–
<b>Strategic planning, programme monitoring and budget preparation</b>			
Regular budget Headquarters	20	9	29
Other funding sources	16	5	21
<b>Organization-wide knowledge management</b>			
Regular budget Headquarters	11	2	13
Other funding sources	7	–	7
<b>External relations and public information</b>			
Regular budget Headquarters	54	54	108
Regular budget Field	4	–	4
Other funding sources	4	2	6
<b>TOTAL Part II.B</b>			
Total, Regular budget Headquarters	100	72	172
Total, Regular budget Field	6	–	6
<b>Total, Regular budget</b>	<b>106</b>	<b>72</b>	<b>178</b>
Total, Other funding sources	27	7	34
<b>GRAND TOTAL</b>	<b>133</b>	<b>79</b>	<b>212</b>

Other funding sources: includes posts financed from programme support cost income and/or other self-financing funds.

Items of expenditure		Regular budget			Extrabudgetary resources <sup>(1)</sup>
		Activities	Staff	Total	
		\$	\$	\$	\$
<b>Chapter 1</b>	<b>Coordination and monitoring of action to benefit Africa</b>				
	I. Staff (established posts)		4 344 500	4 344 500	-
	II. Other costs:				
	Temporary assistance	170 000		170 000	-
	Overtime	30 000		30 000	-
	Participants (delegates) travel	250 000		250 000	-
	Staff travel on official business	380 000		380 000	-
	Contractual services	135 000		135 000	-
	General operating expenses	258 500		258 500	-
	Supplies and materials	45 000		45 000	-
	Furniture and equipment	45 000		45 000	-
	Other expenditure	123 600		123 600	-
	<b>Total, Chapter 1</b>	<b>1 437 100</b>	<b>4 344 500</b>	<b>5 781 600</b>	<b>-</b>
<b>Chapter 2</b>	<b>Coordination and monitoring of action to benefit Gender Equality</b>				
	I. Staff (established posts)		1 740 500	1 740 500	-
	II. Other costs:				
	Temporary assistance	80 000		80 000	-
	Participants (delegates) travel	25 000		25 000	-
	Staff travel on official business	141 700		141 700	-
	Contractual services	73 900		73 900	-
	General operating expenses	55 000		55 000	-
	Supplies and materials	25 000		25 000	-
	Furniture and equipment	29 000		29 000	-
	Financial allocations/fellowships/contributions	-		-	-
	Other expenditure	5 000		5 000	-
	<b>Total, Chapter 2</b>	<b>434 600</b>	<b>1 740 500</b>	<b>2 175 100</b>	<b>-</b>
<b>Chapter 3</b>	<b>Strategic planning, programme monitoring and budget preparation</b>				
	I. Staff (established posts)		7 710 500	7 710 500	5 730 700
	II. Other costs:				505 000
	Temporary assistance	190 000		190 000	-
	Participants (delegates) travel	49 900		49 900	-
	Staff travel on official business	410 000		410 000	-
	Contractual services	429 000		429 000	-
	General operating expenses	154 400		154 400	-
	Supplies and materials	71 000		71 000	-
	Furniture and equipment	63 000		63 000	-
	Other expenditure	63 000		63 000	-
	<b>Total, Chapter 3</b>	<b>1 430 300</b>	<b>7 710 500</b>	<b>9 140 800</b>	<b>6 235 700</b>
<b>Chapter 4</b>	<b>Organization-wide knowledge Management</b>				
	I. Staff (established posts)		3 076 200	3 076 200	2 040 800
	II. Sums administered on behalf of the Organization as a whole	1 893 700		1 893 700	-
	<b>Total, Chapter 4</b>	<b>1 893 700</b>	<b>3 076 200</b>	<b>4 969 900</b>	<b>2 040 800</b>

(1) Projects to be implemented in 2012-2013 for which funds have already been received or firmly committed, including posts financed from Programme Support Costs (PSC) income.



Items of expenditure		Regular budget			Extrabudgetary resources <sup>(1)</sup>
		Activities	Staff	Total	
		\$	\$	\$	\$
Chapter 5	<b>External relations and public information</b>				
	I. Staff (established posts)		24 240 100	24 240 100	1 483 900
	II. Other costs:				
	Temporary assistance	548 300		548 300	–
	Overtime	–		–	–
	Participants (delegates) travel	337 000		337 000	–
	Staff travel on official business	524 600		524 600	–
	Contractual services	1 141 600		1 141 600	–
	General operating expenses	414 900		414 900	–
	Supplies and materials	55 800		55 800	–
	Furniture and equipment	108 500		108 500	–
	Other expenditure	54 000		54 000	–
	<b>Total, Chapter 5</b>	<b>3 184 700</b>	<b>24 240 100</b>	<b>27 424 800</b>	<b>1 483 900</b>
	<b>Total, Part II.B</b>	<b>8 380 400</b>	<b>41 111 800</b>	<b>49 492 200</b>	<b>9 760 400</b>

(1) Projects to be implemented in 2012-2013 for which funds have already been received or firmly committed, including posts financed from Programme Support Costs (PSC) income.

## Chapter 1 – Coordination and monitoring of action to benefit Africa

**Unit responsible:** Africa Department

**09100** General Conference resolution 36 C/Res.72 for Coordination and monitoring of action to benefit Africa

### *The General Conference*

1. *Authorizes* the Director-General:
  - (a) to implement the plan of action, ensuring the consistency and complementarity of initiatives and activities to benefit Africa, in order to:
    - (i) better identify Africa's priority development needs by forging closer institutional and working relations with the offices in Africa and strengthening cooperation with African Member States, National Commissions, regional and subregional organizations as well as civil society organizations and grassroots communities;
    - (ii) ensure that the global priority accorded to Africa is taken into account at all levels of the Organization, in significantly distinct ways, in terms of both programming and human and budgetary resources;
    - (iii) strengthen the impact, consistency and sustainability of UNESCO's activities in Africa by increasing impetus to and monitoring and coordination of intersectorality,

introducing mechanisms for pooling resources, and through decentralized, participatory intermediaries;

- (iv) support the achievement of the strategic programme objectives and biennial objectives in the C/4 and C/5 documents, those of the international reference frameworks, in particular the Millennium Development Goals and education for all (EFA) goals, as well as those set by the decisions and plans of action adopted by African bodies, especially the African Union (AU) and the Regional Economic Communities (RECs), by implementing a suitable strategy of substantive, technical and financial partnerships, with particular emphasis placed on intra-African partnerships, including the private sector;
- (v) provide UNESCO's assistance to the African regional and subregional integration process in its fields of competence;
- (vi) support and consolidate structural conflict prevention and post-conflict and post-disaster reconstruction mechanisms and activities, in particular by injecting new dynamism into and strengthening the Programme of Education for Emergencies and Reconstruction (PEER) and incorporating it into an overall culture of peace approach;
- (vii) strengthen UNESCO's participation in the joint coordination and programming mechanisms of United Nations system agencies in Africa;
- (viii) foster ownership of UNESCO's ideals and enhance the visibility of its action in Africa;
- (ix) strengthen the role of the Africa Department as a focal point for all matters relating to Africa;

(b) to allocate for this purpose a sum of \$1,437,100 for activity costs and \$4,344,500 for staff costs;

2. *Requests* the Director-General to report periodically to the governing bodies, in the statutory reports, on the achievement of the following expected results:

- (1) impact of UNESCO's programmes in Africa increased and strengthened through improved identification of Africa's priority development needs and joint/shared implementation, in particular with the African Union and agencies of the United Nations system and/or regional, subregional, national and local intermediaries/partners;
- (2) intersectoral coordination, crucial to collective ownership in terms of the design, implementation and evaluation of programmes for Africa as a global priority, (i) boosted through the restructuring, reactivation and enhancement of existing coordination mechanisms and (ii) strengthened by the introduction of innovative mechanisms, in particular promising special projects and programmes;
- (3) relations with Member States in Africa consolidated and networks of bilateral, multilateral and civil society and private sector partnerships to support global priority Africa established and mobilized at the intra-African and international levels;
- (4) visibility of UNESCO's action in Africa strengthened;

3. *Also requests* the Director-General to report, in her six-monthly statutory reports on the execution of the programme adopted by the General Conference, on measures taken to optimize the use of resources in the implementation of programme activities, including travel, contractual services and publications.

- 09101** The period covered by the 36th programme and budget corresponds to the last phase of implementation of the Medium-Term Strategy (2008-2013), during which Africa is ranked as a “global priority” of the Organization. As the last phase begins, it has been ascertained that the continent has recorded undeniable progress, including in UNESCO’s fields of competence, particularly in regard to access to quality education. In the region, there are still, however, situations of stagnation and even regression that give cause for concern.
- 09102** Under document 36 C/5, the Africa Department, in its “Global Priority Africa” watch function, will set the goal of mobilizing the Organization and development partners in order to build on accomplishments, on the one hand, and to offset shortcomings, on the other. The mid-term evaluation conducted of “Priority Africa” and of the Department in 2011, the Department’s new structure and the current plan of action contribute to that goal.
- 09103** For that purpose, it will act on two pivotal points: (i) strengthening of intersectoral action in order to render UNESCO’s programmes/activities more consistent with Africa’s priority needs in terms of identification, content, means, implementation and impacts; and (ii) promotion of substantive partnership/cooperation in furtherance of the development of Africa, while consolidating relations with Member States.
- 09104** As the body “guaranteeing” the coherent, holistic and effective implementation of “Priority Africa”, the Department will strive to involve all sectors, the central services concerned, field offices, institutes, centres and UNESCO chairs in an enhanced continuous process of designing, implementing and monitoring “Global Priority Africa”.
- 09105** This process will be forged and, as a priority, applied through existing mechanisms, but their intersectoral dynamics will be systematized more effectively while other innovative mechanisms are being put in place.
- 09106** This will be the case, in particular for “Priority Africa” intersectoral platform, as its format, operational mode and content will be reviewed and updated and its resources strengthened in order to provide all of the Secretariat’s operational units with a unified and harmonized instrument for implementing their Africa-specific activities and a tool for measuring and evaluating their activities designed for the continent.
- 09107** In regard to intersectorality, the Department will participate in the activities of each of the other five intersectoral platforms and will ensure that they, too, take “Global Priority Africa” into account.
- 09108** Also in regard to innovations in its intersectoral coordination, the Department will encourage the introduction of a portfolio of promising special programmes/projects consistent with new concerns and issues such as the effects of the economic and financial crisis, climate change and the rise of the BRIC and emerging countries.
- 09109** In this framework and under the “Priority Africa” intersectoral platform, “Priority Africa” focal points in programme sectors and institutes will be reactivated and their role enhanced.
- 09110** In previous biennia, the partnership dynamics triggered by UNESCO, in particular through the Africa Department, with the African Union have led to the establishment of a number of substantive benchmarks in the Organization’s fields of competence.

- 09111** In the current biennium, the Department will continue to mobilize the Organization and its partners to put those benchmarks into practice. Accordingly, in the field of education, UNESCO's assistance for the second Decade for African Education will be continued and strengthened in order to promote universal access, fairness and quality at all levels of education.
- 09112** In that regard, emphasis will be placed on mobilization for girls' education in order to contribute more actively to the achievement of the overarching objective of "Attaining quality education for all and lifelong learning" set in document 34 C/4.
- 09113** Particular attention will be paid to technical and vocational education and training, having regard to the inherent dynamics of this educational field in terms of social integration, job creation, creativity and innovation, especially among young people and women.
- 09114** In regard to "Africa's Science and Technology Consolidated Plan of Action", the Department will concentrate an essential part of its action on the establishment, revision and implementation of science policies. Within that framework, it will promote ownership and implementation by African governments, regional and subregional bodies, specialized centres and institutions and the entire African scientific community, of the conclusions and recommendations of the conference held by UNESCO and the African Union in 2011 on the Development of Science, Technologies and Innovation in Africa. In follow-up to that conference, it will contribute, in conjunction with the ED, SC, SHS and CI sectors, under partnerships established in particular with the African Development Bank, the Islamic Development Bank and other partners, to the establishment of intersectoral projects relating to: (i) science education in the Pan-African University's five campuses, the strengthening of the virtual African campus and the Science in Africa Observatory; and (ii) the preservation and management of water and natural resources.
- 09115** In regard to the particular situation of the African continent in the context of climate change as a result of multiform pressure on its ecosystems, the vulnerability of its forms of socio-economic organization and production and the weakness of its reaction and response capabilities, the Department will contribute to action to ensure strong implementation of: (i) NEPAD's "Action Plan for the Environment Initiative"; (ii) the AU's decision on the "African Common Position on Climate Change"; and (iii) the recommendations adopted at the Copenhagen, Cancun and Durban summits on climate change.
- 09116** With reference to culture as a factor of development (MDGs) and to the dynamics strongly inherent in the African cultural heritage and its forms of expression in terms of economic development, democratization of access to cultural goods and services, and regional integration, the Department will endeavour to promote the "culture for development" concept and the related agenda in Africa. Accordingly, and in conjunction with the Culture Sector, offices in Africa, cultural affairs ministries, other ministries concerned, the National Commissions, the African Union, groups of artists and creators, cultural entrepreneurs and educational and research institutions, it will encourage discussions, research and publications on the interaction between culture and development, on statistical modelling and on the design of cultural development indicators. In that connection, it will support the recommendations made by the third World Festival of Black Arts and Culture and by the Dakar Conference on cultural industries in Africa and will continue to support major cultural meetings held regionally. In regard to the enhancement of linkages between culture and education, it will continue to do its utmost to promote intersectoral projects such as the the Slave Route project: Resistance, Liberty, Heritage, the General History of Africa, cross-border languages and the "African liberation heritage".

- 09117** In accordance with the relevant United Nations resolutions, in particular resolution 64/80 adopted on 7 December 2009, and in view of its cross-cutting character, its importance as the condition and ultimate goal of all development and, lastly, the conflict situation in Africa, the Department will act to secure strong mobilization around the “culture of peace” concept.
- 09118** The Programme of Education for Emergencies and Reconstruction (PEER) will be reviewed in that connection in order to provide, in accordance with the Constitution of UNESCO, for the structural prevention of conflicts and the redefinition of its regional scope. In conjunction with the sectors concerned, the offices in Africa, the National Commissions, the United Nations Country Team and other partners, it will see to the introduction of early warning conflict and disaster prevention mechanisms in Africa and will take into account guidelines issued by the African Union’s Peace and Security Council (PSC) and its framework of action for “post-conflict reconstruction and development”.
- 09119** In accordance with the relevant decisions of the Executive Board, the Africa Department will foster: (i) Africa’s participation in the “building of inclusive knowledge societies through information and communication” by broadening access to NICTs in order to share knowledge and formulate universal content; and (ii) institutional and media capacity-building.
- 09120** In its activities designed to monitor, coordinate and boost “Global Priority Africa”, the Department will ensure that emphasis is placed, as a priority, on young people and women as numerically predominant categories in Africa, on account of their role in the sociological fabric and in the economic and sociocultural dynamics at work on the continent. “UNESCO Strategy on African Youth” and “Global Priority Gender Equality” will, in that regard, be the benchmarks for its activities.
- 09121** With a view to supporting all of these programmes, the Department will continue to strengthen the new “partnerships for development” policy introduced in 2011. This policy will continue to strengthen bilateral relations with each Member State and will target as a priority the mobilization of all of the prime movers of intra-African partnership at its subregional and regional levels, as well as those of civil society and the private sector.
- 09122** In that regard, the reformatted subregional and regional cooperation framework, which now brings together the subregional economic communities as building blocks in the regional integration process around the African Union, with NEPAD as an integrated programme, will continue to be energized through the joint, or associated, implementation of new agreements and application protocols.
- 09123** In the context of the new field network, emphasis will be placed, firstly, on improving consistency between the jurisdictional areas and the fields of action covered by UNESCO’s projects, antennas, national and subregional offices respectively, and, secondly, on subregional integration bodies (RECs and IGOs). Activities to be initiated in these concentric circles of cooperation will be extended and rolled out to communities through intermediaries to be activated through civil society organizations and UNESCO institutes, centres, clubs, chairs and associated schools. The network itself will be complemented and supported by a substantive and/or financial partnership with the private sector in Africa.
- 09124** In the United Nations system, particular attention will be paid to the Department’s participation (i) in regional coordination mechanisms (RCM) operated by United Nations system agencies in Africa, and (ii) common country programming exercises in the field, as part of the “Delivering as One” process. Relations with international, multilateral and bilateral development partners will be strengthened.

- 09125** Particular stress will be laid in that regard and in conjunction with the programme sectors on the promotion of South-South cooperation, notably with emerging countries.
- 09126** It will also call upon the intellectual, scientific, cultural and financial contribution of the African diaspora, as the African Union’s “sixth region”.
- 09127** A portfolio of projects adapted to the various levels/types of partnership will be developed.
- 09128** Furthermore, coordination with the liaison offices in Addis Ababa, Brussels, Geneva and New York will be heightened.
- 09129** A communication plan to strengthen, broaden and mobilize these partnerships, and to contribute to the visibility of UNESCO’s work in Africa will be designed and implemented in conjunction with the Sector for External Relations and Public Information (ERI) and other relevant sectors and services.
- 09130** Finally, with a view to enabling the Organization to adapt and harness its programmes to the achievement of the MDGs by Africa, the Department, in conjunction with the Bureau of Strategic Planning (BSP) in particular, will conduct future-oriented reflection studies and analyses on the main challenges and issues inherent in or arising from development processes in Africa.

**09131** **Expected results at the end of the biennium**

**Expected result 1: Impact of UNESCO’s programmes in Africa increased and strengthened through improved identification of Africa’s priority development needs and joint/shared implementation, in particular with the African Union and agencies of the United Nations system and/or regional, subregional, national and local intermediaries/partners**

<i>Performance indicators</i>
<ul style="list-style-type: none"> <li>■ Unified coordination and cooperation mechanism comprising UNESCO, AU/NEPAD, RECs and IGOs and enabling (i) harmonized identification of development needs and objectives, (ii) pooling of partnership networks and means of action and, (iii) joint or associated implementation of activities in place and operational.</li> <li>■ Integrated cooperation and regional integration mechanisms established and operating around each subregional office in Africa, in particular through PEER and the RECs, IGOs, institutes, centres, chairs and National Commissions in their area.</li> <li>■ Active substantive and technical participation and leadership in joint programmes, and regional co-ordination mechanisms of the United Nations system in Africa, in particular regard to the coordination of thematic groups and subgroups for which UNESCO is responsible.</li> </ul>

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**Expected result 2: Intersectoral coordination, crucial to collective ownership in terms of the design, implementation and evaluation of programmes for Africa as a “global priority”, (i) boosted through the restructuring, reactivation and enhancement of existing coordination mechanisms, and (ii) strengthened by the introduction of innovative mechanisms, in particular promising special projects and programmes**

*Performance indicators*

- Priority programmes, decisions of UNESCO’s governing bodies concerning Africa, and those of joint UNESCO-African Union commissions taken duly into account in work plans and reported on regularly to Member States.
- Activities of the intersectoral platform on Africa as a framework for “Priority Africa” implementation and evaluation energized and allocated greater resources.
- A portfolio of promising, special intersectoral projects in science, technology and innovation, science education, culture for development and culture of peace developed and promoted among partners.

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**Expected result 3: Relations with Member States in Africa consolidated and networks of bilateral, multilateral and civil society and private sector partnerships to support Global Priority Africa established and mobilized at the intra-African and international levels**

*Performance indicators*

- Interest, support, ownership and participation in and for UNESCO’s initiatives and programmes for Africa by Member States, the Africa group and civil society increased.
- An action plan/strategy to mobilize substantive, technical and financial intra-African and international partnerships developed and implemented.
- One training workshop per subregion on regional integration organized and projects set up by African National Commissions in the framework of North-South-South cooperation.

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**Expected result 4: Visibility of UNESCO’s action in Africa strengthened**

*Performance indicators*

- A number of studies on specific problems of concern/interest to Africa produced and distributed.
- A number of publications on UNESCO’s relations/cooperation with Africa produced and distributed.
- Viewing of the AFR website increased.

## Chapter 2 – Coordination and monitoring of action to benefit gender equality

**Unit responsible:** Division for Gender Equality,  
Executive Office of the Director-General (ODG/GE)

**09200** General Conference resolution 36 C/Res.73 for Coordination and monitoring of action to benefit gender equality

### *The General Conference*

1. *Authorizes* the Director-General:

- (a) to implement the plan of action, ensuring the consistency and complementarity of efforts to promote gender equality and the empowerment of women through a coordinating and monitoring mechanism, in order to:
  - (i) lead and coordinate UNESCO's efforts to promote gender equality (with a systematic focus on both women/girls and men/boys) and the empowerment of women;
  - (ii) serve as the focal point for all questions pertaining to gender equality and the empowerment of women;
  - (iii) ensure the visibility of UNESCO's actions in this area through systematic and visible reporting/communication of gender equality results;
  - (iv) provide upstream policy advice and recommendations to senior management on mainstreaming gender equality in the structure of the UNESCO Secretariat;
  - (v) strengthen UNESCO's management and accountability systems for the implementation of global priority gender equality and the achievement of gender equality results;
  - (vi) enhance UNESCO's efforts to mobilize its partners and stakeholders for the achievement of gender equality results through systematic advocacy at all levels and through policy dialogue;
  - (vii) ensure and monitor the prioritization of the global priority gender equality at all stages of programming and at all programme levels, for both regular budget and extrabudgetary activities;
  - (viii) monitor the implementation of the actions and the attainment of the results identified by the programme sectors, field offices and institutes in the Priority Gender Equality Action Plan for 2008-2013 (GEAP);
  - (ix) analyse work plans from all Secretariat units to ensure results identified in the Priority Gender Equality Action Plan and in biennial programme and budget documents are achieved and maximized through either mainstreaming gender equality considerations in all policies, programmes and projects, or gender-specific programming that targets specific and systematic gender inequalities;



- (x) provide technical assistance and backstopping to all programme sectors, including intersectoral platforms, central services, field offices and institutes, on the implementation of global priority gender equality;
  - (xi) provide capacity-building and training on gender equality and gender mainstreaming to staff and constituents;
  - (xii) provide technical advice for gender-responsive human resources and staff policy;
  - (xiii) monitor gender balance in the Secretariat;
  - (xiv) participate and provide input to, as UNESCO's central focal point for gender equality, the United Nations inter-agency processes concerned with gender equality and the empowerment of women;
  - (xv) monitor and contribute to the United Nations system-wide reform processes pertaining to the pursuit of gender equality at the global, regional and country levels, and formulate strategies for UNESCO's involvement at different levels in matters related to gender equality;
  - (xvi) forge a strong partnership with other United Nations agencies working in the area of gender equality and the empowerment of women, such as UN Women, the United Nations Population Fund and others;
  - (xvii) promote cooperation and partnerships with Member States, as well as the private sector and mobilize multilateral and bilateral development assistance mechanisms;
- (b) to allocate for this purpose an amount of \$434,600 for activity costs and \$1,740,500 for staff costs;
2. *Requests* the Director-General to report periodically to the governing bodies, in the statutory reports, on the achievement of the following expected results:
- (1) Gender equality and women's empowerment promoted in all UNESCO programmes at all stages of programme design, implementation, monitoring and evaluation through gender mainstreaming and gender-specific programming ensuring compliance with the strategic orientations and the programming frameworks and priorities set by the governing bodies, actions/results identified in the Priority Gender Equality Action Plan, as well as with the Director-General's directives;
  - (2) Requisite staff and institutional capacities built for gender mainstreaming and gender-specific programming, advocacy and policy advice
  - (3) UNESCO's strategic contribution to United Nations inter-agency cooperation in the area of gender equality and the empowerment of women articulated and integrated at the global, regional and country levels;
  - (4) Initiatives in favour of gender equality and the empowerment of women supported and undertaken by Member States;
  - (5) New partnerships with various stakeholders, including the private sector, to promote gender equality and the empowerment of women established and implemented;
3. *Also requests* the Director-General to report, in her six-monthly statutory reports on the execution of the programme adopted by the General Conference, on measures taken to optimize the use of resources in the implementation of programme activities, including travel, contractual services and publications.

**09201** The Division for Gender Equality is the focal point for all programmatic and strategic issues pertaining to gender equality and the empowerment of women and provides advice to the Director-General thereon. It has responsibilities both as a corporate service and with regard to the programme. The Division was transferred from the Bureau of Strategic Planning to the Office of the Director-General on 28 April 2010, demonstrating the fact that gender equality is one of the key pillars of the Director-General's mandate.

**09202** Gender equality as a human right and a development goal is enshrined in the 1948 Universal Declaration on Human Rights and in the 1979 Convention on the Elimination of All Forms of Discrimination against Women (CEDAW). At the 1995 Beijing Fourth World Conference on Women, the world's governments agreed to use gender mainstreaming as a strategy to achieve gender equality. At the 2000 UN Millennium Summit, 147 heads of government committed to "promote gender equality and the empowerment of women as effective ways to combat poverty, hunger and disease and to stimulate development that is truly sustainable". This commitment was further reiterated in 2005.

**09203** In keeping with developments at the global level, UNESCO designated gender equality as one of its two global priorities in its Medium-Term Strategy for 2008-2013 and developed a Priority Gender Equality Action Plan (GEAP) for the same period. The key features of the Action Plan are: gender mainstreaming in the work of UNESCO; gender mainstreaming in the structure of UNESCO; capacity building for staff and constituents; and gender responsive human resources and staff policy. The Priority Gender Equality Action Plan, approved by the Executive Board at its 182nd session has the following key objectives:

- To reaffirm UNESCO's dual approach to gender equality that consists of both mainstreaming gender considerations at all stages of programming and at all programme levels and supporting gender-specific actions/initiatives to address systemic and critical gender inequalities;
- To identify strategic actions with corresponding expected outcomes and expected results, performance indicators and resource allocations by Programme Sectors for the duration of three biennia;
- To lay out principal elements of implementation, monitoring and reporting for evidence- and results-based programming in support of gender equality and the empowerment of women;
- To describe enabling institutional mechanisms for gender equality in the Organization with focus on capacity development, accountability and representation of women and men in decision-making levels in the Secretariat.

**09204** Principal responsibilities of the Division include:

- As the central coordinating and monitoring Secretariat unit for gender equality and the empowerment of women, promote, facilitate and monitor the implementation of Priority Gender Equality, ensuring that it is accorded priority at all stages of programme design, implementation, monitoring and evaluation for both regular and extrabudgetary activities, as stipulated in document 34 C/4. Monitoring is also carried out against the results-based "Priority Gender Equality Action Plan" developed in close consultation with all programme sectors, field offices, institutes and other partners;
- Provide strategic and technical guidance for gender mainstreaming and its main six elements: accountability; results-based mainstreaming for gender equality; monitoring and reporting; gender budgeting; capacity development; and coherence, coordination and knowledge and information management;

- Support the senior management of the Secretariat and the governing bodies in an effort to strengthen UNESCO's normative and policy frameworks and strategic documents on gender equality and the empowerment of women;
- Provide issue and demand-driven support to programme sectors, field offices, institutes and member states to enhance the implementation of priority gender equality;
- Advocate for and engage in policy dialogue for gender equality and the empowerment of women both within the Secretariat and with other stakeholders, and champion the rights of women and girls;
- Lead, coordinate and support the development and implementation of special programmes/initiatives to promote gender equality and the empowerment of women;
- Promote an intersectoral and interdisciplinary approach, including working with intersectoral platforms, in order to promote a holistic approach for the promotion of gender equality and the empowerment of women;
- Build institutional and staff capacities to effectively mainstream gender equality into operations and programmes; capacity development and training in gender mainstreaming has been made mandatory for all staff by the Director-General;
- Support UNESCO's efforts in achieving internationally agreed development goals pertaining to gender equality, including relevant EFA goals and MDGs;
- Provide strategic leadership and backstopping concerning UNESCO's participation in the United Nations work and reform processes pertaining to gender equality and the empowerment of women at global, regional and country levels;
- Consult and collaborate with relevant United Nations agencies, other multilateral and bilateral organizations, civil society groups and the private sector to forge partnerships and engage in actions to promote gender equality and the empowerment of women;
- Represent UNESCO in meetings, conferences organized by the UN agencies, multilateral and bilateral organizations, civil society organizations on issues pertaining to gender equality and the empowerment of women;
- Represent UNESCO in the CEDAW Committee and the Commission on the Status of Women (CSW) sessions;
- Report on and include gender equality results in all existing reporting processes with a view to making UNESCO's actions in this area more visible;
- On behalf of UNESCO, prepare and submit UNESCO's contributions to relevant reports of the UN system and the UN Secretary-General, which are then submitted to the General Assembly and the Security Council.
- Provide technical advice for gender responsive human resources and staff policy and monitor gender balance within the Secretariat.
- Provide analytical assessments of the progress achieved, challenges encountered and lessons learned in promoting gender equality and the empowerment of women.

**09205**

ODG/GE will fulfill its responsibilities and tasks in close collaboration with the following partners:

- Internal: Gender Focal Point networks (HQ and FOs); HRM, BSP (including BSP/CFS); IOS, BFC, ERI, ADM, and the Africa Department;

- External: The UN system at large, UN Women in particular; OECD-GENDERNET and OECD Development Centre; other multilateral and bilateral agencies, and civil society organizations, including women's groups; and the private sector.

09206

The promotion of gender equality and the empowerment of women by UNESCO and by the Division for Gender Equality will benefit from continued strong support from the senior management and Member States.

09207

## Expected results at the end of the biennium

**Expected result 1: Gender equality and women's empowerment promoted in all UNESCO programmes at all stages of programme design, implementation, monitoring and evaluation through gender mainstreaming and gender specific programming ensuring compliance with the strategic orientations and the programming frameworks and priorities set by the governing bodies, actions/ results identified in the Priority Gender Equality Action Plan, as well as with the Director-General's directives**

<i>Indicators</i>	<i>Benchmarks</i>
<ul style="list-style-type: none"> <li>■ Number and quality of gender responsive and gender-transformative programmes and initiatives in all Sectors, Field Offices and Institutes.</li> </ul>	<ul style="list-style-type: none"> <li>– 20% increase. Quality criteria: existence of gender analysis, gender-specific results and specific budget allocation for GE</li> </ul>

**Expected result 2: Requisite staff and institutional capacities built for gender mainstreamed and gender-specific programming, advocacy and policy advice**

<i>Indicators</i>	<i>Benchmarks</i>
<ul style="list-style-type: none"> <li>■ Number of work plans, UNESCO strategic and policy documents mainstreaming gender.</li> </ul>	<ul style="list-style-type: none"> <li>– increase in the number and quality of gender mainstreamed work plans, references made to gender equality in strategic and policy documents</li> </ul>

**Expected result 3: UNESCO's strategic contribution to the United Nations inter-agency cooperation in the area of gender equality and the empowerment of women articulated and integrated at the global, regional and country levels**

<i>Indicators</i>	<i>Benchmarks</i>
<ul style="list-style-type: none"> <li>■ Number of UN information material and tools where UNESCO's contribution has been reflected/integrated, especially in gender equality in education and culture.</li> </ul>	<ul style="list-style-type: none"> <li>– increase in the references made to gender equality in education and culture documents</li> </ul>

#### Expected result 4: Initiatives in favour of gender equality and the empowerment of women supported and undertaken by Member States

<i>Indicators</i>	<i>Benchmarks</i>
■ Number of Member States involved in new UNESCO-led GE initiatives.	– 10-15 Member States, particularly in sub-Saharan Africa

#### Expected result 5: New partnerships with various stakeholders, including the private sector, to promote gender equality and the empowerment of women established and implemented

<i>Indicators</i>	<i>Benchmarks</i>
■ Visibility of UNESCO actions promoting gender equality and the empowerment of women, especially at the country level, increased.	– 1 additional GE specific partnership

## Chapter 3 – Strategic planning, programme monitoring and budget preparation

**Unit responsible:** Bureau of Strategic Planning (BSP)

**09300** General Conference resolution 36 C/Res.74 for Strategic planning, programme monitoring and budget preparation

### *The General Conference*

1. *Authorizes* the Director-General:
  - A. to implement the plan of action in order to:
    - (a) prepare the Organization's Programme and Budget (37 C/5) in its entirety in line with the guidance provided by the governing bodies, including the involvement of National Commissions, and the Director-General's directives and on the basis of the principles of results-based planning and programming, transparency, efficiency and rationalization;
    - (b) monitor the implementation of the Medium-Term Strategy (34 C/4) through the biennial programme and budget documents, and prepare a draft Medium-Term Strategy (37 C/4) for consideration by the Executive Board and the General Conference;
    - (c) analyse work plans from all Secretariat units to ensure conformity with the decisions of the governing bodies concerning document 36 C/5, the Director-General's directives

and the requirements of results-based programming, management, monitoring and reporting (RBM);

- (d) monitor the implementation of the approved programme and its work plans through regular reviews to assess progress towards the expected results, and report thereon periodically to the governing bodies in the context of the statutory reports;
- (e) participate in, provide input and assist programme sectors and field offices in contributing substantively to United Nations inter-agency processes concerned with United Nations reform and programme issues at the global, regional and country levels, in particular those of the United Nations System Chief Executives Board and its subsidiary bodies, and strengthen staff capacities in this regard;
- (f) pursue the implementation of the Director-General's action plan for improved management of extrabudgetary funds by:
  - (i) programming activities for extrabudgetary support through the Complementary Additional Programme (CAP) corresponding to the priorities of the regular programme in document 36 C/5;
  - (ii) implementing and refining, as needed, the Organization's resource mobilization strategy with a wider recourse to thematic funding approaches;
  - (iii) further developing and coordinating the implementation of public/private sector partnerships, in consultation with National Commissions;
  - (iv) developing innovative financing approaches for sector-specific activities;
  - (v) strengthening the implementation and monitoring of extrabudgetary activities, especially through capacity-building of staff members;
- (g) provide backstopping for the intersectoral platforms as a whole and serve as the lead for the intersectoral platform on "Promotion of a culture of peace and non-violence";
- (h) promote the integration of a future-oriented approach and foresight in all the fields of competence of the Organization; identify, together with the programme sectors, emerging trends and challenges in the Organization's fields of competences; and undertake foresight-oriented activities together with the programme sectors;
- (i) monitor, in close cooperation with the Africa Department and the Division for Gender Equality in the Executive Office of the Director-General, the programme activities benefiting Africa and gender equality as the two global priorities of the Organization;
- (j) promote South-South and North-South-South cooperation; support the least developed countries (LDCs), the small island developing States (SIDS), the most vulnerable segments of society, including indigenous peoples, countries in post-conflict and post-disaster situations and countries in transition as well as middle-income countries;
- (k) ensure that the principles of the results-based management approach and a risk management approach are gradually implemented with regard to expected results and, to the extent possible, the impact of the Organization's activities; and provide training and coaching programmes for staff and Member States;
- (l) manage the System of Information on Strategies, Tasks and the Evaluation of Results (SISTER) and provide staff and Member States with capacity training programmes in collaboration with the Sector for the Management of Support Services (MSS);

- B. to allocate for this purpose an amount of \$1,430,300 for activity costs and \$7,710,500 for staff costs;
2. *Requests* the Director-General to report periodically to the governing bodies, in the statutory reports, on the achievement of the following expected results:
- (1) Draft Medium-Term Strategy for 2014-2021 (37 C/4) and Draft Programme and Budget for 2014-2017 (37 C/5) (2014-2017 for programme and 2014-2015 for budget) prepared;
  - (2) 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;
  - (3) 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;
  - (4) 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 category 2 institutes and centres, as well as other themes and policy issues of a strategic nature;
  - (5) 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;
  - (6) 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;
  - (7) Staff capacities strengthened in results-based management, the System of Information on Strategies, Tasks and the Evaluation of Results, the mobilization and management of extrabudgetary resources and United Nations reform/United Nations Development Assistance Framework approaches;
3. *Also requests* the Director-General to report, in her six-monthly statutory reports on the execution of the programme adopted by the General Conference, on measures taken to optimize the use of resources in the implementation of programme activities, including travel, contractual services and publications.

**09301**

The Bureau of Strategic Planning (BSP) is the Secretariat's central focal point for all strategic, programmatic and budgeting issues, as well as for cooperation with extrabudgetary funding sources and public-private sector partnerships, and it provides advice to the Director-General thereon. Under the authority of the Assistant Director-General for Strategic Planning (ADG/BSP), the Bureau is composed of the Division for Programme and Budget (BSP/PB), the Division of Cooperation with Extrabudgetary Funding Sources (BSP/CFS), the Section for Foresight (BSP/FOR) and two teams dealing with UN reform and strategic programme issues, and with programme management support. So as to strengthen the link between strategic programme planning and resource allocation and to prepare the C/5 document in its entirety, BSP has been reinforced with staff from the Central Analysis and Planning Section of the previous Bureau of the Budget. The integration of BSP/CFS has further enhanced the coherence of the overall programming and budgeting process and the alignment and synergies between regular and extrabudgetary programme resources, including through the preparation of the Organization's Complementary Additional Programme (CAP).

In the area of programming and monitoring, principal responsibilities of the Bureau include:

- the preparation, in close cooperation with all Secretariat units, of the next Medium-Term Strategy (37 C/4) and the biennial Programme and Budget of the Organization (37 C/5), ensuring compliance with pertinent regional priorities, the guidance provided by the governing bodies, including the involvement of National Commissions, the Director-General's directives and the principles of results-based planning and programming. Responsibility for the preparation of documents C/4 and C/5 entails, *inter alia*: preparing the preliminary proposals of the Director-General; analysing replies thereto from Member States, Associate Members, IGOs and NGOs; drawing up plans and guidelines for the preparation of the Draft Medium-Term Strategy and the Draft Programme and Budget; providing advice; and assisting sectors/bureaux/offices in devising strategies and in articulating expected outcomes for the C/4 and expected results, performance indicators and associated targets/benchmarks for the C/5. These efforts must also take duly into account the results of evaluations and audit recommendations;
- the mobilisation of extrabudgetary resources from traditional and new donors, with emphasis on thematic programme support;
- the preparation of the Complementary Additional Programme of Extrabudgetary Resources, containing, *inter alia*, proposals for sectoral and intersectoral thematic programmes for funding by donors;
- the human rights- and RBM-based monitoring and assessment of the implementation of the approved programme and budget (36 C/5), as well as extrabudgetary activities, through regular reviews of results-based programme execution;
- the preparation of reports on the implementation of the approved programme and its work plans to the governing bodies through the preparation of related statutory reports, such as the biennial C/3 document, the six-monthly EX/4 documents and related on-line documents, providing strategic assessments and results attainment reports;
- the management of UNESCO's central programme management system (SISTER) and providing staff and Member States capacity training programmes in collaboration with the Sector for Management of support services (MSS) and for making recommendations for changes to and the development of this tool to reinforce RBM practices. BSP further develops and conducts staff and Member States training programmes in results-based programming, management, monitoring and reporting;
- measures to strengthen the above functions, and thus programme delivery, include improving the methodology and instruments, and providing the necessary training and capacity-building support to programme managers at Headquarters and in field offices in the area of programming (SISTER) and RBM, mobilisation and management of extrabudgetary funds, and UN reform and UNDAF preparation.

BSP is also tasked to provide overall coordination for the intersectoral platforms, to lead the intersectoral and interdisciplinary programme of action for a culture of peace and non-violence, and to oversee the implementation of the integrated comprehensive strategy for category 2 institutes and centres. BSP, together with the Sector of Natural Sciences, has also been entrusted with the overall coordination of UNESCO's contribution to Rio+20. It also develops approaches for other policy and strategic issues, including the follow-up to the Independent External Evaluation, addressed by the Senior Management Committees, in particular as Secretariat of the Programme Management Committee and through the ADG's membership in the Executive Management Group.



**09304** BSP further serves as the Organization's focal point for promoting and monitoring programme activities pertaining to least developed countries (LDCs), which will entail the follow up to the Fourth United Nations Conference on the Least Developed Countries (Istanbul, 9-13 May 2011) and to High Panels established by the Director-General.

**09305** The Section of Foresight is responsible for designing and integrating foresight and anticipation approaches pertaining to UNESCO's fields of competence into strategic planning and to promote an intersectoral approach in that regard. BSP will serve as lead in mainstreaming the future-oriented dimension in each of UNESCO's fields of competence and will implement a number of initiatives to this end, including editions of the UNESCO Future Forum, UNESCO Future Seminars and UNESCO Future Lectures as well as the preparation and dissemination of publications and on-line material.

**09306** In the area of extrabudgetary resource mobilisation, cooperation with bilateral government donors will continue to make up the bulk of UNESCO's extrabudgetary support for programmatic activities in all regions of the world, particularly in Africa. More attention will be given to the specific interests of emerging donors and partners. The potential of the self-benefiting modality for addressing development challenges within Middle Income Countries will also be further developed. Specifically, BSP will:

- enhance programming through the CAP in particular by strengthening programmatic concentration and focus around high visibility priority programmes, aiming at the mobilisation of a higher ratio of un-earmarked and lightly earmarked resources and the development of fully fledged thematic extrabudgetary programmes. In this context the CAP will also serve as a vehicle for communicating UNESCO's requirements for in-kind contributions;
- continue its partnerships with the European Union and the Multilateral Development Banks through annual coordination meetings, upstream policy exchanges, joint advocacy and capacity-building, as well as the co-financing of projects, in particular at the country level;
- implement and refine the house-wide resource mobilisation strategy with its dual focus on enhancing and diversifying traditional donor channels and on developing a new approach to partnerships with the private sector, in consultation with National Commissions;
- train staff to ensure the coherence of extrabudgetary activities with regular programme activities, to improve house-wide capacity for resource mobilization and management and to increase compliance with procedures relating to all aspects of the management of extrabudgetary programmes and projects;
- pursue efforts to strengthen corporate procedures and systems for monitoring extrabudgetary projects, including through the Sector Alert System and by optimising the opportunities offered by SISTER to improve the qualitative monitoring of extrabudgetary programmes and projects;
- improve internal communication within UNESCO and external communication with UNESCO's partners in support of all the above efforts.

**09307** BSP further leads and coordinates UNESCO's participation in and contribution to United Nations system inter-agency activities, in particular concerning global programme issues, and those aiming to enhance system-wide coherence, globally, regionally and at the country levels. BSP provides guidance, training and backstopping to all Secretariat units on common country programming exercises and other UN reform issues and will undertake related capacity training for the staff. BSP also provides support to field offices in the preparation of UNESCO Country Programming Documents (UCPDs). To this end, BSP also administers the pooled portion of the 2% programme resources designated by the Director-General to provide support and training to UNESCO field offices involved in the preparation of common country programming exercises. BSP is representing UNESCO in the programme-related

activities and discussions of the Chief Executives Board for Coordination (CEB), especially in the context of its High-Level Committee on Programmes (HLCP) and of the United Nations Development Group (UNDG) as well as their subsidiary bodies, including the ADG/ASG-level UNDG Advisory Group. BSP is further entrusted with the task of ensuring the full reflection of all the internationally agreed development goals (IADGs), including the Millennium Development Goals (MDGs), and other pertinent provisions of the United Nations Millennium Declaration and the 2005 and 2010 World Summit Outcome documents into UNESCO's programme activities. It is also responsible for the Organization's response to the United Nations General Assembly resolution 62/208 on the 2007 Triennial comprehensive policy review (TCPR) of operational activities for development, as well as to the quadrennial comprehensive policy review (QCPR) which is scheduled to commence in 2013. BSP is also charged with preparing strategic partnership agreements in the form of Memoranda of Understanding (MoUs) with United Nations system organizations.

09308

## **Expected results at the end of the biennium**

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**Expected result 1: Draft Medium-Term Strategy for 2014-2021 (37 C/4) and Draft Programme and Budget for 2014-2017 (37 C/5) (2014-2017 for programme and 2014-2015 for budget) prepared**

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**Expected result 2: 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**

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**Expected result 3: 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**

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**Expected result 4: 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**

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**Expected result 5: 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**

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**Expected result 6: 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**

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**Expected result 7: Staff capacities strengthened in results-based management, the System of Information Strategies, Tasks and Expected Results, the mobilization and management of extrabudgetary resources and United Nations reform/United Nations Development Assistance Framework approaches**

## Chapter 4 – Organization-wide knowledge management

**Unit responsible:** Office of the Chief Information Officer (ADM/CIO)

**09400** General Conference resolution 36 C/Res.75 for Organization-wide knowledge management

### *The General Conference*

1. *Authorizes* the Director-General:
  - (a) to implement the plan of action in order to implement in an effective way the knowledge and information systems management (KISM) strategy in the Organization based on user needs so as to support knowledge creation, capture, retention and sharing throughout the Organization, and effective and efficient decision-making at all levels of the Organization, and enhance organizational learning;
  - (b) to allocate for this purpose an amount of \$1,893,700 for activity costs and \$3,076,200 for staff costs;
2. *Requests* the Director-General to report periodically to the governing bodies, in the statutory reports, on the achievement of the following expected results:
  - (1) strategic vision for knowledge and information management elaborated including requirements for knowledge dissemination;
  - (2) governance and decision-making process for investments in knowledge and information management defined and implemented across the Organization;
3. *Also requests* the Director-General to report, in her six-monthly statutory reports on the execution of the programme adopted by the General Conference, on measures taken to optimize the use of resources in the implementation of programme activities, including travel, contractual services and publications.

**09401** This will involve developing a Knowledge and Information Systems Management (KISM) strategy in order to support knowledge creation, capture, retention and sharing throughout a widely distributed Organization. The Bureau for Knowledge and Information Systems Management (MSS/BKI) will harness Information and communications technology (ICT) to support effective and efficient decision making at all levels of the Organization and enhance organizational learning.

**09402** The Bureau is under the overall authority of the Assistant Director-General for Management of Support Services (ADG/MSS) and serves as the principal advisory body to the Director-General and the Senior Management in the field of KISM, ICT and systems integration to lead innovation, increase business impact and optimize UNESCO's investment in ICT and enhance coherence within the UN system.

Expected result 1: Strategic vision for knowledge and information management elaborated including requirements for knowledge dissemination

Expected result 2: Governance and decision-making process for investments in knowledge and information management defined and implemented across the Organization

## Chapter 5 – External relations and public information

**Unit responsible:** Sector for External Relations and Public Information (ERI)

**09500** General Conference resolution 36 C/Res.82 for External relations and public information

### *The General Conference*

1. *Requests* the Director-General to examine ways and means to further rationalize the financial resources allocated to Part II.B.5 of document 36 C/5, while striking a necessary balance between the means to strengthen cooperation with institutional partners and official cooperation networks and those required to increase the visibility of these actions; invites her, accordingly, to optimize, as far as possible, the use of available resources by increasing the efficiency of current services and by reducing expenditures related to travel and contractual services, and to report to the governing bodies periodically on potential cost savings in the above-mentioned areas;
2. *Authorizes* the Director-General:
  - A. to implement the plan of action in order to:
    - (a) strengthen relations with Member States and Associate Members by, inter alia:
      - (i) cooperating closely with Permanent Delegations to UNESCO and the established groups of Member States at UNESCO, as well as with the established subregional and regional organizations with which UNESCO maintains official relations;
      - (ii) ensuring the effective preparation and follow-up of official visits;
      - (iii) helping to prioritize UNESCO's actions in Member States and Associate Members;
      - (iv) promoting universal membership of the Organization;
      - (v) planning general or thematic information meetings with Permanent Delegates;
      - (vi) preparing the Director-General's official travel to Member States in an optimal manner;
      - (vii) updating the website database of country profiles regarding cooperation with UNESCO;

- (b) reaffirm the profile and core competences of UNESCO in the United Nations system and reinforce cooperation with other intergovernmental organizations by, *inter alia*:
  - (i) monitoring and analysing important developments in these bodies;
  - (ii) coordinating contributions to documents and reports, and to inter-agency and intergovernmental meetings;
  - (iii) ensuring the monitoring and implementation of formal agreements;
- (c) enhance the role and capacity of National Commissions and develop partnerships with associated networks by, *inter alia*:
  - (i) increasing cooperation with National Commissions;
  - (ii) promoting bilateral, subregional, regional and interregional cooperation among National Commissions;
  - (iii) strengthening their operational capacities, in particular through training;
  - (iv) reinforcing the partnerships of National Commissions with civil society representatives and their interface with UNESCO field offices and United Nations country teams;
  - (v) enhancing advocacy and awareness about the role and contributions of National Commissions;
  - (vi) increasing cooperation with National Commissions in the mobilization and management of extrabudgetary resources;
  - (vii) broadening support for UNESCO's ideals in Member States through close cooperation with parliamentarians and parliamentary institutions at the national, regional and interregional levels;
  - (viii) encouraging UNESCO Clubs, Centres, Associations and networks, as well as local authorities, to contribute to the promotion of UNESCO's objectives;
- (d) develop a culture of partnerships with civil society and with new partners by, *inter alia*:
  - (i) strengthening ties with its partner NGOs at all stages of UNESCO's programming and programme implementation cycle;
  - (ii) selecting new active and visible partners, particularly in developing countries;
  - (iii) establishing the most relevant and useful forms of cooperation for the achievement and visibility of each major project;
  - (iv) continuing to increase the participation of NGOs in the work of the governing bodies, notably the Executive Board's Committee on Non-Governmental Partners;
  - (v) promoting and strengthening cooperation with civil society in the regions through the National Commissions and field units;
  - (vi) simplifying the statutory framework for UNESCO-NGO cooperation, and improving the collective mechanisms for cooperation;
  - (vii) producing a map of NGOs active in UNESCO's fields of competence, including at the national level;

- (e) improve the visibility and image of UNESCO by, *inter alia*:
  - (i) delivering a new communication strategy based on the fostering of a culture of communication across the Organization and supported by a comprehensive, concise and coherent set of multimedia communication materials;
  - (ii) reinforcing UNESCO's collaboration with news and information media in order to encourage regular and comprehensive media coverage;
  - (iii) ensuring the collection and production of high quality timely and informative video materials and photographs for distribution to television and multimedia outlets around the world;
  - (iv) taking a more strategic approach to public events and communication opportunities;
  - (v) enhancing the quality and relevance of publications in both traditional print media and online by reinforcing their focus on programme priorities and developing topical cross-cutting themes;
  - (vi) establishing a modernized and integrated web presence with rich media links to videos, photos, and audio, thus uniting previously disparate document repositories, photobanks, and video collections into a single user-friendly platform;
  - (vii) building new communication and distribution channels, from social media tools to e-readers, increasingly utilized to bring UNESCO's vast knowledge and resources to all, especially younger audiences;
  - (viii) efficiently administering UNESCO Prizes;
  - (ix) participating in commemorations of historic events and anniversaries of personalities organized by Member States and Associate Members;

B. to allocate for this purpose an amount of \$3,184,700 for activity costs and \$24,240,100 for staff costs;

3. *Requests* the Director-General to report in the statutory documents on the achievement of the following expected results:

- (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 Delegates and Observers are well informed about UNESCO's activities through regular and sectoral thematic information meetings and a customized website;
- (2) Director-General's official visits to Member States and intergovernmental organizations organized more strategically in collaboration with the relevant sectors and services;
- (3) UNESCO's involvement in the United Nations system enhanced, including through the coordination of substantive inputs to major international meetings and to United Nations documents and reports;
- (4) cooperation with other specialized agencies and intergovernmental organizations developed, and preparation and implementation of joint projects and monitoring of cooperation agreements strengthened;
- (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 for the visibility of UNESCO and for partnerships with parliamentarians, the UNESCO Clubs movement, cities and local authorities;

- (6) cooperation between National Commissions and UNESCO field network encouraged within 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, including mobilization of partners and/or funds, and programmatic contribution;
  - (7) statutory framework for cooperation with NGOs and foundations improved and simplified;
  - (8) participation of non-governmental partners in the work of the governing bodies strengthened;
  - (9) resulting from the communication plan, the public at large has access to and consults information about UNESCO's programme priorities which contributes to enhanced public awareness of the Organization's mandate and action;
  - (10) UNESCO's activities and priorities given increased and more positive coverage in leading national and international media outlets inducing a better knowledge of UNESCO's image in the media and partnerships established with major news organizations;
  - (11) enhanced visibility of UNESCO through increased use of UNESCO's audiovisual materials – including videos and photos by media networks, television and other multimedia information sources;
  - (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;
  - (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;
  - (14) dissemination of knowledge and information facilitated via the integrated web content management platform;
4. *Also requests* the Director-General to report, in her six-monthly statutory reports on the execution of the programme adopted by the General Conference, on measures taken to optimize the use of resources in the implementation of programme activities, including travel, contractual services and publications.

**09501**

In line with the Organization's objective to restore visibility to UNESCO, the Sector has been reorganized to create a new culture of communication, while continuing to develop and consolidate relations with the traditional networks and constituencies, which remain the Sector's central role. The new structure will enable the Sector to enhance the Organization's cooperation with its main key stakeholder groups (governmental and intergovernmental, National Commissions and affiliated partners, civil society, the media and the general public) through a coherent and concerted outreach strategy that will target also new partners.

**09502**

The Sector will, in cooperation with other entities of the UNESCO Secretariat, strategically identify its communication strengths, priorities and opportunities, create new mechanisms and processes to help promote them and follow-up with vigorous implementation. A Programme of Action will focus on the following main lines, which require a set of concrete activities to be developed:

- Taking a more strategic approach to communication;
- Strengthening UNESCO's media impact through the development of a comprehensive and coherent set of communication materials;
- Enhancing communication towards Member States;
- Expanding UNESCO's outreach to communities and networks;
- Federating the UNESCO Website around a unified project;
- Reinvigorating special events and use of UNESCO Headquarters;
- Streamlining the publication process.

**09503**

Strategic choices will be made, focusing on a few priorities, which will yield clear results to project the Organization's vision and place its messages, in order to communicate more efficiently.

**09504**

Specific activities will therefore be developed to help achieve this goal. Examples of some of these are as follows:

- Organize communication priorities around a calendar of strategic moments in order to help plan high impact communication activities and events and improve synergies between ERI and other entities at Headquarters, Field Offices and Institutes;
- Create a coherent set of communication materials with a common look and feel that will reflect UNESCO as one Organization;
- Strengthen media partnerships through a strategic selection of types of media that will be involved in the Organization's communication activities;
- Establish a streamlined and more efficient UNESCO web structure through pulling together written and audiovisual content and improving the quality and timeliness of information posted in the different sections. This is key to enhancing the branding and credibility of the website as a trusted reference source;
- Use of social media as a means to enhance UNESCO's visibility by reaching out to a wider target audience, especially young people;
- Create a Publications Board that will rationalize UNESCO's current Publishing procedures and define a coherent strategy for broadening dissemination of UNESCO's publications in all six official languages;
- Enhance the coordination of the UNESCO Prizes to align it with its overall strategy. The Sector's attention will focus also on further improving the media coverage of several prizes which attract considerable public interest.

**09505**

A comprehensive monitoring mechanism of UNESCO's information products has been put into place and measured on a monthly basis from a quality and quantitative standpoint; namely the number of visitors to the website, the use of press in the media, the impact of the social media campaign, timely and relevant distribution of UNESCO's publications and more.



# 1. Strengthening relations with Member States and International Organizations

**09506** UNESCO will seek to enhance its cooperation with Member States and Associate members, including their Permanent Delegations, as well as with International Organizations and the United Nations System. It will provide to Member States and their Permanent Delegates, and to intergovernmental partners, a full range of services aiming at facilitating their interaction with the Secretariat, from routine correspondence to larger impact activities, such as the follow-up to official visits and Memoranda of Understanding, while responding to priorities of Member States.

## 1.1 Relations with Member States

**09507** The development of relations with Member States, Associate Members, observers and territories remains the Sector's core task and is central to its action. The Sector will support and encourage non-Member States to join the Organization so as to ensure the greatest possible degree of universality. Close cooperation will be pursued with the Permanent Delegates and with the established groups of Member States at UNESCO. Bilateral meetings and general information consultations with Permanent Delegations will be held on a regular basis on major issues and themes relating to the Organization's programmes and activities. Orientation seminars will be proposed to new Permanent Delegates.

**09508** Certain groups of countries at the subregional and regional levels having special needs (e.g. LDCs, PCPD, SIDS) will receive particular attention. In close cooperation with the programme sectors, concerned Member States and other institutions, the Sector will develop approaches to meet the urgent needs of these countries, including through extrabudgetary resources. The Sector will contribute to the preparation and follow-up of meetings and missions of the Director-General, in conjunction with other sectors, the Africa Department, field offices, and Permanent Delegations.

**09509** In order to ensure that relevant, customized information is available to the Member States, a specific website will provide easy access to analyses, information and data on cooperation with each Member State, updated regularly, thereby providing rapid responses to information needs.

### **09510** Expected results at the end of the biennium

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**Expected result 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 Delegates and Observers are well informed about UNESCO's activities through regular and sectoral thematic information meetings and a customized website**

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**Expected result 2: Director-General's official visits to Member States and Intergovernmental Organizations organized more strategically in collaboration with the relevant sectors and services**

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## 1.2 Relations with international organizations

**09511** During the period under consideration, UNESCO will endeavour to support collective action to strengthen its role in the United Nations system and its cooperation with other specialized agencies in order to contribute to swifter progress towards the achievement of the United Nations Millennium Development Goals (MDGs) by 2015. The Organization will continue to strengthen its presence and its mission in the multilateral system and will strive to follow up the relevant decisions of the High-Level Plenary Meeting of the United Nations General Assembly (New York, September 2010) and that body's work, which is of relevance to UNESCO's action, throughout the year.

**19512** The Organization will continue to participate actively in intergovernmental bodies and inter-agency mechanisms, including the United Nations General Assembly, the Economic and Social Council, the United Nations System Chief Executives Board for Coordination (CEB) and the United Nations Development Group (UNDG). It will strive to increase its impact in these bodies and mechanisms through high-level and assiduous participation in meetings, more effective in-house information-sharing and coordination and improved contributions to the documents and reports submitted to them so that the issues that it promotes will be better reflected. It will also defend its priorities during preparations for major international conferences such as the United Nations Conference on Sustainable Development (UNCSD or Rio+20).

**09513** UNESCO will strengthen its cooperation with other intergovernmental organizations through policy dialogue resulting in new synergies and joint cooperation programmes that will help to enhance the impact and visibility of its action at the international and regional levels and in Member States. These partnerships will be consolidated by the drafting and/or updating of cooperation agreements that include the Organization's priorities. Lastly, regular contacts will be made with the representatives of intergovernmental groups formed at UNESCO.

## **09514** Expected results at the end of the biennium

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**Expected result 3: UNESCO's involvement in the United Nations system enhanced, including through the coordination of substantive inputs to major international meetings and to United Nations documents and reports**

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**Expected result 4: Cooperation with other specialized agencies and intergovernmental organizations developed, and preparation and implementation of joint projects and monitoring of cooperation agreements strengthened**

## **2. Enhancing the cooperation with National Commissions and civil society**

### **2.1 Strengthening the role and capacity of National Commissions and developing Partnerships with Related Networks**

#### **A. National Commissions**

**09515** Acting as bodies for liaison, advice, information and programme implementation, the National Commissions serve and assist both the Member States and UNESCO in promoting numerous programmes, in reaching out to civil society partners and in increasing the visibility of the Organization.

**09516** As constitutional partners of UNESCO forming a unique network within the United Nations system, the National Commissions for UNESCO actively contribute to the pursuit of UNESCO's objectives and the conceptualization and delivery of its programmes at the regional, subregional and country levels. UNESCO will continue to enhance its long-standing cooperation with them, taking into consideration the special circumstances of United Nations-wide reform.

**09517** A comprehensive evaluation has been made of the Secretariat's cooperation with this world-wide network in view of increasing the effectiveness and mutual benefits of this relationship. In order to implement its findings, assistance will be provided to National Commissions to build their capacities, strengthen their cooperation with UNESCO field network and United Nations country teams, engage them in advocacy and visibility of UNESCO, and enhance outreach to civil society partners. A new customized website available to both National Commissions the Member States will reinforce information provision.

*(a) Conceptualization and implementation of programmes at regional and subregional levels*

**09518** National Commissions' participation in the C/4 and the C/5 consultative preparatory process will be continued. Regional consultations on the preparation of the Draft Medium-Term Strategy for 2014-2019 (37 C/4) and the Draft Programme and Budget for 2014-2015 (37 C/5) as well as quadrennial conferences of National Commissions, statutory in character, will be organized concurrently in 2012. Emphasis will be placed on the special inputs that National Commissions and other stakeholders, including civil society representatives, can bring to the reflection on UNESCO's future strategy and actions, and to strengthening North-South-South cooperation and UNESCO's participation in UN common country programming.

*(b) Capacity-building*

**09519** The basic competences and operational capacities of National Commissions will be strengthened through a biennial interregional information seminar for newly appointed Secretaries-General as well as subregional and regional training workshops for other staff of National Commissions. Discussion topics will be chosen according to the needs and innovative training modalities will be developed to promote exchanges of experience and sharing of best practices. Some capacity-building resources are available for National Commissions in need through the Participation Programme for information and communication technology equipment and for staff training support. Networking and Partnerships among National Commissions will continue to be promoted with the extrabudgetary funding sources.

*(c) Communication and visibility*

**09520** As an integral part of UNESCO's new communication and outreach strategy, advocacy for UNESCO's role and the visibility of UNESCO's action will be strengthened with National Commissions through the celebration of important events and international days and years, including the launching of UNESCO world reports. The UNESCO Secretariat will work closely with National Commissions to provide them with necessary information and materials with a view to helping in this effort. Communication tools and services such as the website, the database, other electronic tools as well as publications for National Commissions will be continuously improved and updated.

## **B. Partnerships with Related Networks**

**09521** In order to contribute to its strategic programme objectives and to the Millennium Development Goals, UNESCO will continue to involve its partners' expertise fully in its action, to strengthen its partnership culture and, thus, to enhance its visibility.

*(a) Parliamentarians and parliamentary institutions*

**09522** UNESCO will strive to extend its parliamentary network, to establish the world forum of parliamentarians for UNESCO and to strengthen its parliamentary fora for education in order to broaden the Organization's support base in its Member States. The Organization will also continue to cooperate with the Inter-Parliamentary Union (IPU) and regional and thematic parliamentary organizations.

*(b) Cities and local authorities*

**09523** UNESCO will aim to strengthen its cooperation with **municipal and local authorities** and will collaborate with international and regional bodies representing cities and local governments such as "United Cities and Local Governments" (UCLG).

### (c) UNESCO Clubs Movement

**09524** UNESCO will build the operational capacities of **UNESCO Clubs, Centres and Associations**, and will support selected projects relating to its priorities.

**09525** Cooperation between UNESCO Clubs and National Commissions will constitute an important aspect in the promotion of the UNESCO Clubs Movement. To that end, a plan of action for the development of the UNESCO Clubs Movement will be established and implemented in consultation with the National Commissions.

### **09526** Expected results at the end of the biennium

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**Expected result 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 for the visibility of UNESCO and for partnerships with Parliamentarians, UNESCO Clubs movement, cities and local authorities**

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**Expected result 6: Cooperation between National Commissions and UNESCO field networks encouraged within 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, including mobilization of partners and/or funds, and programmatic contribution**

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## 2.2 Relations with non-governmental organizations (NGOs)

**09527** UNESCO will continue to reinforce its cooperation with its non-governmental partners in order to develop and implement its programmes and to adapt it to the international context of globalization and decentralization. The establishment of a genuine culture of partnership in the various programmes and at all levels of the Organization will permit the most appropriate and useful forms of cooperation for the implementation and visibility of each major project.

**09528** UNESCO will select new active, high-profile partners in order to capitalize on the increased participation of non-governmental actors in the Organization's fields of competence, particularly cities and local authorities. UNESCO will involve them regularly in fora of reflection and future-oriented studies. The Organization will strengthen links with its NGO partners at all stages of the programming and implementation cycle, particularly in developing countries, in order to make greater use of their human and technical resources. It will also strengthen its cooperation with the various networks of parliamentarians in its fields of competence.

**09529** With a view to increasing opportunities for non-governmental partners to contribute to UNESCO's programmes and for direct dialogue with Member States, their participation in the work of the governing bodies, particularly that of the Executive Board's Committee on International Non-Governmental Organizations (NGOs), will be further strengthened. The statutory mechanisms for NGO cooperation and liaison with UNESCO will be reformed. The Organization will further endeavour to promote and bolster cooperation in the regions, in conjunction with the field units and National Commissions, through the appointment of focal points in cluster offices, the mapping of NGOs active in UNESCO's fields of competence at the national level and the holding of regional multi-partner thematic fora.

09530

## Expected results at the end of the biennium

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**Expected result 7: Statutory framework for cooperation with NGOs and foundations improved and simplified**

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**Expected result 8: Participation of non-governmental partners in the work of the governing bodies strengthened**

### 3. Public information

**Unit responsible:** Division of Public Information (DPI)

09531

Develop and deliver a new communication strategy, based on the fostering of a culture of communication across the Organization and supported by a comprehensive, concise and coherent set of multimedia communication materials. A more strategic approach to public events and communication opportunities will ensure these materials are fully used to present issues, programmes and organizational information especially to audiences that are not familiar with UNESCO.

09532

## Expected results at the end of the biennium

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**Expected result 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**

#### (a) Media

09533

UNESCO will reinforce its collaboration with news and information media, especially via new technologies, by working proactively to provide an extensively increased range of well-adapted and targeted materials on the Organization's priorities and activities; by promoting media opportunities for UNESCO's leaders and experts; by sensitizing journalists to the full range and complexity of the issues dealt with and actions undertaken by the Organization, in order to encourage regular and comprehensive media coverage. It will also closely monitor coverage of UNESCO in the world media and provide both qualitative and quantitative analysis of the way in which UNESCO is presented and perceived.

09534

## Expected results at the end of the biennium

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**Expected result 10: UNESCO's activities and priorities given increased and more positive coverage in leading national and international media outlets inducing a better knowledge of UNESCO's image in the media and partnerships established with major news organizations**

#### (b) Audiovisual

09535

In line with the communication priorities identified for the biennium, the audiovisual section will focus its resources on the collection and production of high quality timely and informative video materials and photographs for distribution to television and multimedia outlets around the world. These materials will also be used to enrich UNESCO's web portal, including the further development of an online bank of audiovisual materials.

## Expected results at the end of the biennium

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**Expected result 11: Enhanced visibility of UNESCO through increased use of UNESCO's audiovisual materials – including videos and photos by media networks, television and other multimedia information sources**

### (c) Special events

09537

The contribution of the events Section to the visibility of the Organisation is highly complementary to the media mobilization and online media to reach the public, managing the global non-media communication efforts and tools UNESCO enjoys. The Special Event Section is piloting UNESCO corporate communication so as to improve the public understanding and knowledge about the Organization, building on its positive image, getting the public adhesion to its values and raising its priority programmes' notoriety. Public relations and events management will expand beyond cultural events and intensify its efforts for major corporate and thematic events to promote the visibility of the Organization on priority communication themes in collaboration with programme sectors and Permanent Delegations of Member States towards defined target audiences. Enhanced coordination of the UNESCO Prizes in order to align it with its overall strategy by emphasizing the important role prizes can play in strengthening the visibility, image and prestige of the Organization.

09538

## Expected results at the end of the biennium

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**Expected result 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**

### (d) Publications, branding and merchandizing

09539

UNESCO will enhance the quality and relevance of publications in both traditional print media and online by reinforcing their focus on programme priorities and developing topical cross-cutting themes. The creation of a Publications Board in 2011, with strong representation of all Sectors, Institutes and Field Offices will contribute to enhanced quality and coherence. The introduction of a new pricing policy will allow expanded access to affordable publications in LDCs. A one-stop online delivery platform (E-Library) will be put in place to deliver both free and for sale publications, and environmentally sound printing, packaging and transport practices established. The UNESCO Courier will maintain its flagship role in conveying the message and the action of UNESCO, appearing quarterly in the six languages. The book shop and gift shop services will be improved to better respond to customers' interests. UNESCO's graphic identity and branding will ensure an effective visibility through partnerships and institutional networks.

09540

## Expected results at the end of the biennium

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**Expected result 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**

## (e) Web corporate services

**09541** Increase the role of the UNESCO website in gathering, organizing, and disseminating information including news, programmatic reports and official documents and publications. A modernized and integrated web presence with rich media links to videos, photos, and audio will unite previously disparate document repositories, photobanks, and video collections into a single user-friendly platform. Field office news and events will be integrated to give wider visibility to field actions. Information will be organized around thematic and priority areas, customised for important user groups such as Member States. New communication and distribution channels, from social media tools to e-readers will be increasingly utilized to bring UNESCO's vast knowledge and resources to all, especially younger audiences.

### **09542** **Expected results at the end of the biennium**

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**Expected result 14: Dissemination of knowledge and information facilitated via the integrated web content management platform**

## II.C – Participation Programme and Fellowships

### Part II.C – 1

		Regular budget			Extrabudgetary resources <sup>(1)</sup>
		Activities	Staff	Total 36 C/5 Approved	
		\$	\$	\$	\$
Chapter 1	Participation Programme	17 970 900	1 112 500	19 083 400	-
Chapter 2	Fellowships Programme	1 050 000	593 800	1 643 800	1 566 500
<b>Total, Part II.C</b>		<b>19 020 900</b>	<b>1 706 300</b>	<b>20 727 200</b>	<b>1 566 500</b>

(1) Projects to be implemented in 2012-2013 for which funds have already been received or firmly committed, including posts financed from Programme Support Costs (PSC) income.

### Part II.C – 2

ESTABLISHED POSTS BY CATEGORY AND BY FUNDING SOURCE				
Participation Programme and Fellowships		36 C/5 Approved		
		ADG/D/P/NPO	GS/L	Total
<b>Participation Programme</b>	Regular budget Headquarters	2	4	6
<b>Fellowships Programme</b>	Regular budget Headquarters	-	4	4
	Other funding sources	2	-	2
<b>Total, Part II.C</b>				
	Total, regular budget Headquarters	2	8	10
<b>Total, regular budget</b>		<b>2</b>	<b>8</b>	<b>10</b>
	Total, other funding sources	2	-	2
<b>GRAND TOTAL</b>		<b>4</b>	<b>8</b>	<b>12</b>

Other funding sources: Includes posts financed from Programme Support Cost income and/or other Self-Financing Funds.



Items of expenditure		REGULAR BUDGET			Extrabudgetary resources <sup>(1)</sup>
		Activities	Staff	Total	
		\$	\$	\$	\$
<b>Chapter 1</b>	<b>Participation Programme</b>				
	I. Staff (established posts)		1 112 500	1 112 500	-
	II. Other costs:				
	Temporary assistance	16 000		16 000	-
	Staff travel on official business	12 000		12 000	-
	Contractual services	8 000		8 000	-
	General operating expenses	9 200		9 200	-
	Supplies and materials	2 500		2 500	-
	Furniture and equipment	5 400		5 400	-
	Financial contributions	17 917 800		17 917 800	-
	<b>Total, Chapter 1</b>	<b>17 970 900</b>	<b>1 112 500</b>	<b>19 083 400</b>	-
<b>Chapter 2</b>	<b>Fellowships Programme</b>				
	I. Staff (established posts)		593 800	593 800	696 800
	II. Other costs:				869 700
	Temporary assistance	8 000		8 000	-
	Staff travel on official business	8 000		8 000	-
	Contractual services	9 000		9 000	-
	General operating expenses	33 800		33 800	-
	Supplies and materials	4 500		4 500	-
	Furniture and equipment	9 700		9 700	-
	Fellowships and study grants	977 000		977 000	-
	<b>Total, Chapter 2</b>	<b>1 050 000</b>	<b>593 800</b>	<b>1 643 800</b>	<b>1 566 500</b>
	<b>Total, Part II.C</b>	<b>19 020 900</b>	<b>1 706 300</b>	<b>20 727 200</b>	<b>1 566 500</b>

(1) Projects to be implemented in 2012-2013 for which funds have already been received or firmly committed, including posts financed from Programme Support Cost (PSC) income.

## Chapter 1 – Participation Programme

**Unit responsible:** Sector for External Relations and Public Information (ERI)

### 10100 General Conference resolution 36 C/Res.69 for the Participation Programme

#### *The General Conference*

#### I

#### 1. *Authorizes* the Director-General:

- (a) to implement the Programme of Participation in the activities of Member States, in accordance with the following principles and conditions;
- (b) to allocate for this purpose an amount of \$17,917,800 for direct programme costs, and *requests* the Director-General to use the funds remaining and available after the closing of the accounts corresponding to document 35 C/5 in order to maintain the budgetary level of the Participation Programme at a level which will not be lower than that contained in document 35 C/5;
- (c) to further allocate for this purpose an amount of \$53,100 for operating costs and an amount of \$1,112,500 for staff costs.

## A. Principles

1. The Participation Programme is one of the means employed by the Organization to achieve its objectives, through participation in activities carried out by Member States or Associate Members, or by territories, organizations or institutions, in its fields of competence. This participation is designed to strengthen the partnership between UNESCO and its Member States and make that partnership more effective through a sharing of contributions.
2. Under the Participation Programme, priority will be given to proposals submitted by least developed countries (LDCs), developing countries, post-conflict and post-disaster countries, small island developing States (SIDS), countries in transition and middle income countries.
3. Requests shall be submitted to the Director-General by the Member States through the National Commissions for UNESCO or, where there is no National Commission, through a designated government channel.
4. The projects or action plans submitted by the Member States under the Participation Programme must relate to the priorities of the Organization, in particular to the major programmes, interdisciplinary projects, and activities to benefit Africa, youth and gender equality, the least developed countries, developing countries, post-conflict and post-disaster countries, small island developing States (SIDS) and countries in transition, and to the activities of the National Commissions for UNESCO. In the selection of Participation Programme projects, due account will be taken of the priorities defined by the governing bodies for UNESCO's regular programme.
5. Each Member State may submit 10 requests or projects, which must be numbered in order of priority from 1 to 10. Requests or projects from national non-governmental organizations will be included in the quota submitted by each Member State.
6. The order of priority laid down by the Member State may only be changed by the National Commission itself and before the start of the approval process.
7. The international non-governmental organizations in an official partnership with UNESCO, of which the list is established by the Executive Board, may submit up to two requests under the Participation Programme for projects with subregional, regional or interregional impact, provided that their request is supported by at least the Member State where the project will be implemented and another Member State concerned by the request. In the absence of supporting letters, none of these requests may be considered.
8. Requests should be submitted as soon as possible at the beginning of the biennium and no later than the deadline set for the submission of requests, 28 February 2012, except for requests for emergency assistance or a regional project, which may be submitted at any time in the biennium.
9. The Secretariat shall advise Member States of the response by the Director-General to the requests within three months of the deadline of 28 February 2012.
10. *Beneficiaries.* Assistance under the Participation Programme may be accorded to:
  - (a) Member States or Associate Members upon request through their National Commissions or, where there is no National Commission, through a designated government channel, to promote activities of a national character. For activities of a subregional or interregional character, requests are submitted by the National Commissions of the Member States or Associate Members on whose territory they take place; these requests must be supported by at least two other National Commissions of participating Member States or Associate Members. For activities of

- a regional character, requests are limited to three by region and must be submitted by one Member State or a group of Member States. These requests must be supported by at least three Member States (or Associate Members) concerned and will not come within the quota of 10 requests submitted by each Member State; they will be evaluated and screened by the Secretariat in accordance with the procedure established for the processing of requests submitted under the Participation Programme;
- (b) a non-self-governing or trust territory, upon the request of the National Commission of the Member State responsible for the conduct of the territory's external relations;
  - (c) international non-governmental organizations in an official partnership with UNESCO as defined in paragraph 7 above.
11. *Forms of assistance.* The applicant chooses the form of assistance, and may request either:
- (a) a financial contribution, or
  - (b) implementation by UNESCO at Headquarters or in the field. In both cases, assistance may take the following forms:
    - (i) the services of specialists and consultants, not including staff costs and administrative support;
    - (ii) fellowships and study grants;
    - (iii) publications, periodicals and documentation;
    - (iv) equipment (other than vehicles);
    - (v) conferences, meetings, seminars and training courses: translation and interpretation services, participants' travel costs, the services of consultants, and other services deemed necessary by all concerned (not including those of UNESCO staff members).
12. *Total amount of assistance.* Whichever of the above forms of assistance is requested, the total value of the assistance provided for each request shall not be in excess of \$26,000 for a national project or activity, \$35,000 for a subregional or interregional project or activity and \$46,000 for a regional project or activity. The financial provision made by the applicant must be sufficient to implement the activity satisfactorily. The activity must be executed and all funds disbursed in accordance with the Financial Regulations of the Organization. The expenditures must be made according to the distribution of the budget as approved by the Director-General and communicated to Member States in the letter of approval.
13. *Approval of requests.* When deciding upon a request, the Director-General shall take into account:
- (a) the total amount approved by the General Conference for this Programme;
  - (b) the assessment of the request made by the relevant sector(s);
  - (c) the recommendation of the Intersectoral Committee on the Participation Programme chaired by the Assistant Director-General for External Relations and Public Information and responsible for screening the Participation Programme requests, which are to be in conformity with the well-established criteria, procedures and priorities;
  - (d) the contribution that such participation can effectively make to the attainment of Member States' objectives in UNESCO's fields of competence, and within the framework of the major priorities of the Medium-Term Strategy (C/4) and the

Programme and Budget (C/5) approved by the General Conference, with which participation must be closely linked;

- (e) the need to establish an equitable balance in the distribution of funds, by giving priority to Africa, least developed countries (LDCs), gender equality and youth as well as developing countries and countries in transition and small island developing States (SIDS), which need to be mainstreamed throughout all programmes;
- (f) the need to ensure that funding for each approved project is, as far as possible, allocated no later than 30 days before the date set for the start of the implementation of the project concerned, and in accordance with the conditions laid down in paragraph B.15(a).

14. *Implementation:*

- (a) the Participation Programme will be implemented within the biennial programme of the Organization, of which it forms an integral part. The implementation of the activities set out in a request is the responsibility of the Member State or other applicant. The request submitted to the Director-General must show specific scheduled commencement and termination dates for the implementation of projects, cost estimates (in United States dollars) and promised or expected funding from the Member States or private institutions;
- (b) the results of the Participation Programme will be made known with a view to the planning and implementation of the Organization's future activities. The activity reports and sexennial reports, submitted after completion of each project by Member States, will be used by the Secretariat to evaluate the Participation Programme's impact and results in Member States and its consistency with the objectives and priorities set by UNESCO. An evaluation by the Secretariat may also be undertaken while the project is being carried out; the list of beneficiaries submitting reports late will be transmitted to the governing bodies;
- (c) the use of UNESCO's name and logo for the activities approved under the Participation Programme, in accordance with the directives approved by the governing bodies, will give this programme a higher profile when it is carried out at the national, subregional, regional or interregional levels, and the beneficiaries will report on the results recorded in this way.

## **B. Conditions**

15. *Assistance under the Participation Programme* will be provided only if the applicant, when sending in the written requests to the Director-General, accepts the following conditions. The applicant shall:

- (a) assume full financial and administrative responsibility for implementing the plans and programmes for which participation is provided; in the case of a financial contribution, submit to the Director-General, at the close of the project, an itemized statement accounting for the activities executed (financial report in United States dollars) and certifying that the funds allocated have been used for the implementation of the project, and return to UNESCO any balance not used for project purposes. This financial report must be submitted by 30 April 2014 at the latest. It is understood that no new financial contribution will be paid until the applicant has submitted all the requisite financial reports or returned the contributions paid out. The financial reports shall be signed by the competent authority and certified by the Secretary-General of the National Commission. Also, given the need for proper accountability, all the additional supporting documents necessary shall be kept by the applicant for a period of five years after the end of the biennium concerned and provided to UNESCO

or the auditor upon written request. In certain exceptional cases or in unavoidable circumstances, the Director-General may decide on the most appropriate way to handle requests, in particular through implementation by a field office concerned, provided that she duly informs the Executive Board;

- (b) undertake to provide on a compulsory basis, together with the financial report mentioned in subparagraph (a) above, a detailed activity report on the results of the projects financed and their usefulness for the Member State or States and UNESCO; in addition, a sexennial report on the impact of the Participation Programme shall be prepared by each beneficiary on a cycle aligned with the Medium-Term Strategy (C/4);
- (c) pay, where participation is accorded in the form of study grants, the cost of the grantholders' passports, visas, medical examinations and salaries while they are abroad, if they are in receipt of a salary; help them to find suitable employment when they return to their countries of origin in accordance with national regulations;
- (d) maintain and insure against all risks any property supplied by UNESCO, from the time of its arrival at the point of delivery;
- (e) undertake to cover UNESCO against any claim or liability resulting from the activities provided for in this resolution, except where it is agreed by UNESCO and the National Commission of the Member State concerned that such claim or liability arises from gross negligence or wilful misconduct;
- (f) grant to UNESCO, with regard to activities to be carried out in connection with the Participation Programme, the privileges and immunities set out in the 1947 Convention on the Privileges and Immunities of the Specialized Agencies.

## **C. Emergency assistance**

### 16. *Criteria for according emergency assistance by UNESCO:*

- (a) Emergency assistance may be accorded by UNESCO when:
  - (i) there are insurmountable circumstances nationwide (earthquakes, storms, cyclones, hurricanes, tornadoes, typhoons, landslides, volcanic eruptions, fires, droughts, floods or wars, etc.), which have catastrophic consequences for the Member State in the fields of education, science, culture or communication and which it cannot overcome on its own;
  - (ii) multilateral emergency assistance efforts are being undertaken by the international community or the United Nations system;
  - (iii) the Member State requests UNESCO to provide emergency assistance, in accordance with (i) and (ii) above, in the fields of its competence, through its National Commission or an established government channel;
  - (iv) the Member State is prepared to accept the Organization's recommendations in the light of the present criteria.
- (b) UNESCO emergency assistance should be restricted to the Organization's fields of competence and should only begin once the threat to life has been overcome and the physical priorities have been met (food, clothing, shelter and medical assistance); it shall also take account of the policy followed by the intersectoral platform for support to countries in post-conflict and post-disaster situations.
- (c) UNESCO emergency assistance should be concentrated on:

- (i) assessing the situation and the basic requirements;
  - (ii) providing expertise and formulating recommendations on resolving the situation in its fields of competence;
  - (iii) helping to identify outside funding sources and extrabudgetary funds;
  - (iv) the urgent needs as identified by the Member States in the case of emergency assistance in cash or kind.
- (d) no administrative support or personnel costs shall be financed through emergency assistance.
  - (e) the total budget for any emergency assistance project shall not exceed \$50,000; it may be supplemented by extrabudgetary funds identified for this purpose or other sources of funding.
  - (f) emergency assistance shall not be provided if the Member State's request may be met within the ordinary Participation Programme.
  - (g) emergency assistance shall be provided in coordination with other United Nations agencies.
17. *Procedures to be followed when providing emergency assistance:*
- (a) faced with an emergency situation, a Member State, through its National Commission or the designated government channel, will identify, as appropriate, its needs and the type of assistance it requires from UNESCO, within UNESCO's fields of competence; a specific form will be available for the submission of this type of request; a provisional budget as well as pro-forma invoices in case of equipment should be provided.
  - (b) the Director-General shall then inform the Member State, through the National Commission or established channel, of her decision.
  - (c) when appropriate, and in agreement with the Member State, a technical assessment mission will be sent to appraise the situation and report to the Director-General.
  - (d) the Secretariat shall report to the Member State on the assistance and the amounts it envisages providing and the follow-up, if any, which could be considered; the total value of the assistance provided shall not be in excess of \$50,000.
  - (e) in the case of goods or services to be supplied by UNESCO, there shall be no international competitive bidding if the situation requires urgent action.
  - (f) an evaluation report and a financial report shall be submitted by the Member State after completion of the project.

## II

### 2. *Invites the Director-General:*

- (a) to communicate without delay, in order to enhance the presentation, follow-up and evaluation of the projects submitted under the Participation Programme, to the National Commissions for UNESCO or, where there is no National Commission, through the designated government channel, the reasons for modifying or denying the requested amounts;
- (b) to inform the National Commissions, or where there is no National Commission, the designated government channel, of all projects and activities undertaken by international

non-governmental organizations in their respective countries with support from the Participation Programme;

- (c) to provide to the Executive Board at every autumn session a report containing the following information:
  - (i) a list of applications for contributions from the Participation Programme received in the Secretariat;
  - (ii) a list of the projects approved under the Participation Programme and those under emergency assistance, together with the amounts approved to finance them, and any other costs and support connected with them;
  - (iii) with regard to international non-governmental organizations, a list drawn up along the same lines as that provided for in (ii) above;
- (d) to ensure that the percentage of the Participation Programme funds for emergency assistance, international non-governmental organizations and regional activities does not exceed 7%, 5% and 3% respectively of the allocated amount for the Participation Programme for a given biennium;
- (e) to seek extrabudgetary funds to supplement the emergency assistance programme for 2012-2013 as needed;
- (f) to identify ways and means of strengthening the Participation Programme in the forthcoming biennium for the benefit of the least developed countries (LDCs), developing countries, post-conflict and post-disaster (PCPD) countries, small island developing States (SIDS) and countries in transition.

3. *Requests* the Director-General to report in the statutory reports on the achievement of the following expected results:

- (1) formulation, evaluation and follow-up of requests improved 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);
- (2) implementation of adjustable strategies to meet the special and urgent needs of some groups of countries with common characteristics improved;
- (3) Participation Programme impact and accountability mechanisms strengthened through enhanced information and communication with Member States at all stages of programme execution.

**10101**

The Participation Programme provides direct complementary assistance for initiatives undertaken by Member States and Associate Members in the Organization's fields of competence, in line with the priorities that they determine, including priority Africa and gender equality. Such assistance under the Participation Programme is intended to promote national, subregional, or interregional activities that fall within the strategic objectives and biennial sectoral programme priorities of the Organization. It also strengthens partnerships between the Organization and its Member States and between the Organization and international non-governmental organizations maintaining official relations with UNESCO.

**10102**

The Participation Programme, in close cooperation with the Bureau of Finance Management (BFM), will continue efforts to obtain from the various beneficiaries of the Programme – Member States,

Associate Members and international non-governmental organizations – quality evaluation and financial reports at the end of each project as well as record-keeping in order to ensure proper use of funds.

10103

### Expected results at the end of the biennium

**Expected result 1: Formulation, evaluation and follow-up of requests improved 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)**

**Expected result 2: Implementation of adjustable strategies to meet the special and urgent needs of some groups of countries with common characteristics improved**

**Expected result 3: Participation Programme impact and accountability mechanisms strengthened through enhanced information and communication with Member States at all stages of programme execution**

## Chapter 2 – Fellowships Programme

**Unit responsible:** Sector for External Relations and Public Information (ERI)

10200 General Conference resolution 36 C/Res.70 for the Fellowships Programme

### *The General Conference*

1. *Authorizes* the Director-General:
  - (a) to implement the plan of action in order to:
    - (i) contribute to the enhancement of human resources and national capacity-building in areas that are closely aligned to UNESCO's strategic objectives and programme priorities, through the award and administration of fellowships;
    - (ii) increase fellowships through co-sponsored arrangements with interested donors and extrabudgetary funding sources, either in cash or in kind;
    - (iii) explore possibilities of strengthening the Fellowships Programme through partnerships with civil society and non-governmental organizations;
  - (b) to allocate for this purpose an amount of \$1,050,000 for activity costs and \$593,800 for staff costs;
2. *Requests* the Director-General to report in the statutory reports on the achievement of the following expected results:
  - (1) national capacities in Member States enhanced in areas of UNESCO programme priorities;
  - (2) fellowship beneficiaries empowered in programme priority areas through sharing of knowledge and upgrading of skills at the graduate and postgraduate levels;



(3) thematic areas aligned to strategic programme objectives and biennial sectoral priorities;

3. *Also requests* the Director-General to report in her six-monthly statutory reports on the execution of the programme adopted by the General Conference on measures taken to optimize the use of resources in the implementation of programme activities, including travel, contractual services and publications.

**10201** UNESCO will follow a double-pronged strategy with a view to enhancing capacity-building and human resources development in Member States in UNESCO's fields of competence. In the framework of the fellowships Programme, short-term fellowships will be awarded in fields of study closely aligned to UNESCO's priority programmes. Moreover, to increase fellowships opportunities for developing countries and countries in transition, especially for Africa and women as well as for least developed countries, during the biennium 2012-2013, the Organization will adopt a proactive policy towards seeking and negotiating cost-sharing arrangements with interested donors under the Co-Sponsored Fellowships Programme. Efforts will be made to mobilize extrabudgetary resources through new partnerships. The Fellowships Programme Section will continue to administer fellowships offered under regular programme and extrabudgetary activities. The Participation Program and Fellowships Committee, chaired by ADG/ERI, will ensure, when granting UNESCO fellowships, transparency, equitable geographical distribution and conformity with the strategic objectives and programme priorities as defined in the C/4 and C/5 documents. Cooperation with the United Nations system will continue with a view to harmonizing policies, criteria, standards and payments in the administration of fellowships and information sharing on best practices.

**10202** **Expected results at the end of the biennium**

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**Expected result 1: National capacities in Member States enhanced in areas of UNESCO programme priorities**

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**Expected result 2: Fellowship beneficiaries empowered in programme priority areas through sharing of knowledge and upgrading of skills at the graduate and postgraduate levels**

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**Expected result 3: Thematic areas aligned to strategic programme objectives and biennial sectoral priorities**

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# Part III – Corporate Services

## Part III – 1

	Regular budget			Total 36 C/5 Approved	extrabudgetary resources <sup>(1)</sup>
	Activity	Staff			
	\$	\$		\$	\$
<b>A. Human resources management</b>					
1. Human resources management	4 213 900	16 496 600		20 710 500	443 000
2. Corporate-wide training and development of staff	4 000 000	–		4 000 000	–
3. Contribution to the Medical Benefits Fund (MBF) for Associate Participants and administrative costs	9 800 000	–		9 800 000	–
<b>Total, Part III.A</b>	<b>18 013 900</b>	<b>16 496 600</b>		<b>34 510 500</b>	<b>443 000</b>
<b>B. Financial management</b>					
1. Financial management	438 500	12 330 100		12 768 600	2 923 400
2. Corporate-wide insurance premiums	700 000	–		700 000	–
<b>Total, Part III.B</b>	<b>1 138 500</b>	<b>12 330 100</b>		<b>13 468 600</b>	<b>2 923 400</b>
<b>C. Management of support services</b>					
1. Coordination, IT infrastructure, systems and communications management					
Chapter 1 – Coordination, support, monitoring and evaluation	196 000	3 270 900		3 466 900	188 000
Chapter 2 – Information systems and telecommunications management	3 705 500	11 353 400		15 058 900	815 200
<b>Total, Part III.C.1</b>	<b>3 901 500</b>	<b>14 624 300</b>		<b>18 525 800</b>	<b>1 003 200</b>
2. Conferences, languages and documents services management					
Chapter 3 – Conferences, languages and documents management	1 082 400	19 983 400		21 065 800	4 450 100
3. Common services management including procurement, Headquarters security and utilities					
Chapter 4 – Common services: procurement, Headquarters security and facilities management	8 425 700	19 272 600		27 698 300	5 270 000
Chapter 5 – Maintenance, conservation and renovation of Headquarters premises	4 841 800	–		4 841 800	–
<b>Total, Part III.C.3</b>	<b>13 267 500</b>	<b>19 272 600</b>		<b>32 540 100</b>	<b>5 270 000</b>
<b>Total, Part III.C</b>	<b>18 251 400</b>	<b>53 880 300</b>		<b>72 131 700</b>	<b>10 723 300</b>
<b>Total, Part III</b>	<b>37 403 800</b>	<b>82 707 000</b>		<b>120 110 800</b>	<b>14 089 700</b>

1. Projects to be implemented in 2012-2013 for which funds have already been received or firmly committed, including posts financed from Programme Support Costs (PSC) income.

ESTABLISHED POSTS BY CATEGORY AND BY FUNDING SOURCE			
Corporate Services	36 C/5 Approved		
	ADG/D/P/NPO	GS/L	Total
<b>Human resources management</b>			
Regular budget Headquarters	38	46	84
Other funding sources	1	1	2
<b>Financial management</b>			
Regular budget Headquarters	32	26	58
Other funding sources	6	8	14
<b>Management of support services</b>			
Regular budget Headquarters	86	220	306
Other funding sources	5	48	53
<b>Total, Regular budget</b>	<b>156</b>	<b>292</b>	<b>448</b>
Total, Other funding sources	12	57	69
<b>GRAND TOTAL</b>	<b>168</b>	<b>349</b>	<b>517</b>

Other funding sources: Includes posts financed from Programme Support Costs income and/or other Self-Financing Funds.

Items of expenditure	Regular budget			Extrabudgetary resources <sup>(1)</sup>
	Activities	Staff	Total	
	\$	\$	\$	
<b>A. Human resources management</b>				
I. Staff (established posts)		16 496 600	16 496 600	443 000
II. Other costs:				
Temporary assistance	150 800		150 800	–
Overtime	5 000		5 000	–
Participants (delegates) travel	9 400		9 400	–
Staff travel on official business (ICSC, HLCM, etc.)	96 900		96 900	–
Contractual services	291 000		291 000	–
General operating expenses	78 000		78 000	–
Supplies and materials	24 000		24 000	–
Furniture and equipment	62 000		62 000	–
Testing of ERP (STEPS)	50 000		50 000	–
Other expenditure (SITA, common charges and others)	71 900		71 900	–
MBF claims processing & notariat	2 300 000		2 300 000	–
Young Professionals Programme (Appointment and travel expenses) <sup>(2)</sup>	350 000		350 000	–
III. Sums administered by the Bureau of Human Resources Management on behalf of the Organization as a whole:				
Training Budget	4 000 000		4 000 000	–
Contribution to the Medical Benefit Fund (MBF) for Associate Participants and administrative costs	9 800 000		9 800 000	–
Staff Compensation Plan	129 600		129 600	–
Pension Fund Travel (UNJSPF)	25 800		25 800	–
Inter-Agency Games (Contribution for staff members travel)	16 100		16 100	–
Contribution to Staff associations	72 400		72 400	–
Contribution to the Association of Retired Staff Members (AAFU)	30 000		30 000	–
JCU (Children's club and Day Nursery)	411 000		411 000	–
Other centrally managed funds	40 000		40 000	–
<b>Total, Part III.A</b>	<b>18 013 900</b>	<b>16 496 600</b>	<b>34 510 500</b>	<b>443 000</b>
<b>B. Financial Management</b>				
I. Staff (established posts)		12 330 100	12 330 100	2 923 400
II. Other costs:				
Temporary assistance	15 000		15 000	–
Staff travel on official business	50 000		50 000	–
Contractual services	101 500		101 500	–
General operating expenses	160 000		160 000	–
III. Sums administered by the Bureau of Financial Management on behalf of the Organization as a whole:				
Insurance premiums	700 000		700 000	–
IPSAS	112 000		112 000	–
<b>Total, Part III.B</b>	<b>1 138 500</b>	<b>12 330 100</b>	<b>13 468 600</b>	<b>2 923 400</b>

(1) Projects to be implemented in 2012-2013 for which funds have already been received or firmly committed, including posts financed from Programme Support Costs (PSC) income.

(2) YPP will be assigned directly to the Sector/Bureau' posts created accordingly.

Items of expenditure		Regular budget			Extrabudgetary resources <sup>(1)</sup>
		Activities	Staff	Total	
		\$	\$	\$	
<b>C. Management of support services</b>					
<b>Chapter 1</b>	<b>Coordination, support, monitoring and evaluation</b>				
	I. Staff (established posts)		3 270 900	3 270 900	188 000
	II. Other costs:				
	Temporary assistance	9 000		9 000	–
	Staff travel on official business	11 000		11 000	–
	Contractual services	22 000		22 000	–
	General operating expenses	23 100		23 100	–
	Supplies and materials	8 000		8 000	–
	Furniture and equipment	7 600		7 600	–
	III. Sums administered on behalf of the Organization as a whole:				
	Secretariat of the Appeals Board	115 300		115 300	–
	<b>Total, Chapter 1</b>	<b>196 000</b>	<b>3 270 900</b>	<b>3 466 900</b>	<b>188 000</b>
<b>Chapter 2</b>	<b>Information systems and telecommunications management</b>				
	I. Staff (established posts)		11 353 400	11 353 400	815 200
	II. Other costs:				
	Temporary assistance	148 000		148 000	–
	Participants (delegates) travel	40 000		40 000	–
	Staff travel on official business	65 000		65 000	–
	Contractual services	741 200		741 200	–
	General operating expenses	1 395 600		1 395 600	–
	Supplies and materials	120 000		120 000	–
	Furniture and equipment	1 195 700		1 195 700	–
	<b>Total, Chapter 2</b>	<b>3 705 500</b>	<b>11 353 400</b>	<b>15 058 900</b>	<b>815 200</b>
<b>Chapter 3</b>	<b>Conferences, languages and documents management</b>				
	I. Staff (established posts)		19 983 400	19 983 400	2 669 000
	II. Other costs:				1 781 100
	Temporary assistance	201 000		201 000	–
	Staff travel on official business	13 000		13 000	–
	Contractual services	432 500		432 500	–
	General operating expenses	158 300		158 300	–
	Supplies and materials	94 000		94 000	–
	Furniture and equipment	183 600		183 600	–
	<b>Total, Chapter 3</b>	<b>1 082 400</b>	<b>19 983 400</b>	<b>21 065 800</b>	<b>4 450 100</b>
<b>Chapter 4</b>	<b>Common services: procurement, HQ security, and facilities management</b>				
	I. Staff (established posts)		19 272 600	19 272 600	5 270 000
	II. Other costs:				
	Temporary assistance	194 500		194 500	–
	Overtime	339 900		339 900	–
	Staff travel on official business	17 400		17 400	–
	General operating expenses	56 600		56 600	–
	Furniture and equipment	86 800		86 800	–
	III. Sums administered on behalf of the Organization as a whole:				–
	Procurement	65 300		65 300	–
	UN Global Market - Membership fees	25 000		25 000	–
	Electricity	1 200 000		1 200 000	–
	Heating	1 300 000		1 300 000	–
	Compressed air	90 000		90 000	–
	Water	184 200		184 200	–
	Taxes (balayage et enlèvement des ordures)	509 000		509 000	–
	Maintenance contracts (including cleaning and hygiene) and other charges	2 284 000		2 284 000	–
	Expedition charges	442 100		442 100	–
	Headquarters Security	1 555 900		1 555 900	–
	Work of Arts	75 000		75 000	–
	<b>Total, Chapter 4</b>	<b>8 425 700</b>	<b>19 272 600</b>	<b>27 698 300</b>	<b>5 270 000</b>
<b>Chapter 5</b>	<b>Maintenance, conservation and renovation of Headquarters premises</b>				
	I. Sums administered on behalf of the Organization as a whole:			–	–
	Maintenance, conservation and renovation of buildings and infrastructures	4 841 800		4 841 800	–
	<b>Total, Chapter 5</b>	<b>4 841 800</b>	<b>–</b>	<b>4 841 800</b>	<b>–</b>
	<b>Total, Part III.C</b>	<b>18 251 400</b>	<b>53 880 300</b>	<b>72 131 700</b>	<b>10 723 300</b>
	<b>Total, Part III</b>	<b>37 403 800</b>	<b>82 707 000</b>	<b>120 110 800</b>	<b>14 089 700</b>

(1) Projects to be implemented in 2012-2013 for which funds have already been received or firmly committed, including posts financed from Programme Support Costs (PSC) income.

# III.A – Human resources management

**Responsible unit:** Bureau for Human Resources Management (HRM)

**11000** General Conference resolution 36 C/Res.84 for Human resources management

## *The General Conference*

1. *Authorizes* the Director-General:
  - (a) to implement the plan of action in order to:
    - (i) pursue the implementation of human resources policies, and revise them as required, to ensure that they effectively enable and support UNESCO's programme operations, paying special attention to the improvement of geographical distribution and gender balance as well as the need for harmonization with the United Nations common system;
    - (ii) complete the initial phase of the human resources management strategy for 2011-2016, focusing in particular on the enhancement of recruitment and staffing processes and mechanisms;
    - (iii) update and implement the geographical mobility policy, to address the Organization's programme and staffing needs, and effectively support the field network reform;
    - (iv) implement innovative and relevant learning and development programmes with particular emphasis on the enhancement of partnership, managerial and leadership competencies;
    - (v) promote a culture of results-oriented management ensuring engagement and exchange in support of performance management;
    - (vi) support the financial stability of the Medical Benefits Fund (MBF) by implementing best industry practice mechanisms, as approved by the MBF Board of Management;
  - (b) to allocate for this purpose an amount of \$18,013,900 for activity costs and \$16,496,600 for staff costs;
2. *Requests* the Director-General to report periodically to the governing bodies, in the statutory reports, on the achievement of the following expected results:
  - (1) action plan for the human resources management strategy for 2011-2016 developed and implemented;
  - (2) equitable geographical distribution and gender balance improved, in particular at the senior management levels;
  - (3) effective and financially sound social security schemes for staff ensured;
  - (4) learning and development plan elaborated, implemented and monitored;
  - (5) culture of results introduced in performance management;
  - (6) administrative actions relating to recruitment, appointments and benefits/entitlements administration efficiently processed;

3. *Also requests* the Director-General to report, in her six-monthly statutory reports on the execution of the programme adopted by the General Conference, on measures taken to optimize the use of resources in the implementation of programme activities, including travel, contractual services and publications.

**11001** In order to achieve the Organization's mission and strategic objectives, its staff should be recruited, developed, deployed and managed in the most effective manner possible. Consequently, the Bureau of Human Resources Management (HRM) acts as a strategic partner by developing, recommending and facilitating the implementation of human resources policies and programmes. The Bureau advises management on strategies which are aimed at ensuring that the Organization is served by competent and motivated staff. In addition to providing strategic advice, the Bureau is also responsible for standard operational services and activities essential for the efficient delivery of the Organization's programmes and the well-being of staff.

**11002** The Bureau of Human Resources Management is a support service for programme elaboration, execution and administration reporting directly to the Director-General. Principal responsibilities of the Bureau include:

- the development of policies, procedures and practices in support of effective human resources management, in particular the coordination, development, implementation and monitoring of the Human Resources policy framework and its directives. A Human Resources management strategy for 2011-2016 has been developed and will be implemented, pending approval by General Conference. It has been elaborated by taking into account the recommendations of the Independent External Evaluation, the External Auditors and the IOS evaluations and in collaboration with sister agencies, funds and programmes with the vision of harmonization within the United Nations Common System human resources policies and practices.
- provide professional support and guidance on staff planning, succession, and recruitment activities to Sectors and Bureaus at Headquarters and in the Field in order to ensure that the most competent staff, from diverse geographical backgrounds including qualified women, are recruited, developed and deployed in the most efficient manner within the Organization. Within this context, ensures that the Organization has a mobile and flexible workforce with experience at Headquarters and in the Field, supported by a relevant transparent geographical mobility policy which addresses UNESCO's programmatic needs and lends on best practices from other UN Organizations.
- the conception, development and implementation of innovative and relevant learning and development programmes which fosters a culture of results and performance management; consistently strives to strengthen and develop the capacity and competencies of staff as required, for programme delivery including managerial and leadership competencies. In addition, working towards an effective career development/counseling service for staff. The Bureau is also responsible for the development of policies targeted at the recognition of individual and team performance.
- provision of staff services to ensure that appointments are made within the appropriate contractual tools and ensuring that the relevant benefits/entitlements/compensation package are applied. Monitors the equitable and consistent application of relevant policies, rules and regulations.

- provide legal advice to management and staff, applying preventive and early-resolution methods, dealing with staff grievances, appeals & harassment cases, fostering and maintaining effective relation and open dialogue with Staff Associations.
- develop and administer the social security plans of the Organization including health insurance, compensation for service-incurred illness, accident or death and group life, accident and disability insurance; briefing and counselling participants in these plans on their entitlements and options available. The Bureau also provides the Secretariats to the relevant social security governance committees.
- the Bureau is also responsible for the administration of standard medical advice and services ranging from medical leave, evacuations and harmonization of medical administrative practices within the UN Medical Community; ensures the provision of preventive and systematic medical support to staff. As part of its social services function, the Bureau provides general support to staff within the context of staff well-being ensuring advice regarding stress and provides assistance to staff regarding the local environment (housing, schooling and child-care services, where possible).
- the Bureau will support the reform of the Field Network by contributing in the review of the offices' design and organization structures, staffing, and possible changes in staff competency requirements, reassignments of international staff and training, as necessary.

11003

## Expected results at the end of the biennium

### Expected result 1: Action plan for the human resources management strategy for 2011-2016 developed and implemented

#### *Performance indicators*

- Implementation of a streamlined staffing process covering external appointments to internal appointments/mobility changes
- Succession planning mechanism for specific profiles and skills implemented and a candidate pool established
- Improved competency-based interviews
- Redesigned vacancy notices, new e-recruitment tool introduced
- Implementation of geographical mobility policy

### Expected result 2: Equitable geographical distribution and gender balance improved, in particular at the senior management levels

#### *Performance indicators*

- Implement approved Action Plan for the improvement of geographical distribution
- Implement approved Gender Action Plan targeting 50% representation at all professional levels in particular at the senior management level

### Expected result 3: Effective and financially sound social security schemes for staff ensured

#### *Performance indicators*

- 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

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**Expected result 4: Learning and development plan elaborated, implemented and monitored***Performance indicators*

- Ensure deliverance of established corporate training plan, as approved by the Director-General
- Implementation of learning and development activities and initiatives

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**Expected result 5: Culture of results introduced in performance management***Performance indicators*

- Career development/counseling service implemented and delivery of learning opportunities with traditional and on-the-job training of management and leadership competencies
- Performance tool reviewed and streamlined to reflect a culture of performance management
- 180 degrees feedback for supervisors implemented
- Monitoring of implementation of the performance management and feedback mechanism
- Implementation of a recognition system for outstanding performance

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**Expected result 6: Administrative actions relating to recruitment, appointments and benefits/entitlements administration efficiently processed***Performance indicators*

- Recruitment process reduced to 180 days
- Development of streamlined, generic advertisements
- Targeted recruitment pool to identify quality candidates
- Streamline service provisions and establish a monitoring mechanism to ensure appropriate and standard service delivery
- Delegation of authority reviewed within the Bureau with the purpose of reducing layers while ensuring appropriate accountability



## III.B – Financial management

### 12000 General Conference resolution 36 C/Res.85 for Financial management

#### *The General Conference*

1. *Authorizes* the Director-General:
  - (a) to undertake regular budget monitoring, keep proper books of accounts, and conduct treasury and financial control functions effectively and efficiently in compliance with the Financial Regulations and Financial Rules;
  - (b) to manage, administer and monitor the implementation of field offices' operating expenditures, reinforce their administrative capacities, and coordinate their overall staffing;
  - (c) to allocate for this purpose an amount of \$1,138,500 for activity costs and \$12,330,100 for staff costs;
2. *Requests* the Director-General to report periodically to the governing bodies, in the statutory reports, on the achievements of the following expected results:
  - (1) 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;
  - (2) risk-based budgetary and financial internal control systems strengthened across the Organization, concerned staff capacities built and programme implementation with key partners facilitated;
  - (3) transparent and high-quality audited financial statements produced in accordance with International Public Sector Accounting Standards (IPSAS) and presented to the governing bodies with a clean audit opinion;
  - (4) financial resources of the Organization managed in an effective and efficient manner and in compliance with the Financial Regulations and Financial Rules;
  - (5) operational deliverables and targets met due to consistent and appropriate application of the Financial Regulations, rules, policies and procedures;
  - (6) enhanced and integrated financial management and reporting systems put in place and properly used;
  - (7) effective operational reporting lines established from administrative officers to the Chief Financial Officer, with particular attention to the field office network;
  - (8) operational guidance and overall coordination provided to field offices on implementation of measures agreed upon in the context of harmonized business practices in the United Nations system framework;
3. *Also requests* the Director-General to report, in her six-monthly statutory reports on the execution of the programme adopted by the General Conference, on measures taken to optimize the use of resources in the implementation of programme activities, including travel, contractual services and publications.

**12001** Under the reform programme launched by the Director-General, the Bureau of Financial Management was established by DG Note/10/31 on 12 July 2010, by merging the former Bureau of the Comptroller (BOC), two main sections of the former Bureau of the Budget (Section for the Budgets of Direction, Administration and Program Support and Section for the Budgets of Program Sectors), the Field Office administrative support unit of the Bureau of Field Coordination (BFC) and integrating the coordination of the financial rules and procedures assembled in the Administrative Manual. This major change has not only resulted in significant staff and operating cost savings but has also led into breaking old silos and focusing on efficient and effective service delivery.

**12002** BFM is a corporate service reporting directly to the Director-General and managed by the Chief Financial Officer (CFO).

**12003** The paramount objective is to create modern/streamlined Financial Management services designed to maintain effective internal control systems, better manage resources, deal with financial risks, provide relevant, useful and timely information in a transparent manner so as to enhance accountability in accordance with IPSAS and to support informed decision-making by both the Director-General and the Governing Bodies.

**12004** The main responsibilities of BFM are:

- Financial monitoring and reporting on the execution of programme activities, whether financed from regular budget or extrabudgetary resources;
- Overall financial management of the Organization and regular reporting;
- Monitoring and administration of operating budgets of field offices, as well as ensuring cost-efficiency, in collaboration with field office administrative offices (AOs);
- Updating policies, procedures and processes with a view to streamlining its operations and doing more with less, as well as engaging with the United Nations reform in its area of competences;
- Custody of funds and investment of funds in accordance with the Investment Policy of the organisation;
- Management of foreign currency, interest and credit risk exposure of the Organisation in a prudent manner;
- Manage the bank accounts of the organisation and ensure efficient banking services for the field network;
- Streamlining payroll processes, integrating all systems and adopting best practices to build efficiency and ensuring statutory and internal control compliance;
- Design, implement and update appropriate internal financial control systems throughout the organisation in order to ensure that the assets of the Organisation are safeguarded;
- Keeping proper financial records and the production of IPSAS-compliant financial statements; and donor reports of extrabudgetary funds, as well as preparation of timely financial information to support decision-making of senior management;
- Provide training on financial management and budgetary issues, on regular and extrabudgetary sources, including risk management and internal control issues;

- Participate in the United Nations system-wide reform process covering the financial and budgetary aspects as well as harmonisation of business practices; mainly by providing guidance to Field Offices to facilitate the implementation of common procedures and understandings at the UNCT level.

12005

## **Expected results at the end of the biennium**

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**Expected result 1: 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**

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**Expected result 2: Risk-based budgetary and financial internal control systems strengthened across the Organization, concerned staff capacities built and programme implementation with key partners facilitated**

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**Expected result 3: Transparent and high quality audited financial statements produced in accordance with IPSAS and presented to the Governing bodies with a clean audit opinion**

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**Expected result 4: Financial resources of the Organization managed in an effective and efficient manner and in compliance with the Financial Regulations and Rules**

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**Expected result 5: Operational deliverables and targets met due to consistent and appropriate application of the Financial Regulations, rules, policies and procedures**

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**Expected result 6: Enhanced and integrated financial management and reporting systems put in place and properly used**

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**Expected result 7: Effective operational reporting lines established from Administrative Officers to the CFO, with particular attention to the Field Office network**

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**Expected result 8: 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**

## III.C – Management of support services

### 13000 General Conference resolution 36 C/Res.83 for Management of support services

#### *The General Conference*

1. *Authorizes* the Director-General:
  - (a) to implement the plan of action aimed at providing support for the effective implementation of UNESCO's programmes and at ensuring the appropriate management of the common support services, namely:
    - (i) coordination, information technology and communications;
    - (ii) conference, languages and documents services;
    - (iii) common services: procurement, Headquarters security and facilities;
  - (b) to allocate for this purpose an amount of \$18,251,400 for activity costs and \$53,880,300 for staff costs;
2. *Invites* the Director-General to pursue her efforts aimed at reinforcing security arrangements at Headquarters as set out in 185 EX/Decision 30 and in accordance with the recommendations of the Headquarters Committee;
3. *Requests* the Director-General to report periodically to the governing bodies, in the statutory reports, on the achievement of the following expected results:
  - (1) outsourcing modalities for services implemented where relevant;
  - (2) IT security policy, risk register and business continuity and disaster recovery plan developed for IT systems, services and infrastructure;
  - (3) unified communications network with Voice over Internet Protocol (VOIP) technology developed encompassing both Headquarters and the field offices and multimedia capabilities integrated into the electronic records management system;
  - (4) organizational knowledge management supported by electronic records management;
  - (5) "Greening" UNESCO supported and carbon footprint reduced;
  - (6) conference, interpretation and translation services, as well as document production and distribution services (including e-distribution) provided in a more coherent and timely manner;
  - (7) charge-back mechanisms further developed;
  - (8) internal workflows improved through further implementation and development of the Document Management System (DMS) and automatic text processing tools;
  - (9) service-level agreement established with at least three significant translation clients;
  - (10) e-publications and e-distribution developed;
  - (11) maintenance, upkeep and operation of the technical facilities and installations at Headquarters ensured at a satisfactory level, and risks and negative effects of austerity minimized;

- (12) cost-sharing developed for optimal use of human and financial resources;
  - (13) safety and security measures assessed and updated according to current situations;
  - (14) facilities and installations maintained at a satisfactory level in compliance with host country norms and within budgetary allocations;
  - (15) Capital Master Plan for the Fontenoy and Miollis/Bonvin sites implemented within the limits of resources available;
  - (16) procurement processes simplified and Long Term Agreements (LTAs) in place for most frequent and routine purchases at Headquarters;
  - (17) technical skills improved Organization-wide to ensure procurement planning, strict application of governing rules and regulations, and to reduce the waivers of competition in decentralized procurement activities;
  - (18) property management processes and procedures at Headquarters consistent with International Public Sector Accounting Standards (IPSAS);
4. *Also requests* the Director-General to report, in her six-monthly statutory reports on the execution of the programme adopted by the General Conference, on measures taken to optimize the use of resources in the implementation of programme activities, including travel, contractual services and publications.

**13001** The role of the Sector for Management of support services (MSS) is to ensure the efficient support that the implementation of UNESCO's programmes requires and this through the provision of support services in the areas of information systems and telecommunications, conferences, languages, documents, procurement, security, facilities, utilities, equipment, as well as, the maintenance and conservation of Headquarters premises.

**13002** The Sector places great importance on strengthening operational support by continuously seeking more cost effective and efficient ways to provide administrative, information and managerial systems and services, providing a safe, healthy and environmentally friendly working environment and managing through clearly defined service level agreements to continuously enhance support services to programme delivery.

**13003** To that end, the Sector will pro-actively cooperate with the programme sectors and the relevant central services in the identification of synergies, rationalization and optimization opportunities in the areas of common services management and in pursuing these opportunities through effective implementation and towards a net increase in efficiency gains.

**13004** Focus is made on the coordination and on the rationalization of business processes within the Sector, the optimization of its services and structures and the benchmarking of administrative best practices with other UN, Inter-governmental and public sector entities with a view towards seeking cost effectiveness and cost efficiency for the Organization.

**13005** The Sector will continue to focus principally on its core mandate and will envisage outsourcing modalities for services which are non-core to its main function and also those services which can

be provided by an outside source more cost effectively and expeditiously with due regard to the Organization's outsourcing policy.

**13006** The Assistant Director-General for Management of support services (ADG/MSS) is responsible for the overall strategy definition, policy, planning, coordination and information for the sector. The principal focus is on ensuring that the Sector provides user-oriented services in an efficient and coherent manner, that all its resources are efficiently coordinated and utilized through proper management and that effective accountability, internal control and monitoring tools are in place.

**13007** Under the authority of the ADG/MSS, the Executive Office provides management and policy advice to the ADG and coordinates the activities of the Sector assisting the ADG in ensuring that the three functional areas of support do foster the mechanisms and processes that enable better and more support with less resources and deliver what the programmes demand and expect in the following areas of support:

## **1. Management of information systems and communications**

**13008** The Sector supports programme delivery and facilitates development and sharing of knowledge throughout the Secretariat, at Headquarters and in the field through the provision of information and communication services and corresponding information and communication technology (ICT) tools.

**13009** The Sector provides operational support to knowledge and information systems management (KISM) of the Organization and to the organization-wide ICT strategy by ensuring the coherence, harmonization and coordination of system integration activities and the security and cost-effectiveness of ICT infrastructure management through outsourcing modalities where applicable.

**13010** The Sector also provides support for the development and operation of all in-house management information systems and business applications of the Organization. With a view to mitigate operational risks, the division will put in place the suitable measures for the implementation of the information technology (IT) security policy and further elaborate and implement a Business Continuity and Disaster recovery plan.

**13011** The evolution in technologies allowing the integration of voice, video and data communication will make it possible for the Sector to work on establishing a unified communications network which will reduce global communications costs, improve Visio and Audio conferencing and help in enhancing business operations and processes. This will further consolidate the work and communication links between UNESCO at Headquarters and in the Field.

**13012** Further development of the Electronic Records Management systems, including the integration of multimedia archiving capabilities will contribute to the visibility of the Organization through the internet. Enhancing the capability of electronic records management and the availability of digital documents will form the basis for Knowledge Management with a view to provide relevant information in a rapid manner to users and decision-makers.

**13013** The Sector also ensures that environmental considerations, social responsibility and sustainable procurement criteria as developed by the United Nations are incorporated in the procurement process. Overall, emphasis is made on the mitigation of the Organization's premises carbon footprint, through concerted action with other Secretariat entities and in line with United Nations system approaches and with the objective of "greening" UNESCO.

**13014****Expected results at the end of the biennium****Expected result 1: Outsourcing modalities for services implemented where relevant****Expected result 2: IT Security policy, risk register and business continuity and disaster recovery plan developed for IT systems, services and infrastructure****Expected result 3: Unified communications network with Voice over Internet Protocol (VoIP) technology developed encompassing both Headquarters and the field offices and multimedia capabilities integrated into the electronic records management system****Expected result 4: Organizational knowledge management supported by electronic records management****Expected result 5: "Greening" UNESCO supported and carbon footprint reduced****2. Management of conferences, languages and documents services****13015**

The Sector provides conference, interpretation, translation, document production and distribution services to the Organization. The Sector provides translations in all six official languages of UNESCO's documents, publications and other information materials. It provides interpretation in all six official languages to programme conferences and meetings, facilitating communication between different language communities. The Sector also receives extra-budgetary funding for the promotion of the Arabic language; this is used mainly to fund translation and interpretation in Arabic.

**13016**

Services are rendered by a combination of permanent staff, temporary assistance, and other contractors. The services are financed by Part I.A (fixed allocation for services to governing bodies), Part III.C (fixed allocation, primarily staff) and Part II (chargeback mechanism, direct correspondence between the service required and the funds received).

**13017**

The sector produces and distributes high quality multilingual products (in soft or hard copy). While efforts will be made to maintain all required services, the planning, ordering, administrative and delivery mechanisms will change in order to optimize resources and reflect real cost. In addition to the provision of the above services in a timely manner, activities for the biennium will focus in enhancing communication with clients, more coherent scheduling of major conferences and meetings and optimization of utilization of facilities, definition of service level agreements with and for clients, further development and implementation of charge back mechanisms, ongoing search for corporate (rather than individual) service providers, internal reorganization related to data and document workflows, and, finally matching print-runs to real demand and developing e-publication and e-distribution.

**13018****Expected results at the end of the biennium****Expected result 6: Conference, interpretation and translation services, as well as document production and distribution services (including e-distribution) provided in a more coherent and timely manner****Expected result 7: Charge-back mechanisms further developed****Expected result 8: Internal workflows improved through further implementation and development of the Document Management System (DMS) and automatic text processing tools**

### **3. Management of common services: procurement, headquarters security and facilities**

- 13019** The Sector will focus on providing high quality support for programme execution and the functioning of the governing bodies of the Organization by ensuring operational activities related to procurement, property, safety, security, maintenance of premises, facilities and installations, mail and pouch operations, provision of utilities and compliance of working conditions to modern requirements, as well as the management of the UNESCO works of art collection.
- 13020** The Sector provides technical and administrative support and advice for the Organization's procurement of goods, works and services, as well as for improving the capacity and competency for procurement implemented in a decentralized manner. It places particular focus on increased transparency and integrity in the utilization of UNESCO funds.
- 13021** The Sector is also responsible for the maintenance and upkeep of a central physical inventory register for Headquarters and for physical stocktaking as per the Organizations rules, regulations and procedures.
- 13022** The renovation of the office space of the Fontenoy site together with ongoing austerity measures resulted in savings on utilities and energy consumption (electricity, heating, water.), which has led to a reduction of the respective budget allocations. Further efforts will have to be made in view of reduced allocations for utilities. In line with the greening policy, users will be encouraged to continue to take a more active role in the rational use of common resources and in minimizing their waste. Application of charge back mechanisms will continue to be used for enhancing the responsibility of sectors and services and recovering a part of related costs.
- 13023** The 2012-2013 reduced budgetary framework will limit the implementation of the Medium Term Security Plan for Headquarters – both in terms of additional staffing and investment. Available resources will thus be adapted to the evolving environment and the existing challenges for safety and security at Headquarters. Full implementation of the Plan would have improved compliance with applicable UN H-MOSS standards and reduce current deficiencies. However, in view of decreasing budgetary resources, premises and security/safety services will be maintained, to the best possible extent, at levels so to minimize related risks.
- 13024** Following major staff reductions in the past biennia and outsourcing having reached its maximum reasonable threshold, a reorganization of the buildings services' workforce has been implemented and a proactive strategy is in place for the management of human resources. This in combination with an enhanced versatility and complementarity of technical workshops has enabled the Organization to capitalize on human resources without increasing staff. Management of revenue-generating activities (rental of office space, underground parking) will continue to apply the full cost recovery principle. The resulting extra-budgetary resources will complement regular budget allocations for maintenance/conservation of premises and utilities. In order to ensure a foresighted vision of support activities and improve the use of the Organization's resources, long term planning will continue to be developed, in cooperation with the Headquarters' Committee.



**13025** Sustainability and environmental aspects will constitute the corner stones underlying the conception of related strategies despite the ever growing financial constraints and the reduced budgetary framework. Headquarters' operation costs will continue to be assessed with a view to reduce them through preventive rather than curative maintenance, and with a sufficient workforce and financial resources, enabling the Organization to fulfill its programme mission.

**13026** UNESCO Capital Master Plan implementation modalities (including financial) will continue to be explored along the following main outlines: optimization of space use and allocation, long-term maintenance and conservation of refurbished and non-renovated premises, restoration of premises not covered by the Belmont Plan, better observance of H-MOSS safety/security guidelines, environmental and sustainability aspects and actions, and eventual recourse to public/private partnerships for enhancing the Organization's capacity in premises' management and refurbishment. To guarantee operational continuity of the programme support, some resources will be earmarked for recurrent maintenance of premises and reactive repair: materials, consumables and equipment for workshops to ensure corrective tasks.

**13027** **Expected results at the end of the biennium**

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**Expected result 11: Maintenance, upkeep and operation of the technical facilities and installations at Headquarters ensured at a satisfactory level and risks and negative effects of austerity minimized**

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**Expected result 12: Cost-sharing developed for optimal use of human and financial resources**

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**Expected result 13: Safety and security measures assessed and updated according to current situations**

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**Expected result 14: Facilities and installations maintained at a satisfactory level in compliance with host country norms and within budgetary allocations**

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**Expected result 15: Capital Master Plan for the Fontenoy and Miollis/Bonvin sites implemented within the limits of resources available**

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**Expected result 16: Procurement processes simplified and Long Term Agreements (LTAs) in place for most frequent and routine purchases at Headquarters**

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**Expected result 17: Technical skills improved Organization-wide to ensure procurement planning, strict application of governing rules and regulations, and to reduce the waivers of competition in decentralized procurement activities**

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**Expected result 18: Property management processes and procedures at Headquarters consistent with International Public Sector Accounting Standards (IPSAS)**

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

## Part IV

Regular budget	36 C/5 Approved	Extrabudgetary resources <sup>(1)</sup>
	\$	\$
<b>Loan repayments for the renovation of the Headquarters premises and the IBE Building</b>	<b>14 014 000</b>	–

(1) Projects to be implemented in 2012-2013 for which funds have already been received or firmly committed, including posts financed from Programme Support Costs (PSC) income.

In previous C/5 documents the budgets for the loan repayments for the renovation of the Headquarters premises and the IBE Building were included in the Chapter presentations of those Sectors functionally responsible for their administration (Administration and the Bureau of the Comptroller). In the 36 C/5, these items are now regrouped under a new heading, Part IV of the Budget. For the Draft 36 C/5, Part IV includes a provision of \$14,014,000, reflecting the amounts needed for the 2012-2013 repayments of the Headquarters renovation plan (“Belmont Plan”) loan, \$13,784,000 and the UNESCO International Bureau of Education building loan, \$230,000 which were previously included, respectively, in the Chapters of Administration (now entitled Management of support services) and the Bureau of the Comptroller (now reorganized as the Bureau of Financial Management).

# Part V – Anticipated Cost Increases

## Part V

Regular budget	36 C/5 Approved	Extrabudgetary resources <sup>(1)</sup>
	\$	\$
<b>Anticipated cost increases</b>	<b>8 976 500</b>	–

(1) Projects to be implemented in 2012-2013 for which funds have already been received or firmly committed, including posts financed from Programme Support Costs (PSC) income.

In accordance with the budgeting techniques approved in 35 C/Resolution 105, the costs of staff, and goods and services for Parts I-IV of the budget and for the Reserve for reclassifications/merit recognition have been calculated on the basis of cost estimates as at 31 December 2011. Statutory and inflationary increases and technical adjustments that are expected to occur during the 2012-2013 biennium are not included in Parts I-IV and the Reserve for reclassifications/merit recognition, but are set out separately under Part V of the budget.

The provision for anticipated cost increases for the 2012-2013 biennium amounts to \$8,976,500. The use of appropriations under this part of the budget is subject to the prior approval of the Executive Board.

# Section 2

## Annexes

# Annex I – Budget summary by main line of action of regular and extrabudgetary resources

PART	Regular Budget		36 C/5 Approved	Extrabudgetary resources <sup>(1)</sup>
	Activities	Staff		
	\$	\$	\$	\$
<b>PART I – GENERAL POLICY AND DIRECTION</b>				
<b>A. Governing bodies</b>	10 745 500	2 490 100	13 235 600	–
<b>B. Direction</b>				
1 Directorate	380 000	2 600 200	2 980 200	700 000
2. Executive Office of the Director-General	387 500	6 361 300	6 748 800	1 035 800
3. Internal Oversight	721 800	5 185 100	5 906 900	736 000
4. International Standards and Legal Affairs	102 900	3 813 800	3 916 700	–
5. Ethics Office	104 100	733 500	837 600	–
<b>Total, I.B</b>	<b>1 696 300</b>	<b>18 693 900</b>	<b>20 390 200</b>	<b>2 471 800</b>
<b>C. Participation in the Joint Machinery of the United Nations System</b>	<b>12 037 500</b>	–	<b>12 037 500</b>	–
<b>TOTAL, PART I</b>	<b>24 479 300</b>	<b>21 184 000</b>	<b>45 663 300</b>	<b>2 471 800</b>
<b>PART II – PROGRAMMES AND PROGRAMME-RELATED SERVICES</b>				
<b>A. Programmes</b>				
<b>I EDUCATION</b>				
I.1 Accelerating progress towards EFA, in particular at the country level	19 570 900	32 988 000	52 558 900	41 993 400
I.2 Building quality inclusive education systems	5 638 900	10 959 100	16 598 000	37 967 900
I.3 Supporting education system responses to contemporary challenges for sustainable development and a culture of peace and non-violence	3 889 800	9 260 900	13 150 700	31 138 800
I.4 Reinforcing leadership for EFA through advocacy, partnerships and monitoring	4 336 400	10 277 300	14 613 700	6 448 400
<b>Total, I</b>	<b>33 436 000</b>	<b>63 485 300</b>	<b>96 921 300</b>	<b>117 548 500</b>
<b>UNESCO education institutes</b>				
<i>(Regular budget financial allocations may include the costs of staff and activities)</i>				
UNESCO International Bureau of Education (IBE)	5 000 000	–	5 000 000	–
UNESCO International Institute for Educational Planning (IIEP)	5 300 000	–	5 300 000	–
UNESCO Institute for Lifelong Learning (UIL)	2 000 000	–	2 000 000	–
UNESCO Institute for Information Technologies in Education (IITE)	1 000 000	–	1 000 000	–
UNESCO International Institute for Capacity-Building in Africa (IICBA)	2 500 000	–	2 500 000	–
UNESCO International Institute for Higher Education in Latin America and the Caribbean (IESALC)	2 200 000	–	2 200 000	–
Mahatma Gandhi Institute of Education for Peace and Sustainable Development (MGIEP) <sup>(2)</sup>	500 000	–	500 000	–
<b>Total, UNESCO education institutes</b>	<b>18 500 000</b>	–	<b>18 500 000</b>	–
<b>TOTAL, MAJOR PROGRAMME I</b>	<b>51 936 000</b>	<b>63 485 300</b>	<b>115 421 300</b>	<b>117 548 500</b>
<b>II NATURAL SCIENCES</b>				
II.1 Promoting STI policies and access to knowledge	1 919 900	5 219 400	7 139 300	8 378 600
II.2 Building capacities in the basic sciences, including through the International Basic Sciences Programme (IBSP), in engineering and for the use of renewable energy	2 000 300	6 069 300	8 069 600	2 118 700
II.3 Mobilizing broad-based participation in STI	885 500	2 513 000	3 398 500	11 301 600
II.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	3 439 400	6 966 000	10 405 400	13 985 700
II.5 Freshwater systems under stress and societal responses, incorporating the work of the International Hydrological Programme (IHP) and the World Water Assessment Programme (WWAP)	5 096 300	7 164 200	12 260 500	8 043 900
II.6 Enabling the application of ecological and earth sciences to sustainability, including through the Man and the Biosphere (MAB) Programme and the International Geoscience Programme (IGCP)	2 933 600	10 662 400	13 596 000	5 403 500
II.7 Natural disaster risk reduction and impact mitigation	815 200	2 045 000	2 860 200	724 600
<b>Total, II</b>	<b>17 090 200</b>	<b>40 639 300</b>	<b>57 729 500</b>	<b>49 956 600</b>

(1) Projects to be implemented in 2012-2013 for which funds have already been received or firmly committed, including posts financed from Programme Support Cost Income and/or other extrabudgetary funds.

(2) In anticipation of the formal establishment of the MGIEP, and in keeping with the spirit of 35 C/Resolution 16, Major Programme I includes a provision of \$500,000 for MGIEP within its total activity cost budget.

PART	Regular Budget		36 C/5 Approved	Extrabudgetary resources <sup>(1)</sup>
	Activities	Staff		
	\$	\$	\$	\$
<b>UNESCO science institutes</b>				
<i>(Regular budget financial allocation may include the costs of staff and activities)</i>				
UNESCO-IHE Institute for Water Education (UNESCO-IHE)	–	–	–	85 000 000
The International Centre for Theoretical Physics (ICTP)	1 015 000	–	1 015 000	69 198 300
<b>Total, UNESCO science institutes</b>	<b>1 015 000</b>	<b>–</b>	<b>1 015 000</b>	<b>154 198 300</b>
<b>TOTAL, MAJOR PROGRAMME II</b>	<b>18 105 200</b>	<b>40 639 300</b>	<b>58 744 500</b>	<b>204 154 900</b>
<b>III SOCIAL AND HUMAN SCIENCES</b>				
III.1 Supporting Member States in the development of policies and advocacy in the ethics of science and technology, especially bioethics	1 862 100	4 729 500	6 591 600	92 500
III.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	3 616 000	8 457 100	12 073 100	70 837 200
III.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	3 196 000	7 370 000	10 566 000	977 200
<b>TOTAL, MAJOR PROGRAMME III</b>	<b>8 674 100</b>	<b>20 556 600</b>	<b>29 230 700</b>	<b>71 906 900</b>
<b>IV CULTURE</b>				
IV.1 Protecting and conserving cultural and natural heritage through the effective implementation of the 1972 Convention	4 260 800	12 140 500	16 401 300	28 344 000
IV.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	2 352 200	3 929 900	6 282 100	994 900
IV.3 Safeguarding the intangible cultural heritage through the effective implementation of the 2003 Convention	3 719 600	6 647 800	10 367 400	3 788 600
IV.4 Sustaining and promoting the diversity of cultural expressions through the effective implementation of the 2005 Convention	2 981 000	5 075 100	8 056 100	2 426 300
IV.5 Promoting the role of culture in development at the global, regional and national levels	1 340 400	5 420 900	6 761 300	4 566 200
IV.6 Promoting intercultural dialogue, social cohesion and a culture of peace and non-violence	1 054 400	3 290 600	4 345 000	2 461 000
<b>TOTAL, MAJOR PROGRAMME IV</b>	<b>15 708 400</b>	<b>36 504 800</b>	<b>52 213 200</b>	<b>42 581 000</b>
<b>V COMMUNICATION AND INFORMATION</b>				
V.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	3 675 000	6 370 900	10 045 900	9 975 100
V.2 Strengthening free, independent and pluralistic media, civic participation and gender-responsive communication for sustainable development	3 545 000	6 522 700	10 067 700	10 826 200
V.3 Supporting Member States in empowering citizens through universal access to knowledge and the preservation of information, including documentary heritage	4 237 400	7 638 900	11 876 300	54 186 900
<b>TOTAL, MAJOR PROGRAMME V</b>	<b>11 457 400</b>	<b>20 532 500</b>	<b>31 989 900</b>	<b>74 988 200</b>
<b>UNESCO Institute for Statistics</b>	<b>9 128 600</b>	<b>–</b>	<b>9 128 600</b>	<b>–</b>
<i>(Regular budget financial allocation may include the costs of staff and activities)</i>				
<b>Intersectoral Platforms</b>	<b>7 123 700</b>	<b>–</b>	<b>7 123 700</b>	<b>–</b>
<b>Field office implementation of decentralized programmes</b>				
– Field management of decentralized programmes	–	56 183 100	56 183 100	423 800
– Field office operating costs	20 156 000	–	20 156 000	1 123 800
– Field coordination at Headquarters	309 200	3 215 800	3 525 000	228 600
<b>Total, Field office implementation of decentralized programmes</b>	<b>20 465 200</b>	<b>59 398 900</b>	<b>79 864 100</b>	<b>1 776 200</b>
<b>Supplementary funding for the Field Network Reform</b>	<b>2 465 000</b>	<b>6 535 000</b>	<b>9 000 000</b>	<b>–</b>
<b>Total, II.A</b>	<b>145 063 600</b>	<b>247 652 400</b>	<b>392 716 000</b>	<b>512 955 700</b>

(1) Projects to be implemented in 2012-2013 for which funds have already been received or firmly committed, including posts financed from Programme Support Cost Income and/or other extrabudgetary funds.

PART	Regular Budget		36 C/5 Approved	Extrabudgetary resources <sup>(1)</sup>
	Activities	Staff		
	\$	\$	\$	\$
<b>B. Programme-related services</b>				
1. Coordination and monitoring of action to benefit Africa	1 437 100	4 344 500	5 781 600	–
2. Coordination and monitoring of action to benefit Gender Equality	434 600	1 740 500	2 175 100	–
3. Strategic planning, programme monitoring and budget preparation	1 430 300	7 710 500	9 140 800	6 235 700
4. Organization-wide knowledge management	1 893 700	3 076 200	4 969 900	2 040 800
5. External relations and public information	3 184 700	24 240 100	27 424 800	1 483 900
<b>Total, II.B</b>	<b>8 380 400</b>	<b>41 111 800</b>	<b>49 492 200</b>	<b>9 760 400</b>
<b>C. Participation Programme and Fellowships</b>				
1. Participation Programme	17 970 900	1 112 500	19 083 400	–
2. Fellowships programme	1 050 000	593 800	1 643 800	1 566 500
<b>Total, II.C</b>	<b>19 020 900</b>	<b>1 706 300</b>	<b>20 727 200</b>	<b>1 566 500</b>
<b>TOTAL, PART II</b>	<b>172 464 900</b>	<b>290 470 500</b>	<b>462 935 400</b>	<b>524 282 600</b>
<b>PART III – CORPORATE SERVICES</b>				
<b>A. Human resources management</b>				
1. Human resources management	4 213 900	16 496 600	20 710 500	443 000
2. Corporate-wide training and development of staff	4 000 000	–	4 000 000	–
3. Contribution to the Medical Benefits Fund (MBF) for Associate Participants and administrative costs	9 800 000	–	9 800 000	–
<b>Total, III.A</b>	<b>18 013 900</b>	<b>16 496 600</b>	<b>34 510 500</b>	<b>443 000</b>
<b>B. Financial Management</b>				
1. Financial Management	438 500	12 330 100	12 768 600	2 923 400
2. Corporate-wide insurance premiums	700 000	–	700 000	–
<b>Total, III.B</b>	<b>1 138 500</b>	<b>12 330 100</b>	<b>13 468 600</b>	<b>2 923 400</b>
<b>C. Management of support services</b>				
1. Coordination, IT infrastructure, systems and communications management				
– Coordination, support, monitoring and evaluation	196 000	3 270 900	3 466 900	188 000
– Information systems and telecommunications management	3 705 500	11 353 400	15 058 900	815 200
<b>Total, III.C.1</b>	<b>3 901 500</b>	<b>14 624 300</b>	<b>18 525 800</b>	<b>1 003 200</b>
2. Conferences, languages and documents services management				
– Conferences, languages and documents management	1 082 400	19 983 400	21 065 800	4 450 100
3. Common services management including procurement, Headquarters security and utilities				
– Common services: procurement, Headquarters security and facilities management	8 425 700	19 272 600	27 698 300	5 270 000
– Maintenance, conservation and renovation of Headquarters premises	4 841 800	–	4 841 800	–
<b>Total, III.C.3</b>	<b>13 267 500</b>	<b>19 272 600</b>	<b>32 540 100</b>	<b>5 270 000</b>
<b>Total, III.C</b>	<b>18 251 400</b>	<b>53 880 300</b>	<b>72 131 700</b>	<b>10 723 300</b>
<b>TOTAL, PART III</b>	<b>37 403 800</b>	<b>82 707 000</b>	<b>120 110 800</b>	<b>14 089 700</b>
<b>TOTAL, PARTS I-III</b>	<b>234 348 000</b>	<b>394 361 500</b>	<b>628 709 500</b>	<b>540 844 100</b>
<b>Reserve for reclassifications / merit recognition</b>	<b>–</b>	<b>1 300 000</b>	<b>1 300 000</b>	<b>–</b>
<b>PART IV – LOAN REPAYMENTS FOR THE RENOVATION OF THE HEADQUARTERS PREMISES &amp; THE IBE BUILDING</b>	<b>14 014 000</b>	<b>–</b>	<b>14 014 000</b>	<b>–</b>
<b>PART V – ANTICIPATED COST INCREASES</b>	<b>670 000</b>	<b>8 306 500</b>	<b>8 976 500</b>	<b>–</b>
<b>TOTAL, PARTS I-V</b>	<b>249 032 000</b>	<b>403 968 000</b>	<b>653 000 000</b>	<b>540 844 100</b>

(1) Projects to be implemented in 2012-2013 for which funds have already been received or firmly committed, including posts financed from Programme Support Cost Income and/or other extrabudgetary funds.

## Annex II – Summary of regular programme established posts by grade for 2012-2013

Sector / Unit	Posts in the professional category and above (Headquarters and Field)											General service posts	Local posts	TOTAL
	DG	DDG	ADG	D-2	D-1	P-5	P-4	P-3	P-1/P-2	NPO	Total			
<b>PART I - GENERAL POLICY AND DIRECTION</b>														
<b>A. Governing bodies</b>	-	-	-	1	-	2	-	-	1	-	4	7	-	11
<b>B. Direction</b>	1	1	-	4	1	10	11	11	13	-	52	24	-	76
<b>TOTAL, PART I</b>	<b>1</b>	<b>1</b>	<b>-</b>	<b>5</b>	<b>1</b>	<b>12</b>	<b>11</b>	<b>11</b>	<b>14</b>	<b>-</b>	<b>56</b>	<b>31</b>	<b>-</b>	<b>87</b>
<b>PART II - PROGRAMMES AND PROGRAMME-RELATED SERVICES</b>														
<b>A. Programmes</b>														
Education Sector (ED)	-	-	1	1	6	26	67	51	15	35	202	48	4	254
Natural Sciences Sector (SC)	-	-	2	-	6	24	30	28	16	13	119	51	-	170
<i>(of which IOC)</i>	-	-	1	-	1	4	8	2	1	1	18	10	-	28
Social and Human Sciences Sector (SHS)	-	-	1	1	2	10	17	14	13	5	63	21	-	84
Culture Sector (CLT)	-	-	1	1	4	8	30	40	16	14	114	44	1	159
<i>(of which WHC)</i>	-	-	-	1	2	1	8	10	2	-	24	13	-	37
Communication and Information Sector (CI)	-	-	1	1	1	5	21	17	5	13	64	25	-	89
Field office implementation of decentralized programmes (BFC)	-	-	-	7	32	19	6	12	27	10	113	4	297	414
Supplementary funding for the Field Network Reform <sup>(1)</sup>	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>B. Programme-related services</b>														
Coordination and monitoring of action to benefit Africa (AFR)	-	-	1	-	2	1	2	2	3	1	12	6	-	18
Coordination and monitoring of action to benefit Gender Equality (GE)	-	-	-	1	-	1	2	1	-	-	5	1	-	6
Strategic planning, programme monitoring and budget preparation (BSP)	-	-	1	1	2	5	3	6	2	-	20	9	-	29
Organization-wide knowledge management	-	-	-	1	-	-	1	6	3	-	11	2	-	13
External relations and public information (ERI)	-	-	1	-	4	11	13	19	10	-	58	54	-	112
<b>C. Participation Programme and Fellowships</b>														
Participation Programme (PP)	-	-	-	-	-	1	-	-	1	-	2	4	-	6
Fellowships Programme (FEL)	-	-	-	-	-	-	-	-	-	-	-	4	-	4
<b>TOTAL, PART II</b>	<b>-</b>	<b>-</b>	<b>9</b>	<b>14</b>	<b>59</b>	<b>111</b>	<b>192</b>	<b>196</b>	<b>111</b>	<b>91</b>	<b>783</b>	<b>273</b>	<b>302</b>	<b>1 358</b>
<b>PART III - CORPORATE SERVICES</b>														
<b>A. Human resources management (HRM)</b>	-	-	-	1	1	5	6	17	8	-	38	46	-	84
<b>B. Financial Management (BFM)</b>	-	-	-	1	1	3	5	13	9	-	32	26	-	58
<b>C. Management of support services (MSS)</b>	-	-	1	-	3	16	25	27	14	-	86	220	-	306
<b>TOTAL, PART III</b>	<b>-</b>	<b>-</b>	<b>1</b>	<b>2</b>	<b>5</b>	<b>24</b>	<b>36</b>	<b>57</b>	<b>31</b>	<b>-</b>	<b>156</b>	<b>292</b>	<b>-</b>	<b>448</b>
<b>GRAND TOTAL, PARTS I-III</b>	<b>1</b>	<b>1</b>	<b>10</b>	<b>21</b>	<b>65</b>	<b>147</b>	<b>239</b>	<b>264</b>	<b>156</b>	<b>91</b>	<b>995</b>	<b>596</b>	<b>302</b>	<b>1 893</b>

(1) The breakdown of the supplementary funding for the Field Network Reform by post will only be available during the course of the biennium.



## Annex III – Summary of established posts for 2012-2013: Regular and extrabudgetary programmes

		DG	DDG	ADG	Director	Professional and National Professional	General Service & Field Local	TOTAL	
								Posts	Cost
									\$
<b>PART I – GENERAL POLICY AND DIRECTION</b>									
<b>A. Governing bodies</b>	<b>REGULAR PROGRAMME:</b>								
<i>(including: General Conference and the Executive Board)</i>	Headquarters	-	-	-	1	3	7	11	2 490 100
	Field	-	-	-	-	-	-	-	-
	<b>36 C/5 Approved</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>1</b>	<b>3</b>	<b>7</b>	<b>11</b>	<b>2 490 100</b>
	<b>EXTRABUDGETARY</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>B. Direction</b>	<b>REGULAR PROGRAMME:</b>								
<i>(including: Directorate, Executive Office of the Director-General, Internal Oversight, International Standards and Legal Affairs, and the Ethics Office)</i>	Headquarters	1	1	-	5	45	24	76	18 693 900
	Field	-	-	-	-	-	-	-	-
	<b>36 C/5 Approved</b>	<b>1</b>	<b>1</b>	<b>-</b>	<b>5</b>	<b>45</b>	<b>24</b>	<b>76</b>	<b>18 693 900</b>
	<b>EXTRABUDGETARY</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>7</b>	<b>-</b>	<b>7</b>	<b>2 464 400</b>
<b>TOTAL, PART I</b>	<b>REGULAR PROGRAMME:</b>								
	Headquarters	1	1	-	6	48	31	87	21 184 000
	Field	-	-	-	-	-	-	-	-
	<b>36 C/5 Approved</b>	<b>1</b>	<b>1</b>	<b>-</b>	<b>6</b>	<b>48</b>	<b>31</b>	<b>87</b>	<b>21 184 000</b>
	<b>EXTRABUDGETARY</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>7</b>	<b>-</b>	<b>7</b>	<b>2 464 400</b>
<b>PART II – PROGRAMMES AND PROGRAMME-RELATED SERVICES</b>									
<b>A. Programmes</b>									
Education Sector (ED)	<b>REGULAR PROGRAMME:</b>								
	Headquarters	-	-	1	6	72	48	127	29 630 100
	Field	-	-	-	1	122	4	127	33 855 200
	<b>36 C/5 Approved</b>	<b>-</b>	<b>-</b>	<b>1</b>	<b>7</b>	<b>194</b>	<b>52</b>	<b>254</b>	<b>63 485 300</b>
	<b>EXTRABUDGETARY</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>3</b>	<b>-</b>	<b>3</b>	<b>922 500</b>
Natural Sciences Sector (SC)	<b>REGULAR PROGRAMME:</b>								
	Headquarters	-	-	2	6	58	51	117	26 325 500
	Field	-	-	-	-	53	-	53	14 313 800
	<b>36 C/5 Approved</b>	<b>-</b>	<b>-</b>	<b>2</b>	<b>6</b>	<b>111</b>	<b>51</b>	<b>170</b>	<b>40 639 300</b>
	<i>(of which IOC)</i>								
	Headquarters	-	-	1	1	11	10	23	5 464 400
	Field	-	-	-	-	5	-	5	1 501 600
	<b>36 C/5 Approved</b>	<b>-</b>	<b>-</b>	<b>1</b>	<b>1</b>	<b>16</b>	<b>10</b>	<b>28</b>	<b>6 966 000</b>
	<b>EXTRABUDGETARY</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>3</b>	<b>-</b>	<b>3</b>	<b>922 400</b>
	<i>(of which IOC)</i>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
Social and Human Sciences Sector (SHS)	<b>REGULAR PROGRAMME:</b>								
	Headquarters	-	-	1	3	36	21	61	14 232 000
	Field	-	-	-	-	23	-	23	6 324 600
	<b>36 C/5 Approved</b>	<b>-</b>	<b>-</b>	<b>1</b>	<b>3</b>	<b>59</b>	<b>21</b>	<b>84</b>	<b>20 556 600</b>
	<b>EXTRABUDGETARY</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>2</b>	<b>-</b>	<b>2</b>	<b>569 600</b>

		DG	DDG	ADG	Director	Professional and National Professional	General Service & Field Local	TOTAL	
								Posts	Cost
								\$	
Culture Sector (CLT)	<b>REGULAR PROGRAMME:</b>								
	Headquarters	-	-	1	5	64	44	114	25 521 800
	Field	-	-	-	-	44	1	45	10 983 000
	<b>36 C/5 Approved</b>	-	-	<b>1</b>	<b>5</b>	<b>108</b>	<b>45</b>	<b>159</b>	<b>36 504 800</b>
	<i>(of which WHC)</i>								
	Headquarters	-	-	-	3	21	13	37	8 576 600
	Field	-	-	-	-	-	-	-	-
	<b>36 C/5 Approved</b>	-	-	-	<b>3</b>	<b>21</b>	<b>13</b>	<b>37</b>	<b>8 576 600</b>
	<b>EXTRABUDGETARY</b>	-	-	-	-	10	-	10	2 961 800
	<i>(of which WHC)</i>	-	-	-	-	3	-	3	841 400
Communication and Information Sector (CI)	<b>REGULAR PROGRAMME:</b>								
	Headquarters	-	-	1	2	29	25	57	12 720 600
	Field	-	-	-	-	32	-	32	7 811 900
	<b>36 C/5 Approved</b>	-	-	<b>1</b>	<b>2</b>	<b>61</b>	<b>25</b>	<b>89</b>	<b>20 532 500</b>
	<b>EXTRABUDGETARY</b>	-	-	-	-	4	2	6	1 184 000
Field office implementation of decentralized programmes (BFC)	<b>REGULAR PROGRAMME:</b>								
	Headquarters	-	-	-	1	8	4	13	3 215 800
	Field	-	-	-	38	66	297	401	56 183 100
	<b>36 C/5 Approved</b>	-	-	-	<b>39</b>	<b>74</b>	<b>301</b>	<b>414</b>	<b>59 398 900</b>
	<b>EXTRABUDGETARY</b>	-	-	-	-	3	-	3	652 400
Supplementary funding for the Field Network Reform <sup>(1)</sup>	<b>REGULAR PROGRAMME:</b>								
	Headquarters	-	-	-	-	-	-	-	-
	Field	-	-	-	-	-	-	-	6 535 000
	<b>36 C/5 Approved</b>	-	-	-	-	-	-	-	6 535 000
	<b>EXTRABUDGETARY</b>	-	-	-	-	-	-	-	-
<b>B. Programme-related services</b>									
Coordination and monitoring of action to benefit Africa (AFR)	<b>REGULAR PROGRAMME:</b>								
	Headquarters	-	-	1	2	7	6	16	3 921 700
	Field	-	-	-	-	2	-	2	422 800
	<b>36 C/5 Approved</b>	-	-	<b>1</b>	<b>2</b>	<b>9</b>	<b>6</b>	<b>18</b>	<b>4 344 500</b>
	<b>EXTRABUDGETARY</b>	-	-	-	-	-	-	-	-
Coordination and monitoring of action to benefit Gender Equality (GE)	<b>REGULAR PROGRAMME:</b>								
	Headquarters	-	-	-	1	4	1	6	1 740 500
	Field	-	-	-	-	-	-	-	-
	<b>36 C/5 Approved</b>	-	-	-	<b>1</b>	<b>4</b>	<b>1</b>	<b>6</b>	<b>1 740 500</b>
	<b>EXTRABUDGETARY</b>	-	-	-	-	-	-	-	-
Strategic planning, programme monitoring and budget preparation (BSP)	<b>REGULAR PROGRAMME:</b>								
	Headquarters	-	-	1	3	16	9	29	7 710 500
	Field	-	-	-	-	-	-	-	-
	<b>36 C/5 Approved</b>	-	-	<b>1</b>	<b>3</b>	<b>16</b>	<b>9</b>	<b>29</b>	<b>7 710 500</b>
	<b>EXTRABUDGETARY</b>	-	-	-	1	15	5	21	5 730 700

(1) The breakdown of the supplementary funding for the Field Network Reform by post will only be available during the course of the biennium.

		DG	DDG	ADG	Director	Professional and National Professional	General Service & Field Local	TOTAL	
								Posts	Cost
									\$
Organization-wide knowledge management	<b>REGULAR PROGRAMME:</b>								
	Headquarters	-	-	-	1	10	2	13	3 076 200
	Field	-	-	-	-	-	-	-	-
	<b>36 C/5 Approved</b>	-	-	-	1	10	2	13	3 076 200
	<b>EXTRABUDGETARY</b>	-	-	-	-	7	-	7	2 040 800
External relations and public information (ERI)	<b>REGULAR PROGRAMME:</b>								
	Headquarters	-	-	1	4	49	54	108	22 735 300
	Field	-	-	-	-	4	-	4	1 504 800
	<b>36 C/5 Approved</b>	-	-	1	4	53	54	112	24 240 100
	<b>EXTRABUDGETARY</b>	-	-	-	-	4	2	6	1 483 900
<b>C. Participation Programme and Fellowships</b>									
Participation Programme (PP)	<b>REGULAR PROGRAMME:</b>								
	Headquarters	-	-	-	-	2	4	6	1 112 500
	Field	-	-	-	-	-	-	-	-
	<b>36 C/5 Approved</b>	-	-	-	-	2	4	6	1 112 500
	<b>EXTRABUDGETARY</b>	-	-	-	-	-	-	-	-
Fellowships Programme (FEL)	<b>REGULAR PROGRAMME:</b>								
	Headquarters	-	-	-	-	-	4	4	593 800
	Field	-	-	-	-	-	-	-	-
	<b>36 C/5 Approved</b>	-	-	-	-	-	4	4	593 800
	<b>EXTRABUDGETARY</b>	-	-	-	-	2	-	2	696 800
<b>TOTAL, PART II</b>	<b>REGULAR PROGRAMME:</b>								
	Headquarters	-	-	9	34	355	273	671	152 536 300
	Field	-	-	-	39	346	302	687	137 934 200
	<b>36 C/5 Approved</b>	-	-	9	73	701	575	1 358	290 470 500
	<b>EXTRABUDGETARY</b>	-	-	-	1	53	9	63	17 164 900
<b>PART III – CORPORATE SERVICES</b>									
<b>A. Human resources management (HRM)</b>	<b>REGULAR PROGRAMME:</b>								
	Headquarters	-	-	-	2	36	46	84	16 496 600
	Field	-	-	-	-	-	-	-	-
	<b>36 C/5 Approved</b>	-	-	-	2	36	46	84	16 496 600
	<b>EXTRABUDGETARY</b>	-	-	-	-	1	1	2	443 000
<b>B. Financial Management (BFM)</b>	<b>REGULAR PROGRAMME:</b>								
	Headquarters	-	-	-	2	30	26	58	12 330 100
	Field	-	-	-	-	-	-	-	-
	<b>36 C/5 Approved</b>	-	-	-	2	30	26	58	12 330 100
	<b>EXTRABUDGETARY</b>	-	-	-	-	6	8	14	2 923 400

		DG	DDG	ADG	Director	Professional and National Professional	General Service & Field Local	TOTAL	
								Posts	Cost
									\$
C. Management of support services (MSS)	REGULAR PROGRAMME:								
	Headquarters	-	-	1	3	82	220	306	53 880 300
	Field	-	-	-	-	-	-	-	-
	<b>36 C/5 Approved</b>	-	-	<b>1</b>	<b>3</b>	<b>82</b>	<b>220</b>	<b>306</b>	<b>53 880 300</b>
	EXTRABUDGETARY	-	-	-	-	5	48	53	8 942 200
TOTAL, PART III	REGULAR PROGRAMME:								
	Headquarters	-	-	1	7	148	292	448	82 707 000
	Field	-	-	-	-	-	-	-	-
	<b>36 C/5 Approved</b>	-	-	<b>1</b>	<b>7</b>	<b>148</b>	<b>292</b>	<b>448</b>	<b>82 707 000</b>
	EXTRABUDGETARY	-	-	-	-	12	57	69	12 308 600
TOTAL PARTS I-III	REGULAR PROGRAMME:								
	Headquarters	1	1	10	47	551	596	1 206	256 427 300
	Field	-	-	-	39	346	302	687	137 934 200
	<b>36 C/5 Approved</b>	<b>1</b>	<b>1</b>	<b>10</b>	<b>86</b>	<b>897</b>	<b>898</b>	<b>1 893</b>	<b>394 361 500</b>
	Reserve for reclassifications / merit recognition								1 300 000
	Grand Total, Regular Programme, 36 C/5 Approved	1	1	10	86	897	898	1 893	395 661 500
	EXTRABUDGETARY	-	-	-	1	72	66	139	31 937 900

# Annex IV – Summary of decentralization by region

## List of field offices (excluding UNESCO institutes and centres)

### Africa

#### Cluster Offices and Regional Bureaux

Accra  
Bamako  
Dakar, and Regional Bureau for Education  
Dar es Salaam  
Harare  
Libreville  
Nairobi, and Regional Bureau for Science  
Windhoek  
Yaoundé

#### National Offices

Abuja  
Brazzaville  
Bujumbura  
Kinshasa  
Maputo

### Asia and the Pacific

#### Cluster Offices and Regional Bureaux

Almaty  
Apia  
Bangkok, and Regional Bureau for Education  
Beijing  
Jakarta, and Regional Bureau for Science  
New Delhi  
Tehran

#### National Offices

Dhaka  
Hanoi  
Islamabad  
Kabul  
Kathmandu  
Phnom Penh  
Tashkent

### Arab States

#### Cluster Offices and Regional Bureaux

Beirut, and Regional Bureau for Education  
Cairo, and Regional Bureau for Science  
Doha  
Rabat

#### National Offices

Amman  
Iraq (Amman / Bagdad)  
Khartoum  
Ramallah

### Europe and North America

#### Cluster Offices and Regional Bureaux

Moscow  
Venice, Regional Bureau for Science and Culture in Europe

#### Liaison Offices

Addis Ababa  
Brussels  
Geneva  
New York

### Latin America and the Caribbean

#### Cluster Offices and Regional Bureaux

Havana, and Regional Bureau for Culture  
Kingston  
Montevideo, and Regional Bureau for Science  
Quito  
San José  
Santiago, and Regional Bureau for Education

#### National Offices

Brasilia  
Guatemala  
Lima  
Mexico  
Port-au-Prince

**Table 1 – Regular programme by region and by main line of action / units  
Extrabudgetary funds by main line of action / executing units (ED, SC, SHS, CLT, CI, UIS, BFC, AFR, ERI)**

Major Programme / Main line of action / Unit	Regular Budget							36 C/5 Approved	Decentralized Extrabudgetary Resources <sup>(1)</sup>
	HQ	Field					Total Field		
		Africa	Arab States	Asia and the Pacific	Europe and North America	Latin America and the Caribbean			
	\$	\$	\$	\$	\$	\$	\$	\$	
<b>EDUCATION</b>									
I. Staff (established posts) <sup>(2)</sup>	29 630 100 46.7%	10 457 300 16.5%	6 688 300 10.5%	9 348 500 14.7%	1 592 300 2.5%	5 768 800 9.1%	<b>33 855 200</b> 53.3%	63 485 300 100.0%	737 000
II. Activities									
I.1	5 319 800	5 968 700	1 860 000	4 545 700	25 000	1 851 700	<b>14 251 100</b>	19 570 900	37 386 600
I.2	1 715 600	1 414 700	638 200	821 900	75 000	973 500	<b>3 923 300</b>	5 638 900	16 883 500
I.3	1 441 200	970 500	75 500	955 800	–	446 800	<b>2 448 600</b>	3 889 800	1 321 800
I.4	3 275 400	394 100	206 300	160 600	200 000	100 000	<b>1 061 000</b>	4 336 400	222 900
UNESCO education institutes, IICBA, IESALC and MGIEP <sup>(3)</sup>	–	2 500 000	–	500 000	–	2 200 000	<b>5 200 000</b>	5 200 000	–
<b>Total Activities<sup>(4)</sup></b>	<b>11 752 000</b> 30.4%	<b>11 248 000</b> 29.1%	<b>2 780 000</b> 7.2%	<b>6 984 000</b> 18.1%	<b>300 000</b> 0.8%	<b>5 572 000</b> 14.4%	<b>26 884 000</b> 69.6%	<b>38 636 000</b> 100.0%	<b>55 814 800</b>
<b>Total, ED (excl. IBE, IIEP, UIL, IITE)</b>	<b>41 382 100</b> 40.5%	<b>21 705 300</b> 21.3%	<b>9 468 300</b> 9.3%	<b>16 332 500</b> 16.0%	<b>1 892 300</b> 1.9%	<b>11 340 800</b> 11.1%	<b>60 739 200</b> 59.5%	<b>102 121 300</b> 100.0%	<b>56 551 800</b>
UNESCO education institutes IBE, IIEP, UIL, IITE	–	–	–	–	–	–	<b>13 300 000</b>	<b>13 300 000</b>	–
<b>Total, ED (incl. IBE, IIEP, UIL, IITE)</b>	<b>41 382 100</b> 35.9%	–	–	–	–	–	<b>74 039 200</b> 64.1%	<b>115 421 300</b> 100.0%	<b>56 551 800</b>

<sup>(1)</sup> Projects to be implemented in 2012-2013 for which funds have already been received or firmly committed, including posts financed from Programme Support Cost income and/or other extrabudgetary funds.

<sup>(2)</sup> Established posts do not include UNESCO education institutes (the costs related to established posts of the institutes are included in their financial allocation).

<sup>(3)</sup> In anticipation of the formal establishment of the MGIEP, and in keeping with the spirit of 35 C/Resolution 16, Major Programme I includes a provision of \$500,000 for MGIEP within its total activity cost budget.

<sup>(4)</sup> Excluding the education institutes for which the distribution of activities by region is not available (IBE, IIEP, UIL, IITE).

Major Programme / Main line of action / Unit	Regular Budget							36 C/5 Approved	Decentralized Extrabudgetary Resources <sup>(1)</sup>
	HQ	Field					Total Field		
		Africa	Arab States	Asia and the Pacific	Europe and North America	Latin America and the Caribbean			
	\$	\$	\$	\$	\$	\$	\$	\$	
<b>NATURAL SCIENCES</b>									
I. Staff (established posts)	26 325 500	4 305 400	1 738 600	4 013 700	2 222 100	2 034 000	<b>14 313 800</b>	40 639 300	–
	64.8%	10.6%	4.3%	9.9%	5.5%	5.0%	35.2%	100.0%	
II. Activities									
II.1	1 225 100	335 900	101 600	113 800	33 800	109 700	<b>694 800</b>	1 919 900	7 500 300
II.2	1 196 200	208 500	113 600	178 000	166 300	137 700	<b>804 100</b>	2 000 300	411 600
II.3	581 800	91 500	44 500	82 300	24 400	61 000	<b>303 700</b>	885 500	10 837 000
II.4	2 696 800	269 200	60 000	229 200	–	184 200	<b>742 600</b>	3 439 400	–
II.5	2 754 600	742 300	441 500	561 100	80 700	516 100	<b>2 341 700</b>	5 096 300	4 029 000
II.6	1 738 400	390 000	194 400	313 900	81 700	215 200	<b>1 195 200</b>	2 933 600	251 700
II.7	500 800	69 400	43 600	99 000	34 400	68 000	<b>314 400</b>	815 200	–
UNESCO science institutes ICTP and IHE	–	261 700	194 600	232 400	144 600	181 700	<b>1 015 000</b>	1 015 000	154 198 300
<b>Total Activities</b>	<b>10 693 700</b>	<b>2 368 500</b>	<b>1 193 800</b>	<b>1 809 700</b>	<b>565 900</b>	<b>1 473 600</b>	<b>7 411 500</b>	<b>18 105 200</b>	<b>177 227 900</b>
	59.1%	13.1%	6.6%	10.0%	3.1%	8.1%	40.9%	100.0%	
<b>Total, SC</b>	<b>37 019 200</b>	<b>6 673 900</b>	<b>2 932 400</b>	<b>5 823 400</b>	<b>2 788 000</b>	<b>3 507 600</b>	<b>21 725 300</b>	<b>58 744 500</b>	<b>177 227 900</b>
	63.0%	11.4%	5.0%	9.9%	4.7%	6.0%	37.0%	100.0%	
<b>Total, SC (excluding institutes)</b>	<b>37 019 200</b>	<b>6 412 200</b>	<b>2 737 800</b>	<b>5 591 000</b>	<b>2 643 400</b>	<b>3 325 900</b>	<b>20 710 300</b>	<b>57 729 500</b>	<b>23 029 600</b>
	64.1%	11.1%	4.7%	9.7%	4.6%	5.8%	35.9%	100.0%	
<b>SOCIAL AND HUMAN SCIENCES</b>									
I. Staff (established posts)	14 232 000	1 641 700	902 500	2 162 400	117 800	1 500 200	<b>6 324 600</b>	20 556 600	–
	69.2%	8.0%	4.4%	10.5%	0.6%	7.3%	30.8%	100.0%	
II. Activities									
III.1	1 154 100	290 000	150 000	60 000	60 000	148 000	<b>708 000</b>	1 862 100	–
III.2	1 584 000	662 000	378 000	349 000	151 000	492 000	<b>2 032 000</b>	3 616 000	69 687 200
III.3	1 508 000	492 000	290 000	303 000	245 000	358 000	<b>1 688 000</b>	3 196 000	–
<b>Total Activities</b>	<b>4 246 100</b>	<b>1 444 000</b>	<b>818 000</b>	<b>712 000</b>	<b>456 000</b>	<b>998 000</b>	<b>4 428 000</b>	<b>8 674 100</b>	<b>69 687 200</b>
	49.0%	16.6%	9.4%	8.2%	5.3%	11.5%	51.0%	100.0%	
<b>Total, SHS</b>	<b>18 478 100</b>	<b>3 085 700</b>	<b>1 720 500</b>	<b>2 874 400</b>	<b>573 800</b>	<b>2 498 200</b>	<b>10 752 600</b>	<b>29 230 700</b>	<b>69 687 200</b>
	63.2%	10.6%	5.9%	9.8%	2.0%	8.5%	36.8%	100.0%	

<sup>(1)</sup> Projects to be implemented in 2012-2013 for which funds have already been received or firmly committed, including posts financed from Programme Support Cost income and/or other extrabudgetary funds.

Major Programme / Main line of action / Unit	Regular Budget							36 C/5 Approved	Decentralized Extrabudgetary Resources <sup>(1)</sup>
	HQ	Field					Total Field		
		Africa	Arab States	Asia and the Pacific	Europe and North America	Latin America and the Caribbean			
\$	\$	\$	\$	\$	\$	\$	\$	\$	
<b>CULTURE</b>									
I. Staff (established posts)	25 521 800	3 108 300	1 490 600	3 119 800	991 900	2 272 400	<b>10 983 000</b>	36 504 800	375 800
	69.9%	8.5%	4.1%	8.5%	2.7%	6.2%	<b>30.1%</b>	100.0%	
II. Activities									
IV.1	2 432 500	526 000	287 000	670 000	115 300	230 000	<b>1 828 300</b>	4 260 800	13 979 700
IV.2	1 223 700	364 500	180 500	199 500	103 300	280 700	<b>1 128 500</b>	2 352 200	810 000
IV.3	2 187 200	517 500	288 500	365 000	80 000	281 400	<b>1 532 400</b>	3 719 600	1 915 800
IV.4	1 529 400	532 400	246 900	278 300	78 200	315 800	<b>1 451 600</b>	2 981 000	529 400
IV.5	773 700	152 300	101 500	152 300	30 600	130 000	<b>566 700</b>	1 340 400	2 144 900
IV.6	426 800	190 800	118 900	84 100	59 300	174 500	<b>627 600</b>	1 054 400	1 408 600
<b>Total Activities</b>	<b>8 573 300</b>	<b>2 283 500</b>	<b>1 223 300</b>	<b>1 749 200</b>	<b>466 700</b>	<b>1 412 400</b>	<b>7 135 100</b>	<b>15 708 400</b>	<b>20 788 400</b>
	54.6%	14.5%	7.8%	11.1%	3.0%	9.0%	<b>45.4%</b>	100.0%	
<b>Total, CLT</b>	<b>34 095 100</b>	<b>5 391 800</b>	<b>2 713 900</b>	<b>4 869 000</b>	<b>1 458 600</b>	<b>3 684 800</b>	<b>18 118 100</b>	<b>52 213 200</b>	<b>21 164 200</b>
	<b>65.3%</b>	<b>10.3%</b>	<b>5.2%</b>	<b>9.3%</b>	<b>2.8%</b>	<b>7.1%</b>	<b>34.7%</b>	<b>100.0%</b>	
<b>COMMUNICATION AND INFORMATION</b>									
I. Staff (established posts)	12 720 600	3 030 300	1 187 600	2 092 000	–	1 502 000	<b>7 811 900</b>	20 532 500	448 000
	62.0%	14.8%	5.8%	10.2%	0.0%	7.3%	<b>38.0%</b>	100.0%	
II. Activities									
V.1	1 575 000	762 000	300 000	566 000	21 000	451 000	<b>2 100 000</b>	3 675 000	8 561 200
V.2	1 525 000	733 000	289 000	545 000	20 000	433 000	<b>2 020 000</b>	3 545 000	9 953 800
V.3	2 055 400	791 000	312 000	588 000	22 000	469 000	<b>2 182 000</b>	4 237 400	49 694 800
<b>Total Activities</b>	<b>5 155 400</b>	<b>2 286 000</b>	<b>901 000</b>	<b>1 699 000</b>	<b>63 000</b>	<b>1 353 000</b>	<b>6 302 000</b>	<b>11 457 400</b>	<b>68 209 800</b>
	45.0%	20.0%	7.9%	14.8%	0.5%	11.8%	<b>55.0%</b>	100.0%	
<b>Total, CI</b>	<b>17 876 000</b>	<b>5 316 300</b>	<b>2 088 600</b>	<b>3 791 000</b>	<b>63 000</b>	<b>2 855 000</b>	<b>14 113 900</b>	<b>31 989 900</b>	<b>68 657 800</b>
	<b>55.9%</b>	<b>16.6%</b>	<b>6.5%</b>	<b>11.9%</b>	<b>0.2%</b>	<b>8.9%</b>	<b>44.1%</b>	<b>100.0%</b>	
<b>Subtotal, Major Programme Activities (excl. IBE, IIEP, UIL, IITE)</b>	<b>40 420 500</b>	<b>19 630 000</b>	<b>6 916 100</b>	<b>12 953 900</b>	<b>1 851 600</b>	<b>10 809 000</b>	<b>52 160 600</b>	<b>92 581 100</b>	<b>391 728 100</b>
	<b>43.7%</b>	<b>21.2%</b>	<b>7.5%</b>	<b>14.0%</b>	<b>2.0%</b>	<b>11.7%</b>	<b>56.3%</b>	<b>100.0%</b>	
<b>Subtotal, Major Programme Activities (incl. IBE, IIEP, UIL, IITE)</b>	<b>40 420 500</b>						<b>65 460 600</b>	<b>105 881 100</b>	<b>391 728 100</b>
	<b>38.2%</b>						<b>61.8%</b>	<b>100.0%</b>	

<sup>(1)</sup> Projects to be implemented in 2012-2013 for which funds have already been received or firmly committed, including posts financed from Programme Support Cost Income and/or other extrabudgetary funds.



Major Programme / Main line of action / Unit	Regular Budget							36 C/5 Approved	Decentralized Extrabudgetary Resources <sup>(1)</sup>
	HQ	Field					Total Field		
		Africa	Arab States	Asia and the Pacific	Europe and North America	Latin America and the Caribbean			
\$	\$	\$	\$	\$	\$	\$	\$	\$	
<b>UNESCO Institute for Statistics</b>									
II. Activities <sup>(5)</sup>	–	–	–	–	–	–	<b>9 128 600</b>	9 128 600	–
<b>Field office implementation of decentralized programmes (BFC)</b>									
A. Field Management of decentralized programmes – Staff (established posts)	–	14 241 300	9 338 600	14 460 000	4 160 100	13 983 100	<b>56 183 100</b>	56 183 100	–
B. Field office operating costs	1 371 000	6 229 100	2 408 300	4 953 600	3 419 400	1 774 600	<b>18 785 000</b>	20 156 000	1 547 600
<b>C. Field coordination at Headquarters</b>									
I. Staff (established posts)	3 215 800	–	–	–	–	–	–	3 215 800	–
II. Activities	309 200	–	–	–	–	–	–	309 200	–
<b>Total, BFC</b>	<b>4 896 000</b>	<b>20 470 400</b>	<b>11 746 900</b>	<b>19 413 600</b>	<b>7 579 500</b>	<b>15 757 700</b>	<b>74 968 100</b>	<b>79 864 100</b>	<b>1 547 600</b>
	6.1%	25.6%	14.7%	24.3%	9.5%	19.7%	93.9%	100.0%	
<b>Supplementary funding for the Field Network Reform (FNR)</b>									
I. Staff (established posts)	–	6 535 000	–	–	–	–	<b>6 535 000</b>	6 535 000	–
II. Activities	–	2 465 000	–	–	–	–	<b>2 465 000</b>	2 465 000	–
<b>Total, Field Network Reform<sup>(6)</sup></b>	<b>–</b>	<b>9 000 000</b>	<b>–</b>	<b>–</b>	<b>–</b>	<b>–</b>	<b>9 000 000</b>	<b>9 000 000</b>	<b>–</b>
	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	100.0%	100.0%	
<b>Subtotal, Part II. A (excl. IBE, IIEP, UIL, IITE, UIS)</b>	<b>153 746 500</b>	<b>71 643 400</b>	<b>30 670 600</b>	<b>53 103 900</b>	<b>14 355 200</b>	<b>39 644 100</b>	<b>209 417 200</b>	<b>363 163 700</b>	<b>394 836 500</b>
	42.3%	19.7%	8.4%	14.6%	4.0%	10.9%	57.7%	100.0%	
<b>Subtotal, Part II. A (incl. financial allocation for all institutes)</b>	<b>153 746 500</b>						<b>231 845 800</b>	<b>385 592 300</b>	<b>394 836 500</b>
	39.9%						60.1%	100.0%	

<sup>(1)</sup> Projects to be implemented in 2012-2013 for which funds have already been received or firmly committed, including posts financed from Programme Support Cost Income and/or other extrabudgetary funds.

<sup>(5)</sup> The distribution of the UIS activities budget by region is not available.

<sup>(6)</sup> The breakdown by region of the Supplemental funding for Phase 1 of the Field Network Reform will be determined during the course of the biennium.

Major Programme / Main line of action / Unit	HQ	Regular Budget						Total Field	36 C/5 Approved	Decentralized Extrabudgetary Resources <sup>(1)</sup>
		Field								
		Africa	Arab States	Asia and the Pacific	Europe and North America	Latin America and the Caribbean				
	\$	\$	\$	\$	\$	\$	\$	\$	\$	
<b>Part II.B.1</b>										
<b>Coordination and monitoring of action to benefit Africa</b>										
I. Staff (established posts)	3 921 700	422 800	-	-	-	-	422 800	4 344 500	-	
II. Activities	1 137 100	300 000	-	-	-	-	300 000	1 437 100	-	
<b>Subtotal, Part II.B.1</b>	<b>5 058 800</b>	<b>722 800</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>722 800</b>	<b>5 781 600</b>	<b>-</b>	
	87.5%	12.5%	0.0%	0.0%	0.0%	0.0%	12.5%	100.0%		
<b>Part II.B.5</b>										
<b>External relations and public information</b>										
I. Staff (established posts)	22 735 300	-	-	-	1 504 800	-	1 504 800	24 240 100	-	
II. Activities (operating costs)	3 124 700	-	-	20 000	40 000	-	60 000	3 184 700	-	
<b>Subtotal, Part II.B.5</b>	<b>25 860 000</b>	<b>-</b>	<b>-</b>	<b>20 000</b>	<b>1 544 800</b>	<b>-</b>	<b>1 564 800</b>	<b>27 424 800</b>	<b>-</b>	
	94.3%	0.0%	0.0%	0.1%	5.6%	0.0%	5.7%	100.0%		
<b>Total, Staff</b>	<b>138 302 800</b>	<b>43 742 100</b>	<b>21 346 200</b>	<b>35 196 400</b>	<b>10 589 000</b>	<b>27 060 500</b>	<b>137 934 200</b>	<b>276 237 000</b>	<b>1 560 800</b>	
	50.1%	15.8%	7.7%	12.7%	3.8%	9.8%	49.9%	100.0%		
<b>Total, Activities (excl. IBE, IIEP, UIL, IITE, UIS)</b>	<b>46 362 500</b>	<b>28 624 100</b>	<b>9 324 400</b>	<b>17 927 500</b>	<b>5 311 000</b>	<b>12 583 600</b>	<b>73 770 600</b>	<b>120 133 100</b>	<b>393 275 700</b>	
	38.6%	23.8%	7.8%	14.9%	4.4%	10.5%	61.4%	100.0%		
<b>Total, Activities (incl. all institutes)</b>	<b>46 362 500</b>						<b>96 199 200</b>	<b>142 561 700</b>	<b>393 275 700</b>	
	32.5%						67.5%	100.0%		
<b>TOTAL</b>	<b>184 665 300</b>						<b>234 133 400</b>	<b>418 798 700</b>	<b>394 836 500</b>	
	44.1%						55.9%	100.0%		

	Regular budget	Extrabudgetary
	\$	\$
<b>36 C/5 Approved</b>	<b>653 000 000</b>	<b>540 844 100</b>
<b>Decentralized funds</b>	<b>234 133 400</b>	<b>394 836 500</b>
<b>Decentralization rate</b>	<b>35.9%</b>	<b>73.0%</b>

(1) Projects to be implemented in 2012-2013 for which funds have already been received or firmly committed, including posts financed from Programme Support Cost Income and/or other extrabudgetary funds.

**Table 2 – Regular budget established posts in the field by region and by category**

Region / Number of posts in the Field																				Field Total	
Major Programme / Sector / Unit	Africa				Arab States				Asia and the Pacific				Europe and North America				Latin America and the Caribbean				
	D	P/NPO	Local	Total	D	P/NPO	Local	Total	D	P/NPO	Local	Total	D	P/NPO	Local	Total	D	P/NPO	Local		Total
MP I – ED <sup>(1)</sup>	-	41	-	41	1	19	4	24	-	34	-	34	-	5	-	5	-	23	-	23	127
MP II – SC <sup>(1)</sup>	-	16	-	16	-	7	-	7	-	16	-	16	-	7	-	7	-	7	-	7	53
MP III – SHS	-	7	-	7	-	3	-	3	-	7	-	7	-	1	-	1	-	5	-	5	23
MP IV – CLT	-	13	-	13	-	5	-	5	-	14	-	14	-	3	1	4	-	9	-	9	45
MP V – CI	-	13	-	13	-	5	-	5	-	8	-	8	-	-	-	-	-	6	-	6	32
Field Management of decentralized programmes	10	21	83	114	5	13	44	62	9	16	91	116	4	3	10	17	10	13	69	92	401
<b>Total, Part II.A<sup>(2)</sup></b>	10	111	83	204	6	52	48	106	9	95	91	195	4	19	11	34	10	63	69	142	681
<b>Part II.B</b>																					
AFR	-	2	-	2	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	2
ERI	-	-	-	-	-	-	-	-	-	-	-	-	-	4	-	4	-	-	-	-	4
<b>Total, Decentralization</b>	<b>10</b>	<b>113</b>	<b>83</b>	<b>206</b>	<b>6</b>	<b>52</b>	<b>48</b>	<b>106</b>	<b>9</b>	<b>95</b>	<b>91</b>	<b>195</b>	<b>4</b>	<b>23</b>	<b>11</b>	<b>38</b>	<b>10</b>	<b>63</b>	<b>69</b>	<b>142</b>	<b>687</b>
				30%				15%				28%				6%				21%	100%

<b>Total posts</b>	<b>1 893</b>
<b>Posts decentralized</b>	<b>687</b>
<b>% of posts decentralized</b>	<b>36%</b>

<sup>(1)</sup> Excluding UNESCO institutes.

<sup>(2)</sup> Excluding UIS.

<sup>(3)</sup> This % shows the weight of each region in UNESCO's field network in terms of the number of posts in the field.

## Annex V – 36 C/5 Evaluation Plan

The 36 C/5 indicative evaluation plan is based on the 34 C/4 long-term evaluation plan and is consistent with the UNESCO evaluation strategy (176 EX/27). It covers all components of the evaluation universe, i.e. follow-up to the Independent External Evaluation, thematic and sector-specific evaluations and decentralized bodies.

Evaluation universe	Funded through the regular programme	Subject to obtaining additional funding
<i>Independent external evaluation (IEE) follow-up</i>	<ul style="list-style-type: none"> <li>• Overall follow-up of IEE action plan</li> <li>• Review of UNESCO's programming and RBM framework and practices (action items (f), (i), (l), (m) and (n) IEE follow-up under Strategic Direction One – 36 C/28)</li> <li>• Assessment of implementation of field reforms (action item (e) IEE follow-up under Strategic Direction Two – 36 C/28)</li> </ul>	<ul style="list-style-type: none"> <li>– <i>Review of UNESCO's participation in joint UN activities (IEE follow-up Strategic Direction Three)</i></li> <li>– <i>Review of self-evaluation policies (Action items (q) and (r) IEE follow-up under Strategic Direction Two – 36 C/28)</i></li> </ul>
<i>Thematic</i>	<ul style="list-style-type: none"> <li>• Evaluation of Priority Africa</li> <li>• Review of the cooperation of UNESCO's Secretariat with the national commissions for UNESCO</li> <li>• Evaluation of UNESCO prizes</li> </ul>	<ul style="list-style-type: none"> <li>– <i>Evaluation of Priority Gender Equality</i></li> </ul>
<i>Sector-specific</i>	<ul style="list-style-type: none"> <li>• ED evaluation of UNESCO's category 1 education institutes and centres (IBE, IESALC, IICBA, IIEP, IITE, UIE,)</li> <li>• ED evaluation of the Global Initiative for Quality Assurance Capacity (GIQAC, World Bank funded)</li> <li>• SC evaluation of the Man and the Biosphere Programme (MAB)</li> <li>• SC evaluation of the International Basic Sciences Programme (IBSP)</li> <li>• SC/IOC evaluation of the Intergovernmental Oceanographic Commission Regional Programme</li> <li>• CLT evaluation of the pilot phase of the International Fund for Cultural Diversity (IFCD)</li> </ul>	<ul style="list-style-type: none"> <li>– <i>ED evaluation of EDUCAIDS</i></li> <li>– <i>SHS evaluation of UNESCO's human rights programme</i></li> <li>– <i>SHS evaluation of UNESCO's philosophy programme</i></li> <li>– <i>SHS/CLT evaluation of UNESCO's cities programmes</i></li> <li>– <i>CLT review of working methods of the UNESCO culture conventions</i></li> <li>– <i>CLT review of conventions fund management</i></li> <li>– <i>CI evaluation of UNESCO's media and information literacy programme</i></li> <li>– <i>CI evaluation of UNESCO's journalism and education programme</i></li> </ul>
<i>Statutory</i>	<ul style="list-style-type: none"> <li>• Decentralized bodies: a number of field offices</li> </ul>	
<i>Other</i>	<ul style="list-style-type: none"> <li>• Evaluation of UNESCO's normative work (one or two case studies)</li> <li>• Develop inventory of extrabudgetary evaluations</li> </ul>	

# Annex VI – Regular budget summary by main object of expenditure

Regular Budget														
Principal budget line	Cost of established posts		Temporary assistance	Delegates' and participants' travel	Staff travel on mission	Contractual services	General operating expenses	Supplies and materials	Acquisition of furniture and equipment	Acquisition and improvement of premises	Financial allocations/ Fellowships/ contributions	Contracts with NGOs (framework agreements)	Other expenditure	Total estimates 2012-2013
	Headquarters	Field												
	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$
<b>PART I – GENERAL POLICY AND DIRECTION</b>														
<b>A. Governing bodies</b>	2 490 100	-	6 627 500	1 964 000	6 000	902 600	976 300	232 100	37 000	-	-	-	-	13 235 600
<b>B. Direction</b>														
1. Directorate	2 600 200	-	35 000	-	95 000	50 000	130 000	35 000	35 000	-	-	-	-	2 980 200
2. Executive Office of the Director-General	6 361 300	-	47 500	-	80 000	55 000	135 000	40 000	30 000	-	-	-	-	6 748 800
3. Internal Oversight	5 185 100	-	-	30 000	311 000	311 500	39 600	16 700	13 000	-	-	-	-	5 906 900
4. International Standards and Legal Affairs	3 813 800	-	25 000	-	24 000	4 900	30 000	14 000	5 000	-	-	-	-	3 916 700
5. Ethics Office	733 500	-	28 600	-	18 000	38 400	10 700	3 000	5 400	-	-	-	-	837 600
<b>Total, Part I.B</b>	<b>18 693 900</b>	<b>-</b>	<b>136 100</b>	<b>30 000</b>	<b>528 000</b>	<b>459 800</b>	<b>345 300</b>	<b>108 700</b>	<b>88 400</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>20 390 200</b>
<b>C. Participation in the Joint Machinery of the United Nations System</b>	-	-	-	-	40 000	3 100 000	-	-	1 900 000	1 500 000	5 497 500	-	-	12 037 500
<b>TOTAL, PART I</b>	<b>21 184 000</b>	<b>-</b>	<b>6 763 600</b>	<b>1 994 000</b>	<b>574 000</b>	<b>4 462 400</b>	<b>1 321 600</b>	<b>340 800</b>	<b>2 025 400</b>	<b>1 500 000</b>	<b>5 497 500</b>	<b>-</b>	<b>-</b>	<b>45 663 300</b>
<b>PART II – PROGRAMMES AND PROGRAMME-RELATED SERVICES</b>														
<b>A. Programmes</b>														
I Education	29 630 100	33 855 200	5 735 600	3 703 200	4 813 600	15 281 300	2 409 400	463 500	927 100	-	18 500 000	-	102 300	115 421 300
II Natural sciences	26 325 500	14 313 800	2 764 000	2 687 500	1 866 600	6 822 000	1 735 100	234 600	233 600	-	1 485 400	174 000	102 400	58 744 500
III Social and human sciences	14 232 000	6 324 600	1 784 900	1 536 300	1 167 800	2 185 900	1 008 300	194 300	181 300	-	90 300	525 000	-	29 230 700
IV Culture	25 521 800	10 983 000	4 950 000	1 700 000	1 850 000	4 330 000	1 300 000	380 000	560 000	-	231 000	136 000	271 400	52 213 200
V Communication and information	12 720 600	7 811 900	2 085 000	1 027 000	1 145 000	4 132 500	1 031 000	113 900	229 000	1 500	1 464 500	113 500	114 500	31 989 900
UNESCO Institute for Statistics	-	-	-	-	-	-	-	-	-	-	9 128 600	-	-	9 128 600
Intersectoral Platforms	-	-	-	-	-	-	-	-	-	-	-	-	7 123 700	7 123 700
Field office implementation of decentralized programmes	3 215 800	56 183 100	5 104 100	-	1 940 800	335 300	10 817 500	944 600	756 600	36 400	-	-	529 900	79 864 100
Supplementary funding for the Field Network Reform	-	6 535 000	-	-	428 000	-	401 000	-	-	-	-	-	1 636 000	9 000 000
<b>Total, Part II.A</b>	<b>111 645 800</b>	<b>136 006 600</b>	<b>22 423 600</b>	<b>10 654 000</b>	<b>13 211 800</b>	<b>33 087 000</b>	<b>18 702 300</b>	<b>2 330 900</b>	<b>2 887 600</b>	<b>37 900</b>	<b>30 899 800</b>	<b>948 500</b>	<b>9 880 200</b>	<b>392 716 000</b>
<b>B. Programme-related services</b>														
1. Coordination and monitoring of action to benefit Africa	3 921 700	422 800	200 000	250 000	380 000	135 000	258 500	45 000	45 000	-	-	-	123 600	5 781 600
2. Coordination and monitoring of action to benefit Gender Equality	1 740 500	-	80 000	25 000	141 700	73 900	55 000	25 000	29 000	-	-	-	5 000	2 175 100
3. Strategic planning, programme monitoring and budget preparation	7 710 500	-	190 000	49 900	410 000	429 000	154 400	71 000	63 000	-	-	-	63 000	9 140 800
4. Organization-wide knowledge management	3 076 200	-	658 000	-	20 000	340 000	656 300	20 000	199 400	-	-	-	-	4 969 900
5. External relations and public information	22 735 300	1 504 800	548 300	337 000	524 600	1 141 600	414 900	55 800	108 500	-	-	-	54 000	27 424 800
<b>Total, Part II.B</b>	<b>39 184 200</b>	<b>1 927 600</b>	<b>1 676 300</b>	<b>661 900</b>	<b>1 476 300</b>	<b>2 119 500</b>	<b>1 539 100</b>	<b>216 800</b>	<b>444 900</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>245 600</b>	<b>49 492 200</b>

Regular Budget														Total estimates 2012-2013
Principal budget line	Cost of established posts		Temporary assistance	Delegates' and participants' travel	Staff travel on mission	Contractual services	General operating expenses	Supplies and materials	Acquisition of furniture and equipment	Acquisition and improvement of premises	Financial allocations/ Fellowships/ contributions	Contracts with NGOs (framework agreements)	Other expenditure	
	Headquarters	Field												
	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$
<b>C. Participation Programme and Fellowships</b>														
1. Participation Programme	1 112 500	-	16 000	-	12 000	8 000	9 200	2 500	5 400	-	17 917 800	-	-	19 083 400
2. Fellowships Programme	593 800	-	8 000	-	8 000	9 000	33 800	4 500	9 700	-	977 000	-	-	1 643 800
<b>Total, Part II.C</b>	<b>1 706 300</b>	<b>-</b>	<b>24 000</b>	<b>-</b>	<b>20 000</b>	<b>17 000</b>	<b>43 000</b>	<b>7 000</b>	<b>15 100</b>	<b>-</b>	<b>18 894 800</b>	<b>-</b>	<b>-</b>	<b>20 727 200</b>
<b>TOTAL, PART II</b>	<b>152 536 300</b>	<b>137 934 200</b>	<b>24 123 900</b>	<b>11 315 900</b>	<b>14 708 100</b>	<b>35 223 500</b>	<b>20 284 400</b>	<b>2 554 700</b>	<b>3 347 600</b>	<b>37 900</b>	<b>49 794 600</b>	<b>948 500</b>	<b>10 125 800</b>	<b>462 935 400</b>
<b>PART III – CORPORATE SERVICES</b>														
<b>A. Human resources management</b>	16 496 600	-	205 800	109 400	177 700	2 627 900	78 000	24 000	62 000	-	10 443 000	-	4 286 100	34 510 500
<b>B. Financial management</b>	12 330 100	-	15 000	-	50 000	101 500	160 000	-	-	-	-	-	812 000	13 468 600
<b>C. Management of support services</b>	53 880 300	-	1 328 000	98 200	122 400	1 230 700	12 999 100	561 400	1 886 600	-	-	-	25 000	72 131 700
<b>TOTAL, PART III</b>	<b>82 707 000</b>	<b>-</b>	<b>1 548 800</b>	<b>207 600</b>	<b>350 100</b>	<b>3 960 100</b>	<b>13 237 100</b>	<b>585 400</b>	<b>1 948 600</b>	<b>-</b>	<b>10 443 000</b>	<b>-</b>	<b>5 123 100</b>	<b>120 110 800</b>
<b>TOTAL, PARTS I-III</b>	<b>256 427 300</b>	<b>137 934 200</b>	<b>32 436 300</b>	<b>13 517 500</b>	<b>15 632 200</b>	<b>43 646 000</b>	<b>34 843 100</b>	<b>3 480 900</b>	<b>7 321 600</b>	<b>1 537 900</b>	<b>65 735 100</b>	<b>948 500</b>	<b>15 248 900</b>	<b>628 709 500</b>
<b>Reserve for reclassifications / merit recognition</b>	845 300	454 700	-	-	-	-	-	-	-	-	-	-	-	1 300 000
<b>PART IV – LOAN REPAYMENTS FOR THE RENOVATION OF THE HEADQUARTERS PREMISES &amp; THE IBE BUILDING</b>	-	-	-	-	-	-	-	-	-	14 014 000	-	-	-	14 014 000
<b>PART V – ANTICIPATED COST INCREASES</b>	-	-	-	-	-	-	-	-	-	-	-	-	8 976 500	8 976 500
<b>TOTAL, PARTS I-V</b>	<b>257 272 600</b>	<b>138 388 900</b>	<b>32 436 300</b>	<b>13 517 500</b>	<b>15 632 200</b>	<b>43 646 000</b>	<b>34 843 100</b>	<b>3 480 900</b>	<b>7 321 600</b>	<b>15 551 900</b>	<b>65 735 100</b>	<b>948 500</b>	<b>24 225 400</b>	<b>653 000 000</b>

## Annex VII – Summary of extrabudgetary operational projects by beneficiary region

The figures shown in this table represent projects to be implemented in 2012-2013 for which funds have already been received or firmly committed, including the costs of posts financed from Programme Support Cost Income and/or other extrabudgetary funds.

PART	Africa	Arab States	Asia and the Pacific	Europe and North America	Latin America and the Caribbean	Interregional and Global	Total
	\$	\$	\$	\$	\$	\$	\$
<b>PART I – GENERAL POLICY AND DIRECTION</b>							
<b>A. Governing bodies</b>	-	-	-	-	-	-	-
<b>B. Direction</b>							
1. Directorate	-	-	-	-	-	700 000	700 000
2. Executive Office of the Director-General	-	-	-	-	-	1 035 800	1 035 800
3. Internal Oversight	-	-	-	-	-	736 000	736 000
4. International Standards and Legal Affairs	-	-	-	-	-	-	-
5. Ethics Office	-	-	-	-	-	-	-
<b>Total, I.B</b>	-	-	-	-	-	2 471 800	2 471 800
<b>C. Participation in the Joint Machinery of the United Nations System</b>	-	-	-	-	-	-	-
<b>TOTAL, PART I</b>	-	-	-	-	-	2 471 800	2 471 800
<b>PART II – PROGRAMMES AND PROGRAMME-RELATED SERVICES</b>							
<b>A. Programmes</b>							
<b>I EDUCATION</b>							
Staff (established posts)	367 000	370 000	-	-	-	185 500	922 500
Activities							
I.1 Accelerating progress towards EFA, in particular at the country level	5 672 700	9 636 100	22 939 800	278 600	498 100	2 306 700	41 332 000
I.2 Building quality inclusive education systems	3 000 000	13 238 600	236 500	-	20 725 600	613 500	37 814 200
I.3 Supporting education system responses to contemporary challenges for sustainable development and a culture of peace and non-violence	162 500	849 000	233 500	-	29 506 400	326 100	31 077 500
I.4 Reinforcing leadership for EFA through advocacy, partnerships and monitoring	-	222 900	-	-	8 500	6 170 900	6 402 300
<b>Total, I</b>	<b>9 202 200</b>	<b>24 316 600</b>	<b>23 409 800</b>	<b>278 600</b>	<b>50 738 600</b>	<b>9 602 700</b>	<b>117 548 500</b>
<b>UNESCO education institutes</b> <i>(Regular budget financial allocations may include the costs of staff and activities)</i>							
UNESCO International Bureau of Education (IBE)	-	-	-	-	-	-	-
UNESCO International Institute for Educational Planning (IIEP)	-	-	-	-	-	-	-
UNESCO Institute for Lifelong Learning (UIL)	-	-	-	-	-	-	-
UNESCO Institute for Information Technologies in Education (IITE)	-	-	-	-	-	-	-
UNESCO International Institute for Capacity-Building in Africa (IICBA)	-	-	-	-	-	-	-
UNESCO International Institute for Higher Education in Latin America and the Caribbean (IESALC)	-	-	-	-	-	-	-
Mahatma Gandhi Institute of Education for Peace and Sustainable Development (MGIEP)	-	-	-	-	-	-	-
<b>Total, UNESCO education institutes</b>	-	-	-	-	-	-	-
<b>TOTAL, MAJOR PROGRAMME I</b>	<b>9 202 200</b>	<b>24 316 600</b>	<b>23 409 800</b>	<b>278 600</b>	<b>50 738 600</b>	<b>9 602 700</b>	<b>117 548 500</b>

PART	Africa	Arab States	Asia and the Pacific	Europe and North America	Latin America and the Caribbean	Interregional and Global	Total
	\$	\$	\$	\$	\$	\$	\$
<b>II NATURAL SCIENCES</b>							
Staff (established posts)	-	-	-	-	-	922 400	<b>922 400</b>
Activities							
II.1 Promoting STI policies and access to knowledge	91 900	515 000	140 000	200 000	7 145 300	100 000	<b>8 192 200</b>
II.2 Building capacities in the basic sciences, including through the International Basic Sciences Programme (IBSP), in engineering and for the use of renewable energy	111 600	1 225 000	100 000	200 000	-	482 100	<b>2 118 700</b>
II.3 Mobilizing broad-based participation in STI	-	-	37 000	-	-	10 953 900	<b>10 990 900</b>
II.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	1 106 100	500 000	-	215 100	982 300	11 182 200	<b>13 985 700</b>
II.5 Freshwater systems under stress and societal responses, incorporating the work of the International Hydrological Programme (IHP) and the World Water Assessment Programme (WWAP)	-	875 600	-	150 000	3 726 700	3 291 600	<b>8 043 900</b>
II.6 Enabling the application of ecological and earth sciences to sustainability, including through the Man and the Biosphere (MAB) Programme and the International Geoscience Programme (IGCP)	3 015 400	-	51 700	223 600	-	1 687 500	<b>4 978 200</b>
II.7 Natural disaster risk reduction and impact mitigation	-	499 200	-	-	-	225 400	<b>724 600</b>
<b>Total, II</b>	<b>4 325 000</b>	<b>3 614 800</b>	<b>328 700</b>	<b>988 700</b>	<b>11 854 300</b>	<b>28 845 100</b>	<b>49 956 600</b>
<b>UNESCO science institutes</b> (Regular budget financial allocation may include the costs of staff and activities)							
UNESCO-IHE Institute for Water Education (UNESCO-IHE)	-	-	-	-	-	85 000 000	<b>85 000 000</b>
The International Centre for Theoretical Physics (ICTP)	-	-	-	-	-	69 198 300	<b>69 198 300</b>
<b>Total, UNESCO science institutes</b>	-	-	-	-	-	<b>154 198 300</b>	<b>154 198 300</b>
<b>TOTAL, MAJOR PROGRAMME II</b>	<b>4 325 000</b>	<b>3 614 800</b>	<b>328 700</b>	<b>988 700</b>	<b>11 854 300</b>	<b>183 043 400</b>	<b>204 154 900</b>
<b>III SOCIAL AND HUMAN SCIENCES</b>							
Staff (established posts)	-	-	-	-	-	569 600	<b>569 600</b>
Activities							
III.1 Supporting Member States in the development of policies and advocacy in the ethics of science and technology, especially bioethics	-	-	-	-	-	65 000	<b>65 000</b>
III.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	200 000	557 500	-	-	68 929 700	870 100	<b>70 557 300</b>
III.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	-	-	-	-	-	715 000	<b>715 000</b>
<b>TOTAL, MAJOR PROGRAMME III</b>	<b>200 000</b>	<b>557 500</b>	<b>-</b>	<b>-</b>	<b>68 929 700</b>	<b>2 219 700</b>	<b>71 906 900</b>
<b>IV CULTURE</b>							
Staff (established posts)	-	365 800	-	-	10 000	2 586 000	<b>2 961 800</b>
Activities							
IV.1 Protecting and conserving cultural and natural heritage through the effective implementation of the 1972 Convention	765 700	10 350 000	4 462 500	-	1 000 000	10 790 200	<b>27 368 400</b>
IV.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	-	-	810 000	-	100 000	-	<b>910 000</b>
IV.3 Safeguarding the intangible cultural heritage through the effective implementation of the 2003 Convention	400 000	-	450 000	-	1 915 800	668 000	<b>3 433 800</b>
IV.4 Sustaining and promoting the diversity of cultural expressions through the effective implementation of the 2005 Convention	-	121 200	-	-	408 200	840 000	<b>1 369 400</b>
IV.5 Promoting the role of culture in development at the global, regional and national levels	1 437 600	1 396 100	402 200	443 100	-	480 000	<b>4 159 000</b>
IV.6 Promoting intercultural dialogue, social cohesion and a culture of peace and non-violence	200 000	-	-	-	1 208 600	970 000	<b>2 378 600</b>
<b>TOTAL, MAJOR PROGRAMME IV</b>	<b>2 803 300</b>	<b>12 233 100</b>	<b>6 124 700</b>	<b>443 100</b>	<b>4 642 600</b>	<b>16 334 200</b>	<b>42 581 000</b>



PART	Africa	Arab States	Asia and the Pacific	Europe and North America	Latin America and the Caribbean	Interregional and Global	Total
	\$	\$	\$	\$	\$	\$	\$
<b>V COMMUNICATION AND INFORMATION</b>							
Staff (established posts)	–	448 000	–	–	–	736 000	1 184 000
Activities							
V.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	939 800	6 356 300	497 100	333 600	1 758 500	39 800	9 925 100
V.2 Strengthening free, independent and pluralistic media, civic participation and gender-responsive communication for sustainable development	3 139 000	4 032 300	1 735 600	106 200	880 400	882 700	10 776 200
V.3 Supporting Member States in empowering citizens through universal access to knowledge and the preservation of information, including documentary heritage	4 394 400	47 919 600	–	–	226 100	562 800	53 102 900
<b>TOTAL, MAJOR PROGRAMME V</b>	<b>8 473 200</b>	<b>58 756 200</b>	<b>2 232 700</b>	<b>439 800</b>	<b>2 865 000</b>	<b>2 221 300</b>	<b>74 988 200</b>
<b>UNESCO Institute for Statistics</b> <i>(Regular budget financial allocation may include the costs of staff and activities)</i>	–	–	–	–	–	–	–
<b>Intersectoral Platforms</b>	–	–	–	–	–	–	–
<b>Field office implementation of decentralized programmes</b>	<b>118 800</b>	<b>225 000</b>	<b>249 800</b>	<b>954 000</b>	–	<b>228 600</b>	<b>1 776 200</b>
<b>Supplementary funding for the Field Network Reform</b>	–	–	–	–	–	–	–
<b>Total, II.A</b>	<b>25 122 500</b>	<b>99 703 200</b>	<b>32 345 700</b>	<b>3 104 200</b>	<b>139 030 200</b>	<b>213 649 900</b>	<b>512 955 700</b>
<b>B. Programme-related services</b>							
1. Coordination and monitoring of action to benefit Africa	–	–	–	–	–	–	–
2. Coordination and monitoring of action to benefit Gender Equality	–	–	–	–	–	–	–
3. Strategic planning, programme monitoring and budget preparation	–	–	–	–	–	6 235 700	6 235 700
4. Organization-wide knowledge management	–	–	–	–	–	2 040 800	2 040 800
5. External Relations and Public Information	–	–	–	–	–	1 483 900	1 483 900
<b>Total, II.B</b>	–	–	–	–	–	<b>9 760 400</b>	<b>9 760 400</b>
<b>C. Participation Programme and Fellowships</b>							
1. Participation Programme	–	–	–	–	–	–	–
2. Fellowships Programme	–	414 000	–	–	–	1 152 500	1 566 500
<b>Total, II.C</b>	–	<b>414 000</b>	–	–	–	<b>1 152 500</b>	<b>1 566 500</b>
<b>TOTAL, PART II</b>	<b>25 122 500</b>	<b>100 117 200</b>	<b>32 345 700</b>	<b>3 104 200</b>	<b>139 030 200</b>	<b>224 562 800</b>	<b>524 282 600</b>
<b>PART III – CORPORATE SERVICES</b>							
<b>A. Human resources management</b>	–	–	–	–	–	443 000	443 000
<b>B. Financial management</b>	–	–	–	–	–	2 923 400	2 923 400
<b>C. Management of support services</b>							
1. Coordination, IT infrastructure, systems and communications							
– Coordination, support, monitoring and evaluation	–	–	–	–	–	188 000	188 000
– Information systems and telecommunications management	–	–	–	–	–	815 200	815 200
2. Conferences, languages and documents services management							
– Conferences, languages and documents management	–	–	–	–	–	4 450 100	4 450 100
3. Common services management including procurement, Headquarters security and utilities							
– Common services: procurement, HQ security, and facilities management	–	–	–	–	–	5 270 000	5 270 000
– Maintenance, conservation and renovation of Headquarters premises	–	–	–	–	–	–	–
<b>Total, III.C</b>	–	–	–	–	–	<b>10 723 300</b>	<b>10 723 300</b>
<b>TOTAL, PART III</b>	–	–	–	–	–	<b>14 089 700</b>	<b>14 089 700</b>
<b>GRAND TOTAL</b>	<b>25 122 500</b>	<b>100 117 200</b>	<b>32 345 700</b>	<b>3 104 200</b>	<b>139 030 200</b>	<b>241 124 300</b>	<b>540 844 100</b>

## Annex VIII – Summary of self-financing funds (extrabudgetary)

This summary contains the essential administrative and budget data concerning extrabudgetary resources - self-financing funds, which appear under the Parts and Chapters of the Programme and Budget for 2012-2013 to which they relate.

### (a) Special Accounts for Programme Support Cost levied on Extrabudgetary Projects

INCOME		EXPENDITURE	
	Total		Total
	\$		\$
A. Funds-in-Trust Overhead Costs Account (FITOCA)		A. Funds-in-Trust Overhead Costs Account (FITOCA)	
is funded by the Programme Support Cost income from extrabudgetary projects in order to defray part of UNESCO's costs in connection with the administrative and technical backstopping of projects.		Established posts (81)	22 260 400
	39 390 000	Other costs	17 129 600
		Total, A.	39 390 000
Grand total	39 390 000	Grand total	39 390 000

## (b) Headquarters Utilization Fund

INCOME		EXPENDITURE	
	Total		Total
	\$		\$
A. Income related to letting office space in the Miollis building, parkings, commercial partners and miscellaneous income:	11 493 100	A. Expenditure related to letting office space in the Miollis building, parkings, commercial partners and miscellaneous income:	11 388 100
a) Income from letting office space in the Miollis building		a) utilities (electricity, heating, water, air, taxes), b) insurance, c) staff costs, d) temporary assistance,	
b) Income from letting parking lots and miscellaneous income		e) materials & equipment, f) maintenance of premises and g) provision for long-term maintenance	
c) Income from letting premises to commercial partners (bank, news stand, coffee machines, GSM telephone relays, etc.)		& conservation of revenue generating premises.	
B. Income from letting exhibition spaces and Room I	1 124 700	B. Expenditure related to letting exhibition spaces and Room I	1 124 700
		a) utilities (electricity, heating, water, air, taxes), b) insurance, c) staff costs, d) temporary assistance,	
		e) materials & equipment, f) maintenance of premises and g) provision for long-term maintenance	
		& conservation of revenue generating premises.	
C. Income from letting conference rooms	2 011 900	C. Expenditure related to letting conference rooms:	2 011 900
		a) utilities (electricity, heating, water, air, taxes), b) insurance, c) staff costs, d) temporary assistance,	
		e) materials & equipment, f) maintenance of premises and g) provision for long-term maintenance	
		& conservation of revenue generating premises.	
D. Income from letting audio-visual equipment	1 211 900	D. Expenditure related to letting audio-visual equipment	1 211 900
		a) staff costs, b) materials & equipment	
E. Investment income	25 000	E. Official residence of the Director-General (annual charges, maintenance and furnishing)	130 000
<b>Grand total</b>	<b>15 866 600</b>	<b>Grand total *</b>	<b>15 866 600</b>

\* The overall share of established posts, in conformity with the Financial Regulations of the Special Account for the Headquarters Utilization Fund (162 EX/Decision 7.10), will not exceed 50% of the total expenditure and the staff cost charged for any Secretariat structure will not exceed the income generated by this structure to the Special Account.

**(c) Public Information, Liaison and Relations Fund**

INCOME		EXPENDITURE	
	Total		Total
	\$	\$	\$
A. UNESCO Coupons Programme		A. UNESCO Coupons Programme	
(1) Commissions	50 000	I. Personnel costs:	
(2) Interest	150 000	(1) Established posts (1)	167 000
Total, A.	200 000	(2) Temporary assistance	0
		Sub-total, I	167 000
		II. Administrative costs:	
		(1) Printing (brochures, coupons, circulars, etc)	5 000
		(2) Equipment and supplies	5 000
		(3) Contracts to distributors	0
		(4) Travel and missions	10 000
		(5) Miscellaneous	0
		(6) Hospitality	0
		Sub-total, II	20 000
		III Transfer to reserves	13 000
		Total, A.	200 000
B. Philatelic and Numismatic Programme		B. Philatelic and Numismatic Programme	
Revenue from sales	330 000	I. Personnel costs:	
		Established posts (1)	167 000
		Sub-total, I	167 000
		II. Administrative costs:	
		Cost of goods sold	163 000
		Total, B	330 000
<b>Grand total</b>	<b>530 000</b>	<b>Grand total</b>	<b>530 000</b>

## (d) Publications, Auditory and Visual Material Fund

INCOME				EXPENDITURE			
	Publications	VIM	Total		Publications	VIM	Total
	\$	\$	\$		\$	\$	\$
A. Sales	1 200 000	235 000	1 435 000	I. Personnel costs:			
				Established post (0.5)	–	83 500	83 500
				Established post (1)	275 000	–	275 000
				Temporary assistance and overtime	110 000	6 500	116 500
B. Royalties	400 000	–	400 000	II. Production costs	567 000	85 500	652 500
				III. Royalties	87 000	–	87 000
				IV. Commissions	87 000	–	87 000
				V. Freight/postage	197 000	3 000	200 000
				VI. Equipment and supplies	60 000	56 500	116 500
				VII. Promotion and distribution	217 000	–	217 000
<b>Grand total</b>	<b>1 600 000</b>	<b>235 000</b>	<b>1 835 000</b>	<b>Grand total</b>	<b>1 600 000</b>	<b>235 000</b>	<b>1 835 000</b>

**(e) Special Account for Interpretation Services**

INCOME		EXPENDITURE	
	<u>Total</u>		<u>Total</u>
	\$		\$
A. Invoices to:		I. Personal costs:	
UNESCO Sectors (regular programme and extrabudgetary funds)	3 251 200	Established posts (4)	996 000
Non-UNESCO users (Delegations, NGOs, etc...)	812 800	Temporary assistance	3 068 000
Grand total	<b>4 064 000</b>	Grand total	<b>4 064 000</b>

## (f) UNESCO Staff Savings and Loan Services

INCOME		EXPENDITURE	
	Total		Total
	\$		\$
A. Interest on loans to members	4 200 000	I. Personnel costs:	
		Established posts (10 )	2 267 000
B. Bank and investment interest	14 900 000	II. Administrative expenses	540 000
		III. Loan insurance	335 000
		IV. Computer expenses	90 000
		V. Other costs	760 000
		Total, I-V	3 992 000
		VI. Contribution to the costs of the External Auditor fees	23 800
		VII. Contribution to subscriptions to banking services	50 000
		Total, VI-VII	4 065 800
		Interest paid to members	15 034 200
<b>Grand total</b>	<b>19 100 000</b>	<b>Grand total</b>	<b>19 100 000</b>

**(g) Special Account for Documents**

INCOME		EXPENDITURE	
	Total		Total
	\$		\$
A. Income from document production	4 682 500	A. Expenditure for document production	
		I. Established posts (4.5)	806 000
		II. Overtime and temporary assistance	750 000
		III. External production contracts	1 159 000
		IV. Rental and maintenance of equipment	875 000
		V. Production supplies	475 000
		VI. Acquisition of equipment	537 500
		VII. Staff Training	80 000
		Total, I-VII	4 682 500
B. Income from translation	4 538 600	B. Expenditure for translation	
		I. Established posts (2.5)	484 000
		II. Temporary assistance	580 000
		III. External translation contracts	3 474 600
		Total I-III	4 538 600
C. Other Income	15 000	C. Other expenditure	15 000
<b>Grand total</b>	<b>9 236 100</b>	<b>Grand total</b>	<b>9 236 100</b>





# Organizational Chart of the UNESCO Secretariat 2012-2013

