



United Nations
Educational, Scientific and
Cultural Organization

2022- 2025

Draft programme and budget

First biennium 2022-2023

41 C/5

Volume 2



United Nations
Educational, Scientific and
Cultural Organization

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41 C/5 Volume 2

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Executive Summary

I.A • UNESCO's operating context and key organizational risks

Introductory summary to document 41 C/5

1. The Draft Programme and Budget for 2022-2025 (41 C/5) reflects a strong and renewed ambition for UNESCO at a time when the United Nations system as a whole must mobilize at all levels throughout the decade of action to implement the 2030 Agenda for Sustainable Development.
2. Drawn up in the context of a global health emergency with multiple, long-term consequences, this draft document conveys a message of unity, mobilization and recovery in the Organization's fields of competence with a view to providing innovative and appropriate responses to contemporary challenges.
3. For the first time since the 1990s, extreme poverty is on the rise again, with a projected 71 million more people forced into extreme poverty in 2020 alone. Furthermore, UNESCO estimates that nearly 1.6 billion learners are or have been affected by school and university closures due to the health crisis, causing the most serious disruption to education in history.
4. The past year of crisis has illustrated, more than ever before, the crucial importance of quality education, universal access to information and scientific data, the promotion of inclusion and fight against discrimination, greater support for the cultural and creative sector and cultural professions and the media, and free and independent journalism.

An inclusive consultation process

5. The present draft is the result of an unprecedented, broad and inclusive consultation process to determine UNESCO's future strategic orientations and programmatic priorities.
6. In particular, it gave rise to thematic dialogues with Member States and debates at the 40th session of the General Conference¹ and online regional and subregional consultations with National Commissions for UNESCO, followed by an online questionnaire for Member States and Associate Members, non-governmental organizations (NGOs) and intergovernmental organizations (IGOs), which received a very high response rate despite the context of the health crisis². The consultation continued in February 2021, through the interregional meeting of National Commissions for UNESCO.
7. Other consultations and initiatives have also been carried out to feed into internal programmatic reflection, such as the consultations of members of UNESCO's intergovernmental and international bodies, the work of the high-level reflection group, the conclusions of the 2020 Strategic Results Report (SRR)³ and the staff and public surveys entitled "UNESCO 2030".

A cross-cutting strategic framework

8. As a first step in the implementation of the new Medium-Term Strategy for 2022-2029 (41 C/4), this four-year draft document outlines structured action in response to the priorities and needs of Member States, focusing on the achievement of the Sustainable Development Goals of the 2030 Agenda, as well as international frameworks

¹ See documents 40 C/INF.18 and 40 C/INF.30.

² Replies to questionnaires came from 130 Member States and Associate Members, 101 non-governmental organizations and foundations and 13 intergovernmental organizations. Summary analyses of the replies received to the UNESCO questionnaires, and the reports of regional and subregional consultations of National Commissions for UNESCO are contained in document 210 EX/22-INF.

³ See the 2020 Strategic Results Report (SRR). <https://unesdoc.unesco.org/ark:/48223/pf0000372853?posInSet=2&queryId=1662dbd5-83c0-4a05-97b9-9b98eba11555>

for action such as the Paris Agreement on climate change, Agenda 2063 of the African Union, the Addis Ababa Action Agenda and the Samoa Pathway.

9. The new Medium-Term Strategy for 2022-2029 is based on four strategic objectives that respond to some of the greatest global challenges of the day, in education, the environment, social cohesion and technology in the digital age. They are accompanied by one enabling objective, in order to frame actions to improve the Organization's accountability, governance, partnerships and visibility.
10. This strategic framework underpins the first four-year exercise. Each of the strategic objectives is translated in document 41 C/5 into a limited number of "outcomes" (9), detailing UNESCO's priority areas of action, based on its comparative advantages, and adopted by Member States every four years. They are associated with a limited number of "outputs", both sectoral (39) and intersectoral (5), that may be measured with qualitative and quantitative indicators.
11. This structure allows for better cooperation and facilitates synergies between programme sectors to make UNESCO's actions more effective. The sectors will contribute to responding to several outcomes at the same time, reflecting the greater transversality of UNESCO's action. This transversality is reflected in particular in the Education Sector's contribution to Outcomes 7 (Promote inclusion and combat discrimination, hate speech and stereotypes) and 8 (Foster knowledge sharing and skills development in the digital age); the contribution of the Natural Sciences Sector and the Social and Human Sciences Sector to Outcome 1 (Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all), and the contribution of the Communication and Information Sector to Outcome 9 (Develop ethical standards, norms and frameworks for action to meet the challenges of innovative technologies and digital transformation).
12. This new framework for action, designed to enable the Organization to provide an integrated response to complex issues, will translate, during the first four-year period, in the pooling of expertise and resources in cross-cutting thematic areas - such as environmental education; media and information literacy and digital skills; artificial intelligence; culture in education; indigenous knowledge, cultures and languages - in order to strengthen synergies and joint programming, in the service of in-depth unity of action.
13. This framework also allows for the better integration of UNESCO's global priorities within the programme sectors and a clearer approach in favour of UNESCO's priority groups and its action in crisis situations.
14. These "outputs" will reflect UNESCO's direct contribution over the two-year budget time-frame, resulting from UNESCO's action at the global, regional and national levels, and arising from its activities. They will continue to be designed for the four-year duration of the programme, but may be revised and adapted as necessary every biennium, in accordance with budgetary needs and prospects.
15. This structure responds to a number of key guiding principles: increasing the impact of UNESCO's action in the field, taking into account the reform on the repositioning of the United Nations development system, and strengthening the prism of contribution to a limited number of Sustainable Development Goals (SDGs) relevant to the Organization's mandate.
16. "Building back better" will require UNESCO to build new coalitions and ensure that long-term investments are made in the "common goods" of education, science, culture and information. Multi-stakeholder partnerships and alliances, facilitated and supported by UNESCO's numerous networks and by the action of National Commissions for UNESCO at the country level, will create complementary synergies.
17. UNESCO has been committed since 2018 to a profound strategic transformation so as to adapt and modernize both its programmes and its management methods, and is therefore presenting an innovative draft document 41 C/5, based on a genuine theory of change, making it possible to establish an organic link between documents 41 C/4 and 41 C/5, and offering a clear and unifying framework for action that gives concrete expression to the aspiration to work together.

Resource Management

18. The challenges for prudent financial management are significant in the current global economic and financial environment. COVID challenges the capacity of governments as well as donors across the world to fund economic recovery domestically as well as to continue to support development, international assistance and multilateral organizations and initiatives. Nevertheless, UNESCO continues to rely on the commitment of Member States to provide their assessed contributions to maintain and build beyond its current level in order to effectively implement its mandate and to invest in new horizons that are being set out in the Organization's Draft Medium-Term Strategy for 2022-2029 (41 C/4). This will also require the mobilization of voluntary contributions.
19. The combination of the regular programme with voluntary contributions are necessary for programmatic activities as well as for corporate and management services that support the basic infrastructure, internal control system, and other core services in the Organization. The risks and related mitigation actions elaborated in the section below have key implications for the funding and operating model of UNESCO in the coming eight years. Due care will be undertaken in relying on voluntary contribution funding and the cost recovery mechanisms established as part of this modality, to ensure the continued effective functioning of the Organization. The ability of the Organization to mobilize funds must be accompanied by the capacity to spend these funds effectively while implementing programs and delivering results in order to achieve the desired long-term impact set out by Member States.
20. The Draft 41 C/5 includes important elements of change and enhancement, which reinforce the strengthening of sustainable financial management, continues the evolution towards a fully integrated budget model, while further improving presentation to enhance clarity and transparency of the proposals and the choices inherent in the decisions that these represent.

Key organizational risks

21. UNESCO operates in a complex and rapidly evolving international context, where it should support its Member States to resolve complex contemporary challenges. The COVID-19 pandemic has increased uncertainties in the political and economic contexts, exacerbated social inequalities, deepened unequal access to education and culture, and increased the digital gaps. The preservation of the environment also remains an area of concern.
22. Given their global nature, these challenges are best addressed through multilateral cooperation, information sharing and coordination. UNESCO hence maintains its relevance to facilitate international cooperation and step up its engagement with other United Nations agencies, with civil society actors and private sector partners, with the view to achieve the full implementation of the 2030 Agenda for Sustainable Development, and in contributing to a sustainable and inclusive recovery from the COVID-19 crisis. UNESCO's Medium-Term Strategy is articulated around four strategic objectives and one enabling objective of a high-level and cross-cutting nature, as defined in its Draft 41 C/4, with a focus on Sustainable Development Goals (SDGs) and Aspirations of the 2063 Agenda of the African Union, as well as other international goals of which UNESCO is a stakeholder.
23. UNESCO faces a certain number of significant organizational risks that can affect its ability to achieve its Draft 41 C/4 strategic and enabling objectives. These strategic risks are usually of a transversal nature and arise in the implementation of programmes and projects across the Organization's sectors, field offices, Category I institutes and corporate support services. The risk and internal control framework are key enablers to mitigate operational risks at lower levels that can positively contribute to the mitigation of the strategic risks. Both frameworks also contribute to the management of relationships within the Secretariat and with its external stakeholders to limit exposure to acts of fraud, corruption and unethical behavior.

24. In terms of funding, the Organization faces two types of risks:
- a. Uncertainties related to unpredictable funding mechanisms, with the appropriate mix of resources not always secured to support the programme implementation, particularly at a time when UNESCO needs to adapt to respond to emerging needs and uncertainties such as those created by the COVID-19 crisis. The Organization addresses this risk through appropriate resourcing with a close follow up of assessed contributions and appropriate resource mobilization strategies for voluntary contributions; and
 - b. Structural unfunded long-term financial needs that may translate into increased capital costs, and, for example, lack of investment in building conservation, which will lead to higher costs in the long run. Addressing the need to enable the Organization to honor its long-term obligations to staff in respect of their After Service Health Insurance also requires action. The Organization's mitigation actions take the form of a long-term financial strategy, including a Special Account for Capital and Strategic Investments, to cover notably building related capital expenditure, with further discussions to take place on other aspects of addressing long term staff commitments.
25. Member States can contribute to mitigating the funding related risks through the funding of C/5 proposed allocations from assessed contributions, to ensure adequate funding and sustainability as well as the provision of lightly earmarked voluntary contributions to facilitate implementation of projects.
26. The Organization interacts with a large network of partners for the implementation of mutual areas of interest. Given their diverse nature, a negative public perception in UNESCO partnerships, due to the failure to demonstrate a commitment or to meet in practice the principles of the United Nations (notably those linked to human rights, labor, environment and anti-corruption), may result into reputational risks for the Organization. This risk is mitigated through a comprehensive partnership strategy to support new and strengthened forms taking into account the rapidly evolving context, while a due diligence process is performed to identify high-risk partners.
27. In its mission to support Member States, the Organization may face high-risk environments with potential threats to the health, safety and security of its personnel and all individuals on its premises, as well as physical security risks impacting its assets and premises. The Organization addresses these risks through appropriate security strategies aligned with host country regulations and UN Security Management System. UNESCO also maintains its Duty of Care responsibilities to personnel working across UNESCO operations, including the implementation of appropriate precautionary measures for personnel and individuals on its premises, in relation with the ongoing COVID-19 crisis.
28. Cyber-security risks are a globally recognized risk, against which appropriate mitigation measures are critically important to take. Cyber-attacks have the potential to disrupt operations, generate financial losses and reputational damage. This risk is mitigated through enhanced cybersecurity governance and policy, improved testing and monitoring and increased user awareness.
29. The Organization intends to strengthen the monitoring and mitigation of risks through a comprehensive organizational resilience management system (ORMS). The latter offers a holistic and multidisciplinary approach to preventing, preparing for, responding to, and recovering from disruptive events. The comprehensive system integrates risk management, business continuity planning, security, ICT readiness, medical and staff support, crisis communication. The ORMS should take into account lessons learnt from the COVID-19 crisis. This approach should improve crisis preparedness and response, aligned with the related Draft 41 C/4 cross-cutting theme.

I.B • Draft 41 C/5

Level and Funding of the Programme and Budget

30. As indicated in the 40 C/7 on the Preparation of the Draft Programme and Budget for 2022-2025 (41 C/5), a key focus of the Draft 41 C/5 will be to ensure that the Organization's financial management model provides a robust and sustainable mechanism to support the delivery of the strategic objectives set out by Member States. This will be achieved, *inter alia*, through the reinforcement of the Integrated Budget Framework, the streamlined and transparent management of resources, and the review of cost recovery and other financial tools. A number of initiatives have already been launched in this respect in the course of 2020 and are under discussion with Member States. Enhancements to the presentation of the Programme and Budget document have also been made and are set out as part of this Executive Summary.

| Executive Summary | Proposed Integrated Budget Framework (IBF) for 2022-2023 (Draft 41 C/5) | | | (in USD '000) |
|---|---|---|--------------------------------|-----------------------|
| 41 C/5 PART | | Approved 40 C/5 Integrated Budget (restated) ¹ | Draft 41 C/5 Integrated Budget | Variation |
| PART I - GENERAL POLICY AND DIRECTION | | | | |
| A. Governing Bodies | | 10 473 | 10 585 | 1,1% |
| B. Direction | | 22 683 | 23 948 | 5,6% |
| Directorate | | 9 250 | 9 486 | 2,6% |
| Internal Oversight | | 7 052 | 7 637 | 8,3% |
| International Standards and Legal Affairs | | 5 282 | 5 633 | 6,7% |
| Ethics | | 1 099 | 1 192 | 8,5% |
| C. Participation in the Joint Machinery of the United Nations System | | 15 346 | 15 142 | -1,3% |
| TOTAL, PART I | | 48 502 | 49 674 | 2,4% |
| PART II - PROGRAMMES AND PROGRAMME-RELATED SERVICES | | | | |
| A. Programmes | | | | |
| Education | | 445 705 | 526 267 | 18,1% |
| Natural Sciences | | 156 478 | 167 825 | 7,3% |
| Intergovernmental Oceanographic Commission | | 26 634 | 31 815 | 19,5% |
| Social and Human Sciences | | 68 776 | 59 100 | -14,1% ⁽²⁾ |
| Culture | | 220 578 | 244 933 | 11,0% |
| Communication and Information | | 51 690 | 61 203 | 18,4% |
| UNESCO Institute for Statistics | | 29 578 | 28 200 | -4,7% ⁽³⁾ |
| Total, Part II.A | | 999 438 | 1 119 344 | 12,0% |
| B. Programme-related services | | | | |
| Sector for Priority Africa and External Relations | | 16 579 | 16 207 | -2,2% |
| Coordination and monitoring of action to implement Priority Gender Equality | | 1 893 | 1 948 | 2,9% |
| Strategic Planning | | 11 250 | 13 326 | 18,5% |
| Communication and Public Engagement | | 13 312 | 12 972 | -2,5% |
| Field Offices Programme Management and Support Services | | 102 563 | 103 961 | 1,4% |
| Total, Part II.B | | 145 597 | 148 415 | 1,9% |
| C. Participation Programme and Fellowships | | 13 474 | 13 466 | -0,1% |
| TOTAL, PART II | | 1 158 509 | 1 281 224 | 10,6% |
| PART III - CORPORATE SERVICES | | | | |
| A. Sector for Administration and Management | | 139 879 | 151 191 | 8,1% |
| Office of the ADG of Administration and Management | | 6 976 | 6 600 | -5,4% |
| Human Resources Management | | 31 874 | 31 777 | -0,3% |
| Financial Management | | 10 698 | 10 926 | 2,1% |
| Digital Business Solutions | | 17 816 | 30 564 | 71,5% |
| Organization of Conferences, Languages and Documents | | 30 304 | 30 055 | -0,8% |
| Operational Support | | 29 015 | 28 383 | -2,2% |
| Management of Security and Safety | | 13 196 | 12 888 | -2,3% |
| B. Headquarters Common Costs | | 8 896 | 9 412 | 5,8% |

| 41 C/5 PART | Approved 40 C/5 Integrated Budget (restated) ¹ | Draft 41 C/5 Integrated Budget | Variation |
|---|---|-----------------------------------|-----------|
| TOTAL, PART III | 148 774 | 160 603 | 8,0% |
| TOTAL, PARTS I - III | 1 355 785 | 1 491 502 | 10,0% |
| After Service Health Insurance long-term liability (ASHI) | 3 325 | 3 972 | 19,4% |
| Anticipated Cost Increases and Reserve for Staffing Adjustments | 5 991 | - | -100,0% |
| TOTAL, OPERATING BUDGET | 1 365 102 | 1 495 473 | 9,6% |
| LOAN REPAYMENTS FOR CAPITAL EXPENDITURE | | | |
| Loan repayments of Headquarters renovation plan "Belmont Plan" | 3 096 | - | -100,0% |
| Loan repayments IBE | 271 | 22 | -91,9% |
| Loan repayments Miollis building | 1 381 | 5 042 | 265,1% |
| TOTAL, LOAN REPAYMENTS FOR CAPITAL EXPENDITURE | 4 747 | 5 064 | 6,7% |
| GRAND TOTAL, INTEGRATED BUDGET | 1 369 849 | 1 500 538 | 9,5% |
| Offsetting related to management costs recovery | (28 374) | (41 681) | 46,9% |
| Offsetting related to the estimated internal charge back for revenue-generating funds | (12 359) | (11 099) | -10,2% |
| TOTAL NET INTEGRATED BUDGET | 1 329 115 | 1 447 758 | 8,9% |

(1) 40 C/5 original approved budget restated based on the 41 C/5 draft budget structure

(2) Reduction in the draft 41 C/5 for SHS is due to a revision in the basis of voluntary contribution estimates

(3) Decrease for UIS under the 41 C/5 is due to the fact that some of the current ongoing voluntary contribution projects will be completed in 40 C/5.

31. The overall Integrated Budget Framework (IBF) for 2022-2023 is presented for the consideration of Member States in accordance with Article 3 of the Financial Regulations. The IBF is presented for approval by Member States at the level of \$1,447,757,820 after offsetting (\$1,500,537,620 before offsetting), representing an increase of 9% over the 2020-2021 IBF.

| Executive Summary | Proposed Budget 2022-2023 (Draft 41 C/5) by source of funds | | | in USD '000 |
|--------------------------------------|---|--------------|-----------|-------------|
| Source of Funding | Approved 40 C/5 | Draft 41 C/5 | Variation | |
| Regular Programme | 534 647 | 534 647 | 0% | |
| Revenue Generating Funds | 39 221 | 38 226 | -3% | |
| Voluntary Contributions (VC) | 795 981 | 927 664 | 17% | |
| Management Cost Account (VC portion) | 28 374 | 41 681 | 47% | |
| VC in hand | 313 736 | 344 626 | 10% | |
| Gap | 453 871 | 541 357 | 19% | |
| Total integrated Budget ¹ | 1 369 849 | 1 500 538 | 10% | |

(1) before offsetting

32. Funding sources for the proposed IBF 2022-2023, are made up of:

- The regular budget**, which has been retained at the level of \$534.6 million, representing zero nominal growth over the 40 C/5 regular budget level;
- Revenue generating funds**, representing a reduction of \$1 million, or 2.5%, compared to the 40 C/5; and
- Voluntary contributions**, made up of the voluntary contribution portion of the Special Account for Management Costs (MCA), voluntary contributions expected to be spent from resources carried over from 2020-2021, and voluntary contributions expected to be spent from amounts mobilized during the 2022-2023 biennium.
 - Within voluntary contributions, the Management Cost Account is foreseen to increase as a result of higher voluntary contribution funded expenditure levels. The total increase on voluntary contribution expenditures is foreseen to be over 15% under the Draft 41 C/5, with income for the MCA representing 5% of this amount, compared to 40 C/5, where planned MCA income represented 3% of budgeted voluntary contribution funded expenditures;

| | Approved 40 C/5 (restated) ¹ | MCA Regular Programme Share | MCA Voluntary Contribution Share | Draft 41 C/5 | Variation |
|---|---|-----------------------------------|--|---------------|------------|
| PART I - GENERAL POLICY AND DIRECTION | | | | | |
| B. Direction | | | | | |
| <i>Directorate</i> | 9 250 | 5 334 | 4 153 | 9 486 | 3% |
| <i>Internal Oversight</i> | 7 052 | 4 294 | 3 343 | 7 637 | 8% |
| <i>International Standards and Legal Affairs</i> | 5 282 | 3 168 | 2 465 | 5 633 | 7% |
| <i>Ethics</i> | 1 099 | 670 | 522 | 1 192 | 8% |
| TOTAL, PART I | 22 683 | 13 465 | 10 483 | 23 948 | 6% |
| PART II - PROGRAMMES AND PROGRAMME-RELATED SERVICES | | | | | |
| B Programme-related services | | | | | |
| Strategic planning | 11 250 | 7 263 | 5 653 | 12 916 | 15% |
| TOTAL, PART II | 11 250 | 7 263 | 5 653 | 12 916 | 15% |
| PART III - CORPORATE SERVICES | | | | | |
| A. Sector for Administration and Management | | | | | |
| <i>Office of the ADG of Administration and Management</i> | 6 841 | 3 710 | 2 890 | 6 600 | -4% |
| <i>Human resources management</i> | 18 604 | 11 055 | 8 622 | 19 677 | 6% |
| <i>Financial management</i> | 10 588 | 5 998 | 4 667 | 10 666 | 1% |
| <i>Digital Business Solutions</i> | 17 366 | 11 558 | 9 006 | 20 564 | 18% |
| TOTAL, PART III | 53 400 | 32 321 | 25 185 | 57 506 | 8% |
| After Service Health Insurance longterm liability (ASHI) | - | 470 | 360 | 830 | |
| TOTAL, MANAGEMENT COST ACCOUNT BUDGET | 87 333 | 53 519 | 41 681 | 95 201 | 9% |

(1) 40 C/5 original approved budget restated based on the 41 C/5 draft budget structure, including total cost of Digital Business Solutions

- (ii) The above is supported by the increase in voluntary contribution funded activities under the IBF, showing an increase of 15.4% for total voluntary contributions, including an increase for committed and available voluntary contributions from \$313.7 million in 2020-2021 to \$344.6 million in 2022-2023 (increase of 9.8%), and estimated further expenditures of \$541.4 million under the Draft 41 C/5, from resources to be mobilized in the following biennium (an increase of 19.3% on the 40 C/5 gap).

| | Approved 40 C/5, including gap (restated) | Draft 41 C/5 | | | Variation |
|---|--|---------------------------------------|---------|---------|-----------|
| | | Voluntary contributions in hand | Gap | Total | |
| PART II - PROGRAMMES AND PROGRAMME-RELATED SERVICES | | | | | |
| A Programmes | | | | | |
| Education | 361 700 | 141 906 | 298 725 | 440 631 | 21,8% |
| Natural Sciences | 117 716 | 95 327 | 32 396 | 127 723 | 8,5% |
| Intergovernmental Oceanographic Commission | 15 760 | 4 386 | 16 193 | 20 579 | 30,6% |
| Social and Human Sciences | 42 500 | 12 448 | 19 427 | 31 875 | -25,0% |
| Culture | 174 012 | 76 197 | 120 413 | 196 610 | 13,0% |
| Communication and Information | 27 364 | 10 065 | 25 819 | 35 884 | 31,1% |
| UNESCO Institute for Statistics | 21 199 | 2 426 | 17 324 | 19 750 | -6,8% |
| Total, Part II.A | 760 250 | 342 756 | 530 297 | 873 053 | 14,8% |
| B Programme-related services | | | | | |
| Sector for Priority Africa and External Relations | 826 | 460 | - | 460 | -44,3% |
| Coordination and monitoring of action to implement Priority Gender Equality | - | - | - | - | |
| Strategic planning | - | 410 | - | 410 | |
| Communication and Public Engagement | 1 200 | - | - | - | -100,0% |
| Field Offices Programme Management and Support Services | 2 195 | 1 000 | - | 1 000 | -54,4% |
| Total, Part II.B | 4 221 | 1 870 | - | 1 870 | -55,7% |
| PART II.C - Participation Programme and Fellowships | 120 | - | - | - | -100,0% |
| TOTAL, PART II | 764 592 | 344 626 | 530 297 | 874 923 | 14,4% |
| PART III - CORPORATE SERVICES | | | | | |
| A Sector for Administration and Management | 3 015 | - | 11 060 | 11 060 | 266,8% |
| Office of the ADG of Administration and Management | 135 | - | - | - | -100,0% |
| Human Resources Management | 1 970 | - | 800 | 800 | -59,4% |
| Financial Management | 110 | - | 260 | 260 | 136,4% |
| Digital Business Solutions | 450 | - | 10 000 | 10 000 | 2122,2% |
| Organization of Conferences, Languages and Documents | - | - | - | - | 0,0% |
| Operational Support | 350 | - | - | - | -100,0% |
| Management of Security and Safety | - | - | - | - | |
| B Headquarters Common Costs | - | - | - | - | |
| TOTAL, PART III | 3 015 | - | 11 060 | 11 060 | 266,8% |
| GRAND TOTAL, VOLUNTARY CONTRIBUTION BUDGET | 767 607 | 344 626 | 541 357 | 885 983 | 15,4% |

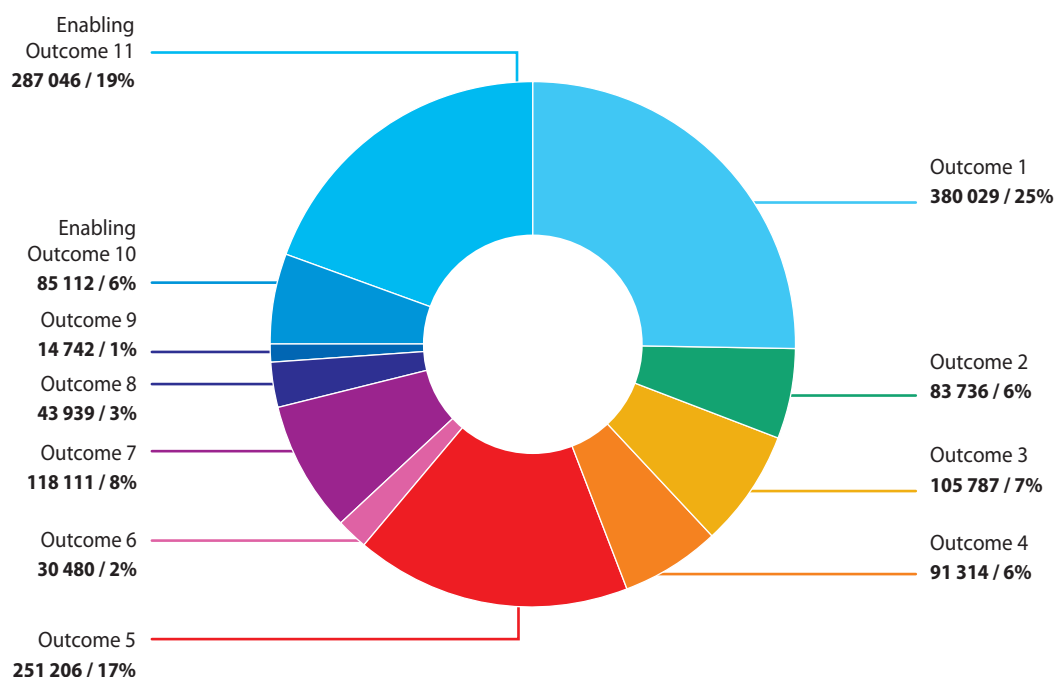
(1) Excluding Management Cost VC share representing an amount of 41.681 M USD. Information on MCA is available in the table above

The 41 C/5 Programme and Budget Results Framework

33. The Draft 41 C/5 presents a total of 44 outputs (including five outputs for the Intersectoral programmes) to be delivered by the five Major Programmes, the IOC and UIS, under nine outcomes.

34. It further presents 34 outputs under the two remaining enabling outcomes. The table below provides an overview of the total IBF budget breakdown by outcome and contributing Sectors and other services.

| Executive Summary | | Draft 41 C/5 - Budget by Outcome | | | | | | | | | | in USD '000 |
|---|--|----------------------------------|----------------|---------------|---------------|----------------|---------------|---------------|---------------|----------------|----------------|------------------|
| | | ED | SC | IOC | SHS | CLT | CI | UIS | Part I | Part II.B | Part III | Total |
| Outcome 1: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all | | 369 799 | 3 928 | - | 6 302 | - | - | - | - | - | - | 380 029 |
| Outcome 2: Strengthen international coordination for the achievement of SDG 4 and develop the global education agenda based on research, foresight and innovation | | 58 611 | - | - | - | - | - | 25 125 | - | - | - | 83 736 |
| Outcome 3: Enhance knowledge for climate action, biodiversity, water and ocean management, and disaster risk reduction | | - | 73 971 | 31 815 | - | - | - | - | - | - | - | 105 787 |
| Outcome 4: Advance international cooperation in science, technology and innovation | | - | 89 925 | - | - | - | - | 1 389 | - | - | - | 91 314 |
| Outcome 5: Enhance the protection and promotion of the diversity of heritage and cultural expressions | | - | - | - | - | 244 933 | 4 587 | 1 686 | - | - | - | 251 206 |
| Outcome 6: Promote freedom of expression and the right to information | | - | - | - | - | - | 30 480 | - | - | - | - | 30 480 |
| Outcome 7: Promote inclusion and combat discrimination, hate speech and stereotypes | | 74 787 | - | - | 43 325 | - | - | - | - | - | - | 118 111 |
| Outcome 8: Foster knowledge sharing and skills development in the digital age | | 23 071 | - | - | - | - | 20 868 | - | - | - | - | 43 939 |
| Outcome 9: Develop ethical standards, norms and frameworks for action to meet the challenges of innovative technologies and digital transformation | | - | - | - | 9 474 | - | 5 268 | - | - | - | - | 14 742 |
| Enabling Outcome 10: Reinforced partnerships, outreach and advocacy in support of UNESCO's action | | - | - | - | - | - | - | - | 15 142 | 69 971 | - | 85 112 |
| Enabling Outcome 11: Accountable, efficient and effective management in pursuit of the Organization's results | | - | - | - | - | - | - | - | 34 533 | 91 910 | 160 603 | 287 046 |
| Total Outcome | | 526 267 | 167 825 | 31 815 | 59 100 | 244 933 | 61 203 | 28 200 | 49 674 | 161 881 | 160 603 | 1 491 502 |
| ASHI | | | | | | | | | | | | 3 972 |
| Loan Repayment for Capital investment | | | | | | | | | | | | 5 064 |
| Total Integrated budget | | | | | | | | | | | | 1 500 538 |



35. The total share allocated to Outcomes 1-9 represents 75% of the total resources under the proposed IBF, totaling \$1.1 billion, while enabling Outcomes 10 and 11 represent the remaining 25% of the total resources under the proposed IBF, totaling \$372 million.
36. As illustrated in the Budget by Outcome table above, Major Programmes and the IOC contribute transversally to the achievement of all outcomes. It is highlighted that the budgets of Major Programmes include their respective contributions to the intersectoral programmes and related outputs.
37. The overall share of Major Programmes, the IOC and UIS under Part II.A has increased in the proposed IBF from \$999.4 million in the 40 C/5, representing 73% of the total IBF, to \$1,119 million, representing 75% of the total IBF in the Draft 41 C/5. It is also noteworthy to underline, that Part III, Corporate Services, while increasing in total budget from \$149 million under the 40 C/5 to \$161 million in the Draft 41 C/5, has slightly decreased its relative share within the overall IBF from 10.9% to 10.7%.

| in USD '000 | Approved 40 C/5 | Draft 41 C/5 |
|--------------------------------------|--------------------|------------------|
| Part I | 48 502 | 49 674 |
| Part II | 1 158 509 | 1 281 224 |
| Part II.A | 999 438 | 1 119 344 |
| Part II.B | 145 597 | 148 415 |
| Part II.C | 13 474 | 13 466 |
| Part III | 148 774 | 160 603 |
| Other | 9 316 | 3 972 |
| Total Operating Budget | 1 365 102 | 1 495 473 |
| Capital Items | 4 747 | 5 064 |
| Grand Total Integrated Budget | 1 369 849 | 1 500 538 |

| | Approved 40 C/5 | Draft 41 C/5 |
|--------------------------------------|--------------------|-----------------|
| Part I | 3.5% | 3.3% |
| Part II | 84.6% | 85.4% |
| Part II.A | 73.0% | 74.6% |
| Part II.B | 10.6% | 9.9% |
| Part II.C | 1.0% | 0.9% |
| Part III | 10.9% | 10.7% |
| Other | 0.7% | 0.3% |
| Total Operating Budget | 99.7% | 99.7% |
| Capital Items | 0.3% | 0.3% |
| Grand Total Integrated Budget | 100.0% | 100.0% |

Global Priorities Africa and Gender Equality

38. This section provides an overview of the resources proposed to be dedicated to the Organization's two Global Priorities, Africa and Gender Equality. The tables below present an overall view of the share of the budget that is allocated to each of these two priorities.
39. Comparison with the previous biennium is not possible, as the budget dedicated to these two Global Priorities presented in the Approved 40 C/5 covered only non-staff resources; whereas, the Draft 41 C/5 provides the estimates for total resources dedicated to outputs, as well as to the Global Priorities. In view of the foregoing, the budgets allocated for the two Global Priorities cannot be directly compared between the two biennia.
40. By its decision 209 EX/Decision 32, the Executive Board decided, *inter alia*, that the Director-General, in consultation with the Member States, should allocate an adequate level of UNESCO's resources and capacities towards the implementation of Global Priority Africa, through the Operational Strategy for Priority Africa (2014-2021), by allocating sufficient dedicated resources from the regular programme budget with clear ratios enabling the governing bodies and the Secretariat to track the proportion of resources allocated to the region.

| Global Priorities - Africa | | | | | | |
|---|--------------------------------|------------------------------------|--------------------------------------|--------------------------------|------------------------------------|--------------------------------------|
| in USD '000 | Integrated Budget | | | Regular Programme Budget | | |
| | Approved 40 C/5, non-staff (%) | Draft 41 C/5 staff & non-staff (%) | Draft 41 C/5 staff & non-staff (USD) | Approved 40 C/5, non-staff (%) | Draft 41 C/5 staff & non-staff (%) | Draft 41 C/5 staff & non-staff (USD) |
| Education | 21% | 28% | 145 996 | 15% | 23% | 19 580 |
| Natural sciences | 34% | 22% | 36 762 | 35% | 18% | 7 131 |
| Intergovernmental Oceanographic Commission | 23% | 22% | 7 051 | 18% | 22% | 2 524 |
| Social and human sciences | 17% | 17% | 9 769 | 18% | 14% | 3 769 |
| Culture | 12% | 18% | 45 031 | 12% | 18% | 8 724 |
| Communication and information | 21% | 23% | 14 231 | 14% | 14% | 3 505 |
| Coordination and Monitoring of Action to Benefit Africa | 100% | 100% | 3 277 | 100% | 100% | 2 817 |
| TOTAL | 21% | 24% | 262 117 | 18% | 20% | 48 050 |
| <i>Percentage within total Integrated budget</i> | <i>17%</i> | <i>18%</i> | | <i>6%</i> | <i>9%</i> | |

| Global Priorities - Gender Equality | | | | | | |
|---|--------------------------------|------------------------------------|--------------------------------------|--------------------------------|------------------------------------|--------------------------------------|
| in USD '000 | Integrated Budget | | | Regular Programme Budget | | |
| | Approved 40 C/5, non-staff (%) | Draft 41 C/5 staff & non-staff (%) | Draft 41 C/5 staff & non-staff (USD) | Approved 40 C/5, non-staff (%) | Draft 41 C/5 staff & non-staff (%) | Draft 41 C/5 staff & non-staff (USD) |
| Education | 16% | 15% | 77 175 | 9% | 9% | 7 881 |
| Natural sciences | 23% | 14% | 22 770 | 22% | 7% | 2 778 |
| Intergovernmental Oceanographic Commission | 10% | 12% | 3 803 | 0% | 12% | 1 334 |
| Social and human sciences | 20% | 25% | 14 610 | 18% | 26% | 7 085 |
| Culture | 4% | 7% | 17 364 | 3% | 4% | 1 739 |
| Communication and information | 33% | 54% | 32 905 | 29% | 75% | 19 092 |
| Coordination and monitoring of action to implement Priority Gender Equality | 100% | 100% | 1 948 | 100% | 100% | 1 948 |
| TOTAL | 15% | 16% | 170 576 | 12% | 17% | 41 856 |
| <i>Percentage within total Integrated budget</i> | <i>12%</i> | <i>12%</i> | | <i>4%</i> | <i>8%</i> | |

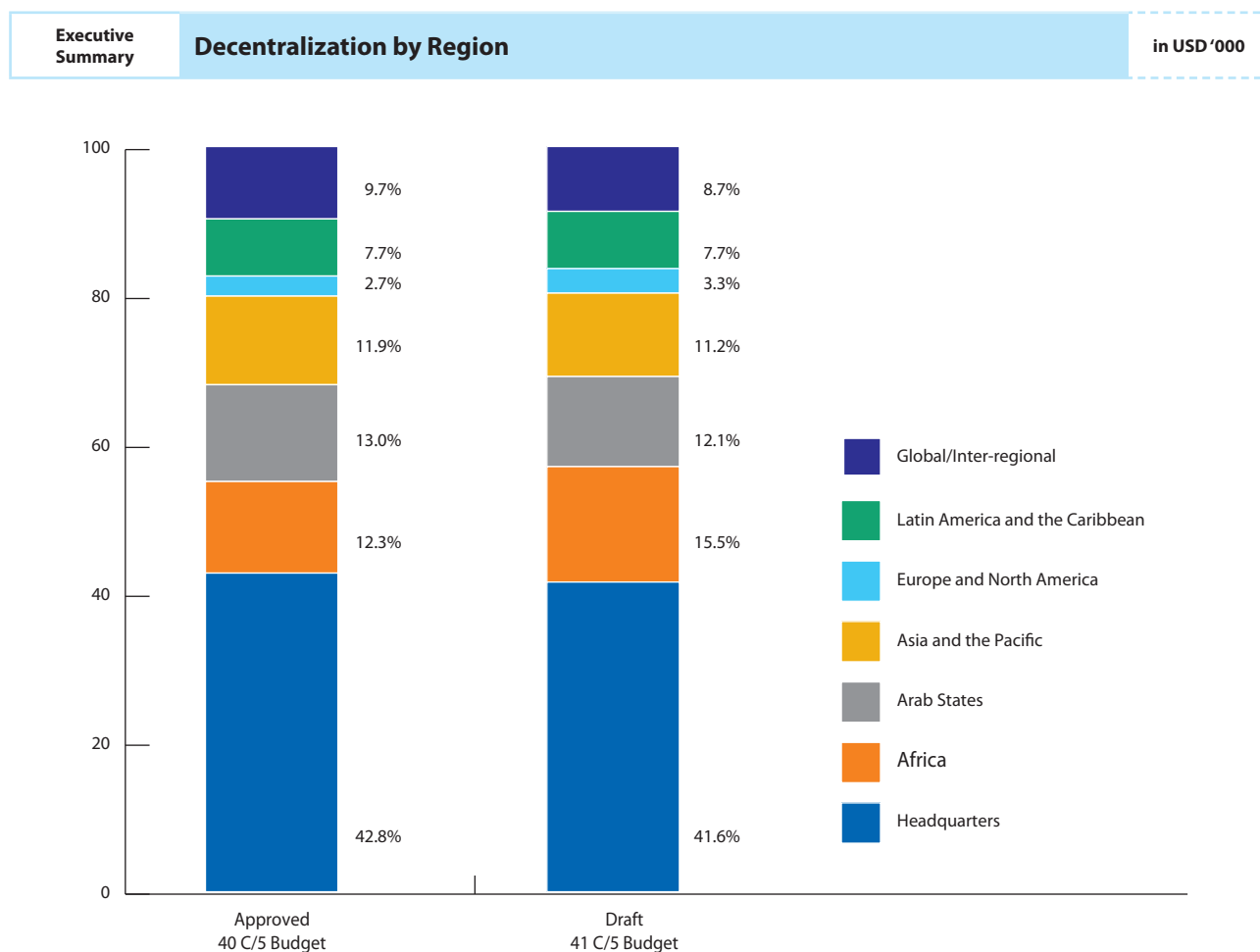
41. Resources dedicated to Global Priority Africa represent almost a quarter of the resources of the Organization in the Draft 41 C/5. Education, Science, IOC, and CI have indicated resources in excess of 20% to be devoted to Global Priority Africa. In respect of Global Priority Gender Equality, the efforts of SHS and CI are highlighted also.

Decentralization

42. The total IBF of 1.5 billion US dollars under the Draft 41 C/5 represents an increase of 9% compared to the overall level of the 40 C/5. This increase is also apparent in the higher proportion of decentralization of resources to the Field, with notable emphasis on the Africa region, but with increases in other regions also.

| Executive Summary | Draft 41 C/5 Decentralization by region | | | in USD '000 |
|---------------------------------|---|---------------------|--------------|-------------|
| Region | Approved 40 C/5 budget | Draft 41 C/5 budget | Variation | Variation |
| Headquarters | 585.8 | 624.9 | 39.1 | 6.7% |
| Africa | 167.9 | 231.9 | 64.1 | 38.2% |
| Arab States | 178.5 | 181.2 | 2.7 | 1.5% |
| Asia and the Pacific | 162.7 | 167.7 | 5.0 | 3.1% |
| Europe and North America | 37.2 | 49.2 | 12.0 | 32.2% |
| Latin America and the Caribbean | 105.0 | 115.4 | 10.4 | 9.9% |
| Global / Inter-regional | 132.8 | 130.2 | (2.6) | -2.0% |
| Total | 1 369.8 | 1 500.5 | 130.7 | 9.5% |

43. The most significant increase for Africa region is in the ED Sector, while Asia and the Pacific increases significantly under the SC and SHS Sectors, with significant contributions foreseen to increase availability of UNESCO's resources in the Africa region and the Latin America and Caribbean region from voluntary contribution funding.



44. As a result, the total share of resources decentralized to Field Offices increases from \$651 million in the 40 C/5 to \$746 million in the Draft 41 C/5. While the resources foreseen to be spent at Headquarters will also increase, in percentage terms their weight will reduce from 43% to 42%.
45. The efforts made to improve the enabling environment for resource mobilization, including in UNESCO Field Offices, have resulted in a higher volume of voluntary contributions intended for the regions for use in 2022-2023, by approximately \$20 million. The accountability given to UNESCO Field Offices in assessing the possibilities for mobilizing and spending resources under the 41 C/5 in the country/countries for which they are responsible must also be underlined. The high volume of the budget decentralized into the regions demonstrates the empowerment and strengthening of the accountability of UNESCO Field Offices in mobilizing resources. It is noted that the Gap for the regions is \$355 million, i.e. 66% of the total estimated Gap for 2022-2023.
46. For the Major Programmes and the Intergovernmental Oceanographic Commission, largely the same level of non-staff budget is maintained in the regions under the regular budget (an increase of 0.2%), whereas an increase of 17% is planned under the voluntary contributions. The details of the distribution of total resources by region for each of the Major Programmes and the Intergovernmental Oceanographic Commission is provided under the chapter dedicated to each sector.
47. It is highlighted that in addition to the resources decentralized to Field Operations, the Organization dedicates significant resources under Field Office Programme Management and Support Services directly to supporting and operating its Field Network. The total costs of these activities were budgeted at \$102.6 million under the 40 C/5 and are budgeted under the Draft 41 C/5 at \$104 million, representing a small increase of 1.4%. It should be noted, however, that this increase in direct support costs underpins a 14.5% increase in programme resources decentralized to the regions (excluding global/inter-regional), representing 12% of the total resources decentralized under the Draft 41 C/5, down from 14% under the 40 C/5.
48. The total volume of resources decentralized for implementation, together with those dedicated to the support of the Field, represent almost 57% of the total IBE, showing an increase of almost 2% over the same proportion under the 40 C/5.

Planning Assumptions and Highlights

49. The following key planning assumptions are highlighted in respect of the Draft 41 C/5.

Addressing specific top risks of the Organization through the IBF

- a. **Cyber-security** - As indicated in the foregoing, cyber-security risks are one of the top ten risks of the Organization, against which appropriate mitigation measures are critically important to take. The risk is mitigated through enhanced cyber-security governance and policy, supported by appropriate software and other tools, as well as improved testing and monitoring. Increased user awareness is also critical, which in turn also requires training and other awareness raising initiatives. The budget for IT expenditures has been increased significantly to enable the Organization to address this risk and highlights the fact that these needs have not been addressed for some time as a result of budgetary austerity. However, the risk appetite of the Organization in respect of these risks is extremely low, and it has now become critical to address the funding needs for cyber-security and for digital strategy urgently.
- b. **Sustainable Funding** - Another of the top ten risks identified for the Organization relates to structural unfunded long-term financial needs, including for capital and strategic investments as well as for long term liabilities of the Organization. Ongoing discussions with Member States on the establishment of a Special Account for Capital and Strategic Investment include proposals for the sustainable funding of such a special account with a levy of 1% on staff costs, in order to ensure that capital financing needs are covered in the

future. Since currently such needs are not covered, the repayments for long term loans must be funded through the biennial budget of the Organization. The proposed 1% levy has been factored into the proposed budget through the standard costs applied to staff positions. This proposed charge is subject to endorsement by Member States of the establishment and policy for the use of the Special Account for Capital and Strategic Investment.

- c. Also related to the need for reinforcing prudent financial management, a 1% charge has been included as part of the cost of staff for the purpose of financing the cost of terminal indemnities and repatriation grants due in respect of staff who leave the Organization. These costs, which form part of the International Civil Service Commission (ICSC) common system of salaries and benefits of International civil servants, had to be accommodated from staff cost savings in previous biennia. This charge shall be applied to staff costs as part of the payroll process and transferred to the Special Account for Terminal Payments Fund, which will in turn fund these costs to the extent funds are available from such transfers.

Special Account for Management Costs

- d. As indicated in the section above, the voluntary contribution funding portion of the Special Account for Management Costs (MCA) is foreseen to increase significantly in the following biennium. It is recalled that UNESCO adopted a revised cost recovery policy as from the 39 C/5 (2018-2019) budget cycle, whereby “management costs” of the Organization were decided to be funded from a newly established Special Account, the MCA, to be funded partly from the regular budget and partly from the management support costs charged on expenditures under voluntary contributions, in accordance with a pre-defined split. The proportion between the regular budget and voluntary contribution income for funding the MCA was set at 63/37 (RP/VC) under the 40 C/5, based on the analysis of the actual global 2014-2015 expenditures under the regular budget and voluntary contributions, and also took into account the possible loss of management support cost income due to derogations on the application of the management support cost rates.
- e. In order to align the proportion of the regular budget and voluntary contribution funding of the MCA to actual historical expenditures, the apportionment of the share of funding has been revised to 56% from the regular budget and 44% from management support costs charged on voluntary contribution funded expenditures. This proportion is based on the share of the sources of actual expenditures observed through 2018-2020 and is in line with the principles set out in the cost recovery policy of the Organization. The impact of this change was to reduce the regular budget funding needs for the MCA by approximately \$6 million, which was redistributed to Programme Sectors in their budget envelopes.
- f. The integration of all information technology functions under a single platform (Digital Business Solutions), under the Sector for Administration and Management, has underpinned the classification of these functions as management costs, as a result of which their funding is also to be assured from the MCA as of the Draft 41 C/5. This change has resulted in a further \$4 million increase in the foreseen level of the voluntary contribution funded portion of the MCA, which has reduced the regular budget funding for management services.
- g. These changes result in an overall slightly higher risk approach being adopted in respect of the earnings targeted under management support costs on voluntary contribution funded expenditures. They imply no increase in the rate to be charged on such expenditures, but assume that the higher implementation can occur, as this is required to produce the higher support management income. Should these assumptions not materialize, the operating reserves of the MCA will be able to support the increased costs over the short term. However, it is clear that the only sustainable risk mitigation strategy will be improved efficiency and effectiveness translated into sustained higher implementation rates for voluntary contribution funded projects, both in headquarters and in the Field.

Highlights and Enhancements Related to the Presentational Aspects of the Draft 41 C/5

Budget Structure Related Changes

50. The structure of the consolidated budget tables has been slightly modified to highlight the need to separate the programmatic as well as the recurring biennial costs of the Organization. These are now presented in a sub-total under the heading of “Operating Budget”. Items which should be part of a capital budget, and which, for future capital and strategic investments, would be expected to be included under the Special Account for Capital and Strategic Investment are presented below the Operating Budget. These items currently include the residual final payment to be made under the repayment of the loan for the International Bureau of Education’s (IBEs) purchase of its premises, and the repayments due in respect of the loans taken out for the renovation of the Miollis building. This presentation enables a consistent comparison of the operating budget of the Organization over time, without the distortions of large one-off capital expenditures that should be funded from long-term resources rather than the biennial operating budget.
51. Outputs in the Draft 41 C/5 have been fully costed, including high level estimates for the cost of staff as well as non-staff resources. Details of the breakdown of staff and non-staff budgets are provided at the level of Sectors/Bureaux, as in previous biennia, through a detailed table in Annex I.

Budget as an Accountability Tool

52. The Program and Budget provides the structure in which accountability for performance and resource management is set out, and according to which responsibility is assigned for the same. It also establishes the key elements and structures according to which reporting is provided to managers as well as Member States and other stakeholders. To ensure that the Program and Budget structure can address these considerations, the following changes have been made to the Draft 41 C/5 presentation. In order to ensure full comparability across biennia, the 40 C/5 budget appears re-stated to the Draft 41 C/5 structure. Appendix D provides the details of the adjustments made for this purpose.
 - a. The costs of managing and running the network of UNESCO’s Field Offices were included under various parts and lines under previous budgets. In order to clearly show the total cost of running the network of UNESCO’s Field Offices, all related costs have been grouped under a single sub-heading called “Field Offices Programme Management and Support Services” under Part II.B “Programme-related services”. It is highlighted that the cost of staff decentralized by Sectors and Bureaux to the Field Offices continue to be included in the respective budgets of the same. The following costs are now included under Field Offices Programme Management and Support Services:
 - (i) the cost of Field Office Heads/Directors (previously under Part II. A Management of Field Offices);
 - (ii) Field Office IT Global Network costs (previously under Part II. A Management of Field Offices);
 - (iii) Field Office running costs, including administrative support (previously under Part II. A Management of Field Offices);
 - (iv) Resource mobilization funds for Field Offices (previously under Part II. A Management of Field Offices); and
 - (v) Security in the Field (previously under Part I. C UN Joint Machinery).

- b. Certain operating costs common to all programs in Headquarters were previously allocated out for budget presentation purposes to programs. These costs include utilities, cleaning services, certain IT license costs, which were allocated on the basis of headcount or space occupied. However, the costs continued to be managed centrally by ADM units, without the programs' involvement or influence. This resulted in complexity, lack of transparent budgeting, lack of real accountability for the costs concerned, and the creation of accounting vehicles to support the management of these structures, which the External Auditors have called on us to address. As a result, these "common costs" were extracted from the program budgets and are shown clearly as expenditures managed as corporate services for the benefit of all HQ programs.
- c. The "cost of staff" is reflected in the budget through the "standard" or average costs used to plan for positions. In previous budget presentations, the cost of staff included in the budgets of programs did not include those elements which were foreseen to be introduced in the course of the biennium as a result of decisions of the ICSC (increases to the pensionable remuneration or salary scales). With a comprehensive approach to presenting staff costs, the full anticipated cost of staff are now reflected under the Sectors/Bureaux where they are working and delivering results. This is expected to support more flexibility in the ability of Sectors/Bureaux to manage their staff costs as needed throughout the biennium. It is highlighted that the staff budget will have to accommodate any reclassifications also on a budget neutral and sustainable basis. No separate funds are set aside for this purpose. For further details on the costing methodology applied to staff costs, please see Appendix B

Currency Fluctuation

- 53. The Organization's budget is presented in United States dollars. As of January 2020, the previously applied "constant dollar mechanism", whereby the EUR expenditures were recorded at budget rate, was discontinued. Actual expenditures incurred in EUR have since been charged against the budget in US dollars, using the United Nations Operational rate of Exchange (UNORE). This change involves the risk that a significant change in the value of one or the other currency may result in an under or overspend of the budget if not managed closely. In line with the estimated euro requirement of the regular budget, Member States are assessed their contributions in euros and US dollars (47% and 53% respectively), hence ensuring that the Organization has the funds in USD and EUR available for its planned activities.
- 54. The above risk is managed by the Secretariat closely and actively throughout the course of the biennium, through close monitoring of euro expenditures and the impact of currency rate fluctuations between the US dollar and the euro. The budget rate of 0.869 euro to one US dollar is unchanged from the rate applied in the 40 C/5 as well as in prior budgets, and all deviations against this rate will be monitored carefully, and reported to the Executive Board in the Financial Management Report

DRAFT BUDGET

PART I

I.A • Governing Bodies

- 00101** **General Conference:** The functions of the General Conference are defined by Article IV.B of the Constitution. The General 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 every two years in ordinary session. The 42nd session will be held in October/November 2023 and the 43rd session in October/November 2025. The aggregate length of the two sessions will total a maximum of 28 working days distributed so as to reflect variations in agenda length as a result of the implementation of the four-year programming cycle. Its work will be organized upon the proposals by the Executive Board, on the basis of the decisions previously taken by the Conference, in particular those of the open-ended Working Group on the governance, procedures and methods of work of the governing bodies of UNESCO, as endorsed by the Conference through 38 C/Resolution 87, as well as budgetary and environmental considerations.
- 00103** While the bulk of the budget goes to the organizational costs of the General Conference (essentially to documentation and interpretation), 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 Organization 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 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 period 2022-2025, the 58 Members of the Executive Board will meet at least eight times and up to ten times, including one-day sessions after the 42nd and 43rd sessions of the General Conference.
- 00106** Additionally, as experienced in the previous biennium, pursuant to Decision 209 EX/30 on **Recommendations of the informal working group established by 6 X/EX/Decision 2 on the working methods for a virtual session of the Executive Board**, the Executive Board shall hold virtual sessions only during periods of emergency or in **exceptional** circumstances rendering “in-person” meetings impracticable. The Rules of Procedure shall apply to virtual sessions without any change. Participation and use of online platforms accessible to all Members of the Board, representatives of the United Nations, observers of Member States and of non-Member States and observers of intergovernmental or international non-governmental organizations must be ensured on equal terms in accordance with

General Policy and Direction

the Rules of Procedure, while at the same time ensuring the security of the online platforms. Keeping in mind the differences in time zones, efforts must be made to facilitate the full participation of all as per the Rules of Procedure. Considering that the technological means currently available to the Secretariat do not allow for a virtual secret ballot, the Executive Board could decide on practical arrangements for casting of the vote should it become necessary to hold a secret ballot during a virtual session. Since negotiation of a text during a virtual session could be time consuming and complicated due to technological constraints, Member States shall be invited to apply recommendations 44-47 of the open-ended working group on governance, procedures and working methods of the governing bodies of UNESCO, adopted by the General Conference through 39 C/87, and convene informal meetings and negotiations as appropriate on draft decisions and amendments before the session of the Executive Board. As is the current practice in UNESCO, all possible efforts should be made to adopt decisions on the basis of consensus in virtual sessions.

00107 The Governing Bodies Secretariat (GBS) is the central focal point and key player in the smooth running and coordination of the General Conference and the Executive Board. It provides policy advice and quality comprehensive support to Member States, the President of the General Conference, the Chairperson of the Executive Board, the Director-General, UNESCO's Secretariat, as well as to other external entities. The Secretariat contributes to the decision-making process and the follow-up of decisions taken; ensures effective and efficient communication; ensures that UNESCO's Rules of Procedure and Basic Texts are respected and adhered to; and provide support functions in both form and process.

00108 GBS is led overall by the Director of the Governing Bodies Secretariat who functions as the Secretary of each governing body. In turn, the Director is assisted by a Deputy Secretary for each governing body. GBS' role is to facilitate Member States' meetings and discussions; its role is neutral, and therefore the Secretariat does not become involved as a vested participant. GBS has a critical role in both policy and operational support to facilitate decision-making and in managing the most effective process to achieve the highest level of consensus and communication possible.

00109 The below Output contributes to the realization of the UNESCO's medium-term Enabling Objective to "Foster an enabling environment for the efficient and effective delivery of UNESCO's priorities" and its Enabling Outcome 11 "Accountable, efficient and effective management in pursuit of the Organization's results".

ENABLING OUTCOME 11

Accountable, efficient and effective management in pursuit of the Organization's results

OUTPUT 11.GBS1 Rational and cost-effective functioning of the Governing Bodies improved

| Performance indicators | Targets 2023 |
|--|---|
| 1. Budget expenditures contained | <ul style="list-style-type: none">– Further progress achieved in reducing paper consumption by providing Member States alternative electronic sources of information (making available easy access to online documents via hyperlinks)– Further rationalization of the agenda, planning of sessions and methods of work– Tools enhanced to improve information provided to Delegates |
| 2. Changes in working methods pursued towards increased efficiency | <ul style="list-style-type: none">– Optimizing the organization of thematic and information meetings by better preparation and planning– Providing proposals to allow Member States if they wish,– to opt out of receiving paper versions of documents, printing complementary documents only when essential– Further rationalization of the dispersal of items in the reports of the follow up of Executive Board decisions and General Conference resolutions (EX/5 document) by appropriate regrouping by themes– Mechanisms established to help avoid unforeseen/unplanned requests |

I.B • Direction

Chapter 1 • Directorate

- 00201** UNESCO's Directorate provides the strategic direction for the Organization. It ensures the executive management of the Organization. The Directorate maintains an in-depth dialogue with Member States and stakeholders in the definition and implementation of the Organization's strategic objectives.
- 00202** In a changing global context, faced with multiple crises of different kinds, UNESCO will continue to strengthen its capacities for expertise and action in order to meet the expectations and needs of its Member States.
- 00203** The Directorate shall ensure that the Organization's actions are consistent with the strategic objectives defined in the framework of its Medium-Term Strategy for 2022-2029 with a view to contributing, in the areas of its mandate, to the achievement of the United Nations 2030 Agenda for Sustainable Development and other international goals of which UNESCO is a stakeholder.
- 00204** The Directorate fosters the emergence of major programmatic and standard-setting initiatives that enable a comprehensive and relevant response to major challenges at the global level in its fields of competence.
- 00205** It ensures that the Organization has sufficient financial and human resources to implement its programmes and initiatives. It ensures the continuation of internal transformation initiatives aimed at building a more efficient, resilient, results-oriented and ethical administration.
- 00206** The Output below contributes to the realization of UNESCO's medium-term Enabling Objective "Foster an enabling environment for the efficient and effective delivery of UNESCO's priorities" and its Enabling Outcome 11: "Accountable, efficient and effective management in the pursuit of the Organization's results".

ENABLING OUTCOME 11

Accountable, efficient and effective management in pursuit of the Organization's results

OUTPUT 11.CAB1 UNESCO's strategic positioning and leadership role within the United Nations system in achieving the Sustainable Development Goals strengthened

| <i>Performance indicators</i> | <i>Targets 2023</i> |
|--|---|
| 1. Consistency of actions with the Organization's Medium-Term Strategy and the expectations and needs of the Member States ensured | – UNESCO's programmes and actions provide appropriate responses to Member States, in line with the objectives defined in the Organization's Medium-Term Strategy, through in-depth dialogue with Member States. |
| 2. Major initiatives providing global responses and affirming the Organization's leadership within the United Nations system in its fields of competence | – Initiatives developed and implemented through the elaboration by UNESCO of a cross-cutting and multidisciplinary reflection on contemporary issues affecting its fields of competence |
| 3. Efforts to transform the Organization continued | – The functioning of the Organization is improved to make its work and working methods more efficient, resilient and results-oriented. |

Chapter 2 • Internal Oversight

- 00301** 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 with a view to enhancing the quality and impact of UNESCO's operations.
- 00302** The IOS strategic approach and work programme flows from the application of a risk-based priority-setting model and includes systematic programme coverage. The IOS work programme also includes a strategic focus by concentrating on key aspects of ongoing reform initiatives across the Organization.
- 00303** Within the consolidated oversight mechanism, functional objectives are as follows:
- Internal audit provides assurance and enhances governance, risk management, control, economy and accountability in the 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 the enhancement of decision-making, policy development, improves programme efficiency and effectiveness, promotes organizational learning, and strengthens accountability for results. Evaluations assess the relevance, coherence, efficiency, effectiveness, impact and sustainability of programmes, projects and policies.
 - Investigation promotes accountability across UNESCO by assessing allegations of misconduct and irregularities (e.g. fraud, waste, malfeasance and abuse of authority).
- 00304** In addition, IOS provides advisory services to senior management upon request ranging from strategic organizational advice to operational guidance. In achieving expected results, IOS continuously manages and refines its quality assurance processes to align with best practices and also monitors, supports, and reports on the implementation of IOS recommendations. IOS operations are subject to review by the Oversight Advisory Committee which advises the Director-General in fulfilling her oversight responsibility and reports to the Executive Board once a year.
- 00305** The outputs of the Internal Oversight Service contribute to the realization of the Organization's medium-term Enabling Objective to "Foster an enabling environment for the efficient and effective delivery of UNESCO's priorities" and its Enabling Outcome 11 "Accountable, efficient and effective management in pursuit of the Organization's results".

ENABLING OUTCOME 11

Accountable, efficient and effective management in pursuit of the Organization's results

OUTPUT 11.IOS1 UNESCO's governance, control and risk management practices enhanced so as to enable the systematic achievement of approved objectives, improve delivery and increase confidence in the Organization, through relevant audit and advisory recommendations

| <i>Performance indicators</i> | <i>Targets 2023</i> |
|---|--|
| 1. Level of audit coverage of risks | – Reasonable audit coverage of Headquarters priority risks and field office audits |
| 2. Percentage of the accepted recommendations implemented by management within agreed-to timeframes | – 80% of the recommendations implemented within 2 years |

OUTPUT 11.IOS2 Evidence-based decision-making, organizational learning, accountability for results and programme effectiveness enhanced through the use of evaluation findings and the implementation of recommendations arising therefrom

| | |
|--|--|
| 1. Percentage of accepted corporate evaluation recommendations implemented within agreed to timeframes | – 80% of agreed recommendations implemented in less than 24 months |
| 2. Percentage of evaluation reports complying with minimum quality standards | – 90% of reports |
| 3. Percentage of decentralized evaluation reports complying with minimum quality standards | – 60% of reports |
| 4. Percentage of operational budget expenditure on evaluation (regular programme and extrabudgetary) | – 3% |

OUTPUT 11.IOS3 Accountability and adherence to UNESCO's rules and regulations strengthened

| | |
|--|--|
| 1. Percentage of allegations which are acknowledged and screening initiated within 10 working days | – 100% of allegations received are acknowledged and screening initiated within 10 working days |
| 2. Percentage of investigations completed within an effective timeframe | – At least 90% completed in less than six months after receipt of allegation |

Chapter 3 • International standards and legal affairs

00401 The Office of International Standards and Legal Affairs (LA) is a corporate service reporting directly to the Director-General.

00402 The Office's mission is to provide centralized and independent legal service to the General Conference, the Executive Board and other intergovernmental bodies (including those established under UNESCO Conventions), as well as to the UNESCO Secretariat, both at Headquarters and in the field. The Office thereby contributes to the normative mandate of the Organization and to the rule of law by interpreting its legal framework and assisting the Secretariat, through the provision of legal services, in the day-to-day administration of its mandate and programmes.

00403 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, from its Constitution, statutory texts and regulations, and its privileges and immunities; to provide advice on the conclusion and application of agreements with Member States or other organizations and on contracts to which the Organization is a party;
- (iii) to represent the Administration before the Appeals Board; 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 Legal Committee of the General Conference, which also acts as a credentials committee.

00404 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.

00405 The Output of the Office of International Standards and Legal Affairs contributes to the realization of the UNESCO's medium-term Enabling Objective to "Foster an enabling environment for the efficient and effective delivery of UNESCO's priorities" and its Enabling Outcome 11 "Accountable, efficient and effective management in pursuit of the Organization's results".

ENABLING OUTCOME 11

Accountable, efficient and effective management in pursuit of the Organization's results

OUTPUT 11.LA1 The Organization's management and programme implementation in compliance with rules and regulations

| <i>Performance indicators</i> | <i>Targets 2023</i> |
|--|---|
| 1. Quality legal advice provided to the Organization and its governing bodies | <ul style="list-style-type: none"> – Verification of the conformity of documentation drafted for the Organization's governing bodies – Secretariat of the Committee on Conventions and Recommendations of the Executive Board – Secretariat of the Legal Committee of the General Conference, which also acts as a credentials committee – Participation of LA in meetings of the Organization's governing bodies, and its subsidiary organs (commissions and committees), to provide legal advice on the spot |
| 2. Organization's rights effectively protected | <ul style="list-style-type: none"> – Reminder of privileges and immunities in response to legal proceedings – Protection of UNESCO's name when entering into agreements – Assistance to the Organization's procurement activities and contracting requirements – Representation of UNESCO in disputes under private law – Verification of compliance with the rules in regard to activities and staff – Representation at the Appeals Board and at the Administrative Tribunal of the International Labour Organization |
| 3. Internal rules of the Organization relating to activities, funds and property of the Organization revised and improved to enhance the protection of its interests | <ul style="list-style-type: none"> – Verification of the revisions of the Administrative Manual – Verification of the revisions of the Human Resources Manual – Assistance to HRM for better formulated policies and administrative circulars concerning staff, and for better consideration of the legal aspects of human resources management – Active contribution to better management of category 1 institutes |
| 4. Informed legal advice provided on the establishment and operation of the intergovernmental bodies in charge of the implementation of conventions | <ul style="list-style-type: none"> – Verification of the legal compliance of the working documents of the main conventions – Provision of legal advice at meetings of the UNESCO conventions, as required |
| 5. Monitoring of the Organization's standard-setting instruments coordinated | <ul style="list-style-type: none"> – Enhanced verification of compliance with monitoring procedures adopted by the Board – Enhanced consistency of legal advice provided during the preparation of documents for sessions of the institutional bodies monitoring conventions |

Chapter 4 • Ethics

- 00501** The mandate of the Ethics Office is to support UNESCO in establishing and maintaining an ethical working environment, mainly through giving advice, awareness raising and by developing, disseminating and promoting an ethical organizational culture based on UNESCO's core values of integrity, professionalism and respect for diversity.
- 00502** The Ethics Office's role has significantly evolved since its creation, and the latest updates of its terms of reference have now consolidated the Office's key role as the Organization's focal point for all matters concerning conflicts of interest. In addition, the Ethics Office is also the UNESCO Protection from Sexual Exploitation and Abuse (PSEA) Focal Point charged with the implementation of the Organization's PSEA Policy. Following a full revision of the Anti-Harassment Policy, the Ethics Office has relinquished its role in the formal complaints process in order to focus exclusively on informal resolution of harassment complaints, thus strengthening even further its role as the central office for the provision of confidential ethics advice. Finally, following the revision of the Whistleblower Protection Policy by incorporating recommendations from the Joint Inspection Unit of the United Nations (JIU), the Ethics Office will continue to implement the policy through provision of outreach and training activities, confidential advice and be in charge of receiving and assessing requests for protection from retaliation.
- 00503** The Ethics Office is responsible for ensuring that all UNESCO policies and procedures reinforce and promote ethical standards and for that purpose will further cooperate with relevant internal stakeholders, such as HRM, LA, IOS etc., as appropriate.
- 00504** The Ethics Office continues to play an important advisory role by providing impartial guidance and confidential advice to all UNESCO employees, regardless of their grade, duty station or contractual status, and to the Organization as a whole on ethics-related concerns, in order to reflect the values, principles and standards of conduct of the Organization.
- 00505** Additionally, the Ethics Office will continue to develop and deliver training to all UNESCO employees to raise awareness on ethical standards, including on conflict of interests, harassment, retaliation, abuse of power, and discrimination. Since the updating of its terms of reference, the Ethics Office has now also included in its training and outreach activities a component on PSEA, and will continue to deliver the Ethical Leadership Training, to support and guide those in leadership roles to maintain an irreproachable "tone at the top". The Ethics Office will ensure that all demands for training, at headquarters and in the field, will be addressed. It will also ensure that the mandatory e-learning tool on ethics be widely used as part of the induction of newly appointed employees.
- 00506** The Ethics Office will continue to manage the Financial Disclosure Programme in order to allow the Organization to detect and address, apparent, actual and potential conflicts of interests. As the focal point for the implementation of the honour, decoration, favour, gift and remuneration policy, the Ethics Office will continue providing advice and guidance in this regard and manage the Gifts and Favours Registry.
- 00507** Finally, the Ethics Office will continue to exchange best practices and lessons learned with other Ethics Advisors, inter alia, through the Ethics Network for Multilateral Organizations, as well as with counterparts in the SEA Working Group of the United Nations.
- 00508** The Ethics Office is independent from all Programme Sectors, Programme-related and Corporate Central Services, and reports directly to the Director-General.

00509

The Ethics Office's Output contributes to the realization of the Organization's medium-term Enabling Objective to "Foster an enabling environment for the efficient and effective delivery of UNESCO's priorities" and its Enabling Outcome 11 "Accountable, efficient and effective management in pursuit of the Organization's results".

ENABLING OUTCOME 11

Accountable, efficient and effective management in pursuit of the Organization's results

OUTPUT 11.ETH1 An ethical organizational culture and working environment strengthened

| <i>Performance indicators</i> | <i>Targets 2023</i> |
|---|---|
| 1. Mandatory ethics training made available to all employees of UNESCO | <ul style="list-style-type: none">– All employees at HQ as well as in UNESCO's field offices and Category I Institutes are informed of the ethics-related training requirements.– Training is made available to all UNESCO employees regardless of their grade, status or duty station. |
| 2. Ethical issues raised with the Ethics Office are handled confidentially and in a timely manner | <ul style="list-style-type: none">– All ethical issues raised are responded to by the Ethics Office within reasonable delays.– Confidentiality is maintained in all cases unless specific prior authorization is provided by complainants. |
| 3. All eligible employees have declared their interests, through a disclosure submitted to the Ethics Office in respect of the period from 1 January to 31 December | <ul style="list-style-type: none">– Annual declarations are collected from all those classified to make annual disclosures by the end of the first quarter of each subsequent year unless specific derogations are granted. All disclosures are reviewed and follow-up advisory discussions are held with each employee for whom a potential conflict of interest has been identified |
| 4. Awareness enhanced amongst employees on UNESCO's Anti-Harassment and Anti-Retaliation policies | <ul style="list-style-type: none">– Specialized workshops are held both at Headquarters (sector by sector) and in the Field |

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

00601

UNESCO contributes to certain shared cost of the United Nations common system in accordance with agreements that specify the relevant financial and budgetary arrangements. The regular budget provision included under Part I. C. represents an estimated amount of such contributions for the coming biennium. 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. It is highlighted that following the UN's move to annual budgeting, the visibility of such costs has been reduced from the two-year horizon similar to UNESCO's biennial budget, to a single year view, which contributes to the uncertainties related to planning for these costs.

00602

Further complexity is added by the fact that the UN budgeting system continues to rely on somewhat outdated re-costing practices, which may result in changes to budgets that the participating Organizations have no control over. With this backdrop, UNESCO, along with many other specialized agencies of the UN common system, regularly argues that where zero nominal growth budgets are imposed on it by its Member States, it will not be able to take on levels of shared costs beyond that level, regardless of re-costing or other considerations. In the 41 C/5 there is a slight decrease. This decrease is attributed mainly to the UNESCO's contribution to the Resident Coordinator cost-sharing arrangements. In the 41 C/5, the methodology of calculating these costs is expected to change which may result a reduction.

00603

In the previous biennium (40 C/5), the UNJM included the cost of the "security requirement of staff members in the field". Given that, however, these costs do not represent any financial contribution per se to the UNJM, but rather the costs incurred by UNESCO for its own internal security arrangements in the Field, this item is now shown under "Field Office programme management and support services" in PART II.B.

PART I
Integrated budget by output and source of funds based on the Appropriated Regular Programme Budget of \$534.6 million

(in USD '000)

| Output | | Breakdown by source of funds | | | | | Total | |
|---|--|-------------------------------------|--------------------------|--|--------------------------------------|-----|--------|-------------------------------|
| | | Regular Programme ¹ (RP) | Revenue generating funds | Voluntary Contributions (VC) | | | | Total Voluntary Contributions |
| | | | | Management Costs Account (MCA) ² - VC portion | Voluntary Contributions (VC) in hand | Gap | | |
| A. Governing bodies | | | | | | | | |
| 11.GBS1 | Rational and cost-effective functioning of the Governing Bodies improved | 10 585 | - | - | - | - | 10 585 | |
| Total, Part I.A | | 10 585 | - | - | - | - | 10 585 | |
| B. Direction | | | | | | | | |
| Chapter 1. Directorate | | | | | | | | |
| 11.CAB1 | UNESCO's strategic positioning and leadership role within the United Nations system in achieving the Sustainable Development Goals strengthened | 5 334 | - | 4 153 | - | - | 9 486 | |
| Total, Chapter 1 | | 5 334 | - | 4 153 | - | - | 9 486 | |
| Chapter 2. Internal Oversight | | | | | | | | |
| 11.IOS1 | UNESCO's governance, control and risk management practices enhanced so as to enable the systematic achievement of approved objectives, improve delivery and increase confidence in the Organization, through relevant audit and advisory recommendations | 2 099 | - | 1 632 | - | - | 3 730 | |
| 11.IOS2 | Evidence-based decision-making, organizational learning, accountability for results and programme effectiveness enhanced through the use of evaluation findings and the implementation of recommendations arising therefrom | 1 435 | - | 1 120 | - | - | 2 555 | |
| 11.IOS3 | Accountability and adherence to UNESCO's rules and regulations strengthened | 760 | - | 592 | - | - | 1 352 | |
| Total, Chapter 2 | | 4 294 | - | 3 343 | - | - | 7 637 | |
| Chapter 3. International standard and legal affairs | | | | | | | | |
| 11.LA1 | The Organization's management and programme implementation in compliance with rules and regulations | 3 168 | - | 2 465 | - | - | 5 633 | |
| Total, Chapter 3 | | 3 168 | - | 2 465 | - | - | 5 633 | |
| Chapter 4. Ethics | | | | | | | | |
| 11.ETH1 | An ethical organizational culture and working environment strengthened | 670 | - | 522 | - | - | 1 192 | |
| Total, Chapter 4 | | 670 | - | 522 | - | - | 1 192 | |
| Total, Part I.B | | 13 465 | - | 10 483 | - | - | 23 948 | |
| C. Participation in the Joint Machinery of the United Nations System (JUNM) | | | | | | | | |
| 1. | International Civil Service Commission | 700 | - | - | - | - | 700 | |
| 2. | UN System Staff College | 55 | - | - | - | - | 55 | |
| 3. | UN Medical Doctors Network | 10 | - | - | - | - | 10 | |
| 4. | United Nations System High-Level Committee on Management: | | | | | | | |
| | - Human Resources Management Network | 110 | - | - | - | - | 110 | |
| | - Finance and Budget Network | 70 | - | - | - | - | 70 | |
| | - ICT Coordination activities | 70 | - | - | - | - | 70 | |
| 5. | Resident Coordinator cost-sharing arrangements | 8 600 | - | - | - | - | 8 600 | |
| 6. | United Nations System High-Level Committee on Programmes | 44 | - | - | - | - | 44 | |
| 7. | United Nations Joint Inspection Unit | 400 | - | - | - | - | 400 | |
| 8. | United Nations Evaluation Group | 12 | - | - | - | - | 12 | |
| 9. | Statutory contribution of the UN Department of Safety and Security | 4 361 | - | - | - | - | 4 361 | |
| 10. | Administrative Tribunal of the International Labour Organization | 450 | - | - | - | - | 450 | |
| 11. | Malicious Acts Insurance Policy | 260 | - | - | - | - | 260 | |
| Total, Part I.C | | 15 142 | - | - | - | - | 15 142 | |
| Total, Part I | | 39 191 | - | 10 483 | - | - | 49 674 | |

¹ The Appropriated Regular Programme Budget is funded by assessed contributions on Member States.

For the Regular Programme figures the budget exchange rate is US\$1=0.869 euro.

² The Management Cost Account (MCA) is financed 56% from the Regular Programme budget and 44% from programme support costs charged to projects financed by voluntary contributions.

PART II

Part II.A • Programmes

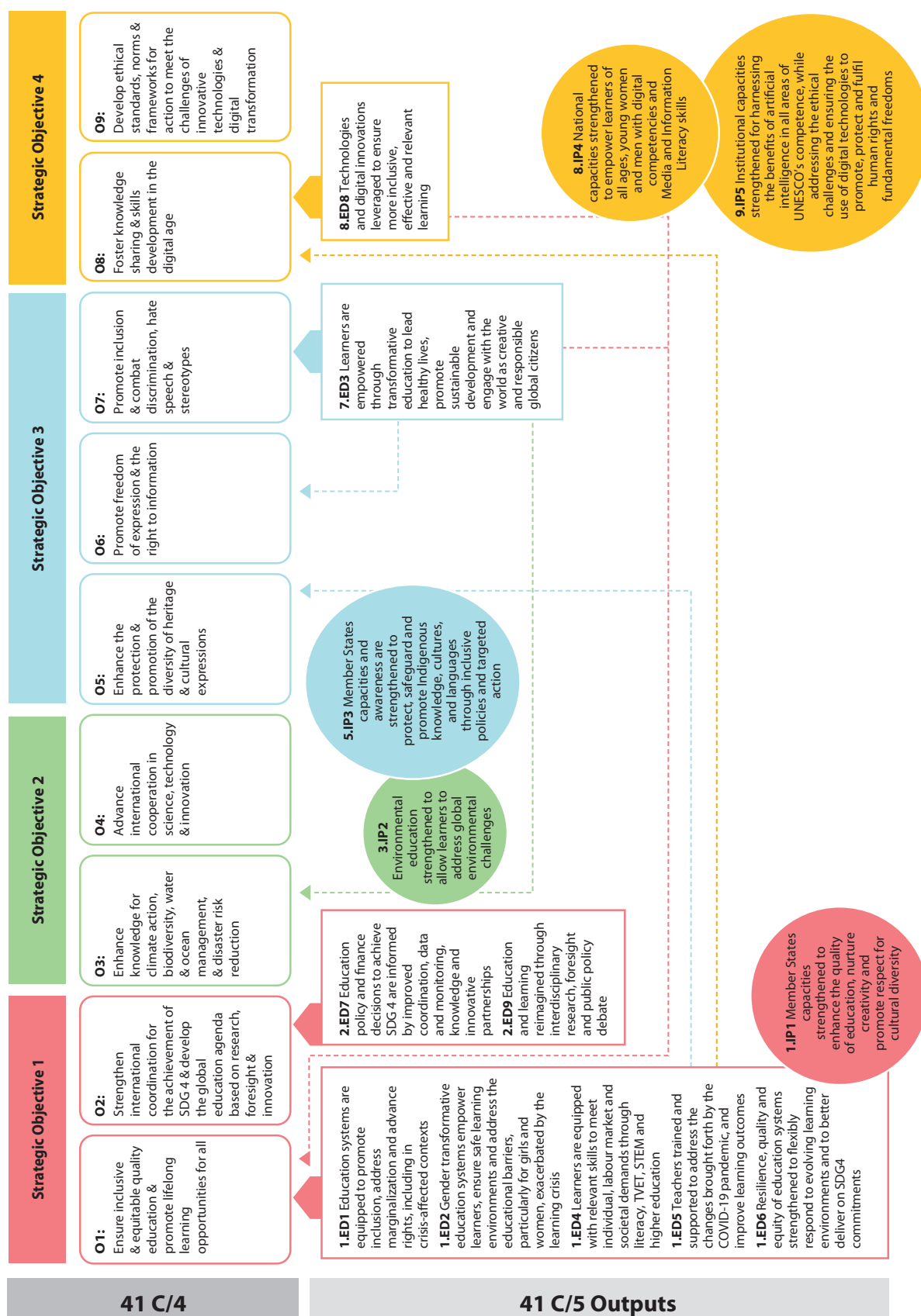
Major Programme I

Education

Major Programme I

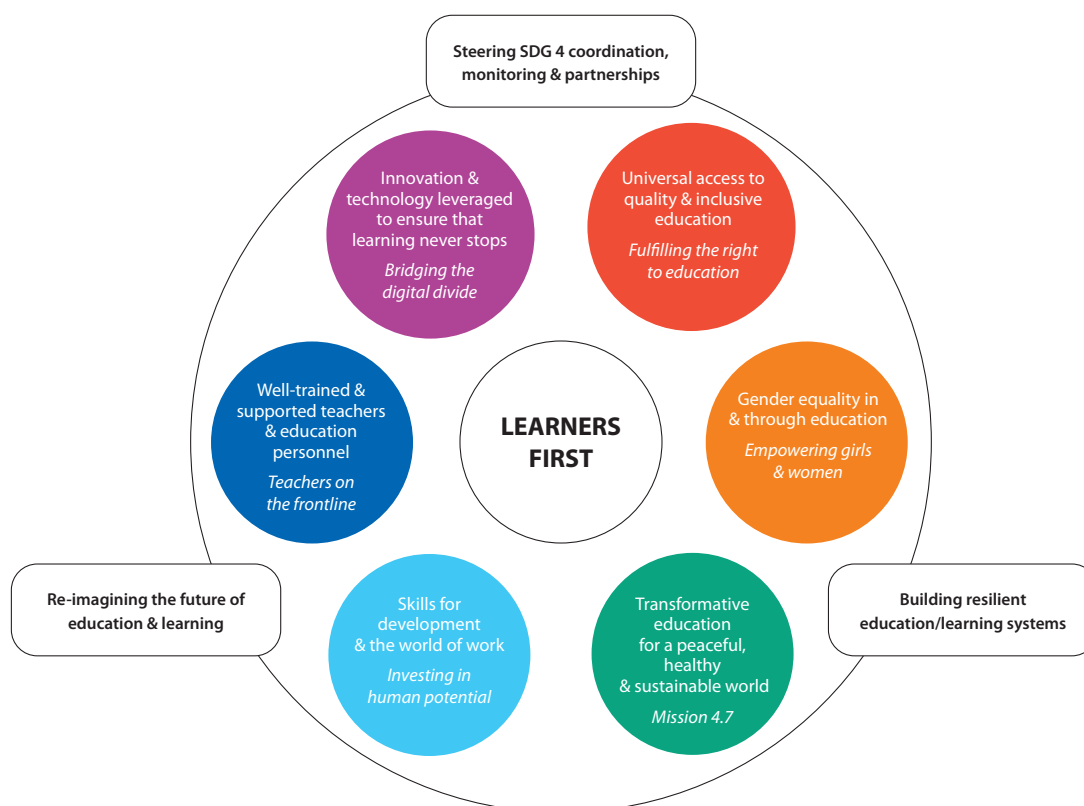
- 01001** The Covid-19 pandemic caused the largest disruption to education in history, affecting some 1.6 billion learners at its peak, and offset what was already a fragile trajectory towards reaching SDG4 by 2030. It is exacerbating existing inequalities, marginalization and exclusion and threatens to create a “generational catastrophe” in terms of learning loss and the risk of dropout of some 24 million learners. The pandemic left one third of students without access to remote learning, particularly the most vulnerable, and risks pushing 72 million primary school aged children into learning poverty. The consequences, which can stretch over decades, add to the learning crisis the world was already battling, with more than 50% of students not acquiring basic literacy and numeracy skills, a deficit of 69 million teachers, 258 million children and youth out of school and less than 40% of girls in sub-Saharan Africa completing lower secondary school.
- 01002** Against the backdrop of uncertainty, and with nine years left before the 2030 milestone, the world must move from recovery to resilience and reimagination of current development models. In education, this means leaving no one behind, bracing for future shocks and gearing teaching and learning to the global challenges of our times. As we write these pages, the first priority is still one of recovery - reopening schools safely addressing inequalities, supporting those at risk of dropping out, particularly girls, to return to school and ensuring remedial learning and catch-up classes, while also protecting education budgets. Yet, it is also the moment to start building resilience of education systems to future shocks, from health to environmental. This is not only about digital transformation and mainstreaming of technology, but about empowering its users as well. Governments, public and private partners must step up action to extend connectivity and electrification, develop quality digital learning contents and support teachers to master remote and hybrid teaching. Finally, we must also focus on reimagining and transforming education systems to provide learners with the knowledge, skills and values to create a more sustainable, just, healthy and peaceful future, from responding to climate change and the stakes of the green and digital economy to combatting disinformation and hate speech.
- 01003** The pillars of recovery, resilience and reimagination will therefore guide Major Programme I into the next quadrennium, in full alignment with SDG 4 – Education 2030, as its mission focuses on accelerating progress and leaving no learner behind within a lifelong learning perspective. The Programme will also be guided by a human-rights based approach, recognizing education as a human right and a global public good. This includes equal opportunity and access to quality education, but also tackling the root causes of barriers to education, a culture of dignity, respect and responsibility as well as conducive learning environments, free from violence and bullying, and adapted to the needs of different learners.
- 01004** In the 2022-2025 timeframe, Major Programme I is contributing to all Strategic Objectives of UNESCO’s Medium Term Strategy (2022 – 2029). In line with SDG 4, it is primarily anchored in Strategic Objective 1 to “*Ensure quality equitable and inclusive education and promote lifelong learning opportunities for all, in order, inter alia, to reduce inequalities and promote learning and creative societies, particularly in the digital age*”, and will aim at the achievement of its two related outcomes, to (i) “ensure inclusive and equitable quality education and promote lifelong learning opportunities for all”, and (ii) “strengthen international coordination for the achievement of SDG 4 and develop the global education agenda based on research, foresight and innovation”. The Education programme is also closely tied to other Strategic Objectives, in particular through direct contributions to Strategic Objective 3, Outcome 7 to “Promote inclusion and combat discrimination, hate speech and stereotypes” and Strategic Objective 4, Outcome 8 to “Foster knowledge sharing and skills development in the digital age”. Nine outputs have been defined for Major Programme I to deliver on UNESCO’s Medium-Term Strategy, including through intersectoral programmes. (See Results Framework).

Major Programme I • Results Framework



01005

Major Programme I's nine outputs are interconnected. They have been defined to translate the vision of the Education Programme as a whole, putting learners first and at its core, and working across a number of workstreams as presented in the figure below.



01006

The first work stream is dedicated to supporting countries ensure universal access to quality inclusive education and gender equality in and through education. The first output focuses on inclusion and the right to education, including in crisis-affected contexts. This is directly linked to the second output which places priority on gender transformative education systems, including to empower women and girls whose chronic disadvantage has been exacerbated by Covid-19.

01007

The second workstream relates to skills for life, work and sustainable societies. Major Programme I will be at the forefront of fostering transformative education, embodied under SDG target 4.7 to equip learners with the knowledge, skills, values and attitudes needed for a peaceful, healthy, just and sustainable world. It will build upon the Organization comparative advantage to support countries ensure literacy for youth and adults, provide relevant technical and vocational education and training (TVET), in particular for growing numbers of unemployed youth, as well as enhance higher education systems in favour of equity and equal opportunities. A stronger emphasis will be placed on developing science, technology, engineering and mathematics (STEM) education, indispensable to sustainable development and innovation.

01008

The third workstream recognizes that a resilient education recovery is co-created with teachers and that technology and innovation can be better leveraged to ensure that learning never stops. UNESCO will give priority to ensure that teachers and education personnel are well-trained and supported, including on digital skills, to address learning loss and improve learning outcomes. Drawing on the lessons from the Covid-19 crisis, Major Programme I will redouble its efforts to support the leveraging of technology for learning with a focus on the most vulnerable, in an effort to narrow the digital divide and ensure safety online.

- 01009** Finally, in the outer circle of the diagram, three key outputs will focus on education system strengthening, global coordination and on re-imagining education. UNESCO will capitalize on the heightened social value placed on education during the pandemic and on its strengthened positioning as a leading reference on education evidence, guidance, coordination, convening and partnerships. Attention will be given to support education decision-makers and improve data quality, collection and use. A revitalized global education cooperation mechanism led by UNESCO is expected to better link data and analyses with policy decisions and their financing and implementation. This is especially crucial in light of a looming recession that threatens to cut domestic and international aid to education and unravel decades of progress. The Organization will also build upon its reinforced global observatory function to reimagine the futures of education and learning and spark public policy debate, while also continuing to mobilize partners for SDG 4, including through the Global Education Coalition, with specific missions to meet country needs.
- 01010** Major Programme I is in full alignment with the 2030 Agenda for Sustainable Development, with its outputs contributing to nine out of the ten SDG 4 targets. It also contributes to other SDGs, notably those related to health and well-being (SDG 3), gender equality (SDG 5), decent work (SDG 8), sustainable cities (SDG 11), responsible consumption and production (SDG 12), climate action (SDG 13), peace, justice and strong institutions (SDG 16) and partnerships (SDG 17). Moreover, recalling the crucial role of education for breaking the cycle of poverty while paying attention to the needs of vulnerable populations, Major Programme I will support poverty eradication (SDG 1) and the reduction of inequalities (SDG 10) throughout its programmes. Annex 1 indicates the contribution of Major Programme I's outputs to the SDGs and their targets.
- 01011** Major Programme I will continue to be implemented through a collaborative framework between Headquarters, regional education bureaux, field offices and the seven category 1 education institutes, and through a stronger intersectoral approach in close cooperation with other Major Programmes both bilaterally and through dedicated intersectoral platforms. It will also continue to work closely with the UNESCO Institute for Statistics (UIS) on education data. A high decentralization rate in terms of human and financial resources will be sustained over the quadrennium, in order to ensure enhanced programmatic delivery at country level. The agile methodology will continue to be applied to fast-track results and overcome human resource and budgetary constraints.
- 01012** As in previous quadrennia, Major Programme I will substantially contribute to the two overarching global priorities on Africa and Gender Equality and increased focus will be given to youth and Small Island Developing States (SIDS) as priority groups.

Global Priority Africa

- 01013** Africa, the continent home to the world's youngest population, is not on track to achieve SDG 4. Sub-Saharan Africa alone is expected to account for 25% of the school-age population by 2030, up from 12% in 1990, yet it remains the region with the highest out-of-school rates. Girls are more likely to be permanently excluded from education than boys. The Covid-19 pandemic is exacerbating inequalities, with 89% of learners not having access to computers and 82% lacking internet access to benefit from distance learning. The lack of trained teachers further jeopardizes progress towards SDG4: only 64% of whom were trained at the primary level and 58% at the lower secondary level before the onset of the crisis.
- 01014** Major Programme I will continue to prioritize Africa as the Organization moves towards a new Operational Strategy for Priority Africa for the period 2022–2029. The resilience-recovery-reimagination steps will guide UNESCO's mission education on the African continent into the 2022 – 2025 quadrennium and contribute to the African Union Agenda 2063. To more effectively address the scale of challenges and widen partnerships, importance will be given to strengthened regional coordination

on SDG 4 as well as monitoring, evaluation and reporting on SDG 4 and the Continental Education Strategy for Africa (CESA 2016 – 2025).

01015 To ensure quality education empowers current and future generations, Major Programme I will redouble its efforts to respond to the priority concerns of African Member States to strengthen the resilience and equity of education systems. This covers evidence-based policies and plans; support to teachers as frontline workers; equipping learners with skills for development and the world of work, including literacy, TVET, higher education and STEM; leveraging technology to ensure that learning never stops; and promoting girls' and women's education. The International Institute for Capacity-Building in Africa (IICBA) will play a key role in efforts to train and support teachers to address learning loss due to Covid-19 and the improvement of learning outcomes.

01016 Major Programme I will continue to allocate the largest share of human resources and budget to Africa and mobilize partners, including through the Global Education Coalition, to support country needs. It will also advocate for the protection of education budgets – both domestic and financial aid – to ensure recovery and resilience on the road to 2030.

Global Priority Gender Equality

01017 Large gender gaps remain in access, learning achievement and completion of education. Two out of three countries have achieved gender parity in primary, one in two in lower secondary and one in four in upper secondary education. In many, mostly poorer countries, girls are less likely to have access to, participate in and complete education, while in other, mostly richer countries, boys are more likely to be disengaged from education. Globally, three-quarters of children of primary school age who will never set foot in school are girls. Women still account for almost two-thirds of all adults unable to read – 515 million of them lack basic reading skills. Only 2% of the poorest rural females in low-income countries complete upper secondary school. Covid-19 has amplified these challenges, with resulting economic impacts that will be one of the defining features for a generation of children and young people.

01018 Major Programme I will continue to give priority to gender equality in and through education and be guided by the UNESCO Strategy for Gender Equality in and through Education (2019-2025) focusing on systematic transformation to benefit all learners, and targeted actions to empower girls and women through education. While gender equality is a cross-cutting theme across all of the work of the Education Sector, it is also featured as a separate output. This supports coordination, coherence and synergies as well as support to Member States, towards meeting SDG targets aiming to advance gender equality in and through education.

01019 UNESCO's approach to promote gender equality in and through education will support gender mainstreaming, promoting gender equality considerations across all programme strategies and activities. These will be complemented by targeted interventions to overcome girls' and women's chronic disadvantage in line with the Her Education, Our Future initiative, under the overall umbrella of the Strategy. Action focuses on three pillars, namely better data to inform action for gender equality in and through education; better legal, policy and planning frameworks to advance rights; and better teaching and learning practices to empower. The initiative will give particular attention to ensuring more qualified teachers, better content and improved learning processes to eliminate bias and equip learners with relevant values and skills, including digital ones. It will strive to close gender gaps in educational pathways, such as STEM, and to ensure safe, inclusive and healthy learning environments, including through comprehensive sexuality education and global citizenship education.

I • Major Programme I: Focus in 2022-2025

OUTPUT 1.ED1 Education systems are equipped to promote inclusion, address marginalization and advance rights, including in crisis-affected contexts

01020 Despite significant progress in the last decade, millions are still denied their right to education and learning opportunities continue to be unequally distributed. Globally, one in five children, adolescents and youth are entirely excluded from education. Poverty, location, gender, language, disability, ethnicity, religion, migration or displacement status are among factors that continue to dictate and limit opportunities. Nearly 40% of children do not have access to education in a language they understand, and children with disabilities continue to be disproportionately excluded from school. Moreover, since 2000, an upsurge in migration and displacement has led to a 26% increase of migrant and refugee children globally, making their inclusion in national education systems an imperative. The Covid-19 pandemic has further deepened exclusion for the most disadvantaged. Some 40% of the poorest countries could not support learners at risk during the Covid-19 crisis, further demonstrating the fragility of the right to education. To address the continuing barriers to education and learning opportunities, UNESCO will make renewed efforts to ensure coherence between education policy and the right to education. Supporting rights-based, inclusive and equitable education systems also implies targeting those at greatest risk of being left behind, including in crisis-affected contexts. This will be achieved by promoting adherence to and implementation of human rights instruments as well as contributing to the Global Compact on Refugees and Global Compact on Safe, Orderly and Regular Migration. Attention will be given to the intervention areas below, with every effort made to implement them in an integrated manner.

01021 **Right to education:** UNESCO will support countries to integrate the right to education in their legislation and policies in line with international frameworks and commitments, notably the 1960 Convention and Recommendation against Discrimination in Education. This will include technical reviews as well as the operationalization of relevant tools to effectively enforce and advance the right to education at country level, such as the guidelines on strengthening the right to education in national frameworks. Policy discussion and technical support will be informed through the enhanced monitoring of the implementation of the right to education, leveraging tools such as the Observatory on the Right to Education and Her Atlas, as well as consultations with Member States and engagement with United Nations human rights mechanisms. To respond to emerging challenges and the lessons of the Covid-19 pandemic, a comprehensive plan for the evolution of UNESCO's right to education framework will be developed, broadening the scope of education within a lifelong learning perspective as a human right.

01022 **Inclusive education:** UNESCO will scale-up work for the inclusion of the most vulnerable and marginalized groups, with a focus on translating policy frameworks into inclusive curricula, pedagogy and teaching, as well as mainstreaming inclusion in education in programme design and delivery. This work will build upon the recommendations of the IOS evaluation on inclusion and education, the 2020 Global Education Monitoring Report and the Cali Commitment on inclusion and equity in education. Particular attention will also be given to promoting the needs of persons with disabilities. Intersectoral cooperation will be reinforced to address the challenges faced by indigenous people, in the context of the intersectoral programme on "Promoting indigenous knowledge, culture and languages as a pathway to inclusion" and the International Decade of Indigenous Languages, as they are disproportionately represented among persons missing out on an education. Efforts will also be made to promote multilingualism and learning through mother tongues and national languages in order to advance rights and inclusion, particularly in Africa.

01023 Education in Emergencies: Guided by its Education Strategy for Crisis-affected People on the Move (2020-2025) and related regional strategies, UNESCO will support the inclusion of these groups in education systems, also drawing on the expertise of its category 1 institutes. It will give particular attention to strengthening education data in crisis settings, crisis-sensitive education planning, the recognition of prior learning achievements and qualifications for refugees as well as protecting education from attack during armed conflict. The UNESCO Qualifications Passport for Refugees and Vulnerable Migrants will continue to be piloted, with full-scale initiatives foreseen in at least 10 countries, and education recovery supported under the Li Beirut and Revive the Spirit of Mosul flagships. Through engagement with key coordination mechanisms, such as Education Cannot Wait, the Inter-Agency Network for Education in Emergencies, Global Coalition to Protect Education from Attack, Global Education Cluster and Global Hub, UNESCO will strive to strengthen coherence between the education emergency response and system development and complement efforts undertaken by key partners such as UNHCR and Save the Children.

OUTPUT 1.ED2 Gender transformative education systems empower learners, ensure safe learning environments and address the educational barriers, particularly for girls and women, exacerbated by the learning crisis

01024 Over the past 25 years, gender gaps in educational access have dramatically decreased, driven largely by significant increases in girls' enrolments in primary and secondary education (180 million) and the tripling of women's enrolment in tertiary education. Globally, girls' learning outcomes are also improving faster than boys', although new gender gaps are widening in digital literacy skills and in some contexts, boys' disengagement from education is an emerging concern. Despite progress, exclusion, discrimination and violence remain a reality for far too many learners, especially girls, and the Covid-19 pandemic has further exacerbated inequalities in education. Over 11 million girls are at risk of not returning to education. The pandemic is also projected to result in 13 million additional child marriages by 2030, and put at least 85 million boys and girls at additional risk of violence due to extended quarantines.

01025 UNESCO's vision is a world where gender equality in and through education is achieved, assuring girls and boys, women and men, equal rights and opportunities for education and empowerment, and the power and agency to shape their lives and futures. This vision is articulated in the UNESCO Strategy for Gender Equality in and Through Education (2019-2025), and its two strategic objectives focusing on system-wide transformation to benefit all learners, and targeted interventions to empower girls and women through education. It drives action towards the attainment of both SDG 4 on education and SDG 5 on gender equality and women's empowerment, with a special focus on the countries with the greatest gender disparities in education.

01026 UNESCO's work considers the entire education process, at all levels and delivery modalities, and catalyzes cooperation and partnerships to safeguard progress made on girls' and women's education in the context of Covid-19 pandemic. UNESCO considers the entire education process, at all levels and through all delivery modalities, and aims to ensure equality in:

- access, focusing on the most vulnerable and recognizing that gender intersects with other characteristics such as age, ethnicity, wealth, ability, location and sexual orientation.
- the learning experience through gender-transformative teaching and learning content, processes and environments, and policies, plans and resources that support equality;
- educational outcomes, including the translation of learning into benefits for life, work and leadership.

01027 Guided by this vision and in line with its mandate, UNESCO will support Member States to build back equal, transforming education systems, fostering resilience and addressing barriers to girls' and women's education, particularly in Africa where the challenge is most acute. Through initiatives such as "Her education, our future," UNESCO will leverage political and financial commitments, cooperation and joint action, recognizing that when girls and women are educated, their lives, the lives of their children, families, communities and countries improve.

01028 Three areas of action are prioritized:

1. **Better data to inform action for gender equality in and through education:** Drawing on our sector-wide mandate and expertise, and specialized institutes, UNESCO will build national capacity and enhance the availability, quality, analysis, and the collection and use of sex-disaggregated data, research and evidence to inform strategic action.
2. **Better legal, policy and planning frameworks to advance rights:** Through our global network, UNESCO will support country-level education policy development, regional and global policy analyses, and national strategic planning that promotes gender equality and tackles key gender-related barriers preventing access to quality learning. This includes serving as the global clearinghouse for internationally comparable data on legislation to advance gender equality in and through education, through Her Atlas.
3. **Better teaching and learning practices to empower learners:** UNESCO will support countries to mainstream gender into curriculum, learning materials and pedagogical approaches through expanded resources, policy guidance and capacity development. A particular focus will be paid to closing gender gaps in education pathways, such as STEM, and in digital skills as well as ensuring safe, gender-equitable learning environments free from gender-based violence.

OUTPUT 7.ED3 Learners are empowered through transformative education to lead healthy lives, promote sustainable development and engage with the world as creative and responsible global citizens

01029 Accelerating climate change and biodiversity loss, rising intolerance, discrimination, violence, human rights violations and challenges to the health and well-being of learners have significant implications on education. As the world turns to rebuilding after Covid-19, it is all the more important for learning to prepare for and reflect the future we want. This implies providing education and lifelong learning opportunities that can inform and transform individuals of all ages and backgrounds and empower them with the knowledge, skills, values and attitudes to take creative and constructive action to build more equal, peaceful, healthy and sustainable societies and institutions.

01030 In 2022-2025, UNESCO will be at the forefront of fostering transformative education, embodied under UNESCO's mission 4.7. This entails supporting Member States to place SDG Target 4.7 and other related targets (especially 4a, 12.8, 13.3) at the core of their education systems and to fully mobilize education's contribution to the achievement of all SDGs, giving equal attention to the cognitive, socio-emotional and behavioural dimensions of learning. It will be implemented through the provision of normative guidance and policy support, advocacy, technical support and capacity development, research, dialogue and monitoring. UNESCO, as the custodian agency for Global Indicator 4.7.1 and related targets, will support countries to collect data for its monitoring, including through the consultation process on the 1974 Recommendation concerning Education for International Understanding, Cooperation and Peace and Education relating to Human Rights and Fundamental Freedoms. Benefitting from enhanced inter- sectoral cooperation, this output will contribute to the achievement of Outcome 7 and related Strategic Objective 3, as well as to Outcome 1 of Strategic Objective 1. Wherever possible, transformative education approaches will be implemented in an integrated manner through the areas listed below.

01031

Education for Sustainable Development (ESD): UNESCO will coordinate and implement the new global framework ‘ESD for 2030’, promoting ESD as a key element of quality education and a key enabler of all the SDGs. Interventions will focus on five action areas: advancing policy; transforming learning environments through a whole-institution approach; developing the capacity of educators; empowering and mobilizing youth; and accelerating local level actions. Particular emphasis will be placed on the environment-related SDGs and their interlinkages with the social and economic dimensions of sustainable development in the context of the intersectoral programme on “Advancing Scientific and Environmental Education for Sustainable and Resilient Societies”. Climate action, including in and for SIDS and Africa, will be a key thematic priority, in collaboration with the Natural Sciences Sector and in contribution to Outcome 3. UNESCO will strengthen its support to Member States to implement the education component of the United Nations Framework Convention on Climate Change and the 2015 Paris Agreement, to make climate action a core curriculum component.

01032

Global Citizenship Education (GCED): Efforts will focus on the bolstering of democratic participation and the rule of law, addressing violent pasts, hate speech, racism and antisemitism as well as the prevention of violent extremist ideologies. In particular, the education component of UNESCO’s intersectoral programme on the prevention of violent extremism will aim to build the resilience of youth to violent and divisive rhetoric. UNESCO will also aim at improving the education-system-wide integration and delivery of social and emotional learning, including through its Mahatma Gandhi Institute of Education for Peace and Sustainable Development (MGIEP), and give cross-cutting priority to promoting human rights in, for and through GCED in accordance with the 4th Phase of the World Programme for Human Rights Education (2020-2024) as well as the objectives of the International Decade for People of African Descent (2015-2024). UNESCO will continue to sustain its global leadership in GCED through its normative guidance and intensify efforts to support national education systems operationalize these tools. This will also contribute to the intersectoral programme on “Media and information literacy and digital competences”.

01033

Health Education: Recognizing that the achievement of SDG 4 and SDG 3 are interdependent and mutually reinforcing, UNESCO will continue to build on its unique value-added in bringing together the education and health sectors to better meet the needs and realities of learners, and help them acquire the knowledge, skills, values, attitudes and behaviours they need to live healthy and fulfilled lives. This will include expanded efforts to help countries meet emerging challenges, such as infectious and non-communicable disease, mental health and wellbeing, and strengthened support to implement school health and nutrition, health education, physical activity and sport; the latter being addressed together with the Social and Human Sciences Sector. UNESCO will also continue to support national education sectors to scale up good-quality, comprehensive sexuality education, including lifesaving knowledge for preventing HIV, sexually transmitted infections (STIs), and early and unintended pregnancy, which remains a major barrier for girls’ access to education. Another key priority will be action to promote safe, inclusive learning environments, and to prevent and address all forms of school violence, bullying, stigma and discrimination, including based on gender, HIV status and disability.

01034

Education and Culture: In view of supporting countries to improve the quality and relevance of education, UNESCO will support the integration of culture into education policies and programmes in the context of the intersectoral programme on “Learning for diversity: strengthening synergies between culture and education for inclusive, sustainable and resilient societies”. This will be done through strengthened collaboration with the Culture Sector, and involve making full use of tangible and intangible heritage and the arts to promote pluralism and respect for cultural diversity through education, as well as learners’ creativity, resilience and sense of belonging to a global human community. This also includes the contribution of entrepreneurial and relevant work skills to the growth of the culture sector, including creative economies and the emerging related industries and entrepreneurial activities.

01035 UNESCO Associated Schools Network (ASPnet) will continue to engage school communities, from pre-primary to vocational level, as well as teachers and teacher educators in transforming learning environments. This includes working in an intersectoral manner across UNESCO and with external partners to involve its member institutions in innovative pilot projects, campaigns, contests and events, and bring teacher and student voices to local and global discussions on reimagining education systems for the 21st century.

OUTPUT 1.ED4 Learners are equipped with relevant skills to meet individual, labour market and societal demands through literacy, TVET, STEM and higher education

01036 Skills for development and the world of work are essential to address a range of global challenges, from poverty to demography and climate change, and support recovery and resilience in response to Covid-19. Progress has been insufficient and uneven across regions, countries and populations over the past decades. Some 773 million youth and adults still lack basic literacy skills, two-thirds of them are women; the majority of entrepreneurs in Africa, the Arab States and Asia operate in the informal sector and with limited prospects for professional development. Labour markets are experiencing rapid changes, with increased digitization and greening of economies, but also rising internationalization of higher education. While amplifying challenges, the Covid-19 crisis also illuminated the critical role of empowering learners with relevant skills, particularly the most vulnerable.

01037 During 2022-2025, UNESCO will strengthen skills development for youth and adults, particularly literacy, TVET, STEM and higher education to meet individual, labour market and societal demands. This includes support to countries to improve the relevance of their systems through policy support and dialogue, capacity development and technical assistance as well as improved evidence and knowledge. UNESCO will strive to enhance lifelong learning, wherein learners can benefit from diversified learning pathways, mechanisms of recognition, validation and accreditation of non-formal and informal learning as well as the recognition of higher education studies and qualifications. Due attention will be given to gender equality and the challenges emerging from Covid-19, particularly the need for reskilling and upskilling to enhance wellbeing and employability, as well as the specific needs of Africa and SIDS.

01038 **Literacy and Adult Learning and Education:** UNESCO will continue to operationalize its Strategy for Youth and Adult Literacy (2020-2025), targeting 20 countries with an adult literacy rate below 50% and the E9 countries, of which 17 are in Africa. Focus will be placed on promoting literacy in formal and non-formal settings through four priority areas: strengthening national strategies and policy development on literacy; addressing the needs of disadvantaged groups, particularly women and girls; leveraging digital technologies to expand and improve learning outcomes; and monitoring progress and assessing literacy skills. UNESCO will also promote adult learning and education through its Institute for Lifelong learning (UIL), including the implementation of the 2015 Recommendation on Adult Learning and Education and its monitoring through the Global Report on Adult Learning and Education. The Seventh International Conference on Adult Education (CONFINTEA VII) is planned for 2022, providing a forum for global exchange on innovative policies and practices.

01039 **Technical and Vocational Education and Training (TVET):** UNESCO will continue to promote skills development for empowerment and employability with attention to inclusion and gender equality, as well as to facilitate the transition to digital and green economies and sustainable societies by developing appropriate tools and guidelines and by providing capacity development support in line with the 2015 Recommendation concerning TVET. The areas of governance, financing, teachers and teaching, skills anticipation and recognition, digital skills development and employer engagement in education will be further strengthened as UNESCO moves into the development of a new Strategy on TVET starting in 2022. The Organization will leverage the Global Skills Academy to provide young

people with employability and digital skills and continue to leverage UNESCO-UNEVOC centres in the implementation of the programme.

01040 **Science, technology, engineering, and mathematics (STEM) education:** UNESCO will support Member States, with particular focus on Africa, to develop specific STEM programmes at all levels of education and in formal/non-formal and community learning environments, with the aim to stimulate learners' interests and engagement in STEM subjects, strengthen governance frameworks, content and teacher capacity and close gender gaps in STEM studies and careers. Through a collaboration between the Education and the Natural Science Sectors, UNESCO will support the advancement of a culture of science and a robust scientific workforce, contributing to peaceful, equitable and sustainable societies. This work will contribute to Strategic Objective 2 and Outcome 4. This cooperation will advance STEM curricula and new approaches to STEM education, innovative and technology-based pedagogy and teacher capacity, and the development of systems and tools to support recognition of skills and qualifications in STEM fields.

01041 **Higher education:** By producing knowledge, evidence-based information and the provision of technical assistance, UNESCO will contribute to enhancing higher education systems in favour of equity and the equal distribution of opportunities for all students with the potential to succeed, regardless of gender, ethnic, linguistic or socio-economic backgrounds. Quality assured provision will be technically supported while strengthening partnerships for mobilizing commitment and political will and diversifying funding mechanisms. Recommendations for better alignment of higher education research and student engagement with the SDGs will be produced, also drawing on the expertise of UNESCO Chairs. In view of the increased internationalization of higher education, support for the adherence to, and implementation of, the Global Convention on the Recognition of Qualifications concerning Higher Education and its regional counterparts will be scaled up. UNESCO will also leverage the expertise of its International Institute for Higher Education in Latin America and the Caribbean (IESALC) for that specific region and encourage the continued implementation of the 1993 Recommendation on the Recognition of Studies and Qualifications.

OUTPUT 1.ED5 Teachers trained and supported to address the changes brought forth by the Covid-19 crisis and improve learning outcomes

01042 The achievement of SDG 4 relies heavily on teachers, yet progress is severely constrained by three major challenges: teacher shortages; qualifications and emerging professional development needs; and the status and working conditions of teachers and education personnel. It is estimated that 69 million teachers are still needed globally to meet SDG 4. Teachers in many countries, especially in Sub-Saharan Africa and Southern Asia, lack basic qualifications and training. The global pandemic has further accelerated the need to transform teaching and to better support teachers and education personnel to respond to a variety of situations, formats and learning needs. Most education systems were not prepared to deliver remote learning and the Covid-19 crisis highlighted the urgency of equipping teachers with digital and pedagogical skills, together with socio-emotional support to ensure their wellbeing.

01043 A resilient education recovery is one co-created with teachers, who are on the front lines. UNESCO will continue to explore how governments, teacher education institutions and other stakeholders can better prepare and support teachers to address the challenges derived from the pandemic and steer progress, including through innovative pedagogies to revert learning loss and enhance capacities for inclusive, gender-sensitive and blended teaching and learning. A threefold implementation strategy will be pursued, focusing on the delivery of teacher education, teacher policies and teaching innovations, as outlined below. It covers teachers in different settings and all levels of education, from a

lifelong learning perspective, including literacy and adult education, TVET and early childhood care and education (ECCE) teaching personnel. This will contribute to UNESCO's major programmes and strategies, including the Global Partner Strategy (GPS) for ECCE, the Strategy for TVET and the Global Alliance for Literacy. Special attention will also be paid to data collection on teachers, including through data collection efforts of the UNESCO Institute for Statistics (UIS), in collaboration with other organizations, as well as the classification on teacher training programmes (ISCED-T).

01044 **Teacher education:** Countries will be supported to deliver teacher education in key areas, including digital technologies and distance education, gender sensitive and innovative pedagogies including socio-emotional learning and the capacity development of their teacher training institutions. This will be done by supporting Member States to develop and update competency standards and frameworks, and by embedding educational resources produced by UNESCO and by partners of the Global Education Coalition in the educational programmes of teacher training institutions. The mobilization and capacity building of teachers training institutions within and across countries and regions will be sought and the Global Teacher Campus will broker and adapt these resources, with Africa and SIDS prioritized. UNESCO's International Institute for Capacity-Building in Africa (IICBA) will play a key role to train and support teachers to address learning loss due to Covid-19 and the improvement of learning outcomes.

01045 **Teacher policies:** UNESCO will support countries to develop and implement comprehensive teacher policies that are aligned with education sector policies and plans. The 1966 and 1997 Recommendations on Teachers and the recently developed Teacher Policy Development Guide, an on-line course and tutorial, will be utilized to provide technical assistance and to promote the alignment of curriculum, teaching and learning assessment. The Joint ILO-UNESCO Committee of Experts on the Application of the Recommendations concerning Teaching Personnel (CEART) will be mobilized to issue recommendations in this direction.

01046 **Teaching innovations:** In line with its function as a laboratory of ideas, UNESCO will promote, identify, systematize and share effective pedagogical innovations to improve teacher policy and practice. Drawing from award-winning experiences and prominent initiatives carried out with partners, existing networks and platforms, such as the International Taskforce on Teachers for Education 2030, UNESCO will identify the enabling conditions to scale up and replicate good practices and innovations across geographies and policy regimes. In keeping with its normative function, and in accordance to the Recommendations on Teachers, UNESCO will advocate for the full potential of teachers, their participation in social dialogue and in decision-making in education to enhance their status, motivation and commitment, and will also take stock of their contributions to reimagine the teaching profession.

OUTPUT 1.ED6 Resilience, quality and equity of education systems strengthened to flexibly respond to evolving learning environments and to better deliver on SDG4 commitments

01047 Never before has the call for equity, quality and relevance of education been so strong. The Covid-19 crisis has exposed the fragility of education systems, none of which were prepared to grapple with its impact and consequences. More than 90% of learners were affected by the closure of educational institutions, with growing learning gaps within and across countries, and at least 24 million at risk of dropping out, adding to already staggering numbers. Although more and more children are starting school, one in six learners aged 6 to 17 will still be excluded by 2030 and four in ten young people will not complete secondary education. The crisis also revealed the urgency of strengthening the preparedness of education systems to future shocks and risk of decreased funding in education.

- 01048** During 2022-2025, UNESCO will redouble its efforts to strengthen the resilience and effectiveness of education systems across all levels of education to flexibly respond to evolving learning environments and better deliver on SDG 4 commitments, with special attention to Africa. This will be achieved through support to transform policies and plans, management and governance systems, monitoring and evaluation as well as curriculum development and reform. Efforts will be made to better align different policy domains and strengthen national assessment capacities in order to support the improvement of learning outcomes, from early childhood throughout life. Category 1 institutes will play an important role in the implementation of this output, particularly the UNESCO Institute for Statistics (UIS), UNESCO International Institute for Educational Planning (IIEP), UNESCO Institute for Lifelong Learning (UIL) and UNESCO International Bureau of Education (IBE). Partnerships will also be strengthened in this endeavour, including through the Global Education Coalition.
- 01049** **Policy, planning and financing:** UNESCO will support national education authorities to develop and implement evidence-based policies and plans that mainstream SDG 4 and foster lifelong learning, while also connecting education to other sectors, such as health employment and climate-related issues. This will also include stimulating policy dialogues and supporting ecosystems to achieve and sustain international benchmarks of public expenditures on education. Participatory and bottom-up approaches to policy formulation, planning and financing decision-making will be encouraged to ensure ownership. IIEP and UIL will play a key role in this process, with IIEP's specialized support to capacity development in sector planning and management and UIL contributing to translating lifelong learning into strategies, policies and learning opportunities.
- 01050** **Management, monitoring and evaluation systems:** Emphasis will be put on improving sector management and governance, as well as monitoring and evaluation systems with a view to empower local education authorities, schools, communities and civil society and reduce fragmentation and silo approaches in policy design and implementation. Support will be provided to ensure robust, timely and disaggregated data as well as performance monitoring tools to inform decision-making at all levels. Importance will also be given to strengthening and expanding integrated national data and information systems, including Education Management Information Systems (EMIS) and use of non-public sources of data.
- 01051** **Curriculum:** Through IBE, UNESCO will support Member States to undertake curriculum development and reform from a systemic angle. This will be done through methodological guidance, technical support, capacity development, including in cooperation with universities, as well as fostering policy dialogue and the exchange of good practices. Based on the lessons of the Covid-19 crisis, attention will also be given to hybrid, digitalized curricula to promote distance education and digital literacy, and more broadly to enhance the relevance, resilience and quality of education delivery, with a particular focus on developing countries. Cooperation will also be strengthened with the Social and Human Sciences Sector to advance the inclusion of the General History of Africa in curricula.
- 01052** **Learning outcomes:** Renewed priority will be given to ensuring better alignment between policies, pedagogies, learning environments and assessments, with a view to contribute to improved learning outcomes. The Global Learning House will be leveraged to support the design and delivery of relevant programmes and innovative solutions, pooling the resources and expertise of different Global Education Coalition members. UNESCO will also support Member States in the use of existing regional assessments and networks, in particular the Latin American Laboratory for Assessment of the Quality of Education, the Network on Education Quality Monitoring in the Asia-Pacific (NEQMAP) and the Teaching and Learning: Educators' Network for Transformation in Africa (TALENT).
- 01053** **Knowledge generation and dissemination:** Repositories, technical tools, guidelines and comparative analyses will be developed to provide evidence-based guidance and promote policy dialogue on sector

planning, management, curriculum, assessment as well as the monitoring, evaluation and learning. The expertise of partners will be leveraged where relevant to ensure a system wide approach, and efforts will be strengthened to disseminate these global public goods and promote cross-country cooperation.

OUTPUT 2.ED7 Education policy and finance decisions to achieve SDG 4 are informed by improved coordination, data and monitoring, knowledge and innovative partnerships

- 01054** The world was not on track to achieve SDG 4 prior to the pandemic. Progress is now threatened by an economic recession and the risk of domestic and international financing cutbacks. A reinforced and influential global cooperation mechanism for education will be critical to steering an inclusive and resilient educational recovery, informed by sound data and monitoring, and supported by innovative partnerships. The 2022-2025 quadrennium represents a critical period to build on the mobilization and reinforced coordination facilitated by UNESCO throughout the COVID-19 response in order to mobilize more political, technical and financial resources to accelerate progress. The Global Education Meeting (October 2020) agreed on priority actions for recovery and mandated UNESCO to lead the renewal of the global cooperation mechanism. One of the objectives is to better link data and analyses with policy decisions and their financing and implementation. The revitalized mechanism, including a reformed SDG-Education 2030 Steering Committee with specific missions, will be launched in 2021, further to an extensive consultation process.
- 01056** Effective coordination entails improved aid effectiveness in education, strengthened links across the global, regional and country levels, as well as holding governments and the international community accountable. UNESCO will also continue to lead regional and sub-regional cooperation mechanisms and partner groups, with particular attention to a strengthened mechanism for coordination and sharing of experiences for the five sub-regions in Africa, in cooperation with the African Union.
- 01056** UNESCO's mandate as the global coordinator on SDG 4-Education 2030 will also be exercised through strengthened data and monitoring. The Global Education Monitoring Report—UNESCO's flagship publication—and its regional reports and gender reviews will continue to be key global public goods for monitoring progress by providing authoritative evidence and analysis to support policy-making and the sharing of good practices. At the regional level, linking global and country-level actions, the Organization will place renewed focus on monitoring, evaluating and reporting on progress, including in cooperation with regional organizations, such as the African Union on the Continental Education Strategy for Africa (CESA 2016-2025). Greater accountability will be supported by more robust data and evidence as well as the development of benchmark indicators at regional level, drawing on the expertise of the UNESCO Institute for Statistics (UIS).
- 01057** Focus will also be placed on enhancing advocacy and partnerships as well as the development of innovations and accelerators to steer policy decisions. The meetings of the new "Steering Committee" and regional steering committees will be aligned with the High-Level Political Forum on Sustainable Development (HLPF), so that monitoring data, evidence and knowledge inform the policy debate and support accountability for political decisions and results. Innovative partnerships will be leveraged on the road to 2030, in particular to implement the missions, including through the UNESCO-led Global Education Coalition, the Multilateral Education Platform, the Collective Consultation of NGOs on Education 2030 (CCNGO) and key education donors. UNESCO will also consolidate, manage and disseminate SDG 4 knowledge, good practices and innovations from across its extensive networks and partners.

OUTPUT 8.ED8 Technologies and digital innovations leveraged to ensure more inclusive, effective and relevant learning.

- 01058** The global education disruption caused by the COVID-19 pandemic underlined both challenges and opportunities for education. Worldwide, more than 170 countries have combined online courses and TV/radio programmes to support the continuity of learning. This unprecedented large-scale response has accelerated the system-wide adoption of innovation and technology, and redoubled efforts to bridge the digital divide in both its technical and human dimensions. Despite efforts, however, one third of students were still left without access to remote learning. Reportedly, 826 million students do not have access to a household computer and 706 million do not have internet at home. Beyond the immediate needs of ensuring learning continuity, the pandemic heightened the importance of technology and digital innovations for strengthening the resilience of learning systems and of reimagining the future of education and learning.
- 01059** In its role as a laboratory of ideas, UNESCO will strengthen its observatory function by supporting research on frontier technologies and their implications for education, and share foresight on digital innovation and the futures of learning. Based on the Strategy on Technological Innovation in Education (2021–2025), the Organization will promote open technology and openly licensed learning resources as public goods, including to benefit Africa and SIDs. This will directly contribute to the achievement of Outcome 8 of Strategic Objective 4, as well as Outcome 2 of Strategic Objective 1. UNESCO will also draw on the expertise of its International Institute for Information Technologies (IITE) to strengthen national capacities in using technology and developing distance learning, and also endeavor to leverage data and artificial intelligence (AI) tools to better understand and mitigate the learning crisis. UNESCO will support the innovative use of technology that promotes equity and inclusion and bridges the digital divide, including the digital gender divide.
- 01060** **Technology-enabled inclusive and resilient learning systems:** UNESCO will develop a framework to guide the planning and building of technology-enabled inclusive and resilient school systems. At country level, it will strengthen national capacities in planning such systems, including developing digital competencies for teachers and students, fostering technology-enhanced pedagogies, and supporting innovative funding mechanisms and partnerships. Support on the development of distance learning and hybrid platforms will be scaled up as governments plan the future along hybrid lines.
- 01061** **Digital public goods for education:** Efforts will be made to support and expand the reach of repositories of digital public goods for education by curating open digital learning platforms, digital tools, and openly licensed content with a view to promoting equity and inclusion and bridging the digital divide. Cooperation with the Communications and Information Sector will be strengthened to promote the development and diversification of open educational resources (OER), in line with the 2019 Recommendation on OER. At country level, attention will be given to building institutional capacities to develop locally relevant digital learning resources, prioritizing learners from minority and indigenous language and cultural groups.
- 01062** **Leveraging data and AI tools for learning:** UNESCO will support the development of a global data commons in order to monitor, measure and anticipate drop-out/push-out and learning loss. It will review implications of AI and other emerging digital innovation for the futures of learning. It will also support the development of capacities in data mining to strengthen the planning and management of education systems and share promising practices in leveraging data for learning management. The implementation of ethical principles for the use of learners' data and AI in teaching and learning will be further developed and promoted in cooperation with the Social and Human Sciences Sector and in the context of the "Artificial intelligence: ethics and digital innovation" intersectoral programme.

01063 **Developing AI competencies:** A reference framework on AI competencies will be developed in order to raise awareness and build capacities related to developing knowledge, skills and values needed to live and work in the AI era. It will further facilitate the planning of national or institutional AI curricula for school education guided by the principle of fostering the interests and competencies of both girls and boys. This will also contribute to the intersectoral programme on “Media and information literacy and digital competencies”.

OUTPUT 2.ED9 Education and learning reimagined through interdisciplinary research, foresight and public policy debate

01064 We are at a critical juncture of human history with paradoxical development trends challenging our common future. Over the past three decades, global poverty levels have fallen while inequalities have grown. Economic growth has benefitted millions, yet climate change and environmental degradation have accelerated in unprecedented ways. Individuals and communities are more closely connected than ever, yet social tensions and mistrust are on the rise and social cohesion is under strain. Scientific advances, such as in biotechnology and artificial intelligence, hold great promise yet fail to address the risks accompanying the transformations of which we are a part. Educational expansion has created opportunities for many but left vast numbers excluded.

01065 Current trends question prospects for sustainable futures, but the future can be transformed into spaces of positive change for individuals, societies and the planet. Education and knowledge are vital resources to accomplish this. However, at present, ways of organizing education and structuring learning opportunities across the world are not sufficient to ensure gender equality and equal opportunity, human flourishing, lasting peace, a livable planet, and shared progress that benefits all. The challenge does not only result from insufficient means - it is also rooted in our inability to think differently about knowledge, learning and education. We must reimagine education and learning, in its diversity, through interdisciplinary research, science and evidence-based foresight, and public policy debate. This imperative for transformation has become increasingly evident in the wake of the economic, social and educational disruption caused by the COVID-19 pandemic.

01066 **Research hub on knowledge, learning and education:** UNESCO will strengthen its role as a knowledge organization by fostering synergies and strengthening its analytical work, research, data, and knowledge generation on education and learning. The interdisciplinary research hub will generate analytical pieces, studies, papers and expert reports on issues related to the transformation of teaching and learning, social and civic learning in the digital age, technology and learning ecosystems, and the governance of education and knowledge. The hub will consolidate knowledge generated by Major Programme I, including category 1 institutes and field offices, leverage the UNITWIN/UNESCO Chairs programme, and integrate relevant research produced by other sectors on technology, artificial intelligence, indigenous knowledge, culture, science policy and ethics. Particular attention will be paid to dissemination strategies and monitoring impact/influence of these knowledge activities on education policy, research and practice.

01067 **Futures of education and learning:** Building on the work of the International Commission on the Futures of Education in 2020-2021, UNESCO will support the engagement of multiple constituencies with the vision, framing and pathways proposed in the report of the Commission to reimagine education and learning. The report will serve as a platform for global conversation and policy dialogue, in global, national and local fora, an agenda for forward-looking research, as well as a source of inspiration for innovative practices around the knowledge and education commons. The production of blogs, think pieces, forward-looking papers and multimedia resources will support UNESCO’s laboratory of ideas function in charting education futures. Both the Education Research Hub and the Futures of Education initiative ultimately aim to strengthen UNESCO thought leadership as part of UNESCO’s lead on education in the 2030 agenda and beyond.

II • Major Programme I: Results Matrix

OUTCOME 1: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

OUTPUT 1.ED1 Education systems are equipped to promote inclusion, address marginalization and advance rights, including in crisis-affected contexts

| Performance Indicators | Baseline 2020 | Target 2023 |
|--|------------------------|------------------------|
| 1. Number of countries supported to integrate the right to education in their legislation and policies in line with international frameworks and commitments | 28 (Africa 14, SIDS 1) | 30 (Africa 16, SIDS 4) |
| 2. Framework for evolution of the right to education developed | N/A | 1 |
| 3. Number of countries supported in addressing the learning needs of marginalized groups through inclusive policies and practices* | 27 (Africa 2, SIDS 5) | 30 (Africa 3, SIDS 5) |
| 4. Number of countries supported to enhance policies, data and mechanisms for the recognition of prior learning and qualifications of crisis affected people on the move, contributing to the Global Compact on Refugees | 4 (Africa 2) | 10 (Africa 4) |

* This indicator is also relevant to the intersectoral Output 5.JP3 on strengthening capacities to protect, safeguard and promote indigenous knowledge, cultures and languages.

OUTPUT 1.ED2 Gender transformative education systems empower learners, ensure safe learning environments and address the educational barriers, particularly for girls and women, exacerbated by the learning crisis

| Performance Indicators | Baseline 2020 | Target 2023 |
|---|---------------------------------------|---|
| 1. Number of countries supported in improving data, knowledge generation and policy dialogue to ensure gender equality in and through education | 13 (Africa 7, SIDS 2) | 18 (Africa 9, SIDS 2) |
| 2. Number of countries with laws, policies, plans and strategies reviewed and resulting recommendations to implement and enforce gender equality in and through education | 19 (Africa 9) | 23 (Africa 11) |
| 3. Number of learners (male/female) that have access to quality gender-transformative teaching and learning | 10 million (F:6 million, M:4 million) | 14 million (F: 8 million, M: 6 million) |
| 4. Number of countries that have enhanced access for girls and women to expanded gender-equitable digital skills and STEM education opportunities. | 18 (Africa 11, SIDS 1) | 25 (Africa 15, SIDS 2) |

OUTPUT 1.ED4 Learners are equipped with relevant skills to meet individual, labour market and societal demands through literacy, TVET, STEM and higher education

| Performance Indicators | Baseline 2020 | Target 2023 |
|---|-----------------------|------------------------|
| 1. Number of countries supported to develop or implement policies and strategies on skills development for work and life within lifelong learning policies, plans and pathways | 12 (Africa 8, SIDS 1) | 20 (Africa 9, SIDS 2) |
| 2. Number of countries, especially those with adult literacy rates below 50% and the E9 countries, supported to improve youth and adult literacy, including through the use of digital technologies | 23 (Africa 8, SIDS 1) | 35 (Africa 15, SIDS 1) |

| | | |
|---|---------------|-----------------------|
| 3. Number of countries supported to scale up STEM education | 15 (Africa 5) | 20 (Africa 9, SIDS 2) |
| 4. Number of young people (male/female) equipped with TVET and digital skills. | 70,000 | 1,200,000 |
| 5. Number of countries supported by UNESCO to widen access to equitable, gender-responsive and quality-assured higher education provision | 20 | 25 (Africa 5, SIDS 1) |
| 6. Number of countries adhering to the regional and global conventions on the recognition of studies and qualifications. | 15 | 15 (Africa 5, SIDS 1) |

OUTPUT 1.ED5 Teachers trained and supported to address the changes brought forth by the Covid-19 crisis and improve of learning outcomes

| <i>Performance Indicators</i> | <i>Baseline 2020</i> | <i>Target 2023</i> |
|--|----------------------|------------------------------------|
| 1. Number of teachers (male/female) trained on inclusive, gender sensitive and innovative pedagogies, including for digital technologies, remote and blended learning - Of which % are ECCE, TVET, ALE and Literacy teachers and educators | N/A | 1,000,000 (Africa: 300,000) |
| 2. Number of countries supported to develop and enhance teacher policies, aligning pedagogies with learners' needs, curriculum and assessment from a lifelong learning perspective | 44 (Africa 7) | 50 (Africa 15) |
| 3. Number of teacher training institutions supported to integrate education for sustainable development, global citizenship and socioemotional learning in their curricula and continuous professional development programmes | N/A | 20 (Africa 5) |
| 4. Number of innovations identified and systematized, including with partners and through teacher prizes, that are made available at scale to improve teacher policy and practice | N/A | 10 innovative programmes scaled-up |

OUTPUT 1.ED6 Resilience, quality and equity of education systems strengthened to flexibly respond to evolving learning environments and to better deliver on SDG4 commitments

| <i>Performance Indicators</i> | <i>Baseline 2020</i> | <i>Target 2023</i> |
|--|------------------------|------------------------|
| 1. Number of countries supported to review and align sector policy, planning and financing frameworks with SDG 4 | 30 (Africa 13, SIDS 3) | 35 (Africa 20, SIDS 3) |
| 2. Number of countries supported to improve sector management, governance, management information, monitoring and evaluation systems | 18 (Africa 9, SIDS 5) | 30 (15 Africa, SIDS 6) |
| 3. Number of countries supported to undertake curriculum development and reform that also integrate a gender perspective | 15 (Africa 7) | 20 (Africa 8, SIDS 3) |
| 4. Number of countries supported to improve learning outcomes including early stimulation through better aligning policies, pedagogies, environments and assessments, and benefitting from the Global Learning House's mission | 35 (Africa 7, SIDS 5) | 45 (Africa 8, SIDS 6) |
| 5. Number of repositories, technical tools, guidelines and comparative analyses available to support education planning, sector management, curriculum, assessment, monitoring, evaluation and learning | 20 | 45 |

OUTCOME 2: Strengthen international coordination for the achievement of SDG 4 and develop the global education agenda based on research, foresight and innovation

OUTPUT 2.ED7 Education policy and finance decisions to achieve SDG 4 are informed by improved coordination, data and monitoring, knowledge and innovative partnerships

| <i>Performance Indicators</i> | <i>Baseline 2020</i> | <i>Target 2023</i> |
|---|---|---|
| 1. A reformed global SDG 4 political platform and related regional coordination mechanisms monitors progress toward SDG 4, holds its members accountable, and sets global education priorities and missions | <i>SDG-Education 2030 Steering Committee</i> | <i>A reformed global SDG 4 political platform and regional coordination mechanisms are in place and coherently functioning within a monitoring and accountability framework</i> |
| 2. Number of joint activities/projects/ funding agreements mobilized, including through the UNESCO led Global Education Coalition, contributing to the exchange of knowledge, expertise and resources for accelerating progress on SDG4 | <i>N/A</i> | <i>5 UNESCO-led missions linked to SDG 4 benchmarking indicators</i> |
| 3. Number of global, regional, country reports on SDG 4 monitoring, policy impact analysis, innovations and accelerators produced and disseminated (including GEM reports and GRALE) | <i>1 global GEM report and 2 regional GEM reports produced annually</i> | <i>1 global GEM report and 2 regional GEM reports produced annually; at least 1 regional monitoring report produced in each region, involving Member States and stakeholders and 1 global synthesis report produced; 1 GRALE report</i> |

OUTPUT 2.ED9 Education and learning reimaged through interdisciplinary research, foresight and public policy debate

| <i>Performance Indicators</i> | <i>Baseline 2020</i> | <i>Target 2023</i> |
|---|--|---|
| 1. Number of research and knowledge products on key education issues made available (1.1) with evidence of impact/influence (1.2) | <i>B 1.1: 35 (15 global/regional research studies; 12 short think pieces; 8 ERF papers published in 2020-21) B1.2: Unknown</i> | <i>T 1.1: 43 (15 global/regional research studies; 20 short think pieces on the futures of education; 8 Education Research and Foresight Working Papers published) T 1.2: 5% annual increase in visibility and influence of knowledge products on public policy and research</i> |
| 2. Number of global and regional research fora on the future of learning and education organized, including with UNESCO Chairs. | <i>at least 6 in 2020-21</i> | <i>at least 10 at global and regional levels</i> |
| 3. Evidence of impact of the report of the International Commission on the Futures of Education on policy, research and action | <i>Futures of Education report published in two UN languages (2021); 30 launches/policy fora organized in the biennium following the launch of Rethinking Education (2015)</i> | <i>Futures of Education report published in total of 15 languages; +250,000 downloads of the Futures of Education report and 50 media articles; at least 30 launches or policy fora organized at the global, regional or national levels on the Futures of Education report; 6 examples of policy impact annually</i> |

OUTCOME 7: Promote inclusion and combat discrimination, hate speech and stereotypes

OUTPUT 7.ED3 Learners are empowered through transformative education to lead healthy lives, promote sustainable development and engage with the world as creative and responsible global citizens

| Performance Indicators | Baseline 2019-2020 | Target 2023 |
|--|---|--|
| 1. Number of countries supported to integrate environmental and climate action as a core curriculum component* | 10 (Africa 3, SIDS 3) | 30 (10 Africa, 10 SIDS) |
| 2. Number of learners (male/female) reached with life skills-based HIV and sexuality education, where ministries and other partners have benefitted from UNESCO support | 41,980,000 (M/F – tbc) | 45,700,000 (M/F – tbc) |
| 3. Number of education professionals and policy makers (male/female) supported to foster learners' active engagement in the world as responsible and creative global citizens | 700 professionals and policy makers (375 males/325 females) | 15,000 (6,500 males and 8,500 females) |
| 4. Number of countries supported to integrate culture in their education policies and programmes in view of improving their quality and relevance** | 700 professionals and policy makers (375 males/325 females) | 20 (Africa 4, SIDS 2) |
| 5. Number of young people (male/female) that are receiving education and information to resist violent and hateful ideologies and promote the principles of human rights, respect for cultural diversity, gender equality and the rule of law. | N/A | 30,000 |
| 6. Number of countries supported by UNESCO to integrate innovative elements as a result of pilot testing in ASP schools | 42 (Africa 10, SIDS 2) | 90 (Africa 20, SIDS 11) |
| 7. Number of countries that are actively engaged with and supported by UNESCO, on issues relating to sustainable development, global citizenship, human rights, gender equality, health and well-being | 95 (Africa 30, SIDS 10) | 160 (Africa 45, SIDS 20) |

* This indicator is also relevant to the intersectoral Output 3.IP2 on strengthening environmental education to equip learners to address global environmental challenges.

** This indicator is also relevant to the intersectoral Output 1.IP1 on strengthening capacities to enhance the quality of education, nurture creativity and promote respect for cultural diversity.

OUTCOME 8: Foster knowledge sharing and skills development in the digital age

OUTPUT 8.ED8 Technologies and digital innovations leveraged to ensure more inclusive, effective and relevant learning

| Performance Indicators | Baseline 2019-2020 | Target 2023 |
|---|--|--|
| 1. Number of countries supported in developing technology-enabled inclusive and resilient learning systems (1.1) and/or in leveraging emerging technologies to enhance teaching/ learning processes and management of education (1.2)* | B1.1: 10 (Africa 5, SIDS 2) B1.2: 3 (Africa 1, SIDS 1) | T1.1: 20 (Africa 12, SIDS 2) T1.2: 10 (Africa 3, SIDS 2) |
| 2. Repositories of open source e-learning platforms, digital tools and locally relevant open education resources strengthened and enlarged (2.1) and user-base expanded (2.2) | B2.1: 0 B2.2: Unknown | T2.1: 1 T2.2: 20% increase in the user-base |
| 3. Number and quality of resources for developing AI competencies with a focus on K-12 students, especially girls (3.1), and guiding frameworks for ethical use of AI in education that are free of gender bias and stereotypes (3.2)** | B3.1: One repository created in 2020-2021 B3.2: One draft of Framework developed in 2020-2021 | T3.1: One comprehensive repository of resources T3.1: One guiding framework developed and published |

* This indicator is also relevant to the intersectoral Output 3.IP2 on strengthening environmental education to equip learners to address global environmental challenges.

** This indicator is also relevant to the intersectoral Output 1.IP1 on strengthening capacities to enhance the quality of education, nurture creativity and promote respect for cultural diversity.

III • Major Programme I: Resources

| | | |
|----|--|---------------|
| ED | Integrated budget by output and source of funds based on the Appropriated Regular Programme Budget of \$534.6 million | (in USD '000) |
|----|--|---------------|

| Output | Breakdown by source of funds | | | | | | |
|--|-------------------------------------|--------------------------|--|--------------------------------------|----------------|-------------------------------|--------------------|
| | Regular Programme ¹ (RP) | Revenue generating funds | Voluntary Contributions (VC) | | | Total Voluntary Contributions | Total ³ |
| | | | Management Costs Account (MCA) ² - VC portion | Voluntary Contributions (VC) in hand | Gap | | |
| 1.ED1 Education systems are equipped to promote inclusion, address marginalization and advance rights, including in crisis-affected contexts | 6 946 | - | - | 4 875 | 35 000 | 39 875 | 46 821 |
| 1.ED2 Gender transformative education systems empower learners, ensure safe learning environments and address the educational barriers, particularly for girls and women, exacerbated by the learning crisis | 6 033 | - | - | 7 785 | 15 000 | 22 785 | 28 818 |
| 1.ED4 Learners are equipped with relevant skills to meet individual, labour market and societal demands through literacy, TVET, STEM and higher education | 11 378 | - | - | 35 188 | 40 000 | 75 188 | 86 566 |
| 1.ED5 Teachers trained and supported to address the changes brought forth by the COVID-19 crisis, and improve learning outcomes | 9 140 | - | - | 12 559 | 40 000 | 52 559 | 61 699 |
| 1.ED6 Resilience, quality and equity of education systems strengthened to flexibly respond to evolving learning environments and to better deliver on SDG4 commitments | 8 465 | - | - | 17 402 | 31 000 | 48 402 | 56 867 |
| 2.ED7 Education policy and finance decisions to achieve SDG 4 are informed by improved coordination, data and monitoring, knowledge and innovative partnerships | 8 935 | - | - | 7 332 | 11 999 | 19 331 | 28 266 |
| 2.ED9 Education and learning reimagined through interdisciplinary research, foresight and public policy debate | 3 860 | - | - | 200 | 8 000 | 8 200 | 12 060 |
| 7.ED3 Learners are empowered through transformative education to lead healthy lives, promote sustainable development and engage with the world as creative and responsible global citizens | 11 128 | - | - | 23 766 | 35 000 | 58 766 | 69 894 |
| 8.ED8 Technologies and digital innovations leveraged to ensure more inclusive, effective and relevant learning | 4 933 | - | - | 3 839 | 12 000 | 15 839 | 20 772 |
| Sub-total | 70 816 | - | - | 112 946 | 227 999 | 340 945 | 411 761 |
| UNESCO International Bureau of Education (IBE) | 4 048 | - | - | - | 15 000 | 15 000 | 19 048 |
| UNESCO International Institute for Educational Planning (IIEP) | 4 280 | - | - | 24 000 | 26 720 | 50 720 | 55 000 |
| UNESCO Institute for Lifelong Learning (UIL) | 1 567 | - | - | 2 782 | 8 606 | 11 388 | 12 955 |
| UNESCO Institute for Information Technologies in Education (IITE) | 718 | - | - | 837 | 1 000 | 1 837 | 2 555 |
| UNESCO International Institute for Capacity-Building in Africa (IICBA) | 1 981 | - | - | 1 341 | 11 000 | 12 341 | 14 322 |
| UNESCO International Institute for Higher Education in Latin America and the Caribbean (IESALC) | 1 733 | - | - | - | 1 000 | 1 000 | 2 733 |
| Mahatma Gandhi Institute of Education for Peace and Sustainable Development (MGIEP) | 493 | - | - | - | 7 400 | 7 400 | 7 893 |
| Sub-total, UNESCO Education Institutes | 14 820 | - | - | 28 960 | 70 726 | 99 686 | 114 506 |
| Total, Major Programme I | 85 636 | - | - | 141 906 | 298 725 | 440 631 | 526 267 |

1 The Appropriated Regular Programme Budget is funded by assessed contributions on Member States.

For the Regular Programme figures the budget exchange rate is US\$1=0.869 euro.

2 The Management Cost Account (MCA) is financed 56% from the Regular Programme budget and 44% from programme support costs charged to projects financed by voluntary contributions.

3 Budget figures include the contribution of Major Programme I to the intersectoral programmes and related outputs, as indicated in the implementation strategy.

ED

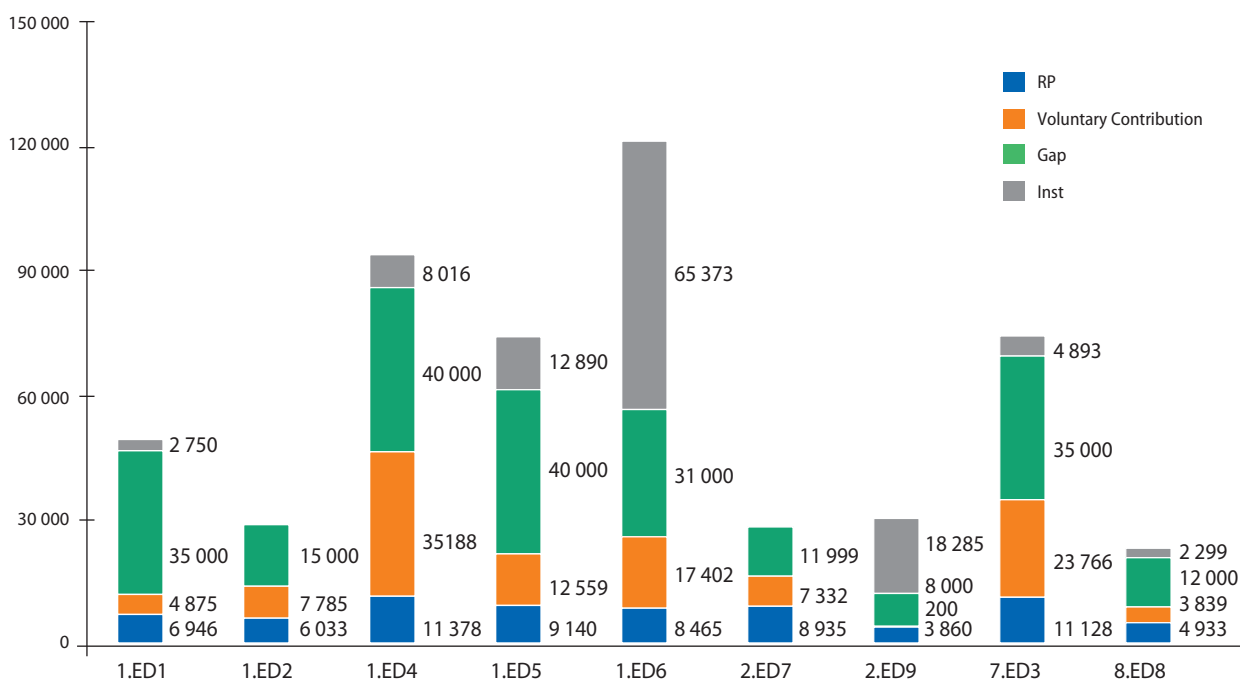
Contribution of UNESCO Education Institutes to Major Programme I Outputs

(in USD '000)

| | Output | IBE | IIEP | UIL | IITE | IICBA | IESALC | MGIEP | Total |
|-------|--|---------------|---------------|---------------|--------------|---------------|--------------|--------------|----------------|
| 1.ED1 | Education systems are equipped to promote inclusion, address marginalization and advance rights, including in crisis-affected contexts | - | 2 750 | - | - | - | - | - | 2 750 |
| 1.ED2 | Gender transformative education systems empower learners, ensure safe learning environments and address the educational barriers, particularly for girls and women, exacerbated by the learning crisis | - | - | - | - | - | - | - | - |
| 1.ED4 | Learners are equipped with relevant skills to meet individual, labour market and societal demands through literacy, TVET, STEM and higher education | - | - | 5 830 | - | - | 2 186 | - | 8 016 |
| 1.ED5 | Teachers trained and supported to address the changes brought forth by the COVID-19 crisis, and improve learning outcomes | - | - | - | - | 12 890 | - | - | 12 890 |
| 1.ED6 | Resilience, quality and equity of education systems strengthened to flexibly respond to evolving learning environments and to better deliver on SDG4 commitments | 16 191 | 44 000 | 5 182 | - | - | - | - | 65 373 |
| 2.ED7 | Education policy and finance decisions to achieve SDG 4 are informed by improved coordination, data and monitoring, knowledge and innovative partnerships | - | - | - | - | - | - | - | - |
| 2.ED9 | Education and learning reimagined through interdisciplinary research, foresight and public policy debate | 2 857 | 8 250 | 1 943 | 256 | 1 432 | 547 | 3 000 | 18 285 |
| 7.ED3 | Learners are empowered through transformative education to lead healthy lives, promote sustainable development and engage with the world as creative and responsible global citizens | - | - | - | - | - | - | 4 893 | 4 893 |
| 8.ED8 | Technologies and digital innovations leveraged to ensure more inclusive, effective and relevant learning | - | - | - | 2 299 | - | - | - | 2 299 |
| | TOTAL | 19 048 | 55 000 | 12 955 | 2 555 | 14 322 | 2 733 | 7 893 | 114 506 |

Total integrated budget by output and source of funds (incl. Institutes)

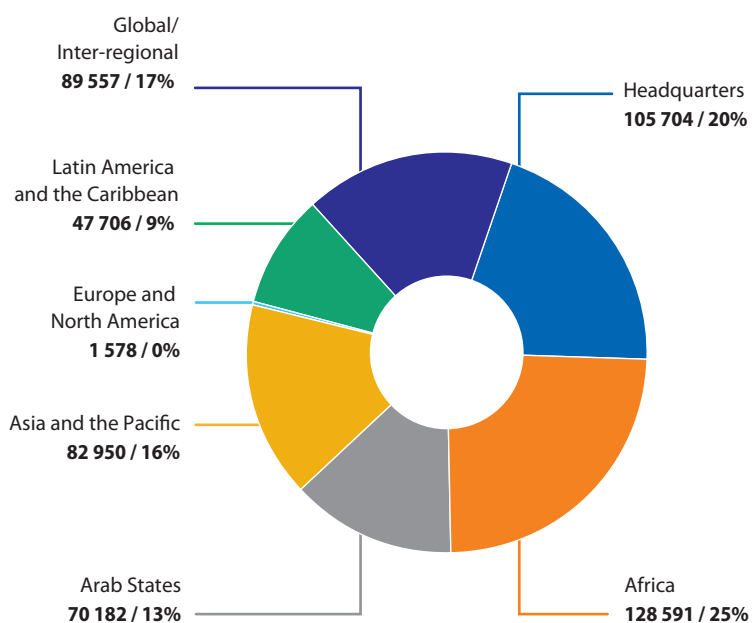
(in USD '000)



Decentralisation of resources by Region

(in USD '000)

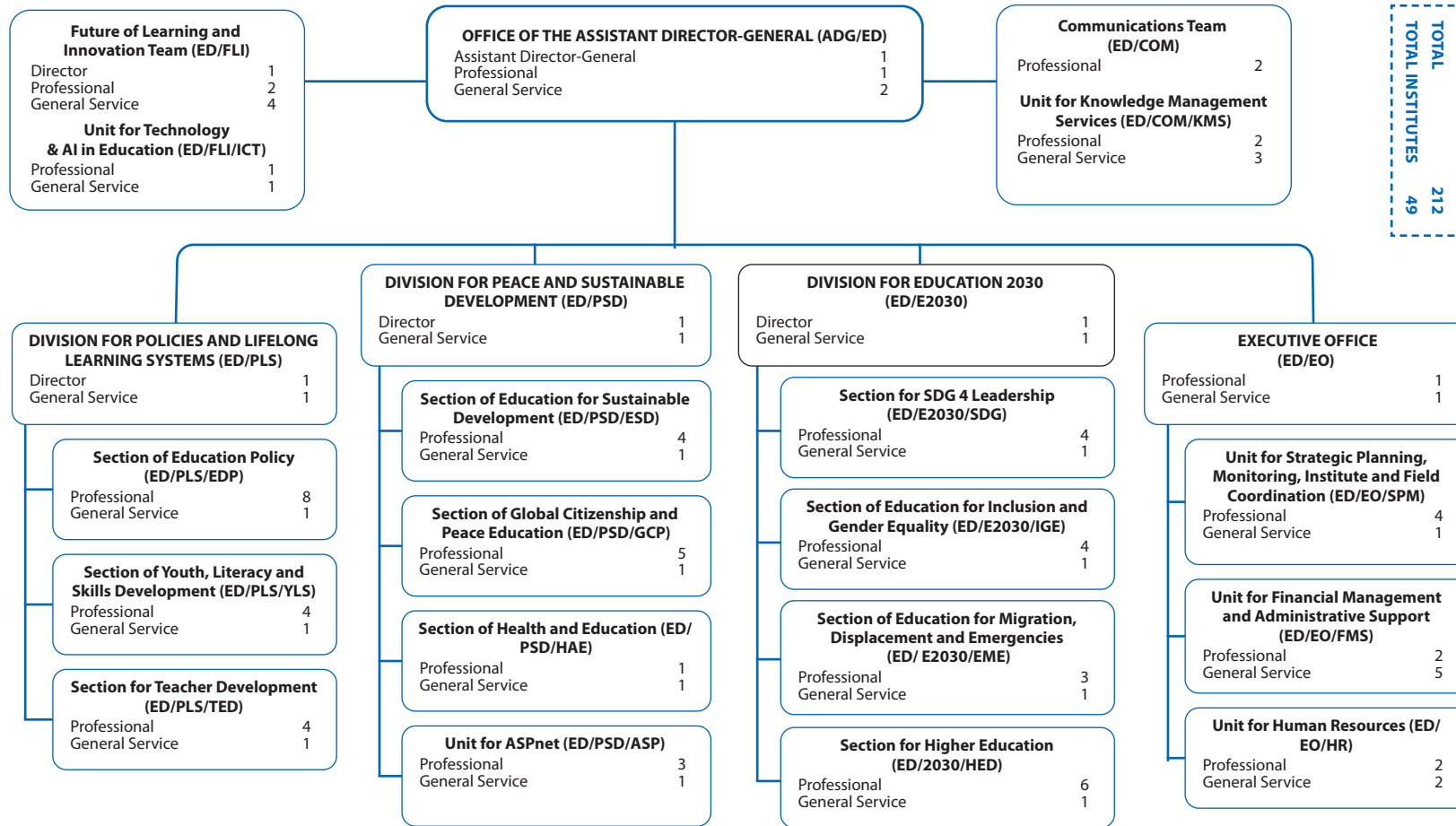
Contribution to the global priorities



| 2022 - 2023 Proposed IBF Budget | | |
|---------------------------------|---------|-----------------|
| | Africa | Gender Equality |
| Total Contribution | 145 996 | 77 175 |
| % of Sector IBF | 28% | 15% |

| NUMBER OF POSTS | |
|-------------------------|------------|
| HQ | |
| Professional | 68 |
| General Service | 33 |
| FIELD | |
| Professional | 65 |
| National Professional | 37 |
| General Service | 9 |
| TOTAL HQ/FIELD | |
| Professional | 133 |
| National Professional | 37 |
| General Service | 42 |
| TOTAL | 212 |
| TOTAL INSTITUTES | 49 |

Education Sector (ED) Organizational Chart (Established Posts)



FIELD OFFICES AND REGIONAL INSTITUTES

| Africa | | Arab States | | Asia and the Pacific | | Latin America and the Caribbean | | Europe and North America | |
|---|----|-----------------------|----|--|----|---|----|--------------------------|---|
| Professional | 20 | Director | 1 | Professional | 17 | Professional | 9 | Professional | 4 |
| National Professional | 13 | Professional | 14 | National Professional | 11 | National Professional | 10 | | |
| General Service | 2 | National Professional | 3 | General Service | 4 | General Service | 2 | | |
| International Institute for Capacity-Building in Africa (IICBA), Addis Ababa, Ethiopia | | | | Mahatma Gandhi Institute of Education for Peace and Sustainable Development (MGIEP), New Delhi, India | | International Institute for Higher Education in Latin America and the Caribbean (IESALC), Caracas, Venezuela | | | |
| Director | 1 | | | Director | 1 | Director | 1 | | |
| National Professional | 1 | | | | | National Professional | 1 | | |
| General Service | 5 | | | | | General Service | 2 | | |

GLOBAL EDUCATION INSTITUTES

| | | | | | | | | | | | | | | | |
|---|---|-----------------|----|---|----|-----------------|----|---|---|-----------------|---|---|---|-----------------|---|
| International Bureau of Education (IBE), Geneva, Switzerland | | Director | 1 | International Institute for Educational Planning (IIEP), Paris, France | | Director | 2 | Institute for Information Technologies in Education (IITE), Moscow, Russian Federation | | Director | 1 | UNESCO Institute for Lifelong Learning (UIL), Hamburg, Germany | | Director | 1 |
| Professional | 2 | Professional | 12 | Professional | 12 | General Service | 10 | General Service | 1 | General Service | 3 | Professional | 3 | Professional | 3 |
| General Service | 2 | General Service | 10 | | | | | | | | | General Service | 2 | General Service | 2 |

The background is a solid blue color with several large, overlapping, curved shapes in varying shades of blue, creating a dynamic, abstract design. These shapes resemble stylized waves or flowing liquid, moving from the bottom left towards the top right.

Major Programme II

Natural Sciences

Major Programme II

- 02001** The UN Global Sustainable Development Report (GSDR 2019) ‘The Future is Now: Science for Achieving Sustainable Development’ confirms that the current development model is not sustainable, and that the progress made in the last two decades is in danger of being reversed through worsening social inequalities and potentially irreversible declines in the natural environment that sustains us. Noting that ‘one third of the way into our SDG journey, the world is not on track to achieve the global Goals by 2030’ and that the COVID-19 pandemic ‘abruptly disrupted implementation towards many of the SDGs and, in some cases, turned back decades of progress’, the UN Sustainable Development Goals Report 2020 calls “for a coordinated and comprehensive international response and recovery effort, based on sound data and science and guided by the Sustainable Development Goals”.
- 02002** The Science-related biggest risks that threaten our world in the years to come are failure of climate change mitigation and adaptation; extreme weather events; natural hazards, man-made environmental hazards; biodiversity loss and ecosystem collapse; and water crises. From 2005 to 2015, natural disasters caused USD 1.4 trillion in damage and affected 1.7 billion people worldwide. With the frequency and magnitude of occurrence increasing due to climate change, losses associated with natural hazards are on the rise. More than 90% of disasters due to natural hazards are water-climate related. Water resources variability both in quantity and quality and the increasing of water demand across all sectors will be exacerbated due to climatic, environmental, demographic and economic changes. The implementation of SDG 6 is alarmingly off track with an estimation that more than two billion people do not have access to safe drinking water, resulting in a child dying every minute. About 2.5 billion people (36% of the world’s population) live in water-scarce regions.
- 02003** Two billion hectares of land on Earth are degraded, affecting some 3.2 billion people, driving species to extinction and intensifying climate change (UN Sustainable Development Goals Report 2020). The Intergovernmental Science-Policy Platform on Biodiversity and Ecosystem Services (IPBES) states that seventy-five percent of Earth’s land surface has been significantly altered, 66% of the ocean area is experiencing increasing cumulative impacts, and over 85% of wetlands has been lost and nearly 1 million species already face extinction.
- 02004** The COVID-19 pandemic has only exacerbated such urgent vital need to revisit the paradigm of knowledge and science. As noted in the UNESCO Science Report 2021, the pandemic since 2020 is in danger of compromising countries’ progress towards achieving sustainable development goals. Some developing countries have found themselves forced to choose between diverting scant resources towards emergency health care and respecting their debt payments. Others have been tempted to roll back environmental and social protections in an attempt to mitigate the economic crisis caused by COVID-19 restrictions, even though this could set them back years in their sustainable development agenda.
- 02005** Against this backdrop, during 2022-2025, Major Programme II will promote learning and sustainable societies and support Member States to advance science, technology, innovation, research and engineering to address contemporary environmental and societal challenges and build back better after the pandemic. The multidimensional, interconnected, and holistic approach advocated by the GSDR is at the core of UNESCO mandate, and of the Natural Sciences Sector specifically. Major Programme II will revisit the paradigm of knowledge and science by further reinforcing support to its Member States towards the understanding of the inter-linkages between the human, social and environmental systems at all levels. It will promote regional and international scientific cooperation, as well as the adaptation of existing knowledge and technologies to specific local and regional contexts with a view to maximize synergies for the achievement of the SDGs and other internationally and regionally agreed development frameworks.

- 02006** In doing so, Major Programme II will continue to be guided by the relevant international commitments and agreed frameworks, in particular the 2030 Agenda, African Union (AU) Agenda 2063, Paris Agreement on Climate Change, United Nations Sendai Framework for Disaster Risk Reduction (2015-2030), Convention on Biological Diversity, New Urban Agenda, SIDS Accelerated Modalities of Action (SAMOA Pathway), Istanbul Plan of Action for the LDCs, United Nations Water Action Decade (2018-2028), United Nations SDG 6 Accelerator Framework, United Nations Decade on Ecosystem Restoration (2021-2030) and United Nations Decade of Ocean Science for Sustainable Development (2021-2030), Post-2020 Global Biodiversity Framework.
- 02007** Major Programme II will contribute to achieving the Strategic Objective 1 of the Medium-Term Strategy 'Reduce inequalities and promote learning and creative societies in the digital age through quality education for all', in particular its Outcome 1 'Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all', by strengthening science, technology, engineering and mathematics (STEM) education, thus contributing also to the achievement of SDG Target 4.1 on ensuring that all learners acquire the knowledge and skills needed to promote sustainable development.
- 02008** The achievement of Strategic Objective 2 of the Medium-Term Strategy '*Work towards sustainable societies and protecting the environment through the promotion of science, technology and the natural heritage*' will guide the focus of Major Programme II efforts during the quadrennium. The initiatives that will be developed and implemented with a view to '*Advance international cooperation in science, technology and innovation*' (Outcome 4) will not only contribute to building sustainable societies through the promotion of science, technology and innovation, but also to fostering a technological environment in the service of humankind through the development and dissemination of knowledge and skills and the development of ethical standards, thus contributing to the achievement of the *Strategic Objective 4* (Outcomes 8 and 9) of the draft Medium-Term Strategy. The emerging area of **Open Science** will be promoted in this context, recognizing also the integral role played by the knowledge accumulated over many generations by Indigenous Peoples and local communities.
- 02009** UNESCO will further provide policy advice to its Member States and advocate that governments must invest in creating STI-enabled societies through effective **national science policies** and robust systems of science governance. It will support the development of new approaches for the formulation of science policies with a focus on developing closer linkages between academia and industry and participatory STI governance systems that promote a culture of science and innovation, while fostering the links between science, policy and society in view of creating knowledge societies.
- 02010** Scientific knowledge must be considered a common good of humankind, must be duly shared and must be promoted by building institutional and human capacities in basic sciences, technology, research, innovation and engineering. Major Programme II will reinforce international cooperation and global partnerships for developing and strengthening national and regional capacities in the basic sciences, with an emphasis on promoting linkages between scientific research and higher education, as well as interdisciplinary fundamental research in emerging areas of science.
- 02011** UNESCO will provide scientific data, climate and Planet-related information services on water security, earth sciences, biodiversity and the ocean through its intergovernmental and international scientific programmes. It will also promote **knowledge co-production** initiatives involving indigenous peoples and scientific knowledge, aimed at halting, restoring and reversing the current trajectory of biodiversity loss, natural ecosystem destruction and climate change. It is under *Outcome 3: Enhance*

knowledge for climate action, biodiversity, water and ocean management, and disaster risk reduction, that UNESCO will re-centre its role to promoting a new culture and alliance between people and nature that supports the diversity of life, reconnects humans and nature, reorganizes relationships with nature, and conserves the harmony of ecosystems and reinforces solidarity and equity between generations.

02012

The Nature-Society-Development Nexus is the cornerstone of UNESCO's soft power. The Organization will further promote and strengthen the unique opportunities offered by **UNESCO's designated sites** (Biosphere Reserves, UNESCO Global Geoparks and natural World Heritage sites) to combine scientific and local knowledge and participatory governance with a view to reduce loss of biodiversity, conserve geodiversity, improve livelihoods of local communities and enhance social, economic and cultural conditions, including employment opportunities for youth (SDGs 8.9, 13.3, 15.1, 15.2 and 15.9).

02013

Based on the past 50 years of experience, **UNESCO's Man and the Biosphere (MAB) Programme** will uplift its role and continue to explore the relationship between humans and nature in specific socio ecological sites and to further expand its unique worldwide network of site-specific examples of sustainable development in the World Network of Biosphere Reserves (WNBR). UNESCO will further reinforce its role in shaping the international agenda in biodiversity and reach its main target to increase the Planet's Protected areas to 30% by 2030. UNESCO will contribute to drive biodiversity science through the Organization's participation in the Intergovernmental Platform on Biodiversity and Ecosystems Services (IPBES), the Convention on Biological Diversity, Future Earth and the UN Decade on Ecosystem Restoration (2021–2030), underpinned and informed by its mandate in the sciences, education, culture and communication and information. UNESCO's action will focus beyond the protected areas approach and seek for capacity development to address planetary issues and advance ecosystems restoration, including marine ecosystems, in synergy also with the work under the IOC led UN Decade for Ocean Sciences (2021-2030) and within the context of the intersectoral programme on environmental education (SDGs 4, 14, 13.3, 15.1, 15.2 and 15.9).

02014

International collaboration to develop common pathways to manage the earth's resources is central to the mandate of UNESCO in science. It contributes not only to sustainable development but also to building a culture of peace and dialogue. The **International Geosciences and Geoparks Programme (IGGP)** will harness its experience to promote the study of geosciences and geological processes. The UNESCO-supported Global Geoparks Network will continue to promote the establishment of sites of outstanding geological value (SDGs 13, 14 and 15). With a special focus on geoheritage, the two pillars under the IGGP will strengthen cooperation and cross fertilization.

02015

The health of humanity depends on water resources of the planet. The COVID-19 pandemic has shown our interdependence to water and the dramatic consequences of the lack of access to water. Major Programme II will strive to make the UNESCO water family the vehicle to overcome knowledge disparity for a water secure world. UNESCO was assigned a unique role by the UN Water Family, to produce the World Water Development Report (WWDR) on behalf of its 32 members. Through its water programmes, including the **Intergovernmental Hydrological Programme**, and its ninth phase (IHP-IX: 2022-2029) and the **World Water Assessment Programme (WWAP)**, over 36 specialised Water Category 2 Centres, UNESCO will focus its work on contributing to the achievement of the SDG 6 and other water related SDGs and international and regional agendas including the Paris Agreement, the Sendai Framework on Disaster risk reduction, the New Urban Agenda and the African Union Agenda 2063, through water science, innovation, education, management, cooperation and governance.

02016 Operating at the interface between natural and social sciences, education, culture and communication, UNESCO's action will continue to play a vital role in building a global culture of resilience by dedicated actions for **disaster risk reduction and disaster preparedness**.

Global Priority Africa

02017 AU Agenda 2063 recognizes Science, Technology and Innovation (STI) as multifunctional tools and key elements for achieving sustainable development on the continent with emphasis on STEM education as a foundation. The steady decline of enrolment of young people in the sciences has become a matter of concern, aggravated with decline of girls and women in science. AU Agenda 2063 also highlights the urgent need to reinforce and enhance capacity in STI in Africa, develop capacity in the application of STI for development and in particular application of STI in different disciplines, including water research, governance and capacity building, engineering, protection of biodiversity, geological science).

02018 During 2022-2025, UNESCO will continue to explore and foster science, technology and innovation for the achievement of SDGs in Africa. In partnership with the AU Commission and African Ministers for Science and Technology (Specialized Technical Committee on Education, Science and Technology), and in cooperation with other UN sister agencies and partners, and in line with the African Strategy on STI (STISA), Major Programme II will continue to implement a double approach to promote STEM education in Africa by: a) providing technical support to Member States in adapting and enriching their national curricula to new approaches of science teachers training; and b) developing innovative modalities of teaching STEM and enhancing interest in science among the youth. Major Programme II will devote particular efforts to strengthening the programmes relating to the basic sciences by fostering the uptake and application of STEM.

02019 The pandemic has demonstrated the critical role of access to reliable scientific data and information to support evidence-based decision-making and to control COVID-19 emergency on the continent. UNESCO will put particular emphasis will into collecting, storing and analysing STI statistics and indicators for the formulation of informed STI policies, with a focus on strengthening African innovation capacities, supporting the development of poles of excellence on the continent, reducing the knowledge gap and accelerating the generation of scientific information and data. Embraced by the Africa Open Science Platform as a means to accessing scientific knowledge, the concept for Open Science will be a gamechanger for the continent.

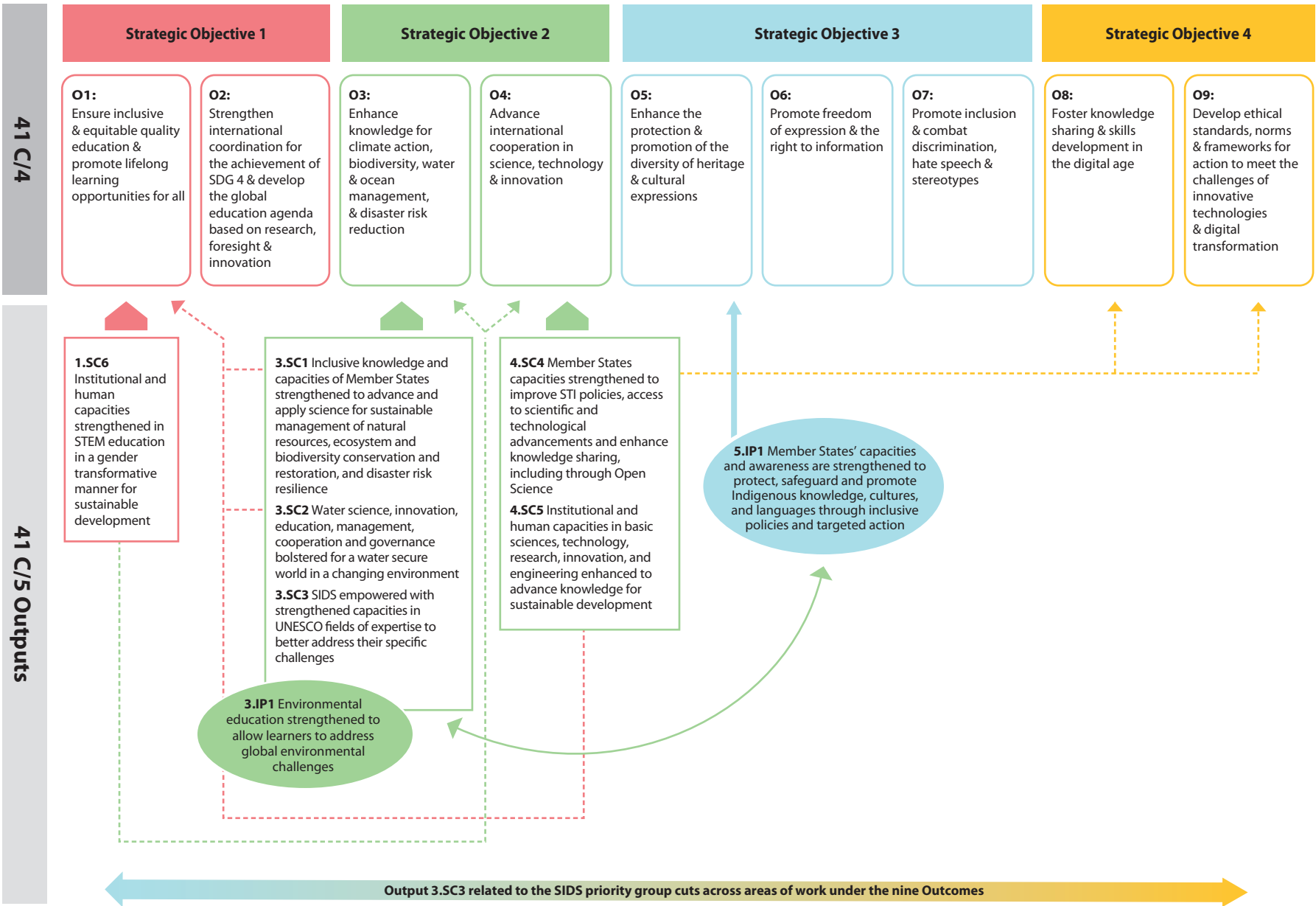
02020 Africa's sustainable development is challenged due to increasing water stress, environmental degradation and climate change. To reach the goals of the AU 2063 Agenda for prosperity inclusive growth and sustainable development, African countries need to have the capability and tools to drive their own development based on sustainable and long-term control over their natural resources; and equitable use and management of water resources. To support better management of shared ecosystems through regional integration, UNESCO will promote transboundary sites with a special attention to water bodies including ground water. The UNESCO Water Family and UN Water Family will be mobilized for coordinating action on the African continent toward accelerated improvements in water resources management, advancing knowledge on water resources, particularly on groundwater, and substantially increasing the number of skilled water professionals on the continent.

02021 Major Programme II will focus its efforts on building institutional and human capacities of African Member States for conservation, restoration and sustainable use and management of ecosystems and biodiversity. UNESCO will aim at further strengthening the contribution of biosphere reserves and geoparks to the implementation of AU Agenda 2063 and to building resilience of populations. With the aim to safeguard natural ecosystems to improve human livelihoods in the existing 85 Biosphere

Reserves in Africa, Major Programme II will promote innovative approaches to economic development that are socially and culturally appropriate and environmentally sustainable and combine expertise reached within the Intergovernmental Hydrological Programme (SDG 6), UNESCO Man and the Biosphere Programme (SDGs 15 and 13), the UNESCO Cultural Heritage Conventions (SDGs 11 and 15) in the context of Climate change mitigation (SDG 13) in response to security, humanitarian and environmental crises in Africa.

Global Priority Gender equality

- 02022** Despite a shortage of skills in most of the technological fields driving the Fourth Industrial Revolution, women still only account for 28% of engineering graduates and 40% of graduates in computer science and informatics, according to the forthcoming UNESCO Science Report 2021. Women are not benefitting fully from employment opportunities open to highly educated and skilled experts in cutting edge fields such as artificial intelligence where only one in five professionals (22%) is a woman.
- 02023** The current COVID-19 health crisis has demonstrated once again the critical role of women and girls in science. Female scientists have been at the forefront of the fight against the pandemic.
- 02024** To be truly transformative, gender policies and programs need to transform gender relations, not only by eliminating gender stereotypes by education but also by building awareness at the highest decision-making levels of the need to level the playing field at work to ensure that men and women have equal opportunity and equal pay.
- 02025** UNESCO is committed to prioritizing gender equality in all aspects of its work, from promoting basic STEM education, to acknowledging and supporting the work of female scientists around the world, through initiatives such as the L'ORÉAL-UNESCO "For Women in Science" Programme and the Organization for Women in Science in the Developing World. Female scientists of today who shatter the gender stereotypes by their achievements are a source of inspiration for the young girls around the world to enter scientific fields.
- 02026** Gender inequality will also be addressed under Major Programme II by ensuring a principle of governance and management of biosphere reserves that will ensure equal access for women and girls to decent work (particularly in the context of the green economy activities) and representation in political and economic decision-making processes which will nourish the creation of sustainable economies and will benefit to whole humanity. The set of gender-responsive indicators developed by UNESCO WWAP will be widely shared in supporting Members states better mainstreaming gender in water management.



I • Major Programme II: Focus in 2021-2025

OUTCOME 3

Enhance knowledge for climate action, biodiversity, water and ocean management, and disaster risk reduction

OUTPUT 3.SC1 Inclusive knowledge and capacities of Member States strengthened to advance and apply science for sustainable management of natural resources, ecosystem and biodiversity conservation and restoration, and disaster risk resilience

Challenges

- 02027** The global trend of destruction of biodiversity stems above all from the crisis in our relationship with the living, with other species in the living world, since we are destroying the relationships we have with them. Humans are responsible for 75% of the destruction of ecosystems through their activities (IPBES 2019). The ecological transition for the implementation of the 2030 Agenda can only come about through a profound rethinking of our values and ways of being human and inhabiting the earth. It is time not only to restore and regenerate nature but also to renew the principles and conditions of our life on earth and the way we use its resources.
- 02028** The increasing losses from climate change and disasters and hazards including earthquakes, volcanic eruptions, landslides, cyclones and storms, heat waves drought, fires, desertification, flooding and sea level rise, represent major challenges to UNESCO's Member States, in particular the most vulnerable in the developing world. With continued unsustainable levels of human-induced green-house gas emissions and subsequent temperature increases, the climate crisis calls for urgently enhanced mitigation and adaptation efforts to reduce their negative impacts on human security and welfare. Disasters, such as earthquakes that are at the origin of 56% of all casualties also require increased investments in building a culture of resilient communities based on active and knowledgeable citizens and informed decision-makers.
- 02029** This is also true in relation to human-induced climate change which by 2020 has caused the global average temperature to increase by 1.2 °C compared to the pre-industrial era. Stronger actions are therefore needed to seek to limit this increase in line with the Paris Agreement to well below 2 °C, preferably to 1.5 °C, compared to pre-industrial levels. If not, if the climate crisis is allowed to escalate further, the world will witness increased frequency and magnitude of floods, fires, heat waves, drought, cyclones and storms with devastating impacts on biodiversity, human welfare and development prospects of present and future generations. Averting the climate crises will require concerted efforts in order to support a transition to societies with greener production and consumption patterns.

What needs to change

- 02030** UNESCO is at the forefront of the interconnectivity of territories through its unique network of sites and the interconnection of knowledge, cultures, values and consciences. UNESCO inspires change with real-life examples of practical actions for transformation based on three pillars: (1) Restore the relationship between humans and nature and regenerate ecosystems through education, science, local and Indigenous knowledge, based on shared values: trust, solidarity, respect for diversity; (2) Conserve the harmony of our ecosystems by mobilizing the knowledge, good practices, methodologies and tools and know-how from the unique network of sites such as Biosphere Reserves, World Heritage Sites and UNESCO Global Geoparks to conserve and sustainably use the planet's key ecosystems; (3) Amplify the power of youth by ensuring universal access to this diversity of knowledge, and empowering young people and future generations through our networks of sites, experts, UNESCO Chairs and Associated Schools.

02031

The solutions to successfully addressing environmental challenges are to be found in sciences, education, communication through an improved multidisciplinary and intersectoral approach. UNESCO will therefore help build capacities and foster partnerships so that science and technology can serve to mitigate the effects of the threats and reduce vulnerability related to the climate crisis, disasters and hazards. UNESCO will maximize its comparative advantage by combining its expertise in the natural sciences, earth, ocean, water and ecological sciences with its mandate in education, social and human sciences, communication, information and heritage preservation to reach out to communities, private sector, governments and other UN agencies to combine effort to combat climate change and anticipate natural hazards, for the benefit of resilient societies. Youth around the world are calling for access to quality environmental education addressing the biodiversity and climate crises. While a number of educational establishments are providing such education and training opportunities, more needs to be done in order to enhance both formal and informal education, training and public awareness on climate change. To be credible, such efforts must be based on the best available climate, ecological and earth sciences.

02032

Indigenous peoples and local communities are on the frontlines of these environmental changes and are the primary actors in protecting natural resources and ensuring nature-based solutions. Indigenous and local knowledge systems are holistic constellations of knowledge, cultural practices, livelihoods, resource governance, technical skills, intergenerational exchange and social rules for sustaining productivity and carrying capacity of natural systems, landscapes and seascapes. Through the combination of science and Indigenous and local knowledge, new insights into phenomena are possible, including improved understanding of causality, linkages between abiotic and biotic indicators, scales of ecosystems, predictive capacities, modelling and scenarios. Together, the combined capacity of the different knowledge systems can stimulate more robust solutions and appropriate policy responses, while promoting a culture of peace, respect and inclusivity. United Nations Agencies dealing with climate and the environment have taken cognizance of the importance of indigenous and local knowledge; however, there is a major gap in methods and facilitation of synergistic ways of mobilizing and applying this knowledge. UNESCO has a unique capacity in the UN system to help address these gaps and facilitate national uptake of new transdisciplinary knowledge processes linked to climate adaptation, biodiversity and ecosystems conservation.

Implementation strategy

02033

Interdisciplinary and transdisciplinary research and cooperation, including mobilizing local and indigenous knowledge as well as sustainability science, is essential to scale up efforts for the conservation and sustainable use of biodiversity and hydrological systems, implement binding targets for the restoration of degraded ecosystems and water basins. UNESCO has an important track record in advancing hydrological sciences as well as pioneering work in the ecological and earth sciences on ecosystems and the use of natural resources, Biosphere Reserves, UNESCO Global Geoparks, biodiversity, geodiversity, scientific assessments and onsite capacity-building, including policy briefs to assist decision-makers. UNESCO will further support the study and observation of biodiversity in oceans, arid zones, mountains, wetlands and agricultural systems, in addition to remote sensing in support of World Heritage sites, Biosphere Reserves and UNESCO Global Geoparks, and will work in the area of biotechnology and related capacity-building.

02034

UNESCO will strengthen regional networks on knowledge exchange and capacity-building for climate change and disaster preparedness, mitigation, adaptation, rehabilitation and reconstruction. Through its intergovernmental and international programmes Major Programme II will enhance the quality and outreach of environmental awareness, literacy and education in connection also with Outcome 1 and the Intersectoral Programme on Advancing Scientific and Environmental Education for Sustainable and Resilient Societies. In addition, through the UNESCO designated sites, UNESCO

will ensure that environmental and scientific education and awareness programmes are relevant and adapted to their regional and local context.

02035

UNESCO will endeavour at fully achieving the goals of the MAB Strategy (2015-2025) and the Lima Action Plan for MAB and its WNBRS (2016-2025) with emphasis on the contributions of MAB and its WNBRS to enable Member States to implement the SDGs, AU Agenda 2063 of the African Union, the Convention on Biological Diversity (CBD) Post 2020 Global Biodiversity Framework, the United Nations Framework Convention on Climate Change (UNFCCC) Paris Agreement, the UN Decade on Ecosystem Restoration, and to 'building back better' in the wake of the COVID-19 pandemic. UNESCO programmes and designated sites aim to halt biodiversity loss and tackle its key drivers through interdisciplinary and transdisciplinary research and cooperation including by mobilizing local and indigenous knowledge as well as sustainability science; scale up efforts for the conservation and sustainable use of biodiversity to reach binding targets for the restoration of degraded ecosystems and rivers, building on the WNBRS and other UNESCO designated sites for living in harmony with nature and responsibly build thriving and resilient societies.

02036

At national level, UNESCO will continue to mobilize indigenous and local knowledge (ILK) expertise and capacities in order support countries in undertaking National Ecosystems Assessments. As a host of IPBES's Technical Support Unit on ILK, UNESCO will endeavour to ensure that all assessments undertaken by the IPBES will include transdisciplinary cooperation and the contributions of ILK holders. Most international mechanisms on environment, biodiversity, ecosystems, soil, water and climate now include a component on contributions from indigenous and local knowledge, as well as enhanced participation of indigenous peoples and local communities. Engagements with indigenous peoples will build upon the recognition of the central role of local and indigenous knowledge streams coupled with natural sciences in achieving sustainability, within the framework of, inter alia, the Intergovernmental Panel on Climate Change, the UNCBD, the UNFCCC, the Ramsar Wetlands Convention, the UN Decade on Ecosystems Restoration, the UN Decade on Ocean Science, the UN instrument on Marine Biodiversity of areas Beyond National Jurisdiction and Future Earth. The implementation strategy will be placed within the context of the Intersectoral Programme Promoting Indigenous Knowledge, Culture and Languages as a Pathway to Inclusion and will be informed by the UNESCO Policy on Engaging with Indigenous Peoples (2018), as well as the UN Declaration on the Rights of Indigenous Peoples (2007), and through UNESCO's role as lead agency for the International Decade of Indigenous Languages (2022-2032).

02037

As the only UN Agency with a mandate in earth sciences, and under its flagship International Geoscience and Geoparks Programme (IGGP), UNESCO and its statutory partners the International Union of Geological Sciences (IUGS) and the Global Geoparks Network (GGN) will continue to foster capacity building, knowledge exchange and international research cooperation to promote sustainable practices, help build resilience against geo-hazards, empower early career scientists in the developing world and local communities in exploring, extracting and managing their natural resources in an efficient, safe and sustainable manner. UNESCO Global Geoparks' geological records, which teach important lessons about present-day environmental challenges and the ways to mitigate and manage environmental damage, will be used to engage further in climate and biodiversity actions, including through dedicated educational programmes.

02038

In addition to the multi-disciplinary approach through inter-sectoral and inter-divisional collaboration, UNESCO will take a multihazard and multistakeholder engagement approach to address the challenges of mitigating and adapting to hazards, disasters and climate change. A multi-hazard approach is necessary as one natural hazard would have cascading effect such as earthquake to tsunami, storm to flood, climate change to glacier melting. UNESCO is in a good position as it covers both weather

and geo related hazards. Multi-stakeholder approach allows academics, civil society, private sector and public sector collaborate to establish the preventing planning and strategy.

02039

In relation to its disaster risk reduction (DRR) activities, UNESCO will continue to collaborate inter-sectorally and with other UN organizations committed to disaster risk reduction to support countries in the development and implementation of concrete action plans for safer schools. The Organization will also continue providing support to countries in capacity building for management of disaster and climate risk, particularly on early warning systems; UNESCO designated sites risk prevention; the use of STI such as Artificial Intelligence and big data (in connection to Outcome 9); the built environment; risk governance; nature based solutions and post disaster response. In this context, efforts will be made, in close collaboration with overall UN system, to support Member States in relation to their commitments and aspirations contained in their respective Nationally Determined Contribution (NDC) documents under the UNFCCC Paris Agreement.

Global priorities and Priority groups

02040

The MAB Programme and its Biosphere Reserves will be promoted within the African Union, especially with its Specialized Technical Committee on Education, Science and Technology which recognized the relevance of MAB Programme for African Union 2063 vision during its 3rd ordinary session in December 2019. The partnership with the African Development Bank developed within the framework of the BIOPALT project will be enhanced in the next future. Actions will be taken to improve quality of Biosphere Reserves management in the region. The capacity of MAB national committees in Africa will be strengthened to effectively advise countries for informed socio-ecosystems management and governance. The establishment of new Geoparks will be promoted in the region. In case of climate change and natural hazards, the vulnerable countries and vulnerable groups are disproportionately affected severely. Africa's risk profile is in rapid transition interlinked with changing environmental conditions, including increasing climate variability and change. These factors, combined with fast-growing regional and continental mobility, have created new risk configurations that require inventive development and risk management strategies). UNESCO will further prioritize supporting national and regional exchanges on the indigenous knowledge of pastoralists in Africa, in line with Agenda 2063 Goal 7 on Environmentally sustainable and climate resilient economies and communities, with attention to climate change.

02041

While climate change poses an existential threat to the continued survival of the SIDS, UNESCO will continue to focus its action on countries from these regions to address climate change which poses an existential threat to the continued survival of entire SIDS due to sea level rise. SIDS in general suffer more losses from natural hazards (17% of GDP) compared to high income countries (3% of GDP). By harnessing science and knowledge to foster climate change adaptation and mitigation, enhance disaster risk reduction and emergency responses and scale up sustainable management of island coastal and marine ecosystems. UNESCO will continue to focus its action on African countries and SIDS, notably by supporting their efforts related to climate change literacy, adaptation and resilience, taking into due consideration Member States' ambitions and aspirations contained in their respective NDCs.

02042

UNESCO will also further support gender-responsive and gender-transformative approaches to biodiversity and geodiversity conservation and the promotion of knowledge held by women in biodiversity conservation. Enhanced sound governance of Biosphere Reserves should also further ensure empowerment of women. Through the International Geoscience and Geoparks Programme, UNESCO will reinforce geoscience cooperation for the benefit of society, capacity building and knowledge sharing, with a special emphasis on early career scientists and women. UNESCO will therefore closely cooperate with the African Association for Women in Geoscience to enhance women participation in geosciences on the continent. Further cooperation with the Organization for Women in Science

for the Developing World (OWSD) and with the Graduate Women International will be explored. Vulnerability and poverty are closely aligned with gender equality, and women therefore are more frequently victims of the effects of climate change and natural hazards than are men. Mainstreaming gender considerations into disaster preparedness and education contributes significantly to reducing disaster impacts and improving sustainable development. A strong gender component will therefore be part of the programme and will contribute to building a culture of disaster resilience, collaborating with the UNESCO Chair on gender and DRR.

02043 Youth is an important chapter of the MAB community and it will be given a clear contribution in decision making within MAB programme. UNESCO also intends to organize UNESCO Global Geoparks Youth Forums as a biennial event and to enhance its collaboration with young professional networks on disaster risk reduction and climate change adaptation to convey the knowledge and experience of the young experts to both policy-makers and community to build resilient societies.. UNESCO will expand its youth networks globally, including the Youth-UNESCO Climate Action Network (YoU-CAN) and the MAB Youth network.

Partnerships

02044 As UNESCO focal point for the UN Decade on Ecosystem Restoration (2021-2030), and member of two working groups, MAB shall play a critical role to ensure UNESCO's contribution in its capacity of one of the five Collaborating Agencies of the UN Decade led by UNEP and FAO. UNESCO will aim at achieving significant impact in its Member States by providing new opportunities to demonstrate the value of UNESCO's designated sites through concrete restoration projects, capacity-building and development, as well as youth engagement. A strong link will be built with the UN Decade of Ocean Science for Sustainable Development led by IOC.

02045 Great efforts will continue to be pursued to enlarge strategic and financial partnerships with a wide range of stakeholders to build a UNESCO network of experts and to develop UNESCO Global Geoparks in Africa and the Arab States.

02046 Partnership with Category 2 Centres and Chairs will be pursued with a special emphasis on research activities to achieve the Lima Action Plan objectives, as well as to help practitioners on DRR not only to develop innovative ideas but also to share and exchange their knowledge and experiences.

02047 UNESCO will reinforce its inter-agency collaboration to deliver as One UN by avoiding duplication and creating synergy among agencies' interventions. Collaboration with UN agencies and the UNFCCC Secretariat and the IPCC on climate change and DRR will complement our expertise. UNESCO will collaborate with the UNDRR, WMO, UNDP, UNICEF, UNEP through interagency thematic platforms namely biodiversity, Ecosystems for Adaptation and Disaster Risk Reduction (PEDRR), the Global Alliance for Disaster Risk Reduction and Resilience in the Education Sector (GADRRRES), the International Network on Multi-Hazard Early Warning Systems (IN-MHEWS), the Capacity for Disaster Reduction Initiative (CADRI) and the International Platform for Recovery (IRP). The recent partnership with the Adaptation Fund allows interagency cooperation at a different scale. UNESCO will further explore partnerships for financial support for its activities on DRR and climate change adaptation.

02048 UNESCO's Local and Indigenous Knowledge Systems programme (LINKS) will continue to provide technical support to countries in developing National Ecosystems Assessments, and cooperate with international, regional and national meteorological agencies. It will also nourish a range of partnerships with indigenous peoples' organizations, notably with those which have an official relation with UNESCO.

OUTPUT 3.SC2 Water science, innovation, education, cooperation and management and governance bolstered for a water secure world in a changing environment

Challenges

02049 The impacts of global changes such as population growth, urbanization and climate change, on how we need to manage our water, are scarcely recognized and poorly understood. There is a limited understanding of the interconnection between human and water systems including hydrological extremes (floods and droughts) when managing our water resources, especially under the challenging conditions of human interactions and climate change. Moreover, increased water stress, sharing of transboundary water systems and competitions between water users will require increasingly complex decisions to meet future demands. Water is a finite resource and is only renewable if managed sustainably, efficiently and equitably. With the growing uncertainties of global change and the long-term impact of management actions, sound decision-making will be increasingly difficult without reliable scientific information.

What needs to change

02050 Improving the scientific knowledge and capacities on water resources is paramount for evidence-based decisions in addressing sustainably the growing complex water challenges. Scientific research incorporating human interactions with nature for a better understanding of water cycle and hydrological processes including related extremes (floods and droughts) when managing our water resources, especially under the challenging conditions of global change is crucial. Water management and governance efforts should be implemented through inclusive approaches, ensuring that all stakeholders are included in the process and by mainstreaming gender and effects of global changes within water policies and plans. Raising awareness and educating on the role water plays on our daily lives, for our livelihoods, our development, to maintain our lifestyles and to protect and conserve the environment is fundamental in constructing an improved water culture. Additionally, training professionals and sensitizing decision-makers is needed.

Implementation strategy

02051 In addressing these complex interrelated water challenges, the Intergovernmental Hydrological Programme (IHP) will initiate its nine phases (IHP-IX: 2022-2029), with a focus on science for a water secure world in a changing environment. IHP-IX activities will be conducted along five interrelated and reinforcing priority areas: (a) science, research and innovation; (b) water education in the fourth industrial revolution; (c) bridging data and information gap; (d) inclusive water management under conditions of global change; (e) water governance based on science for mitigation, adaptation and resilience. UNESCO will strengthen international and regional cooperation in the field of water by consolidating and fostering alliances and scientific exchanges, and by encouraging knowledge sharing and operational partnerships for water security. This will be achieved through the development of a new, comprehensive framework to further foster cooperation among UNESCO's Water family to mainstream contributions from the scientific community along the strategic axis of enhanced knowledge, capacities and policies for water security.

02052 UNESCO's IHP, the World Water Assessment Programme (WWAP) as well as the Category 2 water Centres, the water Chairs and the various initiatives and flagships are uniquely placed to strengthening cooperation in improving scientific knowledge and evidence on addressing the complex freshwater challenges. In line with the IHP-IX, Members States will be supported to improve evidence-based decisions on water management and governance towards achieving resilient societies and accelerating the implementation of SDG 6 and other water related targets of the 2030 Agenda, Paris Agreement,

Sendai Framework and New Urban Agenda, among others. Member States will be provided with the knowledge, new and improved technologies, and the management skills that allow them to secure water resources for human consumption and the maintenance of the balance of ecosystems within a sustainable development context. Member States will be supported to manage the impacts of disasters, floods and droughts, and the impacts of global change on river basins, groundwater systems, sediment and erosion cryosphere, and human settlements, water quality and pollution (including emerging pollutants), non-conventional resources as well as integrating citizen science in hydrology.

- 02053** Scientific research and knowledge products, methodologies and tools will be developed and/or enhanced and shared in addressing: (i) water related disasters such as flood and drought towards timely forecasting to support Members States efforts in improving management of climate extremes and their efforts to meet the targets set under the Sendai Framework for DRR, and SDG targets 11.5, 13.1 and 13.3; (ii) the impacts of global change on river basins including erosion and sediment, groundwater systems, cryosphere and human settlements, contributing Members States to sustainably manage their water resources in urban and rural environment; (iii) how to accelerate the circular economy transition of the water sector, to support countries' efforts to monitor targets 6.1, 6.2, 6.3, 6.5, 11.5 and 13.3; (iv) water quality, as well as non-conventional water (wastewater reuse and desalination), helping Member States in monitoring SDG targets 6.1 and 6.3 as well as target 3.3; (v) integration of citizen science (data) in hydrological sciences.
- 02054** Eco-hydrology demonstration sites and their expansion will be supported, experimental basins will be revived and supported contributing to better water management at basin level that will help in monitoring SDG targets 6.5, 6.6, 6b and 15.1. Synergy will be promoted with the UNESCO designated sites including Biospheres reserves, Geoparks and natural heritage sites in implementing integrated, holistic and eco-hydrological approaches for improved water management.
- 02055** UNESCO, along with the UN Economic Commission for Europe (UNECE), is the custodian of Indicator 6.5.2: "Proportion of transboundary basin area with an operational arrangement for water cooperation". UNESCO's IHP will support Member States to implement integrated water resources management at all levels, including through transboundary cooperation as appropriate with particular focus on transboundary groundwater.
- 02056** Stakeholders and Members States will be supported to use and apply the WWDR findings and highly relevant policy recommendations through stakeholders' policy-dialogues and trainings.
- 02057** Members States will be supported to enhance their water informal, formal and non-formal education at all levels (tertiary, technical and vocational, K-12, etc.) with adapted curricula/training courses capable of responding to the complex water challenges. An online open learning platform for water education will be established. By raising awareness, contributing to non-formal, informal and formal education systems on water related issues and promoting a new culture on water, UNESCO aim to ensure a critical mass of water professionals, knowledgeable communities including youth and decision-makers across different sectors in managing water resources, through its mandate for environmental education and in close coordination with the Education Sector's efforts toward the achievement of Outcome 1 and also within the framework of the *Intersectoral Programme on Advancing Scientific and Environmental Education for Sustainable and Resilient Societies*. IHP National Committees will be supported to advise Member States in managing water resources sustainably and in using an expanded WINS (Water Information Network System).

Global priorities and Priority groups

- 02058** Special attention will be given to Africa in line with the Agenda 2063 which highlighted the central role of water in achieving the Africa We Want. Our current partnership with the African Ministerial Council on Water (AMCOW) and with other key water stakeholders will be strengthened with concrete actions, in line with the AMCOW Water Strategy (2018-2030) and to promote water as catalyst for cooperation and peace. Actions will be taken to improve our knowledge on water resources, particularly on groundwater in Africa, and to increase substantially the number of skilled water professionals in Africa. The capacity of IHP National Committees in Africa will be strengthened to effectively advise countries for informed water management and governance.
- 02059** Access to safe drinking water and adequate sanitation is essential for women and girls to have a safe, healthy and dignified live. There is a clear divide between men and women in their ability to access, manage and benefit from water and sanitation. It is paramount to understand the root causes for these inequalities, and quantify them through the gathering and use of sex disaggregated water data so that appropriate remedial actions will be implemented in the governance and management of the water resources through the development of gender transformative policies, reforms and plans. The set of 105 gender-responsive indicators developed by UNESCO WWAP will be widely shared in supporting Members States to effectively address water related gender challenges. Members States will be supported to apply gender responsive indicators in their mechanisms, policies and plans mainstreaming the effect of global changes to strengthen inclusive water management and governance.
- 02060** As an agent of change, youth will be mobilized, engaged, involved and empowered in contributing to address global water challenges through our ongoing engagement with water youth networks.
- 02061** A SIDS water resilient programme will be developed and implemented to address SIDS critical water challenges and including gender equality considerations. Sustainable water capacity will be built, and integrated water management will be strengthened to ensure water security and island freshwater resilience.

Partnerships

- 02062** In addition to the mobilization of the UNESCO water family, partnership will be strengthened and sought with UN-Water and its members, particularly with WMO, FAO, UNEP and UNECE, especially within the framework of the UN SDG6 Global acceleration framework and the UN Water Action Decade, water related academic and scientific organizations and associations, intergovernmental, regional and national organizations, non-governmental organizations, global funds and the private sector.

OUTPUT 3.SC3 SIDS empowered with strengthened capacities in UNESCO fields of expertise to better address their specific challenges

Challenges

- 02063** Representing 20% of UNESCO's Member States, Small Island Developing States (SIDS) are recognised as some of the most vulnerable countries in the world.
- 02064** Distributed widely across the planet, notably in the Atlantic, Indian Ocean and South China Sea (AIS), the Caribbean and the Pacific, SIDS form highly diverse societies with a shared distinctive identity and character. Recognized as some of the most biologically and culturally diverse countries in the world – they find themselves with new challenges, placing some in extreme vulnerability. In current times, they face multiple challenges including, but not limited to, small land size and insularity, responsibility for large marine exclusive economic zones, vulnerability to natural hazards and disasters, limited natural

resources, heavy dependence on imports, isolation from markets, and increasing tourism pressures, exasperated by an accelerating pattern of extreme weather events and the COVID-19 pandemic. In terms of environmental problems, issues vary from fragile ecosystems, vulnerability to natural hazards and disasters, multiple threats to biodiversity and to freshwater resources, degradation of coastal environments, plastic and other pollution pressures to soil and water, and the climate change impacts on the ocean ecosystem. Seven SIDS also figure on the list of Least Developed Countries. While SIDS contribute minimally to greenhouse gas emissions, they are on the frontline of climate impacts. In this context, the United Nations has committed to assist them in resilience building and capacity development to handle the wide range of challenges facing them. SIDS is a priority group for UNESCO, which aligns its programme with the priorities of the SAMOA Pathway.

02065 While SIDS face many challenges, their inhabitants continue to develop strategies that make them resourceful, adaptable and resilient. The islands host also a wealth of land and marine biodiversity and ecosystems with endemic species, and are custodian of large ocean areas. While globalization and advances in technology have created new opportunities for SIDS to be connected to the information highway, and be part of a truly global community, it is important for SIDS to have their place in multilateral decision-making, and sustain a balance between being part of global knowledge society while sustaining local cultures and island knowledge systems.

What needs to change

02066 Coping with accelerating climate change and biodiversity erosion, as well as internet based economic and scientific opportunities, SIDS national frameworks need to be reinforced for more effective management and planning for enhancing their resilience against impacts of climate change, biodiversity loss and natural hazards, while growing their own skills and knowledge base. It is also important to strengthen the scientific, technological and research capacities which will form the basis of an agile and responsive economy and society in the years to come.

Implementation strategy

02067 Major Programme II will coordinate the Priority Group of SIDS, as anchored in its programme sector with dedicated activities: this will include the strategic coordination and visibility of UNESCO's programmes on SIDS; liaising with multilateral and regional entities and monitoring and reporting on implementation of UNESCO resources and programmes for SIDS, as well as; generating knowledge and evidence based analysis that can inform global debates, advocacy campaigns and outreach activities that are multi-stakeholder, interdisciplinary and intergenerational.

02068 Major Programme II will focus on working with SIDS to enhance their resilience and strengthening their environmental sustainability, by harnessing science and knowledge production to foster climate change adaptation and mitigation, enhance disaster risk reduction and emergency responses and scale up sustainable management of island coastal and marine ecosystems.

02069 UNESCO will promote Open Science and access to data, technology transfer, and targeted science, technology and innovation policies for sustainable development of SIDS. UNESCO will also endeavour to advance sustainable development and social cohesion in SIDS by promoting indigenous and traditional knowledge and cultural expressions in relation to the natural environment.

Gender Equality

02070 SIDS geographical and climate related vulnerabilities, exacerbated by the impact of the COVID-19 pandemic, increased women's vulnerability and created new barriers to their empowerment.

Major Programme II will contribute to the efforts of building back better by further developing gender responsive-initiatives on ecosystem conservation and restoration, climate related work, disaster risk reduction, and water related projects, and ensuring that women specific challenges in these specific areas are addressed. Gender equality and equal opportunities for both women and men, girls and boys, will be mainstreamed in all capacity-building activities in basic sciences, research, engineering and STEM education in SIDS. UNESCO will further promote women's participation in high-level processes, as well as participatory approaches ensuring that priorities, needs, concerns and abilities of both women and men are taken into consideration. Major Programme II will also endeavour at forging new partnerships to further advance gender equality in SIDS and will work in cooperation with the Gender Equality Division to ensure further integration of a gender perspective in all UNESCO's actions for the benefit of SIDS.

Partnerships

02071 UNESCO will support SIDS to address their challenges and reinforce their resilience by enhancing SIDS-SIDS collaboration, technology transfer, and the development of appropriate policies. To achieve this goal, UNESCO will build on knowledge, experience and practice from all segments of SIDS societies, including women and youth, reinforced through the mobilization of global and regional science networks, in collaboration with UN agencies and programmes, as well as the group of the SIDS Representatives to UNESCO. The Organization will also reinforce its efforts to extend its partnerships with bilateral and regional donors, for the benefit of SIDS. Specific interventions will also include the organization of regional and interregional expert exchanges as well as the development of global SIDS-based knowledge networks and databases to support sharing of local experiences. This will also allow scientific community and decision-makers to enhance their approaches and means of collaboration on science in SIDS.

02072 In addition, synergies among the various UNESCO fields of expertise in SIDS will be reinforced for improved and complementary delivery on the ground.

OUTCOME 4

Advance international cooperation in science, technology and innovation

OUTPUT 4.SC4 Member States capacities strengthened to improve STI policies, access to scientific and technological advancements and enhance knowledge sharing, including through Open Science

Main challenges

02073 Science, Technology and Innovation (STI) play a central role in achieving many of the targets across the 17 Sustainable Development Goals (SDGs). Unlocking the full potential of STI to tackle societal needs and environmental challenges requires robust STI systems, with inclusive STI policies and well-balanced portfolio of policy instruments. Inclusive and gender transformative STI policies as well as actions targeting the gender equality in STI are also essential in supporting scientific research and technological innovation needed for the advancement of science, evidence-based decision-making and innovation for the delivery of SDGs. Furthermore, many regions and countries lack capacities in STI policy design and governance, which are essential to strengthen STI systems and thus foster STI for achieving the SDGs. A growing number of countries now have STI policies, according to the 2021 edition of the UNESCO Science Report and many countries have aligned their national development agendas on the 2030 Agenda for Sustainable Development. Countries of all levels are pursuing an ambitious agenda of developing green and digital societies in parallel. This transition is proving challenging, as it takes considerable investment and, if handled wrongly, could exacerbate social inequalities.

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In addition, it is increasingly recognized that sustainable and innovative solutions tailored to address the complex planetary and socio-economic challenges require efficient, transparent and vibrant scientific efforts, not only stemming from the scientific community, but from the whole of society. To ensure that science truly benefits the people and the planet and leaves no one behind, there is a need to make science more open, accessible, efficient, democratic, and transparent. Driven by unprecedented advances in our digital world, the growing body of principles and practice of Open Science allows scientific information, data and outputs to be more widely accessible and more reliably harnessed with the active engagement of all relevant stakeholders. By encouraging science to be more connected to societal needs and by promoting equal opportunities for all, Open Science can be a true game-changer in fulfilling the human right to science and bridging the science, technology and innovation gaps between and within countries.

What needs to change

02075

As governments strive to advance their green and digital agendas in parallel, they will need to ensure convergence and coherence between their explicit and implicit STI policies, if they are to progress towards the SDGs. Explicit and implicit STI policies will need to be aligned to ensure strategic directionality, with all policies striving towards the same overarching development targets and a well-balanced portfolio of policy instruments to ensure effective implementation. At present, there is a tendency for policies to contradict and even undermine one another, making it harder for countries to achieve the SDGs.

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Another imperative will be for countries to improve their data collection and analysis. Data are not being collected regularly on research intensity, the share of GDP devoted to R&D (SDG 9.5.1), and researcher density (SDG 9.5.2). There has even been a drop in reporting of these data since the adoption of the SDGs: a total of 99 countries reported such data in 2015 but only 69 countries in 2018. This should be of concern, since policy formulation and revision need to be informed by reliable comprehensive data collected on a regular basis. One cannot formulate informed policies and measure progress towards national goals without data to assess the strengths, weaknesses, opportunities and threats facing the national STI systems.

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As countries call for enhanced international scientific collaboration to face the myriad challenges, the urgency of the transition to Open Science has never been clearer. However, in the fragmented scientific and policy environment, a global understanding of the meaning, opportunities and challenges of Open Science, is still missing. The standard setting and operational work on Open Science, has proven to be of extreme importance in addressing global challenges, as open access to scientific data, sharing of scientific information and opening science to society through science communication, citizen science and the culture of science becomes paramount for understanding, addressing, mitigating and preventing global threats, such as COVID-19, across nations.

Implementation strategy

02078

To ensure that Member States capacities are strengthened to improve STI policies, access to scientific and technological advancements and enhance knowledge sharing, UNESCO will focus on enhancing international scientific cooperation and mobilizing multi-stakeholder participation to promote science, technology and innovation that are aligned with the SDGs' specific STI-related targets, as well as with regional and national development and implementation agendas.

02079

UNESCO will work, with relevant UN partners, Category 2 Centres and UNESCO Chairs, in designing standard setting-instruments for roadmaps and policies development in STI for SDGs, supporting the development and implementation of new frameworks and mission-oriented policies that better contribute to SDGs, improving STI governance and building appropriate national and regional STI infrastructures, capabilities and resources. UNESCO will mobilize international partners and key

actors in STI to reflect and build new approaches to STI policies for the SDGs, focusing on strategic directionality and multi-stakeholder participation, in line with the systemic nature of the SDGs.

02080 Based on STI policy methodological frameworks and in-house existing tools for policy-making, reviews, monitoring and evaluation, UNESCO, in partnership with relevant players in STI policy (such as UN agencies, development banks, OECD, regional commissions and specialized development agencies), will provide technical assistance in STI policy and innovation and entrepreneurship to Member states, with focus on Africa, SIDS and LDCs. UNESCO will support Member States in building robust STI ecosystems in accordance with UNESCO normative instruments in the field of STI, such as the 2017 Recommendation on Science and Scientific Researchers and the Recommendation on Open Educational Resources, as well as the future Recommendations on Open Science and on Ethics in Artificial Intelligence, once endorsed. UNESCO will also work on developing, expanding and improving its online tools, databases and platforms on STI systems in order to equip and provide Member States with tools for analysing, monitoring, benchmarking and evaluating STI development, such as the online GOSPIN platform.

02081 Promoting science as a common good, based on principles of Open Science and human rights approach will be at the core of future actions. On the policy level, standard setting instruments and policy frameworks on Open Science will be advanced in view of accelerating progress toward the SDGs. Mapping and analysis of existing policies and policy instruments on Open Science in the broader context of the inclusive STI for SDGs policy toolkit will be a priority in view of sharing best practices between countries and stakeholders and learning from each other.

02082 Implementation of the 2021 UNESCO Recommendation on Open Science, currently under elaboration, will be prioritized through initiatives co-developed with Member States and the key stakeholders and through global, regional and topical platforms for sharing experiences and best practices between countries. The Natural Sciences, Social and Human Sciences, Communication and Information, and Education sectors will work together to ensure synergies and joint assistance to Member States in the implementation and monitoring of the complementary UNESCO Recommendations cited above. . Focus will be put on the areas of action defined by the 2021 UNESCO Recommendation on Open Science, once endorsed, namely: awareness raising, capacity-building, promotion of international collaboration, revision of assessment and evaluation systems, assistance with open access, open data and open infrastructures and monitoring of progress. Collaboration will be strengthened with the Communication and Information sector in the context of the work on open solutions and fostering a technological environment in the service of humankind through the development and dissemination of knowledge and skills and the development of ethical standards.

02083 UNESCO will also pursue work on the eighth edition of the UNESCO Science Report 2021, the monitoring role of which has become even more vital. This edition of the Report tracks progress towards key science-driven SDGs over the 2016–2020 period from a science policy perspective. During 2022–2023, UNESCO will focus on disseminating the findings of the 2021 edition and on providing technical support to countries to address shortcomings in STI policy design highlighted by the report. The 2024–2025 biennium will be devoted to preparing the ninth edition in this series. The UNESCO Science Report 2021 devotes a large section to science policy trends in Africa and, at the global level, analyses the extent to which current policies are empowering women to participate fully in the Fourth Industrial Revolution.

Global Priorities and Priority groups

02084 UNESCO will give a special focus to Africa when implementing its strategy in STI policy. Nearly half of the proposed targets for the activities' implementation will be dedicated to Africa, both at regional and national level. In addition to implementing regular programme activities to strengthen STI systems, policies and governance, UNESCO will deploy special funds mobilization efforts for projects

and partnerships in Africa, through development of project proposals, active participation in the UN Country Teams, and contribution to regional STI-related forums and high-level events. UNESCO has launched in 2021 and will continue implementing in 2022 an intersectoral project with the Social and Human Sciences Sector on strengthening STI systems in Africa, in close collaboration with African key STI stakeholders and partners. UNESCO, through its Addis Ababa Liaison Office, will continue providing technical support to the African Union Commission and the AU STI-related institutions, such as AOSTI, ACSTI, AUDA-NEPAD, for the effective implementation of the African Strategy on STI (STISA 2024), as well as for the development of a new frame for the African strategy in STI beyond 2024. UNESCO will cooperate with African regional economic communities, such as ECOWAS, SADC, ECA, among others, for the development and implementation of sub-regional STI policies and capacity-building activities in STI policy. The Organization will further promote and support African Member States in the effective monitoring and evaluation of STI policies, by strengthening their capacities in data collection and analysis for evidence-based policy-making in STI, in line with the requirements that would lead to achieving the SDGs. Also, UNESCO will work with African Member States to promote innovation by establishing interconnections between development science and socio-economic development and will support the continent in engaging actively in the fields of Open Science and AI. In close partnership with the UN Interagency Task Team under the Technology Facilitation Mechanism, UNESCO will design and deliver training programmes in STI policy, at international, regional and national levels, in order to build relevant capacities for STI policy development, governance and monitoring and evaluation. UNESCO will also continue to co-lead important UN-wide initiatives for strengthening STI for the SDGs, such as the UN-IATT workstreams on STI for SDGs roadmaps and capacity-building.

02085 UNESCO will support the development and functioning of fair and equitable global and regional Open Science Platforms, such as for example the Global Open Science Cloud, African Open Science Platform and the Arab Open Science Platform. These platforms will allow access to scientific information on one hand and sharing of best practices and lessons learned on another. A repository of Open Science policies, strategies and instruments will be developed and integrated in the existing UNESCO STI policy platforms. South-South, North-South and triangular scientific collaboration on Open Science will be strengthened including through mobilization of UNESCO science related Chairs and Centres. Open Science will also be advanced by promoting a culture of science, including through activities related to communication of science and collaborations with science journalists, and popularization of science through science museums and centres.

02086 In the specific context of SIDS, open science and the development of targeted science, technology and innovation policies for sustainable development of SIDS with a view to ensuring greater agility, early warning systems and resilience to shocks will be the priority.

02087 Inclusive and gender transformative STI policies as well as actions targeting gender equality in science, technology and innovation will be enhanced to support scientific research and technological innovation needed for the advancement of science, evidence-based decision making and innovation for the delivery of SDGs. Promotion of women in science, leadership roles for women in science and mentoring activities for young women researchers will be of particular importance, including through the L'Oréal-UNESCO For Women in Science Programme.

02088 The World Academy of Sciences for the advancement of science in developing countries (TWAS) supports a number of capacity building programmes which contribute, in various ways, to STI policies and systems. In particular, its Science Diplomacy activities in collaboration with partners, have established platforms for discussions, thus creating and increasing science-policy linkages. A critical mass of science diplomacy alumni has built up leading to greater frequency of conversations on key transnational and transboundary issues in many developing countries.

Partnerships

02089 UNESCO will implement its strategy by mobilizing multi-stakeholder participatory approaches in all stages of the STI policy cycles. Governments, academia, private sector, civil society will be engaged in different processes of priority settings in the design and implementation of STI policies, as well as in the monitoring and evaluation of these policies. Strategic partnerships will be further reinforced with UN entities active in the field of STI, through various mechanisms, such as the Technology Facilitation Mechanisms. Programmes in STI roadmaps and capacity-building will be further expanded in partnership with UNCTAD, UNIDO, UN-DESA, WIPO, UN regional economic commissions, such as UNECE, UNECA, as well as the OECD and the European Union Joint Research Centre (EU-JRC). UNESCO will also strengthen and build synergies with international STI actors, the UN Technology Bank for the LDCs and regional development banks, UNESCO Chairs and Category 2 Centres in STI, as well as with higher education institutions around the world with STI policy programmes, to actively participate in the implementation of the STI policy programme. In Africa, special partnerships will be pursued with the African Union and its institutions such as AOSTI and AUDA-NEPAD.

02090 In the implementation of the activities related to this output, UNESCO will rely on the broad UNESCO Open Science Partnership and the Open Science community of practice as well as partners involved in the popularization of science and building a culture of science.

OUTPUT 4.SC5 Institutional and human capacities in basic sciences, technology, research, innovation, and engineering enhanced to advance knowledge for sustainable development

Main Challenges

02091 The UNESCO Science Report 2021 tracks trends in STI governance and informs us that at the global level, investment in scientific research and development stagnates at 1.72% of GDP. Sub-Saharan Africa and Central Asia are the regions requiring the most investment in science with respectively 0.38% and 0.15% of their GDP devoted to scientific research. For Small Island Developing States, public investment in scientific research reaches 1.01% of GDP. These figures have an impact on scientific output and human capital in science: Sub-Saharan Africa, for example, produces only 1.7% of the world's research (scientific publications) and has only 99 researchers per million inhabitants compared to 515 per million inhabitants in Latin America. The Small Island Developing States have nearly 900 researchers per million inhabitants.

02092 Even in the most industrialized countries, there is a shortage of skills in fields that are driving the Fourth Industrial Revolution, such as computer science, physics and engineering. The basic and applied sciences are one of the main triggers of scientific innovation conducive to sustainable development. Countries of all income levels will need to train more technicians, more engineers and more researchers to ensure that the workforce has the right skills set for industries that are increasingly innovation-driven. The COVID-19 pandemic has recalled the urgency of this transition and the value of scientific collaboration not only between countries but also between different stakeholders (e.g. industry, academia, government, public regulators.), in tackling the crises of our time, which know no borders: climate crisis; water crisis; biodiversity crisis, etc.

What needs to change?

02093 To play their full part in today's globalized world, countries must have the scientific, technological and engineering capability and capacity to provide green and sustainable solutions. Moreover, building peace through science and enhancing intercultural dialogue amongst scientists will need

be strengthened to promote international cooperation, open access and regain trust in the value of scientific research.

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One lesson learnt from the COVID-19 pandemic is that it cannot be solved by using a disciplinary or sectoral approach and that the political leaders and decision-makers must embrace new inclusive approaches due to the complex interlinked challenges. This will require an **interdisciplinary lens to design holistic sustainable solutions** by using the full spectrum of the social and natural sciences, as well as Indigenous knowledge, and their applied fields including engineering. Engineering and technological innovation require such interdisciplinary approaches and are vital in poverty eradication and in emergency and disaster response, mitigation and reconstruction. They are also required as we seek solutions for societal problems climate change mitigation and adaptation as well as reducing biodiversity loss.

Implementation strategy

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The basic and engineering sciences constitute the core of modern science, and they are, and will still be, at the root of any innovative science answer to meet basic human needs and solve pressing challenges of sustainable development. From quality science education at all academic levels, to building institutional research capacity, to promoting and catalyzing international scientific collaboration and networks, to facilitating access to scientific information in particular through open science and open access to scientific information, UNESCO's work in capacity development is at the heart of its mandate in science. UNESCO will therefore continue to implement its capacity-building mandate in science. UNESCO will therefore continue to implement its capacity-building mandate in the sciences through supporting, strengthening and extending its network of research institutes and affiliated centres, in particular, through the International Center for Theoretical Physics (ICTP) which fosters research and capacity-building to advance scientific expertise in developing countries including through short and long-term education and training programmes, and through TWAS, which promotes scientific capacity and excellence in the South through research grants, fellowships, exchange/mobility programmes, awards, TWAS Young Affiliates Network, and with OWSD investing specifically in supporting women scientists in the Global South. TWAS will continue to offer multiple venues and fora to connect scientists and in research years, through its Science Diplomacy activities, also to establish new links between science and policy. Through the International Basic Sciences Programme (IBSP), UNESCO will foster interregional collaboration and promote research and training hubs of scientific excellence in the basic sciences, with special emphasis on Africa. These scientific programmes and hubs have proven to be an efficient means of strengthening institutional and human capacity in the basic sciences and engineering in the Member States, and will be mobilized to provide and develop new research and training opportunities for young scientists, with a focus on girls and women.

02096

Capacity in engineering is critical to provide solutions to societal problems. UNESCO will focus its work on supporting reform of engineering curricula to embrace sustainable development challenges and supporting Member States to strengthen engineering education and research and to attract more young women and men into careers in engineering. UNESCO will put increasing emphasis on the role of IT to enable both developed and developing countries to have increased access to the benefits of science, technology and engineering.

Global priorities and Priority groups

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There is an urgent need to empower the African scientific community to lead efforts to contextualize global relevant scientific agendas and the AU Agenda 2063. In the context of the Science, Technology and Innovation Strategy for Africa 2024 (STISA-2024) as well as a number of related African Union declarations and decisions, UNESCO will provide technical support to strengthen science, technology,

engineering, mathematics and innovation in Africa as well as the training of science teachers to enhance gender responsive teaching of STEM subjects at all levels for gender transformative leadership of STEM education.

02098 The UNESCO-L'Oréal 'For Women in Science' partnership will continue to be an outstanding vehicle to celebrate role models and to support and inspire women and girls to engage in and develop scientific careers, while networks such as the Organization for Women in Science for the Developing World, hosted by TWAS will continue to strengthen dialogue and lessons learned among women in science.

02099 In response to SIDS Member States, UNESCO will continue to support the development of STI policies and assessments, building on the current cooperation with regional scientific institutions. As a part of UNESCO's work on Open Science, UNESCO will continue to include the different regional perspectives from SIDS.

Partnerships

02100 UNESCO will strengthen existing partnership with scientific research, engineering institutions and scientific Unions, such as IUPAC, AAAS, CERN, SESAME, the African Academy of sciences, WFEO, SIDS regional scientific institutions, CARICOM, SPREP, with the African Union and donor organizations to enhance delivery of the science and engineering programme.

OUTCOME 1

Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

OUTPUT 1.SC6 Institutional and human capacities strengthened in STEM education in a gender transformative manner for sustainable development

Main Challenges

02101 According to the 2021 editions of the UNESCO Science Report and Engineering for Sustainable Development Report, and the 2019 UN Global Sustainable Development Report published by the United Nations, the world is not on track for achieving most of the 169 targets that comprise the 17 Sustainable Development Goals. Three of the SDGs include those within UNESCO's mandate for redress: rising social inequalities stemming from disproportionate investments in building human and institutional capacities in basic and applied natural sciences, low enrolment in STEM education in secondary and tertiary education, and the exacerbated challenges that are affecting the natural environment from climate change, water-energy nexus, and biodiversity loss. The recent COVID-19 epidemic and its repercussions on global health, highlighted once more the fragility of national systems of resilience and the need to build long-term green and sustainable interdisciplinary solutions, and attain the critical mass of natural scientists and engineers to respond to these global threats.

What needs to change?

02102 Significant efforts need to be made in order to promote formal and non-formal education in the fields of basic and engineering sciences, as well as access to computer-based communication and information tools (digital literacy), in particular for girls and young women.

02103 In order to keep up with the fast pace of science and technology, it will be necessary for countries to reform their education systems to ensure that the workforce has the training and skills for a world of

work that is increasingly tech-based and innovation-driven. This will entail providing citizens with lifelong learning opportunities to ensure that workers can adapt to the rapidly evolving labour markets.

Implementation strategy

02104 Science, Technology, Engineering and Mathematics (STEM) Education is vital for long term sustainable development and for reducing inequalities and promoting learning as well as creative societies in the digital age through quality education for all (Strategic Objective 1). It is an interdisciplinary approach where academic concepts should be coupled with real life lessons to enable students apply what they learn in STEM classroom in solving the issues in the world around them. STEM-related jobs are a critical part of any country's economy and this continues to be more evident with the emergence of global problems such as climate change, food security, water scarcity, loss of biodiversity and pandemics such as COVID-19.

02105 STEM education forms a cornerstone of education that provides scientific and technological knowledge and skills needed by every citizen in order to participate meaningfully in the emerging knowledge-based society. Also, most of today's employment opportunities, especially for young men and women, are in sectors that require skills in STEM education at the appropriate levels. To build STEM education capacity, UNESCO will continue to strengthen science education by giving access to students to practical hands-on experimental kits, especially in developing countries and through establishing partnerships for science education with both the public and private sectors. As STEM education involves hands-on activities that require creative thinking, an effort will be made in coordination with the Education Sector on promoting new ways of teaching STEM to enable knowledge acquisition and learning through application, creativity and innovation, thus making STEM subjects easy to understand and more appealing to students of all ages and levels of education.

02106 UNESCO also will increase efforts to deliver STEM education through intersectoral coordination and with partners such as CERN, science academies, relevant UNESCO Chairs and centres, and the InterAcademy Partnership's Science Education Programme's Global Council, as platforms for consultation.

02107 These synergies are possible through the interconnection between Outcome 1 and Outcome 4. UNESCO will contribute to the development of a culture of science and a strong scientific workforce within countries, in close collaboration with science centres and museums, particularly in Africa, LDCs and SIDS.

Global priorities and Priority groups

02108 UNESCO will re-enforce current initiatives in building STEM capacities in Africa, by further expanding the Global Microscience project in the regions, in close consultation with the interested Member States. UNESCO will also provide technical support to Member States to new approaches of science teachers training, developing innovative modalities of teaching STEM and enhancing interest in science among the youth (with particular emphasis on girls and young women) . This will help to develop and enhance scientific thinking among young students, thereby triggering their curiosity and interest in scientific disciplines. Youth creativity and innovation will be promoted through Technology and Artificial Intelligence, using Robotics, development of prototypes and 3D printing.

02109 The UNESCO Science Report 2021 and UNESCO Engineering Report 2021 highlighted the continued decline in the enrolment of young people, and particularly girls, in the natural sciences and engineering courses in schools and universities. There are fewer students doing mathematics in secondary

schools and even fewer women engineers in universities. UNESCO's efforts to assist Member States in meeting these challenges will focus on these imperatives and on the development of innovative modalities for teaching and learning while remaining country specific. UNESCO Natural Sciences Sector will lead and work in collaboration with the Education and the Communication and Information Sectors to implement programmes and activities to enhance capacities in STEM Education and to create a critical mass of science teachers for a gender responsive teaching of STEM subjects.

- 02110** The Gender gap in science programmes will be addressed via improving data collection and analysis instruments for evidence-based gender policy in order to better understand the barriers and facilitate inclusion and equitable participation at every career level, which can be considered implicit policies to improve the participation and retention of women in science in developing countries. This will also serve to strengthen dialogue and lessons learned among women in science. Major Programme II will also continue to set standards through its own actions in support of the global science agenda, thus ensuring that the unique perspectives of women scientists and women knowledge holders, including of Indigenous and traditional knowledge, are incorporated in solutions to the various challenges.

Partnerships

- 02111** UNESCO will continue cooperating and further expanding partnerships with the African Union and regional scientific institutions, SIDS Regional Fora (CARICOM, Pacific Islands Forum) and the private sector. In joint initiatives with the Education and Communication and Information Sector, the Natural Sciences Sector will reach out to educational institutions benefitting of the Organization's services.

II • Major Programme II: Results Matrix

OUTCOME 1: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

OUTPUT 1.SC6 Institutional and human capacities strengthened in STEM education in a gender transformative manner for sustainable development

| <i>Performance Indicators</i> | <i>Baselines</i> | <i>Targets 2023</i> |
|---|------------------|---|
| 1. Number of Member States empowered to review their national STEM education systems, with attention to gender | 0 | 50 of which 20 in AFR, 10 in SIDS |
| 2. Number of large-scale training schemes for scientists and approaches for joint research in geo-basic sciences and engineering and STEM education initiated | 100 | 350 PhD programmes 50% young female scientists of which 50 in Africa and 5 SIDS |

OUTCOME 3: Enhance knowledge for climate action, biodiversity, water and ocean management, and disaster risk reduction

OUTPUT 3.SC1 Inclusive knowledge and capacities of Member States strengthened to advance and apply science for sustainable management of natural resources, ecosystem and biodiversity conservation and restoration, and disaster risk resilience

| | | |
|--|--|--|
| 1. Number of Member States empowered to submit applications for the nomination of new Biosphere Reserves, including transboundary sites (TBRs), and new Global Geoparks, especially Member States that currently have no Geoparks | (i) 129 Member States having a total of 714 Biosphere Reserves of which 31 in Africa and 12 in SIDS (ii) 44 Member States having UNESCO Global Geoparks | (i) 7 additional Member States submitting applications of which 3 in Africa and 2 in SIDS; - 2 new TBRs (ii) 5 new Member States, with 2 active UNESCO Global Geoparks applications from Africa and 1 from the Arab States |
| 2. Number of Member States empowered to improve management of UNESCO-designated and affiliated sites for sustainable development solutions (green and inclusive economies) | 70 Member States have implemented strategies to improve green and inclusive economies | 40 additional Member States of which 5 in Africa, and 2 in SIDS |
| 3. Number of supported Member States equipped to apply scientific research and innovation for improved integrated and inclusive management of natural resources and ecosystem restoration; number of Member States empowered to implement in BRs and natural sites research programmes promoting sustainability science targeting Youth and women* | (i) 80 Member States (ii) 30 Member States (iii) 30 Member States /natural sites targeting Youth and women empowerment | 20 additional Member States of which 5 in Africa, 5 in SIDS, all activities gender sensitive |
| 4. Number of UNESCO designated sites with ecological and biological data collected and integrated into UNESCO dedicated platforms and databanks | 600 Sites of which 70 in Africa and 9 in SIDS | 100 additional sites of which 15 in Africa and 2 in SIDS; at least 1 new TBR |
| 5. Number of Member States using teaching and learning materials, tools and methodologies elaborated to improve climate change awareness, literacy and education also drawing on local and indigenous knowledge, and engaging and empowering youth** | 5 (4 for youth and 1 for LINKS) | 10 additional Member States (7 for youth and 3 for LINKS) |

| | | |
|--|--|---|
| 6. Number of Member States which have enhanced their overall resilience to the impacts of climate change, including through solutions developed and applied in UNESCO designated sites, and through the house-wide coordination of UNESCO's action on climate change | 85 using either BR or UNESCO Global Geoparks, or WH sites as climate change observatories | Additional 10 of which 3 in Africa and 2 SIDS |
| 7. Number of Member States with capacities strengthened to enhance their resilience to, and address the challenges faced by women and girls with regard to natural hazards and climate change | 60 of which 4 in Africa and 7 in SIDS | 70 of which 6 in Africa and 8 in SIDS |
| 8. Number of gender-responsive scientific assessments conducted and knowledge networks supported that mobilise, enhance and reinforce transmission of local and Indigenous knowledge particularly transmitted by women contributing to climate change issues, ecosystems and biodiversity monitoring including in the UNESCO designated sites*** | 8 IPBES Assessments 0 National Ecosystems Assessment 6 African partners 2 Global networks 2 Caribbean partners 2 regional knowledge processes | 12 IPBES Assessments 3 National Ecosystems assessment 10 African partners 4 Global networks 4 Caribbean / SIDS partners 4 regional knowledge processes |

* This performance indicator is also relevant to the Intersectoral Output 3.IP2: Environmental education strengthened to equip learners to address global environmental challenges

** This performance indicator is also relevant to the Intersectoral Output 3.IP1: Environmental education strengthened to equip learners to address global environmental challenges

*** This performance indicator is also relevant to the Intersectoral Output 5.IP4: Member States capacities and awareness are strengthened to protect, safeguard and promote indigenous knowledge, cultures, and languages through inclusive policies and targeted action.

OUTPUT 3.SC2 Water science, innovation, education, management, cooperation and governance bolstered for a water secure world in a changing environment

| | | |
|---|---|--|
| 1. Number of Member States and river basins organizations which benefit from and apply UNESCO's scientific research and knowledge products, innovative approaches, methodologies and tools in addressing water related challenges | (i) 3 Member States applying UNESCO monitoring systems and methodologies (ii) 20 Member States, of which 7 in Africa, practiced inclusive water management and governance based on improved water scientific data, research and knowledge (iii) 10 basins (surface and groundwater) organizations using UNESCO scientific assessments | (i) at least 3 additional Member States (1 in Africa and 1 SIDS) (ii) 20 additional Member States of which 10 in Africa and 3 in SIDS (iii) at least 10 additional basins with improved governance of water resources and at least 2 in Africa |
| 2. Number of UNESCO designated sites (Natural world heritage sites, Biosphere reserves and geoparks), pilot ecohydrology sites and experimental basins supported to implement integrated, holistic and eco-hydrology approaches for improved water management | (i) 26 ecohydrology pilot sites in 19 Member States (ii) 0 experimental Basins (iii) 3 designated sites | (i) 3 of which 2 in Africa (additional) (ii) 4 of which 2 in Africa (iii) 7 of which 3 in Africa and 1 SIDS (additional) |
| 3. Number of Member States supported in improving their transboundary water systems (surface water and groundwater) management and governance to attain and monitor the SDG 6.5.2 indicator on transboundary cooperation | (i) 12 Member States, 3 of which in Africa on transboundary groundwater in 40 C5 (ii) 130 reports received on 6.5.2 | (i) 24 Member States, 4 of which in Africa on transboundary groundwater (ii) 140 countries reporting |
| 4. (i) Number of Member States that are supported to use and apply the WWDR findings and recommendations to strengthen inclusive water management and governance (ii) Number of Member States enabled to apply gender responsive indicators in their mechanisms and policies | (i) 4 Member States in two years; 0 policy-dialogues (ii) 5 Member States per year | (i) At least 8 Member States and 4 partners including 3 in Africa and 2 in SIDS (ii) 20 Member States of which 6 in Africa and 3 in SIDS |

| | | |
|---|--|--|
| 5. (i) Number of Member States supported to strengthen water education approaches at all levels* (ii) Number of trained water professionals with relevant skills for addressing complex water challenges with a focus on women and youth (iii) Number of IHP National Committees trained and supported to advise Member States in managing water resources sustainably and in using WINS (Water Information Network System) | (i) 0 (ii) 9500 and 200 youth (iii) 30 IHP National Committees have access to WINS | (i) 15 of which 4 in Africa and 3 for SIDS (ii) 10,000 additional (40% women), and at least 1000 additional youth (iii) up to 50 additional National Committees have access to WINS including 25 in Africa and 5 in SIDS |
|---|--|--|

* This performance indicator is also relevant to the Intersectoral Output 3.IP3: Environmental education strengthened to equip learners to address global environmental challenges.

OUTPUT 3.SC3 SIDS empowered with strengthened capacities in UNESCO fields of expertise to better address their specific challenges

| | | |
|---|-----|-----|
| 1. Number of internal mechanisms strengthened to improve programme delivery, monitoring and reporting of the impact of UNESCO's actions in SIDS | 1 | 5 |
| 2. Number of SIDS empowered with resilience-based and gender responsive initiatives developed in ecosystem and biodiversity conservation and restoration, climate related work, DRR and water governance and management | 5 | 15 |
| 3. Number of SIDS Member States institutional and human capacities in basic sciences, research and engineering (STEM) strengthened | 20% | 75% |
| 4. Number of SIDS Member States equipped with multiple types of knowledge clusters by bridging local, indigenous, and science-based knowledge | 4 | 10 |

OUTCOME 4: Advance international cooperation in science, technology and innovation

OUTPUT 4.SC4 Member States capacities strengthened to improve STI policies, access to scientific and technological advancements and enhance knowledge sharing, including through Open Science

| | | |
|---|--|---|
| 1. Number of supported international and regional cooperation and exchange mechanisms on STI policy and governance, including global and regional Open Science collaboration mechanisms and partnerships | 2 mechanisms on STI policy and governance 1 mechanism on Open Science | 3 out of which 1 AFR, 1 SIDS 4 additional mechanisms, with 1 in Africa and 1 in SIDS |
| 2. Number of supported initiatives in capacity-building and training programmes on gender-transformative STI policy including Open Science policy and practice | 15 | 14 additional, of which 6 in AFR, 3 in SIDS |
| 3. Number of countries supported to develop inclusive gender-transformative STI policy systems and governance, and innovation platforms to stimulate entrepreneurship | 42 | 7 additional countries out of which 4 AFR and 1 SIDS |
| 4. Global assessment undertaken on Open Science policies and platforms (water, biodiversity and oceans, and natural heritage) and best practices compiled and shared, using gender indicators, sharing and compiling best practices from around the world | NA | 1 assessment 4 platforms |

OUTPUT 4.SC5 Institutional and human capacities in basic sciences, technology, research, innovation, and engineering enhanced to advance knowledge for sustainable development

| | | |
|---|---|---|
| 1. Number of Member States with enhanced capacities in novel basic science and engineering education and research in areas that address global challenges, in urban and rural settings | <i>22 Member States of which 14 in Africa and 5 SIDS of which 40% women</i> | <i>40 Member States of which 14 in Africa 3 SIDS of which 50% women</i> |
| 2. Number of initiatives implemented to advance the scientific careers of young women scientists and that give visibility to the scientific innovations and technological research of women scientists | 2 | 10 |
| 3. Number of Member States benefitting from enhanced S-S and N-S-S networking opportunities through specialized scientific hubs and research networks in science, technology, engineering and mathematics | <i>45 Member States and 15 in Africa and 3 in SIDS</i> | <i>10 additional Member States of which 4 in Africa 2 in SIDS</i> |

III • Major Programme II: Resources

SC

Integrated budget by output and source of funds based on the Appropriated Regular Programme Budget of \$534.6 million

(in USD '000)

| Output | Breakdown by source of funds | | | | | | |
|--|-------------------------------------|--------------------------|--|--------------------------------------|---------------|-------------------------------|--------------------|
| | Regular Programme ¹ (RP) | Revenue generating funds | Voluntary Contributions (VC) | | | Total Voluntary Contributions | Total ³ |
| | | | Management Costs Account (MCA) ² - VC portion | Voluntary Contributions (VC) in hand | Gap | | |
| 1.SC6 Institutional and human capacities strengthened in STEM education in a gender transformative manner for sustainable development | 1 748 | - | - | 1 200 | 980 | 2 180 | 3 928 |
| 3.SC1 Inclusive knowledge and capacities of Member States strengthened to advance and apply science for sustainable management of natural resources, ecosystem and biodiversity conservation and restoration, and disaster risk resilience | 12 066 | - | - | 7 596 | 3 815 | 11 411 | 23 477 |
| 3.SC2 Water science, innovation, education, management, cooperation and governance bolstered for a water secure world in a changing environment | 13 229 | - | - | 16 258 | 13 840 | 30 098 | 43 327 |
| 3.SC3 SIDS empowered with strengthened capacities in UNESCO fields of expertise to better address their specific challenges | 3 916 | - | - | 100 | 3 151 | 3 251 | 7 167 |
| 4.SC4 Member States capacities strengthened to improve STI policies, access to scientific and technological advancements and enhance knowledge sharing, including through Open Science | 5 383 | - | - | 2 084 | 785 | 2 869 | 8 253 |
| 4.SC5 Institutional and human capacities in basic sciences, technology, research, innovation, and engineering enhanced to advance knowledge for sustainable development | 3 357 | - | - | 14 869 | 9 825 | 24 694 | 28 050 |
| Sub-total | 39 700 | - | - | 42 107 | 32 396 | 74 503 | 114 203 |
| UNESCO Science Institutes | | | | | | | |
| Abdus Salam International Centre for Theoretical Physics (ICTP) | 402 | - | - | 53 220 | - | 53 220 | 53 622 |
| Sub-total, UNESCO Science Institute | 402 | - | - | 53 220 | - | 53 220 | 53 622 |
| Total, Major Programme II | 40 102 | - | - | 95 327 | 32 396 | 127 723 | 167 825 |

1 The Appropriated Regular Programme Budget is funded by assessed contributions on Member States.

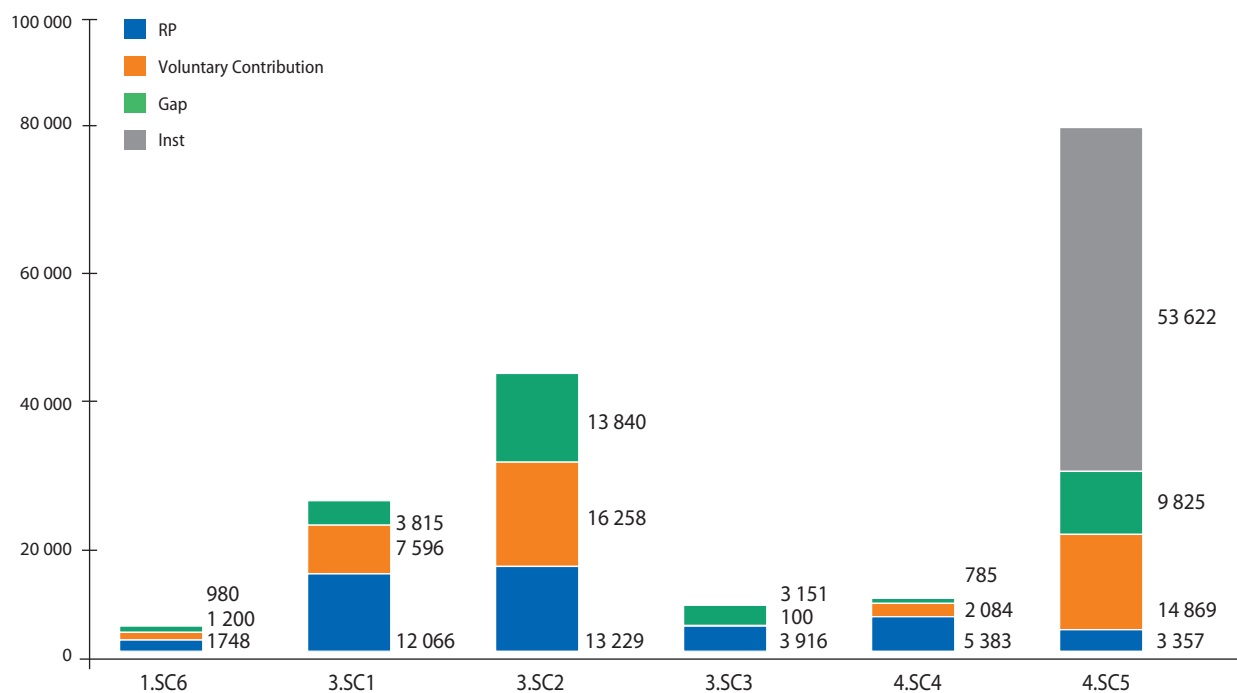
For the Regular Programme figures the budget exchange rate is US\$1=0.869 euro.

2 The Management Cost Account (MCA) is financed 56% from the Regular Programme budget and 44% from programme support costs charged to projects financed by voluntary contributions.

3 Budget figures include the contribution of Major Programme II to the intersectoral programmes and related outputs, as indicated in the implementation strategy.

Total integrated budget by output and source of funds (incl. Institutes)

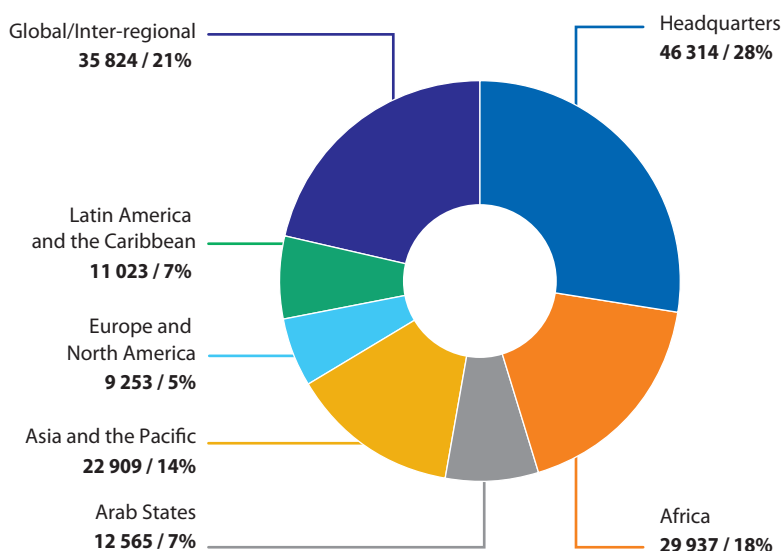
(in USD '000)



Decentralisation of resources by Region

(in USD '000)

Contribution to the global priorities

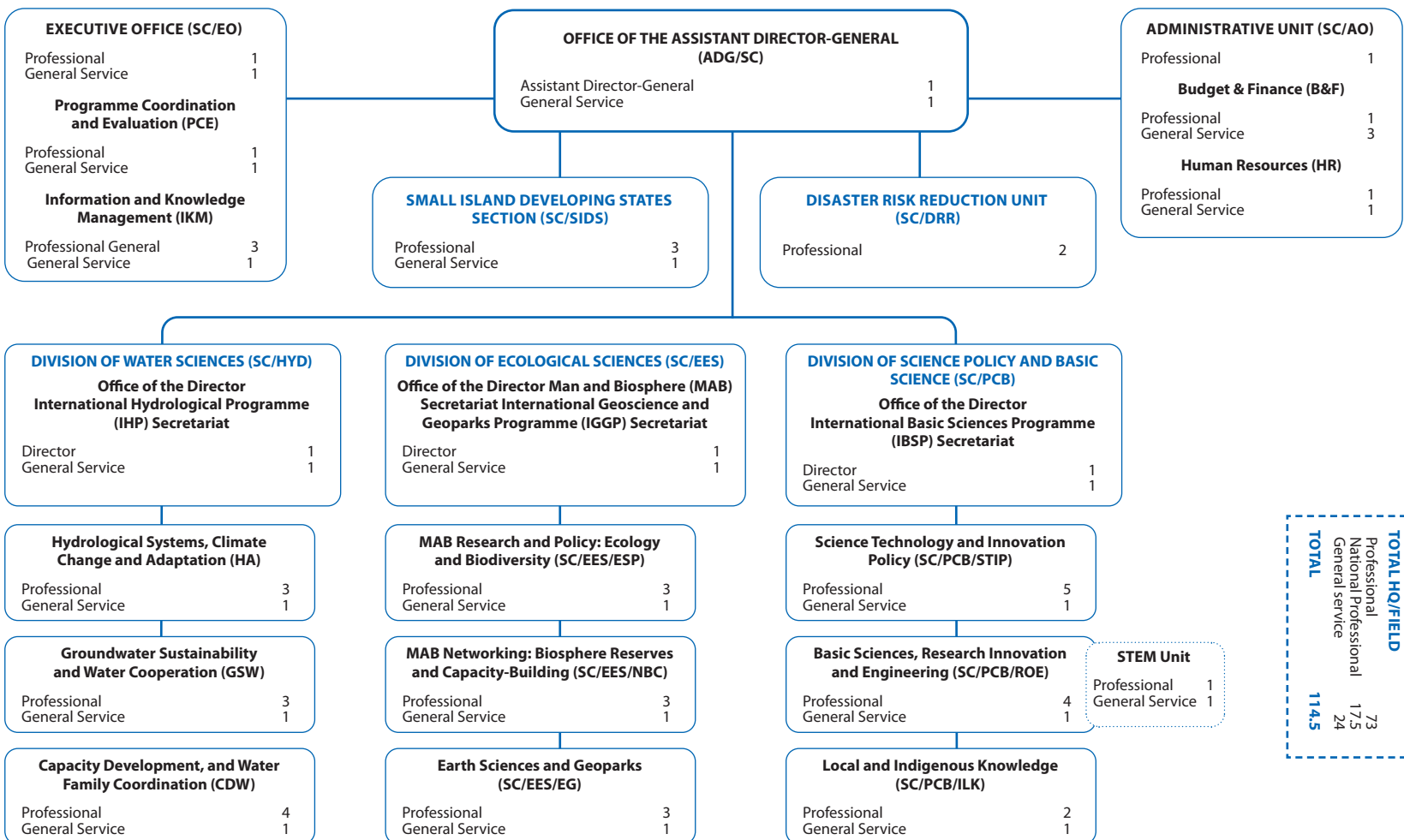


| 2022 - 2023 Proposed IBF Budget | | |
|---------------------------------|--------|-----------------|
| | Africa | Gender Equality |
| Total Contribution | 36 762 | 22 770 |
| % of Sector IBF | 22% | 14% |

Natural Sciences Sector (SC)

Organizational Chart

(Established Posts)



| NUMBER OF POSTS | |
|-----------------|--|
| HQ | Professional General Service |
| FIELD | Professional General Service |
| TOTAL HQ/FIELD | Professional National Professional General Service |
| TOTAL | Professional National Professional General Service |
| | 114.5 |

FIELD OFFICES

| Africa | Arab States | Asia and the Pacific | Latin America and the Caribbean | Europe and North America |
|--|--|--|---|--------------------------|
| Professional 10 National Professional 6 | Professional 3 National Professional 3 General Service 1 | Professional 6 National Professional 4.5* General Service 1 ** Cost shared with IOC | Professional 5 National Professional 4 | Professional 1 |

GLOBAL SCIENCE PROGRAMME & INSTITUTES

| TWAS | WWAP | ICTP |
|------------|------------------------------|-------|
| Director 1 | Director 1 Professional 2 | ADG 1 |

Intergovernmental Oceanographic Commission

IOC

Intergovernmental Oceanographic Commission

03001

The years 2022-2025 may see an accelerated transition towards sustainable integrated ocean management potentially resulting in at least a partial reversal of the decline in ocean health. Guided by the High-Level Objectives of its Strategy for 2014-2021, the Intergovernmental Oceanographic Commission (IOC) was instrumental in seeding this emerging fundamental change, and the vision behind it. IOC coordinated a Global Ocean Observing System (GOOS), facilitated international data exchange and cutting-edge research, spearheaded ocean services and contributed to assessments, worked at the science – policy - society interface, supported capacity development in its 150 Member States, and undertook an unprecedented - in its inclusivity, ambition, scale, and intensity - effort in preparing the UN Decade of Ocean Science for Sustainable Development 2021-2030 (the Ocean Decade). The Ocean Decade will offer an exceptional opportunity for nations to work together to generate the global ocean science needed to support the sustainable development of our shared ocean, and will also highlight the societal benefits of IOC and its programmes. Starting from 2021, a major responsibility of IOC is to support and facilitate the Ocean Decade implementation and to regularly report progress to the Member States and the United Nations, providing a powerful stimulus for implementing collectively-agreed global priorities.

03002

The Covid-19 pandemic affected the IOC and ocean activities, but IOC adjusted its work to mitigate the damage. The confinement created negative impact on ocean observations. The observing community was resilient and found solutions to keep the system running as much as possible, including through stepping up international collaboration. The need to keep physical distances altered the modalities of reacting to tsunami warnings. IOC issued updated guidelines for evacuation under confinement constraints. Post-crisis pressures may lead to a further reduction of the still very small overall budget that nations invest in ocean research. Through its Global Ocean Science Report, IOC will continue to monitor trends that could negatively affect our collective ability to mitigate and adapt to future ocean change and to “build back better”. As human populations continue to increase, society is turning to the ocean to provide increased amounts of food, resources and services to support economic development and social welfare, including human health. Developing and managing the sustainable ocean economy will require science, data and information, services, and decision support tools to guide the present and future investments whilst ensuring the resilience and long-term health of the ocean ecosystem.

03003

In 2022-2025, the IOC will contribute to the achievement of the Strategic Objective 2 of the draft Medium-Term Strategy Work towards sustainable societies and protecting the environment through the promotion of science, technology and the natural heritage and to its Outcome 3 Enhance knowledge for climate action, biodiversity, water and ocean management, and disaster risk reduction. IOC will continue to strengthen cooperation with several UNESCO programmes and maximize the comparative advantage of UNESCO’s multidisciplinary approach to key societal issues. Through its cooperation with the Education Sector to more effectively mainstream ocean literacy in school curricula, IOC will also contribute to the achievement of Outcome 1 *Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all*, as well as to the Intersectoral Programme on Environmental education. IOC will continue its collaboration with the Intergovernmental Hydrological Programme on transboundary water management and freshwater/marine interactions. IOC will also continue to contribute to UNESCO intersectoral activities in the area of climate change and loss of biodiversity, focusing on their ocean dimension. IOC’s action as catalyzer for regional and international cooperation in ocean science will indirectly contribute also to the achievement of Outcome 4 *Advance international cooperation in science, technology and innovation*. IOC’s cooperation with the Convention on Underwater

Cultural Heritage and the World Heritage Centre (marine sites), which will be reinforced in the context of the Ocean Decade, as well as its work on coastal megacities - the fastest growing segment of all megacities -, will contribute to the achievement of Outcome 5. Moreover, IOC will participate in the Intersectoral Programme on Environmental education contributing the ocean dimension of knowledge systems used for addressing climate change and fostering sustainable management of ocean ecosystems.

03004

The IOC Secretariat is the only intergovernmental mechanism in the UN system fully consecrated to the development of ocean science. All recent audits and assessments of the IOC have indicated that while IOC represents a most productive and highly-returning investment of Member States into the future knowledge-based sustainable ocean services, this investment is drastically insufficient, and that IOC is under-staffed and under-resourced to achieve its expanding mandate.

03005

Despite limited regular programme budget, the scope of IOC work is continuously increasing. Strategic developments are required for IOC to spearhead ocean research coordination on important topics such as ocean acidification, de-oxygenation, the impacts of multiple stressors on marine biodiversity, whilst continuing its efforts towards sustaining and augmenting global observations and collection of data of societal relevance and necessity, as part of GOOS. The UN Intergovernmental Conference on an international legally binding instrument under the United Nations Convention on the Law of Sea on the conservation and sustainable use of marine biological diversity of areas beyond national jurisdiction is considering the IOC Secretariat as a mechanism to coordinate the related capacity development work. IOC is also increasingly seen as a key provider of the ocean knowledge to UNFCCC and a contributor to the achievement of the marine biodiversity targets under the Convention on Biological Diversity.

03006

The 2030 Agenda is ocean science-intensive. The IOC-coordinated Ocean Decade will harness, stimulate and coordinate research and knowledge-generation efforts at all levels, in order to support delivery of the information, action and solutions needed to achieve its goals. Direct and indirect benefits for humanity from the healthy ocean and the work of IOC will accrue in the many facets of Sustainable Development (see the analysis of IOC's contribution to the SDGs and related targets). For example, quantitative knowledge about the ocean may make it possible to reduce the carbon gap, achieving the ambitious goals of the UNFCCC Paris Agreement (SDG 13), to sustainably produce more food from the ocean (SDG 2), to generate more renewable energy (SDG 7), and to stimulate new economic developments (SDG 1 and 9). The Ocean Decade was designed to maximize this vital potential for humanity. IOC work is essential to achieve the SDG 14 and its targets. IOC will continue to fulfill the UN custodian role for reporting on two SDG targets, namely 14.3 and 14.a, and to support UNEP on the scientific aspects of reporting on targets 14.1 and 14.2. It will also continue to lead the global coordination of research on ocean acidification and deoxygenation, and will reinforce its pioneering work on interactions between multiple ocean stressors - setting the stage for science-based ecosystem management. IOC is the flagship of the new coordinated research on the future of the ocean carbon sink and an active participant in the 'Blue Carbon' initiative. It will continue to provide technical assistance to UN inter-agency expert work on ocean solutions to climate change mitigation through carbon sequestration and to coordinate the Global Ocean Observing System and the International Oceanographic Data and Information Exchange programme, supported by a global system of national data centres and units and a variety of databases, such as the Ocean Biodiversity Information System (OBIS) and the World Ocean Database (WOD).

03007

IOC will further advance the development of the global Ocean Data and Information System that will greatly facilitate the sharing of ocean data and information with a large spectrum of stakeholders, in line with the objectives of the Ocean Decade. IOC will also continue to provide a key direct contribution to the implementation of the UN Sendai Framework for Disaster Risk Reduction by coordinating the intergovernmental network of four regional tsunami warning and mitigation systems; acting as global standard setter for global tsunami warning and mitigation, and; coordinating thirteen Tsunami Service Providers (TSPs) running round-the-clock operational services. Going forward, IOC will develop a 10-Year Research and Development Plan for a UN Decade Tsunami Programme. IOC is also operationalizing a range of new ocean services, e.g. warnings about harmful algal blooms. Building on its programme on Marine Spatial Planning, Integrated Coastal Area Management and the Large Marine Ecosystems Global Partnerships, IOC will continue promoting novel means of managing the ocean leading to the enhancement of community resilience, the deployment of nature-based solutions for climate adaptation, the integration of ocean ecosystem services into national evaluation frameworks, and the conservation of critical ecosystems and resources through marine protected areas. With the multitude of its activities contributing to the Ocean Decade, IOC will be in a position to inform its Member States and broad community of stakeholders about the state of the ocean and monitor progress in the achievement of the Decade's objectives through a new flagship publication 'The State of the Ocean Report (StOR)'.

03008

IOC will devote particular attention to the strengthening of its regional, national, and local impact. At regional level, IOC will continue the build-up of its regional subsidiary bodies, turning them into effective agents of promoting ocean science and sources of solutions for sustainability. Working with and through partners will make it possible to extend the coverage of IOC regional work to all ocean basins. Active engagement with regional organizations and subsidiary bodies of partner organizations, making ocean data and information more open and accessible, will help to support the ocean-related needs of nations and local communities.

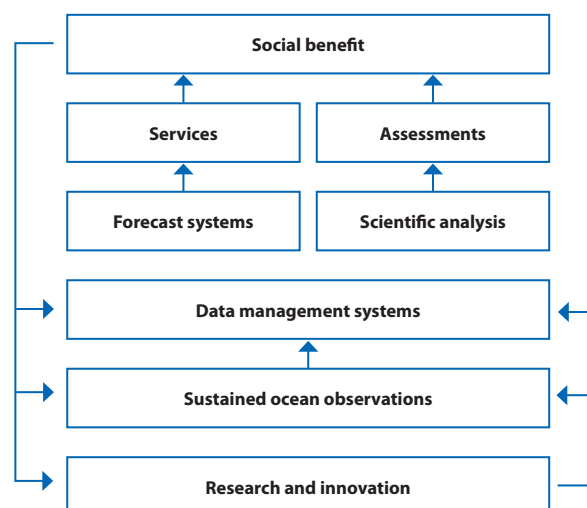
03009

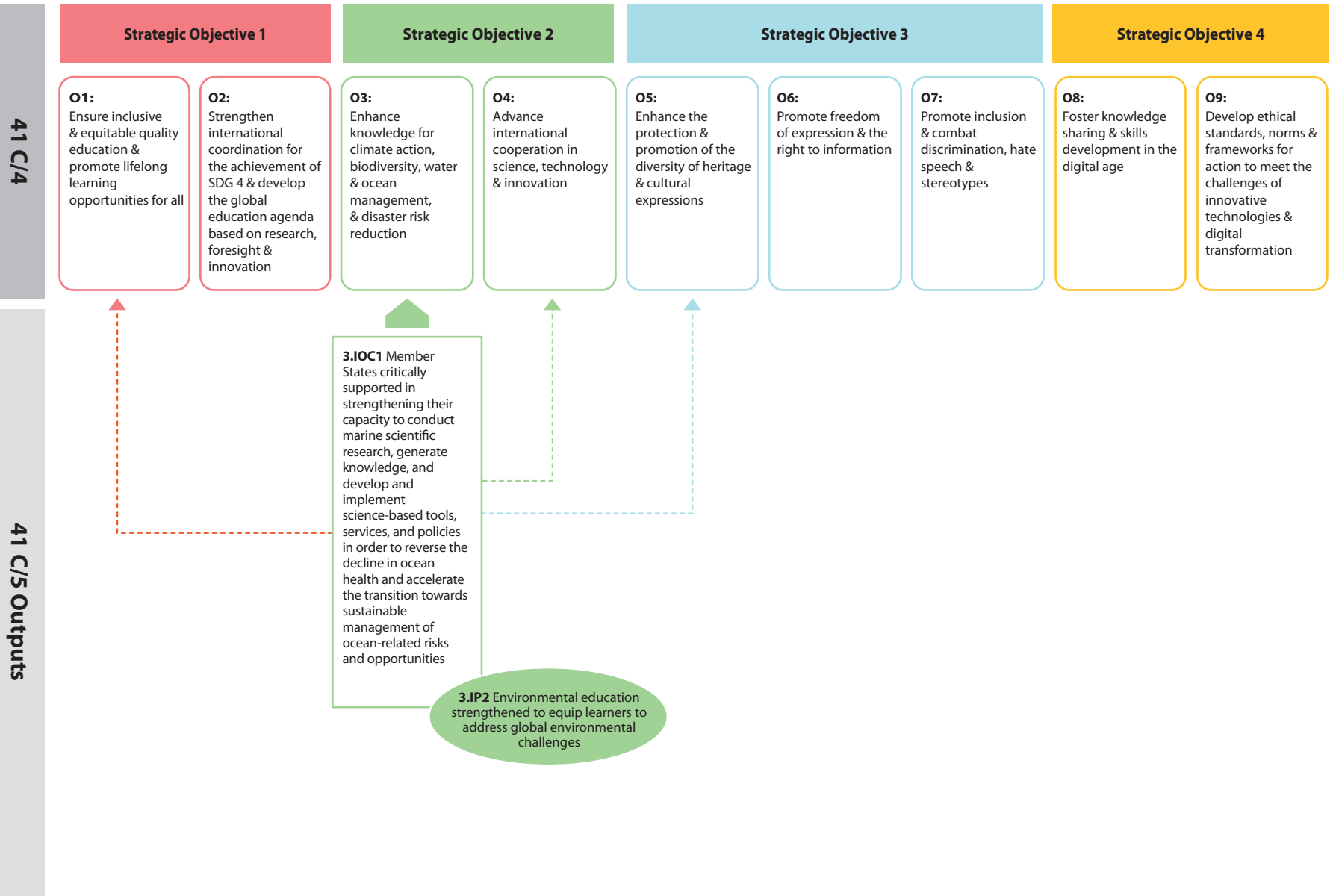
Capacity development will remain a key activity of the IOC. In order to create conditions for more harmonious human relations with the ocean, IOC will continue to spearhead ocean literacy, expand its innovative communication activities targeting broad categories of stakeholders, enhance its dialogue with indigenous knowledge holders and strengthen youth engagement and participation.

03010

Active mobilization of extrabudgetary resources (both financial and staffing) will be pursued and expanded. The achieved visibility and leadership of IOC in the ocean science-related aspects of the sustainable development agenda, multiplied by the professionalism and energy of its staff, offer increased potential for fundraising. While every effort will continue to be made to broaden outreach and partnerships, support of Member States will remain critical to secure the levels of resources needed to provide necessary ocean-science based solutions to sustainable development. By co-design of various types of its activities, with a focus on their economic impact, leading to clearer valuation of its work, IOC will strive to create conditions for its further strengthening and increased delivery for the benefit of global sustainability (the value chain of ocean science is simplistically shown in Figure 1).

Figure 1: Value chain of ocean science as applied by the IOC





Global Priority Africa

- 03011** Africa has a very high interest in the sustainable ocean economy. To enable the significant economic return downstream, IOC's underlying work to benefit Global Priority Africa will start upstream, with developing an effective African ocean observing system, expanding training activities, facilitating modern means of data management, and the use of knowledge and best practices in expanding coastal zone management, maritime spatial planning and management of marine ecosystems, towards generating more wealth, and assisting in coping with various manifestations of climate change. To achieve these ambitious goals, substantial resource mobilization will be needed and a coordinated approach will be required between national, bilateral and multilateral efforts. The Ocean Decade coordinated by IOC will continue the momentum of the Decade of African Seas and Oceans 2015-2025, and will build synergies with the African Union initiatives.

Global Priority Gender Equality

- 03012** The IOC contribution to Global Priority Gender Equality will focus on ensuring that international science cooperation for peace and sustainability promotes equal representation and voice for women and men and that conditions for both women and men to be agents of mitigation, adaptation, resilience and sustainability are equally enabled. IOC will continue monitoring the gender equality situation in ocean sciences. The Global Ocean Science Report portal will be receiving and making available to users key gender-disaggregated data, guiding investments and capacity development efforts. The Commission will also support the establishment of networks of early career professionals and will aim to support their professional development, and their equitable and gender-balanced engagement in ocean affairs.

Priority Groups

- 03013** Guided by the SIDS Accelerated Modalities of Action (SAMOA) Pathway and the UNESCO SIDS Action Plan, in increased dialogue with SIDS, taking into account the recent IOC survey on capacity development requirements, which depicted specific interests of island nations, IOC will act as a strong supporter of SIDS. It will continue its tsunami warning services focusing particularly on countries' preparedness through the IOC Tsunami Ready pilot programme. The IOC co-sponsored World Climate Research Programme will help SIDS to address the consequences of sea-level rise and its regional variations. Training in ocean affairs will be expanded and will start for the first time in the Pacific, focusing on development of marine scientific and technological capacity of SIDS and on enhancing cooperation to manage all aspects of the health of the ocean including impacts of ocean acidification and invasive species. Caribbean SIDS will be assisted through the development of Sargassum watch and its services. Special attention will be required to identify a variety of focal/contact points in SIDS to ensure and facilitate their active participation in IOC programme and capacity development activities.
- 03014** The Commission will continue to reinforce its convening power by engaging with an increased range of national, regional and international stakeholders, cutting across the scientific communities, governments, industries and civil society organizations working in ocean research, operational services, the science-policy-society interface, technology and innovation, education, and science funding with a view to further advance the generation of knowledge, data and information to inform the design of effective actions. The Decade will provide an additional pillar to achieve these goals through new innovative partnerships. Partnerships towards capacity development, ocean planning tools, transdisciplinary and multi-stakeholder initiatives in ocean science, observation, data and information will contribute to an enabling environment for engaging practitioners, decision-makers, and the private sector in the development and use of science-based solutions. The continued engagement of Member States through existing IOC and Ocean Decade coordinating frameworks will be pursued, broadening the traditional technical and scientific remit, and highlighting the socio-economic value of IOC's

work to national ocean stakeholders. New forms of cooperation and, potentially, stronger formal links of IOC with other UN organizations will be explored based on the understanding that ocean science represents a cross-cutting, underpinning necessity for fulfilling mandates of other sister agencies.

I • Intergovernmental Oceanographic Commission: Focus in 2022-2025

OUTCOME 3

Enhance knowledge for climate action, biodiversity, water and ocean management, and disaster risk reduction

OUTPUT 3.IOC1 Member States critically supported in strengthening their capacity to conduct marine scientific research, generate knowledge, and develop and implement science-based tools, services, and policies in order to reverse the decline in ocean health and accelerate the transition towards sustainable management of ocean-related risks and opportunities¹

03015

The IOC draft Medium-Term Strategy 2022-2029 has the vision ‘to bring together governments and the science community in achieving the Ocean We Need for the Future We Want’. Through international cooperation, IOC aspires to build and apply scientific knowledge for achieving the following High-Level Objectives (HLOs), with particular attention to ensuring that all Member States have the capacity to meet them:

1. Healthy ocean and sustained ocean ecosystem services;
2. Effective warning systems and preparedness for tsunamis and other ocean-related hazards;
3. Resilience to climate change and contribution to its mitigation;
4. Scientifically-founded services for the sustainable ocean economy; and
5. Foresight on emerging ocean science issues.

Objective 1 • Healthy ocean and sustained ocean ecosystem services

03016

Improving scientific understanding of ocean ecosystems, identifying robust indicators of their health, and understanding ecosystem vulnerability, e.g. for multi-stressors, are vital for monitoring and predicting the ecosystem health and resilience and developing ecosystem-based management, underpinning sustainable ocean economy and improved ocean governance. Current ecosystem research and management require stronger coordination and cooperation between key stakeholders.

¹ Based on the approved framework of functions as per the IOC’s Draft Medium-Term Strategy 2022-2029.

Objective 2 • Effective warning systems and preparedness for tsunamis and other ocean-related hazards

03017

With accelerating coastal development and changing environment, society becomes increasingly vulnerable to coastal hazards such as tsunamis, tropical cyclones, coastal flooding, and harmful algal blooms, to name only a few. Nations should be aware of and prepared for the hazards and have access to the necessary information for coastal adaptation planning, risk mitigation and, as well, for safe operations at sea. This calls for continued implementation of ocean and coastal observing and prediction systems and the development of a suite of local decision-support tools, including early warning systems.

Objective 3 • Resilience to climate change and contribution to its mitigation

03018

Climate change and variability imply temperature changes, altered intensities and patterns of tropical cyclones, storms, precipitation and droughts, sea-level rise, etc. Carbon emissions lead also to ocean acidification. Combined effects manifest themselves in ocean de-oxygenation, coastal erosion, etc. Many human development goals, such as food security and health, access to water resources, and preparedness for disasters, are threatened by climate change. Ocean is a key regulator of climate. A coordinated global effort is needed therefore to comprehensively include the ocean dimension in our improved capacity to understand and predict climate change, its impacts on the ocean, guiding the development and accelerated implementation of effective adaptation and mitigation strategies.

Objective 4 • Scientifically-founded services for the sustainable ocean economy

03019

An ocean economy is sustainable when activities are conducted in harmony with the long-term capacity of ocean ecosystems to support them. Reaching such equilibrium requires ocean observations, fit-for-purpose data products and services, scientific assessments, monitoring and forecasting of ocean ecosystem health. Knowledge-based ocean management tools such as marine spatial planning, coastal zone management, marine protected areas, and management of Large Marine Ecosystems (LMEs) are needed so that ocean stakeholders could set environmental and socio-economic objectives, develop operational plans, define safe boundaries and guidelines for operations, as well as reduce conflicts among multiple uses of ocean space.

Objective 5 • Foresight on emerging ocean science issues

03020

Ocean remains one of the least studied environmental domains of the Earth System. Oceanographic discoveries are still possible. New issues constantly emerge in the ocean that may potentially affect the health of ocean ecosystems as well as human wellbeing. New stressors, e.g. new contaminants or pressures from new industries, may combine with known stressors such as ocean acidification, altered patterns of the ocean carbon cycle, de-oxygenation, and climate change, and create complex impacts on ecosystems. Cutting-edge research, innovation, technological development, including in observations and in developing a global “data and information ecosystem”, should augment our capacity to anticipate such emerging issues, inform policy-making, including in the context of relevant regional and global conventions, and advance timely solutions involving relevant stakeholders.

II • Intergovernmental Oceanographic Commission: Results Matrix

OUTCOME 3

Enhance knowledge for climate action, biodiversity, water and ocean management, and disaster risk reduction

OUTPUT 3.IOC1 Member States critically supported in strengthening their capacity to conduct marine scientific research, generate knowledge, and develop and implement science-based tools, services, and policies in order to reverse the decline in ocean health and accelerate the transition towards sustainable management of ocean-related risks and opportunities

| <i>Performance Indicator</i> | <i>Baseline</i> | <i>Target 2023</i> |
|---|--|--|
| 1. Number of Member States with experts actively engaged in the design and implementation of ocean research, generating knowledge to address key sustainability issues | <ul style="list-style-type: none"> – (i) Experts from 51 Member States, of which 13 in Africa and 5 SIDS (37% women) – (ii) 14.3.1 (Ocean Acidification): 25 Member States, of which 5 in Africa and 1 SIDS | <ul style="list-style-type: none"> (i) Experts from 60 Member States, of which 15 in Africa and 10 SIDS (45% women) (ii) 40 Member States, of which 8 in Africa and 3 SIDS |
| 2. Number of Member States engaged in advancing ocean observation and data management through the Global Ocean Observing System (GOOS) and IOC Ocean Data and Information System (ODIS) delivering key information for science-informed solutions | <ul style="list-style-type: none"> (i) ODIS: no baseline (new activity) (ii) GOOS: 66 Member States, of which 11 in Africa and 8 SIDS | <ul style="list-style-type: none"> (i) 25 Member States of which 5 SIDS, (incl. 2 SIDS in Africa), (40% women among experts) (ii) 70 Member States, of which 13 from Africa and 10 SIDS, (40% women amongst experts engaged) |
| 3. Number of Member States with strengthened capacities to develop and implement early warning systems and increase preparedness for and resilience to the risks of tsunamis and other ocean-related hazards | 139 Member States, of which 9 from Africa and 28 SIDS | 142 Member States, of which 12 from Africa and 29 SIDS |
| 4. No. of supported Member States that contribute data and information to assessment, global repositories, science /policy interface underpinning sustainable ocean management and decision-making | 50 Member States, of which 8 from Africa, 5 from SIDS contributing inputs through GEBCO, SDG, WOA | 70 Member States, of which 10 from Africa, 8 from SIDS |
| 5. Number of Member States supported in the implementation of science-based ocean management plans and transformative solutions for sustainable development | <ul style="list-style-type: none"> (i) 53 Member States, 11 Africa, 7 SIDS collaborating through Decade mechanism (ii) 80 Member States, 13 Africa, 10 SIDS participating in MSP roadmap implementation | <ul style="list-style-type: none"> (i) 80 Member States, 15 Africa, 10 SIDS (ii) 100 Member States, 16 Africa, 14 SIDS |
| 6. Number of Member States supported in strengthening their capacity in marine scientific research and biodiversity, observations and services, through the IOC Capacity Development | <ul style="list-style-type: none"> (i) 14.a.1 (GOSR): 53 Member States, 13 Africa, 4 SIDS (ii) 38 Member States in Africa, 30 in LAC, 22 in Western Pacific region, 16 in Indian Ocean/Gulf region; 10 SIDS (5 in Africa), GE: no baseline available | <ul style="list-style-type: none"> (i) 58 Member States, 15 Africa, 5 SIDS (ii) 38 in Africa, 30 in LAC, 22 in Western Pacific region, 16 in Indian Ocean/Gulf region; 15 SIDS (5 in Africa). GE target: 40% gender balance |
| 7. ² Number of Member States provided with access to multi-languages ocean literacy resources and training programmes | no existing baseline | 80 Member States, of which 8 in Africa and 10 SIDS |

² This indicator is also relevant to the Intersectoral Output 3.IP1: Environmental education strengthened to equip learners to address global environmental challenges.

III • Intergovernmental Oceanographic Commission: Resources

| | | |
|-----|--|---------------|
| IOC | Integrated budget by output and source of funds based on the Appropriated Regular Programme Budget of \$534.6 million | (in USD '000) |
|-----|--|---------------|

| Output | Breakdown by source of funds | | | | | | Total ³ |
|--|-------------------------------------|--------------------------|--|--------------------------------------|--------|-------------------------------|--------------------|
| | Regular Programme ¹ (RP) | Revenue generating funds | Voluntary Contributions (VC) | | | Total Voluntary Contributions | |
| | | | Management Costs Account (MCA) ² - VC portion | Voluntary Contributions (VC) in hand | Gap | | |
| 3.IOC1 Member States critically supported in strengthening their capacity to conduct marine scientific research, generate knowledge, and develop and implement science-based tools, services, and policies in order to reverse the decline in ocean health and accelerate the transition towards sustainable management of ocean-related risks and opportunities | 11 236 | - | - | 4 386 | 16 193 | 20 579 | 31 815 |
| Total, IOC | 11 236 | - | - | 4 386 | 16 193 | 20 579 | 31 815 |

1 The Appropriated Regular Programme Budget is funded by assessed contributions on Member States.

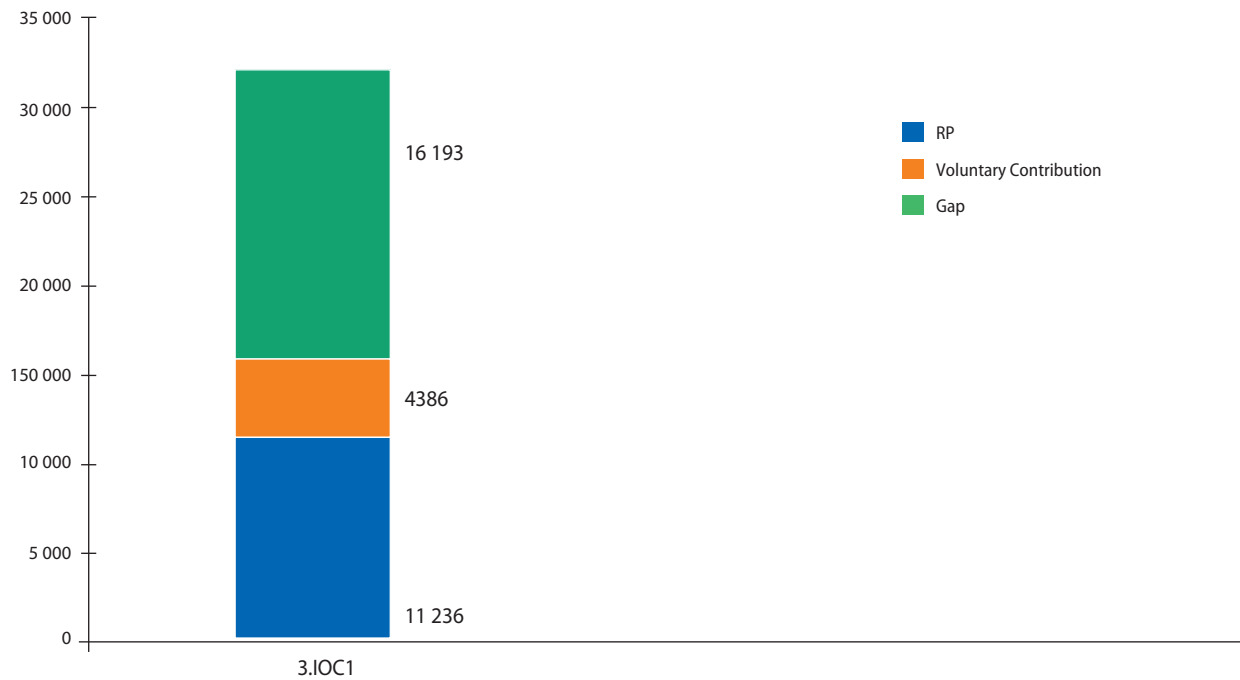
For the Regular Programme figures the budget exchange rate is US\$1=0.869 euro.

2 The Management Cost Account (MCA) is financed 56% from the Regular Programme budget and 44% from programme support costs charged to projects financed by voluntary contributions.

3 Budget figures include the contribution of the Intergovernmental Oceanographic Commission to the intersectoral programmes and related outputs, as indicated in the implementation strategy.

Total integrated budget by output and source of funds

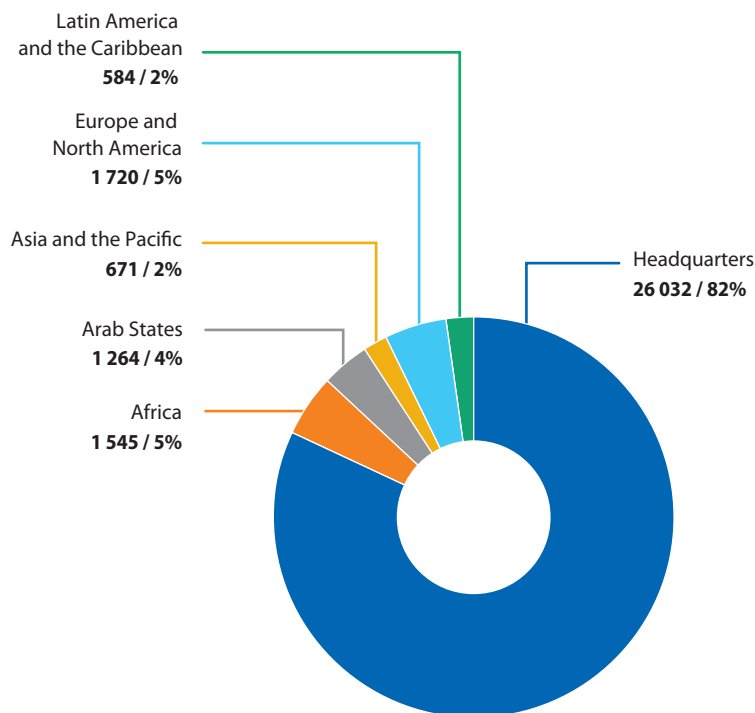
(in USD '000)



Decentralisation of resources by Region

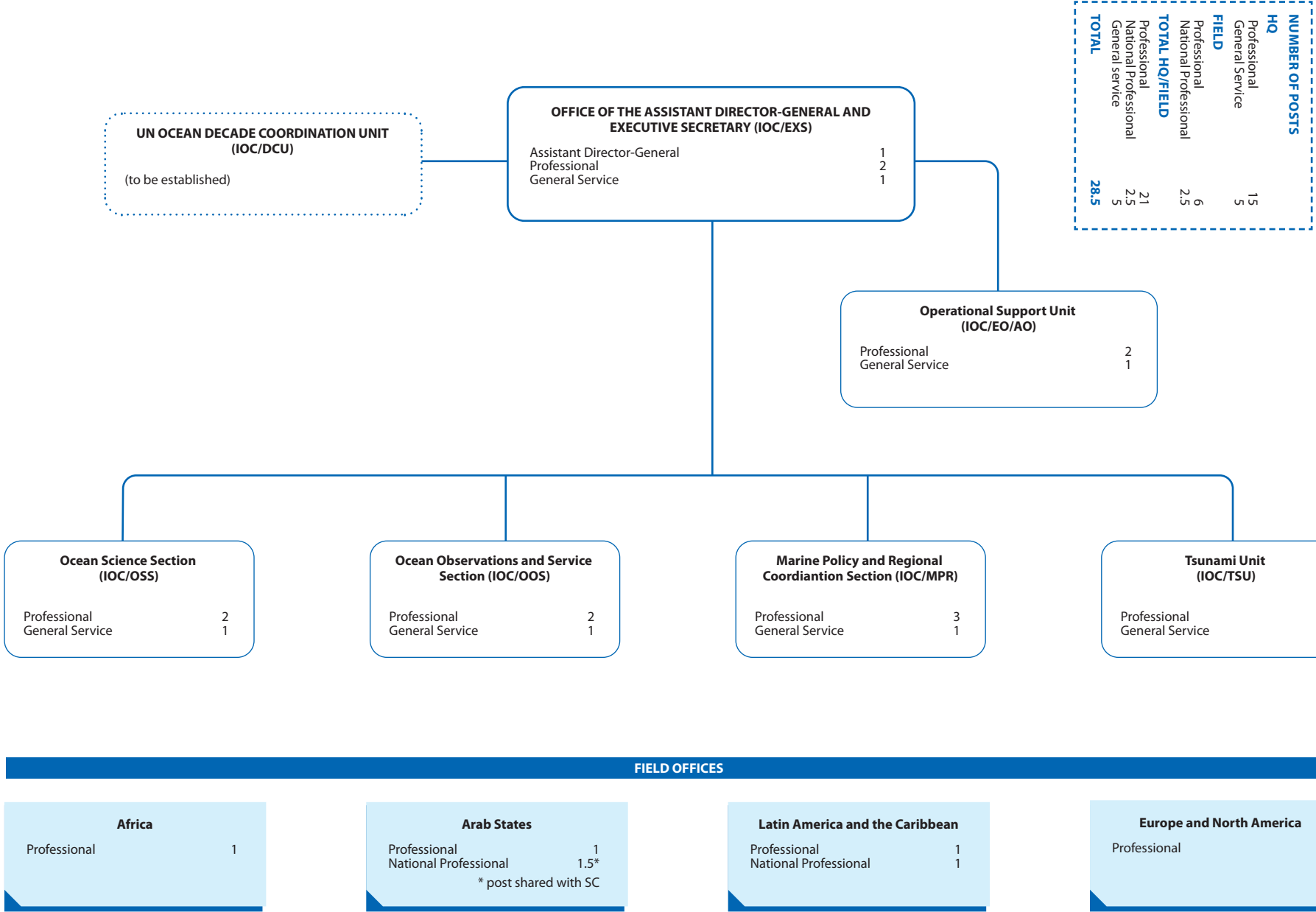
(in USD '000)

Contribution to the global priorities



| 2022 - 2023 Proposed IBF Budget | | |
|---------------------------------|--------|-----------------|
| | Africa | Gender Equality |
| Total Contribution | 7 051 | 3 803 |
| % of Sector IBF | 22% | 12% |

Intergovernmental Oceanographic Commission (IOC) Organizational Chart (Established Posts)



The background is a solid blue color with several large, overlapping, curved shapes in varying shades of blue, creating a dynamic, abstract design. These shapes sweep across the lower half of the image, adding depth and movement to the composition.

Major Programme III

Social and human sciences

Major Programme III

- 04001** The COVID-19 pandemic has revealed or deepened fissures in society caused by persistent and growing inequalities between people, places and businesses. The impact of the crisis has varied considerably due to these unequal initial conditions, and while some people could move to teleworking in the times of confinement, and even improve their quality of lives, others have lost the chance for a better future.
- 04002** The overarching lesson from the current situation is that human rights and making sure no one is left behind should not be seen as abstract principles or simply as desirable goals. They are the practical basis for prosperous, sustainable and peaceful societies.
- 04003** In this context, the thrust of the Social and Human Science Sector (SHS) at UNESCO in the years to come, is to foster inclusive growth and societies, by prioritizing policies that benefit those at the bottom of the income distribution, and those that have been most affected by the crisis. This will bring together all the strands of work of SHS, be it through the social transformation and inclusion policies, or the work on anti-racism, anti-discrimination and intercultural dialogue, and bringing also policies related to sport, youth and gender, and the ethics of science, including artificial intelligence. SHS will reinforce its capacities to understand better complex interconnected systems (social-economic-environmental-digital), and to build resilient and inclusive societies. It will do so promoting a people-centred approach that enhance human dignity and compassion.
- 04004** Being a multilateral organization, UNESCO, through SHS, will also focus on the institutional innovation and governance systems required to deliver on this agenda. It will also upgrade its analytical tools to improve its policy analysis.
- 04005** Besides magnifying the initial conditions of inequality and exclusion, the COVID-19 crisis also brought increased expressions of racism and discrimination. This was compounded by the inadequacy in the level of the provision, and the unequal distribution of public goods, including in the areas of health, education, social protection and connectivity. The worst impacts were felt by those at the bottom of the income distribution, including vulnerable groups, such as the working poor, ethnic minorities, indigenous populations, persons with disabilities, migrants and refugees. Women, children and youth have also been particularly hard hit. Women are at the forefront of the fight against the health crisis, making up 70 percent of health system workers; in charge of tele-schooling, and over-represented as “essential workers” and in the economic sector/s affected by the pandemic. As if this was not enough, women have experienced an increase in intimate partner violence.
- 04006** The number of people living in poverty will increase, and development gains are being lost. At the same time, wealth at the top of the income distribution has increased significantly. The financial response is also highly uneven internationally, with 83% of the additional \$11.7 trillion spent in 2020 to combat the effects of the pandemic benefiting 36 rich countries, against just \$42 billion (0.4%) spent in 59 low-income countries. This situation is explosive for the economy, for society, and for our democracies.
- 04007** SHS will examine how the widespread reliance on GDP growth as a metric for social progress blurred the distributional impacts of economic and social policies, and more importantly, prevented the focus being placed on human rights and well-being, which are multi-dimensional. It will also broaden the definition of economic policy objectives from efficiency outcomes to equality, sustainability and resilience. Moreover, SHS will look at the trade-offs between them, to deliver more effective solutions,

and will call for a multi-dimensional, and multidisciplinary approach to development. It will therefore seek to generate relevant, actionable and innovative policy solutions from the social and human sciences (including economics and ethics) to counter the impacts of COVID, but also to address major trends and challenges (demographic, digital, climate, inequalities), focusing on the most vulnerable, on youth, and on gender equality. SHS, through its standard-setting role and the ethics of science, will advance proposals to maximize the benefits of AI and the digital transformation, and minimize the downside risks, including privacy issues, gender and the environment.

04008 Building climate change resilience and long-term sustainability also requires putting societal transformations at the core, to ensure a fair transition. Similarly, the success of the digital transformation will also depend on ensuring that it contributes to bringing us together, and that it is human-centric. SHS will reinforce its capacities to understand better complex interconnected systems (social-economic-environmental-digital), to build resilient and inclusive societies. It will do so promoting a people-centred approach that enhances human dignity and compassion.

04009 SHS will step up in policy support and capacity-building, through evidence-based advice, and working with the vast network of knowledge partners, intergovernmental mechanisms, governments and social actors. SHS will also step up in the links with policy-makers.

04010 In all its components, MP III will reinforce the intra- and intersectoral working methods and integrating cross-cutting approaches of UNESCO. Furthermore, MP III will strengthen integrated programme delivery through enhanced Headquarters-field synergies. This will include joint design, planning and quality control of activities, as well as coordinated efforts to mobilize field networks of partners to optimize results and impact, most notably by upscaling successful pilot projects and replicating good practices.

Global Priority Africa

04011 UNESCO will mobilize the social and human sciences in support of African Member States' efforts to implement the 2030 Agenda and the AU 2063 Agenda. Working across sectors to promote science as a common good, SHS, in collaboration with its strategic partners, will provide policy support and capacity development to strengthen national agendas that focus on well-being, to rebuild from COVID-19, and on STI systems for knowledge-based participatory policymaking in Africa, by promoting best practices, and regional cooperation among African countries and between Africa and other regions. Furthermore, SHS will continue to strengthen the national bioethics and ethics of science and technology infrastructure in African countries, including on artificial intelligence, to deliver sound, informed and well-adapted STI systems. Working with a wide range of key knowledge partners and direct beneficiaries, the sector will contribute to building the capacity of national and regional actors to engage in intercultural and interreligious dialogue based on respect for human rights, to fight discrimination, and combat ignorance of slavery and the history of the slave trade, with a view to fostering a culture of peace and reconciliation. In addressing emerging socioeconomic challenges in the region, SHS will also continue to mobilize the humanities to support African Member States strengthen institutional capacities, to generate and manage policy-relevant knowledge, and foster a common cultural heritage and continental unity. SHS will also support Members States on the uptake and pedagogical use of the GHA through intersectoral collaboration. SHS will provide technical and policy advice to national governments in Africa to design and implement cross-sectoral, evidence-informed and inclusive youth policies that address the impact of the COVID-19 pandemic on youth, notably aspects of social innovation. In parallel, UNESCO will build capacities, provide

spaces and access to policy-makers to support youth organizations and change-makers to scale-up socially innovative youth-led solutions towards building democratic, resilient and peaceful societies in Africa. SHS will encourage and support Member States in Africa to adopt transformative and multidisciplinary policies, programmes and practices led and driven by young Africans, to scale up innovation, and promote intercultural dialogue and a culture of peace. Finally, in pursuing its mission of “building peace in the minds of men” and women, SHS will promote human and ethical values, including integrity and educational values based on sport and physical education interventions that combine physical, mental and social wellbeing.

Global Priority Gender Equality

04012

UNESCO will mobilize the social and human sciences to support gender equality and address all forms of gender-based prejudices, stereotypes, discrimination and violence, that prevent the empowerment of women and girls and the well-being of individuals and societies. In this endeavor, MP III’s mobilization of role models and the engagement of men and boys alongside women and girls will be intensified. The Sector will continue to pursue its double-edged strategy: to mainstream gender and include a gender lens within each programme and to develop specific gender-transformative initiatives. These include advancing new knowledge and innovative practices, improved sex-disaggregated data, institutional and legal framework analysis, including COVID-19 social recovery plans and actions, and enhanced capacity-building tools to inform inclusive and sustainable policymaking and promote transformative change in diverse spheres of societies and working environments, as well as the advancement of positive advocacy. All programmes will be aligned with the aspirations and goals of SDG 5.

04013

The work of MP III makes a direct contribution to supporting Member States in the achievement of three Sustainable Development Goals: SDGs 16, 10 and 11. MP III also provides indirect contributions to supporting Member States in the implementation of other SDGs and some associated targets: SDGs 3, 4, 13, 5 and 1.

I • Major Programme III: Focus in 2022-2025

OUTCOME 7

Promote inclusion and combat discrimination, hate speech and stereotypes

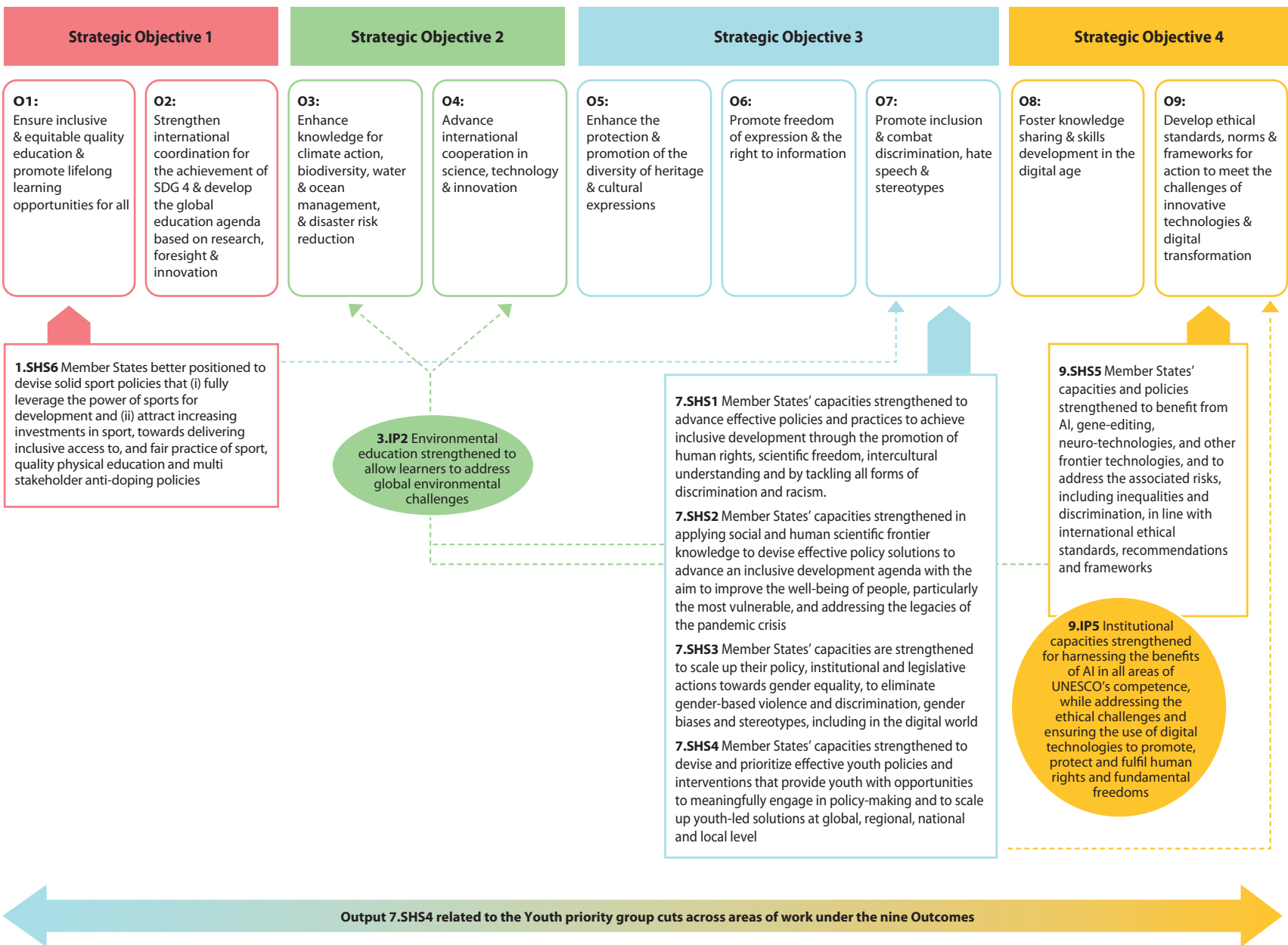
OUTPUT 7.SHS1 Member States capacities strengthened to advance effective policies and practices to achieve inclusive development through the promotion of human rights, scientific freedom, intercultural understanding and by tackling all forms of discrimination and racism

Main Challenges

- 04014** The COVID-19 pandemic has both exposed and exacerbated discrimination, exclusion and associated inequalities, demonstrating the systemic fragility that characterizes many contemporary societies, and underscoring the asymmetric impact of these phenomena on vulnerable populations, including minority communities. The social constructs of race and ethnicity are also intertwined with other facets of identity such as gender, religion, and disability status, generating the feedback loops that maintain and compound inequalities, with, for example, vulnerable women and girls being particularly impacted by COVID-19. The interplay of these multiple risk factors and vulnerabilities have been proven to be harmful not just for the wellbeing of individuals, but also for that of society as a whole; they erode social cohesion and trust – the requisite ingredients for stability, growth, and inclusive development – and therefore threaten the foundations of progress on the Sustainable Development Goals.
- 04015** Recognizing these dynamics, a number of strategic axes will direct the design and implementation of the UNESCO programme on inclusion, rights and dialogue. First among these will be efforts to scale up and accelerate UNESCO's action against racism and discrimination through the development of a 'UNESCO Roadmap', mandated by the 'Global Call against Racism' (210 EX/Decisions 5.I.B), which recognizes the urgent need to provide impactful solutions to tackle this problem. Second, new data from UNESCO's work to strengthen the evidence base for effective intercultural dialogue will serve as a cross-cutting framework to direct programming, identifying needs and providing a compass to strengthen evidence-led action. Finally, human rights will be mainstreamed across all actions and activities, with a particular priority on gender equality and a focus on the right to science and scientific freedom; special emphasis will be placed on promoting the participation of groups that are left behind, vulnerable or excluded, including youth and populations subjected to historical injustices. A main source of direction for the programme's work is the set of priorities of two international decades led by UNESCO, the International Decade for the Rapprochement of Cultures (2013-2022) and the International Decade for People of African Descent (2015-2024).
- 04016** The programme will advance three key functional objectives – the advancement of knowledge and evidence; the development of institutional and individual capacities; and joint advocacy for priority issues and shared values – through a number of interconnected thematic workstreams, leveraging a wide array of partners and networks to support its implementation.

Implementation Strategy

- 04017** **Changing mindsets towards more inclusive and equitable societies.** In line with the “Global Call against Racism” and as part of the “Roadmap”, UNESCO is launching a global Flagship against Racism and Discrimination to inform policies and practices, foster change in mindsets and behaviours, and promote lasting positive change in societies, including on gender equality. The Roadmap, which draws on the recommendations of six regional expert consultations, includes a scanning study and evidence-based analysis to understand and assess the strength of existing institutional, legal and informal frameworks, particularly best practices, to address racism and all forms of discrimination, including violence and discrimination against women and girls; and a policy toolkit that supports policy-makers to combat racism and discrimination, support affirmative actions in the public and private sectors, and propose anti-biases training.
- 04018** UNESCO will promote effective tools to strengthen systems of governance and institutions and empower individuals, notably youth, with intercultural and anti-racism competencies to instil deep change in mindsets and respect of cultural diversity as a basis for peace. This includes the Story Circles methodology for intercultural dialogue and the Master Classes against racism and discrimination. The revamped Slave Route project: Resistance, Liberty, Heritage, and the outputs from the General History of Africa initiative will contribute to understanding the legacies that are prevalent in contemporary acts of racism. In order to learn the history of Africa written by Africans, an effort is being made to integrate the analysis coordinated by SHS into the curricula of countries in Africa and in Europe, starting with France. Member States will be encouraged to adopt the pedagogical tools developed in SHS in their school curricula. A link will also be established between these initiatives and the World Programme on Human Rights Education (2005-ongoing).
- 04019** Ensuring gender equality and addressing the legacies of the COVID-19 crisis in the gender agenda. The antiracism Roadmap will include a gender equality component that will tackle the increased inequalities and violence that women have faced in a particularly acute manner during, and probably after the COVID-19 pandemic (refer to the output on gender).
- 04020** **Promoting the transformative power of the arts to advance human rights with emphasis on cultural rights, with the people left behind.** Art-Lab for Human Rights and Dialogue mainstreams arts practice across humanitarian and development programmes. It aims to support, through the arts, people living under hardship, under the Framework for Cultural Justice. A series of country pilots will be conducted in close cooperation with the Culture Sector and the OHCHR. A portfolio of capacity-building activities, publications on good practices, virtual exhibitions, Art-Lab residences, and high-profile fora, among other tools, will be developed to take forward the project.
- 04021** **Empower key constituencies to apply a human rights-based approach (HRBA) and advance the inclusion agenda.** Emphasis will be placed on building the capacities of local authorities and actors notably through the UNESCO Cities Platform and ICCAR. The Sector will contribute to policies that promote inclusive urban development free from all forms of discrimination and supportive of those who are left behind.
- 04022** **Strengthening the right to science and scientific freedom.** Leveraging the transformative power of science is critical for the advancement of the inclusion agenda. Equitable access to, and sharing of knowledge, data and the benefits of their applications; a stronger nexus between scientific evidence and policymaking; and an enabling environment for the full exercise of scientific freedom are areas where the COVID-19 pandemic revealed significant lacunae. To promote science-driven decision-making for better solutions for those left behind, actions in this field will foster gender equality and focus on: developing operational guidance, appropriate indicators and sharing good practice to inform policies



41 C/4

41 C/5 Outputs

and programmes; supporting monitor processes and mechanisms notably in relation to SDGs and the follow-up to relevant normative instruments, with emphasis on the 2017 UNESCO Recommendation on Science and Scientific Researchers; and strengthening advocacy to increase the uptake of the right to science by all concerned stakeholders.

04023 **Strengthening the evidence base for effective intercultural dialogue:** By collecting and mobilizing data on both the enabling environment for, and impact of, intercultural dialogue, UNESCO will bolster the evidence available to strengthen policy and practice on the use of intercultural dialogue as an approach to prevent and resolve conflict and foster cooperation on shared challenges. By working with decision-makers and operational partners, a range of products – from reports, to a comprehensive capacity-building platform – will be created to use the insights from the data to support integrated policy strategies and processes, enhancing the potential of dialogue to address specific issues that challenge social cohesion and peace within communities.

04024 **Reinforce advocacy and outreach efforts on intercultural dialogue:** To support broader and intensified engagement and collaboration of all stakeholders, the work around UNESCO's e-Platform on ICD will be scaled up.

OUTPUT 7.SHS2 Member States capacities strengthened in applying social and human scientific frontier knowledge to devise effective policy solutions to advance an inclusive development agenda with the aim to improve the well-being of people, particularly the most vulnerable, and addressing the legacies of the pandemic crisis

Main Challenges

04025 Societies that are more equal are more prosperous too, while inequalities and injustices reinforce each other. Inequality of income and opportunities were already high but have worsened significantly due to COVID-19 pandemic. It plunged millions back into poverty and exposed the lack of effective social protection for a large majority of people. Digital divides, already well-identified before the pandemic, exploded as the world moved its activities on-line.

04026 The vision of a society of peace, justice and inclusion promoted by SDG 16 depends crucially on fighting these inequalities and the feelings of injustice and exclusion associated with them, which impact well-being, the quality of governance systems and trust in governments. It also requires understanding the interconnections of current challenges to effectively address them. In particular, the dominant policy emphasis on efficiency has underestimated the need to anticipate to shocks and increase resilience, equity and sustainability, resulting in governments being badly equipped or poorly prepared to respond to the many challenges the pandemic created or magnified. An important illustration of this is that we will only be effective in dealing with climate change if we incorporate the social dimension. This means enhancing the contribution of the social (including economics) and human sciences to this goal.

Implementation Strategy

04027 **MOST and its three pillars.** The implementation strategy to deliver this output will be anchored in the existing assets of the Management of Social Transformations programme, building on and enhancing each of its three strategic pillars.

04028 **The MOST Research Pillar** will focus on leveraging cooperation with social science and humanities communities to foster innovative knowledge production in areas relevant to UNESCO programmes, using both existing modalities such as Chairs and Centres and new partnerships.

- 04029** Research initiatives will focus on the concepts and methods required to describe in new and policy-relevant ways the shifting distributions of socially valuable goods and status, besides wealth and income. In this regard, emphasis will be put on connecting inequalities with emerging understandings of well-being and its multiple dimensions, to effectively address them.
- 04030** A **flagship report on the state of global inequalities** will be produced in partnership with La Caixa in Spain. It will analyse the causes, nature and evolution of inequalities and assess their interaction with the COVID-19 crisis, reflecting on the necessary changes to the intellectual underpinnings of the economic and social policy thinking of Member States to deliver better for people, particularly the most vulnerable, with a strong focus on the gendering of contemporary inequalities. The report, and activities in connection with it, will join international efforts to reflect on the best way to re-build the social contract, and ensure that social protection systems, within UNESCO's mandate, are robust enough to protect people from the kind of shocks that events like COVID can bring. Policy briefs based on the report and related to the different areas in which innovative thinking and policy action are needed, will inform MOST ministerial and multi-stakeholder debates to advance policy recommendations and action.
- 04031** The MOST Programme will also lead UNESCO's work to advance, using complex systems thinking, the understanding of the **intersection between social-economic and environmental issues**, integrating better efficiency, equality, resilience and sustainability outcomes, with a strong gender dimension, to develop an analytical framework to deliver on the SDGs, and moving away from the silo approach to define better governance frameworks to deliver better on integrated policies.
- 04032** Under the MOST Intergovernmental Pillar, the statutory mechanisms of the programme, including both the Intergovernmental Council and the Scientific Advisory Committee, will be supplemented and enhanced by the regular organization of regional and subregional forums at ministerial level, bringing together Member States around cutting-edge research to scope current policy challenges and explore, collaboratively, evidence-informed responses.
- 04033** MOST will also contribute to monitoring the **Recommendation on Science and Scientific Researchers** to support policy change and strengthen national science, technology and innovation capacities against benchmarks derived from the Recommendation. Through partnerships and resource mobilization, the pilot scheme "Strengthening STI Systems in Africa", implemented in 2021-22 in partnership with the Natural Science Sector, will be expanded to cover more Member States and other continents, closely coordinated with activities implemented under Strategic Objective 2, Outcome 4.
- 04034** The MOST Knowledge Brokerage Pillar will focus on supporting policies and building capacities at national level and, where appropriate, at sub-national level, including by engaging sub-national institutions including universities. Stronger, more actively managed networks of UNESCO Chairs will be of particular significance in this regard. Modalities for delivery will include continuation of the established and successful programme of MOST Schools.
- 04035** MOST will continue to give particular attention to the humanities as essential intellectual and practical contributions to understanding of the contemporary world, through the contributions of history, philosophy, languages and literature and the artistic disciplines, both critical and creative, to decision-making processes. Regular regional humanities conferences will serve both to consolidate cooperation and to develop intellectual agendas, underpinning the enrichment of the range of evidence available to inform policies. Specific initiatives in this regard will include the continued development of the International Network of Women Philosophers, the development of digital anthropology, as a transdisciplinary approach to the digital transformations of society and human experience; continued efforts to strengthen the Arabic language; and the extension of the BRIDGES network to promote and

apply sustainability science through the contribution of environmental humanities. These research initiatives will have direct policy implications and will also contribute in important ways to other outputs and, with respect to climate change and digital transformations, and other Strategic Objectives. SHS will particularly enhance its contribution to understand the social dynamics and impacts of the climate transition, and the policies required to achieve a fair transition.

04036 The **promotion of Futures Literacy** as a key competence for the 21st century will equip policy-makers with strengthened capacities to consider the future dimension of the issues they need to address, notably in terms of understanding and responding to the challenges of inequalities, of social transformations, of the digital revolution, of the climate challenge. In addition to collective learning and capacity-building through Futures Literacy Labs, and enhanced institutionalization of the Futures Literacy partner network through regional hubs and UNESCO Chairs, MOST will provide leadership in developing and using Futures Literacy throughout UNESCO's programmes and, on the basis of interagency coordination, in the United Nations system.

04037 Maintaining its strategic emphasis on SDG 16, Targets 6 and 7, MOST will enhance and expand analysis of and support for inclusive policies and inclusive governance systems. The **Inclusive Policy Lab** is an online platform bringing together hundreds of experts and over 2,000 regular users to share information and facilitate cooperation on inclusive policy assessment, closely connected to the implementation of national policy-support and capacity-building projects.

04038 Recognizing the extent to which contemporary patterns of inequality are rooted in historical dynamics of domination, the pedagogical tools derived from the **General History of Africa** will be ambitiously rolled out, both throughout Africa and in other continents, to create the conditions in which professional African appropriation of Africa's history can feed into new understandings of themselves, of their past and of their future on the part of Africans, in Africa as well as in the diaspora. This activity contributes in an important way to the Anti-Racism Roadmap defined under Output 1.

04039 The **Silk Roads programme** will offer a comprehensive approach to knowledge production and strengthening of research capacities. The publication of academic content in a wide range of thematic areas will ensure better sharing of knowledge about the rich heritage of exchange and dialogue along the Silk Roads, including an Interactive Atlas and engagement with youth.

04040 Such uses of history to shape the present and future are exemplary of the capacity of the humanities to achieve enhanced relevance in a world where a deficit of meaning fosters the toxic erosion of public culture.

OUTPUT 7.SHS3 Member States capacities are strengthened to scale up their policy, institutional and legislative actions towards gender equality, to eliminate gender-based violence and discrimination, gender biases and stereotypes, including in the digital world

Main challenges

- 04041** A telling magnifier of the long-standing legacies of prejudice, injustice and increasing inequalities, the COVID-19 pandemic led to diminished access to quality health services, education, social protection, and digital technologies and to increased levels of unpaid domestic and care work for women and girls. Posing a threat to their employment, livelihoods, autonomy, health and lives, the pandemic put women on the frontlines: at home with online-schooled children and ill relatives; in healthcare; in grocery stores and other essential jobs. At the same time, domestic violence and cyber-bullying and harassment intensified.
- 04042** Progress towards gender equality was slow before the COVID-19 crisis. With the pandemic and its economic consequences, gender equality has been brought backwards. Men's violence against women increased in many countries; women also saw their jobs and economic activities more affected; and the traditional gaps in income, leadership role, representation and opportunities were compounded by the growing gaps in the digital world. Indeed, women are underrepresented in ICT disciplines, in the ICT sector, and in AI developments. 80 percent of software developments are made by male-only teams.
- 04043** Gaps are also relevant in sports, where only one out of 100 athletes in the Forbes 100 is a woman, and their salaries and sports events receive less investment and media coverage.

Implementation strategy

- 04044** All programmes will be aligned with the aspirations and goals of SDG 5. Action will be reinforced to promote and achieve gender equality within the framework, among others, of the Men4GenderEquality Initiative, which seeks to foster positive redefinitions of gender norms and engages men and boys as proactive agents of change; the Flagship Programme against Gender Stereotypes and Role Models, which aims to transform mindsets and eliminate gender biases and prejudices at the roots of violence and discrimination against women and girls with the support of role models, including young and male leaders and activists. In partnership with UN Women's Sport for Generation Equality initiative, UNESCO will produce publications on gender and sport and support the gender disaggregation of sport-related survey tools, notably in conjunction with the Global Observatory for Women, Physical Education, Physical Activity and Sports, to address the challenges related to women's and girls' participation, discrimination and empowerment in and through sports. A new Flagship Programme on Women and Artificial Intelligence will be designed, based on the Recommendation on the Ethics of Artificial Intelligence, which shapes up a transformative normative instrument for promoting gender bias-free artificial intelligence and gender equality in digital technologies. Through the MOST programme, issues related to economic empowerment (income security, decent work and social protection) and to ensuring gender inclusive and responsive systems of governance and institutions will be delivered through the work across different policy fields, and included in the work related to inequalities.
- 04045** These initiatives will advance new knowledge and innovative practices, improved sex-disaggregated data, institutional and legal framework analysis, and enhanced practical capacity-building tools to inform inclusive and sustainable policymaking and promote gender-transformative change in diverse spheres of societies and working environments, as well as the advancement of positive advocacy.

OUTPUT 7.SHS4 Member States capacities strengthened to devise and prioritize effective youth policies and interventions that provide youth with opportunities to meaningfully engage in policy-making and to scale up youth-led solutions at global, regional, national and local level

Main Challenges

04046 At 1.2 billion, youth represent one out of every six people worldwide.¹ In every society, they are rights-holders and actors with their own value that deserve recognition and inclusion. The COVID-19 pandemic is creating a multi-dimensional crisis for young people around the world. It aggravates existential and systemic challenges for youth, particularly for young women and the most vulnerable. Education, employability and income, social and economic inclusion, mental and physical well-being, are youth development determinants gravely impacted by this crisis. However, the crisis also reveals a window of opportunity due to the significant and positive (re)action of youth to this unprecedented situation. Unless decisive and collective action is taken now by governments, in partnership with young people², the prospects of the current and future youth generations will be jeopardized.

Implementation Strategy

04047 Challenging times require bold and inclusive responses at all levels. Action cannot be devised without listening to and engaging with youth. With its rich thematic mandate and over 20 years of experience in enabling youth engagement and youth-led action, SHS will collaborate with Member States to devise and prioritize effective cross-sectoral, inclusive and gender-responsive youth policies and interventions that provide youth and youth organizations with rights, space, capacities and opportunities to meaningfully engage in policies that affect them and to scale up youth-led innovation and creative solutions. SHS will also continue identifying youth-led initiatives with social impact and gathering direct support for them, as done, for example, so far through initiatives like the “Estamos Comprometidos”.

04048 In doing so, SHS will leverage existing expertise, as well as the successes and lessons from the implementation of UNESCO's Operational Strategy on Youth 2014-2021, and align with the new UNESCO strategic framework on Youth post-2021, the Youth 2030-UN Youth Strategy, and the AU Agenda 2063. The work of SHS will also be informed by the results of the largest global research undertaken with, by and for youth in UNESCO, the [Youth as Researchers on COVID-19](#). This global initiative builds capacities of youth to collect data and generate gender-responsive knowledge and qualitative analyses on the impact of COVID-19 on five key areas for youth development (Wellbeing; Learning; Civic Action; Human Rights; Use of Technology). Its results will be prioritized in order to secure a relevant and up-to-date evidence base to inform policy interventions and action, thereby reinforcing youth-led and youth-focused research ecosystems, all around the world.

04049 Building on these, SHS will work with Member States to develop or adapt their youth policies and initiatives to address the impact of COVID-19. In this effort, SHS will apply its global guidance framework for inclusive youth policy design and its training tools on holistic youth development and youth civic engagement that have successfully been applied in different regions. SHS will also promote meaningful,

¹ 2017, United Nations, World Population Prospects. The UN definition of ‘youth’ is someone from 15 to 24 years old. There is, however, no universal definition. The following components can be considered together to define youth from a holistic perspective: the experiences of youth, the individual characteristics of youth and the intersections between them, the transition stages youth go through, and the age of youth. Flexibility is essential when seeking to reflect the diverse constructions of youth in a given country or region, in line with the transitions that youth experience. It also allows us to better include traditionally under-served youth and professionals or experts up to 35 years old.

² Indeed, young people “regularly state that their voices are not sufficiently taken into account, their needs sufficiently understood and met, and that their engagement and empowerment in various processes is still lacking. In fact, as documented by low rates of electoral activity, political participation, and parliamentary involvement, young people are underrepresented in institutional political processes.” See UN DESA's International Youth Day 2020 Theme Concept Note: Youth Engagement for Global Action, at <https://www.un.org/development/desa/youth/wp-content/uploads/sites/21/2020/08/IYD2020-Concept-Note.pdf>, accessed 13 August 2020.

gender-sensitive, policy dialogue and cooperation between youth and Member States on the global stage, particularly through a UNESCO Youth Forum that is inclusive of young people's realities and actions.

04050 Along with this upstream policy support, SHS will continue triggering meaningful youth engagement and youth-led innovation - including youth social entrepreneurship - and creativity in response to contemporary challenges on the ground. SHS will facilitate youth-to-youth collaboration from global to local levels on key current challenges (through networks such as the UNESCO Global Youth Community, the Pan-African Youth Network for a Culture of Peace, UNESCO Youth Climate Action Network); boost youth innovation and creativity through youth-specific grant-schemes in partnership with national governments, development donors and CSOs (such as the Silk Roads Youth Research Grant scheme, the Comprometidos initiative in Latin America and the Caribbean, etc.); and build capacity of policy and programme officials (both internally in the UN and externally) to engage meaningfully with young changemakers.

04051 Responding to Priority Africa, SHS will develop programmes to support youth-led innovation, youth social entrepreneurship and creativity that respond to, and address, through digital solutions and skills development, the impact of the COVID-19 pandemic on young people, and in so doing, harness their contribution to socio-economic and political transformation. Furthermore, the role and contribution of youth as agents of social change will be leveraged within all thematic interventions of SHS, namely in terms of promoting intercultural dialogue, anti-racism, anti-discrimination and the culture of peace, including Countering and Preventing Violent Extremism (C/PVE). Considerable priority will be given to interventions by, with and for young people in SIDS, particularly in terms of climate action.

04052 Working with and for youth is a vast field, requiring multidisciplinary action that UNESCO is well positioned to offer through the different strengths of the Organization's mandate. In addition to implementing its youth-focused programmes, SHS will thus also help leverage UNESCO's mandate on education, culture, the sciences and communication and information, by coordinating UNESCO's intra- and inter-sectoral work on youth as a priority group.

04053 Major Programme III will coordinate the Organization's action concerning the Youth priority group, as anchored in its programme Sector with dedicated activities: this will include the strategic coordination and visibility of UNESCO's programmes on Youth; liaising with multilateral and regional entities; and monitoring and reporting on implementation of UNESCO resources and programmes for Youth, as well as generating knowledge and evidence-based analysis that can inform global debates, advocacy campaigns and outreach activities that are multi-stakeholder, interdisciplinary and intergenerational.

04054 Similarly, working with and for youth also requires better synergies across institutional borders. Acting as an honest broker, UNESCO will facilitate multi-partite partnerships and alliances with UN agencies, IGOs, development cooperation agencies and CSOs and will lead broad-based collaborations that allow cross-fertilization, cost-effectiveness and maximized impact.

OUTCOME 9

Develop ethical standards, norms and frameworks for action to meet the challenges of innovative technologies and digital transformation

OUTPUT 9.SH55 Member States capacities and policies strengthened to benefit from AI, gene-editing, neuro-technologies, and other frontier technologies, and to address the associated risks, including inequalities and discrimination, in line with international ethical standards, recommendations and frameworks

Main Challenges

- 04055** Human lives, societies and economies are being transformed at an exponential rate, driven by new technological paradigms emerging at the frontier of science, such as artificial intelligence and its ubiquitous applications and implications for economies and societies; gene modification and its profound impact on health and medicine; neuro-technologies that are rapidly expanding the boundaries of human cognition; or digital technologies such as platforms and the internet of things, and the way they can shape the world of work as well as our everyday life. The economic impact of these technologies will be profound - by 2030, AI alone is estimated to boost the global economy by as much as 14% – the equivalent of an additional US\$15.7 trillion.
- 04056** While offering unprecedented opportunities for human empowerment towards an equitable, fair and sustainable future, these technologies also pose significant challenges. Due to the speed at which they develop, their deep and pervasive social and economic impact, and the difficulty to disentangle causes and consequences and, relatedly, to design suitable policies, these technologies are deepening existing divides, exacerbating disparities based on access, income or gender, and creating unique risks for human dignity and human rights. They also deepen inequalities within and across countries. In the domain of AI, patenting activity is dominated by (mainly big) companies from the United States, China and Japan. North America and China are likely to benefit from 70% of the global economic impact of AI, with other developed countries in Europe and Asia capturing much of the rest, leaving the entire developing world behind.
- 04057** AI can potentially reinforce and spread harmful stereotypes, due to the biases inherent in the data it is trained on, the lack of diversity in the teams producing it, or in the design of the algorithms. This is especially evident with gender issues. The under-representation of women in the AI sector, as well as the broader digital industry, is staggering, with women accounting for only 28% of engineering graduates and 40% of graduates in computer science and informatics. Only 14% of AI paper authors and just 18% of authors at the leading AI conferences are women. Women are not benefitting fully from employment opportunities open to highly educated and skilled experts in cutting edge fields such as AI, where only one in five professionals (22%) is a woman. 80 percent of software development based on AI is performed by male-only teams. Consequently, the AI applications developed by male-dominated teams reflect male preferences and biases, and fail to incorporate women's perspectives, needs and interests, thereby reproducing and amplifying discriminatory cultural and behavioural norms, including harassment and violence against women.
- 04058** From a broader socio-technical perspective, greater explainability and transparency of these transformative technologies is an essential condition for peaceful, just and inclusive societies, as demonstrated by the algorithms that have amplified disinformation and division on social media to the great detriment of democratic norms and institutions. Special efforts should be made to enhance the awareness of citizens on how AI is used to modify individual and social behaviour at scale, to reinforce social divisions and create echo-chambers online. Explainability and transparency will allow for public scrutiny that can

decrease corruption and discrimination and help detect and prevent negative impacts on human rights. Ultimately, the realization of these principles will contribute to trust from humans for AI systems.

04059 Despite sharp falls in carbon emissions in 2020 linked to the COVID-19 pandemic, climate change has continued relentlessly, making 2011-2020 the warmest decade on record, with the warmest six years all being since 2015. Systemic inequalities of income, access and opportunities have been – and continue to be – a major obstacle in the global efforts to mitigate climate change and the need to adapt to its intensifying impact. Recent evidence indicates that the richest one percent of the world's population are responsible for more than twice as much carbon pollution as the 3.1 billion people who made up the poorest half of humanity during a critical 25-year period of unprecedented emissions growth.

Implementation Strategy

04060 To counter these challenges, SHS will deliver on its core mandate to harness the benefits of scientific and technological advancements for humanity, while mitigating the associated risks, based on overarching ethical norms and frameworks.

04061 In the domain of AI, UNESCO will take the lead within the United Nations system in terms of setting global standards and norms, including through the Recommendation on the Ethics of AI (under elaboration), and delivering capacity-building, in coordinated action with all Major Programmes for enhanced coherence and impact of UNESCO's mandate in this domain. SHS will continue to monitor and identify emerging ethical risks in digital technologies, including in relation to gender biases and discrimination being reproduced or augmented in AI algorithms, and obstacles faced by women to access, and contribute to the development of AI and other technologies.

04062 In the domain of other converging and frontier technologies, SHS will advance ethical reflections at global, regional and national levels to foster a better understanding of their impact on societies, and the ethical issues that arise in relation to their development and application. This will be achieved through research and dialogue, building on UNESCO's longstanding leadership in bioethics and the ethics of science and technology, and its flagship mechanisms such as the International Bioethics Committee (IBC), the Intergovernmental Bioethics Committee (IGBC) and the World Commission on the Ethics of Scientific Knowledge and Technology (COMEST). It will deliver better by broadening its networks and connecting with relevant policy-makers.

04063 SHS will play an important role in setting a global agenda and advising on potential normative and policy actions. The aim of this work is to ensure that emerging, as well as more mature technologies that are shaping the very fabric of societies, function within ethical frameworks safeguarding human dignity and human rights, and promote the principles of equality, diversity, inclusion, sustainability, transparency and accountability. UNESCO's approach will be flexible to encapsulate both long-standing rights and the rights that have not yet been codified for the digital world.

04064 SHS will assist Member States in translating internationally accepted ethical frameworks into domestic realities with multidimensional capacity-building programmes that (i) support the development of policy tools to address ethical challenges; (ii) reinforce the national ethics infrastructure centred on multi-disciplinary, pluralist, inclusive and independent National Bioethics Committees in line with UNESCO's normative frameworks and long-standing experience in this area; (iii) promote high quality in bioethics and ethics of science and technology education; and (iv) focus on key groups and audiences that play a crucial role in ethics decision-making, such as researchers, health care personnel, journalists, judges and legislators. In the domain of AI, SHS will assist in addressing the issues of data governance and algorithms realizing the principles of transparency, explainability and privacy, taking into account gender and environmental concerns and ensuring co-creation.

- 04065** As part of the effort to implement the principles of the Recommendation on the Ethics of AI, SHS will work closely with governments to build their capacity towards setting up regulatory frameworks and carrying out **Ethical Impact Assessments (EIAs) on AI systems** to predict consequences, mitigate risks, avoid harmful impact, facilitate citizen participation and awareness, and deploy various containment and redress mechanisms for those who have been adversely affected by these new technologies. EIA tools focusing on transparency and explainability will be multidisciplinary, multi-stakeholder, multicultural, pluralistic and inclusive.
- 04066** In the context of the intersectoral programme “Artificial Intelligence: ethics and digital innovation” SHS will devise systemic and systematic approaches that address **issues of data access, acquisition and management**, taking into account privacy concerns. SHS will also support Member States in **detecting biases contained in data and advancing ways to address them**. Particular attention will be paid to data acquisition and sharing among individuals as well as economic agents, for the benefit of economies and societies, as well as the use and abuse of information and of asymmetric information in particular (i.e. information that some have access to but others do not) to increase bargaining power and dominant positions. SHS will provide a **platform to foster international coordination in this domain and develop analytical inputs to improve the governance of data**. It will also launch concrete **initiatives to counter the lack of diversity and inclusion in the digital world, including on AI**.
- 04067** SHS will develop a roadmap to provide evidence-based guidance to AI developers and regulators on promoting diversity through inclusion and co-creation, with a particular emphasis on fighting gender biases. Promoting diversity will be a key aim of EIA tools that will help their users avoid bias and discrimination by focusing on the entire lifecycle of AI systems, including the datasets used for the development and training of the AI applications.
- 04068** SHS will also **upscale public knowledge and awareness of AI and of the ethical issues that it raises**, through collaboration with stakeholders at global, regional and national levels (government agencies, civil society organizations, private companies). An ethical framework of principles will serve as a universally valid basis for promoting awareness about AI, which can be flexible enough to be applied in every Member State, taking into account social, cultural and regulatory specificities.
- 04069** **Promoting cultural and linguistic diversity in AI awareness-raising efforts** will be UNESCO’s critical objective, in fulfilment of the mandate entrusted to it by the Member States. SHS will work closely with Member States to ensure that capacity-building tools and the educational materials in this domain reflect human diversity and are available in multiple languages.
- 04070** At the global level, **an Observatory on the Ethics of AI** will be established to promote research, to collect and disseminate progress, innovations, research reports, scientific publications, data and statistics regarding policies for AI ethics, and to support sharing best practices and mutual learning throughout the AI life cycle, which ranges from data acquisition, to research, design and development, to deployment, use and eventual dismissal or substitution.
- 04071** SHS will **develop a Readiness Index and other assessment methodologies** to assist Member States in identifying their AI-readiness status at specific moments of their trajectory along a continuum of dimensions regarding the creation, adoption and deployment of AI.
- 04072** **In the area of gender, SHS will establish a programme on women and AI**, including a policy network, to ensure that digital technologies and AI fully contribute to achieving gender equality, for example by encouraging the inclusion of a gender action plan in national digital policies, promoting opportunities for the participation of girls and women in AI education programmes, and supporting

female entrepreneurship, participation and engagement in all stages of the AI life cycle, through different interventions, including affirmative action and the fight against gender stereotyping.

04073 Global ethical reflections on climate change need to be placed at the core of the policy discussions and decisions to address this challenge threatening the existence of humanity as such. SHS will continue to activate its mandate as a laboratory of ideas and agenda-setter to push the ethical principles related to climate change, including prevention of harm, precautionary approach, equity and justice, sustainable development, solidarity and scientific knowledge and integrity in decision-making, articulated in the **Declaration of Ethical Principles in relation to Climate Change (2017)**.

04074 SHS will continue, within the United Nations system, to promote climate change ethics and will rely on the Declaration and its ethical principles to support global and national efforts for members to scale up their commitments in the framework of the 2015 Paris Climate Agreement, and to support and advance coordinated joint action among governments, civil society organizations and academic institutions. It will reinforce its effort in this area through the implementation of the Recommendation on the Ethics of AI (under elaboration), help AI actors to reduce the carbon footprint of AI technologies and to promote the ethical development and application of the problem-solving power of AI to address the complex challenges related to climate change and environmental management.

04075 Specific modules will be developed to build the capacities of Member States to implement the ethical principles in relation to climate change, to promote evidence-based policymaking related to climate change mitigation and adaptation, to empower the public in advocating for ethical decision-making, and to promote public awareness on the different ethical aspects of climate change. This will include initiatives to promote climate action as part of the agenda of the National Bioethics Committees and other relevant national institutions, and to facilitate the introduction of the ethics of climate change as part of university curricula.

OUTCOME 1

Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

OUTPUT 1.SHS6 Member States better positioned to devise solid sport policies that (i) fully leverage the power of sports for development and (ii) attract increasing investments in sport, towards delivering inclusive access to, and fair practice of sport, quality physical education and multi stakeholder anti-doping policies

Main Challenges

04076 The COVID-19 pandemic has spotlighted the value of good health, as well as physical, mental, social and economic resilience. Almost a quarter of the world's population have an underlying health condition which increases their vulnerability to the virus. Mental health issues have increased exponentially during the pandemic, particularly amongst youth. Physical inactivity can now be considered as a parallel pandemic, contributing to 5 million premature deaths annually and with 80% of youth leading alarmingly sedentary lives. Yet, while they should be central, sports education and physical activity are still marginal components of education, health, youth and recovery policies.

04077 On the other hand, the COVID-19 pandemic has caused severe disruptions to the sport ecosystem, including elite and amateur sports as well as the provision of physical education. This has hit income-generating activities hard, and therefore would require public support. Here, UNESCO can play a role by demonstrating the value for money character of sports investments. SHS will gather evidence on the impact of physical education and sport for development programmes to make the business case. As for other sectors, the pandemic has exacerbated systemic inequality and human rights issues in the world of

sport, including gender inequalities at all levels of participation and decision-making, discrimination of persons with disabilities and other marginalized communities, as well as violence against athletes and, especially, girls, youth and other vulnerable groups. These remain largely neglected sport integrity issues.

- 04078** Due to the lack of sustainable investments in the fight against doping, notably as concerns preventive education and testing, significant inequalities persist between Member States' capacities to implement the International Convention against Doping in Sport. 22 % of States Parties that have not yet achieved compliance.

Implementation Strategy

- 04079** All this must change. The 2030 Agenda recognizes sport as an important enabler of sustainable development. The Kazan Action Plan, adopted by MINEPS VI and endorsed by the General Conference³ and the UN General Assembly⁴, identifies eleven SDGs to which sport, according to scientific evidence, can make significant contributions.⁵ In particular, sport is a major contributor to physical and mental well-being, economic and social development, inclusion and empowerment, peace and tolerance, respect for other people and for the rule of law. Building on UNESCO's specific competencies, the sport programme will focus on sizeable and measurable contributions to SDGs 3, 4, 5, 10, 16 and 17, paying particular attention to gender equality, Africa, SIDS and youth.

- 04080** More efficient cooperation between the different stakeholders of the sport ecosystem and novel alliances with other partners are critical for activating the catalytic power of sport as a response to the Covid-19 pandemic and enabler of sustainable development. This will require a paradigm shift in international and national sport policy development, to enhance its return on investment in many fields. Building on the Kazan Action Plan, its quality physical education programme, and the strengthened governance of the Anti-Doping Convention, the UNESCO sport programme will focus on assisting public authorities in gathering the evidence on the multiple benefits of sports and sports education, and building partnerships to scale-up high impact solutions.

- 04081** SHS will support Member States in implementing the Fit for Life flagship initiative, building on tools developed and lessons learnt in the framework of the quality physical education and the values education through sport programmes. To empower and equip young people to navigate delicate life transitions, think critically and build physical, mental and socio-emotional resilience, Fit for Life will help governments develop integrated policy strategies and processes which align and enhance sport, education, health, youth and equality outcomes. Following a whole of school and a whole of government approach, Fit for Life will engage learners, educators and their communities to co-design solutions and ensure local impact. It will bring different ministries together for consultations, delivering training to support integrated practice and disseminating technical guidelines to support systemic engagement in the longer term. In-country interventions will be supported by the combined power of public-private implementation partnerships. At the international level, Fit for Life will be the central proposition for forging a broad physical education and sport alliance between governments, the sport movement, educational institutions, development partners, community organizations and business. It will be core to the role of UNESCO in the Coalition for Sustainable Sports for Development.

- 04082** Capitalizing on collective action in the framework of the Intergovernmental Committee for Physical Education and Sport, CIGEPS, and the International Conference of Ministers and Senior Officials Responsible for Physical Education and Sport, MINEPS, SHS will consolidate its leading role in promoting values-, evidence- and results-based physical education and sport policies. For this, the update of

³ See 39C/ Resolution 30: Follow-up to the Sixth International Conference of Ministers and Senior Officials Responsible for Physical Education and Sport (MINEPS VI)

⁴ See UN GA Resolution A/75/L.30 Sport for Development and Peace of 30 November 2020

⁵ SDGs 3, 4, 5, 8, 9, 10, 11, 12, 13, 16 & 17.

the Kazan Action Plan will include the elaboration of practical tools and guidance for Member States, including values education and sport integrity training, as well as the digital delivery of programmes and services. As a member of the Coalition for Sustainable Sport of public development banks, UNESCO will co-develop mechanisms and tools facilitating grants and loans by international finance institutions to sport-related government programmes, starting with the Fit for Life initiative, and advancing frameworks to support youth support programmes. SHS will also act as a technical assistance provider in the preparation and implementation of sport-related programmes of the Coalition. In synergy with the UNESCO International Coalition of Inclusive and Sustainable Cities (ICCAR) and in close cooperation with sport diplomacy initiatives of host countries and cities of major sport events, SHS will promote sport as a tool for peace, international cooperation and intercultural dialogue.

04083 The learning and impact data gathered in connection with Fit for Life, the continued implementation of the Kazan Action Plan, the global survey on physical education, a dedicated work stream of CIGEPS, as well as improved tools for reporting on the implementation of the Anti-Doping Convention will allow SHS to play a key role in enhancing the evidence base of physical education and sport as a precondition for mobilizing partners, mobilizing resources, scaling-up programmes and amplifying impact. Global reports with qualitative and quantitative data on physical education and sport will be produced to use this evidence for advocacy purposes and to guide policy-makers, practitioners and investors. As a competitive asset in the creation of state-of-the-art knowledge, the network of UNESCO Chairs specialized in physical education, sport and anti-doping will be strengthened.

04084 Gender equality, the empowerment of girls and women in and through sport, as well as their protection from violence and abuse are continued and further strengthened mainstream components of the sport programme.

04085 The sport programme will further strengthen its cooperation with the African Union, notably in the fields of sports statistics and physical education. African Member States will be prioritized in the roll-out of Fit for Life. In partnership with OHCHR, UNHCR, the International Paralympic Committee, Special Olympics and the UNESCO Chair, Munster Technological University, Ireland, UNESCO will promote the respect of human rights in sport and the promotion of human rights through sport, notably with respect to persons with physical or intellectual disabilities and displaced people.

04086 The Anti-Doping programme's main focus will continue to be the enhancement of State Parties' capacities, including notably through guidance on the establishment of National Compliance Platforms involving all relevant stakeholders for strengthened collaboration and sharing information at the national level. The programme will support the national implementation of the Convention, through the Operational Guidelines, the Framework of Consequences for non-compliance, and the Model Legislative Framework.

04087 Specific, tailored support will be provided to African States and SIDS to apply the monitoring assets of the Convention. The Anti-Doping programme will assist States Parties to fill in implementation gaps through the Fund for the Elimination of Doping in Sport by supporting education projects focusing on youth and sport organizations, policy advice projects, and mentoring and capacity-building projects. High-level events will be organized to advance the role of the Convention in the promotion of sport values, ethics and integrity. The programme will collaborate with major stakeholders at international and regional levels in order to promote and share social science research, explore new challenges and themes to anticipate changes and needs of public authorities. SHS will reinforce partnership with the integrity ecosystem of sports.

04088 This work will contribute to the achievement of Outcome 1.

Strategic Partnerships

- 04089** With a view to achieving the SHS Outputs listed above during the 41 C/5 period, strategic partnerships and outreach will be fully mainstreamed in all relevant dimensions of the Sector's work. As a strategic priority, SHS will maximize the relevance and impact of its work by pursuing strategic partnerships with leading academic, civil society, foundations, and private and public sector knowledge and network partners, including from within UNESCO's own network (Category 1 and 2 centres, National Commissions, UNESCO Chairs, Goodwill Ambassadors, cities and youth networks, statutory bodies, etc.), to co-create and, when possible, co-deliver high impact and comprehensive initiatives that are of high relevance and interest to Member States and key donor development partners alike (thereby securing the necessary resources). Donor development partners, private and public, will be engaged early in the product-development process to foster joint ownership, trust and longer-term commitment, to mobilize sizeable contributions that are less earmarked.
- 04090** SHS will also pursue intersectoral and intra-UN initiatives, including through UN joint programmes, multi-partner trust fund joint proposals and global/thematic initiatives. It will work with other international institutions such as the OECD in its areas of convergence.
- 04091** In the selection of knowledge and network partners, emphasis will be placed on synergies and added value in terms of social and human scientific knowledge-generation and communications/advocacy capacity in support of C/5 objectives. Adequate visibility and capacity of SHS to pursue impactful advocacy activities and campaigns will be ensured by a more targeted and active partnership with social and human science communication, advocacy and citizen science partners, including specialized media, in close cooperation with SC and DPI. SHS will further step-up efforts to advance innovative outreach, advocacy and joint action through and with its statutory processes and networks, as well as UN-wide networks.

II • Major Programme III: Results Matrix

OUTCOME 1: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

OUTPUT 1.SHS6 Member States better positioned to devise solid sport policies that (i) fully leverage the power of sports for development and (ii) attract increasing investments in sport, towards delivering inclusive access to, and fair practice of sport, quality physical education and multi stakeholder anti-doping policies

| <i>Performance Indicators</i> | <i>Baselines (as at 30 Dec. 2020)</i> | <i>Targets 2023</i> |
|--|---|---|
| 1. Number of countries that have benefited from the UNESCO Fit for Life sports and education joint Programme, and thereby applied the UNESCO methodology and tools for Quality Physical Education and values-based education through sport | 6 | 30 (of which at least 2 in Africa and 2 SIDS) |
| 2. Number of countries that have advanced sports policies as a tool for development including through the Sports for Development Coalition with special attention to needs of women and girls, vulnerable groups and people living with disabilities | 0 | 30 (of which at least 4 in Africa and 2 SIDS) |

OUTCOME 7: Promote inclusion and combat discrimination, hate speech and stereotypes

OUTPUT 7.SHS1 Member States capacities strengthened to advance effective policies and practices to achieve inclusive development through the promotion of human rights, scientific freedom, intercultural understanding and by tackling all forms of discrimination and racism

| <i>Performance Indicators</i> | <i>Baselines (as at 30 Dec. 2020)</i> | <i>Targets 2023</i> |
|--|---|---------------------------------------|
| 1. Number of Member States that have adopted the Roadmap against Racism and Discrimination and its policy toolkit, as well as concrete legislative and institutional reform to achieve gender equality and to counter stereotypes to promote gender equality | 0 | 45 (of which 9 in Africa and 2 SIDS) |
| 2. Number of Member States that are applying UNESCO's intercultural dialogue (ICD) evidence and data, intercultural competencies and ArtLab tools in national policies and action towards building a culture of peace | 5 (of which 2 in Africa) | 30 (of which 10 in Africa and 5 SIDS) |
| 3. Number of Member States that have advanced their policies and action to protect scientific freedom and the right to share in scientific advancement and its benefits | 0 | 40 (of which 3 in Africa and 1 SIDS) |

OUTPUT 7.SHS2 Member States capacities strengthened in applying social and human scientific frontier knowledge to devise effective policy solutions to advance an inclusive development agenda with the aim to improve the well-being of people, particularly the most vulnerable, and addressing the legacies of the pandemic crisis

| | | |
|--|--|---------------------------------------|
| 1. Number of Member States that have advanced effective policies to promote inclusive social and economic outcomes as a result of UNESCO/MOST interventions, focusing on people's well-being centered outcomes (MOST Ministerial Forums, MOST Schools, Inclusive Policy Lab, Futures Literacy Labs, Sustainability Science, inclusive policy assessments, wellbeing indicators, World Report on Inequalities and other knowledge products) | 20 (of which 6 are in Africa) | 50 (of which 20 in Africa and 8 SIDS) |
| 2. Number of national science, technology and innovation (STI) systems strengthened as a result of UNESCO's support to Member States in implementing and reporting on the 2017 Recommendation on Science and Scientific Researchers | 20 (of which 6 are in Africa and 2 are SIDS) | 60 (of which 20 in Africa and 5 SIDS) |

| | | |
|---|---|---------------------------------------|
| 3. Number of Member States capacities reinforced to make effective use of the human sciences' knowledge-base in policy design and implementation as a result of UNESCO support (Humanities Forums/ publications, BRIDGES, Philosophy work stream, General History of Africa, Silk Roads Programme)* | 20 (of which 10 are in Africa and 2 are SIDS) | 50 (of which 20 in Africa and 5 SIDS) |
|---|---|---------------------------------------|

*: This indicator is also relevant to the Intersectoral Output 3.IP2 "Environmental education strengthened to equip learners to address global environmental challenges"

OUTPUT 7.SHS3 Member States capacities are strengthened to scale up their policy, institutional and legislative actions towards gender equality, to eliminate gender-based violence and discrimination, gender biases and stereotypes, including in the digital world

| | | |
|--|---|--|
| 1. Number of Member States engaged in UNESCO's flagship programmes to address gender-based stereotypes and all forms of discrimination and violence against women and girls, with the active engagement of men and boys and a network of positive role models | 1 | 20 (of which 1 African country and 1 SIDS) |
| 2. Number of Member States benefitting from UNESCO policy analysis, survey tools, advocacy and engagement on gender equality and Artificial Intelligence, notably through the Flagship Programme on Women and AI and its policy network for ensuring that artificial intelligence and other technologies are free of gender bias | 0 | 20 (of which 2 are African countries and 1 SIDS) |
| 3. Number of Member States benefitting from UNESCO's action to promote positive role models and fight gender-based violence and stereotypes in sports and physical education, notably in conjunction with the Global Observatory on Women and Sports | 1 | 20 (of which 4 are African countries and 1 SIDS) |
| 4. Number of Member States with strengthened capacities to close the gender gaps by implementing gender-transformative COVID-19 recovery plans and social policies to ensure decent work and social protection for women and girls | 1 | 20 (of which 10 in Africa and 1 SIDS) |

OUTPUT 7.SHS4 Member States' capacities strengthened to devise and prioritize effective youth policies and interventions that provide youth with opportunities to meaningfully engage in policy-making and to scale up youth-led solutions at global, regional, national and local level

| | | |
|---|----|---------------------------------------|
| 1. Number of Member States benefitting from UNESCO policy analysis, including the "Youth as Researchers" initiative, in order to design and implement inclusive and cross-sectoral policies and actions to address the challenges faced by youth, particularly for post-COVID-19 recovery | 20 | 40 (of which 10 in Africa and 3 SIDS) |
| 2. Number of Member States benefitting from UNESCO's technical advice and training tools in developing and implementing Action Plans for holistic youth development and civic engagement, with, by, and for youth at national or local levels | 0 | 20 (of which 5 in Africa and 3 SIDS) |
| 3. Number of Member States benefitting from UNESCO technical support, partnerships and alliances to develop and scale up initiatives with social impact, that are led by and/or with young people, their organizations and networks - to address societal issues, including the prevention of violent extremism, or social and digital innovation youth initiatives | 10 | 40 (of which 15 in Africa and 5 SIDS) |

OUTCOME 9: Develop ethical standards, norms and frameworks for action to meet the challenges of innovative technologies and digital transformation

OUTPUT 9.SH55 Member States' capacities and policies strengthened to benefit from AI, gene-editing, neuro-technologies, and other frontier technologies, and to address the associated risks, including inequalities and discrimination, in line with international ethical standards, recommendations and frameworks

| <i>Performance Indicators</i> | <i>Baselines (as at 30 Dec. 2020)</i> | <i>Targets 2023</i> |
|--|---|--|
| 1. Number of Member States implementing AI ethics approaches through national policy and regulatory frameworks, with particular emphasis on diversity and gender equality (research and analysis, data governance, ethical impact assessment, readiness assessment, institution building, among others)* | 0 | 40 (of which 10 in Africa and 5 is SIDS) |
| 2. Number of Member States benefiting from SHS's global reflection, advocacy, awareness-raising and capacity-building assistance in bioethics and ethics of science and technology (including in converging and frontier technologies such as AI, the internet of things, neuro technologies and geoengineering) | 0 | 30 (of which 10 in Africa and 4 SIDS) |
| 3. Number of Member States upscaling their climate change actions and policies to ensure a fair transition based on the Declaration of Ethical Principles in relation to Climate Change, the work of UNESCO's global advisory bodies, and capacity-building initiatives** | 0 | 30 (of which 10 in Africa and 5 SIDS) |
| 4. Percentage of States Parties that have applied the monitoring assets and delivered on their commitments of the International Convention against Doping in Sport | 60% | 90% (at least 70% of African states and 70% of SIDS) |

* This indicator is also relevant to the intersectoral Output 9.IP5 "Institutional capacities strengthened for harnessing the benefits of artificial intelligence in all areas of UNESCO's competence, while addressing the ethical challenges and ensuring the use of digital technologies to promote, protect and fulfil human rights and fundamental freedoms"

** This indicator is also relevant to the Intersectoral Output 3.IP2 "Environmental education strengthened to equip learners to address global environmental challenges"

III • Major Programme III: Resources

SHS

Integrated budget by output and source of funds based on the Appropriated Regular Programme Budget of \$534.6 million

(in USD '000)

| Output | | Breakdown by source of funds | | | | | | Total ³ |
|----------------------------|--|-------------------------------------|--------------------------|--|--------------------------------------|--------|-------------------------------|--------------------|
| | | Regular Programme ¹ (RP) | Revenue generating funds | Voluntary Contributions (VC) | | | Total Voluntary Contributions | |
| | | | | Management Costs Account (MCA) ² - VC portion | Voluntary Contributions (VC) in hand | Gap | | |
| 1.SH56 | Member States better positioned to devise solid sport policies that (i) fully leverage the power of sports for development and (ii) attract increasing investments in sport, towards delivering inclusive access to, and fair practice of sport, quality physical education and multi stakeholder anti-doping policies | 3 552 | - | - | - | 2 750 | 2 750 | 6 302 |
| 7.SH51 | Member States' capacities strengthened to advance effective policies and practices to achieve inclusive development through the promotion of human rights, scientific freedom, intercultural understanding and by tackling all forms of discrimination and racism | 5 528 | - | - | 8 407 | 4 093 | 12 500 | 18 028 |
| 7.SH52 | Member States' capacities strengthened in applying social and human scientific frontier knowledge to devise effective policy solutions to advance an inclusive development agenda with the aim to improve the well-being of people, particularly the most vulnerable, and addressing the legacies of the pandemic crisis | 5 196 | - | - | 1 793 | 3 207 | 5 000 | 10 196 |
| 7.SH53 | Member States capacities are strengthened to scale up their policy, institutional and legislative actions towards gender equality, to eliminate gender-based violence and discrimination, gender biases and stereotypes, including in the digital world | 2 895 | - | - | - | 1 500 | 1 500 | 4 395 |
| 7.SH54 | Member States' capacities strengthened to devise and prioritize effective youth policies and interventions that provide youth with opportunities to meaningfully engage in policy-making and to scale up youth-led solutions at global, regional, national and local level | 4 705 | - | - | 2 000 | 4 001 | 6 000 | 10 705 |
| 9.SH55 | Member States' capacities and policies strengthened to benefit from AI, gene-editing, neuro-technologies, and other frontier technologies, and to address the associated risks, including inequalities and discrimination, in line with international ethical standards, recommendations and frameworks | 5 349 | - | - | 248 | 3 877 | 4 125 | 9 474 |
| Total, Major Programme III | | 27 225 | - | - | 12 448 | 19 427 | 31 875 | 59 100 |

1 The Appropriated Regular Programme Budget is funded by assessed contributions on Member States.
For the Regular Programme figures the budget exchange rate is US\$1=0.869 euro.

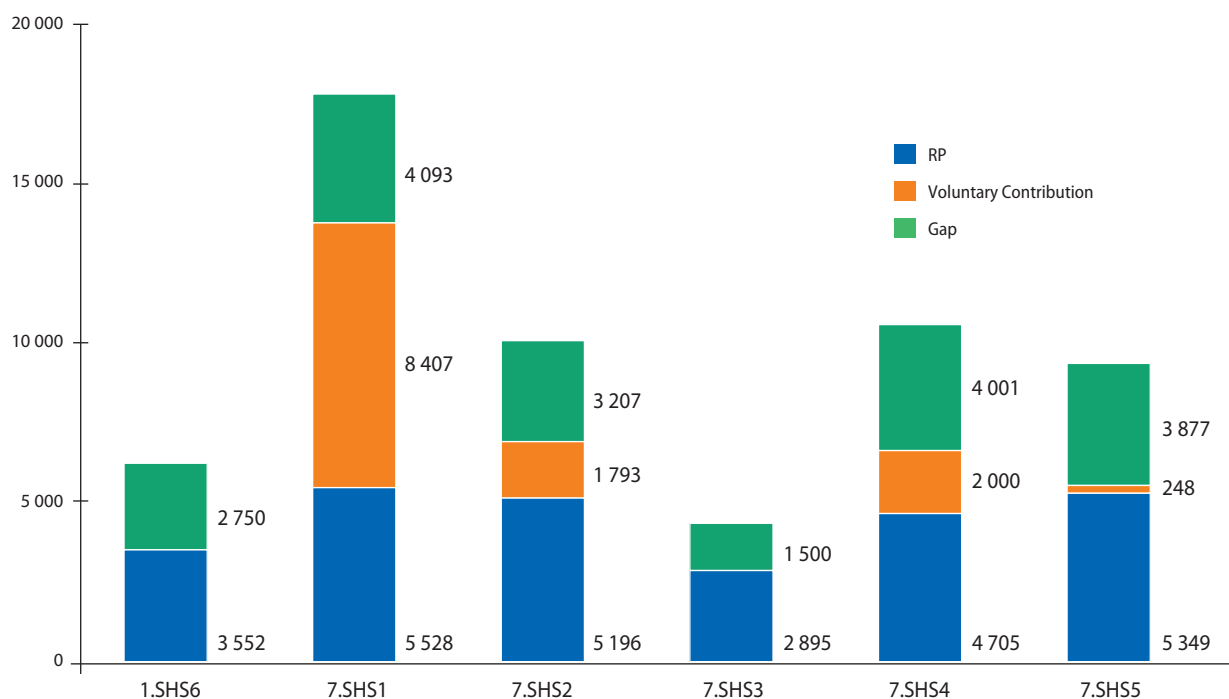
2 The Management Cost Account (MCA) is financed 56% from the Regular Programme budget and 44% from programme support costs charged to projects financed by voluntary contributions.

3 Budget figures include the contribution of Major Programme III to the intersectoral programmes and related outputs, as indicated in the implementation strategy.

Reduction in the draft 41 C/5 for Social and Human Sciences sector is due to a revision in the basis of voluntary contribution estimates, which has led to a reduction of some USD 10.6 million under the voluntary contribution expenditure.

Total integrated budget by output and source of funds

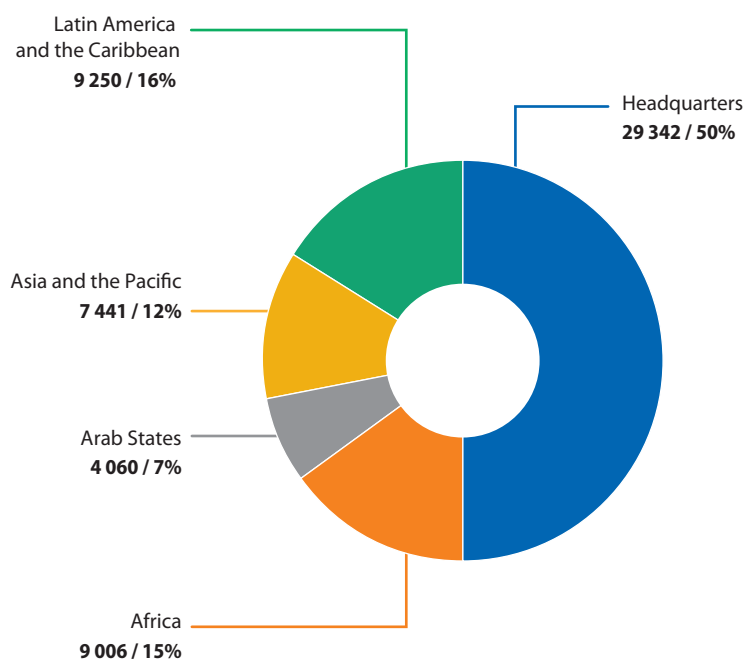
(in USD '000)



Decentralisation of resources by Region

(in USD '000)

Contribution to the global priorities



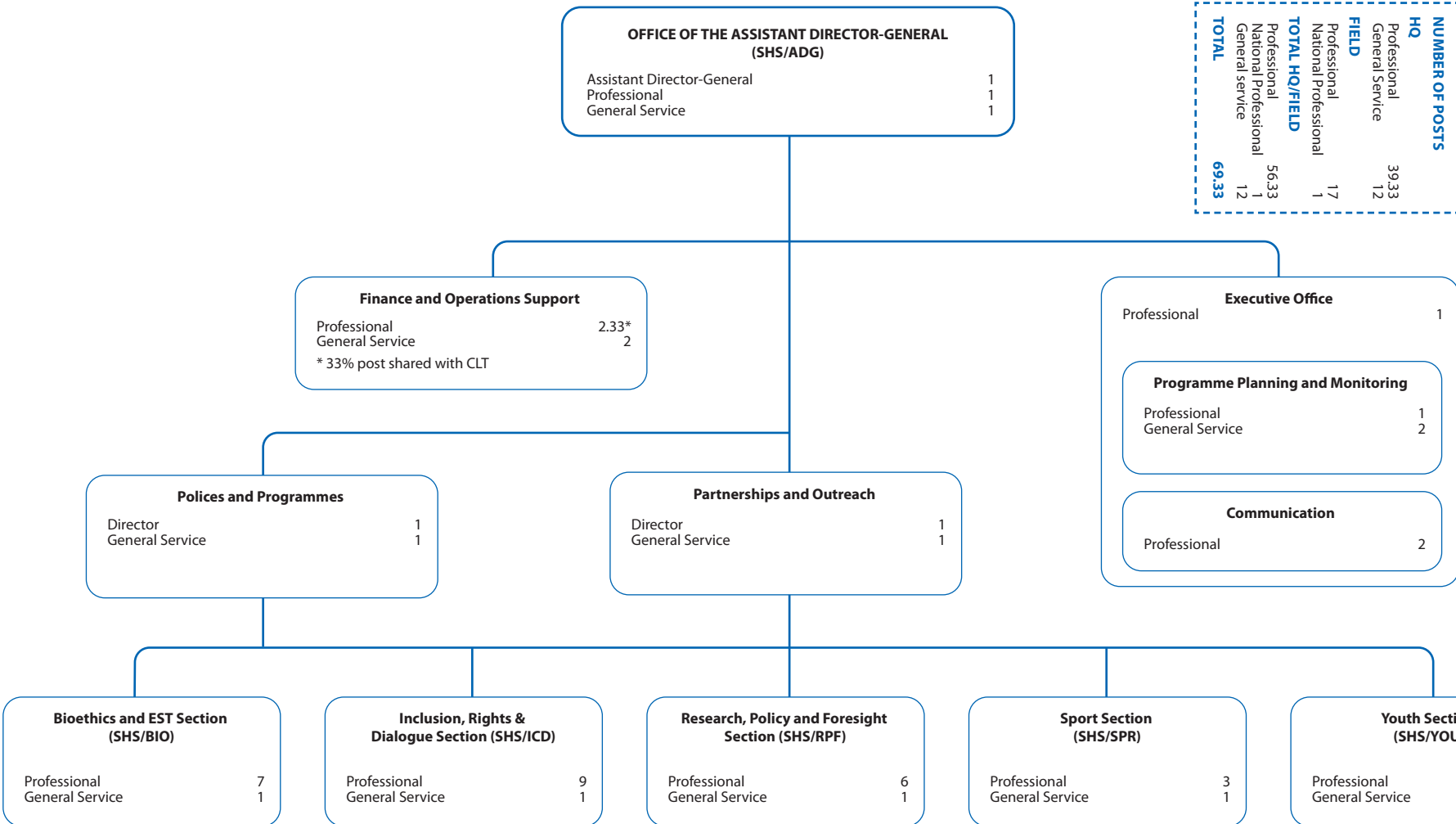
| 2022 - 2023 Proposed IBF Budget | | |
|---------------------------------|--------|-----------------|
| | Africa | Gender Equality |
| Total Contribution | 9 769 | 14 610 |
| % of Sector IBF | 17% | 25% |

Social and Human Sciences Sector (SHS)

Organizational Chart

(Established Posts)

| NUMBER OF POSTS | |
|-----------------------|-------|
| HQ | |
| Professional | 39.33 |
| General Service | 12 |
| FIELD | |
| Professional | 17 |
| National Professional | 1 |
| TOTAL HQ/FIELD | 56.33 |
| Professional | 1 |
| National Professional | 12 |
| TOTAL | 69.33 |



FIELD OFFICES

| | | | |
|--|---|--|--|
| Africa | | | |
| Professional | 5 | | |
| Arab States | | | |
| Professional | 3 | | |
| Asia and the Pacific | | | |
| Professional | 5 | | |
| National Professional | 1 | | |
| Latin America and the Caribbean | | | |
| Professional | 4 | | |

Major Programme IV

Culture

Major Programme IV

- 05001** During the 2022-2025 quadrennium and in pursuance of the four Strategic Objectives of the Medium-Term Strategy for 2022-2029 (41 C/4), Major Programme IV (Culture) will continue to support Member States in their efforts to promote culture and the creative economy and safeguard cultural and natural heritage in response to the global challenges and in the implementation of the 2030 Agenda for Sustainable Development.
- 05002** Major Programme IV will contribute directly through six Outputs to the achievement of Outcome 5 “Enhance the protection and promotion of the diversity of heritage and cultural expressions” under Strategic Objective 3 “Build inclusive, just and peaceful societies by promoting freedom of expression, cultural diversity, education for global citizenship, and protecting the heritage”. It will also contribute to the other Outcomes through intersectoral collaboration, as shown in the Results Framework.
- 05003** COVID-19 has further revealed the pre-existing vulnerability of the cultural sector, as well as its contribution to the global economy. The global crisis is affecting the entire creative value chain and considerably weakening the professional, social and economic status of artists and cultural professionals. Cultural institutions, including museums, and World Heritage sites have been deeply affected by lockdowns and travel restrictions, impacting communities who rely on these places for their livelihoods and resilience. Many intangible cultural heritage practices have also been brought to a halt, with important consequences for the social and cultural life of communities around the world. Building on the Culture Sector’s efforts to respond to COVID-19, UNESCO will continue to mobilize the international community, civil society and key stakeholders to address the impact of the pandemic on the culture sector and support the development of policies and strategies to build sustainable, inclusive and resilient cultural and creative sectors and to support the role of culture in national, regional and global recovery plans.
- 05004** The Culture Sector will further promote the implementation of the six culture conventions and the recommendations associated with them, which will be used as global cooperation platforms, and support Member States in translating their provisions into national policies and strategies in order to contribute to the implementation of the 2030 Agenda and to respond to the global crisis triggered by the COVID-19 pandemic. With a view to promoting informed policy-making and integrated cultural policies, the Culture Sector will enhance its efforts to support the measurement and monitoring of the contribution of culture to the achievement of the 2030 Agenda at the national and local levels through the UNESCO Culture|2030 Indicators Framework and the analysis of the Voluntary National Reviews submitted at the UN High-Level Political Forum on Sustainable Development.
- 05005** In view of the achievement of SDG 11 on “Inclusive, safe, resilient and sustainable cities and human settlements”, Major Programme IV will continue to provide policy support and strengthen the capacities of Member States, including through their cities and in the context of the UNESCO Cities Platform coordinated by the Culture Sector in cooperation with the Education, Natural Sciences, Social and Human Sciences and Communication and Information Sectors, and will contribute to the monitoring of global SDG indicator 11.4.1, which is led by UIS. In addition, Major Programme IV will support Member States in the implementation of a number of other SDGs reflecting the transversal role of culture in sustainable development across various policy domains.
- 05006** Actions undertaken by the Culture Sector will also contribute to the achievement of internationally agreed development goals, including the African Union Agenda 2063 “The Africa We Want”, and in particular Aspiration 5 “Africa with a Strong Cultural Identity, Common Heritage, Values and Ethics”,

the Samoa Pathway Outcome Document for SIDS, the Istanbul Programme of Action for LDCs, the Sendai Framework on Disaster Risk Reduction 2015-2030, the 2015 Paris Climate Change Agreement and the 2016 New Urban Agenda.

05007

In a context in which emerging security challenges and refugee crises are expected to escalate as a result of increasingly complex armed conflicts, and natural disasters and civil unrest are likely to proliferate with climate change taking hold, the Culture Sector will strengthen its work, on the one hand with regards to the 1954 Hague Convention and its two Protocols for the safeguarding of heritage, and on the other hand, in the field of preparedness and response to emergencies to enhance Member States' preparedness and capacity to intervene immediately in the aftermath of conflicts and disasters. In this regard, policy advice, capacity building and technical support will be delivered building on the Organization's body of normative instruments, including the culture conventions as well as the 2015 Strategy for Reinforcing UNESCO's Action for the Protection of Culture and the Promotion of Cultural Pluralism in the Event of Armed Conflict, its Addendum on natural disasters and its associated Action Plan. In addition, the Heritage Emergency Fund and the Rapid Response Mechanism will be put at the service of Member States, while strategic partnerships with actors outside the sector will be strengthened to enable the integration of culture within humanitarian action, security strategies and peace-building processes.

05008

The impact of the climate emergency on culture will also be addressed and the role of culture in climate change mitigation and adaptation will be strengthened, particularly through the integration of the safeguarding of cultural and natural heritage into Member States' climate change policies and strategies, building on UNESCO's standard-setting instruments and policies, in collaboration with the Natural Sciences Sector and the Intergovernmental Oceanographic Commission and towards the achievement of SDGs 13, 14 and 15. World Heritage properties, as well as other UNESCO designated sites, will be at the heart of the efforts to foster research and cooperation in the field of climate change and the conservation of biodiversity. Furthermore, the transmission of intangible cultural heritage practices and knowledge, including traditional and indigenous land and water management practices, will be promoted to adapt to the adverse effects of climate change in the context of the Culture Sector's work on the promotion of Indigenous People's knowledge, cultures, and languages in the framework of the International Decade of Indigenous Languages (2022-2032) and in coordination with the Local and Indigenous Knowledge Systems (LINKS) programme.

05009

With exponential urbanization around the world, combined with increased imbalances linked to the ageing of societies in some regions and the demographic explosion in others, as well as the aggravation of social inequalities, the need to protect heritage and harness the potential of the creative economy to build more inclusive, just and peaceful societies is now more apparent than ever. The contribution to social cohesion, reconciliation and shared memory will also be supported through multinational inscriptions on the Lists of the conventions. As part of the efforts to operationalize the culture conventions and recommendations, policy advice and capacity building initiatives will be undertaken to support Member States in developing, implementing and monitoring public policies to protect and transmit heritage and foster community engagement as generators of social cohesion and sustainable economic development. The safeguarding, promotion, conservation and transmission of cultural heritage in the context of the 1972 and 2003 Conventions will be further highlighted

05010

Technical assistance will be delivered to address the imbalance in the global trade of cultural goods and services. Cooperation with the Communication and Information and the Social and Human

Sciences Sectors will also be reinforced to support the capacities of Member States in monitoring and developing cultural policies in the context of the promotion of human rights and fundamental freedoms as a pre-requisite to the creation and distribution of diverse cultural expressions, in contribution to the achievement of SDG 16.

05011

In addition, the Culture Sector will strengthen its action to combat the illicit trafficking of cultural property, including underwater heritage, and its impact on peace-building processes by promoting the implementation of policies and measures in line with the 1970 and 2001 Conventions, supporting the return and restitution of cultural objects within the Intergovernmental Committee for Promoting the Return of Cultural Property to its Countries of Origin or its Restitution in case of Illicit Appropriation (ICPRCP), promoting awareness-raising and capacity development among key stakeholders and enhancing cooperation with art market actors, including in the development of ethical standards. The role of museums and collections for development, peace, and social inclusion will be promoted in line with the 2015 Recommendation on Museums and Collections

05012

Digital technologies and the staggering development of artificial intelligence, which are transforming how cultural expressions are produced, disseminated and accessed and how heritage is safeguarded and transmitted, already occupy a central place in the creative economy. In this regard, the Culture Sector will intensify its efforts to develop dynamic and inclusive local creative economies with cities and major cultural institutions as centres of experimentation and social transformation, through policy advice and technical support, particularly to address emerging challenges to media diversity, the status of artists and culture professionals and access to cultural goods and services in the digital environment. In response to the changes in the labour market, with increasing automation and robotization, the obsolescence of certain practices and the emergence of new needs, the Culture Sector will strengthen its collaboration with the Education Sector to place culture at the centre of education strategies and approaches with the aim of broadening learning outcomes, fostering critical thinking among young people and developing the skills required for decent work, entrepreneurial innovation and market access. In addition, arts and culture education, technical and vocational education and training in the cultural and creative industries, and the integration of living heritage in education will be promoted in support of delivering quality and inclusive education adapted to local contexts, including by harnessing the potential of museums and cultural institutions as spaces of learning and knowledge transmission, in support of the achievement of SDG 4 on “Inclusive and quality education”.

Global Priority Africa

05013

Africa will continue to be a priority for Major Programme IV during the 2022-2025 quadrennium. The Culture Sector will enhance its support to African Member States in implementing the Organization’s standard-setting instruments and targeted programmes in the field of culture with a view to promoting cultural diversity and the creative economy as well as safeguarding heritage for the achievement of the 2030 Agenda and the African Union 2063 Agenda “The Africa We Want” and its Ten-Year Implementation Plan (2014-2023), while strengthening regional integration processes and mechanisms through culture.

05014 In contribution to the International Decade for People of African Descent (2015-2024), the Culture Sector will continue its work to promote the ratification of the culture conventions, especially for those with low adhesion rates, and the integration of their provisions into national legal frameworks, while fostering the engagement of African experts in their implementation in collaboration with the Priority Africa and External Relations Sector. Particular attention will be given to strengthening African Member States' capacities to prevent and combat the illicit trafficking of cultural property and support museum development, including through capacity-building programmes and awareness-raising initiatives to enhance the implementation of the 1970 Convention and the 2015 Recommendation on Museums and Collections and to promote the return and restitution of cultural property within the ICPRCP for peaceful and inclusive societies.

05015 Efforts will be deployed to support the protection and sustainable management of African natural and cultural heritage, particularly by developing African Member States' capacities to implement the 1972 World Heritage Convention in response to the growing need to ensure heritage conservation while promoting sustainable development and contribute to the inscription of African properties on the World Heritage List and the removal of sites from the List of World Heritage in Danger. With a view to harnessing the potential of the creative economy for sustainable social and economic development and support the empowerment of African youth, the Culture Sector will strengthen institutional and human capacities to design and implement policies for the development of African cultural and creative industries, including the cinema, music, performing and visual arts, design and book sectors.

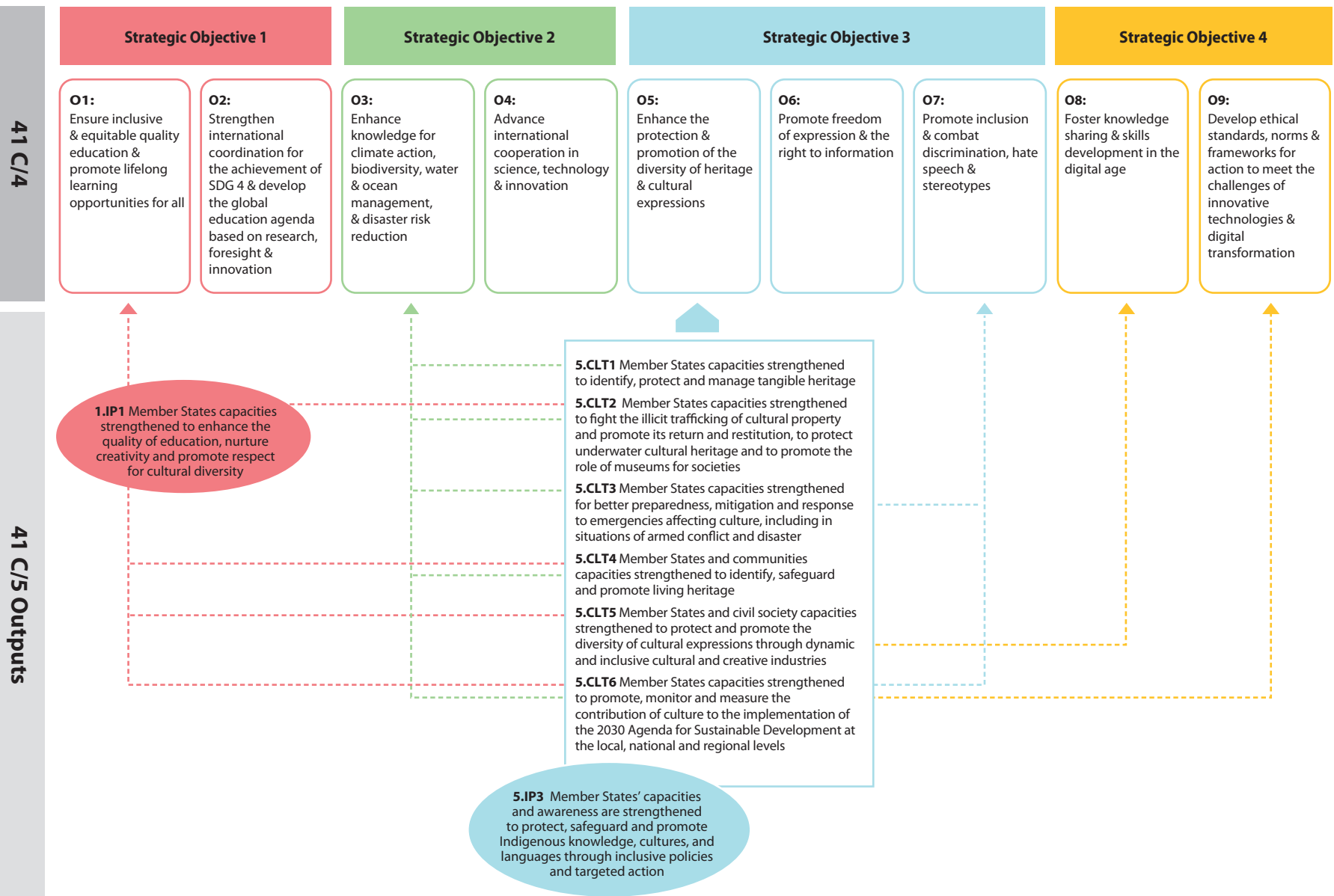
Global Priority Gender Equality

05016 During the 2022-2025 quadrennium, the Culture Sector will continue to support Member States in expanding the creative horizons of women and girls and empowering women as key actors in heritage preservation and safeguarding, as well as in the creative economy, in contribution to SDG 5 "achieve gender equality and empower all women and girls". Actions of Major Programme IV in support of Global Priority Gender Equality will be delivered in the context of the implementation of its culture conventions and programmes and through gender-responsive and gender-transformative initiatives.

05017 Building on the results of the Gender Equality Action Plan (2014-2021) and in collaboration with the Gender Equality Division, actions will be taken to increase the number of women engaged in policy-making processes, in leadership positions in the creative economy, in heritage preservation, and in the management and transmission of practices. In the context of Member States' efforts to halt biodiversity loss and restore ecosystems across land and seas, the integration of indigenous knowledge and intangible cultural heritage practices, particularly transmitted by women, in management systems will be promoted in order to make communities more resilient. In contribution to more inclusive and sustainable creative sectors, the participation of women artists and culture professionals as creators, producers and users of cultural and digital content, will be supported, including through the design, implementation and monitoring of economic and social assistance programmes. The Culture Sector will support Member States in the design, implementation and monitoring of policies and measures to tackle hate speech, censorship and discrimination against women artists and creators and will promote gender-transformative narratives to eliminate unfair representations reinforcing gender stereotypes and predetermined social roles.

Priority groups

- 05018** **Youth**, as change-makers and partners, will be a key priority group for the Culture Sector. Building on the results of the Operational Strategy on Youth (2014-2021), UNESCO will promote the active engagement of young men and women in programme design and implementation to harness the potential of culture and heritage to address contemporary global challenges. With the creative economy employing more young people than any other sector worldwide, the Culture Sector will foster participation and entrepreneurship of youth in the cultural and creative industries, and recognize their contribution through the recently established UNESCO International Prize on youth and the creative economy in order to promote income generation and job creation opportunities, as well as enhance their well-being and self-esteem. Particular attention will be paid to young women from Africa and SIDS. Youth will be engaged in policy-making processes and contribute to the development of better informed and more equitable cultural policies, strengthened transparency, and enhanced ownership. In line with SDG target 4.7 and in contribution to the prevention of violent extremism, youth will be engaged in heritage protection and transmission initiatives to broaden their horizons by highlighting shared histories and experiences, foster mutual understanding and strengthen their ability to resolve conflicts peacefully.
- 05019** Recognizing the specific situation of vulnerability in which many **Small Island Developing States (SIDS)** find themselves and how disproportionately they are affected by the global challenges of our time, particularly climate change and the COVID-19 pandemic, Major Programme IV will enhance efforts to protect and promote culture in SIDS to build resilience and advance sustainable development, including in the context of UNESCO's SIDS Resilience Report. The potential of World Heritage sites as laboratories for sustainable development and climate change adaptation and mitigation will be harnessed and indigenous and traditional knowledge will be promoted in line with the priority area "promoting peaceful societies and safe communities" of the SAMOA Pathway. Cultural and creative industries and sustainable tourism practices will be promoted to lay the foundations for recovery from the impact of the COVID-19 pandemic and foster local resilience.



I • Major Programme IV: Focus in 2022-2025

OUTCOME 5

Enhance the protection and promotion of the diversity of heritage and cultural expressions

OUTPUT 5.CL1 Member States capacities strengthened to identify, protect and manage tangible heritage

- 05020** In response to the growing threats to cultural and natural heritage, including the impacts of climate change, pressures of urbanization and uncontrolled development, unsustainable tourism practices, as well as deliberate attacks on cultural heritage and armed conflicts, the implementation of the 1972 World Heritage Convention and the 2011 Recommendation on the Historic Urban Landscape will be pursued as platforms for international cooperation, the generation of innovative strategies and the development of institutional and human capacities for the conservation, preservation and sustainable management of tangible heritage. Enhanced awareness of the contribution of cultural and natural heritage to the achievement of the Sustainable Development Goals will also be raised in the framework of the 50th Anniversary of the 1972 Convention in 2022.
- 05021** Major Programme IV in this area will contribute to the achievement of Outcomes 5 “Enhance the protection and promotion of the diversity of heritage and cultural expressions” and Outcome 3 “Enhance knowledge for climate action, respect for biodiversity, water and ocean management, and disaster risk reduction”. UNESCO will support the work of the Governing Bodies of the 1972 World Heritage Convention through the effective implementation of adopted strategic resolutions and decisions. Such support will focus on improving the working methods, enhancing the sustainability of the World Heritage Fund, and reforming the nomination process to ensure a representative, balanced and credible World Heritage List by addressing the politicization related to inscriptions, improving the quality of submitted nominations and strengthening cooperation and dialogue between States Parties and Advisory Bodies.
- 05022** In view of enhancing the sustainable conservation of heritage sites inscribed on the World Heritage List, international assistance will be delivered, including through the World Heritage Fund and joint conservation and management strategies, and participatory management structures will be encouraged through the inscription of transboundary and transnational sites on the World Heritage List. Support will be provided to Member States in monitoring the implementation and impact of the 1972 World Heritage Convention and the 2011 Recommendation on the Historic Urban Landscape, particularly in the context of the third cycle of periodic reporting and through the undertaking of a third global survey respectively.
- 05023** Policy advice and technical support will be delivered to promote the integration of the provisions of the World Heritage and Sustainable Development Policy into national policies and programmes and to support the management of World Heritage properties, in order to achieve a suitable balance between heritage conservation and development priorities.
- 05024** In line with the updated Policy Document on the Impacts of Climate Change on World Heritage properties, capacity-building initiatives and tools will be developed to support Member States in mitigating and adapting to climate change and to enhance the resilience of World Heritage properties, particularly in Africa and SIDS. Actions will be undertaken to support biodiversity conservation through the safeguarding of natural and marine heritage and information gathered through impact assessments with a view to helping reduce environmental degradation and biodiversity loss, including in collaboration with the Natural Sciences Sector and the Intergovernmental Oceanographic Commission. Similarly, efforts will be made to strengthen the capacities of Member States for the conservation and management of World Heritage properties, particularly on disaster risk reduction,

sustainable management of heritage resources, and the development of sustainable tourism practices through the mobilization of site managers, experts and local communities.

05025 Special attention will be paid to strengthening the capacities of African Member States in the preparation of Tentative Lists and nomination files for inscription on the World Heritage List, including in cooperation with the Category 2 Centre “African World Heritage Fund”, and the mobilization of African experts to support the implementation of the 1972 World Heritage Convention, in contribution to Global Priority Africa.

05026 The role of women in heritage conservation and management will be promoted through the development of strategies and capacity-building initiatives. Educational and volunteer programmes will be implemented in cooperation with civil society organizations to encourage the participation of young men and women as key partners in heritage protection, in view of promoting gender equality, as well as to nurture a sense of belonging and foster mutual understanding.

05027 UNESCO will implement its activities and achieve this output in collaboration with a range of partners and networks. The active engagement of communities, including women and youth, civil society, Indigenous Peoples, Category 2 Centres and UNESCO Chairs, in the implementation of the 1972 World Heritage Convention will be further strengthened through partnerships. In addition, efforts will continue to stimulate the adoption of policies or strategies to protect World Heritage sites from threats and damaging activities, including by private sector stakeholders.

OUTPUT 5.CLT2 Member States’ capacities strengthened to fight the illicit trafficking of cultural property and promote its return and restitution, to protect underwater cultural heritage and to promote the role of museums for societies

05028 The 1970 Convention and the 2001 Convention provide critical international frameworks for preventing and combatting the illicit trafficking of cultural property and the pillage of underwater cultural heritage. At a time when the proliferation of armed conflicts has led to an increase in illegal excavations of archaeological sites and illicit trade, exacerbated by the COVID-19 pandemic, the implementation of the 1970 and 2001 conventions, in complementarity with the 2015 Recommendation on Museums and Collections, and in support of the work of the Intergovernmental Committee for Promoting the Return of Cultural Property to its Countries of Origin or its Restitution in case of Illicit Appropriation (ICPRCP), will be particularly encouraged.

05029 The work of the Governing Bodies of the 1970 and 2001 Conventions, as well as of the ICPRCP, will be supported through the adoption of strategic decisions and resolutions in contribution to Outcomes 5 “Enhance the protection and promotion of the diversity of heritage and cultural expressions”, Outcome 1 “Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all” and Outcome 3 “Enhance knowledge for climate action, biodiversity, water and ocean management, and disaster risk reduction”. This will include harmonizing and updating the rules of procedure of the ICPRCP and the Meeting of States Parties of the 1970 Convention, to streamline and enhance its capacity to facilitate dispute resolution concerning cultural heritage.

05030 Special attention will be paid to promoting the ratification of the 1970 and 2001 Conventions, the work of the ICPRCP and the implementation of the 2015 Recommendation on Museums and Collections, through capacity-building and policy advice, particularly in African countries and SIDS, as an indispensable step to provide effective conservation and legal protection against the illicit trafficking and commercial exploitation of moveable cultural property and underwater archaeological objects.

- 05031** UNESCO will strengthen the institutional, legal and technical capacities of Member States, particularly in Africa, to foster the harmonization of their normative frameworks in line with the 1970 Convention and the work of the ICPRCP. To this end, capacity-building initiatives will be undertaken to support Member States to improve national inventories, enhance due diligence of the art market, increase overall preventive conservation measures of cultural property, as well as to prepare and submit requests of return and restitution. This work will be aligned and will contribute to SDG target 16.4. African experts will be identified and mobilized to contribute to the implementation of the 1970 Convention and the work of the ICPRCP, as well as to enable the sharing of experiences among African countries.
- 05032** In line with the 2001 Convention, capacity development initiatives will be undertaken to protect underwater cultural heritage and counter its unethical recovery while promoting responsible public access to it. The role of cultural institutions and museums as spaces of non-formal education and life-long learning will be reinforced, including by developing gender responsive educational programmes in line with the 2015 Recommendation.
- 05033** Partnerships will be reinforced with UNESCO's institutional partners, including UNIDROIT, INTERPOL, the World Customs Organization, UNODC, ICOM, ICCROM, Category 2 Centres, UNITWIN networks and UNESCO Chairs. Cooperation will be further enhanced with the African Union and African regional organizations, as well as with national law enforcement bodies, the judiciary, major cultural institutions and museums. New partnerships will be sought with art market actors and internet platforms selling antiquities with a view to promote ethical standards, such as the International Code of Ethics for Dealers in Cultural Property.
- 05034** In the context of the UN Decade of Ocean Science for Sustainable Development (2021-2030), cooperation with the UN Oceans Network will be enhanced jointly with the Intergovernmental Oceanographic Commission. Moreover, international cooperation will be enhanced to foster the protection of underwater cultural heritage in international waters, in line with the UN Law of the Sea Convention.

OUTPUT 5.CL.T3 Member States capacities strengthened for better preparedness, mitigation and response to emergencies affecting culture, including in situations of armed conflict and disaster

- 05035** The impact of emergencies, including armed conflicts, disasters and civil unrest, on culture is considerable, since not only do they deprive entire communities, including artists and culture professionals, of their livelihoods, but they also prevent affected communities from accessing and enjoying their heritage and cultural practices. Building on the robust body of standard-setting instruments in the field of culture, particularly the 1954 Hague Convention for protection of cultural property in the Event of Armed Conflict and its two (1954 and 1999) Protocols, and guided by the 2015 Strategy for Reinforcing UNESCO's Action for the Protection of Culture and the Promotion of Cultural Pluralism in the Event of Armed Conflict, its Addendum on disasters and its associated Action Plan, the Secretariat will support Member States in enhancing their capacities to prepare for and address the negative effects and impacts of emergencies on culture.
- 05036** Actions will contribute to Outcome 5 "Enhance the protection and promotion of the diversity of heritage and cultural expressions", Outcome 3 "Enhance knowledge for climate action, respect for biodiversity, water and ocean management, and disaster risk reduction" and Outcome 7 "Promote inclusion and combat discrimination, hate speech and stereotypes".
- 05037** On the one hand, actions will focus on supporting the implementation of strategic decisions and resolutions adopted by the Governing Bodies of the 1954 Hague Convention and its 1999 Second Protocol, including inscriptions on the International List of Cultural Property under Enhanced

Protection, providing policy advice to Member States in the elaboration, revision and adoption of national policies reflecting the provisions of these normative instruments and operationalizing monitoring and control mechanisms for cultural property protection. On the other hand, policy and technical support will be delivered to Member States in implementing UNESCO's standard-setting instruments, particularly for risk and emergency preparedness and response in time of peace, conflict, post-conflict, civil unrest, disaster and post-disaster situations, and urgent interventions in line with the priorities of the United Nations Sendai Framework on Disaster Risk Reduction 2015-2030.

05038 Moreover, capacities in Member States will be continue to be strengthened, including for the military and law-enforcement professionals, in protecting cultural property through the delivery of regional and national workshops, the implementation of online courses and the sharing of good practices in cooperation with the International Committee of the Red Cross (ICRC) and the Blue Shield International (BSI). UNESCO will respond to international assistance requests by Member States affected by conflict, civil unrest or disaster, particularly in Africa and SIDS, through the Fund for the Protection of Cultural Property in the Event of Armed Conflict, and the Heritage Emergency Fund, as well as through the operationalization of the Rapid Response Mechanism. UNESCO's intervention capacity in emergency situations will be enhanced as a result of these operational tools.

05039 Africa will continue to be the focus of efforts to protect cultural property in peace and wartime, including occupation, through policy, capacity-building and technical support, and to enhance the resilience of Member States and communities in the face of emergencies, including through international assistance.

05040 The inclusion of gender equality considerations in all activities, notably in the context of capacity-building initiatives, will remain a priority.

05041 Partnerships will be reinforced with UNESCO's institutional partners, notably BSI, ICRC, International Council of Museums (ICOM), International Council on Monuments and Sites and International Centre for the Study of the Preservation and Restoration of Cultural Property (ICOMOS), International Council on Archives (ICA), International Federation of Library Associations and Institutions (IFLA), International Centre for the Study of the Preservation and Restoration of Cultural Property (ICCROM), International Alliance for the protection of heritage in conflict areas (ALIPH), United Nations Institute for Training and Research (UNITAR), and Peace Operations Training Institute (POTI). Efforts will also be continued to integrate culture within humanitarian, security and peace-building actions and processes in partnership with other UN system entities and actors outside the culture sector.

OUTPUT 5.CL4 Member States and communities capacities strengthened to identify, safeguard and promote living heritage

05042 The implementation of the 2003 Convention for the Safeguarding of the Intangible Cultural Heritage will be pursued as a unique platform to safeguard living heritage for human well-being, dignity and creativity and for the empowerment of communities in addressing the impacts of the COVID-19 crisis, rising inequalities, climate change, as well as natural disasters and conflicts that result in the fragmentation of our societies.

05043 In contribution to Outcome 5 "Enhance the protection and promotion of the diversity of heritage and cultural expressions", Outcome 1 "Advance inclusive quality education and lifelong learning opportunities for all" and Outcome 3 "Enhance knowledge for climate action, respect for biodiversity, water and ocean management, and disaster risk reduction", the Secretariat will support the sound governance of the governing and consultative bodies of the 2003 Convention through the adoption and implementation of strategic decisions. Actions will include improving international cooperation

and assistance mechanisms including the Convention's listing mechanisms and strengthening the engagement of civil society in the implementation of the Convention.

05044 Member States will be supported in the integration of living heritage into sustainable development policies and strategies, including those concerning public health, cities, climate change, education as well as the commercial dimensions of living heritage safeguarding. In this regard, capacity building as well as policy and technical support will be provided to Member States in strengthening institutional frameworks, fostering consultative mechanisms and utilizing community-based approaches for safeguarding living heritage to build climate change resilience and support social inclusion, notably in Africa and SIDS. Member States will also be supported to recognize and enhance the role of gender, and the importance of gender equality, in the safeguarding of living heritage. Furthermore, as part of the efforts to integrate living heritage in education, initiatives engaging youth as partners and change-makers will also be undertaken in contribution to attaining SDGs, including the appreciation of cultural diversity and the contribution of culture to sustainable development. Moreover, Member States will be supported in integrating living heritage into strategies for the mitigation and adaptation to the effects of climate change.

05045 Building on its reinforced periodic reporting mechanism and the Convention's overall results framework, the Secretariat will pursue the monitoring of the implementation and impact of the 2003 Convention with a view to better capture the contribution of safeguarding and transmitting living heritage for the achievement of the Sustainable Development Goals.

05046 The engagement of the regional network of accredited NGOs, Category 2 Centres, UNESCO Chairs and other intangible cultural heritage networks in the implementation of the Convention will be further developed and new partnerships will be pursued to enhance capacity building and the participation of Indigenous Peoples and youth in the safeguarding and transmission of living heritage.

OUTPUT 5.CLT5 Member States and civil society capacities strengthened to protect and promote the diversity of cultural expressions through dynamic and inclusive cultural and creative industries

05047 The cultural and creative industries are among the most affected by the COVID-19 crisis. Relying heavily on physical venues and shared experiences for their revenues, many artists and culture professionals have been hardly impacted by public health measures that led to a complete cessation of activities and income flows. The COVID-19 pandemic has also had a direct impact on the capacity of the culture sector to create and distribute new artistic expressions and cultural content beyond the digital environment, thus reducing the diversity of cultural expressions across the world. At the same time, the growing digital divide risks aggravating pre-existing inequalities in access to culture and the diversity of cultural expressions in the digital environment, including by accentuating the gender gap. Efforts will be deployed to bridge this gap, as well as to digitally empower indigenous communities, who are often marginalized from technological advances.

05048 The persisting imbalances in the exchange of cultural goods and services and the mobility barriers between the Global North and South, inequalities of access to digital technologies between and within countries, and the fragile social and economic status of artists and culture professionals continue to jeopardize the potential of the creative economy to promote sustainable and inclusive development. The 2005 Convention, in synergy with the 1980 Recommendation concerning the Status of the Artist, provide a robust framework of cooperation to develop policies and measures in support of the diversity of cultural expressions and the sustainability of dynamic and inclusive cultural and creative sectors.

- 05049** Actions will contribute to Outcome 5 “Enhance the protection and promotion of the diversity of heritage and cultural expressions”, Outcome 1 “Advance inclusive quality education and lifelong learning opportunities for all”, Outcome 8 “Foster Knowledge sharing and skills development in the digital age” and Outcome 9 “Develop ethical standards, norms and frameworks for action to meet the challenges of innovative technologies and digital transformation”.
- 05050** Special attention will be paid to strengthening Member States’ capacities to design, implement and monitor policies and measures in line with the 2005 Convention and the 1980 Recommendation through participatory, inclusive and transparent policy-making processes. To this end, local and regional expertise, notably from Africa and SIDS, will be mobilized through the Convention’s reinvigorated Experts Facility to provide policy and technical support to national authorities and civil society stakeholders, particularly in the fields of preferential treatment, diversity of cultural expressions in the digital environment, empowerment of women as artists and culture professionals, media diversity and artistic freedom. International dialogue, including with civil society, around these priority areas will also continue to be promoted through the ResiliArt movement to inform policy development. The International Fund for Cultural Diversity, which remains a key instrument for the implementation of the Convention in developing countries, will be strengthened through a fundraising and communication strategy.
- 05051** The collection and analysis of data and information as the basis for evidence-based, participatory and transparent policy development will remain a priority. In this regard, the alignment of the monitoring mechanisms of the two standard-setting instruments, which constitute genuine participatory policy monitoring tools, will contribute to monitor the implementation of the Convention and its contribution to achieving the 2030 Agenda and will inform major knowledge management tools such as the quadrennial Global Report on the impact of the Convention and related publications. The promotion of freedom of expression, including artistic freedom, as a prerequisite for the protection and promotion of the diversity of cultural expressions, will also be pursued through cooperation with the Communication and Information Sector.
- 05052** In addition, particular focus will be placed on ensuring women’s participation in cultural governance, enhancing women’s leadership and supporting the participation of women artists and culture professionals as creators, producers and users of cultural and digital content, including through enhanced data collection and monitoring.
- 05053** UNESCO will enhance cooperation with other UN agencies, international and regional organizations and civil society networks, and will continue to engage with artists and culture professionals, particularly in the context of the impact of COVID-19 on the cultural and creative sectors.

OUTPUT 5.CL6 Member States capacities strengthened to promote, monitor and measure the contribution of culture to the implementation of the 2030 Agenda for Sustainable Development at the local, national and regional levels

- 05054** The COVID-19 pandemic has strongly disrupted the cultural sector, exacerbating its already existing vulnerability, and brought to light the close interlinkages with the global economy. The global crisis has put many intangible cultural heritage practices on hold, with important consequences for the social and cultural life of communities. Many World Heritage sites and cultural institutions have closed, while artists and culture professionals are struggling to make ends meet. At the same time, the COVID-19 pandemic has brought into stark relief the vital necessity of culture for people and communities. Cultural heritage and creativity are economic drivers, conveyers of identities and sources of livelihoods for many. In the face of the pandemic and other current global challenges, including increasing urbanization, migration, climate change, the digital transformation, rising social

inequalities and poverty risk, the transformative role of culture in public policy will be supported, building on the achievements in the past biennium notably at the regional and global levels.

05055 Action will focus on supporting the adaptation and revision of cultural policies and strategies in the context of the 2030 Agenda, as well as the design and implementation of regional and sub-regional policies and mechanisms, with a particular focus on Africa and SIDS, and strengthening the transversal role of culture across other policy domains including within development strategies, such as the Agenda 2063 “The Africa We Want” and its Aspiration 5 in particular, building on the results of the implementation of the African Union theme for 2021 ‘Arts, Culture and Heritage: Levers for Building the Africa We Want’. Actions will contribute to the Organization’s Outcomes 1, 3, 5, 7 and 8.

05056 Given the importance of quality data and effective monitoring tools to assess the role of culture in promoting sustainable development, UNESCO will strengthen Member States’ capacities in monitoring, collecting and analyzing data to inspire and inform integrated evidence-based cultural policies, and to support the integration of culture into policies and development plans at the local, national and regional levels, building on the Organization’s normative instruments in the field of culture. These efforts will be complemented by the analysis of the Voluntary National Reviews prepared by Member States to serve as a basis for the regular reviews of the High-Level Political Forum on Sustainable Development, meeting under the auspices of ECOSOC, to identify progress in relation to the integration of culture into national development policies and other UN country level policy mechanisms related to the implementation of the 2030 Agenda.

05057 The methodological framework of UNESCO Thematic Indicators for Culture in the 2030 Agenda, Culture|2030 Indicators, will be further implemented in collaboration with UIS to support Member States in the collection and analysis of cultural data and statistics at the country and city levels. By doing so, actions and investments in culture as a driver of sustainable economic development but also as an indispensable condition for social and environmental development will be encouraged.

05058 In the context of the intersectoral programme “Learning for diversity: strengthening synergies between culture and education for inclusive, sustainable and resilient societies”, efforts will also be developed, in conjunction with the Education Sector, to provide comprehensive support to Member States for the design and implementation of cultural policies and the integration of culture into wider development strategies, including to advancing inclusive quality education and the integration of culture in educational pedagogies, curricula and tools with the aim to enhance opportunities for cultural employment, entrepreneurial innovation and market access, broaden learners’ perspectives through TVET in culture-related disciplines, as well as to strengthen the links between heritage and education.

05059 Efforts will also be deployed to address the impact of climate change on cultural diversity, biodiversity and cultural heritage and to promote the role of culture for climate change mitigation and adaptation by integrating culture in the climate agenda and fostering green economy policies. International cooperation and intergovernmental dialogue on cultural policies will be pursued and enhanced, including by building on the integration of culture in the G20 forum for international economic cooperation, and in other intergovernmental fora expanded with support from Member States, as a key component of economic and social recovery.

- 05060** The transformative power of cities as dynamic hubs for creativity and innovation to achieve sustainable development will be harnessed and reinforced through the UNESCO Creative Cities Network. The Network will continue to promote cooperation with and among Member States' cities and elaborate innovative and effective urban solutions to address climate change, stimulate the creative economy, harness technology and innovation, advance quality education and promote employment, placing culture and creativity as a transversal and strategic factor for sustainable urban development.
- 05061** The UNESCO Cities Platform brings together eight UNESCO city networks and programmes across the areas of education, culture, natural and social sciences, and communication and information, strengthening synergies for the implementation of the 2030 Agenda for Sustainable Development in the urban context. The Culture Sector will build on these mechanisms to promote inclusive and participatory urban development and enhance local creative economies by supporting training and enhancing the capacities of urban creators and culture professionals, including women and youth.
- 05062** Indigenous Peoples' knowledge, culture and languages will also be promoted through the UNESCO Intersectoral Task Team for the organization of the International Decade of Indigenous Languages 2022-2032, and the implementation of the related Global Action Plan , in the context of the intersectoral programme on "Promoting indigenous knowledge, culture and languages as a pathway to inclusion".. Efforts shall be pursued to support the elaboration of indigenous cultural policies with a view to empowering Indigenous Peoples and supporting the safeguarding of their cultural heritage, expressions and traditional knowledge, including in the context of the preparation of the upcoming Intergovernmental Conference on Cultural Policies for Sustainable Development – Mondiacult 2022.
- 05063** Special attention will be devoted to consolidating networks at the regional, national and local levels, including with regional and sub-regional intergovernmental organizations and development banks, as well as cities and other partners, to enhance the engagement of all stakeholders in the design and implementation of cultural policies through joint high-level meetings, intergovernmental dialogues, thematic studies, policy advice mechanisms and cooperation on the ground.

II • Major Programme IV: Results Matrix

OUTCOME 5: Enhance the protection and promotion of the diversity of heritage and cultural expressions

OUTPUT 5.CL1 Member States capacities strengthened to identify, protect and manage tangible heritage

| Performance indicators | Baselines | Targets 2023 |
|---|---------------------------------------|---|
| 1. Number of Member States protecting and managing their World Heritage properties in the framework of sustainable development, through the implementation of the 1972 Convention Concerning the Protection of the World Cultural and Natural Heritage and the 2011 Recommendation on the Historic Urban Landscape, and through UNESCO's cooperation and international assistance | 105, of which 31 in Africa and 9 SIDS | 75, of which 20 in Africa and 5 SIDS |
| 2. Number of Member States supported in the identification and preparation of potential World Heritage Sites for nomination | N/A | 60, of which 15 in Africa and 5 in SIDS |

OUTPUT 5.CL2 Member States capacities strengthened to fight the illicit trafficking of cultural property and promote its return and restitution, to protect underwater cultural heritage and to promote the role of museums for societies

| | | |
|---|--|--|
| 1. Number of Member States with national standard-setting frameworks, national scientific or technical institutions, specialized police forces, interventions and inventories in line with the 1970 Convention on the Means of Prohibiting and Preventing the Illicit Import, Export and Transfer of Ownership of Cultural Property | 135, of which 30 in Africa and 20 SIDS | 144, of which 35 in Africa and 25 SIDS |
| 2. Number of Member States with policies, measures and interventions to promote the return and restitution of cultural property, in line with the 1970 Convention and the work of the Intergovernmental Committee for Promoting the Return of Cultural Property to its Countries of Origin or its Restitution in case of Illicit Appropriation (ICPRCP) | 100, of which 20 in Africa and 2 SIDS | 110, of which 25 in Africa and 4 in SIDS |
| 3. Number of Member States with policies and strategies to protect underwater cultural heritage in line with the 2001 Convention on the Protection of the Underwater Cultural Heritage | 66, of which 5 in Africa and 3 in SIDS | 79, of which 10 in Africa and 6 in SIDS |
| 4. Number of Member States with policies, measures and interventions to enhance the functions and roles of museums and collections, including through the implementation of the 2015 UNESCO Recommendation on Museums and Collections | 50, of which 10 in Africa and 5 SIDS | 60, of which 15 in Africa and 10 SIDS |

OUTPUT 5.CL3 Member States capacities strengthened for better preparedness, mitigation and response to emergencies affecting culture, including in situations of armed conflict and disaster

| | | |
|--|--|--|
| 1. Number of Member States that have developed policies, mechanisms and other measures to protect their cultural property in times of peace and in the event of armed conflict, including through the implementation of the 1954 Convention for the Protection of Cultural Property in the Event of Armed Conflict and its two (1954 and 1999) Protocols | 11, of which 1 in Africa, 0 in SIDS | 35, of which 10 in Africa, 1 in SIDS |
| 2. Number of Member States which have carried out actions and established policies towards effectively implementing UNESCO's standard-setting instruments and strategies in relation to emergency situations and relevant UN Security Council resolutions | 31, of which 8 in Africa and 3 in SIDS | 42, of which 10 in Africa and 5 in SIDS |
| 3. Number of Member States whose requests of capacity reinforcement or technical assistance in the area of emergency preparedness or response have been supported by the Heritage Emergency Fund | 65, of which 23 in Africa and 13 in SIDS | 75, of which 28 in Africa and 15 in SIDS |

| | | |
|---|-----|---|
| 4. Number of Member States that are supported to implement gender responsive educational and training activities in the field of culture in times of peace and in emergency situations* | N/A | 40, of which 15 in Africa and 7 in SIDS |
|---|-----|---|

* This indicator is also relevant to the intersectoral Output 1.IP1 on strengthening capacities to enhance the quality of education, nurture creativity and promote respect for culture diversity

OUTPUT 5.CLT4 Member States and communities capacities strengthened to identify, safeguard and promote living heritage

| | | |
|---|---------------------------------------|---------------------------------------|
| 1. Number of Member States with new or revised policies, strategies and programmes to safeguard living heritage, including within sustainable development plans and frameworks, in line with the 2003 Convention for the Safeguarding of the Intangible Cultural Heritage | 60, of which 20 in Africa and 10 SIDS | 60, of which 30 in Africa, 10 SIDS |
| 2. Number of Member States sustainably safeguarding living heritage through enhanced international cooperation and assistance mechanisms of the 2003 Convention for the Safeguarding of the Intangible Cultural Heritage | 80, of which 25 in Africa and 15 SIDS | 90, of which 40 in Africa and 17 SIDS |

OUTPUT 5.CLT5 Member States and civil society capacities strengthened to protect and promote the diversity of cultural expressions through dynamic and inclusive cultural and creative industries

| | | |
|---|---|--|
| 1. Number of Member States with new or revised policies, regulatory frameworks, measures and/or initiatives to strengthen their cultural and creative industries, including in the digital environment, in line with the 2005 Convention on the Protection and Promotion of the Diversity of Cultural Expressions | 20 Member States of which 8 in Africa and 1 in SIDS | 35 Member States of which 15 in Africa and 2 in SIDS |
| 2. Number of Member States with new or revised policies, regulatory frameworks, measures and/or initiatives to improve the working conditions and the social and economic rights of artists and culture professionals, including through the implementation of the 1980 Recommendation concerning the Status of the Artist with particular attention to women artists and culture professionals | 15 Member States of which 8 in Africa and 0 in SIDS | 25 Member States of which 10 in Africa and 2 in SIDS |
| 3. Number of Member States that have implemented policies, measures and programmes to support gender equality in the culture and creative sectors with particular attention to closing the gender gap and empowering women artists to create, produce, distribute and access cultural goods and services | 18, of which 6 in Africa and 1 in SIDS | 30, of which 12 in Africa and 3 in SIDS |

OUTPUT 5.CLT6 Member States capacities strengthened to promote, monitor and measure the contribution of culture to the implementation of the 2030 Agenda for Sustainable Development at the local, national and regional levels

| | | |
|---|--|---|
| 1. Number of global, regional, sub-regional or national policy mechanisms and instruments that effectively harness culture to advance the achievement of the Sustainable Development Goals | 30, of which 5 in Africa and 2 in SIDS | 40, of which 6 in Africa and 3 in SIDS |
| 2. Number of Member States with UNESCO led policies, measures and interventions to support the measurement and monitoring of the contribution of culture to the achievement of the goals and targets of the 2030 Agenda including the Culture 2030 Indicators | 125, of which 17 in Africa and 6 in SIDS | 135, of which 19 in Africa and 7 in SIDS |
| 3. Number of initiatives and policies undertaken by Member States through their Creative Cities and other relevant stakeholders, which have enhanced their creative economy and its contribution to other development dimensions | 241, of which 14 in Africa and 5 in SIDS | 382, of which 19 in Africa and 13 in SIDS |
| 4. Number of Member States that have developed or implemented policies and initiatives to protect and promote Indigenous Peoples' culture, including knowledge, practices and languages | 10, of which 2 in Africa and 1 in SIDS | 20, of which 4 in Africa and 2 in SIDS |

* This indicator is also relevant to the intersectoral Output 5.IP3 on strengthening capacities to protect, safeguard and promote indigenous knowledge, cultures, and languages.

III • Major Programme IV: Resources

| | | |
|-----|--|---------------|
| CLT | Integrated budget by output and source of funds based on the Appropriated Regular Programme Budget of \$534.6 million | (in USD '000) |
|-----|--|---------------|

| Outcome / Output | | Breakdown by source of funds | | | | | | | Total ³ |
|---------------------------|--|-------------------------------------|--------------------------|--|---------------------------------------|--------------------------------------|---------|-------------------------------|--------------------|
| | | Regular Programme ¹ (RP) | Revenue generating funds | Voluntary Contributions (VC) | | | | Total Voluntary Contributions | |
| | | | | Management Costs Account (MCA) ² - VC portion | Assessed Contribution for Conventions | Voluntary Contributions (VC) in hand | Gap | | |
| 5.CL1 | Member States capacities strengthened to identify, protect and manage tangible heritage | 13 896 | - | - | 6 452 | 41 761 | 51 501 | 99 714 | 113 609 |
| 5.CL2 | Member States capacities strengthened to fight the illicit trafficking of cultural property and promote its return and restitution, to protect underwater cultural heritage and to promote the role of museums for societies | 7 903 | - | - | - | 2 046 | 20 526 | 22 572 | 30 474 |
| 5.CL3 | Member States capacities strengthened for better preparedness, mitigation and response to emergencies affecting culture, including in situations of armed conflict and disaster | 5 412 | - | - | - | 410 | 7 585 | 7 995 | 13 407 |
| 5.CL4 | Member States and communities capacities strengthened to identify, safeguard and promote living heritage | 8 673 | - | - | 4 000 | 7 758 | 15 908 | 27 665 | 36 338 |
| 5.CL5 | Member States and civil society capacities strengthened to protect and promote the diversity of cultural expressions through dynamic and inclusive cultural and creative industries | 7 269 | - | - | - | 11 390 | 20 178 | 31 568 | 38 837 |
| 5.CL6 | Member States capacities strengthened to promote, monitor and measure the contribution of culture to the implementation of the 2030 Agenda for Sustainable Development at the local, national and regional levels | 5 170 | - | - | - | 2 381 | 4 716 | 7 097 | 12 268 |
| Total, Major Programme IV | | 48 323 | - | - | 10 452 | 65 745 | 120 413 | 196 610 | 244 933 |

1 The Appropriated Regular Programme Budget is funded by assessed contributions on Member States.

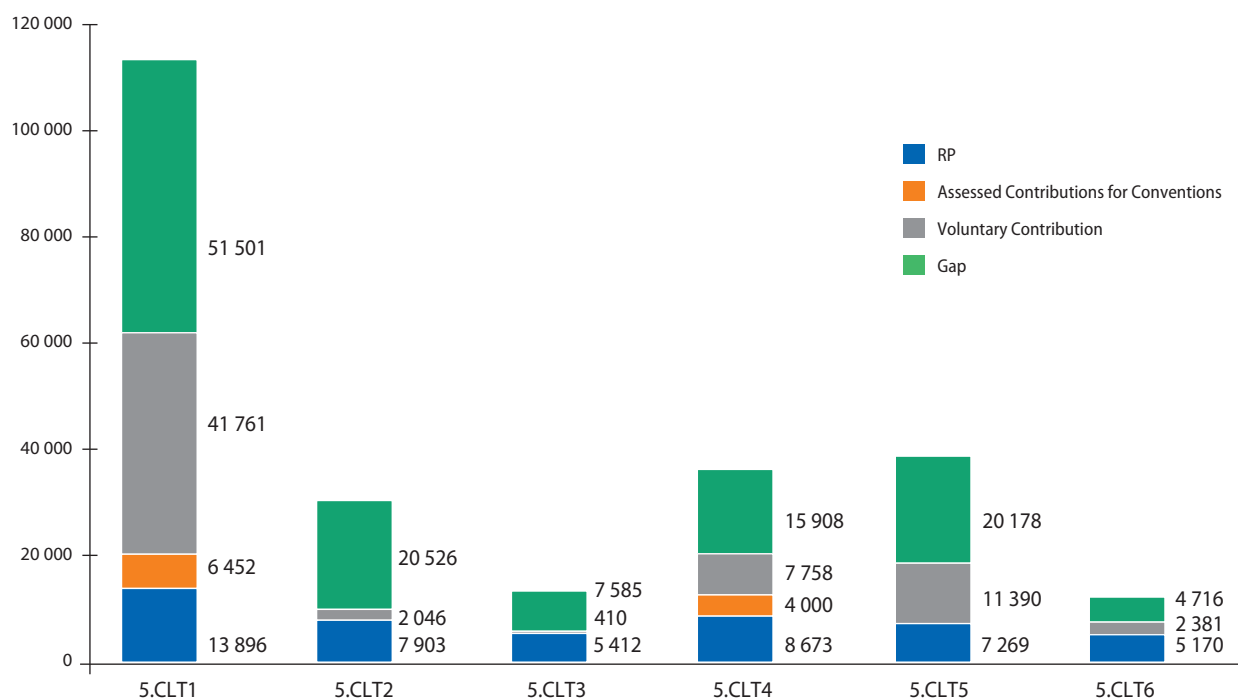
For the Regular Programme figures the budget exchange rate is US\$1=0.869 euro.

2 The Management Cost Account (MCA) is financed 56% from the Regular Programme budget and 44% from programme support costs charged to projects financed by voluntary contributions.

3 Budget figures include the contribution of Major Programme IV to the intersectoral programmes and related outputs, as indicated in the implementation strategy.

Total integrated budget by output and source of funds

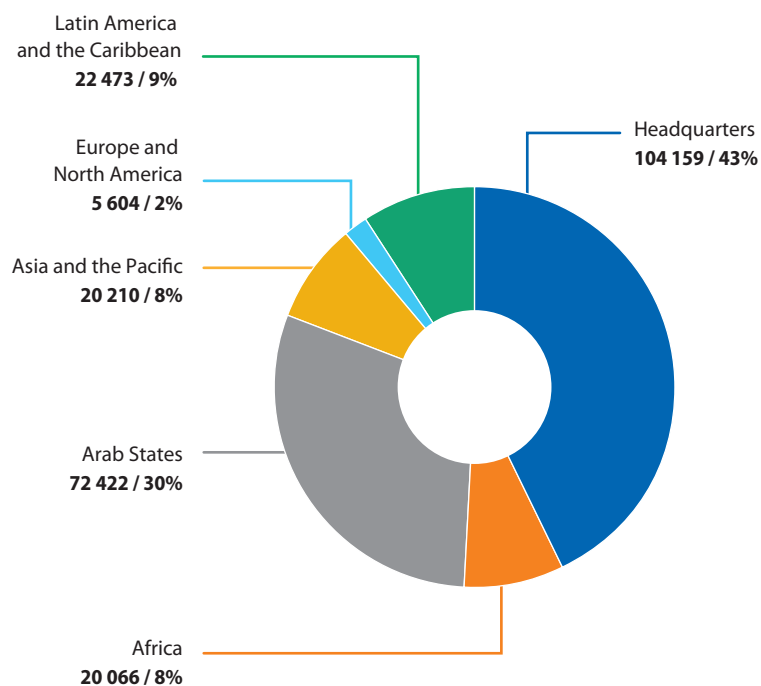
(in USD '000)



Decentralisation of resources by Region

(in USD '000)

Contribution to the global priorities



| 2022 - 2023 Proposed IBF Budget | | |
|---------------------------------|--------|-----------------|
| | Africa | Gender Equality |
| Total Contribution | 45 031 | 17 364 |
| % of Sector IBF | 18% | 7% |

Culture Sector (CLT)

Organizational Chart

(Established Posts)

| NUMBER OF POSTS | |
|-----------------|-----------------------|
| HQ | Professional |
| | General Service |
| FIELD | Professional |
| | National Professional |
| TOTAL | General Service |
| | |
| 146 | |

| OFFICE OF THE ASSISTANT DIRECTOR-GENERAL (ADG/CLT) | |
|---|---|
| Assistant Director-General | 1 |
| General Service | 1 |

| Executive Office (CLT/EO) | |
|-------------------------------------|----|
| Professional | 7* |
| General Service | 7 |
| * (of which 1 post shared with SHS) | |

| Communication, Cities and Events (CLT/CCE) | |
|---|---|
| <i>Creative Cities Network</i> | |
| Professional | 2 |
| General Service | 6 |

| World Heritage Centre (CLT/WHC) | Culture and Emergencies (CLT/CEM) | Cultural Policies and Development (CLT/CPD) | Diversity of Cultural Expressions (CLT/DCE) | Living Heritage (CLT/LHE) |
|--|---|--|--|------------------------------|
| <i>1972 Convention</i> <i>2011 Recommendation on the Historic Urban Landscape</i> | <i>1954 Convention & its 2 Protocols</i> <i>1970 Convention and ICPRPC</i> <i>2001 Convention</i> <i>2015 Recommendation</i> <i>Emergency Preparedness & Response</i> | <i>Agenda 2030</i> <i>International Fund for the Promotion of Culture</i> | <i>2005 Convention</i> <i>1952 Universal Copyright Convention</i> <i>1980 Recommendation on the Status of the Artist</i> | <i>2003 Convention</i> |
| Director | Director | Director | Professional | Professional |
| Professional | Professional | Professional | General Service | General Service |
| General Service | General Service | General Service | | |
| 2 | 1 | 1 | 7 | 8 |
| 17 | 12 | 2 | 2 | 4 |
| 9 | 5 | 2 | | |

FIELD OFFICES

| Africa | Arab States | Asia and the Pacific | Latin America and the Caribbean | Europe and North America |
|-----------------------|-----------------------|-----------------------|---------------------------------|--------------------------|
| Professional | Professional | Professional | Professional | Professional |
| National Professional | National Professional | National Professional | National Professional | General Service |
| 5 | 6 | 7 | 5 | 1 |
| 16 | 1 | 6 | 1 | 1 |
| | | 1 | | |



Major Programme V

Communication and information

Major Programme V

- 06001** In a global context marked by the digital transformation, UNESCO plays an essential and leading role in harnessing communication and information for the realization of the 2030 Agenda for Sustainable Development and the African Union's Agenda 2063. UNESCO is uniquely positioned within the UN system to foster freedom of expression and media development, to promote universal access to information and knowledge, and to leverage digital technologies for peace and sustainable development, with a continued focus on Global Priorities Gender Equality and Africa.
- 06002** Through its Major Programme V, the Organization plays a central role promoting and protecting information as a public good for sustainable development and peace. This is notably achieved through the defense of fundamental freedoms and public access to information, at the core of SDG target 16.10. Together with gender equality (SDG 5), these serve as key drivers to achieve all Sustainable Development Goals, and to enable informed and inclusive responses to global challenges and crises.
- 06003** As the UN agency spearheading the implementation of the UN Action Plan on the Safety of Journalists and the Issue of Impunity, UNESCO will continue to promote the safety of media professionals and the fight against impunity, with a particular focus on women journalists. In fostering freedom of expression, both online and offline, an increased attention will be given to transversal linkages with academic, scientific and artistic freedoms.
- 06004** In addressing the surge of disinformation, misinformation and hate speech, UNESCO will provide policy advice, including in the framework of the UN Strategy and Plan of Action on Hate Speech, to ensure responses that respect the rights to freedom of expression and access to information, while also promoting the transparency of online platforms and strengthening the capacities of journalists to deliver verified information to address these issues.
- 06005** UNESCO will continue to foster the development of free, pluralistic and independent journalism, and address the challenge of viability of media institutions, with a view to ensuring their independence. A particular focus will be laid on ensuring gender equality in and through the media, as well as on empowering media professionals with key skills to cover global challenges, including health crises and climate change, in a professional and safe way.
- 06006** In response to the growing impact of the digital transformation on the media and information landscape, UNESCO will strengthen its action to promote media and information literacy for all, in line with SDG 4 on quality education. UNESCO's transversal action in this field will aim to empower citizens, in particular youth, to adopt a critical mindset when engaging with information, while also building their resilience in the face of disinformation, hate speech and violent extremism.
- 06007** To bridge persistent digital and knowledge divides, UNESCO will develop digital competencies, especially among youth and women, with a view to enabling them to actively participate in innovation and the digital transformation. Particular attention will be given to the linkages between media and information literacy and digital competencies, and to developing the public's understanding of communication technologies, their development and use. Support will also be given to education systems, teachers and learners to be equipped with 21st century skills, including through informal and non-formal education.
- 06008** UNESCO will promote Internet Universality and provide policy support for an inclusive digital transformation, guided by the principles of human rights, openness, accessibility and multi-stakeholder participation. UNESCO will foster an ethical and human rights-based development and use of digital technologies,

Communication and information

including artificial intelligence, blockchain and the Internet of Things, and support diverse stakeholders to leverage the opportunities and address the challenges related to these emerging technologies.

06009 As the custodian agency for the monitoring of SDG indicator 16.10.2 on public access to information, UNESCO will continue to promote the right to information, in particular for marginalized groups, with a view to leaving no one behind. Access to information and knowledge will be strengthened through the promotion of open access to scientific information, open data and open educational resources. Through its Memory of the World Programme, UNESCO will also continue to promote the preservation and accessibility of documentary heritage, as a valuable resource for sustainable development.

06010 As part of its action to promote multilingualism and linguistic diversity, UNESCO will continue to promote, protect and revitalize indigenous languages, notably in the framework of the International Decade of Indigenous Languages (2022-2032), for which the Organization will serve as the lead UN agency.

06011 Major Programme V will leverage its two intergovernmental programmes, the International Programme for the Development of Communication (IPDC) and the Information for All Programme (IFAP), to further its work in a transversal manner across its areas of expertise, towards achieving the cross-cutting Strategic Objectives. In addition, it will continue to mobilize a wide array of partners, in line with SDG 17, in support of the realization of all four Strategic Objectives.

06012 In line with Strategic Objective 3, UNESCO will upscale its work to promote freedom of expression, media development and the right to information (Outcome 6) and foster the diversity of cultural expressions through linguistic diversity (Outcome 5). Under Strategic Objective 4, UNESCO will promote openness, universal access to information and the development of media and information literacy and digital skills, with a view to bridging the digital and knowledge divides (Outcome 8). UNESCO will also ensure an inclusive and multi-stakeholder approach to the development and use of digital technologies (Outcome 9).

Global Priority Africa

06013 To contribute to the realization of the African Union's Agenda 2063 and the 2030 Agenda for Sustainable Development, UNESCO will strengthen efforts to promote freedom of expression and access to information, underpinned by capacity-building and policy advice to bridge the persistent digital and knowledge divides.

06014 As proposed in 210 EX/Decision 22, efforts will be made to support Africa's participation in the digital transformation, and to enable the continent to harness the full potential it offers. In addition, UNESCO will raise awareness and monitor key targets of the 2030 Agenda, in particular SDG 16.10 on fundamental freedoms and public access to information.

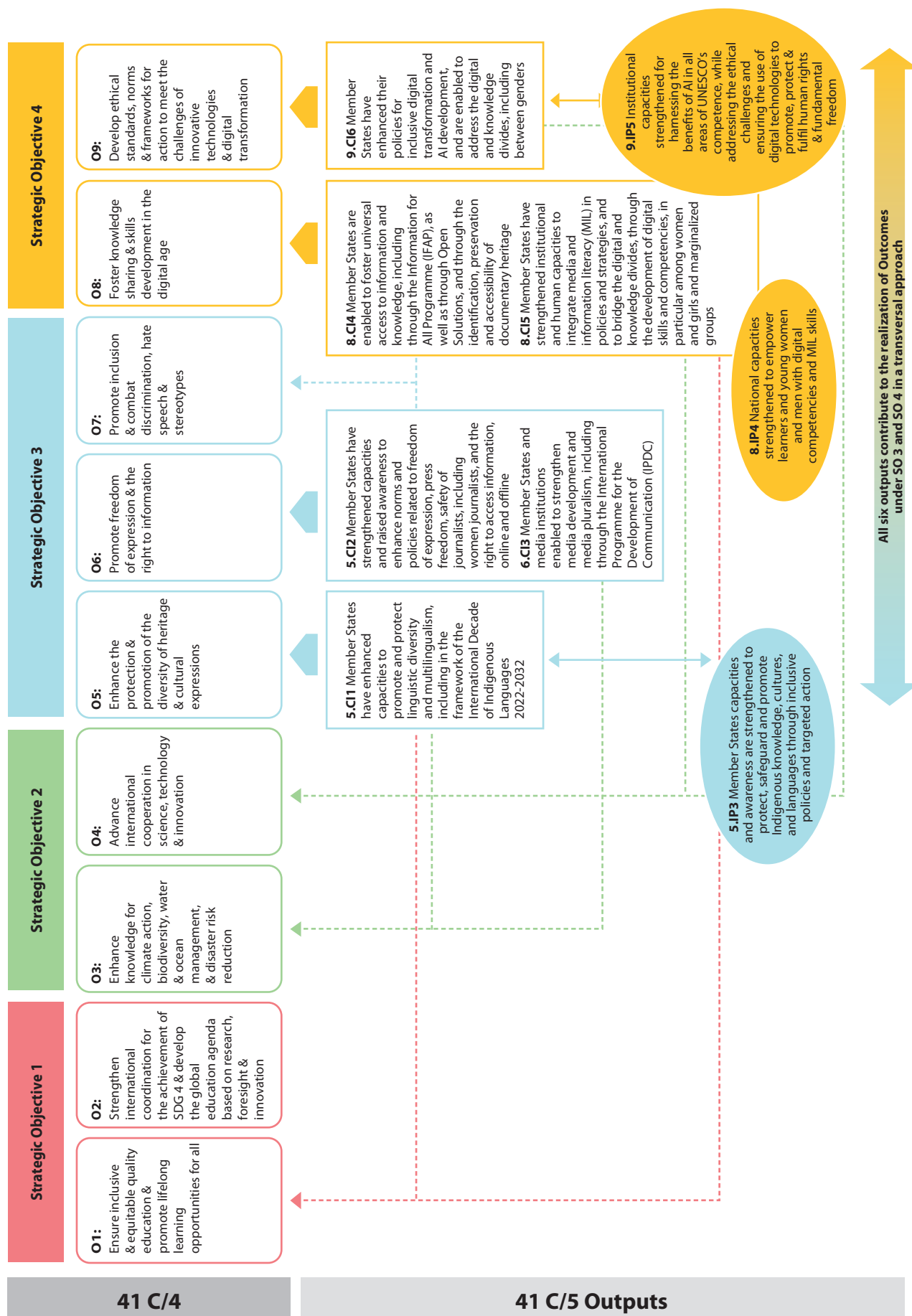
06015 UNESCO will strengthen capacities of rights-holders, duty bearers, and judicial operators, to guarantee the universal rights of freedom of expression and access to information, justice and the rule of law. Particular emphasis will be placed on legal reform of the media and on building capacities of media in times of elections. Work to enhance the safety of journalists will also be a priority, through dedicated national and regional mechanisms.

- 06016** Participatory development will be strengthened through increased support to ensure media viability and media development, including among community media, and to promote increased diversity of media on the continent. In line with the Addis Ababa Declaration, independent and quality journalism and media and information literacy (MIL) will be strengthened to respond to the challenge of misinformation, disinformation, and online hate speech.
- 06017** UNESCO will also continue to build the capacity of key actors and provide policy support to revitalize Africa's participation in innovation and inclusive digital transformation processes that respect and promote African cultural heritage, including languages and documentary heritage. A particular focus will be put on the development of Open Solutions, including Open Educational Resources and Open Science, in support of building inclusive knowledge societies.
- 06018** As part of its action in support of Global Priority Africa and youth, UNESCO will engage and empower youth through fostering digital skills and competencies, to help them navigate a changing information landscape, contribute to sustainable development in the digital age and reduce the digital divide. Through its YouthMobile initiative, UNESCO will continue to train young girls and boys to code and develop mobile applications for sustainable development, thereby fostering entrepreneurship and innovation. In addition, reinforced efforts on the African continent will promote the empowerment and critical engagement of youth with media and information through strengthened MIL skills.

Global Priority Gender Equality

- 06019** UNESCO will aim to integrate a gender-transformative approach throughout its work in communication and information, through both gender mainstreaming and gender-specific programming.
- 06020** In the framework of its mandate to promote freedom of expression and the safety of journalists, UNESCO will scale up its efforts to protect and promote women journalists, and produce global research on online and offline violence against women journalists in order to raise awareness on the disproportionate risks and specific threats they face. UNESCO will lead and advance global, multi-stakeholder dialogue on this issue and support Member States in developing adequate policies and action-oriented measures that protect women journalists.
- 06021** Recognizing that media both reflects and influence society and social norms, UNESCO will continue to advocate for gender equality in and through the media. In addition to developing and disseminating guidelines and frameworks to foster gender equality in media policy and content, including through journalism education, UNESCO will support capacity building on gender equality for online and offline media professionals and other stakeholders. These measures aim to provide media ecosystems with the necessary knowledge and tools to develop and implement policies that ensure gender equality and equal representation in media organizations, and that foster integration of gender-sensitive, gender-responsive and gender-transformative approaches throughout all coverage. Finally, UNESCO will work to counter gender-based stereotyping and discrimination in media content and promote inclusive and bias-free representations of all genders.
- 06022** In the context of the digital transformation, UNESCO will continue to help bridge the digital gender divide, through raising awareness and through targeted efforts to develop girls' and women's digital skills. UNESCO will also mobilize its transdisciplinary expertise through intersectoral action to promote gender equality in emerging and digital technologies, such as through the elimination of gender bias in artificial intelligence. UNESCO will also foster gender equality through its actions in Media and Information Literacy (MIL), and mainstream gender equality in the area of universal access to information and multilingualism, with a specific attention to intersecting discriminations facing Indigenous People and other marginalized groups.

Major Programme V • Results Framework



I • Major Programme V: Focus in 2022-2025

OUTCOME 5

Enhance the protection and promotion of the diversity of heritage and cultural expressions

OUTPUT 5.CI1 Member States have enhanced capacities to promote and protect linguistic diversity and multilingualism, including in the framework of the International Decade of Indigenous Languages 2022-2032

Challenges

- 06023** More than half of all languages worldwide are endangered and could face extinction by the end of the century, with devastating impacts for cultural and linguistic diversity, and the safeguarding of traditions, knowledge systems and values. Minority, lesser-used or indigenous languages remain underrepresented in political and media discourse, as well as in decision-making. This implicates a marginalization of these communities from social, political and economic life. In times of crisis, it also entails a lack of access to life-saving information, particularly impacting on citizens living in remote areas.
- 06024** The digital transformation has aggravated and created new forms of exclusion, with disproportionate impact on already marginalized communities. In this context, online multilingualism must be recognized as a key component of cultural diversity, to foster inclusive, peaceful and just societies free from discrimination. For example, the role of women and girls for language preservation is poorly understood and their needs inadequately addressed in national policies, exacerbating risks of gender-based discrimination as regards access to public services.

What needs to change

- 06025** Increased efforts are needed to ensure coordinated and inclusive responses to preserve and promote linguistic diversity and multilingualism online and offline, on the national, regional and international levels. This must be underpinned by appropriate tools, resources and data to inform decision-making and policy development, and enhance multilingualism in the media. This further requires improved representation in these processes of minority language groups, including indigenous peoples.
- 06026** The importance of linguistic diversity for sustainable development must be further recognized through awareness raising and multi-stakeholder dialogue on all levels. Joint responses must be developed, in close alignment with principles of human rights and fundamental freedoms, and seek to eliminate discrimination directed at minority, lesser-used, and indigenous language users. Such responses should also take into account the gendered dimensions of multilingualism, including as regards language preservation and transmission, and correlations with gender-based discrimination.

Implementation strategy

- 06027** UNESCO will raise awareness on the importance of linguistic diversity for inclusive sustainable development, and to improve resilience, social cohesion and reconciliation in the face of global challenges. UNESCO will support the development of inclusive language policies and legislative frameworks, including for the implementation of the 2003 *Recommendation concerning the Promotion and Use of Multilingualism and Universal Access to Cyberspace*. UNESCO will enhance its efforts to support international cooperation to safeguard multilingualism, including through the Information for All Programme (IFAP), to foster international policy dialogue and advocate for concrete action to protect linguistic diversity, notably within the context of the digital transformation.

- 06028** UNESCO will contribute to knowledge exchange through the development of dedicated platforms and reports. These will provide key data on linguistic diversity, including a mapping of the world's languages and of their status, support research and documentation processes, and provide evidence to inform decision-making on language preservation and protection. UNESCO will especially support efforts for language preservation and revitalization in Africa and in SIDS, adopting a gender-responsive approach. In addition, UNESCO will prioritize the development of language tools, data sets and technologies in lesser-used and minority languages, with a view to promoting access to multilingual information in cyberspace, and paying particular attention to the specific needs and abilities of women and girls.
- 06029** Together with UNDESA, UNESCO will lead the organization of the International Decade of Indigenous Languages (2022-2032). In this framework, UNESCO will highlight the importance of multilingualism for sustainable development and peace, raise awareness on the critical situation facing linguistic minorities worldwide, and mobilize support and resources to protect and promote linguistic diversity. UNESCO will also support capacity development, foster inclusive collaboration among duty-bearers and right-holders, facilitate knowledge exchange, and promote sustainable solutions through international and cross-sectoral cooperation. In addition, UNESCO will aim to improve representation of Indigenous Peoples and languages in media policy and operations, including through supporting the viability of indigenous media. Moreover, UNESCO will draw on its expertise and networks in all its areas of competence to support this work in the context of the intersectoral programme (IP3) on "Promoting indigenous knowledge, culture and languages as a pathway to inclusion".
- 06030** This output also contributes to the realization of Outcome 1 in relation to inclusive and multilingual education; of Outcome 3, through the interconnection between indigenous languages and local and indigenous knowledge; and of Outcome 7, which aims to promote inclusion and combat discrimination, hate speech and stereotypes.

Partnerships

- 06031** UNESCO will reinforce cooperation through existing international frameworks and mechanisms, such as the UN Permanent Forum on Indigenous Issues (UNPFII), the Expert Mechanism on the Rights of Indigenous Peoples (EMRIP) and the Inter-Agency Support Group (IASG) on Indigenous Issues, as well as with other members of the wider UN and UNESCO family. UNESCO will strengthen its collaboration with language institutions and networks, national authorities, academia and civil society organizations in Africa as well as in SIDS, and help foster multi-sectoral coalitions to support and promote linguistic diversity, with particular attention to ensure representation of indigenous women and girls, as well as youth.

OUTCOME 6

Promote freedom of expression and the right to information

OUTPUT 6.CI2 Member States have strengthened capacities and raised awareness to enhance norms and policies related to freedom of expression, press freedom, safety of journalists, including women journalists, and the right to access information, online and offline

Challenges

- 06032** Independent and free media play an essential role in the realization of sustainable development, through the promotion of information as a public good. By providing reliable information to citizens, media empower right-holders to participate in democratic life and contribute to holding duty-bearers accountable.

06033 However, journalists face persistent attacks against them, which creates an unsafe environment for them to exercise their work and hinders the development of free and independent media. Between 2006 and 2019, the UNESCO Observatory of killed journalists recorded 1157 killings, and overall, a journalist has been killed every four days over the past decade. This challenge is exacerbated by a lack of judicial follow-up and a high-level impunity rate which continues to prevail, as only 13% of killings have been reported by Member States as resolved.

06034 The digital transformation also has a growing impact on freedom of expression, access to information and privacy. The rapid technological change and role of online platforms therein presents a challenge to policymakers and regulators to respond to such changes, by stimulating positive externalities such as pluralism, participation, and countering negative externalities, such as disinformation or hate speech.

What needs to change

06035 In this context, legal and policy frameworks aligned with international standards are needed to foster an enabling environment for freedom of expression, safety of journalists, and access to information, in a context marked by the digital transformation. In building the capacities of duty bearers to safeguard freedom of expression and safety of journalists, particular attention should be given to the safety of women journalists, as well as to critical moments, such as elections and protests.

06036 In the digital age, there is a need for greater transparency and accountability of online platforms, and measures underpinned by a multi-stakeholder dialogue are needed to tackle disinformation and hate speech, while respecting international standards on freedom of expression and human rights. The realization of SDG target 16.10 also calls for efforts to foster the adoption and implementation of access to information laws, as more than 60 countries still do not have such legal frameworks.

Implementation strategy

06037 In the period of 2022-2025, Major Programme V will continue to support Member States in enhancing norms and policies related to freedom of expression, safety of journalists and the right to information, both online and offline. UNESCO will advance the realization of SDG target 16.10, as the custodian agency for indicator 16.10.2 on public access to information and contributing agency for indicator 16.10.1 on the protection of fundamental freedoms. These efforts will be reinforced through awareness raising, including the flagship events of World Press Freedom Day, the International Day to End Impunity for Crimes against Journalists, and the International Day for Universal Access to Information.

06038 UNESCO will continue to lead international efforts to protect journalists by coordinating the implementation of the UN Plan of Action on the Safety of Journalists and the Issue of Impunity, contributing to the Universal Periodical Review process, monitoring killings and impunity, and sensitizing governments and media on journalists' safety. UNESCO will strengthen the rule of law by reinforcing the capacities of judicial actors and law enforcement agents on international and regional standards on freedom of expression, access to information, and the safety of journalists, as well as on challenges related to digital technologies and the Internet. In particular, UNESCO will strengthen its efforts in this field on the African continent, building on existing agreements and close cooperation with regional and national stakeholders.

06039 To complement its work with duty bearers, including specialized bodies in charge of implementation of access to information legislation, UNESCO will empower rights holders, including media stakeholders, journalists' unions, CSOs engaged in promoting transparency and access to information and academia, through capacity development, coalition building and advocacy.

06040 This output will also contribute to the realization of Outcome 5, as it relates to the linkages between freedom of expression and the diversity of cultural expressions. Overall synergies between freedom of expression and academic, scientific and artistic freedom will be further explored. In addition, actions addressing the challenges of disinformation and hate speech while safeguarding freedom of expression will contribute to the realization of Outcome 7. The impact of the digital transformation on freedom of expression and the right to information will be duly considered in relation to Strategic Objective 4 and the related Outcomes.

Partnerships

06041 UNESCO will foster and strengthen partnerships with key stakeholders, including UN entities, civil society and media organizations, academia, intergovernmental organizations, and national instances, including governments, legislative and judiciary branches, regulators and public bodies. Specialized thematic and regional networks will be created and/or reinforced with the support of Field Offices. In particular, the institutional cooperation with the International Conference of Information Commissioners will enable to work together with close to 60 specialized agencies in charge of the implementation of access to information legislation.

OUTPUT 6.CI3 Member States and media institutions enabled to strengthen media development and media pluralism, including through the International Programme for the Development of Communication (IPDC)

Challenges

06042 Pluralistic and independent media are key to the realization of sustainable development, as they enable citizens to actively contribute to the development of their societies. The role of media, including community media, is all the more vital in the context of crises and emergency situations, and to enable societies to respond to global challenges such as climate change. They also play a key role in addressing the spread of disinformation and hate speech, and in advancing gender equality, both in and through the media.

06043 The digital transformation has had a profound impact on media ecosystems and the viability of media organizations, which has been further compounded by the COVID-19 pandemic. This impact, which has disproportionately affected small and medium sized media, including community media, represents a challenge to media pluralism and diversity. At the same time, crisis situations highlight the important role of media to provide reliable and fact-based information to all parts of society, including hard-to-reach and marginalized communities.

What needs to change

06044 Policies must be developed and strengthened in support of media development and pluralism, as well as to strengthen the viability of media, considering the impact of the digital transformation and the challenges faced by the media sector in times of crisis. Media should also receive adequate support in terms of capacity development, to ensure professional coverage of cover key areas for sustainable development, including gender equality and global challenges such as climate change.

06045 More efforts are necessary to strengthen gender equality and representation of minority or under-served groups at all levels, in and through the media. This includes ensuring a balanced representation within media organizations of women and of marginalized groups. Measures must also be taken to ensure the integration of gender equality in media policies and practice, including through improved professional coverage of gender equality issues, and by adopting a gender-responsive approach to coverage of all issues.

Implementation strategy

- 06046** UNESCO will build on its interdisciplinary strengths by adopting an inter-sectoral approach to on media development and pluralism, leveraging the Organization's transversal expertise on cross-cutting issues, such as sustainable development and gender equality.
- 06047** Through its International Programme for the Development of Communication (IPDC), UNESCO will provide support to Member States and media stakeholders to implement media development projects that strengthen media pluralism and viability and are conducive to improved diversity in media organizations and content.
- 06048** UNESCO will develop practical guidelines and frameworks supporting media professionals and organizations to develop and enact inclusive policies, and which aim to strengthen professional coverage of key issues for sustainable development. A particular emphasis will be put on promoting gender equality in media and fostering professional and evidence-based reporting on climate change.
- 06049** In addition, UNESCO will support journalism education and research through technical assistance and capacity building, including through the development of educational curricula and other practical tools. UNESCO will encourage and facilitate North-South-South collaboration to empower all stakeholders through the exchange of knowledge and expertise across countries and contexts and encourage multi-stakeholder ownership to foster sustainability of initiatives.
- 06050** UNESCO will particularly support media development in African countries and in SIDS, building on previous and ongoing initiatives in these Member States, and through an increased emphasis on building capacities of the media to respond to natural disasters and climate change, increasingly affecting these regions.
- 06051** UNESCO will continue to advocate for gender equality in and through the media and support the creation of enabling environments that enhance the freedom of expression and diverse representation of all genders. In this regard, particular attention will be paid to the development and implementation of the Gender-Sensitive Indicators for Media, and to mainstreaming gender-equality in other relevant policy frameworks.
- 06052** By building the capacities of journalists and media organizations to report professionally on capacities development of journalists and media organizations to strengthen professional reporting on climate change, disasters and crisis situations, the realization of this output will also contribute to Outcome 3 "Enhance knowledge for climate action, respect for biodiversity, water and ocean management, and disaster risk reduction".

Partnerships

- 06053** UNESCO will foster and strengthen partnerships with key stakeholders, including national authorities and ministries relevant to media development, media regulators, international and regional media organizations and media operators. UNESCO will also support the establishment and strengthening of specialized thematic and regional networks, in close collaboration with UNESCO's Field Office network, media and media associations, universities and educational institutions, as well as civil society and non-governmental organizations.

OUTCOME 8

Foster knowledge sharing and skills development in the digital age

OUTPUT 8.CI4 Member States are enabled to foster universal access to information and knowledge including through the Information for All Programme (IFAP), as well as through Open Solutions, and through the identification, preservation and accessibility of documentary heritage

Challenges

- 06054** While digital technologies can ensure equitable and inclusive access to information and knowledge, limitations remain for stakeholders to create, access, adapt, re-use and redistribute knowledge in a sustainable manner. These stem from challenges regarding accessibility of information, capacities to create and re-use openly licensed information, affordability, transparency of information in terms of peer review, privacy concerns, as well as sustainability-related issues.
- 06055** Documentary heritage, including in digital form, represents a valuable resource to support universal access to information. However, more can also be done to promote access to information through the identification, preservation and accessibility of documentary heritage through the Memory of the World (MoW) Programme. The COVID-19 pandemic has demonstrated the importance of memory institutions as custodians of documentary heritage, and of its relevance for sustainable development, including in relation to responses to crisis and disaster risk reduction and management.

What needs to change

- 06056** Support is needed for the implementation of guarantees enabling public access to information. This includes capacity-building to ensure appropriate record keeping and monitoring, as well as steps to access official data while respecting privacy.
- 06057** Open Solutions, comprising Open Educational Resources (OER), Open Access to scientific information (OA), Free and Open Source Software (FOSS) and Open Data, have been recognized to support the free flow of information and knowledge, thereby informing responses to global challenges and contributing to sustainable development. A comprehensive framework is needed to support the widespread adoption and use of Open Solutions, and capacity-building regarding their access and use; technical advice for policy development and implementation; mechanisms to underpin inclusive production, use and dissemination of Open Solutions; and support to promote sustainability models and innovation.
- 06058** Concurrently, data is necessary to advance research, and fuel artificial intelligence systems. The growing need and demand for access to data must be addressed to prevent and bridge digital divides within and among countries. The creation and dissemination of Open Data, and the improvement of its usability for machine learning, should therefore be further supported. This needs to be accompanied by multi-stakeholder governance processes, to address issues of privacy and digital rights.
- 06059** To ensure preservation and accessibility to information, enhanced awareness is needed as to the importance of documentary heritage for sustainable development. Adequate policies and strengthened capacities are needed to support memory institutions and other key actors in preserving and providing access to documentary heritage; and concrete strategies for its preservation and accessibility, such as through digitization and disaster risk reduction measures, must be further enhanced. In this regard, the MoW International Register can be used as a conduit for capacity-building for the identification of documentary heritage of historical and world significance, especially in Africa and SIDS.

Implementation strategy

- 06060** In this context, UNESCO will foster the building of inclusive knowledge societies underpinned by universal access to information and knowledge, including through its Information for All Programme (IFAP). UNESCO will promote the mainstreaming of Open Solutions in policies and strategies, including through tailored approaches for women and youth. UNESCO will support Member States in the implementation of the 2019 Recommendation on Open Educational Resources and promote the mainstreaming of OER practices into policies and strategies. In promoting FOSS, OA and Open Data, UNESCO will assess different modalities for knowledge creation and distribution processes, including transparency, and explore the availability of open publications and other data. Efforts to facilitate knowledge sharing, international cooperation and policy dialogue in these fields, will lay a particular focus on creating South-South and North-South collaboration. UNESCO will lay particular focus on fostering Open Solutions, notably OER and open scientific data in Africa, as well as in SIDS.
- 06061** UNESCO will also support the strengthening of data governance mechanisms to promote availability and accessibility of open data, in support of innovative applications. This will also contribute to the advancement of open science, notably within the framework of the UNESCO Recommendation on Open Science (currently being elaborated). In addition, UNESCO will mobilize support for capacity development of technical communities to improve the use of non-biased data sets, as well as development of open solutions powered by artificial intelligence.
- 06062** UNESCO will continue to strengthen the profile and visibility of the Memory of the World Programme as a framework for cooperation in the field of documentary heritage. UNESCO will raise awareness on the importance of documentary heritage, and support policy development in this regard, including for the implementation the 2015 Recommendation on the preservation of, and access to, documentary heritage including in digital form.
- 06063** UNESCO will support the establishment and strengthening of national and regional Memory of the World committees, especially in Africa and SIDS. The Organization will support the development of archival protection policies and mechanisms to preserve documentary heritage as part of national disaster risk reduction strategies. This action will particularly benefit disaster-prone countries, including SIDS. UNESCO will also promote the potential of digital technologies for documentary heritage preservation and accessibility, including through the PERSIST Programme, and support the preservation of and access to software source code as documentary heritage.
- 06064** The realization of this output also contributes to Outcome 3, as regards the contribution of Open Solutions to fostering knowledge for climate action and environmental management, as well as the linkages between documentary heritage preservation and disaster risk reduction. The focus on preservation and accessibility of documentary heritage also contributes to Outcome 5. In addition, this output also contributes to Strategic Objectives 1 and 4, through the promotion of Open Educational Resources and harnessing the educational value of documentary heritage, as well as through the intrinsic link between access to information and digital transformation processes.

Partnerships

- 06065** UNESCO's work in this area aligns closely with the African Union's Agenda 2063 and other regional development frameworks, as regards the preservation and sharing of knowledge for equitable and sustainable development. UNESCO will engage with a wide range of stakeholders, including governments, non-governmental organizations, private sector partners and key actors specializing in Open Solutions and documentary heritage. In addition to UNESCO Chairs and Category 2 Centres, UNESCO will mobilize existing networks and coalitions, including the OER Dynamic Coalition, Memory of the World committees, networks of memory institutions, research institutions and technology platforms.

OUTPUT 8.C15 Member States have strengthened institutional and human capacities to integrate media and information literacy (MIL) in policies and strategies and to bridge the digital and knowledge divides, through the development of digital skills and competencies, in particular among women and girls and marginalized groups

Challenges

- 06066** The impact of digital technologies on societies is fundamentally changing the ways in which individuals produce, share and access information and knowledge. New technologies and online platforms offer opportunities for free expression, access to media and intercultural dialogue, and for the active participation of citizens in the development of their communities.
- 06067** However, the rise of digital technologies has also exacerbated challenges such as the spread of disinformation, misinformation and hate speech, exclusion and discrimination based on race or gender, and violent extremism. Increased use of content personalization and moderation further drive this negative development, with repercussions for freedom of expression and the protection of human rights. At the same time, disparities in digital competencies between and within countries remain, and threaten to leave further behind those most in need of access to information and learning, including youth, women, girls and marginalized groups.

What needs to change

- 06068** In this context, it is essential to empower all citizens with key media and information literacy (MIL) skills, enabling them to engage critically with content and technologies, to navigate a rapidly evolving media and information landscape marked by the digital transformation, and to build resilience in the face of related challenges. This also entails fostering their knowledge of digital rights, enhancing their intercultural understanding, and promoting global citizenship – all of which are increasingly linked with digital skills and the understanding of how technologies work.
- 06069** Capacity building and policy support for the development of digital competencies, understood as the ability to access, understand, share and create information wisely through digital technologies, including for learning and employment, also need to be systematically integrated, particularly in teacher education institutions. Digital skills and competencies are increasingly important to enable citizens to actively participate in the digital transformation in support of sustainable development, to benefit from lifelong learning and employability opportunities, as well as to respond to global challenges.
- 06070** An inclusive and integrated approach to the development of media and information literacy, coding skills and digital competencies is therefore key to bridging digital and knowledge divides, including the digital gender gap, and to reduce inequalities, in line with SDG 10. These skillsets are also essential to foster an informed engagement with both online and offline content, which is essential to build inclusive, just and peaceful societies (SDG 16).

Implementation strategy

- 06071** As part of a transversal and cross-cutting approach, UNESCO will support the integration of MIL in formal, non-formal and informal education at all levels, with an increased focus on the impact of the digital transformation. UNESCO will provide technical guidance to Member States to develop and implement comprehensive national MIL policies and strategies, in close coordination with relevant ministries, as well as educational institutions.
- 06072** UNESCO will continue to develop and update standards and recommendations on MIL competencies, including in the form of educational curricula and guidelines for youth organizations, media

and other stakeholders, with particular attention to promoting MIL among women and youth organizations, and in Africa. Intersectoral cooperation will ensure synergies across UNESCO's fields of expertise to enhance the capacities of educators, policymakers and other duty bearers to teach and integrate MIL throughout their work, in the framework of the intersectoral programme (IP4) on Media and Information Literacy and digital competencies. Through its actions on MIL, UNESCO will build digital citizenship while protecting the right to freedom of expression, in line with the UN Strategy and Plan of Action on Hate Speech.

06073 UNESCO will also raise awareness of MIL, including in the framework of Global MIL Week, and foster debate around new ways to diffuse MIL learning through games, social media and the ethical use of artificial intelligence. In addition, guidance will be offered to tailor MIL interventions to the specific needs and rights of women and girls, Indigenous Peoples, migrants, people with disabilities and the elderly. Through the novel concept of MIL Cities, Member States will be supported to improve the capacity of non-traditional actors in the public sector to promote MIL learning in community spaces.

06074 UNESCO will raise awareness and build capacities for the development of digital competencies and literacy, as well as coding skills, with a particular focus on persons with disabilities, youth, women and girls, and populations in rural areas in Africa, with a view to ensuring equal opportunities for all to participate in and benefit from the digital economy. These efforts will further equip African citizens with tools for entrepreneurship, empowering them to contribute to sustainable development.

06075 In addition, through its YouthMobile initiative, UNESCO will contribute to empowering young girls and boys to harness innovation and deploy digital solutions for sustainable development, while supporting entrepreneurship. Teachers and youth organizations will also benefit from capacity-building initiatives, to broaden the scope of beneficiaries and learners through the training of trainers.

06076 UNESCO will also strengthen its support for the development of digital skills and competencies of teachers, and reaching persons with disabilities, youth and women. Teacher education and digital competency development programmes will be enhanced, as well as support for inclusive distance learning in both formal and informal settings. UNESCO's action will focus on facilitating knowledge sharing, enabling policy dialogue and capacity building, as well as the implementation of recognized frameworks for teacher education, such as the ICT Competency Framework for Teachers and the UNESCO Guidelines on the Inclusion of Learners with Disabilities in Open and Distance Learning.

06077 This output will also support the achievement of Outcome 1, as the development of media and information literacy and digital competencies supports the objective of quality education for all. It will also contribute to Outcome 6, as it relates to citizens' understanding of their rights to freedom of expression and information in the digital age. In addition, media and information literacy serves as an important tool to address hate speech and discrimination, in support of Outcome 7.

Partnerships

06078 UNESCO will provide opportunities for diverse stakeholders and disciplines to convene, develop and strengthen networks, including through leading the Global MIL Week celebrations, and expanding the UNESCO MIL Alliance and the MIL and Intercultural Dialogue University Network (MILID). In addition, UNESCO will foster interdisciplinary and transversal partnerships by gathering actors promoting MIL and digital competencies, including youth organizations and teacher training institutions, as well as actors advancing other social competencies including health, science and financial literacies, intercultural competencies, global citizenship education, and education for sustainable development. Partnerships with the private sector will also be fostered around key initiatives aimed at building coding skills among youth, with a continued focus on the digital empowerment of women and girls, as well as on Africa.

OUTCOME 9

Develop ethical standards, norms and frameworks for action to meet the challenges of innovative technologies and digital transformation

OUTPUT 9.CI6 Member States have enhanced their policies for inclusive digital transformation and AI development, and are enabled to address the digital and knowledge divides, including between genders

Challenges

- 06079** The rapid development and permeation of digital technologies, such as Artificial Intelligence (AI), blockchain and the Internet of Things, have profoundly impacted all facets of societies. These frontier technologies offer major opportunities for human progress, the building of inclusive knowledge societies and the achievement of sustainable development.
- 06080** However, many countries face challenges to ensure inclusive technological development, in line with the principles of Internet Universality, namely human rights, openness, accessibility, multi-stakeholder participation, as well as gender equality. In resource-poor settings where digital, knowledge and gender divides persist, inequalities risk being further compounded by the uneven impact of the digital transformation, as cutting-edge research, model use and technology programmes are rarely tailored to benefit such contexts. The concentration of technological development within Internet companies is a challenge that calls for transparency about the development and use of AI, and for promotion of openness to enable expanded opportunities for digital participation and innovation.

What needs to change

- 06081** To seize the opportunities offered by AI and other digital technologies, while countering eventual risks and adverse impact, their development and use should align with international norms that respect human rights. It is equally essential to ensure that regulatory and legislative frameworks are up to date and able to respond to potential risks associated with the digital transformation and emerging technologies.
- 06082** Comprehensive capacity building on the development, use and governance of emerging technologies, at all levels, is also crucial to help bridge the digital divide, including the digital gender divide, and enable societies as a whole to benefit from the digital transformation, while also actively contributing to it, upstream. Support to inclusive policy development must be strengthened to ensure that digital technologies, and the Internet, are developed through an inclusive and multi-stakeholder approach, in line with the principles of Internet Universality.
- 06083** More must also be done to ensure that emerging technologies do not compound existing inequalities or impede the exercise of fundamental rights and freedoms, including in terms of access to information, gender equality and freedom of expression. This requires the development, implementation and monitoring of internationally agreed normative frameworks, instruments and standards, in order to inform rights-based policy development on regional and national levels.

Implementation strategy

- 06084** UNESCO will promote and advance inclusive policies that enable Member States to harness the opportunities offered by the digital transformation, while addressing key challenges embedded in the development of digital technologies, including AI. To promote the use of AI to bridge digital and knowledge divides within and between countries, including between genders and in Africa, UNESCO

will facilitate global dialogue on visionary AI policies and AI application within its mandate, including through foresight-oriented research.

06085 UNESCO will facilitate knowledge exchange, networking and partnership creation, especially promoting South-South, North-South and triangular cooperation and dialogue, with a view to mobilizing support for scaling up effective digital solutions. A particular focus will be put on catalyzing the digital transformation of Africa through capacity-development. This will include the collection and dissemination of cutting-edge research and best practices on AI and other frontier technologies, and their contribution to sustainable development. UNESCO will also advocate for the promotion of gender equality in and through the development and use of digital technologies, including through promoting bias-free datasets in AI development.

06086 To foster enabling environments for inclusive technological development, UNESCO will also support a multi-stakeholder governance of the Internet and development of frontier technologies, through dedicated national, regional, and international fora. Technical support will be provided to Member States to apply UNESCO's Internet Universality framework, including in African countries. To promote the practical application of human-rights based and ethical technology policies, UNESCO will support the implementation of global standards in this field, including the UNESCO Recommendation on the Ethics of Artificial Intelligence (*currently being elaborated*). Building on its expertise and networks in all its areas of competence, UNESCO will support this action in the framework of the intersectoral programme (IP5) on "Artificial intelligence: ethics and digital innovation".

06087 Capacity-building will be provided to policymakers and other key stakeholders to facilitate evidence-based decision-making and programmes on digital technologies and ecosystems. UNESCO will develop a digital technology toolkit to assist Member States in harnessing innovative technologies, particularly AI, within UNESCO's fields of competence. UNESCO will also lead and facilitate international cooperation on the development and use of information and communication technologies in line with the World Summit on the Information Society (WSIS) outcomes.

06088 Synergies will be identified with UNESCO's work to promote universal access to information, in particular on the use of digital technologies to share data and information, promote transparency and support open science in the service of sustainable development.

06089 This output also contributes Outcome 8, which aims to foster knowledge sharing through Open Solutions and skills development in the digital age, as well as to Outcome 4, which seeks to advance international cooperation in science, technology and innovation, through promoting international and multi-stakeholder cooperation in AI and other emerging technologies.

Partnerships

06090 UNESCO will facilitate cooperation between international and regional bodies in the field of digital and technological development, notably in terms of downstream policy support at the national level through UNESCO's Field Office network, with a particular focus on Africa and SIDS, and the promotion of gender equality. UNESCO will also ensure close cooperation and facilitate consultations with stakeholders from the public and private sector, including technological and online companies, as well as with media, academia, civil society and international organizations.

II • Major Programme V: Results Matrix

OUTCOME 5: Enhance the protection and promotion of the diversity of heritage and cultural expressions

OUTPUT 5.CI1 Member States have enhanced capacities to promote and protect linguistic diversity and multilingualism, including in the framework of the International Decade of Indigenous Languages 2022-2032

| <i>Performance Indicators</i> | <i>Baselines</i> | <i>Targets 2023</i> |
|--|------------------|---------------------|
| 1. Number of Member States supported to implement the Global Action Plan of the International Decade of Indigenous Languages * | 0 | 18 Member States |
| 2. Number of Member States that have taken measures towards improved access to multilingual information online, in line with the 2003 Recommendation concerning the promotion and use of multilingualism and universal access to cyberspace, and adopting a gender-responsive approach | 17 Member States | 8 Member States |

* This indicator is also relevant to the intersectoral Output 5.IP3 on strengthening capacities to protect, safeguard and promote indigenous knowledge, cultures, and languages

OUTCOME 6: Promote freedom of expression and the right to information

OUTPUT 6.CI2 Member States have strengthened capacities and raised awareness to enhance norms and policies related to freedom of expression, press freedom, safety of journalists, including women journalists, and the right to access information, online and offline

| <i>Performance Indicators</i> | <i>Baselines</i> | <i>Targets 2023</i> |
|---|--|---|
| 1. Number of Member States, media institutions and civil society organizations that have conducted awareness raising initiatives on freedom of expression and the right to information (commemorations of World Press Freedom Day (WPDF); the International Day to End Impunity for Crimes Against Journalists (IDEI); and the International Day for Universal Access to Information (IDUAL)) | B1:WPDF: 130 (35 in Africa) B2: IDEI: 44 Member States (14 in Africa) B3:IDUAL: 25 Member States (7 in Africa) | T1: 100 Member States each year (10 in Africa) T2: 33 Member States each year (10 in Africa) T3: 25 Member States each year (5 in Africa) |
| 2. Number of Member States, media institutions and civil society organizations that are taking steps to implement the UN Plan of Action on the Safety of Journalists and the Issue of Impunity, with particular attention to the safety of women journalists | 46 Member States (at least 26 in Africa) | 30 Member States (at least 15 in Africa) |
| 3. Number of Member States in which duty bearers have benefited from policy advice and capacity development strategies to improve legislative and institutional frameworks related to freedom of expression and access to information online and offline, mainstreaming a gender-responsive approach | 15 Member States (including 5 in Africa) | 23 Member States (including 5 in Africa) |

OUTPUT 6.CI3 Member States and media institutions enabled to strengthen media development and media pluralism, including through the International Programme for the Development of Communication (IPDC)

| | | |
|---|---|--|
| 1. Number of Member States that implement media development projects and support pluralism, including through World Radio Day (WRD); and number of media institutions that reinforce their independence and pluralism | <i>B1: 40 Member States (media development) B2: 100 Member States (WRD) B3: 50 media institutions</i> | <i>T1: 35 Member States (17 in Africa) (media development) T2: 110 Member States each year (WRD) T3: 100 media institutions (60 in Africa)</i> |
| 2. Number of Member States conducting national assessments based on UNESCO's indicator frameworks to inform associated policies | <i>15 Member States</i> | <i>25 Member States (10 in Africa and SIDS)</i> |
| 3. Number of journalism education institutions empowered through high-quality and gender-responsive journalism training programmes | <i>50 journalism education institutions (20 in Africa)</i> | <i>100 journalism education institutions (30 in Africa)</i> |

OUTCOME 8: Foster knowledge sharing and skills development in the digital age

OUTPUT 8.CI4 Member States are enabled to foster universal access to information and knowledge, including through the Information for All Programme (IFAP), as well as through Open Solutions, and through the identification, preservation and accessibility of documentary heritage

| <i>Performance Indicators</i> | <i>Baselines</i> | <i>Targets 2023</i> |
|---|-------------------------|---|
| 1. Number of Member States and professional organizations with strengthened capacities to develop Open Access and Open Data policies | <i>5 Member States</i> | <i>10 Member States (5 in Africa)</i> |
| 2. Number of Member States supported in the implementation of the 2019 Recommendation on Open Educational Resources (OER) | <i>30 Member States</i> | <i>15 Member States (6 in Africa, 3 SIDS)</i> |
| 3. Number of Member States supported in the implementation of the 2015 Recommendation concerning the preservation of, and access to, documentary heritage including in digital form, including in their identification of documentary heritage for the Memory of the World International Register | <i>12 Member States</i> | <i>At least 6 Member States (1 in Africa)</i> |

OUTPUT 8.CI5 Member States have strengthened institutional and human capacities to integrate media and information literacy (MIL) in policies and strategies, and to bridge the digital and knowledge divides, through the development of digital skills and competencies, in particular among women and girls and marginalized groups

| | | |
|--|---|---|
| 1. Number of Member States supported to develop and implement MIL policies and capacity-building strategies | <i>30 Member States (MIL)</i> | <i>40 Member States (3 in Africa) (MIL)</i> |
| 2. Number of youth organizations, media and social media platforms that have strengthened capacities to develop and integrate MIL in their operations* | <i>100 youth organizations, media and platforms</i> | <i>50 youth organizations, media and platforms (20 in Africa)</i> |
| 3. Number of institutions and Member States supported to strengthen digital skills and competencies, including contextualizing the ICT Competency Framework for Teachers, with a focus on empowering women and youth | <i>10 institutions and Member States</i> | <i>15 institutions and Member States (4 in Africa, 1 SIDS)</i> |

* This indicator is also relevant to the intersectoral Output 8.IP4 on strengthening capacities to empower learners with digital competencies and Media and Information Literacy skills.

OUTCOME 9: Develop ethical standards, norms and frameworks for action to meet the challenges of innovative technologies and digital transformation

OUTPUT 9.CI6 Member States have enhanced their policies for inclusive digital transformation and AI development, and are enabled to address the digital and knowledge divides, including between genders

| <i>Performance Indicators</i> | <i>Baselines</i> | <i>Targets 2023</i> |
|---|-----------------------------------|--|
| 1. Number of Member States supported in strengthening multi-stakeholder governance of the Internet and emerging technologies | 20 Member States | 10 Member States (4 in Africa) |
| 2. Number of Member States and stakeholders whose Internet policies and digital ecosystems have been assessed and enhanced by applying the Internet Universality Indicators framework | 21 Member States and stakeholders | 10 Member States and stakeholders (3 in Africa, 1 SIDS) |
| 3. Number of Member States that have strengthened legislative and institutional capacities in accordance with international standards on human rights, for the inclusive development and use of digital technologies, such as AI, and that support gender equality* | 10 Member States | 20 Member States (6 in Africa, 1 SIDS) |

* This indicator is also relevant to the intersectoral Output 9.IP5 on strengthening capacities to harness the benefits of artificial intelligence, while addressing the ethical challenges and ensuring the use of digital technologies to promote, protect and fulfill human rights and fundamental freedoms"

III • Major Programme V: Resources

CI

Integrated budget by output and source of funds based on the Appropriated Regular Programme Budget of \$534.6 million

(in USD '000)

| Output | Breakdown by source of funds | | | | | | Total ³ |
|---|-------------------------------------|--------------------------|--|--------------------------------------|--------|-------------------------------|--------------------|
| | Regular Programme ¹ (RP) | Revenue generating funds | Voluntary Contributions (VC) | | | Total Voluntary Contributions | |
| | | | Management Costs Account (MCA) ² - VC portion | Voluntary Contributions (VC) in hand | Gap | | |
| 5.CI1 Member States have enhanced capacities to promote and protect linguistic diversity and multilingualism, including in the framework of the International Decade of Indigenous Languages 2022-2032 | 2 176 | - | - | 756 | 1 655 | 2 411 | 4 587 |
| 6.CI2 Member States have strengthened capacities and raised awareness to enhance norms and policies related to freedom of expression, press freedom, safety of journalists, including women journalists, and the right to access information, online and offline | 6 766 | - | - | 5 967 | 7 045 | 13 012 | 19 779 |
| 6.CI3 Member States and media institutions enabled to strengthen media development and media pluralism, including through the International Programme for the Development of Communication (IPDC) | 4 331 | - | - | 510 | 5 860 | 6 370 | 10 701 |
| 8.CI4 Member States are enabled to foster universal access to information and knowledge, including through the Information for All Programme (IFAP), as well as through Open Solutions, and through the identification, preservation and accessibility of documentary heritage | 5 539 | - | - | 1 273 | 4 625 | 5 898 | 11 437 |
| 8.CI5 Member States have strengthened institutional and human capacities to integrate media and information literacy (MIL) in policies and strategies, and to bridge the digital and knowledge divides, through the development of digital skills and competencies, in particular among women and girls and marginalized groups | 3 984 | - | - | 350 | 5 097 | 5 447 | 9 431 |
| 9.CI6 Member States have enhanced their policies for inclusive digital transformation and AI development, and are enabled to address the digital and knowledge divides, including between genders | 2 522 | - | - | 1 209 | 1 537 | 2 746 | 5 268 |
| Total, Major Programme V | 25 319 | - | - | 10 065 | 25 819 | 35 884 | 61 203 |

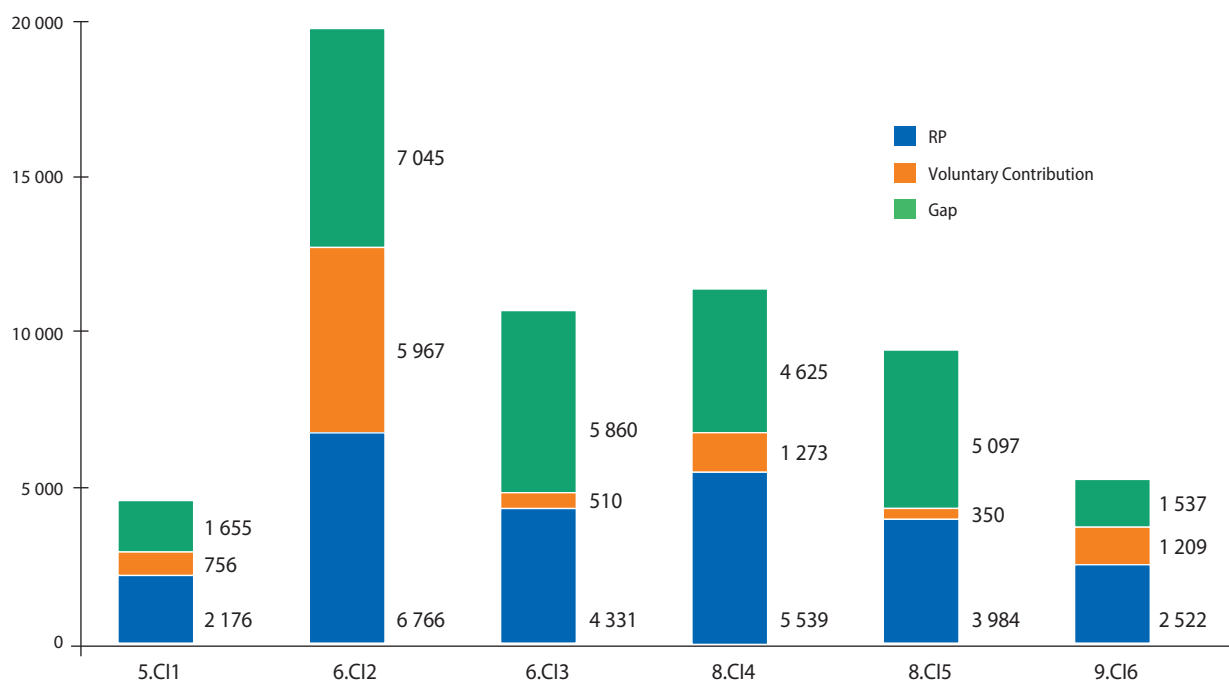
1 The Appropriated Regular Programme Budget is funded by assessed contributions on Member States. For the Regular Programme figures the budget exchange rate is US\$1=0.869 euro.

2 The Management Cost Account (MCA) is financed 56% from the Regular Programme budget and 44% from programme support costs charged to projects financed by voluntary contributions.

3 Budget figures include the contribution of Major Programme V to the intersectoral programmes and related outputs, as indicated in the implementation strategy.

Total integrated budget by output and source of funds

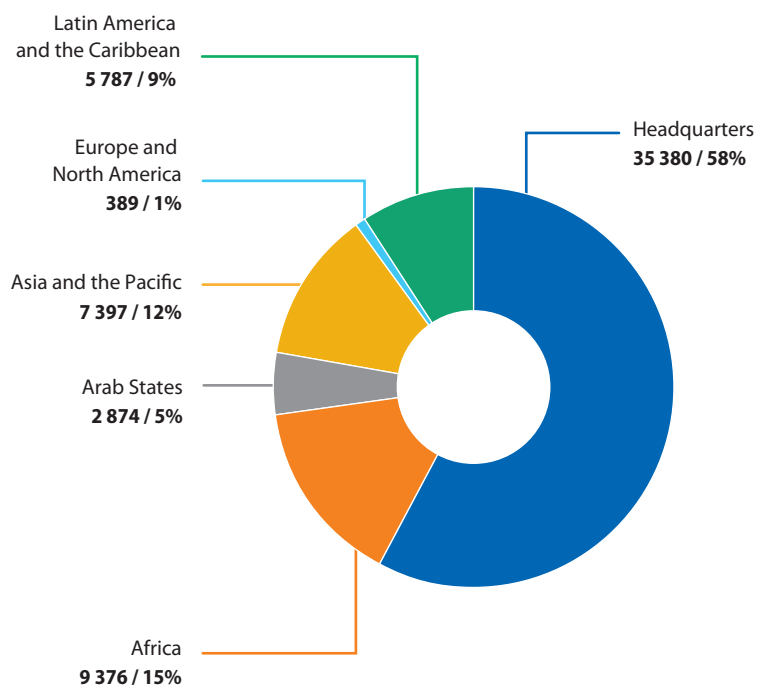
(in USD '000)



Decentralisation of resources by Region

(in USD '000)

Contribution to the global priorities



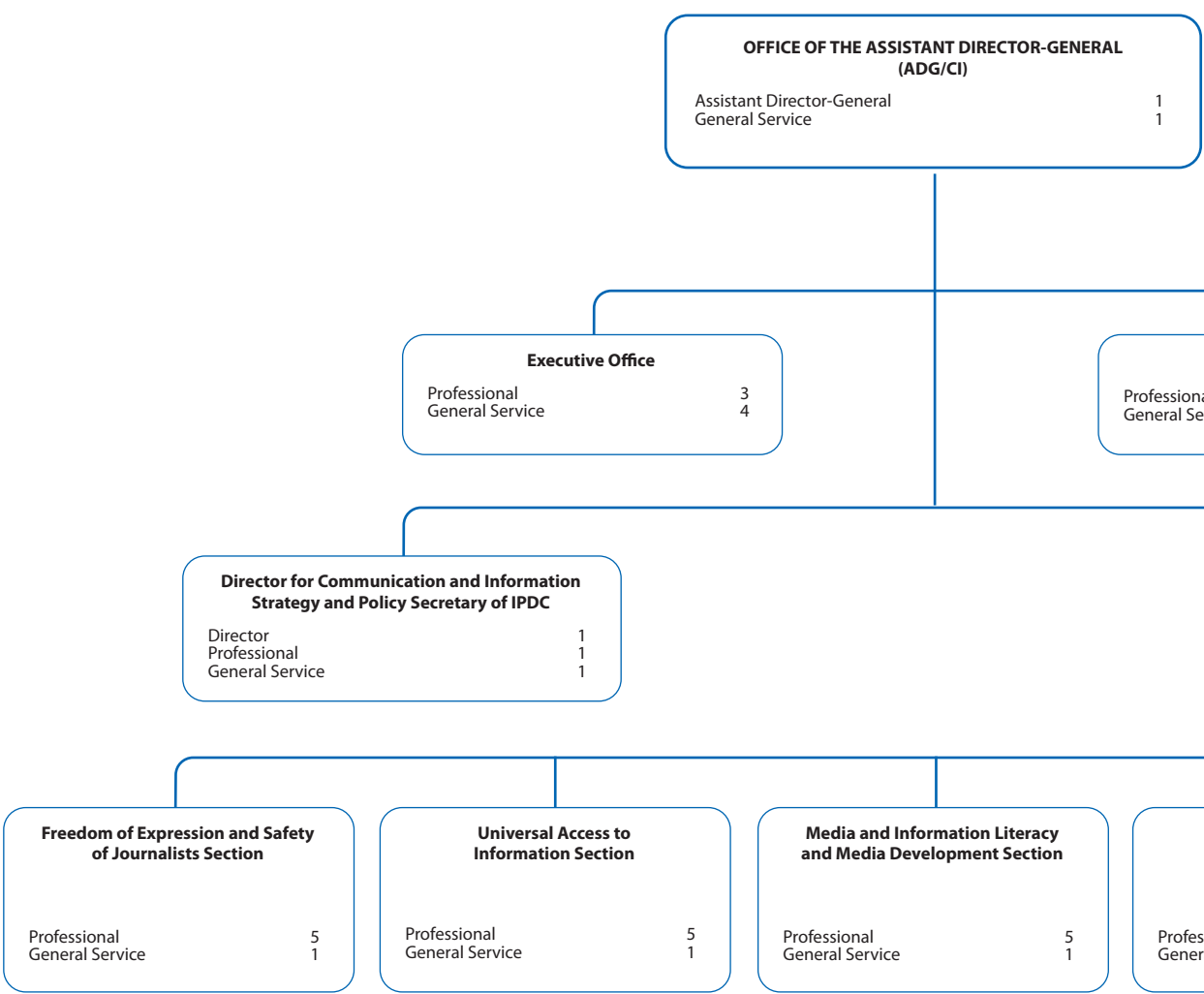
| 2022 - 2023 Proposed IBF Budget | | |
|---------------------------------|--------|-----------------|
| | Africa | Gender Equality |
| Total Contribution | 14 231 | 32 905 |
| % of Sector IBF | 23% | 54% |

Communication and Information Sector

Organizational Chart

(Established Posts)

| NUMBER OF POSTS | |
|------------------------------------|-----------|
| HQ | |
| Professional General Service | 31 |
| FIELD | |
| Professional National Professional | 13 |
| TOTAL HQ/FIELD | |
| Professional National Professional | 44 |
| General service | 16 |
| TOTAL | 76 |



| FIELD OFFICES | | | | |
|-------------------------|--|-------------------------|--|---------------------------------|
| Africa | | Arab States | | Asia and the Pacific |
| Professional 4 | | Professional 2 | | Professional 3 |
| National Professional 6 | | National Professional 2 | | National Professional 4 |
| | | | | |
| | | | Latin America and the Caribbean | Europe and North America |
| | | | Professional 3 | Professional 1 |
| | | | National Professional 4 | |

UNESCO Institute for Statistics

Intersectoral Programmes

II.B • Programme-related services

II.C • Participation Programme and Fellowships

UNESCO Institute for Statistics

- 07001** The UNESCO Institute for Statistics (UIS) is the statistical office of UNESCO and the UN repository for comparable statistics in the fields of education, science, culture and communication.
- 07002** The United Nations (UN) system has been called upon to create new data solutions with the aim of expanding coverage, detail, relevance and timeliness of data and statistics produced and disseminated by the system. Recognizing that data are a strategic asset for the UN System, the [Secretary-General's overarching Data Strategy](#) sets out a vision for a “data ecosystem that maximizes the value of our data assets for our organizations and the stakeholders we serve”, including high-level objectives, principles, core work streams¹ and concrete system-wide data initiatives.
- 07003** UNESCO, and in particular the UIS, has the broad mandate of producing monitoring indicators that are internationally accepted for more than 200 countries and territories. This mandate requires working in close collaboration with partners in the development of new indicators, statistical approaches and monitoring tools to better assess progress towards internationally recognised goals.
- 07004** With the adoption of the Sustainable Development Goals (SDGs), as the statistical office of UNESCO, the UIS has an important role in monitoring the goals and targets of the 2030 Agenda, particularly with regard to SDG 4 and education-related targets within other goals (e.g., SDG 1, SDG 3, SDG 5, SDG 8, SDG 12 and SDG 13). The UIS has been recognised as the “the official source of cross-nationally comparable data on education”, as confirmed in the Education 2030 Framework for Action.² The Institute has been given the mandate to “work with partners to develop new indicators, statistical approaches and monitoring tools to better assess progress across the targets related to UNESCO’s mandate, working in coordination with the Education 2030 Steering Committee”. The Institute is also responsible for producing data related to SDG 9 and for developing new methodologies to monitor SDG 11 on culture and SDG 16 on access to information.
- 07005** The UIS contributions to the global public good of data involve:
- providing global data through its platform, which also supports the data needs of around 30 global partners, notably the Global Education Monitoring Report and the World Bank World Development Indicators database;
 - informing the debate on global data issues while advocating constructively for developing countries and increasing action at the regional level through the development of benchmarks for SDG 4, use and analysis of data;
 - focusing on equity, including gender parity, as the central principle of the Sustainable Development Agenda;
 - determining and disseminating metadata, standards, and guidelines;
 - working to build institutional capacities in education statistics in countries;

¹ The Secretary-General's Data Strategy encourages action in five core work streams: People and Culture, Data Environments and Infrastructure, Data Assets and Use, Data Privacy and Protection, as well as Data Governance.

² Education 2030, Framework for Action, para 100. <https://unesdoc.unesco.org/ark:/48223/pf0000245656>

- participating in global and regional partnerships that complement its norms and standards, benchmarking and capacity building work;
- driving agreements based on expert consultation on novel standards and data collection methods, especially with respect to the SDG 4 monitoring framework.

07006 To be able to respond effectively to stakeholders' demands, UIS needs to be agile and innovative in its approach to delivering on its current mandate, and to be able to respond quickly to existing and upcoming crisis (e.g. COVID-19).

I • UNESCO Institute for Statistics: Focus in 2022-2025

07007 Quality, accessible, disaggregated, reliable and timely data are essential to inform policies, action, and public opinion in general.

07008 The UIS overall goal in regard to education data is to improve the evidence-based decision making in support of sustainable development and relevant international frameworks.

07009 In line with UNESCO Medium-Term Strategic Objective 1, and contributing to Outcome 2 "Strengthen international coordination for the achievement of SDG 4 and develop the global education agenda based on research, foresight, and innovation", UIS will support and complement the Education Sector's work to improve coordination, data and monitoring, knowledge and innovative partnerships (Output 2.ED7). The UIS work on education statistics will focus on:

- ensuring global leadership in the efficient monitoring of the SDG 4 - Education Agenda through the development of internationally agreed norms and standards and the collection, production and distribution of timely, transparent, high-quality data;
- supporting Member States' capabilities to design and implement the SDG4 agenda through strengthening capacity to monitor and report against SDG4 targets; and
- responding to relevant policy needs to develop the global education agenda, based on research, foresight, and innovation.

07010 In order to maintain UIS' value added as an expert voice and a trusted producer of internationally comparable data, innovation and modernisation will be needed in the development of methodologies for learning outcomes and the UIS data collection mechanisms. Areas of particular importance for modernisation concern: the UIS data collection and production mechanisms; the quality assurance framework; and the dissemination approach. For example, new statistical and engagement approaches should be refined and applied to combine data from different sources and to obtain reliable estimates to fill data gaps for SDG monitoring, especially for Least Developed Countries. Approaches should be transparent, well documented and adopted through appropriate governance mechanisms to ensure Member States' acceptance for SDG monitoring.

- 07011** In 2022-2025, the UIS is planning to establish and maintain a global SDG 4 data platform, supporting regional mechanisms to monitor progress toward SDG 4. Data collection, production and dissemination, including for indicators on learning outcomes, will continue, and new/innovative methods, such as harmonization of different data sources, will be applied to increase data coverage and quality. Finalising the process of establishing regional benchmarks, as one of the SDG 4 commitments, and enabling successful reporting against them will be another area of action for the UIS. In addition, the UIS team will produce tools, guidelines and training resources as well as will work directly with countries to improve their reporting SDG 4 targets. The projects undertaken to pilot methodologies for Learning Outcomes in Policy Linking and Statistical Linking will be scaled up for implementation in 40 countries. Indicators, including those regarding COVID-19 response, methodologies, tools and guidelines will be developed to address relevant current and emerging policy issues in Education. Based on the volume of resources that could be mobilised in the future, programme delivery in the UNESCO Education Sector will be supported in developing and implementing a strategy for data collection and production. Capacity building will involve the development of tools, guidelines and frameworks that support countries in strengthening the quality and reporting on SDG 4 data from EMIS.
- 07012** The above ambitious plans will require sustainable, predictable multiyear funding attained through a combination of UNESCO support to the UIS identified core work and partnerships with selected donors. Involvement of government and private donors will be essential to achieve the set goals.
- 07013** In regard to science, culture, communication, and information statistics, work in these areas will be implemented in line with the Organization's Medium-Term Strategic Objectives 2 and 3, contributing to Outcomes 4 and 5 respectively. The focus will be on facilitating evidence-based policy formulation and monitoring of progress towards SDGs through the provision of timely and globally comparable data on science, culture, and communication, based on agreed norms, standards, and methodologies.
- 07014** UIS work in these areas will be reinforced through enhanced collaboration with the relevant UNESCO Sectors, including through joint resource mobilisation efforts for sustainable statistical work.
- 07015** The UIS collects and produces data for three SDG monitoring Indicators (9.5.1, 9.5.2, and 11.4.1) and contributes to the thematic indicators of the UNESCO | 2030 Culture Indicators Framework. In 2022-2025, the UIS will continue to collect, produce, and disseminate data enabling the aforementioned SDG monitoring. In addition, based on a joint resource mobilisation strategy of the relevant sectors, UIS will contribute to such flagship publications as UNESCO World Science Report, Re|Shaping Cultural Policies report and the Report on World Trends in freedom of expression and media development. Special attention will be given to disaggregation of data by gender.
- 07016** Moreover, UIS provides support to the Communication & Information Sector on the development of the methodology and data collection mechanisms for SDG 16,10, for which the Sector is the Custodian. In this regard, the UIS role focusses, as of 2021, on the provision of technical advice and liaison with the international governance mechanism for SDG indicators (IAEG-SDG).

II • UNESCO Institute for Statistics: Results Matrix

OUTCOME 2: Strengthen international coordination for the achievement of SDG 4 and develop the global education agenda based on research, foresight and innovation

OUTPUT 2.UIS1 Global leadership in the monitoring of the SDG 4 Education Agenda enhanced through the development of internationally agreed norms and standards and the collection, production and distribution of timely and high-quality data

| Performance indicators | Baseline 2020 | Target 2023 |
|---|---|---|
| 1. Established and maintained a global SDG 4 data platform and supported # regional mechanisms to monitor progress toward SDG 4. | <ul style="list-style-type: none"> – SDG4 Data Centre implemented. – Concept of regional Technical Cooperation Groups adopted and establishment initiated | Global SDG 4 data Centre maintained and monitoring mechanisms in 3 regions operational |
| 2. Within the UIS data release, percentage coverage for reporting against the (i) SDG 4 global and (ii) SDG 4 thematic indicators increased with all regions achieving a defined minimum percentage. ³ | <p>B1: 45% coverage rate for SDG 4 global indicators</p> <p>B2: 41% coverage rate for SDG 4 thematic indicators.</p> | <p>T1: 46% coverage rate for SDG 4 global indicators, with rate for each region at least 40%.</p> <p>T2: 43% coverage rate for SDG4 thematic indicators, with rate for each region at least 35%.</p> |
| 3. Number of SDG 4 global indicators disaggregated by sex by at least x% of countries reporting; and number that have data disaggregated by at least one other dimension for y% of countries reporting | <p>B1: Number of global SDG 4 indicators disaggregated by sex by 90% of countries reporting: 5 of the 7 relevant indicators</p> <p>B2: Number of global SDG 4 indicators with data disaggregated by at least one other dimension by 60% countries reporting: 3 of the 4 relevant indicators</p> | <p>T1: Number of global SDG 4 indicators disaggregated by sex by 90% of all countries reporting: 5 of the 7 relevant indicators</p> <p>T2: Number of global SDG 4 indicators that have data disaggregated by at least one other dimension by 60% of all countries reporting: 3 of the 4 relevant indicators</p> |
| 4. Number of regions in which benchmarks adopted | TCG approved indicators for benchmarking. Benchmarking process started in all regions with stakeholders' meetings and benchmarks adopted established in 1 region (EC) | Adopted in 4 regions |

OUTPUT 2.UIS2 Member States capabilities to design and implement the SDG 4 Education Agenda supported through strengthening capacity to monitor and report against SDG4 targets

| | | |
|---|---|--|
| 5. Number of tools, guidelines and training resources provided to meet the capacity building needs of countries | <p>(i) 2 new methodologies finalized (GCF for Indicator 4.7.4</p> <p>GCF for Indicator 4.7.5) and published and 4 methodology notes presented to TCG for approval</p> <p>(ii) 1 new tool published:</p> <ul style="list-style-type: none"> – CLA 3.0 - Online CLA <p>(iii) 3 EMIS publications and microsite produced</p> <p>(iv) ISCED visualizations for 108 countries produced, 12 mappings updated and 30 new created.</p> | <p>T1: Toolkits established for Household Surveys, Administrative Data and Learning Outcomes, appropriate to the development needs of countries</p> <p>T2: 10 countries with weak reporting to the UIS Formal Survey of Education that have strengthened the quality of reporting through adopting the UIS guidelines for production of SDG 4 data from EMIS</p> |
| 6. Number of countries supported in improving reporting against the SDG4 agenda | 10 Countries in which methodologies piloted for Policy Linking and Statistical Linking | 25 countries |

³ Methodology under revision for 2022: Average weighted by School Aged Population in a 5-year window

| | | |
|---|---|--|
| 7. Number of data reports produced to monitor on progress of the Regional and SDG4 frameworks | Report/publication produced for Africa. Country tables launched Regional TCG micro page established | Global and regional and country data tables maintained with every Data Release Regional TCG micro page for each region maintained Regional reports bridging SDG 4 to regional frameworks produced every 3 years for all regions other than Europe and North America. |
|---|---|--|

OUTPUT 2.UIS3 Response for relevant policy needs provided to develop the global education agenda, based on research, foresight and innovation

| | | |
|--|---|---|
| 8. Indicators, methodologies, tools and guidelines developed to address relevant current and emerging policy issues in Education | Implementation of the COVID 19 response | T1: Network of partnerships established with academia and other organizations to strengthen research and foresight capacity T2: Establish a framework of indicators relevant to providing evidence on educational system resilience in response to COVID19 T3: UNESCO Programme Delivery supported with a strategy for data collection and production of the indicators outside the SDG 4 framework established, implemented and supported by mobilization of resources |
|--|---|---|

OUTCOME 4: Advance international cooperation in science, technology and innovation

OUTPUT 4.UIS4 Evidence-based policy formulation and monitoring of progress towards SDGs facilitated through the provision of timely and globally comparable data for science.

| Performance indicators | Baseline 2020 | Target 2023 |
|--|--|---|
| 1. In collaboration with UNESCO Sectors develop and deliver a sustainable strategy to: <ul style="list-style-type: none"> – Improve coverage of SDG indicators – Mobilise resources to establish and produce Science, data and analysis to support flagship publications (i) UNESCO World Science Report | No strategy Concept developed as part of UIS draft medium-term strategy | Strategy Document developed with Sectors and planned activities for 2022-2023 successfully funded and implemented |
| 2. Number of countries for which the STI SDG Global indicators are available | 130 countries | 145 countries |
| 3. Number of countries for which STI SDG indicators disaggregated by gender are available in the UIS database | 110 countries | 125 countries |

OUTCOME 5: Enhance the protection and promotion of the diversity of heritage and cultural expression

OUTPUT 5.UIS5 Evidence-based policy formulation and monitoring of progress towards SDGs facilitated through the provision of timely and globally comparable data for culture.

| <i>Performance indicators</i> | <i>Baseline 2020</i> | <i>Target 2023</i> |
|---|--|--|
| 1. In collaboration with UNESCO Sectors develop and deliver a sustainable strategy to: <ul style="list-style-type: none"> – Improve coverage of SDG indicators – Support the global monitoring of the UNESCO thematic framework approved for Culture 2030 Indicators . – Mobilise resources to establish and produce Culture non SDG core indicators; and for data and analysis to support flagship publications (i) Re Shaping Cultural Policies Report | <i>No strategy Concept developed as part of UIS draft medium term strategy</i> | <i>Strategy Document developed with Sectors and planned activities for 2022-2023 successfully funded and implemented</i> |
| 2. Number of countries for which the CLT SDG Global indicator or one of its disaggregation's are available | <i>40 countries</i> | <i>70 countries</i> |
| 3. Number of countries for which at least one of the CLT 2030 Indicators is available (excluding SDG Global). | <i>60 countries</i> | <i>70 countries</i> |

III • UNESCO Institute for Statistics: Resources

UIS

Integrated budget by output and source of funds based on the Appropriated Regular Programme Budget of \$534.6 million

(in USD '000)

| Output | | Breakdown by source of funds | | | | | | Total ³ |
|-------------|--|-------------------------------------|--------------------------|--|--------------------------------------|--------|-------------------------------|--------------------|
| | | Regular Programme ¹ (RP) | Revenue generating funds | Voluntary Contributions (VC) | | | Total Voluntary Contributions | |
| | | | | Management Costs Account (MCA) ² - VC portion | Voluntary Contributions (VC) in hand | Gap | | |
| 2.UIS1 | Global leadership in the monitoring of the SDG 4 Education Agenda enhanced through the development of internationally agreed norms and standards and the collection, production and distribution of timely and high-quality data | 3 609 | - | - | 929 | 5 923 | 6 852 | 10 462 |
| 2.UIS2 | Member States capabilities to design and implement the SDG4 Education Agenda supported through strengthening capacity to monitor and report against SDG4 targets | 2 647 | - | - | 843 | 7 642 | 8 485 | 11 132 |
| 2.UIS3 | Response for relevant policy needs provided to develop the global education agenda, based on research, foresight and innovation | 709 | - | - | 362 | 2 461 | 2 823 | 3 532 |
| 4.UIS4 | Evidence-based policy formulation and monitoring of progress towards SDGs facilitated through the provision of timely and globally comparable data for science | 673 | - | - | 133 | 583 | 716 | 1 389 |
| 5.UIS5 | Evidence-based policy formulation and monitoring of progress towards SDGs facilitated through the provision of timely and globally comparable data for culture | 811 | - | - | 160 | 715 | 875 | 1 686 |
| Total*, UIS | | 8 450 | - | - | 2 426 | 17 324 | 19 750 | 28 200 |

1 The Appropriated Regular Programme Budget is funded by assessed contributions on Member States.

For the Regular Programme figures the budget exchange rate is US\$1=0.869 euro.

2 The Management Cost Account (MCA) is financed 56% from the Regular Programme budget and 44% from programme support costs charged to projects financed by voluntary contributions.

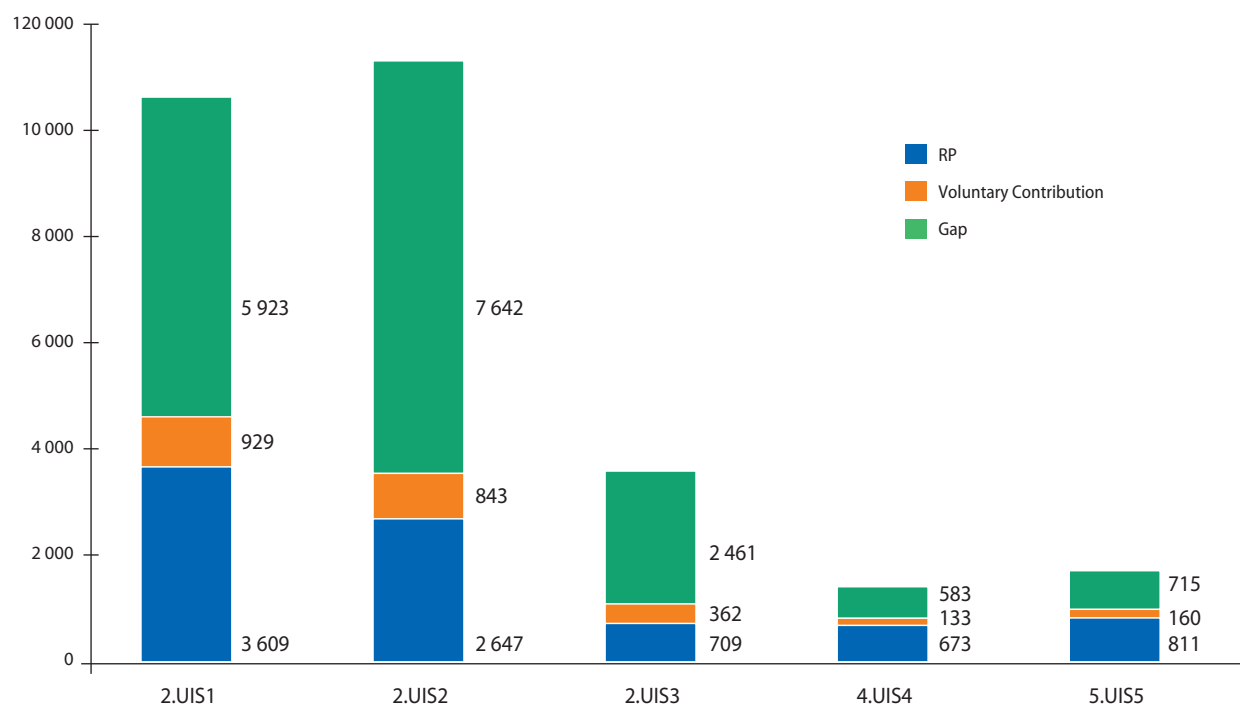
3 Budget figures include the contribution of the UNESCO Institutes for Statistics to the intersectoral programmes and related outputs, as indicated in the implementation strategy.

* Totals may not sum exactly due to rounding.

For the 41C/5 UIS projects a gap of USD 17.3M which comprises 61% of the total budget. This includes USD 8M to be mobilized to cover core activities of the Institute. The 40 C/5 had a much higher level of funds in hand at the time of planning and the decrease in the overall IBF budget for UIS under the 41 C/5 is due to the fact that almost all of the current voluntary contribution agreements and projects will be completed in 2021.

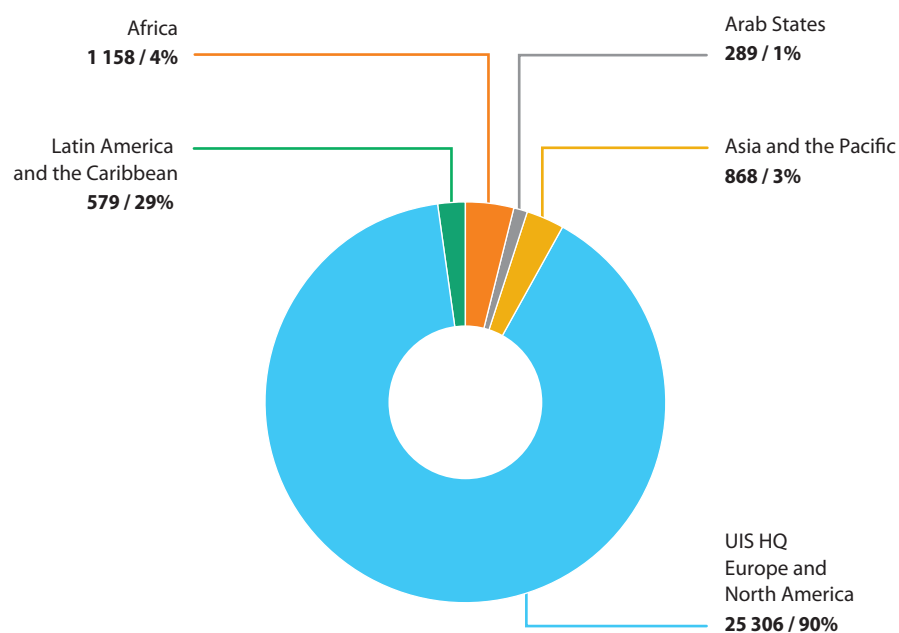
Total integrated budget by output and source of funds

(in USD '000)



Resources by Region

(in USD '000)



Intersectoral Programmes

08001 The 41 C/5 framework for intersectoral action is designed to capture and reflect the Organization's interdisciplinary targeted approach to addressing some of the most complex issues and providing an integrated response in support of Member States' needs and priorities. It brings together the rich knowledge and expertise from across the Organization's various sectors and the IOC towards realizing a common goal, achieving greater synergies and impact, and reinforcing UNESCO's contribution to its Medium-Term Strategic Objectives and the achievement of the related Outcomes.

08002 The framework responds to the requests of Member States for UNESCO to “*further harness its multidisciplinary, its expertise and experience in its fields of competence, stressing the importance of inter- and intra-programmatic approaches, where appropriate, in order to strengthen its position within the United Nations development system, and achieve synergies and greater impact*” (40 C/Resolution 102).

Focus in 2022-2025

08003 Five intersectoral programmes (IP) are featured in this Chapter. They are proposed in areas where synergies have been identified to address emerging issues relevant to UNESCO's programmatic priorities. Each is designed and will be implemented through intersectoral collaboration and joint action, at headquarters, in the field and with category 1 institutes. Defined for the quadrennial period, each intersectoral programme has been designed through collaborative intersectoral work and aims to deliver one output which will contribute to the achievement of one of the nine outcomes.

08004 The budget for the Sectors' action contributing to the intersectoral programme is planned within the budget envelope of each contributing Programme Sector or IOC. As presented in the various sectoral Chapters, the contribution of each Sector to the intersectoral programmes is reflected in the implementation strategy under the related relevant output(s), and in the results framework and matrix.

08005 During 2022-2025, projects and workplans will be elaborated and costed. When necessary, contributing Sectors will join efforts to leverage resources, including from voluntary contributions, and reach out to their networks and partners to ensure effective delivery.

Contribution of Major Programmes and IOC to the intersectoral programmes

| Intersectoral programmes | IP1 | IP2 | IP3 | IP4 | IP5 |
|--|-----------|-----------|-----------|-----------|-----------|
| | OUTCOME 1 | OUTCOME 3 | OUTCOME 5 | OUTCOME 8 | OUTCOME 9 |
| MP I - Education | | | | | |
| MP II - Natural Sciences | | | | | |
| Intergovernmental Oceanographic Commission | | | | | |
| MP III- Social and Human Sciences | | | | | |
| MP IV- Culture | | | | | |
| MP V- Communication and Information | | | | | |

(IP1) INTERSECTORAL PROGRAMME

Learning for Diversity: Strengthening synergies between culture and education for inclusive, sustainable and resilient societies

Challenges

- 08006** Culture and education are fundamental to human development, community wellbeing and the building of adaptive, innovative, pluralistic and peaceful societies. Together, they have the potential to expand educational trajectories, empowering communities and people with the necessary skills and tools to live together in peace and inspire positive change.
- 08007** To achieve the Education 2030 Agenda, in all its dimensions, and advance all Sustainable Development Goals, it is necessary to adopt an interdisciplinary, intersectoral approach to ensure that education systems equip learners with the knowledge, skills, attitudes, values and behaviours they need to flourish as individuals and contribute to the building of more just, peaceful and sustainable societies. In today's increasingly multicultural societies, this implies contextualizing educational content and methods, and making a concerted effort to ensure education contributes to eradicating discrimination, prejudice and violence, and promoting dialogue, peace and stability by complementing and renewing conventional educational approaches and pedagogies, linking formal, non-formal and informal learning and strengthening learners' sense of belonging.
- 08008** Despite its transformative potential, culture is insufficiently mobilized in learning processes, contents, pedagogies, and ultimately the uptake of skills for the achievement of all the SDGs as a resource to enrich learning, and overcome many of the barriers to inclusive, relevant and equitable quality education and lifelong learning for all.
- 08009** Education, on the other hand, serves as a powerful vehicle for knowledge across the diverse dimensions of culture, from heritage, to arts and creativity, which contributes to societal transformation, supporting future generations and informed citizens in adapting to contemporary challenges and building the capacities needed to harness new opportunities through innovation and critical thinking, particularly in the creative economy, with the aim of promoting employment generation, skills development, cultural heritage safeguarding and cultural diversity.

UNESCO's response

- 08010** UNESCO, as the only United Nations Agency with a core mandate in culture and education, provides a unique framework to support Member States in harnessing these synergies through a multidisciplinary human-rights based approach towards achieving the 2030 Agenda for Sustainable Development. Coordinated efforts will be undertaken by the Culture and Education Sectors to develop the full potential of learners as adaptive, creative, critically informed, and engaged global citizens in line with SDG 4, and in particular Target 4.7 and beyond, as well as Agenda 2063's Aspirations 1 and 5. Initiatives actively and meaningfully engaging youth as partners and change-makers will be undertaken to foster global citizenship interculturality, pluralism and respect for cultural diversity; for example, through the promotion of peace and human rights education, the safeguarding of intangible heritage, and the development of initiatives that support communities' recovery from conflicts and emergencies.

Specific activities will aim at engaging and empowering youth in their critical roles as global citizens towards preventing violent extremism (PVE) and peacebuilding, through the protection, preservation and promotion of World Heritage, integrating culture in school curricula and strengthening capacities of the military on the protection of culture in times of armed conflict.

08011 Cooperation between the Culture and Education Sectors will be strengthened to provide Member States with policy advice and technical support on how to integrate culture in education policies and programmes, in view of improving their quality and relevance, including by enlarging learners' perspectives, approaches and pedagogies – both in formal and non-formal education, including TVET and lifelong learning. The role of cultural institutions and museums as spaces of non-formal education and life-long learning will also be reinforced, including by developing educational programmes in line with the UNESCO Culture Conventions and Recommendations. This two-pronged approach will further encompass the integration of arts education, cultural heritage - including the transmission of living heritage - through diverse formats and collaborations. Member States will also be supported to broaden partnerships between learning institutions and their communities, and to conduct pilot projects and research on new pedagogical approaches that build on the synergies between culture and education and demonstrate the benefits for learning outcomes and the promotion of cultural diversity.

08012 Education and volunteer programmes will be implemented in cooperation with civil society organizations to encourage the participation of young men and women as key partners in cultural heritage safeguarding, nurture a sense of belonging and foster mutual understanding. Stronger collaboration between educational and cultural institutions and employment services, employers and their representatives will also be fostered to understand the changing demand for skills, knowledge and approaches notably in the culture sector, and inform new programmes and certifications with a view to enhancing competencies, employability skills and new avenues to ensure the wellbeing of young people and their communities.

08013 Actions under this intersectoral programme will contribute to **Outcome 1 “Advance inclusive quality education and lifelong learning opportunities for all”**.

08014 In addition, work will also impact the other related Outcomes, in particular Outcome 5 on the protection and promotion of the diversity of heritage and cultural expressions”, and Outcome 7 on addressing hate speech and discrimination.

INTERSECTORAL OUTPUT 1.IP1 Member States capacities strengthened to enhance the quality of education, nurture creativity and promote respect for cultural diversity

| <i>Performance Indicators</i> | <i>Baselines</i> | <i>Targets 2023</i> |
|---|---|---|
| 1. Number of Member States supported to integrate culture in their education policies and programmes in view of improving their quality and relevance | 10 Member States, including 2 in Africa and 1 in SIDS | 20 Member States, including 4 in Africa and 2 in SIDS |
| 2. Number of Member States that developed policies and programmes to promote the integration of pedagogical approaches in cultural institutions, including museums | 10 Member States, including 2 in Africa and 1 in SIDS | 20 Member States, including 4 in Africa and 2 in SIDS |
| 3. Number of Member States that are supported to implement gender responsive educational and training activities in the field of culture in times of peace and in emergency situations. | N/A | 45, of which 18 in Africa and 7 in SIDS |

(IP2) INTERSECTORAL PROGRAMME

Advancing Scientific and Environmental Education for Sustainable and Resilient Societies

Challenges

08015 Climate action failure, natural and man-made disasters, extreme weather, biodiversity loss, decline in ocean's health and the water crisis are among the gravest risks that threaten our planet. The current climate emergency and other environmental sustainability crises are the consequence of human behaviour. Human activities have already profoundly altered nature over most of the planet: 75% of the earth's environment, 40% of the marine environment, 50% of watercourses, and 1 million species are threatened with extinction. The collective activities of human beings have altered the earth's ecosystems to the extent that our very survival is threatened. The change is becoming more rapid, dramatic, visible and difficult to reverse every day. We need 'rapid, far-reaching and unprecedented changes in all aspects of society. To halt or reverse this decline, it is vital to transform people's roles, actions and relationships with nature.

UNESCO's response

08016 Living sustainably requires a huge shift in mindset, with people encouraged to reflect on their values, and participate more actively in shifts towards sustainable living. Reversing climate change also requires an integrated approach to learning.

08017 Inclusive quality education and lifelong learning are essential in linking the social, economic, cultural and environmental dimensions of sustainable development and together with preserving the environment contribute to building sustainable societies and reducing inequalities. To realize these vital transformations of human behavior and relationships with nature, in 2022-2025, UNESCO will develop, through concerted action of its education and sciences Major Programmes, an integrated interdisciplinary approach for advancing environmental education as a key dimension of inclusive quality education and lifelong learning for all. Environmental education will develop and promote innovative holistic approaches based on sound scientific basis for building knowledge, skills, values and attitudes of learners.

08018 UNESCO's intersectoral programme on environmental education will build upon the Organization's experience in education for sustainable development (ESD), water education, ocean literacy, climate change education and science-based environmental education, as well as in sustainability science to develop an innovative vision for reshaping educational, learning and knowledge systems, towards a safer, greener and fairer planet for all. In doing so, UNESCO will address the special needs of Africa and SIDS, while prioritizing youth and mainstreaming gender equality and drawing on local and Indigenous knowledge and cultural practices.

08019 As the lead United Nations agency on ESD, UNESCO will continue promoting ESD as a key enabler of all 17 SDGs. UNESCO's actions in education will be anchored in the ESD for 2030 framework and its roadmap, which centers around five Priority Action Areas: 1) advancing policies; 2) transforming learning environment; 3) building capacities of educators; 4) empowering and mobilizing youth; 5) accelerating local level actions. UNESCO will assist Member States to mobilize stakeholders around these five areas and provide technical support for reviewing progress, in order to advance country initiatives, knowledge, capacities and networking. Building on the outcomes of the World Conference on ESD in Berlin in May 2021 and COP 26 in Glasgow in November 2021, UNESCO will continue advocating for renewed commitment to education in the context of climate change, also mobilizing the environment sector.

- 08020** UNESCO will support countries to incorporate climate change related issues into their education systems through two tracks. This includes: a) implementing the education components of the Climate Convention and Paris Agreement and making climate action a core curriculum component and b) policy support, technical advice and capacity development in support of the UN-Water Global Acceleration Framework for SDG 6. Climate literacy, incorporating hydro climatic monitoring and forecasting, using knowledge sources such as nature-based solutions and sharing of data, and institutional support will be promoted. The role of new technologies, such as AI, both in terms of their effects on the environment and solutions they provide, will also be reflected.
- 08021** The Ocean Literacy Action Plan of the Intergovernmental Oceanographic Commission of UNESCO (IOC) will be implemented and used as a fundamental tool to enhance ocean knowledge and to encourage citizens and stakeholders to have an active role in the implementation of sustainable actions on both individual and collective levels. IOC will further support Member States in developing a coherent approach in the design and implementation of future ocean literacy activities, contributing to the 2030 Agenda sustainable development goals and the UN Ocean Decade. Cooperation with the Education Sector will enable the effectively mainstreaming of ocean literacy in school curricula, at all levels, as an important dimension of environmental education.
- 08022** For climate change resilience and disaster risk reduction, UNESCO will collaborate with young professionals on STI to co-create and co-implement concrete actions for risk analysis and identifying mitigation measures, building upon successful experiences, such as VISUS methodology for risk assessment of school buildings with engineering major students. Under the International Geoscience Programme, UNESCO will further advance earth science education, empowering early career scientists and promoting geo-literacy.
- 08023** Within the framework of the Management of Social Transformations programme, in particular its BRIDGES initiative, UNESCO will work to further understanding of the complex socio-ecological systems, develop concepts and methods for sustainability science and contribute to sustainability science education and policy. BRIDGES will collaborate closely with other UNESCO science programmes, including in particular the Man and Biosphere (MAB) Programme, to contribute to the proposed site-based understanding and action in response to environmental pressures. It will also leverage UNESCO's standards in this field such as the Declaration on Ethical Principles in relation to Climate Change, and the environmental chapter of the Recommendation of Ethics of Artificial Intelligence (pending endorsement by the General Conference).
- 08024** UNESCO designated sites will be further harnessed towards a better understanding of the complex and dynamic relationships between people and their natural environment, to elaborate and promote innovative educational content and learning activities. Dedicated initiatives to be developed within this framework will bring ESD, disaster risk reduction approaches and citizens science to local communities through an ecosystem approach, such as that applied at ERAIFT or through the BIOPALT project in Lake Tchad, that draws on the expertise of the Intergovernmental Hydrological Programme and the MAB Programme.
- 08025** This intersectoral programme will aim at supporting the achievement of SDG 4, in particular target 4.7, as well as the SDGs 6, 9, 13, 14, and 15. It will also contribute to Goal 6 (Aspiration 1) of the African Union's Agenda 2063 and to the SAMOA Pathway. Gender equality will be mainstreamed in all actions with a view to empowering women and girls to lead action for climate justice and to enhancing their knowledge and contribution to the sustainable use of natural resources.
- 08026** This intersectoral programme will contribute to the achievement of **Outcome 3 "Enhance knowledge for climate action, biodiversity, water and ocean management, and disaster risk reduction"**.

08027 The activities will also support the achievement of Outcomes 1 and 4.

INTERSECTORAL OUTPUT 3.IP2 Environmental education strengthened to equip learners to address global environmental challenges

| <i>Performance indicators</i> | <i>Baselines</i> | <i>Targets 2023</i> |
|--|--|---|
| 1. Number of countries supported to integrate environmental and climate action as a core curriculum component | 10 Member States (3 Africa, 3 SIDS) | 30 Member States (10 Africa, 10 SIDS) |
| 2. Number of supported Member States which apply scientific research and innovation for improved integrated and inclusive management of natural resources and ecosystem restoration; number of research programmes implemented in BRs and natural sites promoting sustainability science targeting Youth and women | 80 Member States conduct research in biosphere reserves and natural sites | 20 additional Member States of which 5 in Africa, 5 SIDS, all activities gender sensitive |
| 3. Number of Member States using teaching and learning materials, tools and methodologies elaborated to improve climate change awareness, literacy and education also drawing on local and indigenous knowledge, and engaging and empowering youth | 5 Member States (4 for youth and 1 for LINKS) | 10 Member States (7 for youth and 3 for LINKS) |
| 4. (i) Number of Member States supported to strengthen water education approaches at all levels (ii) Number of trained water professionals with relevant skills for addressing complex water challenges with a focus on women and youth | B1:0 B2: 9500 and 200 youth | T1: 15 Member States of which 4 in Africa and 3 for SIDS T2: 10,000 additional (40% women), and at least 1000 additional youth |
| 5. Number of Member States provided with access to multi-languages ocean literacy resources and training programmes | n.a. | 80 Member States of which 8 in Africa and 10 SIDS |
| 6. Number of Member States upscaling their climate change actions and policies to ensure a socially fair transition | n.a. | 30 Member States (10 Africa, 5 SIDS) |

(IP3) INTERSECTORAL PROGRAMME

Promoting Indigenous Knowledge, Culture and Languages as a Pathway to Inclusion

Challenges

08028 Indigenous peoples play a central role in the realization of all Sustainable Development Goals, as custodians of unique knowledge systems, rich living heritage and linguistic diversity. However, indigenous peoples and communities continue facing substantial challenges and discrimination worldwide. Structural and systemic barriers, which intersect with other discriminatory practices, including racial and gender-based discrimination, and lack of access to information in indigenous languages, continue to affect indigenous peoples' enjoyment of their fundamental rights, leading to their exclusion from many aspects of life, including from decision-making processes on issues that concern them directly. Such issues include growing conflict and contestation over natural resources and the conservation of biodiversity; loss of food sovereignty, climate related displacement both internally and across borders, the growing impact of the digital transformation, challenges to the preservation and transmission of their cultural heritage, knowledge and languages, and marginalization and exclusion in education.

UNESCO's response

08029 UNESCO will ensure a transversal response to support the promotion and safeguarding of indigenous knowledge, cultures and languages, while mainstreaming gender equality and a human rights-based approach. These actions will aim to empower indigenous people to exercise their rights and strengthen their agency and voice to participate meaningfully in decision-making processes. In view

of the specific risks faced by indigenous peoples in countries particularly exposed to climate change and its effects, UNESCO's action will lay a particular focus on indigenous peoples in Africa and SIDS.

08030 This will be achieved through an inclusive approach, recognizing the importance of safeguarding diverse cultural expressions and heritage of indigenous peoples; the role of indigenous languages for development, peace and reconciliation; and the importance of indigenous knowledge systems and their living heritage to foster sustainable development, community wellbeing, adaptation and resilience to environmental challenges.

08031 Accordingly, UNESCO will design and implement interdisciplinary initiatives to foster equitable, inclusive and participatory learning environments in and through indigenous languages, promote freedom of expression, including artistic expression, cultural diversity, pluralism in media, and digital empowerment, with a view to combatting racism, discrimination and marginalization, and creating equal opportunities. These efforts will be undertaken in line with UNESCO's Culture Conventions, UNESCO's Recommendation concerning the Promotion and Use of Multilingualism and Universal Access to Cyberspace (2003), the Strategic Outcome Document of the 2019 International Year of Indigenous Languages, and the Los Pinos Declaration [Chapoltepek] (2020).

08032 UNESCO will mobilize support for capacity building with indigenous knowledge holders to apply their languages and knowledge systems to a range of developmental challenges, thus improving the transmission potential of indigenous languages, and raising awareness of the need for enabling policy changes, throughout the International Decade of Indigenous Languages (2022-2032), for which the Organization was designated as lead UN agency. UNESCO will collaborate with countries and indigenous peoples to integrate the safeguarding of indigenous languages and their living heritage in formal and non-formal education, thereby responding to education challenges and strengthen the resilience and opportunities of indigenous youth and their communities. UNESCO will also offer technical support to develop and formulate inclusive language policies and legislative frameworks, including in support of the implementation of the *2003 Recommendation concerning the Promotion and Use of Multilingualism and Universal Access to Cyberspace*, as well as to develop indigenous cultural policies at the local level with a view to harnessing indigenous knowledge for the attainment of the SDGs. To further enhance the preservation of and universal access to indigenous knowledge, UNESCO will support the implementation of the *2015 Recommendation Concerning the Preservation of, and Access to, Documentary Heritage Including in Digital Form*.

08033 Actions will also be pursued to promote the safeguarding and transmission of their cultural heritage and expressions, and policy support will be provided to Member States for the design and implementation of participative cultural policies for the benefit of indigenous peoples, in line with existing UN frameworks, such as the United Nations Permanent Forum on Indigenous Issues, and within the broader context of the 2030 Agenda for Sustainable Development. UNESCO will also continue to perform its hosting role of the technical support unit on indigenous and local knowledge (ILK) for all IPBES Assessments, is the technical advisory body on ILK in National Ecosystems Assessments.

08034 UNESCO will promote the full and effective participation of indigenous knowledge holders and language users in the production and coproduction of knowledge necessary to attain the SDGs, and provide appropriate support for national climate mitigation, adaptation, social and ecological. These actions, which align with key UN policy and knowledge processes (including IPCC, IPBES, UNFCCC, UNCBD, UNCCD and Ramsar Convention), create the possibility of increasing national knowledge capacity and reinforcing the synergies between biological diversity and cultural diversity. Effective inclusion of indigenous knowledge systems will also contribute to the implementation of the UN Decade of Open Science for Sustainable Development, 2021-2030 and the UN Decade on Ecosystems Restoration leading to more harmonious relations between people and the marine, coastal, riverine, and terrestrial ecosystems.

08035 To promote indigenous peoples' full inclusion and access to quality education, UNESCO will support the provision of quality teaching sensitive to Indigenous Peoples' cultures by translate policy frame-works into inclusive curricula, pedagogy and practice in education and teaching. Emphasis will be made on the promotion of mother tongue-based multilingual education approaches and intercultural education.

08036 This intersectoral programme will contribute to **Outcome 5 “Enhance the protection and promotion of the diversity of heritage and cultural expressions”**.

08037 In addition, and as presented in the implementation strategy above, this intersectoral programme draws on the expertise of UNESCO in all its areas of competence. Consequently, it supports the achievement of the other Organization's Outcomes, in particular Outcomes 1, 3, 7, and 9.

INTERSECTORAL OUTPUT 5.IP3 Member States capacities and awareness are strengthened to protect, safeguard and promote Indigenous knowledge, cultures, and languages through inclusive policies and targeted action

| <i>Performance indicators</i> | <i>Baseline</i> | <i>Target 2023</i> |
|--|---|--|
| 1. Number of Member States supported to implement the Global Action Plan of the International Decade of Indigenous Languages | 0 | 18 Member States |
| 2. Number of Member States that have developed or implemented policies and initiatives to protect and promote Indigenous Peoples' culture, including knowledge, practices and languages | 10, of which 2 in Africa and 1 in SIDS | 20, of which 4 in Africa and 2 in SIDS |
| 3. Number of gender-responsive scientific assessments conducted and knowledge networks supported that mobilize, enhance and reinforce transmission of local and Indigenous knowledge and intangible cultural heritage practices particularly transmitted by women contributing to climate change issues, ecosystems and biodiversity monitoring including in the UNESCO designated sites | 8 IPBES Assessments 0 National Ecosystems Assessment 6 African partners 2 Global networks 2 Caribbean partners 2 regional knowledge processes (AFR & SIDS) | 12 IPBES Assessments 3 National Ecosystems assessment 10 African partners 4 Global networks 4 Caribbean / SIDS partners 4 regional knowledge processes (priority AFR, SIDS, GE) |

(IP4) INTERSECTORAL PROGRAMME

Media and Information Literacy and Digital Competencies: Empowering learners of all ages with skills to navigate an evolving information and knowledge landscape in the digital age

Challenges

08038 Media and information literacy (MIL) is increasingly recognized as an essential set of competencies empowering citizens, and in particular youth, to navigate the rapidly evolving information landscape, and to address global challenges through the informed, diverse and creative production and use of information. The growing impact of digital technologies on how we communicate calls for the strengthening of citizens' capacities to access, search for, critically assess, use and contribute to information and media content, both online and offline. In addition, MIL has a key role to play in fostering the understanding of evolving communication technologies, the modalities by which these are governed, developed and used, as well as digital rights.

UNESCO's response

- 08039** Recognizing the cross-sectoral relevance and potential of MIL, UNESCO will mobilize its transversal expertise to foster collaboration as it continues its global leadership to advance the acquisition of digital skills and MIL competencies for all. To this end, UNESCO will develop synergies between its programmes on MIL regarding Education for Sustainable Development, Global Citizenship Education, the prevention of violent extremism, and technological innovation in education.
- 08040** UNESCO will continue to harness the potential of MIL to support the implementation of the 2030 Agenda, and address the challenges of disinformation, conspiracy theories, and hate speech, particularly through education and in line with the UN Strategy and Plan of Action on Hate Speech. Special attention will be given to strengthening resilience to related rhetoric and to developing digital citizenship competencies as an integral component of global citizenship education. Priority focus will be placed on engagement and empowerment of youth, in particular their ethical agency when engaging online and offline. Supporting the development of national strategies and institutional curricula on digital competencies for all citizens, with specific emphasis on AI, will be an area of focus in an effort to raise awareness and build capacities related to developing values, knowledge, and skills needed to live and work in the AI era.
- 08041** To foster critical thinking and provide concrete guidance for 21st century skills development, UNESCO will support the dissemination and adaptation of interdisciplinary educational curricula and resources¹, particularly anchored in Global Citizenship Education, and develop and distribute tools and other resources on MIL and digital competencies for teachers and learners.
- 08042** Institutional capacity building for public and private sector actors, educators, and civil society, including youth organizations, will be strengthened, and UNESCO will support Member States to develop and implement MIL strategies and policies. A particular focus will be put on Africa and SIDS, so as to bridge persistent digital divides, and empower citizens, in particular youth, to actively engage in the development of innovative digital solutions in support of sustainable development and global citizenship. UNESCO will continue to raise awareness on MIL and include MIL as a key component of digital competencies needed by all citizens to leverage technology to support lifelong learning through the celebration of Global MIL Week, UNESCO Mobile Learning Week, country-level support, as well as through fostering partnerships and networks, including the UNESCO MIL Alliance, the MIL and Intercultural Dialogue University Network, the intersectoral UNESCO Cities Platform, and other relevant UNESCO networks and alliances encompassing formal and non-formal educational institutions.
- 08043** This will include supporting digital competencies development to ensure that all citizens will be prepared with skills needed to conduct effective digital learning and access digital development opportunities, as well as critically evaluate contents and engage actively to bring about positive changes online and offline.
- 08044** In promoting the right to information and the right to education, gender equality and human rights will be mainstreamed throughout all actions, with a view to bridging the digital and educational divides, including between genders, and activities will be tailored to benefit under-privileged or marginalized populations, including Indigenous Peoples, the elderly, and persons with disabilities.
- 08045** This intersectoral programme will support and contribute to the achievement of Outcome 8 “Foster knowledge sharing and skills development in the digital age”. In addition, and since media and information literacy contributes to the realization of SDG 4 on quality education for all, SDG 3 on ensuring

¹ These include the UNESCO Model Media and Information Literacy Curriculum for Educators and Learners, Media and Information Policy and Strategy Guidelines, Media and Information Literacy in Journalism: Handbook for Journalists and Journalism Educators, UNESCO's ICT Competency Framework for Teachers, Guiding Framework on AI competencies

healthy lives and well-being, SDG 5 on gender equality and women's empowerment, as well as SDG target 16.10 on access to information and fundamental freedoms, work will also impact the other related Outcomes, in particular Outcome 1 on quality education and lifelong learning opportunities for all, Outcome 6 as it relates to citizens' understanding of their rights to freedom of expression and information online and offline, and Outcome 7 on addressing hate speech and discrimination. Interlinkages between MIL and broader challenges of innovative technologies and digital transformation, will be further explored, in line with Outcome 9.

INTERSECTORAL OUTPUT 8.IP4: National capacities strengthened to empower learners of all ages, women and men, with digital competencies and Media and Information Literacy skills

| <i>Performance indicators</i> | <i>Baselines</i> | <i>Targets 2023</i> |
|--|---|---|
| Number of youth organizations, media and social media platforms that have strengthened capacities to develop and integrate MIL in their operations | <i>100 youth organizations, media and platforms</i> | <i>50 youth organizations, media and platforms (20 in Africa)</i> |
| Number of countries that have developed and implemented strategies or programmes on integrating inclusive and equitable MIL and digital competencies into education programmes | <i>NA</i> | <i>10 countries</i> |

(IP4) INTERSECTORAL PROGRAMME **Artificial Intelligence: ethics and digital innovation**

Challenges

08046

As the world confronts COVID-19 pandemic, the use of Artificial Intelligence (AI) is helping to counter the virus, reinforce the resilience of faltering educational systems, support economies, and keep people connected and informed. At the same time, many internet actors operate AI algorithms that have amplified the spread of dangerous misinformation, and the unchecked application of AI has enabled mass surveillance, fueled discrimination, xenophobia and racism, undermined social cohesion and weakened democratic institutions. It is also reinforcing existing divides and magnifying inequalities. Therefore, AI has potential for positive social transformation while posing significant risks. It is ethics and multistakeholder digital governance, along with digital co-operation and the promotion of relevant competencies that will help to determine the future path of this game-changing technology. These elements will influence the extent to which humanity will be able to harness AI's benefits and control its risks in terms of human rights and fundamental freedoms, as well as sustainable development.

UNESCO's response

08047

The mandate that UNESCO received from Member States to develop the Recommendation on the Ethics of AI and the ongoing work on development and dissemination of knowledge and skills is on target to help address these challenges. UNESCO will lead the global effort to set universal standards for ethical development and application of AI. Furthermore, UNESCO, will spearhead the effective implementation of these standards by developing capacities of Member States, civil society and other stakeholders to maximize the benefits of AI for people and the planet in all areas of the Organization's competence. UNESCO's work in this area will further encompass policy advice and fostering multi-stakeholder partnerships to ensure digital governance and digital cooperation in the ethical use and development of AI in the service of sustainable development, and to empower duty-bearers and rights-holders to understand and actively participate.

08048

Based on the Recommendation on the Ethics of AI, UNESCO will monitor, identify and provide solutions for emerging ethical risks and will strengthen institutional capacities for multistakeholder

governance and use of digital technologies, including in relation to the transparency of algorithms, big data governance, accountability of actors, and privacy of users, as well as in relation to gender and other biases and discrimination being reproduced in AI algorithms. This work will span from environmental to media and other implications of the development and deployments of AI, addressing how these lead to profound social transformation. Besides supporting the objective of fostering more inclusive societies, this work will ensure more diversity, including linguistic diversity, in the field and bring co-creation to the front, particularly addressing obstacles faced by women and other under-represented groups to access and participate in the development of AI and other digital technologies. In addition, this intersectoral output will contribute to strengthening communication and information, through freedom of expression and access to information, while also combatting disinformation, misinformation and hate speech.

08049 In terms of governance, UNESCO will promote inclusive, transparent, multidisciplinary, multilateral, and multi-stakeholder approaches. This will include encouraging the development of data governance strategies that ensure the continual evaluation of the quality of training data for AI systems, with regard to the adequacy of the data collection and selection processes, security and data protection measures, as well as providing transparency and redress opportunities. UNESCO will further promote feedback mechanisms to learn from mistakes and share best practices among all AI actors.

08050 UNESCO will pursue the standard-setting and capacity-building action in the domain of the ethics of AI and the strengthening of capacities for the development and use of digital technologies. UNESCO will support Member States in a comprehensive approach to implement the Recommendation on AI. Emphasis will be put in particular on strengthening capacities of African Member States in effective regulation of AI technologies and promoting their ethical development and application for the benefit of their populations.

08051 In particular, UNESCO will aim to achieve an inclusive development of these technologies to make sure that they do not magnify the inequalities of income, opportunities, and gender, deepen the digital, and data divides, or constitute the basis for racist expressions or discriminatory outcomes. Efforts will also be focused to protect women and children online from harms enabled by AI, and to ensure that the development of the technologies is aligned with the Human Rights Universal framework, and with the SDGs, including sustainability outcomes. Ethical Impact Assessment and the Readiness Index will be developed for capacity building.

08052 UNESCO will also advance its work focusing on the impact of AI on freedom of expression and access to information. The programme will cover AI issues in relation to disinformation and hate speech, as well as developing interlinkages between AI and media and information literacy for the creative and informed production and use of information and media. Synergies with UNESCO's wider work to bridge knowledge and digital divides within and among countries will be identified and enhanced, including through the application of UNESCO's Internet Universality framework.

08053 The global AI ethics standard will also reinforce the work of UNESCO in other areas, such as education natural science and culture. UNESCO will leverage data and AI tools for learning to respond to the AI-led digital transformations and skills demands. This includes the development of capacities in data mining to enhance the planning and management of education systems, and the promotion of ethical use of learners' data. UNESCO will strengthen its observatory function in reviewing the implications of AI for shaping the futures of learning and advance its support for the development of AI competencies for students.

- 08054** Collaboration will be ensured to help Member States realize the ethical principles of AI and to enable new research capacities and new basis for decision-making offered by AI, including for harnessing the opportunities of AI towards disaster-risk reduction and building resilience to climate change.
- 08055** UNESCO will design and implement activities to realize the potential of AI technologies to enhance the promotion of the cultural and creative industries and the diversity of cultural expressions, including by ensuring equal access to and a balanced distribution of cultural resources in the digital environment, in line with the ethics of AI framework. In addition, actions will be undertaken to support cultural heritage preservation and crisis response through digitization and the use of AI systems, as well as to address the illicit trafficking of cultural objects and the destruction of cultural property.
- 08056** Gender equality will be mainstreamed throughout this intersectoral programme on AI, including to counter harmful gender biases embedded in AI-powered products that reinforce negative gender stereotypes, and promoting inclusion of women in AI industries and digital economies, as outlined in the gender policy area of the Recommendation under elaboration.
- 08057** This intersectoral programme will contribute to **Outcome 9 “Develop ethical standards, norms and frameworks for action to meet the challenges of innovative technologies and digital transformation”**.
- 08058** In addition, and as presented in the implementation strategy above, this intersectoral programme draws on the expertise of UNESCO in all its areas of competence. Consequently, it supports the achievement of the other Organization’s Outcomes, in particular Outcomes 2, 3 and 8.

INTERSECTORAL OUTPUT 9.IP5 Institutional capacities strengthened for harnessing the benefits of artificial intelligence in all areas of UNESCO’s competence, while addressing the ethical challenges and ensuring the use of digital technologies to promote, protect and fulfil human rights and fundamental freedoms

| <i>Performance indicators</i> | <i>Baselines</i> | <i>Targets 2023</i> |
|---|------------------|---|
| 1. Number of Member States supported to implement the Recommendation on the Ethics of AI by strengthening their governance capacities, for the achievement of fair, inclusive - including gender-, human centric and diverse digital transformation. | 0 | 40 (out of which 15 in Africa and 5 SIDS) |
| 2. Number of Member States that have strengthened legislative and institutional capacities in accordance with international standards on human rights for the inclusive development and use of digital technologies, such as AI, and that support gender equality | 10 Member States | 20 Member States (6 in Africa, 1 SIDS) |

Part II.B • Programme-Related Services

Chapter 1 • Sector for Priority Africa and External Relations

Chapter 1.A • Office of the Assistant Director-General and field coordination

- 09101** The Sector for Priority Africa and External Relations (PAX) promotes and supports the Organization's cooperation and partnership with its key stakeholder groups (Member States, including their National Commissions). It coordinates and ensures cohesion and complementarity of activities and actions carried out across the Sector and their alignment with the Organization's vision, strategic direction and programmatic priorities.
- 09102** In this regard, the Sector is in charge of coordination provides policy support to all entities of the Organization, Member States and official partners (UN system organizations, other intergovernmental organization and National Commissions. It provides strategic guidance to field offices.
- 09103** It also ensures effective interaction with permanent delegations to UNESCO and provides an overall political and strategic leadership and organizational backstopping as regards relations with Member States, UN system organizations and other intergovernmental organizations, as well as National Commissions and field offices.
- 09104** The Goodwill Ambassadors programme has been reviewed and is aligned with the United Nations Guidelines, with the aim to increase the visibility of UNESCO's programmes. The action of celebrities, within the framework of shorter mandates, will be facilitated by action plans drawn up with the programme sectors and accompanied by evaluations and information sharing.
- 09105** The Protocol Service will continue to monitor relations with the host country and provide protocol services to the Secretariat and the diplomatic community accredited to UNESCO.
- 09106** The Sector will focus on enhancing its strategic, political, advisory and monitoring role in support of the effective functioning and continuous adaptation of the UNESCO's network of field offices in order to ensure relevance and depth of UNESCO's action through optimal programme delivery at the field level, in response to the needs of Member States, while ensuring alignment and coherence of UNESCO's strategic positioning in the United Nations system at the global, regional and national levels. The Sector will ensure coordination of the implementation of the overall strategy of the field network, as decided by the governing bodies. The Priority Africa and External Relations Sector fulfills its mandate with a focus on Global Priority Africa and by placing particular emphasis on the Organization's designated priority groups such as the SIDS.
- 09107** The below Outputs contribute to the realization of the UNESCO's medium-term Enabling Objective to "Foster an enabling environment for the efficient and effective delivery of UNESCO's priorities" and its Enabling Outcome 1 "Reinforced partnerships, outreach and advocacy in support of UNESCO's action"

ENABLING OUTCOME 10

Reinforced partnerships, outreach and advocacy in support of UNESCO's action

OUTPUT 10.PAX1 Coordinated, comprehensive and strategic policy advice continuously provided to the Director-General and senior management as regards relations with Member States, United Nations system organizations and other intergovernmental organizations, National Commissions and field offices

| <i>Performance indicators</i> | <i>Targets 2023</i> |
|--|--|
| 1. Strategic documents and policies issued Comprehensive strategic response consistently provided Communication with internal and external partners enhanced | <i>Qualitative and appropriate strategic support provided</i> |
| 2. Complementary roles among PAX, Sectors, field offices and category 1 institutes clarified and reinforced | <i>Improved coordination and coherence of the institutional response</i> |

OUTPUT 10.PAX2 Sustainability of the field network enhanced to respond efficiently and effectively to the needs of Members States

| | |
|--|--|
| 1. Coordinated strategic and political support to Directors/ Heads of Field Offices | <ul style="list-style-type: none"> – Regular review of the relevance of the field network – Strategic and operational communication to enhance the overall coherence in the implementation of UNESCO's mandate |
| 2. Overall strategy for UNESCO's field presence | <i>Overall strategy implemented in line with the decision and roadmap decided by governing bodies</i> |

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

- 09108** In line with UNESCO's Medium-Term Strategy (41 C/4) and Priority Africa, the Africa Department, within the Sector for Priority Africa and External Relations, will continue the work started under the 40 C/5, coordinating and monitoring action to benefit Africa, notably through implementation of the Operational Strategy for Priority Africa (2022-2029).
- 09109** With regard to partnerships, the Africa Department will continue developing strategic and substantive partnerships through South-South and North-South-South cooperation, including with regional institutions, the private sector and civil society. Joint advocacy will also be conducted as concerns the continent's development issues and emerging challenges linked to its demography, climate change, culture for development, youth, gender equality and the culture of peace. The Africa Department will focus its efforts on consolidating the results achieved under the six flagship programmes of the Operational Strategy for Priority Africa (2014-2021) through its new Strategy for 2022-2029. In addition, it will launch in close collaboration with the programme sectors, including the Field Offices and category 1 institutes and centres in Africa, flagship initiatives aimed at promoting sustainable development, peace and security, with a specific focus on youth and women. It will also continue its work with the African Union and the Government of Angola to organize the second edition of the Pan-African Biennale for the Culture of Peace in Africa, planned to take place in Luanda, Angola, in September 2021.
- 09110** As part of its strategic monitoring and promotion of future-oriented reflection on development, opportunities and challenges in Africa, in partnership with future-oriented institutions active on the continent or working on Africa, and in collaboration with partners from other regions, the Africa Department will strengthen its work in this area,, in line with the African Union 2063 agenda's objectives.
- 09111** Cooperation with the African Union and Regional Economic Communities will be further strengthened during the 2022-2023 biennium, as regards the joint organization and follow-up of programmatic activities, in cooperation with the relevant programme Sectors and Field Offices and category 1 institutes and centres, in particular through the Joint Cooperation Mechanism of the UNESCO-African Union Joint Commissions and increased collaboration with the Regional Economic Communities (RECs). The Africa Department will cooperate closely with Programme sectors (mainly CLT) and field offices in coordinating UNESCO's overall contribution to the implementation of follow-up actions to the AU roadmap related to the "2021 Year of the Arts, Culture And Heritage: Levers or Building the Africa We Want".
- 09112** The operational regular budget for AFR Department in the 41 C/5 is slightly decreased compared to the 40 C/5, as is the case for the whole Organization; programme activities will nonetheless be pursued with complementary funding raised from voluntary contributions to achieve the outputs defined for Global Priority Africa . Efforts to mobilize additional extrabudgetary resources, including diversifying sources of funding will continue, to further enhance support to Priority Africa programmes activities. The Africa Department will monitor and report on the implementation of programmes as well as resources allocation to Africa. The Africa Department work will be carried in alignment with the Organization's Medium-Term Strategy Enabling Objective 1 to "Foster an enabling environment for the efficient and effective delivery of UNESCO's priority", contributing to the achievement of the Enabling Outcome 1 on "Reinforced partnerships, outreach and advocacy in support of UNESCO's Action".

ENABLING OUTCOME 10

Reinforced partnerships, outreach and advocacy in support of UNESCO's action

OUTPUT 10.PAX3 Impact and visibility of UNESCO's programmes in Africa strengthened through enhanced coordination and monitoring of the Operational Strategy for Priority Africa (2022-2029), and better understanding of Africa's development opportunities and challenges

| Performance indicators | Targets 2023 |
|---|---|
| 1. Enhanced coordination and efficient monitoring of the implementation of the Operational Strategy for Priority Africa | <ul style="list-style-type: none"> – 2 high-level meetings organized and/or attended with the view to mobilize support from main African stakeholders (AU, RECs, etc.) for the implementation of Priority Africa – Information-sharing enhanced through active and regular exchanges between field offices and Headquarters, – 2 meetings organized to discuss the evaluation of the Operational Strategy for Priority Africa as well as the new Strategy for 2022-2029 |
| 2. Interdisciplinary institutions (Think Tanks) working on Africa's development challenges better connected with UNESCO | <ul style="list-style-type: none"> – 2 networks established and/or consolidated – 2 fora/roundtables organized on issues related to Africa's development – 2 Sub regional Forums organized to follow up on the 2018 Forum on Artificial Intelligence for Africa – 1-2 publications contributing to the debate on Africa's development and transformation published and disseminated |
| 3. Social actors mobilized and contributing to enhanced visibility of Priority Africa | <ul style="list-style-type: none"> – Support to the nomination of 1-2 African personalities such as international or regional well-known African actor/ actress, singer, philanthropist and/ or athlete as goodwill ambassador – 2 strategic partnerships established with international media or TV for the promotion of Priority Africa – 2 side events organized during strategic and important events in Africa for the promotion of Priority Africa (e.g. AU summit AfDB annual Assembly, Africa CEO forum) |

OUTPUT 10.PAX4 Support to Priority Africa enhanced through increased and more efficient strategic partnerships with public and private stakeholders

| | |
|---|--|
| 1. Number of strategic partnerships established with Member States, the African Union Commission, Regional Economic Communities, civil society, the private sector and specialized UN institutions, in the context of South-South and North-South-South cooperation for the implementation of Priority Africa | <ul style="list-style-type: none"> – 3 strategic partnerships established with different categories of partners (bilateral, multilateral, regional, private, etc.) – 1 Joint Coordination meeting organized with – AU and Regional Economic Communities |
| 2. Number of partnerships and networks mobilized in support of the promotion of a culture of peace in Africa | <ul style="list-style-type: none"> – Government of Angola, the African Union and other partners mobilized for the organization of the 2nd edition of the Biennale on the Culture of Peace in Luanda, Angola, in 2021, and the follow-up thereof by the Africa Department – Government of Côte d'Ivoire and other partners mobilized for the transformation of the established African School for Peace in Côte d'Ivoire into a UNESCO Category 2 Centre – 1-2 major partners mobilized for support to the implementation of the peace process in Mali |
| 3. Participation of UNESCO in annual RCP meetings increased to contribute to the review of RCP- Africa work, and in other consultation meetings of clusters/ sub-clusters aiming at joint programming and implementation | <ul style="list-style-type: none"> – 1 annual RCP meeting attended to participate substantively and ensure reporting on UNESCO activities – Monthly/bi-monthly cluster/sub-cluster meetings organized and/or attended; and annual business plans developed within the framework of RCP- Africa – Participation in AU Annual Summit and other AU-related high-level meetings |

Chapter 1.C • External relations

Strengthening relations with Member States, National Commissions and the United Nations system

- 09113** The Sector for Priority Africa and External Relations (PAX) promotes and supports the Organization's cooperation and partnership with its key stakeholder groups (Member States, including their National Commissions, and the United Nations, including the UN Specialized Agencies, Funds and Programmes). As such, it works closely with all programme sectors, programme-related and other services.
- 091114** UNESCO will provide Member States, National Commissions, Associate Members and Permanent Delegations, as well as the United Nations system and intergovernmental partners, a full range of services aimed at facilitating their interaction with the Secretariat. These efforts will be directed in two main directions:

1. Consolidation of relations with Member States and enhanced cooperation with National Commissions

- 091115** ■ Developing of relations with Member States, Associate Members, observers and territories remain the Sector's core task. Member States will receive priority attention in UNESCO's work when preparing and following up meetings and missions of the Director-General, in conjunction with programme sectors, field offices, Permanent Delegations and National Commissions.
- 09116** ■ The Sector will monitor relations with the host country and provide protocol services to the Secretariat and the diplomatic community accredited to UNESCO.
- 09117** ■ The Sector will continue to support and encourage non-Member States to join the Organization so as to ensure the greatest possible degree of universality.
- 09118** ■ Close cooperation will be pursued with Permanent Delegates and with established groups of Member States at UNESCO. These will receive support to organize their plenary meetings. Regular contacts with new groupings of Member States will be pursued. Certain groups of countries at the sub-regional and regional levels having special needs (e.g. LDCs, PCPD, SIDS) will receive particular attention.
- 09119** ■ Information meetings with Permanent Delegations will be held on a regular basis on major issues and priority activities. Consultation meetings with Member States will be held on strategic issues.
- 09120** ■ In order to ensure that relevant, customized information is available to the Member States, a specific website will continue to provide transparent and easy access to analysis, information and data on cooperation with each Member State, updated regularly.
- 09121** ■ The capacities of National Commissions will be strengthened through training seminars and workshops for new Secretaries-General and other officials of National Commissions. Priority will be given to Africa, LDCs, post-conflict countries and SIDS.
- 09122** ■ National Commissions' partnerships with civil society networks, including NGOs and Clubs for UNESCO, will be strengthened through forums, meetings, workshops and celebration of international days and years. Other relevant events will be organized should extrabudgetary resources be available. National Commissions will be guided and trained to monitor the proper use of UNESCO's name and logo by their national partners.

- 09123 ■ Communication with National Commissions and assistance to them will be strengthened through the Annual Report of National Commissions for UNESCO, monthly letters, UNESCO websites and National Commissions' Platform, publications and other channels and tools, such as electronic forums and video conferences. The online database of National Commissions and related networks will be continuously improved. Efforts will be made to develop and enhance more interactive and two-way communication between the Secretariat and National Commissions, using modern and low-cost ICTs, including social networks as relevant.

2. Strengthening relations with the United Nations system

- 09124 ■ UNESCO will continue its efforts to enhance collaboration with, and strengthen its role within the United Nations Development System (UNDS), and other UN Specialized Agencies, Funds and Programmes in order to contribute, in its fields of competence, to the implementation of the 2030 Agenda for Sustainable Development. The Organization will also continue to strengthen its presence and its mission in the multilateral system and will follow up the relevant decisions of the United Nations governing bodies, which are of relevance to UNESCO's action.
- 09125 ■ PAX will provide strategic guidance and ensure overall coordination of UNESCO's participation in and contribution to United Nations system activities, in particular those aiming to enhance system-wide coherence, globally, regionally, and at the country levels, including in the context of the UN Reform and as part of the Resident Coordinator system. PAX will coordinate the Director-General's participation in the Chief Executives Board for Coordination (CEB) and the United Nations Sustainable Development Group (UNSDG) at Principals level, and represent the Organization in related groups and discussions in collaboration with relevant Services and Sectors.
- 09126 ■ PAX will be responsible for coordinating UNESCO's participation in the UN system Reform discussions to ensure that the Organization's priorities are adequately reflected in close coordination with Programme Sectors, ADM, BSP and Liaison and Field Offices. PAX will provide guidance and backstopping to all staff at Headquarters and in Field Offices on pertinent UN reform issues in consultation with all relevant sectors and services.
- 09127 ■ The Organization will continue to participate actively in UN intergovernmental bodies and inter-agency mechanisms, including in particular the United Nations General Assembly, and the Economic and Social Council.
- 09128 ■ Finally, PAX will coordinate 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.
- 09129 ■ Regular monitoring of memorandums of understanding signed with United Nations agencies and other IGOs will be undertaken in order to assess the results achieved, to update and review existing agreements, if need be, and possibly to sign new agreements, thus ensuring that official partnerships with institutions and organizations are better aligned with UNESCO's strategic priorities.
- 09130 ■ The below outputs contribute to the realization of the UNESCO's medium-term Enabling Objective to "Foster an enabling environment for the efficient and effective delivery of UNESCO's priorities" and its Enabling Outcome 1 "Reinforced partnerships, outreach and advocacy in support of UNESCO's action".

ENABLING OUTCOME 10

Reinforced partnerships, outreach and advocacy in support of UNESCO's action

OUTPUT 10.PAX5 Cooperation with Member States increased, particularly through their Permanent Delegations to UNESCO and the established groups of Member States at UNESCO, National Commissions as well as relevant regional intergovernmental organizations

| <i>Performance indicators</i> | <i>Targets 2023</i> |
|---|---|
| 1. Coordination enhanced across secretariat and field offices, notably with programme sectors, in preparing and following up to Director-General's visits and meetings in/ with Member States | – Briefings for Director-General visits and meetings improved |
| 2. Regular contact with Member States and their Permanent Delegations enhanced | – Plenary meetings, including information meetings, with Permanent Delegations organized, with the support of the Secretariat |
| 3. Capacities of National Commissions and visibility on their work strengthened, and their contribution to the implementation and review of UNESCO's programmes at different levels improved | <ul style="list-style-type: none"> – Interregional meeting for strengthening the operational capacities of National Commissions organized annually, with at least 130 participating National Commissions – Regular training seminars organized for National Commissions – Annual Report of National Commissions published (with more than 140 national contributions included) and communication tools established/ produced |

OUTPUT 10.PAX6 Contribution to the United Nations system in the context of the UN Reform articulated and strengthened at the global, regional and country level

| | |
|--|--|
| Improved strategic engagement in UN system activities and programmes, including stronger participation in UN system inter-agency mechanisms and intergovernmental bodies | <ul style="list-style-type: none"> – UNESCO's strategic and programmatic concerns are reflected in main UN joint initiatives at the global level and in a majority of country- level initiatives – Timely preparation of UNESCO's contribution to the United Nations Secretary-General's reports to the United Nations General Assembly, to ECOSOC, and other inter- agency mechanisms and intergovernmental bodies of the United Nations system |
| Enhanced internal coordination and improved strategic approach to UN development system mechanisms at the global, regional and country level | – Programme sectors, central services and field offices provided with strategic guidance for sustained engagement in prioritized UN planning and coordination bodies, including participation in PCPD response plans, appeals and needs assessments. |

Part II.B • Sector for Priority Africa and External Relations

| | | |
|------------------|--|---------------|
| PART II.B | Integrated budget by output and source of funds based on the Appropriated Regular Programme Budget of \$534.6 million | (in USD '000) |
|------------------|--|---------------|

| Output | | Breakdown by source of funds | | | | | | Total |
|--------------------|---|-------------------------------------|--------------------------|--|--------------------------------------|-----|-------------------------------|--------|
| | | Regular Programme ¹ (RP) | Revenue generating funds | Voluntary Contributions (VC) | | | Total Voluntary Contributions | |
| | | | | Management Costs Account (MCA) ² - VC portion | Voluntary Contributions (VC) in hand | Gap | | |
| Chapter 1 | Sector for Priority Africa and External Relations | | | | | | | |
| Chapter 1.A. | Office of the Assistant Director-General and field coordination | | | | | | | |
| 10.PAX1 | Coordinated, comprehensive and strategic policy advice continuously provided to the Director-General and senior management as regards relations with Member States, United Nations system organizations and other intergovernmental organizations, National Commissions and field offices | 3 833 | - | - | - | - | - | 3 833 |
| 10.PAX2 | Sustainability of the field network enhanced to respond efficiently and effectively to the needs of Members States | 689 | - | - | - | - | - | 689 |
| Total, Chapter 1.A | | 4 522 | - | - | - | - | - | 4 522 |
| Chapter 1.B | Coordination and monitoring of action to benefit Africa | | | | | | | |
| 10.PAX3 | Impact and visibility of UNESCO's programmes in Africa strengthened through enhanced coordination and monitoring of the Operational Strategy for Priority Africa (2022-2029), and better understanding of Africa's development opportunities and challenges | 1 410 | - | - | 460 | - | 460 | 1 870 |
| 10.PAX4 | Support to Priority Africa enhanced through increased and more efficient strategic partnerships with public and private stakeholders | 1 406 | - | - | - | - | - | 1 406 |
| Total, Chapter 1.B | | 2 817 | - | - | 460 | - | 460 | 3 277 |
| Chapter 1.C | External relations | | | | | | | |
| 10.PAX5 | Cooperation with Member States increased, particularly through their Permanent Delegations to UNESCO and the established groups of Member States at UNESCO, National Commissions as well as relevant regional intergovernmental organizations | 6 280 | - | - | - | - | - | 6 280 |
| 10.PAX6 | Contribution to the United Nations system in the context of the UN Reform articulated and strengthened at the global, regional and country level | 2 129 | - | - | - | - | - | 2 129 |
| Total, Chapter 1.C | | 8 409 | - | - | - | - | - | 8 409 |
| Total, Chapter 1 | | 15 747 | - | - | 460 | - | 460 | 16 207 |

¹ The Appropriated Regular Programme Budget is funded by assessed contributions on Member States.

For the Regular Programme figures the budget exchange rate is US\$1=0.869 euro.

² The Management Cost Account (MCA) is financed 56% from the Regular Programme budget and 44% from programme support costs charged to projects financed by voluntary contributions.

Chapter 2 • Coordination and monitoring of action to implement gender equality

09201 UNESCO's Medium-Term Strategy gives priority to achieving gender equality in and across all its fields of competence. Committed to uphold a gender transformative approach, a diverse set of actions will be implemented to “leave no one behind” that is at the heart of the Sustainable Development Goals and actions taking forward the Beijing Declaration, 25 years after its adoption by the fourth World Conference on Women. In this context, CAB/GE's goal for 2022-2025 is to work towards making the global priority gender equality “everyone's business”. This will be achieved through the design, monitoring and reporting on a set of transversal thematic priorities implemented across UNESCO's Programme and Budget.

09202 The global priority gender equality transversal framework made up of seven thematic priorities was tested through the questionnaire completed by Member States in Spring 2020 and was positively reviewed by the Executive Board at its 210th session. Its application will demonstrate a coherent approach for delivering global priority gender equality across the Organization and will be used to report on the impact of UNESCO actions in line with the four strategic objectives and nine outcomes set out UNESCO's Medium-Term Strategy. The results frameworks of the Major Programmes, including the performance indicators and associated targets will be an important step forward to assist with budget tracking for global priority gender equality.

09203 Within this framework, achieving gender equality in and through education remains a flagship priority with targeted attention to address the educational barriers, particularly for girls and women, that have been exacerbated by the learning crisis. UNESCO will also strive to increase the number of women and girls with digital skills and competencies studying STEM subjects, including engineering, computer science and informatics. Reducing inequalities, ensuring the health and well-being of learners as creative and responsible global citizens is a major objective, including actions to eliminate gender-based violence, school bullying, discrimination and censorship, with the active involvement of men and boys. Women and girls will be supported to lead action for climate justice, to contribute their knowledge on the use of natural resources as well as fully participate in the management and design of solutions for green and inclusive economies. UNESCO will work to ensure that women are economically empowered and have income security, decent work and social protection, especially in the fallout of the COVID-19 pandemic. The Organization remains committed to support women and girls to affirm their leadership, representation and full participation in systems of governance across all areas of UNESCO's mandate. Finally, closing the gender gap, especially the digital gender gap, is crucial. This will be achieved through UNESCO's standard setting work as well as its operational actions to ensure that women and girls have access to and fully participate in scientific and technological developments, including frontier technologies that are free of gender bias. Overall, UNESCO will contribute to promoting human rights, integrate an intersectional and gender diversity approach while, at the same time, taking into account diverse contexts and capacities.

09204 Fulfilling the promise of gender equality as a UNESCO priority that is globally implemented requires the full participation of programme sectors, at headquarters and in the field, and corporate services, the mobilization of strategic partnerships and the engagement of expert networks. Over the quadrennium, CAB/GE will continue to assume a coordination and strategic function to ensure coherence, complementarities, and opportunities for intersectoral approaches that are gender transformative. It will pursue representational and reporting functions to UNESCO's governing bodies, through the second report on UNESCO's Promise of Gender Equality (2022-2023) as well as to relevant multilateral and regional agencies such as UN Women through the UN-SWAP annual reporting and monitoring exercise. CAB/GE will support the production of new knowledge that will be critical to

innovate and launch flagship initiatives that can inspire new policies and programmes and attract new partnerships. It will work with the programme sectors to activate global, regional and national level debates, advocacy and communication campaigns for gender equality.

09205

UNESCO's commitment to capacity development will drive actions across the Organization to equip UNESCO staff with the competences and skills they need to fully implement global priority gender equality while at the same time making sure that the gender equality architecture is agile and engaged. The result will be enhanced capacities for UNESCO to provide technical support for policy and legislative development that contributes to institutional change at the country level as well as new modalities for peer to peer learning, knowledge exchange mechanisms and tools. Monitoring activities and evaluation indicators will be introduced not only to report on the implementation of programmes but also to inform needs assessments, collection of sex disaggregated data and the sharing of best practices that regularly feature in Sector specific global reports and indicator frameworks.

ENABLING OUTCOME 11

Accountable, efficient and effective management in pursuit of the Organization's results

OUTPUT 11.GE1 Global Priority Gender Equality is advanced in and through education, science, culture, communication and information

| <i>Performance indicators</i> | <i>Baselines</i> | <i>Targets 2023</i> |
|--|-------------------|---|
| 1. Strategic policy advice, enhanced coordination, efficient monitoring and reporting on the implementation of the global priority gender equality across UNESCO fields of competence | B1: N/A B2: 30 | T1: Qualitative and strategic policy support provided on the operationalization of UNESCO's transversal framework for Global Priority Gender Equality with programme sectors, at headquarters and in the field, and with corporate services T2: 40 workplans across sectors that are gender transformative |
| 2. Number of gender transformative research, knowledge products, advocacy and communication tools to advance gender equality that are supported to increase the impact and visibility of UNESCO's action across its fields of competence | B1: 0 B2: 3 | T1: 4 gender transformative initiatives are supported T2: One Biennial report and two UN SWAP Reports on the results of UNESCO Actions for global priority gender equality across its field of competence |
| 3. Number of capacity development interventions to equip UNESCO staff with competencies and skills to fully implement global priority gender equality | B1: 3 B2: 1 | T1: 5 regional / national capacity development interventions on the operationalization of UNESCO's transversal framework for Global Priority Gender Equality T2: Two learning tools produced and disseminated |

Part II.B • Coordination and monitoring of action to implement gender equality

| | | |
|------------------|--|---------------|
| PART II.B | Integrated budget by output and source of funds based on the Appropriated Regular Programme Budget of \$534.6 million | (in USD '000) |
|------------------|--|---------------|

| Output | Breakdown by source of funds | | | | | | Total |
|--|------------------------------|--------------------------|--|--------------------------------------|-----|-------------------------------|-------|
| | Regular Programme¹ (RP) | Revenue generating funds | Voluntary Contributions (VC) | | | Total Voluntary Contributions | |
| | | | Management Costs Account (MCA)² - VC portion | Voluntary Contributions (VC) in hand | Gap | | |
| Chapter 2 Coordination and monitoring of action to implement gender equality | | | | | | | |
| 11.GE1 Global Priority Gender Equality is advanced in and through education, science, culture, communication and information | 1 948 | | | | | | 1 948 |
| Total, Chapter 2 | 1 948 | | | | | | 1 948 |

1 The Appropriated Regular Programme Budget is funded by assessed contributions on Member States.

For the Regular Programme figures the budget exchange rate is US\$1=0.869 euro.

2 The Management Cost Account (MCA) is financed 56% from the Regular Programme budget and 44% from programme support costs charged to projects financed by voluntary contributions.

Chapter 3 • Strategic Planning

09301

In a world that is characterized by rapidly evolving change, affecting all of UNESCO's areas of competence, UNESCO needs to continuously position itself to ensure that its mandate, strengths and comparative advantage are harnessed in the best possible manner, in pursuit of Member States' priorities and needs. The Bureau of Strategic Planning (BSP) is the Secretariat's central service in charge of the identification of the Organization's strategic orientations and focus. It enables UNESCO to set its strategic, programmatic and resource allocation priorities, articulate them in compelling strategy and programme and budget documents, monitor the realization of these priorities and mobilize partnerships to ensure these priorities are adequately resourced. BSP also acts as the central hub for UNESCO's strategic engagement and resource mobilization with a wide range of bilateral and multilateral public and private partners, and with civil society organizations, and contributes to the strategic positioning of the Organization's programmatic work in a UN inter-agency context and UN system-wide work. BSP provides advice to the Director-General on all of these matters.

09302

BSP delivers on its mandate through three distinct but interlinked workstreams: Effective strategic planning, monitoring and reporting for improved programme design and delivery (Output 1); Leveraging partnership and resource mobilization to strengthen the impact and visibility of the Organization's programmes (Output 2); Articulating and positioning UNESCO's programmatic contribution in the context of Agenda 2030 and global UN system-wide programming (Output 3). In delivering on its mandate, BSP's work is informed by the facilitation of future-oriented reflection and global policy debates on emerging and frontier issues in UNESCO's areas of competence. It will pursue the continuous adaptation of Results-Based Management (RBM) approaches, methodologies and instruments.

09303

In carrying out its work, BSP's outputs contribute to the achievement of the Organization's Medium-Term Strategy's Enabling Objective to "Foster an enabling environment for the efficient and effective delivery of UNESCO's properties" and its related Enabling Outcome 10 "Reinforced partnerships, outreach and advocacy in support of UNESCO's action" and related Enabling Outcome 11 "Accountable, efficient and effective management in pursuit of the Organization's results".

Programme planning and monitoring

09304

In the area of strategic thinking, programme planning, monitoring and reporting, the Bureau will:

- Coordinate, in close cooperation with all Secretariat units, the house-wide implementation of *UNESCO's Medium-Term Strategy for 2022-29 (41 C/4)* and the *Approved Programme and Budget for 2022-25 (41 C/5)*, ensuring compliance coherence and synergies with relevant global, regional and national priorities, notably the 2030 Agenda for Sustainable Development and the Sustainable Development Goals for which UNESCO has a lead and coordinating role, guidance provided by UNESCO Governing Bodies, and the directives by the Director-General. The Bureau will facilitate, and build on, future-oriented global policy debates affecting UNESCO's mandate. Efforts will be pursued in cooperation with relevant Sectors and Services to enhance intersectorality in programming and delivery, where appropriate, in order to enable a comprehensive perspective and to create synergies of approaches across the Organization
- Lead the Organization's preparation, in close cooperation with all Secretariat units, of UNESCO's Programme and Budget for 2024-25 (42 C/5) and Programme and Budget for 2026-29 (43 C/5), further to guidance provided by UNESCO's Governing Bodies, alignment with internationally agreed development goals and frameworks, the Director-General's directives and on the basis of the programming principles of Results-Based Management and -Budgeting (RBM/RBB) and gender

equality. In doing so, the Bureau will ensure alignment with, and contribution to, the overall framework of UNESCO's Medium-Term Strategy (41 C/4) and its Strategic Objectives. In accordance with the roadmap for the preparation of the 43 C/5, BSP will steer throughout 2024 the Director-General's consultations on the subject with Member States and other stakeholders, including non-governmental Organizations, to inform the Director-General's Preliminary Proposals concerning the Draft Programme and Budget for 2026-29 (43 C/5). BSP will ensure coherence of techniques and approaches for the development and presentation of the C/5 document within an integrated budget framework (IBF).

- Monitor at strategic level the implementation of the approved Programme and Budget (41 C/5 and 42 C/5) and provide high-level information, analysis and insights on the subject, including lessons learned to enable evidence-based decision-making. This may entail the formulation of recommendations to the Director-General, as necessary, on adaptive measures to address potential challenges in implementation. The monitoring function is complemented through programmatic reporting efforts, including the preparation of the Director-General's annual report on the implementation of the Approved Programme and Budget (document EX/4), as well as the coordination of key strategic reports that cut across Sectors and units, including the Secretariat's reports on the follow-up to decisions of the Governing Bodies (EX/5 documents). BSP will also lead the preparation of the Organization's quadrennial Strategic Results Report, to be issued in 2024, to help inform discussions on future programme developments.
- Oversee and coordinate the implementation of the 2019 Strategy for Category 2 Institutes and Centres under the auspices of UNESCO.
- Ensure overall coordination of the Organization's action in support of the least developed countries (LDCs) in accordance with the Outcome document of the Fifth International Conference of the least developed countries (LDCs, Doha, Qatar, January 2022).
- Provide guidance and support to UNESCO Programme Sectors, and develop methodologies and tools, to support effective and efficient strategic planning, programming, monitoring and reporting, including the continuous adaptation of the RBM/RBB methodology instruments and material in line with emerging and evolving needs, and the development of convincing theories of change, supporting as needed knowledge exchange and capacity-strengthening events for staff and Member States, as well as strategic guidance towards outcome and impact-oriented programmes.

ENABLING OUTCOME 11

Accountable, efficient and effective management in pursuit of the Organization's results

OUTPUT 11.BSP1 Effective strategic planning, monitoring, reporting and coordination of cross-cutting matters ensured in support of improved programme design and delivery

| <i>Performance indicators</i> | <i>Baselines</i> | <i>Targets 2023</i> |
|---|--|--|
| 1. Draft Budget (42 C/5) prepared and adopted by the General Conference | <i>Medium-Term Strategy for 2022-2029 (41 C/4) and Programme and Budget for 2022-2025 (41 C/5) adopted at the 41st session of the General Conference</i> | <i>Draft Budget for 2024-2025 (42 C/5) prepared and adopted at the 42nd session of the General Conference</i> |
| 2. Regular reports on programme execution prepared in accordance with the format and calendar set by the general Conference | <i>Spring 2020 EXB session: SRR 2020; PIR (2020 and, 2021); Online information report on programme execution (Autumn 2020; Autumn 2021)</i> | <i>PIR 2022 Spring 2023 EXB session: APIR 2018-2021; Online information report on programme execution (Autumn 2022; Autumn 2023)</i> |
| 3. Regular reports on UNESCO's contribution in favour of the Least Developed Countries | <i>2 UNESCO reports contributing to the UN Secretary-General's Report on the implementation of the Istanbul Programme of Action for the LDCs 2 Report to UN OHRLLS on UNESCO's response to the COVID-19 pandemic in the LDCs</i> | <i>2 Reports contributing to the UN Secretary-General's Report on the implementation of the Outcome document of the LDCs</i> |

Partnership and resource mobilization

09305

The Bureau is UNESCO central service in charge of coordinating the implementation of the Organization's Comprehensive Partnership Strategy and of developing, overseeing and coordinating house-wide resource mobilization and the development of resource mobilization strategies. In cooperation with Programme Sectors, Field Offices, Category 1 Institutes, and all Services concerned, the Bureau will contribute to creating a stronger house-wide enabling environment for diversified financial and non-financial partnership-building, essential for the accomplishment of UNESCO's mission. In this context, the Bureau will work to allow UNESCO to best leverage its resources – financial and non-financial, including advocacy, access and outreach, expertise and data, financial support, implementation support and in-kind contributions, in pursuit of the Organization's results. In particular, the Bureau will:

- Manage and foster existing public, multilateral, UN, private and civil society partnerships with a view to bringing them to scale and promoting long term, strategic alliances;
- Maintain strategic dialogues with partners (collective and bilateral) and place the the Structured Financing Dialogue principles of alignment, transparency, predictability, flexibility and donor diversification at the heart of UNESCO's engagement with existing and potential donors;
- Refine and operationalize a concrete roadmap for private sector engagement to leverage knowledge and innovation, and diversify UNESCO's donor base;
- Provide donor intelligence, backstopping and guidance to UNESCO Programme Sectors, including Field Offices, and Category 1 Institutes and Centres in support of their efforts to engage with partners and mobilize resources;
- Contribute to the creation of a stronger enabling environment for resource mobilization: staff capacities will be strengthened, especially within UNESCO Field Offices; knowledge and communication resources produced; excellence will be promoted in project design and reporting in line with UNESCO's RBM and RBB approach; structured financing dialogues and other donor consultations will be organized; and systems and processes will continue to be refined to make them ever more conducive to efficient engagement with partners;
- Ensure the overall administration of donor agreements, as well as ensuring the timely preparation of donor and management reporting;
- Ensure the application of the Due Diligence policy on private partners in line with the organization's objectives.

09306

The Bureau will promote and nurture stronger engagement with civil society, especially non-governmental organizations (NGOs) and foundations, in order to support programme delivery and advance the Organization's priorities. In this context, it will:

- Ensure the overall coordination and mobilization of the Organization's institutional networks of NGOs and foundations maintaining official relations with UNESCO, while pursuing its efforts to make these networks more representative and geographically balanced;
- Manage the Organization's institutional relations with the NGO-UNESCO Liaison Committee and actively support its work and activities, including international forums of NGOs, while ensuring their alignment with UNESCO's priorities and/ or contribution to programme delivery;

- Identify opportunities for optimizing and bringing to scale existing partnerships with civil society organizations and leverage comparative strengths and advantages of UNESCO's NGO partners and other civil society organizations to generate advocacy, knowledge exchange and programme implementation;
- Facilitate the establishment of thematic collective consultations of NGOs in support of and in cooperation with programme sectors and field offices concerned as appropriate;
- Increase visibility of UNESCO's work with NGOs and provide in-house guidance regarding modalities of engagement with NGOs.

ENABLING OUTCOME 10

Reinforced partnerships, outreach and advocacy in support of UNESCO's action

OUTPUT 10.BSP2 UNESCO's partnerships and resource mobilization optimized and leveraged to strengthen the impact and visibility of the Organization's programmes

| <i>Performance Indicators</i> | <i>Baseline</i> | <i>Targets 2023</i> |
|---|---|--|
| 1. Resources are efficiently and effectively mobilized to achieve the Organization's results | <ul style="list-style-type: none"> – 93 % of funding gap filled in 40 C/5 – Resource mobilization (RM) increased by 15 % – 11 % of resources mobilized from private funding sources | <ul style="list-style-type: none"> – Funding gap in the Approved 41 C/5 filled, with higher amount of resources mobilized from private funding sources – Resource mobilization increased according to C/5 targets |
| 2. Enabling environment for partnership through the elaboration of partnership resources and tools for internal and external stakeholders and the delivery of capacity-building | <ul style="list-style-type: none"> – Resource Mobilization module of CRM launched – 2 Regional Resource Mobilization Officers in post | <ul style="list-style-type: none"> – Capacity-building for partnership including private sector engagement rolled out to all staff on request – Strengthened presence of Regional Resource Mobilization officers – Overview of UNESCO's civil society partners available for internal and external stakeholders |
| 3. UNESCO's institutional networks of civil society partners diversified, strengthened and leveraged for meaningful engagement around UNESCO's priorities | <ul style="list-style-type: none"> – 30 % of new organizations admitted to official relations from underrepresented regions – Participation of NGOs in the International Conference increased by 20 % – 3 events and initiatives carried out by the NGO-UNESCO Liaison Committee | <ul style="list-style-type: none"> – Increased number of new organizations admitted to official relations from underrepresented regions – Increased participation of NGOs in the International Conference – Increased number of events and initiatives carried out by the NGO-UNESCO Liaison Committee |

Articulating and positioning UNESCO's programmatic contribution in the context of Agenda 2030 and global UN system-wide programming

09307

More than ever UNESCO is required to position its programmatic priorities vis-à-vis the 2030 Agenda, its Decade for Action, and with other UN system organizations, in order to better leverage UN system-wide cooperation and amplify the Organization's impact at global/ inter-agency, regional and country levels. As an important part of the UN system's work is delivered through inter-agency modalities, and in the context of UN reform, UNESCO needs to harness these modalities, including at country-level, to ensure that the full range of expertise residing in the UN system is made available to Member States. This work will also be strengthened through the identification of emerging trends and challenges likely to affect the design of UNESCO's programmes and underlying analysis, by examining relevant international development reports and policy debates. In delivering on this work, UNESCO's action is guided by efforts to advance the Organization's comparative advantage, both in terms of its areas of expertise and functions, build complementarities, multiplier effects and synergies with other UN organizations, and enable overall system-wide coherence and cooperation.

- BSP will ensure the continued coordination and monitoring of UNESCO's strategic and programmatic contribution to the implementation of the 2030 Agenda for Sustainable Development, anchoring the Programme to Sustainable Development Goals targets and indicators as applicable. BSP is responsible for following global UN discussions on Agenda 2030 and programme-related issues in relevant interagency groups.
- At global/ inter-agency level, the Bureau represents the Organization in the High-Level Committee on Programmes (HLCP), a pillar of the UN Chiefs Executives Board (CEB) and the principal mechanism for system-wide coordination and policy coherence in the programme area. BSP advances UNESCO's strategic and programmatic interests to ensure their adequate reflection in UN system-wide deliverables.
- BSP will contribute, as necessary, through the provision of high-level guidance and support to Field Offices, to the elaboration of relevant regional strategies and UN common country programming processes, in the context of a reforming UN system.
- The Bureau will also lead the drafting and preparation of strategic position papers and deliverables geared towards highlighting the Organization's comparative advantage, impact and performance to external partners, notably bilateral and multilateral organizational performance assessments.

ENABLING OUTCOME 10

Reinforced partnerships, outreach and advocacy in support of UNESCO's action

OUTPUT 10.BSP3 UNESCO's programmatic priorities articulated in the context of Agenda 2030 and contribution to United Nations inter-agency work strengthened

| <i>Performance indicators</i> | <i>Targets 2023</i> |
|---|--|
| 1. UNESCO's contribution to Agenda 2030 effectively coordinated, and priorities and expertise adequately reflected in inter-agency deliverables of the High-Level Committee on Programmes | <ul style="list-style-type: none">– Continued coordination and monitoring of UNESCO's strategic and programmatic contribution to the implementation of the 2030 Agenda for Sustainable Development– Representation in all HLCP meetings and programmatic reflection in all relevant HLCP deliverables |
| 2. UNESCO's expertise, comparative advantage and capacity to deliver adequately acknowledged in organizational performance assessments | Coordination and completion of all performance assessments as applicable |

Part II.B • Strategic planning

PART II.B

Integrated budget by output and source of funds based on the Appropriated Regular Programme Budget of \$534.6 million

(in USD '000)

| Output | | Breakdown by source of funds | | | | | | Total |
|------------------------------|--|-------------------------------------|--------------------------|--|--------------------------------------|-----|-------------------------------|--------|
| | | Regular Programme ¹ (RP) | Revenue generating funds | Voluntary Contributions (VC) | | | Total Voluntary Contributions | |
| | | | | Management Costs Account (MCA) ² - VC portion | Voluntary Contributions (VC) in hand | Gap | | |
| Chapter 3 Strategic planning | | | | | | | | |
| 10.BSP2 | UNESCO's partnerships and resource mobilization optimized and leveraged to strengthen the impact and visibility of the Organization's programmes | 4 876 | - | 3 820 | 200 | - | 4 020 | 8 895 |
| 10.BSP3 | UNESCO's programmatic priorities articulated in the context of Agenda 2030 and contribution to United Nations inter-agency work strengthened | 768 | - | 575 | - | - | 575 | 1 343 |
| 11.BSP1 | Effective strategic planning, monitoring, reporting and coordination of cross-cutting matters ensured in support of improved programme design and delivery | 1 619 | - | 1 258 | 210 | - | 1 468 | 3 088 |
| Total, Chapter 3 | | 7 263 | - | 5 653 | 410 | - | 6 063 | 13 326 |

1 The Appropriated Regular Programme Budget is funded by assessed contributions on Member States.

For the Regular Programme figures the budget exchange rate is US\$1=0.869 euro.

2 The Management Cost Account (MCA) is financed 56% from the Regular Programme budget and 44% from programme support costs charged to projects financed by voluntary contributions.

Strategic Planning, as part of the management services, is funded by the Special Account for Management Costs. Due to the changes applied in the funding ratio of the account between the regular budget and voluntary contributions, Strategic Planning will be funded more by voluntary contributions (PSC income) and less by the regular budget, compared with the 40 C/5. Overall, the total budget shows a relatively high increase due to staffing reinforcement required.

Chapter 4 • Communication and Public Engagement

- 09401** Communication and Public Engagement (CPE) contribute to the achievement of UNESCO's enabling strategic objective and the development of an « enabling environment for the efficient and effective delivery of UNESCO's priorities », as indicated in the Medium-Term Strategy. Stronger communication services and the promotion of UNESCO's programmes, results, comparative advantage, core messages and values are a pre-condition for « reinforced partnerships, outreach and advocacy », as an enabling outcome of the Medium-Term Strategy.
- 09402** The COVID-19 pandemic and the resulting reliance on e-content and communication have demonstrated the key importance of high quality, readily available and easily accessible content and communication channels. Lessons learned from the response to the COVID-19 crisis about communication techniques and needs expressed by UNESCO's different audiences will be leveraged to further strengthen UNESCO's approach to communication for the upcoming period.
- 09403** In this spirit, UNESCO will continue transforming its approach to communication, to put communication squarely at the service of UNESCO's programmes, focusing on public engagement and positioning UNESCO as a key solution provider for the 2030 agenda, at the forefront of intellectual cooperation for transmitting and preserving our shared humanity.
- 09404** In doing so, CPE will tackle specific challenges and current trends:
- Strengthen communication services at the corporate level, with a view to enhance the visibility of key strategic objectives, global priorities and flagship programmes and to support resource mobilization;
 - Accelerate the design and enhancement of the UNESCO brand, which must unify the diversity of Programmes, Sectors, Divisions and Offices;
 - Focus on the Organization's strategic objectives, flagship programmes and global priorities, so as to limit the dispersion of communication efforts and highlight the Organization's key functions for the international community;
 - Scale-up of UNESCO's digital transformation, in particular by reallocating resources from traditional means of communication to digital means and digital content, including through an e-first publication policy and innovative event formats;
 - Leveraging partnerships with media, United Nations organizations, business, civil society and other partners to build an ecosystem of partners capable of amplifying the Organization's message.
- 09405** A special emphasis will be placed on UNESCO's global priorities Africa and Gender Equality – including through the development of specific digital platforms bringing together all contents, stories and messages related to these priorities, as well as specific efforts to position UNESCO as a solution provider in these areas.
- 09406** The current Division for Public Information shall be renamed Division for Communication and Public Engagement (CPE). Specific organizational adjustments will follow, with a view to strengthen synergies among UNESCO's publications and digital content. These efforts are aligned with the vision of the Strategic Transformation as described in doc 207EX/5.III.E.INF, as well as with the United Nations global communication strategy.

- 09407** CPE will work to ensure that UNESCO's role and work is not only more visible or mentioned, but above all duly recognized and understood, comprising all of UNESCO's key areas of expertise and functions. In this spirit, UNESCO's image and role shall be clearly recognized as a solution provider for the 2030 agenda, and a leading voice at the forefront of intellectual cooperation to transmit, preserve and bring out the best in our shared humanity. The strengthening of UNESCO's brand at the global level will take into account the multiplicity of UNESCO entities, programs and partners, with several levels of autonomy, at the regional and local level.
- 09408** UNESCO will strive to conduct at least 2 or 3 global communication campaigns a year, and leverage UN partners and communication partners in a more strategic manner.
- 09409** The work of CPE will be based on document 207EX/5.III.E.INF and fully aligned with the United Nations global Communication guidelines. UNESCO's communication efforts are oriented towards three key functions: inform, inspire and engage. CPE Teams and units are mostly structured toward these key functions.
- 09410** CPE will continue to collaborate with news and information media. It will work proactively to provide journalists with an increased range of well-adapted and targeted editorial products on the Organization's priorities and activities; promote media opportunities for UNESCO's leaders and experts; sensitize journalists to the tangible results and achievements by the Organization, in order to encourage media coverage. It will establish media partnerships with key partners to increase its outreach. A special focus will be made on multilingualism. CPE will publish UNESCO Courier magazine in 6 languages on a quarterly basis, with the objective to strengthen UNESCO's positioning as a vibrant laboratory of ideas and stories on emerging issues.
- 09411** UNESCO visual standards and branding guidelines will be reviewed to enhance UNESCO's visibility and coherence, and maximize UNESCO's visibility and recognition in international fora and the digital space.
- 09412** A comprehensive web and digital overhaul will focus on the modernization of digital infrastructure and a complete revamp of content architecture, to highlight UNESCO's key functions as a laboratory of ideas, capacity building and solution provider for the 2030 Agenda.
- 09413** Content is critical and a strong comparative advantage of UNESCO. Just as critical, and a key element of our strategy, will be to tailor our message for the platform in question. Driven by growing numbers of new people coming to UNESCO through social media, short videos, powerful images and easy to follow infographics are gaining in importance.
- 09414** UNESCO's Open Access (OA) policy is the backbone of our dissemination strategy and is measurable in terms of increased dissemination of UNESCO's publications. Tracking use through the use of both a dedicated OA platform and technical identifiers allows us to measure the impact of this policy and ensures the widest distribution of UNESCO material.
- 09415** In going forward, CPE will further develop, consolidate and manage its growing ecosystem of partners to initiate and carry our communication projects with relevant stakeholders chosen from the civil society (e.g. media, audio-visual producers, news agencies, foundations, actors of the audio-visual and film industries, etc.) as well as from UN sister agencies. These partnerships will generate opportunities in terms of marketing operations as well as crowdfunding to be managed appropriately.

ENABLING OUTCOME 10

Reinforced partnerships, outreach and advocacy in support of UNESCO's action

OUTPUT 10.CPE1 UNESCO's image enhanced and role recognized as a key solution provider for the 2030 agenda in the Organization's areas of competence

| <i>Performance Indicators</i> | <i>Baseline</i> | <i>Target 2023</i> |
|--|---|--|
| 1. Number of articles in global news media in which UNESCO is mentioned, sourced or UNESCO publication referenced (based on Cision database) | <i>60 000 per month</i> | <i>75 000 per month</i> |
| 2. Number of stories and articles about UNESCO's role in top influential media | <i>Less than 5</i> | <i>10</i> |
| 3. Web analytics and social media followers– unique visitors, pages views, bounce rate and time spent | <i>7 million page views, 2 million unique visitors, 8 million followers</i> | <i>10 million followers, increased time spent, lower bounce rate</i> |
| 4. Increased number of downloads | <i>10 million</i> | <i>10 million</i> |
| 5. Outreach and impact of UNESCO communication campaigns | <i>5 million views for top campaign</i> | <i>7 million views for top campaign</i> |
| 6. Number of high-level media partnership | <i>4</i> | <i>5</i> |

Part II.B • Communication and Public Engagement

PART II.B

Integrated budget by output and source of funds based on the Appropriated Regular Programme Budget of \$534.6 million

(in USD '000)

| Output | | Breakdown by source of funds | | | | | | Total |
|---|--|-------------------------------------|--------------------------|--|--------------------------------------|-----|-------------------------------|--------|
| | | Regular Programme ¹ (RP) | Revenue generating funds | Voluntary Contributions (VC) | | | Total Voluntary Contributions | |
| | | | | Management Costs Account (MCA) ² - VC portion | Voluntary Contributions (VC) in hand | Gap | | |
| Chapter 4 Communication and Public Engagement | | | | | | | | |
| 10.CPE1 | UNESCO's image enhanced and role recognized as a key solution provider for the 2030 agenda in the Organization's areas of competence | 10 094 | 2 878 | - | - | - | - | 12 972 |
| Total, Chapter 4 | | 10 094 | 2 878 | - | - | - | - | 12 972 |

¹ The Appropriated Regular Programme Budget is funded by assessed contributions on Member States. For the Regular Programme figures the budget exchange rate is US\$1=0.869 euro.

² The Management Cost Account (MCA) is financed 56% from the Regular Programme budget and 44% from programme support costs charged to projects financed by voluntary contributions.

Chapter 5 • Field Offices programme management and support services

09501

The relevance and impact of UNESCO's action relies on coherent and empowered field presence capable to address programmatic needs of Member States through, *inter-alia*, effective implementation of the 2030 Agenda, and integration within the ongoing reform of the United Nations Development System (UNDS). This will be enabled through coordinated actions as outlined below.

09502

The Sector for Priority Africa and External Relations (PAX) will continue ensuring responsibility for strategic orientation of the field network, coordination functions and backstopping to the Directors and Heads of field offices, as well as, coordination of implementation of the overall strategy of the field network, subject to the decisions of the governing bodies. These functions will be ensured through:

- Strategic engagement in the rollout of the overall strategy for UNESCO's world presence, in alignment with the UN system wide field reform and considering added value of UNESCO's field presence, as decided by the governing bodies.
- Contribution to consolidated and coherent Headquarters responses to field offices' concerns and actions.
- Field offices' engagement in effective response to Member States needs at national, subregional, and regional levels and in joint UN coordination mechanisms.
- Reinforcement of regional and subregional coordination capacities, in a particular as regards UNESCO's participation in the UN Development System (UNDS).
- Monitoring and maintaining a coherent staffing contingent of Directors/Heads of field offices.

ENABLING OUTCOME 10

Reinforced partnerships, outreach and advocacy in support of UNESCO's action

OUTPUT 10.FLD1 Effective engagement and advocacy of field offices

| <i>Performance indicators</i> | <i>Baseline</i> | <i>Target 2023</i> |
|--|-----------------|--|
| Field Offices' effective response to needs of Member States and participation in UN coordination initiatives | <i>No data</i> | <i>Engagement of field offices and participation in UNSDCF monitored</i> |

ENABLING OUTCOME 11

Accountable, efficient, and effective management in pursuit of the Organization's results

| OUTPUT 11.FLD2 Responsiveness and sustainability of the field network enhanced | | |
|---|--------------------------------------|--|
| Performance indicators | Baseline | Target 2023 |
| 1. Coordinated strategic support to Directors/Heads of Field Offices provided through backstopping, coordination, communication, and monitoring | No data | Effectiveness and efficiency of field offices monitored and adjusted as required |
| 2. Overall strategy for sustainable field network | 209 EX/Decision 5.II.B | Overall strategy implemented in line with the decision and roadmap decided by governing bodies |
| 3. High standards of performance of Directors/Heads of field offices | Annual performance objective setting | Performance of all Directors/Heads monitored and evaluated based on well-defined and relevant objectives |

09503 The Sector for Administration (ADM) is committed to enable UNESCO's sustainable programme delivery by setting the basis for critical support services across its 53 field offices.

Challenges and opportunities

- While UNESCO enjoys free rent premises in 28 duty stations and has 11 offices in UN houses, the number of countries opting for a UN house accommodation is growing. In any event, where UN house project emerges, a careful review of cost benefit analysis is undertaken before joining. A further two common premises are expected to be added during 2022-2023, into which UNESCO will plan to move.
- Availability of resources for unforeseen events affecting premises or equipment.
- The field management leverages on efficiency gains and collaboration through the Business Operation Strategy under the UN reform agenda. The General Assembly Resolution (71/243) calls for entities within the United Nations' development system to "operate according to the principle of mutual recognition of best practices in terms of policies and procedures, with the aim of facilitating active collaboration across agencies and reducing transaction costs for Governments and collaborating agencies". UNESCO is one of the 14 agencies who has signed the mutual recognition and therefore is able to easily benefit from the best available contract conditions, within the UN family in any given location.
- Ensure quality control through Audit recommendations and Control self-assessments.

Implementation strategy

- Gradual resourcing of regional offices with Regional Procurement Officers to enhance programme delivery in response to Procurement audit recommendation.
- Focus on reducing the number of service contracts covering key critical functions by converting them to the extent possible into Fixed Term positions. In this biennium priority is given to Information Technology and Security functions in regional offices.
- Ensure adequate premises and equipment to accommodate staff.

ENABLING OUTCOME 11

Accountable, efficient, and effective management in pursuit of the Organization's results

| OUTPUT 11.FLD3 Enhanced administrative and operational support by addressing existing and emerging needs | | |
|---|---|---|
| Performance indicators | Baseline | Target 2023 |
| Train administrative and support staff to strengthen capacities | Training of new staff and deliver training on new processes and tools | Address training requirement emerging from CSA or Audit |
| Field offices supported and provided with coordinated guidance and advice | No data | Improve the coordinated response time to the field by 2 days |
| Ensure business continuity by providing identifying, mitigating and assessing residual risks related to the operational management of field offices | 5% of UNESCO offices have a validated Business Continuity Plan | All offices have Business Continuity Plan encompassing all operations |

09504 The Bureau of Strategic Planning (BSP) coordinates the implementation of the Organization's Comprehensive Partnership Strategy and is responsible for the development, oversight and coordination of house-wide resource mobilization and the elaboration of resource mobilization strategies.

09505 UNESCO Field Offices have a critical role to play in the Organization's resource mobilization efforts, including through the increasingly important mobilization of resources at decentralized level and given the high percentage of Official Development Assistance (ODA) decentralized by donors as "Country Programmable Aid" and negotiated locally, especially in Least Developed Countries (LDCs) and fragile states, with heightened expectations also by some middle-income countries.

09506 The resource mobilization plans prepared by UNESCO Field Offices identify opportunities to mobilize domestic finance, UN Multi-donor Trust Funds, as well as public and private sectors for the achievement of the Sustainable Development Goals at national and regional levels. The decision making of some of UNESCO's top donors including the European Union, the Global Partnership for Education and key foundations is highly decentralized, and timely support for field office resource mobilization initiatives can be decisive in securing funding.

09507 In this relation, the Bureau of Strategic Planning will continue to strengthen UNESCO Field Offices' resource mobilization efforts. BSP will provide strategic support to Field Offices to respond effectively to emerging resource mobilization opportunities at national and (sub-) regional level. Emphasis will be placed on securing resources for UNESCO's Global Priorities Africa and Gender Equality, and for the Organization's priority groups SIDS and Youth.

09508 This will be implemented by supporting Field Offices in the development of their resource mobilization plans; the deployment of specialized resource mobilization expertise at (sub)regional and national levels including regional resource mobilization officers; the provision of seed money for targeted donor outreach including (co)design of proposals; negotiations and strategic dialogues with donors; targeted communication; and capacity-building and action-oriented research linked to Field Office resource mobilization.

ENABLING OUTCOME 10

Reinforced partnerships, outreach and advocacy in support of UNESCO's action

OUTPUT 10.FLD4 UNESCO Field Offices empowered to strengthen resource mobilization at decentralized level

| <i>Performance Indicators</i> | <i>Baseline</i> | <i>Targets 2023</i> |
|---|--|--|
| 1. Field Offices mobilize resources efficiently and effectively to achieve the C/5 expected results | <i>B1: \$210 million mobilized by UNESCO Field offices B2: 30% of Field Offices have resource mobilization plans</i> | <i>T1: Resource mobilization of Field Offices increased by 15%, with an increased number of Field Offices in Africa in the top 10 Field Offices T2: 100% of Field Offices have resource mobilization plans</i> |
| 2. Effective, enabling environment for partnership | <i>2 Regional Resource Mobilization Officers in post</i> | <i>T1: 5 Regional Resource Mobilization officers in post T2: Capacity-building on private sector engagement rolled out to Field Offices across regions on request</i> |

Security requirements for staff members in the Field

09509

At UNESCO, as at other United Nations agencies, field security is seen as transcending notions of administration and programme; it is a core function of the Organization's actions in the field. The Field Security network enables the conduct of UNESCO activities in the Field while ensuring the security and safety of personnel and dependents and the security of UNESCO premises and assets worldwide. The Safety and Security measures implemented for all Field Offices, in accordance with United Nations Security Management System (UNSMS) policies and UNESCO's financial regulations include: Security Guards; Security Risk Management Measures (SRM); Local Cost-Shared Security Budget (Dispensary, UN Clinic); and Residential Security Measures (RSM). These functions will be ensured through:

- Implementation of and compliance with United Nations Department of Safety and Security (UNDSS) field security policies, directives and procedures;
- Administration, management and monitoring of the Field Security budget;
- Provision to Field Offices of strategic, technical and security expertise and advice on all security matters;
- Establishment of the Regional Security Structure
- Field Support missions including reinforcement of field security training, thereby strengthening field offices capacities;
- In emergency or crisis situations, provision of critical backstopping to field offices, ensuring as well as coordinated and effective house-wide support;

ENABLING OUTCOME 11

Accountable, efficient, and effective management in pursuit of the Organization's results

OUTPUT 11.FLD5 UNESCO's security provisions for staff members, dependents and assets in the field is strengthened

| <i>Performance Indicators</i> | <i>Baseline</i> | <i>Targets 2023</i> |
|---|-----------------|---|
| Foster an enabling security environment for the efficient and effective delivery of UNESCO's priorities | <i>n.a.</i> | <i>Implemented in all Field Offices</i> |

Part II.B • Field Offices programme management and support services

| | | |
|------------------|--|---------------|
| PART II.B | Integrated budget by output and source of funds based on the Appropriated Regular Programme Budget of \$534.6 million | (in USD '000) |
|------------------|--|---------------|

| Output | | Breakdown by source of funds | | | | | | Total |
|------------------|--|------------------------------|--------------------------|--|--------------------------------------|-----|-------------------------------|---------|
| | | Regular Programme¹ (RP) | Revenue generating funds | Voluntary Contributions (VC) | | | Total Voluntary Contributions | |
| | | | | Management Costs Account (MCA)² - VC portion | Voluntary Contributions (VC) in hand | Gap | | |
| Chapter 5 | Field Offices programme management and support services | | | | | | | |
| 10.FLD1 | Effective engagement and advocacy of field offices | 13 026 | - | - | - | - | - | 13 026 |
| 10.FLD4 | UNESCO field offices empowered to strengthen resource mobilization at decentralized level | 4 061 | - | - | - | - | - | 4 061 |
| 11.FLD2 | Responsiveness and sustainability of the field network enhanced | 13 376 | - | - | - | - | - | 13 376 |
| 11.FLD3 | Enhanced administrative and operational support by addressing existing and emerging needs | 59 348 | 769 | - | 1 000 | - | 1 000 | 61 118 |
| 11.FLD5 | UNESCO's security provisions for staff members, dependents and assets in the field is strengthened | 12 381 | - | - | - | - | - | 12 381 |
| Total, Chapter 5 | | 102 192 | 769 | - | 1 000 | - | 1 000 | 103 961 |

¹ The Appropriated Regular Programme Budget is funded by assessed contributions on Member States.

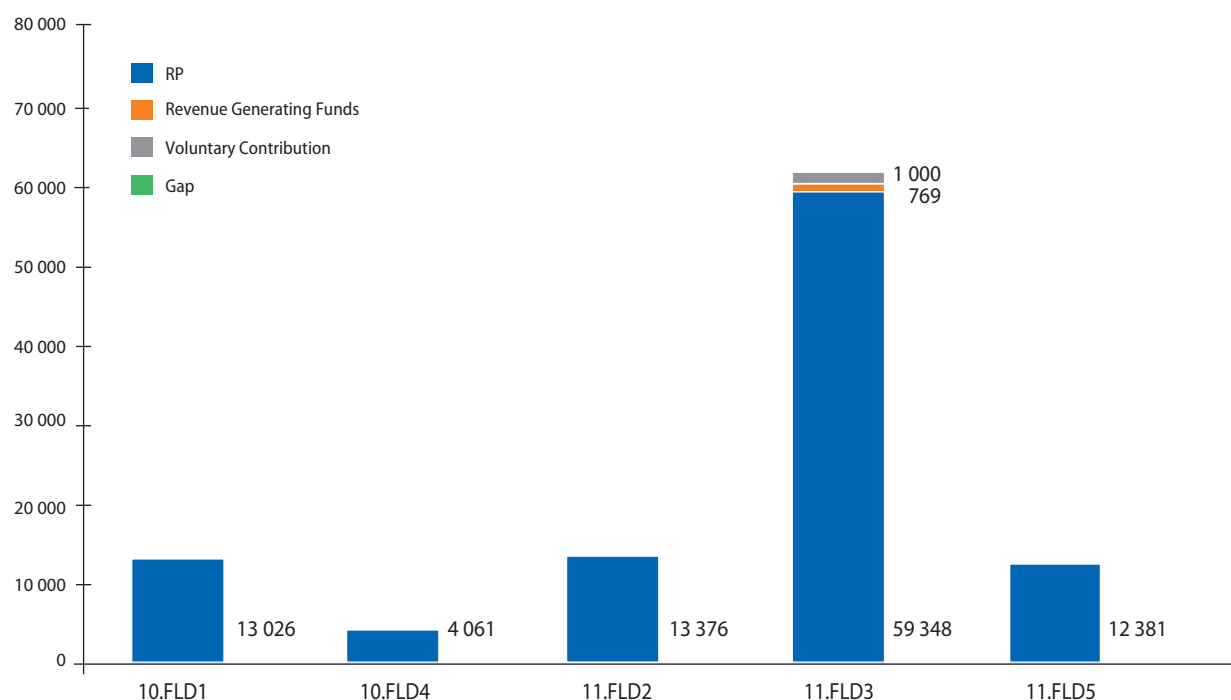
For the Regular Programme figures the budget exchange rate is US\$1=0.869 euro.

² The Management Cost Account (MCA) is financed 56% from the Regular Programme budget and 44% from programme support costs charged to projects financed by voluntary contributions.

Previously placed under Part II.A Programmes, this budget line has been moved to Part II B Programme Related Services under the 41 C/5, in line with the explanations provided under the Executive Summary for the enhancement of accountability as well as for the visibility of the total costs of the Field network. This rearrangement of the budget structure involves all the costs required for managing and running the network of UNESCO's Field Offices, in support of implementation of UNESCO's activities, including the costs of Field Office Heads/Directors, Field Office IT Global Network costs, Field Office running costs including administrative support and resource mobilization. The increase in this budget line is largely due to the inclusion of security costs in the Field, which, in previous biennia appeared under Part I.C. The costs of Field staff within the Programme Sectors continue to be included in the respective Sectors' budget.

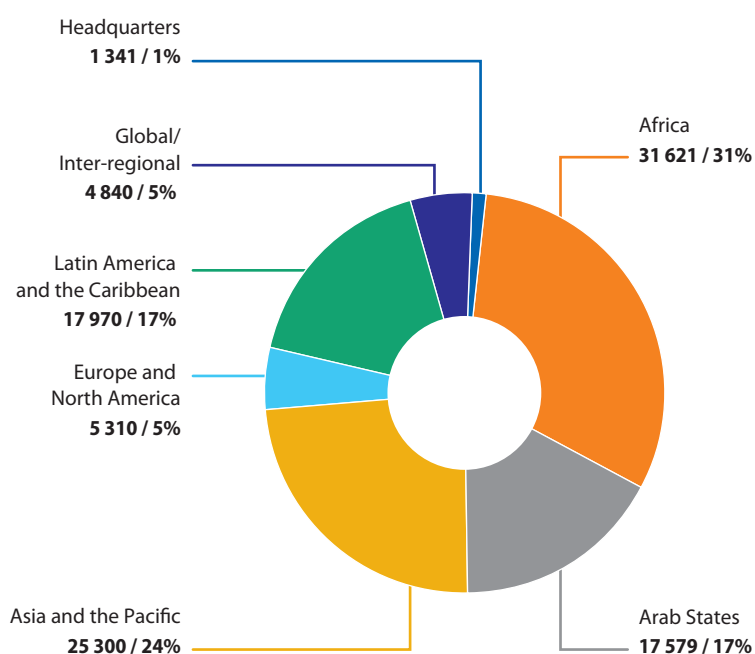
Total integrated budget by output and source of funds

(in USD '000)



Decentralisation of resources by Region

(in USD '000)



Part II.C • Participation Programme and Fellowships

Chapter 1 • Participation Programme

- 10101** The Participation Programme (PP) will continue to provide direct assistance for Member States' and Associate Members' initiatives in the Organization's fields of competence, according to priorities that they themselves have set. Such assistance, intended to promote national, subregional, interregional or regional activities, must be consistent with the Organization's global priorities and its strategic programme objectives. The Participation Programme is designed to strengthen partnership between the Organization and its Member States and between the Organization and non-governmental organizations in official partnership with UNESCO.
- 10102** The Secretariat will continue efforts to improve the PP's results-based management pursuant to the external audit recommendations, in order to improve the quality of projects submitted and optimize the whole PP evaluation process. The Secretariat will take the necessary measures to ensure that PP funds are distributed fairly and expedite disbursement of approved amounts. The Secretariat will ensure that priority is given to Africa, gender equality as well as to the concerned priority groups of countries.
- 10103** More attention will be paid to improve communication with Member States, non-governmental organizations, focal points in programme sectors and field offices throughout the evaluation and approval of requests. The Participation Programme and Fellowships Section, in close cooperation with the Bureau of Financial Management (BFM) and the concerned Member States, will continue efforts to improve the quality of reports submitted after completion of each project in order to ensure that approved funds have been used appropriately.

Chapter 2 • Fellowships Programme

- 10104** During the period under consideration, UNESCO will contribute to enhancing institutional capacity development, international understanding and knowledge sharing, through fellowships for Africa, women, SIDS and least developed countries. UNESCO will adopt a proactive policy towards seeking and negotiating cost-sharing arrangements with interested donors under the Co-Sponsored Fellowships Scheme. Efforts will be made to mobilize extrabudgetary resources through potential partnerships.
- 10105** Awarded fellowships will be closely aligned to UNESCO's priorities as defined in the C/4 and C/5 documents. Cooperation with the UN system will continue with a view to harmonizing policies, criteria, standards and payments in the administration of fellowships and information sharing on the best practices.
- 10106** The below Outputs contribute to the realization of the UNESCO's medium-term Enabling Objective to "Foster an enabling environment for the efficient and effective delivery of UNESCO's priorities" and its Enabling Outcome 1 "Reinforced partnerships, outreach and advocacy in support of UNESCO's action".

ENABLING OUTCOME 10

Reinforced partnerships, outreach and advocacy in support of UNESCO's action

OUTPUT 10.PPF1: Participation Programme management significantly improved allowing greater transparency and an increase in the number of projects approved for gender equality and countries in need, particularly in Africa, developing countries, LDCs, and SIDS

| <i>Performance indicators</i> | <i>Targets 2023</i> |
|---|--|
| 1. Improved coordination with PP focal points in Programme Sectors and Field Offices. | <ul style="list-style-type: none"> – Coordination to ensure effective post-evaluation of evaluation reports enhanced – Increased participation (by 50%) of Field Offices in PP evaluation process |
| 2. Training sessions on the Participation Programme rules and regulations | <ul style="list-style-type: none"> – 4 training sessions per biennium organized with PP beneficiaries to improve financial reports quality – bi-monthly/quarterly/semi-annual coordination meetings with BFM on financial reporting. |

OUTPUT 10.PPF2: Fellowships Programme management enhanced to align thematic areas with the Organization's strategic objectives

| | |
|---|--|
| 1. Objective criteria established in cooperation with donor countries for selection of most qualified candidates. | <ul style="list-style-type: none"> – 100% of candidate selections made in line with established criteria – Guaranteed gender equality (at least 50% of female fellows awarded) |
| 2. Number of fellowships awarded, with emphasis on countries in Africa, developing countries, LDCs, and SIDS | <ul style="list-style-type: none"> – 165 fellowships awarded annually subject to the sanitary situation – Enhanced cooperation with donor countries and host institutions |

Part II.C • Participation Programme and Fellowships

| | | |
|------------------|--|---------------|
| PART II.C | Integrated budget by output and source of funds based on the Appropriated Regular Programme Budget of \$534.6 million | (in USD '000) |
|------------------|--|---------------|

| Output | | Breakdown by source of funds | | | | | | Total |
|---|--|-------------------------------------|--------------------------|--|--------------------------------------|-----|-------------------------------|--------|
| | | Regular Programme ¹ (RP) | Revenue generating funds | Voluntary Contributions (VC) | | | Total Voluntary Contributions | |
| | | | | Management Costs Account (MCA) ² - VC portion | Voluntary Contributions (VC) in hand | Gap | | |
| Participation Programme and Fellowships | | | | | | | | |
| Chapter 1 | Participation Programme | | | | | | | |
| 10.PPF1 | Participation Programme management significantly improved allowing greater transparency and an increase in the number of projects approved for gender equality and countries in need, particularly in Africa, developing countries, LDCs, and SIDS | 12 472 | - | - | - | - | - | 12 472 |
| Chapter 2 | Fellowships Programme | | | | | | | |
| 10.PPF2 | Fellowships Programme management enhanced to align thematic areas with the Organization's strategic objectives | 995 | - | - | - | - | - | 995 |
| Total*, Participation Programme and Fellowships | | 13 466 | - | - | - | - | - | 13 466 |

1 The Appropriated Regular Programme Budget is funded by assessed contributions on Member States.

For the Regular Programme figures the budget exchange rate is US\$1=0.869 euro.

2 The Management Cost Account (MCA) is financed 56% from the Regular Programme budget and 44% from programme support costs charged to projects financed by voluntary contributions.

* Totals may not sum exactly due to rounding.

PART III

Corporate Services

**After Service Health Insurance
long-term liability (ASHI)**

**Loan repayments for capital
expenditure**

III.A • Sector for Administration and Management

- 11001** The Sector for Administration and Management (ADM) will contribute to the realization of the Medium-term Strategic Objective 4, and related Enabling Outcome 2: Accountable, efficient and effective management in pursuit of the Organization's results. The Sector will continue to improve services provided to support programme implementation, in all locations. Where possible, improvements in both efficiency, quality, and timely delivery of services, will be made by adopting a risk-based approach.
- 11002** Financial management aims to better integrate budget management, expenditure and results reporting, to improve financial reporting for decision making, and to help drive value for money approaches in UNESCO's work. This requires some business system investment, and improved clarity around accountability for results, and hence this work is very closely linked to the objectives within IT, Risk Management and the control framework.
- 11003** Where such approaches are not appropriate, for example for Human Resources processes, which must remain rule based, the Sector will endeavor to be more proactive in its support through improved planning, in collaboration with programme sectors. Risk-based approaches require higher quality and frequency in management information, and clarity of the accountability framework. These are therefore also priority areas for all the services of the Sector.
- 11004** In addition to risk management, underpinning all service delivery are IT systems; efforts will be made to rationalize the existing multiplicity of systems, to consolidate and standardize wherever possible, with a view to improve our IT security posture, and reduce the risk of future cybersecurity threats. Environmental sustainability will continue to be a cross-cutting and important initiative, such that UNESCO will continue to “walk the talk” for sustainable working practices.
- 11005** The work of the Sector is planned to be more supportive of field operations, notably for Priority Africa, with a strengthened team for field operational support, now directly under the Assistant Director-General for Administration and Management. The good practices that were adopted out of necessity to meet the COVID-19 crisis challenges regarding programme implementation, such as effective remote working, and remote conferencing, will be embedded into UNESCO working practices where these can bring lasting improvements to our work.
- 11006** Career development, performance management, and improved geographical representation for Secretariat staff – towards the 85% target – will remain critical priorities to help improve overall UNESCO performance, and maintain, and develop, a well-motivated workforce.
- 11007** Support services and physical infrastructure (such as buildings, and IT systems) have suffered over prior budget periods from cuts and under investment, which led at times to inefficiencies and “short-termism”. These are now being addressed. Sustainable long-term financial management requires further improvement, in collaboration with Member States (and for the HQ site, with the host country), to ensure that adequate investments are maintained in future.

Chapter 1 • Office of the Assistant Director-General of the Administration and Management Sector

- 11101** The Office of the Assistant-Director General for Administration and Management ensures a wide range of cross-sectoral tasks and responsibilities, with the key objective to improve the support towards programme implementation in all locations. Effective and efficient coordination between other central services of the Organization and between the services of the Sector itself remains a key priority, avoiding duplication, creating synergies, increasing accountability and transparency. Guiding principles for the work of the Sector are service orientation, agility, environmental sustainability, accessibility and risk-based decision making – whilst including thorough follow up on recommendations coming from auditors.
- 11102** The coordination function of the Office of the Assistant Director General for Administration and Management will need to proactively facilitate communication and decision-making to strengthen programme support. A new accountability framework will be put in place to describe and generate the right balance between centralization and decentralization, between programmatic and administrative accountability, between risk-based decision-making and the existing regulatory framework
- 11103** The implementation strategy of the Office of the Assistant Director-General for Administration and Management is based on the Medium-Term Strategy for 2022-2029 (41 C/4) and as such, is supporting the different components of the Sector so that they can reach their specific objectives. Specific attention, at the level of the Office, will aim at enhancing programme delivery support by creating a comprehensive and effective administrative support for central services and Field Offices. To this end: a) environmental sustainability and accessibility of operations will be embedded in all relevant policies of the components of the Sector; and b) risk management, organizational resilience & business continuity will be further developed and integrated in decision-making processes. Furthermore, administrative and Human Resources policies will be coordinated and adapted, making them more accessible, and enabling a more agile and flexible approach. The Office will also assist in the elaboration and implementation of medium- and long-term solutions for structural corporate needs.

ENABLING OUTCOME 11

Accountable, efficient and effective management in pursuit of the Organization's results

OUTPUT 11.ADM1: UNESCO's operational models and practices improved to ensure environmental sustainability, accessibility of operations and business continuity

| <i>Performance indicators</i> | <i>Baselines (indicative as Dec. 2020)</i> | <i>Targets 2023</i> |
|---|--|---------------------|
| 1. Carbon footprint of UNESCO | 7.1 tons of CO2 equivalent emitted per staff member per year or total of 29.075 tons | 15% reduction |
| 2. Percentage of the total number of meetings and events organized which apply standards with regard to accessibility | 5% | 75% |
| 3. Percentage of Field Offices which have a validated Business Continuity Plan | 5% | 95% |

Chapter 2 • Human resources management

11201 The Bureau of Human Resources Management will continue implementing the 2017-2022 Human Resources Management Strategy Action Plan and develop a new Strategy for 2023-2028 in support of UNESCO's strategic, operational and programmatic goals. The new Strategy will build on elements of the Human Resources Strategic Transformation and Future of Work already underway, and other priorities, which may emerge as a result of recommendations or decisions of internal/external auditors, governing bodies and other oversight mechanisms. The results from the Global Staff Survey (2021) will also be taken into consideration, as well as input and consultations with major stakeholders including Member States representatives, senior managers, Staff Associations' representatives and UN Sister Agencies.

11202 In 2022-2025, human resources policies and processes will focus on strengthening talent management, diversity and staff well-being. Opportunities for continuous learning and development, and mobility, will improve performance and increase staff engagement. Ensuring quality recruitment and talent outreach activities in close collaboration with Member States to improve the rates of equitable geographical distribution and gender parity, remain a priority. A staff well-being framework, including an occupational health and safety policy, updated flexible working arrangements, and an improved flexible contractual modality framework, should help develop a more agile and inclusive Organization. Efforts will continue to simplify policies and processes and improve service delivery, leveraging technology where possible.

11203 To reach these objectives, the Bureau will put in place a series of dedicated measures with a view to: a) attracting qualified candidates from non- and under-represented countries per biennium while at the same time striking a balance to promote and develop internal staff through competitive recruitment and geographical and functional mobility opportunities, given the limited number of available posts per biennium.; b) engaging and motivating staff by creating a culture of continuous learning and development and staff well-being, both through increased training and skills development, but also through proper performance management; c) introducing a fully-integrated HR and Talent Management system to improve HR operations and service delivery. Modernizing existing platforms and tools require financial investment and specialized human resources, particularly for a transitional period.

ENABLING OUTCOME 11

Accountable, efficient and effective management in pursuit of the Organization's results

OUTPUT 11.HRM1: Staffing, learning & development and staff well-being policies developed and implemented in support of a more diverse, efficient and agile working environment.

| <i>Performance indicators</i> | <i>Baselines (indicative as Dec. 2020)</i> | <i>Targets 2023</i> |
|--|--|-----------------------------------|
| 1. Geographical distribution of staff | 78% of Member States represented | 85% of Member States represented |
| 2. Percentage of women at senior management level | 48% of women at D and above level | 50% of women at D and above level |
| 3. Number of staff members reaching or exceeding their Standard Duration of Assignment | 277 staff members | Reduced by at least one-third |

Chapter 3 • Financial management

- 11301** The availability of proper financial tools, including re-designed core financial management systems, is a critical challenge, which is necessary to achieve BFM's objectives of ensuring prudent financial management, financial reporting, and compliance with internal financial controls. Key challenges in this respect are related to capacity and resource availability. Coordination of budget preparation and monitoring, including improved measurement of costs will help facilitate improved decision-making and resource allocation, in close collaboration with the Bureau of Strategic Planning.
- 11302** The timely availability of information to support planning, implementation and monitoring of activities, through dashboards, standard reports and intranet-based tools for managers, Member States, and stakeholders is a critical issue. Certain system changes, and related resources and tools are essential pre-requisites for this to be put in place.
- 11303** BFM will focus on targeting improvements to policy review and implementation, as well as the strengthening of internal controls, through its role in, inter alia, the comprehensive re-design of core UNESCO financial management systems, report definition, and strengthening of UNESCO's accountability framework.

ENABLING OUTCOME 11

Accountable, efficient and effective management in pursuit of the Organization's results

OUTPUT 11.BFM1: Prudent financial management, while strengthening of the internal controls and the second line of defense, supported by appropriate and timely management and financial reporting

| <i>Performance indicators</i> | <i>Baselines (indicative as Dec. 2020)</i> | <i>Targets 2023</i> |
|---|--|--|
| 1. Quarterly report availability | <i>Within 3 weeks of month-end</i> | <i>Within 2 weeks of month-end</i> |
| 2. Online availability of critical standard report | <i>No reports available online</i> | <i>Quarterly report and FMR tables available online</i> |
| 3. Clean opinion from External Auditor on the UNESCO consolidated financial statements | <i>Clean opinion from External Auditor on the UNESCO consolidated financial statements</i> | <i>Clean opinion from External Auditor on the UNESCO consolidated financial statements</i> |
| 4. Second line of defense function strengthened | <i>One resource dedicated 15% of the time to this task</i> | <i>One full time resource dedicated to this task</i> |
| 5. Regular assurance reporting in place | <i>Annual procurement derogation report prepared manually</i> | <i>Up to 5 critical assurance reports defined, monitored and reported internally</i> |
| 6. Internal controls, including information sessions related to fraud preventions delivered to Administrative Officers (AOs) and Managers | <i>Two fraud awareness webinars conducted annually</i> | <i>Continuous training available for AOs and approving officers on fraud awareness / prevention; mandatory attendance of at least 1 session for all such staff</i> |

Chapter 4 • Digital business solutions

11401

The complex and rapidly changing global environment has set out several key challenges that UNESCO is responding to in its Medium-Term Strategy. To help support the Organization's strategic objectives, the Digital Business Solutions (DBS), Service working closely with other internal partners, is framing a "One-UNESCO" digital strategy. This strategy aims to modernize and continuously innovate how the Organization works and delivers results using modern digital technologies, while also ensuring that the risks facing its operations and intellectual property are appropriately addressed. As witnessed during the COVID-19 pandemic, digital technologies have transformed how people collaborate and companies conduct business. The digital strategy will provide a framework for delivering tangible results and managing related risks in a challenging budgetary constrained environment.

11402

Digitally transforming UNESCO in a sustainable manner will require additional resources, internal coordination and a willingness to work differently. Internal coordination on digital initiatives is necessary to ensure that the Organization's scarce resources are appropriately prioritized, and key decisions are taken within a fully functioning digital/IT governance framework. The level of digital savoir-faire and faire-savoir across UNESCO will need to be scaled up in order to move beyond older paper-based working methods and sharing of relevant information. Overall, a cultural shift towards this new way of working needs to be activated with full management support for UNESCO's digital transformation to be successful.

11403

The DBS contribution to the One-UNESCO Digital Strategy includes 4 main objectives/actions:

1. Enable integrated work programme/project management: Redesign UNESCO's core information systems, and progressively deliver a new core digital platform – U N E S C O R E – providing integrated transactional, informational/knowledge and collaborative functions accessible by Member States, Secretariat and other stakeholders.
2. Ensure resilient global operations and service delivery: Deliver a robust network and performant workplace technology environment, a responsive and solution-oriented service desk; and enhanced operational support for the field.
3. Enhance cyber security and digital risk management: Significantly upscale the Organization's technological and human capabilities (including on the user-side) to strengthen defenses against cyber-attacks and mitigate related digital/information risks.
4. Enrich UNESCO work through insights and knowledge assembled through, inter alia, digitization of physical artifacts. Create a digital "One-UNESCO" knowledge hub to consolidate institutional memory in one place for easy online access, and where needed physical access.

ENABLING OUTCOME 11

Accountable, efficient and effective management in pursuit of the Organization's results

OUTPUT 11.DBS1: More integrated and properly codified project and knowledge management in support of programme delivery

| <i>Performance indicators</i> | <i>Baselines (indicative as Dec. 2020)</i> | <i>Targets 2023</i> |
|---|---|--|
| 1. Flexible digital platform integrating core business systems to service Secretariat, Member States and Key Partners/ Donors progressively developed | <i>Intranet/extranet portal providing initial integration of corporate applications and online workspaces delivered as part of the Digital Workplace initiative</i> | <i>Integrated UNESCO platform - V1.0 - in place (and progressively enhanced)</i> |
| 2. Data (and meta-data) in core organizational systems further harmonized and integrated | <i>System-level integration of data across core organizational systems implemented Cross-system metadata harmonization initiated</i> | <i>T1: Cross-system metadata harmonization completed and effectively maintained in common data stores T2: Data consistency across core systems ensured T3: Enhanced reporting and data visualizations (dashboards) enabled</i> |
| 3. Preservation and access to institutional memory ensured | <i>Digital documents and publications repository modernized Digital archival collection and Multimedia Archives platform maintained Digitization of physical archives ongoing – currently at 5%</i> | <i>Consolidated knowledge hub of digitized institutional memory available subject to available funding</i> |

OUTPUT 11.DBS2: Provision of a resilient IT infrastructure, and best-in-class service management to enable effective programme delivery

| | | |
|--|-------------|--|
| 1. Availability of IT systems and network assured (per contracted levels for cloud) | 98% | <i>Sustain 95% + uptime (unscheduled downtime less than 5%)</i> |
| 2. End-user services (e.g. service desk, workstation/mobile, meeting/event management) delivered effectively and efficiently | <i>n.a.</i> | <i>Further enhance service levels and user satisfaction based on established metrics such as cost per service desk call/ticket and percentage of "satisfied" users</i> |

OUTPUT 11.DBS3: Provision of strengthened cyber-security and digital risk management

| | | |
|---|-------------|--|
| 1. Cyber security threats detected and removed | <i>n.a.</i> | <i>Attacks detected and any compromised assets/accounts reset the same working day</i> |
| 2. User awareness and cyber-hygiene improved | <i>n.a.</i> | <i>All staff able to "pass" a concise cyber questionnaire</i> |
| 3. Sensitive information and document management enhanced | <i>n.a.</i> | <i>Access to sensitive folders and documents reviewable by the responsible manager</i> |

Chapter 5 • Organization of conferences, languages and documents

- 11501** The Division of Conferences, Languages and Documents will provide core services related to the management of meetings, documents, interpretation, and translation, while leveraging with the use of new technologies and formats. It will provide House-wide guidance on managing meetings, documents, interpretation and translation and ensuring quality control, particularly regarding the quality of decentralized, outsourced translations and documents. This support must be provided at a time when in-house teams themselves continue to adapt to new conditions – online meetings, green meetings, and so on. The Division will put in place a standardized application of updated administrative procedures to formalize new working methods and ensure maximum efficiency. It will develop a new corporate approach to the management of the works of art collection.
- 11502** The Division will develop guidance through cooperation with House-wide partners (procurement, programme sectors, etc.), to improve planning and budgeting for events, the production of documents and translation, and to introduce in general a planning culture across the Organization.
- 11503** It will explore ways to enhance the accessibility of conference premises and content and will further develop a green meetings culture building within the Organization.
- 11504** It will develop a proactive and integrated policy, dealing with the conservation, display and enhancement of works of art, so as to ensure their presentation and strengthen the visibility of the Organization and to bear UNESCO's values.
- 11505** The Division will liaise with stakeholders at Headquarters and in the field to ensure optimum planning of work, and to ensure that procedures are well understood by all stakeholders. It will develop a quality control policy, where relevant, and seek innovative ways of providing services. It will integrate new tools with existing IT applications and adapt internal workflows accordingly. It will make efforts to ensure the financial viability of revenue-generating accounts.

ENABLING OUTCOME 11

Accountable, efficient and effective management in pursuit of the Organization's results

| OUTPUT 11.CLD1: Business-focused support enhanced to ensure efficient programme delivery | | |
|--|---|--|
| Performance indicators | Baselines (indicative as Dec. 2020) | Targets 2023 |
| 1. Guidance on translation, interpretation and document planning and quality control issued | New guidance developed | Full compliance with quality standards for all translations. |
| 2. Administrative procedures to formalize new working methods and ensure maximum efficiency updated | Rules and procedures in force | New contract modalities and procedures and automated tools developed across the various operations |
| 3. Updated administrative procedures for organization of meetings | Fragmented procedures in force | Related procedures and framework implemented |
| 4. A comprehensive and holistic policy developed for a corporate approach to the management of the works of art collection | Fragmented policy, practices and rules in force | New policy implemented |

Chapter 6 • Operational support

- 11601** The Division of Operations within the Sector for Administration and Management (ADM/OPS) is responsible for procurement and asset management, contracting, travel, facilities management, catering services and policy setting, and oversight for the above functions Organization-wide. The Division also ensures the dialogue with Members States through the Headquarters Committee on issues related to the management of Headquarters' premises.
- 11602** The Operations Division will provide risk-informed and solution-focused services that support UNESCO strategic transformation. In this regard, the Division will drive the simplification of operations business processes (procurement, travel, asset management) to improve overall Organization's efficiency and effectiveness.
- 11603** The Division will promote integration between procurement/contracting function with Programmes sectors at the project planning/design stage as a prerequisite for effective project implementation & risk management. It will revisit the Implementing Partners (IP) engagement modalities and support Programme sectors, in Headquarters and field offices, in setting up a framework for assurance activities (i.e. IP assessments, spot checks, audits of IP, etc.) in collaboration with others UN Agencies.
- 11604** ADM/OPS will also strive to improve efficiency in procurement & travel processes, promote risks informed decisions and related delegation of authority with adequate focus on "value for money".
- 11605** Regarding facilities management, the Division will ensure good two-way communication with Members States on the on-going Miollis renovation project. The search for funding for the preservation of the buildings will continue, including the exploration of sustainable long-term management approach that would address the security, IT solutions and an optimum use of the space at the Miollis/Bonvin site.

ENABLING OUTCOME 11

Accountable, efficient and effective management in pursuit of the Organization's results

OUTPUT 11.OPS1: Procurement planning and management improved, and facilities' effective management and sustainable financing ensured

| <i>Performance indicators</i> | <i>Baselines (indicative as Dec. 2020)</i> | <i>Targets 2023</i> |
|--|--|--|
| 1. Percentage of Administrative officers and Programme specialists trained on the IPA Framework in Field offices | <i>n.a.</i> | <i>50% of Field offices staff</i> |
| 2. Percentage of high risks projects with comprehensive procurement & contracting plans | <i>n.a.</i> | <i>75% of high risk projects have procurement plan</i> |
| 3. Capital fund for strategic investments or specific funding mechanism for building conservation is established | <i>n.a.</i> | <i>Long term funding secured & new Miollis/Bonvin site management framework in place</i> |
| 4. Effective maintenance and renovation works at Miollis/Bonvin building | <i>n.a.</i> | <i>Execution according to the defined timeline</i> |

Chapter 7 • Management of safety and security

11701 The Security Section, as part of the Sector for Administration and Management, is committed to ensuring a safe and secure working environment and enabling the Organization's programme delivery in Headquarters and in the Field. Rising political unrest, as well as health-related uncertainties and natural disasters feed constant and widespread security and safety threats worldwide, posing risks to both UNESCO personnel as well as the Organization's premises in Headquarters and in the Field. Adequate expertise and supporting technical equipment as well as related measures and procedures are needed to secure staff, delegates, premises and assets in a cost-effective and pro-active approach.

11702 The Security Section priorities for 2022-2025 are to:

1. Strengthen organizational resilience, by emphasizing the risk-based approach of physical security and safety driven by the United Nations Security Management System policies and raise security awareness, preparedness and compliance of managers and staff at Headquarters and in the field;
2. Implement HQ Security Staff management strategy initiated following both UNESCO Security and Safety Plan of 2016 and Internal Oversight Service (IOS) 2018 audit on Security in HQ, with due attention to gender sensitivity and responsiveness in all aspects of the security management system.
3. Enhance security and safety of technical systems and facilities so as to reach a reasonable balance between risk-based Security needs and state-of-the-art technology available.

11703 The overall strategy of the Security Section will be an important and integral part of the Organizations' Organizational Resilience Management System Policy. The implementation of the Strategy will encompass: a) partial outsourcing for some outlying security missions (Visitors Security Check); b) upgrading skills of Security staff both in Headquarters and the Field (internal regulation compliance and training); and c) investment in passive and active safety-security measures conducive to enhanced premises protection.

ENABLING OUTCOME 11

Accountable, efficient and effective management in pursuit of the Organization's results

OUTPUT 11.MSS1: Security and safety of the work environment enhanced

| <i>Performance indicators</i> | <i>Baselines (indicative as Dec. 2020)</i> | <i>Targets 2023</i> |
|---|--|---------------------|
| 1. Increase in the annual number of hours for training of the Security Staff | 800 hours | 15% increase |
| 2. Increase in the annual number of hours of Security training for UNESCO Personnel | 2 hours per year per staff | 15% increase |

PART III.A

Integrated budget by output and source of funds based on the Appropriated Regular Programme Budget of \$534.6 million

(in USD '000)

| Outcome / Output | | Breakdown by source of funds | | | | | Total Voluntary Contributions | Total |
|---|---|-------------------------------------|--------------------------|--|--------------------------------------|--------|-------------------------------|---------|
| | | Regular Programme ¹ (RP) | Revenue generating funds | Voluntary Contributions (VC) | | | | |
| | | | | Management Costs Account (MCA) ² - VC portion | Voluntary Contributions (VC) in hand | Gap | | |
| A. Sector for Administration and Management | | | | | | | | |
| Chapter 1. Office of the Assistant Director-General of the Administration and Management Sector | | | | | | | | |
| 11.ADM1 | UNESCO's operational models and practices improved to ensure environmental sustainability, accessibility of operations and business continuity | 3 710 | - | 2 890 | - | - | 2 890 | 6 600 |
| Total, Chapter 1 | | 3 710 | - | 2 890 | - | - | 2 890 | 6 600 |
| Chapter 2. Human resources management | | | | | | | | |
| 11.HRM1 | Staffing, learning & development and staff well-being policies developed and implemented in support of a more diverse, efficient and agile working environment | 22 155 | 200 | 8 622 | - | 800 | 9 422 | 31 777 |
| Total, Chapter 2 | | 22 155 | 200 | 8 622 | - | 800 | 9 422 | 31 777 |
| Chapter 3. Financial management | | | | | | | | |
| 11.BFM1 | Prudent financial management, while strengthening of the internal controls and the second line of defense, supported by appropriate and timely management and financial reporting | 5 998 | - | 4 667 | - | 260 | 4 927 | 10 926 |
| Total, Chapter 3 | | 5 998 | - | 4 667 | - | 260 | 4 927 | 10 926 |
| Chapter 4. Digital business solutions | | | | | | | | |
| 11.DBS1 | More integrated and properly codified project and knowledge management in support of programme delivery | 5 994 | - | 4 228 | - | 10 000 | 14 228 | 20 222 |
| 11.DBS2 | Provision of a resilient IT infrastructure, and best-in-class service management to enable effective programme delivery | 4 294 | - | 3 516 | - | - | 3 516 | 7 810 |
| 11.DBS3 | Provision of strengthened cyber-security and digital risk management | 1 270 | - | 1 262 | - | - | 1 262 | 2 532 |
| Total, Chapter 4 | | 11 558 | - | 9 006 | - | 10 000 | 19 006 | 30 564 |
| Chapter 5. Organization of conferences, languages and documents | | | | | | | | |
| 11.CLD1 | Business-focused support enhanced to ensure efficient programme delivery | 14 393 | 15 661 | - | - | - | - | 30 055 |
| Total, Chapter 5 | | 14 393 | 15 661 | - | - | - | - | 30 055 |
| Chapter 6. Operational support | | | | | | | | |
| 11.OPS1 | Procurement planning and management improved, and facilities' effective management and sustainable financing ensured | 13 571 | 14 812 | - | - | - | - | 28 383 |
| Total, Chapter 6 | | 13 571 | 14 812 | - | - | - | - | 28 383 |
| Chapter 7. Management of safety and security | | | | | | | | |
| 11.MSS1 | Security and safety of the work environment enhanced | 9 133 | 3 755 | - | - | - | - | 12 888 |
| Total, Chapter 7 | | 9 133 | 3 755 | - | - | - | - | 12 888 |
| Total, Part III.A | | 80 518 | 34 428 | 25 185 | - | 11 060 | 36 245 | 151 191 |
| B. Headquarters Common Costs | | | | | | | | |
| 11.HCC1 | Maintenance and Utility | 6 171 | | | | | - | 6 171 |
| 11.HCC2 | IT licenses | 3 241 | | | | | - | 3 241 |
| Total, Part III.B | | 9 412 | - | - | - | - | - | 9 412 |
| Total, Part III | | 89 930 | 34 428 | 25 185 | - | 11 060 | 36 245 | 160 603 |

¹ The Appropriated Regular Programme Budget is funded by assessed contributions on Member States.

For the Regular Programme figures the budget exchange rate is US\$1=0.869 euro.

² The Management Cost Account (MCA) is financed 56% from the Regular Programme budget and 44% from programme support costs charged to projects financed by voluntary contributions.

The sector for Administration covers all services under the corporate services; Office of the ADG of Administration (ADM), Human Resources Management (HRM), Bureau of Financial Management (BFM), Operational Support (OPS), Support for the Organization of Conferences, Language and Documents (CLD), Digital Business Solution (DBS) and Management of Safety and Security (SEC).

While the entire costs of ADM, BFM, HRM (excluding the contribution to the MBF on behalf of associate participants) and DBS are funded by the Special Account for Management Costs, those of OPS, CLD and SEC are funded fully by the regular budget. It is to be noted also that, due to the changes applied in the funding ratio of the MCA between the regular budget and voluntary contributions, ADM, BFM, HRM and DBS will be funded more by voluntary contributions and less by the regular budget, compared with the 40 C/5.

Further, some structural changes are proposed for the 41 C/5 within the Sector for Administration, which are the following:

- i. Office of the ADG of the Administration and Managing Sector (ADM) will incorporate the following units:
 - The Administrative Platform which provides various services to the Central Services related to finance and budget as well as human resources, procurement and administration to Central Services. This unit was in BFM in the 40 C/5.
 - The field Operation Support (FOS) unit which provides transversal services to the Field Offices and Institutes related to human resources, finance and budget, backstopping and advising Directors/Head of Offices and Administrative Officers in the field of various administrative matters.

In light of the similarity in services provided and competencies required in these two units and the range of the administrative responsibilities, and taking consideration of the IOS recommendations, the two units have been merged and a new single Section for Administrative support (ADM/ADS) has been created. This merge is cost-neutral.

- ii. **Organization Support of Conferences, Languages and Documents (CLD) and Operational Support:** Whereas these two units were combined as one budget line under the 40 C/5, they are now presented separately under the Draft 41 C/5. This split will provide transparency and clarity on the accountability of each unit.
- iii. **Digital Business Solutions:** The “Organization-wide Knowledge Management” and “ICT infrastructure and operations”, which were previously shown separately, are merged under the 41 C/5 under the new heading “Digital Business Solutions”. This merger provides a better view of the resources the organization would dedicate to its digital transformation efforts. DBS’ primary objective is to support the Organization’s Strategic Objectives and the nature of the support is crosscutting. The cost of its functions is indirectly linked to the projects and meet all the criteria listed on Document 201 EX/ part III (C). Hence, the Special Account for Management Cost will fund the DBS fully, meaning the entire DBS is categorized as management services. It is to be noted that the total budget for DBS under the Special Account for Management Cost shows a relatively high increase (18%) as compared to the 40 C/5, and a substantial increase of 70% on the IBF. This increase is due primarily to the additional costs for enhancing cybersecurity that urgently requires investment in additional human and operational resources. Furthermore, for the continuation of the Redesign Core Systems project, the Organization will continue to engage with donors to finance this project for some 10 million US dollars, indicated as part of the Gap.

- iv. The total Integrated Budget under Human Resources Management (HRM) totals \$31.7 million in the Draft 41 C/5. This includes a total budget of \$14.3 million managed by HRM on behalf of the Organization as a whole. The table below shows the details of these costs.

in USD

| Description | Approved 40 C/5 | Draft 41 C/5 |
|--|-------------------|-------------------|
| Training | 2 659 000 | 800 000 |
| Contribution to the Medical Benefits Fund for Associate Participants | 11 100 000 | 10 500 000 |
| MBF claims processing and notariat | 2 600 000 | 2 600 000 |
| Staff Compensation Plan | 129 600 | 129 600 |
| Delegates Pension Fund Travel | 37 400 | 37 400 |
| Contribution to Staff Associations | 72 400 | 72 400 |
| Contribution to the Association of Retired Staff Members (AAFU) | 30 000 | 30 000 |
| Contribution to the Children's club and Day Nursery (JCU) | 250 000 | 175 000 |
| TOTAL | 16 878 400 | 14 344 400 |

The total budget for these items is 15% lower than the 40 C/5 budget. The reduction is primarily due to a drop in the volume of resources budgeted for training activities (from \$2.7 million to \$800 thousand). A small reduction of 5% is noted in the estimate for contributions to the MBF for Associate Participants (adjustment made on the basis of observed trends). Finally, it is to be noted that the contribution of the regular budget to the operating costs of the JCU in the biennium 2022 – 2023 are budgeted at \$175 thousand, with a further \$175 thousand to be funded from the JCU fund balances and reserves, totaling \$350 thousand for the biennium.

III.B • Headquarters Common costs

12001 Headquarters common costs include the costs of office maintenance, utilities and IT licenses. Under the previous 40 C/5, these costs were allocated across the sectors and bureaux, whereas they have been managed centrally by the relevant ADM units (Operational Support and Digital Business Solutions (formerly IT Infrastructure and KMI)). For the 41 C/5, in order for clarity and transparency in terms of accountability, these costs are allocated as Headquarters common costs under this single budget line, and will be managed as corporate services for the benefit of all Headquarters programme sectors and bureaux.

12002 The table below presents how these common costs were allocated in the 40 C/5 how they will be allocated under the 41 C/5. It is noted that the total common costs under the draft 41 C/5 are slightly higher (5.8%) than the 41 C/5. This is due to the need to purchase additional IT licenses for cybersecurity tools to strengthen defenses against cyber-attacks, which has become of highly urgent nature.

| | 40 C/5 | | | 41 C/5 | | |
|---|-------------------------|------------------|------------------|-------------------------|------------------|------------------|
| | Maintenance and Utility | IT Licenses | Total | Maintenance and Utility | IT Licenses | Total |
| PART I GENERAL POLICY AND DIRECTION | | | | | | |
| A. Governing bodies | 207 200 | 6 900 | 214 100 | | | |
| B. Direction | | | | | | |
| 1 Directorate | 294 100 | 19 300 | 313 400 | | | |
| 2 Internal Oversight | 16 600 | 2 100 | 18 700 | | | |
| 3 International Standards and Legal Affairs | 111 000 | 13 000 | 124 000 | | | |
| 4 Ethics | 83 200 | 6 900 | 90 100 | | | |
| PART II PROGRAMMES AND PROGRAMME-RELATED SERVICES | | | | | | |
| A. Governing bodies | | | | | | |
| I Education | 700 600 | 325 600 | 1 026 200 | | | |
| II Natural Sciences | 532 700 | 172 100 | 704 800 | | | |
| III Intergovernmental Oceanographic Commission | 172 000 | 29 500 | 201 500 | | | |
| IV Social and Human Sciences | 299 600 | 39 800 | 339 400 | | | |
| V Culture | 949 300 | 99 400 | 1 048 700 | | | |
| VI Communication and Information | 299 600 | 30 200 | 329 800 | | | |
| UNESCO Institute for Statistics | | 43 900 | 43 900 | | | |
| B. Programme-related services | | | | | | |
| 1 Sector for Priority Africa and External Relations (PAX) | 424 100 | 48 700 | 472 800 | | | |
| 2 Coordination and monitoring of action to implement Priority Gender Equality | 27 700 | 3 400 | 31 100 | | | |
| 3 Strategic planning | 197 000 | 21 200 | 218 200 | | | |
| 4 Communication and Public Engagement | 219 400 | 29 100 | 248 500 | | | |
| 5 Field Office Programme Management and Support Services | | 1 336 700 | 1 336 700 | | | |
| C. Participation Programme and Fellowships | 25 000 | 4 900 | 29 900 | | | |
| PART III CORPORATE SERVICES | | | | | | |
| A. Sector for Administration and Management (ADM) | | | | | | |
| Office of the ADG of Administration and Management | 27 700 | 1 400 | 29 100 | | | |
| Human resources management (HRM) | 271 000 | 42 500 | 313 500 | | | |
| Financial management (BFM) | 447 400 | 43 200 | 490 600 | | | |
| Organization of Conferences, Languages and Documents | 328 106 | 46 588 | 374 694 | | | |
| Operational Support | 347 994 | 49 412 | 397 406 | | | |
| Digital Business Solutions (DBS) | 351 700 | 47 300 | 399 000 | | | |
| Management of security and safety | 67 100 | 32 400 | 99 500 | | | |
| B. Headquarters utilities and cleaning, IT licenses (previously Common Charges) | - | - | - | 6 171 100 | 3 240 500 | 9 411 600 |
| Headquarters Common Costs | 6 400 100 | 2 495 500 | 8 895 600 | 6 171 100 | 3 240 500 | 9 411 600 |

Reserve for After Service Health Insurance long-term liability (ASHI)

UNESCO provides health insurance coverage to retired staff and their dependents (After Service Health Insurance). Under the scheme, staff who have reached their fifty-fifth birthday and who have completed at least ten years of participation in the Medical Benefits Fund are eligible for after-service-health insurance (ASHI) upon retirement. Provisions have been set aside to meet the long-term ASHI liability, equivalent to 1% of staff costs, totaling 3,971,910 US Dollars. This amount will be transferred to the dedicated ASHI special account.

| | | |
|-------------|--|----------------------|
| ASHI | Integrated budget by output and source of funds based on the Appropriated Regular Programme Budget of \$534.6 million | (in USD '000) |
|-------------|--|----------------------|

| Output | Breakdown by source of funds | | | | | Total | |
|---|-------------------------------------|--------------------------|--|--------------------------------------|-----|-------|-------------------------------|
| | Regular Programme ¹ (RP) | Revenue generating funds | Voluntary Contributions (VC) | | | | Total Voluntary Contributions |
| | | | Management Costs Account (MCA) ² - VC portion | Voluntary Contributions (VC) in hand | Gap | | |
| Reserve for the After Service Health Insurance long-term liability (ASHI) | 3 461 | 151 | 360 | - | - | 360 | 3 972 |

1 The Appropriated Regular Programme Budget is funded by assessed contributions on Member States.

For the Regular Programme figures the budget exchange rate is US\$1=0.869 euro.

2 The Management Cost Account (MCA) is financed 56% from the Regular Programme budget and 44% from programme support costs charged to projects financed by voluntary contributions.

Loan repayments for capital expenditure

For the 41 C/5, a provision of \$5,064,200 is budgeted reflecting the amount needed during the 2022-2023 for the repayments of:

- Loan for Miollis building renovation: \$5,042,200
- UNESCO International Bureau of Education building loan: \$22,000

| | | |
|------------------------|--|---------------|
| Loan Repayments | Integrated budget by output and source of funds based on the Appropriated Regular Programme Budget of \$534.6 million | (in USD '000) |
|------------------------|--|---------------|

| Output | Breakdown by source of funds | | | | | | Total |
|--|-------------------------------------|--------------------------|--|--------------------------------------|-----|-------------------------------|-------|
| | Regular Programme ¹ (RP) | Revenue generating funds | Voluntary Contributions (VC) | | | Total Voluntary Contributions | |
| | | | Management Costs Account (MCA) ² - VC portion | Voluntary Contributions (VC) in hand | Gap | | |
| Loan repaments for the IBE building | 22 | - | - | - | - | - | 22 |
| Loan repayments for the Miollis building | 5 042 | - | - | - | - | - | 5 042 |
| Total, Loan repayments for capital expenditure | 5 064 | - | - | - | - | - | 5 064 |

1 The Appropriated Regular Programme Budget is funded by assessed contributions on Member States.

For the Regular Programme figures the budget exchange rate is US\$1=0.869 euro.

2 The Management Cost Account (MCA) is financed 56% from the Regular Programme budget and 44% from programme support costs charged to projects financed by voluntary contributions.

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Annex I

Budget Summary : Integrated budget (Draft)

in USD

| PART | Appropriated Regular Programme Budget | | | Revenue generating funds | | | Voluntary contributions, including MCA VC portion, Conventions and Gap | | | Integrated Budget | | |
|---|---------------------------------------|-------------------|-------------------|--------------------------|------------------|-----------|--|------------------|-------------------|-------------------|-------------------|-------------------|
| | Staff budget | Non staff budget | Total | Staff budget | Non staff budget | Total | Staff budget | Non staff budget | Total | Staff budget | Non staff budget | Total |
| PART I • GENERAL POLICY AND DIRECTION | | | | | | | | | | | | |
| A. Governing bodies | 2 573 600 | 8 011 000 | 10 584 600 | - | - | - | - | - | - | 2 573 600 | 8 011 000 | 10 584 600 |
| B. Direction | | | | | | | | | | | | |
| 1. Directorate | 4 824 200 | 509 300 | 5 333 500 | - | - | - | 3 790 420 | 362 280 | 4 152 700 | 8 614 620 | 871 580 | 9 486 200 |
| 2. Internal Oversight | 3 987 300 | 306 900 | 4 294 200 | - | - | - | 3 132 900 | 209 800 | 3 342 700 | 7 120 200 | 516 700 | 7 636 900 |
| 3. International Standards and Legal Affairs | 2 983 500 | 184 200 | 3 167 700 | - | - | - | 2 344 140 | 121 260 | 2 465 400 | 5 327 640 | 305 460 | 5 633 100 |
| 4. Ethics | 498 500 | 171 200 | 669 700 | - | - | - | 391 670 | 130 630 | 522 300 | 890 170 | 301 830 | 1 192 000 |
| Total, I.B | 12 293 500 | 1 171 600 | 13 465 100 | - | - | - | 9 659 130 | 823 970 | 10 483 100 | 21 952 630 | 1 995 570 | 23 948 200 |
| C. Participation in the Joint Machinery of the United Nations System | - | 15 141 500 | 15 141 500 | - | - | - | - | - | - | - | 15 141 500 | 15 141 500 |
| TOTAL, PART I | 14 867 100 | 24 324 100 | 39 191 200 | - | - | - | 9 659 130 | 823 970 | 10 483 100 | 24 526 230 | 25 148 070 | 49 674 300 |
| PART II • PROGRAMMES AND PROGRAMME-RELATED SERVICES | | | | | | | | | | | | |
| A. Programmes | | | | | | | | | | | | |
| I Education | 60 721 700 | 24 914 200 | 85 635 900 | - | - | - | 31 184 000 | 409 447 100 | 440 631 100 | 91 905 700 | 434 361 300 | 526 267 000 |
| II Natural Sciences | 31 956 500 | 8 145 400 | 40 101 900 | - | - | - | 24 628 000 | 103 094 830 | 127 722 830 | 56 584 500 | 111 240 230 | 167 824 730 |
| Intergovernmental Oceanographic Commission | 9 401 200 | 1 834 800 | 11 236 000 | - | - | - | 6 585 000 | 13 994 240 | 20 579 240 | 15 986 200 | 15 829 040 | 31 815 240 |
| III Social and human Sciences | 21 478 500 | 5 746 500 | 27 225 000 | - | - | - | 4 941 000 | 26 934 000 | 31 875 000 | 26 419 500 | 32 680 500 | 59 100 000 |
| IV Culture | 38 188 300 | 10 134 700 | 48 323 000 | - | - | - | 55 049 000 | 141 561 236 | 196 610 236 | 93 237 300 | 151 695 936 | 244 933 236 |
| V Communication and Information | 20 306 200 | 5 012 900 | 25 319 100 | - | - | - | 6 197 000 | 29 687 329 | 35 884 329 | 26 503 200 | 34 700 229 | 61 203 429 |
| UNESCO Institute for Statistics | - | 8 449 600 | 8 449 600 | - | - | - | - | 19 750 400 | 19 750 400 | - | 28 200 000 | 28 200 000 |
| Total, II.A | 182 052 400 | 64 238 100 | 246 290 500 | - | - | - | 128 584 000 | 744 469 135 | 873 053 135 | 310 636 400 | 808 707 235 | 1 119 343 635 |
| B. Programme-related services | | | | | | | | | | | | |
| 1. Sector for Priority Africa and External Relations | 14 517 100 | 1 230 000 | 15 747 100 | - | - | - | - | 460 000 | 460 000 | 14 517 100 | 1 690 000 | 16 207 100 |
| 2. Coordination and monitoring of action to implement Gender Equality | 1 753 700 | 194 700 | 1 948 400 | - | - | - | - | - | - | 1 753 700 | 194 700 | 1 948 400 |
| 3. Strategic planning | 6 907 000 | 355 900 | 7 262 900 | - | - | - | 5 426 900 | 636 100 | 6 063 000 | 12 333 900 | 992 000 | 13 325 900 |
| 4. Communication and Public Engagement | 9 348 400 | 745 800 | 10 094 200 | 178 000 | 2 700 000 | 2 878 000 | - | - | - | 9 526 400 | 3 445 800 | 12 972 200 |
| 5. Field Offices Programme Management and Support Services | 61 531 800 | 40 660 000 | 102 191 800 | - | 769 165 | 769 165 | - | 1 000 000 | 1 000 000 | 61 531 800 | 42 429 165 | 103 960 965 |
| Total, II.B | 94 058 000 | 43 186 400 | 137 244 400 | 178 000 | 3 469 165 | 3 647 165 | 5 426 900 | 2 096 100 | 7 523 000 | 99 662 900 | 48 751 665 | 148 414 565 |

[illegible]

Annex II (a)

Appropriated Regular Programme Budget for 2022-2023
(Draft 41 C/5)

in USD '000

| | 40 C/5 Approved Regular Programme Budget (restated) | 41 C/5 Draft Regular Programme Budget | Variation |
|---|---|---|--------------|
| PART I • GENERAL POLICY AND DIRECTION | | | |
| A. Governing Bodies | 10 473 | 10 585 | 1.1% |
| B. Direction | 14 579 | 13 465 | -7.6% |
| Directorate | 5 908 | 5 334 | -9.7% |
| Internal Oversight | 4 438 | 4 294 | -3.2% |
| International Standards and Legal Affairs | 3 532 | 3 168 | -10.3% |
| Ethics | 701 | 670 | -4.4% |
| C. Participation in the Joint Machinery of the United Nations System | 15 346 | 15 142 | -1.3% |
| TOTAL, PART I | 40 398 | 39 191 | -3.0% |
| PART II • PROGRAMMES AND PROGRAMME-RELATED SERVICES | | | |
| A. Programmes | | | |
| Education | 84 005 | 85 636 | 1.9% |
| Natural Sciences | 38 762 | 40 102 | 3.5% |
| Intergovernmental Oceanographic Commission | 10 874 | 11 236 | 3.3% |
| Social and Human Sciences | 26 276 | 27 225 | 3.6% |
| Culture | 46 566 | 48 323 | 3.8% |
| Communication and information | 24 326 | 25 319 | 4.1% |
| UNESCO Institute for Statistics | 8 379 | 8 450 | 0.8% |
| Total, Part II.A | 239 187 | 246 291 | 3.0% |
| B. Programme-related services | | | |
| Sector for Priority Africa and External Relations | 15 353 | 15 747 | 2.6% |
| Coordination and monitoring of action to implement Priority Gender Equality | 1 893 | 1 948 | 2.9% |
| Strategic planning | 6 580 | 7 263 | 10.4% |
| Communication and Public Engagement | 9 007 | 10 094 | 12.1% |
| Field Offices Programme Management and Support Services | 100 226 | 102 192 | 2.0% |
| Total, Part II.B | 133 059 | 137 244 | 3.1% |
| PART ILC • Participation Programme and Fellowships | 13 354 | 13 466 | 0.8% |
| TOTAL, PART II | 385 601 | 397 001 | 3.0% |
| PART III • CORPORATE SERVICES | | | |
| A. Sector for Administration and Management | 85 690 | 80 518 | -6.0% |
| Office of the ADG of Administration and Management | 4 344 | 3 710 | -14.6% |
| Human Resources Management | 23 593 | 22 155 | -6.1% |
| Financial management | 6 496 | 5 998 | -7.7% |
| Digital Business Solutions | 14 467 | 11 558 | -20.1% |
| Organization of Conferences, Languages and Documents | 14 321 | 14 393 | 0.5% |
| Operational Support | 13 389 | 13 571 | 1.4% |
| Management of Security and Safety | 9 081 | 9 133 | 0.6% |
| B. Headquarters Common Costs | 8 896 | 9 412 | 5.8% |
| TOTAL, PART III | 94 585 | 89 930 | -4.9% |
| TOTAL, PARTS I - III | 520 583 | 526 122 | 1.1% |
| After Service Health Insurance long-term liability (ASHI) | 3 325 | 3 461 | 4.1% |
| Anticipated cost increases and Staffing Adjustments | 5 991 | - | -100.0% |
| TOTAL, OPERATING BUDGET | 529 900 | 529 583 | -0.1% |
| LOAN REPAYMENTS FOR CAPITAL EXPENDITURE | | | |
| Loan repayments of Headquarters renovation plan "Belmont Plan" | 3 096 | - | -100.0% |
| Loan repayments for the IBE building | 271 | 22 | -91.9% |
| Loan repayments for the Miollis building | 1 381 | 5 042 | 265.1% |
| TOTAL, LOAN REPAYMENTS FOR CAPITAL EXPENDITURE | 4 747 | 5 064 | 6.7% |
| GRAND TOTAL, APPROPRIATED REGULAR PROGRAMME BUDGET | 534 647 | 534 647 | 0.0% |

Annex II (b)

Revenue Generating Funds Budget for 2022-2023
(Draft 41 C/5)

in USD '000

| | Approved 40 C/5 Revenue Generating Funds (restated) | Draft 41 C/5 Revenue Generating Funds | Variation |
|---|---|---|-----------|
| PART I • GENERAL POLICY AND DIRECTION | | | |
| A. Governing Bodies | - | - | 0.0% |
| B. Direction | - | - | 0.0% |
| Directorate | - | - | 0.0% |
| Internal Oversight | - | - | 0.0% |
| International Standards and Legal Affairs | - | - | 0.0% |
| Ethics | - | - | 0.0% |
| C. Participation in the Joint Machinery of the United Nations System | - | - | 0.0% |
| TOTAL, PART I | - | - | 0.0% |
| PART II • PROGRAMMES AND PROGRAMME-RELATED SERVICES | | | |
| A. Programmes | - | - | 0.0% |
| Education | - | - | 0.0% |
| Natural Sciences | - | - | 0.0% |
| Intergovernmental Oceanographic Commission | - | - | 0.0% |
| Social and Human Sciences | - | - | 0.0% |
| Culture | - | - | 0.0% |
| Communication and information | - | - | 0.0% |
| UNESCO Institute for Statistics | - | - | 0.0% |
| Total, Part II.A | - | - | 0.0% |
| B. Programme-related services | - | - | 0.0% |
| Sector for Priority Africa and External Relations | 400 | - | -100.0% |
| Coordination and monitoring of action to implement Priority Gender Equality | - | - | 0.0% |
| Strategic planning | - | - | 0.0% |
| Communication and Public Engagement | 3 105 | 2 878 | -7.3% |
| Field Offices Programme Management and Support Services | 142 | 769 | 442.4% |
| Total, Part II.B | 3 647 | 3 647 | 0.0% |
| PART II.C • Participation Programme and Fellowships | - | - | 0.0% |
| TOTAL, PART II | 3 647 | 3 647 | 0.0% |
| PART III • CORPORATE SERVICES | | | |
| A. Sector for Administration and Management | 35 574 | 34 428 | -3.2% |
| Office of the ADG of Administration and Management | - | - | 0.0% |
| Human Resources Management | 200 | 200 | 0.0% |
| Financial management | - | - | 0.0% |
| Digital Business Solutions | - | - | 0.0% |
| Organization of Conferences, Languages and Documents | 15 983 | 15 661 | -2.0% |
| Operational Support | 15 276 | 14 812 | -3.0% |
| Management of Security and Safety | 4 115 | 3 755 | -8.7% |
| B. Headquarters Common Costs | - | - | 0.0% |
| TOTAL, PART III | 35 574 | 34 428 | -3.2% |
| TOTAL, PARTS I - III | 39 221 | 38 075 | |
| After Service Health Insurance long-term liability (ASHI) | - | 151 | 0.0% |
| Contingencies | - | - | % |
| TOTAL, OPERATING BUDGET | 39 221 | 38 226 | -2.5% |
| LOAN REPAYMENTS FOR CAPITAL EXPENDITURE | | | |
| Loan repayments of Headquarters renovation plan "Belmont Plan" | - | - | |
| Loan repayments for the IBE building | - | - | 0.0% |
| Loan repayments for the Miollis building | - | - | 0.0% |
| TOTAL, LOAN REPAYMENTS FOR CAPITAL EXPENDITURE | - | - | 0.0% |
| GRAND TOTAL, INTEGRATED BUDGET | 39 221 | 38 226 | -2.5% |

| | | |
|---------------------|--|----------|
| Annex II (c) | Management Cost Account (MCA) Budget for 2022-2023 (Draft 41 C/5) | USD '000 |
|---------------------|--|----------|

| | Approved 40 C/5 (restated) ¹ | MCA Regular Programme Share RP share % 56 | MCA Voluntary Contribution Share VC share % 44 | Draft 41 C/5 | Variation |
|--|---|--|---|---------------|------------|
| PART I • GENERAL POLICY AND DIRECTION | | | | | |
| B. Direction | | | | | |
| <i>Directorate</i> | 9 250 | 5 334 | 4 153 | 9 486 | 3% |
| <i>Internal Oversight</i> | 7 052 | 4 294 | 3 343 | 7 637 | 8% |
| <i>International Standards and Legal Affairs</i> | 5 282 | 3 168 | 2 465 | 5 633 | 7% |
| <i>Ethics</i> | 1 099 | 670 | 522 | 1 192 | 8% |
| TOTAL, PART I | 22 683 | 13 465 | 10 483 | 23 948 | 6% |
| PART II • PROGRAMMES AND PROGRAMME-RELATED SERVICES | | | | | |
| B. Programme-related services | | | | | |
| Strategic planning | 11 250 | 7 263 | 5 653 | 12 916 | 15% |
| TOTAL, PART II | 11 250 | 7 263 | 5 653 | 12 916 | 15% |
| PART III • CORPORATE SERVICES | | | | | |
| A. Sector for Administration and Management | | | | | |
| <i>Office of the ADG of Administration and Management</i> | 6 841 | 3 710 | 2 890 | 6 600 | -4% |
| <i>Human Resources Management</i> | 18 604 | 11 055 | 8 622 | 19 677 | 6% |
| <i>Financial management</i> | 10 588 | 5 998 | 4 667 | 10 666 | 1% |
| <i>Digital Business Solutions</i> | 17 366 | 11 558 | 9 006 | 20 564 | 18% |
| TOTAL, PART III | 53 400 | 32 321 | 25 185 | 57 506 | 8% |
| After Service Health Insurance longterm liability (ASHI) | - | 470 | 360 | 830 | |
| TOTAL, MANAGEMENT COST ACCOUNT BUDGET | 87 333 | 53 519 | 41 681 | 95 201 | 9% |

(1) 40 C/5 original approved budget restated based on the 41 C/5 draft budget structure, including total cost of Digital Business Solutions

Annex II (d)

Voluntary Contributions (VC) for 2022-2023
(41 C/5 Draft) ⁽¹⁾

in USD '000

| | | Approved 40 C/5, including gap (restated) | Draft 41 C/5 | | | Variation |
|---|---|---|---------------------------------------|---------|---------|-----------|
| | | | Voluntary contributions in hand | Gap | Total | |
| PART II • PROGRAMMES AND PROGRAMME-RELATED SERVICES | | | | | | |
| A. Programmes | | | | | | |
| | Education | 361 700 | 141 906 | 298 725 | 440 631 | 21.8% |
| | Natural Sciences | 117 716 | 95 327 | 32 396 | 127 723 | 8.5% |
| | Intergovernmental Oceanographic Commission | 15 760 | 4 386 | 16 193 | 20 579 | 30.6% |
| | Social and Human Sciences | 42 500 | 12 448 | 19 427 | 31 875 | -25.0% |
| | Culture | 174 012 | 76 197 | 120 413 | 196 610 | 13.0% |
| | Communication and information | 27 364 | 10 065 | 25 819 | 35 884 | 31.1% |
| | UNESCO Institute for Statistics | 21 199 | 2 426 | 17 324 | 19 750 | -6.8% |
| | Total, Part II.A | 760 250 | 342 756 | 530 297 | 873 053 | 14.8% |
| B. Programme-related services | | | | | | |
| | Sector for Priority Africa and External Relations | 826 | 460 | - | 460 | -44.3% |
| | Coordination and monitoring of action to implement Priority Gender Equality | - | - | - | - | |
| | Strategic planning | - | 410 | - | 410 | |
| | Communication and Public Engagement | 1 200 | - | - | - | -100.0% |
| | Field Offices Programme Management and Support Services | 2 195 | 1 000 | - | 1 000 | -54.4% |
| | Total, Part II.B | 4 221 | 1 870 | - | 1 870 | -55.7% |
| PART II.C • Participation Programme and Fellowships | | 120 | - | - | - | -100.0% |
| | TOTAL, PART II | 764 592 | 344 626 | 530 297 | 874 923 | 14.4% |
| PART III • CORPORATE SERVICES | | | | | | |
| A. Sector for Administration and Management | | 3 015 | - | 11 060 | 11 060 | 266.8% |
| | Office of the ADG of Administration and Management | 135 | - | - | - | -100.0% |
| | Human Resources Management | 1 970 | - | 800 | 800 | -59.4% |
| | Financial management | 110 | - | 260 | 260 | 136.4% |
| | Digital Business Solutions | 450 | - | 10 000 | 10 000 | 2122.2% |
| | Organization of Conferences, Languages and Documents | - | - | - | - | 0.0% |
| | Operational Support | 350 | - | - | - | -100.0% |
| | Management of Security and Safety | - | - | - | - | |
| B. Headquarters Common Costs | | - | - | - | - | |
| | TOTAL, PART III | 3 015 | - | 11 060 | 11 060 | 266.8% |
| GRAND TOTAL, VOLUNTARY CONTRIBUTION BUDGET | | 767 607 | 344 626 | 541 357 | 885 983 | 15.4% |

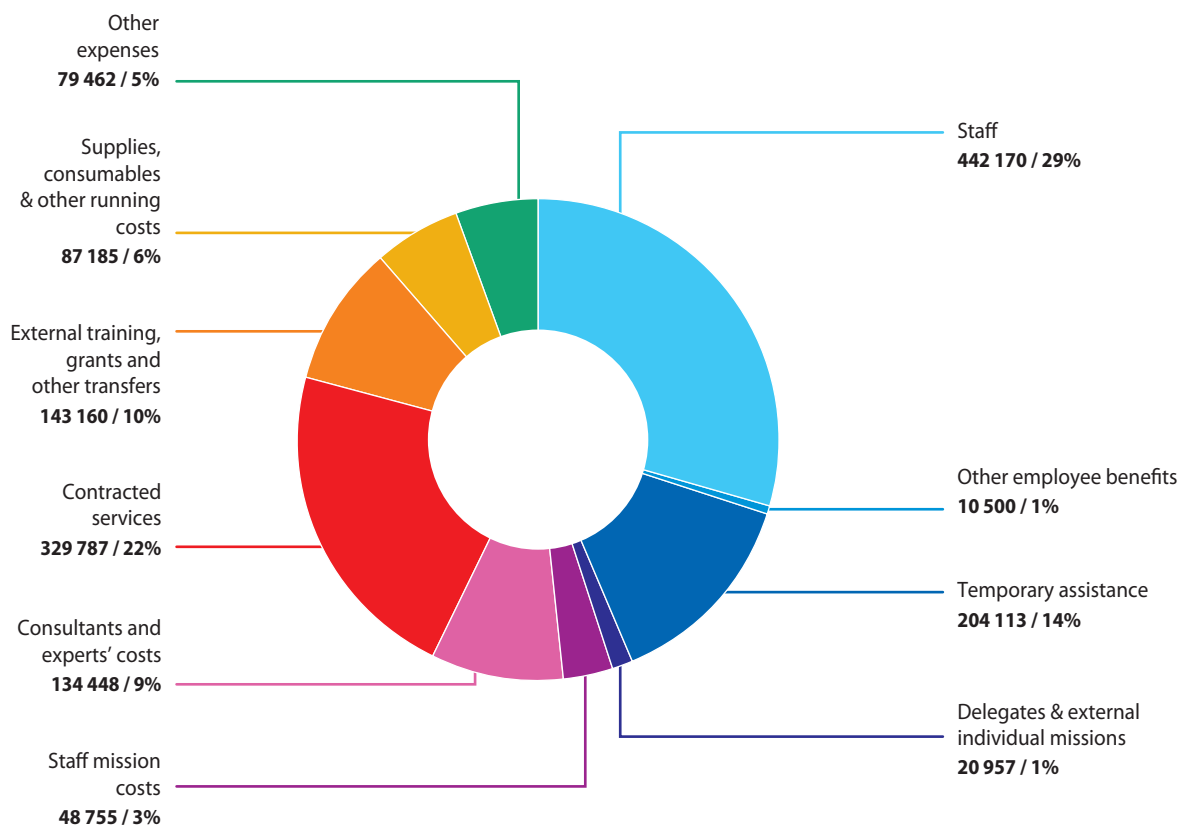
(1) Excluding Management Cost VC share representing an amount of 41.681 M USD. Information on MCA is available in Annex II (c)

Annex III

Summary by Nature of Cost (IBF)

in USD '000

| | Approved 40 C/5 Regular Programme | Draft 41 C/5 Regular Programme | Variation (Regular Programme) | Draft 41 C/5 Integrated Budget |
|---|---|--------------------------------------|----------------------------------|-----------------------------------|
| A. Staff Costs | | | | |
| Staff | 341 053 | 354 102 | 4% | 442 170 |
| Other employee benefits (MBF) | 11 100 | 10 500 | -5% | 10 500 |
| Temporary assistance | 16 004 | 24 743 | 55% | 204 113 |
| Total Staff Costs | 368 157 | 389 345 | 6% | 656 783 |
| B. Non-staff Costs | | | | |
| Delegates & External Individual Missions | 6 026 | 4 247 | -30% | 20 957 |
| Staff Mission Costs | 10 507 | 6 811 | -35% | 48 755 |
| Consultants and experts' costs | 13 559 | 14 183 | 5% | 134 448 |
| Contracted Services | 29 253 | 38 299 | 31% | 329 787 |
| External Training, Grants and Other Transfers | 61 893 | 50 016 | -19% | 143 160 |
| Supplies, Consumables & Other Running Costs | 37 876 | 23 653 | -38% | 87 185 |
| Other Expenses | 7 374 | 8 093 | 10% | 79 462 |
| Total Non-staff Costs | 166 490 | 145 302 | -13% | 843 755 |
| TOTAL, MANAGEMENT COST ACCOUNT BUDGET | 534 647 | 534 647 | 0% | 1 500 538 |



Annex IV (a)

Summary of Established Posts (regular budget and other sources of funds)

| 41 C/5 PART | | 2020-2021 (40 C/5) Established Posts as Approved | | | | | | | | Proposed Established Posts 2022-2023 (41 C/5 Draft) | | | | | | | | Difference | | | | | | | |
|------------------|--|--|-----------|------------|------------|-----------|------------|------------|------------|---|-----------|--------------|--------------|-----------|--------------|------------|------------|--------------------|----------|-----------|------------|----------|------------|----------|------------|
| | | Headquarters | | | | Field | | | | Headquarters | | | | Field | | | | Headquarters | | | | Field | | | |
| | | DG/ DDG/ ADG | D | P | GS | D | P | NOs | GS | DG/ DDG/ ADG | D | P | GS | D | P | NOs | GS | DG/ DDG/ ADG | D | P | GS | D | P | NOs | GS |
| PART I | GENERAL POLICY AND DIRECTION | | | | | | | | | | | | | | | | | | | | | | | | |
| PART I.A | Governing Bodies | | | 1 | 2 | 6 | | | | | 1 | 3 | 6 | | | | | - | - | 1 | - | - | - | - | - |
| PART I.B | Direction | 2 | 3 | 47 | 15 | | | | | 2 | 3 | 49 | 15 | | | | | - | - | 2 | 0.5 | - | - | - | - |
| PART II.A | PROGRAMMES | | | | | | | | | | | | | | | | | | | | | | | | |
| | Education | 1 | 4 | 58 | 32 | 1 | 65 | 36 | 9 | 1 | 4 | 63 | 33 | 1 | 64 | 37 | 9 | - | - | 5 | 1 | - | (1) | 1 | - |
| | Natural sciences | 1 | 3 | 40 | 23 | | 26 | 15.5 | 2 | 1 | 3 | 44 | 22 | | 25 | 17.5 | 2 | - | - | 4 | (1) | - | (1) | 2 | - |
| | Intergovernmental Oceanographic Commission | 1 | | 13 | 5 | | 6 | 2.5 | | 1 | | 14 | 5 | | 6 | 2.5 | | - | - | 1 | - | - | - | - | - |
| | Social and human sciences | 1 | 2 | 33 | 14 | | 17 | 1 | | 1 | 2 | 36 | 12 | | 17 | 1 | | - | - | 3 | (2) | - | - | - | - |
| | Culture | 1 | 4 | 55 | 36 | | 25 | 23 | 2 | 1 | 4 | 55 | 36 | | 24 | 24 | 2 | - | - | - | - | (1) | 1 | - | - |
| | Communication and information | 1 | 2 | 27 | 16 | | 12 | 17 | 1 | 1 | 2 | 28 | 16 | | 13 | 16 | | - | - | 1 | - | - | 1 | (1) | (1) |
| PART II.B | Programme-related services | | | | | | | | | | | | | | | | | | | | | | | | |
| | Office of the ADG, Sector for Priority Africa and External Relations | 1 | 2 | 30 | 18 | | 1 | | 1 | 1 | 2 | 29 | 18 | | 1 | | 1 | - | - | (1) | - | - | - | - | - |
| | Coordination and monitoring of action to implement Gender Equality | | 1 | 3 | 1 | | | | | | 1 | 3 | 1 | | | | | - | - | - | - | - | - | - | - |
| | Strategic planning | | 2 | 25 | 11 | | | | | | 2 | 28 | 12 | | | | | - | - | 3 | 1 | - | - | - | - |
| | Communication and Public Engagement | | 1 | 17 | 17 | | 1 | | | | 1 | 22 | 16 | | | | | - | - | 5 | (1) | - | (1) | - | - |
| | Field Offices Programme Management and Support Services | | | 3 | 2 | 31 | 60 | 9 | 281 | | | 3 | 2 | 31 | 61.5 | 13 | 281 | - | - | - | - | - | 2 | 4 | - |
| PART II.C | Participation Programme and Fellowships | | | 1 | 6 | | | | | | | 1 | 6 | | | | | - | - | - | - | - | - | - | - |
| PART III | CORPORATE SERVICES | | | | | | | | | | | | | | | | | | | | | | | | |
| | Office of the ADG of the Administration and Management | 1 | | 2 | 3 | | | | | 1 | | 10 | 14 | | | | | - | - | 8 | 11 | - | - | - | - |
| | Human resources management | | 1 | 27 | 35.5 | | | | | | 1 | 29.5 | 34.5 | | | | | - | - | 2.5 | (1) | - | - | - | - |
| | Financial Management | | 1 | 28 | 30 | | | | | | 1 | 21 | 17 | | | | | - | - | (7) | (13) | - | - | - | - |
| | Digital Business Solutions | | 1 | 39 | 31 | | | | | | 1 | 41 | 31 | | | | | - | - | 2 | - | - | - | - | - |
| | Organization of conferences languages and documents | | 1 | 29 | 62 | | | | | | 1 | 29 | 56 | | | | | - | - | | - | - | - | - | - |
| | Operation Support | | 1 | 9 | 42 | | | | | | 1 | 11 | 56 | | | | | - | - | 2 | 14 | - | - | - | - |
| | Management of security and safety | | | 3 | 74 | | | | | | | 3 | 65 | | | | | - | - | - | (9) | - | - | - | - |
| TOTAL | | 10 | 30 | 491 | 479 | 32 | 213 | 104 | 296 | 10 | 30 | 522.5 | 473.5 | 32 | 211.5 | 111 | 295 | - | - | 32 | (6) | - | (2) | 7 | (1) |

Annex IV (b)**Summary of Established Posts by Region and by Grade Category**

| Region / Number of posts in the Field Major Programme / Sector / Unit | Africa | | | | Arab States | | | | Asia and the Pacific | | | | Europe and North America | | | | Latin America and the Caribbean | | | | Total |
|--|----------|------------|-----------|--------------|-------------|-----------|-----------|--------------|----------------------|-------------|-----------|--------------|--------------------------|-----------|----------|-------------|---------------------------------|-----------|-----------|--------------|--------------|
| | 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 | |
| Part II.A | | | | | | | | | | | | | | | | | | | | | |
| MP I - ED ⁽¹⁾ | - | 33 | 2 | 35 | 1 | 17 | 1 | 19 | - | 28 | 4 | 32 | - | 4 | - | 4 | - | 19 | 2 | 21 | 111 |
| MP II - SC ⁽¹⁾ | - | 16 | - | 16 | - | 6 | 1 | 7 | - | 10.5 | 1 | 11.5 | - | 1 | - | 1 | - | 9 | - | 9 | 44.5 |
| IOC | - | 1 | - | 1 | - | - | - | - | - | 2.5 | - | 2.5 | - | 3 | - | 3 | - | 2 | - | 2 | 8.5 |
| MP III - SHS | - | 5 | - | 5 | - | 3 | - | 3 | - | 6 | - | 6 | - | - | - | - | - | 4 | - | 4 | 18 |
| MP IV - CLT | - | 21 | - | 21 | - | 7 | - | 7 | - | 13 | 1 | 14 | - | 1 | 1 | 2 | - | 6 | - | 6 | 50 |
| MP V - CI | - | 10 | - | 10 | - | 4 | - | 4 | - | 7 | - | 7 | - | 1 | - | 1 | - | 7 | - | 7 | 29 |
| Field Management of decentralized programmes | 6 | 27 | 96 | 129 | 5 | 14 | 45 | 64 | 9 | 17.5 | 75 | 101.5 | 4 | 2 | 7 | 13 | 7 | 14 | 58 | 79 | 386.5 |
| Total, Part II.A⁽²⁾ | 6 | 113 | 98 | 217 | 6 | 51 | 47 | 104 | 9 | 84.5 | 81 | 174.5 | 4 | 12 | 8 | 24 | 7 | 61 | 60 | 128 | 647.5 |
| Part II.B | | | | | | | | | | | | | | | | | | | | | |
| PAX | - | 1 | 1 | 2 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | 2 |
| TOTAL, DECENTRALIZATION | 6 | 114 | 99 | 219 | 6 | 51 | 47 | 104 | 9 | 84.5 | 81 | 174.5 | 4 | 12 | 8 | 24 | 7 | 61 | 60 | 128 | 649.5 |
| %⁽³⁾ | | | | 33.7% | | | | 16.0% | | | | 26.9% | | | | 3.7% | | | | 19.7% | 100% |

(1) Excluding UNESCO institutes.

(2) Excluding UIS.

(3) This % shows the weight of each region in UNESCO's field network in terms of the number of established posts in the field.

Annex V (a)
HQ Utilization Fund

| INCOME | |
|--|-------------------|
| | Total |
| | \$ |
| A. a) Income from letting office space in the Miollis and Bonvin buildings, | 15 551 140 |
| b) Income from letting parking lots and miscellaneous income | 1 520 834 |
| c) Income from letting premises to commercial partners (bank, coffee machines, etc.) | 738 558 |
| | 17 810 532 |
| B. Income from letting conference rooms, exhibition spaces and events | 3 750 000 |
| C. Investment income (interest earned) | 160 000 |
| GRAND TOTAL | 21 720 532 |

| EXPENDITURE | |
|--|-------------------|
| | Total |
| | \$ |
| A. Expenditure related to letting office space in the Miollis building, parkings, commercial partners and miscellaneous HQ Premises maintenance and running costs | 16 279 448 |
| a) utilities (electricity, heating, water, air, taxes), b) insurance, c) staff costs, d) temporary assistance, e) maintenance of premises & materials & equipment | |
| B. Expenditure related to letting conference rooms, exhibition spaces and events: | 3 750 000 |
| a) utilities (electricity, heating, water, air, taxes), b) insurance, c) temporary assistance, e) maintenance of premises, materials & equipment, f) provision of renewal of audio-visual equipment. | |
| C. Official residence of the Director-General (annual charges, maintenance and furnishing) | 70 000 |
| D. Management Costs | 1 512 862 |
| E. Provisions for ASHI | 108 222 |
| GRAND TOTAL | 21 720 532 |

Annex V (b)
Special Account for Documents

| INCOME | |
|---|------------------|
| | Total |
| | \$ |
| A. Income from document production | 3 716 682 |
| B. Income from services provided for multifunctional devices | 785 000 |
| C. Income from services provided for mail and distribution operations | 1 100 000 |
| D. Income from translation | 2 442 563 |
| E. Other income | 1 000 |
| GRAND TOTAL | 8 045 245 |

| EXPENDITURE | |
|--|------------------|
| | Total |
| | \$ |
| A. Expenditure for document production | |
| I. Established posts (7,25) | 1 668 250 |
| II. Overtime, temporary assistance, service contracts | 200 000 |
| III. External production contracts | 920 000 |
| IV. Rental and maintenance of equipment | 362 750 |
| V. Maintenance of software applications | 74 000 |
| VI. Production supplies | 260 000 |
| VII. Acquisition of equipment | 210 000 |
| VIII. Staff training | 5 000 |
| Total, I-VIII | 3 700 000 |
| B. Expenditure for services provided for multifunctional devices | |
| I. Rental of multifunctional devices | 600 000 |
| II. Overtime, temporary assistance, service contracts | 25 000 |
| III. Maintenance of software applications | 60 000 |
| IV. Purchase of consumables | 70 000 |
| V. Purchase of equipment | 25 000 |
| VI. Staff training | 5 000 |
| Total, I-VI | 785 000 |
| C. Expenditure for services provided for mail and distribution operations | |
| I. Services provided regarding normal mail dispatch | 500 000 |
| II. Services provided regarding express mail dispatch | 500 000 |
| III. Overtime, temporary assistance, service contracts | 25 000 |
| IV. Maintenance of software applications | 25 000 |
| V. Purchase of consumables | 15 000 |
| VI. Purchase of equipment | 30 000 |
| VII. Staff training | 5 000 |
| Total, I-VII | 1 100 000 |
| D. Expenditure for translation | |
| I. Established posts (4,25) | 1 256 250 |
| II. Temporary assistance | 60 000 |
| III. External translation contracts | 1 113 750 |
| Total, I-IV | 2 430 000 |
| E. Other expenditure | 1 000 |
| F. Provision ASHI | 29 245 |
| GRAND TOTAL | 8 045 245 |

Annex V (c)**Special Account for Interpretation Services**

| INCOME | |
|---|------------------|
| | Total |
| | \$ |
| A. Invoices to: | |
| UNESCO Sectors (regular programme and extrabudgetary funds) | 4 111 463 |
| Non-UNESCO users (Delegations, NGOs, etc...) | 700 000 |
| GRAND TOTAL | 4 811 463 |

| EXPENDITURE | |
|---------------------------|------------------|
| | Total |
| | \$ |
| I. Personal costs: | |
| Established posts (5,25) | 1 146 250 |
| Temporary assistance | 3 653 750 |
| Provision ASHI | 11 463 |
| GRAND TOTAL | 4 811 463 |

Annex V (d)**Public Information, Liaison and Relations Fund**

| INCOME | |
|---|----------------|
| | Total |
| | \$ |
| A. UNESCO Coupons Programme | |
| (1) Commissions | |
| (2) Interest | |
| Total, A | 0 |
| B. Philatelic and Numismatic Programme | |
| Revenue from sales | 399 780 |
| GRAND TOTAL | 399 780 |

| EXPENDITURE | |
|---|----------------|
| | Total |
| | \$ |
| A. UNESCO Coupons Programme | |
| I. Administrative costs: | |
| II. Transfer to reserves | |
| Total, A. | 0 |
| B. Philatelic and Numismatic Programme | |
| I. Personnel costs: | |
| Established posts (1) | 178 000 |
| Sub-total, I | 178 000 |
| II. Administrative costs: | |
| Contracted Services | |
| Cost of goods sold | 220 000 |
| 1% ASHI | 1 780 |
| Total, B | 221 780 |
| GRAND TOTAL | 399 780 |

Annex V (e)**Publications, Auditory and Visual Material Fund**

| INCOME | | | | |
|--------------------------------|----------------|----------------|---------------|----------------|
| | Publications | BAM | VIM | Total |
| | \$ | \$ | \$ | \$ |
| A. Sales | 65 000 | 110 000 | 45 000 | 220 000 |
| B. Royalties/ Contributions | 60 000 | | | 60 000 |
| GRAND TOTAL | 125 000 | 110 000 | 45 000 | 280 000 |

| EXPENDITURE | | | | |
|-----------------------------------|----------------|----------------|---------------|----------------|
| | Publications | BAM | VIM | Total |
| | \$ | \$ | \$ | \$ |
| I. Personnel costs: | | | | |
| Temporary assistance and overtime | 39 000 | 75 000 | | 114 000 |
| II. Production costs | 43 000 | | 25 000 | 68 000 |
| III. External contracts | | 25 000 | | 25 000 |
| IV. Commissions | | | | |
| V. Freight/postage | | | | |
| VI. Equipment and supplies | 28 000 | 10 000 | 20 000 | 58 000 |
| VII. Promotion and distribution | 15 000 | | | 15 000 |
| GRAND TOTAL | 125 000 | 110 000 | 45 000 | 280 000 |

Annex V (f)**UNESCO Courier**

| INCOME | |
|---------------------|------------------|
| | Total |
| | \$ |
| A. Expected Revenue | 2 200 000 |
| GRAND TOTAL | 2 200 000 |

| EXPENDITURE | |
|---|------------------|
| | Total |
| | \$ |
| I Temporary Assistance | 850 000 |
| II Staff Mission Costs | 50 000 |
| III Consultants and experts costs | 970 000 |
| IV Contractual Services | 265 000 |
| V Supplies, consumables and other running costs | 65 000 |
| GRAND TOTAL | 2 200 000 |

| | | |
|-----------------|---|-------------|
| Annex VI | Budget summary : Integrated Budget by Outcomes and Outputs | in USD '000 |
|-----------------|---|-------------|

| | | Education | Natural Sciences | Inter-governmental Oceanographic Commission | Social and Human Sciences | Culture | Communication and Information | UNESCO Institutes for Statistics | Total |
|--|------------------------|----------------|------------------|---|---------------------------|----------------|-------------------------------|----------------------------------|------------------|
| Outcome 1: | 1.ED1 | 49 571 | - | - | - | - | - | - | 49 571 |
| Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all | 1.ED2 | 28 818 | - | - | - | - | - | - | 28 818 |
| | 1.ED4 | 94 582 | - | - | - | - | - | - | 94 582 |
| | 1.ED5 | 74 589 | - | - | - | - | - | - | 74 589 |
| | 1.ED6 | 122 241 | - | - | - | - | - | - | 122 241 |
| | 1.SHS6 | - | - | - | 6 302 | - | - | - | 6 302 |
| | 1.SC6 | - | 3 928 | - | - | - | - | - | 3 928 |
| | Total Outcome 1 | 369 799 | 3 928 | - | 6 302 | - | - | - | 380 029 |
| Outcome 2: | 2.ED7 | 28 266 | - | - | - | - | - | - | 28 266 |
| Strengthen international coordination for the achievement of SDG 4 and develop the global education agenda based on research, foresight and innovation | 2.ED9 | 30 345 | - | - | - | - | - | - | 30 345 |
| | 2.UIS1 | - | - | - | - | - | - | 10 462 | 10 462 |
| | 2.UIS2 | - | - | - | - | - | - | 11 132 | 11 132 |
| | 2.UIS3 | - | - | - | - | - | - | 3 532 | 3 532 |
| | Total Outcome 2 | 58 611 | - | - | - | - | - | 25 125 | 83 736 |
| Outcome 3: | 3.SC1 | - | 23 477 | - | - | - | - | - | 23 477 |
| Enhance knowledge for climate action, biodiversity, water and ocean management, and disaster risk reduction | 3.SC2 | - | 43 327 | - | - | - | - | - | 43 327 |
| | 3.SC3 | - | 7 167 | - | - | - | - | - | 7 167 |
| | 3.IOC1 | - | - | 31 815 | - | - | - | - | 31 815 |
| | Total Outcome 3 | - | 73 971 | 31 815 | - | - | - | - | 105 787 |
| Outcome 4: | 4.SC4 | - | 8 253 | - | - | - | - | - | 8 253 |
| Advance international cooperation in science, technology and innovation | 4.SC5 | - | 81 672 | - | - | - | - | - | 81 672 |
| | 4.UIS4 | - | - | - | - | - | - | 1 389 | 1 389 |
| | Total Outcome 4 | - | 89 925 | - | - | - | - | 1 389 | 91 314 |
| Outcome 5: | 5.CLT1 | - | - | - | - | 113 609 | - | - | 113 609 |
| Enhance the protection and promotion of the diversity of heritage and cultural expressions | 5.CLT2 | - | - | - | - | 30 474 | - | - | 30 474 |
| | 5.CLT3 | - | - | - | - | 13 407 | - | - | 13 407 |
| | 5.CLT4 | - | - | - | - | 36 338 | - | - | 36 338 |
| | 5.CLT5 | - | - | - | - | 38 837 | - | - | 38 837 |
| | 5.CLT6 | - | - | - | - | 12 268 | - | - | 12 268 |
| | 5.CI1 | - | - | - | - | - | 4 587 | - | 4 587 |
| | 5.UIS5 | - | - | - | - | - | - | 1 686 | 1 686 |
| | Total Outcome 5 | - | - | - | - | 244 933 | 4 587 | 1 686 | 251 206 |
| Outcome 6: | 6.CI2 | - | - | - | - | - | 19 779 | - | 19 779 |
| Promote freedom of expression and the right to information | 6.CI3 | - | - | - | - | - | 10 701 | - | 10 701 |
| | Total Outcome 6 | - | - | - | - | - | 30 480 | - | 30 480 |
| Outcome 7: | 7.SHS1 | - | - | - | 18 028 | - | - | - | 18 028 |
| Promote inclusion and combat discrimination, hate speech and stereotypes | 7.SHS2 | - | - | - | 10 196 | - | - | - | 10 196 |
| | 7.ED3 | 74 787 | - | - | - | - | - | - | 74 787 |
| | 7.SHS 3 | - | - | - | 4 395 | - | - | - | 4 395 |
| | 7.SHS4 | - | - | - | 10 705 | - | - | - | 10 705 |
| | Total Outcome 7 | 74 787 | - | - | 43 325 | - | - | - | 118 111 |
| Outcome 8: | 8.CI4 | - | - | - | - | - | 11 437 | - | 11 437 |
| Foster knowledge sharing and skills development in the digital age | 8.CI5 | - | - | - | - | - | 9 431 | - | 9 431 |
| | 8.ED8 | 23 071 | - | - | - | - | - | - | 23 071 |
| | Total Outcome 8 | 23 071 | - | - | - | - | 20 868 | - | 43 939 |
| Outcome 9: | 9.CI6 | - | - | - | - | - | 5 268 | - | 5 268 |
| Develop ethical standards, norms and frameworks for action to meet the challenges of innovative technologies and digital transformation | 9.SHS5 | - | - | - | 9 474 | - | - | - | 9 474 |
| | Total Outcome 9 | - | - | - | 9 474 | - | 5 268 | - | 14 742 |
| Total Outcomes | | 526 267 | 167 825 | 31 815 | 59 100 | 244 933 | 61 203 | 28 200 | 1 119 344 |

Budget includes the contribution of Major Programme to the intersectoral programmes and related outputs, as indicated in the implementation strategy

Annex VI
**Budget Summary: Integrated Budget by Outcomes and Outputs
(continued)**

in USD '000

| | | Part I | Part II.B | Part III | Total |
|---|---------------------------------------|---------------|----------------|----------------|------------------|
| Enabling Outcome 10: Reinforced partnerships, outreach and advocacy in support of UNESCO's action | UNJM | 15 142 | - | - | 15 142 |
| | 10.PAX1 | - | 3 833 | - | 3 833 |
| | 10.PAX2 | - | 689 | - | 689 |
| | 10.PAX3 | - | 1 870 | - | 1 870 |
| | 10.PAX4 | - | 1 406 | - | 1 406 |
| | 10.PAX5 | - | 6 280 | - | 6 280 |
| | 10.PAX6 | - | 2 129 | - | 2 129 |
| | 10.BSP2 | - | 8 895 | - | 8 895 |
| | 10.BSP3 | - | 1 343 | - | 1 343 |
| | 10.CPE1 | - | 12 972 | - | 12 972 |
| | 10.FLD1 | - | 13 026 | - | 13 026 |
| | 10.FLD4 | - | 4 061 | - | 4 061 |
| | 10.PPF1 | - | 12 472 | - | 12 472 |
| | 10.PPF2 | - | 995 | - | 995 |
| | Total Outcome 10 | 15 142 | 69 971 | - | 85 112 |
| Enabling Outcome 11: Accountable, efficient and effective management in pursuit of the Organization's results | 11.GBS1 | 10 585 | - | - | 10 585 |
| | 11.CAB1 | 9 486 | - | - | 9 486 |
| | 11.IOS1 | 3 730 | - | - | 3 730 |
| | 11.IOS2 | 2 555 | - | - | 2 555 |
| | 11.IOS3 | 1 352 | - | - | 1 352 |
| | 11.LA1 | 5 633 | - | - | 5 633 |
| | 11.ETH1 | 1 192 | - | - | 1 192 |
| | 11.GE1 | - | 1 948 | - | 1 948 |
| | 11.BSP1 | - | 3 088 | - | 3 088 |
| | 11.FLD2 | - | 13 376 | - | 13 376 |
| | 11.FLD3 | - | 61 118 | - | 61 118 |
| | 11.FLD5 | - | 12 381 | - | 12 381 |
| | 11.ADM1 | - | - | 6 600 | 6 600 |
| | 11.HRM1 | - | - | 31 777 | 31 777 |
| | 11.BFM1 | - | - | 10 926 | 10 926 |
| | 11.DBS1 | - | - | 20 222 | 20 222 |
| | 11.DBS2 | - | - | 7 810 | 7 810 |
| | 11.DBS3 | - | - | 2 532 | 2 532 |
| | 11.CLD1 | - | - | 30 055 | 30 055 |
| | 11.OPS1 | - | - | 28 383 | 28 383 |
| | 11.MSS1 | - | - | 12 888 | 12 888 |
| | 11.HCC1 | - | - | 6 171 | 6 171 |
| | 11.HCC2 | - | - | 3 241 | 3 241 |
| | Total Outcome 11 | 34 533 | 91 910 | 160 603 | 287 046 |
| Total Enabling Outcomes | | 49 674 | 161 881 | 160 603 | 372 158 |
| | ASHI | | | | 3 972 |
| | Loan Repayment for Capital investment | | | | 5 064 |
| Total Integrated Budget | | | | | 1 500 538 |

Appendix A

41 C/5 Evaluation Plan (2022-2025)

The 41 C/5 Evaluation Plan is the outcome of balanced evaluation priorities as expressed in, and emanating from, the 41 C/4 Medium-Term Strategy and the UNESCO Evaluation Policy. The plan covers the following key areas of the evaluation universe: (a) programme evaluations, including cross-cutting topics, (b) quality assurance of evaluations in the UNESCO system, (c) statutory reports including annual reports and synthetic reviews of evaluations and (d) system-wide and joint evaluations. The Evaluation Plan below is indicative in that it will be periodically adjusted in order to reflect changing needs and priorities, and specific requests for evaluations such as from governing bodies and/or donors.

The Evaluation Plan aims to provide full evaluation coverage of each outcome area of the C/5 over the course of two two-year programme cycles. In doing so, the evaluations conducted will provide senior management, the governing bodies and programme staff with a more robust evidence base on the outcomes across programme and cross-cutting initiatives. The evidence-based findings and recommendations from the evaluations will thereby serve as an essential input to the Strategic Results Reports (SRR) which aims to, inter alia, make proposals for possible improvement, reorientation and adaptation of programmes.

| Evaluation Universe | 2022-2023 | 2024-2025 |
|---|---|---|
| Programmes | At least two strategically significant evaluations per C/5 outcome area across programmes over the course of the four-year programme cycle (approximately 10 evaluations per biennium). Detailed rolling biennial evaluation plans are presented in the yearly IOS annual reports. | |
| | At least one strategically significant, cross-cutting evaluation: ■ UNESCO's programmatic response to COVID-19 | At least one strategically significant, cross-cutting evaluation: ■ Topic to be decided. |
| Quality assurance and support to the decentralized evaluation system | Backstopping to decentralized evaluations, support to the evaluation focal point network and development and updating of capacities and resources (including guidelines) for the conduct and management of UNESCO decentralized evaluations. | |
| Statutory activities | ■ Two IOS annual reports ■ Two IOS synthetic reviews of completed evaluations | ■ Two IOS annual reports ■ Two IOS synthetic reviews of completed evaluations |
| System-wide | Participation in at least one joint or system-wide evaluation per biennium with UN partner agencies; for example, evaluations or evaluation syntheses with the aim of tracking progress in the delivery of Agenda 2030 goals and/or of response to COVID-19 | |

The new results framework in the Programme and Budget 2022–2025 makes significant progress in improving accountability and shows how UNESCO's work across all its areas of competence contributes to the realization of the Medium-Term strategic objectives and outcomes.

In translating the Medium-Term Strategy into operational programmes, the results framework is structured around nine (programme) outcomes and two enabling outcomes, to which all sectors, corporate services and category 1 institutes contribute, through the delivery of specific outputs.

The Secretariat will monitor and report on the achievement of its results. As laid out throughout the Draft 41 C/5 document, all outputs, including those expected to be delivered through intersectoral collaboration, have a set of performance indicators and associated targets defined for this purpose. In order to monitor progress and help assess UNESCO's contribution to the achievement of the outcomes, a set of indicators have been defined and are presented below. Some of these indicators are derived from or closely linked to the SDG indicators that the Organization is custodian or co-custodian to report on. At this early stage of planning, these indicators remain provisional and are subject to adjustment during the course of programme implementation.

| Outcome | Indicators |
|--|--|
| Outcome 1 Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all | Indicator 1.1 (=SDG Indicator 4.5.1) Parity indices (female/male, rural/urban, bottom/top wealth quintile and others such as disability status, indigenous peoples and conflict-affected, as data become available) for all education indicators; Indicator 1.2 (=SDG Indicator 4.7.1) Extent to which (i) global citizenship education and (ii) education for sustainable development, including gender equality and human rights, are mainstreamed at all levels in: (a) national education policies, (b) curricula, (c) teacher education and (d) student assessment; Indicator 1.3 (=SDG Indicator 4.3.1) Number of youth and adults in formal and non-formal education and training in the previous 12 months, by sex; Indicator 1.4 (=SDG Indicator 4.c.1) - Proportion of teachers who have received at least the minimum organized teacher training pre-service or in-service required for teaching at the relevant level in a given country, by sex. |
| Outcome 2 Strengthen international coordination for the achievement of SDG 4 and develop the global education agenda based on research, foresight and innovation | Indicator 2.1 Global education priorities and missions jointly defined, funded and implemented by the global education community and beyond; Indicator 2.2 International plans for the achievement of SDG 4 informed by the use and impact of UNESCO's research and foresight at global level. |
| Outcome 3 Enhance knowledge for climate action, biodiversity, water and ocean management, and disaster risk reduction | Indicator 3.1 Number of Member States implementing transformative ocean science solutions and services for climate action, coastal hazards, biodiversity, and ocean management; Indicator 3.2 Number of new Member States that use ecosystem services, data, research and knowledge to value the impact of the UNESCO World Network of Biosphere Reserves, Global Geoparks and other UNESCO designated sites for biodiversity restoration, conservation, development and transmission of living in harmony with nature; Indicator 3.3 Number of Member States which use improved water scientific data, research and knowledge to practice inclusive water management and governance; Indicator 3.4 Number of Member States which have enhanced their resilience to climate change and natural hazards. |

| Outcome | Indicators |
|---|---|
| Outcome 4 Advance international cooperation in science, technology and innovation | Indicator 4.1 Number of Member States that have adopted, implemented and monitored STI policies, advanced gender equality in science and improved scientific and technological advancements through Open Science; Indicator 4.2 Number of Member States with institutional and human capacities in basic sciences, research and engineering strengthened, notably through STEM education, with an emphasis on gender equality. |
| Outcome 5 Enhance the protection and promotion of the diversity of heritage and cultural expressions | Indicator 5.1 Number of Member States with policies, measures and/or initiatives to protect and promote heritage and the diversity of cultural expressions towards the achievement of culture-related SDGs; Indicator 5.2 Number of Member States freely, actively and meaningfully engaging youth in the protection of natural, cultural and documentary heritage and the promotion of the cultural and creative industries, including in the urban context. |
| Outcome 6 Promote freedom of expression and the right to information | Indicator 6.1 Number of verified cases of killings of journalists condemned by UNESCO's Director-General Indicator 6.2 Number of countries that adopt and implement constitutional, statutory and/or policy guarantees for public access to information. |
| Outcome 7 Promote inclusion and combat discrimination, hate speech and stereotypes | Indicator 7.1 Number of Member States having adopted policies to counter exclusion, racism, discrimination, hate speech and stereotypes, strengthen resilience and peace, and promote effective, accountable and transparent institutions at all levels; Indicator 7.2 Number of Member States having adopted transformative social policies to increase inclusion and reduce gendered inequalities and build effective, accountable and inclusive institutions at all levels. |
| Outcome 8 Foster knowledge sharing and skills development in the digital age | Indicator 8.1 Number of Member States that are integrating the UNESCO model curriculum on MIL in national education policies; Indicator 8.2 Number of Member States supported in strengthening a multi-stakeholder approach to enabling environment for the development of digital and emerging technologies. |
| Outcome 9 Develop ethical standards, norms and frameworks for action to meet the challenges of innovative technologies and digital transformation | Indicator 9.1 Number of Member States that have enacted policies based on international standards, recommendations and frameworks to promote ethical application of frontier technologies such as AI and neuroscience, including by promoting gender equality. |

The staff cost budget represents the estimate of the biennial costs of the established posts funded under the regular budget, the Special Account for Management Costs, and revenue-generating funds. In addition, for the 41 C/5, estimates for the Project Appointments (PA) funded by voluntary contributions have been also provided. While these PA contracts are not issued against established posts, given that PAs represent a considerable portion of the Organization's human resources, the Secretariat believes it useful to provide this estimate. However, unlike in the case of established posts, the actual costs for PAs may turn out to be different from these estimates as the volume of PA contracts largely depends on VC funded projects' resource requirements, which are established at the time of finalizing the details of related agreements with donors.

Standard costs (i.e. average biennial costs by grade and by duty station) are used to estimate the staff cost budget. Standard costs are established based on the most recent official indices and analyses of actual expenditure trends observed during the recent biennia, and take into account the increases foreseen in these expenses over the biennium. Standard cost calculations therefore include:

- Estimate of the average “within-grade step” of all staff members foreseen for the next biennium;
- The latest scale of base salary and of pensionable remuneration, post adjustment classification, as well as projected changes based on their future evolution (see below);
- The principles concerning the Organization's contribution to the Medical Benefits Fund in place, and the actual contributions over the recent biennia;
- Updated conditions for the various allowances, and their expenditure patterns over the recent years.

As in the 40 C/5 (and in accordance with 37 C/Resolution 85 paragraph 3), a provision is set aside for the **After-Service Health Insurance (ASHI) long-term liability** in a separate appropriation line, related to all established posts. This provision corresponds to 1% of the staff cost budget for all posts regardless of funding sources.

Certain changes in the approaches concerning staff cost budget have been introduced for the 41 C/5, which are the following:

- i. The **anticipated statutory increases** for the future biennium 2022-2023 have been already taken into account in the standard costs, therefore the staff cost budget for each Sector/Bureau includes the estimate for the future statutory increases. This means that the anticipated statutory increases will not need to be covered by a separate budget “Anticipated cost increases and contingency” (previously Part V under the 40 C/5). This new mechanism simplifies the budget structure and the process for funding the increases, while the total staff costs will continue to be monitored in a comprehensive and global manner. It is highlighted that the evolution of the standard costs over the past few biennia have not fully reflected the underlying movement in the cost of staff. This has resulted in the need for a more significant adjustment to bring the standard costs back in line with the real cost of staff.
- ii. As indicated in the Executive Summary section, in the context of reinforcing prudent financial management, a 1% charge has been included as part of the cost of staff for the purpose of financing the cost of terminal indemnities and repatriation grants due in respect of staff who leave the Organization. This charge shall be applied to staff costs as part of the payroll process, and transferred to the Special Account for Terminal Payments Fund (TPF), which will in turn fund these costs to the extent funds are available from such transfers. This charge will be standardized for all posts under the regular budget, the Special Account for Management Costs, and the revenue-generating funds.

- iii. As indicated in the Executive Summary section, ongoing discussions with Member States on the establishment of a Special Account for Capital and Strategic Investment (CSI) include proposals for the sustainable funding of such a special account with a levy of 1% on staff costs, in order to ensure that capital financing needs are covered in the future. The proposed 1% levy has also been factored into the proposed budget through the standard costs applied to staff positions.
- iv. In line with past practice, the estimate of overall staff costs is adjusted to take into account anticipated staff turnover and recruitment delays, as well as the need to replace these vacancies by temporary assistance, by applying a “lapse factor”, i.e., a certain budget reduction in terms of percentage. For the 41 C/5 the staff cost budget includes a **lapse factor of 5%** (3% in the 40 C/5). It should be noted that the current level of global vacancy rate for established posts is around 10%, however, taking due consideration of the temporary positions established to address the gaps created by the vacancies, the real vacancy rate is estimated to be much lower, closer to 5%. The lapse factor has thus been set at 5% in order to provide a minimum level of flexibility for Sectors/Bureaux to use vacancy savings to hire temporary .
- v. Under the 40 C/5, a central “reserve for staffing adjustments” of USD 1 million was set aside for funding mainly the costs of reclassification of posts. This was a new attempt under the 40 C/5 with the aim of better coordinating the re-classification exercise, however it is proposed that this reserve be disposed of for the 41 C/5. In the planning of the staff structure for the draft 41 C/5 under each Sector/Bureau, re-classification proposals are already included and budgeted, and the Secretariat considers it more effective to empower the Sectors/Bureaux to manage their own staff structure while ensuring coherent coordination by HRM.

Overall, the new 41 C/5 standard costs, which include a significant element of catching up due to prior biennia standard costs having been understated, result in an increase of approximately 7% on the standards, the impact of which is mitigated by the lapse factor of 5%. The contributions to the TPF and CSI are included for practical purposes in the overall costs to be applied to these staff costs. the total cost of staff under the regular budget in the proposed 41 C/5 represents an increase of only 4% over the 40 C/5 (USD 354.1 million in Draft 41 C/5, versus USD 341.1 million in 40 C/5).

Appendix D

Appendix D: UNESCO Staff Savings and Loan Services

| INCOME | |
|---------------------------------|------------------|
| | Total |
| | \$ |
| A. Interest on loans to members | 1 710 000 |
| B. Bank and investment interest | 4 180 000 |
| GRAND TOTAL | 5 890 000 |

| EXPENDITURE | |
|---|------------------|
| | Total |
| | \$ |
| I. Personnel costs: | |
| Established posts (10) | 2 424 000 |
| Reserve for ASHI | 24 240 |
| II. Administrative expenses | 250 760 |
| III. Loan insurance | 380 000 |
| IV. Computer expenses * | 225 000 |
| V. Other costs | 116 000 |
| Total, I - V | 3 420 000 |
| VI. Contribution to the costs of fees of the External Auditor | 170 000 |
| VII. Contribution to subscriptions to banking services | 116 000 |
| Total, VI-VII | 3 706 000 |
| Interest paid to members and reserves | 2 184 000 |
| GRAND TOTAL | 5 890 000 |

Note: USLS income is highly dependent on financial market conditions and has been negatively impacted by the decisions of the central banks and governments in relation to the COVID-19 crisis.

USLS has set aside operating reserves to cover potential operating deficits it may have in the future.

* The USLS main IT system, in use for over 20 years, has become obsolete and needs to be replaced. The costs estimated under the computer line of the above budget are therefore provided on indicative basis only, the actual budget of such project is not known at this stage of the project.

Appendix E

Restatement of 40 C/5

in USD

| | Approved 40 C/5 | Draft 41 C/5 budget structure modification | | Reorganisation (transfer of posts) | 40 C/5 restated |
|--|----------------------|---|---------------------|--|----------------------|
| | | Headquarters Common Costs | Others | | |
| PART I • General Policy and Direction | | | | | |
| A. Governing Bodies | 10 687 300 | (214 100) | | | 10 473 200 |
| B. Direction | | | | | - |
| Directorate | 9 563 200 | (313 400) | | | 9 249 800 |
| Internal Oversight | 7 176 300 | (124 000) | | | 7 052 300 |
| International Standards and Legal Affairs | 4 655 800 | (90 100) | | 715 900 | 5 281 600 |
| Ethics | 1 117 800 | (18 700) | | | 1 099 100 |
| C. Participation in the Joint Machinery of the United Nations System | 27 726 800 | | (12 381 000) | | 15 345 800 |
| TOTAL, Part I | 60 927 200 | (760 300) | (12 381 000) | 715 900 | 48 501 800 |
| PART II • Programmes and Programme-Related Services | | | | | |
| A. Programmes | | | | | |
| Education | 446 730 800 | (1 026 200) | | | 445 704 600 |
| Natural Sciences | 157 182 300 | (704 800) | | | 156 477 500 |
| Intergovernmental Oceanographic Commission | 26 835 700 | (201 500) | | | 26 634 200 |
| Social and Human Sciences | 69 115 200 | (339 400) | | | 68 775 800 |
| Culture | 221 626 600 | (1 048 700) | | | 220 577 900 |
| Communication and information | 52 019 700 | (329 800) | | | 51 689 900 |
| UNESCO Institute for Statistics | 29 621 700 | (43 900) | | | 29 577 800 |
| Field office Management | 91 518 900 | (1 336 700) | (90 182 200) | | - |
| Supplementary funding for the Field network reform | 500 000 | | | | 500 000 |
| Total, Part II.A | 1 095 150 900 | (5 031 000) | (90 182 200) | - | 999 937 700 |
| B. Programme-related services | | | | | |
| Sector for Priority Africa and External Relations | 16 928 000 | (472 800) | - | 124 165 | 16 579 365 |
| Coordination and monitoring of action to implement Priority Gender Equality | 1 924 300 | (31 100) | | | 1 893 200 |
| Strategic planning | 11 592 400 | (218 200) | | (124 165) | 11 250 035 |
| Communication and Public Engagement | 13 560 100 | (248 500) | | | 13 311 600 |
| Field Office Programme Management and Support Services | | | 102 563 200 | | 102 563 200 |
| Total, Part II.B | 44 004 800 | (970 600) | 102 563 200 | - | 145 597 400 |
| PART II.C • Participation Programme and Fellowships | 13 503 800 | (29 900) | | | 13 473 900 |
| TOTAL, Part II | 1 152 659 500 | (6 031 500) | 12 381 000 | - | 1 159 009 000 |
| PART III • Corporate Services | | | | | - |
| A. Sector for Administration and Management | | | | | - |
| Office of the ADG of Administration and Management | 3 566 500 | (29 100) | | 3 438 830 | 6 976 230 |
| Human resources management | 32 903 800 | (313 500) | | (715 900) | 31 874 400 |
| Financial management | 15 393 400 | (490 600) | | (4 205 130) | 10 697 670 |
| Operational support and the support for the organisation of conferences, languages and documents | 58 613 200 | (772 100) | (57 841 100) | | - |
| Operational Support | - | | 26 414 300 | 2 600 210 | 29 014 510 |
| Organization of Conferences, Languages and Documents | - | | 31 426 800 | (1 122 910) | 30 303 890 |
| Digital Business Solutions | 18 215 400 | (399 000) | | | 17 816 400 |
| Management of Security and Safety | 14 006 200 | (99 500) | | (711 000) | 13 195 700 |

| | | Draft 41 C/5 budget structure modification | | Reorganisation (transfer of posts) | 40 C/5 restated |
|---|----------------------|--|--------|------------------------------------|----------------------|
| Approved 40 C/5 | | Headquarters Common Costs | Others | | |
| B. Headquarters Common Costs | | 8 895 600 | | | 8 895 600 |
| TOTAL, Part III | 142 698 500 | 6 791 800 | - | (715 900) | 148 774 400 |
| TOTAL, Parts I - III | 1 356 285 200 | - | - | - | 1 356 285 200 |
| PART IV • ASHI and Reserve for Staffing Adjustments | | | | | |
| Reserve for staffing adjustments | 1 000 000 | | | | 1 000 000 |
| After Service Health Insurance long-term liability (ASHI) | 3 325 300 | | | | 3 325 300 |
| PART V • Anticipated Cost increases | 4 491 100 | | | | 4 491 100 |
| TOTAL, Part IV | 8 816 400 | - | - | - | 8 816 400 |
| TOTAL, OPERATING BUDGET | 1 365 101 600 | - | - | - | 1 365 101 600 |
| CAPITAL BUDGET REPAYMENTS | | | | | - |
| Loan repayments of Headquarters renovation plan "Belmont Plan" | 3 095 700 | | | | 3 095 700 |
| Loan repayments IBE | 270 600 | | | | 270 600 |
| Loan repayments Miollis building | 1 381 000 | | | | 1 381 000 |
| TOTAL, Capital Repayments | 4 747 300 | - | - | - | 4 747 300 |
| GRAND TOTAL, Integrated Budget | 1 369 848 900 | - | - | - | 1 369 848 900 |
| Offsetting related to management costs recovery from voluntary contributions | (28 374 400) | | | | (28 374 400) |
| Offsetting related to the estimated internal charge back for revenue-generating funds | (12 359 200) | | | | (12 359 200) |
| TOTAL NET BUDGET | 1 329 115 300 | - | - | - | 1 329 115 300 |

