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2022-2025

Approved Programme and Budget

First biennium 2022-2023

41 C/5



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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 Approved 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 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 document 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 Approved Medium-Term Strategy for 2022-2029 (41 C/4), this four-year 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 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. The "outputs" defined in this document 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 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 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. Document 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 document 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 strategic and enabling objectives as set in its Medium-Term Strategy for 2022-2029. 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, Category1 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 Approved 41 C/4 cross-cutting theme.

I.B • Document 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 41 C/5 is 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	Approved Integrated Budget Framework (IBF) for 2022-2023 (41 C/5)			(in USD '000)
41 C/5 PART	Approved 40 C/5 Integrated Budget (restated) ¹	Approved 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	Approved 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			
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 was presented for the consideration of Member States in accordance with Article 3 of the Financial Regulations. The IBF is presented 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	Approved Budget 2022-2023 (41 C/5) by source of funds	in USD '000
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Source of Funding	Approved 40 C/5	Approved 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 Budget¹	1 369 849	1 500 538	10%

(1) before offsetting

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

- a. **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;
- b. **Revenue generating funds**, representing a reduction of \$1 million, or 2.5%, compared to the 40 C/5; and
- c. **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.
 - (i) 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 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	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 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 Approved 41 C/5, from resources to be mobilized in the 2022-2023 biennium (an increase of 19.3% on the 40 C/5 gap).

	Approved 40 C/5, including gap (restated)	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					
<i>Office of the ADG of Administration and Management</i>	135	-	-	-	-100,0%
<i>Human Resources Management</i>	1 970	-	800	800	-59,4%
<i>Financial Management</i>	110	-	260	260	136,4%
<i>Digital Business Solutions</i>	450	-	10 000	10 000	2122,2%
<i>Organization of Conferences, Languages and Documents</i>	-	-	-	-	0,0%
<i>Operational Support</i>	350	-	-	-	-100,0%
<i>Management of Security and Safety</i>	-	-	-	-	
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%

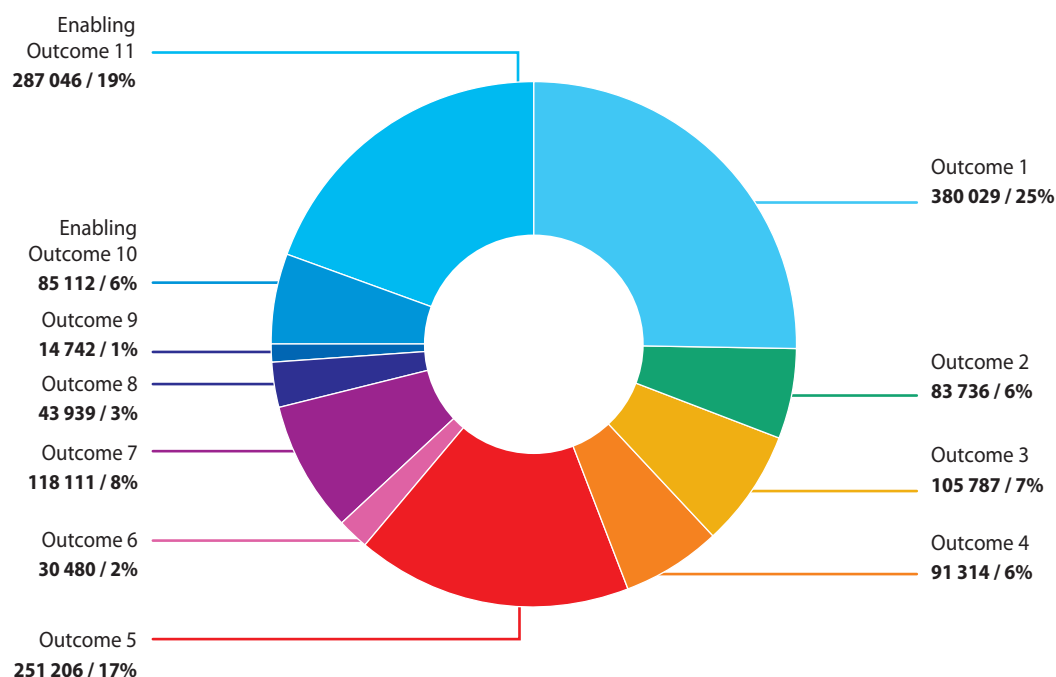
(1) Excluding Management Cost VC share representing an amount of 41.681 M USD. Information on MCA is available in the table above

The 41 C/5 Programme and Budget Results Framework

33. The 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	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 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 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	41 C/5
Part I	48 502	49 674
Part II	1 158 509	1 281 224
<i>Part II.A</i>	999 438	1 119 344
<i>Part II.B</i>	145 597	148 415
<i>Part II.C</i>	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	41 C/5
Part I	3.5%	3.3%
Part II	84.6%	85.4%
<i>Part II.A</i>	73.0%	74.6%
<i>Part II.B</i>	10.6%	9.9%
<i>Part II.C</i>	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 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 (%)	41 C/5 staff & non-staff (%)	41 C/5 staff & non-staff (USD)	Approved 40 C/5, non-staff (%)	41 C/5 staff & non-staff (%)	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>	17%	18%		6%	9%	

Global Priorities - Gender Equality						
in USD '000	Integrated Budget			Regular Programme Budget		
	Approved 40 C/5, non-staff (%)	41 C/5 staff & non-staff (%)	41 C/5 staff & non-staff (USD)	Approved 40 C/5, non-staff (%)	41 C/5 staff & non-staff (%)	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>	12%	12%		4%	8%	

41. Resources dedicated to Global Priority Africa represent almost a quarter of the resources of the Organization in the 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.

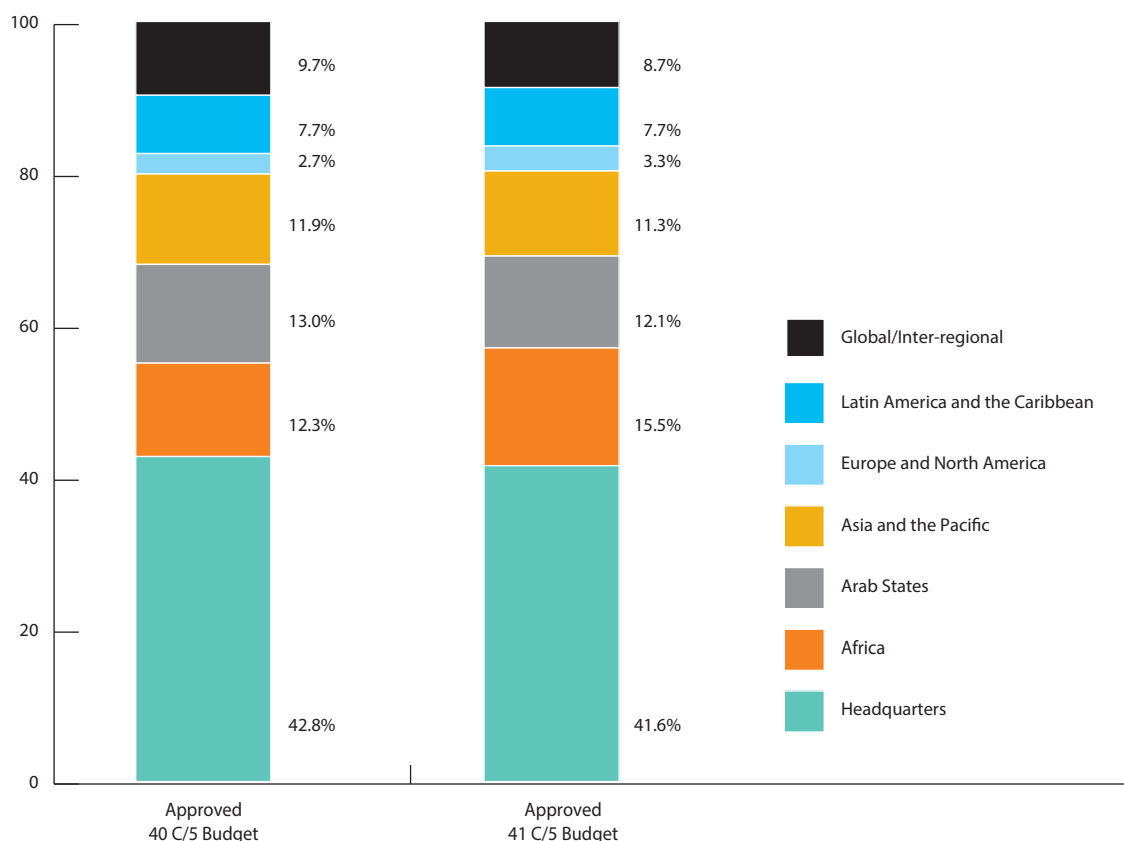
Decentralization

42. The total IBF of 1.5 billion US dollars under the 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		Approved 41 C/5 Decentralization by region			in USD '000	
Region	Approved 40 C/5 budget	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.

Executive Summary		Decentralization by Region		in USD '000	
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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 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 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 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 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 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 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 are part of the capital budget are presented below the Operating Budget. These items 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.
51. Outputs in the 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 Programme 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 41 C/5 presentation. In order to ensure full comparability across biennia, the 40 C/5 budget appears re-stated to the 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.

Appropriation Resolution for 2022-2023

00001 General Conference resolution 41 C/Res.76

The General Conference

Resolves that:

Appropriation Resolution for 2022-2023

1. For the financial period 2022-2023, the integrated budget framework of \$1,447,757,820, after offsetting, and including all sources of funds shall be allocated as follows:

Appropriation Line	for the integrated budget framework which includes the appropriated regular programme budget of \$534,647,000
	(\$)
PART I - GENERAL POLICY AND DIRECTION	
A. Governing bodies	10 584 600
B. Direction <i>(including Directorate, Internal Oversight, International Standards and Legal Affairs, and Ethics Office)</i>	23 948 200
C. Participation in the Joint Machinery of the United Nations System	15 141 500
TOTAL, PART I	49 674 300
PART II - PROGRAMMES AND PROGRAMME-RELATED SERVICES	
A. Programmes	
Major Programme I - Education	526 267 000
Major Programme II - Natural Sciences	167 824 730
Intergovernmental Oceanographic Commission	31 815 240
Major Programme III - Social and Human Sciences	59 100 000
Major Programme IV - Culture	244 933 236
Major Programme V - Communication and Information	61 203 429
UNESCO Institute for Statistics	28 200 000
Total, Part II.A	1 119 343 635
B. Programme-related services	
Priority Africa and External Relations Sector	16 207 100
Coordination and monitoring of action to implement gender equality	1 948 400
Strategic planning	13 325 900
Communications and public engagement	12 972 200
Field offices - programme management and support services	103 960 965
Total, Part II.B	148 414 565
C. Participation Programme and Fellowships	13 466 000
TOTAL, PART II	1 281 224 200
PART III - CORPORATE SERVICES	
A. Sector for Administration and Management	
<i>(including Office of the Assistant Director-General for Administration and Management, human resources management, financial management, operational support and the support for the organization of conferences, languages and documents, digital business solutions, and management of security and safety)</i>	151 191 410
B. Headquarters common costs	9 411 600
TOTAL, PART III	160 603 010
TOTAL, PARTS I - III	1 491 501 510
After Service Health Insurance long-term liability (ASHI)	3 971 910
TOTAL, OPERATING BUDGET	1 495 473 420
LOAN REPAYMENTS FOR CAPITAL EXPENDITURE	
Loan repayments - IBE building	22 000
Loan repayments - Building V (Miollis)	5 042 200
TOTAL, LOAN REPAYMENTS FOR CAPITAL EXPENDITURE	5 064 200
GRAND TOTAL, INTEGRATED BUDGET	1 500 537 620
Offsetting related to management costs recovery	(41 681 300)
Offsetting related to the estimated internal charge-back for revenue-generating funds	(11 098 500)
TOTAL NET INTEGRATED BUDGET	1 447 757 820

2. The above-mentioned integrated budget framework shall be financed as follows:
 - (a) by regular programme budget appropriations amounting to \$534,647,000; and
 - (b) by other funds amounting to \$913,110,820 consisting of revenue-generating funds and voluntary contributions, including the management costs charged thereon, on the understanding that the amounts for these funds are provisional and represent estimates of planned expenditures, which are to be funded by resources available to spend as well as resources subject to being earned or mobilized in alignment with document 41 C/5.

Assessment on Member States

3. In accordance with paragraphs 1 and 2(a) above, the appropriations authorized under the regular programme budget shall be financed by an assessment on Member States of \$534,647,000.

Additional contributions to the integrated budget framework

4. The Director-General is authorized to accept and add to the appropriations under the integrated budget framework approved under paragraph 2 above, voluntary contributions, donations, gifts, bequests and subventions, and contributions from governments taking into account the provisions of Article 7.3 of the Financial Regulations and in alignment with document 41 C/5. The Director-General shall provide information thereon to the Executive Board in writing through the financial management report (FMR). Further, the Director-General is authorized to carry forward any unspent balance of such contributions to the following budget period.

Budgetary commitments, adjustments and transfers funded by the appropriated regular programme budget

5. With regard to the appropriated regular programme budget,
 - (a) the Director-General is authorized to enter into commitments during the financial period 1 January 2022 to 31 December 2023, as follows:
 - (i) within the limit of the amounts authorized under paragraph 2 (a) above for the expected income of \$534,647,000; and
 - (ii) the budgetary commitments relating to the 41 C/5 regular programme budget (2022-2023) made before 31 December 2023 to be delivered in the subsequent calendar year (2024) shall, in accordance with Article 4 of the Financial Regulations, remain available and valid during that calendar year (2024).
 - (b) the Director-General may make transfers between appropriation lines up to an amount of 5% of the initial appropriated regular programme budget from which the transfers are made, without prejudice to any major programme. The Director-General shall inform the Executive Board, in writing at the session following such action, of the details and reasons for these transfers. This modality will be applied, in particular, in order to provide adequate flexibility to implement activities of an intersectoral nature. If such transfers entail an outgoing amount exceeding 5% of the initial appropriated regular programme budget, the Director-General shall obtain prior approval of the Executive Board.

Special Account for Management Costs

6. In relation to the Special Account for Management Costs, the General Conference:

- (a) takes note of the revised apportionment of the share of funding of the management costs as 56% from the regular programme 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 cost recovery policy of the Organization;
- (b) also takes note of the integration of all information technology functions under a single platform (Bureau for Digital Business Solutions, under the Sector for Administration and Management (ADM/DBS)), which has underpinned the classification of these functions as management costs. As a result, their funding is also to be assured from the Special Account for Management Costs. This change implies no revision to any of the cost recovery principles approved by the Executive Board;
- (c) authorizes the Director-General to transfer to the Special Account for Management Costs such amounts approved by the General Conference for management costs from the regular programme budget of the Organization; and
- (d) also authorizes the Director-General to make budget increases of up to 2% of the total amount of the approved management costs budget from available reserves of the Special Account, subject to these being above the level required by the Financial Regulations of the same, informing the Executive Board in writing, through the financial management report, of the details and reasons for such increases. If such increases exceed 2%, the Director-General shall obtain prior approval of the Executive Board.

Staff

- 7. The established posts by grade foreseen for the 2022-2023 biennium are summarized in Annex IV of document 41 C/5. The Director-General shall present to the Executive Board for prior approval any change to this annex in respect of the total number of posts of grade D-1 and above.
- 8. In accordance with their specific statutes and regulations, posts may be established at the International Bureau of Education (IBE), the International Institute for Educational Planning (IIEP), the UNESCO Institute for Lifelong Learning (UIL), the UNESCO Institute for Information Technologies in Education (IITE), the UNESCO International Institute for Capacity-Building in Africa (IICBA), the UNESCO International Institute for Higher Education in Latin America and the Caribbean (IESALC), the Mahatma Gandhi Institute of Education for Peace and Sustainable Development (MGIEP), the International Centre for Theoretical Physics (ICTP) and the UNESCO Institute for Statistics (UIS). These posts are not included in the table set out in Annex IV of document 41 C/5.
- 9. A 1% charge is included as part of the cost of staff for the purpose of financing the cost of termination 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, which will in turn fund these separation costs to the extent funds are available from such transfers.
- 10. In accordance with the policy on the utilization of the Special Account for Capital and Strategic Investments (CSI), the above-mentioned integrated budget framework incorporates a 1% charge within the standard costs used to budget for the cost of staff, which will be transferred to said Special Account to finance such capital and strategic investments as may be approved by the General Conference from time to time.

Currency of assessment

- 11. The currency of assessment shall be as established by 40 C/Resolution 72, split between United States dollars and euro. The euro assessment shall be calculated at the budget rate of one United States dollar to 0.869 euro.

PROGRAMME AND BUDGET

Part I

00100 General Conference resolution 41 C/Res.3 for General Policy and Direction

The General Conference,

1. *Authorizes* the Director-General:
 - (a) to continue implementing during the period 2022-2025 the following plan of action for General Policy and Direction in order to:
 - (i) organize in the most cost-effective manner the 42nd and 43rd sessions of the General Conference (October-November 2023 and 2025) and eight to ten ordinary sessions of the Executive Board;
 - (ii) provide for the functioning of the Directorate;
 - (iii) contribute to the running costs of the joint machinery of the United Nations system;
 - (b) to allocate for this purpose, for the period 2022-2023, the integrated budget amount under all sources of funds of \$49,674,300, which includes the regular programme budget of \$39,191,200 and voluntary contributions of \$10,483,100;
2. *Requests* the Director-General to report periodically to the governing bodies, in statutory reports, on the execution of the programme and budget adopted by the General Conference and the achievement of the following outcome and outputs:

Enabling Outcome 11: Accountable, efficient and effective management in pursuit of the Organization's results

Governing bodies

Output 11.GBS1 Rational and cost-effective functioning of the governing bodies improved;

Directorate and Executive Office

Output 11.CAB1 Rational and cost-effective functioning of the Directorate and Executive Office improved and UNESCO's strategic positioning and leadership role as an active and efficient partner within the United Nations system in achieving the Sustainable Development Goals strengthened;

Internal oversight

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;

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;

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

International standards and legal affairs

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

Ethics

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

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 209EX/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 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. It ensures adherence to the statutory deadlines. The Secretariat supports 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	
<i>Performance indicators</i>	<i>Targets 2023</i>
1. Budget expenditures contained	<ul style="list-style-type: none"> – Reduction of paper consumption by at least 20% 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 Rational and cost-effective functioning of the Directorate and Executive Office improved and UNESCO’s strategic positioning and leadership role as an active and efficient partner 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	– The initiatives developed and implemented through the elaboration by UNESCO of a cross-cutting and multidisciplinary reflection on contemporary issues affecting its fields of competence resonate with the international community and benefit from partnerships within the United Nations system
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 independent 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 independent oversight mechanism, functional objectives are as follows:

- Internal audit provides independent 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.
- Independent 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 independently allegations of misconduct and irregularities (e.g. fraud, corruption 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 increased frequency of field office audits to attain monitoring at five-year intervals
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	– 75% 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 independent 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 independent 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 independent 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 independent 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 independent 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, and taken by 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 and are attended by at least 50% of staff members

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 Chapter 5 "Field Offices 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 Rational and cost-effective functioning of the Directorate and Executive Office improved and UNESCO's strategic positioning and leadership role as an active and efficient partner within the United Nations system in achieving the Sustainable Development Goals strengthened	5 334	-	4 153	-	-	4 153	9 486
Total, Chapter 1	5 334	-	4 153	-	-	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	-	-	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	-	-	1 120	2 555
11.IOS3 Accountability and adherence to UNESCO's rules and regulations strengthened	760	-	592	-	-	592	1 352
Total, Chapter 2	4 294	-	3 343	-	-	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	-	-	2 465	5 633
Total, Chapter 3	3 168	-	2 465	-	-	2 465	5 633
Chapter 4. Ethics							
11.ETH1 An ethical organizational culture and working environment strengthened	670	-	522	-	-	522	1 192
Total, Chapter 4	670	-	522	-	-	522	1 192
Total, Part I.B	13 465	-	10 483	-	-	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	-	-	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

01000 General Conference resolution 41 C/Res.4 for Major Programme I

The General Conference,

1. *Authorizes* the Director-General:

- (a) to implement during the period 2022-2025 the plan of action for Major Programme I, contributing to the Organization's four strategic objectives and its nine outcomes within the framework of the Medium-Term Strategy (41 C/4), by aiming to support the realization of the Sustainable Development Goals (SDGs), in particular the SDG 4-Education 2030 agenda to "ensure inclusive and equitable quality education and promote lifelong learning opportunities for all"; to support countries in the last decisive years to implement the SDG 4-Education 2030 agenda; and to fulfil UNESCO's mandate, as entrusted to it by the international community to lead the coordination of the Education 2030 agenda and monitor progress towards the internationally agreed upon Sustainable Development Goal (SDG) 4 on education;
- (b) to contribute to the Organization's global priorities to promote gender equality, and address the needs of Africa, paying particular attention to developing and least developed countries (LDCs) and small island developing States (SIDS), and to meet the needs of young people, in recognition of the cardinal role of inclusive, quality education throughout life in the recovery and the transition to more sustainable and equitable societies, also fostering South-South and triangular cooperation as well as official development assistance (ODA), in order to:
 - (i) advance quality and equitable education and lifelong learning opportunities for all through the provision of capacity development, policy advice and technical support to Member States by: strengthening the resilience of education systems to guarantee equal educational opportunities for all, with particular attention to vulnerable and crisis-affected populations and post-disaster contexts; supporting quality data, policies and legislation; helping to improve teaching and learning practices that advance gender equality in and through education and integrate culture and creativity; promoting transformative education to equip learners to engage with the world as responsible global citizens and contribute to peaceful, healthy and sustainable societies; encouraging intersectoral cooperation to empower children, youth and adults through knowledge and skills to meet individual, labour market and societal demands; developing science- and evidence-based policies to reinforce teacher training, support teachers' professional development and reduce the shortage of qualified teachers; maintaining a holistic approach to develop education systems that enable lifelong learning from early childhood to adulthood through comprehensive and flexible pathways combining formal, non-formal and informal learning opportunities;
 - (ii) steer global progress towards achieving the ambitious targets of SDG 4 by mobilizing partners in a coordinated effort, shaping the global education agenda and ensuring that education remains a priority in development policies and programmes, leveraging technologies and digital innovations to ensure more inclusive, effective and relevant learning; and seeking equitable, inclusive and innovative solutions through research and foresight, monitoring, advocacy and networking;

- (c) continue to strengthen the entities dedicated to information and communication technology (ICT) in education both at Headquarters and in the field through the integrated budget framework, including extrabudgetary funds, so as to meet the need for the effective implementation of the UNESCO Strategy on Technological Innovation in Education (2022-2025) with adequate human and financial resources and enhanced intersectoral collaboration and the active engagement of relevant category 1 institutes for the effective implementation of the Strategy;
- (d) to allocate for this purpose for the period 2022-2023 the integrated budget amount under all sources of funds of \$526,267,000, of which \$114,506,000 to be allocated to the seven education-related category 1 institutes, which includes the regular programme budget of \$85,635,900 and voluntary contributions of \$440,631,100;

2. *Requests* the Director-General:

- (a) to implement the various activities authorized by this resolution, including through intersectoral cooperation, to achieve the outcomes and the outputs pertaining to Major Programme I;
- (b) to report periodically to the governing bodies, in the statutory reports, on the execution of the programme adopted by the General Conference and the achievement of the relevant intersectoral programmes' outputs and the following outcomes and outputs:

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

- Output 1.ED1** Education systems equipped to promote inclusion, address marginalization and advance rights, including in crisis-affected and post-disaster contexts;
- 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;
- Output 1.ED4** Learners equipped with relevant skills to meet individual, labour market and societal demands through literacy, technical and vocational education and training (TVET), science, technology, engineering and mathematics (STEM) and higher education;
- Output 1.ED5** Teachers trained and supported to improve learning outcomes and address the changes brought forth by the digital and artificial intelligence (AI) transformation and the COVID-19 crisis;
- Output 1.ED6** Resilience, quality and equity of education systems strengthened to flexibly respond to evolving learning environments and to better deliver on SDG 4 commitments;

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 informed by improved coordination, data and monitoring, knowledge and innovative partnerships;

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

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

Output 7.ED3 Learners empowered to lead healthy lives, promote sustainable development and engage with the world as creative and responsible global citizens;

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

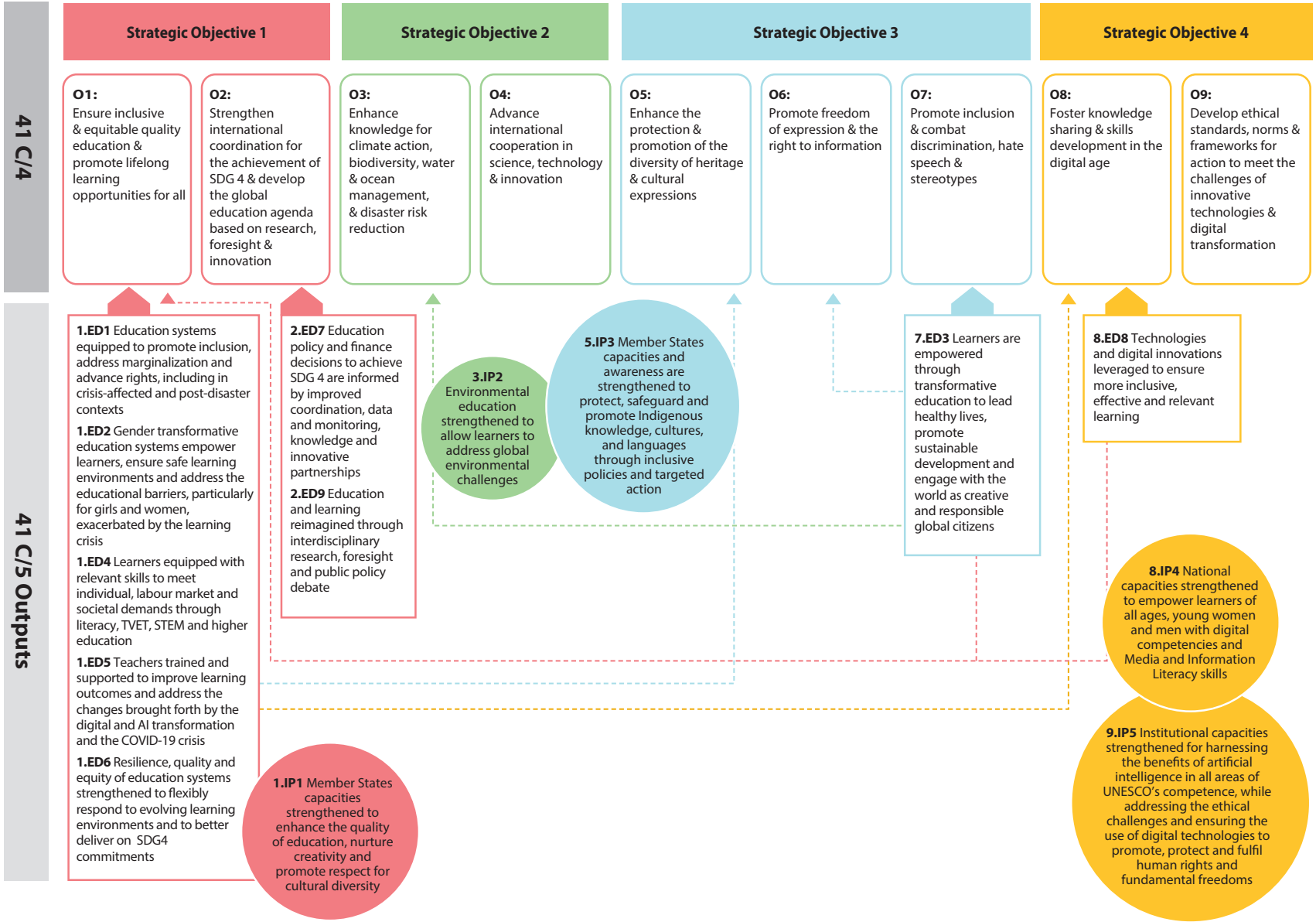
Output 8.ED8 Technologies and digital innovations leveraged to ensure more inclusive, effective and relevant learning.

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 reimagining 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 teacher training reflecting the new role of teachers in the context of the digital and AI transformation and 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.

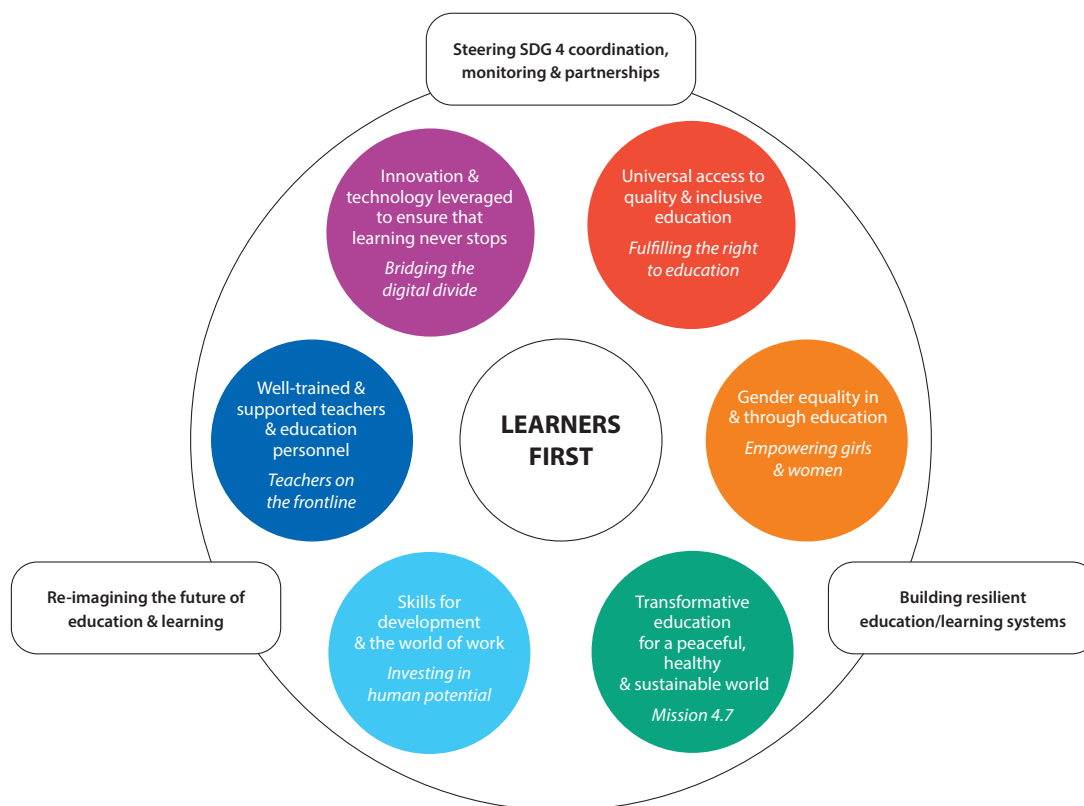
01003 The pillars of recovery, resilience and reimagining will therefore guide Major Programme I into the next quadrennium, in full alignment with SDG 4 – Education 2030, as its mission focuses on accelerating progress and leaving no learner behind within a lifelong learning perspective. The Programme will also be guided by a human rights-, peace- and sustainable development-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).



01005

The nine outputs of Major Programme I are interconnected. They outputs 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 and coordinated by UNESCO, with the core role of Member States and with multistakeholder participation, 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.

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. Major Programme I will contribute to Global Priority Africa Flagship Programmes, in particular Flagship Programme 1 on Campus Africa and Flagship Programme 2 on the General History of Africa (See Annex VII for further details). Through the Campus Africa Flagship Programme, UNESCO will build integrated, inclusive, and quality tertiary education including TVET systems and institutions, for the development of inclusive and equitable societies on the continent. This involves scaled-up action and ramped-up support towards research and innovation, data, inclusion and recognition in tertiary education including TVET. The General History of Africa Flagship Programmeserves as a catalyst for achieving Agenda 2063 and the 2030 Agenda, whose strategic objective is to promote inclusive African societies which are just, democratic, respectful of human rights and the rule of law. Revolving around education systems transformation, knowledge production, lifelong learning and outreach, it will be implemented through intersectoral collaboration and with contribution from the five multi-sectoral offices in Africa and category 1 institutes.

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 Medium-Term Strategy, UNESCO's Gender Equality Action Plan and inspired by the overall actions of UNESCO in the field of gender equality, including the "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 equipped to promote inclusion, address marginalization and advance rights, including in crisis-affected and post-disaster 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 and post-disaster 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 and the 2020 Global Education Monitoring Report. 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 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 including those 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, and location or any other status.
- 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 empowered 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, and 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 equipped with relevant skills to meet individual, labour market and societal demands through literacy, technical and vocational education and training (TVET), science, technology, engineering and mathematics (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 teachers and 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 evidence-based 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 improve learning outcomes and address the changes brought forth by the digital and artificial intelligence (AI) transformation and the COVID-19 crisis

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 and wellbeing, from early childhood throughout life. UNESCO will support Member States in enhancing early childhood education through promoting the implementation of its Global Partnership strategy (GPS) for early childhood and mobilizing countries and partners, including through a World Conference on ECCE. 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 education data and management 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. Taking note of UNESCO's actions in this field, including inter alia the Beijing Consensus on artificial

intelligence and education, UNESCO will hold further discussions on policies and strategies for the effective, inclusive, equitable and ethical use of AI in education.

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 and the digital and AI transformation.

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 equipped to promote inclusion, address marginalization and advance rights, including in crisis-affected and post-disaster contexts

<i>Performance Indicators</i>	<i>Baselines</i>	<i>Targets 2023</i>
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 including those 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.IP3 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

<i>Performance Indicators</i>	<i>Baselines</i>	<i>Targets 2023</i>
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 equipped with relevant skills to meet individual, labour market and societal demands through literacy, technical and vocational education and training (TVET), science, technology, engineering and mathematics (STEM) and higher education

<i>Performance Indicators</i>	<i>Baselines</i>	<i>Targets 2023</i>
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 improve learning outcomes and address the changes brought forth by the digital and artificial intelligence (AI) transformation and the COVID-19 crisis

<i>Performance Indicators</i>	<i>Baselines</i>	<i>Targets 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, SIDS 10,000)
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, SIDS 4)
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, SIDS 2)
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>Baselines</i>	<i>Targets 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 (Africa 15, 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>Baselines</i>	<i>Targets 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</i> – <i>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</i> – <i>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>Baselines</i>	<i>Targets 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;</i> – <i>12 short think pieces;</i> <i>8 ERF papers published in 2020-21)</i> – <i>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)</i> – <i>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;</i> – <i>+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 empowered to lead healthy lives, promote sustainable development and engage with the world as creative and responsible global citizens

Performance Indicators	Baselines	Targets 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	Baselines	Targets 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 8.IP4 on strengthening capacities to empower learners with digital competencies and Media and Information Literacy skills; and to Output 9.IP5 on strengthening capacities to harness the benefits of artificial intelligence.

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						Total Voluntary Contributions	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.ED1 Education systems equipped to promote inclusion, address marginalization and advance rights, including in crisis-affected and post-disaster 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 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 improve learning outcomes and address the changes brought forth by the digital and AI transformation and the COVID-19 crisis	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 empowered 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

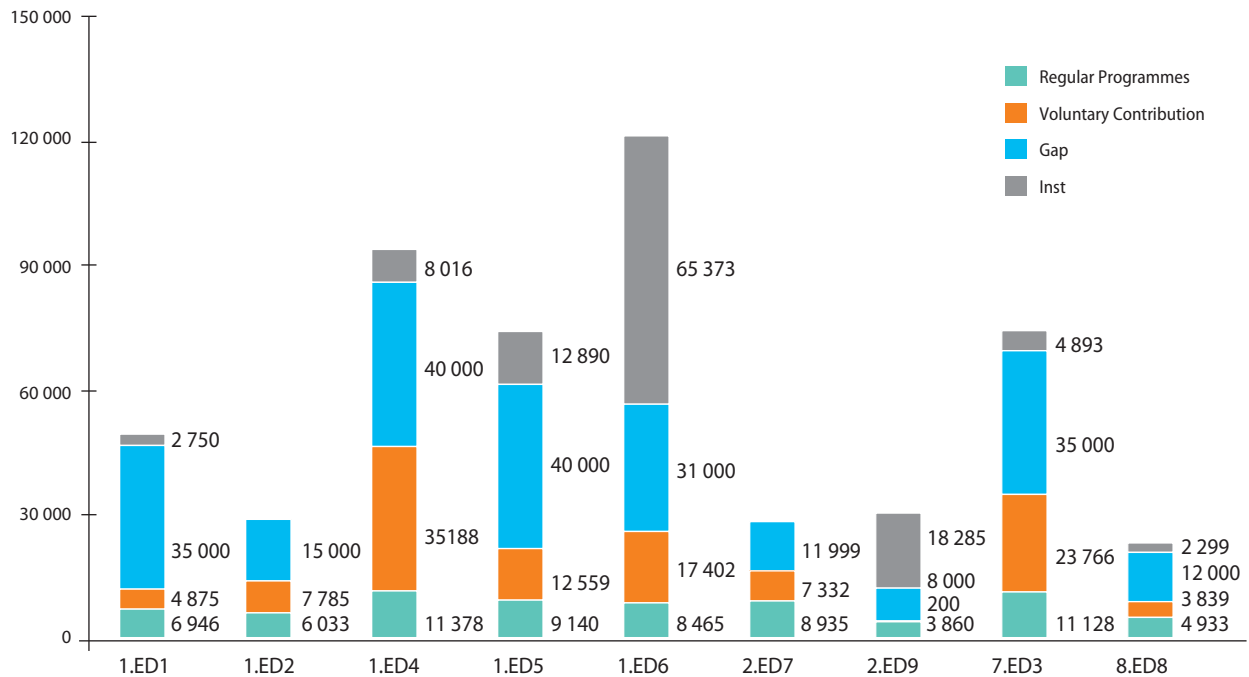
Contribution of UNESCO Education Institutes to Major Programme I Outputs

(in USD '000)

Output	IBE	IIEP	UIL	IITE	IICBA	IESALC	MGIEP	Total
1.ED1 Education systems equipped to promote inclusion, address marginalization and advance rights, including in crisis-affected and post-disaster 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 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 improve learning outcomes and address the changes brought forth by the digital and AI transformation and the COVID-19 crisis	-	-	-	-	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 empowered 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)

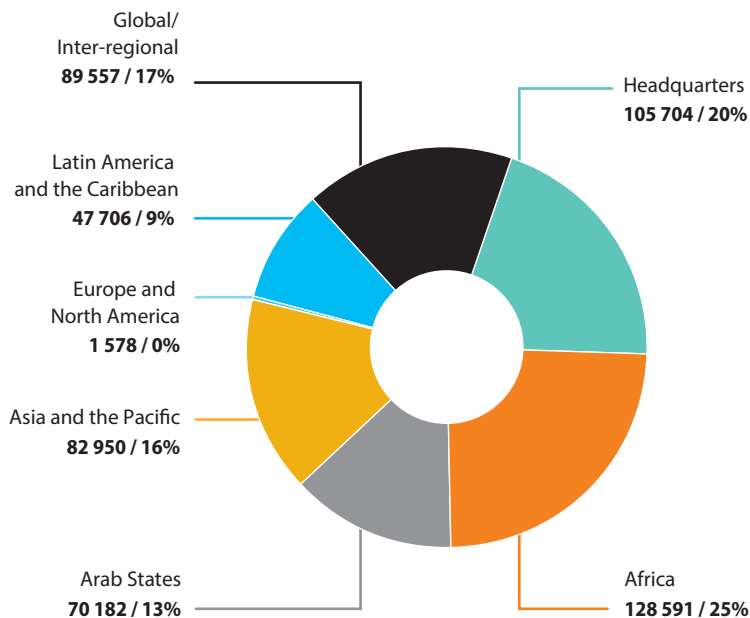
(in USD '000)



Decentralization of resources by Region

(in USD '000)

Contribution to the global priorities



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

UNESCO Category 1 institutes in education

International Bureau of Education (IBE)

01100 General Conference resolution 41 C/Res.5 for IBE

The General Conference,

Acknowledging the report of the International Bureau of Education (IBE) for the 2020-2021 biennium (41 C/REP/1),

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

Appreciating the efforts of the IBE Council, the Executive Board, and the Director-General of UNESCO have made to implement transitional measures to reorganize the IBE and to lay the foundations for the implementation of the renewed mandate, in line with 40 C/Resolution 15 and 209 EX/Decision 12,

1. *Emphasizes* the specialized contribution of the IBE to the fulfilment of UNESCO's strategic objectives and outcomes, and the outputs of Major Programme I, particularly with regard to curriculum, with a mandate:
 - (a) to consolidate and synergize the work of UNESCO in curriculum, fostering a forward-looking vision to contribute to equitable and inclusive education and sustainable development for all in the wake of global challenges and societal changes;
 - (b) to build a knowledge base on curriculum, with the most advanced and cutting-edge research and comparative studies, making available methodological tools, curriculum prototypes and good practices;
 - (c) to develop standard-setting norms and instruments in curriculum that can guide and support Member States in the definition of their public policies and strategies;
 - (d) to respond to the needs of Member States, particularly developing countries, in developing and reforming curriculum through capacity development and technical assistance, and to foster policy dialogue and the sharing of experiences in curriculum development and good practices among Member States;
 - (e) to serve as a platform for networking and intersectoral dialogue on curriculum for the twenty-first century among relevant stakeholders, including relevant international organizations and academic institutions, with a particular focus on the transformative role of education for sustainable development, societal change and global challenges;

- (f) to develop training programmes, in collaboration with universities and other relevant stakeholders from different regions of the world;
 - (g) to preserve the historical archives and documentation of the IBE, making them accessible to Member States and the public;
2. *Requests* the IBE Council acting in conformity with the Statutes of the Bureau and with this resolution, when approving the IBE's budget, to:
 - (a) ensure that the objectives and activities of the IBE correspond to UNESCO's strategic objectives and outcomes, and the outputs of Major Programme I;
 - (b) support the IBE's core initiatives with the aim of contributing to the achievement of the outputs of Major Programme I as listed in paragraph 6 below;
 - (c) strengthen collaboration with the Director-General, Member States and UNESCO's networks to mobilize the necessary human and financial resources so that the IBE may further accomplish its aim as UNESCO's global focal point and platform for knowledge, dialogue and cooperation on curriculum, contributing to UNESCO's work in education through a holistic, intersectoral and forward-looking vision;
 3. *Takes note* that the integrated budget for the IBE for the period 2022-2023 is \$19,048,100 and authorizes the Director-General to provide support to the Bureau by granting a financial allocation of \$4,048,100 from the regular programme budget of Major Programme I;
 4. *Expresses its gratitude* to the Governments of France and Switzerland and to institutions that have contributed intellectually or financially to the activities of the IBE and invites them to continue their support for 2022-2023 and beyond;
 5. *Appeals* to Member States, intergovernmental and international non-governmental organizations, donor agencies, foundations and the private sector to contribute financially and by other appropriate means to the effective implementation and growth of the IBE's activities in the service of Member States, in conformity with its mandate as a specialized institute on curriculum and the strategic objectives of UNESCO for 2022-2029;
 6. *Requests* the Director-General to report periodically to the governing bodies in the statutory reports on the contribution of the IBE to the achievement of the following outputs of Major Programme I:

Output 1.ED6	Resilience, quality and equity of education systems strengthened to flexibly respond to evolving learning environments and to better deliver on SDG 4 commitments;
Output 2.ED9	Education and learning reimagined through interdisciplinary research, foresight and public policy debate.

International Institute for Educational Planning (IIEP)

01200 General Conference resolution 41 C/Res.6 for IIEP

The General Conference,

Acknowledging the report of the International Institute for Educational Planning (IIEP) for the 2020-2021 biennium (41 C/REP/2),

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

Also *recognizing* the important role of IIEP in the implementation of Major Programme I,

1. *Requests* the IIEP Governing Board, in accordance with the Institute's Statutes and the present resolution, when approving the Institute's budget for 2022 and 2023:
 - (a) to ensure that the objectives and activities of IIEP correspond to UNESCO's strategic objectives and outcomes, and the outputs of Major Programme I;
 - (b) to reinforce Member States' capacities for the planning, management and administration of education systems;
 - (c) to leverage the Institute's presence on three continents with its offices in Paris, Buenos Aires and Dakar to strengthen national, subregional and inter-regional training programmes in educational planning, administration, evaluation and monitoring in cooperation with the other education-related category 1 institutes of UNESCO, as well as the UNESCO Institute for Statistics (UIS), and UNESCO field offices;
 - (d) to carry out research and development activities aimed at the upgrading of knowledge in educational planning and management, and at the production of methodologies and tools to support Member States in planning and managing their education systems;
 - (e) to serve as a hub that curates and widely disseminates knowledge, information and resources, and enables the exchange of experiences in educational planning and administration among Member States;
 - (f) to carry out technical assistance projects in its field of competence to practically support Member States while fostering sustainable national technical capacities and leadership;

2. *Takes note* that the integrated budget for IIEP for the period 2022-2023 is \$55,000,200 and authorizes the Director-General to provide support to the Institute by granting a financial allocation of \$4,280,200 from the regular programme budget of Major Programme I;
3. *Expresses its gratitude* to the Member States and organizations that have supported the Institute's activities through voluntary contributions and contractual agreements, as well as to the Argentine and French Governments, which provide the Institute's premises free of charge and periodically finance their upkeep, and invites them to continue their support for 2022-2023 and beyond;
4. *Appeals* to Member States to grant, renew or increase voluntary contributions, with a view to strengthening the activities of IIEP, in accordance with Article VIII of its Statutes, so that, with additional resources and its premises provided by the French and Argentine Governments, it may better meet the needs of Member States as regards the priorities of Major Programme I and the strategic objectives of UNESCO for 2022-2029;
5. *Requests* the Director-General to report periodically to the governing bodies in the statutory reports on the contribution of IIEP to the achievement of the following outputs of Major Programme I:
 - Output 1.ED1** Education systems equipped to promote inclusion, address marginalization and advance rights, including in crisis-affected and post-disaster contexts;
 - Output 1.ED6** Resilience, quality and equity of education systems strengthened to flexibly respond to evolving learning environments and to better deliver on SDG 4 commitments;
 - Output 2.ED9** Education and learning reimagined through interdisciplinary research, foresight and public policy debate.

UNESCO Institute for Lifelong Learning (UIL)

01300 General Conference resolution 41 C/Res.7 for UIL

The General Conference,

Acknowledging the report of the UNESCO Institute for Lifelong Learning (UIL) for the 2020-2021 biennium (41 C/REP/3),

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

Also recognizing the role of UIL as one of UNESCO's key education institutes, with its contributions to UNESCO's functions (laboratory of ideas, standard-setter, clearinghouse, capacity builder and catalyst for international cooperation) in its areas of expertise, and its efforts to reposition itself as a global centre of excellence for lifelong learning within the education arena,

Further recognizing the importance of the overarching concept of lifelong learning for UNESCO's Major Programme I and in view of preparing and implementing the Seventh International Conference on Adult Education (CONFINTEA VII, 2022) which will result in a renewed global framework for action,

1. *Emphasizes and values* the important contribution of UIL to the fulfilment of UNESCO's strategic objectives and outcomes, and the outputs of Major Programme I, particularly with regard to promoting lifelong learning for all through advocacy, capacity development, research and networking, focusing on lifelong learning policies and strategies, literacy and basic skills, and adult learning and education;
2. *Requests* the Governing Board of UIL, in accordance with the Institute's Statutes and the present resolution, when approving the Institute's budget for 2022 and 2023:
 - (a) to ensure that the objectives and activities of UIL correspond to UNESCO's strategic objectives and outcomes, and the outputs of Major Programme I;
 - (b) to consolidate and develop the programmes of UIL with the aim of contributing to achieving the outputs of Major Programme I as listed in paragraph 6 below;
 - (c) to reinforce both the Institute's capacity as a global centre of excellence for lifelong learning and its specific responsibility in strengthening policies and strategies for lifelong learning, literacy, adult learning and education;
 - (d) to take the necessary measures to follow up on the Belém Framework for Action and monitor implementation;

- (e) to coordinate the preparation of CONFINTEA VII (2022) and of the new Framework for Action for Adult Learning and Education within the context of lifelong learning;
 - (f) to continue to work with the Director-General to mobilize the necessary human and financial resources to enable UIL to accomplish its mission;
 - (g) to execute technical assistance projects in its field of competence in Member States;
3. *Takes note* that the integrated budget for UIL for the period 2022-2023 is \$12,955,400 and authorizes the Director-General to provide support to the Institute by granting a financial allocation of \$1,567,400 from the regular programme budget of Major Programme I;
 4. *Expresses its gratitude* to the German Government and to the City of Hamburg for their continued support to UIL in making a substantial financial contribution and by providing its premises free of charge, and to other Member States and organizations, in particular the Swedish International Development Cooperation Agency (Sida) and the Government of Norway, which have contributed intellectually or financially to UIL activities, and invites them to continue their support for 2022-2023 and beyond;
 5. *Appeals* to Member States, intergovernmental and international non-governmental organizations, donor agencies, foundations and the private sector to grant or renew financial and other appropriate contributions to enable UIL to contribute towards the priorities of Major Programme I and the strategic objectives of UNESCO for 2022-2029;
 6. *Requests* the Director-General to report periodically to the governing bodies in the statutory reports on the contribution of UIL to the achievement of the following outputs of Major Programme I:
 - Output 1.ED4** Learners equipped with relevant skills to meet individual, labour market and societal demands through literacy, technical and vocational education and training (TVET), science, technology, engineering and mathematics (STEM) and higher education;
 - Output 1.ED6** Resilience, quality and equity of education systems strengthened to flexibly respond to evolving learning environments and to better deliver on SDG 4 commitments;
 - Output 2.ED9** Education and learning reimagined through interdisciplinary research, foresight and public policy debate.

UNESCO Institute for Information Technologies in Education (IITE)

01400 General Conference resolution 41 C/Res.8 for IITE

The General Conference,

Acknowledging the report of the UNESCO Institute for Information Technologies in Education (IITE) for the 2020-2021 biennium (41 C/REP/4),

Welcoming the positive development of transforming IITE into a cutting-edge research and policy advocacy centre in the field of information and communication technologies (ICTs) in education;

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

1. *Emphasizes and values* the important contribution of IITE to the fulfilment of UNESCO's strategic objectives and outcomes, and the outputs of Major Programme I, particularly with regard to policy advocacy, capacity development and knowledge services in the field of ICTs in education, through:
 - (a) evidence-based policy research, analytical studies and the collection and dissemination of best practices on the use of ICTs in education;
 - (b) provision of technical assistance, knowledge and information sharing with Member States on the application of ICTs in education, with particular emphasis on teachers and learners and the digital content of curricula as well as on digital health and well-being in formal and non-formal education;
2. *Requests* the Governing Board of IITE, in accordance with the Institute's Statutes and the present resolution, when approving the Institute's budget for 2022-2023:
 - (a) to ensure that the objectives and activities of IITE correspond to UNESCO's strategic objectives and outcomes, and the outputs of Major Programme I;
 - (b) continue to work with the Director-General to mobilize the necessary human and financial resources to enable IITE to accomplish its mission;
3. *Takes note* that the integrated budget for IITE for the period 2022-2023 is \$2,554,600 and authorizes the Director-General to provide support to the Institute by granting a financial allocation of \$717,600 from the regular programme budget of Major Programme I;
4. *Expresses its gratitude* to the Government of the Russian Federation for its financial contribution and for providing the premises free of charge, and to Member States and organizations that have contributed intellectually or financially to IITE's activities, and invites them to continue their support for 2022-2023 and beyond;
5. *Appeals* to Member States, intergovernmental and international non-governmental organizations, donor agencies, foundations and the private sector to grant or renew financial and other appropriate contributions to enable IITE to contribute to the priorities of Major Programme I and the strategic objectives of UNESCO for 2022-2029;
6. *Requests* the Director-General to report periodically to the governing bodies in the statutory reports on the contribution of IITE to the achievement of the following outputs of Major Programme I:

Output 2.ED9	Education and learning reimagined through interdisciplinary research, foresight and public policy debate.
Output 8.ED8	Technologies and digital innovations leveraged to ensure more inclusive, effective and relevant learning.

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

01500 General Conference resolution 41 C/Res.9 for IICBA

The General Conference,

Acknowledging the report of the UNESCO International Institute for Capacity-Building in Africa (IICBA) for the 2020-2021 biennium (41 C/REP/6),

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

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

Further recognizing IICBA's key role in implementing Major Programme I's actions in favour of global priority Africa;

1. *Emphasizes and values* the important contribution of IICBA to the fulfilment of UNESCO's strategic objectives and outcomes, and the outputs of Major Programme I, particularly with regard to improving the quality of education and the professional development of teachers through:
 - (a) support, focusing on both the development and the implementation of effective teacher policies, including through the UNESCO Strategy on Teachers and UNESCO initiative for teachers, and other UNESCO tools to improve the quality of teacher-education curricula, qualification frameworks, gender analysis, and training of teacher trainers at all levels in innovative teacher development;
 - (b) capacity building of teacher-training institutions in management and quality assurance, in particular in the areas of ICT-enhanced teacher standards, the planning for ICTs in education strategies, development of ICTs and open and distance learning (ODL), and online certificate training programmes in teacher development;
2. *Requests* the Governing Board of IICBA, in accordance with the Institute's Statutes and the present resolution, when approving the Institute's budget for 2022-2023:
 - (a) to ensure that the objectives and activities of IICBA correspond to UNESCO's strategic objectives and outcomes, and the outputs of Major Programme I;
 - (b) to continue to work with the Director-General to mobilize the necessary human and financial resources to enable IICBA to accomplish its mission;
3. *Takes note* that the integrated budget for IICBA for the period 2022-2023 is \$14,321,900 and authorizes the Director-General to provide support to the Institute by granting a financial allocation of \$1,980,900 from the regular programme budget of Major Programme I;
4. *Expresses its gratitude* to the Member States and organizations that have contributed intellectually or financially to IICBA's activities, and invites them to continue their support for 2022-2023 and beyond;

5. *Appeals* to Member States, intergovernmental and international non-governmental organizations, donor agencies, foundations and the private sector to grant or renew financial and other appropriate contributions to enable IICBA to contribute to the priorities of Major Programme I and the strategic objectives of UNESCO for 2022-2029;
6. *Requests* the Director-General to report periodically to the governing bodies in the statutory reports on the contribution of IICBA to the achievement of the following outputs of Major Programme I:
 - Output 1.ED5** Teachers trained and supported to improve learning outcomes and address the changes brought forth by the digital and artificial intelligence (AI) transformation and the COVID-19 crisis;
 - Output 2.ED9** Education and learning reimagined through interdisciplinary research, foresight and public policy debate.

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

01600 General Conference resolution 41 C/Res.10 for IESALC

The General Conference,

Acknowledging the report of the UNESCO International Institute for Higher Education in Latin America and the Caribbean (IESALC) for the 2020-2021 biennium (41 C/REP/5),

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

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

1. *Invites* the Governing Board of IESALC to give priority in the Institute's programme to the following objectives:
 - (a) providing a regional platform for the promotion of inter-university cooperation, as well as collaboration among higher education institutions, in particular by facilitating active involvement of and intellectual partnerships among UNESCO Chairs on higher education;
 - (b) addressing the challenges related to the internationalization of higher education in the region by monitoring the Regional Convention on the Recognition of Studies, Diplomas and Degrees in Higher Education in Latin America and the Caribbean (2019) and contributing to the monitoring of the Global Convention on the Recognition of Qualifications concerning Higher Education (2019);
 - (c) expand the global relevance of the contributions of the IESALC as the only UNESCO specialized institute in higher education by providing capacity-development opportunities, promoting South-South cooperation, and contributing to expand the knowledge base about higher education policies worldwide, thus ensuring that Member States' priorities in this field are technically supported by the Institute;
2. *Requests* the Governing Board of IESALC, in accordance with the Institute's Statutes and the present resolution, when approving the Institute's budget for 2022-2023:
 - (a) to ensure that the objectives and activities of IESALC correspond to UNESCO's strategic objectives and outcomes, and the outputs of Major Programme I;
 - (b) continue to work with the Director-General to mobilize the necessary human and financial resources to enable IESALC to accomplish its mission;
3. *Takes note* that the integrated budget for IESALC for the period 2022-2023 is \$2,732,800 and authorizes the Director-General to provide support to the Institute by granting a financial allocation of \$1,732,800 from the regular programme budget of Major Programme I;
4. *Expresses its gratitude* to the Government of the Bolivarian Republic of Venezuela for providing the premises of IESALC free of charge, and other Member States and organizations that have contributed intellectually or financially to IESALC's activities, and invites them to continue their support for 2022-2023 and beyond;

5. *Appeals* to Member States, intergovernmental and international non-governmental organizations, donor agencies, foundations and the private sector to grant or renew financial and other appropriate contributions to enable IESALC to contribute towards the priorities of Major Programme I and the strategic objectives of UNESCO for 2022-2029;
6. *Requests* the Director-General to report periodically to the governing bodies in the statutory reports on the contribution of IESALC to the achievement of the following outputs of Major Programme I:
 - Output 1.ED4** Learners equipped with relevant skills to meet individual, labour market and societal demands through literacy, technical and vocational education and training (TVET), science, technology, engineering and mathematics (STEM) and higher education;
 - Output 2.ED9** Education and learning reimagined through interdisciplinary research, foresight and public policy debate.

UNESCO Mahatma Gandhi Institute of Education for Peace and Sustainable Development (MGIEP)

01700 General Conference resolution 41 C/Res.11 for MGIEP

The General Conference,

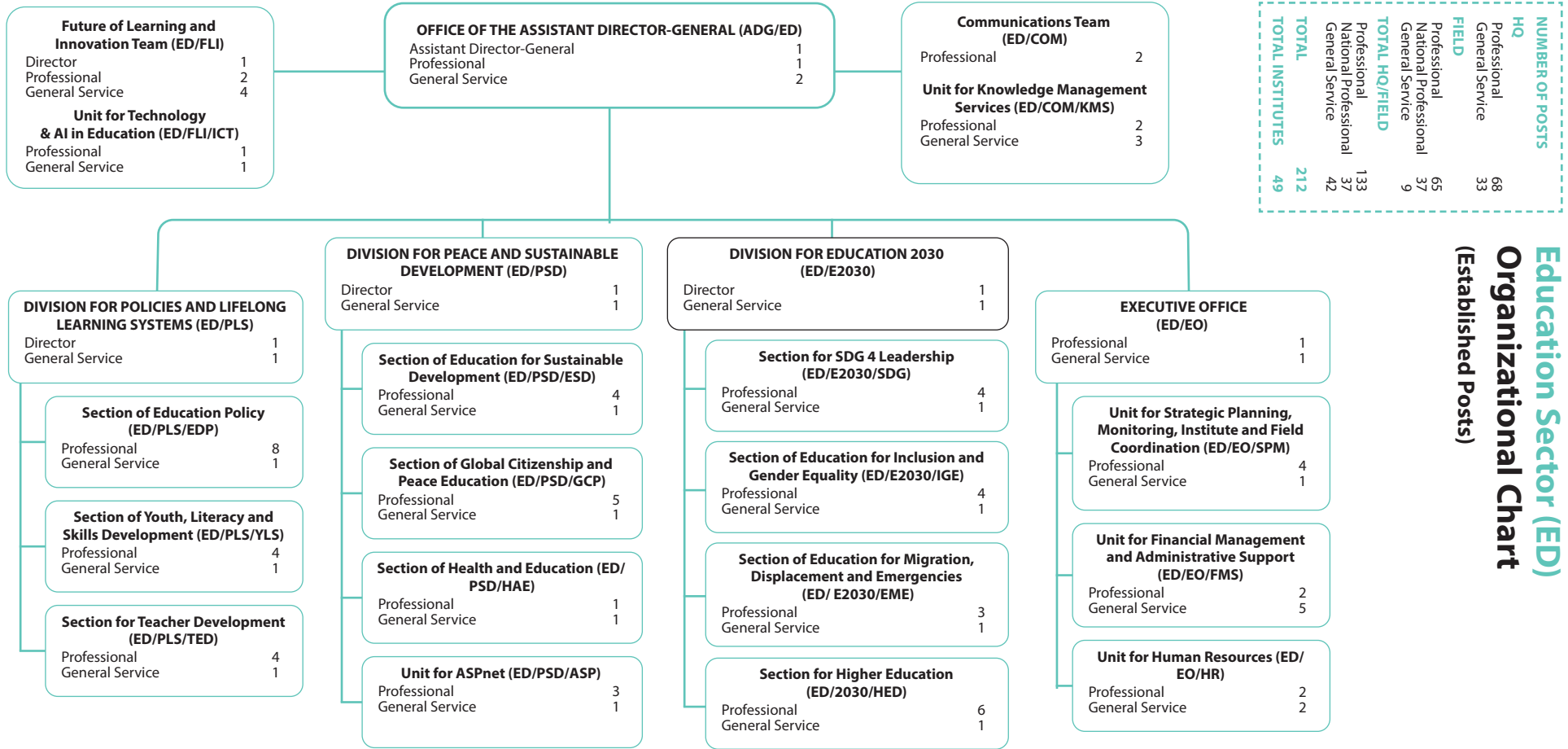
Acknowledging the report of the Mahatma Gandhi Institute of Education for Peace and Sustainable Development (MGIEP) for the 2020-2021 biennium (41 C/REP/7),

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

Also recognizing the important contributions of MGIEP in the implementation of Major Programme I, particularly in the areas of global citizenship education, peace and human rights education, and education for sustainable development,

1. *Emphasizes and values* the specialized contribution of MGIEP to the fulfilment of UNESCO's strategic objectives and outcomes, and the outputs of Major Programme I, particularly with regard to strengthening the capacities of Member States on global citizenship education, peace and human rights education, education for sustainable development, and research and foresight studies through:
 - (a) embedding social and emotional competencies and skills, knowledge, and attitudes for peace, sustainable development, and global citizenship in existing curriculums;
 - (b) supporting innovation in pedagogies and learning processes through research in cognitive science, transformative education, digital pedagogical tools, and experiential learning;
 - (c) enhancing education policy and practices based on science and evidence-based research, as well as knowledge management, capacity building and dissemination capacity, on transformative education for peace and sustainable development;
 - (d) facilitating science- and evidence-based and inclusive international education policy dialogues and online youth education programmes on peace, sustainable development and global citizenship, which focus on building youth capacities and competencies in active and sustainable civic and social engagement;
2. *Requests* the MGIEP Governing Board, in accordance with the Institute's Statutes and the present resolution, when approving the Institute's budget for 2022-2023:
 - (a) to ensure that the objectives and activities of MGIEP correspond to UNESCO's strategic objectives and outcomes, and the outputs of Major Programme I;
 - (b) continue to work with the Director-General to mobilize the necessary human and financial resources so that MGIEP may further accomplish its mission as a centre of excellence in education for peace and sustainable development to foster global citizens;
3. *Takes note* that the integrated budget for MGIEP for the period 2022-2023 is \$7,893,000 and authorizes the Director-General to provide support to the Institute by granting a financial allocation of \$493,000 from the regular programme budget of Major Programme I;

4. *Expresses its gratitude* to the Government of India, Member States and other bodies and institutions that have contributed intellectually or financially to MGIEP's activities, and invites them to continue their support for 2022-2023 and beyond;
5. *Appeals* to Member States, intergovernmental and international non-governmental organizations, donor agencies, foundations and the private sector to grant or renew financial and other appropriate contributions to enable MGIEP to contribute towards the priorities of Major Programme I and the strategic objectives of UNESCO for 2022-2029;
6. *Requests* the Director-General to report periodically to the governing bodies in the statutory reports on the contribution of MGIEP to the achievement of the following output of Major Programme I:
 - Output 2.ED9** Education and learning reimagined through interdisciplinary research, foresight and public policy debate;
 - Output 7.ED3** Learners empowered to lead healthy lives, promote sustainable development and engage with the world as creative and responsible global citizens.



Education Sector (ED)
Organizational Chart
 (Established Posts)

FIELD OFFICES AND REGIONAL INSTITUTES

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

<p>International Bureau of Education (IBE), Geneva, Switzerland</p> <p>Director: 1 Professional: 2 General Service: 2</p>	<p>International Institute for Educational Planning (IIEP), Paris, France</p> <p>Director: 2 Professional: 12 General Service: 10</p>	<p>Institute for Information Technologies in Education (IITE), Moscow, Russian Federation</p> <p>Director: 1 General Service: 1</p>	<p>UNESCO Institute for Lifelong Learning (UIL), Hamburg, Germany</p> <p>Director: 1 Professional: 3 General Service: 2</p>
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Major Programme II

Natural Sciences

Major Programme II

02000 General Conference resolution 41 C/Res.19 for Major Programme II

The General Conference,

1. *Authorizes* the Director-General:

- (a) to implement during the period 2022-2025 the plan of action for Major Programme II, contributing to the Organization's four strategic objectives and its nine outcomes within the framework of the Medium-Term Strategy (41 C/4), by aiming to support the realization of the Sustainable Development Goals (SDGs), with a view to promoting sustainable and resilient societies and supporting Member States to advance science, technology, innovation, research and engineering to address contemporary environmental and societal challenges;
- (b) to contribute to the Organization's global priorities to promote gender equality, and address the needs of Africa, and pay particular attention to the least developed countries (LDCs), the small island developing States (SIDS), indigenous peoples and the most vulnerable segments of society, as well as to engaging with youth;
- (c) to resort also in the implementation of the plan of action for Major Programme II to South-South and triangular cooperation, as complementary modalities for delivery of the programme and to continue to develop partnerships with scientific and research institutions, academia, organizations of the United Nations system and other international and regional organizations and networks, civil society and the private sector, at all stages of programme development and implementation, in order to:
 - (i) strengthen science, technology, engineering and mathematics (STEM) education, thus contributing also to the achievement of SDG target 4.7 on ensuring that all learners acquire the knowledge and skills needed to promote sustainable development;
 - (ii) mobilize the international community to help reverse the decline of the natural environment and protect natural ecosystems by enhancing knowledge and capacities for integrated and systemic solutions that mitigate the impact of related risks on increased poverty, social inequalities, mass migration and global health pandemics;
 - (iii) develop comprehensive and integrated actions with UNESCO's global networks of designated sites to test, strengthen and disseminate interdisciplinary approaches and indigenous knowledge; to adapt to climate change and mitigate its effects; to restore terrestrial and underwater ecosystems; and to provide training and employment opportunities to empower people, including young people, in favour of green economies;
 - (iv) promote science, technology and innovation (STI) systems and foster scientific, technological and research capacities through the development and dissemination of knowledge and skills, the promotion of open science and access to data, technology transfer, and targeted science, technology and innovation policies for sustainable development;
- (d) to allocate for this purpose for the period 2022-2023 the integrated budget amount under all sources of funds of \$167,824,730, of which \$54,129,000 to be allocated to the Abdus

Salam International Centre for Theoretical Physics (ICTP), and which includes the regular programme budget of \$40,101,900 and voluntary contributions of \$127,722,830;

2. *Requests* the Director-General:

- (a) to implement the various activities authorized by this resolution, including through intersectoral cooperation, to achieve the outcomes and the outputs pertaining to Major Programme II;
- (b) to report periodically to the governing bodies, in the statutory reports, on the execution of the programme adopted by the General Conference and the achievement of the relevant intersectoral programmes' outputs and the following outcomes and outputs:

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;

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;

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

Output 3.SC3: Small island developing States (SIDS) empowered with strengthened capacities in UNESCO fields of expertise to better address their specific challenges;

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

Output 4.SC4 Member States' capacities strengthened to improve science, technology and innovation (STI) policies and access to scientific and technological advancements and enhance knowledge sharing, including through open science;

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

- 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 global commitments and internationally 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), United Nations Decade of Ocean Science for Sustainable Development (2021-2030) and the 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 4.7 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 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 13 and 15).

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, 11, 13, 14 and 15).

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 UN Water, 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 specialized 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 by the decline in the number 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 on 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.

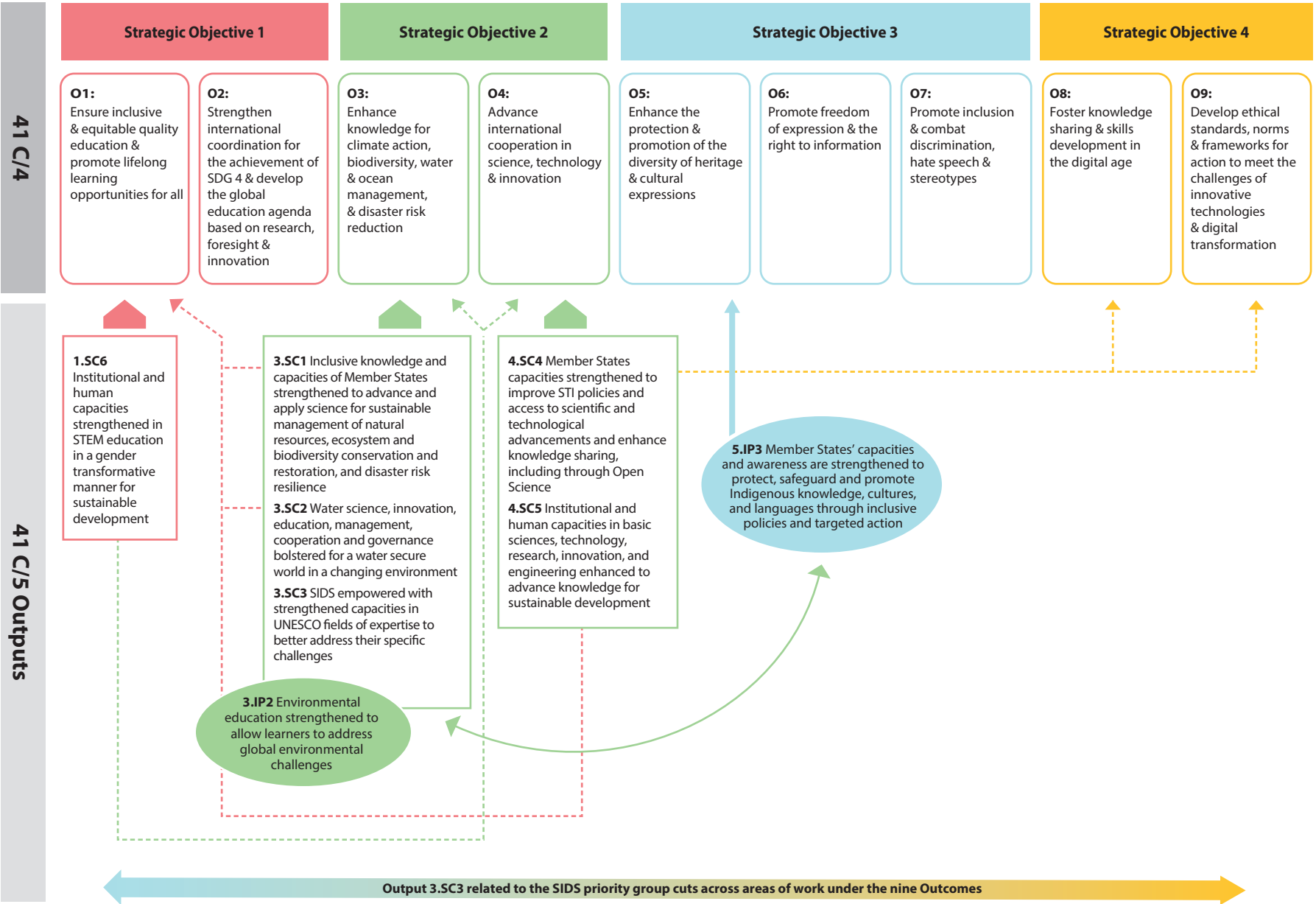
02021 Major Programme II will focus its efforts on building institutional and human capacities of African Member States for conservation, restoration and sustainable use and management of ecosystems and biodiversity. UNESCO will aim at further strengthening the contribution of biosphere reserves and 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.

02022 These will be achieved also through the implementation of Flagship Programme 5 entitled "Enhance open science, reinforce capacity building in basic and applied sciences, and scientific research to

strengthen innovation and technology development and use in Ocean science, climate change resilience and water resource management in Africa” of the Operational Strategy for Priority Africa (2022-2029), the details of which are presented in Annex VII.

Global Priority Gender equality

- 02023** 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 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.
- 02024** 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.
- 02025** 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.
- 02026** 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.
- 02027** 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 in 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

02028 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.

02029 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.

02030 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

02031 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.

02032 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.

02033 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

02034 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.

02035 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.

02036 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 WNBR 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 WNBR and other UNESCO designated sites for living in harmony with nature and responsibly build thriving and resilient societies.

02037 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, 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).

02038 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.

02039 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.

02040 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

02041 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.

02042 While climate change poses an existential threat to the continued survival of the SIDS, UNESCO will continue to focus its action on these countries 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. Within Priority Africa Flagship Programme 5, UNESCO will focus on developing and promoting solutions that contribute to rebuilding a sound relationship between human society and the environment for sustainable development. In addition, UNESCO will work towards building resilience of vulnerable communities to climate change, and the regeneration of biodiversity stocks.

02043 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.

02044 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 (YoUCAN) and the MAB Youth network.

Partnerships

02045 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.

02046 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.

02047 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.

02048 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.

02049 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, management, cooperation and governance bolstered for a water secure world in a changing environment

Challenges

02050 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

02051 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

02052 In addressing these complex interrelated water challenges, the Intergovernmental Hydrological Programme (IHP) will initiate its ninth phase (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.

02053 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, Member 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.

02054 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 Member 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 Member 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.

02055 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.

02056 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.

02057 Stakeholders and Member States will be supported to use and apply the WWDR findings and highly relevant policy recommendations through stakeholders' policy-dialogues and trainings.

02058 Member 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

02059 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. Under Priority Africa Flagship Programme 5, UNESCO will also enhance adaptive capacity to the multiple intersecting challenges of water-energy-food-ecosystem (WEFE) system under IHP-IX strategy.

02060 Access to safe drinking water and adequate sanitation is essential for women and girls to have a safe, healthy and dignified life. 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.

02061 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.

02062 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

02063 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 SDG 6 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 Small Island Developing States (SIDS) empowered with strengthened capacities in UNESCO fields of expertise to better address their specific challenges

Challenges

02064 Representing 20% of UNESCO's Member States, small island developing States (SIDS) are recognized as some of the most vulnerable countries in the world.

02065 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 (LDCs). 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.

02066 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

02067 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

02068 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.

02069 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.

02070 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.

Global priorities and Priority groups

02071 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 youth and women's participation in high-level processes, as well as participatory approaches ensuring that priorities, needs, concerns and abilities of both women and men, as well as of youth, 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

02072 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.

02073 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 science, technology and innovation (STI) policies and access to scientific and technological advancements and enhance knowledge sharing, including through Open Science

Main challenges

02074 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.

02075 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

02076 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.

02077 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.

02078 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

02079 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.

- 02080** 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.
- 02081** 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 2021 Recommendations on Open Science and on the Ethics of Artificial Intelligence (adopted by the General Conference at its 41st session in November 2021). 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.
- 02082** Promoting science as a common good, based on principles of Open Science and human rights 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.
- 02083** Implementation of the 2021 UNESCO Recommendation on Open Science 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 Recommendation on Open Science, 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. UNESCO will support international collaboration on open science, including through strengthening collaboration with various open science platforms, and encourage contributions through North-South, North-South-South and South-South collaborations. Cooperation 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.
- 02084** The seventh edition of the UNESCO Science Report 2021, the monitoring role of which has become even more vital, 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 eighth 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

02085 UNESCO will give a special focus to Africa when implementing its strategy in STI policy. Nearly half of the targeted Member States are in Africa, with activities implemented at (sub-)regional and national levels. 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. In the context of the Priority Africa Flagship Programme 5, UNESCO will work on STI with primary focus on building institutional and human resource capacities to address identified challenges, effect the change process, drive sustainable socio-economic transformation and foster open science through enhanced access to scientific information and knowledge, knowledge sharing and skills development in the digital age.

02086 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.

02087 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.

02088 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.

02089 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

02090 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.

02091 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

02092 The UNESCO Science Report 2021 tracks trends in STI governance and informs us that, at the global level, investment in scientific research and development (R&D) rose from 1.73% to 1.79% of GDP between 2014 and 2018. The Caribbean and Central Asia are the regions requiring the most investment in science with respectively 0.09% and 0.12% of their GDP devoted to scientific research. Greater investment levels in some regions is having a beneficial impact on human capital and scientific output. For example, sub-Saharan Africa devoted 0.51% of GDP to R&D in 2018, more than the average for lower middle-income countries (0.49%): between 2014 and 2018, sub-Saharan Africa increased its human capital in science by 29% and its scientific output (in terms of publications) by 54% (over 2015–2019).

02093 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?

02094 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.

02095 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

02096 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 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.

02097 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

02098 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. Work undertaken for the delivery of this Output will also contribute to Priority Africa Flagship Programme 5 to build capacities of institutions, as well as human capacity, in the field of Basic and Applied Sciences, and to address critical gaps in knowledge and strengthen institutional capacities to implement a set of frontier technologies.

02099 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.

02100 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

02101 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

02102 According to the 2021 editions of the UNESCO Science Report and Engineering for Sustainable Development Report, and the 2019 UN Global Sustainable Development Report, 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?

02103 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.

02104 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

02105 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.

02106 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.

02107 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.

02108 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

02109 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.

02110 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.

02111 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

02112 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 Africa, 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

<i>Performance Indicators</i>	<i>Baselines</i>	<i>Targets 2023</i>
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 mobilize, 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.IP2: Environmental education strengthened to equip learners to address global environmental challenges

*** This performance indicator is also relevant to the 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.

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

Performance Indicators	Baselines	Targets 2023
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

<p>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)</p>	<p>(i) 0 (ii) 9500 and 200 youth (iii) 30 IHP National Committees have access to WINS</p>	<p>(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</p>
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* This performance indicator is also relevant to the Intersectoral Output 3.IP2: Environmental education strengthened to equip learners to address global environmental challenges.

OUTPUT 3.SC3 Small island developing States (SIDS) empowered with strengthened capacities in UNESCO fields of expertise to better address their specific challenges

Performance Indicators	Baselines	Targets 2023
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 science, technology and innovation (STI) policies and access to scientific and technological advancements and enhance knowledge sharing, including through Open Science

Performance Indicators	Baselines	Targets 2023
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 Africa, 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 Africa, 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 Africa 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

<i>Performance Indicators</i>	<i>Baselines</i>	<i>Targets 2023</i>
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	22 Member States of which 14 in Africa and 5 SIDS of which 40% women	40 Member States of which 14 in Africa 3 SIDS of which 50% women
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	45 Member States and 15 in Africa and 3 in SIDS	10 additional Member States of which 4 in Africa 2 in SIDS

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						Total Voluntary Contributions	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.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	7.953	
4.SC4 Member States capacities strengthened to improve STI policies, access to scientific and technological advancements and enhance knowledge sharing, including through Open Science	5.083	-	-	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	3.149	-	-	14 869	9 825	24 694	27.843	
Sub-total	39.193	-	-	42 107	32 396	74 503	113.696	
UNESCO Science Institutes								
Abdus Salam International Centre for Theoretical Physics (ICTP)	909	-	-	53 220	-	53 220	54.129	
Sub-total, UNESCO Science Institute	909	-	-	53 220	-	53 220	54.129	
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.

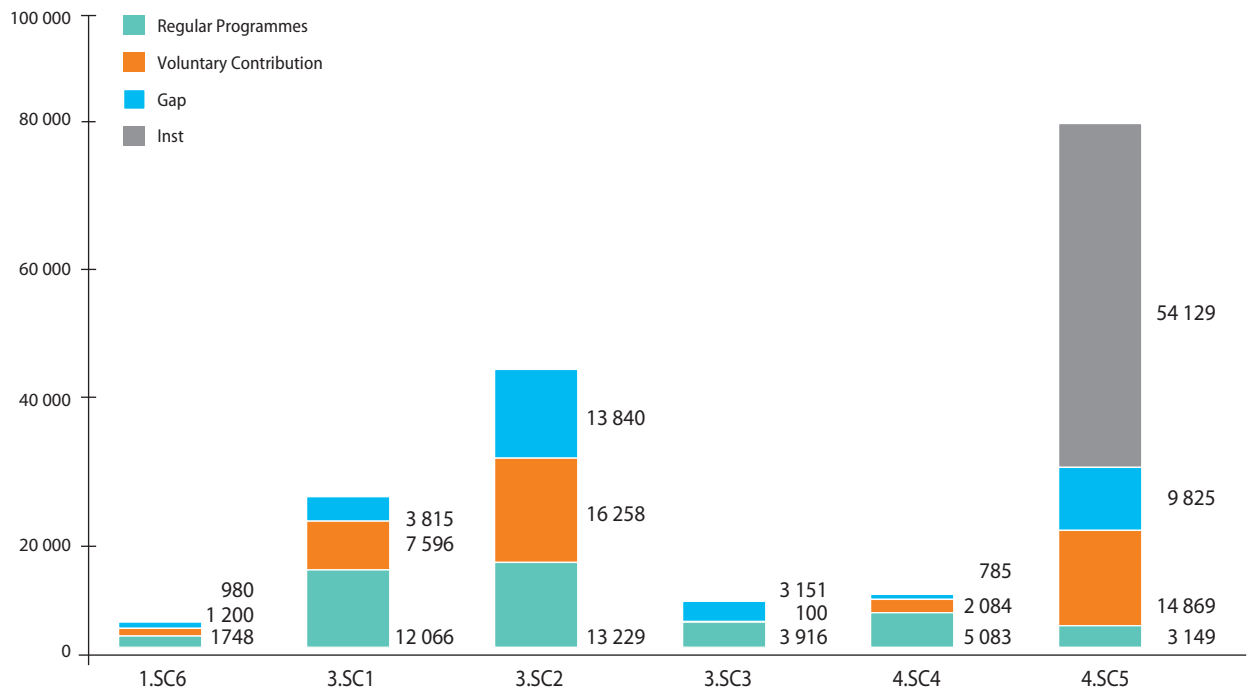
For the Regular Programme figures the budget exchange rate is US\$1=0.869 euro.

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)

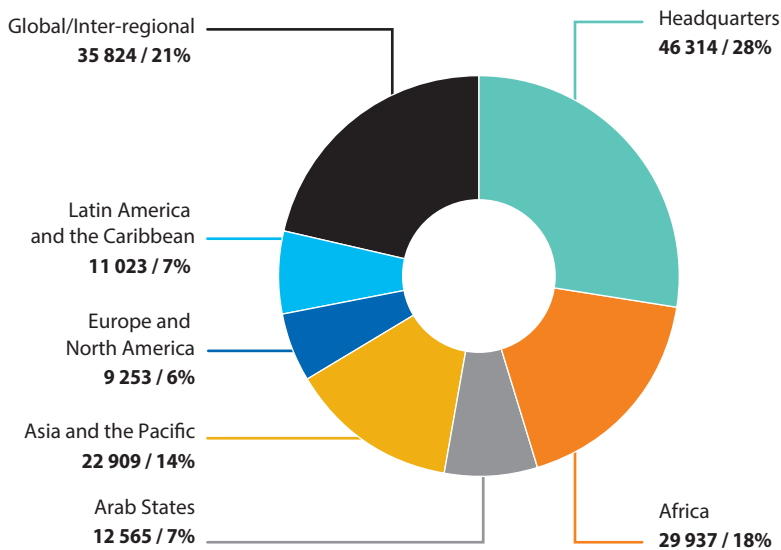
(in USD '000)



Decentralization of resources by Region

(in USD '000)

Contribution to the global priorities



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

Abdus Salam International Centre for Theoretical Physics (ICTP)

02113 General Conference resolution 41 C/Res.20 for ICTP

Abdus Salam International Centre for Theoretical Physics (ICTP)

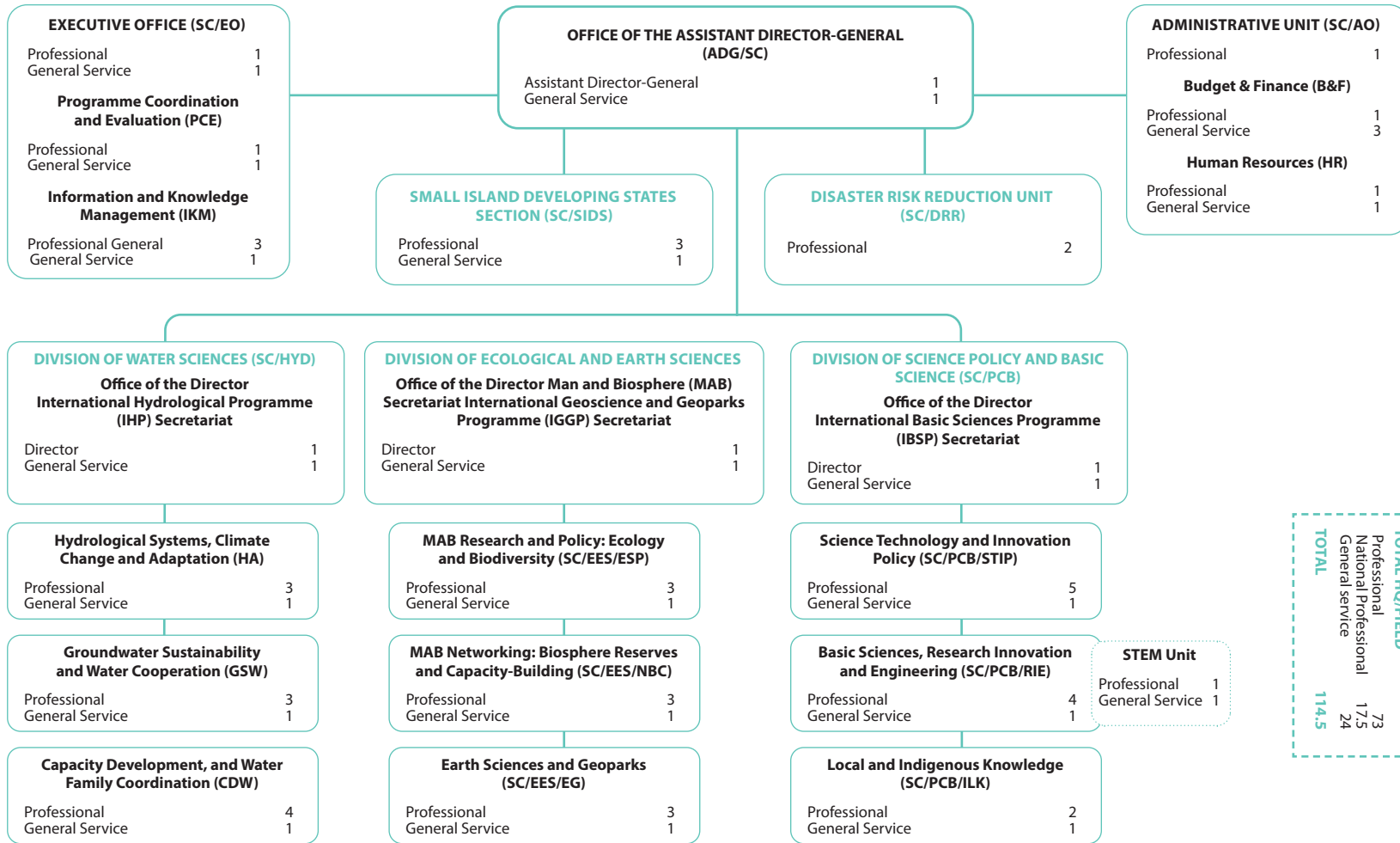
The General Conference,

Recognizing the important role of the Abdus Salam International Centre for Theoretical Physics (ICTP), as a category 1 UNESCO centre, in fostering capacities and knowledge in theoretical and applied physics, pure and applied mathematics, in interdisciplinary areas including climate change, disaster risk reduction, renewable energy, quantitative biology and high-performance computing, with a special focus on developing countries, under Major Programme II,

1. *Requests* the ICTP Steering Committee and Scientific Council, in accordance with the ICTP Tripartite Agreement, country agreements, and this resolution, when approving the Centre's budget for 2022-2023:
 - (a) to continue implementing during the period 2022-2025 the plan of action for ICTP structured around three lines of action, with special emphasis on Africa, gender equality, least developed countries (LDCs) and small island developing States (SIDS), as well as youth;
 - (b) to resort also in the implementation of the plan of action for ICTP to South-South and triangular cooperation, as modalities for delivery of the programme and to continue to develop partnerships with civil society, the private sector, organizations of the United Nations system, and other international organizations at all stages of programme development, in order to achieve ICTP's internal lines of action listed in paragraph 3 below;
 - (c) to reinforce ICTP capacity for research, education and networking in the physical and mathematical sciences, as well as in interdisciplinary areas, for the benefit of scientists from developing countries, ensuring that staff scientists remain at the forefront of their fields;
2. *Takes note* that the integrated budget for ICTP for the period 2022-2023 is \$54,129,000 and authorizes the Director-General to support the Centre by providing a financial allocation of \$909,200 from the regular programme budget of Major Programme II for that period;
3. *Requests* the Director-General to report periodically to the governing bodies, in the statutory reports and as part of the reporting on Major Programme II, in relation to Outputs 4.SC4 and 4.SC5, on the implementation of the following lines of action:
 - (a) Developing countries' scientific expertise and interdisciplinary research expanded in the fields of artificial intelligence, quantitative life sciences and quantum information;
 - (b) Developing countries' capacity strengthened in the basic sciences, in particular physics and mathematics;
 - (c) Developing countries' access to scientific education and knowledge expanded, particularly through ICTs and regional collaboration;
4. *Expresses its gratitude* to the International Atomic Energy Agency (IAEA), the Italian Government, and the Member States and other entities that have supported the Centre through voluntary contributions, and invites them to continue their support in 2022-2023 and beyond;
5. *Appeals* to Member States, international organizations, donor agencies, foundations and the private sector to provide or renew support to enable ICTP to implement and expand the activities envisaged herein.

Natural Sciences Sector (SC) Organizational Chart

(Established Posts)



NUMBER OF POSTS	
FIELD	HO
Professional	48
General Service	22
TOTAL	70
Professional	73
General Service	24
TOTAL	144.5

FIELD OFFICES									
Africa	Professional 10 National Professional 6	Arab States	Professional 3 National Professional 3 General Service 1	Asia and the Pacific	Professional 6 National Professional 4.5* General Service 1 ** Cost shared with IOC	Latin America and the Caribbean	Professional 5 National Professional 4	Europe and North America	Professional 1
GLOBAL SCIENCE PROGRAMME & INSTITUTES									
Director	TWAS	1	Director	WWAP	1 Professional 2	ADG	ICTP	1	

Intergovernmental Oceanographic Commission

IOC

Intergovernmental Oceanographic Commission

03000 General Conference resolution 41 C/Res.27 for the Intergovernmental Oceanographic Commission

The General Conference,

Recognizing the important role of the Intergovernmental Oceanographic Commission (IOC), established as a body with functional autonomy within UNESCO, to promote international cooperation and to coordinate programmes in research, services and capacity building, in order to learn more about the nature and resources of the ocean and coastal areas and to apply this knowledge for the improvement of management, sustainable development, the protection of the marine environment, and the decision-making process of its Member States,

Recalling that the IOC plan of action for the period 2022-2025 contributes to Strategic Objective 2 of the UNESCO Medium-Term Strategy 2022-2029 and the related Outcomes 3 and 4, as translated into the IOC Medium-Term Strategy 2022-2029,

Also recalling that, in accordance with the IOC Medium-Term Strategy 2022-2029, the IOC plan of action is focused on the following five thematic programme areas (high-level objectives), with particular attention to ensuring that all its Member States have the capacity to meet these objectives:

- (i) healthy ocean and sustained ocean ecosystem services;
- (ii) effective warning systems and preparedness for tsunamis and other ocean-related hazards;
- (iii) resilience to climate change and contribution to its mitigation;
- (iv) scientifically-founded services for the sustainable ocean economy;
- (v) foresight on emerging ocean science is

and supported by the following conceptual framework of functions:

- A. foster ocean research to strengthen knowledge of ocean and coastal processes and human impacts upon them (ocean research);
- B. maintain, strengthen and integrate global ocean observing, data and information systems (observing systems and data management);
- C. develop early warning systems and preparedness to mitigate the risks of tsunamis and other ocean-related hazards (early warning and services);
- D. support assessment and information to improve the science-policy interface (assessment and information for policy);
- E. enhance ocean governance through a shared knowledge base and improved regional cooperation (sustainable management and governance);
- F. develop institutional capacity in all of the above functions, as a cross-cutting function (capacity development);

1. *Requests* the IOC governing bodies, in accordance with the Statutes of the IOC that came into force through the adoption of 30 C/Resolution 22 of 16 November 1999 and with this resolution, when approving the Commission's programme and budget for 2022-2023:

- (a) to implement during the period 2022-2025 the various activities authorized by this resolution, including through intersectoral cooperation, to achieve the outcome and the output specified below adopted by IOC Executive Council resolution EC-53/2, with special emphasis on Africa, gender equality, least developed countries (LDCs) and small island developing States (SIDS), as well as youth and the most vulnerable segments of society, including indigenous peoples;
- (b) to resort also in the implementation of the plan of action for IOC to South-South and triangular cooperation, as modalities for delivery of the programme and to continue to develop partnerships with civil society, the private sector, organizations of the United Nations system, and other international organizations at all stages of programme development, in order to achieve the IOC high-level objectives and consistent with the purpose and functions of the Commission, as defined by its Statutes;
- (c) to report periodically to the governing bodies, in the statutory reports, on the execution of the programme adopted by the General Conference and the achievement of the outcome and output;

2. *Authorizes* the Director-General to allocate for this purpose for the period 2022-2023 the integrated budget amount under all sources of funds of \$31,815,240, which includes the regular programme budget of \$11,236,000 and voluntary contributions of \$20,579,240;

3. *Requests* the Director-General to report periodically to the governing bodies, in the statutory reports, on the achievement of the relevant intersectoral programme output and the following outcome and output:

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;

4. *Appeals* to Member States, international organizations, donor agencies, foundations and the private sector to provide or renew support to enable IOC to implement and expand the activities envisaged herein, including its role as coordinator of the United Nations Decade of Ocean Science for Sustainable Development (2021-2030).

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 Medium-Term Strategy for 2014-2021, the Intergovernmental Oceanographic Commission (IOC) was instrumental in seeding this emerging fundamental change and the vision behind it. IOC coordinated the 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 the 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 UNESCO’s Medium-Term Strategy 2022-2029, working 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.

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 support 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 emission reduction 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 GOOS 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.

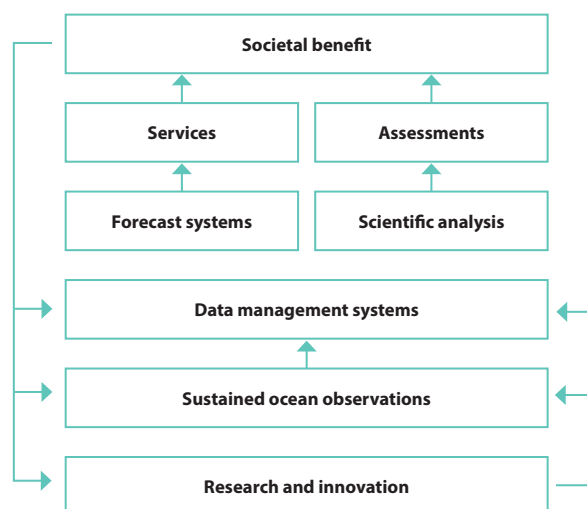
03009 Capacity development will remain a key activity of the IOC. In order to create conditions for more harmonious human relations with the ocean, IOC will continue to spearhead ocean literacy, expand its innovative communication activities targeting broad categories of stakeholders, enhance its dialogue with indigenous knowledge holders and strengthen youth engagement and participation.

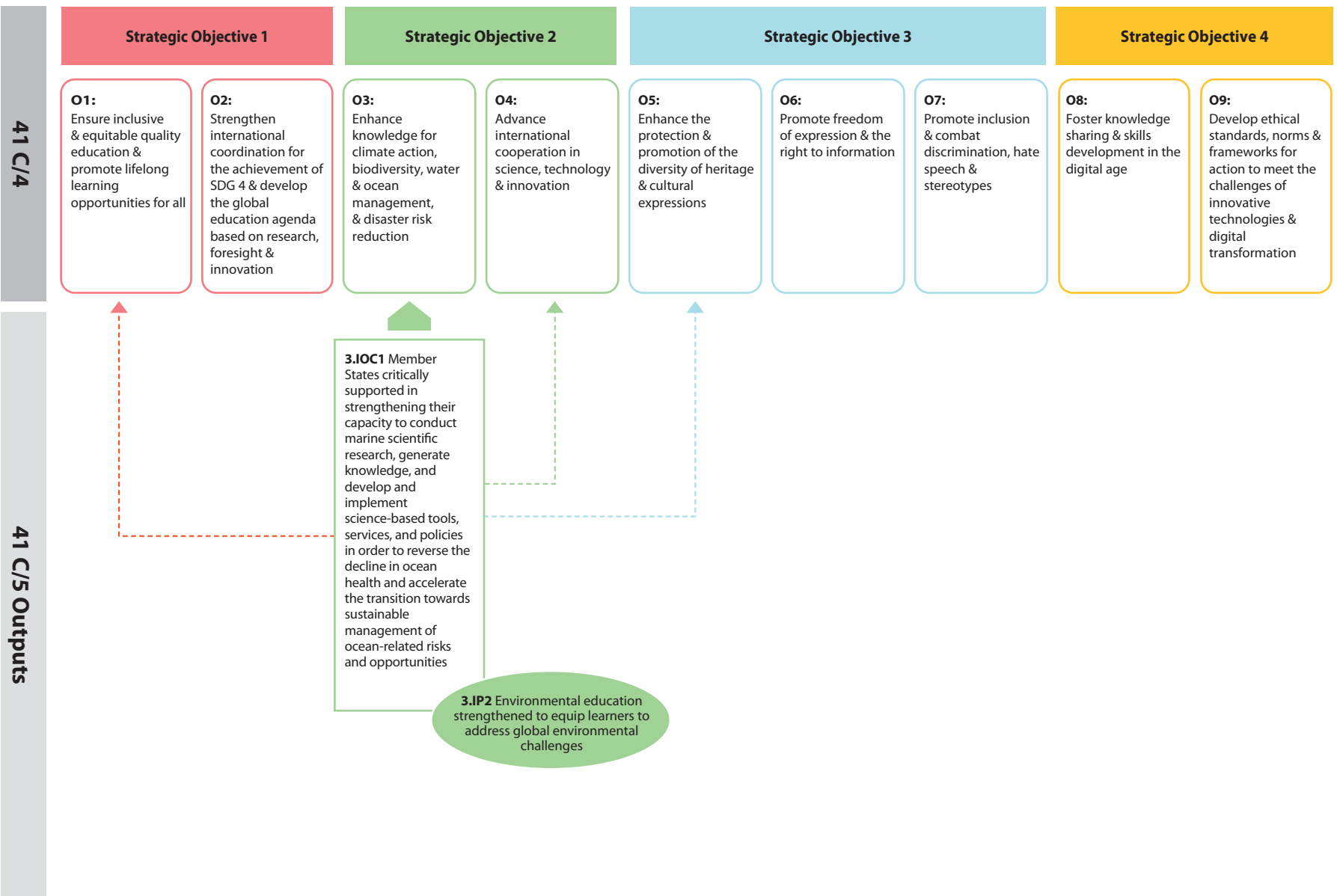
03010 Active mobilization of extrabudgetary resources (both financial and staffing) will be pursued and expanded. The achieved visibility and leadership of IOC in the ocean science-related aspects of the sustainable development agenda, multiplied by the professionalism and energy of its staff, offer 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).

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 will contribute to Flagship Programme 5 of UNESCO’s Operational Strategy for Priority Africa 2022-2029. It 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.

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





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, through increased dialogue with SIDS and 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 Medium-Term Strategy 2022-2029, adopted by the IOC Assembly at its 31st session (14-25 June 2021).

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 harmful algal blooms, coastal flooding, tsunamis and tropical cyclones. Nations should be aware of the hazards and have access to the necessary information for coastal planning, hazard mitigation, adaptation to climate change, and for safe operations at sea. This calls for continued implementation of ocean and coastal observing systems, improvements in the ocean, meteorological and climate models, 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 encompass temperature changes, altered patterns and intensities of tropical cyclones, storms, rainfall 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. Coordinated global and regional efforts, including through the assistance of the WMO-IOC Joint Collaborative Board, are 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 Sustainability of ocean economy relates to the long-term capacity of ocean ecosystems to support human activities. Maintaining this equilibrium requires ocean observations, fit-for-purpose data products and services, scientific assessments, and 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) can help ocean stakeholders to 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 The 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. contaminants or pressures from emerging activities or 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

Performance Indicators	Baselines	Targets 2023
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. 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

* This indicator is also relevant to the Intersectoral Output 3.IP2: 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.

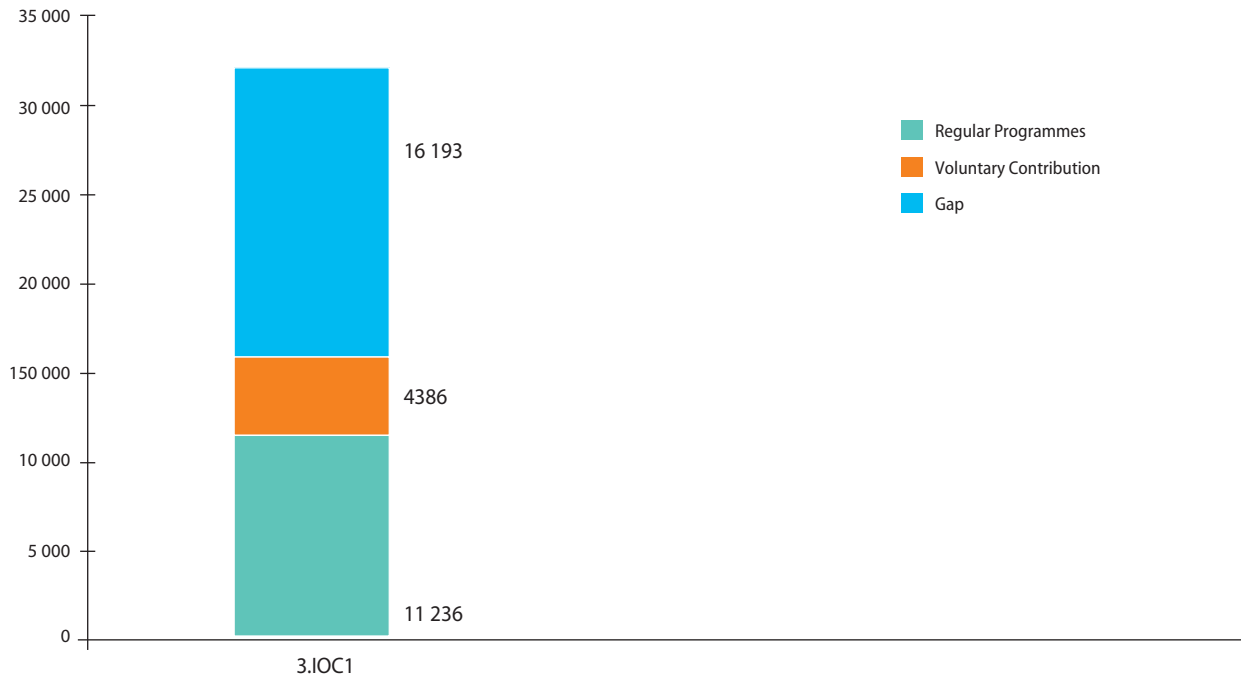
For the Regular Programme figures the budget exchange rate is US\$1=0.869 euro.

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

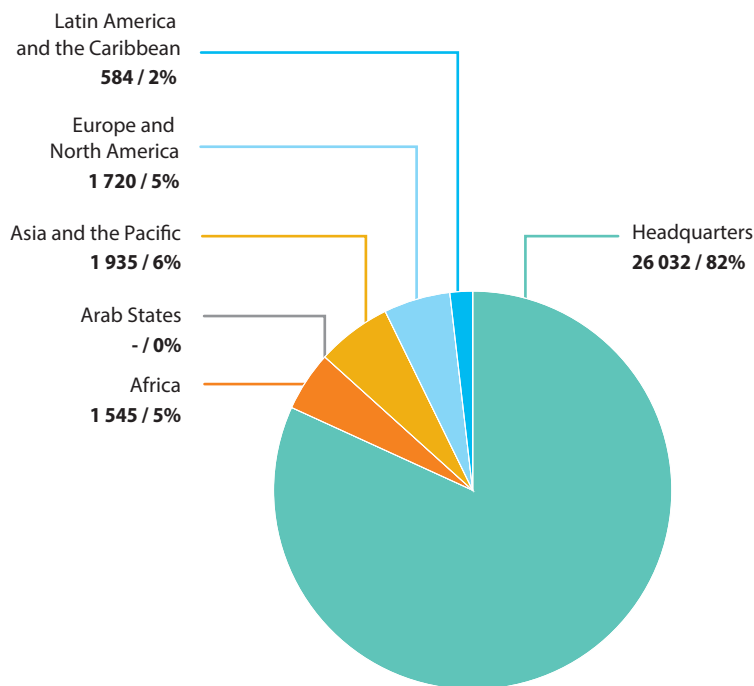
(in USD '000)



Decentralization of resources by Region

(in USD '000)

Contribution to the global priorities

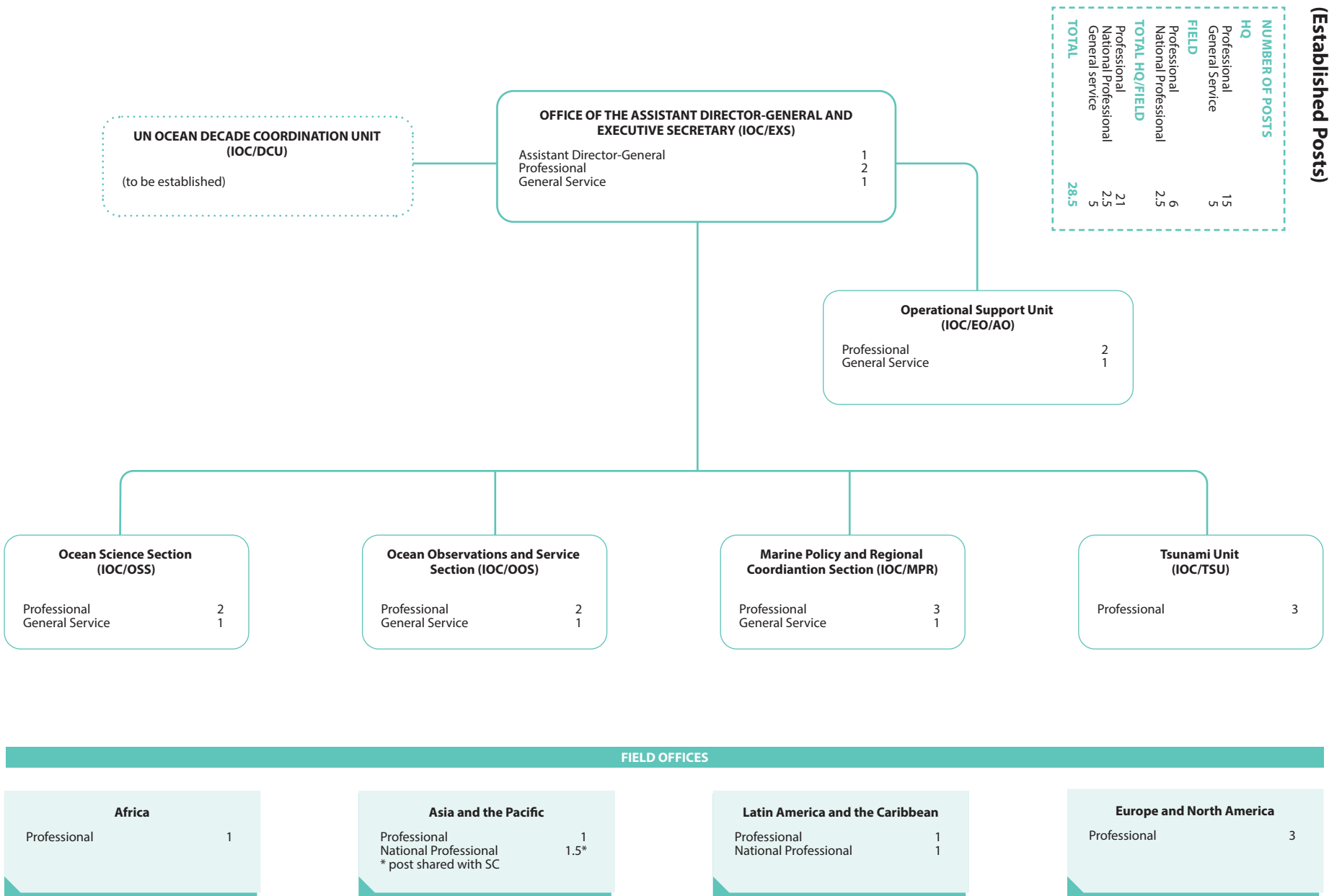


2022 - 2023 IBF Budget		
	Africa	Gender Equality
Total Contribution	7 051	3 803
% of Sector IBF	22%	12%

Intergovernmental Oceanographic Commission (IOC)

Organizational Chart

(Established Posts)



NUMBER OF POSTS	
HQ	
Professional	15
General Service	5
FIELD	
Professional	6
National Professional	2.5
TOTAL HQ/FIELD	
Professional	21
National Professional	2.5
General service	5
TOTAL	28.5

The background is a solid teal color with several large, overlapping, curved shapes in varying shades of teal, creating a dynamic, abstract pattern. The shapes are smooth and fluid, resembling waves or flowing lines.

Major Programme III

Social and Human Sciences

Major Programme III

04000 General Conference resolution 41 C/Res.28 for Major Programme III

The General Conference,

1. *Authorizes the Director-General:*

- (a) to implement during the period 2022-2025 the plan of action for Major Programme III, contributing to the Organization's four strategic objectives and its nine outcomes within the framework of the Medium-Term Strategy (41 C/4), by aiming to support the realization of the Sustainable Development Goals (SDGs), leveraging the contributions from the human and social sciences to support Member States in designing evidence-based policies towards building inclusive and peaceful societies, addressing the major challenges of inequalities of income and opportunities, including of gender, the social impact and ethical dimensions of the climate transition, and the fast-paced digital transformation;
- (b) to prioritize work and programmes for the two global priorities, Africa and gender equality and the priority groups small island developing States (SIDS) and youth, place special emphasis on least developed countries (LDCs) and support the most vulnerable in our societies, including indigenous peoples, people with disabilities, low-income youth and women, the elderly and migrants;
- (c) to resort also in the implementation of the plan of action for Major Programme III to South-South and triangular cooperation, as complementary modalities for delivery of the programme and to continue to develop partnerships with civil society, the private sector, research institutions, academia – notably UNESCO Chairs, organizations of the United Nations system, and other international organizations at all stages of programme development, in order to:
 - (i) advance state of the art analytical capacities to understand complex systems and build resilience, including the interaction between the social, environmental and economic systems and the trade-offs and synergies between efficiency, equity and sustainability policy goals;
 - (ii) make the humanities count in the public discourse and debate so as to deliver coherent social narratives focused on respect for human rights and dignity; and rely on artistic expressions and activities to achieve social justice;
 - (iii) promote inclusive growth and well-being, and apply social and human scientific knowledge to provide upstream policy advice to achieve the SDGs, including through the MOST Programme, futures literacy and strengthening science, technology and innovation (STI) systems; and ensure the realization of the right to science and scientific freedom;
 - (iv) continue UNESCO's leadership on the development and diffusion of futures literacy as a universal competency for the twenty-first century in order to build resilience and help to find innovative solutions to contribute to the achievement of the 2030 Agenda for Sustainable Development;
 - (v) reinforce UNESCO's leadership on global ethical reflection, standard setting, and building analytical capacities, to ensure human-centred progress in science and

Social and Human Sciences

- technologies, including in digital innovations and converging fields such as artificial intelligence (AI), gene-editing and neuro-technologies; and build national capacities to maximize the benefits of these technologies and to address the associated risks;
- (vi) achieve the highest impact of the Recommendation on the Ethics of Artificial Intelligence to ensure the responsible and transparent development of these technologies, and that they are accountable, inclusive, diverse and respectful of privacy; ensure that the entire AI cycle is trustworthy, and that datasets and algorithms do not perpetuate discrimination, exclusion, biases, inequalities, and gender gaps;
 - (vii) strengthen the work on intercultural dialogue by improving the capacities of the relevant sections with regard to intersectoral coordination and programme implementation capabilities in the framework of intercultural dialogue in terms of adequate financial and human resources from the integrated budget framework, including extrabudgetary funds, building, amongst others, on the development of the cultural conventions, the International Year for the Rapprochement of Cultures (2010), and the development of the routes of dialogue (Slave Route, Silk Roads);
 - (viii) promote a human-rights-based approach to tackle all forms of discrimination and racism, advance intercultural understanding and intercultural competences, and develop normative standards, knowledge and capacities to advance effective policies, institutions and practices, including through the roadmap against racism and discrimination and the framework for intercultural dialogue;
 - (ix) apply gender-based approaches in all areas of SHS work, supporting the development of transformative policy, institutional and legislative actions that promote gender equality and combat harmful gender stereotypes and social norms with the proactive engagement of mentors and role models; advance gender equality in artificial intelligence (AI), in sports, in the social and economic agenda, and to counter violence against women;
 - (x) leverage the power of sports for development, social cohesion, peace and gender equality, and develop programmes such as Quality Physical Education (QPE) and Fit for Life among others, that promote an integrated and effective policy approach; advance the Kazan Action Plan and the intergovernmental processes for delivery and ensure the effective implementation of the International Convention against Doping in Sport through adequate resources and appropriate tools for public authorities;
 - (xi) prioritize action to respond to the challenges youth face in the current context and ensure youth engagement in the co-creation of knowledge and decisions, particularly through the development of youth-led solutions and effective youth policies at global, regional, national and local levels addressing all areas of UNESCO's mandate.
- (d) to allocate for this purpose for the period 2022-2023 the integrated budget amount under all sources of funds of \$59,100,000, which includes the regular programme budget of \$27,225,000 and voluntary contributions of \$31,875,000;

2. *Requests the Director-General:*

- (a) to implement the various activities authorized by this resolution including through intersectoral cooperation, to achieve the outcomes and the outputs pertaining to Major Programme III;
- (b) to report periodically to the governing bodies, in statutory reports, on the execution of the programme adopted by the General Conference and the achievement of the relevant intersectoral programmes' outputs and the following outcomes and outputs:

Outcome 1: Advance inclusive quality education and 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, promoting sports values, ethics and integrity;

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;

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 of improving the well-being of people, particularly the most vulnerable, addressing the legacies of the pandemic crisis and facing the social impact of climate change;

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

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 levels;

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

Output 9.SHS5 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.

- 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. UNESCO's Social and Human Sciences Sector, 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, notably through the implementation of the relevant Flagship Programmes of the new Operational Strategy for Priority Africa 2022-2029. Working across sectors, and in collaboration with its strategic partners, SHS will promote science as a common good, and provide policy support, capacity development and advocacy to strengthen national agendas that focus on well-being, and support Member States in rebuilding from the COVID-19 crisis. It will further contribute to strengthening STI systems embedded with social and human sciences values for knowledge-based inclusive and participatory policymaking in Africa, by promoting best practices and regional cooperation among African countries, and between Africa and other regions, and in so doing contribute to south-south cooperation. Additionally, SHS will continue to strengthen the national bioethics and ethics of science and technology infrastructure in African countries, including promoting the Recommendation on the Ethics of Artificial Intelligence, to deliver sound, informed and well-adapted STI systems. In this regard, SHS will work to specifically implement Flagship Programme 4 on "Harnessing new and emerging technologies for sustainable development in Africa, including through implementation of the recommendation on the ethics of artificial intelligence", designed to strengthen the capacities of Member States to leverage digital innovation and transformation to achieve the sustainable development goals. Implementing the Flagship Programme through intersectoral collaboration involving the Natural Sciences and Communication and Information sectors, SHS will specifically develop an AI Readiness methodology and AI Ethical

Impact Assessment to assist Member States in assessing the AI ethics related readiness status, policy gaps and capacity needs, regarding the creation, adoption and deployment of ethical AI (See further details in Annex VII). 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, 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 in the uptake and pedagogical use of the General History of Africa (GHA) through intersectoral collaboration, as articulated in Priority Africa Flagship Programme 2 designed to promote inclusive African societies which are just, democratic and respectful of human rights and the rule of law. Of the Flagship's three specific strategic objectives, SHS will focus on deepening scientific production on the history of Africa, to update the pioneering work completed in 1999, through the publication of three new volumes of the collection. The Sector will also continue to work with partners to develop materials based on the GHA, for purposes of outreach, and importantly support Members States on the uptake and pedagogical use of the GHA through intersectoral collaboration, with substantive contributions from the Education and Culture sectors. 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, 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 well-being.

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

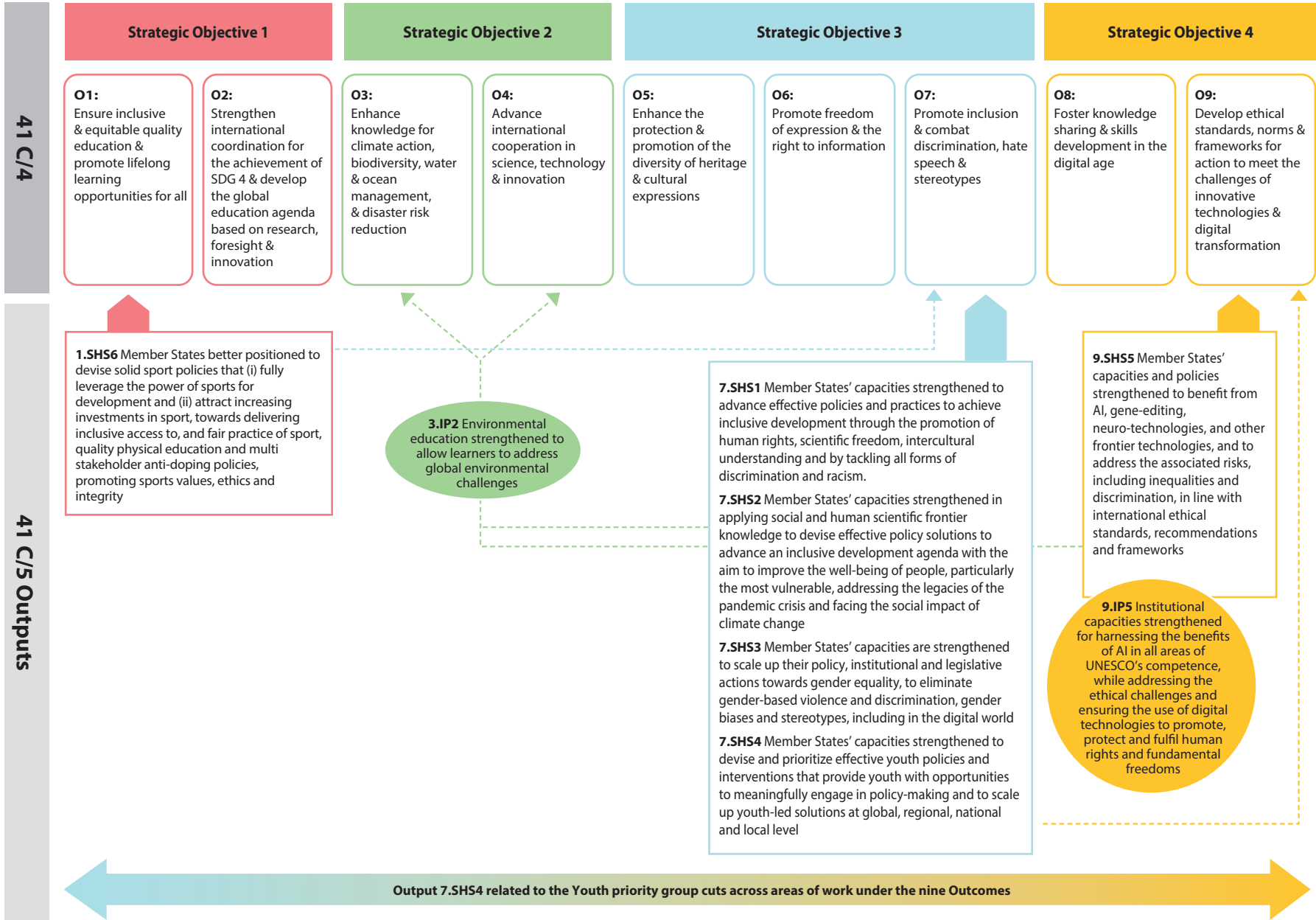
04014 The COVID-19 pandemic has both exposed and exacerbated discrimination, exclusion and associated inequalities, demonstrating the systemic fragility that characterizes many contemporary societies, and underscoring the asymmetric impact of these phenomena on vulnerable populations, including minority 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 decision of the Executive Board 210 EX/Decision 5.I.B with the 'Global Call against Racism' in its annex, 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. 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



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, addressing the legacies of the pandemic crisis and facing the social impact of climate change

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 the International Center for Social and Human Sciences CaixaForum Macaya 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 7.SHS1.

04039 Going forward, the further development of UNESCO's Slave Route Project will aim in particular at strengthening the scientific foundations of the Slave Route Project, at developing more and better quality data and knowledge concerning the social and cultural consequences of slavery and the slave trade and its impact, namely on contemporary forms of racism, discrimination and exclusion, and its legacy in favour of intercultural dialogue and artistic creation and for the preservation of sites of memory and the protection of cultural heritage. It will also aim to reinforce related science-policy dialogue, so that scientific knowledge can effectively contribute to the development of concrete policies, namely against racism and all kinds of discrimination. UNESCO will also support in an appropriate manner, within the framework of the Slave Route Project, the national initiatives of Member States working for the same objectives.

04040 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.

04041 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.

04042 Building, among others, on the development of the cultural conventions, the International Year for the Rapprochement of Cultures (2010), and the development of the routes of dialogue (Slave Route, Silk Roads), the work on intercultural dialogue will be strengthened by improving programme implementation capacities in terms of adequate financial and human resources from the integrated budget framework, including extrabudgetary funds, as well as relevant intersectoral coordination. This will consolidate and increase the impact and leadership of UNESCO's work in this field, contributing to promote a culture of peace in increasingly diverse societies.

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

04043 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.

04044 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.

04045 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

04046 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.

04047 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 levels

Main Challenges

04048 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

04049 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”.

04050 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 (Well-being; 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.

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/YD2020-Concept-Note.pdf>, accessed 13 August 2020.

- 04051** 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, 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.
- 04052** 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.
- 04053** 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.
- 04054** 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.
- 04055** 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.
- 04056** 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.SH5 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

- 04057** 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.
- 04058** 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.
- 04059** 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.
- 04060** 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.

04061 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

04062 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.

04063 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, 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.

04064 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.

04065 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.

04066 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.

- 04067** 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.
- 04068** 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**.
- 04069** 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.
- 04070** 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.
- 04071** **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.
- 04072** 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.
- 04073** 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.
- 04074** **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.

04075 **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)**.

04076 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, 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.

04077 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, promoting sports values, ethics and integrity

Main Challenges

04078 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.

04079 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.

04080 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

04081 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.

04082 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.

04083 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.

04084 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

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.

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 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.

04085 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.

04086 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.

04087 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.

04088 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.

04089 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.

04090 This work will contribute to the achievement of Outcome 1.

Strategic Partnerships

04091 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.

04092 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.

04093 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 the Natural Sciences Sector and the Division of Communication and public engagement. 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, promoting sports values, ethics and integrity

<i>Performance Indicators</i>	<i>Baselines</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)
3. 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)

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</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, addressing the legacies of the pandemic crisis and facing the social impact of climate change

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)
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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 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 levels

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.SH5 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</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 geoen지니어ing)	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)

* 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)
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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.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 promoting sports values, ethics and integrity	3 552	-	-	-	2 750	2 750	6 302
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	5 528	-	-	8 407	4 093	12 500	18 028
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, addressing the legacies of the pandemic crisis and facing the social impact of climate change	5 196	-	-	1 793	3 207	5 000	10 196
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	2 895	-	-	-	1 500	1 500	4 395
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 levels	4 705	-	-	2 000	4 001	6 000	10 705
9.SHS5 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.

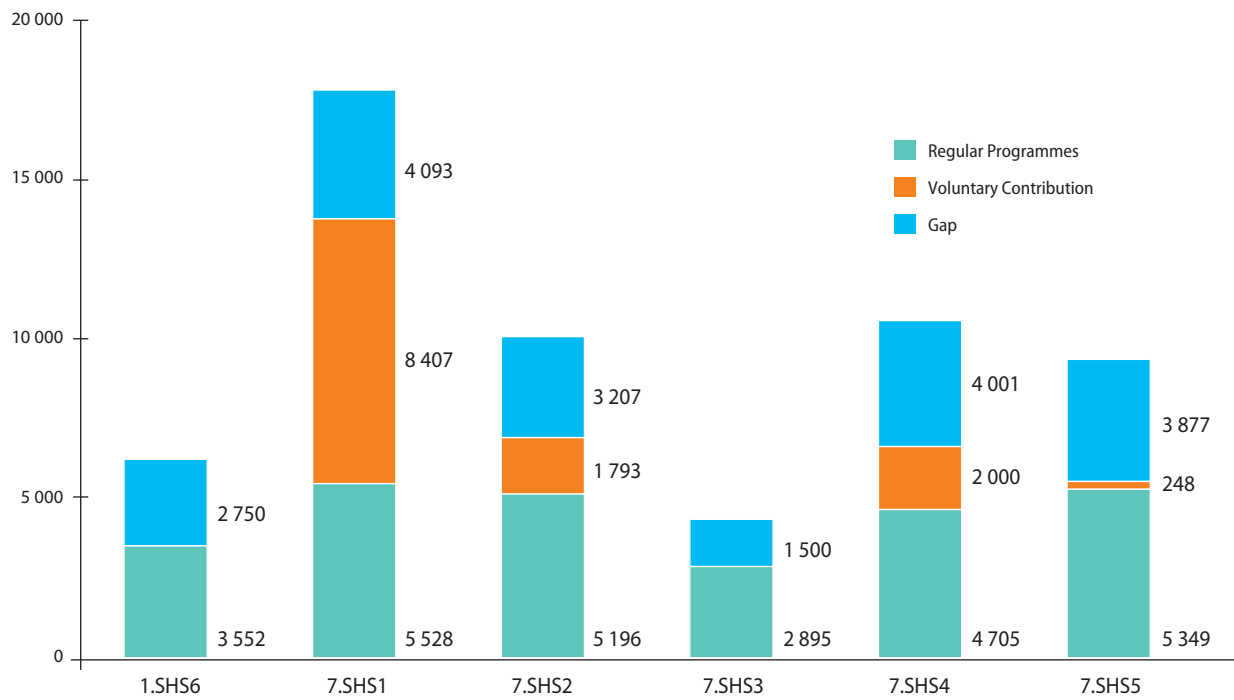
2 The Management Cost Account (MCA) is financed 56% from the Regular Programme budget and 44% from programme support costs charged to projects financed by voluntary contributions.

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 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

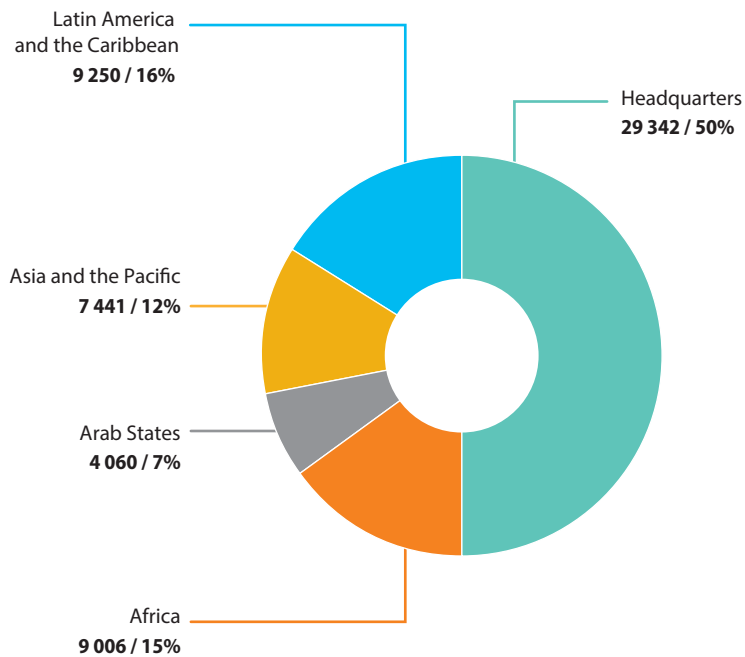
(in USD '000)



Decentralization of resources by Region

(in USD '000)

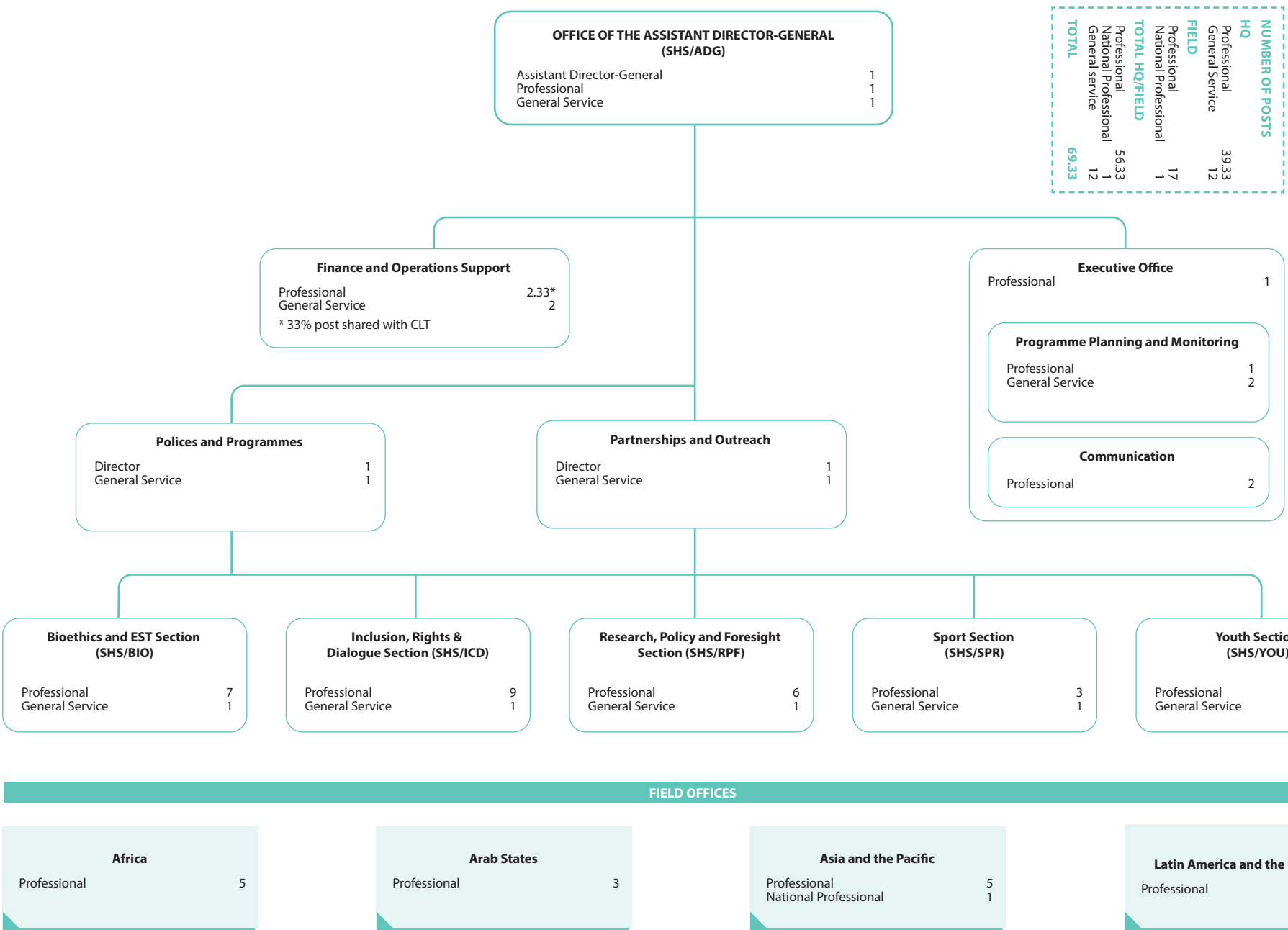
Contribution to the global priorities



2022 - 2023 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)



Major Programme IV

Culture

Major Programme IV

05000 General Conference resolution 41 C/Res.35 for Major Programme IV

The General Conference,

1. *Authorizes* the Director-General:

- (a) to implement during the period 2022-2025 the plan of action for Major Programme IV, contributing to the Organization's four strategic objectives and its nine outcomes within the framework of the Medium-Term Strategy (41 C/4), by aiming to support the realization of the Sustainable Development Goals (SDGs), including SDG target 11.4 and taking into account the transversal role of culture for sustainable development;
- (b) to contribute to the Organization's global priorities to address the needs of Africa and promote gender equality, paying particular attention to least developed countries (LDCs) and small island developing States (SIDS), and to meet the needs of youth and the most vulnerable segments of society, including indigenous peoples and marginalized groups;
- (c) to resort also, in the implementation of the plan of action for Major Programme IV, to South-South and triangular cooperation and to continue to develop partnerships with other organizations of the United Nations system and international and regional organizations, cities networks, civil society, academia, and the private sector at all stages of programme implementation, in order to:
 - (i) promote culture and the creative economy and safeguard cultural and natural heritage in response to the global challenges addressed by the 2030 Agenda for Sustainable Development as well as the global crisis triggered by the COVID-19 pandemic, by implementing the six UNESCO culture conventions and the recommendations associated with them, and supporting Member States in translating their provisions into national policies and strategies;
 - (ii) strengthen Member States' capacities to prepare and address the negative effects and impacts on culture of emergencies, including armed conflicts, disasters and civil unrest, and enhance the fight against illicit trafficking of cultural property through policy advice, capacity building and technical support;
 - (iii) harness the potential of heritage and the creative economy to build more inclusive, just and peaceful societies by supporting the promotion, monitoring and measurement of the contribution of culture to the achievement of the SDGs and the review and adaptation of cultural policies and strategies, through consolidating networks at the regional, national and local levels and promoting intergovernmental dialogue and cooperation;
 - (iv) support Member States' efforts, including through intersectoral cooperation, to strengthen the transversal role of culture across other policy domains, notably to advance inclusive quality education by integrating culture in educational pedagogies, curricula and tools; address the impact of climate change on culture while promoting the integration of the safeguarding of cultural and natural heritage in Member States' policies and strategies for climate change mitigation and adaptation; and promote human rights and fundamental freedoms in UNESCO's fields of competence for open, inclusive and pluralistic societies, and as a prerequisite to the creation of and access to diverse cultural expressions, particularly in the digital environment;

- (d) to allocate for this purpose for the period 2022-2023 the integrated budget amount under all sources of funds of \$244,933,236, which includes the regular programme budget of \$48,323,000 and voluntary contributions of \$196,610,236;

2. Requests the Director-General:

- (a) to implement the various activities authorized by this resolution, including through intersectoral cooperation, to achieve the outcome and the outputs pertaining to Major Programme IV;
- (b) to report periodically to the governing bodies, in the statutory reports, on the execution of the programme adopted by the General Conference and the achievement of the relevant intersectoral programmes' outputs and the following outcome and outputs:

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

- Output 5.CLT1** Member States' capacities strengthened to identify, protect and manage tangible heritage;
- 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;
- Output 5.CLT3** Member States' capacities strengthened for better preparedness, mitigation and response to emergencies affecting culture, including in situations of armed conflict and disaster;
- Output 5.CLT4** Member States' and communities' capacities strengthened to identify, safeguard and promote 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;
- 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.

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 through a revised framework on arts education to encompass the evolution of the cultural and creative sector, notably resulting from the digital transformation, in consultation with Member States and relevant stakeholders by convening an intergovernmental conference on culture and arts education in 2023, as well as through 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, notably through Flagship Programme 3 on “Fostering cultural heritage and capacity development” of the Operational Strategy for Priority Africa 2022-2029. (See details in Annex VII).

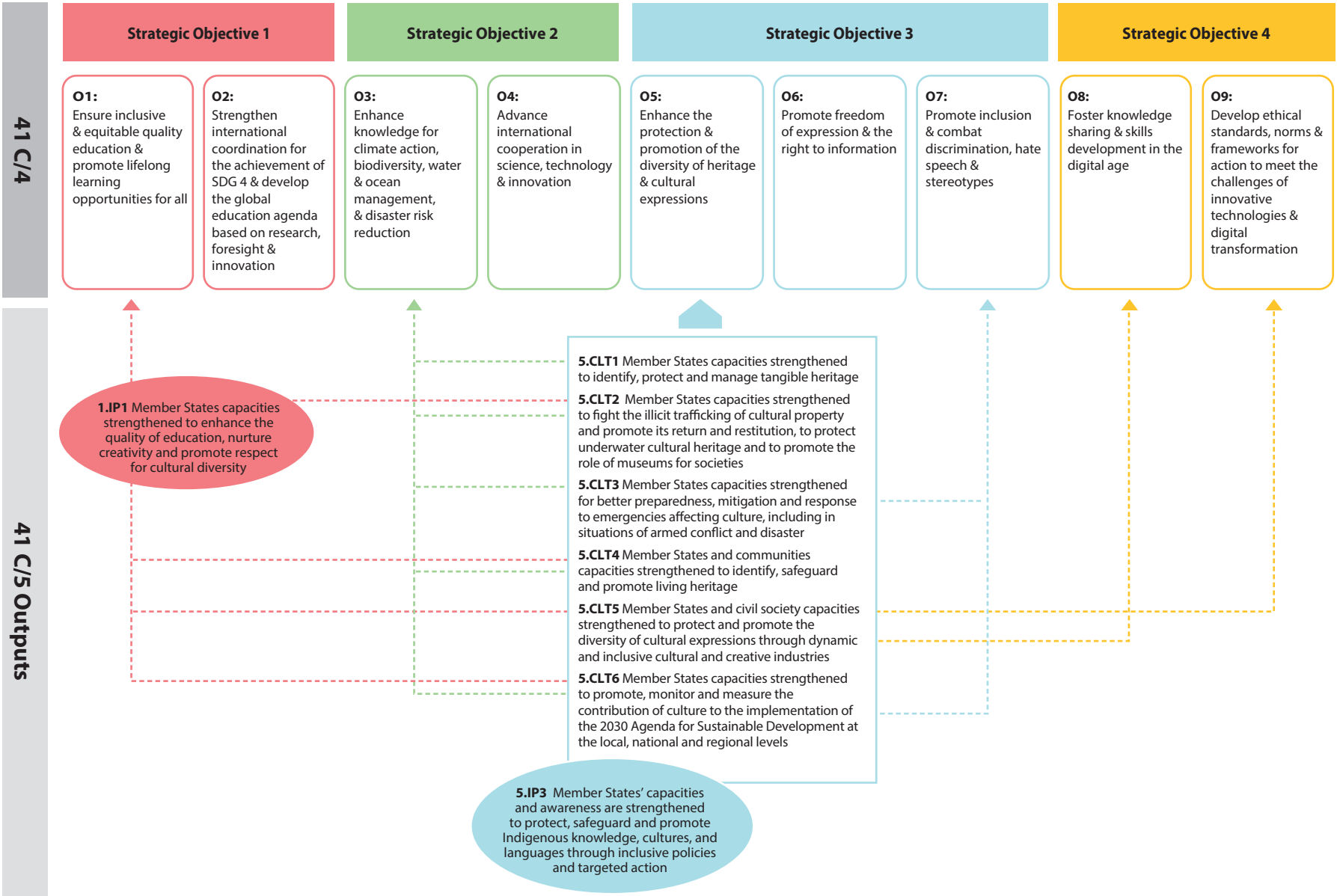
05015 Efforts will also be deployed, including through the Flagship Programme 3, to support the protection and sustainable management of African natural and cultural heritage, particularly by developing African Member States’ capacities to implement the 1972 World Heritage Convention in response to the 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, and in particular Flagship Programme 3 on “Fostering cultural heritage and capacity development”.

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.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

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, including through Flagship Programme 3 of Global Priority Africa, 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.CL3 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 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's 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. International cooperation and intergovernmental dialogue on cultural policies will be pursued and enhanced, including by taking into account 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, including in the context of the preparation of the upcoming Intergovernmental Conference on Cultural Policies for Sustainable Development – Mondiacult 2022. 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.

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.
- 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.CLT1 Member States' capacities strengthened to identify, protect and manage tangible heritage

<i>Performance indicators</i>	<i>Baselines</i>	<i>Targets 2023</i>
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	70, of which 17 in Africa and 9 SIDS	75, of which 20 in Africa and 9 SIDS
2. Number of Member States supported in the identification and preparation of potential World Heritage Sites for nomination	25, of which 13 in Africa and 3 in SIDS	35, of which 15 in Africa and 5 in SIDS

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

<i>Performance indicators</i>	<i>Baselines</i>	<i>Targets 2023</i>
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.CLT3 Member States' capacities strengthened for better preparedness, mitigation and response to emergencies affecting culture, including in situations of armed conflict and disaster

<i>Performance indicators</i>	<i>Baselines</i>	<i>Targets 2023</i>
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
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OUTPUT 5.CL4 Member States' and communities' capacities strengthened to identify, safeguard and promote living heritage

<i>Performance indicators</i>	<i>Baselines</i>	<i>Targets 2023</i>
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.CL5 Member States' and civil society's capacities strengthened to protect and promote the diversity of cultural expressions through dynamic and inclusive cultural and creative industries

<i>Performance indicators</i>	<i>Baselines</i>	<i>Targets 2023</i>
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.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

<i>Performance indicators</i>	<i>Baselines</i>	<i>Targets 2023</i>
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	111, of which 23 in Africa and 10 in SIDS	130, of which 26 in Africa and 12 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 1.IP1 on strengthening capacities to enhance the quality of education, nurture creativity and promote respect for culture diversity

** 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)
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Outcome / Output	Breakdown by source of funds							Total Voluntary Contributions	Total ³
	Regular Programme ¹ (RP)	Revenue generating funds	Voluntary Contributions (VC)						
			Management Costs Account (MCA) ² - VC portion	Assessed Contribution for Conventions	Voluntary Contributions (VC) in hand	Gap			
5.CLT1 Member States' capacities strengthened to identify, protect and manage tangible heritage	13 896	-	-	6 452	41 761	51 501	99 714	113 609	
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	7 903	-	-	-	2 046	20 526	22 572	30 474	
5.CLT3 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.CLT4 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.CLT5 Member States' and civil society's 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.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	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.

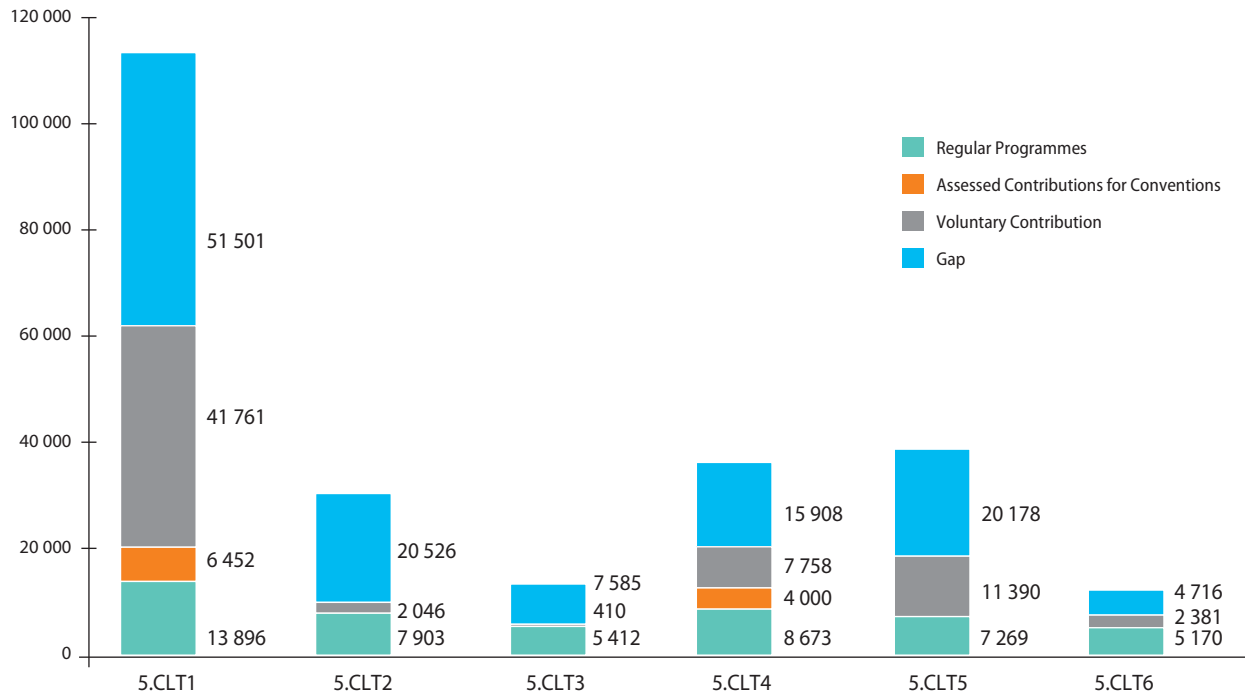
For the Regular Programme figures the budget exchange rate is US\$1=0.869 euro.

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

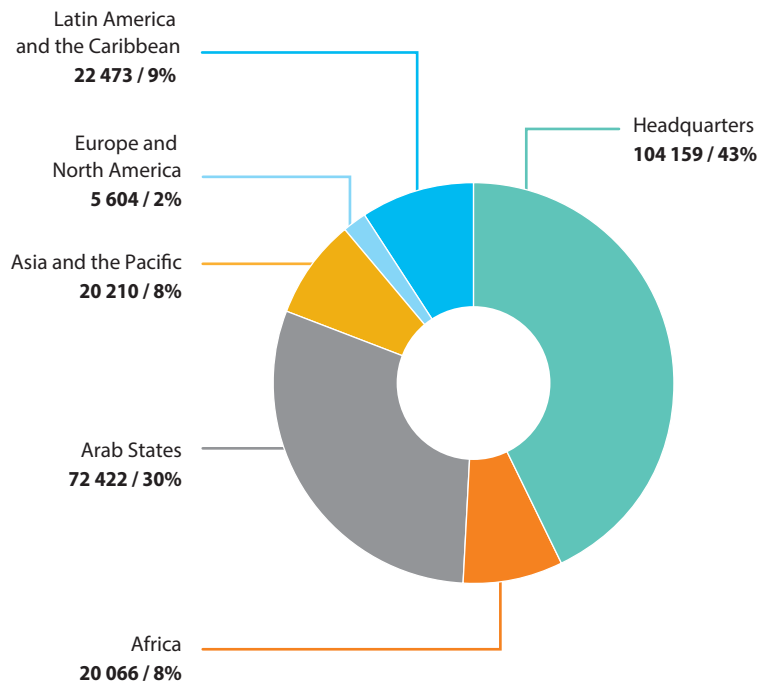
(in USD '000)



Decentralization of resources by Region

(in USD '000)

Contribution to the global priorities



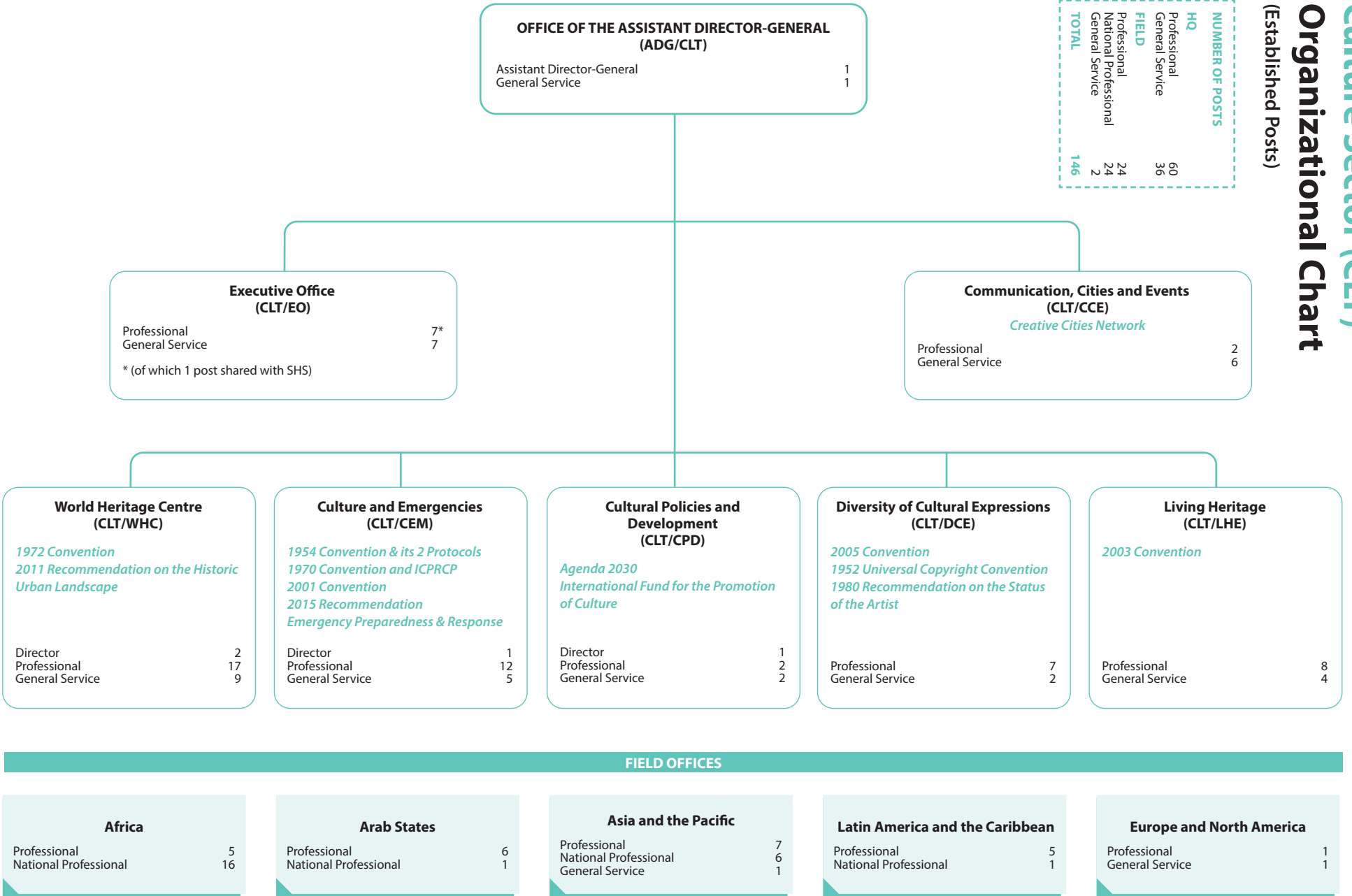
2022 - 2023 IBF Budget		
	Africa	Gender Equality
Total Contribution	45 031	17 364
% of Sector IBF	18%	7%

Culture Sector (CLT)

Organizational Chart

(Established Posts)

NUMBER OF POSTS	
HQ	
Professional General Service	60
FIELD	
Professional National Professional General Service	24
	2
TOTAL	146



Major Programme V

Communication and Information

Major Programme V

06000 General Conference resolution 41 C/Res.38 for Major Programme V

The General Conference,

1. *Authorizes* the Director-General:

- (a) to implement during the period 2022-2025 the plan of action for Major Programme V, contributing to the Organization's four strategic objectives and its nine outcomes within the framework of the Medium-Term Strategy (41 C/4), by aiming to support the realization of the Sustainable Development Goals (SDGs), in particular SDG target 16.10, "ensure public access to information and protect fundamental freedoms, in accordance with national legislation and international agreements", and its related SDG indicators 16.10.1 and 16.10.2;
- (b) to contribute to the Organization's global priorities to promote gender equality and address the needs of Africa, paying particular attention to least developed countries (LDCs) and small island developing States (SIDS), and to meet the needs of youth and the most vulnerable segments of society, including indigenous peoples, persons with disabilities and marginalized groups;
- (c) to resort also, in the implementation of the plan of action for Major Programme V, to South-South and North-South-South cooperation as complementary modalities for delivery of the programme, and to continue to develop partnerships with civil society, academia, professional organizations, the private sector, organizations of the United Nations system and other international and regional organizations at all stages of programme development and implementation, in order to:
 - (i) promote freedom of expression, safety of journalists and the right to information, both online and offline, and spearhead the implementation of the United Nations Plan of Action on the Safety of Journalists and the Issue of Impunity, with a particular focus on women journalists, as well as foster the development of free, pluralistic and independent media, with an emphasis on promoting media viability and gender equality in and through the media;
 - (ii) promote media and information literacy and digital competencies for all, including to empower citizens, in particular youth, to adopt a critical mindset when engaging with information and digital technologies, and to build their resilience in the face of disinformation, hate speech, violent extremism and radicalization;
 - (iii) foster the building of inclusive knowledge societies underpinned by universal access to information, through the promotion of open solutions (open educational resources, open access and open data); the preservation and accessibility of documentary heritage; and the promotion of multilingualism and linguistic diversity, including in the framework of the International Decade of Indigenous Languages (2022-2032);
 - (iv) promote an inclusive digital transformation and an ethical and rights-based development and use of frontier technologies, such as artificial intelligence, in line with the concept of Internet universality with an Internet that respects the principles of human rights, openness, accessibility and multi-stakeholder participation, with a view to bridging digital and knowledge divides, and to enabling stakeholders to actively participate in, and benefit from, innovation and digital technologies;
- (d) to allocate for this purpose, for the period 2022-2023, the integrated budget amount under all sources of funds of \$61,203,429, which includes the regular programme budget of \$25,319,100 and voluntary contributions of \$35,884,329;

2. *Requests* the Director-General:

- (a) to implement the various activities authorized by this resolution, including through intersectoral cooperation, to achieve the outcomes and the outputs pertaining to Major Programme V;
- (b) to report periodically to the governing bodies, in statutory reports, on the execution of the programme adopted by the General Conference and the achievement of the relevant intersectoral programmes' outputs and the following outcomes and outputs:

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)

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
- 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)

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
- 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, particularly in the small island developing States (SIDS), and among women and girls and different marginalized and vulnerable groups

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 artificial intelligence (AI) development, and are enabled to address the digital and knowledge divides, including gender-based divides.

- 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 United Nations agency spearheading the implementation of the United Nations 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, and also taking into account the need to combat all forms of discrimination. 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, bearing in mind resolution 73/328 of the United Nations General Assembly entitled "Promoting interreligious and intercultural dialogue and tolerance in countering hate speech", and taking note of the framework of the UN Strategy and Plan of Action on Hate Speech, resolution 71/195 of the United Nations General Assembly entitled "Combating intolerance, negative stereotyping, stigmatization, discrimination, incitement to violence and violence against persons, based on religion or belief", and resolution 75/267 "Global Media and Information Literacy Week" 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 strengthening 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, violent extremism and radicalization.
- 06007** To bridge persistent digital and knowledge divides between countries and within countries, UNESCO will take all appropriate measures in this regard and support the development of digital competencies, with a view to enabling everyone 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 the concept of 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 a human rights-based, ethical, peace and sustainable development approach to the development and use of digital technologies, 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** 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. This will notably be achieved through the implementation of Flagship Programme 4 entitled "Harnessing new and emerging technologies for sustainable development in Africa, including through the implementation of the recommendation on the ethics of artificial intelligence" (See details in Annex VII). 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.

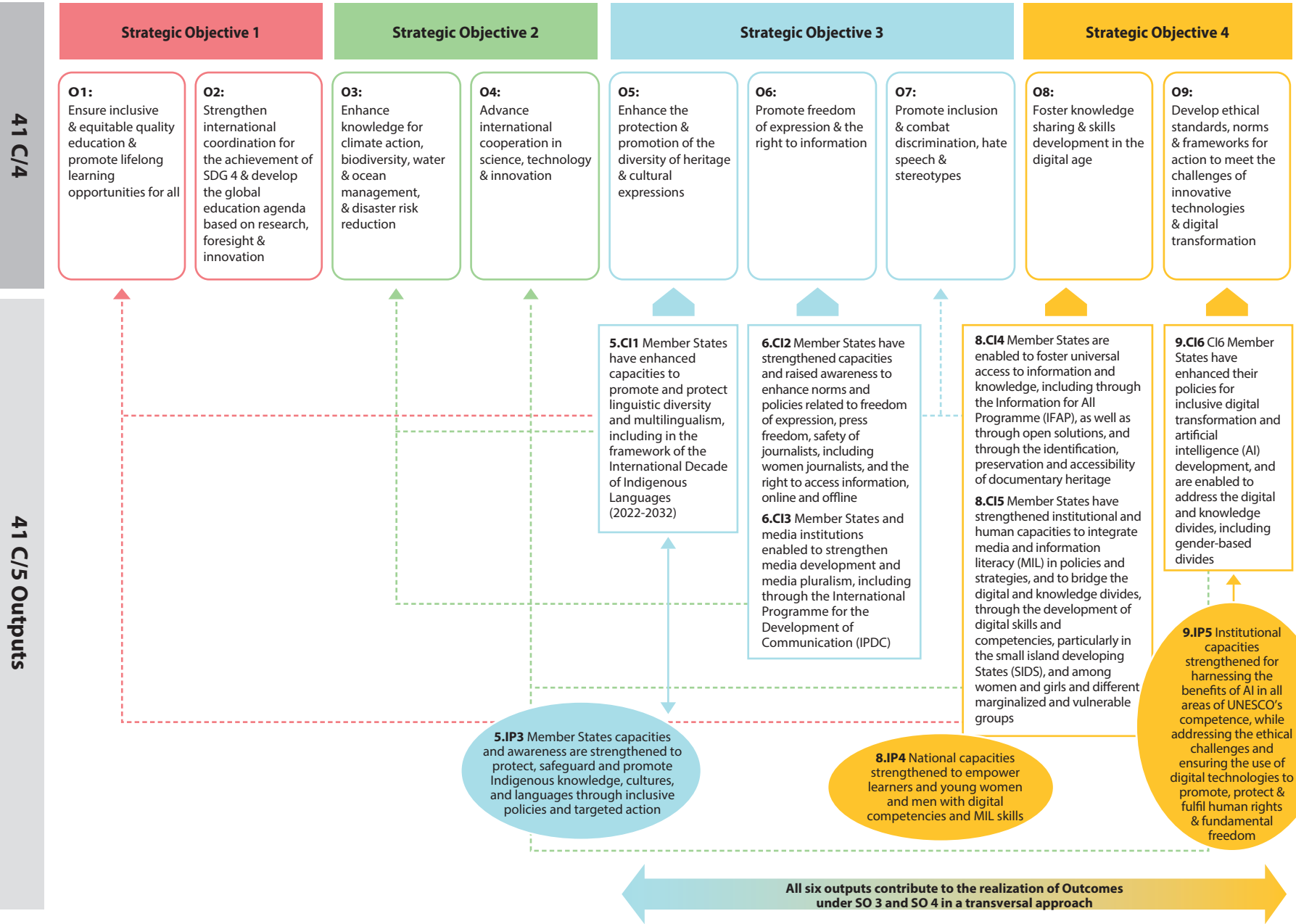
Global Priority Gender Equality

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 journalists, and produce global research on online and offline violence against journalists, with a particular focus on women journalists, in order to raise awareness on the risks and specific threats they face. UNESCO will lead and advance global, multi-stakeholder and inclusive dialogue on this issue and support Member States in developing adequate policies and action-oriented measures that protect journalists, especially 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.

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 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.



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.C11 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.

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.

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,

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 peoples' specific needs and abilities.

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 Peoples, as well as youth.

OUTCOME 6

Promote freedom of expression and the right to information

OUTPUT 6.C12 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 such critical moments 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 and rights. 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.C13 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 community and society. 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, men 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.

Implementation strategy

- 06046** UNESCO will build on its interdisciplinary strengths by adopting an inter-sectoral approach to 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 gender representation. 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 governance processes with multi-stakeholder participation, 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, through tailored approaches, including, on a priority basis, 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, including within the framework of the UNESCO Recommendation on Open Science. 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. It also contributes to Flagship Programme 4 of the Operational Strategy for Priority Africa on harnessing new and emerging technologies for sustainable development in Africa.

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, particularly in the small island developing States (SIDS), and among women and girls and different marginalized and vulnerable 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, including based on race or gender, and violent extremism and radicalization. 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, particularly women and girls and different marginalized and vulnerable 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 building sustainable, peaceful and inclusive societies according to SDG 16, in particular its target 10 “ensure public access to information and protect fundamental freedoms, in accordance with national legislation and international agreements”, and knowledge societies, as per paragraph 15 of the 2030 Agenda and UNESCO programmes.

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 support Member States in the development and implementation of 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.
- 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 all people, especially 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. Work undertaken in relation to this output also contributes to Flagship Programme 4 of the Operational Strategy for Priority Africa on "Harnessing new and emerging technologies for sustainable development in Africa, including through the implementation of the recommendation on the ethics of artificial intelligence".

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.C16 Member States have enhanced their policies for inclusive digital transformation and artificial intelligence (AI) development, and are enabled to address the digital and knowledge divides, including gender-based divides

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 concept of Internet Universality with an Internet that respects the principles of human rights, openness, accessibility and multi-stakeholder participation (ROAM). 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 support 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 gender divides as well as in Africa and in small island developing States, 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 applying 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. 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 support Member States in harnessing innovative technologies, particularly AI, within UNESCO's fields of competence, by, inter alia, developing a digital technology toolkit. UNESCO will also lead and facilitate inter-national 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. It further contributes to Flagship Programme 4 of the Operational Strategy for Priority Africa on harnessing new and emerging technologies for sustainable development in Africa, including through the implementation of the recommendation on the ethics of artificial intelligence.

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.C11 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)

Performance Indicators	Baselines	Targets 2023
1. Number of Member States supported to implement the Global Action Plan of the International Decade of Indigenous Languages *	– 0	– 18 Member States (3 SIDS)
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	– 123 Member States	– 65 Member States (7 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

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

OUTPUT 6.C12 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

Performance Indicators	Baselines	Targets 2023
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 (WPFDD); the International Day to End Impunity for Crimes Against Journalists (IDEI); and the International Day for Universal Access to Information (IDUAI))	– B1: WPFDD: 100 (35 in Africa) – B2: IDEI: 44 Member States (14 in Africa) – B3: IDUAI: 50 Member States (16 in Africa)	– T1: 100 Member States each year (at least 30 in Africa, 10 SIDS) – T2: 50 Member States each year (at least 20 in Africa, 5 SIDS) – T3: 25 Member States each year (5 in Africa, 2 SIDS)
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	– 40 Member States (at least 20 in Africa)	– 50 Member States (at least 15 in Africa, 5 SIDS) and at least 100 media institutions and civil society organizations

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)	– 20 Member States (including at least 5 in Africa, 2 SIDS)
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	– B1: 75 Member States (media development) – B2: 100 Member States (WRD) – B3: 25 media institutions (media pluralism and diversity)	– T1: 45 Member States (16 in Africa, 4 SIDS) (media development) – T2: 137 Member States each year (10 in Africa, 5 SIDS) (WRD) – T3: 35 media institutions (at least 6 in Africa, 1 SIDS)
2. Number of Member States conducting national assessments based on UNESCO's indicator frameworks to inform associated policies	– 5 Member States	– National assessments based on UNESCO's indicators frameworks launched or completed in 5 Member States (at least 2 in Africa and 1 in SIDS)
3. Number of journalism education institutions empowered through high-quality and gender-responsive journalism training programmes	– 50 journalism education institutions (20 in Africa)	– 25 journalism education institutions (10 in Africa, 1 SIDS)

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	– 70 Member States	– 35 Member States (5 in Africa, 7 SIDS)
2. Number of Member States supported in the implementation of the 2019 Recommendation on Open Educational Resources (OER)	– 60 Member States	– 15 Member States (6 in Africa, 3 SIDS)
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	– 12 Member States	– At least 6 Member States (1 in Africa, 1 SIDS)

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, particularly in the small island developing States (SIDS), and among women and girls and different marginalized and vulnerable groups

1. Number of Member States supported to develop and implement MIL policies and capacity-building strategies, including the observance of Global MIL Week as per UN General Assembly resolution 75/267	– 25 Member States (MIL)	– 10 Member States (3 in Africa, 1 SIDS) (MIL)
2. Number of youth organizations, media and social media platforms that have strengthened capacities to develop and integrate MIL in their operations*	– 50 youth organizations, media or platforms	– 50 youth organizations, media or platforms (20 in Africa, 2 SIDS)
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	– Competencies of 54 teacher education institutions in 35 Member States strengthened	– 15 institutions and/or Member States (4 in Africa, 1 SIDS)

* 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 artificial intelligence (AI) development, and are enabled to address the digital and knowledge divides, including gender-based divides

<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, 1 SIDS)
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	– 24 Member States and stakeholders	– 10 Member States and/or 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, particularly in the SIDS, and among women and girls and different marginalized and vulnerable 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 gender-based divides	2 522	-	-	1 209	1 537	2 746	5 268
Total, Major Programme V	25 319	-	-	10 065	25 819	35 884	61 203

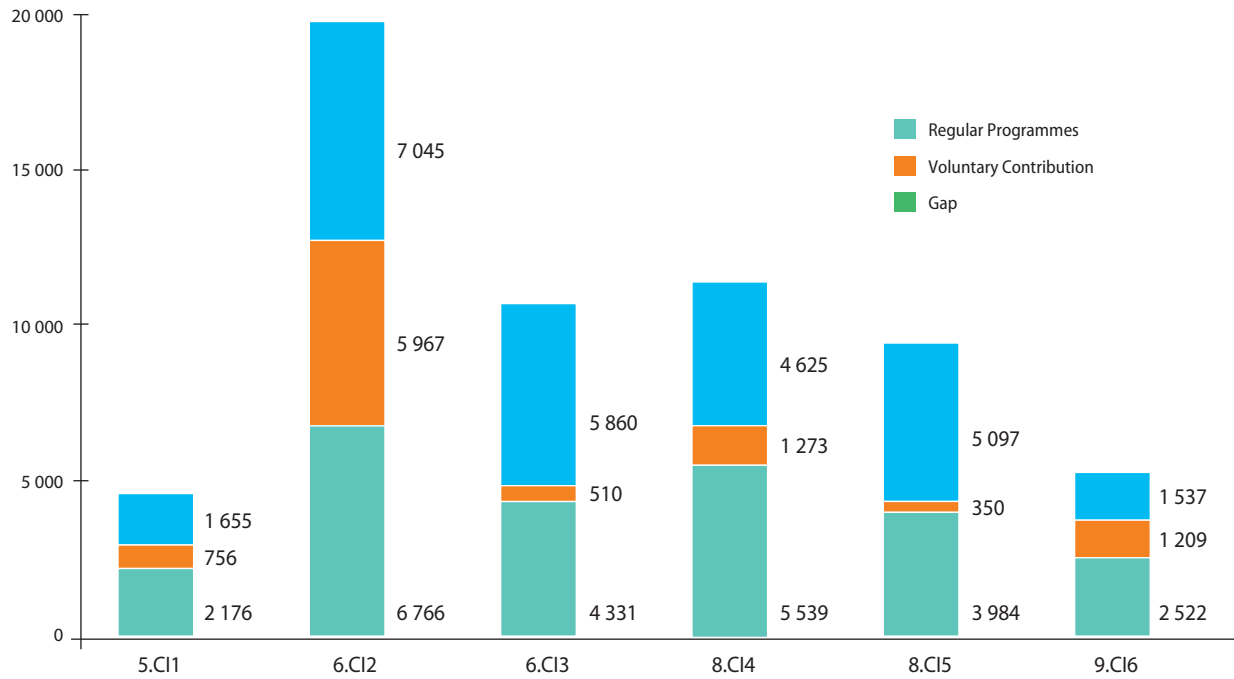
1 The Appropriated Regular Programme Budget is funded by assessed contributions on Member States. For the Regular Programme figures the budget exchange rate is US\$1=0.869 euro.

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

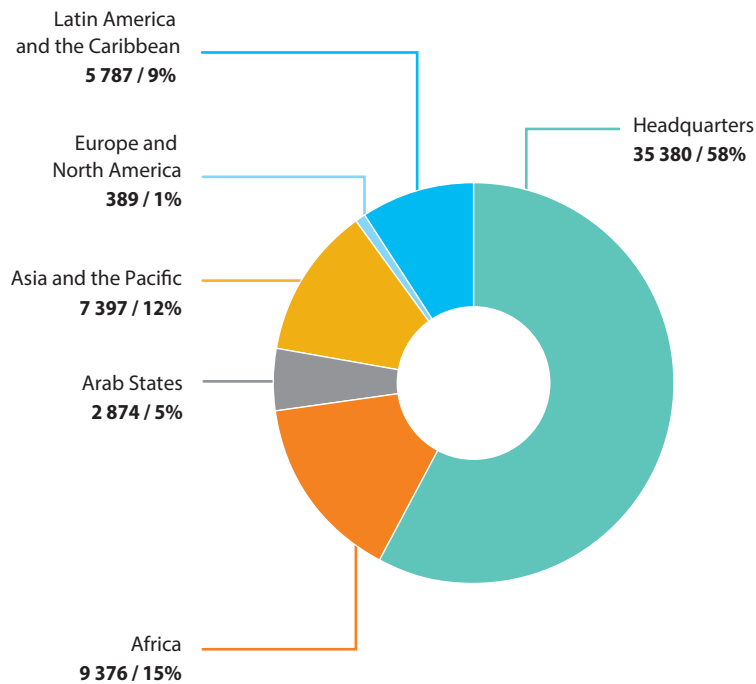
(in USD '000)



Decentralization of resources by Region

(in USD '000)

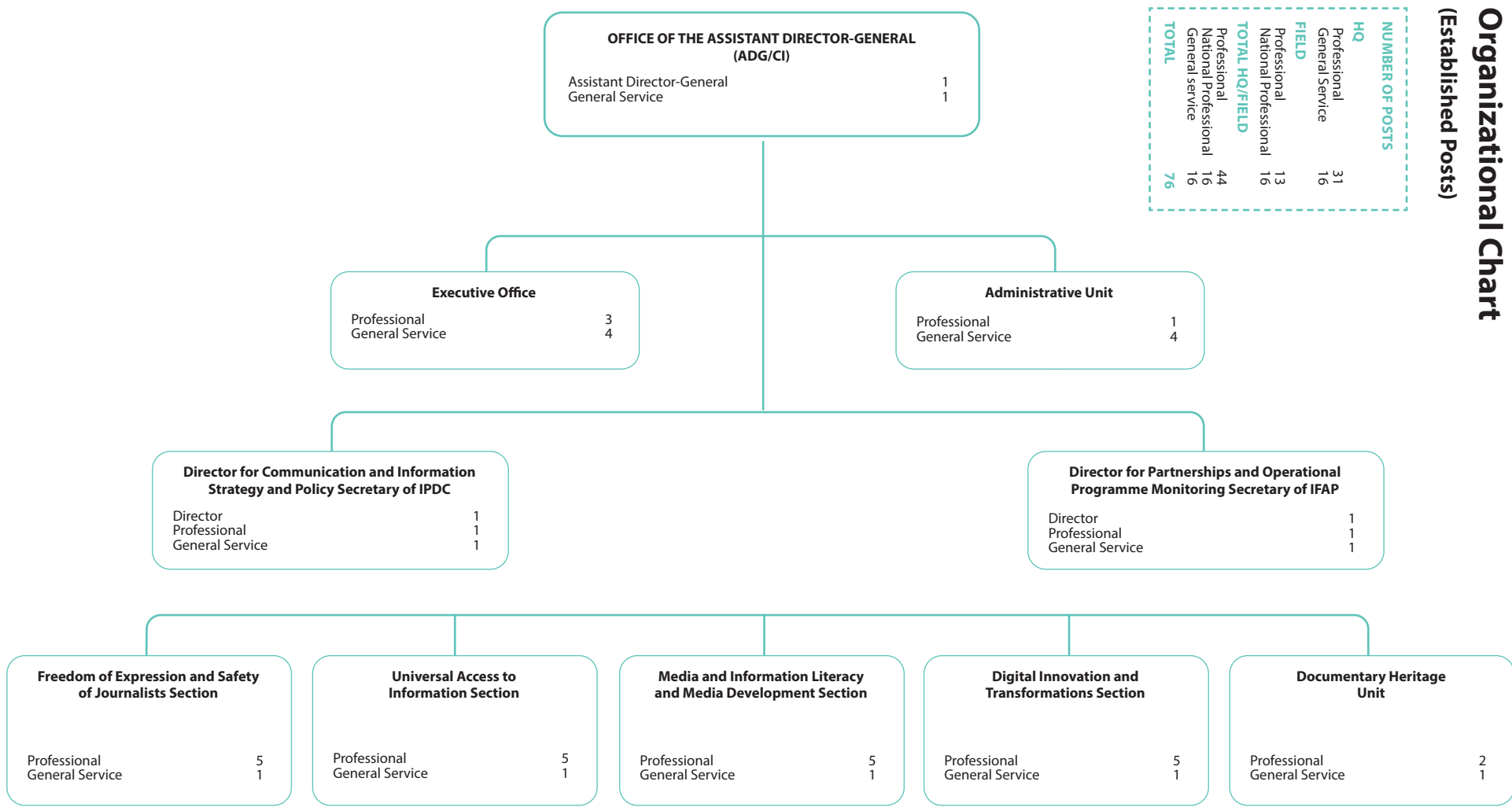
Contribution to the global priorities



2022 - 2023 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	16
Professional National Professional	13
TOTAL HQ/FIELD	44
Professional National Professional General service	16
TOTAL	76



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

UNESCO Institute for Statistics

Intersectoral Programmes

UNESCO Institute for Statistics

07000 General Conference resolution 41 C/Res.42 for UIS

The General Conference,

Taking note of the report by the Governing Board of the UNESCO Institute for Statistics (UIS) for 2020-2021 (41 C/REP/8),

1. *Requests* the Governing Board of the UNESCO Institute for Statistics (UIS) to ensure that the Institute's programme, with the 2030 Agenda for Sustainable Development and the Sustainable Development Goals (SDGs) at its core, maintains emphasis on the needs of Africa, gender equality, least developed countries (LDCs) and small island developing States (SIDS) as well as the most vulnerable segments of society, and focuses on the following priorities:
 - (a) develop and maintain appropriate methodologies which reflect the needs and challenges that apply to countries at all stages of development;
 - (b) apply the highest professional standards based on the principles governing international statistical activities, which include transparency, accountability and the most efficient use of resources;
 - (c) collect, process, aggregate from partners, verify, analyse and disseminate high quality, relevant, cross-nationally comparable data about education, science, culture and communication;
 - (d) develop frameworks and act as a facilitator of partnerships to reinforce the capacities of national statistical offices and line ministries to produce and use high quality statistics;
 - (e) provide open access to UIS data and other products to different types of users, such as governments, international and non-governmental organizations, foundations, researchers, journalists and the wider public;
2. *Takes note* that the integrated budget for the UNESCO Institute for Statistics (UIS) for the period 2022-2023 is \$28,200,000 and authorizes the Director-General to support the Institute by providing a financial allocation of \$8,449,600 from the appropriated regular programme budget for that period;
3. *Invites* Member States, international organizations, development and donor agencies, foundations and the private sector to contribute financially or by other appropriate means to the implementation and expansion of the activities of the UNESCO Institute for Statistics (UIS);
4. *Requests* the Director-General to report periodically to the governing bodies, in the statutory reports, on the achievement of the following outcomes and outputs:

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 2030 agenda enhanced through the development of internationally agreed norms and standards and the collection, production and distribution of timely and high-quality data

Output 2.UIS2 Member States capabilities to design policies and implement the SDG 4-Education 2030 agenda supported through strengthening capacity to monitor and report against SDG 4 targets

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

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

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.

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 recognized 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 recognized 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

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.

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;
- 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:

- (i) 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;
- (ii) supporting Member States' capabilities to design and implement the SDG4 agenda through strengthening capacity to monitor and report against SDG4 targets; and
- (iii) 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 modernization will be needed in the development of methodologies for learning outcomes and the UIS data collection mechanisms. Areas of particular importance for modernization 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 (LDCs). 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 mobilized 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 mobilization 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 mobilization 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 and 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 2030 agenda enhanced through the development of internationally agreed norms and standards and the collection, production and distribution of timely and high-quality data

<i>Performance indicators</i>	<i>Baselines</i>	<i>Targets 2023</i>
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: 44% coverage rate for SDG 4 global indicators</p> <p>B2: 46% coverage rate for SDG 4 thematic indicators.</p>	<p>T1: 54% coverage rate for SDG 4 global indicators, with rate for each region at least 40%.</p> <p>T2: 57% 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: 6 of the 8 relevant indicators</p> <p>B2: Number of global SDG 4 indicators with data disaggregated by at least one other dimension by 60% countries reporting: 34 of the 5 relevant indicators</p>	<p>T1: Number of global SDG 4 indicators disaggregated by sex by 90% of all countries reporting: 8 of the 8 relevant indicators</p> <p>T2: Number of global SDG 4 indicators that have data disaggregated by at least one other dimension by 65% of all countries reporting: 4 of the 5 relevant indicators</p>
4. % of countries with national benchmarks, by either submission or national plans, for at least one SDG 4 indicator	74% of countries with national benchmarks for at least one SDG 4 indicator	82% of countries with national benchmarks for at least one SDG 4 indicator

OUTPUT 2.UIS2 Member States capabilities to design and implement theSDG 4-Education 2030 agenda supported through strengthening capacity to monitor and report against SDG 4 targets

<i>Performance indicators</i>	<i>Baselines</i>	<i>Targets 2023</i>
1. Number of tools, guidelines and training resources provided to meet the capacity building needs of countries	<p>4 new tools, guidelines & resources, including:</p> <ul style="list-style-type: none"> (i) Methodologies supporting the harmonization of data from multiple sources under development; (ii) Dynamic Template enabling countries to calculate indicators from raw data and metadata; (iii) 3 EMIS publications and microsite produced; (iv) 4 ISCED visualizations for 108 countries produced, 12 mappings updated and 30 new created) 	<p>7 (Baseline 1 + 3 new) tools, guidelines, or training resources, including:</p> <ul style="list-style-type: none"> (i) Toolkits established for Data gap filling; Household Surveys, Administrative Data and Learning Outcomes, appropriate to the development needs of countries; (ii) Bank of Items for Students Assessments implemented and piloted with 5 countries; (iii) 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

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

2. Number of countries supported in improving reporting against the SDG4 agenda	<i>10 countries in which methodologies piloted for Policy Linking and Statistical Linking</i>	55 countries supported, including: (i) 10 countries in Asia and 25 countries in Africa supported in reporting and analysing SDG4 indicators using Dynamic Template and responses to the UIS Survey (ii) 20 Countries with piloted Policy and Statistical Linking methodologies
3. Number of Data reports/ tables/ other tools produced / maintained to monitor progress of the Regional and SDG4 frameworks		18 reports/data tables/other tools produced/maintained: - 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. - Dashboards for data coverage and benchmarks

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

<i>Performance indicators</i>	<i>Baselines</i>	<i>Targets 2023</i>
1. Number of Indicators, methodologies, tools and guidelines developed to address relevant current and emerging policy issues in Education supported by mobilization of resources	<i>Implementation of the COVID-19 response, the first report on monitoring GEM 2020 commitments produced</i>	T1: Network of partnerships established with academia and other organizations to strengthen research and foresight capacity T2: A framework of indicators relevant to providing evidence on educational system resilience in response to COVID-19 established 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

<i>Performance indicators</i>	<i>Baselines</i>	<i>Targets 2023</i>
1. In collaboration with UNESCO Sectors develop and deliver a sustainable strategy to: a) Improve coverage of SDG indicators b) establish a fully funded medium-term work programme for the production of data, indicators and analysis in response to UNESCO Sectors' needs, framed within the Sectors programme priorities and UIS capacity and priorities c) produce science, data, and analysis to support the UNESCO World Science 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 STI SDG Global indicators are available with number of countries responding to the two latest UIS Surveys	102 Countries from the response to the 2019 R&D Survey	118 Countries
3. Number of countries for which data on STI SDG indicator 9.5.2 disaggregated by gender is available in the UIS database	102 countries from the response to the 2019 R&D Survey	118 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>Baselines</i>	<i>Targets 2023</i>
1. In collaboration with UNESCO Sectors develop and deliver a sustainable strategy to: <ol style="list-style-type: none"> Improve coverage of SDG indicators establish a fully funded medium term work programme for the production of data, indicators and analysis in response to UNESCO Sectors' needs, framed within the Sectors programme priorities and UIS capacity and priorities, including: <ul style="list-style-type: none"> support to the global monitoring of the UNESCO thematic framework approved for Culture 2030 Indicators based on resources mobilization data and analysis support to flagship publication Re Shaping Cultural Policies 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 CLT SDG Global indicator or one of its disaggregations are available	31 countries	63 countries
3. Number of countries for which at least one of the CLT 2030 Indicators is available (excluding SDG Global). (subject to resource mobilization)	60 countries	70 countries

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 Voluntary Contributions	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 2030 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 SDG 4-Education 2030 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	
Total³, 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.

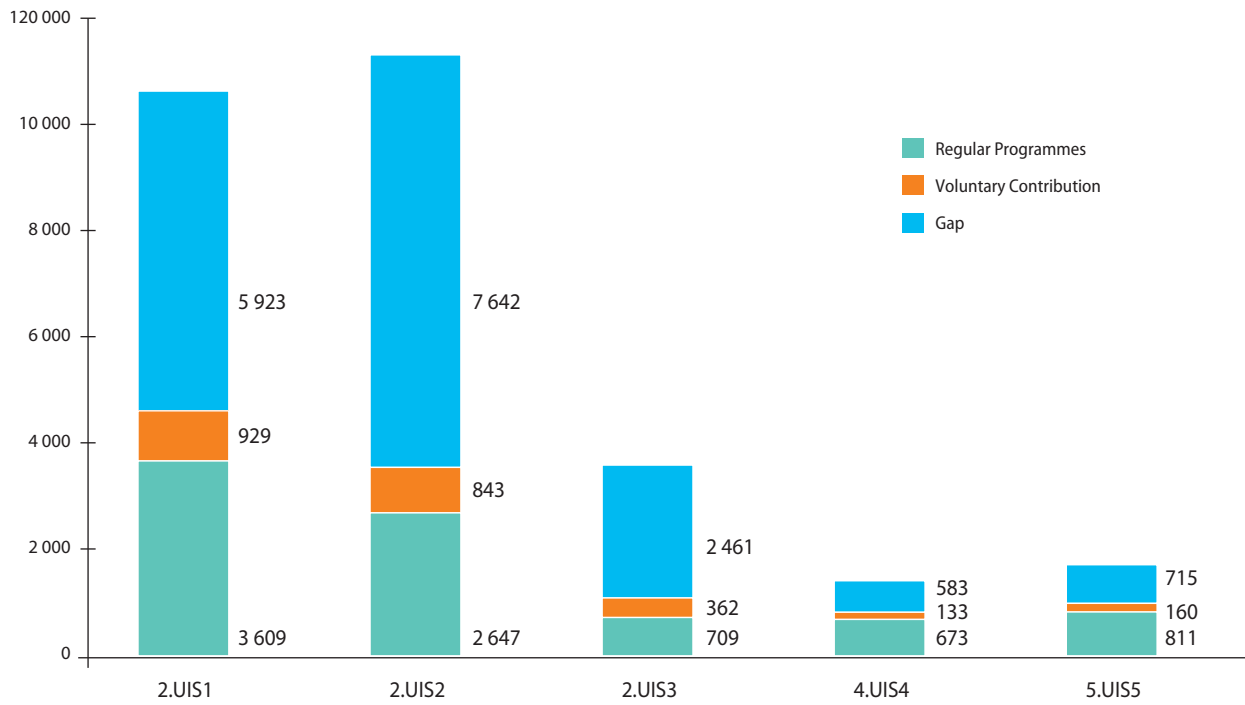
3 Budget figures include the contribution of the UNESCO Institutes for Statistics to the intersectoral programmes and related outputs, as indicated in the implementation strategy.

* Totals may not sum exactly due to rounding.

For the 41 C/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.

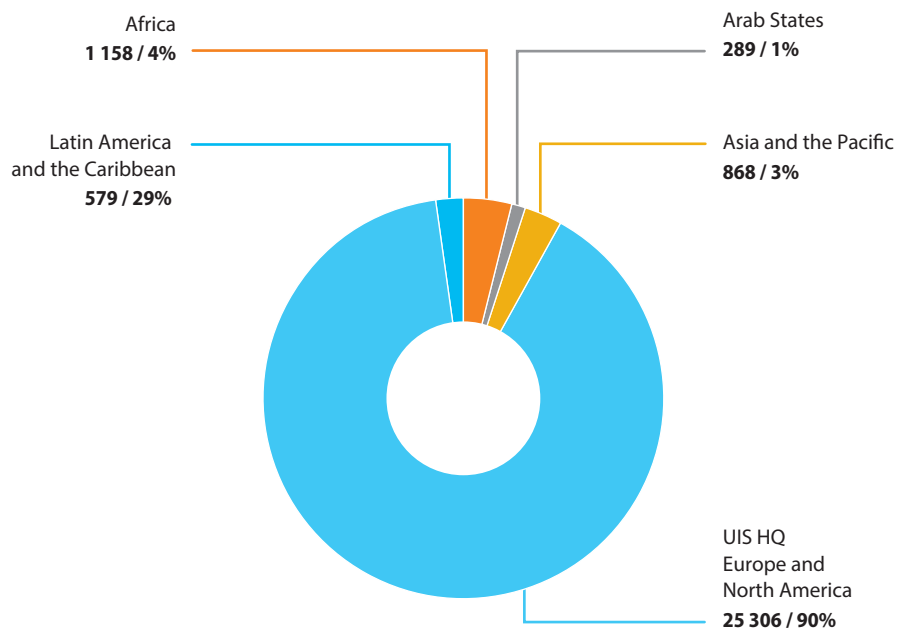
Total integrated budget by output and source of funds

(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

<i>Intersectoral programmes</i>	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 1

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	<i>n.a.</i>	<i>20 Member States, including 4 in Africa and 2 in SIDS</i>
2. Number of global, regional, sub-regional or national policy mechanisms and instruments that effectively harness culture to advance the achievement of the SDGs	<i>30, of which 5 in Africa and 2 in SIDS</i>	<i>40, of which 6 in Africa and 3 in SIDS</i>

(IP2) INTERSECTORAL PROGRAMME 2

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 T Chad, 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 1,000 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 in Africa, 5 SIDS)

(IP3) INTERSECTORAL PROGRAMME 3

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 Ocean 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 frameworks 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>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 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 (Africa and SIDS)	12 IPBES Assessments 3 National Ecosystems assessment 10 African partners 4 Global networks 4 Caribbean / SIDS partners 4 regional knowledge processes (priority Africa, SIDS, Gender equality)

**(IP4) INTERSECTORAL PROGRAMME 4
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

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

ensuring 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>
1. 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>
2. Number of young people (male/female) who 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, including in the digital age	<i>n.a.</i>	<i>30,000</i>

**(IP5) INTERSECTORAL PROGRAMME 5
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 (of which 10 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**

**Part II.C.
Participation Programme
and Fellowships**

Part II.B • Programme-Related Services

Chapter 1 • Sector for Priority Africa and External Relations

09100 General Conference resolution 41 C/Res.43 for Priority Africa and External Relations Sector

The General Conference,

1. *Authorizes the Director-General:*

- A. to implement during the period 2022-2025 the plan of action for the Priority Africa and External Relations Sector (PAX) in order to:
 - a) coordinate and ensure cohesion and complementarity of activities and actions carried out across the Priority Africa and External Relations Sector and their alignment with the Organization's vision, strategic direction and programmatic priorities;

Priority Africa

- b) to implement the Operational Strategy for Priority Africa (2022-2029) ensuring the consistency and complementarity of programmes to benefit Africa, developed in accordance with the relevant decisions of the governing bodies, and within the frameworks of the 2030 Agenda for Sustainable Development and the African Union's Agenda 2063: The Africa We Want, in order to:
 - i) strengthen and improve the coordination and monitoring of action to benefit UNESCO Member States from the African Union, in line with the Operational Strategy for Priority Africa (2022-2029);
 - ii) enhance future-oriented reflection and foresight initiatives in respect of the development challenges and opportunities of UNESCO's Member States from the African Union through analysis and identification of these challenges and opportunities within the frameworks of the 2030 Agenda for Sustainable Development and the African Union's Agenda 2063: The Africa We Want;
 - iii) strengthen the strategic partnerships with all African Member States, including African Member States from electoral groups V(a) and V(b), the African Union Commission (AUC) and the Regional Economic Communities (RECs), including through the Joint Coordination Mechanism of UNESCO and the AUC; the United Nations agencies, particularly through the Regional Collaborative Platform (RCP) for Africa, by ensuring increased participation in and contribution to Africa's development agenda, taking into consideration UNESCO's comparative advantage; UNESCO's strategic contribution to the various RCP clusters being ensured with the support of the field network in Africa and the programme sectors, under the coordination of the UNESCO Liaison Office in Addis Ababa and the Africa Department;

- iv) mobilize and reinforce the partnerships and networks that help promote a culture of peace in Africa, mainly through the joint organization of UNESCO, the African Union and the Angolan government of the upcoming Pan-African Forums for a Culture of Peace in Africa, “Biennale of Luanda”, the establishment of the “African School for Peace” in Côte d’Ivoire and the organization of specific initiatives by local and regional stakeholders;
- v) broaden and bolster, on the basis of comparative advantages, the complementarity of action with other United Nations system agencies, funds and programmes active in Africa;
- vi) promote social mobilization and outreach for the enhancement of Global Priority Africa, including enhanced partnerships and visibility with non-traditional donors;
- vii) ensure that Global Priority Africa is implemented as an integral component of major programmes and feature within sectoral planning processes;
- viii) monitor the prioritization of Global Priority Africa by programme sectors, at all stages of programming and implementation;
- ix) enhance the reporting on Global Priority Africa and its Operational Strategy (2022-2029), to reflect the impact and progress achieved, based on implementation by the programme sectors, including the monitoring of all funds allocated to Global Priority Africa through a clear and transparent budget tracking mechanism;
- x) mobilize extrabudgetary resources for the implementation of Global Priority Africa, with specific attention to the establishment of private partnerships, including through the involvement of field offices in Africa;

External Relations

- c) consolidate relations with Member States, and to that end:
 - i) develop relations with Member States, Associate Members, observers and territories;
 - ii) monitor relations with the host country and provide protocol services to members of the Secretariat and the diplomatic community accredited to UNESCO;
 - iii) continue to support and encourage non-Member States to join the Organization so as to ensure the greatest possible degree of universality;
 - iv) pursue close cooperation with Permanent Delegations and established groups of Member States at UNESCO, which will receive support to organize their plenary meetings, as well as certain groups of countries at the subregional and regional levels having special needs, such as least developed countries (LDCs), post-conflict and post-disaster countries (PCPD) and small island developing States (SIDS), which will receive particular attention;

- v) hold information meetings with Permanent Delegations on a regular basis on major issues and priority activities, and consultation meetings with Member States on strategic issues;
 - vi) continue to provide transparent and easy access to analysis, information and data on cooperation with each Member State, including through a specific website that is updated regularly;
- d) consolidate relations with National Commissions for UNESCO, and to that end:
- i) reinforce the capacities of National Commissions for UNESCO through the organization of the annual interregional meeting, training seminars and workshops for new Secretaries-General and other officials of National Commissions;
 - ii) strengthen the partnership of National Commissions for UNESCO with civil society networks, including NGOs and UNESCO Clubs ;
 - iii) reinforce the training of staff of the Secretariat to foster cooperation with National Commissions for UNESCO;
 - iv) strengthen cooperation with National Commissions for UNESCO to improve the involvement of UNESCO's networks with international cooperation and dialogue;
 - v) promote consultations, knowledge sharing and international cooperation between the National Commissions for UNESCO, in support of Headquarters and the field offices; support the reinforcement and pooling of capacities with a view to strengthening intersectorality; and promote and develop best practices in that area;
 - vi) create, coordinate and share with National Commissions for UNESCO, at the regional and global levels, a database of experts in UNESCO's different fields;
 - vii) strengthen support for the UNESCO Associated Schools Network (ASPnet) and the University Twinning and Networking Programme (UNITWIN);
 - viii) encourage Member States to strengthen support for their National Commissions for UNESCO;
- e) strengthen relations with the United Nations system, and to that end:
- i) enhance integration and strengthen UNESCO's role within the United Nations Development System (UNDS), and its cooperation with other United Nations specialized agencies, funds and programmes;
 - ii) lead and coordinate 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 United Nations reform and as part of the resident coordinator system, and in accordance with the specific characteristics and needs of each region and subregion and with UNESCO's global priorities and priority groups;
 - iii) coordinate UNESCO's participation in the United Nations reform discussions to ensure that the Organization's priorities are adequately reflected in close coordination with Programme Sectors, the Sector for Administration and Management (ADM), Bureau of Strategic Planning (BSP) and the field/liaison offices;

- iv) participate actively in United Nations intergovernmental bodies and inter-agency mechanisms, including in particular the United Nations General Assembly, and the Economic and Social Council;
- v) 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;
- vi) undertake regular monitoring of implementation of memorandums of understanding signed with United Nations agencies and other intergovernmental organizations, and possibly sign new agreements;

Field Coordination

- f) enhance the ability to respond efficiently and effectively to the needs of Members States in the field through a sustainable field network and to that end:
 - i) ensure the overall management of the field network;
 - ii) provide support as well as strategic and political guidance to field offices through guidance, coordination, communication and backstopping;
 - iii) enhance interaction between Headquarters and field offices and among field offices themselves;
 - iv) ensure strategic engagement in the rollout of the overall strategy for UNESCO's presence in the world, as decided by the governing bodies, in order to ensure effective planning and implementation of the Organization's programmes and actions at the country and regional levels through the UNESCO field offices and to ensure their active participation in United Nations joint programming exercises and initiatives at the country and regional levels in response to national, subregional and regional priorities, as appropriate;
 - B. to allocate for this purpose, for the period 2022-2023, the integrated budget amount under all sources of funds of \$16,207,100, which includes the regular programme budget of \$15,747,100 and voluntary contributions of \$460,000;
2. *Requests* the Director-General to report periodically to the governing bodies, in the statutory reports, on the execution of the programme adopted by the General Conference and the achievement of the following outcome and outputs:

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 for UNESCO and field offices;

Output 10.PAX2 Sustainability of the field network strengthened to respond efficiently and effectively to the needs of Members States, in accordance with the specific

characteristics and needs of each region and subregion and with UNESCO's global priorities and priority groups;

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;

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

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 for UNESCO as well as relevant regional intergovernmental organizations;

Output 10.PAX6 Contribution to the United Nations system in the context of the United Nations reform articulated and strengthened at the global, regional and country levels.

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 and provides policy support to all entities of the Organization, Member States and official partners (United Nations 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 the related Enabling Outcome 10 “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 for UNESCO 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 strengthened to respond efficiently and effectively to the needs of Members States, in accordance with the specific characteristics and needs of each region and subregion and with UNESCO’s global priorities and priority groups

1. Coordinated strategic and political support to Directors/ Heads of Field Offices	<ul style="list-style-type: none"> – <i>Regular review of the relevance of the field network</i> – <i>Strategic and operational communication to enhance the overall coherence in the implementation of UNESCO’s mandate</i>
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 the 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 triangular 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 on

coordinating and monitoring, in close collaboration with the programme sectors, including the Field Offices and category 1 institutes and centres in Africa, the five flagship programmes under the new Operational Strategy for Priority Africa 2022-2029, which aims at promoting sustainable development, peace and security, with a specific focus on youth and women. The Africa Department will also continue its work with the African Union and the Government of Angola to organize future editions of the Pan-African Biennale for the Culture of Peace in Africa.

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 African issues, 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, the AU-ECA Regional Cooperation Platform (RCP) and increased collaboration with the Regional Economic Communities (RECs). The Africa Department will cooperate closely with Programme sectors (mainly Culture) 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 the Africa 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 and diversifying sources of funding will continue, in view of further enhancing support to Priority Africa programmes activities. The Africa Department will monitor and report on the implementation of programmes as well as on resources allocated to Africa. The Africa Department's work will be carried out in alignment with the Organization's Medium-Term Strategy Enabling Objective to "Foster an enabling environment for the efficient and effective delivery of UNESCO's priority", contributing to the achievement of the Enabling Outcome 10 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

<i>Performance indicators</i>	<i>Targets 2023</i>
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 mid-term review meetings organized with Programme Sectors and Field Offices to review progress achieved in the implementation of the Flagship Programmes – Regular statutory reporting provided to Governing bodies on the implementation of Priority Africa
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 subregional 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 as goodwill ambassador – 2 strategic partnerships established with international media or TV for the promotion of Priority Africa – 1-2 communication materials developed or produced in electronic or printed format, to provide an overview of actions and activities implemented under 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 – At least 1 meeting organized with a regional institution on a specific thematic area
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 future editions of the Biennale on the Culture of Peace 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
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.

09114 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

09115 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 10 "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 for UNESCO 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 – Promote consultations, knowledge sharing and international cooperation between the National Commissions, in support of Headquarters and the Field Offices – Create, coordinate and share with National Commissions, at the regional and global levels, a database of experts in UNESCO's different fields – 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 United Nations Reform articulated and strengthened at the global, regional and country levels

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 levels	– 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 Voluntary Contributions	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 for UNESCO and field offices	3 833	-	-	-	-	-	3 833
10.PAX2	Sustainability of the field network strengthened to respond efficiently and effectively to the needs of Members States in accordance with the specific characteristics and needs of each region and subregion and with UNESCO's global priorities and priority groups	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 for UNESCO as well as relevant regional intergovernmental organizations	6 280	-	-	-	-	-	6 280
10.PAX6	Contribution to the United Nations system in the context of the United Nations Reform articulated and strengthened at the global, regional and country levels	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

09200 General Conference resolution 41 C/Res.44 for Coordination and monitoring of action to implement gender equality

The General Conference,

1. *Authorizes* the Director-General:

- (a) to implement during the period 2022-2025 UNESCO's Global Priority Gender Equality that is mainstreamed throughout the Medium-Term Strategy for 2022-2029 (41 C/4) and the Programme and Budget for 2022-2025 (41 C/5), and to ensure that global priority gender equality becomes "everyone's business" by:
 - (i) supporting senior management and governing bodies with a strategic function to strengthen UNESCO's normative and policy frameworks, processes and tools and to implement priority gender equality transversal themes across all UNESCO fields of competence;
 - (ii) strengthening UNESCO's gender equality architecture and programming through a coordination function which creates new opportunities for the implementation of gender transformative intersectoral action between programme sectors, at Headquarters and in the field, and with corporate services;
 - (iii) supporting the design of flagship initiatives, undertaking research and producing new knowledge on gender equality across UNESCO's mandate through an innovation function that can inspire new policies and programmes as well as inform global, regional and national-level debates, advocacy and communication campaigns;
 - (iv) equipping staff with the competencies and skills they need to fully implement Global Priority Gender Equality through a capacity development function that will lead to policy and legislative technical assistance initiatives, the production of new modalities for peer-to-peer learning, knowledge exchange mechanisms and tools;
 - (v) reporting and communicating on the impact of transversal priorities for gender equality through a monitoring function that builds on the results of needs assessments, gender analysis, the collection of sex disaggregated data and lessons learned from sharing best practices generated by programme sectors, at Headquarters and in the field, and at the UNESCO Institute for Statistics (UIS);
 - (vi) representing UNESCO in the work of the United Nations and other multilateral and bilateral organizations and forge partnerships for gender equality with UNESCO Chairs and National Commissions for UNESCO, civil society organizations, academia and the private sector;
- (b) to allocate for this purpose, for the period 2022-2023, the integrated budget amount under the regular programme budget of \$1,948,400;

2. *Requests* the Director-General to report periodically to the governing bodies, in the statutory reports, on the execution of the programme adopted by the General Conference and the achievement of the following outcome and output:

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.

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/GEN'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's 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 fall out 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 ensuring diversity and promoting and protecting human rights and fundamental freedoms.

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/GEN 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/GEN 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 levels 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)
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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 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

09300 General Conference resolution 41 C/Res.45 for Strategic planning

The General Conference,

1. *Authorizes* the Director-General:

- (a) to implement during the period 2022-2025 the plan of action for strategic planning, in order to identify the Organization's strategic focus and orientations so that its mandate, strength and comparative advantage are harnessed in the best possible manner in pursuit of the priorities set by the Governing Bodies and by the Director-General, ensuring compliance and synergies with relevant global development frameworks, notably the 2030 Agenda for Sustainable Development and the Sustainable Development Goals for which UNESCO has a leading and coordinating role;
- (b) to deliver on this mandate by:
 - (i) Carrying out strategic planning, monitoring and reporting for improved programme design and delivery, including coordinating the preparation of the Organization's Programme and Budget and the statutory reports on programme implementation;
 - (ii) Leveraging partnership and resource mobilization to strengthen the impact and visibility of the Organization's programmes and contributing to the creation of a stronger enabling environment for resource mobilization by: strengthening staff capacities; organizing structured financing dialogues and other donor consultations; elaborating knowledge resources; and refining systems and processes;
 - (iii) Articulating and positioning UNESCO's programmatic contribution in the context of the 2030 Agenda and global United Nations system-wide programming;
- (c) to allocate for this purpose, for the period 2022-2023, the integrated budget amount under all sources of funds of \$13,325,900, which includes the regular programme budget of \$7,262,900 and voluntary contributions of \$6,063,000;

2. *Requests* the Director-General to report periodically to the governing bodies, in the statutory reports, on the execution of the programme adopted by the General Conference and the achievement of the following outcomes and outputs:

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

Output 10.BSP3 UNESCO's programmatic priorities articulated in the context of the 2030 Agenda and contribution to United Nations inter-agency work strengthened

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.

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 United Nations (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 11.BSP1); Leveraging partnership and resource mobilization to strengthen the impact and visibility of the Organization's programmes (Output 10.BSP2); Articulating and positioning UNESCO's programmatic contribution in the context of Agenda 2030 and global UN system-wide programming (Output 10.BSP3). 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 proprieties" 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 2022-2029 (41 C/4) and the Approved Programme and Budget for 2022-2025 (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 2024-2025 (42 C/5) and Programme and Budget for 2026-2029 (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 2026-2029 (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.
- 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

Performance indicators	Baselines	Targets 2023
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 (41 C/Res. 75)	– <i>Spring 2020 EXB session: SRR 2020;</i> – <i>PIR (2020 and, 2021);</i> – <i>Online information report on programme execution (Autumn 2020; Autumn 2021)</i>	– <i>APIR 2018-2021 (214th session of the Executive Board);</i> – <i>C/5 Implementation Report 2023 (216th session of the Executive Board);</i> – <i>Preparation of future 217 EX/4 launched.</i>
3. Regular reports on UNESCO's contribution in favour of the least developed countries (LDCs)	– <i>2 UNESCO reports contributing to the UN Secretary-General's Report on the implementation of the Istanbul Programme of Action for the LDCs</i> – <i>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 LDC5 Outcome document</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 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

Performance Indicators	Baselines	Targets 2023
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 the 2030 Agenda and contribution to United Nations inter-agency work strengthened	
<i>Performance indicators</i>	<i>Targets 2023</i>
1. UNESCO's contribution to the 2030 Agenda 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 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			
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 the 2030 Agenda 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

09400 General Conference resolution 41 C/Res.46 for Communication and public engagement

The General Conference,

1. *Authorizes* the Director-General:

- (a) to implement during the period 2022-2025 the plan of action for communication and public engagement, and to that end:
 - (i) inform, inspire and engage the general public, journalists and partners in UNESCO's programme and activities;
 - (ii) produce editorial content reflecting the impact of the Organization's programme and activities and that of its networks, disseminate it through the Organization's various channels and promote it through other channels by way of communications partnerships;
 - (iii) reinforce collaboration with the media and promote media opportunities for UNESCO leaders and experts;
 - (iv) develop communications partnerships to create multiplier effects and enhance UNESCO's image and outreach and those of its networks in consultation with Member States and their National Commissions for UNESCO;
 - (v) develop public information at Headquarters, in particular through the visitors' service;
 - (vi) support the communication and promotion of UNESCO events;
 - (vii) by means of the Publications Board, ensure the quality and relevance of publications, which are intellectual products of the Organization;
 - (viii) develop the dissemination of publications by developing co-publishing partnerships and improving the online sales mechanism;
 - (ix) pursue the open-access policy to provide current, future and past content in an available format compatible with the concept;
 - (x) publish quarterly and in six languages the UNESCO Courier in print and digital versions with the extrabudgetary funds allocated for that purpose;
 - (xi) continue to provide the book and gift shop services, ensuring that they meet customers' needs;
 - (xii) foster graphical, editorial and technical coherence of the integrated unesco.org web platform, so as to meet the needs of the audiences concerned;
- (b) to allocate for this purpose for the period 2022-2023, the integrated budget amount under all sources of funds of \$12,972,200, which includes the regular programme budget of \$10,094,200 and revenue-generating funds of \$2,878,000;

2. *Requests* the Director-General to report periodically to the governing bodies, in the statutory reports, on the execution of the programme adopted by the General Conference and the achievement of the following outcome and output:

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.

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 document 207 EX/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 207 EX/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 United Nations 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>Baselines</i>	<i>Targets 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

09500 General Conference resolution 41 C/Res.47 for Field offices – programme management and support services

The General Conference,

1. *Authorizes* the Director-General:

- (a) to continue implementing during the period 2022-2025 the plan of action for the management of the field offices in order to:
 - (i) pursue the optimization of UNESCO's field network in alignment with the United Nations key system-wide strategic policy orientations and operational modalities for development cooperation and with relevant resolutions adopted by the General Conference at its 41st session, and any other relevant decisions of UNESCO's governing bodies;
 - (ii) ensure strategic engagement in the rollout of the overall strategy for UNESCO's presence in the world, as decided by the governing bodies, including carrying out the planning and implementation of the Organization's programmes and actions at the country and regional levels through the UNESCO field offices and ensure their active participation in United Nations joint programming exercises and initiatives at the country and regional levels in response to national, subregional and regional priorities, as appropriate;
 - (iii) ensure increased accountability of field offices;
 - (iv) manage the staffing of field offices as regards the posts of directors/heads and core support staff;
 - (v) regularly monitor the overall performance of the field network;
 - (vi) manage, administer and monitor the implementation of field offices' security and operating expenditures, and reinforce their capacities through support, training and assessment of staffing needs;
 - (vii) strengthen the capacity of field offices for resource mobilization and engaging in partnerships;
 - (viii) orient, implement and comply with United Nations security management system (UNSMS) field security policies, directives and procedures;
- (b) to allocate for this purpose, for the period 2022-2023, the integrated budget amount under all sources of funds of \$103,960,965, which includes the regular programme budget of \$102,191,800, voluntary contributions of \$1,000,000, and revenue-generating funds of \$769,165;

2. *Requests* the Director-General to report periodically to the governing bodies, in the statutory reports, on the execution of the programme adopted by the General Conference and the achievement of the following outcomes and outputs:

Enabling Outcome 10: Reinforced partnerships, outreach and advocacy in support of UNESCO's action

Output 10.FLD1 Effective engagement and advocacy of field offices;

Output 10.FLD4 UNESCO field offices empowered to strengthen resource mobilization at the decentralized level;

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;
- Output 11.FLD3** Administrative and operational support enhanced by addressing existing and emerging needs;
- Output 11.FLD5** UNESCO's security provisions for staff members, dependents and assets in the field strengthened.

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 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>Baselines</i>	<i>Targets 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	Baselines	Targets 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	212 EX/Decision 5.III.C	Overall strategy developed 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 (A/RES/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 Administrative and operational support enhanced by addressing existing and emerging needs

<i>Performance indicators</i>	<i>Baselines</i>	<i>Targets 2023</i>
Train administrative and support staff to strengthen capacities	<i>Training of new staff and deliver training on new processes and tools</i>	<i>Address training requirement emerging from CSA or Audit</i>
Field offices supported and provided with coordinated guidance and advice	<i>No data</i>	<i>Improve the coordinated response time to the field by 2 days</i>
Ensure business continuity by providing identifying, mitigating and assessing residual risks related to the operational management of field offices	<i>5% of UNESCO offices have a validated Business Continuity Plan</i>	<i>All offices have Business Continuity Plan encompassing all operations</i>

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 the decentralized level

Performance indicators	Baselines	Targets 2023
1. Field Offices mobilize resources efficiently and effectively to achieve the C/5 expected results	<ul style="list-style-type: none"> - B1: \$210 million mobilized by UNESCO Field offices - B2: 30% of Field Offices have resource mobilization plans 	<ul style="list-style-type: none"> - 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
2. Effective, enabling environment for partnership	<ul style="list-style-type: none"> - 2 Regional Resource Mobilization Officers in post 	<ul style="list-style-type: none"> - T1: 5 Regional Resource Mobilization officers in post - T2: Capacity-building on private sector engagement rolled out to Field Offices across regions on request

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 strengthened

Performance Indicators	Baselines	Targets 2023
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)
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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			
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 the decentralized level	4 061	-	-	-	-	-	4 061	
11.FLD2 Responsiveness and sustainability of the field network enhanced	13 376	-	-	-	-	-	13 376	
11.FLD3 Administrative and operational support enhanced 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	

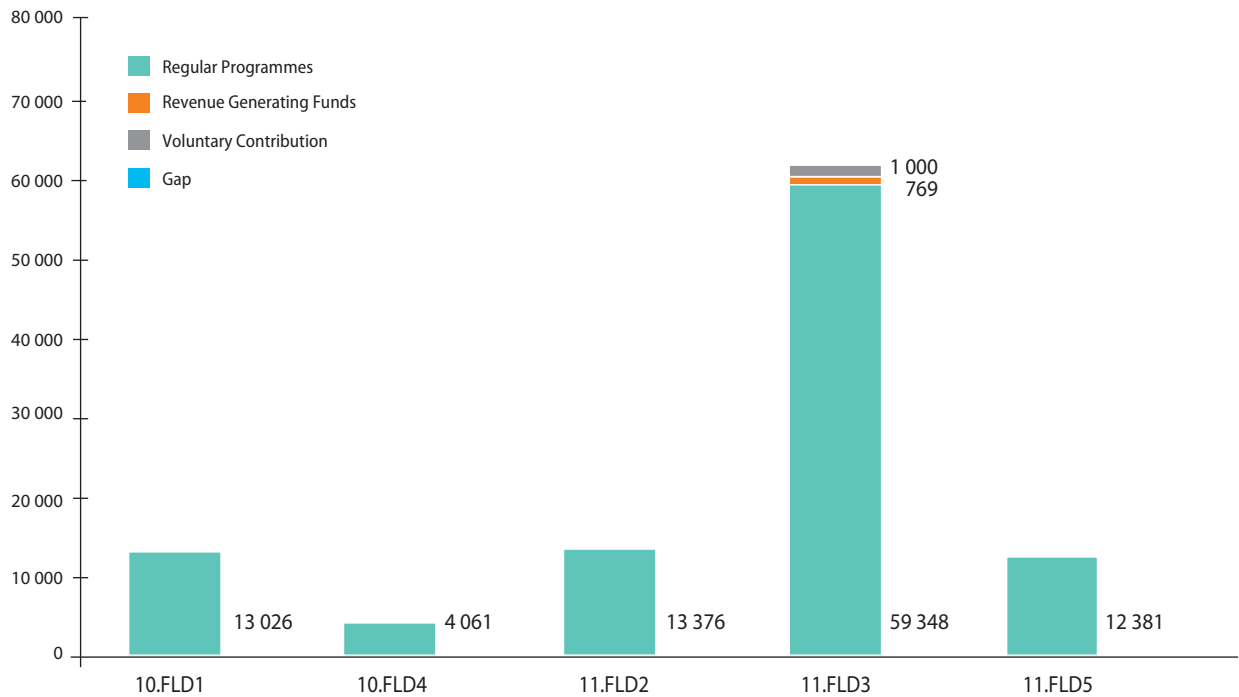
¹ The Appropriated Regular Programme Budget is funded by assessed contributions on Member States. For the Regular Programme figures the budget exchange rate is US\$1=0.869 euro.

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.

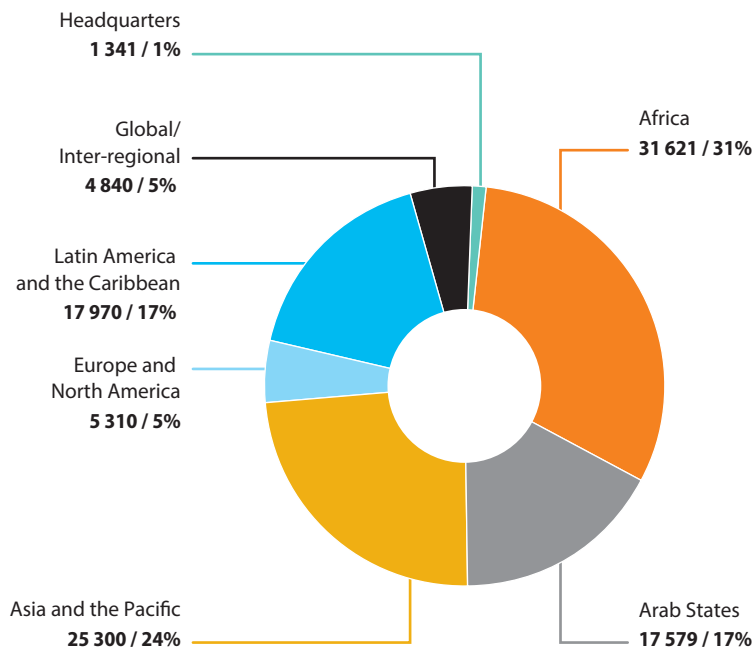
Total integrated budget by output and source of funds

(in USD '000)



Decentralization of resources by Region

(in USD '000)



Part II.C • Participation Programme and Fellowships

10100 General Conference resolution 41 C/Res.48 for the Participation Programme and Fellowships Programme

The General Conference,

A. Participation Programme

1. *Authorizes* the Director-General to implement, during the period 2022-2025, the Programme of Participation in the activities of Member States, in accordance with the principles and conditions approved by the General Conference at its 41st session;
2. *Invites* the Director-General:
 - (a) to communicate without delay, in order to enhance the presentation, follow-up to and evaluation of the projects submitted under the Participation Programme, to the National Commissions for UNESCO or, where there is no National Commission, through the designated government channel, the reasons for modifying or denying the requested amounts;
 - (b) to inform the National Commissions for UNESCO, or where there is no National Commission, the designated government channel, of all projects and activities undertaken by international non-governmental organizations in their respective countries with support from the Participation Programme;
 - (c) to submit a biennial report on the implementation of the Participation Programme and emergency assistance as part of the statutory report (EX/4) on the execution of the programme adopted by the General Conference to the Executive Board at its session directly preceding the General Conference session;
 - (d) to ensure that the percentage of the Participation Programme funds for emergency assistance, international non-governmental organizations and regional activities does not exceed 7%, 5% and 3% respectively of the allocated amount for the Participation Programme for a given biennium;
 - (e) to seek extrabudgetary funds to supplement the emergency assistance programme for 2022-2023 as needed;
 - (f) to identify ways and means of strengthening the Participation Programme in the forthcoming biennium for the benefit of the least developed countries (LDCs), developing countries, post-conflict and post-disaster countries, small island developing States (SIDS) and countries in transition;
3. *Requests* the Director-General to report periodically to the governing bodies, in the statutory reports, on the execution of the programme adopted by the General Conference and the achievement of the following outcome and output:

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, timely coordination among sectors and responsiveness, and an increase in the number of projects approved for gender equality and countries in need, particularly in Africa, developing countries, least developed countries (LDCs), and small island developing States (SIDS);

B. Fellowships Programme

1. *Authorizes* the Director-General to continue implementing, during the period 2022-2025, the plan of action for the Fellowships Programme in order to:
 - (a) contribute to the enhancement of human resources and national capacity building in areas that are closely aligned to UNESCO's strategic objectives and programme priorities, in particular Africa and gender equality, through the award and administration of fellowships;
 - (b) negotiate cost-sharing arrangements either in cash or in kind with interested donors to fund fellowships through co-sponsored fellowship programmes;
 - (c) explore possibilities of strengthening the Fellowships Programme through partnerships with civil society and non-governmental organizations;
2. *Requests* the Director-General to report periodically to the governing bodies in the statutory reports on the execution of the programme adopted by the General Conference and the achievement of the following outcome and output:

Enabling Outcome 10: Reinforced partnerships, outreach and advocacy in support of UNESCO's action

Output 10.PPF2 Fellowships Programme management enhanced to align thematic areas with the Organization's strategic objectives;

C. Appropriation for the Participation Programme and Fellowships Programme

Authorizes the Director-General:

- (a) to allocate for the period 2022-2023 for the Participation Programme the integrated budget amount under the regular programme budget of \$10,992,900;
- (b) to allocate also for the period 2022-2023 for the Fellowships Programme in order to honour UNESCO obligations under cost-sharing arrangements with donors in the framework of the co-sponsored fellowships programmes the integrated budget amount under the regular programme budget of \$754,000;
- (c) to allocate further for the period 2022-2023 for staff and operating costs of the Participation Programme and Fellowships Programme unit the integrated budget amount under the regular programme budget of \$1,719,100.

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 41 C/4 and 41 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 10 "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, timely coordination among sectors and responsiveness, and an increase in the number of projects approved for gender equality and countries in need, particularly in Africa, developing countries, least developed countries (LDCs), and small island developing States (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"> – <i>Coordination to ensure effective post-evaluation of evaluation reports enhanced</i> – <i>Increased participation (by 50%) of Field Offices in PP evaluation process</i>
2. Training sessions on the Participation Programme rules and regulations	<ul style="list-style-type: none"> – <i>4 training sessions per biennium organized with PP beneficiaries to improve financial reports quality</i> – <i>bi-monthly/quarterly/semi-annual coordination meetings with BFM on financial reporting.</i>

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"> – <i>100% of candidate selections made in line with established criteria</i> – <i>Guaranteed gender equality (at least 50% of female fellows awarded)</i>
2. Number of fellowships awarded, with emphasis on countries in Africa, developing countries, LDCs, and SIDS	<ul style="list-style-type: none"> – <i>165 fellowships awarded annually subject to the sanitary situation</i> – <i>Enhanced cooperation with donor countries and host institutions</i>

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 Voluntary Contributions	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, timely coordination among sectors and responsiveness, 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**

The General Conference,

1. *Authorizes* the Director-General:

A. to implement during the period 2022-2025 the plan of action for the Sector for Administration and Management in order to:

(a) be accountable for and enable transparent, 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, and where possible, improvements in efficiency, quality and timely delivery of services will be made by adopting a risk-based approach;

Human resources management

(b) assess periodically the progress made in the implementation of the UNESCO Human Resources Management Strategy for 2017-2022, and develop a new strategy for 2023-2027 in line with organizational priorities and available financial and human resources;

Financial management

(c) ensure prudent financial management, improved transparent financial reporting and compliance with internal financial controls;

Digital business solutions

(d) ensure resilient global digital operations and quality service delivery, within an enhanced cyber security environment, that correspond to the needs of internal and external stakeholders;

Organization of conferences, languages and documents

(e) ensure a client-oriented management of conferences, translation, interpretation, production and distribution of documents and publications;

Operational support

(f) provide support for programme implementation and procurement and the management of premises, in cooperation with the Headquarters Committee;

Management of security and safety

(g) reinforce security arrangements at Headquarters and field offices, where appropriate;

Headquarters common costs

(h) ensure the effective and transparent management of costs for Headquarters maintenance, utilities and common information technology (IT) costs;

- B. to allocate for this purpose, for the period 2022-2023, the integrated budget amount under all sources of funds of \$160,603,010, which includes the regular programme budget of \$89,929,900, voluntary contributions of \$36,244,800 and revenue-generating funds of \$34,428,310;
2. *Requests* the Director-General to report periodically to the governing bodies, in the statutory reports, on the execution of the programme adopted by the General Conference and the achievement of the following outcome and outputs:

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
- Output 11.HRM1** Staffing, learning and development, and staff well-being policies developed and implemented in support of a more diverse, efficient and agile working environment
- Output 11.BFM1** Prudent financial management, while strengthening of the internal controls and the second line of defence, supported by appropriate and timely management and financial reporting
- Output 11.DBS1** More integrated and properly codified project and knowledge management in support of programme delivery
- Output 11.DBS2** Provision of a resilient IT infrastructure, and best-in-class service management to enable effective programme delivery
- Output 11.DBS3** Provision of strengthened cyber security and digital risk management
- Output 11.CLD1** Business-focused support enhanced to ensure efficient programme delivery
- Output 11.OPS1** Procurement planning and management improved, and facilities' effective management and sustainable financing ensured
- Output 11.MSS1** Security and safety of the work environment enhanced.

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 (HR) 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 where appropriate into UNESCO working practices where these can bring lasting improvements to our work and without prejudice to staff well-being.
- 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 the Headquarters Committee, Member States (and with the host country, where appropriate), 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</i>	<i>Targets 2023</i>
1. Carbon footprint of UNESCO	<i>7.1 tons of CO2 equivalent emitted per staff member per year or total of 29.075 tons</i>	<i>15% reduction</i>
2. Percentage of the total number of meetings and events organized which apply standards with regard to accessibility	<i>5%</i>	<i>75%</i>
3. Percentage of Field Offices which have a validated Business Continuity Plan	<i>5%</i>	<i>95%</i>

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 expertise, 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 and 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</i>	<i>Targets 2023</i>
1. Geographical distribution of staff	<i>78% of Member States represented</i>	<i>85% of Member States represented</i>
2. Percentage of women at senior management level	<i>48% of women at D and above level</i>	<i>50% of women at D and above level</i>
3. Number of staff members reaching or exceeding their Standard Duration of Assignment	<i>277 staff members</i>	<i>Reduced by at least one-third</i>

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 prerequisites 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, paying special attention to field offices.

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 defence, supported by appropriate and timely management and financial reporting

<i>Performance indicators</i>	<i>Baselines</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, and internal, JIU, and external audit recommendations on financial management	<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, and internal, JIU, and external audit recommendations on financial management</i>
4. Second line of defence 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 defences 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</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)	<i>98%</i>	<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 and predictability of work, to maintain a calendar of events on the intranet, 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		
<i>Performance indicators</i>	<i>Baselines</i>	<i>Targets 2023</i>
1. Guidance on translation, interpretation and document planning and quality control issued	<i>New guidance developed</i>	<i>Full compliance with quality standards for all translations.</i>
2. Administrative procedures to formalize new working methods and ensure maximum efficiency updated	<i>Rules and procedures in force</i>	<i>New contract modalities and procedures and automated tools developed across the various operations</i>
3. Updated administrative procedures for organization of meetings	<i>Fragmented procedures in force</i>	<i>Related procedures and framework implemented</i>
4. A comprehensive and holistic policy developed for a corporate approach to the management of the works of art collection	<i>Fragmented policy, practices and rules in force</i>	<i>New policy implemented</i>

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 Programme 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" and environmental sustainability principles.
- 11605** Regarding facilities management, the Division will ensure good communication with the Headquarters Committee and 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</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. 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</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

Outcome / Output	Breakdown by source of funds						Total Voluntary Contributions	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. 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 and 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 defence, 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, the following structural changes will be operated for the 41 C/5 within the Sector for Administration:

- 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 presented separately under 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/5 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 Integrated Budget under Human Resources Management (HRM) totals \$31.7 million in the 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	40 C/5	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 and how they will be allocated under the 41 C/5. It is noted that the total common costs under the 41 C/5 are slightly higher (5.8%) than the 40 C/5. This is due to the need to purchase additional IT licenses for cybersecurity tools to strengthen defences 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)
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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 repayments 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

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

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
C. Participation Programme and Fellowships	1 471 600	11 994 400	13 466 000	-	-	-	-	-	-	1 471 600	11 994 400	13 466 000
TOTAL, PART II	277 582 000	119 418 900	397 000 900	178 000	3 469 165	3 647 165	134 010 900	746 565 235	880 576 135	411 770 900	869 453 300	1 281 224 200
PART III • CORPORATE SERVICES												
A. Sector for Administration and Management												
Office of the ADG of the Administration and Management	3 430 900	279 100	3 710 000	-	-	-	2 695 680	194 420	2 890 100	6 126 580	473 520	6 600 100
Human Resources and Management	8 639 100	13 516 200	22 155 300	200 000	-	200 000	6 787 900	2 633 600	9 421 500	15 627 000	16 149 800	31 776 800
Financial Management	5 661 000	337 100	5 998 100	-	-	-	4 447 940	479 460	4 927 400	10 108 940	816 560	10 925 500
Digital Business Solutions	10 042 200	1 515 800	11 558 000	-	-	-	7 890 400	11 115 400	19 005 800	17 932 600	12 631 200	30 563 800
Organization of Conferences, Languages and Documents	13 504 300	889 000	14 393 300	6 916 000	8 745 250	15 661 250	-	-	-	20 420 300	9 634 250	30 054 550
Operational Support	9 730 900	3 839 800	13 570 700	4 022 000	10 790 060	14 812 060	-	-	-	13 752 900	14 629 860	28 382 760
Management of Security and Safety	7 183 900	1 949 000	9 132 900	3 755 000	-	3 755 000	-	-	-	10 938 900	1 949 000	12 887 900
B. Headquarters Common Costs		9 411 600	9 411 600	-	-	-	-	-	-	-	9 411 600	9 411 600
TOTAL, PART III	58 192 300	31 737 600	89 929 900	14 893 000	19 535 310	34 428 310	21 821 920	14 422 880	36 244 800	94 907 220	65 695 790	160 603 010
TOTAL, PARTS I - III	350 641 400	175 480 600	526 122 000	15 071 000	23 004 475	38 075 475	165 491 950	761 812 085	927 304 035	531 204 350	960 297 160	1 491 501 510
After Service Health Insurance long-term liability (ASHI)	3 460 800	-	3 460 800	150 710	-	150 710	360 400	-	360 400	3 971 910	-	3 971 910
TOTAL, OPERATING BUDGET	354 102 200	175 480 600	529 582 800	15 221 710	23 004 475	38 226 185	165 852 350	761 812 085	927 664 435	535 176 260	960 297 160	1 495 473 420
LOAN REPAYMENTS FOR CAPITAL EXPENDITURE												
Loan repayments IBE	-	22 000	22 000	-	-	-	-	-	-	-	22 000	22 000
Loan repayments Miollis building	-	5 042 200	5 042 200	-	-	-	-	-	-	-	5 042 200	5 042 200
TOTAL, LOAN REPAYMENTS FOR CAPITAL EXPENDITURE	-	5 064 200	5 064 200	-	-	-	-	-	-	-	5 064 200	5 064 200
GRAND TOTAL, INTEGRATED BUDGET	354 102 200	180 544 800	534 647 000	15 221 710	23 004 475	38 226 185	165 852 350	761 812 085	927 664 435	535 176 260	965 361 360	1 500 537 620
Offsetting related to management costs recovery from voluntary contributions												(41 681 300)
Offsetting related to the estimated internal charge back for Revenue Generating funds												(11 098 500)
TOTAL NET INTEGRATED BUDGET												1 447 757 820

	40 C/5 Approved Regular Programme Budget (restated)	41 C/5 Approved 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%

	Approved 40 C/5 Revenue Generating Funds (restated)	Approved 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 ILC • 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%

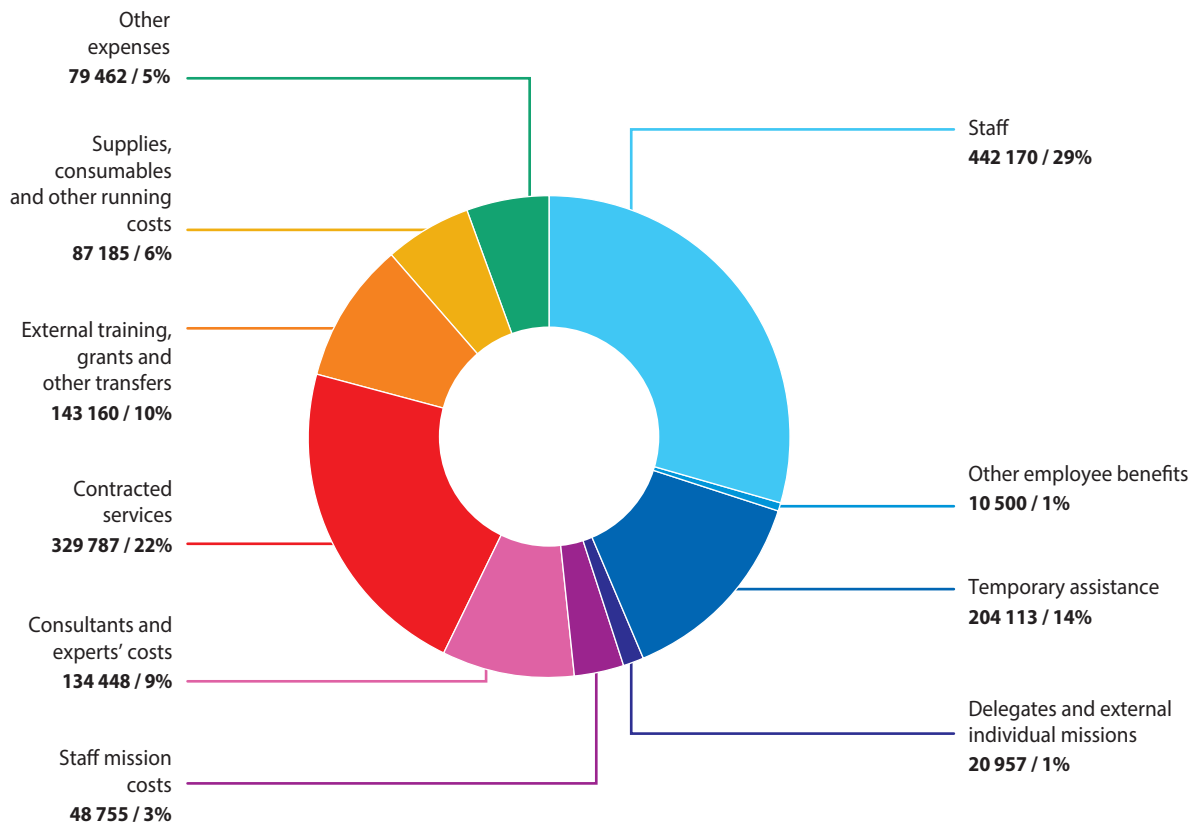
	Approved 40 C/5 (restated) ¹	MCA Regular Programme Share RP share % 56	MCA Voluntary Contribution Share VC share % 44	Approved 41 C/5	Variation
PART I • GENERAL POLICY AND DIRECTION					
B. Direction					
Directorate	9 250	5 334	4 153	9 486	3%
Internal Oversight	7 052	4 294	3 343	7 637	8%
International Standards and Legal Affairs	5 282	3 168	2 465	5 633	7%
Ethics	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					
Office of the ADG of Administration and Management	6 841	3 710	2 890	6 600	-4%
Human Resources Management	18 604	11 055	8 622	19 677	6%
Financial management	10 588	5 998	4 667	10 666	1%
Digital Business Solutions	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 long-term 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

	Approved 40 C/5, including gap (restated)	Approved 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					
Office of the ADG of Administration and Management	3 015	-	11 060	11 060	266.8%
Human Resources Management	135	-	-	-	-100.0%
Financial Management	1 970	-	800	800	-59.4%
Digital Business Solutions	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 US\$41,681 million. Information on MCA is available in Annex II (c)

	Approved 40 C/5 Regular Programme	Approved 41 C/5 Regular Programme	Variation (Regular Programme)	Approved 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 and 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 and 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								Established Posts 2022-2023 (41 C/5 Approved)								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)
Headquarters 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 Headquarters 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 and materials and 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, d) maintenance of premises, materials and equipment, e) 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		EXPENDITURE	
	Total		Total
	\$		\$
A. Income from document production	3 716 682	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. Income from services provided for multifunctional devices	785 000	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. Income from services provided for mail and distribution operations	1 100 000	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. Income from translation	2 442 563	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 income	1 000	E. Other expenditure	1 000
		F. Provision ASHI	29 245
GRAND TOTAL	8 045 245	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 Programmes to the intersectoral programmes and related outputs, as indicated in the implementation strategy

		Part I	Part II.B	Part III	Total
Enabling Outcome 10:	UNJM	15 142	-	-	15 142
Reinforced partnerships, outreach and advocacy in support of UNESCO's action	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:	11.GBS1	10 585	-	-	10 585
Accountable, efficient and effective management in pursuit of the Organization's results	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

FLAGSHIP PROGRAMME 1

Campus Africa: Reinforcing higher education in Africa

Despite positive developments, the higher education systems in Africa are still facing several challenges. Africa has the fastest-growing scientific production in the world but generates less than 1% of the world's research. According to the UNESCO Science Report 2021, Africa invests a mere 0.59% of GDP on research and development, compared to a world average of 1.79%. Although access to tertiary education in sub-Saharan Africa doubled between 2000 and 2018, the enrolment rate remains low at 9% in 2018, the lowest regional average in the world. For many countries in the region, it is extremely difficult to secure adequate funding for tertiary education and the costs for tertiary education remain high. With student enrollment on the rise, it can be noted that regional higher education hubs are becoming preferred destinations for the mobility of students on the African continent. At the same time, robust quality assurance mechanisms and agencies, which are key to upholding academic standards, are still lacking in some countries. Inclusion is a key imperative, particularly as the continent experiences one of the greatest migration waves in history due to internal displacements based on the search for employment opportunities or on humanitarian and other crises. Furthermore, sub-Saharan Africa is the only region where women still do not enroll in or graduate from tertiary education at the same rate as men.

There is a need to address these challenges and to capitalize on these developments, which constitute a promising basis for sustained improvement of the tertiary education¹ system in Africa based on local capacities. This is why Campus Africa will focus on four key components – research and innovation, data, inclusion and recognition – as outlined below.

The **overall objective** of Campus Africa is to build integrated, inclusive, and quality tertiary education systems and institutions, for the development of inclusive and equitable societies on the continent. This includes the following:

- Enhance the research capacity of African tertiary institutions and increase research outcomes with effective networking;
- Improve the availability and quality of data on tertiary education in Africa to inform evidence-based decision-making;
- Improve access to higher education and TVET for all in Africa, and promote equal opportunities for learners of all backgrounds, including vulnerable and marginalized groups, in pursuing learning opportunities and individual development;
- Promote recognition of qualifications backed up by mutually recognized quality assurance mechanism, procedures and mechanism for academic mobility and international exchanges.

¹ Tertiary education is an umbrella term that covers all post-secondary education, including Technical and Vocational Education and Training (TVET) and higher education. However, as TVET covers all levels of education, it is not exclusively tertiary (UNESCO ISCED, 2011).

The Education Sector will coordinate the implementation of Campus Africa through the five multi-sectoral offices on the continent and drawing on the expertise of its category 1 institutes and all relevant units. The sustainability of the interventions will be grounded in national ownership, ensuring alignment with national policies, plans and priorities. Synergies will be sought with United Nations agencies, the United Nations Development Assistance Frameworks, and development partners' initiatives supporting SDG 4.3.

The focus will be placed on supporting Member States in the region in the following four key areas:

- **Research:** to develop a network of tertiary education research hubs among national universities and other higher education institutions and connect these with networks of similar institutions in other regions to lead innovation. The aim is to strengthen innovation ecosystems and improve the production of scientific and technical knowledge and research in Africa, placing the continent's tertiary education institutions on a more equal footing with those of other regions, also contributing to more integrated research.
- **Data:** to produce better data in higher education to inform the development/improvement of tertiary education and equity policies, including on scholarship opportunities for both university and TVET education. UNESCO will lead the digital platform "World Higher Education Campus", sharing information relevant to tertiary education and mobilizing cooperation to "expand the number of scholarships for university and TVET education available to developing countries" (SDG Target 4.b).
- **Inclusion:** to support the inclusion of women and men in tertiary education, and of vulnerable groups, particularly through targeted measures for crisis-affected people on the move. The UNESCO Qualifications Passport for Refugees and Vulnerable Migrants is a key tool that can be further piloted in this respect.
- **Recognition:** to support recognition of qualifications in university and TVET education, particularly for refugees. Enhance the capacities of national authorities on academic mobility, on the recognition of qualifications as well as on quality assurance –building upon UNESCO's work in previous years in this area. Quality assurance instruments to support both university and TVET education will be developed and implemented, including standards and models. Mobility and recognition improvements will be underpinned by the 2014 Addis Recognition Convention which caters to the specific needs of the region and the Global Convention on the Recognition of Qualifications concerning Higher Education on a more global scale.

UNESCO will capitalize on its convening power to bring together various stakeholders and also harness the power of youth in this process as game changers. Key implementation partners will include ministries and government agencies in charge of higher education, higher education institutions and networks, the Association of African Universities, ADEA, UNESCO Chairs/UNITWIN networks, UNEVOC network, UNESCO institutes and Centers and other United Nations agencies. Regional quality assurance networks, councils and agencies will also be mobilized specifically for the recognition component of the flagship. Other key stakeholders include youth organizations, civil society organizations, and other United Nations agencies concerned.

LINK TO 41 C/4 OUTCOMES: O1 Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all					
LINK TO 41 C/5 OUTPUTS: 1.ED4 Learners equipped with relevant skills to meet individual, labour market and societal demands through literacy, TVET, STEM and higher education					
Main Objectives	Main Components/Activities	Key (operational) Outputs	Key Performance Indicators	Beneficiary Countries/Region	Key Partners (International, Regional, National...)
1. Improving the performance of the higher education sector in Africa, based on local capacities, for more inclusive, quality-assured, innovative, connected and research-intensive systems and strengthen innovation ecosystems.	Support sub-Saharan African countries to develop a network of higher education intensive research hubs in national universities on topics like technology, science, humanities, as a means to contribute to social and economic development. Connect with network of universities in other regions.	Support the development of Intensive research hubs in national universities, including through development of PhD tracks Establish a network of these universities in the region and connect globally in order to improve the production of scientific knowledge and research in Africa. Support the development of national quality assurances mechanisms for higher education and TVET. Support recognition of qualifications in higher education and TVET for refugees.	<ul style="list-style-type: none"> Number of African tertiary education research hubs supported and connected to foster innovation 	Sub-Saharan Africa	<ul style="list-style-type: none"> UNESCO Chairs/UNITWIN and other HEI networks and associations Research partners through Global Education Coalition IAU – International Association of Universities University Associations United Nations agencies Networks of national qualifications authorities/ recognition entities UNEVOC
2. Reinforcing TVET systems in Africa with a strong focus on the tertiary level.	Reinforcing TVET tertiary education systems.	Reinforcing TVET tertiary education systems	<ul style="list-style-type: none"> Number of countries supported by UNESCO to widen access to equitable gender responsive quality assured higher education and tertiary TVET provision Number of young people (male/female) equipped with TVET and digital Skills in Africa Number of countries with quality assurance mechanism for higher education and TVET improved or developed 		
3. Mitigate challenges faced by refugees through targeted measures, including the UNESCO Qualification Passport.	Continue to roll out the UNESCO Qualification Passport.	Support recognition of qualifications in higher education and TVET for refugees	<ul style="list-style-type: none"> 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, contribution to the Global Compact on Refugees 	Sub-Saharan Africa	
4. Producing new data for improved policies, including on scholarships in Africa	Creation of the digital platform “Campus Africa” Development of national tools and capacities to improve the quantity and quality of data collected on the performance of higher education systems and institutions Production/dissemination of research results; reference frameworks; data and statistics; norms and standards; innovations; models and tools; initiatives and practices; collaborative networks; international cooperation; academic mobility opportunities	Increased production and capacities of targeted information and data for improved policies and opportunities Increased research on key challenges and opportunities for Africa Increased capacities for targeted policies in HED, including equity and recognition of qualifications Improved technical skills thanks to the transfer of knowledge produced by higher education	<ul style="list-style-type: none"> Number of education systems technically supported to improve data production and use of data for better targeted policies 	All countries under the five Regional Offices of UNESCO in Africa	<ul style="list-style-type: none"> Ministries of Education UNESCO Chairs HED Institutions IAU African Association of Universities

FLAGSHIP PROGRAMME 2

The General History of Africa (GHA) as a catalyst for achieving agenda 2063 and the 2030 Agenda

Launched in 1964 by UNESCO, the General History of Africa remains emblematic for the continent, its diaspora and UNESCO itself. The African Union's Heads of State recommended that the history of Africa be taught at all levels of schooling, from primary to higher education. The effective integration of the content of the General History of Africa in different subjects (social sciences, history, political science, etc.) will be strengthened and expanded upon as part of the Operational Strategy for Priority Africa 2022-2029.

Most African countries have inherited a debilitating colonial legacy facing at least two vital post-colonial tasks: (i) the building of Nation-States based on national unity and cohesion on a citizen conscience and common African cultural references; (ii) building endogenous and cumulative bases for accelerated and sustainable development. Education systems supposed to consolidate history, language, and cultural heritage from generation to generation have been significantly either weakened and marginalized or captured by a colonizing mission, the devaluation of African cultures and languages, or a “negative ontology” of Africa (Kounkou, 2010), has been internalized.

In this context, a desired educational and cultural transformation, embodied in Agenda 2063 and the Charter for African Cultural Renaissance, as well as on the 2030 Agenda, promotes “a new authentic African narrative on Africa” through the reappropriation of its history based on the GHA, its languages and its heritage with the pillars of refoundation: the reform of school systems, the development of research history, the operationalization of the educational continuum and the eventual social change.

The first eight volumes of the GHA, that have been published during the first Phase of the programme (1964-1999) and are being completed by the production of updated knowledge on the history of Africa and its diasporas within the framework of its second phase (2009), now provide a concrete means to contribute to this necessary change – and UNESCO is well positioned to connect the GHA to education systems, according to its recognized comparative advantages in the fields of education, culture, democracy and social sciences, which justify the request for scientific and technical support expressed by Member States wishing to engage in educational transformation.

The **overall long-term strategic objective** of this Flagship is to promote inclusive African societies which are just, democratic, respectful of human rights and the rule of law.

Strategic objectives include:

1. Accelerating the transformation of the continent's educational systems with a view to attaining the seven aspirations of the Agenda 2063: The Africa We Want and the 17 Sustainable Development Goals (SDGs) of the 2030 Agenda.
2. Deepening scientific production on the history of Africa to update the pioneering work (GHA) completed in 1999.
3. Making the awareness of the GHA narratives widely accessible to all African populations and diasporas.

The **implementation** of the Flagship will be coordinated by the Education and the Social and Human Sciences Sectors, through intersectoral collaboration that will include contributions from PAX and Culture Sectors, active contribution of the five multi-sectoral offices on the continent and drawing on the expertise of the UNESCO International Bureau of Education (IBE), the International Institute for Capacity Building in Africa (IICBA), as well as other UNESCO specialized institutes as required.

The flagship will have three key components:

- Transformation of Education with focus on curriculum and teacher training
- Strengthening knowledge production on the history of Africa
- Lifelong learning and outreach

Key implementation partners will include ministries and government agencies, National Commissions for UNESCO, UNESCO Chairs/UNITWIN networks and relevant United Nations agencies, Academic Institutions (in the Africa region and beyond when relevant), civil society and private sector, media, Foundations, Philanthropists from Africa and its diasporas, Historical societies, Archives, cultural institutions, museums.

LINK TO 41 C/4 OUTCOMES: O7 Promote inclusion and combat discrimination, hate speech and stereotypes

LINK TO 41 C/5 OUTPUTS:

- 1.ED1** Education systems are equipped to promote inclusion, address marginalization and advance rights, including in crisis-affected post-disaster contexts
- 7.ED3** Learners empowered to lead healthy lives, promote sustainable development and engage with the world as creative and responsible global citizens
- 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
- 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, addressing the legacies of the pandemic crisis and facing the social impact of climate change
- 1.IP1** Member States' capacities strengthened to enhance the quality of education, nurture creativity and promote respect for cultural diversity

Main Objectives	Main Components/Activities	Key (operational) Outputs	Key Performance Indicators	Beneficiary Countries/Region	Key Partners (International, Regional, National...)
1. Transform the continent's educational systems with a view to attaining the seven aspirations of the Agenda 2063: The Africa We Want and the 17 Sustainable Development Goals (SDGs) of the 2030 Agenda.	<ul style="list-style-type: none"> - Supporting linguistic and educational policies for effective bilingual teaching, reference frameworks and models for the teaching of the General History of Africa (GHA) and the enhancement of Africa's cultural heritage in education. - Supporting the professional development of staff, particularly in relation to reforms in curricula, teaching and pedagogy, as well as reforms in the evaluation and development of teaching materials in African languages and science, mathematics and technology (SMT). - Supporting the development of strategies and tools for the planning and implementation of education transformation. 	<ul style="list-style-type: none"> - Students' first languages are used as the language of instruction. - The GHA is well integrated in the teaching curriculum of African primary and secondary schools. - Africa's cultural heritage is valued in education. - SMT taught successfully in the learners' first languages. - School curricula based on African identity are implemented. 	Informational, awareness-raising and educational strategies based on African heritage and values enable African populations to develop life skills, as well as attitudes and values conducive to the establishment of inclusive societies, democratic awareness and behaviour, respect for human rights and cultural differences, and a mutual understanding that enables people to live together in peace and diversity.	All countries in the African region and countries with African diasporas; children and young people, teachers, trainers, management staff, curricula and school textbook developers, evaluators and decision-makers.	UNICEF; World Bank; SIL International; ELAN; ACALAN; CONFEMEN; ADEA; PAVEU; UNESCO: SHS, IICBA; CODESRIA; Pan African University (PAU)
2. Strengthen scientific outputs on the history of Africa to update and complement the GHA's pioneering work, completed in 1999.	<ul style="list-style-type: none"> - Developing a concept note and methodology for the updating of the GHA, the history of the diasporas and interdisciplinary approaches. - Organizing scientific writing and validation processes. - Establishing UNESCO Chairs for the Global History of Africa. - Producing materials for information dissemination and outreach. 	<ul style="list-style-type: none"> - The African perspective promoted by the GHA is updated to fully integrate the history of African diasporas. - The interpretation of Africa's past is more closely aligned with contemporary challenges and issues. - New contributions are widely disseminated to specialists and other users and popularized. 	<ul style="list-style-type: none"> i. The updating of the GHA is scientifically validated and fully integrates the history of African diasporas and publication of volumes IX and XI of the collection ii. The articulation of the GHA to contemporary challenges faced by Africa and its diasporas is scientifically validated and publication of Volume X of the GHA. 	All countries in the African region and countries with African diasporas; children and young people, adults, teachers, trainers, management staff, specialists, the general public, decision-makers.	CODESRIA; Association of African Universities (AAU)

3. The adoption of the GHA by all African populations and diasporas.	<ul style="list-style-type: none"> - Supporting GHA curriculum adaptation in non-formal and informal education. - Creating films, comic books, television and radio programmes and series, ICT materials and other outreach resources for the general public. - Organizing commemorative events, exhibitions, shows, memorial associations, etc. - Developing models for educational partnerships between schools and communities for exchanges associated with the GHA. 	<ul style="list-style-type: none"> - Non-formal and informal educational programmes incorporate the GHA. - GHA outreach targeting African populations and diasporas is effective. - African populations and diasporas embrace key memorial events which are fundamental to the history of Africa and its diaspora. - The GHA educational continuum is effective. 	Number of countries supported to integrate culture in their education policies and programmes in view of improving their quality and relevance	All countries in the African region and countries with African diasporas; children and young people, adults, teachers, trainers, mass media professionals and hosts, the general public, decision-makers.	UIL; international, regional and national media
4. Promoting inclusive African societies which are democratic and respectful of human rights and the rule of law.	<ul style="list-style-type: none"> - Supporting informational, awareness-raising and educational activities against all prejudice and discrimination, including racist, xenophobic and minority-based bias, among others, as well as radicalization and violent extremism, in order to favour active citizenship in terms of human and democratic rights, duties and responsibilities, as well as conflict management and prevention. - Conducting research on African values and heritage to be included in the development and implementation of strategies promoting democratic principles and behaviour. 	<ul style="list-style-type: none"> - Informational, awareness-raising and educational strategies based on African heritage and values enable African populations to develop life skills, as well as attitudes and values conducive to the establishment of inclusive societies, democratic awareness and behaviour, respect for human rights and cultural differences, and a mutual understanding that enables people to live together in peace and diversity. 	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	All countries in the African region and countries with African diasporas; children and young people, adults, teachers, trainers, mass media professionals and hosts, the general public, decision-makers.	Forum on Human Rights, Democracy and the Rule of Law; international, regional and national human rights organizations; UIL; international, regional and national media

FLAGSHIP PROGRAMME 3

Fostering cultural heritage and capacity development

Drawing inspiration from the methodology used to construct Priority Africa in the 41 C/4 and 41 C/5, the Flagship Programme will aim to work in close collaboration with African Member States, who will be the key beneficiaries of this Flagship Programme and aim at the following two main objectives: 1) Supporting African Member States in World Heritage capacity building, particularly for nominations and the removal of sites from the List of World Heritage in Danger, and 2) Supporting African Member States in the fight against the illicit trafficking of cultural property within the framework of the 1970 Convention; and in facilitating the return and restitution of cultural property in the framework 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), as well as the promotion of museums.

Collaboration with 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 further integrated within the Flagship Programme. Focus will be placed on strengthening the capacities of African Member States to implement the 1970 Convention and enhance the work of the ICPRCP, as well as to facilitate the referral of cases to the ICPRCP by African Member States. Moreover, UNESCO will strengthen capacity-building activities in Africa in the field of illicit trafficking in collaboration with national authorities, international operational organizations and partners, and support bilateral negotiations for the return or restitution of movable cultural property of fundamental significance for the countries of origin through direct legal and technical assistance, and collaboration with the ICPRCP. Regional cooperation will also be reinforced to enhance the fight against the illicit trafficking of cultural objects. In this context, the Flagship Programme will contribute to promoting the African Union Model Law on the Protection of Cultural Property and Heritage, as well as the 2019 ECOWAS resolution on the return of illicitly trafficked cultural goods.

As concerns support for harnessing good practices for conservation and socio-economic development as a key output, a specific component will be devoted to strengthening conservation and management practices in line with sustainable development perspectives, ensuring an alignment with the priorities defined in the related action plans for World Heritage. Concrete efforts will be deployed to support sustainable management and conservation in line with the World Heritage Operational Guidelines, the World Heritage Policy on Sustainable Development, and the UNESCO 2011 Recommendation on the Historic Urban Landscape, as well as to promote the recognition of the links between natural and cultural heritage, tangible and intangible heritage and the well-being of communities.

LINK TO 41 C/4 OUTCOMES: O5 - Enhance the protection and promotion of the diversity of heritage and cultural expressions

LINK TO 41 C/5 OUTPUTS:

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

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

Main Objectives	Main Components/Activities	Key (operational) Outputs	Key Performance Indicators	Beneficiary Countries/Region	Key Partners (International, Regional, National...)
1. Supporting African Member States in World Heritage capacity building, particularly for nominations and the removal of sites from the List of World Heritage in Danger.	<ul style="list-style-type: none"> - In the area of World Heritage, the Flagship Programme will aim to work in close collaboration with African Member States and key partners such as the African World Heritage Fund, ministries, universities, UNESCO Chairs, institutes, site managers, who will be the key beneficiaries of this Flagship Programme component. - Implement the Operational Strategy for Priority Africa on the short-, medium and long-term, as discussed with the Africa Group, to provide concrete responses to the insufficient representation of African heritage in World Heritage inscriptions. - Ensure the inclusion of Priority Africa as a pillar of the upcoming World Heritage Capacity Building Strategy (WHCBS). 	<ul style="list-style-type: none"> • Support the development of World Heritage nomination files in Africa: Focusing in particular on the 12 countries in Africa with no properties on the World Heritage List, UNESCO will rethink the way it approaches and works with African Member States on the preparation of future nomination files. • Support the removal of sites from the List of World Heritage in Danger: Develop a Desired state of conservation for sites inscribed on the List of World Heritage in Danger (DSOCR) for all 16 African sites on the Danger List and set up a specific monitoring programme in the field to reverse prevailing trends with regard to inscriptions on the Danger List. • Harnessing good conservation practices for socio-economic development: Strengthen conservation and management practices in line with sustainable development perspectives, building on the World Heritage Operational Guidelines, the World Heritage Policy on Sustainable Development, and the UNESCO 2011 Recommendation on the Historic Urban Landscape. • Capacity building: Develop a new, sustainable capacity building approach on nominations, site management and conservation, so that established heritage counterparts in African Member States can develop in a sustainable manner. • Support cultural heritage experts from Africa: Upscale mentorship to expand the roster of experts, especially young and women, from the continent with knowledge of local contexts. This can build on the recently-launched "Mentoring Program for African World Heritage Professionals". 	<ol style="list-style-type: none"> 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. 2. Number of Member States supported in the identification and preparation of potential World Heritage Sites for nomination. 	All countries under the seven Regional Offices of UNESCO in Africa	<ul style="list-style-type: none"> - African Union - African World Heritage Fund - ALECSO - Arab Regional Centre for World Heritage - ICCROM - IUCN - ICOMOS - School of African Heritage (EPA) - Centre for Heritage and Development in Africa (CHDA) - UNESCO chairs in Botswana and Zimbabwe

<p>2. Supporting African Member States in the fight against the illicit trafficking of cultural property within the framework of the 1970 Convention; and in facilitating the return and restitution of cultural property in the framework 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), as well as the promotion of museums</p>	<p>In line with Decision 209 EX/32 of the Executive Board adopted at its 209th session, which “requests the Director-General, in consultation with Member States to launch a flagship programme to support the African countries’ quest to fully repatriate their stolen cultural heritage, and suggest measures that UNESCO could undertake in this regard, using the frameworks of: (1) the 1970 Convention on the Means of Prohibiting and Preventing the Illicit Import, Export and Transfer of Ownership of Cultural Property and (2) the Intergovernmental Committee for Promoting the Return of Cultural Property to its Countries of Origin or its Restitution in case of Illicit Appropriation (ICPRCP)”, and Decision 212 EX/5.III.B adopted at its 212th session, this objective will focus on supporting African Member States in the fight against illicit trafficking, as well as in their quest for the return and restitution of cultural property within the framework of the ICPRCP, and the promotion of museums. The Flagship Programme will aim to work in close collaboration with African Member States, ministries, cultural institutions, etc., who will be the key beneficiaries of this Flagship Programme.</p> <p>In particular, ratifications of the 1970 Convention will be promoted in African countries;</p> <p>Institutional, legal and operational capacity in the field of illicit trafficking and return and restitution will be expanded, including in the elaboration of files such as standard forms concerning requests for return and restitution and following-up on such requests. Support to the implementation of ICPRCP decisions and recommendations will also be provided. All activities will be in line with the ICPRCP mandate and statutes;</p> <p>Museum management in Africa will be strengthened</p>	<ul style="list-style-type: none"> • Promote ratifications: Raise awareness and promote ratifications among African Member States that have not yet ratified the 1970 Convention. • Capacity building: Build institutional, legal and operational capacity in the fields of (a) fighting illicit trafficking in the framework of the 1970 Convention and (b) return and restitution in collaboration with the ICPRCP, including through the organization of training seminars for trainers. • Support return and restitution: Provide technical support for return and restitution requests. • Strengthen African museums: Provide technical assistance for African professionals for the management of museums and their collections, including by carrying out national inventories, provenance research and preventive conservation of cultural objects in African museums. • Promote research: Support African Member States in the production of scientific research and studies on cultural heritage that has been dispersed (in line with Art. 4 of the ICPRCP Statutes). • Raise awareness: Sensitize Member States on the importance of facilitating the return and restitution of cultural property to its country of origin, as well as on the Procedures of Return and Restitution available within the ICPRCP. 	<ol style="list-style-type: none"> 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. 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). 3. 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. 	<p>All countries under the seven Regional Offices of UNESCO in Africa</p>	<ul style="list-style-type: none"> – African Union – INTERPOL – ICCROM – ICOM – WCO UNIDROIT – School of African Heritage (EPA) – Centre for Heritage and Development in Africa (CHDA) – African Regional Organizations – Ministries – Museums – Cultural institutions
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FLAGSHIP PROGRAMME 4

Harnessing new and emerging technologies for sustainable development in Africa, including through the implementation of the recommendation on the ethics of artificial intelligence (AI)

Under this flagship, UNESCO will support harnessing new and emerging technologies for sustainable development in Africa, including through the Recommendation on the ethics of artificial intelligence. UNESCO will work closely with African Member States to strengthen their capacities to leverage digital innovation and transformation to achieve the sustainable development goals, including through the implementation of the Recommendation on the Ethics of AI.

The capacity-building initiatives will feature platforms for policy dialogue, as well as a network of experts to be deployed based on the specific needs of Member States. UNESCO will strengthen capacities of key actors and provide policy support to strengthen Africa’s participation in innovation and inclusive digital transformation processes, drawing from its analyses of digital transformation requirements in the region, such as the “Assessment of Africa AI needs and priorities”, ongoing Internet Universality assessment reports and the Digital Transformation Competency Framework for Civil Services, to design capacity development responses. A particular focus will be put on the development of institutional and individual capacities for ensuring that digital ecosystems, including AI-enabled ones, are in line with the ROAM principles (human Rights, Openness, Accessibility, and Multi-stakeholder participation).

The Recommendation on the Ethics of AI will be implemented through an AI Readiness Assessment methodology and AI Ethical Impact Assessments (EIAs) that will help Member States in identifying their AI ethics related readiness status, policy gaps and capacity needs regarding the creation, adoption and deployment of ethical AI. In this regard, UNESCO will work closely with Member States to ensure capacity-building and the development of educational materials taking into account social, cultural and regulatory specificities in the Member States. The Recommendation and its ethical framework of values and principles will serve as a universally valid basis for promoting awareness about AI in Africa.

Technological advancement and innovation have created new opportunities for enhancing disaster resiliency and risk reduction. For example, developments in artificial intelligence (AI), Big Data – and innovations in robotics and drone technology are transforming many fields, including disaster risk reduction and management. UNESCO is working on a pilot-scale with East Africa and will further expand this to the African continent.

Natural resource management in Africa needs a push to use the most advanced technologies. In partnership with private enterprises, UNESCO will support Artificial Intelligence (AI)-based natural resource management and expert systems for problem-solving and decision-making. Moreover, Artificial intelligence (AI) techniques have shown great potential in hydrology as well as water resource management. The new datasets with high spatial and temporal resolutions are emerging at an unprecedented rate, opening new avenues in hydrological science. UNESCO-IHP is planning to develop joint solutions with Member States in Africa.

Building the capabilities and skills of a critical mass of human resources in technologies underpinning the fourth industrial revolution is crucial for Africa to fully embrace digital transformation and drive sustainable development on the continent. In the quest to improve Africa's readiness to embrace digital transformation fully, UNESCO will help build capacities in Artificial Intelligence programming for university faculty members.

UNESCO will also devise approaches to address technology, governance, and issues of data access, acquisition and management, taking into account the identification of biases, as well as privacy and human rights concerns. Particular attention will be paid to data acquisition and sharing among individuals and economic agents for the benefit of societies and economies, as well as to the use of information. Concrete initiatives will be launched to support digital inclusion, including on AI, with particular focus on ensuring the representation of voices from Africa.

UNESCO will assist in mainstreaming Open Solutions, such as Open Educational Resources, in support of building inclusive knowledge societies. The Organization will empower youth by fostering digital skills and competencies, to help them navigate a changing technological landscape, contribute to sustainable development in the digital age and reduce the digital divides, through YouthMobile and media and information literacy initiatives.

UNESCO will also 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.

LINK TO 41 C/4 OUTCOMES:

- O3 Enhance knowledge for climate action, biodiversity, water and ocean management, and disaster risk reduction**
- O4 Advance international cooperation in science, technology and innovation**
- O8 Foster knowledge sharing and skills development in the digital age**
- O9 Develop ethical standards, norms and frameworks for action to meet the challenges of innovative technologies and digital transformation**

LINK TO 41 C/5 OUTPUTS:

- 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
- 3.SC2** Water science, innovation, education, management, cooperation and governance bolstered for a water-secure world in a changing environment
- 4.SC4** Member States' capacities strengthened to improve STI policies and access to scientific and technological advancements and enhance knowledge sharing, including through open science
- 4.SC5** Institutional and human capacities in basic sciences, technology, research, innovation, and engineering enhanced to advance knowledge for sustainable development
- 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
- 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, particularly in the SIDS, and among women and girls and different marginalized and vulnerable groups
- 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
- 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 gender-based divides
- 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

Main Objectives	Main Components/ Activities	Key (operational) Outputs	Key Performance Indicators	Beneficiary Countries/ Region	Key Partners (International, Regional, National...)
1. Improve African countries' capacities to adopt and implement AI	Developing the Readiness Assessment Methodology, a tool that will help countries determine their preparedness to implement AI. The tool will target African States and their capacity to create, manage and enforce the ethical normative framework for different AI systems produced by companies and other parties, and interacting with people or deployed in public sector. The tool will assess different dimensions of readiness, but mainly the institutional capacity to adjust the existing regulation and policy procedures to the unique characteristics of AI, or develop new ones.	The regulatory and policy capacity of African Member States to implement the AI systems that will benefit their population will be strengthened by having concrete guidelines.	(Output 9,SH55 PI 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)	All the African people, as after the development of the tool it will be publicly available and free to use for all UNESCO Member States; At least 9 countries in which the tools will be Piloted in;	<ul style="list-style-type: none"> - The African Union - The Arab League - The African Development Bank - Policy-makers particularly from the ministries of communication, science and technology; or digital transformation - UNESCO regional offices in Africa - Research institutions - Civil society organizations
2. Enhancing the capacity of all AI actors in Africa to advance AI solutions that are ethical, and assess the impact of AI on individuals, society and the environment	Developing the Ethical Impact Assessment Tool, a tool that will help all AI actors to assess, monitor and evaluate ethical impacts of AI systems on society and take action. The tool will cover all the AI life cycle, and assess both the direct and indirect/ long term impact of AI systems. The EIA will be primarily carried out by developers and deployers of AI systems, particularly States and business enterprises, but it will be made public where possible, and AI actors, particularly end-users, will be able to provide input and feedback for its further refinement.	The tool will assess comprehensively the impact of AI on all values and principles covered in the Recommendation on the Ethics of AI, for example the impact on human rights, on the environment, and on gender equality. As a result, Member States, individuals and all AI actors will be able to take an informed decision as for whether to use a certain algorithm and when. It will increase the uptake of AI solutions that are in line with the Recommendation.	(Output 9,SH55 PI 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)	All AI actors, such as researchers, programmers, engineers, data scientists, end-users, business enterprises, universities and public and private entities, among others.	<ul style="list-style-type: none"> - The African Union - The Arab League - The African Development Bank - Policy-makers - UNESCO regional offices in Africa - Research institutions - Civil society organizations - The private sector
3. Promoting the ability of individuals in Africa to own and manage their data, as well as enhancing data governance more generally	Developing regulations and mechanisms and guidelines for protecting individuals' right to privacy, including the full enjoyment of the data subjects' rights and the ability to control their data. In addition, also developing guidelines and regulations related to data sharing and the storage of data.	The existence of strong and stable mechanisms for data governance will help empower data subject to manage and control their personal data. In addition, such mechanisms will also Ensure the existence of appropriate safeguards for the safe development of AI systems, and safe processing of sensitive data.	(Output 9,SH55 PI 2) Number of Member States benefiting from SH5'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 geoeengineering)	All individuals living in Africa and subjected to AI systems.	<ul style="list-style-type: none"> - The African Union - Policy-makers, particularly those working on data protection and data governance; - Civil society organizations - UNESCO regional offices in Africa - Research institutions - Scientific communities

<p>4. Multistakeholder partnerships for supporting the ethical implementation of AI</p>	<p>Establishing a network of policy-makers in the region for exchanging knowledge and best practices related to the implementation of the Recommendation.</p> <p>Establishing a network of researchers that will support the implementation of the Recommendation by provide scientific data and cutting-edge knowledge.</p> <p>Establishing a network of private sector companies that will provide feedback on implementing the Recommendation on their products.</p>	<p>Establishing the different networks of stakeholders will provide different avenues for collaboration and knowledge sharing. The successful development and implementation of AI require a joint effort of bridging between disciplines and understanding the opportunities and limitations of each discipline. Such collaboration will become possible as a result of such platforms.</p>	<p>(Output 9,SHS5 PI 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 geoeengineering)</p>	<ul style="list-style-type: none"> - All Africans impacted by AI - All AI actors that will participate in such collaborations 	<ul style="list-style-type: none"> - The African Union - The Arab League - The African Development Bank - Policy-makers particularly from the ministries of communication, science and technology; or digital transformation, - UNESCO regional offices in Africa - Research institutions - Civil society organizations - Other United Nations agencies such as the ITU, UNTAD, UNICEF; - Other intergovernmental organizations such as the G20, G7, the OECD, and the World Bank
<p>5. Addressing environmental challenges in Africa by using AI</p>	<p>In relation with the policy area on the environment and ecosystem flourishing, and in collaboration with SC, policies and scientific guidelines for utilizing AI for protecting the environment will be developed.</p> <ul style="list-style-type: none"> • Analyze, Support the development of new or scalable innovative AI solutions for biodiversity management, water management, climate change and DRR • Build capacities of Member States (including youth groups) on innovative AI solutions for biodiversity management, water management, climate change and DRR • Develop AI innovations for the management of water-energy-food-ecosystem (WEFE) nexus 	<p>AI can be used in various ways for protecting the environment. Producing green energy, detecting energy emission, CO2 removal, monitor deforestation and predict extreme weather conditions. Using AI for protecting the environment will accelerate the process and lead in the long term to a more just and equal living conditions.</p> <ul style="list-style-type: none"> • Artificial intelligence (AI), Big Data – and innovations in robotics and drone technology are transforming many fields, including disaster risk reduction and management. UNESCO is will further develop and expand these tools. • Building the capabilities and skills of a critical mass of human resources in technologies underpinning the fourth industrial revolution • UNESCO will support AI based natural resource management and expert systems for problem-solving and decision-making. • Artificial intelligence (AI) techniques have shown great potential in hydrology as well as water resource management. The new datasets with high spatial and temporal resolutions are emerging at an unprecedented rate, opening new avenues in hydrological science. 	<p>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</p> <ul style="list-style-type: none"> (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) <p>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</p> <p>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</p> <p>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</p> <p>(Output 9,SHS5 PI 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</p>	<p>All Africans</p>	<ul style="list-style-type: none"> - The African Union - The Arab League - The African Development Bank - Policy-makers - UNESCO regional offices in Africa - Research institutions - Civil society organizations - The private sector

6. Enhancing gender equality in the development and use of AI systems	Creating the enabling environment for women to be integrated in all stages of the AI life cycle. This could be done by creating educational opportunities, and helping Member States to create the spaces where women can be integrated.	Currently, women are significantly underrepresented in the AI world, only 22% of AI professionals globally are women, and the number is much lower in developing countries. Since the digital divide existed way before the AI era, this also mean that women are less able to benefit from AI system in their daily life. Integrating more women in all stages of the AI life cycle would help in minimizing the digital divide and closing the gender gap.	(Output 9.SH55 PI 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)	All African women are direct beneficiaries, but the population as a whole is an indirect beneficiary as equality in general will be improved.	<ul style="list-style-type: none"> - The African Union - The Arab League - The African Development Bank - Policy-makers - UNESCO regional offices in Africa - Research institutions - Civil society organizations - The private sector
7. Assisting in building African inclusive knowledge societies by mainstreaming Open Educational Resources (OER)	<ul style="list-style-type: none"> - Building capacity of stakeholders to create, access, re-use, adapt and redistribute OER - Supporting policy development for mainstreaming OER - Enhancing the UNESCO OER Hub 	Development of capacity building and policy support tools to effectively mainstream OER in support of harnessing new and emerging technologies for sustainable development in Africa	Number of Member States supported in the implementation of the 2019 Recommendation on Open Educational Resources (OER)	Africa	<ul style="list-style-type: none"> - The African Union - Policy-makers, - Civil society organizations - UNESCO regional offices in Africa
8. Fostering digital skills and competencies, and overcoming the knowledge and digital divides	<ul style="list-style-type: none"> - Regional online training sessions on contextualizing the ICT Competency Framework for Teachers, using OER - Understanding of recent technological developments and their uses enhanced - Support individual and human capacities of judicial and legislative actors through UNESCO's AI and the Rule of Law programme under the umbrella of the Judges' Initiative. - Support capacities for digital governance and development by governments through capacity building for civil servants through UNESCO's AI and Digital Transformation Competency Framework for Civil Servants. - Africa Code Week: Introduced in 2015, Africa Code Week (ACW) is SAP's flagship CSR program and has become Africa's biggest digital skills youth initiative to which UNESCO associates itself. - Foster Media and Information Literacy (MIL) competencies - Support provided to mainstream Internet Universality (in line with the ROAM principles of human Rights Openness, Accessibility and Multistakeholder participation), and to apply the ROAM principles via ROAM-X indicators assessments, thus reinforcing digital enabling environments. 	<ul style="list-style-type: none"> - Development of digital skills of teachers to support open, inclusive and sustainable Knowledge Societies - AI foresight publication launched - AI Comic Strip publication launched - Global MOOC on AI and the Rule of Law (registration launched), which will be available in English, French, Spanish and Portuguese in March 2022 - UNESCO's AI and Digital Transformation Competency Framework for Civil Servants. <p>Biggest digital skills programme with new and innovative learning solutions (the ACW app, the AfriCAN Code Challenge). It engages and informs journalists, influencers, partners and employees with a compelling, united story and credible proof points that heightens coding awareness.</p> <p>Tools to be harnesse in support of African MIL</p> <ul style="list-style-type: none"> - MIL MOOC - MIL Alliance - MILD University network - MIL Curriculum for teachers - MIL Policy and strategy guidelines - Global MIL Week - Global Framewok on MIL Indicators - ROAM-X assessments undertaken in a multistakeholder way and policy recommendations formulated 	<p>Number of Member States supported to develop and implement MIL policies and capacity-building strategies</p> <p>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</p> <p>Number of Member States and stakeholders whose Internet policies and digital ecosystems have been assessed and enhanced by applying the Internet Universality Indicators framework</p>	Africa	<ul style="list-style-type: none"> - The African Union - Policy-makers, - Civil society organizations - UNESCO regional offices in Africa - Judicial academies - National and regional courts of justice - Direct beneficiaries of the AI and the Rule of Law project will be judicial and legislative actors. - Civil services training institutions - Direct beneficiaries of the AI and Digital Transformation Competency Framework for Civil Servants will be senior and mid-level government officials in charge of ministries dealing with digital transformation. - Young Africans to learn coding skills and for teachers to be trained on digital learning curricula. Strong partnerships with the public, private and civil society sectors across 54 countries. - SAP - ADEA (Association for the Development of Education in Africa) - Several actors and partners have participated in UNESCO's IGF Dynamic Coalition of ROAM-X, as listed on the website: https://www.intgovforum.org/multilingual/content/dc-on-internet-universality-indicators-dc-iui

FLAGSHIP PROGRAMME 5:

Enhance open science, reinforce capacity building in basic and applied sciences and scientific research to strengthen innovation and technology development and use in ocean science, climate change resilience and water resource management in Africa

This flagship programme is developed along four areas of action covering natural resources, science technology and innovation, and education for sustainable development; resilient building; and water-food-energy ecosystem (WEFE). All interventions will be implemented by creating evidence on innovative solutions, capacity building and providing policy support. The STI will primarily focus on building institutional and human resource capacities to address identified challenges, effect the change process and drive sustainable socio-economic transformation.

Its main objectives are as follows:

- Harnessing science to inform the management of natural resources and the development of sustainable ocean economy
- Preventing risks and enhancing resilience and adaptive capacity to climate change and disasters
- Developing national capabilities in science, technology and Innovation and education for sustainable development
- Enhancing adaptive capacity to the multiple intersecting challenges of water-energy-food-ecosystem (WEFE)
- Fostering open science through enhanced access to scientific information and knowledge, knowledge sharing and skills development in the digital age
- Developing ethical standards, norms and frameworks for action to meet the challenges of innovative technologies and digital transformation.
- Harnessing the potential of the African Diaspora to enhance the STI systems and capacities of Africa.

At the core of the strategy is the prioritization of proactive, preventive and resilience building approaches and actions, which will prove to be more cost effective and impactful, compared to responsive actions (e.g. humanitarian response). The flagship will focus on developing and promoting solutions that contribute to rebuilding a sound relationship between human society and the environment for sustainable development. Giving an enhanced interface between academia and practitioners is vital to develop and implement solutions to the complex challenges explained, this flagship will strengthen connections between a variety of stakeholders – including UNESCO’s sectoral programmes, UNESCO category 1 and 2 centres, UNESCO Chairs, National Commissions for UNESCO, governments, think tanks, the private sector, United Nations organizations, NGOs and other civil society actors to support good governance for a sustainable society and reach the full potential of sustainability science.

Modalities of action to achieve the programme objectives include:

- Evidence creation on innovative solutions – this will provide multiple evidence-based approaches on the synergies and trade-offs among an array of technologies, practices, towards water and energy security, indigenous and local knowledge systems, resilient building of vulnerable communities to climate change, and regeneration of biodiversity stocks.
- Capacity building and partnership – For every activity, we will identify and establish innovative partnership modalities and explore strategic new partners (e.g., emerging donors, NGOs, CSOs, private partnerships etc.). We will also build capacities of institutions, as well as human capacity, in the field of Basic and Applied Sciences, to address critical gaps in knowledge and strengthen institutional capacities to implement a set of frontier technologies, practices, mobilizing indigenous and local knowledge towards water and energy security, prevention and resilient building of vulnerable communities to climate change and regeneration of biodiversity stocks.
- Policy support – this will improve multiple evidence-based approaches for enabling policy environments and multistakeholder priority setting for targeted investment to support the scaling of technologies, practices, towards water and energy security, resilient building of vulnerable communities to climate change and regeneration of biodiversity stocks, including the development and analysis of benchmark data and statistics.
- Create scientific bridges between Africa and the diaspora in the Caribbean to share best practices to tackle environmental challenges and enhance STI capacities on the African continent.

In the context of the United Nations Ocean Decade, the IOC will expand and strengthen ocean and coastal observations network along the African coastline, marine spatial planning, science for integrated coastal management, data and information exchange and use of transformative ocean science solutions for the development of the Sustainable Ocean Economy in Africa as outlined in the African Union's Agenda 2063. The Commission will also enhance capacities of African Member States to mitigate and respond to ocean-related hazards, including extreme events such as tsunamis and storm surges, notably in African SIDS. The overall objective would be to improve management of ocean and coastal environment by African Member States based on science and policies and backed by reliable data and information.

LINK TO 41 C/4 OUTCOMES:

O3 Enhance knowledge for climate action, biodiversity, water and ocean management, and disaster risk reduction

O4 Advance international cooperation in science, technology and innovation

LINK TO 41 C/5 OUTPUTS:

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

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

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

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

4.SC4 Member States' capacities strengthened to improve STI policies and access to scientific and technological advancements and enhance knowledge sharing, including through open science

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

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

Main Objectives	Main Components/Activities	Key (operational) Outputs	Key Performance Indicators	Beneficiary Countries/ Region	Key Partners (International, Regional, National...)
1. Harnessing science to inform the management of natural resources and the development of sustainable ocean economy	<ul style="list-style-type: none"> i. Analyze current institutional, political and decision-support frameworks associated with natural heritage, biodiversity loss and disaster risk reduction (DRR), to inform the enactment or strengthening of regulatory frameworks, policies and institutions including gender perspectives ii. Analyze current institutional, political and decision-support frameworks associated with STI (including open science) to allow the enactment or strengthening of regulatory frameworks, policies and institutions including gender perspectives iii. Support the development of new or scalable innovative solutions including modern biodiversity monitoring and management tools, ecosystem restoration strategies and models, spatial planning techniques, climate information services, digital technological innovations/solutions; citizen science; and community-centered approaches iv. Expansion and strengthening of ocean and coastal observations network along the African coastline, marine spatial planning, science for integrated coastal management, and use of transformative ocean science solutions in support of the Ocean Decade v. Develop inclusive ethical standards, norms and frameworks for action to meet the challenges of innovative technologies and digital transformation vi. Support the mobilization of indigenous and local knowledge to inform science and policy making on biodiversity conservation, ecosystems assessments and sustainable use of marine, coastal and fresh-water natural resources. 	<ul style="list-style-type: none"> i. Decision-support frameworks, ethical standards, norms associated with innovative technologies and digital transformation to inform the enactment or strengthening of regulatory frameworks and policies ii. Member States have enhanced social transformations in communities through the introduction of green technologies (including RE/ICTs), and through conservation of biodiversity and sustainable management of natural resources development of ocean economy iii. Recommendations for using new or scalable innovative science, engineering, and technology solutions to drive sustainable development priorities iv. Improved management of ocean and coastal environment based on science and policies backed by reliable data and information. v. Enhanced understanding and use of opportunities for socio-economic transformation in the SIDS, with a meaningful engagement and participation of the youth vi. Member States have tools and methods to take up indigenous and local knowledge capacity into enhanced policy instruments for national and international application, including National Adaptation Plans, National Biodiversity Strategic Action Plans, Nationally Determined Contributions and National Ecosystems Assessments. 	<p>Member States empowered to implement in BRs and natural sites research programmes promoting sustainability science targeting Youth and women</p> <p>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</p> <p>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</p> <p>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</p> <p>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</p> <p>(iv) (IOC P11): Number of Member States with experts actively engaged in the design and implementation of ocean research, generating knowledge to address key sustainability issues</p> <p>(IOC P12): 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</p> <p>(IOC P13): Number of supported Member States that contribute data and information to assessment, global repositories, science /policy interface underpinning sustainable ocean management and decision</p>	<ul style="list-style-type: none"> - Africa - (All 5 AU regions) - SIDS 	<ul style="list-style-type: none"> - UN agencies, AUC, RECs, national governments, NGOs, indigenous peoples and local communities and private sector organizations

<p>2. Preventing risks and enhancing resilience and adaptive capacity to climate change and disasters</p>	<ul style="list-style-type: none"> i. Developing and deploying early warning systems for mitigating impacts of natural disasters ii. Improving awareness of communities on biodiversity loss, climate change and DRR-related issues iii. Building capacities of Member States on resilience iv. Youth-led knowledge production on climate resilience needs, gaps and opportunities to inform socio-economic transformation v. Scaling up artificial intelligence and geospatial approaches to reinforce disaster management vi. Developing innovative methodologies and transdisciplinary cooperation to apply indigenous and local knowledge to climate adaptation, early warning systems and disaster risk reduction vii. Targeted analysis of institutional, political and programmatic actions towards socio-economic transformation for climate resilience in the Africa SIDS 	<ul style="list-style-type: none"> i. Enhanced capacities of Member States to mitigate and respond to natural hazards, including extreme events such as tsunamis and storm surges ii. Member states supported to deliver stronger and more effective climate change action and conservation and restoration of biodiversity through multiple actors and strategic responses iii. Capacities of SIDS Member States strengthened on resilience building for climate change, biodiversity and DRR iv. Capacity of Member States strengthened to embed indigenous and local knowledge systems in climate adaptation measures, early warning systems and disaster risk reduction. v. Institutional capacities strengthened and policy decisions taken on the integration of AI in national and sub-national disaster management strategies 	<p>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</p> <p>(i) (IOC PI 1): 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</p>	<ul style="list-style-type: none"> - Africa - SIDS 	<ul style="list-style-type: none"> - UN agencies, RECs, national governments, NGOs (notably youth-led organizations) and private sector organizations, UNESCO Chairs and Networks, UNESCO designated sites
<p>3. Developing national capabilities in science, technology and Innovation and education for sustainable development</p>	<ul style="list-style-type: none"> i. Support the enactment of regulatory frameworks and policies associated with STI including Open Science ii. Support the development of enabling policies for open Science and investment in open science infrastructure and capacity building iii. Assist Member States in the design of national and regional strategies for STEM education, leveraging the findings of the ongoing STEM education outlook initiative iv. Build capacities in STI and STEM, particularly in innovative technologies including green technologies, ICT and AI in order to drive development priorities v. Providing technical skills to critical mass through TVET and ESD vi. Development and implementation of Ocean literacy and capacity development programmes for marine science and technology 	<ul style="list-style-type: none"> i. 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 ii. International and multi-stakeholder cooperation in the context of open science strengthened between scientists and societal actors to reduce digital technological and knowledge gaps iii. Member States capacities strengthened to develop and improve STI policies, access to scientific and technological advancements and enhanced knowledge sharing, including through Open Science iv. Institutional and human capacities in basic sciences, technology, research, innovation, and engineering enhanced to advance knowledge for sustainable development v. National and regional STEM Education strategies developed and implemented vi. Improved capacities to sustainably harness the ocean economy and improve society's relationship with the oceans. 	<p>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</p> <p>Number of supported initiatives in capacity-building and training programmes on gender-transformative STI policy including Open Science policy and practice</p> <p>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</p> <p>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</p> <p>Number of Member States empowered to review their national STEM education systems, with attention to gender</p> <p>Number of large-scale training schemes for scientists and approaches for joint research in geo-basic sciences and engineering and STEM education initiated</p> <p>iv) (IOC PI1): Number of Member States supported in the implementation of science-based ocean management plans and transformative solutions for sustainable development</p> <p>(IOC PI 2): Number of Member States supported in strengthening their capacity in marine scientific research and biodiversity, observations and services, through the IOC Capacity Development</p> <p>(IOC PI3): Number of Member States provided with access to multi-languages ocean literacy resources and training programmes</p>	<ul style="list-style-type: none"> - Africa (entrepreneurship and innovation at TVET and higher education; (e) SIDS 	<ul style="list-style-type: none"> - UN agencies, RECs, national governments, NGOs, local communities and private sector organizations

<p>4. Enhancing adaptive capacity to the multiple intersecting challenges of water-energy-food-ecosystem (WEFE) and water resilient management</p>	<p>i. Investigate the synergies between competing uses of water, land and energy resources to inform regulated negotiation of fair trade-offs</p> <p>ii. Develop structures, frameworks and policies to optimize the water-energy-food-ecosystem (WEFE) and capacitate national stakeholders on new and scalable innovative solutions to addressing water-energy-food-ecosystem (WEFE) and resilient water management.</p>	<p>i. Water science, innovation, education, management, cooperation and governance bolstered for a water secure world in a changing environment</p> <p>ii. water-energy-food-ecosystem (WEFE) nexus optimized and water resilient management approaches promoted</p>	<p>i) Number of Member States supported to strengthen water education approaches at all levels</p> <p>(ii) Number of trained water professionals with relevant skills for addressing complex water challenges with a focus on women and youth</p> <p>(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)</p> <p>(i) Number of Member States that are supported to use and apply the WWDR findings and recommendations to strengthen inclusive water management and governance</p> <p>(ii) Number of Member States enabled to apply gender responsive indicators in their mechanisms and policies</p> <p>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</p>	<p>- Africa</p> <p>- SIDS</p>	<p>- UN agencies, RECs, national governments, NGOs and private sector organizations, UNESCO Chairs and Networks</p>
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This annex presents, for each Major Programme and the Intergovernmental Oceanographic Commission, an **indicative overview** of beneficiaries, stakeholders and coordinating partners of the Organization's work. Information is intended to illustrate the impact of UNESCO's action in Member States and its added value, as well as the Organization's participation in the UN architecture.

MAJOR PROGRAMME I - EDUCATION

(a) Beneficiaries

Beneficiaries of Major Programme I are diverse and benefit from UNESCO's work in their individual professional and/or institutional capacity through capacity development, training, technical assistance, policy advice, and advocacy. They primarily involve: Ministries of Education and Higher Education and relevant ministry officials at central and/or district levels, including education planners and statisticians; other government officials such as curriculum developers; teachers and educators in formal and non-formal settings. At institutional level, key beneficiaries include teacher training institutions, TVET institutions and National Qualification authorities. Direct beneficiaries are also learners, girls and boys, women and men of all ages and backgrounds, including school and out-of-school children and youth, and adults, particularly the most marginalized. Among other beneficiaries are policy makers at national, regional and global levels, and multilateral and other specialized institutions that use and apply UNESCO's global public goods, e.g., guidelines, technical tools, data and reports, in their work related to programme and policy development, decision-making and/or advocacy purposes.

(b) Stakeholders active in the same field

UNESCO is the only UN agency with a holistic mandate in education. In achieving its objectives, the Organization works with a large number of **multilateral education partners** active on different aspects of education. UNESCO has particular strong cooperation with the United Nations Children's Fund (UNICEF) and the World Bank at global, regional and national levels. UNESCO's added value may be stronger around the production of global public goods, in particular as regards the production of education data and the monitoring of SDG 4, its normative instruments linked to the protection of the right to education, and its work related to the SDG target 4.7 for example. It also brings strong expertise at regional and country levels through policy dialogue, capacity development and technical support across all education sub-sectors.

UNESCO works closely with a range of **specialized institutions** on specific thematic topics. Examples include cooperation with the World Health Organization (WHO), UNAIDS, Food and Agriculture Organization (FAO) and UN Population Fund (UNFPA) on education related to health and well-being, with the International Telecommunication Union (ITU) on connectivity issues, with the International Labour Organization (ILO) on TVET and teacher issues, with UN Women and UN Girls' Education Initiative (UNGEI) on education equality, with the UN Refugee Agency (UNHCR) on education in crisis affected settings, as well as UNODC, UNOCT and the Office of the United Nations High Commissioner for Human Rights (OHCHR) and human rights education and education for the rule of law.

UNESCO also works with **regional partners** such as the African Union, ALESCO, CONFEMEN, SEAMEO, OECD, the European Commission and the Council of Europe through joint projects on diverse education issues. Likewise, UNESCO is increasingly working with key multilateral funds, notably the Global Partnership for Education (GPE) and Education Cannot Wait, for which UNESCO performs as implementing partner at country level and as active member of their governing boards. Other key partners include regional development banks, like the African

Development Bank. UNESCO works closely with a large set of foundations such as Dubai Cares for which UNESCO can be both an implementing partner for specific grants, or collaborating partner on technical issues, such as for example the roadmap for digital transformation (the Rewired Global *Declaration on Connectivity for Education*).

UNESCO's work would not be possible without the support and contributions from **bilateral donors**. In 2020, UNESCO **expanded its partnerships** and launched the Global Education Coalition (GEC), a platform for collaboration and exchange mobilizing some 200 partners from the UN family, civil society, academia and the private sector to ensure learning continuity. UNESCO also works with a large number of **civil society partners**, particularly through its Collective Consultation of NGOs on Education 2030 (CCNGO). The CCNGO has a membership of some 300 local, national, regional and international organizations from all regions of the world, including organizations such as Global Campaign for Education, Campaña Latinoamericana por el Derecho a la Educación (CLADE) and Education International.

UNESCO mobilizes a large range of **experts** to produce information, knowledge and data, including through its **networks** such as UNESCO Chairs, category 2 centres and UNESCO global conferences, e.g. Global Education Meetings; the World Conference on Education for Sustainable Development (ESD) - Berlin 2021; Addressing hate speech through education – online, 2021; the International Forum on Inclusion and Equity - Cali, 2019; the third World Conference of Higher Education and CONFINTEA in 2022.

(c) Coordinating partners

The **Global Education Cooperation Mechanism (GCM)** represents the worldwide community, united to advance progress on SDG 4, with collective and concrete actions, through five complementary structures. The GCM includes the **SDG 4 Education High-Level Steering Committee**, acting as the governance body of the GCM and monitoring education for the UN High-level Political Forum (HLPF), focusing on evidence, monitoring and financing. It is composed of countries' representatives, inter-governmental organizations and key constituencies including civil society organizations (CSOs), teaching professionals, banks and funds, foundations and private sector, youth and students, development cooperation and multilateral organizations. The **Multilateral Education Platform (MEP)** ensures strategic dialogue among principals of multilateral partners while the **Global Education Forum (GEF)** brings together multilaterals and bilateral donors to scale up support and financing for education. The **Collective Consultation of NGOs on Education 2030 (CCNGO-Education 2030)** is the mechanism for dialogue and partnership with civil society partners. The fifth structure is the **SDG 4 Youth and Student network** that aims to include young activists in shaping global education policies.

In addition, at national and regional level, UNESCO supports coordination through **local education groups, development cooperation mechanisms and regional consultation platforms** for SDG4-Education 2030.

UNESCO is also active in a number of **thematic coordination mechanisms** among sister agencies and partners including governments, civil society organizations, intergovernmental organizations, municipalities (e.g., Global Network of Learning Cities), youth groups, stakeholders from the private sector and the academic and research community. Examples include the Inter-Agency Group on Technical and Vocational Education and Training (IAG-TVET) to promote coordination, knowledge-sharing and a common understanding of TVET-related issues; the Inter-Agency Network for Education in Emergencies (INEE) serving as a global network to ensure the right to education for those affected by crisis; the Global Alliance for Literacy (GAL) to strengthen policies, equity, innovation, data and partnerships around literacy and; the Global Alliance for Measuring Learning (GAML) supporting national strategies for learning assessment and measuring progress, notably on SDG target 4.6. In the area of teachers, the Committee of Experts on the Application of the Recommendations concerning the Teaching Profession (CEART) is organized jointly with ILO, and the International Teacher Task Force (TTF) is a strong global partnership in support to teachers and teaching issues. The Technical Advisory Group (TAG) on matters relating to the role of educational institutions in COVID-19 transmission and containment provides strategic and technical advice to WHO, UNESCO and UNICEF. UNESCO also implements its ESD for 2030 framework through the ESD for 2030 Global Network (ESD-Net) in 5 Priority Action Areas, building on the 97 Key Partners of the Global Action Programme on ESD (2015-2019).

MAJOR PROGRAMME II – NATURAL SCIENCES

(a) Beneficiaries

UNESCO promotes the advancement of science and its applications to develop knowledge and capacity, that are key to economic and social progress, and the basis of peace and sustainable development. Within the context of its intergovernmental mandate and universal membership, the Organization focuses its work in science on issues of global concern requiring multinational collaboration such as in the fields of water security, biodiversity management, climate change adaptation, natural disaster reduction, science, technology and innovation policy and capacity building in basic science, engineering, technology and innovation.

UNESCO's work in science, covers two broad areas – promoting science, technology and innovation and using science to manage the environment in a sustainable way, freshwater, and the Earth's natural resources, ecosystems and biodiversity. To build a sustainable future, UNESCO's natural sciences programmes also focus on engineering as well as protecting communities through using scientific knowledge for natural disaster reduction and through promoting science education. The contribution of indigenous knowledge systems to helping us build a sustainable future is also taken into account. The UNESCO's global reports on World Water Development Report, UNESCO Science Report and UNESCO Engineering Report are knowledge products, which are produced for the benefit of the global community.

In light of the large mandate of Major Programme II, the direct beneficiaries of UNESCO's work are diverse and include the following broad categories: a) policy and decision-makers and relevant officials at national, regional or local (city/districts) levels, in the fields of science, technology and innovation, research, (science) education at all levels, environment (including areas of natural resources management, water, ecosystem, biodiversity management), gender equality, disaster risk reduction; b) the overall scientific and research community and academia, including both senior and early career levels, as well as young students, in numerous scientific fields, including, but not limited to, basic and engineering sciences, life sciences, microbiology, water sciences and environmental sciences; c) managers of UNESCO's designated sites and water professionals; d) school children and young students, girls and boys, who are direct beneficiaries of UNESCO's STEM related work; e) professionals, civil society, as well as regional and international organizations using UNESCO's knowledge products, such as technical tools and guidelines, and data of the UNESCO's global reports on Science, Engineering and Water. Throughout all its areas of work under Major Programme II, UNESCO will continue to give priority to the Organization's global priorities and priority groups, women and girls, and youth in Africa and SIDS, and devote particular attention to Indigenous Peoples and marginalized communities.

(b) Stakeholders active in the same field

To achieve water security, UNESCO Intergovernmental Hydrological Programme (IHP) will mobilize the UNESCO water family, strengthen and seek partnerships with UN-Water and its members, particularly with the World Meteorological Organization (WMO), FAO, United Nations Environment Programme (UNEP) and UN Regional Economic Commission (ECE and ECA), especially within the framework of the UN SDG 6 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. As a contribution to Global Priority Africa, a Memorandum of Understanding with African Ministers' Council on Water was established to strengthen African countries capacity in managing water resources, particularly through AU/AMCOW Human Capacity Development Programme - creation of NEPAD African Network of Centers of Excellence on Water Sciences and Technology in Africa.

As UNESCO focal point for the UN Decade on Ecosystem Restoration (2021-2030), and member of two working groups, the Man and the Biosphere (MAB) Programme 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. AfriMAB will be strengthened, also in terms of intersectoral participation.

UNESCO Natural Sciences sector 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 and the Capacity for Disaster Reduction Initiative. The Africa Youth Advisory Board (AYAB) on Disaster Risk Reduction (DRR) was instituted under the African Union Commission (AUC) with support from UNDRR and UNESCO.

The Local and Indigenous Knowledge Systems programme (LINKS) will continue to provide technical support to countries in developing National Ecosystems Assessments in partnership with MAB, 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.

The SIDS Unit in the Natural Sciences sector will work with SIDS Member States to address their challenges and reinforce their resilience by enhancing SIDS-SIDS cooperation, technology transfer, and the development of appropriate policies. In addition, the Unit will also 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.

In the field of STI, strategic partnerships will be further reinforced with UN entities active, through various mechanisms, such as the Technology Facilitation Mechanisms. Programmes in STI roadmaps and capacity-building will be further expanded in partnership with the United Nations Conference on Trade and Development (UNCTAD), United Nations Industrial Development Organization (UNIDO), UN-DESA, World Intellectual Property Organization (WIPO), UN regional economic commissions. In Africa, special partnerships will be pursued with the African Union and its institutions such as AOSTI and AUDA-NEPAD.

To enhance capacity in Basic and Engineering Sciences, the Sector will strengthen existing partnership with scientific research, engineering institutions and scientific Unions, such as International Union of Pure and Applied Chemistry, the African Academy of sciences, the World Federation of Engineering Organization, among others.

(c) Coordinating partners

Through its intergovernmental and international programmes in the fields of Water, Biodiversity, Geosciences and Basic Sciences (IHP; MAB; IGCP and IBSP), the Natural Sciences sector contributes to various international agreed goals and processes, including the emerging international instrument on the transboundary (surface and sub-surface) water management, transboundary biosphere and geopark management and conservation for sustainable use of biological and geological diversity of areas beyond national jurisdiction.

The Natural Sciences sector will continue to contribute to the implementation of major UN global agreements and frameworks, including: the UN 2030 Agenda and its Sustainable Development Goals (SDGs), in particular the stand-alone SDGs 6, 13, 15, 11, 9 and 8, also acting as a custodian UN agency for reporting on SDG Targets 6.5.2; the UNFCCC Paris Agreement by advocating for the increasing role of the UNESCO in adaptation for water security and biodiversity management; the Sendai Framework for Disaster Risk Reduction, the Convention on Biological Diversity and the SAMOA Pathway.

The biosphere reserves and geoparks are learning places for sustainable development and sites for testing interdisciplinary approaches to understanding and managing changes and interactions between social and ecological systems, including conflict prevention and management of biodiversity and geodiversity.

UNESCO's Category 1 Institute, the International Center for Theoretical Physics (ICTP), as well as UNESCO's Category 2 Centres and Chairs in science constitute a powerful **network** to build capacity in science to achieve sustainable development and to contribute to the achievement of the SDGs, and other international goals, as well as Africa Agenda 2063. UNESCO/UNITWIN Chairs programme are in the field of the natural sciences with a majority in the field of water sciences, basic and engineering sciences. These are set up to develop UNESCO's programmes in science in priority areas such as Africa and gender equality, and to harness the power of networking of universities and centres of excellence.

INTERGOVERNMENTAL OCEANOGRAPHIC COMMISSION

(a) Beneficiaries

The pivotal role of the Intergovernmental Oceanographic Commission of UNESCO is to bring together the scientific communities, the governmental decision-making system, and a broader set of stakeholders in the Member States, including the private sector and civil society as a whole, to develop efficient, science-based integrated ocean and coastal management and corresponding solutions., taking in consideration relevant indigenous, local and traditional knowledge.

The work of IOC concerns all aspects of human relations with the ocean: the economy, policy and politics, and social, cultural, spiritual, and emotional connections. It will continue to result in multiple tangible and intangible benefits to society. Above all, the work of IOC will continue to directly save lives, e.g., through tsunami warnings. International cooperation in ocean sciences and services is a significant factor of supporting multilateralism and maintaining peace in the world. IOC will also contribute to informing international political decisions that shape the future of our civilization, e.g., through the climate change debate. Knowledge of the marine environment enables the ocean economy, which annually generates monetary value measured in trillions of US dollars. Through ocean-climate risk assessments, it will be possible to demonstrate the value of investments in nature-based climate adaptation solutions and mainstream the ocean considerations in sustainable economic development plans. This will lead to new business opportunities and perspectives of increased prosperity and safety of people.

The UN Decade of Ocean Science for Sustainable Development runs from 2021 to 2030. The aim of this unique long-term high-level campaign is to bring ocean science to the new level or readiness to deliver that is required to inform decisions and to catalyze efficient actions and policies for sustainable use and protection of the ocean.

The main transformation to be achieved in the course of the Decade is to make the science able to deliver not only diagnostics of existing or emerging problems but also to offer effective solutions and to motivate the society and elevate its readiness to implement them. The Decade will aim therefore to build science capacity, mobilize scientists, and facilitate an enabling environment for engagement of practitioners, decision-makers and the private sector in the development and use of science-based solutions to start managing the ocean sustainably.

(b) Stakeholders active in the same field

The IOC will continue collaboration at the programmatic level and/or via co-sponsorship of joint programmes with many UN agencies including FAO, IAEA, IMO, ISA, ITU, UNDP, ESCAP, UNEP (including CBD), WHO and WMO.

In addition to fulfilling its role in the UN system, IOC also enjoys strong collaboration with many non-UN global and regional, intergovernmental and non-governmental organizations, such as GBIF, GEO, IHO, ICES, PICES, ISC and its SCOR, and IUCN. Through its global programmes and regional subsidiary bodies, IOC will also foster partnership with regional ocean management organizations such as the UNEP Regional Seas Conventions, Regional Fisheries Organizations, and LME Commissions.

IOC has a well-established track record for building capacities of its Member States. Collaboration between governments, United Nations entities, research organizations, NGOs, private sector and others that leverage partner capabilities, expertise, platforms, data, best practice methods or joint funding opportunities will lead to optimal efficiencies, effectiveness and impact of capacity development initiatives. The role of the private sector will be particularly important to identify needed skills for the next generation of ocean science professionals. As specific capacity development initiatives are defined for the Ocean Decade, reference will also be made to the strategies and frameworks of other competent international organizations.

An equally transformational part of the Ocean Decade is about humanity and our relationship with the ocean. Understanding of the value of the ocean can be nurtured through ocean literacy efforts among diverse stakeholder groups. Holders of indigenous and local knowledge will work as essential partners of the Ocean Decade and will contribute to highlighting the multitude of cultural values of the ocean. Equity, inclusiveness, respect, fairness and scientific integrity are core principles of the Ocean Decade. UNESCO is uniquely positioned and holds an unmatched comparative advantage in addressing these through its multidisciplinary approach to key societal issues.

(c) Coordinating partners

IOC enjoys a recognized role in the UN system, in accordance with its Statutes. As a competent international and intergovernmental body in the fields of Marine Scientific Research and Transfer of Marine Technology under the UN Convention on the Law of the Sea (UNCLOS), IOC contributes to various UNCLOS processes, including the emerging international legally binding instrument on the conservation and sustainable use of marine biological diversity of areas beyond national jurisdiction.

The IOC will continue to contribute to major UN global agreements and frameworks including: the UN 2030 Agenda and its Sustainable Development Goals (SDGs), in particular of the stand-alone Goal 14 on the ocean, also acting as a custodian UN agency for reporting on SDG Targets 14.3 and 14.a; the UNFCCC Paris Agreement by advocating for the increasing role of the ocean; the Sendai Framework for Disaster Risk Reduction, the Convention on Biological Diversity and the Samoa Pathway.

The IOC will continue to contribute, as the UN's core body for ocean science, to the UN-Oceans, a UN interagency collaboration mechanism on ocean and coastal issues, focusing on the coordination of the UN Ocean Decade and on the development of "SDG enabling activities".

MAJOR PROGRAMME III – SOCIAL AND HUMAN SCIENCES

(a) Beneficiaries

UNESCO's unique value proposition is to advance scientific understanding to the most complex human interactions, with a multidisciplinary perspective. The Social and Human Sciences Sector has the capacity for multidisciplinary thinking and complex system approaches, that are key to understand current challenges, and interconnected trends of climate, digital, inequalities and ageing and the impact of the later on the well-being of people.

Under Major Programme III UNESCO targets policymakers and practitioners, aiming to equip them with not only the social and human sciences knowledge and skills they need to take evidence-informed decisions in favour of inclusive, healthy, gender-equitable and fair societies, but also the capacities needed to ensure that such decisions are informed by ethical and values-based reflection. Research outputs and other knowledge products with policy relevant recommendations will be available and accessible to different stakeholder groups. Direct beneficiaries include policymakers (within government entities, national and local public authorities with responsibility in fields related to Social and Human Sciences Sector's mandate, the private sector, and practitioners (including community stakeholders, academic institutions, health care personnel, journalists, judges and legislators, grassroots sport practitioners,

athletes, and civil society organizations with a focus on gender, youth and vulnerable groups). Beneficiaries also include civil society organizations and champions in the area of antiracism or intercultural dialogue.

(b) Stakeholders active in the same field

UNESCO works closely with many entities in the field of the social and human sciences at the international and regional levels, and with recognized centres and universities to foster the research-policy nexus¹. The Organization is uniquely positioned to enrich the public decision-making through the contribution of the humanities to guide Member States to transform social contracts, foster the well-being of people and protect and defend human rights. Even though many multilateral institutions and academic institutions and NGOs are active in this field, UNESCO has a clear mandate to promote scientific advancement from the social and human sciences. UNESCO's ethical reflection on emerging technologies is also unique among international institutions and recognized as a field of expertise of the Organization, with ethics committees, and standard-setting role that has been applied in many instances.

In the framework of the Global Priority Gender Equality, UNESCO created a Policy Network of Ministers and high-level stakeholders to steer the strategic orientations of the Transforming MENTalities Initiative and established a multistakeholder partnership with leading civil society organizations at the global level to leverage expertise, experience and networks, including at the local and grassroots levels. UNESCO also supported the establishment of the Global Observatory for Women and Sport established in Switzerland as result of Action 4 of the Kazan Action Plan.

UNESCO is the only UN Organization with a leadership role in the field of sport and physical education and it is recognized as the guardian of Physical Education (PE) data and sport policy work, through the Kazan Action Plan and within the development banks sport coalition. Fit for Life now positions UNESCO strategically to grow and diversify the sports portfolio to deliver impacts beyond health domains, including as a driver of equality and vehicle to enhance education and employability outcomes. This includes strengthening UNESCO's position as the global referent for sport and PE policy and practice, as well as a pioneer in the delivery of innovative new financial investment models and harmonized impact measurement methodologies, which correlate investments with outcomes across UNESCO's domains of expertise. The International Convention against Doping in Sport, protecting integrity and ethics in sport, is not only a unique international legal norm, but also positions UNESCO distinctively in its ability to respond to stakeholders' expectations through a harmonized approach towards common solutions and harmonized global normative and policy framework.

In the area of science and technology, UNESCO added value of its the Social and Human Sciences Sector stems from its role in leading global reflection, standard-setting, and producing cutting-edge tools and methodologies for national capacity-building. This leading role of UNESCO is well recognized by a number of UN agencies², as well as international institutions³ who are actively collaborating with UNESCO.

In the broad field of Youth intervention, while numerous stakeholders are active (UN agencies, private sector, civil society organizations), UNESCO's rich mandate provides the comparative advantage of being able to design and lead interdisciplinary work targeting holistic youth development, instead of only addressing youth issues in a compartmentalized manner. Coupled with UNESCO SHS's work on youth-related policy-oriented research, this advantage places UNESCO in a unique position to streamline youth issues within broader/multisectoral development agendas and provide whole-of-society approaches and policy advice on youth.

UNESCO is also the first international Organization to debunk the notions that races were different. This is incorporated in the Global Forum against Racism and Discrimination, as one of the few international initiatives that are advancing this agenda in a comprehensive, multistakeholder way. UNESCO is also one of the few institutions that

1 Examples include: the International Science Council, Conseil International de la Philosophie et des Sciences Humaines (CIPSH); Council for the Development of Social Science Research in Africa, CODERSRIA, Latin American Conference on Social Sciences, CLACSO, Facultad Latinoamericana de Ciencias Sociales, FLACSO, Arab Council for the Social Sciences; CaixaForum Macaya, International center for Human sciences (CISH).

2 ITU, Global Pulse, WHO.

3 OECD, Council of Europe, Institute of Electrical and Electronics Engineers (IEEE), among others.

promotes intercultural dialogue and reconciliation, and that have developed a solid analytical framework. In the area of social justice, the deployment of art, through ART LAB for social reconciliation is also unique.

The Management of Social Transformation (MOST) Programme is also a unique science program in the context of the UN system, that deals with social and human issues.

(c) Coordinating partners

The Organization is leading/co-leading on several workstreams of the UN Common agenda; it co-chairs the Artificial Intelligence (AI) working group within the framework of UN High-Level Committee on Programmes (HLCP) (given UNESCO's unique mandate on the ethics of sciences and technologies) and the UN Strategic Foresight Network under the HLCP, as a recognition of UNESCO's unique perspective on Futures Literacy. It contributes to the implementation of the 2020 Call to Action for Human Rights, the Task Team on Inequalities and remains a co-lead for 2022 of the UN Network on Racial Discrimination and the Protection of Minorities. It also ensures the secretariat of the UN interagency committee on bioethics. The Organization coordinates and participates at the international level through the Inter-agency Network on Youth Development (IANYD) and in the implementation of the UN Youth 2030 Strategy and, at regional level, through the Asia Pacific Interagency Network on Youth (APINY). CIGEPS and MINEPS are central UN mechanisms for sport policy development and UNESCO's role in this field has been officially recognized by UNGA resolutions and in UN Secretary-General's Reports⁴. In the same vein, through the International Convention against Doping in Sport, UNESCO is leading the political and normative agenda in the protection and promotion of sport ethics, values and integrity at the global level. As author of the annual report of the UN Secretary-General to the UN General Assembly on intercultural and interreligious dialogue, UNESCO also plays a significant role in shaping the common UN agenda on these issues, which have growing importance. In the area of gender, applying the social and human science lenses has also helped to develop comprehensive proposals, like the work on "Changing MENTalities".

MAJOR PROGRAMME IV – CULTURE

(a) Beneficiaries

UNESCO's actions across Major Programme IV will continue to support Member States for the benefit of local communities through integrated action across the cultural ecosystem. Major Programme IV will continue to target impact for key beneficiaries such as policy-makers, cultural institutions and partners, culture professionals, practitioners, heritage bearers, artists, creators and civil society. Particular attention will continue to be given to the Organization's global priorities to promote gender equality and address the needs of Africa, paying particular attention to least developed countries (LDCs) and small island developing States (SIDS), and to meet the needs of youth and the most vulnerable populations, including Indigenous Peoples and marginalized groups.

(b) Stakeholders active in the same field

The Culture Sector will reinforce collaboration with partners and stakeholders to "build inclusive, just and peaceful societies by promoting freedom of expression, cultural diversity, education for global citizenship, and protecting heritage", notably by further promoting South-South and North-South-South cooperation, as well as regional cooperation, and continuing to develop partnerships with civil society, academia, the private sector, organizations of the United Nations system and other international and regional organizations and fora and development banks. In parallel, the broader UNESCO network of Category 2 Centres, UNESCO Chairs, thematic coalitions and alliances,

⁴ UN Secretary-General's Reports on 'Strengthening the global framework for leveraging sport for development and peace' (2018) and 'Sport: a global accelerator of peace and sustainable development for all' (2020), UN Res.73/24 and 75/18, Human Rights Council Res. 37/18.

UNESCO Goodwill Ambassadors and intergovernmental committees will continue to work alongside UNESCO in the field of culture.

(c) Coordinating partners

Within the UN system, UNESCO will continue to lead the Inter-Agency Platform on Culture for Sustainable Development in the framework of the last Decade of Action for the achievement of the 2030 Agenda. Work will be continued with UN entities such as the United Nations Office on Drugs and Crime (UNODC) and the United Nations Office of Counter-Terrorism (UNOCT) in the fight against illicit trafficking of cultural property. Support for culture in emergencies will also be strengthened through collaboration with the Office of the United Nations High Commissioner for Human Rights (OHCHR) and the United Nations Institute for Training and Research (UNITAR). Cooperation will be continued with UNCTAD and the World Bank in the field of the creative economy, as well as with UN Habitat notably in view of achieving SDG Target 11.4. In partnership with UN agencies such as UNEP, the Culture Sector will seek to enhance the protection of cultural heritage and will deploy efforts to build stronger bridges between culture and education and will also, within the framework of the International Decade of Indigenous Languages (2022-2032), continue to work with various entities such as the UN Permanent Forum on Indigenous Issues and United Nations Department of Economic and Social Affairs (UNDESA).

MAJOR PROGRAMME V - COMMUNICATION AND INFORMATION

(a) Beneficiaries

UNESCO's actions across Major Programme V will continue to benefit both duty-bearers and rights-holders within Member States. Key beneficiaries include journalists, media professionals and media organizations; policymakers, members of the judiciary and other duty-bearers; stakeholders of the public and private sectors engaged in the digital transformation; teachers, learners and other actors of education systems; as well as memory institutions. A continued focus will be put on the Organization's priority groups, namely women and girls, African stakeholders, youth, SIDS, Indigenous Peoples, persons with disabilities and marginalized communities.

(b) Stakeholders active in the same field

UNESCO will leverage its unique mandate, working together with governmental and national instances, international and regional organizations, media organizations and educational institutions, and NGOs and civil society organizations networks active in the fields of communication and information. An increased emphasis will be put on engagement with actors of the digital sphere, including technology and Internet platforms, while fostering a multi-stakeholder approach. In parallel, the Organization will continue to mobilize the broader UNESCO family, through its network of Category 2 Centres, UNESCO Chairs, thematic coalitions and alliances, and Committees for Memory of the World and the Information for All Programme (IFAP).

(c) Coordinating partners

Within the UN system, UNESCO will cooperate with several entities, including the OHCHR, as a contributing agency for the monitoring of SDG indicator 16.10.1 on fundamental freedoms, and as the UN agency spearheading the implementation of the UN Plan of Action on the Safety of Journalists and the Issue of Impunity. The Organization will engage in key UN processes, including through the Broadband Commission for Sustainable Development, the World Summit on the Information Society (WSIS), and the Internet Governance Forum (IGF), as well as in the delivery of Our Common Agenda. Other partner agencies include the UN Department of Economic and Social Affairs and other agencies active in the field of indigenous issues, especially for the organization of the International Decade of Indigenous Languages (2022-2032).

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	<ul style="list-style-type: none"> ■ Two IOS annual reports ■ Two IOS synthetic reviews of completed evaluations 	<ul style="list-style-type: none"> ■ 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 competencies 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 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
<p>Outcome 4 Advance international cooperation in science, technology and innovation</p>	<p>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;</p> <p>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.</p>
<p>Outcome 5 Enhance the protection and promotion of the diversity of heritage and cultural expressions</p>	<p>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;</p> <p>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.</p>
<p>Outcome 6 Promote freedom of expression and the right to information</p>	<p>Indicator 6.1 Number of verified cases of killings of journalists condemned by UNESCO's Director-General</p> <p>Indicator 6.2 Number of countries that adopt and implement constitutional, statutory and/or policy guarantees for public access to information.</p>
<p>Outcome 7 Promote inclusion and combat discrimination, hate speech and stereotypes</p>	<p>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;</p> <p>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.</p>
<p>Outcome 8 Foster knowledge sharing and skills development in the digital age</p>	<p>Indicator 8.1 Number of Member States that are integrating the UNESCO model curriculum on MIL in national education policies;</p>
<p>Outcome 9 Develop ethical standards, norms and frameworks for action to meet the challenges of innovative technologies and digital transformation</p>	<p>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.</p> <p>Indicator 9.2 Number of Member States supported in strengthening a multi-stakeholder approach to foster an enabling environment for the development of digital and emerging technologies.</p>

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).

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	Approved 41 C/5 budget structure modification		Reorganization (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 organization 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

	Approved 40 C/5	Approved 41 C/5 budget structure modification		Reorganization (transfer of posts)	40 C/5 restated
		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
<i>Offsetting related to management costs recovery from voluntary contributions</i>	(28 374 400)				(28 374 400)
<i>Offsetting related to the estimated internal charge back for revenue-generating funds</i>	(12 359 200)				(12 359 200)
TOTAL NET BUDGET	1 329 115 300	-	-	-	1 329 115 300

