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Abstract & Acknowledgements

ABSTRACT

This report synthesizes key findings from evaluations completed in 2019 and the first semester of 2020. It draws on total of eight corporate and six decentralized evaluations to shed light on UNESCO's achievements with respect to the Expected Results identified in its Approved Programme and Budget 2018-2019 39 C/5. Furthermore, it includes an assessment of the quality of UNESCO evaluation reports against quality criteria from the United Nations Evaluation Group.

UNESCO has made important strides towards achieving the C/5 Expected Results across its Major Programmes as well as contributing towards the Sustainable Development Goals (SDGs). The analysis presented in this synthetic review shows the strong relevance of UNESCO's work to the SDGs and its contribution across 16 of the 17. UNESCO's convening power and neutrality combined with the technical expertise and skill of its staff allows the Organization to provide stable, robust intergovernmental and international platforms for national, regional and global action. Projects delivered across the Major Programmes are considered relevant and effective and the support is well received by Member States. The direction and improvements initiated by the strategic transformation process are seen as relevant in addressing the resource constraints faced by the Organization and efforts to establish stronger partnerships with a wider range of actors are gaining traction.

There are ongoing challenges in advancing UNESCO's aspirations for intersectoral cooperation in its multidisciplinary mandate. There is widespread recognition of the rich dividends from drawing on the Organization's interdisciplinary expertise and intersectoral cooperation. However, systemic structural and administrative organizational barriers and insufficient human and financial resources severely limit UNESCO's delivery within an interdisciplinary approach.

Many of the evaluations show an inconsistent use of monitoring and evaluation frameworks to assess programme effectiveness at outcome level and pathways towards impact. The synthetic review concludes that there is urgent need for investing in resources to a) ensure results frameworks and/or theory of change are designed and used consistently to ensure robust monitoring towards outcomes; b) continue to strengthen capability to measure outcomes and not only outputs; c) further leverage the Evaluation Focal Point Network to strengthen evaluation capacity and improve the quality of decentralized evaluations; and d) build a culture of accountability by mandating a management response to recommendations also for decentralised evaluations.

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Acronyms and Abbreviations

CFIT	UNESCO China Funds-in-Trust	MMP	Managed Mobility Programme
CI	Communication and Information Sector	NGOs	Non-Government Organizations
CLT	Culture Sector	NORAD	Norwegian Agency for Development Cooperation
ED	Education Sector	NPO	National Project Officer
EFPN	Evaluation Focus Point Network	OECD-DAC	Organization for Economic Co-operation and Development – Development Assistance Committee
ER	Expected Result	PVE	Prevent Violent Extremism
EU	European Union	RBM	Results-Based Management
FI	Flagship Initiatives	SDG	Sustainable Development Goals
GCED	Global Citizenship Education Development	SC	Natural Sciences Sector
HMID	History, Memory and Intercultural Dialogue	SFD	Structured Financing Dialogue
IBE	UNESCO International Bureau of Education	SHS	Social and Human Sciences Sector
ICCBA	International Institute for Capacity Building in Africa	ToC	Theory of Change
IcSP	Instrument contributing to Stability and Peace	UBRAF	Unified Budget, Results and Accountability Framework
ICT	Information and Communication Technology	UGGp	UNESCO Global Geoparks
IDRC	International Decade for the Rapprochement of Cultures	UN	United Nations
IGCP	International Geoscience Programme	UNEG	United Nations Evaluation Group
IGGP	International Geoscience and Geopark Programme	UNDP	United Nations Development Programme
IHP	International Hydrological Programme	UNESCO	United Nations Educational, Scientific and Cultural Organization
IOS	UNESCO Internal Oversight Service	UNFPA	United Nations Population Fund
KFIT	Korea Funds-in-Trust	UNHCR	United Nations High Commission for Refugees
KPIs	Key Performance Indicators	UNICEF	United Nations Children’s Fund
M&E	Monitoring and Evaluation	UN-SWAP	United Nations System Wide Action Plan
MENA	Middle East and Northern Africa	WHO	World Health Organization
MGIEIP	Mahatma Gandhi Institute of Education, Peace and Sustainable Development		

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Introduction

Rationale

1. At its 186th session, the Executive Board requested the Director-General to continue to report periodically on evaluations completed (186 EX/Decision 6 (VI)). The Internal Oversight Service (IOS) commissioned this fourth synthetic review¹ to capture key findings emerging from evaluations that were completed in 2019 and early 2020. The synthetic review draws on eight corporate² and six decentralized³ evaluations to shed light on UNESCO's achievements with respect to Expected Results (ER) established in its approved C/5 Programme and Budget documents⁴ 39 C/5.
2. The structure and format for this synthetic review replicates the report presented to the Executive Board at its 205th session owing to the favourable feedback received. The synthetic review builds on IOS efforts to present a cohesive, integrated story of UNESCO's performance against its C/5 Expected Results and identify areas of strengths and for improvement. The primary focus is on achievements and learnings. The report intends to serve as an input into UNESCO's own learning about its performance and to inform future strategic planning, programme and project design.

Evaluation questions

3. The synthetic review provides evidence and insights to answer four principal questions:
 - What are the systemic findings that appear to help and/or hinder UNESCO's performance?
 - How does UNESCO perform against the Expected Results identified in its 39 C/5 Programme and Budget for 2018 - 2019?⁵

¹ Three other syntheses were conducted in 2017, 2018 and 2019

² The detailed findings, conclusions and recommendations of corporate evaluations are presented in the full evaluation reports, which are available along with management responses on the IOS website: <https://en.unesco.org/about-us/ios>.

³ Corporate evaluations are commissioned and/or conducted by the IOS Evaluation Office. They are publicly available and presented to the Executive Board (see decision 207 EX/Dec.5.II.A). Decentralized evaluations are commissioned by Programme Sectors and/or UNESCO Field Offices and, while disseminated among relevant stakeholders are – with few exceptions- not published.

⁴ <https://unesdoc.unesco.org/ark:/48223/pf0000261648>

⁵ The analysis for each Expected Result is solely based on the evaluation evidence available for this synthesis.

- Where does UNESCO stand in relation to the OECD-DAC standard evaluation criteria⁶? What do the evaluations indicate about the relevance, coherence, effectiveness, efficiency, impact⁷ and sustainability of its efforts?
- What conclusions can be drawn about the quality of UNESCO evaluations when reviewed against the Quality Checklist of UNEG?⁸

4. This report is structured in five parts. Part I presents an overview of the portfolio of evaluations completed in 2019 and the first semester of 2020. Part II presents a discussion of themes that emerged consistently across the evaluations reviewed for this synthetic review. Part III synthesizes the evidence of achievements against the 39 C/5 Expected Results. Part IV presents an analysis of UNESCO's performance against evaluation criteria. Part V presents an overview of the quality of the evaluation reports.

Approach

5. A desk review was conducted of eight corporate and six decentralized evaluations. Crosscutting themes, or systemic findings, that emerged consistently across the evaluations were identified. These include factors that both facilitate and hinder UNESCO's ability to fulfil its mandate and to meet its organizational objectives.
6. Findings were further synthesized under each of the Organization's Expected Results contained in the 39 C/5 Programme and Budget 2018-2019. While the scope of the individual evaluations in some instances covers more than one ER, for reasons of consistency and to avoid double counting, the primary ER has been considered. Some ERs are consistently pursued over several biennia; however, a majority of ERs evolve each biennium, assessing longer-term achievements challenging. A full list of relevant ERs for each evaluation can be found in Appendix 1.

⁶ Detailed information about the criteria is on the OECD website: <https://www.oecd.org/dac/evaluation/revision-evaluation-criteria-dec-2019.pdf>

⁷ While impact is a criteria noted in the UNESCO Evaluation Policy as well as the OECD-DAC, there is limited conduct of impact assessments across the evaluations considered in this report. The evaluations examined pathways towards impact, looking at the various results levels from outputs to outcomes (where possible) rather than using conventional impact assessment methodologies.

⁸ <http://www.unevaluation.org/document/detail/607>

7. There are some exceptions:
- The *Evaluation of the Future of the education sector and Making evaluation work for the achievement of SDG 4 Target 5: Equality and Inclusion in Education* have been considered with respect to the Education as a whole, and not with respect to any specific C/5 ER within the Major Programme.
 - The *Evaluation of the structure and modalities of UNESCO's structured financing dialogue* has been considered under a stand-alone heading *Strategic Planning* (Chapter 3, 39 C/5), under the responsibility of the Bureau of Strategic Planning.
 - The *Evaluation of the Managed Mobility Programme* relates to assessing the implementation of UNESCO's human resources management strategy and has been considered under the C/5 ER outlined in section III.A – Human resources management of the 39 C/5.
 - The *Evaluation of UNESCO's Action to Prevent Violent Extremism* cuts across the work of the Communication and Information, Education, Social and Human Sciences and Culture Sectors. Consequently, the findings from this evaluation have been presented under a standalone heading: *Intersectoral cooperation and interdisciplinary themes*.
8. Finally, the quality of the evaluation reports was assessed against the UNEG Quality Checklist for Evaluation Reports.

Limitations

9. The findings outlined in this report rest solely on the review of evaluation reports finalised during 2019-early 2020.⁹ Consequently, readers should take into account the following limitations:
- The quality and robustness of the evaluation evidence, particularly between corporate and decentralized evaluations, is variable. However, most reports met minimum quality standards set out in the UNEG Quality Checklist for Evaluation Reports (see part V of this report).
 - Many of the evaluations do not capture results at the outcome level, nor do they

⁹ Since the completion of the evaluations, actions may have been initiated to address the issues identified in them. The synthetic review acknowledges such developments. However, for consistency, only the information presented in the evaluation reports has been considered.

specifically link the findings back to the Expected Results as formulated in the 39 C/5. Such analysis is also not systematically requested in evaluation terms of reference. This makes it challenging to synthesize results at the Organizational level. However, efforts have been made to extrapolate findings from the evaluation reports to demonstrate achievements against the respective primary ERs.

- The scope of the evaluations varies significantly, ranging from evaluations of micro level projects to evaluations that assess global outreach and impact of UNESCO's interventions, and include evaluations of corporate services/processes. This makes it challenging to analyse and aggregate results.
 - A higher number of evaluation reports from the Education Sector (6 out of 14 in total) were available for this synthetic review compared to the number of reports available from other Sectors.
10. In light of these limitations, the assessment of progress against C/5 Expected Results is to be regarded as indicative only and limited to the evaluation evidence available for this synthetic review. The findings from this synthetic review report must be considered alongside other strategic documents (e.g. Strategic Results Report;¹⁰ Programme Implementation Report;¹¹ Analytical Programme Implementation Report¹²) for a more complete picture of UNESCO's performance.

¹⁰ [Strategic Results Report](#) – covers past 4 years, but aims to cover 6 in the future

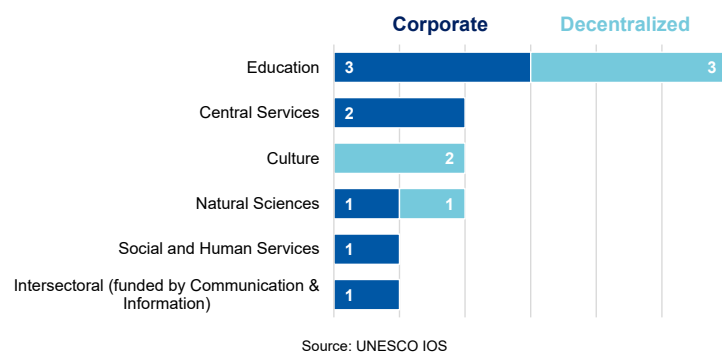
¹¹ [Programme implementation report \(PIR\) \(1 January 2018-31 December 2019\)](#) – covers 2 years

¹² [Analytical Programme Implementation Report \(APIR\)](#) – covers 4 years

Part I - Basic Portfolio Data

11. This section provides basic data on the 14 evaluations (eight corporate and six decentralized) considered in the synthesis. While the number of corporate evaluations over a comparable period remained the same as in previous years, the number of decentralized evaluations managed by other UNESCO entities was lower (i.e. 18 in the 2019 synthetic review compared to six for the 2020 synthetic review) resulting in a lower overall number of reports. Reasons for this can be attributed to variations in project cycles with fewer projects due for evaluation in the current period and the lack of timely submission of completed reports to IOS.
12. Figure 1 illustrates the coverage of the 14 evaluations across the five Major Programmes. In 2020 there was one evaluation commissioned and funded by Communication and Information Sector: Evaluation of UNESCO's Action to Prevent Violent Extremism (PVE). However, due to the intersectoral approach adopted by UNESCO for PVE, this report has been considered under the Intersectoral category. Furthermore, two evaluations of Central Services were carried out by IOS in response to the UNESCO Executive Board request to assess the results of the Organization's strategic transformation initiatives: the *Evaluation of the first Managed Mobility Programme* and the *Review of the Frequency and Modalities of the UNESCO Structured Financing Dialogue*. These reflect a positive shift towards a more integrated approach to lift organizational performance that includes the contribution of Central Services.

Figure 1 - Programmatic coverage of the 14 completed evaluations



13. Table 1 illustrates coverage of 39 C/5 Expected Results by the completed corporate and decentralised evaluation reports that were included in the past three synthetic reviews (2018, 2019 and 2020). The analysis indicates that overall there is balanced coverage¹³ across all ERs. While the ERs of the Natural Sciences, the Social and Human Sciences, and Culture are fully covered by completed evaluations, some ERs within Education (ER 8), and Communication and Information (ER 3 & 5) are covered by upcoming and/or ongoing evaluations as part of the 2020/21 evaluation plan and will be included in the 2021 synthetic review. Evidence against all ERs is needed to tell a coherent and comprehensive narrative for the Strategic Results Report. As such, the biennial IOS corporate evaluation plan is based on a gap analysis of ER coverage. Full evaluation coverage of ERs is expected to be achieved at the end of the current biennium 2020/21.¹⁴

Table 1 – Coverage of Expected Results by corporate and decentralised evaluations included in the three last three synthetic reviews (2018, 2019, and 2020) by Major Programme

Major Programme	ER1	ER2	ER3	ER4	ER5	ER6	ER7	ER8	ER9	ER10
Education	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Natural Sciences	✓	✓	✓	✓	✓	✓	✓	✓	Dark Grey	Dark Grey
Social and Human Sciences	✓	✓	✓	✓	✓	✓	✓	Dark Grey	Dark Grey	Dark Grey
Culture	✓	✓	✓	✓	✓	✓	✓	✓	Dark Grey	Dark Grey
Communication & Information	✓	✓	✓	✓	✓	✓	Dark Grey	Dark Grey	Dark Grey	Dark Grey

Source: UNESCO IOS

Note: **yellow** indicates 'covered in an upcoming/ongoing evaluation as per the 2020/21 evaluation work plan, **dark grey** indicates absence of ERs for that Major Programme

¹³ I.e. corporate and/or decentralised Evaluations cover all ERs over the period of the Medium-Term Strategy to feed into the respective Strategic Results Reports.

¹⁴ While the definition of individual ERs may change over the biennia, for the purpose of this comparison ERs as defined in the 39 C/5 have been applied.

Part II - Crosscutting Findings

14. This section presents crosscutting findings and provides an important opportunity for UNESCO to reflect on its strengths, including its comparative advantages vis-à-vis other multilateral actors as well as to identify areas where there is room for improvement.

UNESCO's neutrality and convening power continue to be its main comparative advantages

15. UNESCO's reputation as a neutral broker and an Organization that provides stable, robust intergovernmental and international platforms for national, regional and global action and international exchange and cooperation continues to be among its strongest comparative advantages. Stakeholders commented on the Organization's long history in facilitating complex processes in often difficult and sensitive contexts. UNESCO's ability to bring diverse voices to the table and facilitate important conversations on issues that matter is described as incomparable, unequalled and unique within the UN system.
16. Across the evaluations, examples showed that UNESCO's convening power, global reach and expertise contributed to informing and guiding policy development and approaches (e.g. the *Evaluation of History, Memory and Intercultural Dialogue for Inclusive Societies* (HMID) and the *Evaluation of UNESCO's actions to Prevent Violent Extremism*). UNESCO helps navigate complexities on topics that have political and technical dimensions (e.g. the *Review of UNESCO's work in Curriculum*). Evidence of the Organization's unwavering commitment to a human rights-based and humanistic approach to education can, for example, be seen in the *Evaluation of the Future of UNESCO's Education Sector*. In addition, UNESCO, as the only UN agency that specializes in the protection of culture, is serving as a key strategic partner to ensure that culture contributes to peace building (e.g. *Evaluation of the EU-UNESCO Project: Protecting Cultural Heritage and Diversity in Complex Emergencies for Stability and Peace*). These examples collectively demonstrate the ongoing relevance and significant value of the Organization's mandate for Member States.

17. A few evaluations highlighted that civil society representatives suggested UNESCO could perform better at using its 'soft power' and its convening power and to draw on the breadth of its research and knowledge products and interdisciplinary cooperation when advocating for policy changes. Other evaluations suggested that UNESCO could make better use of its comparative advantage particularly in strategically mobilizing partners and networks of experts.

High value placed on the technical expertise and experience of UNESCO staff

18. The expertise and technical skills of UNESCO staff and their unique ability to work simultaneously at the highest policy and at the community level, facilitating communication lines between the two, continues to be well regarded and a comparative strength across all of its sectors.
19. Many evaluations, such as the *Evaluation of UNESCO's actions on PVE*, the *EU-UNESCO project on protecting cultural heritage and diversity in complex emergencies for stability and peace* and the *Evaluation of Korea Funds-in-Trust (KFIT) Higher Education Project* provide evidence of the professionalism of UNESCO staff and their key role in pushing both policy change and implementing fieldwork. Staff prove expertise and guidance and forge technical and operational partnerships that help to open up new opportunities. In several instances partnerships and collaborations with both local and international entities, including government, civil society organizations, universities and locally based experts were made possible due to the professional reputation and credibility of UNESCO staff. This underscores the need to ensure staff are valued and their work is facilitated by adequate tools and processes so as to sustain effective delivery and relationships.

Ongoing challenges in advancing UNESCO's aspirations for intersectoral cooperation in areas of its mandate

20. Progress towards the SDGs and addressing the rising complex global societal challenges such as combating violent extremism increasingly call for intersectoral cooperation and interdisciplinary approaches to bring holistic and interconnected solutions that bridge research, policy and practice. The Programme and Budget (39 C/5) conveys UNESCO's aspirations to leverage its convening power and mandate by leading intersectoral, multi-stakeholder efforts and packages of interventions that combine the Organization's key functions to achieve the transformation desired. The C/5 Expected Results, however, are specific to each Major Programme. The evaluations considered for this synthetic review show a mixed picture in this regard. While there are examples of successful intersectoral cooperation, (e.g. Women in Africa and African Heritage Liberation Movement Programme identified in the *Evaluation of HMID*), systemic organizational barriers (e.g. lack of mechanisms to enable joint budgeting and planning for programme implementation) and insufficient human and financial resources limit UNESCO's delivery on this front. As a result, the potential for intersectoral cooperation is yet to be fully realized.
21. The challenges in realising the full potential of intersectoral approaches is well illustrated in the *Evaluation of UNESCO's Actions to PVE*. This evaluation explicitly aimed to generate evidence and insights on the intersectoral approach applied by the Organization in its Action to PVE in an effort to inform other areas of UNESCO's work. The findings highlighted that, while there was widespread agreement that working across sectors is needed and helpful, many staff felt the organizational structures did not support an intersectoral approach. In the implementation of PVE initiatives staff noted that there were delays as the process for validating key documents by different sectors took longer, the processes were heavier, and there were structural challenges due to the vertical financial allocation and approval systems of UNESCO.

22. The *Evaluation of HMID* also highlights similar issues with respect to intersectoral work referring to UNESCO planning, budgeting and reporting systems as not supportive of intersectoral cooperation nor of interdisciplinary approaches. It also points to the need for more incentives at the organizational level to facilitate working intersectorally.
23. UNESCO has a clear and well-developed overarching vision of its role in supporting intersectoral work and bringing together different areas of expertise and action. However, this is not yet translated into a coherent, logical Organizational narrative and results chain and consequently, there is no adequate framework for monitoring, reporting and evaluating progress against its vision.

Need for rebalancing UNESCO's global, regional and operational roles relating to its Education programme

24. Most internal and external stakeholders believe there are significant potential synergies between UNESCO's global, regional and operational roles. These roles are seen as mutually reinforcing. UNESCO would not have the same strength in carrying out its global coordination and intellectual leadership functions if it did not have an understanding of national-level systems and policy issues in the areas of its mandate. The *Evaluation of the Future of UNESCO's Education Sector* indicates that there is a need to *rebalance* the Sector's global, regional and operational roles through a combination of:
- Strengthening the Sector's global leadership and coordination roles and continuing to further develop its education foresight and research functions. Clarifying regional leadership of SDG4 in Africa is a key priority.
 - Reinforcing capacity and capability of regional offices including addressing the unevenness that exists across regions, particularly the relatively weak capacity in Africa.
 - UNESCO's country-level operational activities need to be refocused on upstream policy support and away from the delivery of large numbers of small extrabudgetary projects.

Leveraging UNESCO structures to deliver value for projects

25. In some of the countries where UNESCO does not have a field office, evaluations identified challenges in implementing complex projects particularly due to gaps in expertise on procurement and administrative processes in some small antennas. Project officers operating far both from expertise present in the already-stretched Regional Offices, as well as from administrative officers can face challenges in resolving project implementation issues. These are illustrated in the *Evaluation of UNESCO-China Funds-in-Trust (CFIT) Project*. Despite the availability of expertise within UNESCO to facilitate procurement of ICT equipment, UNESCO administrative rules and hierarchical structures posed challenges in mobilising the most adequate support for procurement. In such instances, direct access to the wider UNESCO infrastructure can help overcome these challenges. Developing a systematic approach to knowledge sharing and learning would also help replicate good practices from better-resourced and high performing field and antenna offices.

Support for the improvements initiated by the strategic transformation process

26. UNESCO has initiated a number of important initiatives under the ongoing Strategic Transformation Process to strengthen the performance of the Organization. The *Review of the modalities and frequency of the Structured Financing Dialogue (SFD)* and the *Evaluation of the Managed Mobility Programme* assess the results of recent reform efforts. The assessments of both initiatives signal strong support from relevant stakeholders for the direction and improvements initiated by the four pillars of the strategic transformation process.
27. The Integrated Budget Framework developed within the scope of UNESCO's SFD offers transparency to Member States as to how the C/5 Programme is resourced, which programmes receive voluntary contributions and where there are funding gaps. While some progress has been acknowledged, the analysis conducted of the three modalities¹⁵ of UNESCO's SFD as well as the comparison with the SFDs of

¹⁵ The three modalities are the Structured Financing Dialogue in the Executive Board, a Partners' Forum and Decentralized and Thematic Structured Financing Dialogue.

WHO, UNDP, UNFPA and UNICEF highlighted important areas for improvement. Developing an organizational narrative as well as a robust results framework for UNESCO's contribution to Agenda 2030, within the context of the new Medium-Term Strategy, and clearer communication about the Organization's achievements and future funding needs will be a precondition for building trust and enabling UNESCO to achieve more predictable and less earmarked funding and cooperation with donors.

28. The implementation of the Managed Mobility Programme is another example of UNESCO's efforts for an agile, versatile and motivated workforce. The evaluation findings indicate that mobility is an essential element of a global international workforce. The evaluation recommended resuming the managed mobility programme provided necessary adjustments are incorporated. For example, reviewing the deferment process and the list of posts not subject to mobility, adjusting the timing of notification and facilitating relocation. Moreover, other important adjustments spoke to the need to empower and support staff to make the right career choices, build capacity for future career moves, including short-term assignments and placing staff in the right posts, both from the perspectives of the staff members and of the Organization.

Progress towards implementation of Global Priority Gender Equality continues to be patchy

29. Gender Equality has been a Global Priority for UNESCO since 2008. The Gender Equality Action Plan states that by mainstreaming gender equality UNESCO aims to "fully integrate gender-equality considerations into programme strategies and activities including policy advice, advocacy, research, normative and standard setting work, capacity development, monitoring and evaluation/assessment and any other technical assistance work."¹⁶ However, despite the Organization's efforts to mainstream gender equality in different areas of work, reporting against this global priority continues to lack consistency and many evaluations show that monitoring tends to be focused on output level performance indicators rather than on outcomes. Evaluations tend to measure participation of men and women, but not much beyond that. For instance, the Evaluation of HMID reports that besides some exceptions such as Women in Africa, and African Heritage Liberation Movement

¹⁶ UNESCO Priority Gender Equality Action Plan (2014-2021)

Programme (AHLMP), many projects within the thematic area lack a clear gender focus beyond ensuring that there is a mix of women and men (or girls and boys) participating or benefitting.

30. A gender-mainstreaming approach needs to go further to take account of a more nuanced understanding of, and the need to apply a transformative approach towards the achievement of gender equality and inherent social, political and economic power relations. However, there is little evidence of these deeper dimensions of gender equality that can be examined across the evaluations considered in the scope of this report.
31. In 2019, the IOS Evaluation Office embarked on an inter-agency initiative to synthesise evaluations relevant to SDG 4 Target 5 on gender parity, equality and inclusion in education. This initiative¹⁷ led by UNESCO in close collaboration with six international partners is an important step towards (a) consolidating best practices, lessons learned and recommendations, with a view to helping Member States accelerate their progress towards this target; and (b) to test an approach to evaluate progress towards an SDG. The findings also show how evaluations can more effectively support global learning among countries and their development partners, by ensuring a robust evidence base to support the implementation and scale-up of effective education strategies to improve gender parity, equality and inclusion of marginalized groups in education.

Monitoring and evaluation of outcomes requires urgent attention

32. Many evaluations highlighted significant challenges in defining and measuring outcome level results. Despite some progress, projects focus primarily on the implementation of activities and much less on measuring the relationship, complementarity and synergies between projects/initiatives and higher-level outcomes in line with SDGs. This limitation needs urgent attention, as it severely impedes the Organization's ability to meaningfully leverage and communicate the value of its work and investment at a higher level. Several evaluations provide insights on the potential value of more advanced results frameworks or comprehensive theories of change to better identify and track progress, including the *Evaluation of the international Geoscience and Geoparks programme*, the *Evaluation of the UNESCO-CFIT project*, and the *Evaluation of IHP's Programmes and Major Initiatives* (IHP Flagships).

33. The findings from these evaluations and others clearly signal the need to develop more adequate organization wide planning/programming, monitoring and evaluation frameworks and systems in line with the RBM approach applied at UNESCO. This will allow for accountability and learning across all interventions as well as provide critical information for effective steering and management at the strategic level. Identifying and effectively communicating outcome level results and potentially UNESCO's long-term impact is crucial for attracting partnerships and funding and for learning. There is limited conduct of impact assessments across the evaluations considered in this report. Instead, the evaluations examined pathways towards impact, looking at the various results levels from outputs to outcomes (where possible) rather than using conventional impact assessment methodologies. Measuring impact of development efforts poses significant challenges: it is resource intensive and relies strongly on the availability of systematically collected and organization-wide quality data. Despite these challenges, UNESCO is envisaging to conduct an impact study on the Capacity Development for Education (CapED) Programme.

Partnerships continue to be strengthened, but outreach can be further diversified

34. Partnerships and collaborations offer an important opportunity for UNESCO to deliver on its mandate with limited resources, particularly as many of UNESCO's programmes depend on extrabudgetary resources. Over the years, the Organization has made concerted efforts to build on established partnerships and work with a wide range of partners, so as to make progress towards shared objectives and goals. UNESCO's ability to forge technical and operational partnerships with local, regional and international entities and civil society organizations is seen as one of its strengths and the evaluations make favourable observations of these features of the Organization. The last synthetic review noted a shift towards a positive trend in this regard and the findings from this review affirm these developments. For instance, the HMID depends on partnerships for the success of its programmes. The number and types of collaborations are vast and include government ministries, schools, museums, civil society organizations, scientists, academics and artists to name a few. The evaluation found that the partnerships within the scope of this thematic area are useful and clearly establish an added value. However, more can be done to sustain them, and particular attention needs to be paid in strategically engaging the private sector to reach out to the general public and to ensure stability of funding.

¹⁷ Making Evaluation Work for the Achievement of SDG4 Target 5: Equality and Inclusion in Education

Part III - Analytical Summary of Expected Results

Major Programme I: Education

35. A total of six (two corporate and four decentralised) evaluations and one corporate review were considered for this synthetic review. Outcomes achieved against the Expected Results are outlined below.

ER 1 - Improved national education policies and plans to advance access to equitable and quality ECCE, primary and secondary education through a system-wide lifelong learning approach.

Curriculum is one of the key areas of UNESCO's education programme, as outlined in UNESCO's Medium-Term Strategy (2014-2021) and subsequent C/5 documents on the programme and budget for the Education Sector. Since 1999, the International Bureau of Education (IBE) serves as UNESCO's Category 1 institute on curriculum and related matters.

In 2019, the IOS Evaluation Office carried out a review on the topic of curriculum to take stock and assess the relevance of UNESCO's work in this area as well as to identify how UNESCO could address curriculum with added value in the future. The review found that curriculum is widely considered by Member States as the foundational building block of the education system, with a key role for SDG 4 and the 2030 Agenda, and that it should remain an area of UNESCO's education programme. In light of challenges of the twenty-first century, the redefinition of curriculum has become one of the main concerns of national education authorities.

To address curriculum with added value in the future, the review recommended that UNESCO should focus on providing methodological technical assistance, capacity development, standard-setting and policy advice to support curriculum processes, products and competencies in Member States. Complementary to work on curriculum from a methodological point of view by a dedicated entity, thematic sections in the Education Sector should continue elaborating content on specific crosscutting topics. Furthermore, the review found that given the political and technical dimensions of curriculum, UNESCO can act as a neutral broker to facilitate informed and inclusive policy dialogue.

Looking to the future, the review recommended to:

- Maintain a specialized category 1 institute as a lead entity on curriculum development;
- Refine the offer of technical assistance and capacity development to Member States on curriculum development and reform;
- Develop and maintain a rich knowledge base of materials and a roster of experts on curriculum;
- Provide a platform for policy dialogue and exchange of experiences among Member States; and,
- Systematize the inclusion of curriculum in standard-setting and normative work.

Global priorities Africa and Gender Equality

The review looked at the opportunities and challenges facing UNESCO's work in curriculum globally and therefore did not specifically assess Global Priority Africa. However, responses were gathered from Member States in all six UNESCO regions. Gender Equality was not considered in a targeted way.

ER 4 - Improved national policies and capacities to increase access for all women and men to equitable, affordable and quality-assured higher education and to advance the recognition of studies

The recognition of higher education in the international agenda for education and development (SDG 4.3) signals global concerns about the need to prepare and equip graduates to contribute to sustainable development and global citizenship. Education mobility is fundamental to regional prosperity while equal access to quality higher education is essential for peace and stability. There has been a significant increase in participation in higher education, a trend particularly noticeable in emerging economies. The Project *'Developing Regional Quality tools to Facilitate the Cross-Border Mobility of Students in Asia and the Pacific'* was launched in 2015, supported by Republic of Korea Funds-in-Trust and implemented by UNESCO Bangkok, provides valuable insights about the Organization's efforts in this regard. By developing regional quality assessment tools that facilitate the recognition of foreign higher education credits, study programmes and qualifications, the project aimed to contribute to cross-border mobility of students among countries in the region.

A decentralised evaluation undertaken in 2019 showed that the project successfully contributed to achieving intended short-term outputs such as the development of tools, resources and guidelines, deepening collaboration in the region by nurturing a community of regional experts, and enhancing commitment and ownership of the participating Member States. The design of the project was well aligned with the needs of target groups, partners and donors. The extrabudgetary fund from the Republic of Korea provided the much-needed human and financial resources in the subsector of higher education in the region. Most importantly, the evaluation found that UNESCO Bangkok's leading role and the Organization's convening power contributed significantly to lifting the visibility of the project.

Global priorities Africa and Gender Equality

The project was implemented in the Asia-Pacific region. With respect to Global Priority Gender Equality, the evaluation reports that consideration was given to gender balance in selecting speakers, chairs and participants in the workshops and conferences. Beyond this, there is limited information on specific measures adopted within the project to promote gender equality in higher education in the target countries. The evaluation recommended a more targeted approach to integrate gender equality into national-level outcomes.

ER 5 - National teacher policies developed and /or implemented, and teacher training programmes improved to increase the supply of qualified and motivated teachers

Teacher shortages are a growing reality globally. While some countries have made efforts to address teacher shortage and have expanded teacher numbers in recent years, the level and quality of training for new teachers continues to be a cause for concern. UNESCO makes an important contribution to addressing these global challenges by supporting Member States to develop national teacher policies and/or lifting the capacity of key teacher training institutions. The contribution of the *UNESCO-China Funds-in-Trust (CFIT) project* has been critical to improving the quality of teacher educators, teachers and the quality of education by developing the capacity of both Teacher Training Institutions and teachers to use ICTs. Phase II was implemented in ten countries in Sub-Saharan Africa: eight countries that were part of Phase I: Côte d'Ivoire, Ethiopia, Namibia, Congo, Democratic Republic of Congo, Liberia, Uganda, Tanzania, and two additional countries: Togo and Zambia.

The decentralised End of Project evaluation concluded that significant progress in terms of activities and outputs had been made to lift the quality of teacher training and supply of qualified teachers across all ten countries:

- over 1,200 teacher educators were trained in ICT competencies;
- training modules for pre-service programmes were developed and/or updated;
- over 7,500 teachers were reached with the in-service training activities provided in Phase II; and,
- networking platforms established among Teacher Training Institutions.

Perhaps most importantly, partnerships and cooperation mechanisms were established to support sustainability and continuous improvement.

Global priorities Africa and Gender Equality

This Project specifically targeted countries in Africa to enable UNESCO to meet its commitments with respect to this Global Priority. The ten selected countries include 30% of the total population in Africa. The project paid general attention to UNESCO's Global Priority Gender Equality. Gender balance was explicitly included as a criterion in the selection of beneficiaries. However, implementation of the criteria was variable at the country level: while some maintained a singular focus on gender equality, other countries did not.

ER 6 - National capacities strengthened to equip learners with knowledge, skills, values and attitudes needed to live healthy lives, promote sustainable development and engage with the world as responsible global citizens

UNESCO has an important role in supporting Member States to provide learners, throughout life, with the knowledge, skills, values, attitudes and behaviours needed to live healthy lives, promote sustainable development and engage with the world as responsible global citizens. The (decentralised) Evaluation of Preparing Teachers for Global Citizenship Education project showed positive results towards this ER. The project funded by Korean Funds-in-Trust aimed to increase the knowledge of and capacity to deliver Global Citizenship Education (GCED) among teacher educators, teachers and school leaders. The Project was delivered in nine countries: Bhutan, India, Sri Lanka, Malaysia, Philippines, Thailand, China, Japan and Republic of Korea.

The findings from the evaluation showed strong results in strengthening national capacities to equip learners with knowledge and understanding about GCED: all countries integrated GCED into their curriculum; participants reported increased knowledge and understanding of GCED; and opportunities for scaling up, replication and embedding GCED into the system including professional learning and development were identified. As a result, the project was well set up for ensuring sustainability of the benefits and impacts.

Global priorities Africa and Gender Equality

The Preparing Teachers for Global Citizenship Education project was implemented in South Asia, Southeast Asia and East Asia. The project gave little consideration to UNESCO Global Priority Gender Equality in both its design and implementation; the evaluation too was conducted in a gender-blind manner. There is no gender-based discussion in the report about the relevance of the curriculum or indeed its outcomes.

Leveraging the mandate and influence offered by UNESCO's Education Sector

36. Two of the evaluations considered for this synthetic review provide valuable information about the relevance, effectiveness and outcomes achieved for the Organization's whole education portfolio. These are not limited to UNESCO's actions; they consider the actions of all key coalition partners and the impacts of their collective efforts in influencing change. These evaluations do not fit under particular Expected Result areas but cut across all ER areas and are therefore discussed in this stand-alone section.

SDG 4 Target 5: By 2030 eliminate gender disparities in education for all and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations

37. The adoption of the Sustainable Development Goals and the Education 2030 Framework for Action places equity at the heart of the international development agenda. However, tackling equity challenges requires a collective effort from partners to ensure that services reach the poorest, the most vulnerable and those who are most often left behind. To this end, under the leadership of the UNESCO Evaluation Office, UNICEF, NORAD (the Norwegian Agency for Development Cooperation) and the World Bank combined their efforts to explore how education related evaluations can better support Member States and strengthen global progress towards SDG 4 Target 5. By synthesising publicly available independent evaluation evidence, the study aimed at identifying how evaluations could better contribute to the achievement of SDG 4 and support country-level progress. The final report drew on a dataset of 147 independent evaluations commissioned by evaluation units of 13 UN and other development organizations over a 4-year period 2015-2019.¹⁸

38. The meta-synthesis concluded that while significant work has been carried out to support improved data and indicators related to equity and inclusion in education, there is room for improvement particularly with respect to creating a coordinated system to generate, synthesise and disseminate equality and inclusion-focused evaluation evidence. The synthesis highlighted four overarching recommendations to further strengthen and address issues of education equality and inclusion in evaluations by international and bilateral development organizations.

- Address evidence gaps: collaborative collective action is needed to address gaps in evaluation evidence for SDG 4 Target 5. Such gap areas include the effects of teacher development initiatives, alternative/non-formal education, school-based management, school grants and decentralisation reforms in order to achieve greater equality and inclusion.
- Contribute to stronger and more consistently available data: evaluation units of international organizations can play a leadership role to support and strengthen national capacity for gathering data and monitoring progress.
- Strengthen evaluation methodologies: partner agencies can explore ways to strengthen their evaluations by incorporating more consistent equality and inclusion measures; embedding experimental evaluations into the design of system level programmes; lifting the standards for evaluating system-wide reforms; and investing in the collection of cost-effectiveness data.
- Synthesise and collaborate to make evidence more useful to national stakeholders: there are opportunities for development partners to collaborate and coordinate their evaluation work and where possible systematically coordinate and promote learning from their evaluations. Creation of a registry of planned evaluations for instance can minimise duplication and offer opportunities for joint work; a commitment to regular international synthesis can help maximise learning. These strategies offer a pathway for international evaluations to effectively support global learning.

¹⁸ In the field of education, 30-40 evaluations were produced annually related to gender parity, equality and inclusion. The largest number of evaluations were undertaken in sub-Saharan Africa; the evaluations predominantly focused on access to education and participation, rather than completion or learning. The majority of educational initiatives included in the evaluations were directed at children, households and communities with fewer focusing on equality and inclusion at the level of teachers and schools.

The Future of UNESCO's Education Sector: the normative versus operational role in the context of Agenda 2030

39. Education is at the heart of UNESCO's mission and its role is to promote inclusive and equitable quality education and lifelong learning opportunities for all, and to ensure that these principles are inherent in all its programmes and operations. UNESCO through its Education Sector has three interrelated strategic objectives: to support Member States in developing quality and inclusive education systems; to promote learning for responsible citizenship, putting an accent on rights, equity and inclusion; and leading and coordinating the 2030 Education Agenda. UNESCO is unique in that it is the only UN agency with a clear mandate to cover all aspects and levels of education.
40. In 2019, UNESCO commissioned an evaluation to examine whether the Organization has achieved an effective strategic positioning and sustainable balance between its global and regional coordination, intellectual leadership and standard-setting roles, on the one hand, and its country-level operational roles with a focus on capacity development on the other. The objective of the evaluation was to inform future decisions about how to strengthen UNESCO's Education Sector to ensure it remains fit for the future.
41. The evaluation highlighted the challenges posed to UNESCO's leadership due to the rapidly changing global education architecture and growing number of actors including other UN agencies who are beginning to play an increasing role in the field of education at global, regional and country levels. The situation has been further compounded by a period of significant and sustained financial constraints that has affected the Sector's capacity to consistently ensure its relevance and impact. The evaluation noted that to ensure its continued relevance, UNESCO needs to maintain and build on its unique comparative advantages and ensure this forms the foundation for its next medium-term strategy. The need to rebalance the Education Sector's global, regional and operational roles, with a particular need to strengthen global and regional coordination of SDG4 was also highlighted.

Major Programme II Natural Sciences

42. A total of six (two corporate and four decentralised) evaluations and one corporate review were considered for this synthetic review. Outcomes achieved against the Expected Results are outlined below.

ER4 - Member States have strengthened management of both geological resources and geohazards risk towards the achievement of related Sustainable Development Goals and targets and

ER6 - Member States have developed UNESCO-designated sites as learning sites for inclusive and comprehensive approaches to environmental, economic and social aspects of sustainable development

The International Geoscience and Geoparks Programme (IGGP) is part of the UNESCO portfolio of activities and programmes to support research and capacity development in Earth Sciences, in line with the 2030 Sustainable Development Agenda. The programme comprises two sub-programmes: the International Geoscience Programme (IGCP) and the UNESCO Global Geoparks (UGGp). A corporate *Evaluation of the International Geoscience and Geoparks Programme* including the two sub-pillars and covering the 2014-2019 period was commissioned by IOS and undertaken by a team of external evaluators.

The findings of the evaluation indicate the following:

- The design of both sub-pillars continues to be relevant for meeting local, national and international scientific needs. Target populations confirmed a high level of demand and interest in both pillars.
- The robust governance models of the Programme and its two pillars, as well as the strong performance of the IGGP secretariat enhance its overall efficiency.
- The lack of internal coherence within the Programme, illustrated by the absence of more formal programmatic links between the two pillars, represents a missed opportunity to strengthen impact of the Programme.
- The lack of an M&E system for IGGP impedes its ability to demonstrate accountability as well as an accurate assessment of its effectiveness.
- Funding constraints pose the highest risk to Geoparks' sustainability. Securing long-term funding streams is a critical issue and needs to be addressed urgently.

The evaluation was unable to provide comprehensive data on outcome-based indicators needed to measure the extent to which the Expected Results have been achieved. In line with the above systemic findings across all UNESCO's programmes, the evaluation recommends that a tailored results framework based on a Theory of Change be adopted for IGGP to enable the generation of the evidence needed to show progress.

Global priorities Africa and Gender Equality

While the IGGP contributes to some extent to UNESCO's Priority Africa, this is mostly linked to activities carried out by the IGCP sub-programme. Recent efforts to increase the participation of developing countries have been recognised as a way to achieve a more balanced geographic outreach of the Programme, including through the representation in the IGCPs governing bodies.

Gender Equality is significantly addressed by both sub-programmes, albeit in a more implicit manner. Both pillars consist of gender-balanced governing bodies, although the percentage of female evaluators working for the UGGp remains unclear. The IGCP data show that the programme increasingly reaches women geoscientists, young geoscientists and geoscientists from the developing world in line with its goals.

ER 7 - Member States have strengthened their response to water security challenges towards the achievement of water-related sustainable development goals (SDGs) and targets, and other targets from relevant international water agendas and

ER 8 - Member States have improved policies and increased institutional and human capacities for water security through scientific cooperation

The Intergovernmental Hydrological Programme (IHP) is a UNESCO intergovernmental programme that focuses on water research, water resources management, education and capacity building. As a global level science and education programme, IHP covers a wide range of themes. The corporate level Mid-Term Evaluation of IHP Phase VIII and several decentralised evaluations have reported on the significant contributions of the programme to ER 7 in the 2019 synthetic review of evaluations. The IHP also pursues with the implementation of activities and projects, including through the management and implementation of 15 Flagship initiatives, which are collaborative structures and international partnerships on water-related issues with the aim to enhance the management of water resources through science-based recommendations, education and capacity building... The goal of the decentralised evaluation of IHP Flagship Initiatives was to identify the ongoing value of these Flagship Initiatives (FIs) and to determine which of these initiatives should be modified, receive additional support from Member States, be terminated or handed over to other entities considering the current needs of Member States and IHP-VIII.

The evaluation findings indicate that:

- The Flagship Initiatives have made an important contribution to mobilizing international cooperation, strengthening the science-policy interface and facilitating education and capacity development. Most Member States consulted agreed that FI met current needs and that the objectives were globally aligned with the SDGs.
- While addressing long-term crosscutting themes related to hydrology issues, there is variability in how FIs are implemented: few FIs have clear objectives and targets; there is no specific timeframe or a logical framework that links the initiatives within the Programme. Consequently, there is significant diversity across the initiatives and the financial resources or institutional structures required to implement the activities effectively have not been clearly identified, which carries several challenges for monitoring and reporting on FIs.
- FIs have prompted experts to work together at a regional and/or global scale resulting in improved international cooperation. They have also played a role in awareness-raising on their main focus area.
- FIs continue to lack visibility, even within the UNESCO Water Family: only nine have independent websites; more than half of UNESCO Water Family members are unaware of many of the FIs.

Global priorities Africa and Gender Equality

Even though the evaluation states that flagship initiatives' performance in terms of addressing UNESCO corporate priorities is within its scope, only few findings are presented. The assessment of each FI regarding the Implementation in Africa shows a mixed picture across the FIs. While the majority of FIs are well or to some extent present in Africa, specific recommendations for some FIs point to the need for increased action in the region. An assessment of performance against global priority gender equality is not available.

Major Programme III Social and Human Sciences

43. One corporate evaluation was considered within this programme for this synthetic review.

ER 4 - Member States' commitment to the global agendas in favour of inclusive, sustainable and peaceful societies demonstrated through targeted advocacy campaigns and awareness-raising initiatives

The social dimensions of the 2030 Agenda and the targets on social inclusion, the eradication of extreme poverty, reduction in inequalities, inclusive policies for cities, as well as inclusive and participatory decision-making resonate with UNESCO's mandate to support Member States in managing contemporary social transformations. Intercultural dialogue is an essential enabler for understanding these transformations and for ensuring peaceful societies. Towards this end, the Social and Human Sciences sector of UNESCO has implemented several programmes in the thematic area "History, Memory and Intercultural Dialogue (HMID) for inclusive societies" to support UNESCO's mission of promoting mutual knowledge and understanding with the aim to enhance a culture of tolerance, peace and "unity-in-diversity". An evaluation of this thematic area and four projects/initiatives within its portfolio was commissioned in September 2019.

The findings of this corporate evaluation show that individually these projects were highly relevant and represented a powerful way of emphasising commonalities, connecting people and instilling a culture of pride, tolerance and peace. For instance, efforts to reinforce intercultural dialogue and to promote a culture of peace in line with the objectives of the International Decade for the Rapprochement of Cultures (IDRC) and the 2030 Agenda and in the framework of the General History of Africa (GHA) and the UNESCO Routes of Dialogue (the Silk Roads and Slave Route within the framework of the International Decade for People of African Descent (2015-2024)) have made important contributions to raising awareness and engaging the general public, local communities and in particular youth. The projects/initiatives were also strongly aligned with Member States' national priorities, agendas and interests and have contributed to informing and influencing key policy areas.

The evaluation identified a number of areas for further strengthening UNESCO's efforts:

- Collaboration between Sectors: competition for funds and overall burdensome administrative structures and processes (including vertical planning and reporting lines) pose significant barriers to intersectoral collaboration. Several successful examples demonstrate the benefits of intersectoral work and these need to be shared more widely to encourage the quality of intersectoral cooperation between projects and Sectors. Culture and Education proved to be particularly effective entry points for HMID initiatives.
- There is a need to align governance of this portfolio within UNESCO to improve longer-term coherence of HMID as a thematic strand: creating an overall strategy for HMID connected to both HQ and FO programming and making the most of its transversality to ensure better visibility, adequate political support, and the establishment of clear programmatic expectations and informed decision-making.
- Take a more strategic approach to partnerships and fundraising: ensuring continuity of funding and establishing strategic partnerships are an ongoing concern. Focusing on a smaller number of high priority objectives and using Structured Financing Dialogue as a tool to diversify and stabilize HMID funding at the portfolio level could go a long way in drawing from different funding sources including the private sector and avoid duplication of funding requests for individual initiatives/projects.
- Expand multi-stakeholder groups to include governments, Member States, Universities, NGOs, private sector and communities: Enlarging the outreach will also support sustainability.
- Strengthen HMID monitoring systems and apply an RBM approach with a theory of change methodology systematically: currently observed changes are captured inconsistently and largely anecdotally. Tracking changes, especially behavioural ones, needs to be done through systematic processes and shared to develop visibility for the projects/initiatives and build a track record of performance and lessons learned.

Global priorities Africa and Gender Equality

The contribution of the projects/initiatives to Global Priority Africa is mixed. While the General History of Africa and the Slave routes are well linked to this priority, the connection to Priority Africa is less evident for the International Decade for the Rapprochement of Cultures (IDRC) and Silk Route projects. With respect to Gender Equality, results are also mixed and the evaluation concludes that alignment of HMID projects with UNESCO's global priority of gender equality is not as strong as it could be. While the thematic area offers large opportunities for a focus on gender equality, most HMID projects were found to be gender sensitive at best, but not gender responsive or transformative with some exceptions, such as the 'Women in Africa' and 'Women of the Silk Road' initiatives.

Major Programme IV Culture

44. Two decentralized evaluations were available for the synthetic review.

ER 5 - Culture protected and cultural pluralism promoted in emergencies through better preparedness and response, in particularly through the effective implementation of UNESCO's standard-setting instruments

UNESCO has an important role to play in assessing risks and opportunities associated with culture in emergencies and strengthening Member States' resilience and capacities in preventing, mitigating and recovering the loss of cultural heritage in conflicts and natural disasters. Two evaluations were available for reporting progress against this Expected Result: *Revitalization of cultural institutions and services in flood-affected municipalities Dobo, Maglaj and Šamac* project (the Revitalization project) and *EU-UNESCO Project: Protecting Cultural Heritage and Diversity in Complex Emergencies for Stability and Peace (the EU-UNESCO project)*. Both projects aimed to strengthen Member States' resilience and capacities in preventing, mitigating and recovering the loss of cultural heritage in conflicts and natural disasters. Both initiatives were financed primarily through extrabudgetary resources and made an important contribution in support of the preservation of cultural heritage and diversity as a means to longstanding peace.

The findings of these decentralised evaluations show very strong results in terms of project outcomes as well as UNESCO's role in them. The projects responded to the needs of local communities to preserve their cultural assets, identity and dignity and made significant contributions to the full recovery and wellbeing of affected populations: through the refurbishment of essential cultural public services in the three municipalities in the Revitalization project and through strong international response to increasing attacks on culture in the context of armed conflicts in the MENA region in the EU-UNESCO project. The cooperation between UNESCO and the French Institute in Bosnia and Herzegovina and the effective collaboration and synergies between EU and UNESCO and UNHCR were particularly significant in establishing a climate of trust and professionalism. UNESCO's comparative advantage in culture: its reputation, technical expertise, presence in the field, support by Member States and neutrality were seen as key features of the successes of the projects. The Projects served as a tool for cultural diplomacy under the leadership of UNESCO.

Global priorities Africa and Gender Equality

While the Revitalization project was implemented in Bosnia and Herzegovina, the EU-UNESCO project responds to Global Priority Africa as it was implemented in the MENA region.

With respect to Gender Equality, the Revitalization project evaluation is silent on the contribution of the Project to UNESCO's Priority. However, the EU-UNESCO project assessed the project's performance from a gender and human rights perspective. The evaluation concluded that the project was 'fully focused on disadvantaged groups (communities affected by war) and project implementation incorporated a gender approach where relevant'. Gender balance was introduced into the selection of enumerators, the involvement of members of the UNHCR Outreach Volunteer Programme, the video production team and the people featured in the video.

Intersectoral cooperation and interdisciplinary themes

45. In response to Member States' call for enhanced synergies and integrated, holistic solutions to address sustainable development challenges, UNESCO has actively sought to work intersectorally, drawing on the expertise of its different programmes. UNESCO's actions to support Member States in the field of preventing violent extremism (PVE) is an excellent illustration of the Organization's efforts to respond to this Member States' request. An intersectoral team comprising representatives of relevant UNESCO Sectors, units, divisions and departments, other relevant entities such as the Mahatma Gandhi Institute of Education Peace and Sustainable Development (MGIEIP) and field offices was established to promote coordination, collaboration, sharing and learning across Sectors/Major Programmes. The *Evaluation of UNESCO's action to Prevent Violent Extremism*¹⁹ provides useful insights about UNESCO's effectiveness in this regard and identifies lessons that can inform other areas of UNESCO's work.

Evaluation of UNESCO's Action to Prevent Violent Extremism

46. Since 2015, UNESCO has been leading action on PVE at the global, regional and national levels and supports Member States through education, coordination across sectors²⁰ and identification of opportunities for external collaboration. Building on this mandate, UNESCO's action to assist Member States in the field of PVE centred on four priority areas:

- Education to build resilience,
- Media skills, counter-narratives and online coalitions,
- Youth engagement and empowerment, and,
- Safeguarding cultural heritage and celebrating cultural diversity.

¹⁹ While this evaluation was commissioned and funded by the Communication and Information Sector, it has been considered under the theme of intersectoral cooperation as UNESCO's work on PVE covers five ER areas across the ED, SHS, Culture and CI Major Programmes.

²⁰ The inter-sectoral approach was also affirmed in the 2017 UNESCO Director-General's Ivory Note on UNESCO Comprehensive Action to prevent violent extremism.

47. The evaluation concluded that:

- UNESCO's PVE work is highly relevant and well aligned with (a) the Organization's mandate and expertise; (b) the needs of countries and sub-regions; (c) SDG goals and targets particularly SDG 4, 5, 8, 10, 11 and 16; and (d) UN priorities on conflict prevention and peacebuilding. The work is also coherent with efforts of other actors such as UNICEF, UNDP and NGOs.
- UNESCO is in a unique position to lead PVE work and has a number of strengths (e.g. its access to different networks and groups of stakeholders and in particular policy makers; the breadth and diversity of intersectoral expertise; the skills and expertise of its staff; the quality of its guidance material and its education expertise) that it leverages effectively to offer Member States the support they need to implement PVE activities.
- Reframing PVE actions in non-PVE language (e.g. emerging forms of violence, transformative pedagogy) hampers accountability: programmes are presented to beneficiaries in one way, but reported on as PVE thus implicitly labelling participants as vulnerable to violent extremism. This also makes it challenging to measure results of PVE.
- While there is ownership of activities and results at the local level, sustaining these gains is challenging due to lack of predictable funding. More needs to be done to leverage UNESCO's existing relationships with external actors and partners to widen the funding sources available to design and implement PVE activities.
- The evaluation reports that there were multiple instances of increased information sharing across sectors. The evaluation also identified instances of intersectoral coordination around programme development, joint conferences and workshops. However, despite these instances, true intersectoral approaches and actual collaboration remain limited. While there is strong buy-in for working in an intersectoral way, the financial structures and administrative challenges post significant challenges to actual collaboration.
- Intersectoral coordination can be enhanced if there is greater clarity of roles (between HQ and field offices) and when responsibilities are assigned to a specific individual: expecting individuals to undertake these responsibilities in addition to their existing role is often not realistic and, in most cases, not formally recognised. Coordination can be better achieved if staff are explicitly mandated with intersectoral tasks in a more formal way.

Global Priority Gender Equality and Priority Africa

48. The work undertaken with the International Institute for Capacity Building in Africa (IICBA) naturally paid attention to Global Priority Africa. This priority was also mentioned in the work undertaken with the Organisation Internationale de la Francophonie. However, for many, it was not clear to what extent this priority was mainstreamed in the design and implementation of PVE activities, if at all.
49. With respect to Gender Equality, it was interesting to note that representatives of the Gender Equality Division were members of the Intersectoral group and their advice and contributions were consistently sought for all PVE relevant activities. Despite this, the evaluation found that women and youth are conflated as one group of beneficiaries of projects. As a result, the differences within youth and within women are missed. There is also limited awareness of the gender dimensions of PVE and how to start to address gender equality when working on PVE. The evaluation recommended that UNESCO go further in building a more nuanced understanding of gender and violent extremism and integrate these into programming decisions.

Central Services

Strategic Planning

Expected Result 2: House-wide coordination of resource mobilization ensured with particular emphasis on achieving better alignment, predictability, flexibility and transparency in the way the Organization is resourced, as well as promoting donor diversification

50. Structured Financing Dialogues (SFD) are part of a long-term process designed to improve the quality, predictability and sustainability of funding for the UNESCO C/5 Programme and Budget. They are a critical enabler of resource mobilization as they build the trust and confidence of Member States and partners by sharing information about all resource flows to UNESCO's Programme and Budget. The Integrated Budget Framework offers transparency to Member States on how the C/5 Programme is resourced and which programmes receive Voluntary Contributions. It further allows the Secretariat to clearly identify and quantify the funding gaps and resources needed to meet the Organization's objectives as outlined in the C/5. The SFD within UNESCO consists of three modalities:

- an annual discussion amongst Member States at the Spring Session of the Executive Board;
 - a Partners' Forum open to all UNESCO's current and potential future partners from the public and private sector as well as civil society; and,
 - decentralized or thematic consultations with all relevant (public, private, civil society) partners and UNESCO around a specific theme, region or country.
51. A review of the SFD was conducted to assess and determine whether the current frequency and modalities are appropriate to ensure more sustainable funding for the Organization. The Review found that despite good progress, SFDs have not reached their full potential:
- The narrative on how UNESCO contributes to the implementation of the 2030 Agenda is not sufficiently embedded in the different SFD modalities.
 - The three modalities are not appropriately interlinked and do not operate in a cohesive manner. Therefore, the full potential of the complementarities among the three modalities are not adequately leveraged.
 - The implementation of the SFD also lacks a purposeful and substantive dialogue with Member States and donors on the funding gaps of the C/5 Programme.
 - The objectives and expected results of the SFD are not accompanied by an explicit Results Framework, except for the Partners' Forum.
 - While the Secretariat may be adequately staffed for organizing the SFD, it has very limited financial resources to even partly finance the costs for organizing these events.

Global Priority Africa and Gender Equality

52. Both, Priority Gender Equality and Priority Africa, featured adequately content-wise in the thematic sessions of the Partners' Forum to raise donors' awareness and interest in these priorities. However, they only received a cursory mention in the Executive Board documentation on the SFD. Despite efforts made in preparation of the meetings to encourage balanced gender representation in the panels, in terms of actual participation, the Partners' Forum panels were male dominated. The evaluation also found that there was limited presence of African donors amongst attendees at these Forums. The evaluation recommended that more adequate attention be paid to both these Priorities during the SFD with Member States and

during the Partners' Forum and suggested UNESCO consider organizing dedicated decentralized and thematic Structured Financing Dialogues to attract funding for both priorities. In 2019, the Luanda Biennale (first regional Partners' Forum in Africa) was held, indicating a strong commitment to ensure Global Priority Africa is integrated into the modalities of SFD.

Human Resources Management

Expected result 1: Action plan for the human resources management strategy for 2017-2022 developed and implemented with an emphasis on: ensuring quality recruitment; improving geographical representation; achieving gender parity in particular senior management level; and enhancing mobility

53. The Bureau of Human Resource Management was tasked with implementing the Human Resource Management Strategy 2017-2022 and the associated action plan (ER 1) with a particular emphasis on: ensuring quality recruitment; improving geographical representation; achieving gender parity, in particular, at senior management level and enhancing mobility.
54. A new mobility policy was adopted in December 2018, which linked mobility and the demands of the 2030 Agenda for Sustainable Development. The Managed Mobility Programme (MMP) was introduced as an integral part of the Strategic Transformation process with geographical mobility and functional mobility as its focus. The Executive Board at its 208th session invited the Director-General to request IOS to undertake an independent evaluation of the first MMP exercise, its processes and outcomes and its overall effects on the availability of high-level expertise and career development processes.
55. The evaluation addressed and provided insight on the implementation of each phase of the first MMP:
 - ▶ **Planning:** there was confusion on how posts, not subject to geographical mobility, were identified. The list missed posts that do not have an equivalent outside of one duty station and the criteria for making posts not mobile on account of a 'special competency or skill' was not consistently applied. While the communication strategy included different modalities (e.g. information sessions; newsletters; MobilityTalks sessions; Mobility HelpDesk) information was still not found adequate or sufficiently accessible.

- ▶ **Deferment:** the number of deferments granted was high and mostly at Headquarters. Some viewed the process as straightforward while others felt the process lacked clarity. Criteria for operational deferments were found to be unclear and that the conditions and rules for requesting operational deferments were not sufficiently defined in advance.

- ▶ **Advertisement:** the options available in the mobility compendium were limited. As a result, many staff felt they had little choice or did not find suitable posts matching their grade and background.

- ▶ **Review/matching:** some sectors expressed that their matching recommendations were not sufficiently taken into account resulting in a misfit between the competencies needed for the post and the individual matched to the post. Staff members reflected that there is a need for a more informed, data-driven matching process.

- ▶ **Decision/notification:** staff were very dissatisfied with the timing of the notification and considered the timeframe provided to start the new assignment as unrealistic. A timetable for managed mobility, providing three months from notification to relocation, was viewed as insufficient and for many unacceptable.

- ▶ **Transfer/relocation:** overall, staff satisfaction with the support elements of relocation was low.

56. On career perspectives, expertise and delivery the evaluation finds the following:

- ▶ A MMP contributes to career progression by providing new experiences and opportunities for acquiring new competencies. Many staff acknowledged that professional growth is more difficult when a person stays in the same post for prolonged periods. However, for the MMP to be truly effective in supporting career progression, it should consider allowing staff members to apply for higher grades.

- ▶ There are mixed views on the importance of guarding the specialized expertise of staff members: while some regard this as one of UNESCO's comparative advantages and a source of its credibility, others point to the need for more multidisciplinary skills, particularly in the field.

- ▶ Mobility contributed to longer than normal vacancies, which together with inadequate handover processes had some effects on UNESCO's ability to deliver.

Global Priority Gender Equality and Priority Africa

57. The evaluation findings did not provide any analysis on Global Priority Africa: while the report presents information on trends in the number of geographical moves of staff, there is no information on the geographic distribution of these moves. For instance, 51 staff were reassigned during this period; the mobility compendium involved 113 posts with no further breakdown by region, and there is no additional information to identify the regions the reassigned staff moved to.
58. Reporting on gender is also light: for instance, the report notes that 51% of reassignments were male and 49% were female; of the total number of personal and medical deferments granted, 62% were granted to female staff members. However, there is no insight on whether women's views and experience of the MMP is different from their male counterparts and how these differences can be explained. There is also no information provided as to the gender breakdown of the sample (both interviews and the survey data).

Part IV - UNESCO Performance against Evaluation Criteria

59. The evaluation criteria relevance, effectiveness, efficiency and sustainability, and impact are commonly used in programme evaluations and have been codified by the OECD-DAC. UNESCO recognizes these criteria and promotes their use in its Evaluation Policy 2014-2021. While the criteria have been recently revised²¹, they were only formally signed by all partners in November 2019. Therefore, the evaluations considered for this synthetic review were reviewed according to the earlier criteria.
60. Evaluation criteria serve as guiding principles. Most UNESCO evaluations consider all criteria. However, criteria may not be prioritised to the same extent in every evaluation. The ultimate decision on whether to include a criteria is a function of: (i) the information requirements of the intended users of the evaluation; (ii) the available resources for the evaluation (in terms of money, staff and time); and, (iii) evaluability²² considerations. This section provides a brief overview of where UNESCO stands in relation to the standard criteria.

Relevance

61. UNESCO's evaluation policy defines relevance as "the extent to which the objectives of a development intervention are consistent with intended beneficiaries' requirements, country needs, global priorities and partners' and donors' policies". The analysis undertaken for this synthetic review shows that UNESCO scores very well on this evaluation criteria. The activities implemented by UNESCO at the country, regional and global levels are seen as highly relevant and address important development needs. Its work is recognised and acknowledged as being of value by Member States; international agencies and stakeholders frequently commented on the commitment of the Organization to support Member States despite facing significant financial and human resource constraints.

²¹ Coherence was added as a new criterion in OECD-DAC; however, this criterion already featured in UNESCO's Evaluation Policy from 2015.

²² Evaluability Assessment is an evaluation approach designed to assess the extent to which an intervention/policy/strategy can be evaluated in a reliable and credible manner.

62. Many intervention areas are well aligned with the Sustainable Development Goals (see Appendix II), support international conventions and UNESCO biennial Programme and Budget documents. The Organization is also described as politically neutral, staffed with experts, and having an international mandate that serve to promote cooperation and information exchange for national and international action.

Effectiveness and (signs of) Impact²³

63. Effectiveness is defined as "the extent to which the development intervention's objectives were achieved, or, are expected to be achieved taking into account their relative importance". Effectiveness concerns attainment of medium or long-term outcomes. This constitutes a challenging criterion for UNESCO given the deeply complex nature and interconnectivity of its actions. The majority of evaluations indicate good performance by UNESCO against the evaluation criteria at the output level. Effectiveness of UNESCO's efforts at the outcome level however is rarely measurable and/or measured. As discussed earlier in this report, this issue needs to be urgently addressed.
64. While outputs are easier to track, there seems to be a 'missing middle', i.e. the how and in what circumstances outputs contribute to the outcomes, in projects. As a result, the issue of how exactly a project's activities can be expected to contribute to the outcomes is not always clear. Projects do not always have a Theory of Change (ToC) or a results framework to unpack the links between outputs and outcomes, which inhibits the gathering of information and evidence to demonstrate their effectiveness at the outcome level. These issues are well illustrated in several reports, including the in the *Evaluation of the IHP Programmes and Major Initiatives (i.e. IHP Flagships)*.
65. Factors that appear to impede a more in-depth assessment of effectiveness include:
- No consistent understanding of outputs and outcomes across key stakeholders involved in the design and implementation of projects and workplans.

²³ Most evaluations conducted at UNESCO lack the resources to answer questions related to impact. Many use "pathways towards impact" based on a theory of change approach as the guiding framework when assessing impact

- Resources set aside for monitoring and evaluation do not always reflect the scale and complexity of projects.
 - A lack of a more systematic use of baseline data and targets, and a limited understanding and analysis of the working mechanisms of interventions.
 - Projects are often missing monitoring and reporting data and information regarding performance indicators as defined in project documents.
66. Evaluation teams appear to overcome this limitation by validating or reconstructing the implicit ToC underpinning the project during the evaluation planning stage and design the data collection strategy around the ToC. The construction of the ToC provides a conceptual basis for evaluators to arrive at assessments about the merit and worth of the intervention and to identify the pathways towards impact.
67. In order to improve accountability and learning, particularly relating to outcomes and impacts, UNESCO must continue to invest in building a culture of RBM and evaluation, embedding programming, monitoring, evaluation and learning practice across all levels of the Organization through:
- Raising awareness of the value of Results Chain, ToC, Results Framework and M&E Framework; Strengthening RBM capacities with an emphasis on measuring outcomes and not only outputs as well as contribution to higher level results.
 - Following the RBM Guiding Principles and applying the standard document templates and tools.
 - Improving communication about the value and use of results frameworks and ensuring performance indicator quality and robustness. This should include the embedding of UNESCO level priorities in performance frameworks and performance indicators.

Efficiency

68. Efficiency is defined as “a measure of how economically resources/inputs (funds, expertise, time, etc.) are converted into results”. Most of the corporate evaluations assess the Organization’s capacity to deliver under this criterion. This includes analysis of both human and financial capacity required to deliver the ambitions set out in the 39 C/5. Across the evaluations, efficiency is also determined by looking

at whether a project is reasonably distributing responsibilities and making the best use of its resources, particularly if there is a need to make adjustments and adapt to changing financial considerations or to specific local conditions.

69. However, assessing ‘best use of resources’ is not always possible as many projects are unique, and comparators are either not available or detailed information on them cannot be easily accessed. In the absence of this financial information, the evaluations assess efficiency by looking at whether projects are delivered within budget, implemented in close collaboration with key partners to leverage financial and technical expertise, whether there are sound governance models and whether there is clear allocation of roles and responsibilities across all those involved to optimize management and avoid duplication of efforts. Several evaluations including the *Evaluation of IHP’s Programmes and Major Initiatives (IHP Flagships)*, the *Evaluation of the project on Revitalization of cultural institutions and services in flood-affected municipalities Doboj, Maglaj and Samac*, and the *Evaluation of the International Geoscience and Geoparks Programme* explicitly reflect these approaches to assessing efficiency across the evaluations.
70. The evaluations often point to challenges arising due to (i) a lack of financial or expenditure data to allow a robust assessment of efficiency; (ii) the myriad of prevailing structures and committees that suck up stretched resources; and (iii) the ongoing need to leverage partnerships and streamline resource mobilization efforts across the Organization. It must be noted, however, that when inefficiencies have been identified, the management response explicitly commits to addressing these challenges.

Sustainability

71. Sustainability concerns “the continuation of benefits from a development intervention after major development assistance has been completed”. Achieving sustainability and meeting many of UNESCO’s ambitious objectives and aspirations requires the Organization to build strong and diverse partnerships with a wide range of actors at national, regional and global levels to ensure buy-in and ownership from the outset. UNESCO’s extensive partner networks have played a crucial role in enabling sustainability across many of its programmes. This area continues to pose significant challenges for many development actors including UNESCO.

72. The evaluations considered for this synthetic review provide some insights about the factors that contribute to sustainability which have been embedded in the RBM Guiding Principles eLearning modules and revised project templates:
- Direct involvement of relevant institutions and partners in country from design through to implementation contributed to building institutional capacity and confidence in continuing action even after projects had ended.
 - Embedding project activities and results into long-term national strategy and/or policy frameworks helped to sustain results achieved. This was illustrated in the CFIT projects implemented in sub-Saharan Africa where the evaluation showed many parts of the projects (e.g. teacher training modules, curriculum, and ICT competency frameworks) were adopted at the national level.
 - The importance of a ToC and a concrete M&E strategy to ensure sustainability of the impact beyond the outputs. This is particularly important in the changing global environment, which raises questions about the sustained relevance and usefulness of current efforts.
 - Investing in effective partnerships to sustain the gains made within the scope of the project: partnerships with academic institutions, private sector and government ensures financial, political and institutional sustainability of the activities and results.
 - Linking projects to existing frameworks such as the SDGs, UN Sustainable Development Country frameworks, the AU Agenda 2063, Paris Agreement, Sendai Framework, UNESCO's priorities, Member States' strategies and plans is likely to enhance the long-term sustainability of the efforts.

Part V - Quality of Evaluation Reports

73. This section presents an analysis of the quality of evaluation reports and assesses the extent to which the evaluation reports, both corporate and decentralized, meet the criteria set out in the UNEG Quality Checklist for Evaluation Reports (UNEG 2010). The quality assessment task involved reviewing 14 evaluation reports according to the following criteria:
- a) **Purpose statement:** “why the evaluation was needed at that point in time, who needed the information, what information is needed and how the information will be used...the main evaluation questions...and an explanation of the chosen evaluation criteria, performance standards or other criteria (to measure the evaluand against)”.
 - b) **Report structure:** reports are to be “logically structured with clarity and coherence”.
 - c) **Evaluand description:** evaluations require a clear and comprehensive description of the evaluand, including the programme/project’s purpose, background, size, (geographical) scope, components, duration, key stakeholders, governance, organization and financial resources.
 - d) **Evaluation method:** purposeful design, clear description of data collection methods and sources, triangulation of data sources and methods, and explicit mentioning of any limitations to the conduct of the evaluation.
 - e) **Evaluative analysis:** that “findings reflect systematic analysis and interpretation of data...conclusions which are well-substantiated by evidence and are logically connected to the evaluation findings...and reflect reasonable evaluative judgments relating to the key evaluation questions”.
 - f) **Recommendations:** to be “firmly based on evidence and conclusions, relevant to the object and purposes of the evaluation (and) clearly identify the target group for each recommendation”.
 - g) **Gender Equality:** meeting the UNEG gender-related norms and standards: gender is integrated into the evaluation scope of analysis; evaluation criteria and questions specifically address gender issues; there is a gender-responsive methodology; evaluation findings, conclusions and recommendations reflect a gender analysis (UN-SWAP Evaluation performance Indicator).
 - h) **SDGs:** for the purposes of this synthetic review, an additional criterion was considered to “*assess the extent to which the evaluation reports acknowledge the SDGs and seek to determine the contribution of UNESCO’s efforts to the relevant Sustainable Development Goals.*”
74. Table 2 below presents the quality rating for each of the 14 evaluations against the quality criteria. All eight corporate evaluation reports fully meet minimum quality requirements. As for the overall quality of decentralized evaluations, the analysis shows a mixed picture. None of the decentralized evaluations considered for this synthetic review fully meet the minimum quality requirements. The main challenges in report quality continue to be due to poorer performance on the gender equality and SDG criteria. This finding is also in line with the IOS report on the Evaluation Performance Indicator for 2019 as part of the UN System Wide Action Plan on Gender Equality and the Empowerment of Women (UN-SWAP) which shows that the integration of gender equality into evaluation reports was slightly weaker than the previous year.
75. The persistent discrepancy in the overall quality of corporate versus decentralized evaluations is a cause for concern. Unlike corporate evaluations that undergo an external quality review, decentralized evaluations do not appear to have the same degree of scrutiny prior to finalization. These shortcomings diminish the value and insights that can be gained from decentralized evaluations.
76. The same can be said of follow-up to decentralized evaluations, as these were found to not systematically include management responses. The Evaluation management response is a document that comprises the recommendations of the evaluation report and how the respective management intends to implement these. Through the management response process, evaluation stakeholders state their agreement with the recommendations and suggest follow up actions needed to implement the recommendations. A management response is therefore a crucial step as it improves the timely and effective use of evaluations. UNESCO’s Evaluation Policy explicitly states that “Evaluation reports include a formal Management Response and Action Plans as a general principle”. Whilst corporate evaluations consistently include management responses, none of the decentralized evaluations did. The Evaluation Focal Point Network (EFPN) can play an important role in promoting this practice for decentralised evaluations and shift the overall value of evaluation beyond accountability. A recommendation tracker can also be used to extract systemic issues and to build institutional accountability and ensure the issues raised in evaluations are being actively addressed in time.

77. During 2019, the IOS Evaluation Office provided ongoing guidance and technical backstopping to evaluation processes managed by Sectors, Field Offices and bureaux and Category 1 institutes. A range of modalities were used to provide this technical support: from advice on the planning and resourcing of evaluations, targeted feedback on the selection of consultants, evaluation budgeting, drafting the terms of reference and/or quality assurance of draft evaluation reports to more substantial engagement across the entire evaluation process. In addition, efforts were made to strengthen and animate the Evaluation Focal Point network (close to 70 staff in all UNESCO Field Offices, Category 1 institutes and Programme Sectors have been nominated to serve in this role) and to provide face-to-face and virtual training sessions including the mandatory e-learning course on evaluation management and regular webinars on topics such as self-evaluation and theory of change for evaluation. A new UNESCO Evaluation Manual is due to be published in 2020. These initiatives by IOS are critical to encouraging the culture of evaluation within the Organization.

Appendix 1: Evaluation Reports Reviewed

Sector	Title of evaluation	Corporate/decentralized evaluations	39 C/5 Expected Result
Education	Evaluation of preparing teachers for global citizenship education project	Decentralized	ER 6 and 5
	KFIT higher education project on developing regional quality tools to facilitate cross border mobility of students in Asia and the Pacific (2015-2019)	Decentralized	ER 4
	Evaluation of UNESCO's China-in-Trust project	Decentralized	ER 5 and 6
	Evaluation of UNESCO's work in curriculum	Corporate	ER 1
	Making Evaluation work for the achievement of SDG 4	Corporate	ER 1,2,3,4,5,6,7,8,9,10
	Evaluation of the Future of UNESCO's Education Sector	Corporate	ER 1,2,3,4,5,6,7,8,9,10
Natural Sciences	Evaluation of international geoscience and Geoparks	Corporate	ER 4 and 6
	Evaluation of IHP's Programmes and Major Initiatives (IHP Flagships)	Decentralized	ER 7 and 8
Social and Human Sciences	Evaluation of History, Memory and Intercultural Dialogue for inclusive societies	Corporate	ER 4 and 3
Culture	External evaluation of revitalization of cultural institutions and services in flood affected municipalities Dobo, Maglaj and Samac Project	Decentralized	ER 5
	EU-UNESCO Project: Protecting Cultural Heritage and Diversity in Complex Emergencies for Stability and Peace	Decentralized	ER 5 and 1, 2, 3, 6, 7
Central Services	Review of the structure and modalities of UNESCO's structured financing dialogue	Corporate	ER 2
	Evaluation of the first Managed Mobility Programme	Corporate	ER 1
Intersectoral	Evaluation of UNESCO's actions to Prevent Violent Extremism (funded by the Communication & Information Sector)	Corporate	Multiple across sectors

Appendix 2: Evaluation Coverage of Sustainable Development Goals

As part of the assessment of report quality presented in Part V, the following nine of the 14 evaluation reports sought to determine the contribution of UNESCO's efforts to the relevant SDGs. The analysis of this even limited number of evaluations shows the strong relevance of UNESCO's work to SDGs and its contribution across 16 out of the 17 goals.

	SDG	KFIT cross border mobility	UNESCO Curriculum	SDG4 Target 5	Future of Education sector	Geosciences & Geoparks	HMID	Evaluation of IHP Flagships	PVE	SFD
1	No poverty			√	√	√				
2	Zero hunger									
3	Good health and well being			√	√	√				
4	Quality education	√	√	√	√	√	√			√
5	Gender equality	√		√	√	√	√			√
6	Clean water and sanitation			√	√	√		√		
7	Affordable and clean energy				√	√				
8	Decent work and economic growth				√	√	√			√
9	Industry, innovation and infrastructure			√	√					
10	Reduced inequalities						√			
11	Sustainable cities and communities			√	√	√	√	√	√	√
12	Responsible consumption and production			√	√	√				
13	Climate action			√	√	√		√		√
14	Life below water			√						√
15	Life on land			√	√	√				
16	Peace, justice and strong institutions			√			√		√	
17	Partnership for the goals			√	√	√	√			√