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Mid-term Review of the UNESCO SIDS Action Plan 2016-2021

Commissioning office:

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Authors:

Soheir Dani, Carlos Hinojosa, Jeroen Van der Zalm, Morgane Veillet Lavallée

Reference group members:

Khalissa Ikhlef, Natural Sciences Sector (HQ)
Nigel Thomas Crawhall, Natural Sciences Sector (HQ)
Anna Bonetti, Natural Sciences Sector (HQ)
Abdoulaye Ibrahim, Africa Department (HQ)
Alexander Leicht, Education Sector (HQ)
Ana Persic, Natural Sciences, UNESCO New York
Bernardo Aliaga, Intergovernmental Oceanic Commission (HQ)
Damiano Giampaoli, Gender Equality Division (HQ)
Fackson Banda, Communication and Information Sector (HQ)
François Langlois, Culture Sector (HQ)
Guy Broucke, Natural Sciences, UNESCO New Delhi
Iulia Nechifor, Bureau of Strategic Planning (HQ)
Jayakumar Ramasamy, Natural Sciences, UNESCO Nairobi
Serena Heckler, Natural Sciences, UNESCO Apia
Susan Vize, Social and Human Sciences, UNESCO Bangkok

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The UNESCO Small Island Developing States (SIDS) Action Plan addresses SIDS worldwide and, in particular, those in the Caribbean and Pacific sub-regions, as well as SIDS in the Atlantic, Indian Ocean, Mediterranean and South China Sea (AIMS) area. Field missions were undertaken to Comoros, Jamaica and Samoa.

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Abstract & Acknowledgements

ABSTRACT

The UNESCO Small Island Developing States (SIDS) Action Plan (AP) was adopted in April 2016 so as to consolidate efforts benefiting SIDS and SIDS Associate Member States in view of their multi-faceted challenges, recognizing SIDS as special cases of sustainable development. It seeks to contribute to the SIDS Accelerated Modalities of Action (SAMOA Pathway), which represent SIDS sustainable development priorities. On request of Member States and the Natural Sciences Sector, which coordinates of the SIDS AP, the IOS Evaluation Office undertook a review of the SIDS AP at mid-term on four dimensions: relevance; efficiency; effectiveness and sustainability.

The review found that while UNESCO's work through the SIDS AP is highly valued by a wide range of stakeholders, the extent to which this is the result of the AP itself seems limited. There remains ample room to leverage UNESCO support to SIDS using the Plan as a tool for resource mobilization, (inter-sectoral) co-operation and communication. To realize this potential, the coordination function of the AP must be strengthened. This is presently hampered by limited human and financial resources. This review invites the Organization and its Member States to invest further in the SIDS AP to go beyond 'business as usual' in progressing towards the objectives of the SAMOA Pathway.

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Susanne Frueh
Director, IOS

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ACRONYMS

ADG	Assistant Director-General	IPDC	International Programme for the Development of Communication
AIMS	Atlantic, Indian Ocean, Mediterranean and South China Sea	KPI	Key Performance Indicators
AOSIS	Alliance of Small Island States	LINKS	Local and Indigenous Knowledge Systems
AP	Action Plan	NDC	Nationally Determined Contributions
APCEIU	Asia-Pacific Centre of Education for International Understanding	RO	Regional Office
BSP	Bureau of Strategic Planning	RP	Regular Programme
CI	Communication and Information Sector	SAMOA	SIDS Accelerated Modalities of Action
CLT	Culture Sector	SC	Natural Sciences Sector
ED	Education Sector	SDG	Sustainable Development Goal
EO	Executive Office	SIDS	Small Island Developing States
ER	Expected Result	SISTER	System of Information on Strategies, Tasks and the Evaluation of Results
ESD	Education for Sustainable Development	SO	Strategic Objective
FO	Field Office	SOP	Standard Operating Procedure
GE	Gender equality	SPIC	Special Initiative for the Caribbean
IACG	Inter-Agency Consultative Group on SIDS	STI	Science, Technology and Innovation
ICH	Intangible Cultural Heritage	TVET	Technical and Vocational Education and Training
ICT	Information and Communications Technology	UN	United Nations
IFCD	International Fund for Cultural Diversity	UNESCO	United Nations Educational, Scientific and Cultural Organization
IOC	Intergovernmental Oceanographic Commission of UNESCO	UNDAF	United Nations Development Assistance Framework
IOS	UNESCO Internal Oversight Service	UNDP	United Nations Development Programme

EXECUTIVE SUMMARY

The UNESCO Small Island Developing States (SIDS) Action Plan (2016-2021)

- i. The UNESCO Small Island Developing States (SIDS) Action Plan (2016-2021) represents UNESCO's commitment to the unique sustainable development challenges facing SIDS, including access to quality education; sustainability of human interactions with ecological, freshwater and ocean systems; the management of social transformations and promotion of social inclusion and justice; preserving tangible and intangible cultural heritage; and increasing connectivity. The Action Plan solidifies UNESCO's place among first United Nations (UN) agencies effectively mainstreaming SIDS issues in their programmes. Concretely, the Plan is a response to the Third International Conference on SIDS, held in Samoa in 2014, which provided an updated view of SIDS sustainable development priorities, reflected in the SIDS Accelerated Modalities of Action (SAMOA Pathway). That document was formally adopted by UN Member States.
- ii. In April 2016, the UNESCO Executive Board adopted the SIDS Action Plan (AP) for the 2016-2021 period. This fits within a tradition of the Organization supporting SIDS in their sustainable development, having previously assisted them with the implementation of the 1994 Barbados Programme of Action and the 2005 Mauritius Strategy. The urgency of the work with SIDS is based on the recognition that SIDS are on the frontline of climate change and other environmental pressures. This has long been acknowledged as expressed in the preamble to the SAMOA Pathway saying that SIDS "remain a special case for sustainable development".
- iii. The 1992 UN Conference on Environment and Development (Earth Summit), in Brazil, already stated that SIDS are "ecologically fragile and vulnerable. Their small size, limited resources, geographic dispersion and isolation from markets, place them at a disadvantage economically and prevent economies of scale" (Ch. 17, § 124 of Agenda 21). In line with this, UNESCO recognized that SIDS "are in actual fact vast oceanic States" on whose own future the "future of the planet depends, to a large extent". They are, therefore, frequently regarded as litmus test for global sustainable development.

Objectives, intended audience and methodology for the Review

- iv. This mid-term review (MTR) was undertaken on request of the Executive Board (201 EX/5 Part I-A and 201 EX/Decision 5.1.A (7)). It aimed to assess the progress achieved by UNESCO and its Member States to date and to determine potential improvements for the remaining implementation period of the Action Plan. It was requested by the UNESCO Natural Sciences (SC) Sector and conducted by a team of evaluation consultants from Technopolis Group (France) on behalf of the UNESCO Internal Oversight Service (IOS) Evaluation Office.
- v. Its intended audiences include senior management and staff of UNESCO Programme Sectors as well as Member States and Associate Members, both SIDS and non-SIDS. It includes civil society, among which youth groups, and other agencies and organizations working for the sustainable development of SIDS as a secondary audience.
- vi. The MTR relied on multiple methods for data collection, including: (a) detailed document review; (b) online survey; (c) semi-structured interviews; and (d) field visits to SIDS, including context-specific case studies. Both the design of data collection tools and choice of participants were informed by a theory of change (ToC) developed and further refined for the purpose of this evaluation. An evaluation reference group was established from across Programme Sectors involved in the implementation of the Action Plan and Field Offices covering SIDS as well as UNESCO priorities (Gender Equality Division and Africa Department). The Review was conducted in line with United Nations Evaluation Group's (UNEG) Norms and Standards and gender-equality and human rights-based approaches to evaluation.

Key findings

- vii. **The SIDS AP is relevant to the needs of SIDS Member States but its scope requires a significant amount of tailoring.** The large scope of the SIDS AP makes it a good framework to cover all of SIDS' needs within the UNESCO mandate as per the SAMOA Pathway. To make it operational, however, it needs to be further tailored to key priorities at national or sub-

regional level. To this end, some Field Offices have developed sub-regional strategies. In general, an overwhelmingly positive view of local stakeholders was noted as to the relevance of the current portfolio of SIDS projects.

- viii. **The SIDS AP is relevant to the objectives of the 2030 Agenda and echoes the objectives of the Paris Climate Agreement and the Sendai Framework for Disaster Risk Reduction (DRR).** The SIDS AP is fully aligned with the SAMOA Pathway priorities and the Sustainable Development Goals. It was clearly designed with the framework of major international agendas such as the Paris Climate Agreement in mind.
- ix. **Alignment of the SIDS AP to UNESCO's global priorities 'Gender equality' and 'Africa' is not sufficiently explicit.** While efforts were made to add a gender equality component to performance indicators of all expected results in the 39 C/5, including those with a SIDS component, these remain output- rather than outcome-level indicators and their gender components are not explicitly defined. As alignment with Priority Africa is concerned, only five out of 174 SIDS projects are implemented in sub-Saharan Africa. Still, the major focus areas of the Operational Strategy for Priority Africa are aligned with the objectives of the SIDS AP. Priority Africa Flagship Programmes 2, 3, 4, 5 and 6 are coherent with the five SIDS AP priorities.
- x. **UNESCO demonstrates numerous comparative advantages to address SIDS challenges in relation to its mandate, but is highly constrained by lack of resources.** The Organization is confirmed to be uniquely positioned within the UN system and the international development community to cover a large part of the SIDS sustainable development challenges, including topics such as climate change, education for sustainable development and preservation of natural and cultural heritage. However, the Organization cannot fully capitalize on this potential due to lack of resources available for the AP.
- xi. **Ambitions for effective implementation of the SIDS AP are unrealistic in the current restricted resource framework.** The SIDS AP lacks a budget which is in line with its ambitions and sufficient human resources for its coordination and management. In the absence of these elements, it is unclear how the Organization will reach the objectives of the SIDS AP in the

years to come. The estimated regular budget allocation for the 2018-2019 biennium is lower than that for the previous biennium, as was the case for UNESCO as a whole, suggesting that the adoption of the AP has not yet led to an increase in financial resources available.

- xii. **The organizational structure to implement the SIDS AP suffers from declining human and financial resources.** Human resources for the effective coordination and management of the SIDS AP are insufficient: the coordination of the SIDS AP is currently the responsibility of one Associate Programme Specialist in collaboration with a Chief of Unit who is also responsible for the UNESCO Local and Indigenous Knowledge Systems (LINKS) programme by UNESCO is one of the few UN agencies which have a SIDS focal point supporting the coordination. The quality of work of the SIDS Unit is widely acknowledged in-house and within the wider UN. Nevertheless, UNESCO staff and Member States recognize that the SIDS Unit is understaffed and that this situation is not sustainable.
- xiii. **SIDS Member States have high expectations with regard to intersectoral synergies yet intersectoral and multidisciplinary cooperation remains a challenge for UNESCO.** While not frequent, intersectoral cooperation is taking place both at Field-level and Headquarters, mostly under extrabudgetary funding when donor requirements call for multidisciplinary expertise. This said, barriers to intersectoral cooperation within UNESCO are not specific to the SIDS AP. The existence of a SIDS Unit is enabling such cooperation as it requires focal points from all Programme Sectors to meet, but is not sufficient, by itself, to induce the required change.
- xiv. **Coordination of the SIDS AP at field level is insufficient and the AP has not changed the way Field Offices work with SIDS.** Interviews with Programme Specialists in Field Offices highlighted that, for most, the AP has not significantly changed the way Programme specialists work with SIDS: Many Programme Specialist consider the AP as a high level framework or policy document rather than an implementation plan. As a consequence, many do not consider the AP when programming their activities. Field Offices primarily refer to work other frameworks such as the 2030 Agenda, UNDAFs and national and regional strategies. Field Offices do not currently have a SIDS AP focal point.

- xv. **Progress towards defined objectives is generally achieved on projects under the SIDS Action Plan.** According to an analysis of the level of achievement of 38 C/5 SIDS-related project performance indicators, results achieved by the AP are in line with original targets for most Major Programmes. Yet, in the absence of an AP-specific monitoring framework it is difficult to provide a clear overview of the progress at the aggregate level and the main achievements of the AP as a whole, since its adoption.

- xvi. **Stakeholders recognize the added value of the SIDS AP in relation to successful initiatives of UNESCO's work but are less specific when it comes to the level of achievement of the AP itself.** Stakeholders often describe the added value of the AP in terms of improvements in processes, which are not necessarily reflected in the performance framework of the AP. When the AP is seen to add value to UNESCO's work it is by (a) highlighting the Organization's commitment to support the SAMOA Pathway; (b) offering a policy framework clarifying the Organization's priorities in relation to SIDS; (c) contributing to raising internal awareness on the needs of SIDS and mobilize staff accordingly. The contribution of the AP itself to the objectives it formulates (sustainable development of SIDS) is uncertain and not frequently acknowledged. There is therefore limited evidence that the AP generated change in terms of projects and activities implemented in support to SIDS. Many current projects are a continuity of UNESCO activities in support to SIDS prior to introduction of the AP. Yet, projects and initiatives delivered by UNESCO, in SIDS or with an important SIDS component, are highly valued by project partners and beneficiaries.

- xvii. **Sustainability of the benefits of activities implemented under the SIDS AP is challenged by many factors.** Limited financial resources represent a major challenge and threat to the effectiveness and sustainability of activities implemented under the SIDS AP. When working with very limited budgets per SIDS, Field Offices are likely to invest in fragmented activities and are likely not to be able to develop a holistic approach built on a full-fledged vision and intervention logic at national or (sub-) regional level.

- xviii. **Communication efforts on the SIDS Action Plan have been insufficient.** Numerous Member State representatives and UNESCO perceive the SIDS AP as an instrument to be increasingly used for outreach- and fundraising purposes. Paradoxically, because of the limited human resources for

coordination of the AP, no communication strategy or overall fundraising strategy was developed. Current communication efforts are oriented toward reporting to the UN system, the Inter-Agency Consultative Group on SIDS (IACG) and Member States.

Conclusions and recommendations (the way forward)

- xix. It is evident that the adoption of the UNESCO SIDS AP (2016-2021) is a step in the right direction towards UNESCO's support of SIDS sustainable development. In this context, UNESCO is widely considered well-placed to take this on due to its comparative advantages, including potential for intersectoral cooperation. However, the insufficient human and financial resources limit UNESCO's delivery and therefore the AP has not gained sufficient momentum to demonstrate its benefits. To address this, UNESCO should develop a tailored and targeted communication and fundraising strategy, as well as a related monitoring and evaluation framework to capture necessary monitoring data and results.

- xx. The existence of the SIDS Unit and focal point network is a good start to overcome barriers to intersectoral cooperation but has, by itself, not yet induced fundamental change. Therefore, UNESCO needs to develop a number of flagship intersectoral projects, which could be anchored in its strategic transformation process. It should also strengthen its ties within UNESCO's global priorities, notably Priority Africa. In addition, it should leverage on its coordination function to raise the visibility of the SIDS problematique, which may in turn support its fundraising strategy. To this effect, it could make better use of its National Commissions and network of UNESCO Chairs. Given the limited human resources of the SIDS Unit, UNESCO also needs support from its SIDS Member States to raise awareness on SIDS challenges and the need to address their vulnerability.

- xxi. Building on its achievements so far, at mid-point of the AP, UNESCO and its Member States should further reflect on the ambitions of the Plan and make more focused use of this policy document to raise awareness and funding for the AP. This will require a joint effort between UNESCO, its Member States and non-governmental actors to ensure that the necessary resources and adequate operational mechanisms that increasingly facilitate intersectoral and multi-disciplinary approaches become available and lead to progress towards the objectives set for 2021 and the delivery of the SAMOA

Pathway. With these combined efforts, UNESCO and its partners can induce a virtuous cycle for the AP, where the generation of data and success stories support communication strategies that improve visibility, which in turn support fundraising, leading to greater availability of resources to strengthen the SIDS AP. In as far as SIDS represent the frontline of global sustainable development, now is the time to invest in UNESCO's SIDS AP.

xxii. The review suggests the following recommendations:

Recommendation 1: Enhance financial and human resources available for the SIDS AP

Recommendation 2: Foster the relevance of the SIDS AP within UNESCO's global priorities

Recommendation 3: Improve the operationalization of the SIDS AP

Recommendation 4: Enhance the internal coordination of the SIDS AP

Recommendation 5: Enhance the monitoring and evaluation of the SIDS AP

Recommendation 6: Improve the visibility of UNESCO's SIDS AP

Management Response

Overall Management Response	
<p>UNESCO Secretariat welcomes the findings and recommendations of this evaluation, covering the first two years of implementation of the SIDS Action Plan 2016-2021 and highlighting principles of its functions. The UNESCO SIDS Action Plan is the first of its kind in the UN system and has received positive appreciation by the JIU at the time. UNESCO is therefore pleased that the evaluation has confirmed the importance and relevance of the Action Plan for the SIDS, one of UNESCO's target groups for all Programme Sectors and exceptionally vulnerable to Climate Change. The evaluation provides useful insights for the preparation for the post 2021 phase, which will benefit from this review and the feedback that Member States will give to it.</p>	
Recommendation	Management response
<p>1. Enhance financial and human resources available for the SIDS AP.</p> <p>The following actions may be undertaken in pursuit of this recommendation:</p> <ul style="list-style-type: none"> - Creating a dedicated extra-budgetary mechanism that allows donors to contribute funding to coordination as well as intersectoral initiatives; - Reclassifying the current SIDS focal point post in SC/PSCB/SII to a level commensurate with the functions and duties of the post, leading on coordination, fundraising and operationalization of the SIDS AP; - Recruiting an additional junior-level professional that would support the SIDS Unit in particular on communication; - Improving communication with Field Directors in offices covering SIDS to increase their awareness and understanding of the SIDS Action Plan and facilitating training for Programme Specialists pertaining to their responsibilities vis-à-vis the Action Plan. 	<p><i>Accepted.</i></p> <p>UNESCO Secretariat welcomes this recommendation, and agrees that in the current financial situation, all Sectors have found it a challenge to secure adequate support from existing sources to advance in the implementation of the AP.</p> <p>An additional funding mechanism in the form of a dedicated account could address coordination costs and intersectoral activities for the SIDS Action Plan. The account would be open to contributions by all Member States, including SIDS Member States as well as private partners. However, the level of contributions to such an account would greatly determine whether it's introduction would effectively improve communications and further fund mobilisation</p> <p>UNESCO Secretariat recognises the challenge of adequate human resources to implement the AP. The reclassification of the SIDS focal point in SC is proposed for the 40 C/5 under all scenarios expect US\$ 507 million regular budget scenario.</p> <p>To increase awareness and understanding of the SIDS AP, HRM will be consulted on mainstreaming training on SIDS in all material, workshop and other training opportunities, notably at the Field Office level.</p> <p>Guidelines, developed by BSP, for the preparation of the C/5 Results-Based Budgeting (RBB) workplans will continue to instruct programme sectors to improve the monitoring/tracking mechanisms for actions in favour of SIDS.</p>
<p>2. Foster the relevance of SIDS AP within UNESCO's global priorities.</p>	<p><i>Accepted.</i></p>

<p>The following action may be undertaken in pursuit of this recommendation:</p> <ul style="list-style-type: none"> - Coordinating an in-house reflection on the SIDS AP with divisions / departments responsible for Gender Equality, Priority Africa and Youth to: (a) Identify specific needs of SIDS on UNESCO's global priorities and on Youth; (b) Define how they could bring in their expertise to better integrate these priorities to UNESCO's implementation of the SIDS AP. <p>Noting that six of the SIDS are in the sub-Saharan Africa region, Priority Africa is particularly well-placed to demonstrate the mobilisation of the Action Plan within its work programme.</p>	<p>UNESCO Secretariat welcomes this recommendation.</p> <p>It is noted that the dynamic between the SIDS Action Plan and existing Priorities is reciprocal. The Priorities can strengthen their SIDS indicators, while the SIDS Action Plan can be complemented with attention to the Priorities.</p> <p>GEAP II (Gender) already includes a specific indicator on SIDS in connection with the expected result (ER) on human development and leadership. With respect to Africa and Youth Priorities, Sectors will coordinate with the relevant Units to ensure that SIDS are well integrated in the Priority strategies in terms of specific needs and approaches.</p> <p>SIDS programming can also benefit from attention to the house priorities, i.e. there are activities that can be tagged for African SIDS, Youth in SIDS, and Gender transformative activities in SIDS. This could be achieved with the identification of 1 or 2 intersectoral flagships, and through the current network of Focal points and coordinating platform.</p>
<p>3. Improve the operationalisation of the SIDS AP.</p> <p>The following actions may be undertaken in pursuit of this recommendation:</p> <ul style="list-style-type: none"> - Developing an overall fundraising strategy for the SIDS AP, specifying particular challenges of raising funds for SIDS and ways to overcome these, targeted donors and the role of Member States, HQ and Field Offices; - Developing a narrative for fundraising purposes explaining why donors should invest in UNESCO's support to SIDS; - Developing and coordinating a communication strategy, with a dedicated budget, aimed at fundraising. This should specify the role of Member States, HQ and Field Offices in the implementation of this strategy and may be done by mobilising the additional human resources that would be allocated to UNESCO's SIDS Unit (cf. Recommendation 1); 	<p><i>Accepted.</i></p> <p>This recommendation is closely linked to recommendation 1 because of the evident need for sufficient financial and human resources.</p> <p>Should the appropriate means be available, a fund mobilisation strategy could be developed in cooperation with BSP and the Resource Mobilisation officers in the Sectors. In the Director-General's proposal on the usage of the remaining funds carried over from the 38 C/5 regular budget (which is yet to be approved by the Executive Board), SC intends to produce a SIDS Resilience Report, that would help set a baseline on UNESCO outputs, assess needs, highlight existing tools and best practices, and optimize action points. This initiative, if funded, will mobilize UNESCO's different areas of each Sector, in the framework of the SIDS Action Plan. Reporting will help articulate a strategy for resilience based on actual experience.</p> <p>Communication officers of all Sectors, as well as DPI will be involved in the definition of a brand for the SIDS Action Plan for the purpose of outreach and fund mobilisation.</p> <p>A UNESCO dedicated SIDS website has already been developed and all programme Sectors will assist in its regular update.</p>

<ul style="list-style-type: none"> - Using the SIDS AP as a brand for communication and fundraising purposes. 	
<p>4. Enhance the internal coordination of the SIDS AP.</p> <p>The following actions may be undertaken in pursuit of this recommendation:</p> <ul style="list-style-type: none"> - Enhancing coordination between HQ and Field Offices: provide guidance on the purpose and the use of the SIDS AP; - Ensuring that Directors of UNESCO Field Offices responsible for SIDS develop a strategy on the implementation, monitoring and communication of the AP; - Enhancing inter-SIDS Office knowledge exchange including across regions. 	<p><i>Accepted.</i></p> <p>A system of staff Focal Points for SIDS is already in place but should be improved through suitable training (cfr management response to recommendation 1) and with enhanced coordination by all Programme Sectors on the dedicated coordinating platform. Should the intersectoral account (see above) be successful in mobilising additional funding for the SIDS Action Plan, the coordination would be facilitated through ownership and coordinated decision-making across the Organisation.</p>
<p>5. Enhance the monitoring and evaluation of the SIDS AP.</p> <p>The following actions may be undertaken in pursuit of this recommendation:</p> <ul style="list-style-type: none"> - Developing a SIDS AP-specific performance and monitoring framework which captures the true added value of the AP, as well as the uniqueness of the support provided by UNESCO to promoting sustainable development in SIDS. The framework should include one or two Key Performance Indicators reflecting outcomes of the strategy and not only outputs; - Developing a mechanism whereby responsibility for the correct attributions of activities in SISTER to the SIDS AP is located within the relevant Offices / Sectors; - Developing a few overarching Expected Results in the SIDS AP to encourage intersectoral approaches. Crosscutting 	<p><i>Accepted.</i></p> <p>This recommendation is welcome and UNESCO Secretariat agrees that a fully-fledged results framework would facilitate the implementation and monitoring of the SIDS Action Plan. The current marking systems in SISTER already allows us to identify Sector activities linked to the SIDS Action Plan.</p> <p>In the future, revised references to SIDS expected results and performance indicators will have to be considered enhancing the current reporting system. A post-2021 Action Plan will facilitate monitoring and evaluation if there will be specific references to SIDS expected results and performance indicators in the Plan itself.</p> <p>UNESCO Secretariat agrees that under a follow up plan post 2021, an intersectoral result framework will have to be developed with its own specific indicators. In that context, Member States should agree to concentrate on developing expected results that are inter-Sectoral, focusing on a few, highly visible thematic areas, that would also attract interest and resources.</p>

<p>Expected Results that are common to several sectors are likely to encourage intersectoral collaboration.</p>	
<p>6. Improve the visibility of UNESCO's SIDS AP</p> <p>The following action may be undertaken in pursuit of this recommendation:</p> <ul style="list-style-type: none"> - Developing 3-4 intersectoral flagship projects that UNESCO could use to communicate on its SIDS AP. These should focus on cross-cutting themes of the Action Plan considered as more important or urgent than others by the SIDS, the Executive Board and the ADGs. These programmes should be intersectoral and integrate all UNESCO priorities (Gender and Africa) and Youth. 	<p><i>Accepted.</i></p> <p>As noted above, UNESCO Secretariat agrees that the new cycle of the Action Plan, post-2021, should include an intersectoral results framework focusing on flagship themes/expected results. This is a matter for the Member States to consider and act on.</p>

1. INTRODUCTION

1.1 Background

1. This document constitutes the evaluation report of the Mid-term Review of the UNESCO SIDS Action Plan (2016-2021). It has been commissioned by the UNESCO Internal Oversight Service (IOS) Evaluation Office at the demand of UNESCO Member States and aims to identify successes, challenges and opportunities as well as to extract lessons and provide recommendations for the remaining implementation period of the Action Plan. In doing so, it seeks to inform UNESCO's contribution to the United Nations' (UN) five-year review of the implementation of the SAMOA Pathway. In general terms, the evaluation seeks to capture the change brought about between the adoption and first phase of implementation of the Action Plan.

2. The recognition of Small Island Developing States (SIDS) as a distinct group of developing countries sharing structural challenges and geophysical constraints that result in specific social, economic and environmental challenges goes back to the United Nations Conference on Environment and Development, also known as the Earth Summit, held in Brazil from 3 to 14 June 1992. Chapter 17, Paragraph 124 of Agenda 211 specifies:

Small Island Developing States, and islands supporting small communities are a special case both for environment and development. They are ecologically fragile and vulnerable. Their small size, limited resources, geographic dispersion and isolation from markets, place them at a disadvantage economically and prevent economies of scale.

3. In April 2016, the UNESCO Executive Board, together with the Member

States, adopted a SIDS Action Plan for the period 2016-2021. The Plan builds on the Organization's commitments to the SIDS Accelerated Modalities of Action (SAMOA) Pathway. The SAMOA Pathway is the outcome document of the Third International Conference on SIDS (Barbados+20 review summit) providing a comprehensive and renewed framework to address sustainable development in SIDS. It acknowledges that SIDS continue to face numerous obstacles including geophysical constraints that result in specific social, economic and environmental challenges. It urges the international community to take further actions to assist SIDS along their sustainable development pathway as they remain among the most vulnerable groups of countries in the world.

4. The UNESCO SIDS Action Plan 2016-2021 addresses the following five priority areas within UNESCO's mandate:²
- a. Enhancing island capacities to achieve sustainable development through education and the reinforcement of human and institutional capacities;
 - b. Enhancing SIDS resilience and the sustainability of human interactions with ecological, freshwater and ocean systems;
 - c. Supporting SIDS in the management of social transformations and the promotion of social inclusion and social justice;
 - d. Preserving tangible and intangible cultural heritage and promoting culture for island sustainable development;
 - e. Increasing connectivity, information management and knowledge sharing.
5. The SIDS Action Plan was developed by the Organization at the request of Member States (37 C/Resolution 1 (V) on Reinforcing UNESCO's Strategy on Small Island Developing States). The finalized SIDS Action Plan was approved at the 199th session of the Executive Board along with its first phase of its implementation (199 EX/5.INF.REV Part I and II (A and B)).

¹ Agenda 21 is a voluntarily implemented action plan of the United Nations regarding sustainable development. It is a product of the UN Conference on Environment and Development (UNCED) held in Rio de Janeiro, Brazil, in 1992.

² <http://www.unesco.org/new/en/natural-sciences/priority-areas/sids/sids-action-plan-2016-2021/>

During the 69th session at the UN General Assembly (UNGA) in 2016, it was decided that the progress in addressing the priorities of SIDS through implementation of the SIDS Accelerated Modalities of Action (SAMOA) Pathway will be reviewed at a UNHQ conference in September 2019. The high-level review is expected to lead to “a concise action oriented and inter-governmentally agreed political declaration”. The following session of the UNGA led to a decision to organize regional preparatory meetings and interregional meetings in 2018 to examine the progress and implementation of the SAMOA Pathway at both national and regional levels.³

1.2 Purpose

6. With this context in mind, this mid-term review of the UNESCO SIDS Action Plan aimed to assess progress achieved so far by UNESCO and its Member States and to determine improvements for the remaining implementation period of the Action Plan. The SIDS Action Plan is a policy document framing UNESCO’s contribution to the SAMOA Pathway. In this sense, the review will indirectly provide information on UNESCO’s contributions to the SAMOA pathway. However, it should not be considered as an appraisal of UNESCO’s contribution to the SAMOA pathway.
7. Based on the Terms of Reference (cf. Appendix A: Terms of Reference (ToR)) and as agreed during the inception phase, the review assessed relevant aspects under the following evaluation criteria (see detailed evaluation questions in the evaluation matrix in Appendix B: Evaluation matrix):
 - a. Relevance: the alignment of the SIDS Action Plan to the Sustainable Development Goals, the Paris Climate Agreement and the Sendai Framework for Disaster Risk Reduction (DRR) as well as other international development goals. The alignment of the Action Plan and its implementation to UNESCO’s two Global priorities: Gender Equality and Africa. The evaluation also aimed to assess UNESCO’s ability to address priorities and expectations of SIDS Member States through the implementation of the Action Plan.

- b. Efficiency: the relationship between the human and financial resources mobilized for the implementation of UNESCO’s SIDS Action Plan. This includes an assessment of processes that have been adopted, for example in terms of organizational setting, distribution of roles and coordination mechanisms.
 - c. Coherence within the UN System: the extent to which the implementation of the UNESCO SIDS Action Plan supported the UN System implementation of the SAMOA Pathway in areas of UNESCO’s mandate. The existing coordination mechanisms between the UNESCO SIDS AP and the UN System support to SIDS.⁴
 - d. Effectiveness: the progress made in the achievement of the five priorities. The quality of the monitoring and evaluation data and mechanisms in place. Views of key stakeholders on progress achieved and key factors positively or negatively influencing the achievement or non-achievement of the objectives of the SIDS Action Plan. An assessment of the extent to which and how effectively UNESCO engages and leverages on its networks and partners to create synergies and complementarities, e.g. in terms of distribution of responsibilities and potential synergies, nature and quality of partnerships, engagement between Headquarters and the Field Office structure and with regional and international organizations.
 - e. Sustainability: the likelihood of achieving lasting effects. This included an assessment of whether UNESCO has put in place the right conditions to allow for results to be further developed, scaled up, replicated, multiplied and financially, institutionally and politically sustained. The review also assessed to what extent the benefits of UNESCO’s work for SIDS are likely to continue if UNESCO’s funding for these activities ceased as well as the extent to which UNESCO engages and leverages on networks and partners to create synergies and complementarities.
8. The above-mentioned criteria were chosen in order to respond to the most pressing requirements of the Sector and agreed with a designated reference group (see § 13). They include four out of five criteria of the Organisation for Economic Cooperation and Development (OECD) Development Assistance Committee (DAC) as well as the UNESCO additional criterion of coherence.

³ <https://sustainabledevelopment.un.org/sids/samoareview>

⁴ In Chapter 2, on ‘Major findings per evaluation criterion’, the findings pertaining to this criterion have been subsumed under ‘Relevance’.

The OECD DAC criterion of impact was excluded due to the fact that this evaluation was conceptualized as a mid-term review. The other criteria were considered of significant importance to the questions of the sector, including: (a) to what extent does the AP respond to existing needs? (b) How can use of limited resources be optimized? (c) To what extent does the AP reach its objectives? (d) Are the benefits of the AP sustainable?

9. The evaluation produced recommendations for a concrete management response drawing upon the findings and conclusions of the mid-term review.

1.3 Evaluation scope

10. The evaluation concentrated on the work plan approved under the UNESCO C/5 Programme and Budget for the 2016-2017 biennium (38 C/5) and, to the extent possible, addressed the current 2018-2019 biennium (39 C/5). The geographical scope included UNESCO SIDS in the AIMS (Atlantic, Indian Ocean, Mediterranean and South China Sea), Caribbean and Pacific sub-regions. The evaluation reflected on UNESCO's contribution to UN system implementation of the SAMOA Pathway and UNESCO's actions in support to its global priorities on Gender Equality and Africa.

11. The scope of UNESCO's SIDS Action Plan itself includes activities by:

- a. UNESCO Section for Small Islands and Indigenous Knowledge (SC/PCB/SII);
- b. UNESCO Programme Sectors in Headquarters: Education, Natural Sciences, Culture, Social and Human Sciences and Communication and Information;
- c. The Intergovernmental Oceanographic Commission of UNESCO (IOC);⁵
- d. UNESCO Field Offices.

1.4 Methodology of the evaluation

12. In developing key findings, conclusions and recommendations, a variety of information sources and data collection methods were drawn upon. These targeted the evaluation questions listed in the evaluation matrix in Appendix B: Evaluation matrix. Multiple techniques were employed in parallel in order

to increase the reliability of the results (i.e. "triangulation").

13. An evaluation reference group was established to enhance the transparency and soundness of the evaluation approach and methodology by providing input into and validating the methodology and respective evaluation reports. Key stakeholders from the evaluation reference group were consulted in the initial design and scoping of the evaluation.
14. The evaluation was carried out by Technopolis Group France in close collaboration with IOS Evaluation Office. Given its mandate, IOS managed this external evaluation and assured the quality of the deliverables jointly with the reference group. Data collection and analysis as well as report-writing have been carried out by Technopolis Group.
15. The methods applied in this evaluation are presented hereafter:
 - a. **Desk research** of existing data regarding the SIDS Action Plan (2016-2021), its funded projects and activities undertaken from 2016 to date, relevant monitoring reports and reports on the execution of the programme adopted by the Executive Board. A comprehensive list of the documentation consulted is displayed in Appendix C: List of consulted documents.
 - b. **Visits to UNESCO Headquarters** to conduct face-to-face pilot interviews with key staff located at Headquarters. An inception meeting with the evaluation reference group was held during a visit.
 - c. Reconstruction of the **Theory of Change** (ToC) of UNESCO's intervention logic to achieve the objectives of the SIDS Action Plan. The Theory of Change (Appendix G: SIDS Action Plan Theory of Change) was developed based on desk research and further refined through a workshop organized at UNESCO HQ with the evaluation reference group including representatives of all UNESCO sectors, the Division of Gender Equality, Africa Department and some Field Offices covering SIDS. The list of participants is included in Appendix D: List of interviewees.
 - d. **Interviews** with internal and external key stakeholders and partners of UNESCO's SIDS Action Plan: UNESCO staff at Headquarters, UNESCO Field Offices, including Liaison Offices, SIDS Member States' representatives, donors and autonomous partner institutions from the UN system, local governmental institutions and the civil society. The full list of interviewees is presented in Appendix D: List of interviewees.

⁵ While it was part of Major Programme II 'Natural Sciences' in the 38 C/5, the IOC has its own chapter in the 39 C/5.

- e. An **online survey** was carried out among SIDS National Commissions (39 SIDS, 9 SIDS Associate Members). It aimed to assess the relevance, effectiveness, efficiency and sustainability of the SIDS AP according to representatives of SIDS with knowledge of the local context and UNESCO's activities on the ground (see Appendix E: Survey results). The survey response rate was 47.9%.
 - f. **Field visits** were organized to collect on-site information used for in-depth analysis of successes and challenges. Field visits covered:
 - The UNESCO Office in Apia, Cluster Office for the Pacific states covering sixteen independent countries and one territory in the Pacific from Papua New Guinea in the West, the Republic of the Marshall Islands in the North, to the Cook Islands in the East and New Zealand in the South;
 - The UNESCO Office in Kingston, Cluster Office to Antigua and Barbuda, Bahamas, Barbados, Belize, Dominica, Grenada, Guyana, Jamaica, Saints Kitts and Nevis, Saint Lucia, Saint Vincent and the Grenadines, Suriname and Trinidad and Tobago as well as the associate member states of British Virgin Islands, Cayman Islands, Curacao, Saint Maarten, Anguilla and Montserrat;
 - Comoros covered by the UNESCO Office in Nairobi, Regional Office for Eastern Africa covering three SIDS: Comoros, Mauritius and Seychelles.
16. During these missions, information was collected on selected case studies (cf. Appendix F: Case studies), which focused on best practices as well as lessons learned. Case studies were selected in consultation with the UNESCO Field Offices to which missions were undertaken, i.e. the offices in Apia, Kingston and Nairobi, as well as with the lead unit in the Natural Science Sector (Appendix F: Case studies). These case studies aimed to:
- a. Illustrate how UNESCO is organized to achieve objectives of the SIDS AP;
 - b. Investigate the performance on implemented activities;
 - c. Map the contribution of the SIDS AP to the various expected outcomes of the ToC;
 - d. Map contexts in order to assess sustainability, successes and challenges;
 - e. Aggregate and triangulate data.
17. To ensure data quality, all research methods and data collection instruments and, in particular, the interview protocol and online survey were peer reviewed by the UNESCO Internal Oversight Service (IOS) Evaluation Office and (pre-) piloted prior to implementation. They were also reviewed by the evaluation reference group. Documentation for review was agreed with the reference group in the study inception stage. Findings were discussed with the reference group at various stages throughout the evaluation process to ensure validity.
18. While the evaluation matrix (Appendix B: Evaluation matrix) lays out, in greater detail, which methods were used for which evaluation questions, the following methods were, broadly, used to assess the following criteria:
- a. **Relevance** was assessed both through desk research (document review), to map the several agendas to which the SIDS AP relates and plans, policies and projects that were developed based on it as well as interviews and the online survey to assess stakeholder *perceptions* of relevance;
 - b. **Efficiency** was assessed mainly through desk research (review of financial data) and interviews, the latter to assess *perceptions* of efficiency;
 - c. **Coherence** was assessed through desk research (document review), to map and analyze major international agendas of the United Nations and interviews and the online survey to assess *perceptions* of coherence as well as case studies, to verify coherence *in situ*;
 - d. **Effectiveness** was mainly assessed through desk research (performance data) and interviews as well as the online survey to assess *perceptions* of effectiveness; and;
 - e. **Sustainability** was assessed through interviews and the online survey to assess *perceptions* of sustainability as well as the case studies, to verify sustainability *in situ*.
- Taken together, these methods were considered, by the evaluation reference group, to have the potential to convey a clear impression of where the AP stood at mid-point in terms of the five included criteria.
19. Research participants for the methods for which they were relevant were selected based on a number of considerations. In the case of the interviews, both respondents from inside and outside the Secretariat were sampled purposefully with a view to obtaining both internal and external views on the functioning of the Action Plan. The online survey focused on National Commissions of UNESCO's Member States, which were considered relevant due to their privileged view on the functioning of the Action Plan at country level. Finally, the field visits for the case studies were selected purposefully in a Member State in the Caribbean; Atlantic, Indian Ocean, Mediterranean and South China Sea area (AIMS); and Pacific each, considering that these are the main SIDS world sub-regional divisions. The visits were coordinated

with UNESCO Field Offices responsible for these regional divisions. Visits were conducted to Jamaica, Comoros and Samoa.

1.5 Limitations of the evaluation

20. This section addresses the limitations encountered throughout the process of this review and, in particular, how the contexts and the team's approaches, methods and tools affected the scope of the findings. The following merit a mention:
- a. The review covered a large thematic and geographical scope within the constraints of a limited time-frame and limited resources. As a consequence, the performance of the diverse activities and programmes within UNESCO's five Programme Sectors and Field Offices covering SIDS could not be assessed in detail. However, all issues set out in the Terms of Reference were covered through adequate sampling.
 - b. The case studies were selected in collaboration with UNESCO Field Offices in Nairobi, Kingston and Apia and with the SIDS Unit at UNESCO HQ. Efforts were made to have a representative sample with projects covering all priorities of the Action Plan, UNESCO priorities and examples of successful initiatives and initiatives that encountered difficulties.
 - c. The AIMS countries come under different UNESCO Field Offices: Nairobi, Jakarta, New Delhi, Dakar and even Bangkok and Doha. Of these, the evaluation could only focus on activities of the Nairobi Office and has thus only reported on activities in three AIMS countries under the responsibility of that office: Comoros, Mauritius and Seychelles.
 - d. The lack of consistent collection of performance data (baseline and monitoring data) and assessment of progress towards outcomes limited the ability to measure the effectiveness of UNESCO's SIDS AP.
 - e. SIDS Permanent Delegates were invited to contribute to this evaluation through interviews or a focus group at UNESCO HQ. Yet despite repeated attempts, several Delegates could not be interviewed. This was also true for potential donor Member States that were identified as having interest in, or a strong connections with, SIDS.
21. In addition, UNESCO's SIDS AP has no overarching strategy or predefined logical framework to explain how UNESCO will reach the objectives of the SIDS AP as opposed to "business as usual", i.e. UNESCO's intervention in SIDS prior to the SIDS AP. As such, the development of a Theory of Change was agreed and implemented with the reference group.

2. MAJOR FINDINGS PER EVALUATION CRITERION

22. This Mid-term Review of the SIDS AP used the evaluation criteria of relevance, effectiveness, efficiency and sustainability laid out in the OECD DAC Principles for Evaluation of Development Assistance (see Section 1.2 Purpose). It supplemented these evaluation criteria with the UNESCO criterion of coherence, which is reported on under relevance.

2.1 Relevance

The **relevance** of the SIDS AP can be defined as the extent to which the SIDS AP is suited to the priorities of:

1. SIDS Member States / the SAMOA Pathway
2. The 2030 Agenda
3. The Paris Climate Agreement and the Sendai Framework for Disaster Risk Reduction (DRR)
4. UNESCO's priorities for Gender equality and Africa

2.1.1 The SIDS AP is relevant to the needs of SIDS Member States but its large scope needs a significant amount of tailoring

23. The evaluation found that, in general, AP stakeholders and beneficiaries deem the plan in line with expectations and needs expressed by Member States. This finding is backed by feedback provided by Member State Delegation representatives and National Commissions via the on-line survey and other stakeholders interviewed during field visits.

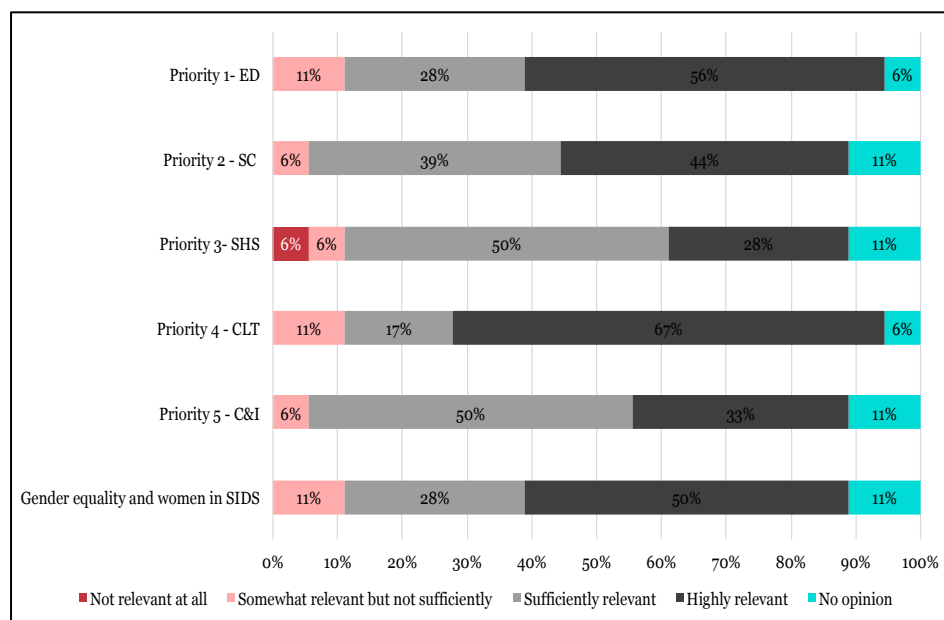
24. This said, there appear to be differences in appreciation of the level of relevance across the different priorities of the AP. In other words, not all AP objectives are deemed of equal relevance to all. On top of this, interviewees made numerous observations regarding the adequacy of the thematic scope

of the AP, which has implications on the AP's overall relevance.

25. In general terms, National Commission representatives who participated in our on-line survey found UNESCO activities in line with local needs (i.e. the great majority of respondents found activities to be highly or sufficiently relevant). There do appear to be some minor differences when it comes to the priorities addressed by the AP:
- a. There is a significantly higher share of respondents who have identified Priority 4 "Preserving tangible and intangible cultural heritage and promoting culture for island sustainable development" as highly relevant compared to other priorities;
 - b. By the same token, there is a lower share of respondents who find Priority 5 (i.e. Increasing connectivity, information management and knowledge-sharing) and Priority 3 (Supporting SIDS in the management of social transformations and the promotion of social inclusion and social justice) to be highly relevant given local needs.⁶
26. The results of the survey appear to display the existence of a 'relevance hierarchy' across the different thematic areas of the AP.

⁶ This might be explained in part by a 'natural bias' National Commissions may have towards education and culture, due to their own technical expertise and the fact they are often hosted in national education ministries.

Figure 1 Relevance of activities since 2016 to meet local needs



Source: On-line survey results among SIDS National Commissions

27. Representatives from Member State Delegations also expressed positive views with regard to AP relevance. According to one representative from a Caribbean SIDS, the AP “concentrates in the areas that are most important for all the countries, even if they have different priorities. It’s a good collection of priorities of the three different sub-regions”. SIDS Member State representatives agree that the SIDS AP effectively reflects the SIDS priorities highlighted in the SAMOA Pathway and covered by UNESCO’s mandate.

28. A number of interviewees expressed that some of the issues addressed by the AP are not always of direct relevance to their countries. According to one interviewee, for instance, “not all topics (covered by the AP) are relevant, but the AP does cover a number of important points”. In this case, the

interviewee mentioned the importance of technical and vocational education and training (TVET) and clean water, while downplaying the relevance of other issues addressed by the AP. Another interviewee stated that the AP “can be improved by focusing on a couple of key priorities and streamlining some of the topics addressed”.

29. The field visits confirmed existing perceptions of the AP as having a broad thematic focus, in which not all priorities, actions or cross-cutting issues are relevant to all SIDS. In fact, the AP is often seen as a ‘loose framework’ which can be suitable for different countries and regions, but also requires a significant amount of tailoring and narrowing down in order to be fully adjusted to local needs and priorities. In its current form, the AP is often considered by local stakeholders to be too broad to generate any tangible impact in a specific topic or geography. **That said, the large scope of the AP is a good framework to cover all of the SIDS needs expressed in the SAMOA pathway within UNESCO’s mandate.**

30. Some Field Offices have taken measures to ensure that the AP is aligned with key regional priorities. A clear example of this is the “UNESCO Special Initiative for the Caribbean (SPIC)”,⁷ adopted by the Kingston Office in 2017. As per the foreword of this document:

Departing from the SAMOA Pathway and the UNESCO SIDS Action Plan, which have reiterated the specific needs of the SIDS towards achieving sustainable development, the Special Initiative intends to strengthen programming that facilitates multi-sectoral policies and intensified regional cooperation. By launching the Special Initiative, we tailor-make UNESCO’s SIDS Action Plan to suit the specific context of the Caribbean sub-region, building on our considerable expertise, while paying special attention to the thematic priorities climate change and youth.

31. As indicated by Kingston Office representatives, the Special Initiative for the Caribbean also represents UNESCO’s contribution to the United Nations. Multi-Country Sustainable Development Framework (UN MSDF) in the Caribbean 2017-2021. In fact, the SPIC reflects the Field Office’s strategy in response to development imperatives reflected in multiple frameworks

⁷http://www.unesco.org/new/fileadmin/MULTIMEDIA/HQ/NATCOM/SPIC_Consultative_Tech_Meeting_Outcomes27Oct2017.pdf

including UNESCO's Operational Strategy on Youth 2014-2021 and the UNESCO Strategy for Action on Climate Change. The SPIC narrows down the strategic priorities for UNESCO's intervention in the Caribbean to four topics, which are:

- a. An inclusive, equitable and prosperous Caribbean;
- b. A safe cohesive and just Caribbean;
- c. A healthy Caribbean;
- d. A sustainable and resilient Caribbean.

32. The Apia Office has taken similar measures by developing the UNESCO Pacific Strategy 2018-2022. This Strategy is designed to respond to the key priorities of the Pacific island countries and territories through results-based approaches, aligned with the five priorities set out in UNESCO's SIDS AP. By giving support to the region, through regional organizations, bilateral and multilateral development partners, civil and non-government organizations, UNESCO's Field Office in Apia will seek to maximize its impact through targeted interventions delivered nationally or sub-regionally and where appropriate alongside other partners.

33. In the Nairobi Office, efforts were made to align objectives of the SIDS AP to the joint United Nations Development Assistance Framework (UNDAF) strategy for Seychelles and Mauritius. The Regional United Nations Development Group for Eastern and Southern Africa (R-UNDG ESA) worked in collaboration with the United Nations Resident Coordinator's Offices in Mauritius and Seychelles to produce a joint UNDAF for the two countries with inputs from all UN agencies. These examples demonstrate that to make the Action Plan operational Field Offices have narrowed it down to the major priorities at national or regional level.

34. While the Nairobi Office provided inputs into the new UNDAF strategy for Comoros, it is struggling to remain involved in the follow-up on the implementation of the UNDAF for Comoros. As a result, UNESCO's interventions in Comoros are not fully aligned with national priorities or coherent with interventions of other UN and international cooperation actors. UNESCO has, for instance, not significantly contributed to the objective of the current UNDAF that is in its mandate: *strengthening the population's resilience to climate change and natural disasters by 2019*.

35. Overall, because of the lack of financial resources and the challenges of not having a country presence, UNESCO's portfolio of projects in Comoros is rather small. National authorities have set up thematic discussion groups gathering international cooperation stakeholders to coordinate and monitor actions contributing to the achievement of the national growth strategy and the UNDAF. These discussion groups meet on a regular basis and involve key stakeholders such as the European Commission, UNICEF, UNDP and other UN agencies as well as French cooperation agencies.

36. These meetings are held once every 2-3 months and are an excellent opportunity to coordinate international development action and build joint actions that can have an impact. Because UNESCO is not present in Comoros, the organization was not able to attend these meetings in the past year. Web conferences tend to be difficult to organize in Comoros due to the fact that Internet is often less reliable. Local authorities and UN partners wish that UNESCO could be present at these meetings.

37. When enquiring about the relevance of the existing portfolio of projects implemented by UNESCO in the field, the evaluation team was given an overwhelmingly positive response by local stakeholders. The work UNESCO is currently conducting in the field is generally considered to be aligned with key national needs and priorities and considered to be contributing to priority action items on national and (sub-) regional agendas. While examples that illustrate this are manifold, they include:

- a. The assistance provided by UNESCO to support and strengthen TVET and education planning in the Caribbean (cf. Caribbean Centre for Education Planning case study);
- b. Support to the identification, characterization and recognition of natural and cultural heritage, whether it is tangible or intangible, e.g. in the Caribbean, in the Pacific and in Comoros (cf. case study on intangible cultural heritage or ICH in Comoros);
- c. Activities aimed at protecting youth, limiting drop-out, ensuring entry into the labour market such as the Youth Ambassadors Programme implemented in Jamaica (cf. case study for Kingston Cluster office);
- d. Initiatives to develop methods for community-based climate resilience in Pacific SIDS as a response to identified gaps, including community-based water security and traditional knowledge approaches.

38. Of course, whether these projects and initiatives can be considered the result of the existence of the AP is arguable as will be discussed in the effectiveness section of the report.⁸ As such, the high level of relevance of specific projects and initiatives vis à vis local needs and priorities speaks as much to the relevance of UNESCO Field Office work in the respective regions as it does to the relevance of the AP per se.
39. The alignment of UNESCO's portfolio of projects targeting SIDS with key national priorities and objectives deserves an additional observation. This relates to what appears to be a disconnection between the importance given to the issue of climate change and vulnerability to natural disasters by SIDS Member States and the AP, and the share of identified resources and projects addressing this particular subject as witnessed on the ground. In Comoros, for instance, environmental protection was frequently cited as a key concern by local stakeholders, whilst UNESCO is considered somewhat absent in this field. In the portfolio of projects implemented in Comoros, only Sandwatch covers environmental challenges. The project was unknown to the National Commission which had recently changed its composition.
40. The field visit to the Kingston Office also illustrated that climate and risk mitigation-related initiatives are perhaps the least represented in the portfolio of actions currently overseen. This finding appears to be in line with the analysis of the budget allocation under the 38C/5 that highlights that the Natural Sciences were less successful in mobilizing extrabudgetary funds than Education and Culture (cf. 2.2.1 Financial resources insufficient for effective implementation of SIDS AP). Incidentally, the above observation is not valid in the Pacific, where a large part of the project portfolio is focused on resilience to climate change.

2.1.2 The SIDS AP is relevant to the objectives of the 2030 Agenda and echoes the objectives of the Paris Climate Agreement and the Sendai Framework for Disaster Risk Reduction (DRR)

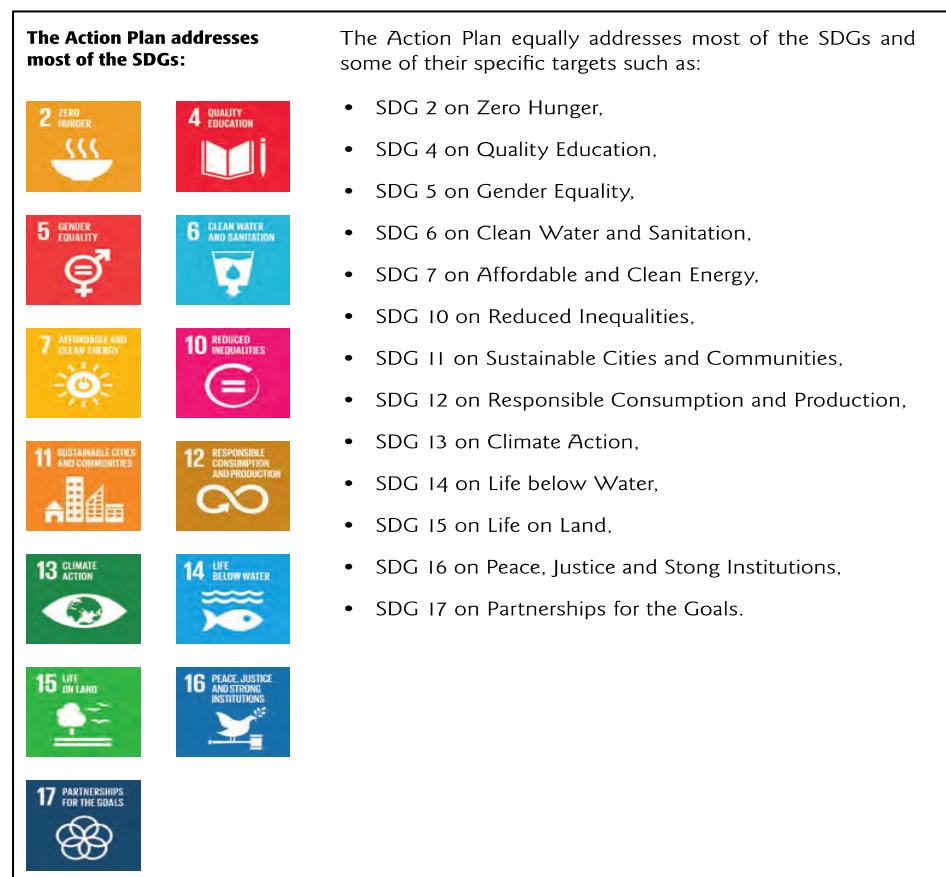
41. The Third International Conference on Small Island Developing States (SIDS Conference), held from 1 to 4 September 2014 in Samoa, reaffirmed the

commitment by all stakeholders involved to move a sustainable development agenda forward and urge all parties to take concrete measures to expeditiously advance the sustainable development of Small Island Developing States, including through internationally agreed development goals.

42. As a direct follow up to the SIDS Conference, the 70th session of the General Assembly decided to formally establish, through resolution A/70/202, "the SIDS Partnership Framework, to monitor and ensure the full implementation of pledges and commitments through partnerships for Small Island Developing States, and to encourage new, genuine and durable partnerships for the sustainable development of Small Island Developing States."
43. UNESCO has been among the pioneers in the UN System supporting SIDS in their efforts to achieve sustainable development through the implementation of the SAMOA Pathway. In the introduction to the AP, UNESCO states that the AP embraces the SAMOA Pathway and integrates its priorities across all of its programmes. The AP also encompasses UNESCO's response to combatting climate change through the strengthening of capacities in SIDS to deal with emergencies triggered by natural disasters. The SIDS AP mentions that it addresses most of the SDGs (Cf. Figure 2 Link between SIDS AP objectives and SDGs).

⁸The AP did not provide specific funding for the implementation of the projects, nor did it create conditions which proved to be conducive to the delivery of the projects (e.g., attract donors). In a number of the examples provided above, Programme Specialists indicated that these initiatives would have been implemented even in the absence of the AP.

Figure 2 Link between SIDS AP objectives and SDGs



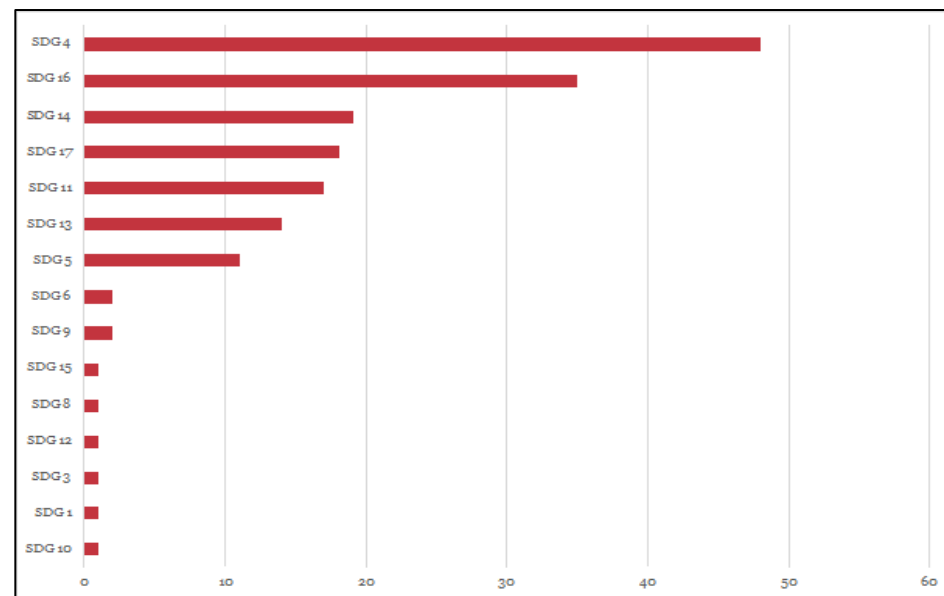
Source: UNESCO SIDS AP, page 6

44. Data from the survey of National Commissions show that not all of UNESCO’s activities within the framework of the SIDS AP are considered equally relevant to progress towards the objectives of the 2030 Agenda. It is understood that UNESCO’s SIDS AP is particularly relevant for SDG 13 on Climate Action (72% of survey respondents deemed this “highly relevant”) and 4 on Education (61% of respondents thought this was “highly relevant”).

On the other hand, UNESCO activities within the AP are not considered very relevant to SDG 11 on Sustainable cities and communities (28% cumulative of respondents said they were “not relevant” and “not sufficiently relevant”) or SDG 9 on Investment in infrastructure and innovation (24% cumulative of “not relevant” and “not sufficiently relevant”).

45. Based on a macro analysis of UNESCO SIDS data in the SISTER database (39/C5, 2018-2019), we conclude that 174 projects (the total number of projects that have a RP budget allocation for the SIDS projects selected in the work-plans) are linked to a total of 15 Sustainable Development Goals (Cf. Figure 3 Number of SIDS AP projects in 39 C/5 contributing to SDGs). The best represented Sustainable Development Goals are SDG 4 on Education (48 projects) and SDG 16 on Peace, justice and strong institutions (35 projects). The vast majority of SDG 4 projects originate in the Education Sector and cover Priority 1 of the SIDS AP.

Figure 3 Number of SIDS AP projects in 39 C/5 contributing to SDGs



Source: 39 C/5 SISTER extraction SIDS AP projects (2018-2019)

46. Most SDGs are covered by a variety of sectors. The best-represented SDGs per priority area and Sector, in terms of numbers of projects, are:

Table 1 Number of projects by priority action and SDG

Priority Action	SDG	# Projects
Priority 1: Education	SDG 4 on Education	43
Priority 2: Intergovernmental Oceanographic Commission Natural Sciences	SDG 14, Life below water	19
	SDG13, Climate action	6
Priority 3: Culture	SDG 11, Sustainable cities and communities	8
Priority 4: Social and Human Sciences	SDG 16, Peace, justice and strong institutions	11
Priority 5: Communication and information	SDG 16, Peace, justice and strong institutions	18

Source: 39 C/5 SISTER extractions (Analysis of 105 out of 174 projects)

47. When we compare our macro-analysis of the SISTER database with the list of SDGs mentioned in the AP, we see that there is some divergence: SDGs 2 on Zero hunger and 7 on Clean energy are mentioned in the AP as targeted SDGs but are not linked to any project in SISTER; SDG 1 on No poverty, SDG 3 on Good health, SDG 8 on Economic growth and SDG 9 on Infrastructure and innovation investments are linked to projects in SISTER but not mentioned as targeted SDGs in the AP. While UNESCO should ensure it contributes to all SDGs listed in the AP, it should also communicate on its contributions to SDGs that were not initially targeted.

48. As illustrated previously, the SIDS AP was designed bearing in mind the framework of major international development goals including, but not limited to, the Sustainable Development Goals of the UN 2030 Agenda. A closer analysis of the SIDS AP shows, for example, that the design was mindful of

global climate change and environmental objectives set forth in the Paris Climate Agreement. This is illustrated by the explicit reference made by the AP to the Paris Climate Agreement, stating that:

... the Action Plan addresses also articles of the Paris Agreement, the outcome of the twenty-first session of the Conference of the Parties (COP 21) to the United Nations Framework Convention on Climate Change, in particular: Article 7 on adaptation; Article 8 on averting, minimizing and addressing loss and damage associated with the adverse effects of climate change; Article 10 on technology development and transfer; Article 11 on capacity building; Article 12 on climate change education, training, public awareness, public participation and public access to information.

49. Climate and environmental objectives are cited throughout the SIDS AP. However, these objectives are most prominent under Priority area 2, “Enhancing SIDS resilience and the sustainability of human interactions with ecological, freshwater and ocean systems”. The rationale behind the AP’s climate and environmental objectives is mostly underpinned by the particular vulnerability of SIDS vis-à-vis climate change and the potential scale of its impact on island residents and ecosystems.

50. In spite of the existence of direct and explicitly formulated links between the SIDS AP objectives framework and the Paris Climate Agreement, this is not always reflected in specific projects implemented on the ground. The evaluation has not identified any meaningful evidence that countries are leveraging the AP and associated projects to effectively move forward in the achievement of their Nationally Determined Contributions (NDC).

51. As opposed to the Paris Climate Agreement, the AP does not explicitly reference the objectives established by the Sendai Framework for Disaster Risk Reduction⁹. When it comes to risk reduction, the AP does reflect SAMOA Pathway articles, which directly address this issue (Paragraphs 51-52). The following objectives of the AP, in particular, are directly linked to this topic:

- a. Priority 1 / Objective 2 / Action 2.2: Strengthen the capacities of SIDS

⁹ The chart of the Sendai Framework for Risk Reduction can be found here: https://www.preventionweb.net/files/44983_sendaiframeworksimplifiedchart.pdf

Member States to integrate Disaster Risk Education and Climate Change Education into education policies, plans and programmes;

- b. Priority 2 / Objective 3 / Action 3.2: Improve understanding, knowledge-sharing and capacities for disaster risk reduction and the reduction of loss and damage;
- c. Priority 4 / Objective 2 / Action 2.2: Enhance cooperation in the sustainable management and conservation of World Heritage cultural, natural and mixed sites in SIDS, paying particular attention to risk management and the protection of biodiversity and ecosystems.

52. Disaster Risk Reduction is thus present in the framework of the SIDS AP.

2.1.3 Alignment of the SIDS AP to UNESCO’s two Global priorities is not sufficiently explicit

2.1.3.1 Gender equality

53. UNESCO has developed a Gender Equality Action Plan for 2014-2021 (GEAP II) that sets strategic objectives for the Organization. For UNESCO, gender equality refers to the equal rights, responsibilities and opportunities of women and men and girls and boys. It implies that the interests, needs and priorities of both women and men are taken into consideration, recognizing the diversity of different groups of women and men.¹⁰ UNESCO’s GEAP II defined 23 expected results and four overarching expected results. Among these expected results only one has a performance indicator specifying SIDS.

Table 2 Expected results in UNESCO GEAP II with a SIDS component

Sector	Expected result	Performance indicator	Benchmark	Baseline
Natural Sciences	Expected result 3: Capacities and resources for equal participation and leadership in decision making by men and women in all UNESCO’s domains of competence are developed	Number of SIDS climate change capacity development events with at least 50% women participants	3 regional and 10 national events	0

Source: UNESCO GEAP II

54. Analysis of the SIDS Action Plan itself shows that only a small number of objectives are gender specific: Objectives 1¹¹ and 4¹² of Priority 1,¹³ while other objectives of the AP are silent or not explicit enough, involving the risk of leading to gender-blind activities. Analysis of the 38 C/5 showed that only a limited number of SIDS-related performance indicators are gender specific. Great efforts were recently made in the 39 C/5 to add a gender component to performance indicators of all expected results, including the ones with a SIDS component.

55. In spite of this, performance indicators defined in the 39 C/5¹⁴ are output indicators rather than outcome indicators and their gender components not explicit. Most of these indicators do not clearly state the desired change for women and men. Results measure, for instance, numbers of beneficiary

¹⁰ <http://unesdoc.unesco.org/images/0022/002272/227222e.pdf>

¹¹ Enhance national policy and legal frameworks for lifelong learning opportunities relevant to sustainable development, and with consideration to equal learning opportunities for boys and girls, men and women, including gender-responsive measures against early-school leaving where appropriate.

¹² Promote TVET and lifelong learning opportunities for all women and men, aligned with labour market needs and to facilitate mobility.

¹³ Enhancing island capacities to achieve sustainable development through education and the reinforcement of human and institutional capacities.

¹⁴ <https://unesdoc.unesco.org/ark:/48223/pf0000261648>

countries (including numbers of SIDS and of African countries) or the numbers of instruments, policy papers or networks developed. As a consequence, when verifying whether UNESCO met its targets it often is impossible to draw conclusions on what can be considered a success in terms of gender equality.

56. During their field visits, evaluators observed very little gender-specific targets taking into account the relevant contexts. Discussions with UNESCO staff at HQ suggested that this state of affairs is representative of the AP as a whole. The tendency remains to focus on the total numbers of men and women that have benefited from interventions.

57. This said, some examples of projects having meaningful influence on gender-related issues have been identified. For instance, the Maroon Community Radio Station 'Abeng', supported by the International Programme for the Development of Communication (IPDC) in Jamaica, has had a meaningful impact on the livelihoods of the female staff running the station. It is worth noting that the great majority of volunteers operating the station on a day-to-day basis are women who otherwise would not have a professional activity. According to interviewed project beneficiaries, this community tradition radio empowers women because "*it gives them pride on what they can achieve and enhances their self-esteem*".

58. This case is interesting to note given that gender was not explicitly recognized as a priority of the project. The focus of the project was community development of the Maroon people in Jamaica. UNESCO's Division for Gender Equality underlined that it has often come across such projects when analyzing UNESCO programmes *in situ*. Therefore, there is reason to believe that gender equality may be a 'hidden' result of several of the projects and initiatives implemented by UNESCO.

59. As indicated in the desk review on gender equality in SIDS, produced by UNESCO's Division for Gender Equality in 2014, SIDS face a variety of gender-related social challenges with relevance to the AP:

- a. Education of girls and boys from low income families and remote areas

remains an essential topic for many SIDS;

- b. Early school leaving of both boys (in particular in the Caribbean) and girls is an issue for many SIDS;
- c. Levels of gender-based violence¹⁵ are high in SIDS and particularly alarming in the Pacific region;¹⁶
- d. Gender roles in communities are important to take into account for disaster management, mitigation and management of recovery processes and for awareness raising on the impacts of climate change;
- e. Women's political participation is still affected by cultural barriers in many SIDS;
- f. Some SIDS lack gender-disaggregated data, making it difficult to identify disadvantages faced by women or men.

60. The SIDS AP does not clearly specify how it will contribute to solve these gender-specific challenges in SIDS. It does not provide additional tools to address gender as a topic applied to local contexts. As one can read throughout the 39 C/5, all UNESCO programmes and activities must consider impact on gender and women empowerment. At the moment, the integration of gender-specific approaches is under the responsibility of UNESCO Programme Specialists that coordinate with the gender focal point in their respective sectors or Field Offices or directly with the UNESCO Division for Gender Equality.

61. According to interviews at UNESCO Headquarters, some sectors work more actively with the Gender Equality Division than others. Field Offices do not always have a gender specialist who is familiar with the local context in terms of gender equality. While all Field Offices should appoint a gender focal point approved by UNESCO's Division for Gender Equality, due to staff movements this may not be the case. Instead, gender focal points might be chosen from amongst staff that do not have specific competencies in gender issues.

2.1.3.2 Priority Africa

62. UNESCO's 37th General Conference adopted an operational strategy for Priority Africa (2014-2021) and an action plan for the implementation of the

¹⁵ Gender-based violence includes sexual, physical, psychological or emotional, and economic violence which is perpetuated by intimate partners, family and non-family members.

¹⁶ <http://www.unesco.org/new/fileadmin/MULTIMEDIA/HQ/BSP/GENDER/PDF/SIDS.pdf>

six flagship intersectoral programmes.¹⁷ This Operational Strategy is based on the Vision of the African Union, which cares about building “an integrated, prosperous and peaceful Africa, driven by its own citizens and representing a dynamic force in the global arena”.¹⁸

63. The strategy aims to address four major challenges for Africa:

- a. Demographic growth;
- b. Social transformation;
- c. Democratic governance;
- d. Sustainable development and economic growth.

The Africa Department oversees the coordination and the follow-up on the actions for Africa.

64. Six SIDS are in Africa: Cape Verde, Comoros, Guinea Bissau, Mauritius, Sao Tomé and Príncipe and Seychelles. These SIDS should be given attention as they cover two areas of priority for UNESCO: Africa and SIDS. While this may be less true for middle-income countries such as Mauritius or Seychelles given their presumably lower need for outside assistance, an elevated level of attention should be given to low income economies such as Comoros or Guinea Bissau as well as to lower middle-income economies such as Cape Verde and Sao Tomé and Príncipe.

65. The SISTER extraction on SIDS AP projects displayed only five out of 174 projects as being implemented in Africa. The geographical scope of projects is however poorly defined: 110 out of 174 projects were reported as ‘Global’. It is therefore not possible to accurately assess the number of SIDS AP projects covering SIDS. Besides, interviews with UNESCO staff based in Field Offices highlighted difficulties associated with being non-resident in many of these countries. Programme Specialists in Field Offices, if not National Offices, tend to work in many countries, making it difficult to be sufficiently present in the field. For example, the Nairobi Office covers 13 (associate) Member States in Eastern Africa; the Apia Office 16 in the Pacific; and UNESCO Kingston 18 in the Caribbean sub-region.

66. The Africa Department in UNESCO has no focal point for SIDS and there is little knowledge of the SIDS AP (2016-2021). Interviews with UNESCO staff at HQ highlighted that the Africa Department would like to know more about what is happening in SIDS in Africa in order to use such information to a greater extent for communication purposes.

67. The SIDS AP itself does not highlight areas of alignment with objectives of the operational strategy for Priority Africa. However, the major areas of focus of the operational strategy for Priority Africa are clearly aligned with objectives of the SIDS AP and Priority Africa Flagship Programmes 2, 3, 4, 5 and 6 are coherent with the five priorities of the SIDS AP.

2.1.4 UNESCO has numerous comparative advantages to address SIDS challenges in relation to its mandate, but it is highly constrained by lack of resources

2.1.4.1 UNESCO has unique thematic competencies aligned to the needs of SIDS

68. The Organization is uniquely positioned within the UN system and the international development community to address a large part of the SIDS sustainable development challenges covering topics such as climate change, education for sustainable development, youth, preservation of natural and cultural heritage, etc. As such, UNESCO is well-positioned to contribute to sustainable development of SIDS with multi-disciplinary approaches that offer holistic perspectives. SIDS (associate) Member States see UNESCO’s main comparative advantage in its capacity to provide multidisciplinary approaches and integrated solutions to challenges faced by SIDS.

69. In the Pacific, UNESCO has developed unique multidisciplinary approaches, such as the use of local knowledge for climate resilience purposes, supporting populations to cope with loss and damage using this knowledge. A local interviewee affirmed that “*not all international cooperation actors are able to develop similar initiatives*”.

¹⁷ <http://unesdoc.unesco.org/images/0022/002244/224489e.pdf>

¹⁸ <http://www.unesco.org/new/en/africa-department/priority-africa/operational-strategy/>

70. The survey among SIDS National Commissions showed that 50% of respondents “totally agree” with the statement that “UNESCO is well positioned to offer an integrated approach to solve SIDS challenges” and 38% of respondents “somewhat agree” with this. Survey respondents are slightly less positive about UNESCO’s ability to deliver an integrated approach. Only 25% of respondents “totally agree” that “cross-cutting and cross sectoral approaches are effectively developed within UNESCO since 2016” and 44% “somewhat agree” with this statement. Many interviewed SIDS Member States regretted that UNESCO is not offering more multidisciplinary projects with a holistic approach.

71. It is worth highlighting that because of the consistency of UNESCO’s work with SIDS in the past decades, UNESCO is perceived as a strong player on SIDS issues by other partners and UN agencies. This sets high expectations, and interviews with representatives of UN agencies during field visits showed surprise at the fact that UNESCO was not more present in the field. A main reason for this is that many countries do not have UNESCO resident staff as they are covered through Field Offices, where capacity to travel may be limited.

2.1.4.2 UNESCO's structure and instruments provide SIDS distinctive opportunities

72. In addition to the above-mentioned comparative advantages, the organizational structure of UNESCO and instruments available to it provide distinctive opportunities for SIDS. These include:

- a. UNESCO is a global organization that offers SIDS the possibility to convey their message within UNESCO and internationally;
- b. UNESCO and other UN agencies are considered preferred partners because they are not driven by private or national interests. They are trusted as their purpose is recognized by local actors as noble and important;
- c. UNESCO generally works with a strong network of partners in the field and can offer its technical expertise to develop interesting initiatives;
- d. UNESCO has the capacity to bring SIDS together and ensure they are represented in multilateral agendas.

73. By way of example of the last point, SIDS were invited to take part at events organized by the Man and Biosphere programme (MaB). The MaB

established the Pacific Man and Biosphere Network (PacMaB), a network for exchange and cooperation among current and emerging Biosphere Reserves and national MaB focal points in the Pacific.

74. Specifically, UNESCO avails of instruments that facilitate direct contact with local authorities and academics through the National Commissions, its network of UNESCO Chairs and Category I and II Institutes. These instruments can help build a relationship based on trust and give UNESCO the capacity to map closely national needs. Still, such instruments are not always mobilized efficiently. In one case, for instance, the National Commission was not active for several years according to local stakeholders. This is an issue that came up in more than one sub-region. UNESCO is currently running regional workshops to strengthen capacities of some National Commissions to support them in undertaking their mission. This is a very valuable initiative.

2.1.4.3 Players with greater resources have stronger visibility

75. During the field visits, the evaluators observed the presence of several organizations supporting SIDS in areas covered by UNESCO’s mandate. These included bilateral and multilateral cooperation actors and other UN organizations, which are often in an advantageous position compared with UNESCO in that they have greater financial resources. For example, local partners and local authorities interviewed in Comoros and in the Pacific consider UNICEF a bigger player in education than UNESCO. In Comoros, UNICEF supports the country with several interventions in primary education, while UNESCO is considered absent in this field.

76. Unlike UNESCO, UNICEF can overcome the challenges of discontinuity of interlocutors in the public sector through a strong presence in the country with four Programme Specialists located in Comoros dedicated to education only (there is a total of 28 UNICEF staff in the country). In comparison, UNESCO has no staff working on education in Comoros itself. Possibly due to this, a local stakeholder qualified UNESCO’s intervention in the country as “symbolic”.

77. Something similar occurs in the Pacific sub-region. Although the regular budget for education (US\$ 202,000) is the largest among the five sectors managed in the Apia Office for the 2018-2019 biennium, it is insufficient to

comprehensively cover interventions in all of its 14 SIDS (associate) Member States, even with additional extra-budgetary funds,¹⁹ and does certainly not compare with the expected budgetary resources of US\$ 21.5 million that UNICEF mentions for its Education Programme.²⁰

78. In comparison to UNESCO, UNICEF's budget was considerably larger in the 2013-2017 period, primarily through bi-lateral funding from the Australian Government (DFAT), and UNICEF National Committees (primarily Australia and New Zealand), UNICEF's thematic funds and other donors. Moreover, their human resource capacity was larger as well, with offices and staff located in Fiji, Kiribati, Vanuatu, Solomon Islands and Papua New Guinea, whereas UNESCO only has two posts for the Education Sector available in its Office in Apia. It should be mentioned, however, that the sector is supported by the UNESCO Bangkok Regional Bureau for Education, which covers both Asia and the Pacific.
79. Although a successful collaboration between UNESCO and UNICEF resulted in the design of an Early Childhood Care and Education Teacher Competency Framework for the Pacific (2017), UNESCO is hardly mentioned as a partner in UNICEF's Strategy Note for the 2018-2022 Pacific Multi-Country Programme of Cooperation.
80. The European Commission was another highly visible actor in Comoros, mainly because of its flagship project for quality education in Comoros PrePEEC (2014-2018). With a budget of EUR 4.7 million, this project aimed to strengthen capacities in education administration and management. On the other hand, UNESCO and French bilateral cooperation actors such as the *Instituts Français* or the *Organisation Internationale pour la Francophonie* are the only actors supporting the Culture Sector in Comoros. UNESCO is considered best-placed to support the country in this area because of its recognized technical expertise related to its World Heritage Centre and the seven UNESCO Cultural Conventions intended to safeguard and nurture tangible and intangible heritage, diversity of cultural expressions and creative

industries and the fight against the illicit trafficking of cultural goods.

2.2 Efficiency

Efficiency in the OECD DAC criteria measures outputs - qualitative and quantitative - in relation to inputs. As this is a mid-term review, outcomes cannot yet be assessed fully and therefore efficiency can only be measured partially at this stage. For this reason, the evaluation focused on assessing the extent to which the SIDS AP has the necessary financial and human resources to achieve its objectives by 2021.

2.2.1 Financial resources insufficient for effective implementation of SIDS AP

81. All stakeholders interviewed or surveyed in the framework of this evaluation affirmed that the financial and human resources available for the coordination and implementation of the SIDS AP are insufficient for its purposes. One interviewee mentioned that: "Budget is like dust. There is no specific budget for the SIDS AP but pressure to deliver."²¹ Another one argued that: "Resources need to be allocated in order to ensure an effective implementation of the plan."²²
82. The SIDS Unit collected information among all sectors and Field Offices to assess financial resources allocated to SIDS under the 38 C/5 (2016-2017).²³ The total regular budget for the five SIDS Priority Actions in the 38 C/5 was **US\$ 1,344,200** for 2016 and 2017. This represents a yearly budget of US\$ 672,100 and an **average sum of only US\$ 14,000 per SIDS per year**. Regular budget funds were distributed rather evenly among the five SIDS priorities (cf. Figure 4 Allocation of 38 C/5 XB and RP funds by AP Priority (2016-2017)).
83. In terms of funding, UNESCO's regular programme is clearly insufficient to cover the ambitions of the SIDS AP. Under the 38 C/5, UNESCO was able to secure **US\$ 6,226,249** in extrabudgetary funds (XB) for SIDS for the 2016-

¹⁹ Extra-budgetary funds to the amount of US\$ 300,000 have been secured from Japan Overseas Development Fund for a sustainable development educational project.

²⁰ Strategy Note for the 2018-2022 Pacific Multi-Country Programme of Cooperation, p. 84.

²¹ Interview with UNESCO staff member.

²² Interviewed SIDS Member State representative.

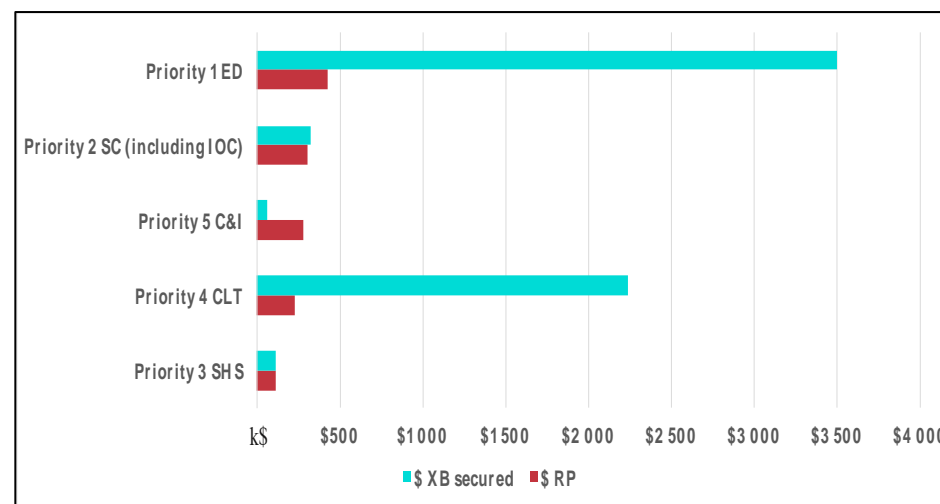
²³ SIDS Action Plan - Regular budget and extrabudgetary funds benefitting SIDS in the 38 C/5.

2017 biennium. This represents a total yearly budget of US\$ 3,113,125 and thus an average sum of US\$ 64,857 per SIDS per year. The allocation of funding per priority and per SIDS is highly uneven because of its dependence on donor priorities. As illustrated in Figure 4 Allocation of 38 C/5 XB and RP funds by AP Priority (2016-2017), the 38 C/5 had a strong concentration of extra budgetary funds on Priority Action 1 ED (56%) and Priority Action 4 CLT (32%).²⁴

- a. **Priority Action 1 (Education)** received the largest regular budget allocation (US\$ 424,500) and XB allocation (US\$ 3,500,000). In total, Priority Action 1 received over half of the total RP and XB budget (51%). The total RP amount corresponds to less than 1% (0.43) of the total 38 C/5 approved budget for the Education Programme and 4.14% of extrabudgetary resources;
- b. **Priority Action 2 (Natural Sciences and IOC)** received US\$ 302,000 of RP funds and US\$ 320,756 of XB funds. The percentage of the total budget (XP and RP) allocated to Priority 2 represents 8%. The total RP amount corresponds to less than 1% (0.46) of the total 38 C/5 approved budget for Natural Sciences and 0.67% of extrabudgetary resources;
- c. **Priority Action 3 (Social and Human Sciences)** represents the lowest level of RP and XB allocations. Priority Action 3 received US\$ 115,000 of RP funds and US\$ 110,000 of XB funds. The percentage of the total budget (XP and RP) allocated to Priority 5 represents 2.9%; the total RP amount corresponds to less than 1% (0.30) of the total 38 C/5 approved budget for Social and Human Sciences and 1.23% of extrabudgetary resources;
- d. **Priority Action 4 (Culture)** received US\$ 225,000 of RP funds and US\$ 2,235,493 of XB funds. The XB amount received is more than 9 times the RP amount allocated and represents 35% of total XB funds allocated for all priorities. It is the second-most important XB allocation after that for Priority 1 on education. The percentage of the total budget (XP and RP) allocated to Priority 4 represents 32% of the total budget available for the implementation of the SIDS AP, due mostly to the XB funds secured. The SIDS RP budget corresponds to less than 1% (0.41) of the total 38 C/5 approved budget for the Culture Programme and 4.9% of its extrabudgetary resources;
- e. **Priority Action 5 (Communication and information)** received US\$ 277,700 of RP funds and US\$ 60,000 of XB funds. The percentage of the total budget (XP and RP) allocated to Priority 5 represents 4.5% of the total budget available for the implementation of the SIDS AP. The total RP

amount corresponds to less than 1% (0.81) of the total 38 C/5 approved budget for the Communication and Information Programme and 0.36% of its extrabudgetary resources.

Figure 4 Allocation of 38 C/5 XB and RP funds by AP Priority (2016-2017)



Source: UNESCO SIDS Action Plan 38/C5 budget breakdown (February 2016)

84. Although UNESCO is among the UN organizations that are investing the highest levels of resources in SIDS, its allocated budget for the SIDS AP is far from the UNDP financial support to SIDS of approximately US\$ 249.9 million in 2017 and \$210.6 million in 2016 in support to sustainable, inclusive and equitable economic growth, oceans and seas, water and sanitation and biodiversity.²⁵ These figures must, however, be seen in the light of UNDP's far greater overall budget compared to UNESCO's.
85. The SIDS Unit co-operated with the Bureau for Strategic Planning (BSP) to improve the monitoring of UNESCO's activities contributing to the SIDS AP and other activities contributing to SIDS not part of the AP. As a result, all UNESCO regular programme activities are now tagged as contributing to the

²⁴ Source: UNESCO.

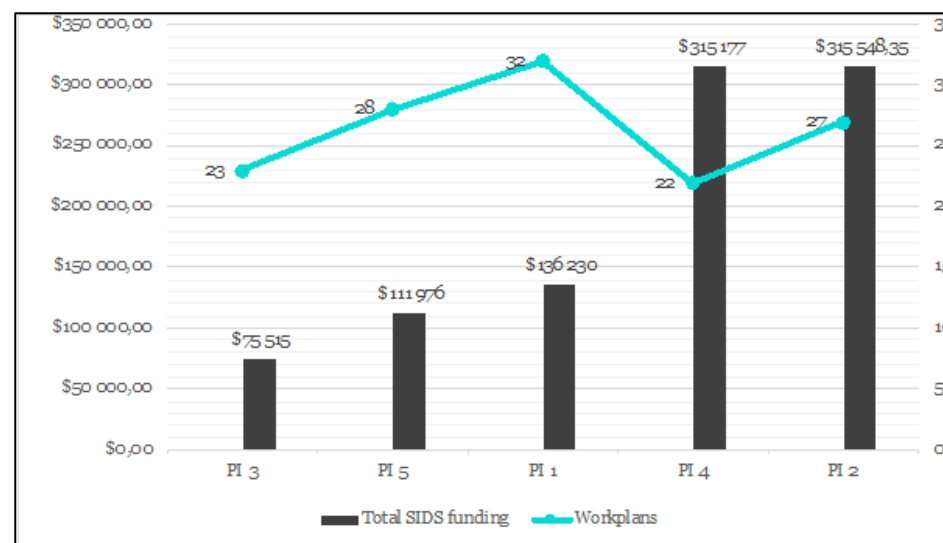
²⁵ <https://documents-dds-ny.un.org/doc/UNDOC/GEN/N18/237/37/PDF/N1823737.pdf?OpenElement>

SIDS AP in SISTER and it is possible to extract a database of such projects. This aims to provide an accurate picture both of SIDS projects implemented and of UNESCO financial contributions to the SIDS AP. Nevertheless, extracting extrabudgetary data on the AP from SISTER was challenging, as UNESCO staff do not consistently and properly tag the projects in SISTER. The evaluation reference group supported the collection of extrabudgetary data related to the SIDS AP sector by sector. The total regular budget allocated to SIDS under the 39 C/5 for the 2018-2019 biennium is of **US\$ 954,445** implying an annual budget of US\$ 477,222 and an average yearly budget of **US\$ 9,942 per SIDS**.²⁶

86. Together, Priorities 2 and 4 represent over 60% of the total SIDS budget allocation for 2018-2019:

- a. **Priority 1** (Enhancing island capacities to achieve sustainable development through education and the reinforcement of human and institutional capacities) has a total budget of US\$ 136,230 covering 32 workplans, representing 14% of the total budget allocation;
- b. **Priority 2** (Enhancing SIDS resilience and the sustainability of human interactions with ecological, fresh water and ocean systems) is the best represented priority for SIDS projects over 2018 -2019, with 33% of total budget allocation (US\$ 315,548 covering 27 workplans in total);
- c. **Priority 3** (Supporting SIDS in the management of social transformations and the promotion of social inclusion and social justice) has a total budget of US\$ 75,514 covering 23 workplans, representing 7.9% of the overall total;
- d. **Priority 4** (Preserving tangible and intangible cultural heritage and promoting culture) closely follows suit with US\$ 315,176 of budget allocation (33% of the total covering 22 workplans);
- e. **Priority 5** (Increasing connectivity, Information management and knowledge sharing) has a total budget of US\$ 111,975 covering 28 workplans, representing 11.7% of the total SIDS budget.

Figure 5 Overview of funding for SIDS workplans per Priority (2018-2019)



Source: SC PBC SII _ Budget analysis 39C5 (2018-2019)

87. The 39 C/5 RP budget available for the SIDS AP is limited considering the ambitions of the SIDS AP and the scope of activities. Figure 5 Overview of funding for SIDS workplans per Priority (2018-2019) illustrates that the limited budget available for Priority 1 (ED), 3 (SHS) and 5 (CI) is scattered among a high number of projects, which alerts to the risk of implementing small projects with limited impact and sustainability.

88. The process of identifying projects that contribute to the SIDS Action Plan has greatly improved with the tags added to UNESCO's reporting system (SISTER). Yet, information on the projects' SIDS-specific budgets is an estimation made by Programme Specialists and is occasionally incorrect. Because of the resulting 'margin of error' one cannot conclude that the budget available for the SIDS AP has decreased under the 39 C/5 biennium with certainty. The figures, however, suggest that there was no significant additional investment in the SIDS AP for the 39 C/5. Interviews with

²⁶ Source: SC PCB SII UNESCO 39 C/5 budget allocated SIDS 2018-2019.

UNESCO staff corroborate this impression, indicating that there was no 'conscious decision' to increase the regular budget for the SIDS Action Plan.

89. Information reported in SISTER allowed the following analysis on XB funding under the 39 C/5:

- a. Priority 1 (Enhancing island capacities to achieve sustainable development through education and the reinforcement of human and institutional capacities) raised a total XB amount of US\$ 229,580, which represents 0.28% of total XB funds for the ED Sector;
- b. Priority 2 (Enhancing SIDS resilience and the sustainability of human interactions with ecological, fresh water and ocean systems) raised a total XB amount of US\$ 1,811,030, which represents 13.2% of total XB funds for the sector. In addition, IOC raised a total XB amount of US\$ 2,444,929;
- c. Priority 3 (Supporting SIDS in the management of social transformations and the promotion of social inclusion and social justice) raised a total XB amount of US\$ 376,452, which represents 7.6% of total XB funds for the sector;
- d. Priority 4 (Preserving tangible and intangible cultural heritage and promoting culture) raised a total XB amount of US\$ 1,798,906, which represents 13% of total XB funds for the sector;
- e. Priority 5 (Increasing connectivity, information management and knowledge sharing) raised a total XB amount of US\$ 201,328, which represents 11% of total XB funds for the sector.

90. Most internal stakeholders agreed that (extra-budgetary) fundraising should receive more focus and that a mechanism should be developed to raise funds in co-operation between Field Offices (FO) and Headquarters (HQ), where it currently is still perceived to be *ad hoc* and individual. Incidentally, UNESCO is currently developing an improved coordination scheme for XB resource mobilization based on long-term strategic funding plans. This increased coordination on the institutional level of extra-budgetary fundraising, in dialogue between HQ and Field Office, could greatly strengthen the operationalization of the AP.

91. The 39 C/5 SISTER project extractions display the donors that contributed to projects as part of the workplans for the SIDS AP. There are **26 different donors**, comprising governments, international donor organizations as well as private sector organizations. A vast majority of donors for the 39 C/5 biennium (22 out of 26) contributed to one project from among the workplans. This is not specific to the SIDS AP. UNESCO donors generally contribute to

only one project per biennium on a specific issue.

92. Yet four donors contributed to two projects or more: the Chinese National Commission for UNESCO, Microsoft, the Canada Council for the Arts and a consortium of donors comprised of the French Ministry of Foreign Affairs, the Principality of Monaco and the Asia-Pacific Centre of Education for International Understanding (APCEIU).

93. Donors were most active in the Education Sector (8 projects supported in total) and the Natural Sciences Sector (8 projects supported in total). Out of a total of 174 projects from the 39 C/5 SISTER extraction, 145 projects (82%) did not receive any support from donors.

94. At regional level, potential donors were identified, which differ by region and sector. In the Pacific, for example, South Korea and Japan are perceived mainly as partners in the fields of Education and Culture.

Text Box 1: The importance of UNESCO central funds for field operations in the Caribbean

A field visit to the Kingston Office suggested the importance UNESCO-managed and implemented 'central funds'. Examples of these include the Participation Programme, the International Programme for Development of Communication and the International Fund for Cultural Diversity (IFCD). Most of these instruments provide support on a (quasi-) competitive basis to projects submitted by stakeholders based in Member States. In the case of the Caribbean, the importance of these funds is elevated due to limited availability of regular and extrabudgetary funding for projects in that sub-region. The Office plays a key role in circulating information regarding calls for projects to be carried out with these funds and often provides technical support to project leaders in the formulation and submission process. These funds appear to have become the *de facto* main funding source for specific projects. However, it is important to keep in mind that such funds often provide grants that are limited in scope (US\$ 10-15k). The projects analyzed during the Kingston Office visit generated interesting results and were highly appreciated by local stakeholders (e.g. the Microscience initiative, Abeng Community Radio Station).

2.2.2 Structure to implement AP suffers from declining resources

95. The Action Plan is coordinated by the SIDS Unit, which is part of the Section for Small Islands and Indigenous Knowledge in the Natural Sciences Sector at Headquarters. The coordination of the SIDS AP is under the responsibility of an Associate Programme Specialist and the Chief of Section, with support from a shared mid-level programme support officer, providing administrative, secretarial and clerical support who dedicates about 50% of his time to SIDS.
96. The SIDS AP is the expression of UNESCO's will to contribute to sustainable development of SIDS. However, it was not followed up by the recruitment of additional human resources for its coordination. On the contrary, UNESCO's human resources dedicated to the coordination of the SIDS AP declined in the past years. From 2008 to 2013, the SIDS Unit had a Senior Programme Specialist dedicated to SIDS. The senior specialist was not replaced since leaving the organization in 2013. The tasks currently undertaken by the Associate Programme Specialist are those of a mid-level or senior specialist. She has been working on this topic for many years and is the institutional memory of UNESCO's engagement with SIDS.
97. In 1996, when the Coastal Regions and Small Islands Section was created, it was only devoted to SIDS and counted a Chief of Section, senior specialists, an associate specialist and general service staff. The Local and Indigenous Knowledge Systems (LINKS) programme was placed under the responsibility of the SIDS section in 2002, thereby reducing the resources allocated to SIDS (60% for SIDS and 40% for LINKS). The SIDS Unit survives with the support from interns, but in this situation it can only assure a limited number of tasks. These tasks include:
- Leading the SIDS platform in HQ that gathers SIDS focal points from all programme sectors;
 - Regular interactions with each of the Field Offices covering SIDS;
 - Coordination of the design and drafting of the SIDS AP with involvement of SIDS focal points nominated in all programme sectors and with SC programme specialists in Field Offices covering SIDS;
 - Addition of SIDS Components in 39 C/5 performance indicators with inputs of the SIDS platform in HQ;
 - Enhancement of the monitoring instruments that enable the Organization to trace the activities and financial contributions dedicated to SIDS: addition of SIDS AP boxes in SISTER;
- f. Coordination of the reporting on the implementation of the SIDS AP with support from the SIDS platform in HQ (production of a yearly UN report on SIDS for the UN Joint Unit Inspection) and Field Offices (six-monthly reporting mechanism against a two-year plan).
98. Many tasks that the SIDS Unit would like to implement, and that others would like them to take on, would be useful for the success of the SIDS AP but cannot be achieved with the current human resources available for the coordination of the programme. These include:
- Efficient fund raising for the Action Plan;
 - Communication on the SIDS AP and awareness raising on SIDS challenges and needs;
 - Sharing of guidelines and best practices on the implementation of the SIDS AP with SIDS Focal points and Field offices;
 - Supporting activities that enhance collaboration between SIDS and other Member States.
99. Interviewees within UNESCO HQ and Field Offices generally agreed that the coordination of the SIDS AP should remain within the Small Islands and Indigenous Knowledge Section in the Natural Sciences Sector at Headquarters. Most interviewees agreed that it would not make sense to create a SIDS Department similar to the Africa Department as this might lead to the superposition of too many priorities within UNESCO and dilute their visibility. They all concurred that the SIDS Unit should have enhanced human resources in particular to effectively coordinate fundraising for the SIDS AP and communication on the SIDS AP.
100. Interviewed SIDS Member State representatives regretted that the SIDS Action Plan was insufficiently promoted. They stressed that the SIDS Action Plan should be used as an input to mobilize resources by UNESCO and that other donor Member States should step to the plate. At the moment, XB funds for the SIDS AP are primarily raised at the level of each programme sector and Field Office and hence results are uneven. Some priorities have more difficulties to attract donors and could achieve better results if fundraising were organized for the SIDS AP as a whole.
101. Some SIDS were able to raise funds using the SIDS AP for advocacy (Cook

Islands, Seychelles). An interviewed donor Member State affirmed: “*the SIDS AP clarifies what UNESCO does or does not do for SIDS and how it relates to the 2030 agenda and the SAMOA Pathway*”. As such it is helpful for a donor to look into the SIDS AP and fund SIDS AP activities that are aligned to its own priorities.

102. Several interviewed SIDS Permanent Delegations and UNESCO staff members regretted that XB funds raised for the SIDS AP remained insufficient to achieve the ambitions of the SIDS AP and did not offer the possibility to increase the human resources for the coordination and implementation of the SIDS AP. An interviewee at UNESCO HQ claimed that “*the limited resources for the implementation of the SIDS AP narrow the scope of activities and their quality. It also limits the communication and advocacy aspects we should have around the AP.*”

2.2.3 In spite of high expectations intersectoral cooperation remains challenge

103. The 37 C/Resolution V on Reinforcing UNESCO’s strategy on Small Island Developing States (SIDS), adopted by the General Conference in November 2013, asked for a UNESCO SIDS AP to follow up on the Third International Conference for SIDS in SAMOA. It invited UNESCO to implement the SIDS AP “taking full account of interdisciplinary connections between all major programmes and interregional linkages among SIDS worldwide.”

104. Intersectoral cooperation is observed at Field Office-level where colleagues from different sectors have opportunities to exchange on their respective projects and work together for fundraising purposes. It is also observed in Headquarters, mostly under extrabudgetary funding, when donor this requires multidisciplinary expertise.

105. Barriers to intersectoral cooperation within UNESCO are not specific to the SIDS AP. Reporting in UNESCO is organised per major programme in the C/5 documents and not per topic. This explains the structure of UNESCO’s SIDS AP itself, as each priority of the AP corresponds to a UNESCO Major Programme or Sector.

106. Programme Specialists are evaluated against the achievement of Expected

Results linked to their Major Programme that might include a SIDS component. The SIDS AP itself is not attached to Expected Results common to all priorities that would encourage intersectoral approaches. It does not have budget codes for implementation of joint projects. Another limitation to intersectoral approaches is the coordination costs of organizing and implementing such initiatives. The scarce resources available in UNESCO’s regular budget could not cover these costs.

2.2.4 Coordination of the SIDS AP at field level is insufficient

107. Interviews with Programme Specialists in Field Offices highlighted that, for most of them, the AP has not changed the way they work with SIDS. Many consider the SIDS AP “*a policy document rather than an implementation plan*”. For them, the value added of the SIDS AP is limited and activities are still “*business as usual*”. Most Programme Specialists do not take the SIDS AP into consideration when programming their activities as they consider these objectives already imbedded in their work. However, a few specialists affirmed that the SIDS AP helps them “*to prioritize actions to implement in SIDS*”.

108. Processes to ensure that Field Offices contribute to the SIDS AP do exist, but are insufficient. The workplans contributing to the SIDS AP are elaborated in HQ, in collaboration with colleagues from the Field Offices. Field Offices work with a range of different frameworks: the 2030 Agenda, UNDAF, national and regional strategies, UNESCO strategies for Gender Equality, youth, Africa and the SIDS AP. Some Programme Specialists find it difficult to fit new plans into their work structures.

109. Field Offices feel disconnected from HQ. They only have visibility on what is done at their level and they tend to lack the bigger picture on the implementation of the AP, progress made so far and difficulties encountered by colleagues in other regions and HQ. They would often like more guidance on the objectives behind the SIDS AP, e.g. “*what impact should the SIDS AP have on our usual work with SIDS?*”

110. Coordination of the SIDS AP at (sub-) regional level is a challenge. Field Offices, including Regional Offices, do not have a SIDS AP focal point that could ensure that a strategy for the implementation of the SIDS AP is drafted at regional or national level and would coordinate with Programme

Specialists leading on each priority of the AP.

111. Field Offices lack the human and financial resources to implement the SIDS AP. Because of limited human resources, UNESCO's country presence is modest. Some field-based Programme Specialists explained that they cover 19 countries. This restrains the possibilities to be frequently present there. Besides, transport to SIDS can be challenging for Programme Specialists as they need to overcome geographic spread and isolation of SIDS. Travelling to SIDS involves dealing with issues of no direct flights, different time zones and high travel costs. In some countries, such as Comoros, where Internet connections do not always function, not being present locally is a real barrier to the progress of activities.

112. In some countries, the field structure can be difficult to understand for SIDS local authorities. This is particularly true in the Caribbean, where the lead for Natural Sciences is located in a different office than the lead for Education, making it confusing for National Commissions to deal with different UNESCO Offices. This observation is also true in Comoros, where it is not always clear for local actors if the interlocutor at UNESCO should be the person responsible for Comoros in Nairobi, the thematic lead in Nairobi or the thematic lead at HQ. Several interviewed stakeholders felt frustrated that they could not efficiently communicate with UNESCO on their needs and difficulties encountered in the implementation of projects. The capacity and long-term institutional memory of a National Commission contributes to communications and relevance. A well-governed and resourced National Commission facilitates UNESCO's activities in a country.

2.3 Effectiveness

The adoption of the AP in 2016 led to the subsequent adoption of a strategy for the first phase of implementation of the SIDS Action Plan within the approved programme and budget for 2016-2017 (38 C/5). This implementation strategy can be found in document 199 EX/5.INF.REV of the Executive Board (April 2016). It contains the performance framework and related Key Performance Indicators for the first stage of implementation of the AP. It is worth noting that, since activation of this performance framework, a subsequent one has been adopted under 39 C/5. However, no consolidated reporting has yet taken place on the basis of the latter.

This section examines the level of achievement of the AP on the basis of the following elements:

1. The formal reporting and monitoring conducted by UNESCO and the SIDS Unit on the basis of the performance framework for the first phase of the SIDS AP (2016-2017) as per the KPIs implemented under the 38 C/5
2. The qualitative perceptions provided by interviewed stakeholders regarding the level of progress achieved by the AP to date
3. The observations pertaining to activities implemented by Field Offices in pursuit of the SIDS AP objectives

2.3.1 Progress is achieved on projects under the SIDS Action Plan

113. Document 201 EX/5 Part I (A) adopted by the Executive Board in March 2017 provides an overview of the progress made towards implementation of the SIDS AP in its first year of operation. As mentioned in the document, the preparation of the progress report responded to 197 EX/Dec.5.I.D, and 199 EX/Dec.5.I.A, which requested the Director-General to report on the progress made towards the further implementation of the Small Island Developing States (SIDS) Action Plan at the 201st session.

114. Based upon the SIDS-specific reporting provided in SISTER for the 38 C/5, highlights of progress achieved within the five priority areas of the SIDS Action Plan were summarized in the document in narrative form. In addition, detailed reporting for each Expected Result KPI with SIDS-specific targets was developed. The progress report is based on both regular programme and extrabudgetary funding.

115. The report does not provide a clear and concise general overview of the level of progress and main achievements, qualitative or quantitative, of the AP as a whole. This is illustrated by the absence of any assessment of whether the level of implementation is satisfactory. The global appreciation of the AP in the report highlights the following:

- a. The advantage taken by UNESCO of synergies across major programmes, as well as of interventions at both policy and community levels, to advance the implementation of the SIDS Action Plan;
- b. The usefulness of multi-stakeholder and multidisciplinary approaches connecting vulnerable communities with policy makers, scientists with citizens, and the local with a global dimension to advance implementation of the AP;
- c. The added value of intersectoral synergies to enhancing SIDS community resilience in the face of climate change and natural disasters, for example, the development of coping and adaptation strategies in ocean sciences, the Sandwatch programme, Education for Sustainable Development (ESD), social development, freshwater sustainable management, preservation of biodiversity, preservation of tangible and intangible cultural heritage and the use of ICTs to share knowledge.

116. None of the above indicate whether the level of implementation and results achieved are satisfactory. Most importantly, however, the report does not indicate to what extent the Action Plan has managed to generate change, which would not have been generated in its absence. In other words, the reporting failed to capture the specific added value of the Action Plan compared to a counter-factual scenario (i.e. the absence / non-existence of a SIDS AP). This indicates that the current performance framework and monitoring data do not allow for a full and sound assessment of the extent to which results have been achieved.

117. Document 201 EX/5 Part I (A) provides a narrative assessment of the main highlights of progress achieved towards the first phase of implementation under each of the AP priority action areas. The following table summarizes some of the main achievements as described in the document. It is important to note that the highlights were not documented by the evaluation team, but were produced by UNESCO for internal reporting purposes.

Table 3 Key achievements in first year of AP implementation

AP priority area	Main achievements (first phase of SIDS AP implementation)
<p>Priority 1: Enhancing island capacities to achieve sustainable development through education and the reinforcement of human and institutional capacities</p>	<ul style="list-style-type: none"> • SIDS national capacities were strengthened to develop and implement policies and plans within a lifelong learning framework, in particular with a policy review completed in Saint Kitts and Nevis and another policy review for Bahamas launched. • Capacities of SIDS Member States were strengthened to design and implement policies aimed at transforming TVET. Notably, Saint Lucia has developed a new TVET policy. • UNESCO provided technical support to reinforce teacher education and professional development in SIDS. • UNESCO supported SIDS in implementing the Global Action Programme (GAP) on Education for Sustainable Development (ESD).
<p>Priority 2: Enhancing SIDS' resilience towards environmental, ocean, freshwater and natural resources sustainability</p>	<ul style="list-style-type: none"> • STI policies, the science-policy interface, and engagement with society including vulnerable groups, were strengthened, in particular through capacity building in 2016 in order for the Bahamas to develop and

	<p>strengthen implementation of their STI policy.</p> <ul style="list-style-type: none"> • In the area of research and education in the basic sciences, human and institutional capacities were enhanced, through synergies among UNESCO's network of partner institutions. • In the area of scientific understanding of ocean and coastal processes, IOC has refocused its ocean science programmes with the aim of increasing awareness and mobilizing the scientific capacities of its Member States to address the challenges defined by the SDGs, the Samoa Pathway, the Sendai Framework and the Paris Agreement on Climate. • In the framework of coastal resilience and climate change education, in the AIMS, Caribbean and Pacific SIDS, the capacities of teachers' and community groups' were enhanced to introduce climate change across formal and informal curricula through UNESCO's course on Climate Change Education Inside and Outside the Classroom. • Global cooperation in the geological sciences was expanded, in particular through the promotion of Earth Science 		<p>education in Latin America in 2016.</p> <ul style="list-style-type: none"> • SIDS Member States have reduced their vulnerability and enhanced their resilience to natural hazards by strengthening their capacities in DRR, in particular through the implementation of the UNESCO-VISUS multi-hazard school safety assessment methodology. • Member States have received support in order to improve groundwater governance at local, national and transboundary levels.
		<p>Priority 3: Supporting SIDS in the management of social transformations and the promotion of social inclusion and social justice</p>	<ul style="list-style-type: none"> • Progress has been made towards the enhancement of capacities of decision-makers, civil society organizations and other key stakeholders in SIDS to design and implement innovative proposals for the development of public policies in favour of social inclusion and intercultural dialogue. • UNESCO has supported the formulation, review, and implementation of youth-related policies and legislation, with the participation of youth at different levels in Cabo Verde, Cuba, Guinea-Bissau, Timor-Leste, Haiti, and Saint Kitts and Nevis. • Research on school-related gender-based violence (SRGBV) in the Pacific was promoted to

	<p>improve policies and raise awareness on gender-based violence in the education system (with the engagement of universities, teachers, principals and ministries).</p>
<p>Priority 4: Preserving Tangible and Intangible Cultural Heritage and Promoting Culture for Island Sustainable Development</p>	<ul style="list-style-type: none"> Concerning the implementation of the 1972 Convention, one SIDS ratified the Convention. Four SIDS Parties developed new or revised Tentative Lists, and three SIDS submitted nomination files conforming to prescribed requirements. Under the 1970 Convention, six SIDS were supported in the integration of the Conventions provisions, and eight SIDS benefited from awareness-raising initiatives. Concerning the 2001 Convention, three SIDS ratified it and two SIDS adapted their national law. The Technical Advisory Body dispatched four technical missions, including one to assist Haiti in underwater cultural heritage preservation and management. With regard to the 2003 Convention, six SIDS were supported in the integration of the

	<p>Convention's provisions in national laws or policies.</p> <ul style="list-style-type: none"> Under the 2005 Convention, two SIDS ratified the Convention.
<p>Priority 5: Increasing connectivity, information management and knowledge sharing</p>	<ul style="list-style-type: none"> In the area of community media, the 32 phasing-out radio stations have reinforced their capacities to ensure the sustainability of achieved results during the first phase of the project. Local actors in Member States have fostered media development through the International Programme for the Development of Communication (IPDC).

118. When it comes to the level of achievement of 38 C/5 performance indicators, the data which have been produced through formal monitoring instruments (i.e. Document 201 EX/5 Part I (A)) make it complex to provide a blanket statement regarding the overall progress of the AP, as well as to progress achieved against each of its objectives. This is mostly due to the lack of robust, AP-specific monitoring data and indicators.

119. It is interesting to note that reporting was done according to 38 C/5 major programmes and not according to the SIDS AP objectives and actions. This makes it difficult to establish a clear link between performance indicators on the priorities, objectives and actions listed under the SIDS AP.

120. As a result of this, the reporting by UNESCO is first and foremost a picture of the place SIDS occupy in the broader landscape of UNESCO activities, rather than the level of progress achieved against the specific objectives and targets of the AP. Further, the SIDS AP per se does not have its own performance framework,²⁷ which would allow for monitoring progress towards its results.

²⁷ While the AP does have a performance framework, this does not include SIDS AP-specific performance indicators and targets. The SIDS AP performance framework utilizes the general indicators for expected results included in the various UNESCO C/5 planning documents. In other words, the performance framework is generic and does not reflect the specific objectives of the AP as compared to general UNESCO objectives.

121. This said, a general assessment of the limited quantitative and qualitative monitoring information on progress achieved shows that for most Major Programmes and their related indicators, the results achieved by the AP, or at least linked to the AP, are in line with originally expected targets. Most of the information currently available relates to activities and results from 2016.

2.3.2 Member States see added value of projects but not necessarily of AP

122. When asked to what extent goals of the AP have been met, stakeholders often found it difficult to provide an assessment of the overall level of achievement of the different priorities and objectives identified by the AP. When examples were given of achievements of the AP, these tended to be of two natures:

- a. Stakeholders spoke of a specific project or initiative implemented in their own country or region, which could be linked to one or several of the objectives or priorities of the AP. This notably tended to be the case with Member State representatives and local stakeholders.
- b. Stakeholders spoke of benefits of the AP in terms of improved processes, which were not necessarily reflected in the AP performance framework or explicitly recognized as AP objectives. These benefits tended to be related to the expected results captured in the Theory of Change developed for the purpose of this evaluation. Benefits of this kind were usually mentioned by individuals familiar with the organizational set-up and internal processes of UNESCO.

123. Stakeholders recognized numerous valuable initiatives implemented by UNESCO in SIDS. However, the Action Plan's contribution to making these initiatives a reality is unclear. Some field-based Programme Specialists responsible for the implementation of projects linked to the AP indicated that most of those projects would have been implemented regardless of the AP. As such, any tangible results in line with the AP cannot be fully attributed to it. In other words, the additionality of the AP as compared to a 'business as usual'-scenario could not be asserted.

124. This mid-term review considers that UNESCO, with support from its Member States in the implementation of the Theory of Change for the SIDS AP, should be in a position to significantly contribute to the SAMOA Pathway

rather than remain in a "business as usual" scenario.

125. The example of the work done by the IOC on tsunami early alert systems, the biosphere reserve programme and the Sandwatch project are clear examples of how UNESCO activities are generating, or have the potential to generate, positive change in line with the objectives of the AP. The open question is to what extent the existence of the AP has facilitated or driven the implementation and development of these projects.

2.3.3 Field-level observations suggest added value of activities but not of AP

126. The mid-term review provided the evaluation team with a valuable opportunity to gain a first-hand understanding and observe activities and operations implemented by UNESCO in support of SIDS development. The team found that there are numerous activities contributing to progress towards objectives of the Action Plan and the SAMOA Pathway. A sample of these activities were documented in the case studies (see Appendix F: Case studies). To illustrate the relevance of this sample of activities vis-à-vis SIDS AP objectives, we developed the following table:

Table 4 Case study activities and AP priorities

Project / activity title	Contribution & link to SIDS AP priorities	Contribution & link to C/5 expected results or major lines of action
Towards Climate Change Resilience: Minimising Loss & Damage for Pacific Communities	Priority 2 / Objective 3, Action 3.2. To a lesser extent: Objective 2, Actions 2.2, 2.3 2.4, 2.8;	Phase 1 (37 & 38 C/5): Risk reduction improved, early warning of natural hazards strengthened and disaster preparedness and resilience enhanced

		Phase 2 (39 C/5): Member States, local communities and indigenous peoples have increased their capacity to mobilize local knowledge systems and build synergies with science, to address challenges of sustainable development; & ER7 Member States have strengthened their response to water security challenges towards the achievement of water-related SDGs and targets and other targets from relevant international water agendas
Pacific Heritage Hub	Priority 4 / Objective 2 Other priorities indirectly	Tangible heritage identified, protected, monitored and sustainably managed by Member States, in particular through the effective implementation of the 1972 Convention in 38C/5

Tuvalu Memory of the World Committee's Programme	Priority 5 / Objective 3: Action 3.1, Action 3.2	Promoting an enabling environment for freedom of expression, press freedom and journalistic safety, facilitating pluralism and participation in media, and supporting sustainable and independent media institutions.
Caribbean Centre for Educational Planning	Priority 1	MLA 1: Supporting Member States to develop education systems to foster high-quality and inclusive lifelong learning for all
Jamaica Youth Ambassadors Programme	Priority 1 Priority 3	MLA 3: Empowering learners to be creative and responsible global citizens MLA3: Building policies through a participatory process with stakeholders in both the fields of youth and of sports; supporting youth development and civic engagement

127. In all of these cases, following careful analysis, the team considered the projects to be:

- a. In line with national or regional priorities;
- b. In line with the SIDS AP;
- c. Yielding results in line with original expectations as well as with SIDS AP objectives.

128. Of course, case study activities represent a small sample of the full UNESCO portfolio of activities in support of SIDS development. However, evidence gathered from these observations did provide re-assurance with regard to the value of the work conducted by UNESCO in support of SIDS as well as with regard to the relevance of these activities vis-à-vis SIDS AP priorities. In spite of this, there is very limited evidence supporting the assumptions that:

- a. These activities came to exist as a result of the existence of the AP;
- b. The design and objectives of the projects were in one way or another influenced by the existence of the SIDS AP and the strategic priorities it identifies.

129. As such, while it appears that tangible results are generated as a result of the implementation of the AP, it appears that the extent to which the AP has effectively allowed UNESCO to leverage additional resources to improve and enhance the work it conducts in support of SIDS is limited.

2.4 Sustainability, communication and dissemination

Sustainability is concerned with whether the benefits of an activity are likely to continue after the assistance has been completed. This section focuses on:

- Major factors that influenced the achievement and non-achievement of sustainability of the benefits of the AP;
- Communication efforts on the SIDS AP;
- The impact of the SIDS AP on the visibility of UNESCO's efforts towards SIDS.

2.4.1 Sustainability of activities implemented under AP challenged

The lack of financial and human resources to implement the SIDS AP is a major challenge to the sustainability of activities implemented under it. This

has significant implications pertaining to the nature and structure of activities implemented in SIDS. Field Offices tend to work with limited budgets for SIDS, which do not allow for a holistic approach at national level. As a result, UNESCO's intervention at field level is highly oriented towards upstream, and often fragmented, activities. Projects will often involve the organization of workshops, policy advice and technical assistance to governments and capacity building activities.

130. UNESCO's activities are considered as highly relevant to local needs and Programme Specialists tend to involve local stakeholders in the design and implementation of activities to ensure local ownership. However, project case studies indicate that this is not always sufficient to guarantee practical use of results. When an activity is closed, Programme Specialists tend not to have time and resources to go back to the field and verify whether all actors have done the necessary to ensure use of results and / or replication or scaling up of activities. It is essential that UNESCO follows up on past initiatives to verify that the results are disseminated and used and to build on past experiences and refine logics of intervention based on lessons learned in order to seize opportunities to replicate or scale up activities.

131. In Comoros, for example, the Sandwatch project can be considered a successful initiative. This project is designed to help young people, students and their communities understand the impact of climate change on beaches and coastal areas and, consequently, identify mitigation and adaptation solutions. Sandwatch is aligned with the national climate change policy in Comoros and with the country's efforts to combat coastal zone degradation. It was implemented in a private school (the French school Henri Matisse in Moroni) with that school's financial contribution. The project was successful in raising awareness of the dangers of beach and coastal zone degradation among students involved in the investigation. However, it also helped raise such awareness among local communities and authorities who were informed of the results of these investigations.

132. It is regrettable that the project and its results are unknown to the current Ministry of Education, as it would seem relevant to implement the project in other schools in the country. The perspectives for scaling up will remain non-existent without the intervention of UNESCO, its National Commission or project partners and beneficiaries to communicate the project's results, raise funding and mobilize actors. In general, National Commissions could play a

stronger role in the follow-up on past activities, even though they often have significant financial and human resource constraints.

133. Another challenge that impacts sustainability of the SIDS AP is the relatively weak institutional memory within UNESCO and its National Commissions observed during the field visits. Processes for efficient handover of past projects and initiatives are not always in place. Occasionally high turnover of staff in Field Offices turns this into a significant issue. Consequently, when a new Programme Specialist is appointed she or he frequently needs to rebuild their programmes.

134. UNESCO's ability to work on an integrated approach was underlined by several interviewees at the field level as another factor that can influence achievement of sustainability of the SIDS AP. UNESCO does not have the resources to support SIDS in addressing all their challenges. Yet it can contribute to building and sustaining an integrated approach designed in collaboration with other UN agencies and international cooperation actors. From this perspective, it is crucial that UNESCO continues to participate in the elaboration and implementation of UN frameworks of intervention at regional and national levels.

2.4.2 Communication efforts on SIDS AP have been insufficient

135. Numerous Member State representatives and UNESCO staff see the SIDS AP as an instrument that should be used for outreach- and fundraising purposes. Paradoxically, because of the limited human resources for the coordination of the Action Plan, no communication strategy and no overarching fundraising strategy were developed for it. Communication efforts have been oriented toward reporting on support for SIDS to the UN system and the Inter-Agency Consultative Group on SIDS (IACG).

136. The Executive Board document 199EX/5.INF.REV of April 2016 described approaches to mobilizing resources for SIDS. Paragraph 26 listed pathways to explore, representing a good point of reference to mobilize resources for SIDS. These guidelines could be further developed into a solid overarching strategy with clear actions defining the roles and responsibilities of UNESCO Major Programmes in HQ, the UNESCO SIDS Unit, UNESCO Field Offices including National Offices, UNESCO SIDS (associate) Member States and

UNESCO non-SIDS Member States. Interviewees among UNESCO staff at HQ and field level expressed the wish for such a strategy. This strategy should explore solutions to compensate for the lack of funding for certain priorities of the Action Plan and in particular for Priorities 3 and 5.

137. The involvement of UNESCO networks and partners, both internationally and 'on the ground', in raising awareness of the SIDS-AP has generally been scarce. During the mission in Comoros it was noticed that apart from the SG of the National Commission, the actors in Comoros had never heard of the SIDS AP before our field visit.

138. A Field Office Programme Specialist suggested that the SIDS AP could be used as a brand to increase the visibility of UNESCO's efforts towards SIDS and support fundraising. An interviewed donor mentioned that UNESCO should "*seize all opportunities to communicate on the need to support SIDS financially*" e.g. at "*UNESCO's partners Forum but also in communications from the Director General of UNESCO that have a strong impact on the orientation of Member States extra-budgetary funding*".

139. Internal communication is insufficient. Several interviewees in Field Offices affirmed that they would appreciate guidance for fundraising in SIDS: a "*narrative explaining why a donor should invest in UNESCO's support to SIDS*", a list of donors to be approached at HQ-level and FO level and guidance on how to work with middle-income SIDS.

140. Communication for the purpose of resource mobilization should focus on timely data on results. Efforts made to improve the monitoring of activities contributing to SIDS and to the SIDS AP should be appropriately acknowledged. These efforts need to be sustained as donors require quality reporting on the use of allocated funds and their results, i.e. their outcomes. It is significant that some interviewees among SIDS and donor Member States mentioned that a sometimes perceived low degree of responsiveness of UNESCO due to lack of human resources can negatively affect the Organization's image. For example, donors mentioned that it is important to submit progress and final reports on funded projects on time to allow them to provide timely feedback.

2.4.3 AP does not yet increase visibility but clarifies objectives and priorities

141. The common consensus among stakeholders including UNESCO partners is that the AP is a well-structured document that describes the main tenets of UNESCO's sectoral work in basic priorities and principles. It is seen as a simplification of very complex multi-disciplinary work of UNESCO and easy to read and understand for Member States. The AP supports the image of an organization that is committed to SIDS and is well-perceived by SIDS and partners as well as other UN agencies. There are doubts, however, to what extent the AP has encouraged UNESCO's interventions and strengthened visibility. UNESCO's overall visibility in SIDS regions is not always strong, for example in comparison to other UN agencies like UNICEF or UNDP. The fact that UNESCO has limited resources reduces opportunities for collaboration.
142. The AP is not always used consistently as a guiding framework document for setting up and maintaining partnerships or for the implementation of activities. Officials of relevant regional partners or stakeholder organizations were not always aware of the existence of the AP. This may explain why, in the survey among National Commissions, 25% of respondents "somewhat disagree or totally disagree" with the statement that UNESCO's support to SIDS is stronger and more visible since 2016. In the interviews, stakeholders and partner organizations mentioned more than once that while, in their view, the SIDS AP now mainly serves for HQ to increase visibility on SIDS within UNESCO itself it should, going forward, increasingly serve to strengthening outreach.

3. Lessons learned and conclusions

This **lessons learned and conclusions** chapter presents the results of the mid-term review in relation to the hypotheses of the Theory of Change and the overall value added of the SIDS AP.

The Theory of Change as co-constructed with the evaluation reference group in the framework of this mid-term review indicates that in order to successfully reach the expected results of the SIDS Action Plan, UNESCO should ensure it achieves the following outcomes:

- a. Identify the necessary human and financial resources to implement and coordinate the AP;
- b. Effectively mobilize partners to contribute to the SIDS AP including within the UN family of institutions;
- c. Develop cross-cutting and cross-sectoral approaches;
- d. Enhance dialogue and knowledge sharing among SIDS and between SIDS and other Member States;
- e. Enhance visibility of UNESCO's support to the sustainable development of SIDS;
- f. Ensure that the M&E framework for the SIDS AP enables UNESCO to effectively report on progress to Member States and the United Nations.

This section provides the conclusions of the mid-term review in relation to these targets of the Theory of change. It also concludes on the overall value added of the SIDS AP in comparison to a « business as usual » scenario.

3.1 On resources available to effectively implement and coordinate the SIDS AP

143. UNESCO is lacking the human and financial resources necessary to fully implement the SIDS AP and achieve the ambitions behind its five priorities. Human resources are lacking for the establishment of an effective coordination mechanism, the development of a fundraising strategy for the entire SIDS AP and the development of a communication strategy oriented

towards resource mobilization for the AP.

144. The SIDS Unit is clearly lacking a senior level position to lead the necessary organizational changes to address the challenges facing the AP and, in particular, the mobilization of financial resources for the SIDS AP. These responsibilities cannot be placed on the shoulders of an Associate Programme Specialist already in charge of all reporting on the implementation of the SIDS AP and the contributions to the SAMOA Pathway, communications, advocacy and the organization of meetings with SIDS (associated) Member States as well as running a programme for Natural Sciences in SIDS.

145. The consensus among stakeholders is that the financial challenges UNESCO faces inhibit an effective implementation of the AP and reduces the quality and sustainability of UNESCO's actions.

146. The need for a well-thought out overall fundraising strategy for the SIDS AP has been mentioned repeatedly by internal stakeholders. Yet the SIDS AP is caught in a vicious circle as, without the necessary human resources, an effective fundraising strategy for the SIDS AP cannot be developed or implemented. The implementation of the SIDS AP will then remain under the responsibility of each sector, with potentially uneven results.

3.2 On the mobilization of partners to contribute to the SIDS AP

147. UNESCO's work on SIDS is highly valued by other partners including other UN agencies. UNESCO is recognized as an organization that has been consistently contributing to sustainable development of SIDS including in areas that are unique to its mandate, such as safeguarding tangible and intangible cultural heritage. Many of its projects and initiatives are considered extremely interesting to project partners and beneficiaries, in particular the Sandwatch programme, IOC's work on early warning systems, Disaster Risk Reduction (DRR) and post-disaster response and recovery as well as its work to Promote Biodiversity Conservation in SIDS through biosphere reserves.

148. In addition, UNESCO is seen as successful in aligning objectives of the

SIDS AP to other strategic frameworks such as the UN system implementation of the SAMOA Pathway; the United Nations Multi-Country Sustainable Development Framework (UN MSDF) in the Caribbean 2017-2021; the joint UNDAF for Seychelles and Mauritius; and the UNDAF for Comoros. UNESCO is generally involved in follow-up on implementation of these frameworks and seen to make efforts to cooperate with local UN coordination offices to identify opportunities to collaborate with other UN agencies. These efforts are fundamental to ensure UNESCO can contribute to strategies that offer a holistic approach.

149. Working with these multiple frameworks can be challenging for UNESCO's Field Offices and partners. For this reason, the AP is not used consistently as a guiding framework. As a result, officials of regional partners or stakeholder organizations were not always aware of the existence of the AP, especially when compared to the awareness of the AP at project level. During interviews, stakeholders and partner organizations mentioned several times that, in their view, the SIDS AP serves for UNESCO HQ to increase visibility on SIDS within UNESCO itself and that it should serve to increase outreach.

150. The involvement of UNESCO networks and partners, both internationally and on-the-ground, in raising awareness on the SIDS AP has been scarce. UNESCO could make a better use of its network of National Commissions and UNESCO Chairs to raise awareness of the SIDS AP.

3.3 On the development of cross-cutting and cross-sectoral approaches

151. UNESCO is considered as very well positioned to support SIDS in their sustainable development. Its thematic competencies, networks and delivery instruments place it in a unique position to offer an integrated approach to resolving SIDS challenges. SIDS Member States have high expectations of UNESCO's ability to deliver multidisciplinary initiatives offering integrated solutions to SIDS needs.

152. Intersectoral approaches are developed within UNESCO, in particular at field level but also at UNESCO HQ, for example through the Sandwatch programme. UNESCO should ensure that these initiatives are visible and

encouraged. Barriers to intersectoral cooperation exist within UNESCO and are not specific to the SIDS AP. They are linked to the Organization's programming, budgeting, monitoring and reporting systems.

153. The existence of the SIDS Unit and focal point network is an advantage, as it allows focal points from sectors to meet but its existence is not yet sufficient to induce structural change.

3.4 On dialogue and knowledge-sharing among SIDS and with other Member States

154. UNESCO's contribution to the enhancement of dialogue and knowledge-sharing among SIDS is acknowledged in the Caribbean and Pacific sub-regions. In these regions, UNESCO has developed sub-regional strategic frameworks and regularly develops multi-country initiatives, such as the Caribbean support to Cuba and the Dominican Republic to assess and review their teacher standards. In the Pacific, it has organized training events to develop or review Tsunami Standard Operating Procedures (SOPs) in Cook Islands, Solomon Islands, Tonga and Vanuatu. In addition, UNESCO is considered well-connected to SIDS regional or international organizations such as the Alliance of Small Island States (AOSIS), the Pacific Islands Forum, the Caribbean Community and others.

155. Some interviews highlighted that UNESCO's links with the Indian Ocean Commission should be strengthened. The situation is complex in SIDS from Africa, Indian Ocean, Mediterranean and South China Sea (AIMS): they are geographically spread and range from low-income to middle income countries. It is therefore challenging to develop multi-country initiatives and regional dialogue. UNESCO however does develop projects contributing to enhancing dialogue and knowledge-sharing among AIMS SIDS.

3.5 On the visibility of UNESCO's support of SIDS sustainable development

156. The SIDS Action Plan is a good policy framework that provides clarity on UNESCO's priorities in relation to SIDS and its contribution to the SAMOA Pathway. Donors consider it a valuable reference document that supports their decision-making when allocating extrabudgetary funding to SIDS.

However, the AP itself is not enough to strengthen the visibility of UNESCO's efforts and actions for SIDS. It needs to be supported by an effective communication strategy oriented towards fundraising.

157. Despite the fact that UNESCO is considered as well positioned to support the sustainable development of SIDS, players with greater resources have stronger visibility at field level (UNICEF, UNDP, European Commission). In SIDS with no UNESCO representation, it can be challenging to be visible and set up and implement initiatives.

3.6 On UNESCO's ability to monitor and evaluate progress of SIDS AP

158. The adoption of the Action Plan represents a watershed moment for UNESCO in terms of its ability to track and monitor its activities benefitting SIDS. Since the introduction of the AP, UNESCO has taken two key steps in this direction:

- a. It adopted SIDS specific results objectives and related Key Performance Indicators as part of its regular programming activities. Along with the adoption of the AP, for the first time and upon the request of the Executive Board, SIDS-specific targets have been identified in SISTER for each relevant 38 C/5 and 39 C/5 Expected Result in line with the Priority Areas defined in the Action Plan.
- b. The Organization is now equipped to monitor progress towards these objectives in an automated and efficient manner. This is thanks to the new functionalities included in the SISTER project management and tracking system, which allows for tagging projects and their results as being specific to SIDS. Therefore, SIDS are now embedded in UNESCO's project monitoring and tracking system.

159. Both of these elements have resulted in an increased capacity for the Organization to generate an accurate and comprehensive overview of its efforts to contribute to sustainable development in SIDS. This has resulted, for instance, in an increased capacity to generate data regarding the overall contribution of UNESCO towards SAMOA Pathway objectives. To illustrate this, the majority of quantitative data included in this report regarding the volume of funding and the number of projects benefitting SIDS would have been very difficult to collect, say, five years ago (i.e. before the

implementation of the SIDS AP).

160. UNESCO's monitoring framework for SIDS support has been described by the UN as a good practice which should be replicated by other UN bodies. The Comprehensive Review of United Nations System Support for Small Island Developing States report, published by the Joint Inspection Unit, stated that "*according to the good practices in organizations such as the United Nations Educational, Scientific and Cultural Organization (UNESCO) and the United Nations Office for Disaster Risk Reduction (UNISDR) could be shared with other organizations of the United Nations system that have not yet designed specific objectives or indicators to measure the achievements of their work for the specific group of SIDS.*"

161. This said, the current reporting and monitoring system still has one major limitation directly affecting the Organization's capacity to monitor and evaluate progress towards reaching objectives of the SIDS AP. The current AP results framework is identical to that of UNESCO's general programme of action. Targets established for SIDS are simply defined in terms of the number of SIDS benefitting from a UNESCO action or which have taken specific measures to address an issue.

162. This implies that the performance framework is well-suited to measure the share of UNESCO efforts targeting SIDS. However, it is unfit to measure and capture whether and, if so, how UNESCO contributes to the specific needs of SIDS. To mitigate this disadvantage, UNESCO would need to develop a specific results framework, which is fully in line with the ambitions of the AP and is able to capture the results at outcome and impact level of the support provided to SIDS.

3.7 On progress made in five sectorial priorities of SIDS AP

163. This review has allowed for gathering a body of evidence pointing to the fact that contributions were made in recent years to the different priorities set forth by the AP. The formal reporting conducted by the Organization to the Executive Board captured some of the most important contributions made by it to the different sectorial priorities and provided specific examples of projects which have been particularly successful at doing so. The field visits allowed the evaluation team to identify and witness some of these achievements first-

hand.

164. The different projects and initiatives delivered by UNESCO, either in SIDS or which include an important SIDS component, are highly valued by project partners and beneficiaries. UNESCO is making a difference in SIDS and is universally perceived as an organization that is well-placed to contribute to the promotion of sustainable development in SIDS contexts. UNESCO is perceived to be a unique institution given its thematic mandate, its cutting edge expertise, its global nature and its extensive network of grassroots organizations and partners.

165. This said, since the launch of the Action Plan the Organization is still incapable of providing a clear-cut assessment of the headway made in achieving each of its five priority objectives. This is mainly the result of the lack of a tailored monitoring and performance framework for the AP, but also the product of the lack of resources to more intensively monitor and follow up on work being done throughout the Organization.

166. This review indicated that while UNESCO's work is in line with and contributes to the objectives stated in the AP, there is a high level of uncertainty regarding the additionality of the AP. In other words, many stakeholders believe that the results achieved over the last two years towards the objectives of the AP would have probably taken place in the absence of the AP.

3.8 On the value added of the SIDS AP compared to a 'business as usual'-scenario

167. The AP is seen as a solid general policy framework that brings together priorities identified by UNESCO and SIDS Member States in terms of support to the most important challenges encountered by SIDS. It establishes a clear link to the relevant SDGs and subsequently indicates where UNESCO efforts will focus. It indicates the willingness of UNESCO to play an active part in the delivery of the SAMOA objectives.

168. For many stakeholders, the main added value of the AP lies in the commitment it expresses with SIDS challenges as defined at the 2014 Third SIDS Conference, where the SAMOA Pathway was agreed on. As a result,

it has raised significant expectations, especially within the SIDS community. However, the SIDS AP has not yet raised sufficient resources to meet these expectations. The risk is that UNESCO is seen to not deliver on the objectives of the SIDS AP. There is a risk that without additional resources to enhance UNESCO's support to the sustainable development of SIDS, delivery of the AP may be negatively affected.

169. It is evident that the adoption of the UNESCO SIDS AP (2016-2021) is a step in the right direction towards UNESCO's support of SIDS sustainable development. UNESCO is widely considered well-placed to take this on due to its comparative advantages, including potential for intersectoral cooperation. However, the insufficient human and financial resources limit UNESCO's delivery and therefore the AP has not gained sufficient momentum to demonstrate its benefits.

170. Building on its achievements so far, UNESCO and its Member States should further reflect on the ambitions of the Plan and make more focused use of this policy document to raise awareness and funding for the AP. This will require a joint effort between UNESCO, its Member States and non-governmental actors to ensure that the necessary resources and adequate operational mechanisms that facilitate intersectoral and multi-disciplinary approaches become available and lead to progress towards the objectives set for 2021 and the delivery of the SAMOA Pathway.

171. With these combined efforts, UNESCO and its partners can induce a virtuous cycle for the AP, where the generation of data and success stories support communication strategies that improve visibility, which in turn support fundraising, leading to greater resources to strengthen the SIDS AP. In as far as SIDS represent the frontline of global sustainable development, now is the time to invest in UNESCO's SIDS AP.

4. Recommendations

4.1 Enhance financial and human resources available for the SIDS AP

172. In order to implement this recommendation, the following actions may be undertaken:

- a. Creating a dedicated extra-budgetary mechanism that allows donors to contribute funding to coordination as well as intersectoral initiatives;
- b. Reclassifying the current SIDS focal point post in SC/PSCB/SII to a level commensurate with the functions and duties of the post, leading on coordination, fundraising and operationalization of the SIDS AP;
- c. Recruiting an additional junior-level professional that would support the SIDS Unit in particular on communication;
- d. Improving communication with Field Directors in offices covering SIDS to increase their awareness and understanding of the SIDS Action Plan and facilitating training for Programme Specialists pertaining to their responsibilities vis-à-vis the Action Plan.

4.2 Foster the relevance of SIDS AP within UNESCO's global priorities

173. In order to implement this recommendation, the following action may be undertaken:

- a. Realizing an in-house reflection on the SIDS AP with divisions / departments responsible for Gender Equality, Priority Africa and Youth to: (a) Identify specific needs of SIDS on UNESCO's global priorities and on Youth; (b) Define how they could bring in their expertise to better integrate these priorities to UNESCO's implementation of the SIDS AP.

Noting that six of the SIDS are in the sub-Saharan Africa region, Priority Africa is particularly well-placed to demonstrate the mobilization of the Action Plan within its work programme.

4.3 Improve the operationalization of the SIDS AP

174. In order to implement this recommendation, the following actions may be undertaken:

- a. Developing an overall fundraising strategy for the SIDS AP, specifying particular challenges of raising funds for SIDS and ways to overcome these, targeted donors and the role of Member States, HQ and Field Offices;
- b. Developing a narrative for fundraising purposes explaining why donors should invest in UNESCO's support to SIDS;
- c. Developing and coordinating a communication strategy, with a dedicated budget, aimed at fundraising. This should specify the role of Member States, HQ and Field Offices in the implementation of this strategy and may be done by mobilizing the additional human resources that would be allocated to UNESCO's SIDS Unit (cf. Recommendation 1);
- d. Using the SIDS AP as a brand for communication and fundraising purposes.

4.4 Enhance internal coordination of the SIDS AP

175. In order to implement this recommendation, the following actions may be undertaken:

- a. Enhancing coordination between HQ and Field Offices: provide guidance on the purpose and the use of the SIDS AP;
- b. Ensuring that Directors of UNESCO Field Offices responsible for SIDS develop a strategy on the implementation, monitoring and communication of the AP;
- c. Enhancing inter-SIDS Office knowledge exchange including across regions. Consider enhancing inter-SIDS Office knowledge exchange including across regions.

4.5 Enhance the monitoring and evaluation of the SIDS AP

176. In order to implement this recommendation, the following actions may be undertaken:

- a. Developing a SIDS AP-specific performance and monitoring framework which captures the true added value of the AP, as well as the uniqueness of the support provided by UNESCO to promoting sustainable development in SIDS. The framework should include one or two Key Performance Indicators reflecting outcomes of the strategy and not only outputs;
- b. Developing a mechanism whereby responsibility for the correct attributions of activities in SISTER to the SIDS AP is located within the relevant Offices / Sectors;
- c. Developing a few overarching Expected Results in the SIDS AP to encourage intersectoral approaches. Crosscutting Expected Results that are common to several sectors are likely to encourage intersectoral collaboration.

4.6 Improve the visibility of UNESCO's SIDS AP

177. In order to implement this recommendation, consider the following action:

- a. Developing 3-4 intersectoral flagship projects that UNESCO could use to communicate on its SIDS AP. These should focus on cross-cutting themes of the Action Plan considered as more important or urgent than others by the SIDS, the Executive Board and the ADGs. These programmes should be intersectoral and integrate all UNESCO priorities (Gender and Africa) and Youth.

Appendix A: Terms of Reference (ToR)

1. Introduction

This document outlines the Terms of Reference for an external evaluation of the [UNESCO Small Island Developing States \(SIDS\) Action Plan \(AP\)](#). This Plan is a UNESCO response and contribution to the SIDS Accelerated Modalities of Action (SAMOA) Pathway, an outcome of the Third International Conference on SIDS held in September 2014 in Apia, Samoa which urges the international community to assist SIDS in their effort to achieve sustainable development. The SIDS-AP is inter-sectoral, focuses on the areas of UNESCO's competencies in education, the sciences, culture and communication and runs from 2016 to 2021.

2. Background

History and current status

UNESCO has been one of the pioneering UN agencies supporting SIDS in their efforts to achieve sustainable development, by addressing their specific vulnerability in its mandate and making their issues as part of the global agenda. In 1994, an "interdisciplinary project on coastal zones (including small islands)" was proposed to the Executive Board within the framework of the Draft Programme and Budget 1996-1997" (145 EX/NF.3 Part I, 6 October 1994). In 1996, the Organization created the Coastal Regions and Small Islands unit (now known as the Section for Small Islands and Indigenous Knowledge) (149 EX/5 Part I, 22 March 1996), dedicated solely to support the sustainable development in SIDS through tailored intersectoral programmes and supporting local actions in line with the 1994 Barbados Programme of

²⁸ The SIDS Accelerated Modalities of Action (S.A.M.O.A) Pathway is an international framework that was developed as the outcome of the Third International Conference on Small Island Developing States (SIDS Conference) held on 1-4 September 2014 in Apia, Samoa. The Conference, with the overarching theme "The sustainable development of Small Island developing States through genuine and durable

Action, consequently the 2005 Mauritius Strategy and the 2014 SAMOA Pathway. This action was underpinned by the UNESCO Governing bodies' at their successive sessions.

The Third International Conference on SIDS built on the outcomes of the previous two SIDS conferences (the first in 1994 in Barbados and the second in 2005 in Mauritius). The outcome document of the conference, the SAMOA Pathway²⁸, provides a renewed blueprint for priority sustainable development action in SIDS in the face of persistent and emerging environmental and societal challenges, while focusing on their specific vulnerabilities.

Within this context, and in response to the Resolution on *Reinforcing UNESCO's strategy on Small Island Developing States* adopted by the General Conference in its 37th session ([199 EX/Decisions part V - paragraph 1.e](#)), UNESCO developed the SIDS Action Plan. The Plan relied on extensive consultations with Programme Sectors at UNESCO headquarters (HQ) and Field Offices, as well as with SIDS Member States, including through the Committee of SIDS Representatives at HQ and a number of SIDS National Commissions. The Small Islands and Indigenous Knowledge Section, within the Natural Sciences Sector, which serves as the house-wide SIDS focal point, coordinated the development of the Action Plan.²⁹

The SIDS-AP is UNESCO's first collective response to implementing the SAMOA Pathway within the Organization's mandated areas. It covers the period of the current [UNESCO 37 C/4 Medium-Term Strategy](#) (2014 - 2021). The SIDS-AP was unanimously adopted by the 199th session of the UNESCO Executive Board in April 2016.

Alignment with UNESCO's mandate and relevant global, regional and national strategies

SIDS are conferred special status in the UNESCO Medium Term Strategy 2014-2021 through their designation as a priority target group for the

partnerships", played a significant role in identifying SIDS priorities that needed to be considered in the formulation of the 2030 Agenda.

²⁹ An overview of specific activities associated with SIDS and related budget allocations for the 38 C/5 can be found in document [197 EX/5.INF](#) and [199 EX/5 INF Rev.](#) For the 39 C/5, the RP budget allocated to SC/PCB/SII, the coordination unit of the SIDS-AP, is US\$94,000.

Organization. The mandate of UNESCO, with its unique multi-disciplinary expertise (education, natural sciences, social and human sciences, culture, and communication and information), is particularly relevant to address the multiplicity of challenges SIDS are facing. This is reflected in the SIDS-AP and its related implementation strategy³⁰, containing key actions, plans, strategies and targets within the Organization's multidisciplinary mandate, in line with the priorities of the SAMOA Pathway. The Action Plan focuses on a number of UNESCO priority areas in the different programme sectors.³¹

Main stakeholders, partnerships and frameworks of collaboration, relationship with past and future interventions

Some SIDS share a number of challenges: these include remoteness with insufficient communication infrastructure; small human populations; a narrow resource base; isolation from trade routes; limited ability to achieve economies of scale, and reduced human and institutional capacities. Partnerships are therefore crucial for optimizing effective resource use and achieving sustainable results from the actions undertaken to tackle these challenges. In this context, the UNESCO SIDS-AP provides the basis for an integrated and inter-sectoral engagement across UNESCO's programme areas, as well as the mobilization of a wide range of partners and stakeholders in SIDS and other countries worldwide, at national, regional and global levels, including through institutional and inter-agency collaboration. UNESCO also encourages inter-regional inter-island, South-South and North-South approaches for sharing knowledge, good practices and lessons learned.

UNESCO brings together diverse stakeholders (governments, other UN agencies, NGOs, foundations indigenous peoples, youth and private companies) to advance discussions on areas within its mandate and seeks to optimize resources for the achievement of targets. It reaches out to national governmental bodies, such as the network of UNESCO National Commissions, as well as governmental and non-governmental organizations

³⁰ The SIDS-AP contains 'Objectives' and 'Actions', while the Implementation Strategy developed for 2016-2017 (38 C/5) includes 'Performance Indicators' and 'Targets'. Beyond 2017, however, SIDS targets were embedded in the 39 C/5 and no additional Implementation Strategy was developed.

³¹ Enhancing island capacities to achieve sustainable development through education and the reinforcement of human and institutional capacities; Enhancing SIDS resilience

in education, sciences, culture and communication. When reaching out to local communities, the SIDS-AP benefits also from the UNESCO Associated Schools Network (ASPnet) of over 10,000 educational institutions across over 180 countries, including SIDS.

In the framework of the UN Global Multi-stakeholder SIDS Partnership Dialogues held in Samoa in 2014 and the following years, UNESCO launched new and renewed partnerships for the sustainable development of SIDS, to expand networks and exchange knowledge.

Rationale for the evaluation

During the 201st session of the Executive Board in April 2016, after having reviewed the "Report on the further implementation of the Small Island Developing States (SIDS) Action Plan",³² UNESCO Member States (MS) requested the Director General to undertake an evaluation, at mid-term, of the implementation of the SIDS Action Plan, in order to ensure the efficiency of its implementation. Furthermore, MS were encouraged to provide voluntary contributions for the further implementation of the Action Plan and for a more enhanced coordination of bilateral technical cooperation.

The Natural Sciences Sector, as the house-wide Focal Point Sector for SIDS, has requested the Internal Oversight Service (IOS) to conduct this mid-term evaluation as part of the UNESCO IOS corporate biannual evaluation plan with the aim to assess what has been achieved so far, to identify successes, challenges, and opportunities as well as to extract lessons and provide recommendations for the remaining implementation period of the Action Plan.

3. Purpose and use

The mid-term evaluation aims to assess the progress to date achieved by UNESCO to contribute to the implementation of the SAMOA Pathway within the Organization's mandate. It should collect feedback from the beneficiaries

and the sustainability of human interactions with ecological, freshwater and ocean systems; Supporting SIDS in the management of social transformations and the promotion of social inclusion and social justice; Preserving tangible and intangible cultural heritage and promoting culture for island sustainable development; Increasing connectivity, information management and knowledge sharing.

³² See documents [201 EX/5 Part I](#) and its [annex](#).

and all stakeholders involved, identify major challenges, draw attention to opportunities and good practices to overcome these challenges, and help ensure efficiency of delivery. The evaluation will also assess partnerships, and the roles and contributions of the different actors involved in the implementation (UNESCO Secretariat in HQ and field offices, the SIDS member states, other member states, donors, etc.) It is thus both summative (to ensure accountability) and formative, in that it shall provide insight into possible improvements for the further implementation of the SIDS-AP (to 2021), or for the design of the Action Plan for a second phase of implementation starting from 2022.

The primary intended users of the evaluation are UNESCO Governing Bodies, the Committee of SIDS Representatives in HQ and a number of SIDS National Commissions, as well as UNESCO Senior management in all five programme sectors. Good practices, opportunities and lessons learned will be particularly useful for SIDS focal points and UNESCO programme staff working in/with SIDS and the Small Islands and Indigenous Knowledge Section, in the Natural Sciences Sector.

Moreover, the implementation of the SAMOA Pathway will be subjected to a five-year review in the context of the United Nations General Assembly. The findings of the UN global review will be presented to the General Assembly on 19 September 2019. The results of the UNESCO SIDS Action Plan mid-term evaluation will also inform UNESCO's contribution to this UN review process.

4. Scope

The evaluation of the SIDS-AP will cover the mid-term period (2016 up to mid-2018)³³ and will focus on the performance indicators and targets set out in the Strategy for the First Phase of Implementation of the SIDS Action Plan within the Approved Programme and Budget for 2016-2017 (38 C/5) and for 2018-2019 (39 C/5). The geographical scope covers the SIDS regions of AIMS (Atlantic, Indian Ocean, Mediterranean and South China Sea), the Caribbean and the Pacific. It should also take into account the challenges faced by

³³ The evaluation is conducted before the end of the mid-term period in 2018, so that its results may be timely to feed into the above mentioned five-year UN review of the implementation of the SAMOA Pathway.

³⁴ [Comprehensive review of United Nations system support for small island developing States: final findings" \(JIU/REP/2016/7\), mandated to the JIU by the General Assembly](#)

UNESCO to deliver during the critical years of the contingency plan, when financial resources were severely reduced including for UNESCO's work in SIDS.

The evaluation will also reflect UNESCO's contribution to the UN system implementation of the SAMOA Pathway. UNESCO was among the first UN organizations to take concrete action to translate the priorities set in the SAMOA Pathway into a dedicated SIDS Action Plan within the Organization's mandate, as acknowledged by the recently released "Comprehensive review of United Nations system support for small island developing States"³⁴:

The evaluation shall assist in decision-making and introducing improvements by making evidence based and future-oriented recommendations concerning the following key dimensions, including considerations in relation to the criteria of relevance, efficiency, effectiveness/impact and sustainability, as well as UN system coherence³⁵. As relevant, UNESCO's global priorities Gender equality and Africa shall be given particular consideration.

- ***UNESCO's comparative strengths in contributing to the 2030 Agenda in SIDS and other international development frameworks:*** Does implementation of the SIDS Action Plan contribute to achieving the Sustainable Development Goals (SDGs), the Paris Climate Agreement, and the Sendai Framework for Disaster Risk Reduction (DRR), as well as other international development goals? Is UNESCO best placed to address the related challenges in the areas of its mandate? Are the two Global priorities effectively mainstreamed in the implementation of the SIDS-AP?
- ***(Internal) Coordination and Programme Management:*** Have UNESCO's organizational structure, working methods, managerial support, role distribution and coordination mechanisms adequately assisted in the effective delivery of the SIDS Action Plan?
- ***Partnership, cooperation and fundraising:*** Were partnerships and cooperation efforts for the SIDS Action Plan strategically and effectively pursued with donors and relevant stakeholders to mobilize partnerships

[resolutions 69/288 and 70/202.](#)

³⁵ A set of detailed indicative evaluation questions can be found in Annex 2. These are to be further validated in the inception phase in consultation with the reference group.

and additional resources, in particular with a view to the critical financial situation of the Organization? What is the quality of outreach to local partners and networks beyond UNESCO?

- **Coherence within the UN System:** To what extent does the implementation of the UNESCO SIDS-AP reflect the SIDS priorities highlighted in the SAMOA and support UN system implementation of the SAMOA Pathway in the areas of the Organization's mandate?
- **Results and Sustainability:** *What progress has been made in the achievements of the five sectoral priorities, what factors have been influencing the achievement or non-achievement of SIDS Action Plan objectives and what are the provisions made to ensure sustainability of results?*
- **Communication and Dissemination:** Have the communication and dissemination efforts of the SIDS Action Plan been effective (both qualitatively and quantitatively)? To what extent have other UNESCO networks and partners, both internationally and on-the-ground, been involved in raising awareness of the SIDS-AP contributing to the wider communication?

5. Methodology

Prospective bidders are expected to elaborate an evaluation approach and methodology in their technical proposals in response to these Terms of Reference. It is expected that the evaluation approach combines multiple and complementary evaluative methods and strategies for collecting both quantitative and qualitative data. It is recommended that prospective bidders make use of innovative participatory and culturally responsive evaluation approaches and techniques, and consider adopting a theory-based approach that employs methods such as the Theory of Change, contribution analysis³⁶, outcome mapping. These Terms of Reference contain an indicative set of key dimensions and evaluation questions. It is expected that the evaluator(s), following exchanges with the Evaluation Reference Group, will further elaborate the methodology, including the full list of evaluation questions, in the Inception Report.

³⁶ Contribution analysis is an approach that helps measuring the contribution (vs attribution) and/or the causal relationships between an intervention and a particular outcome. It is designed to reduce uncertainty about the contribution the intervention is making to the observed results through an increased understanding of why the

The suggested evaluation methodology shall include the following:

- Document review and analysis
- Reconstruction/refining of an intervention logic /Theory of Change for the main objectives of the UNESCO SIDS Action Plan and its related activities
- Structured and semi-structured interviews (face-to-face and via Skype) and focus groups with key informants to be identified in consultation with the Evaluation Reference Group
- Questionnaires and/or surveys
- Case studies on a select sample of thematic programme areas which contribute to the Action Plan implementation
- (three to four) Field visits and observations. It is expected that site visits will be undertaken to the SIDS regions: AIMS (Atlantic, Indian Ocean, Mediterranean and South China Sea), the Caribbean, and the Pacific. Visits to either or both of the main SIDS field offices (Apia, Kingston) would be advisable. The sample for any field visit, the purpose and their location will be discussed and agreed upon with the reference group during the inception phase.
- Participatory workshops to steer the evaluation and to discuss findings and recommendations

The evaluation will also include three to four visits to UNESCO Headquarters in Paris:

- for the launch of the review (date to be defined),
- to attend an Executive Board session (if a SIDS item is discussed) or to attend an event on SIDS (to be identified, for example to meet with the SIDS Committee or attend the second meeting of reflection group on SIDS, or other relevant event organized by a sector...),
- to meet and interview relevant UNESCO management team and staff, one during the data collection phase and
- to validate findings and preliminary recommendations in a stakeholder workshop.

observed results have occurred (or not) and the roles played by the intervention and other internal and external factors. (see: https://www.betterevaluation.org/en/plan/approach/contribution_analysis)

Sampling, data collection and analysis must cover the 5 UNESCO programme sectors including the key SIDS field offices (Apia and/or Kingston), take into account the geographical disparity, incorporate a gender equality perspective, be based on a human rights approach, and take into consideration the remoteness and the diverse cultural SIDS contexts in which the activities are being implemented.

6. Roles and Responsibilities

UNESCO's Internal Oversight Service (IOS) Evaluation Office, with support from the UNESCO Natural Sciences Sector, will manage and coordinate the evaluation, and be responsible for the quality assurance of the deliverables. An independent external evaluation team will conduct the evaluation. The evaluator(s) will contribute specific subject matter expertise and knowledge and understanding of the specificities and particular contexts of SIDS. The evaluator(s) will prepare three main written deliverables: (i) an inception report, (ii) draft report and (iii) final report, as well as conduct a stakeholder workshop for validating findings and preliminary recommendations. The evaluator(s) will comply with United Nations Evaluation Group (UNEG) Norms and Standards for Evaluation, UNEG Guidelines for Integrating Human Rights and Gender Equality in Evaluations and UNEG Ethical Guidelines for Evaluation.

The Small Island and Indigenous Knowledge Section in the Natural Sciences Sector (with assistance from the other UNESCO sectors (Education, Social and Human Sciences, Culture, Communication and Information) is responsible for supporting the IOS Evaluation Office in the overall management of the evaluation and quality assurance of the deliverables. In close cooperation with the Executive Offices of the five Programme Sectors, the Africa Department and Gender Equality Division, as well as the key SIDS field offices, it will assist the evaluator(s) with obtaining all relevant documentation originating from the UNESCO Secretariat, including strategic and project documents, monitoring and progress reports, financial reports, final narrative and evaluation reports, and all relevant documentation as part of interactions with UNESCO programme staff who deliver projects that contribute to the SIDS-AP and access to relevant contact details of all relevant stakeholders and distribution lists.

Evaluation Reference Group:

An Evaluation Reference Group will be established to ensure the quality of the evaluation process, the methodology and the deliverables. The group will accompany the evaluation process by advising on the composition of the external evaluation team, providing inputs to the development of the evaluation questions, feedback on the inception and draft evaluation report, and guidance on the appropriate actions to be taken in response to the evaluation recommendations.

IOS and SC/PCB/SII will serve as the co-chairs of the Reference Group, whose composition is expected to include representatives from the following entities:

- ✓ Small Islands and Indigenous Knowledge Section
- ✓ Representative from the Natural Sciences Sector Executive Office
- ✓ Representatives from the other Programme Sectors (ED, SHS, CLT, CI) and Africa Department and Gender Equality Division (either Executive Office or SIDS Focal Point)
- ✓ Programme staff from Field Offices, 1 per SIDS region, 1 Programme staff from Liaison Office in New York
- ✓ Representative from the Bureau of Strategic Planning (BSP)
- ✓ Internal Oversight Service (IOS) Evaluation Office

The Reference Group shall meet periodically during the evaluation, as necessary, in person and/or through on-line communication.

Logistics:

The evaluation team will commonly be responsible for their own logistics: office space, administrative and secretarial support, telecommunications, printing of documentation, travel, etc. They will also be responsible for administering and disseminating all methodological tools such as surveys, and logistics related to travel. UNESCO will facilitate access to UNESCO staff from Headquarters, Field Offices and Institutes engaged in project delivery.

7. Evaluation Team Qualifications

The recommended composition of the evaluation team includes two core members, a team leader/ senior evaluator supported by one junior evaluator / researcher, although other proposals will also be considered.

The team leader/senior evaluator(s) should possess the following **mandatory** qualifications and experience:

- At least 10 years of professional experience in designing and leading evaluations of programmes, funds and/or policies , At least 10 years of professional experience in evaluation, research and/or policy-related position in the field of regional and/or international development
- An advanced university degree in the field of natural sciences, social sciences, culture, education, science or public policy, media development, communications, or other field related to UNESCO's mandate
- Excellent oral communication and writing skills in English
- Excellent analytical skills and skills in producing succinct, clear materials
- No previous involvement in the implementation of activities under review.

Other team members' (junior evaluator/researcher) **mandatory** qualifications and experience:

- At least 5 years of professional experience in conducting programme and policy evaluations.
- An advanced degree in public policy or field related to UNESCO's mandate
- Excellent oral communication and report writing skills in English and French.

Moreover, it is desirable that the one or several of the external consultants possess the following qualifications and characteristics:

- Proven advanced knowledge of international research/studies in the field of SIDS issues
- Professional experience in designing and leading evaluations of international or regional/multilateral organizations
- Working knowledge of French
- Knowledge of the UN system and other international organizations.

- Understanding and application of UN mandates in Human Rights and Gender Equality;
- Experience with assignments for the UN
- Experience with assignments focusing on the evaluation of multi-stakeholder partnerships and/or networks
- Other UN language skills, in particular Spanish, as well as Portuguese will be considered an advantage.

Preference will be given to evaluation teams that are gender-balanced and of geographically and culturally diverse backgrounds.

Verification of these qualifications will be based on the provided UNESCO CV (available at <https://fr.unesco.org/careers/media/3705>). Moreover, references, web links or electronic copies of two recently completed evaluation reports should be provided (preferably evaluations in relation to SIDS issues).

The evaluation assignment is estimated to require approximately 90 professional working days, including three to four visits to Paris Headquarters by the senior evaluator and three to four country visits (sites to be determined during the inception phase) for an estimated four days each.

8. Deliverables and Schedule

Expected deliverables:

The evaluation will take place between **July 2018 and December 2018**. The evaluation will consist of three main deliverables: (i) inception report, (ii) workshop, (iii) draft report and (iv) final report.

Inception report: An inception report containing the intervention logic or Theory of Change of the SIDS-AP (based on desk study), an evaluation plan, detailed methodology including an evaluation matrix, and a list of reviewed documents. The evaluation plan should describe how the evaluation is to be carried out. It should include, but not necessarily be limited to, the following elements: introduction and relevant background information; purpose of the evaluation; evaluation framework that systemizes the methodology, identifying the issues to be addressed, sub-questions that provide elaboration, and the performance indicators (variables to be considered), sources of information and method of information collection for each issue; work schedule. It is advisable to use an

evaluation matrix (which connects questions to data collection methods/sources).

Workshop for presentation of findings and validation of preliminary recommendations.

Draft evaluation report: The evaluator(s) will prepare a draft evaluation report that will be circulated among stakeholders for comments. The draft evaluation report should be written in English according to UNESCO IOS's Evaluation Report Guidelines. These guidelines and a detailed final report template will be shared with the evaluator(s) at the beginning of the assignment. The main body of the draft report shall not exceed 30 pages, excluding annexes.

The structure of the draft report should include:

- Executive Summary
- Introduction
- Chapter(s) for each key evaluation dimension or question
- Conclusions, lessons learned, strategic and operational Recommendations
- Annexes and Technical Notes including the Terms of Reference, interview list, detailed methodology, data collection instruments, key documents consulted, survey results and testimonies from stakeholders benefitting from UNESCO's relevant actions of the SIDS Action Plan, field work briefs.

Final evaluation report: The final evaluation report will follow the aforementioned structure. As part of UNESCO quality assurance processes, all evaluation reports are subject to review by an external expert to ensure compliance with quality standards. Any recommendations resulting from quality assurance will be addressed prior to finalization of the report.

Timeline for delivery

Activity/Deliverable	Timeline (2018)
Formal launch of the evaluation	July 2018
Inception report	July 2018
Data collection and analysis; field missions	July 2018 to September 2018
Workshop with Evaluation Reference Group	October 2018
Draft Evaluation Report	Mid-November 2018
Final Evaluation report	Mid-December 2018

Appendix B: Evaluation matrix

#	Evaluation questions	Indicators	Data source & data collection methods
1	Relevance to high level objectives / outcomes of the Theory of change		
1.1	To what extent does implementation of the SIDS-AP contribute to achieving the Sustainable Development Goals?	<ul style="list-style-type: none"> • Prevalence of the 2030 Agenda for Sustainable Development topics and priorities in the SIDS-AP • Views of UNESCO staff and beneficiaries on contribution of UNESCO SIDS-AP to achieving the SDGs 	<ul style="list-style-type: none"> • Document review and analysis • Interviews with UNESCO staff and UNESCO Member States • Survey among National Commissions
1.2	Does implementation of the SIDS-AP contribute to the Paris Climate Agreement and the Sendai Framework for Disaster Risk Reduction (DRR) as well as other international development goals?	<ul style="list-style-type: none"> • Contribution of the objectives and activities of SIDS-AP to the priorities of <ul style="list-style-type: none"> • the Paris Climate Agreement • the Sendai Framework for Disaster Risk Reduction (DRR) • other international development goals • Views of UNESCO staff and beneficiaries on the contribution of UNESCO SIDS-AP to achieving priorities of the Paris Climate Agreement and the DRR 	<ul style="list-style-type: none"> • Document review and analysis • Interviews with UNESCO staff and UNESCO Member States
1.3	Is UNESCO well placed to address the related challenges in relation to its mandate and to MS priorities?	<ul style="list-style-type: none"> • Views of UNESCO's staff, partners and beneficiaries on UNESCO's comparative advantages; in comparison to other international key players supporting SIDS in relation to its mandate and functions. • Views of fields stakeholders on 'who are the major players' and 'what are their main activities' 	<ul style="list-style-type: none"> • Interviews with UNESCO's staff, Member States and partners • Survey among National Commissions • Interviews with other international key players

#	Evaluation questions	Indicators	Data source & data collection methods
1.4	Are UNESCO's two Global priorities effectively mainstreamed in the implementation of the SIDS-AP?	<ul style="list-style-type: none"> • Integration of the global priorities Gender equality and Africa in the SIDS-AP (document) and in its implementation with reference to 38 C/5 and 39 C/5. • Views of UNESCO staff and beneficiaries on contribution of UNESCO SIDS-AP to Gender equality and Africa 	<ul style="list-style-type: none"> • Document review and analysis • Interviews with UNESCO's staff, Member States, and partners • Survey among National Commissions
1.5	Is UNESCO's implementation of the SIDS AP 2016-2021 adequately addressing the expectations of SIDS Member States?	<ul style="list-style-type: none"> • Integration of MS expectations expressed in the 37th session of the General Conference, 20 November 2013 • Views of SIDS Member States and National Commissions UNESCO's implementation of the SIDS AP 	<ul style="list-style-type: none"> • Document review and analysis • Interviews with Member states • Survey among National Commissions
2	Efficiency, coordination, programme management and partnerships		
	Outcome 3, 4, 5 and 6 of the Theory of change		
2.1	Are the resources allocated to the implementation of the SIDS-AP sufficient?	<ul style="list-style-type: none"> • Resources allocated to the implementation and the coordination of the SIDS-AP • Views of UNESCO staff on resources available for the implementation and coordination of the SIDS-AP 	<ul style="list-style-type: none"> • Document review and analysis • Interviews with UNESCO's staff
2.2	Have UNESCO's organizational structure, working methods, managerial support, role distribution and coordination mechanisms adequately assisted in an effective and efficient delivery of the SIDS-AP?	<ul style="list-style-type: none"> • Key actors involved in the governance of the SIDS-AP • Quality of leadership and managerial support • Efficient and clear distribution of roles among UNESCO staff in HQ, field offices and other UNESCO structures • Decision making process based on an existing results framework and KPIs • Efficiency of monitoring of performance and risk management during implementation • Efficiency of communication procedures and knowledge exchange mechanisms in place • Efficiency of administrative structures 	<ul style="list-style-type: none"> • Document review and analysis • Interviews with UNESCO staff in HQ • Interviews with Field offices • Interviews with other UNESCO structures (National Commissions, UNESCO Institutes, UNESCO Chairs) • Case studies

#	Evaluation questions	Indicators	Data source & data collection methods
		<ul style="list-style-type: none"> • Adequacy of working structures to multisectoral activities 	
2.3	Were partnerships and cooperation efforts for the SIDS-AP strategically and effectively pursued with donors and relevant stakeholders to mobilise partnerships and additional resources, in particular with a view to the critical financial situation of the Organization? What is the quality of outreach to local partners and networks beyond UNESCO?	<ul style="list-style-type: none"> • Existence of formal fundraising strategies to mobilise partnerships and additional resources • Evolution of sources of funding an overall budget • Relevance of funding schemes and sources to the priorities of the SIDS-AP • Visibility of UNESCO's interventions in support to SIDS beyond UNESCO 	<ul style="list-style-type: none"> • Document review and analysis • Interviews with UNESCO staff, Natcoms and partners • Survey among National Commissions
3	Coherence within the UN System Outcome 5 of the Theory of change		
3.1	To what extent does the implementation of the UNESCO SIDS-AP reflect the SIDS priorities highlighted in the SAMOA Pathway?	<ul style="list-style-type: none"> • Alignment of the SIDS-AP to the priorities highlighted in the SAMOA Pathway • Views of UNESCO staff and beneficiaries on contribution of UNESCO SIDS-AP to achieving objectives of the SAMOA Pathway 	<ul style="list-style-type: none"> • Document review and analysis • Interviews with UNESCO staff, and Member states • Survey among National Commissions
3.2	To what extent does the implementation of the UNESCO SIDS-AP support UN system implementation of the SAMOA Pathway in areas of the organization's mandate?	<ul style="list-style-type: none"> • Specific outputs and outcomes of the SIDS-AP contributing to the UN system implementation of the SAMOA Pathway • Coordination mechanisms in place between the UNESCO SIDS-AP and the UN system support to SIDS • Links between UNESCO's activities in relation to the SIDS Action Plan and the UN common workplans in the field (UNDAF/UNSDF) 	<ul style="list-style-type: none"> • Document review and analysis • Interviews with UNESCO staff • Interviews with UN staff involved in the SAMOA Pathway • Case studies
4	Effectiveness/signs of impact Outputs and outcomes of the Theory of change in relation to ER and implementation of planned activities under the SIDS AP (38c/5 and 39 c/5)		

#	Evaluation questions	Indicators	Data source & data collection methods
4.1	What progress has been made in the achievements of the five sectoral priorities? What progress has been made in the achievement of the performance indicators and targets set for the first phase of the implementation of the SIDS Action Plan	<ul style="list-style-type: none"> Monitoring and reporting data in relation to the five sectoral priorities and the performance indicators and targets set for the first phase of the implementation of the SIDS Action Plan within the 38 C/5 and the 39 C/5 if available Perception of key stakeholders on progress in relation to the five sectoral priorities and the performance indicators and targets set for the first phase of the implementation of the SIDS Action Plan within the 38 C/5 and the 39 C/5. 	<ul style="list-style-type: none"> Document review and analysis Interviews with UNESCO staff, partners and beneficiaries Survey among National Commissions
4.2	What factors have been influencing the achievement or non-achievement of SIDS Action Plan objectives?	<ul style="list-style-type: none"> Key factors positively or negatively influencing the achievement or non-achievement of SIDS Action Plan objectives including major challenges, good practices and opportunities 	<ul style="list-style-type: none"> Interviews with UNESCO staff, Member states and partners Survey among National Commissions
4.3	What progress has been made on the production of disaggregated level data for development indicators related to SIDS?	<ul style="list-style-type: none"> Expectations and perceptions of SIDS Member States on progress Progress on data production by the UNESCO Institute for Statistics Views of UNESCO Institute for Statistics staff on progress 	<ul style="list-style-type: none"> Interviews with UNESCO staff, and Member states Survey among National Commissions
5	Sustainability, communication and dissemination		
5.1	What are the provisions made to ensure sustainability of results?	<p>Provisions made by UNESCO to ensure:</p> <ul style="list-style-type: none"> Local ownership of implemented initiatives Practical use of results Awareness raising Sustainability of partnerships Partners have the capacities to raise funds to sustain activities Potential replication/scaling up of activities 	<ul style="list-style-type: none"> Document review and analysis Interviews with UNESCO staff partners and beneficiaries Survey among National Commissions Case studies

#	Evaluation questions	Indicators	Data source & data collection methods
5.2	Have the communication and dissemination efforts of the SIDS Action Plan been effective (both qualitatively and quantitatively)?	<ul style="list-style-type: none"> • Existence of formal communication and dissemination strategies • Number of communication and dissemination activities implemented 	<ul style="list-style-type: none"> • Data from the Department of External Relations and Information with regards to the corporate website • Interviews with UNESCO staff partners and beneficiaries • Survey among National Commissions
5.3	To what extent have other UNESCO networks and partners, both internationally and on-the-ground, been involved in raising awareness of the SIDS-AP contributing to the wider communication?	<ul style="list-style-type: none"> • Awareness raising activities on the SIDS-AP implemented by other UNESCO networks and partners, both internationally and on-the-ground 	<ul style="list-style-type: none"> • Document review and analysis • Interviews with UNESCO partners and networks • Survey among National Commissions
5.4	Does the UNESCO SIDS AP itself give more visibility to UNESCO's efforts and actions for SIDS?	<ul style="list-style-type: none"> • Perception of key stakeholders on the evolution of the visibility of UNESCO's actions for SIDS 	<ul style="list-style-type: none"> • Data from the Department of External Relations and Information with regards to the corporate website • Interviews with UNESCO staff partners and beneficiaries • Survey among National Commissions

Appendix C: List of consulted documents

- **Strategic documents:**

- UNESCO's Medium term strategy 2014-2021 (37 C/4)
- UNESCO SIDS Action Plan 2016-2021
- Finalized SIDS Action Plan and implementation strategy – main document (199 EX/5 Part I A)
- Finalized SIDS Action Plan and implementation strategy - information document (199 EX/5.INF.REV)
- Decision of the executive board at its 199th session which adopted the SIDS Action Plan (199 EX/Decisions, 199 EX/SR.7, page 5)
 - UNESCO's Approved Programme and Budget for 2016-2017 (38C/5)
 - UNESCO's Approved Programme and Budget for 2018-2019 (39C/5)
 - Final draft for an updated UNESCO Strategy for Action on Climate Change 201 EX/5 Part I B
 - UNESCO Priority Gender Equality Action Plan (GEAP II)
 - UNESCO's Strategy on Priority Africa (2014-2021)
 - SIDS Accelerated Modalities of Action (SAMOA) Pathway
 - 2030 Agenda for Sustainable development
 - Plan of action to strengthen UNESCO's cooperation: together for Haiti (201 EX/34)

- **Progress report on the implementation of the SIDS Action Plan:**

- Main document (201 EX/5 Part I-A)
- Progress towards the achievement by 38 C/5 expected results (Annex)

- Analytical Programme Implementation Report 2014-2017 (APIR) – 204 EX/4 Part I

- UNESCO's contribution to the outcome of the twenty-second session of the Conference of the Parties to the United Nations Framework Convention on Climate Change (COP 22) (201 EX/5 Part I C)

- **Data on SIDS - UNESCO Institute for Statistics and UNESCO SIDS website**

- Report on progress by the UNESCO Institute for Statistics on a disaggregated level of data for development indicators related to SIDS (202 EX/5 Part I - E)

- Report on preliminary progress by the UNESCO Institute for Statistics on disaggregated level of data for development indicators related to SIDS (200 EX/5 Part I A)

- UNESCO dedicated SIDS website

- **Comprehensive review of United Nations system support for SIDS:**

- Final findings (JIU/REP/2016/7)

- Reports by the joint inspection unit (JIU) of interest to UNESCO and the status of implementation of recommendations (202 EX/22 - c)

- Seventy-third session of the UN General Assembly, Report of the Secretary-General on the follow-up to and implementation of the SIDS Accelerated Modalities of Action (SAMOA) Pathway and the Mauritius Strategy for the Further Implementation of the Programme of Action for the Sustainable Development of Small Island Developing States

Appendix D: List of interviewees

D.1 Scoping interviews

#	Name	Institution	Function
1	Thomas Nigel Crawhall	UNESCO Natural Science Sector, Small Islands and Indigenous Knowledge Section	Chief of Section
2	Khalissa Ikhlef	UNESCO Natural Science Sector, Small Islands and Indigenous Knowledge Section	Assistant Programme Specialist
3	Alexander Leicht	UNESCO Education Sector, Education for Sustainable Development Section	Chief of Section
4	Fackson Banda	UNESCO Communication and Information Sector. Section for Universal Access and Preservation	Programme Specialist
5	Julia Heiss	UNESCO Education Sector, Education for Sustainable Development Section	Programme Specialist, Focal point for SIDS
6	Serena Heckler	UNESCO Apia Office	Programme Specialist Natural Sciences
7	Guy Broucke	UNESCO New Delhi Office	Head Natural Sciences
8	Amina Lahbabi	UNESCO Africa Department	Communication and Visibility Officer
9	Jayakumar Ramasamy	UNESCO Nairobi Office	Programme Specialist Natural Sciences
10	Anna Bonetti	UNESCO Natural Sciences, Executive Office	Programme Coordinator

11	François Langlois	UNESCO Culture Sector, Executive Office	Programme Specialist
12	Damiano Giampaoli	UNESCO Division for Gender Equality	Programme Specialist, Focal point for SIDS
13	Ana Persic	UNESCO New York Office	Science Specialist

D.2 Member states interviews

#	Name	Institution	Function
14	Claudine De Kerdaniel	Permanent Delegation of Saint Vincent and the Grenadines to UNESCO	Deputy Permanent Delegate
15	Patricia Dore Castillo	Permanent Delegation of Dominican Republic to UNESCO	Minister Councillor
16	David Doyle	Permanent Delegation of St. Kitts & Nevis to UNESCO	Ambassador
17	Shingo Hotta	Permanent Delegation of Japan to UNESCO	Secretary-General
18	Yara Al Ghafri	Permanent Delegation of the Sultanate of Oman to UNESCO	Attaché
19	Marck Oduber	National Commission of Aruba to UNESCO	Programme Specialist Science
20	Marva C. Browne M.A.	National Commission of Curaçao to UNESCO	Secretary-General
21	Marcellia Henry	National Commission of Sint Maarten to UNESCO	Secretary-General
22	Mohamed Radjay Moustoifa	National Commission of Comoros to UNESCO	Secretary-General
23	Lucy Mafi	National Commission of Tonga to UNESCO	Secretary General
24	Birtha Togahai	National Commission of Niue to UNESCO	Secretary General

D.3 Field visit interviews

D.3.1 Apia

#	Name	Institution	Function
25	Nisha	UNESCO Apia Office for the Pacific States	Director
26	Serena Heckler	UNESCO Apia Office for the Pacific States	Science Programme Specialist
27	Gail Townsend	UNESCO Apia Office for the Pacific States	Education Programme Specialist
28	Akatsuki Takahashi	UNESCO Apia Office for the Pacific States	Culture Programme Specialist
29	Aterina Samasoni-Pele	UNESCO Apia Office for the Pacific States	Communication and Information Programme officer
30	Thanh Van Nguyen	UNESCO Apia Office for the Pacific States	Social and Human Science Programme Specialist
31	Leuaina Hatier	FAO	Events Coordinator and Programme Consultant
32	Filomena Nelson	Secretariat of the Pacific Regional Environment Programme (SPREP)	Climate Change Adaptation Adviser
33	Peone Fuimaono	Ministry of Education Sport and Culture	Assistant Chief Executive Officer Culture Division
34	Rudy Bartley	National media Association of Samoa	President
35	Leota Valma Galuvao	Ministry of Education Sport and Culture	Assistant Chief Executive Officer
36	Morgan Wairiu	Pacific Centre for Environment and Sustainable Development	Deputy Director

37	Ruth Ueselani	Ministry of Natural Resources and Environment	Assistant Chief Executive Officer Water Section Division
38	Colin Tukuitonga	Pacific Community	Director
39	Noa Petueli	Memory of the World Committee Tuvalu	Programme Specialist
40	Helene Jacot Des Combes	University of the South Pacific	Lecturer in Climate Change

D.3.2 Kingston

	Name	Institution	Function
41	Katherine Grigsby	UNESCO Cluster Office for the Caribbean	Director and Representative
42	Everton Hannam	Jamaica National Commission for UNESCO	Secretary-General
43	Petal Punalall-Jetoo	UNESCO Cluster Office for the Caribbean	Science programme specialist
44	Claude Akpabie	UNESCO Cluster Office for the Caribbean	Education programme specialist
45	Yuri Peshkov	UNESCO Cluster Office for the Caribbean	Culture programme specialist
46	Isabel Viera Bermudez	UNESCO Cluster Office for the Caribbean	Communication and Information programme specialist
47	Gisselle Burbano Fuertes	UNESCO Cluster Office for the Caribbean	Social and Human Sciences Sector Programme specialist, Gender Focal Point
48	Ronald Young,	University of the West Indies, Mona Campus	Chair of the NatCom Advisory Committee in Science
49	Keisha Tomlinson	Jamaica Federation of UNESCO Clubs, Centres and Associations	President
50	Sadpha Bennett	Ministry of Education	National Science Coordinator
51	Sujae Boswell	N/A	UNESCO Youth Ambassador
52	Sharine Willis	N/A	UNESCO Youth Ambassador

53	Shaneil Salmon	N/A	UNESCO Youth Ambassador
54	Hon. Pearnel Charles Jr	Ministry of Foreign Affairs and Trade	Minister of State Chairman of the UNESCO Youth Advisory Committee
55	Debra Kay Palmer	Ministry of Culture, Gender, Entertainment and Sport	Director for World Heritage and Cultural Conventions
56	David Brown	Office of the Cabinet, Government of Jamaica	Researcher/Documentalist, UNESCO Facilitator for the 2003 Convention for the Safeguarding of Intangible Cultural Heritage
57	Nicolas Key	N/A	Jamaica Youth Ambassador to the Commonwealth
58	Kesia Weise	African Caribbean Institute of Jamaica / Jamaica Memory Bank	Research Fellow
59	Marcia Rowe-Amonde	HEART Trust/National Training Agency	Senior Director
60	Marva C. Browne (Curaçao)	Curaçao National Commission for UNESCO	Secretary General
61	Kisha Gellineau (Grenada),	Grenada National Commission for UNESCO	Secretary General
62	Patrice La Fleur (Guyana),	Guayana National Commission for UNESCO	Secretary General
63	Antonio Maynard (St. Kitts and Nevis)	St. Kitts and Nevis, National Commission for UNESCO	Secretary General
64	Norma Rowe Edwards	Manager	Abeng FM Community Radio Station

65	Lincoln Robinson	Independent (former National Commission Communication Chairperson)	Independent consultant
66	Canute Thompson	Caribbean Centre for Education Planning	Director
67	Cordel Green	Broadcasting Commission of Jamaica	Executive Director Chair of the National Commission Advisory Committee in Communication & Information

D.3.3. Comoros

#	Name	Institution	Function
68	Ladaenti Houmadi	Ministry of Culture	Minister of Youth, Employment, Labour, TVET, Sports, Arts and Culture
69	Ali Mohamed Ali	Ministry of Education	Directeur Général de l'Enseignement Supérieur
70	Fouady Goulame	General Planning Commissioner	General Planning Commissioner of the Union of Comoros
71	Radjay Mohammed	National Commission for UNESCO Ministry of Education	Secretary General
72	Icchad Ousseine Djoubeire	UNDP	UN Coordinator Office
73	Nadjim Ahmed Mohamed	Faculté des Sciences et Techniques, Université des Comores	Enseignant chercheur Biologie Marine
74	Said Houssen Said Abdou	Ministry of Education	Doyen de l'Inspection Générale de l'Education Nationale

75	Abdou Ali	Ministry of Education	Directeur Général de l'Office Nationale des Examens et Concours (ONEC)
76	Wahidat Hassani	Ministry of Culture	Director General of Arts and Culture
77	Said Ibrahim Djabhana	Ministry of Culture	Programme officer for the implementation of UNESCO's project on the preservation of ICH in Comoros
78	Hafsoitie Soitie Soidiki	Ministry of Education	Coordinatrice projet ASPNET
79	Abdallah Nouroudine	Centre National de Documentation et de Recherche Scientifique	Director General CNDRS
80	Hamada Issa	Ministry of Education	Director General Planification (ESD)
81	Chebani	Ministry of Education	Director General of Literacy
82	Anziz Charmane	Le Collectif du Patrimoine de Moroni	Volunteer
83	Nadjima Assanr	Le Collectif du Patrimoine de Moroni	Volunteer
84	Innocent	UNICEF	Programme Specialist Education
85	Ali Mohamed M'Baye	IFERE	Director
86	Kamalidine Afraitane	Ministry of Education	Rector
87	Ben Anthoy Moussa	Henri Matisse French School	Professor of life sciences and earth (SVT) at the Henri Matisse French School
88	Soumette Ali Ahmed	Center for Artistic and Cultural Creation of the Comoros	Director

D.4 Other interviews with UNESCO staff and external stakeholders

#	Name	Institution	Function
89	Matthias Eck	UNESCO Bureau of Strategic Planning	Programme Specialist
90	Bernardo Aliaga	UNESCO Intergovernmental Oceanographic Commission (IOC)	Programme Specialist
91	Peter Thomson	UN	Special Envoy for the Oceans
92	Sainivalati S. Navoti	UNDESA Division for Sustainable Development Goals	Chief of SIDS Unit
93	Charles Kingston	Permanent Delegate to UNESCO New Zealand Embassy Paris	Deputy Head of Mission

D.5 List of participants to the theory of change workshop

Name	Institution	Function
Fackson Banda	UNESCO Communication and Information Sector. Section for Universal Access and Preservation	Programme Specialist
Susan Vize	UNESCO Bangkok Office	Regional Adviser for Social and Human Sciences (SHS)
Iulia Nechifor	UNESCO Bureau of Strategic Planning	Programme Specialist, Focal Point for Natural Sciences

Julia Heiss	UNESCO Education Sector, Education for Sustainable Development Section	Programme Specialist, Focal point for SIDS
Khalissa Ikhlef	UNESCO Natural Sciences Sector, Small Islands and Indigenous Knowledge Section	Assistant Programme Specialist
Francisco Gomez-Duran	UNESCO Culture Sector, Executive Office	Assistant Programme Specialist
Guy Broucke	UNESCO New Delhi Office	Head Natural Sciences
Amina Lahbabi	UNESCO Africa Department	Communication and Visibility Officer
Mika Odido	UNESCO Nairobi Office	IOC Coordinator
Moritz Bilagher	UNESCO Internal Oversight Service (IOS) Evaluation Office	Principal Evaluation Specialist
Giacomo Tirelli	UNESCO Internal Oversight Service (IOS) Evaluation Office	Associate Programme Coordinator
Soheir Dani	Technopolis Group	Senior Consultant
Carlos Hinojosa	Technopolis Group	Senior Consultant

Appendix E: Survey results

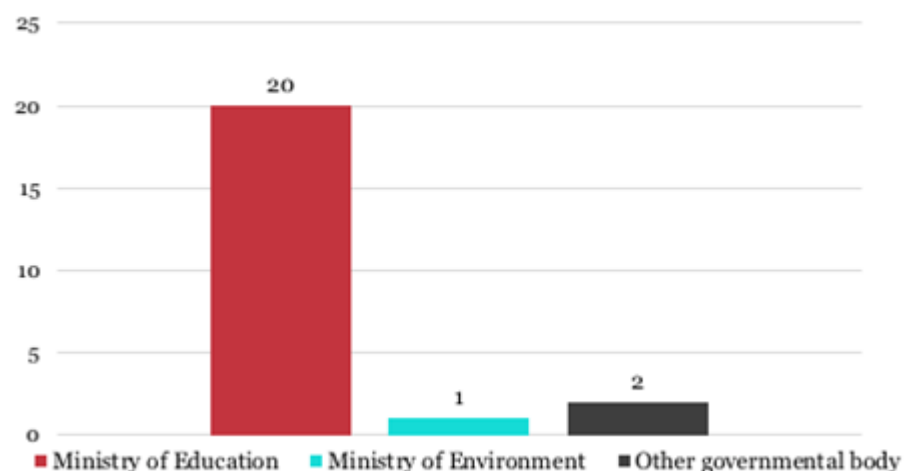
E.1 Analysis of the survey to SIDS National Commissions

The questionnaire has been submitted to 48 stakeholders, including 39 SIDS and 9 associated SIDS National Commissions. The questionnaire was open from 26 September to 16 October 2018. Three reminders were sent. In total, 23 responses were received.

E.2 Sample presentation

Most of the respondents (20) are from Ministries of Education. One is from a Ministry of Environment, one from a Ministry of Education and Culture and one from other governmental bodies (not specified).

Figure 1: Profile of respondents

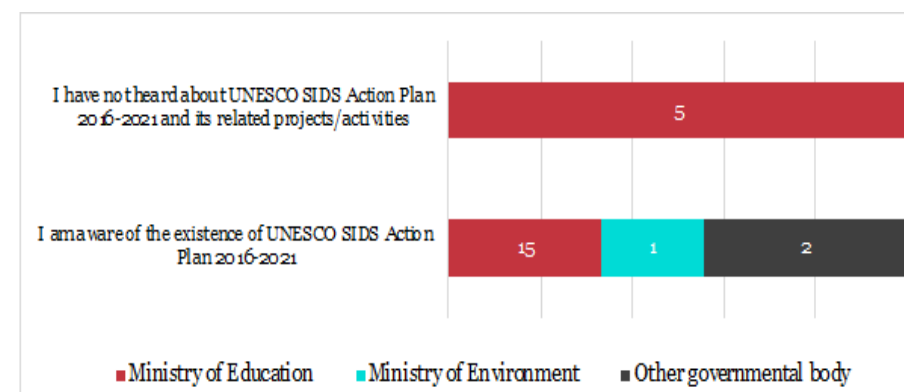


Number of respondents: 23

E.3 Familiarity with UNESCO's activities

In total, the majority of respondents (18 out of 23) is aware of UNESCO's SIDS Action Plan. 5 respondents from Ministries of Education have never heard about this Action Plan.

Figure 2: Do you know UNESCO'S activities in relation to the SIDS Action Plan 2016-2017?



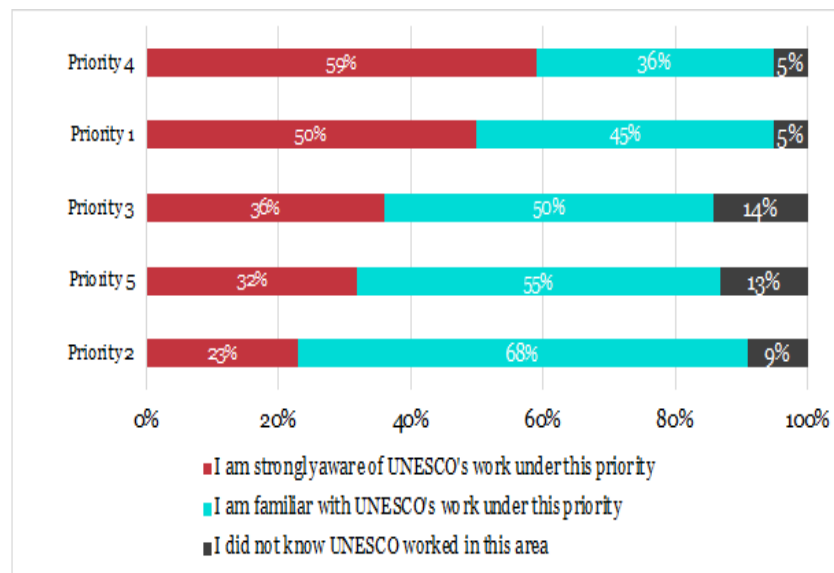
Number of respondents: 23

22 respondents indicated their level of familiarity with UNESCO's work under each priority of UNESCO SIDS Action Plan 2016-2021. Survey respondents are more familiar with UNESCO's work under Priority 1 (ED) and Priority 4 (CLT) as respectively 50% and 59% of respondents are strongly aware of UNESCO's work under these priorities. For Priority 1, this may at least in part be explained by the fact that most respondents are from Ministries of Education.

Priority 3 (SHS) and Priority 5 (CI) have the largest number of respondents that did not know about UNESCO's work under these SIDS Action Plan priorities, i.e. respectively 14% and 13%.

For Priority 2 (SC), while 23% of respondents are highly aware of UNESCO's work in this area, 68% are familiar with it.

Figure 3: Familiarity with each priority of UNESCO SIDS Action Plan 2016-2021

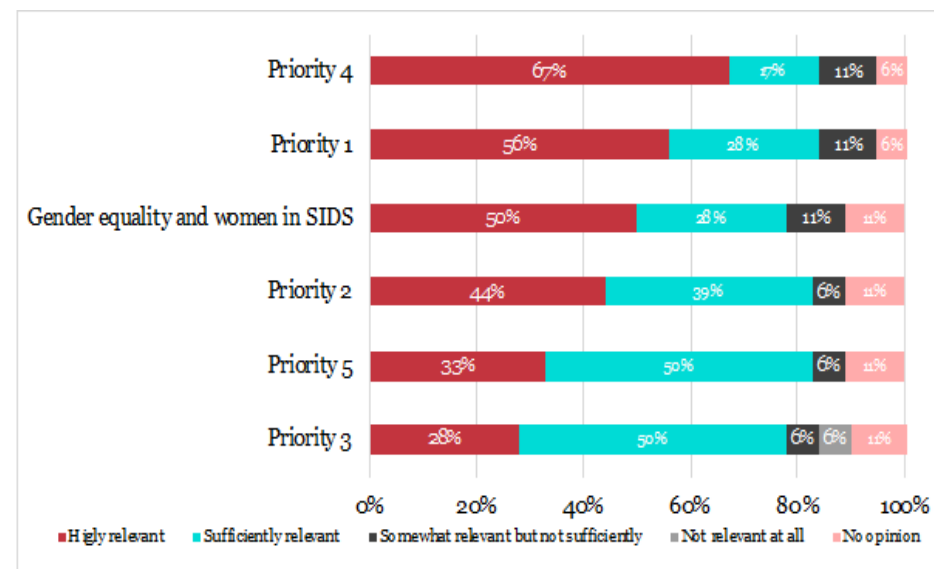


Number of respondents: 22

Survey respondents were asked to indicate which specific UNESCO (supported) activities in relation to the SIDS Action plan they have been directly engaged with since 2016. Most of the respondents took part in activities relating to either Priority 1 or Priority 4. One respondent mentioned an IOC-project and another one an intersectoral project involving ED and SC. Two ESD projects were also mentioned. (Number of respondents: 17)

Respondents were asked to rate the extent to which UNESCO's activities in their countries since 2016 are relevant to local needs in relation to each priority. UNESCO's activities under Priority 4 (CLT) were rated the most relevant (67% "highly relevant"), closely followed by activities under Priority 1 (ED) (56% "highly relevant"). Priority 3 (SHS) gathered the highest percentage of "not relevant or relevant but not sufficiently" (12%). However this result should be interpreted with caution as a large part of survey respondents were less familiar with UNESCO's work under this priority.

Figure 4: UNESCO activities since 2016 assessed relevance to meet local needs

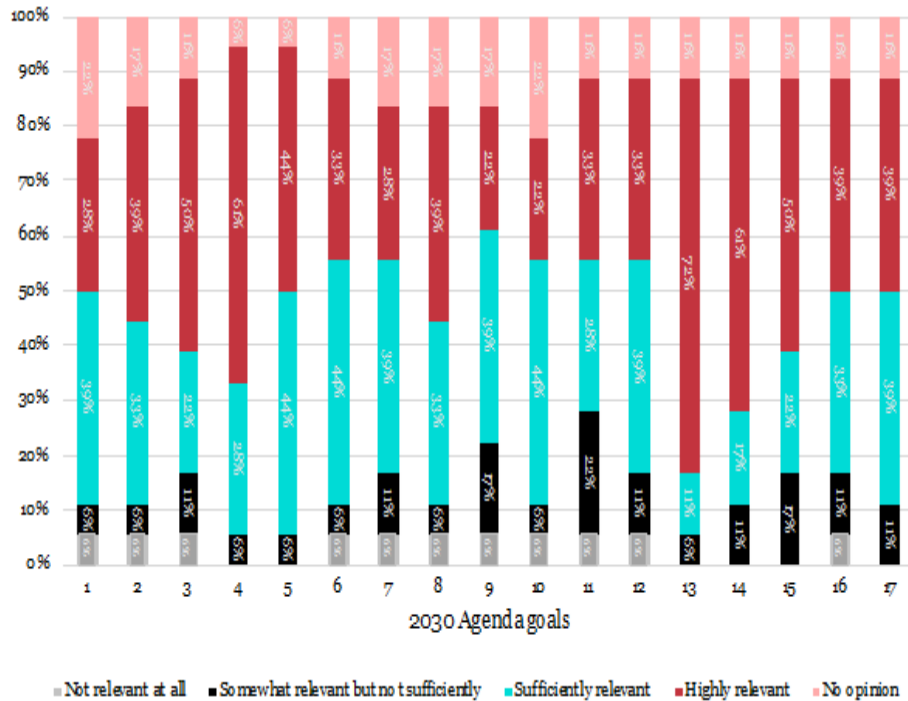


Number of respondents: 18

Respondents were also asked to rate the extent to which UNESCO's activities in their country since 2016 are relevant to meet objectives of the 2030 Agenda. Survey results indicate that UNESCO's activities are particularly relevant for Goal 13 "Take urgent action to combat climate change and its impacts" (72% "highly relevant"), Goal 4 "Ensure Inclusive and equitable quality education and promote lifelong learning opportunities for all" (61% "highly relevant") and Goal 14 "Conserve and sustainably use the oceans, seas and marine resources for sustainable development" (61% "highly relevant").

UNESCO's activities are not considered sufficiently relevant for Goal 11 "Make cities and human settlements inclusive, safe, resilient and sustainable" (28% cumulated "not relevant" and "not sufficiently relevant") and Goal 9 "Build resilient infrastructure, promote inclusive and sustainable industrialisation and foster innovation" (24% cumulated "not relevant" and "not sufficiently relevant").

Figure 5: UNESCO activities since 2016 relevance to meet objectives of the 2030 Agenda

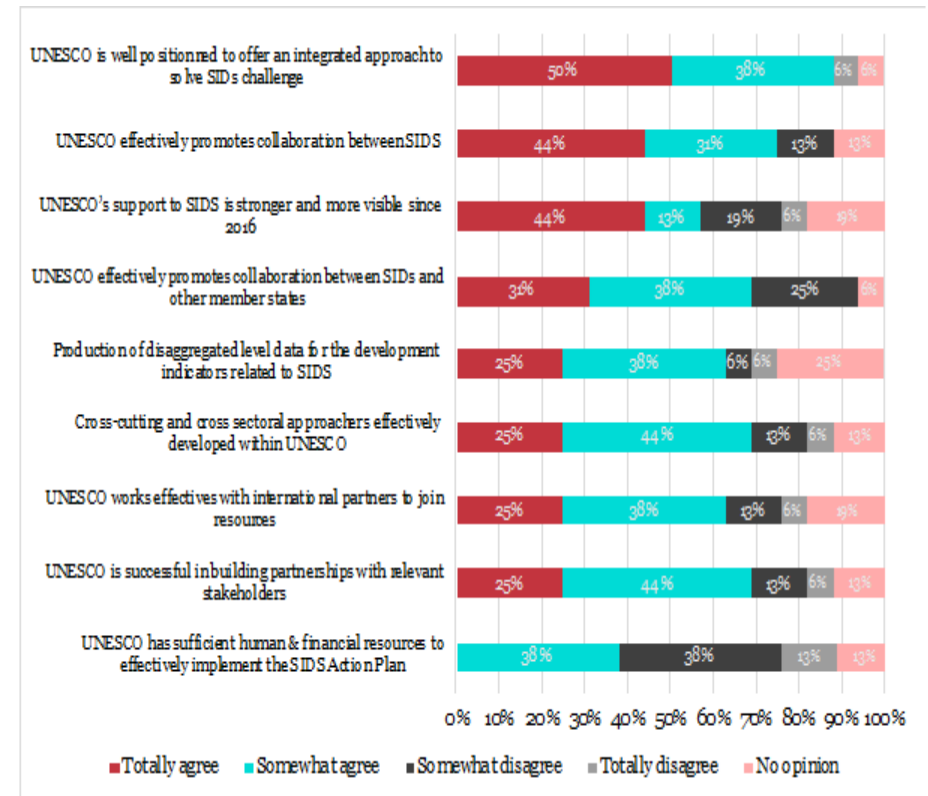


Number of respondents: 18

Respondents were asked to indicate to what extent they agreed with a number of statements related to the efficiency and effectiveness of UNESCO's activities under the SIDS AP. It is interesting to note that a large proportion of respondents "somewhat disagree or totally disagree" (51%) with the statement affirming that "UNESCO has sufficient human and financial resources to effectively implement the SIDS Action Plan 2016-2021". 25% of respondents "somewhat disagree or totally disagree" with the statement that UNESCO's support to SIDS is stronger and more visible since 2016.

On the other hand, 44% of respondents "totally agree" with the statement that "UNESCO effectively promotes collaboration between SIDS at regional and/or international level (since 2016)". However, they are less positive about North-South collaboration as 25% of respondents "somewhat disagree" that: "UNESCO effectively promotes collaboration between SIDS and other Member States (since 2016)".

Figure 6: Efficiency and effectiveness of UNESCO's activities



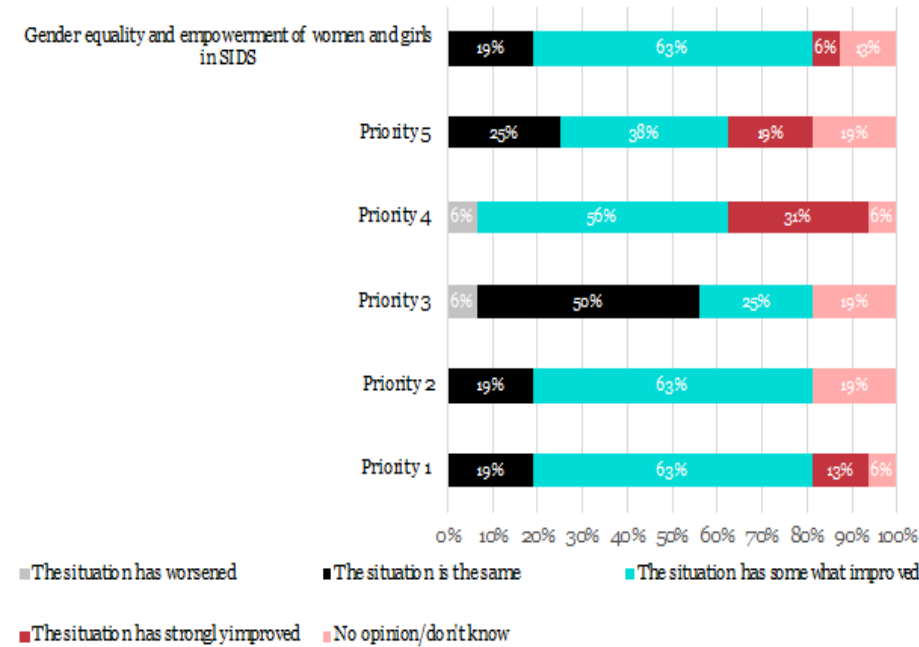
Number of respondents: 16

Respondents were asked to indicate their perceptions on progress made in their countries towards achievement of the priorities and objectives of the SIDS Action Plan 2016-2021. Respondents are relatively positive about progress towards Priority 4 (CLT) as 31% consider the situation strongly improved and 56% that it somewhat improved. Furthermore, 13% of respondents consider that UNESCO's support in this achievement was critical and 38% that UNESCO had made a large contribution to this progress.

Respondents are also positive on results of Priority 1 (ED) as 13% consider the situation has strongly improved and 63% that it has somewhat improved. About 13% of respondents consider that UNESCO's support in this achievement was critical and 31% that UNESCO had made a large contribution to this progress.

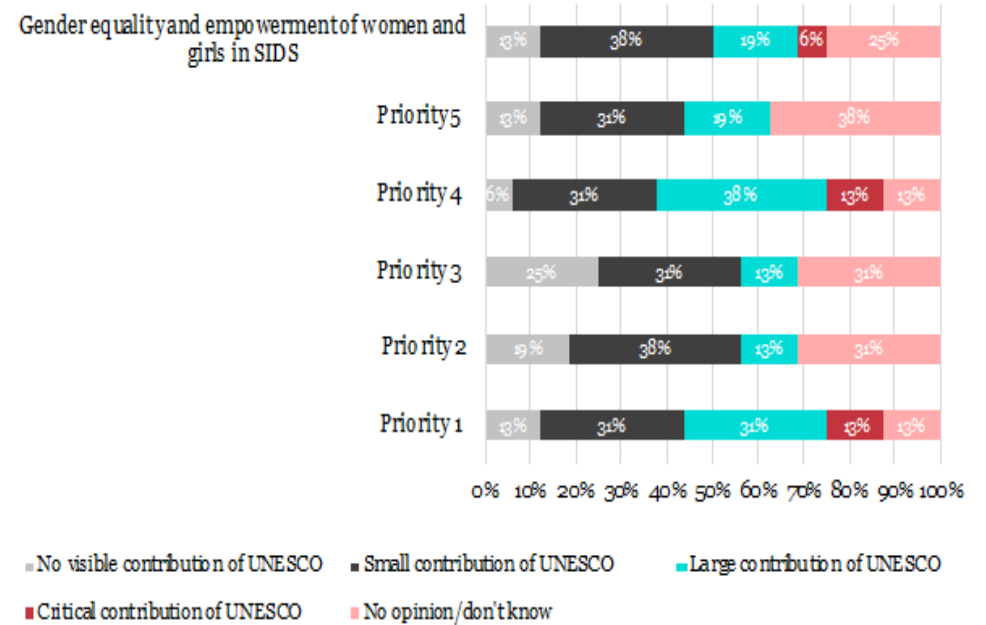
Respondents are critical about achievement of Priority 3 (SHS) as 50% consider that the situation is the same and 6% that it has worsened. About 25% of respondents affirm that UNESCO has made no visible contribution to objectives of Priority 3.

Figure 7: What progress has been made in your country in the achievements of the priorities and objectives of the SIDS Action Plan 2016-2021?



Number of respondents: 16

Figure 8: How large has UNESCO's role been in achieving this change?



Number of respondents: 16

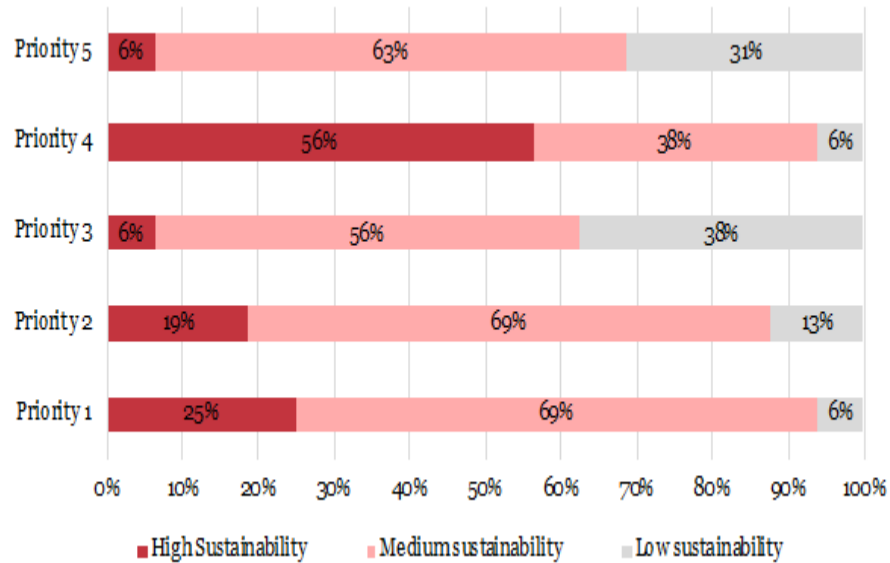
Finally, respondents were asked to rate the sustainability of UNESCO's activities in relation to the five priorities of the SIDS AP:

- **High sustainability:** UNESCO interventions/support has brought about structural changes and is likely to have a lasting effect. Limited continued support will be required.
- **Medium sustainability:** UNESCO interventions/support is likely to have lasting effects, but structural changes have not been systematic or institutionalized. Continued support will remain necessary
- **Low sustainability:** UNESCO interventions/support are likely to have little lasting effect and no structural changes have been institutionalized. Continued support is certainly required.

Respondents consider that activities under Priority 4 have “high sustainability” (56%) or “medium sustainability” (38%). Priority 1 comes next with 25% of respondents considering that activities offer “high sustainability” and 69% that they offer “medium sustainability”.

Activities under Priority 3 (SHS) and 5 (CI) have a higher number of respondents considering that activities have “low sustainability”, respectively 38% and 31%. However, these results should be interpreted with caution considering that a large part of respondents are less aware of UNESCO’s activities in these areas.

Figure 9: How sustainable are UNESCO's efforts in your country in relation to the five priorities of the SIDS Action Plan 2016-2021?



Number of respondents: 16

To conclude the questionnaire, respondents were offered the opportunity to add comments or recommendations:

- “UNESCO should ensure that the SIDS Action Plan is fully integrated into the UN Country Implementation Plan”;
- “Generally we are asked to complete reports such as this but we generally do not have specific data and details to make such reports useful to [us] or to UNESCO -- there is a disconnection at times between the action plans and the implementation and how this is coordinated”;
- “Perhaps more increased funding from extra budgetary resources to be given to Cluster Offices to implement desired activities may help to fully achieve objectives of the SIDS Action Plan”;
- “Action Plan for SIDS could also be integrated into UNESCO’s whole action plan and not separated, as long as SIDS are not forgotten. When there is a separate Action plan, it is like an extra burden on UNESCO to find new funding when it could be actually covered in the main plan”;
- “More involvement of various sectors in the implementation of all the priorities and more continuous support from UNESCO”;
- “A person from UNESCO should visit [our SIDS] and do a proper scoping”;
- “[Our SIDS] is active in ED and CLT due to national priorities. It is unclear what is the purpose of the plan. Is this a plan for UNESCO to engage global partners in supporting SIDS, for UNESCO to monitor and evaluate itself or is it for SIDS to plan with? As a National Commission I suspect it is the first. Given that this plan has been in place since 2016 there has been very little communication on this.”
- “More technical assistance should be given and also capacity building in certain areas.”
- “There should be a targeted approach to the implementation of the Action Plan and resources need to be allocated in order to insure an effective implementation of the plan.”

Appendix F: Case studies

F.1 Towards Climate Change Resilience: Minimizing Loss & Damage for Pacific Communities

Project title	Towards Climate Change Resilience: Minimising Loss & Damage for Pacific Communities
UNESCO project leader and partners	<p>Project leader: Helene Jacob des Combes, project coordinator, Pacific Centre for Environment and Sustainable Development, University of the South Pacific, Suva, Fiji</p> <p>Project partners:</p> <p>Cook Islands</p> <p>Emergency Management Cook Islands</p> <p>Cook Islands National Council of Women</p> <p>The communities of: Aitutaki (Amuri and Tautu), Mauke, Mitiaro, Atiu</p> <p>Fiji</p> <p>Ministry of iTaukei Affairs</p> <p>The communities of: Nacekoro (Vanua Levu), Nabukelevu (Serua), Silana and Nataleira (Tailevu)</p> <p>Samoa</p> <p>Ministry of Education, Sports and Culture</p> <p>Ministry of Women, Communities and Social Development</p> <p>The communities of: Saleapaga (Upolu), Manase (Savai'i)</p> <p>Solomon Islands</p> <p>Malaita Provincial Agriculture Department</p> <p>The communities of: Busu and Radeaekoa, Malaita Province</p> <p>Timor-Leste</p> <p>National Directorate for Climate Change (NDCC)</p>

	<p>National University of Timor-Leste: Universidade Nacional Timor Lorosa'e (UNTL), including the Centre for Climate Change and Biodiversity</p> <p>Village Chief of Hera Village</p> <p>Hera Village</p> <p>Technical experts and institutions:</p> <p>Dr. Denis Chang Seng, International Oceanographic Commission, UNESCO</p> <p>Professor Zulkifli Yusop, Faculty of Civil Engineering, Universiti Teknologi Malaysia</p> <p>Samoa Ministry of Natural Resources and Environment</p> <p>The Pacific Community (SPC)</p> <p>Secretariat of the Pacific Regional Environment Programme (SPREP)</p>
Project objectives	<p>The project "Towards Climate Change Resilience: Minimising loss and damage from climate change in Pacific communities" was a response to this identified gap, particularly in Small Island Developing States (SIDS). Specifically, the overall goal of the project was to generate and share new knowledge and raise awareness on loss and damage caused by the adverse impacts of climate change. It also sought to enhance tools and approaches to reduce loss and damage in the agriculture and tourism sectors in Pacific and Southeast Asian LDCs and SIDS.</p> <p>The project developed methods for community-based climate resilience in Pacific SIDS. Includes community-based water security and traditional knowledge approaches. Expected Results:</p> <ol style="list-style-type: none"> 1. New knowledge and innovative insights into risk and damage mitigation generated 2. Needs analysis for reducing loss and damage in agriculture and tourism sectors carried out 3. Awareness raised and capacity built on loss and damage and resilience. <p>This project was implemented by UNESCO's Office for the Pacific States and the University of the South Pacific's Pacific Centre for Environment and Sustainable Development (USP's PaCE-SD).</p>
Target country/ies	Cook Islands, Fiji, Samoa, Solomon Islands, and Timor-Leste. Also all SIDS
Target beneficiaries	Population of all SIDS
Start and end date	Phase 1: July 2014 – Dec 2016 (Phase 2: 2017-2019)
Total project budget (Euro)	UNESCO regular budget: Phase 2: core budget

	Extra budgetary resources: Phase 1: Government of Malaysia through the Malaysia-UNESCO Cooperation Programme MUCP. USD 225,000	
SIDS-AP Priorities (5)	Expected results (38C/5)	UNESCO's global priorities
Phase 1&2: Priority 2 / Objective 3, Action 3.2. To a lesser extent: Objective 2, Actions 2.2, 2.3 2.4, 2.8;	Phase 1 (37 & 38 C/5): Major Programme II (Natural Sciences), Main Line of Action 4 (Fostering international science collaboration for earth systems and disaster risk reduction); Expected result 8 (Risk reduction improved, early warning of natural hazards strengthened and disaster preparedness and resilience enhanced) Phase 2 (39 C/5): Major Programme II (Natural Sciences), Main Line of Action 1 (Harnessing the sciences, including the basic sciences, technology, innovation and knowledge for sustainable development), Expected result 3 (Member States, local communities and indigenous peoples have increased their capacity to mobilize local knowledge systems and build synergies with science, to address challenges of sustainable development); AND Main Line of Action 3 (Improving knowledge and strengthening capacities at all levels to achieve water security), ER7 (Member States have strengthened their response to water security challenges towards the achievement of water-related SDGs and targets and other targets from relevant international water agendas)	N/A
Relevance: alignment with national policy priorities and the broader international development agenda	<ul style="list-style-type: none"> - United Nations Framework Convention on Climate Change (UNFCCC) - Aligned with the first priority action area identified by the Warsaw International Mechanism (WIM), namely: to “enhance the understanding of how loss and damage associated with the adverse effects of climate change affect particularly vulnerable developing countries, segments of the population that are already vulnerable owing to geography, socioeconomic status, livelihoods, gender, age, indigenous or minority status or disability, and the ecosystems that they depend on, and of how the implementation of approaches to address loss and damage can benefit them - Country fact sheets were launched at COP 23 (Bonn 2017) 	
Effectiveness: progress on achievement of expected results and outcomes and contribution analysis	<ul style="list-style-type: none"> - The project collected an extensive amount of context-related information. Loss and damage topic is very top-down but this project was community based: bottom-up. The project also paid more attention to awareness of consequences of natural disasters for communities (instead of big companies, governments etc.). - A community-based loss and damage assessment toolkit for the tourism and agricultural sectors was developed to assist facilitators to apply participatory approaches, both quantitative and qualitative, to collect information at community level. The community-based component of the toolkit contained 9 tools that may be useful for data collection at the community level. 	

	<ul style="list-style-type: none"> - The results of the community awareness-raising and assessments provide new knowledge and insights into loss and damage being experienced by communities from both slow and rapid onset events. This will contribute to analysing the challenges faced by the agriculture and tourism sectors in adapting to the effects of climate change. A deeper understanding of the impacts of climate change, and the limits of adaptation measures, can support planning to build community resilience and assist in minimising loss and damage where possible - Fact sheets are used for advocating in international conferences and address challenges of SIDS participants. Publication of peer reviewed articles by UPS is underway.
Opportunities for collaboration with other sectors in UNESCO, FO/HQ, other SIDS, other UN partners, other international organization , etc.	<ul style="list-style-type: none"> - The fact sheets are used by NGO's / USP as training and teaching material, in conjunction with vulnerability assessment tools. Topic of loss&damage is included. Project provided tools to move issue of loss&damage from international negotiation area to local activities (adaptation and reconstruction) - Community capacity building: included NGOs, government departments and researchers responsible for community-level outreach, in addition to community members themselves. A significant benefit arising from the project was capacity-building carried out with USP-PaCE-SD in-country climate change coordinators in 15 Pacific countries, through regional meetings and through the participation of government partners — as researchers, participants or observers – in the community-based research.
Enabling factors and obstacles to sustainability (ownership, engagement, etc.)	<ul style="list-style-type: none"> - No resources to track how fact sheets are being disseminated. - A phase 2 project currently builds further on lessons learned, and on methodologies developed.
Best practices and lessons learned	<ul style="list-style-type: none"> - Examples of climate effects on the target islands are collected and shared online here: http://www.unesco.org/new/index.php?id=132950 - The project generates/collects traditional and local knowledge based adaptation know-how. This local focus and perspective on a global issue like climate change is an important contribution that UNESCO can bring on the table in discussions on climate change worldwide. - It was difficult to separate what effects are only linked to climate change, difficult for communities to understand: quantify what was linked to climate change. So results cannot be used as quantitative data in loss&damage discourse.

F.2 Pacific Heritage Hub

Project title	Pacific Heritage Hub
UNESCO project leader and partners	<p>Project leader: Frances Cresantia Koya, Director Oceania Centre for Arts, Culture and Pacific Studies and Pacific Heritage Hub (PHH) - Faculty of Arts, Law and Education - The University of the South Pacific</p> <p>Project partner(s): Pacific: Pacific Heritage Hub (PHH) at the University of the South Pacific (USP) Secretariat of the Pacific Community (SPC) Pacific Island Museum Association (PIMA) Commission on Environmental, Economic, and Social Policy (CEES) of IUCN ICOMOS Pacifika Pacific Island Forum Melanesia Spearhead Group Vanuatu Culture Centre Live and Learn Pacific Resources for Education and Learning (PREL) China: World Heritage International Training Centre for Asia and the Pacific (WITRAP) International Training Center for ICH in the Asia-Pacific Region (CRIHAP) Rep. of Korea Intangible Cultural Heritage Centre for Asia and the Pacific (ICHCAP) Rep. of Korea National Commission for UNESCO Japan International Research Centre for ICH in the Asia and the Pacific Region (IRCI) Asia-Pacific Cultural Centre for UNESCO in Nara</p>
Project objectives	<p>The Pacific Heritage Hub is a UNESCO World Heritage Facility for Pacific States Parties, <u>hosted by the University of the South Pacific</u> at its Laucala Campus in Suva, Fiji. They are a communications and information facility for all things ‘Heritage’ in the Pacific and coordinate information and opportunities between regions, countries, institutions, organizations and experts to improve the implementation of the 1972 World Heritage Convention and Safeguard Pacific Cultural and natural heritage including intangible cultural heritage. The initiative serves 23 Pacific Island countries and territories and emphasises communications, knowledge management and capacity building and sustainable funding through strategies and partnership both within and out of the Pacific region.</p> <p>The Pacific region is the most under-represented on the UNESCO World Heritage List although it has many cultural sites and natural ecosystems that could be of outstanding universal value to humanity. The Hub has been established as a communication and exchange point to assist Pacific governments put sites onto the UNESCO World Heritage List and to assist existing Pacific sites improve management practices through capacity-building.</p> <p>PHH's implementation methodologies are:</p> <ul style="list-style-type: none"> i) strengthening the marketing of heritage values and heritage-related communication through a strong online presence and the use of traditional media of radio, print and television, ii) creating and management online tools, networks and communities, iii) encouraging and facilitating States Parties implementation of UNESCO World Heritage Convention by engaging communities and other stakeholders, iv) providing guidance and coordination through mainstreaming of heritage into national and regional legislation, policies and development plans,

	<p>v) developing and maintaining networks and partnerships at the community, national, regional and international levels, collaborating actively with regional and international organizations and initiatives dealing with cultural and natural heritage, including the Pacific Islands Round table on Nature Conservation,</p> <p>vi) advocating for integration of cultural and natural heritage institutions and practices at the national level,</p> <p>vii) supporting cultural and natural heritage institutions to implement the Strategic Plan for Biodiversity 2011-2020 noting in particular the relevance of contributing to strategic goals and targets, and</p> <p>viii) identifying and securing funding sources for Pacific cultural and natural heritage sustainability, including the Pacific Heritage Hub.</p>	
Target country/ies	Pacific States and Territories (14 SIDS / 9 TERRITORIES: 23 Islands)	
Target beneficiaries	Pacific States and Territories parties	
Start and end date	2013- 2017 (Currently it is integrated into the Oceania Centre where it will focus on launching professional certificate in heritage management) – intergovernmental facility supported by UNESCO	
Total project budget (Euro) 2016-2018	<p>UNESCO regular budget: N/A (2012-2015 UNESCO/Australia Funding Trust: US\$150,000)</p> <p>Extra budgetary resources: No-cost activities: in kind contributions from University of South Pacific and in partnership with project partners</p>	
SIDS-AP Priorities (5)	Expected results (38C/5)	UNESCO's global priorities
<p>Priority 4-> Preserving tangible and intangible cultural heritage and promoting culture for island sustainable development. (objective 2)</p> <p>Other priorities indirectly</p>	<p>Tangible heritage identified, protected, monitored and sustainably managed by Member States, in particular through the effective implementation of the 1972 Convention in 38C/5</p>	<p>Inclusion of global priorities:</p> <p>N/A</p>
Relevance: alignment with national policy priorities and the broader international development agenda	<p>- The PHH interventions improve the implementation of the 1972 World Heritage Convention and Safeguard Pacific Cultural and natural heritage including intangible cultural heritage.</p> <p>- The Draft Pacific Action Plan 2016 - 2020 was developed and approved by delegates from Pacific States Parties and territories at the Pacific World Heritage Action Plan meeting (2015) and updated during the Pacific Heritage Workshop (2017).</p>	

<p>Effectiveness: progress on achievement of expected results and outcomes and contribution analysis</p>	<ul style="list-style-type: none"> - The Steering Committee noted with satisfaction of PHH's active engagement in information and communication activities through social media that contributed to the expansion of the heritage community in the region. The project was able to raise awareness in the region about the importance of protecting cultural heritage and connect it to challenges as environmental sustainability and climate change. - Development and approval (2018) of a BA course in the Pacific Studies and the Professional Certificate in Heritage Management at USP. The Professional Certificate Course will start in September 2019. - Considering the financial challenges to maintain a full time PHH manager, a decision was made in 2018 to deactivate the intergovernmental steering committee of PHH, which will allow PHH to exist as attached to the Oceania Centre, with its focus on the new Professional Certificate Course and information and communication activities.
<p>Opportunities for collaboration with other sectors in UNESCO, FO/HQ, other SIDS, other UN partners, other international organization, etc.</p>	<ul style="list-style-type: none"> - PHH intended to seek partnership with WITRAP in China in order to strengthen its capacity building activities, and explore possibilities to seek for the Category II Centre status from long term perspective.
<p>Enabling factors and obstacles to sustainability (ownership, engagement, etc.)</p>	<ul style="list-style-type: none"> - Since 2017, as sustainable finance for PHH was lacking and competitiveness for international donor funding in the region is strong (besides cultural heritage is not a priority, as opposed to for example climate change), PHH continues in another format, now under auspices of USP and only continuing on Facebook and through the certificate course (2019 >). - Ownership by USP is largely triggered by the possibility to integrate a Professional Certificate course in Heritage Management to its university curriculum. - Further obstacles: Very ambitious and therefore -too- wide range of programme objectives and low engagement of communities as the added value for them to participate was not always clearly expressed.
<p>Best practices and lessons learned</p>	<ul style="list-style-type: none"> - Need to develop a backup plan to ensure the implementation of priority activities even without funding support, for example through exploring possibilities of accessing to the funds related to climate change, or by a system of rotating PHH among different agencies in Pacific island states. - Need to develop a strategy to reach out and cooperate more closely with national educational institutions and local communities. - Explore possibilities of pairing young volunteers from developed countries with volunteers from Pacific island states to reinforce human resources of PHH - Need for enhancing the ownership of PHH by Pacific member states in order to make PHH the genuine regional facility “by and for Pacific island nations”.

	- Need for a strong and credible local partner: USP integrated results/initiatives in own organizational structure (through Professional Certificate Course for Heritage Management), but was not able to continue PHH itself.
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F.3 Tuvalu Memory of the World Committee's Programme

Project title	Tuvalu Memory of the World Committee's Programme
UNESCO project leader and partners	<p>Project leader</p> <p>Noa Petueli - Chief Archivist Tuvalu National Library and Archives</p> <p>Project partner(s) MoW programme in the Pacific region</p> <p>National Archives of Fiji</p> <p>Home Affairs Department Nauru</p> <p>Office of Library and Archives Papua New Guinea</p> <p>Samoa National Library and Archives Authority</p> <p>National Archives of the Solomon Islands</p> <p>Vanuatu National Library and Archives</p>
Project objectives	<p>UNESCO established the Memory of the World Programme in 1992. The regional committees for Asia Pacific (MOWCAP) was established in 1997.</p> <p>In the Pacific in 2017, the programme was integrated into workplans of the National Archives in Tuvalu, Samoa and Vanuatu who prepared significant historical documents for nomination on the Memory of the World regional register. Tuvalu MOW National Committee was elected on May 22, 2018.</p> <p>The <u>main objectives</u> of the Tuvalu Memory of the World Committee's Programme include:</p> <p>(a) Facilitate preservation of Tuvalu's documentary heritage by the most appropriate means and techniques.</p> <p>(b) Assist international access to Tuvalu's documentary heritage.</p> <p>(c) Support the promotion of international awareness of the existence of Tuvalu's documentary heritage.</p> <p>(d) Promote and monitor the Tuvalu Memory of the World programme.</p>

	<p>(e) Assist Pacific regional elements of the Memory of the World Programme where possible.</p> <p>(f) Support Pacific region Memory of the World documentary heritage nominations.</p> <p>(g) Appoint a MOW Inscriptions Committee comprising of at least three members.</p>	
Target country/ies	Tuvalu	
Target beneficiaries	Tuvalu residents, Government, archives, libraries, NGOs and community groups	
Start and end date	2015-2018	
Total project budget (Euro)	UNESCO regular budget: US\$9,000 / Extra budgetary resources: in-kind project partners	
SIDS-AP Priorities (5)	Expected results (38C/5)	UNESCO's global priorities
Add relevant priority of the SIDS-AP Priority 5/ Objective 3: Action 3.1, Action 3.2	<p>Expected results from 38C/5</p> <ul style="list-style-type: none"> - Promoting an enabling environment for freedom of expression, press freedom and journalistic safety, facilitating pluralism and participation in media, and supporting sustainable and independent media institutions. - Enabling universal access and preservation of information and knowledge 	N/A
Relevance: alignment with national policy priorities and the broader international development agenda	- Tuvalu joined the 2003 Intangible Cultural Heritage Convention leading to the development of national culture strategies and policies, supported by the Tuvalu National Commission for UNESCO and the Rei Foundation in New Zealand. In that framework the project has adapted the UNESCO's Memory of the world programme successfully for Tuvalu.	
Effectiveness: progress on achievement of expected results and outcomes and contribution analysis	- The work of the Tuvalu MoW National Committee has led to increasing awareness about Tuvalu's documentary cultural heritage locally and recognition of the Archive as an institution safeguarding national cultural heritage. The National Archives have started to improve the access to their archives and open up to a wider audience, for example, during their independence festivities they displayed historical documents in the government house, posts on particular documents are published frequently on Facebook and receive comments. For international recognition it is still too early.	
Opportunities for collaboration with other sectors in UNESCO, FO/HQ, other SIDS, other UN partners, other international organization , etc.	- N/A (all expertise from UNESCO)	

<p>Enabling factors and obstacles to sustainability (ownership, engagement, etc.)</p>	<ul style="list-style-type: none"> - Tuvalu MoW National Committee has taken an important first step in the recognition of importance of documentary cultural heritage in Tuvalu. Although very much appreciated by the government, it is not assured that the government will fund committee in future years. The committee is trying to get the Ministry committed for continuing support to their activities. - Tuvalu MoW National Committee encounters a lack of capacity building training opportunities for key officials in the MoW programme and for the further steps needed on how to further develop the national committee. - Tuvalu MoW National Committee encounters a lack of resources to acquire digitization tools needed for archival documents as well as for technical training and know-how for maintenance of machines.
<p>Best practices and lessons learned</p>	<ul style="list-style-type: none"> - Implementing the MoW programme with different SIDS partners requires adaptation of the programme to local political, social and economic context. A “one-fits-all” scheme is therefore not suitable. - The availability of a pro-active project coordinator (in Tuvalu the coordinator is very active) is crucial for the success of the interventions. In other SIDS member states the MoW programme objectives seem to be no priority. Tuvalu could serve as a best practice/example for the other participating SIDS archives. - A decentralized organizational structure of the regional MoW committees would enhance ownership amongst national MoW committees with representation from all SIDS.

F.4 Strengthening capacities in the Comoros for safeguarding intangible heritage for sustainable development

Project title	Strengthening capacities in the Comoros for safeguarding intangible cultural heritage for sustainable development
<p>UNESCO project leader and partners</p>	<p>Intangible Cultural Heritage Section, Culture Sector</p> <p>UNESCO Office in Nairobi: Karalyn Monteil,</p> <p>UNESCO HQ: Doyun Lee, Edouard Jouveaud</p> <p>Main partner institution:</p> <p>Ministry of National Education, Research, Culture, Arts, Youth and Sport. Directorate-General of Arts and Culture (DGAC)</p> <p>Secondary partner institutions:</p> <p>National Commission of the Union of the Comoros for UNESCO</p> <p>National Centre for Documentation and Scientific Research (CNDRS)</p> <p>University of Comoros</p>

	Collectif du patrimoine des Comores
Project objectives	<p>Overall objectives</p> <p>contribute to sustainable development in the Comoros through implementation of the Convention for the Safeguarding of the Intangible Cultural Heritage;</p> <p>draw attention to the importance of the Comorian living heritage and its key societal role as a vector of cultural diversity and creativity;</p> <p>promote mutual respect among Comorian communities through the recognition of their living heritage, thereby fostering cultural diversity, intercultural dialogue and the culture of peace.</p> <p>Specific objectives</p> <p>strengthen institutional and legal frameworks to achieve more effective implementation of the 2003 Convention at the national level;</p> <p>build the human resources capacities of the main bodies responsible for cultural heritage, as well as of universities and civil society;</p> <p>train the competent institutions and civil society in inventorying, in particular through the use of “participatory video”³⁷, in order to produce better documentation on and achieve more effective safeguarding of intangible cultural heritage.</p>
Target country/ies	Union of the Comoros
Target beneficiaries	<p>The main project beneficiaries are:</p> <p>Directorate-General of Arts and Culture – the principal administrative body in charge of issues relating to the Comorian cultural heritage, it is part of the Ministry of National Education, Research, Culture, Arts, Youth and Sport;</p> <p>the country’s principal Ministries (employment, youth, health, education, agriculture);</p> <p>National Centre of Documentation and Scientific Research – the main institution working directly on cultural heritage issues;</p> <p>University of the Comoros;</p> <p>Communities selected for the pilot inventory.</p> <p>Other beneficiaries include:</p> <p>municipalities, which include in their action plans sociocultural activities in partnership with youth organizations;</p> <p>L’Association des jeunes du Patrimoine of the Comoros, a nationwide youth organization working to promote the country’s culture and arts;</p>

³⁷ Participatory video is a type of participatory research activity in which a group or a community is involved in creating its own educational film, as a form of “peer-based education”, with a view to fostering exchanges between individuals and between communities.

	<p>Le Collectif du Patrimoine des Comoros, an NGO of the Comorian diaspora working to enhance the status of the Comorian cultural heritage within the country and abroad.</p> <p>Other national bodies, associations and experts involved in safeguarding intangible cultural heritage in the Comoros will also participate in capacity-building activities and training: the Ministry of Crafts, the Directorate-General of Tourism, civil society organizations and grass-roots organizations, including women's collectives and associations.</p>	
Start and end date	<p>2016- On going</p> <p>Initial duration of project was 16 months</p>	
Total project budget (Euro)	<p>RP+EB: US\$276,596</p> <p>Financial contribution of the Abu Dhabi Tourism and Culture Authority (ADTCA) including for the recruitment of programme office in Comoros to follow up on the implementation of the project (12 month contract)</p>	
SIDS-AP Priorities (5)	Expected results (38C/5)	UNESCO's global priorities
Add relevant priority of the SIDS-AP	Add the related expected results from 38C/5	<p>Inclusion of global priorities:</p> <p>Gender/inclusiveness</p> <p>SIDS in Africa</p>
Relevance: alignment with national policy priorities and the broader international development agenda	<p>The project proposal was the result of a needs assessment in the field of intangible cultural heritage (ICH) conducted by UNESCO in March 2015 with the participation of the project's partner institutions.</p> <p>Results of the needs assessment stressed the need: 1/ to reinforce the institutional and legal frameworks for safeguarding intangible cultural heritage in the Comoros; 2/ to strengthen local capacities on drawing up inventories; 3/to support knowledge and implementation of the 2003 Convention.</p> <p>All interviewed local stakeholders: the Ministry of Culture, CNDRS and the Collectif du Patrimoine des Comores confirmed they considered the project as highly relevant to their needs and acknowledged that the project was well designed to respond to the needs expressed in March 2015.</p>	
Effectiveness: progress on achievement of expected results and outcomes and contribution analysis	<p>The project has encountered various obstacles related to the local context that have slowed its progress (the project has dealt with representatives of three different governments). Besides the projects suffers from insufficient resources to cover all planned activities.</p> <p>Raising funds for the project took time and it was only in 2018 that ADTCA offered to support the project and to recruit a local coordinator responsible for the implementation of the project and the liaison with partner institutions.</p>	

	<p>The project still needs contributions from UNESCO HQ to be able to implement some of the activities.</p> <p>In its first years the project has organised training for partner institutions responsible of the implementation of the 2003 Convention nationally. This has contributed to a greater understanding of the principles of the Convention by all actors including key stakeholders associated with intangible cultural heritage (states, facilitators, professors/researchers, civil society, NGOs, local communities). Moreover local stakeholders have a strong ownership of the objectives of the project. The mobilisation of actors for these first workshop was done by the UNESCO Programme specialist from Nairobi and this was very challenging. This should be easier in the future with inputs of the local coordinator.</p> <p>A national committee in charge of ICH was set up but it still needs from the Ministry of Culture.</p> <p>A strategic document for the revision of the legal and institutional frameworks is currently being produced by a local legal expert. An international expert was also mobilise to provide technical advise. This strategic document will be presented to a list of parliamentarians already identified. The workshop will be held in June 2019 and will present recommendations for the revision of legislative and institutional frameworks.</p> <p>Workshops on intangible cultural heritage inventorying and documentation techniques are yet to be organised. These will involve local communities, government bodies, universities and civil society.</p>
<p>Opportunities for collaboration with other sectors in UNESCO, FO/HQ, other SIDS, other UN partners, other international organization , etc.</p>	<p>None reported</p>
<p>Enabling factors and obstacles to sustainability (ownership, engagement, etc.)</p>	<p>The project has put in place to good condition to allow a strong sustainability of results:</p> <p>Local stakeholders were involved from the start of the project, in its design, through their inputs to the needs assessment exercise. This has contributed to strong ownership of the project's objectives</p> <p>The project fits within UNESCO's larger framework for the safeguarding of ICH. It fits into a larger intervention logic for the ratification and implementation of the 2003 Convention. As such UNESCO has implemented a series of projects that contribute to the implementation of the Convention for the Safeguarding of the Intangible Cultural Heritage. Representatives of the Ministry of Culture mentioned this as very important. After they had ratified the Convention in 2013 they still needed support and stayed that UNESCO acted as "a booster" to follow up on the objective of the implementation of the Convention.</p> <p>The project is successful in mobilising the appropriate stakeholders and sustaining partnerships</p> <p>The project activities benefited from wide media coverage contributing to awareness raising on ICH.</p>

Best practices and lessons learned	<p>The gender component was introduced through equal participation for men, women and young people in training workshops and project activities. Gender will also be taken into account in identification of communities for the pilot inventory project.</p> <p>The gender component under this project can be better valued/promoted as women in Comoros are highly involved in the preservation of intangible cultural heritage as many traditional customs are led by women: traditional singing, pottery, traditional dances, celebrations for weddings, etc.</p> <p>A remark was made by a local stakeholder on fact that UNESCO was not “as strict” as other donors or international development actors in terms of reporting and follow up on progress.</p>
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F.5 Caribbean Centre for Educational Planning

Project title	Caribbean Centre for Educational Planning
UNESCO project leader and partners	Claude Akpabie, UNESCO Cluster Office for the Caribbean Education Sector Programme specialist
Project objectives	<p>Within the context of the implementation of the Sustainable Development Goal 4 (SDG4) and its related specific commitments made by the International Community under the Education 2030 Framework for Action (FFA) adopted as part of the Incheon Declaration in Korean in 2015, it is stated that no country seriously committed with a credible plan to achieve the new ambitious SDG4-Education 2030 Goal for all children and youth, should see their efforts to achieve this goal jeopardized by shortage of funds. To be able to pass the test of credibility of their education sector plans, countries are required, at the initial stages of the SDG4 implementation, to engage in evidence-based education sector-wide policy gaps mapping leading to the formulation or adjustments of existing education sector strategic plans, goals and priorities to achieve their national SDG4-Education 2030. The UNESCO Caribbean Cluster Office’s Initiative to establish the Caribbean Centre For Education Planning (CCEP) as regional training Centre within the University of West Indies, aims to assist the countries in the region to fill the capacity gap in terms of local expertise of the Ministries of Education (MoE) in UNESCO’s Education Strategic Planning Capacity Development mandate currently assumed by International Institute for Education Planning (IIEP), by decentralizing such function into the sub-region as a more sustainable approach that will allow the CCEP to train a critical mass of Caribbean education planning officers at more competitive costs compared to the usual modality of sending only few ministries’ staff for training at higher costs in Paris at the IIEP for 9 months.</p>
Target country/ies	Caribbean region
Target beneficiaries	Beneficiaries of the CCEP include all 20 UNESCO Caribbean Cluster Member States and Associates, namely: Anguilla, Antigua and Barbuda, Aruba, Barbados, Belize, British Virgin Islands, Cayman Islands, Curacao, Dominica, Grenada, Guyana, Jamaica, Montserrat, Sint Maarten, St. Kitts and Nevis,

	St. Lucia, St. Vincent and the Grenadines, Suriname, The Bahamas, Trinidad and Tobago. The initiative targets mainly education policy makers and practitioners, education institution staff and faculty.	
Start and end date	On-going. The CCEP was officially launched on the 6th of JUNE 2017 in Barbados with the solemn signature of a letter of intent between the UNESCO Office Director and the Representative of the Principal of University of West Indies, Mona Campus which hosts the CCEP Headquarters.	
Total project budget (Euro)	For sustainability purposes, UNESCO adopted an approach of seed money funding with the guarantees that the CCEP managers develop credible medium-term workplans that attract regional or other international donors co-funding. For the ongoing biennium, UNESCO committed only 15,000 USD seed money for training of trainers Programme which has triggered the granting of a counterpart funding from the Caribbean Development Bank (CDB) of 150,000 USD on a no competition basis because of UNESCO's seed money contribution and the technical backstopping from the UNESCO IIEP for Quality Assurance of the proposed training of trainers Programme. UNESCO retains membership within the Governing Board of the CCEP Chaired by the Office of the UWI Principal. UNESCO's ultimate goal is to 'hold hands' of the CCEP by helping its management to progressively mature in order to become a self-reliant Centre in a not so distant future while still maintaining the regional visibility of UNESCO as one of its flagship Initiatives.	
SIDS-AP Priorities (5)	Expected results (38C/5)	UNESCO's global priorities
Add relevant priority of the SIDS-AP	Priority 1	N/A
Relevance: alignment with national policy priorities and the broader international development agenda	The initiative is fully in line with national, regional and international development priorities which give strong emphasis in promoting high quality and robust educational systems, at all levels. There is widespread recognition in the region that planning is not a sufficiently rigorous and thorough exercise. The literature shows that there is a deficit in educational planning, which is one of the reasons that the development of the region is not as advanced as it could be. In the SIDS AP, there is a connection between SDG 4 and what the plan seeks to promote.	
Effectiveness: progress on achievement of expected results and outcomes and contribution analysis	<p>There is no baseline, nor are there any explicitly formulated KPIs and targets for the initiative. The appreciation provided in this case study regarding the effectiveness and results stemming from the initiative are anecdotal in nature, and are the product of the interviews held during the field visit to Jamaica. It is worth highlighting that the Centre is in its early stages of operation. As a result, results are limited. This said, the creation of the Centre is in itself a considerable achievement.</p> <p>Some of the main activities conducted by the centre to date include:</p>	

	<p>In Jamaica they are working with a number of schools and they are in consultations with various agencies, with a view to supporting their evaluation and planning mechanisms. The minister of education in Jamaica has expressed his expectation that the centre will work closely with the Ministry and related agencies. They are working as well with the national education directorate, looking at school performance to provide interventions to provide deficiencies. They have been providing support to individual education institutions helping them respond to findings of their inspection reports and develop their education strategic plans.</p> <p>In Antigua, they have been working with the education ministry in delivering training to principals in strategic planning and that is currently ongoing. They began earlier this year, with a five day face to face an on-going handholding in assisting principals in developing school strategic plans.</p> <p>As part of their data gathering activities in different countries, they have begun negotiating support that the centre could offer based on their plans. That data has enabled them to position themselves as to how they could support these countries.</p>
<p>Opportunities for collaboration with other sectors in UNESCO, FO/HQ, other SIDS, other UN partners, other international organization , etc.</p>	<p>The Centre is regional in scope, leading to a number of collaboration with several countries in the region. In addition to this, additional collaboration have been established with regional organizations such as the Caribbean Development Bank (DDB) and the Caribbean Association of Educational Planners. The Centre has begun discussions with the Inter-American Development Bank with a view to agreeing a mechanisms by which the IDB might become a partner along with the CDB and UNESCO to provide some support for them to undertake widescale regional research which may support educational policy and practices. The IDB has and educational unit, and they believe that the centre may be a partner to them.</p>
<p>Enabling factors and obstacles to sustainability (ownership, engagement, etc.)</p>	<p>According to the centre's director, the support provided by UNESCO has been one of the key enabling factors for the centre's launch. According to him, there are three levels at which UNESCO involvement and support has enabled them to be where they are.</p> <p>Conceptual and philosophical: dating back to 2015, UNESCO provided substantial support to facilitate the director's participation in a two-week training programme in the IIEP training centre in Paris (<i>Institut international de planification de l'éducation</i>). This enabled him to construct the conceptual understanding of what a planning centre should be. In addition to the financial support that made his involvement possible, they were extensively engaged with UNESCO in developing the concept paper for the Centre.. and UNESCO and themselves shared a memorandum of understanding signed between UNESCO and the UWI signed at the highest level. This provided a framework for the cooperation that was to be undertaken between UNESCO and themselves. UNESCO really provided leadership on this matter in an extensive way.</p>

	<p>Branding: Their capacity to influence thinking and behaviour across the regional has been buttressed by their association with UNESCO. Starting out with the education conference which took place in Barbados in June 2017, UNESCO and other partners thought it would be strategic to launch the centre in that context. Doing so with the UNESCO label helped to reinforce the centres image, its legitimacy, its acceptability, and its relevance, given UNESCO’s long history of work with these countries.</p> <p>Pragmatic support: UNESCO has provided support to set up the office, and the basic functions (equipment furniture) have been provided by UNESCO.</p> <p>Another enabling factor has been the support provided by the University of West Indies, which has engaged in a cooperation agreement with UNESOC and has provided funding for the operational costs of the Centre.</p> <p>One of the main threats to sustainability is the issue of long terms funding of the Centre. The exact business model is yet to be determined, but it appears that the Centre’s long-term survival will depend on its capacity to leverage country funding – particularly through the provision of services. Until now, this proven to be difficult in part due to the fact that in order to engage with the Centre, the countries need to carry out procurement (the countries need to put out a tender to draw on the services of the CCEP). The fact that they have to go through procurement slows up the pace at which they can do work with them. If for example the Centre had a business model that enabled it to recover its costs from a source other than the client country, then they could directly engage a country and provide the services that are within the remit of the CCEP.</p>
Best practices and lessons learned	<p>UNESCO has provided “end to end kind of support” for the Centre, from the early design phase to the actual operational implementation.</p> <p>Funding provided by UNESCO has acted as seed funding, allowing to leverage additional financial resources from other actors (e.g. the CDB). For instance, the 150kUSD grant provided by the CDB was to a large extent enabled by the funding provided by UNESCO.</p> <p>The geographical scope of the centre is regional in nature. This has been large promoted by UNESCO, in light of benefiting the maximum number of countries possible.</p> <p>According to the director, one of the factors which has enable the centre to “punch at a higher level”, is the fact that they have been able to assemble a group of experts in educational planning and policy, to compose the CCEP operational team. This group includes for example the former minister of education and former head of the Jamaica tertiary education commission, who has extensive experience in educational planning and policy making, and management of the educational sector. Other members of the team include retired principals, other people in the business of running educational institutions, early childhood development experts etc.</p>

F.6 Jamaican Youth Ambassadors Programme

Project title	Jamaica Youth Ambassadors Programme
UNESCO project leader and partners	Gisselle Burbano, UNESCO Cluster Office for the Caribbean Social and Human Sciences Sector Programme specialist, Gender Focal Point
Project objectives	<p>UNESCO conceives youth not only as beneficiaries but also as central agents for promoting change towards the attainment of sustainable development. Youth play a key role in co-constructing positive social transformations towards enabling sustainable development in the Caribbean sub-region. UNESCO's approach to youth development is based on the three axes public policy, capacity development and civic engagement. The Special Initiative for the Caribbean emphasizes Youth as one of its thematic priorities, mainstreaming aspects related to youth mobilization across UNESCO's sectors of engagement.</p> <p>The Cluster Office for the Caribbean has led a Youth Engagement Campaign, which was aimed at creating avenues for increased youth involvement. In this regard, the Cluster Office collaborated with an initial 100 volunteers to support activities and programmes. These included local youth forums, Youth Speed Mentoring sessions and support for the events held by the Jamaica Federation of UNESCO Clubs.</p> <p>The UNESCO Youth Ambassador Programme in Jamaica builds on these volunteers and is unique in its form. It relies on a strong partnership with the Youth Advisory Committee of Jamaica's National Commission under the leadership of the Minister of Foreign Affairs. The UNESCO Youth Ambassadors are a well-needed human resource pool that can be called upon to provide ideas, support communication and outreach efforts as well as effective and independent implementation of events throughout the year. Examples of events organized by the UNESCO Youth Ambassadors and supported by UNESCO:</p> <p>Forum on Mental Health with the participation of Dr The Honorable Christopher Tufton, Minister of Health (photos available)</p> <p>In collaboration with the Embassy of Colombia: Discussion on Cultural Heritage and screening of documentary on the occasion of the inscription of the Chiribiquete National Park as UNESCO World Heritage.</p> <p>Labour Day Project: Community Volunteering Activities</p> <p>Conflict Resolution Workshop</p> <p>UNESCO Kingston cluster office has provided support in the form of technical assistance for the initiative and has provided specific support for the organization of a number of activities implemented with the support or in collaboration with the network of Youth Ambassadors (e.g. international literacy day, coastal clean up initiative). This is one of the multiple initiatives being supported by the Cluster Office, through the programme specialist for Social and Human Sciences. It does not however represent a project in the administrative / SISTER sense of the term.</p>

Target country/ies	Jamaica	
Target beneficiaries	Jamaican youth	
Start and end date	On-going	
Total project budget (Euro)	UNESCO regular budget: c.a. 15 000 Extra budgetary resources: None	
SIDS-AP Priorities (5)	Expected results (38C/5)	UNESCO's global priorities
Add relevant priority of the SIDS-AP Priority 1 Priority 3	Add the related expected results from 38C/5	Inclusiveness
Relevance: alignment with national policy priorities and the broader international development agenda	<p>The initiative is fully aligned with Jamaica's interest in promoting inclusiveness of youth, which is considered to be a high vulnerability group in society. This is a crosscutting trend in all of the Caribbean. It is also aligned with the country's National Youth Policy which establishes a framework within which youth can be supported to pursue and achieve their goals. The Policy outlines and explores areas for action, and indicates six priority areas – education and training, health and well-being, employment and entrepreneurship, youth participation, social inclusion and reintegration, and institutional and youth sector arrangements.</p> <p>According to one interviewed stakeholder "They have unique challenges in Jamaica: crime problem, security problem. A lot of disorder in some of their systems which they are working on. And they also have a problem when you speak to youth you get the clear understanding that they feel disconnected to the system. They don't feel that anything they do could make any difference. A big part of this project which is currently done through UNESCO is about simply energising their youth, giving them more than just a platform to talk, but something specific to do".</p> <p>The initiative is also aligned with the priorities set forth by regional organisations and instruments such as CARICOMs Youth Development Goals and its Youth Development Action plan. Through this plan the organisation aims to promote, through a regional partnership agenda, an enabling environment for adolescent and youth wellbeing, empowerment and participation in national and regional development.</p> <p>There is also an alignment with the 2030 agenda given that SDGs acknowledge the centrality of youth and their role in the path towards sustainable development as they are part of the 9 Major Groups with which the UN closely collaborates to ensure broad participation and representation of all corners of the society.</p> <p>According to one local stakeholder "there is a big conversation to have about how to reach SDGs, and youth has an important role to play in that. You can't do anything sustainable without the youth. There is no way to develop</p>	

	<p>a country in a sustainable way, without making the youth cohort become the leadership of the entire process. So in very general terms, this opportunity (i.e. The Ambassadors programme) presents a great piece of the puzzle”.</p>
<p>Effectiveness: progress on achievement of expected results and outcomes and contribution analysis</p>	<p>There is no baseline, nor are there any explicitly formulated KPIs and targets for the initiative. The appreciation provided in this case study regarding the effectiveness and results stemming from the initiative are anecdotal in nature, and are the product of the interviews held during the field visit to Jamaica.</p> <p>This initiative is a well-established programme in the country, which is greatly appreciated by the Government and which has gained considerable track and visibility since its inception. It has the support and buy in of the highest levels of government.</p> <p>The youth ambassadors interviewed in the framework of the evaluation all highlighted the value of participating in the programme, particularly in terms of network development and potential for career development. One of the things that is appreciated about the programme by the Ambassadors is that they really get to play a part in the decision-making process. They know that their ideas and input are taken into consideration.</p> <p>According to one youth ambassador “over the past year she has attended different activities, she has learned leadership skills, she has met people with different types of skillsets, and it give them access to more information. And this makes a volunteer/ ambassador well rounded. It also allowed her to volunteer on various occasions, such as during the beach cleanup efforts”.</p> <p>According to a representative from the Jamaican Government, the initiative is “one of the activities that really present this opportunity for UNESCO to become an epicentre for youth development and for youth to be able to stretch their minds and their creativity on finding solutions”.</p>

<p>Opportunities for collaboration with other sectors in UNESCO, FO/HQ, other SIDS, other UN partners, other international organisation , etc.</p>	<p>The initiative is cross-cutting and multisectoral by nature. Synergies have been developed between the SHS sector and other sectors in light of the activities organised in collaboration with the Youth Ambassadors network.</p> <p>Examples of collaboration with other sectors include:</p> <p>Organisation of a workshop on climate resilience, and participation in the global coastal clean up day</p> <p>Organisation of a World Mental Health day in collaboration with the Youth Ambassadors</p> <p>Organisation of the first ever UNESCO partnership on international literacy day.</p>
<p>Enabling factors and obstacles to sustainability (ownership, engagement, etc.)</p>	<p>The support from UNESCO is seen as a key determinant for the success of the initiative. A government representative involved in the initiative highlighted the fact that UNESCO has people with strong leadership capacities, which has help get buy in from the ministry to come on board. He also recognised the importance of UNESCO's has a track in this field. The Organisation because of its foundation and its base in the field of youth, is uniquely placed and with the requisite understanding and the network for them to ensure that the partnership is successful.</p> <p>The fact that UNESCO supported the initiative is also seen as having made it more appealing. According to the youth ambassadors interviewed, the UNESCO label did "give them a push to be part of it". They also state having been drawn to UNESCO given the very nature of the organisation and the fact that the Organisation is pushing a certain agenda by way of the SDGs.</p> <p>Another key driver of success is the support provided by Min. Pearnel Charles. Min. Charles Minister Charles currently serves as a Government Senator in the Parliament of Jamaica and as the Minister of State in Ministry of Foreign Affairs and Foreign Trade (Jamaica) as of March 26, 2018. He has responsibility for Diaspora Affairs, among other areas in the Ministry. He is also Minister Charles is also an executive member of the Jamaica National Commission for UNESCO and serves as the Chairman of the UNESCO Youth Advisory Committee (UNESCOJAYAC).</p>

<p>Best practices and lessons learned</p>	<p>The UNESCO Youth Ambassadors programme represents a low cost and high impact initiative, which clearly illustrates many of the comparative strengths the organisation has in supporting sustainable and inclusive development in SIDS. It addressed an issue which is universally recognised as very urgent, for the majority of Caribbean states.</p> <p>The support provided by high level local authorities has been a key driver of success. This has been enabled in part by the longstanding relationship and networks UNESCO has built at the local level. It is also driven by very strong personal relationships between UNESCO field office specialists and government representatives.</p> <p>Some of the recommendations provided by the programme participants include:</p> <ul style="list-style-type: none"> Providing more incentives for youth to participate, such as the possibility of obtaining reference letters given their involvement in the programme Provide additional funding, given the very high level of interest there is in the initiative and the capacity to attract more youth Increasing presence in universities, through the creation of youth ambassadors clubs for example Connect with other Caribbean youth networks outside of Jamaica, and make the regional dimension of the initiative stronger.
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Appendix G: SIDS Action Plan Theory of Change

1. Overview statement

Developing, evaluating and refining a Theory of Change is a useful and necessary step at the start of an evaluation. Articulating such a theory has the potential to offer a clear picture of the intended results and explain how program activities and results are intended to contribute to achieving results at different levels. A Theory of Change (or logical framework) underpins a solid evaluation, defining a mutual understanding of the scope of the activities and objectives involved. It helps agree on measurements to evaluate progress against the main evaluation criteria of relevance, effectiveness, efficiency, impact and sustainability.

The theory of change developed for the purpose of this mid-term review was designed to capture the intended changes brought about by the adoption and implementation of the SIDS AP in comparison to a 'business as usual'-scenario. It mainly focuses on processes established by UNESCO to support the delivery of the Expected Results (ER) of the Action Plan (AP).

Six outcomes were identified as necessary to attain the ER of the AP:

1. **Funding resources:** without the necessary financial and human resources the action plan is an empty shell in that UNESCO cannot deliver more than in its business as usual-scenario.
2. **Intersectoral work:** many of the SIDS challenges, reflected in the SIDS AP, would benefit from integrated, multidisciplinary approaches and solutions.
3. **South-South and North South collaboration:** the SIDS AP belongs to UNESCO and its Member States. Sharing experiences, knowledge and best practices among SIDS of all regions and between SIDS and other Member States will contribute to reach objectives of the AP.
4. **Communication:** Increased awareness-raising of SIDS' needs and visibility of UNESCO's work for SIDS is essential to mobilize the additional funding to allow the Organization to effectively deliver on the ER of the AP.
5. **Partnerships:** in the context of scarce resources it is essential that UNESCO effectively identify and mobilizing key partners, in particular within the UN family, to ensure that UN strategic frameworks are coherent and integrate the objectives of the SIDS AP.

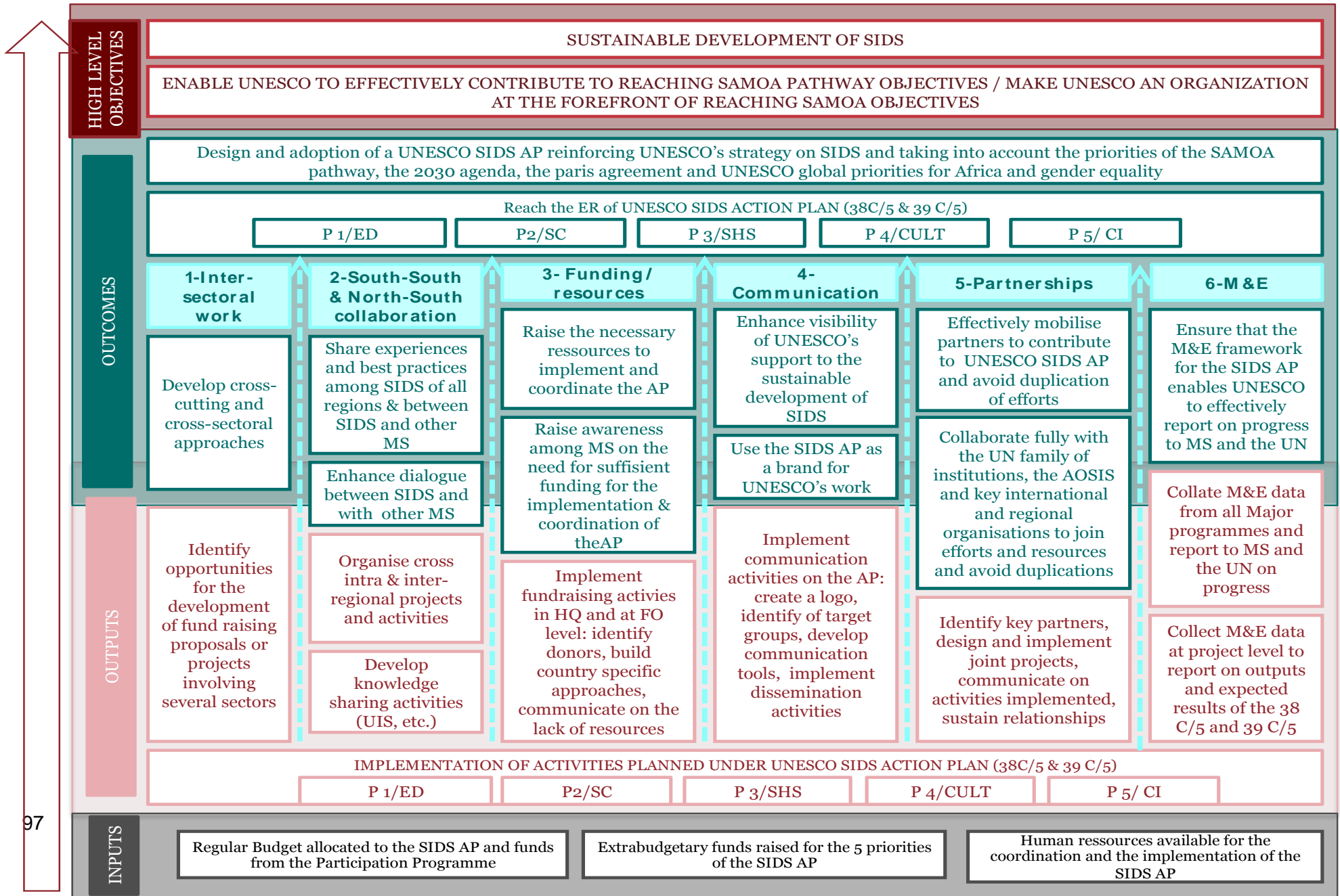
6. **Monitoring and evaluation:** ensure that the SIDS AP monitoring and evaluation framework enables UNESCO to effectively monitor progress in reaching the objectives of the SIDS AP as stated in the AP and in attaining the ER of the 38 C/5 and 39 C/5.

2. Assumptions

The theory of change will succeed if the following assumptions hold:

1. An AP is a good tool to reinforce UNESCO's contribution to SIDS;
2. UNESCO's interest in SIDS will remain strong;
3. SIDS member states are engaged and committed to change;
4. UNESCO works with engaged networks and partners;
5. UNESCO will operate in a stable democratic political environment in SIDS;
6. UNESCO implements this theory of change in a highly coordinated, well-timed and integrated manner.

3. Theory of change



Appendix H: SIDS Framework

38C/F EXPECTED RESULTS THAT BENEFIT SIDS

MAJOR PROGRAMME I: EDUCATION

Priority 1 (SIDS Action Plan): Enhancing island capacities to achieve sustainable development through education and the reinforcement of human and institutional capacities

MP I, 38 C/5 Expected Result 1: National capacities strengthened to develop and implement policies and plans within a lifelong learning framework

Performance Indicator		38 C/5 Target, including SIDS component
1	Number of countries supported by UNESCO where education policies have been reviewed to integrate a lifelong learning perspective	16 Member States, <i>of which at least 4 SIDS</i>

MP I, Expected Result 3: Capacities of Member States strengthened to design and implement policies aiming at transforming TVET

Performance Indicator		38 C/5 Target, including SIDS component
1	Number of countries whose systems have transformed towards supporting youth transitions and building skills for work and life	15 Member States, <i>of which at least 2 SIDS</i>

MP I, Expected Result 5: National capacities strengthened, including through regional cooperation, to develop and implement teacher policies and strategies so as to enhance the quality of education and promote gender equality

Performance Indicator		38 C/5 Target, including SIDS component
1	Number of countries which have initiated reform and/or review of teacher policies and systems, paying strong attention to equity and gender equality related issues	20 Member States, <i>of which at least 8 SIDS</i>

MP I, Expected Result 9: Capacities of Member States strengthened to integrate ESD into education and learning, and ESD strengthened in the international policy agenda

Performance Indicator		38 C/5 Target, including SIDS component
	Number of countries supported to integrate a holistic approach of ESD into the curriculum with a focus on climate change, disaster risk reduction and biodiversity	– 26 Member States, <i>of which at least 5</i>

MAJOR PROGRAMME II: NATURAL SCIENCES

Priority 2 (SIDS Action Plan): Enhancing SIDS resilience towards environmental, ocean, freshwater and natural resources sustainability

MP II, Expected Result 1: STI policies, the science-policy interface, and engagement with society, including vulnerable groups such as SIDS and indigenous peoples, strengthened

Performance Indicator		38 C/5 Target, including SIDS component
1	Number of assisted Member States which have adopted STI policies, policy instruments and governance tools for the development of their STI systems	– At least 14 Member States, <i>of which at least 2 SIDS, with STI systems improved</i>
2	Number of policy-makers contributing to nurture regional, inter-regional and international debates on best practices in STI for development that are based on initiatives by or with UNESCO	– At least 50 Ministers of S&T and/or higher education, <i>of which at least 3 from SIDS</i> , contribute to best practices in STI for development at international or regional forums that are based on initiatives by or with UNESCO
4	Number of SIDS priority actions, as identified in the SIDS Action Plan, advanced by SIDS; and local and indigenous knowledge systems promoted and supported by Member States at the international and regional levels.	<ul style="list-style-type: none"> – Priority actions implemented by SIDS of all three SIDS regions, with greater emphasis on enhancing community resilience and policy planning – Indigenous and local knowledge holders revitalize their knowledge and work collaboratively with scientists and other knowledge holders in at least two regions, <i>including at least one regional assessment involving SIDS</i>

MP II, Expected Results 2: Capacity-building in research and education in the natural sciences enhanced, including through the use of ICTs

	Performance Indicator	38 C/5 Target, including SIDS component
1	Number of Member States which have promoted the sustainable use of renewable energy sources, in line with the objectives of the United Nations Decade of "Sustainable Energy for All"	– At least 20 Member States <i>of which 3 from SIDS</i>
3	Number of interdisciplinary science education initiatives including innovative methods of teaching at all levels introduced by Member States	– At least 16 interdisciplinary science education initiatives operational, including 4 in SIDS

5	Number of trained young scientists in the basic sciences contributing to knowledge applicable to sustainable development	– At least 200 basic sciences young teachers trained by UNESCO IBSP, <i>including 50 from SIDS</i>
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MP II, Expected Result 4: Scientific understanding of ocean and coastal processes bolstered and used by Member States to improve the management of the human relationship with the ocean

Performance Indicator		38 C/5 Target, including SIDS component
2	(i) Number of international agreements on standards and methodologies established and implemented. (ii) Increase in data sharing among the international carbon programmes and institutions.	<ul style="list-style-type: none"> – (i) Identification of biological parameters (best practice) necessary to observe the impact of ocean acidification, no implementation will be possible – (ii) Development and Implementation of a global ocean acidification data portal, combining biological, chemical and physical parameters. – (iii) Publication of best practices guides, and implementation of methodologies by at least 10 national research institutions, <i>including 3 from SIDS</i>
	Continued and diversified Member State investment, sustaining implementation levels for in situ and space observations of the ocean for climate and weather.	– Member States leverage a basic level of coordinating services and strategic guidance for global-scale sustained ocean observations, focused on climate requirements with some regard to ocean services, <i>with SIDS information need priorities reflected in the relevant GOOS Regional Alliances (PI-GOOS, IOGOOS, IOCARIBE-GOOS) and observing networks including the GLOSS sea level monitoring network.</i>
6	Number of international scientific initiatives focusing on marine ecosystem functioning, and impacts of change and variability on ecosystem services, where national research institutions are participating	<ul style="list-style-type: none"> – (i) Preparation of a global ecological assessment of ship based time series – International Group for Marine Ecological Time Series. – (ii) <i>encouraging the investigation of the threat of deoxygenation by supporting experts from SIDS to attend relevant meetings</i> – At least 15 inter-comparable marine ecosystem assessments produced, <i>including data from SIDS</i>

MP II, Expected Result 5: Risks and impacts of tsunamis and other ocean-related hazards reduced, climate change adaptation and mitigation measures taken, and policies for healthy ocean ecosystems developed and implemented by Member States

Performance Indicator		38 C/5 Target, including SIDS component
1	(i) SIDS Member States engaged in harmonizing and standardizing monitoring and warning systems for coastal hazards in all four regions.	<ul style="list-style-type: none"> – (ia) 16 Member States of the Caribbean region – (ib) At least 18 SIDS Member States developing or reviewing Standard

MP II, Expected Result 7: Global cooperation in the geological sciences expanded

Performance Indicator		38 C/5 Target, including SIDS component
1	Percentage of developing Member States that have scientists actively engaged in N-S and S-S cooperation through IGCP projects focused on key thematic areas of geohazards, use of mineral resources and climate change.	– At least 50% of Member States with scientists engaged in IGCP projects are from the developing world, <i>with at least 4 From SIDS</i>

MP II, Expected Result 8: Member states have reduced their vulnerability and enhanced their resilience to natural hazards by strengthening their capacities in DRR

Performance Indicator		38 C/5 Target, including SIDS component
2	Number of supported Member States which have enhanced resilience and increased capacity in DRR	– At least 60 countries, out of which at least seven in Africa and five in SIDS

MP II, Expected Results 9: Use of biosphere reserves as learning places for equitable and sustainable development and for climate change mitigation and adaptation strengthened

Performance Indicator		38 C/5 Target, including SIDS component
1	Number of new biosphere reserves (BR) joining the UNESCO World Network of BR (WNBR), a network of sustainable development learning sites	– At least 50 new BR created, three of them transboundary, particularly in developing countries or LDCs, <i>including at least 3 BR in SIDS</i>
4	Number of research programmes/projects conducted in BR promoting sustainability science and sustainable development	– At least 1 research programme/project by region or thematic network, <i>including in SIDS</i>

MP II, Expected Results 10: Responses to local, regional and global water security challenges strengthened

Performance Indicator		38 C/5 Target, including SIDS component
1	Number of supported institutions which have developed research and training programmes on floods and drought risk management related to climatic extremes	– At least 20 institutions in three regions, including <i>at least 2 institutions from SIDS</i>
2	Number of Member States including SIDS which have improved groundwater governance at local, national and transboundary levels	– 11 Member States participating in the groundwater monitoring network (GGMN) – 30 Member States applied the methodology for groundwater resources assessment, <i>of which 5 are SIDS</i>
	Sea Level Science Community mobilized through IOC-WCRP sponsored conference “Understanding Sea Level Rise and Variability II” (tentatively scheduled for 10-14 July 2017) (ii) SIDS Member States, and in particular those most vulnerable to coastal hazards, having adopted harmonized mitigation and adaptation plans (iii) Additional sea level stations planned to be established in SIDS countries in the three regions	– 60 Member States with at least five from Arab States, five from Africa and 5 from Operating Procedures with a view of adopting harmonized mitigation and adaptation plans - (ii) <i>At least 12 SIDS having adopted harmonized mitigation and adaptation plans</i> - (iii) <i>At least 3 new stations contributing data to early warning systems and IOC Sea Level Station Monitoring Facility</i>
	Member States have acquired and are applying enhanced capacity to monitor and manage harmful algal bloom (HAB) events and their impacts	– Strong participation of Member States in at least eight capacity enhancing activities implemented including activities targeted on Ciguatera and SIDS.
3	Number of SIDS Member States having acquired the capacity to conduct marine assessments and contributing to regional and global ocean related assessments such as the World Ocean Assessment, IPBES	– At least 10 SIDS Member States from two regions

MP II, Expected Result 6: Member States' institutional capacities reinforced and applied to protect and sustainably manage ocean and coastal resources

Performance Indicator		38 C/5 Target, including SIDS component
2	Number of SIDS countries using IOC's ecosystem based management guidelines and coastal hazards/climate change adaptation tools in the development, management and evaluation of their national programmes	<ul style="list-style-type: none"> – <i>At least 12 SIDS</i> using IOC guidelines/tools to manage their coastal and marine areas – <i>At least 5 SIDS</i> participating in the formulation and implementation of regional interventions on coastal hazards/climate adaptation, and marine spatial planning in one region
	<ul style="list-style-type: none"> (i) Number of MS institutions sharing data and information through the IODE network of data centres and marine libraries, (ii) number of data records available through OBIS and ODP portals, e-repository OceanDocs, and (iii) number of recent datasets on species abundance from SIDS in OBIS number of publications mentioning OBIS 	<ul style="list-style-type: none"> – (i) <i>Not less than 94 institutions participating in the IODE network and related portals, of which at least 5 SIDS</i> – (ii) <i>records in the OBIS database increased to 48M, including data from SIDS; number of datasets in OceanDataPortal increased to 230, of which 5 related to SIDS; number of bibliographic records in the OceanDocs e-repository increased to 7000, of which 100 related to SIDS</i> – (iii) <i>at least 10 new datasets with recent data</i>
4	Number of Countries participating and contributing information to the Global Ocean Science Report (GOSR) (including SMART Technologies), and approaches which have addressed water scarcity and water quality (assessment of water balance, and potential for water reuse)	– At least 30 countries (of which at least 30% of SIDS) responding to the IOC survey on national ocean science capacity SIDS
6	Number of supported Member States which have strengthened water education approaches at all levels for water security	<ul style="list-style-type: none"> – At least 35 Member States, particularly in Africa <i>and SIDS</i> – At least one network of water and mass media professionals

MAJOR PROGRAMME III: SOCIAL AND HUMAN SCIENCES

Priority 3 (SIDS Action Plan): Supporting SIDS in the management of social transformations and the promotion of social inclusion and social justice

MP III, Expected Result 1: Future-oriented social science and humanities research on social transformations and intercultural dialogue enhanced through the uses of sustainability science as well as fully inclusive human rights-based and gender-sensitive initiatives to strengthen national social science policy and international scientific cooperation

Performance Indicator		38 C/5 Target, including SIDS component
1	Number of interdisciplinary social science and humanities cooperation initiatives improved through a strengthened MOST programme	– 10 cooperation initiatives strengthened/ established in at least 5 regions including the annual celebration of WPD, <i>of which at least 1 SIDS initiative</i>
2	Number of innovative interdisciplinary research programmes implemented at national level in areas related to social transformations, social inclusion, intercultural dialogue and culture of peace	– At least 20 research projects, <i>of which 1 SIDS initiative</i>

MP III, Expected Result 3: Capacities of decision-makers, civil society organizations and other key stakeholders strengthened, to design and implement innovative proposals for the development of public policies in favour of social inclusion and intercultural dialogue, particularly targeting disadvantage populations

Performance Indicator		38 C/5 Target, including SIDS component
1	Number of Tools and guidelines on inclusion, equality, rights and anti-discrimination disseminated to Member States and Regional Organisations to support measuring progress towards SDGs, in collaboration with UIS	– At least 3 tools and/or guidelines – 2 policy briefs published, <i>of which at least 1 policy brief for SIDS</i>
3	Number of interdisciplinary, cross- sectoral and results-oriented initiatives regarding tolerance and anti-	– At least 4 initiatives launched under the ICCAR framework with the leadership of Mayors, <i>including at least 1 SIDS initiative</i>
	discrimination and fostering international collaboration adopted by Member States and regional organizations	
4	Number of Member States and partners actively engaged in the implementation of the Action Plan of the International Decade for the	– At least 30, <i>of which 3 SIDS</i>

	Rapprochement of cultures	
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MP III, Expected result 4: Access to knowledge enhanced through the promotion of shared history and memory for reconciliation and dialogue

Performance Indicator		38 C/5 Target, including SIDS component
1	Number of institutions, research studies, networks and events which contribute to a better knowledge and awareness raising on the slave trade and slavery	– 12 institutions, 2 multidisciplinary research, 3 networks and 10 events, <i>including at least 2 institutions in SIDS</i>

MP III, Expected Result 6: Capacities of Member States strengthened to design and implement multi-stakeholder and inclusive public youth policies and young women and men engaged in community building and democratic processes

Performance Indicator		38 C/5 Target, including SIDS component
1	Number of supported Member States which have initiated a multistakeholder and inclusive process of formulation and/ or a review of their public policies on youth, including a gender equality dimension, with the participation of young women and men	– 3 to 7 countries (at least 3 in Africa, 3 <i>in SIDS</i> , and 1 per other region) initiate a multi- stakeholder and inclusive process of formulation and/or evidence-based review of their public policies on youth
2	Number of youth-led projects which have supported national development and community building and enabling youth civic engagement	– 15 youth-led social innovative or entrepreneurial projects (of which 3 in Africa and 2 <i>in SIDS</i>), in follow-up to the UNESCO Youth Forum across UNESCO's areas of competence
3	Number of supported Member States which have improved the participation of youth, in particular young women, from countries in transition in democratic processes	– Level of participation increased in at least 2 countries in transition (where applicable in UNDAF or UCPD), <i>including at least 1 SIDS</i> – At least 40% of the participants in the actions undertaken are young women

MP III, Expected Result 7: Multi-stakeholder and inclusive public policies designed and implemented by Member States in the field of physical education, sports and anti-doping

Performance Indicator		38 C/5 Target, including SIDS component
1	Number of Member States which have introduced Guidelines for establishing national policy frameworks that improve the situation of physical education at school and guarantee access to sport for all and gender equality	– 10 countries, <i>including 1 SIDS</i> , revise physical education policy in accordance with Guidelines

1	Number of State parties which fulfil their obligations under the Convention	<p>50 countries develop values-based education initiatives, improve national anti- doping capacity and reinforce policy mechanism to improve compliance with the provisions of the Convention thanks to 90 projects approved under the Anti-Doping Fund, <i>of which at least 5 in SIDS</i></p> <p>67% of national reports completed</p>
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MAJOR PROGRAMME IV: CULTURE

Priority 4 - Preserving Tangible and Intangible Cultural Heritage and Promoting Culture for Island Sustainable Development

Note: SIDS related Targets are based on the existing 38 C/5 Targets but were reformulated in some cases to ensure that they capture actions in the context of SIDS.

MP IV, Expected result 1: Tangible heritage identified, protected, monitored and sustainably managed by Member States, in particular through the effective implementation of the 1972 Convention

Performance Indicator		38 C/5 Target, including SIDS component
1	Governing bodies of the 1972 Convention exercise sound governance thanks to the effective organization of their statutory meetings	– <i>SIDS participate in governing bodies, bringing their concerns and objectives to the debates and the resulting decisions</i>
2	Number of World Heritage properties where capacity of staff is enhanced, including in collaboration with category 2 institutes and centres	<ul style="list-style-type: none"> – <i>10 properties in SIDS where staff capacity is enhanced</i> – <i>2 properties in SIDS where staff capacity is enhanced on sustainable tourism</i> – <i>Best practices from at least 1 World Heritage marine property in SIDS shared with other SIDS World Heritage marine properties</i>
3	Number of States Parties which develop new or revised tentative lists and percentage of nomination dossiers conforming to prescribed requirements	<ul style="list-style-type: none"> – <i>Up to 6 SIDS States Parties develop new or revise tentative lists</i> – <i>Up to 5 SIDS submit nomination dossiers conforming to prescribed requirements</i>
4	Number of World Heritage properties whose conservation contributes to sustainable development	<ul style="list-style-type: none"> – <i>4 World Heritage properties in SIDS benefit from conservation projects linked to topics such as Danger List, conflicts, disasters, tourism management, urbanization and climate change</i> – <i>3 properties in SIDS contribute to sustainable tourism development</i> – <i>1 World Heritage marine property in SIDS with revised management plan</i>
5	Number of stakeholders contributing to conservation, thematic priorities and awareness-raising	<ul style="list-style-type: none"> – <i>3 partnerships in SIDS for conservation</i> – <i>10 SIDS involved in Youth Heritage campaign</i>

MP IV, Expected Result 2: Policy dialogue promoted to combat illicit import, export and transfer of ownership of cultural property through enhanced, strengthened and more efficient international cooperation, including the implementation of the 1970 Convention and enhanced capacities of museums

Performance Indicator		38 C/5 Target, including SIDS component
1	Governing bodies of the 1970 Convention and the Intergovernmental Committee for promoting the return of cultural properties to its countries of origin or its restitution in case of illicit appropriation (ICPRCP) exercise sound governance thanks to effective organization of statutory meetings	– <i>SIDS participate in governing bodies and ICPRCP, bringing their concerns and objectives to the debates and the resulting decisions</i>
2	Number of cases of return and restitution of cultural property considered	– <i>At least 1 new request for return and restitution of cultural property to the ICPRCP or resolved through the good offices of the Secretariat concerning SIDS</i>
3	Number of States Parties to the 1970 Convention increased	– <i>At least 1 new ratification from SIDS</i>
4	Number of various stakeholders contributing to protection, thematic priorities and awareness raising	– <i>5 SIDS benefit from capacity building activities</i> – <i>10 SIDS benefit from awareness raising activities</i>
6	Number of Member States which have adapted national legal and institutional frameworks in line with the new Recommendation on Museums	– <i>2 SIDS supported in the implementation of the 2015 UNESCO Recommendation on Museums</i>

MP IV, Expected Result 3: *the 1954 Convention does not contribute to SIDS directly except in terms of ratification, integration of provisions in laws and policies and international assistance. This is captured in the last Expected Result that is common to all Conventions.*

MP IV, Expected Result 4: Global strategic and forward looking directions developed and applied through the effective implementation of the 2001 Convention and multiplier effect achieved

Performance Indicator		38 C/5 Target, including SIDS component
1	Governing bodies of the 2001 Convention exercise sound governance thanks to effective organization of their statutory meetings	– <i>SIDS participate in governing bodies, bringing their concerns and objectives to the debates and the resulting decisions</i>
2	Number of States Parties to the 2001 Convention increased	– <i>At least 1 ratification from SIDS</i>

4	Number of States Parties which have effectively implemented the Convention and have fully harmonized national laws with the Convention's provisions	– 3 SIDS laws revised through the use of the UNESCO Model Law for the Implementation of the 2001 Convention
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MP IV, Expected Result 5: National capacities strengthened and utilized to safeguard intangible cultural heritage, including indigenous and endangered languages, through the effective implementation of the 2003 Convention

Performance Indicator		38 C/5 Target, including SIDS component
1	Governing bodies of the 2003 Convention exercise sound governance thanks to effective organization of their statutory meetings	– SIDS participate in governing bodies, bringing their concerns and objectives to the debates and the resulting decisions
2	Number of supported Member States utilizing strengthened human and institutional resources for intangible cultural heritage and integrating ICH into national policies	– 10 SIDS supported
3	Number of periodic reports on the implementation of the Convention at the national levels submitted by States Parties and examined by Committee, and number addressing gender issues and describing policies promoting equal access to and participation in cultural life	– 10 SIDS periodic reports submitted and examined
4	Number of States Parties to the Convention increased	– 2 ratifications from SIDS

MP IV, Expected Result 6: National capacities strengthened and utilized for the development of policies and measures to promote the diversity of cultural expressions, in particular through the effective implementation of the 2005 Convention

Performance Indicator		38 C/5 Target, including SIDS component
1	Governing bodies of the 2005 Convention exercise sound governance thanks to effective organization of their statutory meetings	– SIDS participate in governing bodies, bringing their concerns and objectives to the debates and the resulting decisions
2	Number of national policies and measures and human and institutional resources that promote the diversity of cultural expressions, including cultural goods, services and activities, developed and/or strengthened	– Up to 2 SIDS adopt national policies and measures that promote the diversity of cultural expressions.

3	Number of quadrennial periodic reports on the implementation of the Convention at the country level provided by Parties processed and analyzed	– 2 SIDS quadrennial periodic reports processed and analysed
4	Number of Parties to the Convention increased	– 2 ratifications from SIDS

MP IV, Additional Expected Result common to all conventions: SIDS supported in the ratification of and participation in the conventions' mechanisms

Performance Indicator		38 C/5 Target, including SIDS component
	Number of SIDS States to the conventions increased	<ul style="list-style-type: none"> – 1954 Convention and its two protocols: 3 ratifications – 1970 Convention: 1 ratification – 1972 Convention: 2 ratifications – 2001 Convention: 1 ratification – 2003 Convention: 2 ratifications – 2005 Convention: 2 ratifications
	Number of SIDS States Parties supported in the integration of the conventions' provisions in national laws or policies	<ul style="list-style-type: none"> – 1954 Convention: 1 SIDS supported – 1970 Convention: 5 SIDS supported – 1972 Convention: 2 SIDS supported – 2001 Convention: laws harmonized with the 2001 Convention in 3 SIDS – 2003 Convention: 2 SIDS supported – 2005 Convention: 1 SIDS supported
	Number of SIDS States supported in applying for international assistance	<ul style="list-style-type: none"> – 1972 Convention: 3 SIDS apply for World Heritage Fund assistance – 1999 Protocol: 1 SIDS applies for international assistance – 2003 Convention: 2 SIDS apply for international assistance – 2005 Convention: 5 SIDS apply for IFCD assistance

MAJOR PROGRAMME V: COMMUNICATION AND INFORMATION

Priority 5 (Action Plan): *Increasing connectivity, information management and knowledge sharing*

MP V, Expected Result 2: Member States have enhanced pluralistic media and empowered audiences

Performance Indicator		38 C/5 Target, including SIDS component
4	Number of initiatives to empower citizens with increased MIL competencies	– 5 Member States, <i>of which at least 1 SIDS</i>

MP V, Expected Result 3: Local actors in Member States have fostered media development through IPDC

Performance Indicator		38 C/5 Target, including SIDS component
1	Number of media development actors in Member States fostering media development through IPDC projects	– 80 Member States, <i>of which at least 5 SIDS</i>
4	Number of institutions which have revised their journalism programmes to address issues of democratic governance, sustainable development and peace, based on UNESCO's model curricula for journalism education	– 10 institutions, <i>at least 1 in SIDS</i>

MP V, Expected Result 4: Member States have advanced Universal Access to information through Open Solutions

Performance Indicator		38 C/5 Target, including SIDS component
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1	Number of Member States formulating Policy Frameworks and taking concrete measures on Universal Access to Information and knowledge using ICTs, mobile devices and Open Solutions with special emphasis on teachers, learners, researchers, information professionals and/or scientists	– 40 Member States, <i>of which at least 5 SIDS</i>
3	Number of Member States, through their relevant Ministries and institutions, provided with capacity to use policy support and self-directed learning tools for open, distance, flexible and online (e-learning) learning to ensure innovative strategies for inclusive participation in Knowledge Societies	– 40 Member States, <i>of which at least 5 SIDS</i>

MP V, Expected Results 5: Member States have preserved documentary heritage through the Memory of the World Programme

Performance Indicator		38 C/5 Target, including SIDS component
1	Safeguarding, preservation and accessibility of Information and documentary heritage enhanced in Member States, including through the implementation of normative instruments	– 50 new inscriptions on Memory <i>of the World Register</i> , <i>at least 5 in SIDS</i>

MP V, Expected Result 6: Member States' capacities for the use of ICT for a sustainable, knowledge-based development enhanced through the implementation of the World Summit on the Information Society (WSIS) outcomes and of the Information for All Programme (IFAP) priorities

Performance Indicator		38 C/5 Target, including SIDS component
1	Number of Member States which participate in WSIS-related meetings in order to strengthen their ICT capacities and scale up inclusive and gender-responsive Information and communication technology (ICT) uses	– 90 Member States, <i>of which at least 5 SIDS</i>
4	Number of Member States implementing evidence based assessment strategies and actions related to Info-Ethics and Media and Information Literacy	– 4 SIDS