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**EVALUATION: “THE FUTURE OF UNESCO’S EDUCATION SECTOR:
THE NORMATIVE VERSUS OPERATIONAL ROLE IN THE CONTEXT OF THE 2030 AGENDA”**

SUMMARY

In accordance with 186 EX/Decision 6.VI and 202 EX/Decision 5.II, this report provides a summary of a recently completed evaluation, namely: “Evaluation of the Future of UNESCO’s Education Sector: The Normative vs Operational Role in the Context of Agenda 2030”.

Decision required: paragraph 33.



INTRODUCTION

1. At its 186th session, the Executive Board requested the Director-General to continue to report periodically on evaluations completed (186 EX/Decision 6.VI). Furthermore, at its 202nd session, the Executive Board requested to examine future evaluation reports in parallel to programme discussions at the Executive Board (202 EX/Decision 5.II). The Internal Oversight Service (IOS) herewith presents a summary of the recently completed Evaluation of the Future of UNESCO's Education Sector: The Normative vs Operational Role in the Context of Agenda 2030. The detailed findings, conclusions and recommendations are presented in the full evaluation report, which is available along with the management response from the Education Sector on the IOS website: <https://en.unesco.org/about-us/ios>.

The UNESCO Education Sector's normative and operational role

2. Education is at the heart of UNESCO's mission to build peace in the minds of men and women. The role of UNESCO in education is to promote inclusive and equitable quality education and lifelong learning opportunities for all, and to ensure that these principles are inherent in all its programmes and operations. UNESCO is the only United Nations agency with a mandate to cover all aspects and levels of education.

3. To attain its overall goals, UNESCO plays, among others, a normative/intellectual role at the global level primarily through its Education Sector at Headquarters and through category 1 institutes and an operational country-support role mainly through UNESCO field offices. There are overlaps in carrying out these functions and field offices also conduct policy analysis and generate policy advice, albeit mostly focused on a region or country. Furthermore, Headquarters and specialized institutes are at times called upon to support capacity development or provide policy advice at the country level.

Objectives and methodology of the evaluation

4. This evaluation examines whether UNESCO has achieved an effective strategic positioning and sustainable balance between its global and regional coordination, intellectual leadership and normative roles, on the one hand, and its country-level operational roles on the other. In doing so, it considers the interrelationship between these roles, and opportunities for strengthening the overall functioning of the Education Sector. The findings and recommendations from this evaluation are intended to inform decisions about how to strengthen UNESCO's Education Sector to ensure it remains fit for the future in the context of the SDG Agenda.

5. The primary intended users of this evaluation are UNESCO's senior management, in particular the Assistant Director General (ADG) for Education as well as other sectors as relevant, the Director of the Bureau for Strategic Planning (BSP), as well as related programme staff (at Headquarters, field offices, and specialized institutes). Secondary users of the evaluation are Member States, other UNESCO partners and networks.

6. The evaluation draws on multiple data collection strands: a document review and analysis, including an extensive literature review; two surveys, one for staff and one for external stakeholders; semi-structured interviews with a broad range of stakeholders, including during field missions to Chile, Lebanon, Thailand and Senegal and at Headquarters as well as a validation workshop held in Paris. The evaluation was conducted in line with gender equality and human rights-based approaches to evaluation, as well as with the United Nations Evaluation Group (UNEG) Norms and Standards.

Findings

7. The main evaluation findings are as follows:

Comparative Advantage

While many aspects of UNESCO's comparative advantage remain strong, key areas have been affected during a period of financial constraint, and against the backdrop of a rapidly evolving global education architecture.

8. While different stakeholders emphasised various aspects of UNESCO's comparative advantage, there was a high degree of consistency among their views. These views revolved around six main ideas: (i) the universal relevance of UNESCO's mandate, covering all aspects of education from early childhood through to lifelong learning, and both formal and non-formal educational settings; (ii) UNESCO's unique normative powers, being the only organization that can prepare international conventions and set global standards on contemporary educational issues; (iii) the Organization's unwavering commitment to a human rights-based and humanistic approach to education; (iv) UNESCO's convening power and credibility with Member State governments facilitated by its direct access through the National Commissions, Permanent Delegations and Ministries of Education; (v) UNESCO's on-the-ground presence where it is considered as an impartial and a trusted advisor and (vi) UNESCO significant role in setting the international education agenda.

9. That said, many stakeholders observed that an increasing number of institutional actors are active in education at global and regional level leading to greater contestability over some aspects of UNESCO's education mandate. Further, in terms of its field support, the relatively limited footprint and scale of its field office network is a constraint, with Member State representatives and non-governmental organizations/civil society organizations (NGOs/CSOs) noting that other agencies have greater field capacity and reach while UNESCO's country-level efforts are being drawn into often small-scale, at times less impactful projects and activities as part of an increased dependence on extra-budgetary funding for operational activities.

Global coordination, intellectual leadership and standard setting

UNESCO played a lead role in shaping the SDG 4 – Education 2030 Agenda, however momentum has been slowed in the implementation phase

10. Two thirds of survey respondents agreed that UNESCO played a significant role in shaping the SDG 4 – Education 2030 Agenda. This was corroborated by the evaluation's literature review which attest to UNESCO's advocacy in securing a stand-alone goal for education and ensuring the universality of the agenda with a clear focus on quality, access, equity and inclusion and lifelong learning.

11. However, most interviewees agreed that the initial momentum had not been maintained in the post-2015 implementation phase. A commonly held view was that UNESCO (and other multilateral organizations) had not sufficiently planned for the transition from agenda-setting to coordinating implementation and monitoring progress.

12. While primary responsibility for SDG implementation rests with Member States, the global education community is looking to UNESCO to show leadership in supporting Member States to translate the high-level goals and targets into concrete policies and initiatives, and to support the development of robust monitoring frameworks and mechanisms. Several aspects of global coordination that require clarification or strengthening came through in the evaluation including: the roles and responsibilities of institutions within the global education architecture; the role and functioning of the SDG 4 Steering Committee; issues in relation to uneven regional coordination processes; insufficient resources for supporting regional and national monitoring of progress and a lack of effective global partnerships. A positive development in this regard is the commitment, at the recent Meeting of the Multilateral Education Platform in September 2019, to support a proposal led by UIS to create a Global Coalition for Education Data.

Intellectual leadership is a key part of UNESCO's comparative advantage but its international standing and capacity as a global thought leader has eroded over time

13. The UNESCO Education Sector plays an important role in building connections between education research, policy and practice, which it achieves by stimulating and sharing research and knowledge products spanning a wide range of topics at the global, regional and subregional level. A flagship product is the Global Education Monitoring Report an editorially independent, authoritative and evidence-based annual report published by UNESCO with a global reputation for excellence.

Further, UNESCO category 1 institutes contribute substantially towards UNESCO's production of knowledge products advancing the frontiers of knowledge across a wide range of education domains.

14. The literature review showed that through its various knowledge products UNESCO made a significant contribution towards shaping global educational priorities and furthering understanding in several areas of concern for the post-2015 education agenda (i.e., quality, access, equity and inclusion and lifelong learning). In addition, UNESCO contributes a unique perspective by promoting a rights-based view of education that is aspirational and transformational in nature, and by focusing on the rights of children and youth.

15. Nonetheless key stakeholders are concerned about an erosion of UNESCO's capability and authority in this area. Many stakeholders put this in a long-term historical context, citing the Faure report (1972) and Delors report (1996) as having influential and long-lasting impacts on global education discourse while observing that UNESCO has not had the same impact on global education discourse since then.

16. While UNESCO produces a high volume of knowledge products, these are widely viewed as being uneven in quality and lacking coherence. Several stakeholders commented on the lack of clear differentiation between types of knowledge products (e.g., policy briefs, working and occasional papers, technical guides, and official (normative) policy statements) and inconsistent application of editorial standards and quality controls. It is important to acknowledge that the UNESCO Education Sector has already identified a number of these issues and has taken appropriate steps to scale up its functions of education foresight and as a laboratory of ideas. For example, by developing a UNESCO-wide education research strategy to bring more coherence and consistent quality to its research and knowledge mobilization work, and by the launch of the "Futures of Education" global foresight initiative, led by an independent international commission of thought-leaders.

A significant achievement was the adoption of the Global Convention on the Recognition of Qualifications concerning Higher Education

17. In the absence of new global conventions with a focus on education since 1989, many stakeholders welcomed the new Global Convention on the Recognition of Qualifications concerning Higher Education. This Convention encompasses all countries and supports implementation of SDG 4 – Education 2030, especially as it concerns the quality enhancement of higher education. Evaluation respondents highlighted that it will enable greater student and labour mobility, recognize academic credentials as a global right, and bring about increased consistency in procedures for recognizing qualifications.

Country-level operational roles and activities

UNESCO is responsive to the needs of Member States although countries' demand for support outstrip the capacity to deliver, particularly on support to the implementation of the SDG 4 – Education 2030 Agenda

18. UNESCO has effective mechanisms in place to ensure that its in-country activities align with countries' needs. The Organization implements activities upon requests from the government (usually via the Ministry of Education) and works closely with government agencies, NATCOMs and local partners to agree on the nature and scope of assistance required.

19. UNESCO's policy advice and technical expertise are highly valued by Member States, and there is significant demand for support. For example, many stakeholders commented that, as a trusted advisor UNESCO constructively discusses challenging as well as sensitive issues with governments that other organizations find difficult to address. Through this work, UNESCO supports the reflection of universal values, such as those relating to the right to education, in national laws and policies.

20. Indeed, the expectations of governments for advice and support from UNESCO outstrip the Education Sector's capacity to deliver. There is a particularly high demand for practical guidance on the implementation of the SDG 4-Education 2030 Agenda. Many country-level representatives commented there is a lack of visibility and clear processes for supporting implementation and

monitoring progress of SDG 4-Education 2030 at country-level, despite efforts by UNESCO to establish coordination processes in each region. Furthermore, country-level stakeholders also observed that UNESCO's limited resources to support the development of national capacities in education sector planning and education statistics is a barrier to achieving progress on implementation and monitoring of the SDG 4 – Education 2030.

At the country-level, UNESCO contributes to educational reform, policies and systems but the need to raise extrabudgetary funds often constrains impact

21. There are many good examples of UNESCO having a positive impact on education reform and developing national capacity across all UNESCO regions, from low- to middle-income countries. Some of these examples are: in Yemen, playing a crucial role in ensuring that the conflict-affected country has a transitional education plan; in the Philippines and Cambodia, joint efforts of UNESCO and NGOs bringing about improvements in native language education; in Latin America the coordination of a regional student and quality assessment spanning 19 countries, from low-medium to upper-medium income level for the past 25 years and the SDG 4 Pilot of the CapED programme in Haiti, Madagascar, the Democratic Republic of the Congo and Senegal where UNESCO supported the development of new education sector plans. In the survey, a majority of stakeholders reported that UNESCO has made the most positive impact on national educational policies.

22. Notwithstanding these good examples, stakeholders commented that UNESCO's country-level operational work has become increasingly dependent on the need to raise extrabudgetary funding for projects and that education specialists in cluster and country offices frequently find themselves spending a large part of their time managing portfolios small in size and scope. While these projects typically relate to priorities within the broad SDG 4-Education 2030 agenda, and align to Member States' needs, their small scale means they often have relatively limited impacts.

UNESCO is most effective when it collaborates, but it has been slow to work towards One UN, missing opportunities for partnerships with other United Nations agencies

23. Stakeholders frequently commented that UNESCO is most effective at country-level when it collaborates closely with partners, and when mechanisms such as country teams are used to agree priorities and coordinate support. Partnering helps to overcome the criticism that UNESCO lacks financial resources to support projects, by enabling it to leverage the funding and implementation capabilities of partner organisations. The evaluation found that the quality of UNESCO's partnerships in countries is uneven and varies from office to office. Similarly, representatives of other United Nations agencies commented that UNESCO has been slow to work towards One UN in the field. The variable involvement in United Nations Country Teams has meant that UNESCO is missing opportunities to leverage stronger partnerships with other United Nations agencies.

Interrelationship between global, regional and operational roles

There are good examples of complementarities between global, regional and operational roles but the potential for synergies is not always achieved on account of overlap and lack of internal coherence

24. Most internal and external stakeholders consider there are significant potential synergies between UNESCO's global, regional and operational roles. Indeed, the majority of stakeholders view these roles as mutually reinforcing and consider that UNESCO would be ineffective in carrying out its global coordination and intellectual leadership functions if it did not have a strong understanding of national-level education systems and policy issues. Similarly, UNESCO's credibility with Member States, and its capability to provide effective technical support to countries, would be significantly weakened in the absence of a strong global and regional leadership role.

25. There are important examples of effective integration of UNESCO's global, regional and operational roles such as the development of global education conventions and UNESCO's work in the area of sexual and reproductive health and rights (SRHR). However, external stakeholders observed that that different parts of UNESCO do not always pull in the same direction across its

global, regional and operational offices, citing examples of inconsistent communication as well as the multiple types and variety of constellations of regional office structures. In addition, the evaluation found that there are gaps, overlaps, duplications or imbalances across the functions and activities of UNESCO's global, regional and country-level work. This includes overlapping research activities, multiple repositories of data and research, and a lack of standardized information about countries' education systems.

The UNESCO Education Sector's global coordination function needs significant strengthening

26. Most stakeholders consider that the Education Sector's global coordination and intellectual leadership functions need strengthening and that the global architecture for supporting implementation of SDG 4 – Education 2030 is not fit for purpose. Another widely held view is the need to strengthen the capacity of the regional bureaux for education (and education teams within multi-sectoral regional offices) as regional offices play a 'linchpin' role within the UNESCO system by supporting global SDG 4 – Education 2030 leadership and coordination processes, facilitating regional exchanges of knowledge, expertise and experience, and providing technical backstopping for cluster and national offices. Regional bureaux also play a critical role in supporting global monitoring of progress towards SDG 4 targets, particularly in the context of the current United Nations reform. Further, it was felt that much greater coordination, and coherence is needed between UNESCO education institutes and other parts of the Sector, with a more collaborative and less competitive dynamic required.

Structure, management processes and resources

A range of internal systemic organizational issues affect the effectiveness and efficiency of the Sector lending support to the priority and direction of the current strategic transformation

27. While there is consensus that UNESCO is focused on the right policy priorities, there is a concern that the Organization is trying to cover too much ground given its restricted resources and that it has not focused enough on leading global and regional coordination processes around the implementation of the SDG 4 – Education 2030 Agenda. On the other hand stakeholders expressed concern that compared to the needs, some topical issues of particular relevance for Africa do not receive sufficient attention from UNESCO in terms of its policy advocacy work. Examples included teacher training and education for people in conflict zones.

28. Recent attempts have been made to bring together leaders from across the Education Sector; however a more concerted effort is needed to operate as One Sector. For example, Directors of regional bureaux lack influence over the work of education specialists in cluster and national offices and education specialists in cluster and national offices reported that they do not operate within a common framework of global, regional and national priorities.

29. Most stakeholders consider the distribution of staff between Headquarters, regional bureaux and cluster/national offices to be sub-optimal. Relative to the breadth of the SDG 4 – Education 2030 Agenda and the global geographic coverage of UNESCO, the size of the Education Sector is small and stretched thinly across its programmes. Stakeholders noted that UNESCO's ability to effectively support and influence education system reform and policy development at country-level is greatest in countries where UNESCO has a physical presence but distribution of national offices is uneven and not always aligns with areas of greatest need.

30. Encouragement of greater staff mobility is seen as key to creating a more coherent and collaborative culture, although it was also identified as a source of tension by some staff, particularly those with highly specialized expertise. The Education Sector is currently piloting more agile ways of working, and has chosen three areas in which to apply agile methodologies in order to fast-track results. An early sign of the success with these new ways of working can be seen through the work on girls' and women's education.

The way forward (conclusions and recommendations)

31. At the global level UNESCO played a key intellectual role influencing the shape of educational discourse and the SDG 4 – Education 2030 agenda. However against a backdrop of a rapidly evolving global education architecture and financial constraints, this leadership has not been sustained. At the country-level UNESCO is a trusted advisor and contributes to the development of educational reform policies and systems but this coexists with a constant need to raise extra budgetary funds which often constrain impact. There are some examples of effective integration of global, regional and operational roles but a range of internal systemic organizational issues means that potential for synergies are not always realized. This is particularly the case in support to the implementation of the SDG 4 – Education 2030 Agenda.

32. Building on the above findings, the evaluation presents six interlinked high-level recommendations to strengthen the work of the Education Sector and ensure it remains fit for the future. The recommendations propose: strengthening the programmatic focus in areas of comparative advantage; rebalancing global, regional and operational roles; strengthening global SDG 4 leadership and coordination; further developing education foresight and laboratory of ideas functions; refocusing country-level support on implementation and monitoring of the Education 2030 Agenda and building leadership and support capabilities to operate as One Sector. The evaluation acknowledges the significant initiatives spearheaded by the Education Sector currently under way and driven to improve UNESCO's SDG 4 global leadership, enhance the Organization's intellectual standing and operate more effectively as a sector.

Proposed draft decision

33. The Executive Board may wish to adopt a decision along the following lines:

The Executive Board,

1. Recalling 186 EX/Decision 6.VI and 202 EX/Decision 5.II,
2. Having examined document 209 EX/8,
3. Welcomes the evaluation concerning the future of UNESCO's Education Sector: the normative vs operational role in the context of the 2030 Agenda, and takes note with interest of its findings and recommendations;
4. Welcomes the corresponding management response to the recommendations as contained in the annex to document 209 EX/8;
5. Invites the Director-General to implement the actions as indicated in the management response to the recommendations contained in the annex to document 209 EX/8.

ANNEX

Management Response

Overall Management Response	
<p>The Education Sector welcomes the recommendations of this important evaluation, which reinforces many of the strategic directions that the Education Sector leadership have already embarked on during the last year. This relates to UNESCO's efforts to assert its mandated leadership role in SDG 4 as a means to strengthen progress towards SDG 4 at country level through increased coordinated action among key global and regional partners, strengthen its intellectual leadership role, sharpen programmatic focus through selected initiatives, and internal coordination to deliver the education programme as one unified UNESCO that draws on the expertise of category 1 education institutes and balances global, regional and national roles, fully aligned to UNESCO's strategic transformation and the ongoing United Nations reform.</p>	
Recommendations	Management response
<p>Recommendation 1: Sharpen programmatic focus in areas of comparative advantage</p> <p>To ensure its continued relevance, UNESCO will need to maintain and enhance its comparative advantage and ensure this forms the foundation for its next medium-term education strategy. The Education Sector should focus its scarce resources on fewer, more tightly defined priorities and expected result areas, informed by an assessment of where it has a comparative advantage and where it can have the largest impacts.</p> <p>To bring greater focus to its country-level programmatic activities, UNESCO should explore how it make more effective use of centralized funding mechanisms, such as CapED, to better target support towards implementation of the SDG 4 – Education 2030 Agenda.</p> <p>Given the central role of data in monitoring progress towards SDG 4, UNESCO should prioritize its work to bring the Global Coalition for Education Data to life, including ensuring this is supported by an international programme of statistical capacity building.</p> <p>Addressed to: Education Sector</p>	<p>Accepted</p> <p>The Education Sector fully agrees on the importance of UNESCO to continue to enhance its comparative advantage and relevance and that this should form the basis of the Sector's proposal in the next Medium Term Strategy, for decision by UNESCO's Member States at the 41st session of the General Conference in 2021.</p> <p>UNESCO's comparative advantage is linked to the fact that it has a broad education mandate promoting a holistic approach, covering all education sub-sectors and all forms of education provision, which should be taken into account during a prioritization process. The Sector has already started this by scaling-up its programmatic focus around three new initiatives in 2019.</p> <p>The Sector is already working on how to more effectively use funding mechanisms such as the CapED programme and has created an Education Sector special account for greater scale interventions. The success of this approach depends on donors' acceptance to support such funding mechanisms.</p> <p>The Global Coalition for Education Data has already been accepted by the Members of the Multilateral Education Partners' Platform and UIS is currently working towards its operationalization.</p>
<p>Recommendation 2: Rebalance global, regional and operational roles</p> <p>UNESCO should explore how it can rebalance its global, regional and operational roles through a combination of:</p> <ul style="list-style-type: none"> - Strengthening its coordination of SDG 4 – Education 2030 at global and regional levels - Further developing its education foresight and laboratory of ideas functions - Strengthening the capacity of regional offices, including addressing the unevenness in capacity and capability that exists across regions <p>In the context of UNESCO's strategic transformation programme, UNESCO should examine opportunities</p>	<p>Accepted</p> <p>The Education Sector has already started to re-examining and asserting its mandated lead and coordination role at global and regional levels (illustrated further under management response to recommendation 3 here below).</p> <p>It has substantially strengthened its foresight and intellectual leadership functions by the launching of the "Futures of Education" initiative and the establishment of a separate team for this within the Education Sector.</p> <p>The Sector will continue to strive to strengthen its regional offices, addressing capacity gaps, within the limits of available human and financial resources. Working with in-country partners, including through local education groups will be key. Decisions regarding the field network are taken within the framework of the</p>

<p>for possible improvements in effectiveness and efficiency through:</p> <ul style="list-style-type: none"> - Consolidating its field network into stronger, better resourced regional and subregional offices - Implementing a country-level delivery model that makes greater use of in-country partners (e.g., NATCOMS), and takes advantage of opportunities afforded by UN reforms to co-locate staff within United Nations Country Teams and offices - Considering consolidation of UNESCO institutes, and strengthening UIS as a matter of priority. <p>Addressed to: Senior management, Strategic transformation team and Education Sector</p>	<p>strategic transformation process and the United Nations reform.</p> <p>The Sector supports the strengthening of all UNESCO institutes and UIS in particular. UIS is now managed under the ADG of Education, which facilitates funds mobilization, support and coordination.</p>
<p>Recommendation 3: Strengthening global SDG 4 leadership and coordination</p> <p>Building on progress made through the Multilateral Education Platform, strengthen partnerships between UNESCO and key actors in the global education architecture (e.g., funding platforms such as GPE and ECW; and implementation partners such as UNICEF and the World Bank).</p> <p>Re-energize the work of the SDG 4 – Education 2030 Steering Committee, including through increased resources for the Secretariat and through more dedicated support for global and regional coordination and monitoring processes.</p> <p>Clarify responsibilities for regional leadership of SDG 4 – Education 2030 in Africa.</p> <p>Addressed to: Senior management and Education Sector</p>	<p>Accepted</p> <p>SDG 4 leadership and coordination is critical. UNESCO will continue to strengthen its SDG 4 leadership and coordination function, including through mechanisms such as the Multilateral Education Platform (MEP) and the Global Education Forum. UNESCO will strive to improve the strategic focus of the SDG 4 – Education 2030 Steering Committee and bureau meetings and strengthen its linkages with regional offices. It will seek to raise the profile and visibility of the Steering Committee as a global political platform.</p> <p>At the regional level, through its regional bureaux and together with the SDG 4 – Education 2030 co-conveners, UNESCO will continue to promote regional cooperation and strengthening of linkages between global and regional levels.</p> <p>Representatives from all the offices in Africa met in Addis in December 2019 to agree on stronger regional coordination and collaboration. In September 2019, a memorandum of understanding was signed by UIS and the AUC on the development of a joint mechanism for the monitoring and evaluation of SDG 4-CESA. In December 2019 senior officials from 27 countries agreed on the creation by AUC and UNESCO of a Multi-Partner platform to support the monitoring, evaluation and reporting on SDG 4 and CESA.</p>
<p>Recommendation 4: Further develop education foresight and laboratory of ideas functions</p> <p>Prioritize its roles as knowledge broker, and as an aggregator and disseminator of research, evidence and policy guidance, and better harness its role as a knowledge producer.</p> <p>Continue to develop UNESCO's education foresight and laboratory of ideas functions, including by:</p> <ul style="list-style-type: none"> - Ensuring adequate resourcing of the <i>Futures of Education</i> global initiative, and using this 	<p>Accepted</p> <p>The Futures of Education Initiative will be the converging point of UNESCO's work on research and foresight. In this regard, the new dedicated "Future of Learning and Innovation Team" will provide a unified support and coordination structure. It will work closely with the team on higher education and the UNESCO chairs and university networks. UNESCO chairs have already contributed to the Futures of Education initiative and their research capacity will continue to be harnessed in this process.</p>

<p>process to inform the next UNESCO medium-term education strategy.</p> <ul style="list-style-type: none"> - Completing and implementing a Sector-wide research and knowledge production strategy. - Strengthening partnerships with UNESCO Chairs and universities to better harness the research capacity of the global academic community. - Consolidating and harmonizing repositories of research and data, and work to make these easier to access and navigate. <p>Addressed to: Senior management and Education Sector</p>	<p>UNESCO will develop an Education Research Strategy to strengthen the quality, relevance and impact of UNESCO’s rich knowledge production for the benefit of education policy analysts, researchers, policy-makers, decision-makers, and practitioners.</p>
<p>Recommendation 5: Focus country-level support on implementation and monitoring of the Education 2030 Agenda</p> <p>UNESCO’s country-level activities should be, where necessary, refocused towards meeting Member States’ demand for support for implementation and monitoring of SDG 4 – Education 2030, taking full advantage of opportunities for regional cooperation.</p> <p>Through a combination of guidance, training and addressing underlying incentives to raise extrabudgetary funding, the Sector should seek to reduce the proportion of small scale extrabudgetary funded projects it manages and delivers.</p> <p>Addressed to: Senior management and Education Sector</p>	<p>Accepted</p> <p>UNESCO’s Education Programme is fully aligned to the SDG 4 targets, as clearly reflected in the C/5 expected results. While the formulation of the recommendation may therefore be a bit misleading, the Sector agrees with the importance to continue to focus country level support on making progress towards SDG 4.</p> <p>The Sector agrees to seek to reduce the number of small-scale extrabudgetary funded projects, for the benefit of larger scale programmes, with a view to reduce the high transaction costs linked to small-scale projects. As such, it for example opposes the creation of funds-in-trusts projects below a threshold. The Sector has increased the number of larger scale country or subregional programmes and will continue to seek to mobilize similar funding. A number of established donors cannot however provide less earmarked or large scale funding.</p>
<p>Recommendation 6: Build leadership and support capabilities to operate as One Sector</p> <p>Continue progress towards operating as One Sector, including by building a collective leadership model that is more inclusive of education staff in regional offices and institutes. This may require reconsideration of reporting lines for Directors of regional bureaux, and for education specialists in cluster and national offices.</p> <p>Continue to promote innovative, high impact ways of working, including through increased staff mobility, agile work practices, and the use of global “virtual teams” and communities of practice.</p> <p>Invest in the Sector’s strategic communications, fund-raising and results-based management capabilities, which will support the sector to better demonstrate impact and build stronger partnerships with donors and multilateral organisations.</p> <p>Addressed to: Education Sector</p>	<p>Accepted</p> <p>The Sector welcomes this recommendation as it is in line with recent efforts made by the Education sector leadership team, which includes category 1 institutes, to map out areas of convergence within Education Sector entities, with a view to strengthen synergies, joint planning and increase impact. The Sector is open to reconsider the accountability framework and reporting lines of regional bureaux and programme specialists in field offices. The accountability matrix for the field office network goes however beyond the responsibility of the Education Sector and should be addressed in cooperation with all concerned UNESCO entities.</p> <p>In an effort to mitigate limited human resources, the agile approach has been piloted and is starting to yield results, pooling expertise from Headquarters, field offices and category 1 institutes around urgent and prioritized objectives.</p> <p>The Sector is also giving increased attention to more strategic external communication and partnership building with key multilateral organizations.</p>